Relationship between Educational Leadership Factors and Personal Characteristics of Managers in Educational System

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Abstract

Objectives: The obvious and undeniable issue today is that the efficiency and effectiveness of higher education systems around the world have a direct relationship with an employment of information and communication technology. The present paper examines the relationship between academic leadership factors and personal characteristics of managers in universities and determining the priorities of factors, in terms of fundamental objectives.

Method: The data were quantitative and in terms of nature and type of study was survey. The statistical population was all managers of higher education across the country, who had management experience at the university or had a managerial position during the implementation of the research, were selected by using stratified random sampling and the sample size formula 446 people. The measurement tool was a 57-item questionnaire which was sent to experts based on Delphi in three stages and was analyzed by factor analysis of the type of analysis of the principal components. The total validity of the test was 9692.0.

Results: Based on the initial determinant, the numerical correlation matrix of non-zero and Bartlett test result was statistically significant less than 0.0001. Therefore, KMO = 0.95 was calculated, which indicates that sample size is sufficient for sampling. The agents of the PC and the method of rotation were assigned to a correlated agent, forming a test tear. In this research, it is found that "Academic leadership" also does not have a significant relationship with the type of employment and age, because the significance level of Pearson in the total of the mentioned factors is more than 0.05. Conversely with sex, university, education, job status, organizational unit, service experience in the statistical population studied.

Conclusion: This study showed that to make a change in universities' structure, physical space, and more importantly to renew the approach universities are managed accordingly and to make a shift from management toward leadership and from academic leadership to entrepreneurial academic leadership, would be deemed an effective step in today's successful universities.

Key words: Academic Leadership, Educational Leadership Factors, Manager Characteristics

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Introduction

Higher education systems should satisfy the concurrent and future needs of society, and in order to do so, they should consider change as the main principle in educational affairs. The motto of the Islamic Educational, Scientific and Cultural Organization (ISESCO) in 2007 was: "Any country that does not transform its educational systems and does not adopt an effective management, would go insolvent and even be ceased" (quoted by Arasteh, 2009, p. 15). Therefore, the effective management of higher education and the university has an ideal, to prepare individuals to have acceptable behaviors in society and to fulfill their present expectations (Boellen, 1992, p. 92). Among modern developments is the phenomenon of Information and Communication Technology (ICT). As a matter of fact, in the present world, management of the universities will be able to understand and explain academic phenomena, by adopting the pace of change in the academic system, as a living system; academic phenomena are among those that are constantly replaced by other phenomena, in a way that the university have different states in different times. So, managers are expected to be able to recognize these states and have more abilities than those required for them as a manager; perhaps the most important issue at stake is that university managers create a flexible atmosphere at universities and promote leadership and even ex-leadership potentiality by responding quickly when it's needed to adapt to different state.

The obvious and undeniable issue today is that the efficiency and effectiveness of higher education systems around the world have a direct relationship with an employment of information and communication technology (Ghadiri Bashardost, 2013; 183). On the one hand, among the components of flourishing societies are an emphasis on the development of personal knowledge and competencies, along with preparation for the new age that its scientific and research centers are accelerating (Jackson & Hitt, 2003, cited by Khanifar, 2006; 7). Gadet (1994) outlines the mission of the university in ten articles, and while he refers to these missions and signifies the importance of leadership and commanding; he refers to this insightful engine that guarantees the implementation of these missions. Universities as a social institution must be prepared to assess and analyze the status quo of each society, and to set goals for the integrated movement of the country's future; also, they must pioneer the free dissemination of national thoughts and its unity in society, help analyse and solve the fundamental issues the whole society face, and play their role in explaining the globalization of phenomena, as a notable fact (Ekrami, 2003).

These days, there is much debate in the articles on how leadership changes and why it is so in the 21st century. As we were entering the second decade of the new millennium, the common pattern among scholars is one that is undergoing a transformation from a situational, structural, and hierarchical model to a model that is more flexible, adaptive, creative and transformative. (Quoting Scott, 2014; 213). Leadership is perhaps the most efficient and economical strategy that is available for those organizations that are in search of salvation and advancement in the roaring waves of tumultuous era (Eftekharzadeh et al., 2017; 112).

