
Develop a Model of Educational leadership Based on the Teachings of Islam

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Abstract

Purpose: The aim of this study was to develop an educational leadership model based on the teachings of Islam.

Methodology: The present study was fundamentally-applied and in terms of data collection method, it was a mixed (qualitative-quantitative) exploratory research. The statistical population in the qualitative part of the research was Islamic experts who using purposive sampling method, 12 people were selected as the sample size. In the quantitative part, the statistical population included all principals and deputies of non-governmental schools in Tehran, of which 281 were selected using stepwise cluster random sampling and Cochran's formula. Data were collected by two methods: information was collected by referring to the Quran, Nahj al-Balaghah, Imam Sajjad's treatise on law and sufficient principles) and field (researcher-made questionnaire). The validity and reliability of the instrument were evaluated and confirmed in two parts: quantitative and qualitative. The collected data were analyzed in the qualitative part by meta-combined method using MAXQDA coding software and in the quantitative part by confirmatory factor analysis using Lisrel-V8.8 software.

Findings: The results showed that among 112 indicators, three dimensions and twelve components are involved in developing a model of educational leadership based on the teachings of Islam, which are: the dimension of religiosity with the components of religiosity and divine help; The dimension of self-balance: the components of self-discipline, wonder-breaking and dignity-enhancing; The dimension of labor relations: components of organizational leadership, responsibility, trust building, heart writing, tolerance, participation, and central justice.

Conclusion: The findings also showed that the model had a good fit.

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1. Introduction

In today's changing environment, organizations have to constantly develop their capabilities and competencies to survive in order to be able to respond to changing environmental conditions (Ginsburg, et al., 2016). In the meantime, organizations must have an important feature, and that is the ability to constantly change and adapt (Schneider, et al, 2016). For continuous change in organizations, attention to information and knowledge as the most important organizational assets has a key role in the sustainability and development of today's organizations and their alignment with rapid change, development and growth (Gloet & Samson, 2017). Today's organizations, including manufacturing, service and training, need strong leadership to gain a competitive advantage and have strategic planning. Leadership, more than any other issue in the history of civilized human experiences, has been the subject of debate among the people. The countless history and works of art and literature of each nation tell of events in which different people played a decisive role in the destiny of that country. Regular study of leadership and behavior of leaders is a scientific phenomenon of the twenty-first century, which is mainly due to the development of humanities, especially psychology and sociology in this century (Antonakis & Di, 2017). Various theories have been put forward by experts about leadership and the role of leadership in the organization, some have considered management and leadership as synonymous, while these two words are different and management is something beyond leadership, so that leadership is a management task is considered (Haghverdi Taqanki, 2012).

Leadership is also an interesting topic today. Leaders play a key role, especially in educational organizations. One of the reasons that people in society and educational organizations pay attention to leadership is that they consider leaders to have a lot of power that can be the cause of favorable reforms and changes in these organizations. Training leaders in educational organizations are expected to be competent and competent in a range of tasks such as planning, decision-making, communication and conflict management. Multidimensional leadership is a function of the characteristics of the leader, followers, and position or situation, and it is influenced by the strengths of the training organizations, the self-confidence, and the level of leadership of the leaders. From educational leadership interpreted to strategic educational management in many books, educational leadership increases human potential and provides an environment for the promotion of individuals and educational assistants, and with the skills of teamwork, providing behavioral feedback, communication, motivation, to deal with Conflict deals (Fazli Zanjani, 2015).

One of the educational institutions in which we see educational leadership is education. This organization, in fact, is the most important social institution that emerges from the context of society and at the same time its builder and developer, and its impact on the development of society is vital and tangible. Education plays a vital role in nurturing and elevating students. Identifying talents and creating the necessary conditions for their flourishing in various fields and balanced and balanced human development in intellectual, emotional, social and physical aspects are heavy responsibilities that must be fulfilled (Ahmadipour, et al., 2020).

