Providing a Model of Meritocracy Components in Human Resources Training at Farhangian University of Iran: A Reflection on the Lived Experience of Professionals and Experts

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Abstract

Objectives: This study aimed to provide a model of meritocracy components in human resources training at Farhangian University.

Methods: The research approach was a qualitative one using the phenomenological method. some specialists and experts in the field of meritocracy in Iran were selected as the study population. Thus, we made a semi-structured interview with 18 experts and specialists by employing the targeted snowball sampling approach and using the theoretical saturation criterion. The thematic analysis method was qualitative.

Results: Based on the findings, to govern the meritocracy approach to train worthy and competent human resources at Farhangian University, we need to initially provide the necessary infrastructure and preconditions, including four political, structural, managerial, and selective dimensions, by relying on the macro strategy at the level of the Ministry of Science, Research and Technology, the Ministry of Education and the Central Organization of Farhangian University. Then, we can focus on training competent teachers at the micro-level strategies at Farhangian University. The results also revealed that a qualified and competent teacher has three main dimensions of the individual, group, and organizational competence. Individual competence has two main codes: Knowledge-specialized with 5 sub-codes (self-efficacy, thoughtful action and initiative, media literacy, knowledge management, and being up-to-dated) and value-spiritual with 3 sub-codes (being a role model, professional ethics, and Jihadi culture).Group competence also has two main codes: Characteristic-behavioral with 4 sub-codes (group self-assumption, being the cause of change, order and titivation, self-constructing, and self-discipline) and action-interaction with 3 sub-codes (accountability, mutual communication, and tolerance (open-mindedness). Two main codes were also obtained for organizational competence: skilled-professional with 4 sub-codes (law recognition and being lawful, educational justice, aesthetics, and work experience) and leadership-managerial with 4 sub-codes (role-playing, systemic thinking, learning leadership, and seeking participation).

Conclusions: The findings of this study can be used and helpful in the policy of selecting and training qualified and competent teachers at Farhangian University and programs to improve teachers' professional development.

Keywords: Human resources training, Farhangian University, Meritocracy

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Introduction

A meritocracy-based society should provide equal opportunities for all members of society (Martin, Dymock, Billett & Johnson, 2014; Talib & Fitzgerald, 2015; Au, 2016). Since the first link in the chain of development and progress of any country is the will, commitment, and expertise of the officials, agents, and managers in charge of that country; this goal can be realized when the merit system governs its process (Abde Saboor, 2016). Human resources are recognized as the first factor in the development of societies, and many countries at the best state of development, despite the poverty of natural resources but due to having efficient manpower, are evidence to prove this claim (Hooshmand, Hassan Nejad & Ghezelbash, 2013). Research shows that 70% of the world's wealth is in the form of human capital (Terziev, 2018). It is also clear that a country failing to develop and increase its people's skills and knowledge and use them in the economic development will not be able to develop in any dimensions of its society; on the other hand, a society with skilled and specialized manpower, which is systematic and enjoys meritocracy, will succeed in any competition (Hosseinzadeh, Nabavi & Fazelipour, 2016). This major goal can be realized through training competent manpower and putting them in the right place and in the process of a meritocracy system (Gioki, Manzari Tavakoli, Selajeqeh & Sheikhi, 2018).

The English sociologist Michael Young (1958) coined the term meritocracy for the first time in his Book "The Rise of Meritocracy". Meritocracy is composed of two words of "merit" (meaning competence, capability, or worthiness) and "cracy" (meaning governance or the method of governing affairs). Meritocracy is a social system in which progress in the society is achieved based on individual abilities and competencies not derived from family, wealth, or social background (Castilla & Benard, 2010; Clark & Armit, 2010; Imbroscio, 2016). Ragan, Bigatel, Kennan & Dillon (2012), Rauch & Steiner (2013), and Russo (2016) believe that competencies are a set of abilities, skills, behaviors, attitudes, and beliefs that people must have them to succeed in their work and career. Hence, due to the importance of competent manpower in the development and progress of societies, the most important mission of any organization is to train and find worthy and competent individuals and employ them in the right position (Beviá & Corchón, 2017).