By an in-depth analysis of the theoretical foundations of leadership from the classical period to the organizational behavior movement and then entering the systemic and contingency theories and current conditions, researchers in this field have enumerated various attributes for leaders, including educational leaders, that this paper cannot address all, yet mention those that are necessary for the main theories and those that are more relevant to learning environments in the following table:

Table 1: Theoretical Foundations of Leadership

Theory	Researcher	Year	Description
1. Personal Traits	Stogdill, Robert-House, et. Al	1904 - 1948	Leadership is an inherent gift that is not acquired; is innate and leaders are born so.
2. Behavioral Theory	Lippit, White	1930 - 1945	Leadership is not inherent but is mostly acquired . Spectrum: implicit task-oriented behavior, friendly relationship-oriented behavior
3. Ohio Studies	Ohio State University	1945	Leader behavior in dimensions: Initiating Structure (task-oriented) - People-oriented (consideration)
4. Managerial Grid	Blake and Mouton	1978	5 well-know styles: Impoverished management (1-1), Country Club Management (1-9), Produce-or-Perish Management (1-9), Middle-of-the-Road Management (5-5), Democratic (9-9)
5. Leadership Styles	Rensis Likert	1967	Leaders are people-oriented or task-oriented: effectiveness levels (Authoritative, benevolent, consultative, participative)
6. Contingency Theory	Tannenbaum and Schmidt	1973	Choosing a leadership style based on different situations and circumstances. The choice of each style depends on the power of the leader, the working teams, and the position.
7. Fiedler Model	Fiedler	1967	Shows the relationship between leadership style and situational favorableness. (Leader-member relations, task structure, leader's position power)
8. Path-Goal Theory	Evans and House	1970 - 1974	The primary task of the leader is to clarify path, and define goals for followers: (directive, supportive, participative, achievement-oriented)
9. Leadership decision making	Vroom–Yetton	1973	Leadership relation and participation in decision making
10. Situational leadership	Hersey and Blanchard	1977	Appropriate leadership position and maturity of staff. Styles: (telling, selling, delegating, participating)
11. Transformational Leadership	James Brenz	1978	Providing a vivid image of the future by the leader, to bring change in followers in order to reach the pinnacle of prestige.

12. Visionary Leadership	Nanus	1992	An intense increase in a leader's chances of success will necessarily be associated with developing and maintaining an organizational perspective.
13. Collegial Leadership*	Ramsden	1998	7 pedagogical leadership factors, research leadership, transformational and interactive leadership, effective leadership, strategic leadership, developmental and interpersonal skills
14. Visionary Leadership	Bennis and Nanus - Nadler and Tushman - Conger - Leithwo, Jantzi	1985 - 2002	Getting attention by creating new insight, transitioning insight - creating insight and vision
15. Complexity Leadership	Marion and Uhl-Bien	2001 - 2002	Modern organizational leadership is in a complex adaptive system. In this view, leadership is viewed as a newly-emerged event and an interactive dynamic.
16. Level 5 leadership	Collins	2005	Leader that lives up to all personal and professional competencies, with an aim to improve the organization, and choosing the right people, and confronting the bitter realities, etc., will result in the organization's success in respect to different aspects.
17. Learning Organization	Senge	2006	Leaders are playing role of designers, teachers, and instructors, and people in their organization continually develop their capabilities to understand the complexity, vision, and develop shared mental models; in other words, they are responsible for learning.
18. Collegial Leadership*	Tony Buch		Six models: formal, collegial, political, subjective, ambiguity, cultural) through four main components of management: goals, organizational structure, external environment and leadership.
19. Super Leadership		2009	Dimensions:
20. Coach Leadership	Heidari-Nejad, Adam	2010	Leader trains individuals for the future, and helps employees at best to improve their performance or build long-term strengths. This style is referred to as: "Try this".

