Identifying and Ranking the Dimensions of Resonant Leadership with the Curriculum Planning Approach in Schools of Education of Mazandaran Province

Article info

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Abstract

Purpose: This Research was conducted with the aim of identifying and ranking the dimensions of resonant leadership with the curriculum planning approach in schools of education of Mazandaran province.

Methods: This study in terms of purpose was applied and in terms of implementation method was descriptive from type of survey. The study population was school managers of Mazandaran province in the 2018-19 academic years with number of 4865 people. The research sample according to Cochran's formula was estimated 359 people who were selected based on multi-step cluster sampling method with respect to the ratio of courses. Data were collected by a researcher-made questionnaire whose face and content validity was confirmed by expert's opinion and tool construct validity was confirmed by exploratory factor analysis and its reliability was calculated 0.87 by Cronbach's alpha method. Data were analyzed by exploratory factor analysis and Friedman test in SPSS software version 19.

Finding: The results of the exploratory factor analysis showed that the dimensions of resonant leadership with the curriculum planning approach in schools had five leadership dimensions including the coaching (5 items), linking (5 items), psychological (5 items), democratic (4 items) and deep-view (4 items) that these five dimensions together were able to explain 80.04% of the total variance. The results of Friedman test showed that the leaderships dimensions of coaching, linking, psychological, democratic and deep-view had higher ranks, respectively.

Conclusion: Based on the results of the present study, in order to improve resonant leadership with the curriculum planning approach, can be improved the leaderships dimensions of coaching, linking, psychological, democratic and deep-view, respectively via workshops.

Introduction

In the education system, human resources play an important role in achieving its goals, and among human resources, the role of school leaders and leadership is more prominent than other human resources; It can be said that the success of schools and the education system depends to a large extent on school leadership (Zeinabadi & Mohammadvand, 2015). Today, due to the increasing development of new information and communication technologies and the phenomenon of globalization and all-round transformation, organizations to adapt to change and maintain the survival of organizations are forced to pay attention to various factors including leadership that is changing in today's conditions and leadership plays an important role in organizational mechanisms, And improves organizational performance (Askari Deefe, Salehi & Yousefi Saeedabadi, 2020).

Leadership as one of the important and influential factors on organizations has been studied in many studies and due to the possible impact of leaders on organizational phenomena and the use of appropriate leadership methods to achieve organizational goals is one of the important tasks of organizational leaders (Smith, Reinke, Herman & Sebastian, 2021).The training process in different courses or levels of education is of special importance according to the specific characteristics of each course and its leadership needs consistent leaders who can influence employees, communicate effectively, accompany and cooperate with them and create a platform for prosperity and Their growth will provide the ground for innovation and meeting the needs of society (Turk & Wolfe, 2019).

Harmonious leadership is the art of persuading to achieve a common goal, and such leaders use their emotional intelligence to have shared hope, joy and happiness, compassion and conscious attention in interpersonal relationships (Casale, 2017). Consistent leaders show a higher level of emotional intelligence, use their empathy and emotions effectively to build strong, optimistic relationships, and motivate their employees through positive emotions to perform best (Smith, 2016). People feel more optimistic, committed, enthusiastic, and prosperous in conversations with like-minded leaders, and these leaders create a strong value system in employees through a sense of hope, attention, and compassion, and enable people to develop their abilities and talents (Ali & Kashif, 2020).

Curriculum planning as a discipline of educational sciences was formed with the motivation of educational engineering and due to its connection with different cultural, social and political factors; it is a multidimensional process and a social thing that is done in collaboration with others (Malkki & Paatero, 2015). Curriculum Planning Education in the system of designing, formulating and implementing curricula has faced many challenges and harms both in terms of perception and the concept of curriculum planning and in terms of curriculum design and development (Sarsabili, 2007).

Curriculum planning as the heart of the educational system has different approaches, each of which emphasizes various aspects of human beings, and in the educational systems of our country and many other countries, more emphasis is placed on the cognitive aspect and less on other areas, including emotional and spiritual (Ghasempour Dehaghani & Nasr Isfahani, 2011). Many variables are involved in setting, formulating and implementing curriculum planning, and these variables sometimes have a positive effect on it and sometimes a negative effect on it. Curriculum planning is appropriate if it is in harmony with the different conditions and characteristics of different regions, paying attention to the needs of learners and paying attention to the participation of teachers, principals, parents and students (Piri, Attaran, Kiamanesh & Hosseinnejad, 2011).