The education of any country is seen as the gateway to the training of skilled and qualified personnel. Developed countries invest in their human resources with national determination and focusing on their education. This investment appears to be a key factor in the process of all-round growth and development (Piriaei & Niknami, 2016). The transformation of education begins with the empowerment and professionalism of teachers. Accordingly, the most important factor in the development of a society is the existence of effective and motivated teachers (Kearney, 2015). The teachers of the third millennium are influential, inspiring, and awareness factors that need to train highly skilled students (Jan, 2017). Thus, teacher training can be considered the most important and sensitive aspect of education so that teachers can acquire required knowledge and skills and develop positive tendencies, beliefs and values in themselves and pass them on to the next generation (Patankar & Jadhav, 2013). The results of research conducted in the field of teachers' competence and empowerment remind us of the continuous and ever-evolving concept of expected competencies for a competent teacher. Some of such studies are as follows: Exploring the process of professional development of teachers in teacher training centers (Taheri, Arefi, Pardakhtchi & Ghahremani, 2013), Multicultural competency training (Stevens-Smith, Warner & Padilla, 2014), Acquiring practical competencies (Nadelson, Callahan, Pyke, Hay, Dance & Pfiester, 2013; Adams, Bernal, Cole-Jackson & Martin-Hansen, 2015), Improving the appointment and promotion process of education managers (Piriaei & Nicknami, 2016), and Competence training (Kim & Choi, 2017). Hence, the most important challenge ahead is to determine how to train teachers so that they are able to meet the diverse knowledge and skill needs of students in the information age (Helgevold, Næsheim-Bjørkvik & Østrem, 2015). The results of some of the studies focused on examining the meritocracy and competencies required by teachers are given in Table (1).

Table 1. The results of topic-related research

Researchers	Research Findings
Barker, Yeung, Dobia & Mooney (2009)	The relationship between professional self-efficacy and classroom management
Ng, Nicholas & Williams (2010)	Making knowledge applicable through internships to increase teachers' competence
Richter, Lewis & Hagar (2011)	The development of teachers' professional qualifications and the need to improve the education system
Macveigh (2012)	Education: A key factor required for the professional development of teachers
Hoaglund, Birkenfeld & Box (2014)	The emphasis on the importance of teamwork as a characteristic of the 21st century competent teacher
Vila, Pérez & Coll-Serrano (2014)	The positive effect of the teacher's job competence on innovation
Burn & Mutton, (2015)	Improving teachers' skills with internships in school practical position
Newman, Johnston & Lown (2015)	The relationship between inequality and the loss of meritocracy beliefs
Rodríguez-Bonces & Ortiz (2016)	Strengthening online participatory learning: The fruit of virtual learning
Wiederkehr, Bonnot, Krauth-Gruber & Darnon (2016)	Increasing teachers' success through willpower and hard work
Torres & Quaresma (2017)	The conflicts between democratic goals and meritocracy ideals in public schools
Ghasemiyan Dastjerdi1 & Jafari (2019)	Importance of the professional leadership role of managers in the professional development of teachers

According to the above-mentioned descriptions, Farhangian University is one of the most fundamental institutions that educates teachers in Iran. Failure to focus on attracting and training the competent ones at Farhangian University has led to the loss of potential capital and reduced efficiency in the training of skilled and committed human resources. On the other hand, the training of qualified human resources in education is a complex phenomenon. Therefore, a proper model needs to be designed to plan and take action concerning the training of competent teachers, which suffers from lower defects and further covers different dimensions of competence in a better way.

Therefore, the main issue addressed in this article is that, what kind of infrastructures and components does the training of a competent teacher have in the eyes of experts?

Method

The present study was conducted qualitatively with a phenomenological approach. Phenomenology is a recommended methodology when the study goals are to understand the meanings of human experiences or to explore concepts from new and fresh perspectives (Lin, 2017). The philosophical foundation of research is based on seeking knowledge in describing what the participants state to lead to the discovery of new phenomena. Qualitative studies are indeed appropriate research for preparing native models derived from socio-cultural contexts (Creswell, 2014). On the other hand, due to the complexity and dynamism of the research nature, it required examining and analysis of the views and opinions of scholars and experts in the field of meritocracy. The phenomenological method is one of the qualitative methods, which examines and deeply analyzes the opinions, feelings, and experiences of the studied group about a specific phenomenon (Hatch, 2002; Creswell, 2014). The study statistical population involved some experts and specialists in the area of meritocracy of Iran's education system and Farhangian University. A targeted snowball-based sampling method was used to collect samples. Snowball sampling is generally seen as a highly effective sampling technique that allows for the study of difficult to reach or 'hidden' populations (Waters, 2015). The above-mentioned method was used in the study since the researcher intended to merely use the opinions and views of the experts. In the

snowball sampling method, the researcher asks the participants to introduce other experts in the related field to be investigated and interviewed (Creswell, 2014). The sampling continued until no new information or data were added to the previous data during the interviews and data collection reached theoretical saturation with 18 subjects. The demographic information of the participants is provided in Table (2).