Education is the main and key factor of social, economic, cultural and political development of any society. The analysis of effective factors in the growth and development of societies and their development shows that all these countries have had efficient and effective education. It is directly the income of the group and the organization they deal with, but if the education organization and its agents, especially school principals and teachers, are unaware of the nature of their work and interrupt the teaching-learning process, the result is their work in moral, social and The economy will be aware of the society and will have an effective share in the growth and development of the society or its decline. School management is one of the most important and key positions in the educational system, and this famous saying that the person who manages the country manages the value of the educational management and the very serious responsibility of the principals (Arefnejad, 2017).

Achieving the goals of schools and, consequently, achieving the goals of the education system, requires special attention to school principals and especially to their leadership role. The efficiency of school principals also depends on playing an effective and successful leadership role (Mard, Zeinabadi, Arasteh, 2017). The style of leadership that has long been considered by scientific and academic communities in our country and has always been recommended to it is western type of management. This does not seem very logical considering the native culture of our country, where religion has a main function, because that management It does not have much in common with this culture. It cannot be expected that the existing theories of management, which are mixed with Western culture, will be fully applied in the country and it is by no means correct that those theories were completely and completely transferred to their country and with an incomplete and obviously incorrect translation. , Considered himself a consumer and helper of others and recommended its use by managers without any refinement (Pirooz, Shafiee & Beheshti, 2010)

Islam, as a comprehensive system, which is rooted in human nature and is watered by the source of revelation and has a deep vision and a broad view of man and humanity in various dimensions, has a special value system that guarantees human happiness and perfection (Arvaneh & Bedroud, 2019). On the other hand, some of our religious leaders, in their time, were the rulers of the Islamic society for some time and were in charge of the general management of the society of that time. Those infallibles (AS) certainly had certain principles and methods in how to govern society which can be a model for Muslims. Thus, by referring to a religious source, one can arrive at propositions that contain a series of managerial instructions and descriptions, these instructions are a series of managerial do's and don'ts that managers, by learning and adhering to, can continue their religious duty (Pirooz, et al., 2010).

Because Islam is a comprehensive school, Islamic management is linked to the whole Islamic system. Therefore, the nature of management methods in the Islamic system stems from its Islamic nature. In other words, we want to live Islamic, work Islamic, and teach Islamic and Islamic institutions. Managing ourselves on the basis of Islam This Islamic suffix binds us to the principles that shape our ideological framework towards management and the content of our attitude towards it. If we examine the necessity of management, if we explore the concept of management in Islam, if the characteristics We express Islamic management, if we discuss how to train managers and briefly mention the various reasons, the existence of management in the Islamic society is inevitable, all and all, indicates that we cannot borrow management methods from other schools and systems. We adapt to the framework of our school and apply it in practice. We must seek a model that arises from the foundations of the Islamic system and is homogeneous with other dimensions of this system. In such a system, it cannot be accepted that the management of organizations is not Islamic, but the management of organizations in the Islamic system is the continuation of leadership and imamate of society at the macro level (Sarmadi, 2014)

The status of a country depends on how the activities are carried out in schools, in other words, the size of a country will not exceed the level of its educational leaders. Thus, the quality of any system depends on the quality of its educational system. Learning intervention requires many factors. Leadership has a facilitating and accelerating role (Haghverdi Taqanki, 2012). With the developments that have taken place in the field of work today, the existing leadership models no longer meet the requirements of this period and the need for leadership models based on human and moral relations, including leadership methods that exist in religious, spiritual and Islamic discourse is felt. The same is true of education systems, where routine management approaches have lost their effectiveness. Hence, the importance of effective leadership styles for successful performance has been increasingly emphasized throughout the twenty-first century (Gholami, et al., 2014).