21. Strategic-adaptive Leadership	Shoemaker	2012	States 6 habits for leaders: anticipation, critical thinking of deception, decision making, unity, learning

According to Bush (2010), academic leaders are not individuals called with titles such as heads of departments or deputies, though they often assume leadership responsibilities. In fact, his point of view points to the practical, daily process of supporting, managing, developing and motivating academic colleagues. The first issue that academic leaders need to address is a fundamental shift from the system of higher education that trains elitists- largely confined to national borders - to an inclusive higher education system in world trade. The numbers, the financial issues, structure, goals, students, management approach, constraints, technologies, the amount of available knowledge and the variety of it, have all undergone changed. These widespread external movements already exist and will continue to lead to transformational implications in the way universities are managed and how its leaders operate. The degradation of the academic task is the second major challenge for the implementation of the academic leadership paradigm is linked to a relation with the environment, an environment that encloses major national and international competitions. Self-management and setting professional standards are quickly replaced by stronger supervision of centralized management as well as customer-focused quality attitudes. It seems that the principle of independence and science seems to be embedded in groups and departments, including commitment to fundamental values, such as the right to maintain specialized knowledge and make decisions related to academic matters. The third major challenge for academic management and leadership is rooted in the dissension between traditional academic culture and the ongoing changes resulting from inclusive higher education and knowledge development (Benade et al. , 2014; 14). Therefore, the main task of academic leadership in view of the various challenges of the previous century is to bring what they produce in thinking process and making suggestions to their scientific refineries and knowledge banks, and by increasing the scientific surplus value to it, in the form of coherent plans and programs, add to the repertoire of the country's legal authority, so that they increase cultural dignity, individualistic authority, national development, and regional and global public culture. According to Ramsden (2008), academic leadership should be based on principles that are not limited to a specific time and place:
-   **Dynamic:** This principle includes the creative management of opposing forces, the leadership of executive tasks and an attention to individual, adaptation to academic values, and emulating extrinsic virtues, short-term goals, and long-term ideas.
-   **Outcome-based plan:** According to Baronse (1978), leadership power is measured by the amount of achieved desirable outcomes. In other words, there must be processes for changing literature to revenues.
-   **Multi-level Operations:** Academic leadership is a phenomenon that includes multiple levels; various classes such as the higher education system, universities, colleges and departments, its staff and faculty members, and even training the actual leader by a qualified academic leader.
-   **Leadership contingency:** Like other forms of leadership, academic leadership includes the characteristics and behaviors of those in lower ranks. No leader can ignore the experiences of his subordinates. Good leaders learn from these experiences.

- **Leadership learning:** An academic leader is a learner. Leaders' learning is dependent on teaching others.
- **Transformation:** The last principle is a higher one that can encompass all five principles mentioned above. Academic leadership is transformational. A leadership model based on background, process, and product, represents transformative thought. Academic leadership is more than just a transformative concept:
- S/he usually assists common employees in performing unusual tasks.
- S/he helps academics embrace change gracefully.
- S/he transforms a person's performance through feedback.
- Leadership is realized in an organization whose main purpose is learning.

In both domestic and foreign studies, leadership has been investigated in educational environments in general, and in universities and the higher education system, in particular. Ekrami (2003) has provided a model for effective leaders in state universities on the basis of organizational state quo and managers' personality traits. Gordon's personality profile and inventory of managers, and the Litwin and Stringer organizational questionnaires, and Ramsden's effective educational leadership are utilized in respect to their colleagues. The first finding of this study shows that the set of organizational questions are formed by components of friendship and cooperation, rewarding, clarity of policies, risk taking, and criteria, and the set of effective instructional leadership questions are composed of these components: goal oriented, persuasiveness, task-oriented, develop oriented, mutual understanding, and human oriented. Descriptive characteristics indicate that among the individualistic traits, managers' responsibility is highest in degree and their sociability is at the lowest level.