Undoubtedly, an important part of the basic measures in the field of educational curriculum planning is to pay attention to the phenomenon of management and leadership in order to provide the ground for their growth and prosperity by creating a culture and providing a set of contents, experiences, learning opportunities and workshops for leaders (Males & Setniker, 2019). Very little research has been done on harmonious leadership and these studies have not been reviewed in the Education Organization. For example, the results of Abesy, Ghandhari, Alvedari & Hozoori (2020) showed that consistent leadership includes hope, creating a shared vision, empathy, compassion, positive mood and spreading them, which affect self-efficacy.

In another study, Azizi Nejad (2018) reported that consistent leadership had a positive and significant effect on organizational performance and team empowerment. Laschinger et al. (2014) in a study concluded that consistent leadership has an effect on empowerment and creating a positive environment and performance, and this leadership plays the role of emotional support in the workplace. Also, the results of Afkhami Rohani, Rahmanseresht & Koushazade (2012) showed that consistent leadership had a significant positive effect on trust in senior managers and knowledge sharing.

In another study, Wagner (2010) reported that harmonious leadership has four insightful ways (having common ideals, sharing knowledge and influence, and empowering others to act), conjunctive (having strong connections and high social sense), and coaching (having empowerment). Developing others and discovering the potential talents of others) and being democratic (having the ability to work in a team, consensus, cooperation and innovation).There are two other ways of leadership called pioneering leadership (putting pressure on employees to achieve high standards and increasing employees' emotional costs) and authoritarian leadership (lack of participation and determination of all matters by leaders) that if used in the right place in consistent leadership They are effective and otherwise have a negative effect. Since harmonious leadership fosters hope and happiness by fostering hope, happiness, compassion, mindfulness, etc., and little research has been done on harmonious leadership, the present study seeks to examine its dimensions with a curriculum approach in schools.

One of the gaps based on the researcher's research is that there has been no research on harmonious leadership in schools in the country, but research has been done on it in other organizations, including universities, and due to the different structure of the education organization with other organizations, this has been done. Research can help provide practical solutions to improve leadership in education and training. Therefore, considering the role and impact of harmonious leadership on the effectiveness of education and schools, this study seeks to identify and rank the dimensions of harmonious leadership with the curriculum planning approach so that this educational system can use the identified dimensions to be more successful and improve its performance. . As a result, this study was conducted with the aim of identifying and ranking the dimensions of leadership in line with the curriculum planning approach in education schools in Mazandaran province.

Methodology

This study was applied in terms of purpose and descriptive in terms of implementation method. The research population of school principals in Mazandaran province in the 2018-19 academic years was 4865 people. The research sample was estimated 359 people according to Cochran's formula with alpha 0.05, which were selected based on multi-stage cluster sampling method with respect to the ratio of courses. In this sampling method, first the statistics of managers of different cities were prepared and three cities were randomly selected and then a number of cities were randomly selected from each city and while observing the ratio of managers of different educational courses in the whole province, the same proportion was sampled from different cities. Inclusion criteria included at least five years of management experience, having a bachelor's degree or higher, signing an informed consent to participate in research, and the absence of stressful events such as divorce and death of loved ones in the past three months. Also, the exclusion criteria included refusing to complete the questionnaire and completing it incompletely (at least 10% non-response to the items).

The process of conducting the research was that after reviewing the texts related to consistent leadership according to the curriculum planning approach and consulting with professors of the Department of Educational Sciences familiar with the concepts, including supervisors and consultants, a number of items to assess consistent leadership with the curriculum approach. 36 items) and some of them were removed due to duplication or overlap and finally a questionnaire with 28 items was designed. To implement the researcher-made questionnaire on school principals, first coordination was made with the Education Organization of Mazandaran province and the list of schools in selected cities and towns was prepared and then the number and ratio of principals of different courses was calculated and sampling was done in the

same proportion. Then, the questionnaires were sent to the samples and while stating the purpose, importance and necessity of the research, they were reassured about the observance of ethical points and were asked to answer the items of the questionnaire by careful study. It should be noted that they were told that there is no right or wrong answer and the best answer is the one that reflects their true situation. The average time for completing the questionnaires by the managers was about 7 to 10 minutes.