In line with the present study, Aref Nejad (2017) in a research has identified and prioritized the components of competencies of school principals with emphasis on Islamic management and fuzzy Delphi approach. After analyzing the text of the interviews, 23 competency components of school principals were identified and then, competency components were prioritized through fuzzy Delphi method. Components

of managerial competence such as work conscience, lawfulness, foresight, kindness and discipline are in the first to third priorities. Also, Tajmir Riahi, et al (2017) in a study to explain the dimensions of organizational leadership using the teachings of Nahj al-Balaghah and finally identified and explained three comprehensive themes as dimensions of organizational leadership including doctrinal, ethical and behavioral dimensions. Arab Asadi & Ahmadi (2016) in a study have analyzed the main elements of training senior managers in the government model of Amir al-Mo'menin Ali (AS) and stated that the main elements of this model are: Islamic ruler, field of education, family, organization, people and trainees. Each of these main themes of the pattern organizer consists of more detailed sub-elements and elementary themes that can help in building the system. Among the foreign researches related to the research topic, Arar & Haj-Yehia (2018), in a study, examined the ideas of educational leadership in medieval Islamic thought and their role in multicultural fields, and showed that in Islam even in the past centuries; training for educational leaders has been provided, including justice, fairness, honesty and courage. Brooks & Mutohar (2018), in a study examining the leadership of Islamic schools and showed that the values of the Islamic leader are outside the model and within this model, including the ideas and beliefs of principals and leaders who have a new insight into Muslim leaders' perception of work. The self and how this practice works in schools. Watkins (2018), in a study of educational leaders in Catholic schools, showed that when it comes to jobs in Catholic schools, it includes three words, Occupation as daily work at school; Secular jobs and jobs with religious thinking. The results also show that successful educational leaders in Catholic schools have emotional traits in their personality and value motivation, emotional intelligence, and values.

It seems that despite the religious teachings that have always been at the forefront of education and the many emphases that have been placed in the upstream documents, but in Iranian education is not given much attention and by comparative study with other educational organizations in In different countries, it can be seen that those systems pay more attention to our religious teachings than to ourselves. For example, by studying Japanese education, moral education can be clearly seen in schools, and one can see educational leadership appropriate to morality and the preservation of human dignity. Based on what has been said, effective and Islamist educational leadership in schools seems to have positive consequences. Therefore, the present study aims to provide a comprehensive study of educational leadership with an Islamic approach in schools, to answer the basic question of what model can be offered for educational leadership based on the teachings of Islam.

2. Methodology

Since the present study is about the development of an educational leadership model based on the teachings of Islam, so in terms of purpose, this research was fundamental-applied. In terms of data type, the present research approach was mixed with the exploratory type. The study population in the qualitative stage included related sources of Islam including the Quran, Nahj al-Balaghah, Imam Sajjad's treatise on law and sufficient principles. Also, 12 experts were selected by purposive sampling method that validated the designed model. The statistical population in the quantitative part of this research is all principals and deputies of non-governmental schools in Tehran, whose number is 1050 people (source: website of Tehran Education Organization). Cochran's formula was used to estimate the required sample size in the quantitative part of the study, in which 281 people were selected as the sample size. Sampling method in the present study, the method was multi-stage cluster sampling. Thus, according to the geographical distribution, first, the city of Tehran was divided into north, south, east, west and center regions, and then non-governmental schools were identified in each region and principals and deputies were finally randomly selected.

In this study, two methods of library and field studies were used to collect information. In order to identify the dimensions, components and indicators of the educational leadership model based on the teachings of Islam, from the library method, including studying the theoretical foundations of extracting

related verses and narrations and previous research, through websites, dissertations, articles and books, both internal and external. The main themes of educational leadership with an Islamic approach were identified. In the field method, to collect the required data in the quantitative part by applying the necessary coordination, a researcher-made questionnaire based on the hyper-combined method was distributed and collected among the statistical sample and the collected data was entered into the system and analyzed. According to the objectives of the research, the best tool for collecting the required data was a questionnaire to examine the components and indicators of educational leadership based on the teachings of Islam. Therefore, in this study, a questionnaire was used to collect data.