Saatchi and Aziz-Pourshoubi (2005) in a survey, which is based on existing theories on guidance and leadership, studied different theories of effective leadership and effective academic leadership, and finally, designed the conceptual model of effective academic leadership in our country based on eight indicators which were accepted by experts in educational leadership. These eight criteria of effective leadership were prioritized in order of importance in terms of attraction, team working, team empowerment, continuous improvement of performance, maintaining a vision, self evaluation, inspiration and coaching.

Khayef-Elahi, Noroozi, and Danae-Fard (2009) in their research explained the pattern of effectiveness of Iranian government organizations based on the role of servant leadership. The average score of servant leadership being lower than the mean equals poor servant leadership performance and patriarchal leadership dominance in Iranian government agencies. Also, the low performance in organizational effectiveness through servant leadership-effective following means the lack of attention to followers' role in the organization and organizational effectiveness.

Rajabzadeh, Lesani (2014) examined the relationship between teachers' perceptions of managerial pedagogical leadership behaviors and their effectiveness and attitude toward organizational change. The results showed that teachers 'perceptions of pedagogical leadership behaviors significantly foreshadows their attitudes toward change and their effectiveness and the variable of attitudes toward organizational change plays an intermediary role in the relationship between teachers' perceptions of pedagogical leadership behaviors and their effectiveness.

Karimi Dashtaki (2015) in his doctoral dissertation "Designing Educational Leadership Model in Distance Higher Education Based on Knowledge Commercialization, Value System and a Perception of Organizational Culture" shows that infrastructure of distance higher education leadership, are transformational, human oriented, mutual understanding, reverence, teaching, insight, and research, respectively. All three constructs of organizational culture, value system, and knowledge commercialization have a direct effect on higher education leadership; also, the organizational culture structure by mediating the value system has an indirect effect on distance higher education leadership.

Akrami, Kashani and Shoa'i (2017) conducted a study so as to promote leadership and transformation in university and to note necessary propositions to the senior managers of the university, using an explanation of collegial leadership based on the creation, dissemination and application of knowledge. The study was conducted using simple random sampling on 200 employees of a university. The result showed that if the age coefficient is zero, job experience zero, knowledge creation 5, knowledge dissemination 6, and an application of knowledge zero, the five components of collegial leadership are assumed with coefficients of 6-, 15, 2, 0 and 3, respectively;

Given the importance of leadership in various places of the world, this issue has also been studied with different approaches;

Lynburg (2010), in his doctoral dissertation "The Effect of Pedagogical Leadership of Principal on a Change in Teachers' Pedagogical Methods", identified the influential elements that affect teachers' pedagogical practices, using in an interview with teachers and principals. In general, the impact of principals on changes in teachers' pedagogical practices was limited.

Abdullah and M.D Kasim (2011) in their paper "Educational Leadership and the Attitude Toward Organizational Change among High School Principals in Malaysia" found that Pahang high school principals showed high levels of educational leadership behaviors, and they also had a positive view of implementing organizational change. There is a positive and significant relationship between the components of educational leadership and attitude toward change.

Bush and Glover (2012) found in their study "Distributed Leadership in Action: Leading High-Performance Leadership Teams in English Schools" found that high-performance leadership teams included traits such as internal cohesion and unity, and reciprocal relationships with internal and external shareholders, and a commitment to distributive leadership. Along with internal and external stakeholders, they have a commitment to distributed leadership.

The Ontario Association of Managers (2014), in a study entitled "Preparing Managers and Developing School Leadership Communities in the 21st Century", in addition to presenting thirteen managerial skills for managers in the 21st century, provided three essential leadership skills in a model.

The pedagogical leadership processes that teachers need are categorized into three potency areas: knowledge, the ability to equip, and to retain.

Day and Sammons (2016), in their study "Successful School Leadership" which was conducted at the University of Nottingham, examined two types of transformational leadership and pedagogical leadership, and by examining the findings of research on effective and successful leadership in UK schools, provided a model for leading successful schools.