Table 2. The demographic characteristics of professors and experts in the field of teacher education

Interviewee code	Gender	Field of study	Academic level	Teaching experience
1	Male	Psychology	M.A.	10 years
2	Male	Islamic Jurisprudence and Law	B.S.	20 years
3	Male	Psychology	M.A.	7 years
4	Male	Psychology	Ph.D	28 years
5	Female	Psychology	M.A.	--
6	Male	Urban Planning	Ph.D	5 years
7	Male	Psychology	M.A.	--
8	Male	Persian Language and Literature	Ph.D	10 years
9	Female	Educational Administration	M.A.	1 year
10	Male	Educational Administration	M.A.	8 years
11	Female	Islamic Jurisprudence and Law	M.A.	--
12	Male	Theoretical foundations of Islam	Ph.D	5 years
13	Male	Philosophy of Education	M.A.	6 years
14	Female	Linguistics	Ph.D	10 years
15	Male	Islamic Jurisprudence and Principles	Ph.D	6 years
16	Female	Pure Mathematics	Ph.D	7 years
17	Male	History of Islamic Civilization	Ph.D	20 years
18	Female	Educational Psychology	Ph.D	7 years

A semi-structured interview was used to collect the data due to the vast dimensions of training competent teachers to explore the perspectives, experiences, and worldviews of the participants. The participants were first informed of the purpose of the interview and their voices were recorded with their consent. They were assured that their personal details and specification would remain confidential. The interviews were started with a general question about the required structures and contexts and two more detailed questions about the training of competent forces; exploratory questions were used when necessary. The average interview time was 35 minutes; the manuscripts were then prepared. Finally, the researcher analyzed the research findings using the thematic analysis method, which is based on open coding and core coding. In this type of analysis, the data were received from the participants and coded using a thematic analysis method based on open coding and core coding without considering and including the researcher's opinion. The extra and duplicate codes were then removed and the code reduction process continued until more extensive components and classes were obtained that included more detailed codes (core coding). The titles of the components are also derived from the interview with the participants, which are called in vivo codes (Creswell, 2014). The present study was eventually validated by the following methods:

A. Member checking (participant feedback): It was done in two ways. First, the researcher presented her perceptions of the participants' opinions and views to them during the interview to ensure the accuracy of the data. Moreover, after coding the data, the participants were asked to express their views on the proposed model.

B. Peer checking (peer feedback): Considering that the subject of the research was in line with the subject of the research, during the research, the supervisor and counselor provided feedbacks on the research data and the coding process.

C. The use of external audit: Other professors and researchers were also asked to provide their views and opinions on the overall work and the research data.

Findings

The results obtained from the research indicated that training competent manpower at Farhangian University requires special requirements and infrastructures and until those requirements and infrastructures are not provided, any strategy and plan for training competent teachers at Farhangian University will not be succeeded. What to be considered in terms of requirements and infrastructures is that the infrastructures do not take precedence over the education of student-teachers. Rather, a part of the prerequisites may need to be monitored and implemented before training, during training or when the Student-teachers leave the university and enter the education system. What follows are the research findings that were examined and analyzed based on the research questions.

1. What requirements and infrastructures should be provided for the role of meritocracy in Farhangian University?

The participants believe that Farhangian University's programs in training competent teachers have not been as effective as expected. The most important reason for this failure is the lack of requirements and infrastructures necessary for training competent teachers. A part of these infrastructures is related to the outside of Farhangian University that high-level institutions can play a decisive and effective role in providing such platforms and another part is related to the type of management made at Farhangian University itself. According to the interviewees, at first, the infrastructures must be examined and analyzed. Based on the data extracted from the interviews, they can be categorized into four topics: Structural, Political, Managerial and Selective.

Table (3) shows the requirements and infrastructures needed to train qualified and competent teachers at Farhangian University.

Table 3. The infrastructures and requirements for competent teacher training

Main Theme	Core Coding		
	Main Codes	Sub-codes	Interviewee code
Requirements and infrastructures needed for training competent teachers	Political	Avoiding changes in policies by changing governments; avoiding a political attitude to Farhangian University; reducing the tensions between the Ministry of Science, Research and Technology[1] and Farhangian University	4, 16 , 6
	Structural	The stability of the organization and structures of Farhangian University; defining Farhangian University in the MSRT similar to other universities; the presence of the officials of the Ministry of Education in the board of trustees of Farhangian University; the close connection between the educational topics of Farhangian University and the needs of education; reforming the physical structure of the university	6, 4, 9, 9, 17
	Managerial	Adapting the curricula to the goals of the university; reducing the theoretical curricula and increasing the practical curricula; recruiting the faculty by educated Ph.D. teachers	13, 17, 4
	selective	Monitoring and evaluating the motivation, interest, and scientific-ethical competence of Student-teachers during their education; selection of Student-teachers through qualitative and quantitative interviews; making a comprehensive evaluation of the learned skills of student-teachers	3, 18, 6