Validity and reliability criteria in qualitative studies are different from quantitative research. In qualitative studies, the term authenticity is often used to express the quality of the study. In this case, Guba and Lincoln have presented criteria that are observed in the present study (Guba and Lincoln, 1994). On the right are the qualities criteria for qualitative research, and on the left are the equivalent in quantitative studies that have been presented for better understanding. Accuracy - reliability; Validity versus validity; Reliability against reliability; Portability versus generalizability (external validity); Verifiability versus objectivity. The concept of accuracy is rooted in science. In qualitative research, instead of accuracy, they usually use credibility, which refers to the completeness and adequacy of the research. As mentioned, in order to at least ensure the reliability of qualitative research, four criteria of validity, reliability, transferability and verification are needed.

Validity: In order to determine the validity of the questionnaire, physical, content and structural validity were used. In the apparent validity of the questionnaires before distribution by the researcher, several sample members and some education, university and field experts were examined, Content validity with the help of CVR and CVI forms and with the help of ten experts including interviewed members, academic experts, several subjects, etc. The content of the questionnaire in terms of additional questions or modification of the questions examined it placed. The CVI form showed that all the questions of the educational leadership model with an Islamic approach are in a good position in terms of simplicity, clarity and relevance (the coefficient for each question was higher than 0.79); Also, since the CVR value for all questions was above 0.62, no questions needed to be deleted. Regarding the validity of the structure, two types of convergent and divergent validity were used with the help of Smart-Pls 2 software. In the study of convergent validity, the findings showed that the coefficients of significance of all factor loads were greater than 2.58 (t-statistic), ie all factor loads were 99% significant with confidence; The values of all factor loads were also above 0.5 (explicit and implicit variable relationship); The mean extracted variance (AVE) of all components was above 0.5 and also the combined reliability of all components was greater than the mean extracted variance; Therefore, it can be said that the convergent validity of the model structures is confirmed. In the divergence validity test, the Fornell and Larker tests (this test measures divergent (diagnostic) validity at the level of hidden variables using a module defined in Smart-Pls 2 software) and the transverse load test (this divergent validity test at the level Observable variables were measured by a module defined in Smart-Pls2 software. In Fornell and Larker test, the results showed that the root mean of the extracted variance of each latent variable was greater than the maximum correlation of that variable with other latent variables of the model; Also, the results of transverse load test showed that the factor loads of each of the research variables were higher than the observed factor loads of other measurement models in the model, and on the other hand, the factor load of each observable variable on the corresponding hidden variable was at least 0.1 times higher. The factor was the same as the observable variable over the other hidden variables (fully visible in Chapter Four); therefore, the results of these two tests showed divergent validity.

Reliability: In this study, reliability is calculated through Cronbach's alpha coefficient and combined reliability. The values of these two coefficients for all research variables were above 0.7, which indicates the reliability of the measurement tool. The reliability and validity coefficients mentioned for the

educational leadership model questionnaire with Islamic approach can be seen in the table below. To analyze the qualitative data of the research, the meta-combined method was used using MaxQDA software. In this project, the steps of analyzing the collected qualitative data have been done through open coding and axial coding. In the quantitative part, two sections of descriptive and inferential statistics were used to analyze the data. In order to statistically describe the demographic characteristics, percentage, frequency, table, shape and graph were used and also to describe the research variables, mean, standard deviation, skewness and elongation were used. In the inferential section, confirmatory factor analysis tests were used to test the research questions.

3. Findings

In this section, research data are analyzed and evaluated using scientific methods in the qualitative and quantitative sections; but before analyzing the data, data preprocessing was examined. In this research, first the meta-combination method and aggregation of opinions expressed in various articles related to the subject and then the views of experts in the field and the university were used and the following components were selected based on theoretical coding.