The instrument of the present study was a 28-item researcher-made questionnaire about leadership consistent with the curriculum planning approach, in which items were scored on a five-point Likert scale from one (strongly disagree) to five (strongly agree). The face and content validity of the tool was confirmed by experts and its reliability was calculated by Cronbach's alpha method on 30 non-member managers in the research sample of 0.87. The researcher-made questionnaire was completed by administrators and reviewed and entered into SPSS software version 19 and analyzed by exploratory factor analysis methods through principal component analysis with Varimax rotation to identify dimensions and Friedman test for dimension ranking.

Findings

In this study, 359 managers with mean and standard deviation of age 42.62 85 4.85 years were present; So that most of the samples in the present study were male (51.81%), had 26-30 years of management experience (25.63%), bachelor's degree (62.95%) and married (93.59%).

Table1. Number and percentage of demographic information of school principals of Mazandaran province

| Variables	Levels	Number	Percentage
Gender	Man	186	51/81
	Female	173	48/19
Management experience	10-6 years	53	14/76
	15-11 years	59	16/43
	20-16 years	71	19/78
	25-21 years	84	23/40
	30-26 years	92	25/63
education	Bachelor's	226	62/95
	Masters	124	34/54
	P.H.D	9	2/51
Marital status	Married	336	93/59
	Single	8	2/23
	Divorced and divorced	15	4/18

In this study, a questionnaire that was administered to managers had 28 items. Before data analysis by factor analysis, KMO sample adequacy index with a statistic of 0.91 and Bartlett test with a statistic of 6.29 and significance of 0.001 indicated that the conditions for factor analysis were appropriate. In other words, the data were sufficient and correlated to perform factor analysis.

In order to perform exploratory factor analysis, the principal component analysis method was used with varimax rotation and the criterion for selecting items as an indicator for factors having a specific value higher than one and a factor load of 0.60 and above provided that other factors appear less than this value. , Was. Based on this, five items were removed and the final questionnaire had 23 items and five factors whose factor loads and percentage of variance were more than one. A total of five factors or dimensions were able to explain 80.04% of the total variance of leadership consistent with the curriculum planning approach in educational schools. Were 17/13, 13/71 and 13/68 (Table 2).

Table2. Results of exploratory factor analysis to determine the factors or dimensions of leadership in line with the curriculum planning approach in schools in Mazandaran province

Factors or dimensions	Initial special amount			Total square times before rotation			Total square times after rotation		
	total amount	Percentage of variance	Compression percentage	total amount	Percentage of variance	Compression percentage	total amount	Percentage of variance	Compression percentage
1	7/68	33/42	33/42	7/68	33/42	33/42	4/21	18/32	18/32
2	4/62	20/09	53/51	4/62	20/09	53/51	3/95	17/19	35/51
3	2/81	12/25	65/77	2/81	12/25	65/77	3/93	17/12	52/64
4	1/64	7/16	72/93	1/64	7/16	72/93	3/15	13/71	66/35
5	1/63	7/10	80/04	1/63	7/10	80/04	3/14	13/68	80/04