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[1] MSRT

1.1 Political infrastructures and requirements

Most of the participants believed that the training of competent personnel at Farhangian University has not been realized as expected and we first need to examine and explore the infrastructural causes of such a failure. We cannot expect the success of Farhangian University's programs before adopting policies with a new approach. In the first step, cross-sectional attitudes toward Farhangian University's policies should be removed from the realm of political prejudices and biases to avoid changes in those policies with the change of governments. Farhangian University with its great mission should not be the arena of competitions and conflicts of politicians and political managers. On the other hand, correcting the view of the MSRT in distinguishing between Farhangian University and other universities seems to be one of the structural requirements for training competent manpower. The interviewee No. 6 believes:

> "After the formation of the new structure under the name of Farhangian University, the new structure was expected to be free of the previous problems; but we still witness changes in policies as governments change and the ministers are replaced. The political attitude toward Farhangian University is a big problem that has created serious challenges."

1.2 Structural infrastructures and requirements

The interviewers believed that Farhangian University has not been successful in meeting the basic needs of students and the university has not been provided with a suitable academic space in terms of physical and spatial aspects. On the other hand, efficiency and effectiveness in the university require stability in policy-making and having a roadmap along with consistency the policies of Farhangian University with the Ministry of Education to lead the organization to a predetermined goal since, in the end, the trained teacher must serve in the education system. The interviewee No. 6 states in this regard:

> "The important thing is to stabilize policies, the structure must be a stable one and the roadmap needs to be set and stabilized based on an educational preparation. Also, anyone in charge must continue to operate with a right and predetermined policy. I believe that the university has started working before establishing a proper structure."

1-3. Managerial infrastructures and requirements

Managerial requirements and infrastructures are a set of influential factors, which should be planned and implemented by Central Organization of Farhangian University at the macro politics section. The use of experienced teachers familiar with the art of teaching on one hand, and a migration in the curricula from theory to practice and increasing the skills associated with what the teachers encounter in the classrooms are among the main needs of the managerial structure. The more the topics and curricula match the goals of the university and the needs of education, the more efficient and effective the teachers will be. The interviewee No. 4 states:

> "Those teachers who received master's and doctoral degrees and their experience has reached 20 years seem to be the best people for the faculty of Farhangian University due to their teaching experience. On the other hand, we have to make a fundamental change in the curricula of Farhangian University. We should reduce the volume of theoretical contents and increase the volume of operational programs."

1-4. Selective[1] infrastructures and requirements

"Selection" (Gozinesh[2]) can be considered the gateway to the education system. The students' ethical, belief, and political competencies to enter a serious and sensitive profession are investigated and Student-teachers are allowed to study after approval. According to most participants, teachers should be assessed during the work period and the monitoring of different competencies need to be applied quantitatively and qualitatively since teachers deal with a large number of students, families, and colleagues during their career. Therefore, the interviewee No. 18 states the importance of this issue:

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[1] Selection Matters

[2] A process in which applicants for the teaching profession are investigated, inquired, tested and interviewed, and their qualifications are examined.

"I have repeatedly suggested that we should first check the inputs and then focus on the outputs. Do the interviewing and selection in the early stages necessarily measure what we want? The interview should also be both quantitative and qualitative, and after each semester, it should be monitored to see what the current situation is. We have to hire the right and competent people first and keep an eye on them during their service."

The infrastructures and requirements are certainly a necessary condition for teacher training, but not a sufficient condition. The good harmony needs to be established between the influential institutions to achieve competent teachers.

2. What qualifications and competencies should a qualified and competent teacher have who is trained at Farhangian University?

The interviews made and the sub-codes extracted from interviews led to the identification of three categories of individual, group, and organizational competencies. The sub-codes were obtained from the sum of similar and homonymous codes referred to by the interviewees, eventually resulted in the formation of sub-codes.

Individual competencies

Individual competencies, in turn, include two main knowledge-specialized and value-spiritual codes. The individual competencies of the teacher are given in Table (4).

Table 4. Individual competencies of a competent teacher

| Main theme | Core coding | | Interviewee code |
	Main codes	Sub-codes	
Individual competencies	Knowledge-specialized	Self-efficacy	16
		Thoughtful action and initiative	5
		Media literacy	4
		Knowledge management	9
		Being up-to-date	17
	Value-spiritual	Professional ethics	17
		Jihadi culture	8
		Being a role model	6

2-1. Knowledge-specialized codes

Knowledge-specialized competencies are a set of knowledge and skills, based on which, Farhangian University should make the necessary efforts to increase the scientific and skill level of student-teachers in the first step. They are a set of sciences and knowledge that teachers need in their field of work, which has to accompany the teachers for 30 years of service and move them forward. Each of sub-codes also includes concepts and components as briefly presented below:

Self-efficacy (paying attention to search and research, the use of self-centered learning, the use of others' experience, study, participating in in-service and self-guidance courses).