Table1. Dimensions and components identified using axial and selective coding (open coding results)

Axial coding		Selective coding	Selective coding
Original coding	Sub-coding	Original coding	Sub-coding
Faith, piety, worship, trust, prioritization of obedience to God, other things, striving to establish the religion of God in the heart and using all power and with the best expression, establishing prayer and enjoining the good and forbidding the evil, allocating the best time and the best hours of the day and night for God, allocating the best The best time of day and night for God is to do one's duties and avoid feeling like God.	Religious behavior, the establishment of religion	You have a religion	Orbital religion
Seeking help, seeking description of Sadr, seeking simplification of affairs, seeking understanding of the word, seeking knowledge, seeking wisdom and joining the worthy, seeking the change of the evils of the goodness of God, seeking refuge in God from misleading others, seeking the success of the subset And taking refuge in God when arrogant on colleagues	Seek help from God, seek refuge in God	Divine help	
Self-discipline, accustoming the word to goodness, speaking when necessary, speaking softly and firmly speaking, speaking loudly, refraining from hearing useless and harmful words, refraining from looking at anything that is not permissible, and paying attention to what causes instruction and insight.	Discipline, listener care, look care	Self-discipline	Balance of the soul
Avoiding presidency, Avoiding seeing yourself as exceptional, Avoiding seeking privileges Avoiding expecting thanks from subordinates, Avoiding praising Avoiding complacency Avoiding exaggeration, Avoiding self-esteem, Avoiding superiority Pride, avoidance of arrogance and obstruction of the training of admiring staff	Self-fight - self-care	Wonder breaking	
Maintaining self-respect, modesty, watching over one's behavior and actions, avoiding jokes, avoiding ridicule, being humble, serving colleagues, helping colleagues, and responding badly to good	Dignity, maintaining character	Dignity enhancement	Labor relations
Determining the description of sub-tasks, organizing the participation of colleagues, introducing employees, reviewing the performance of colleagues, reviewing the behaviors of colleagues, attending among colleagues and guiding colleagues based on the right	Organize, guide	Organizational guidance	
Knowing the covenant of responsibility, knowing the divine test of responsibility, knowing the responsibility of responsibility, positive thinking, doing work every day on the same day, addressing the demands of colleagues as soon as possible, avoiding laziness in work, avoiding haste and haste in affairs, effort and diligence and knowledge	Realism, order	responsibility	

Fulfillment of promises, avoidance of duplicity, avoidance of being in the position of accusation, avoidance of accusing colleagues, avoidance of bad self-doubt, avoidance of bad suspicion, trustworthiness, avoidance of violating the rights of employees, avoidance of harassment of employees, research in Case report and research on the reporter	Interpersonal skills, care	Building trust
Coordinating with employees' ethics, gentleness with employees, hiding employees' faults, hiding employees' ugly deeds, avoiding bribery, doing good to employees, turning bad into intimacy, being kind in forgiving everything, showing compassion to colleagues, and reconciling in the event of a dispute Between colleagues	Compatibility, kindness	Compilation of hearts
Helping with patience, tolerating harsh words of subordinate employees, chastity and page of subordinate employees during hesitation and aggression, not being happy with punishment, not regretting forgiveness, neglect and avoiding anger	Altruism, perceptual	Tolerance and tolerance
Getting help from motivated staff, putting sub-staff to the job they love, thanking the sub-group, kindly forbidding and apologizing, appeasing the fired manager, appeasing the annoyed colleagues, consulting with colleagues, welcoming colleagues' opinions, being critical	Desire, interaction	participation
Righteousness, justice, accurate evaluation, handling of colleagues' complaints, fair judgment, avoiding oppression, dealing with the tyranny of employees, - Completing the argument and dealing decisively with the traitor	Civil behavior, legalism	Central justice

Finally, based on the identified indicators, components and dimensions, which were identified, based on research documents and interviews with experts, as well as mechanisms and finally data analysis, in a quantitative part, the conceptual model of the research is presented as follows.