Another variable that is studied in the present research is the individual characteristics of educational leaders at universities. Shaine (1993) believes that man is a complex being whose characteristics are not

only unique and vary from person to person, but that these characteristics are not the same for even an individual; meaning that s/he does not behave in the same way when facing similar phenomena, so we can hardly predict these behavioral traits. In this regard, Allport (1961) considers personality a dynamic organization and considers the psycho-physical system involved in its formation. In his view, personality is a combination of relatively constant and dynamic traits and tendencies that brings similarities and differences in the way one thinks, feels and acts; in addition, they make it possible to predict what a person does in a particular situation. Kerlinger (1973) also refer to two approaches in the preparation and validation of personality tests: In the prior-to-experience approach in which the test designer writes material that measures most personality traits. The validity of these tests is assessed through content validity. The second approach is the theoretical or constructive way of designing personality tests that emphasize the relationships of the measuring variables with other variables. The validity of these tests is achieved through construct validity. Regarding the importance of leadership in training and higher education, the present article investigates the relationship between academic leadership factors and individual traits of managers in universities along with a prioritization of these factors.

Research Questions

The present study seeks to answer these research questions so as to achieve the objectives of studying the community:

1. What is the level of educational leadership among university managers?
2. How are managers' leadership components rated among university managers?
3. Is there a relationship between managers' leadership components and the demographic characteristics of the sample?

Method

This research is applied with respect to its objective, is regarded among the quantitative studies in terms of data, and in respect to the research questions, it's of a field-based nature and also of a single-variable type. The statistical population of the study consists of faculty members of Iranian universities who have managerial experience. In the first phase, half of the provinces were selected by stratified sampling method, but since the number of taken questionnaire was not sufficient, some other provinces were selected in the second phase. In order to distribute questionnaires among the universities, random sampling method was employed, and out of 900 questionnaires distributed along the country, 682 questionnaires were taken back, and 446 questionnaires were deemed to be usable after their content was examined. In this study, the three face, content and construct validity were used. Face validity was done by the researchers and then in order to confirm content validity, the designed questionnaires were taken to 8 persons, who were either professors or academic experts, and after gathering their opinion this way, the content validity of the questionnaire was obtained. Finally, construct validity was assessed by exploratory factor analysis test. The most notable question in construct validity is that what factors or characteristics the instrument actually measures. The Cronbach's alpha is also used to validate the tool. The initial estimate results in $\alpha = 0.9692$ for Ramsden academic leadership questionnaire, that shows the internal consistency of the questionnaire questions.

Findings

Exploratory factor analysis and one-sample t-test (question 1); Friedman test (question 2) and chi-square test (question 3) were used data fitting. The software employed for analysing data in this study was SAS (Statistical Analysis System), which is a software with various capabilities, and has always been used in data analysis. First, the two Bartlett sphericity tests (to ensure correlation between the questionnaire questions) and the KMO test (sample size being sufficient) shall be examined in exploratory factor analysis, on default.

Table 2: Default Tests for Factor Analysis

Sample Size	446
Bartlett sphericity tests	0.953
Kaiser-Meyer-Olkin Measure (KMO)	0.953
The Determinant of Correlation Matrix	0.000
Level of Significance	0.000

According to the data in the table above, the Bartlett test shows that the correlation matrix value is 19004/96 and is enough and less than 0.001. In this table, the value of KMO=0.95 shows adequacy of sampling. Together, these two tests indicate the appropriate conditions for conducting a factor analysis. The following results can also be obtained from the screen plot that shows leadership components:
The first to fifth value are visible as follows: first factor with a special value of 25/165, the second factor with 1.956 special value, the third factor with 1.557 special value, the fourth factor with 1.249 special value, and the fifth factor with 0.763 special value. As is followed, in order to answer the first research question, a single-sample T-test was employed, and the test results are shown in Table 3.