Thoughtful action and initiative (audience recognition skills, innovative educational design with futurism, preparation and presentation of practical and skill-training content, creative use of occupational tools, support for innovation).

Media literacy (recognition and appropriate use of technology, use of software for writing and content generation, use of virtual education, access and exchange of information through computer capacities).

Knowledge management (related education degrees, applied-scientific and professional literacy, mastering knowledge of teaching, mastering lesson study, passing postgraduate courses, empowering colleagues).

Being up to date (presenting topics according to the needs of students, moving within the boundaries of knowledge, retraining teaching skills and abilities, being a lifelong learner, acquisition of periodic professional qualifications).

The interviewers No. 4 and 5, referring to some of the above skills, state:

> "The notion that children don't know anything is a misconception and teachers must be learners themselves. An ideal teacher uses new technologies, knows them well and also uses them well. It would be good to set a proper standard for ourselves, but at the same time, we cannot distance ourselves from global standards. Many countries now offer such training as self-learning and use virtual learning and e-learning."

2-2. Value-spiritual codes

An expert teacher needs moral values that highly matter in human growth and excellence. The set of values and beliefs as a progressive force develops hard work, effort, and tirelessness in the teacher's being and sets a perfect model of the teacher. These characteristics may vary depending on each culture. The interviewees consider ethics to be an important factor in the teacher's competence and have considered ethics from different aspects:

Professional ethics (conscious choice of the profession, psycho-emotional freedom or disengagement, continuous efforts in the development of value and professional ethics, protection of individual and organizational interests, honesty at work, protection of students' rights).

Jihadi culture[1] (heartfelt passion for work, tireless, responsible, committed, hopeful for the future).

Being a role model (popularity and acceptance among students and colleagues, practical, ethical, and behavioral role model, neat and stylish, well-groomed appearance).

The interviewee No. 8 states:

> "The teachers must train according to the document of fundamental change; they should have a Jihadi attitude and consider professional ethics to educate believer, innovator, creative, and indefatigable students. The teachers must first be Jihadists themselves.

Group competencies

The art and job of a teacher require group communication and teamwork; thus, after acquiring individual competencies, a teacher needs to attend groups and communicate with others. In the following, Table (5) examines the group competencies of a competent teacher.

Table 5. The group competencies of a competent teacher

| Main theme | Core coding | | |
	Main codes	Sub-codes	Interviewee code
Group competencies	Characteristic-behavioral	Collectivism and group self-assumptions	15
		Being a cause of change	1
		Order and titivation	15
		Self-construction and self-education	2
	Action-interaction	Accountability	7
		Mutual communication	17
		Tolerance	11

2-3. Characteristic-Behavioral codes

A competent teacher needs to express his/her values and abilities in the group. A competent teacher considers himself/herself a member of the group, whether the group includes the colleagues or a classroom where he/she teaches in. The teacher is an influential individual and a cause of change in school and society. To have a positive and appropriate behavior and character, the teacher needs to move forward and never considers himself/herself needless of education and self-construction.

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[1] Doing work seriously and tirelessly to achieve ideals rooted in Islamic thought and beliefs.

Character and behavior have broader dimensions that were categorized into four groups and evaluated:

Collectivism and group self-assumptions (strengthening the spirit of empathy, cultivating teamwork, ability to communicate and interact effectively with students and colleagues, creating an atmosphere for transfer of experience, intimacy along with determination).

Being a cause of change (Having a right understanding of the students' needs, facilitator, creating optimal change and competition in the progress, growing and developing of other people's talents, welcoming challenges, having a spirit of reform and transformation).

Order and titivation (Punctual and ordered, continuous and active presence, avoidance of breaking the law, doing things timely and being accurate in doing things, optimal use of capital, good appearance).

Self-construction and self-training (cultivating good and virtuous traits in oneself, playing the role of an educator, cultured, having physical and mental health, perfectionism).

The interviewee No. 15 talks about the characteristic-behavioral features:

> "The student teacher must learn how to interact in the group and how to interact with his/her colleagues, and then learn how to interact with students, be motivating, grow himself/herself and be a growth factor for students; he/she must be able to work in a team and should not have an individualistic spirit in the group. The teacher has to create intimacy and be decisive at the same time."