Scree plot in factor analysis to determine the factors or dimensions of leadership consistent with the curriculum approach in educational schools showed that there were 5 factors and other factors were close to each other and do not explain the significant variance percentage (Figure 1) .
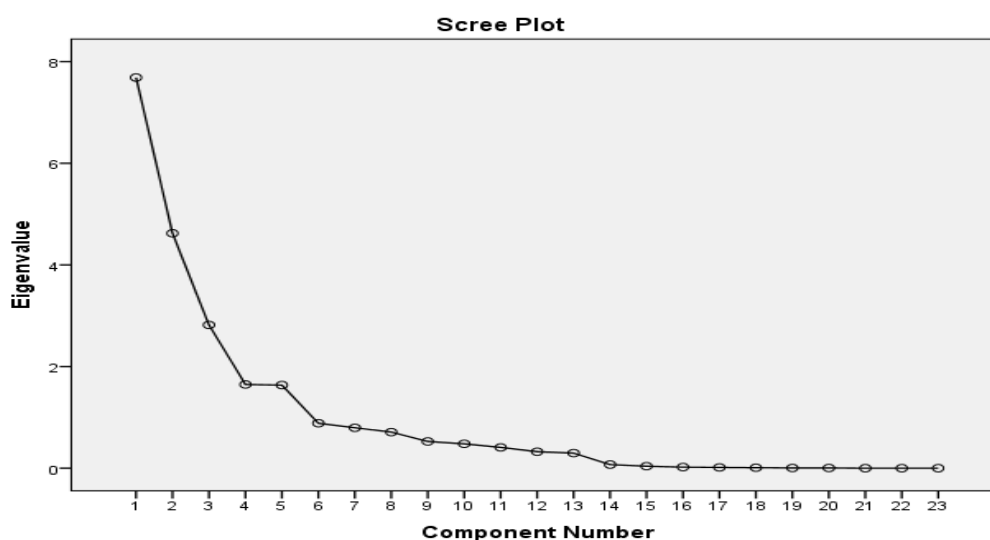
figure1. Pebble diagram in factor analysis to determine the factors or dimensions of leadership in line with the curriculum planning approach in education schools in Mazandaran province

The results of factor analysis for the extracted factors or dimensions showed that leadership consistent with the curriculum planning approach had five factors, the first, second and third factors had five items and the fourth and fifth factors had four items that had a suitable factor load (Table 3).

Table3. Results of Exploratory Factor Analysis with Varimax Rotation Based on Extracted Factors or Dimensions for Leadership Consistent with the Curriculum Planning Approach in Mazandaran Education Schools

Agent with the first dimension		Agent with the second dimension		Agent with the third dimension		Agent with the fourth dimension		Agent with the third dimension	
Item	Factor load	Item	Factor load	Item	Factor load	Item	Factor load	Item	Factor load
1	0/86	6	0/91	11	0/87	16	0/84	20	0/86
2	0/88	7	0/83	12	0/85	17	0/86	21	0/82
3	0/87	8	0/73	13	0/67	18	0/85	22	0/86
4	0/77	9	0/91	14	0/87	19	0/85	23	0/82
5	0/88	10	0/82	15	0/85	---	---	---	---

The last stage of exploratory factor analysis is the identification of factors or dimensions, and for consistent leadership with the curriculum approach in education schools, 23 items and 5 factors were

identified, including coaching, linking, and psychological, democratic and profound leadership. The results of Friedman test showed that the dimensions of leadership consistent with the curriculum planning approach in schools had five factors of coaching, linking, psychological, democratic and profound leadership, respectively (Table 4).

Table4. Results of Friedman test to identify factors or dimensions of leadership in line with the curriculum planning approach in schools in Mazandaran province

Factors or dimensions	Statistics	Degrees of freedom	p Value	Average	Rank
Coach leadership				3/76	First
Connective leadership				3/27	Second
Psychological leadership	7/73	4	0/001	2/83	Third
Leadership of the people salar				2/60	Fourth
Deep leadership				2/54	Fifth

Discussion

Considering the role and importance of harmonious leadership in the performance of organizations, including the Education Organization, this study was conducted with the aim of identifying and ranking the dimensions of harmonious leadership with the curriculum planning approach in educational schools of Mazandaran province. The findings of the present study showed that consistent leadership with the curriculum planning approach in educational schools had five dimensions of coaching, linking, psychological, democratic and in-depth leadership that together could explain 80.04% of the total variance and the five dimensions were ranked higher, respectively. They were in harmony with the leadership. These findings were in line with the findings of Abesy, et al (2020), Azizi Nejad (2018), Laschinger, et al (2014), Afkhami Rohani, et al (2012) and Wagner (2010).