Table 3: The results of implementing a single-sample T-model, in order to determine levels of educational leadership

Variable	Mean	Std.	T Value	Null Hypothesis	Level of Variables in Society
Goal oriented	2.879	0.706	11.33	Rejected	High
Persuasiveness	2.912	0.733	11.87	Rejected	High
Mutual understanding	2.972	0.673	14.81	Rejected	High
Develop oriented	3.089	0.657	18.92	Rejected	Very high
Interpersonal skills	2.383	0.716	-3.44	Rejected	Very low
Collegial Leadership	2.887	0.636	12.85	Rejected	Very high

Choosing a theoretical mean of 2.5 is for this reason: if selecting the choices of 1 to 4 is common in a way that questionnaire items are, the number of each choices is obtained equal. That is, the theoretical mean of each item and therefore of each variable is one-fourth the source of the numbers 1 to 4 (10), or equals 2.5.

Friedman test was used to rank the components of educational leadership among university managers.

Table 4: Ranking Educational Leadership Variables (R) in University

Variable	Sign	Mean Rank	Rank
Goal oriented	R1	3.15	1
Persuasiveness	R2	3.10	2
Mutual understanding	R3	2.95	3
Develop oriented	R4	2.92	4
Interpersonal skills	R5	2.88	5
Significance level=0.055	Df=4	x^2=9.243	Frequency=428

According to the prior table, the result of ranking the educational leadership factors shown by the sign R, are as follows:

First Rank: goal oriented with highest mean (3.15), and second rank: persuasiveness, third rank: mutual understanding, fourth rank: develop oriented, fifth rank: interpersonal skills with the lowest rank (2.88). Finally, the chi-square test was used to determine the relationship between educational leadership components and managers' demographic characteristics, and the results of this test are shown in the following table.

Table 4: Results of the Chi-square Test to Determine the Relationship between Academic Leadership Factors and Individual Traits of Managers

Variable	Gender	University	Level of education	Occupation	Employment status	Organizational Unit	Age	Work experience
Goal oriented	$x^2 = 18.55$ $\alpha = 0.00$ Has a relation	$x^2 = 31.34$ $\alpha = 0.00$ Has a relation	$x^2 = 16.07$ $\alpha = 0.00$ Has a relation	$x^2 = 50.25$ $\alpha = 0.00$ Has a relation	$x^2 = 3.71$ $\alpha = 0.29$ Has no relation	$x^2 = 14.90$ $\alpha = 0.00$ Has a relation	$x^2 = 36.31$ $\alpha = 0.00$ Has a relation	$x^2 = 28.57$ $\alpha = 0.00$ Has a relation
Persuasiveness	$x^2 = 11.78$ $\alpha = 0.00$ Has a relation	$x^2 = 13.99$ $\alpha = 0.00$ Has a relation	$x^2 = 3.20$ $\alpha = 0.36$ Has no relation	$x^2 = 41.65$ $\alpha = 0.00$ Has a relation	$x^2 = 1.95$ $\alpha = 0.58$ Has no relation	$x^2 = 0.46$ $\alpha = 0.92$ Has no relation	$x^2 = 27.04$ $\alpha = 0.00$ Has a relation	$x^2 = 20.17$ $\alpha = 0.01$ Has a relation
Mutual understanding	$x^2 = 8.47$ $\alpha = 0.03$ Has a relation	$x^2 = 27.52$ $\alpha = 0.00$ Has a relation	$x^2 = 3.95$ $\alpha = 0.26$ Has no relation	$x^2 = 32.89$ $\alpha = 0.00$ Has a relation	$x^2 = 3.41$ $\alpha = 0.33$ Has no relation	$x^2 = 6.79$ $\alpha = 0.07$ Has no relation	$x^2 = 27.91$ $\alpha = 0.00$ Has a relation	$x^2 = 14.19$ $\alpha = 0.11$ Has no relation