2-4. Action-interaction codes

The teacher is the main element and the presenter of the classroom who can be effective in educating, training, and advancing students with logical, strategic, and psychological actions associated with establishing an appropriate and constructive interaction with the students. The teacher's emotional and educational support for the student is an important aspect of the classroom, which can be realized by establishing a proper mutual communication. A competent teacher has constructive action and interaction with colleagues, students, and their parents. The following are the various dimensions of action-interaction competencies:

Accountability (availability, accountability in compliance with regulations, accountability for his/her actions in school and classroom, paying attention to the demands of students, colleagues, and parents, transparent and wise response).

Mutual communication (eloquent and expressive presentation, skills of communicating with students, creating an atmosphere of conversation, establishing effective communication in the classroom, mutual learning).

Tolerance (listening to and understanding the information and ideas expressed, patience and forbearance, correct and appropriate forgiveness, fortitude, kindness with authority).

The interviewee No. 7 states in this regard:

> "Human training is a sensitive and delicate job. The first job of a teacher is to create a safe space for conversation, questioning, and brainstorming for students. The teacher should have transparent and thoughtful accountability to the students, parents, and colleagues with tolerance regarding his/her actions."

Organizational competencies

The teacher is a small member of a large community called education. He/she must know the requirements and do's and don'ts of his/her organization and be aware of his/her organization's goals to be able to play his/her role properly, climb the organizational ladder and grow. Table (6) introduces organizational competencies.

Table 6. The organizational competencies of a competent teacher

Main theme	Core coding		
	Main codes	Sub-codes	Interviewee code
Organizational competencies	Skilled-professional	Law recognition and being lawful	9
		Educational justice	14
		Aesthetics	11
		Work experience	17
	Leadership-managerial	Role-playing	1
		Systematic thinking	7
		Learning leadership	4
		Searching for participation	7

2-5. Skill-Professional codes

There is certainly a direct relationship between teachers' skill-professional competence and students' academic achievement. The teachers must first be familiar with the areas and elements of education and have a correct understanding of their responsibilities and work environment. By increasing his/her job skills and updating his/her abilities, the teacher tries to act artistic in his/her work and create work experience for his/her position. The skill-professional characteristics include:

Law recognition and being lawful (Recognizing the law and moving within the circle of the law, recognizing the goals and formulating appropriate rules in line with the goals, knowledge and mastery of new programs, correct understanding of responsibility).

Educational justice (Creating equal opportunities, timely and proper encouraging and punishing, treating the students without discrimination).

Aesthetics (Aesthetic literacy, the ability to use the language of art in work, having an artistic spirit, artistry at work and artistic training

Work experience (Passing a proper internship course, accompanying the educational leader, using the experience of colleagues, passing specialized and skill courses, using scientific theories).

The interviewees No. 9 and 14 commented on the skill-professional competencies:

> "The teacher must be familiar with the teacher's rights and the child's rights. He/she should be fair and treat all students without discrimination and able to create equal opportunities for students. Another characteristic of a teacher is aesthetics; it would much better if the teacher is a good calligrapher, designer, or musician to bring more spirit to his/her classroom with art.

2-6. Leadership-Managerial codes

The new and developed approach sees the classroom as a small social system and the teacher as the collection manager. A dynamic and effective teacher knows the functions of management and uses them in the complex classroom environment. Due to educational and social changes and developments, teachers have come to the focus of attention of education theorists and scholars more than before. The teacher is not merely an instructor in the classroom; rather, he/she should lead his/her own class and collection. The leadership-managerial competencies involve different dimensions as follows:

Role-playing (revising and modifying methods, migrating from traditional teaching, building self-confidence in students, providing the context for development).

Systematic thinking (understanding the work environment, recognizing the components forming the work environment such as the school, students, and parents, analysis of existing relationships to fully understand the class, recognizing causal relationships).

Learning leadership (Influencing the student's heart and mind, love for the teaching career, teaching the hearts and then the thoughts, leadership power, connecting the emotional wire from the teacher's heart to the student's heart).

Searching for participation (Having a participatory spirit, using parental and peer participation, consulting with experts, using the capacity of other educational institutions).

The interviewee No. 4 states:

> "A competent teacher has systemic thinking. The teacher needs to know his/her classroom and work environment well. He/she should get to know the community and families of students well and make good use of their potential. He/she has to initially analyze the entire collection under his/her control and then get to know the students and focus on their education."