Coaching leadership was the first factor with 18.32% variance and five items including mutual respect, nurturing teachers' talents and flourishing, giving teachers free and important decision-making opportunities, paying attention to teachers' concerns and welcoming teachers' ideas, thoughts and innovations. . In interpreting this finding, it can be said that one of the environmental factors affecting the growth and mental strength of individuals is the role of managerial leadership style, and managerial leadership style plays an effective role when the leader and subordinates interact with each other. In coaching leadership, the leader provides an environment in which subordinates grow and work with high motivation to achieve their goals and ultimately succeed. Thus, a coaching leader seeks mutual respect for greater use of the school workforce, actively seeks to nurture teachers 'talents and flourishes, provides teachers with decision-making opportunities, addresses teachers' concerns, and brainstorms ideas. And welcome their innovative and fresh ideas. Connective leadership was the second factor with 17.19% variance and five items including being patient, adapting to the logical demands of colleagues, valuing teachers and their feelings, emphasizing meeting the spiritual and emotional needs of teachers and trusting teachers in Achieving the goals of the organization. In interpreting this finding, it can be said that the motto of link leaders is that let us work together for the benefit of all, and their hallmark is to openly share emotions, and these leaders tend to focus less on tasks and goals and more on emotional needs. Employees value people and their feelings and keep people happy. Thus, link leaders are patient in dealing with others, giving them the opportunity to express their opinions and opinions, responding to teachers' rational demands, trusting them to achieve goals, and striving to meet their spiritual and psychological needs.

Psychological leadership was the third factor with 17.12% variance and five items including a cooperative view with teachers in student learning, creating compatibility and interdependence, having empathy and cooperation with teachers, building trust and communication between colleagues and paying attention to individual differences of subordinates. In interpreting this finding, it can be said that psychological approaches help leaders and enable them to activate creativity and create a flow of thought in society by using psychological principles and rules and by using human resources correctly. Through the application of psychological findings, these leaders remove barriers to development in the social, economic, political,

educational, and cultural fields, thereby achieving the fertility of future generations. Thus, such leaders have a cooperative view of teachers in educating students, strive for peer adjustment, seek collaborative and empathetic activities, and pay attention to individual differences while building trust and communication.

Democratic leadership was the fourth factor with 13.71% variance and four items including understanding the requests of colleagues and clients, emphasizing creating a sense of unity and teamwork among teachers, solving teachers' problems while maintaining calm and gentleness, and resolving conflicts and organizational problems between teachers. In interpreting this finding, it can be said that democratic leaders seek to explain the vision of the organization and share it in such a way that people are eager to participate in achieving it. In addition, it seeks to provide the knowledge, information, and methods needed to access and balance the interests of employees and stakeholders in the organization. Thus, democratic leaders respond to the demands of colleagues and clients, emphasize teamwork, seek to resolve the problems of others by creating calm, and strive to resolve conflicts and problems.

Deep leadership was the fifth factor with 13.68% variance and four items including responding to teachers' requests with reflection and calmness, inviting teachers to participate in achieving the organization's goals, being positive and inspiring to teachers and emphasizing successes and capacities, not emphasizing there were failures. In interpreting this finding, it can be said that successful organizations for effective management and leadership need leaders who delve into the appropriate path and bright future for the organization and improve employee motivation to achieve organizational goals and create change in the organization. Therefore, in-depth leaders calmly and patiently respond to the requests of others and while paying attention to their successes and abilities, they motivate people to achieve the goals of the organization.

The most important limitations of the present study included the use of self-report tools to collect data and the limitation of the research community to school principals in Mazandaran province. In self-report tools, people may not have enough self-control and do not respond responsibly to statements, which leads to biased results. This research was conducted on the managers of one province and perhaps from the perspective of the managers of other provinces, different results were achieved according to different social, political and cultural contexts. It is recommended that interviews be used to collect data if possible. Another suggestion is to conduct this research on managers of other provinces. In addition, it is suggested that the dimensions of leadership be consistent with the curriculum planning approach from the perspective of teachers, parents and even students and compare the results with the results of the present study. Considering the role and importance of harmonious leadership in improving organizational performance and according to the results of the present study, planning for the use of its results by experts and planners in the field of education is necessary. To improve consistent leadership with the curriculum planning approach, the dimensions of coaching, linking, psychological, democratic and in-depth leadership can be improved through workshops, respectively.

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