Develop oriented	$x^2 = 29.64$ $\alpha = 0.00$ Has a relation	$x^2 = 9.27$ $\alpha = 0.41$ Has no relation	$x^2 = 2.67$ $\alpha = 0.44$ Has no relation	$x^2 = 28.36$ $\alpha = 0.00$ Has a relation	$x^2 = 2.40$ $\alpha = 0.49$ Has no relation	$x^2 = 4.12$ $\alpha = 0.24$ Has no relation	$x^2 = 22.57$ $\alpha = 0.00$ Has a relation	$x^2 = 11.25$ $\alpha = 0.25$ Has no relation
Interpersonal skills	$x^2 = 6.35$ $\alpha = 0.09$ Has no relation	$x^2 = 10.27$ $\alpha = 0.32$ Has no relation	$x^2 = 6.71$ $\alpha = 0.08$ Has no relation	$x^2 = 45.79$ $\alpha = 0.00$ Has a relation	$x^2 = 4.05$ $\alpha = 0.25$ Has no relation	$x^2 = 1.70$ $\alpha = 0.63$ Has no relation	$x^2 = 22.37$ $\alpha = 0.00$ Has a relation	$x^2 = 12.28$ $\alpha = 0.19$ Has no relation
Collegial Leadership	$x^2 = 10.61$ $\alpha = 0.01$ Has a relation	$x^2 = 32.95$ $\alpha = 0.00$ Has a relation	$x^2 = 15.08$ $\alpha = 0.00$ Has a relation	$x^2 = 59.01$ $\alpha = 0.00$ Has a relation	$x^2 = 1.95$ $\alpha = 0.58$ Has no relation	$x^2 = 14.64$ $\alpha = 0.00$ Has a relation	$x^2 = 34.26$ $\alpha = 0.00$ Has a relation	$x^2 = 29.41$ $\alpha = 0.00$ Has a relation

Discussion and conclusion

Given the complexity of the challenges that the world faces today, according to Chapman (2017), higher education has an essential social responsibility to accurately and scientifically understand the multifaceted problems in various societies that should address them with respect to their social, economic, scientific and cultural dimensions.

To make a change in universities' structure, physical space, and more importantly to renew the approach universities are managed accordingly and to make a shift from management toward leadership and from academic leadership to entrepreneurial academic leadership, would be deemed an effective step in today's successful universities. Therefore, this article, in addition to reviewing these developments and changes in the higher education system, examines the important components of educational leadership in the university. Among the components of academic leadership, goal oriented with a mean score of 3.15 was first; the most important prerequisite for any kind of success is to concoct and set goals. Targeting is the most important factor in moving forward and shaping the future, what sets managers apart is the amount of attention they pay to pursuing goals and planning. Managers who care more in this respect, carefully set goals and write them down, and then achieve them and proceed to achieve more productivity and growth (Eftekharzadeh et al., 2016).

Interpersonal skills were also ranked last with a mean of 2.88. The research done previously, and studied the time managers spend on different activities, indicate that 70 to 90 percent of a manager's time is spent on communicating (Mintzberg, 1973; Eccles & Nohria, 1991). If those same research were done again with the fact that today there is widespread access to cell phones, email, and SMS, the figures would be far higher than they were in those years, unfortunately the result of ranking shows concerning terms for managers that the most essential skill is the lowest in rank, despite the fact that one of the ways to build on the trust between the leader and subordinates is the leader's communication skills (Brand, 2015). Of course, managing behind closed doors will lead to nothing but these results. Some variables also have a significant relationship with individual traits, but it's not clear and the authors of this research have no suggestion in this regard. The two age and work experience factors are not a good predictor of educational leadership in universities.

In the following table comes a summarization of the comparison between the present study and similar researches:

Table 5: Comparative Comparison of Similar Researches

| Title of the Research	Researchers	Year	Result	Comparison
Academic Leadership and Social Capital: A Sociological Approach to Higher Education Management	Bakhtiar Shabani-Varki and Narges Ahanchian	2005	Academic leadership components: educational leadership, research leadership, fair Management, clear-sighted, transformer, and have a good interpersonal ability	Interpersonal ability is the commonality between this research and the present study.
Designing an Effective Academic Leadership Model	Mahmoud Saati, Ali Akbar Aziz-poorshoubi	2005	The eight criteria for academic leadership are prioritized in terms of attraction, team work, team empowerment, continuous improvement of performance, having a vision, self-evaluation, inspiration and coaching.	
Designing an Academic Contingency-Leadership Model	Aliakbar Farhangi and Seyyed Heidar Hosseini	2016	Compatibility, sense of recognition, fact analyzing competency, correlation of components	There is no commonality in the components but there is a similarity in respect to contingency.
Educational Leadership Model in Iranian State Universities	Mahmoud Ekrami	2003	Goal oriented, persuasiveness, work oriented, develop oriented, mutual understanding, and human oriented	The three components of goal oriented, persuasiveness, develop oriented, are consistent between the two studies.
Level-five Leadership among University Principles	Masoume Cham-Asemani, Zahra Sabaghian, and Bahram Sadeghpoor	2009	An individual with excellent potentiality, Mutual relations, development, raising the organization	The is a commonality in respect to personal relationship dimension
Academic Leadership Based on Emotional Intelligence along with Effectiveness of Faculty	Nadgholi Ghoorchian, Kamran Mohammad-Khani	2010	Dimensions of emotional leadership, human relationships, and personality	This study is of commonality to the present study with respect to human relations and interpersonal skill factors.
The Effect of Transformational Leadership of Academic Managers on Empowering Faculty Members	Javad Poor-Karimi, Seyyed-Mohammad Mirkamali	2013	Academic leadership components in this Study: ideal characteristics, ideal behavior, inspirational motivation, persuasiveness, and individual considerations, the ability to predict	With respect to the two factors of persuasiveness and the ability to predict, the two dimensions of persuasiveness and goal oriented are somewhat consistent.
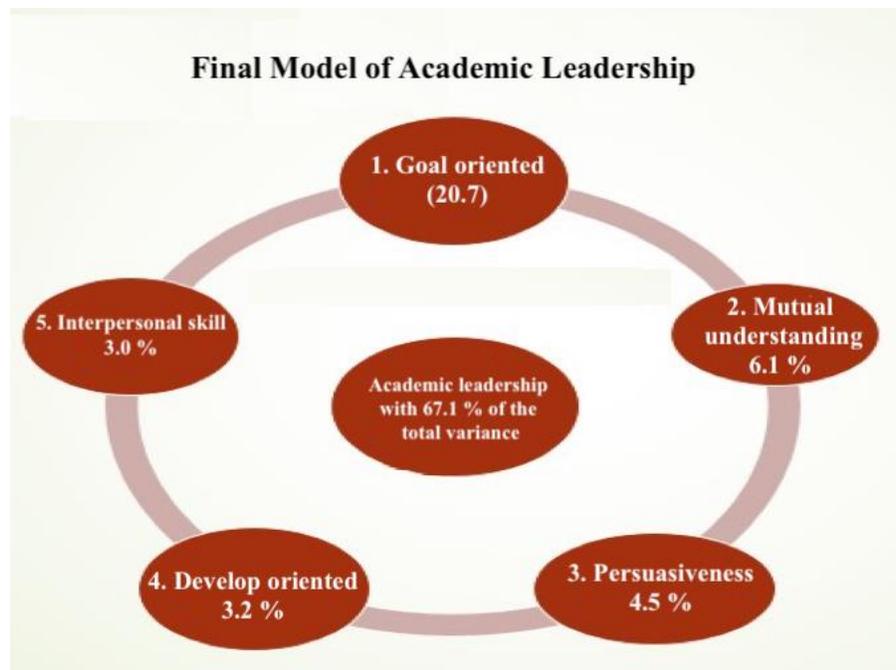
Figure 1. Final Model of Academic Leadership

Various models have been sketched for educational leadership, among them are: The Balanced Leadership Framework by Waters and Cameron in 2012 (Cited in Timothy, 2013), the Los Angeles Unified School District Leadership Model - Leadership Development and Professional Learning (2016), Successful School Leadership model by Day & Sammons (2016), Pennsylvania Framework for Leadership by the Pennsylvania Department of Education (2014), Educational Leadership Framework by Tng (2009), Educational Leadership Framework for Learning by Bush (2013), Maryland Instructional Leadership Framework by Ruth et al. (2005); Bush Educational Leadership Model by Bush (2012); Academic Strategic Leadership Model; Level 5 Leadership by Collins et al (2005).

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