Discussion and Conclusion

The main axis of the country's comprehensive development and confronting the existing economic, cultural, social, and political challenges depends on an ideal education, which is itself relies on efficient and capable teachers. Different dimensions of a competent teacher must be first recognized to train a competent and efficient teacher, and after designing an appropriate model, we can begin to educate and train competent teachers. The focus of this article was on the issue of meritocracy and training competent teachers at Farhangian University. Few studies have been conducted on explaining the competences of competent teachers. They are often case studies and scattered, and rarely have addressed the areas and structures needed to train competent teachers on the one hand and various aspects of the competencies required by teachers. The need to the basic requirements and structures for training competent teachers, and examining various dimensions of a competent teacher in the form of a new model, persuaded the authors of this article to investigate this phenomenon. Hence, this study aimed to provide a model for meritocracy components at Farhangian University.

According to the results, to govern the meritocracy approach to train worthy and competent human resources at Farhangian University, we need to initially provide the necessary infrastructure and preconditions, including four political, structural, managerial, and selective dimensions by relying on the macro strategy at the level of the MSRT, the Ministry of Education and the Central Organization of Farhangian University. Then, we can focus on training competent teachers at the micro level strategies at Farhangian University. After conducting the research, three main dimensions were obtained for the competent teacher: Individual, group, and organizational competencies. Individual competence has two main codes: Knowledge-specialized with 5 sub-codes (self-efficacy, thoughtful action and initiative, media literacy, knowledge management, and being up-to-dated) and value-spiritual with 3 sub-codes (being a role model, professional ethics, and Jihadi culture). Group competence also has two main codes: Characteristic-behavioral with 4 sub-codes (group self-assumption, being the cause of change, order and titivation, self-constructing, and self-discipline) and action-interaction with 3 sub-codes (accountability, mutual communication, and tolerance). Two main codes were also obtained for organizational competence: skilled-professional with 4 sub-codes (law recognition and being lawful, educational justice, aesthetics, and work experience) and leadership-managerial with 4 sub-codes (role-playing, systemic thinking, learning leadership, and seeking participation).

Some of the research findings were consistent with previously conducted studies such as follows: Knowledge management (Richter et al., 2011); skill-professional competence (Almasi, 2017); knowledge-specialized competence (Feizabadi et al., 2017); self-efficacy (Barker et al., 2009); internship (Anji et al., 2010); educational justice (McVeigh, 2012); searching for participation (Hawgold et al., 2014); thoughtful action and initiative (Villa et al., 2014); educational justice (Newman et al., 2015); selective infrastructure (Mohammadi & Mikailo, 2016); learning leadership (Tahmasbzadeh, Sheikhlar, Esmi, Hosseinnejad, & Gholipour, 2017); media literacy (Rodriguez et al, 2016) & (Kazeruni, Shamiri, & Moradi, 2019).

Research in this area reveals a significant harmful lack of attention in recent years to the main factor of development and progress of society, i.e., the teacher. Most research has focused on identifying and explaining the skills and professional competencies of teachers, and the requirements and infrastructures required for teacher training have been rarely considered. However, the most

important thing to be considered is that we first need to provide proper political, structural, managerial, and selective infrastructures and then begin to train competent teachers. The first step is to prevent the political attitude and politicians' competition in the area of education and Farhangian University, which has diverted education centers from their ultimate goals.

Requirements and Infrastructures

Selective	**Managerial**	**Structural**	**Political**
Monitoring the scientific-ethical competence of student-teachers during their education Selection of student-teachers through qualitative and quantitative interviews comprehensive evaluation of the learned skills of student-teachers	Adapting the curricula to the goals of the university Reducing the theoretical curricula and increasing the practical curricula Recruiting the faculty from educated and experienced teachers	The stability of the organization and structures of Farhangian University Defining Farhangian University in the MSRT similar to other universities The presence of the officials of the Ministry of Education in the board of trustees of Farhangian University	Avoiding changes in policies by changing governments Avoiding a political attitude to Farhangian University Reducing the tensions between the MSRT and Farhangian University

Competent Teacher

Organizational competencies   **Group competencies**   **Individual competencies**

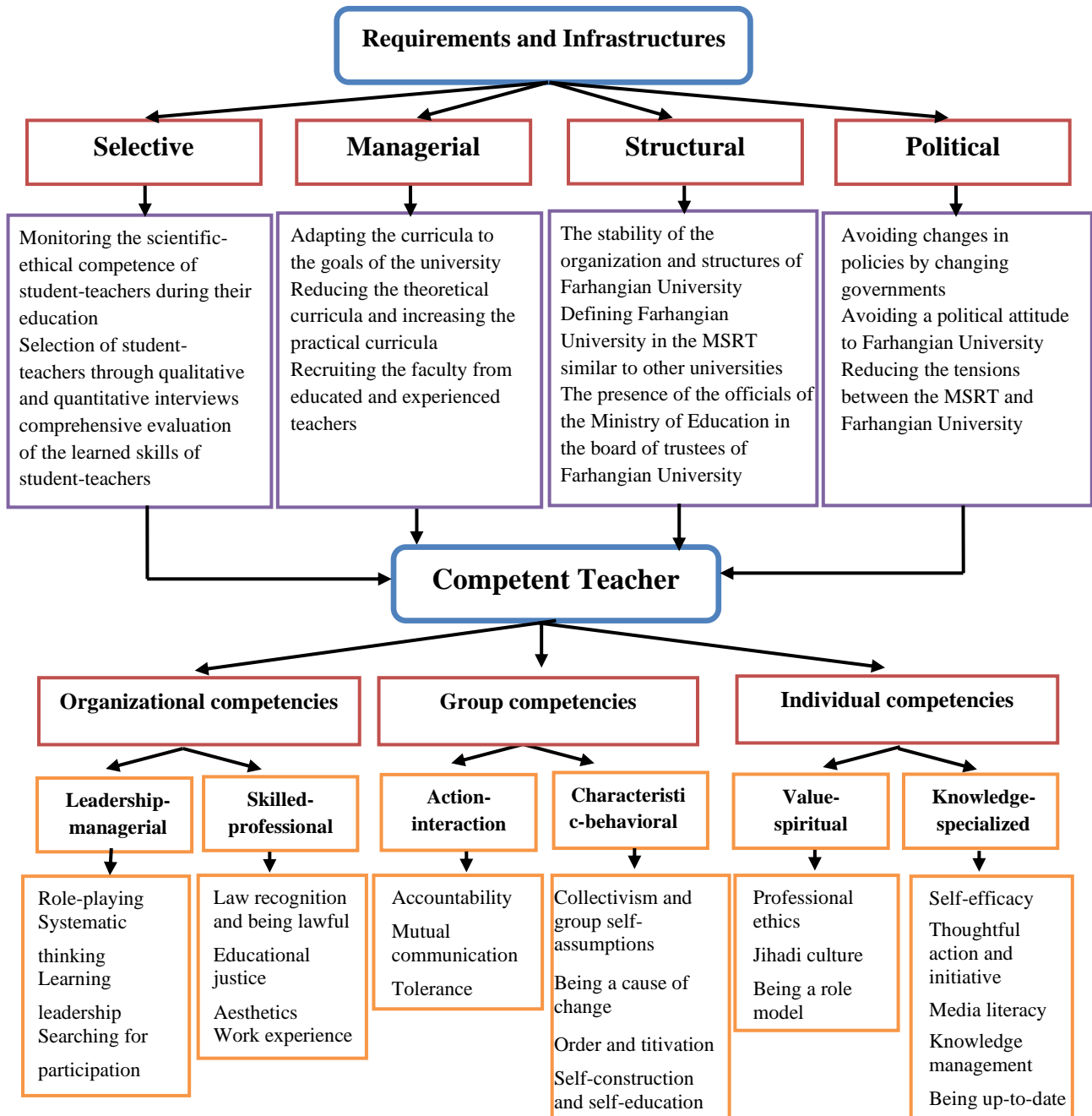| **Leadership-managerial**	**Skilled-professional**	**Action-interaction**	**Characteristic-behavioral**	**Value-spiritual**	**Knowledge-specialized**
Role-playing Systematic thinking Learning leadership Searching for participation	Law recognition and being lawful Educational justice Aesthetics Work experience	Accountability Mutual communication Tolerance	Collectivism and group self-assumptions Being a cause of change Order and titivation Self-construction and self-education	Professional ethics Jihadi culture Being a role model	Self-efficacy Thoughtful action and initiative Media literacy Knowledge management Being up-to-date

Figure 1. Model of meritocracy components in human resources training at Farhangian University of Iran

The second step is to review and re-read seriously and fundamentally the structure required by Farhangian University and change the discriminatory attitude of the MSRT towards Farhangian University. The third step seems to be changing the management approach, which requirements include enhancing the quality of educational programs, the use of experienced professors, and paying special attention to practical curricula. The fourth step involves making changes in the type and quality of selection as a quantitative, qualitative, continuous, and permanent process during the

education course, and finally, performing a comprehensive test and approval of the teachers' competency. Despite the numerous documents defined as the "Fundamental Transformation Document, the "Comprehensive Scientific Map", the "National Curriculum", the theoretical and ideal aspects have been mostly considered in such documents due to their value and transcendence aspects. As realized from the present study, we need to make efforts to provide the infrastructures and requirements aimed at changing the attitude of the country's officials towards education and Farhangian University in the first step to the right thing at the beginning of this mission. Since by looking at the views of the interviewees and taking a glance at the place of education in the society as well as the problems that Farhangian University and education are facing, one can only conclude that the system and the government must change their view of education so that the greatest human-making machine can operate properly.

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