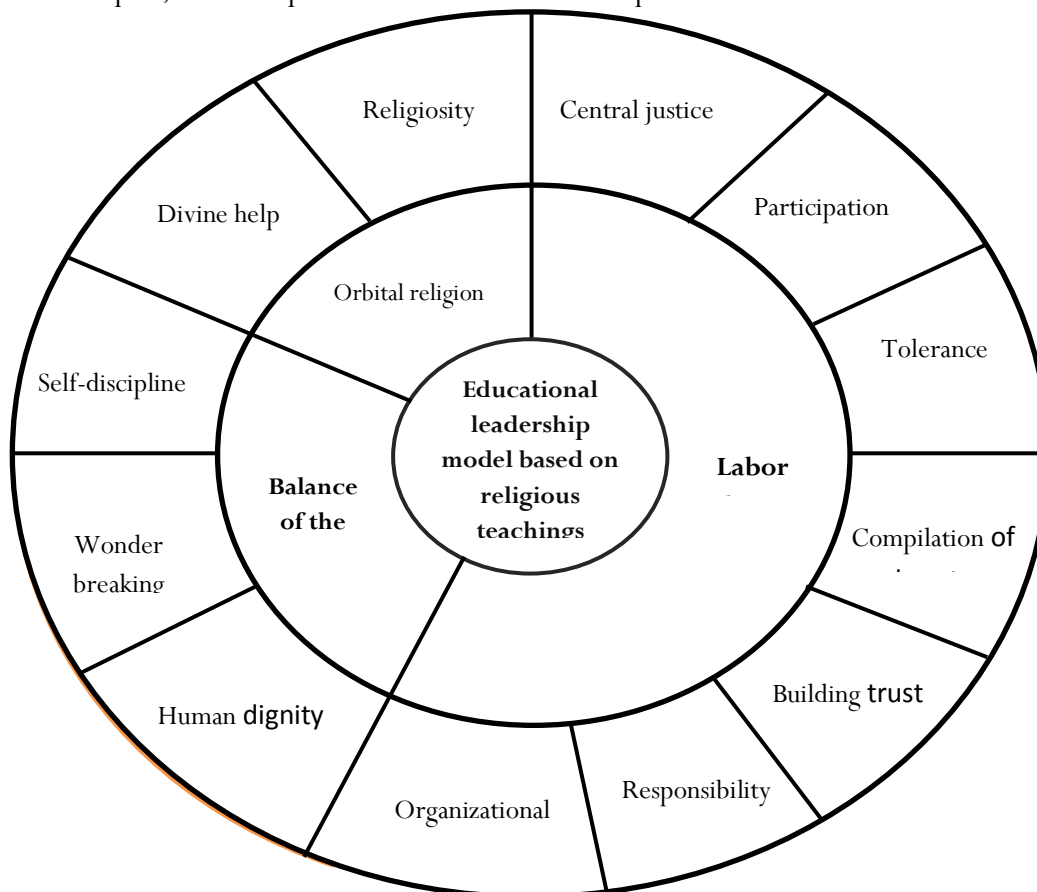


Figure1. Final research model

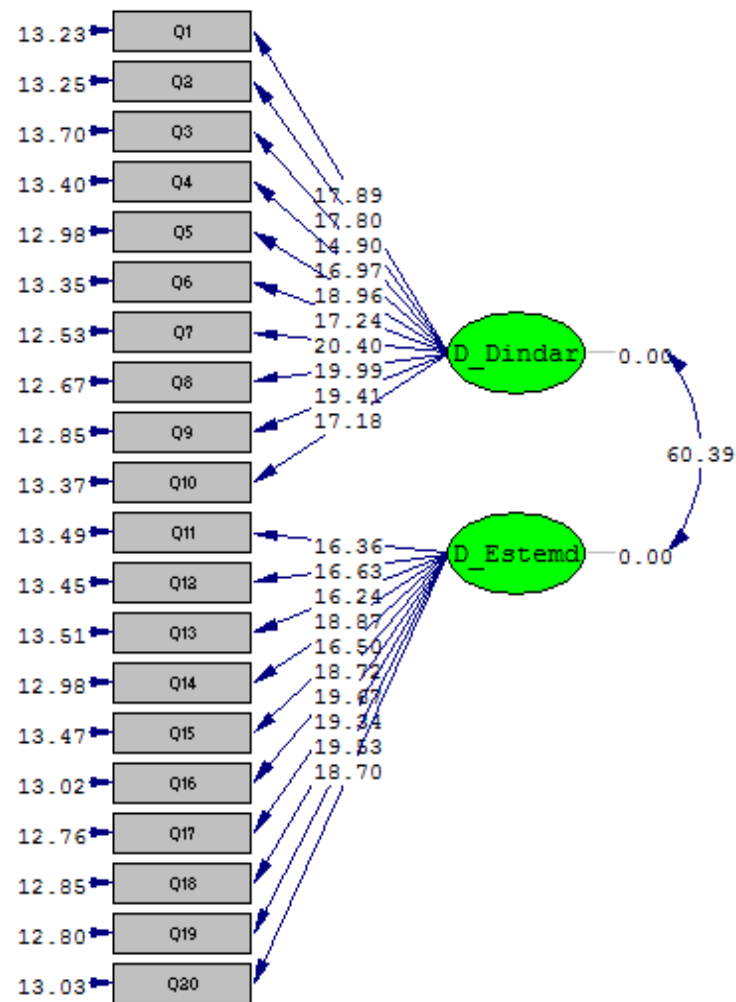
Determining the degree of appropriateness of the educational leadership model based on the teachings of Islam. To evaluate the fit of the final model, a model assessment questionnaire was set to determine the degree of fit of the model in a five-point range and was provided to 30 experts in this field. Then, the collected data were evaluated using one-sample t-test, the results of which can be seen in the following table:

Table2. The results of one-sample t-test to determine the degree of fit of the proposed model to present the final model

Expected average = 3						
Row	questions		Average	Standard deviation	T	Df Sig
1	Match	Are the concepts generated from the reviewed data?	3.68	1.251	9.45	29 0.000
2	Ability to understand	Are the concepts recognizable and generally systematically related?	3.84	1.225	11.90	29 0.000
3		Are the categories well organized?	3.66	1.338	8.62	29 0.000
4	Generalizability	Is the theory explained in such a way that it considers the change of different conditions?	3.8	1.257	11.05	29 0.000
5		Are the larger conditions that may affect the phenomenon under study described?	3.7	1.185	10.27	29 0.000
6	Control	Do the theoretical findings seem relevant?	3.64	0.885	12.64	29 0.000

The results in the table above show: Matching: In model matching, the calculated t-statistic (9.45) is significant at the 0.01 level. Comparing the average of this component of the model (3.68) with the expected average shows that the adaptation of the model is valid from the point of view of experts and has been confirmed with 99% confidence. Comprehensibility: In comprehensibility of the model, the calculated t-statistic (11.82) is significant at the level of 0.01. Comparing the average of this component of the model (3.75) with the expected average shows that the comprehensibility of the model is valid from the point of view of experts and has been confirmed with 99% confidence. Regarding comprehensibility questions, the calculated t-statistic for both questions is significant at the level of 0.01 and the average observed in each of these two questions is higher than the expected average (3); Therefore, according to experts, it is considered as a component of understanding the model.

Generalizability: In the generalizability of the model, the calculated t-statistic (11.82) is significant at the level of 0.01. Comparing the average of this component of the model (3.75) with the expected average shows that the generalizability of the model is valid in the eyes of experts and has been confirmed with 99% confidence. Regarding generalizability questions, the calculated t-statistic for both questions is significant at the level of 0.01 and the average observed in each of these two questions is higher than the expected average (3); therefore, according to experts, it is a part of the generalizability of the model. Control: In model control, the calculated t-statistic (12.64) is significant at the level of 0.01. Comparing the average of this component of the model (3.64) with the expected average shows that the controllability of the model is valid from the point of view of experts and has been confirmed with 99% confidence. Regarding the control questions, the calculated t-statistic for both questions is significant at the level of 0.01 and the average observed in each of these two questions is higher than the expected average (3); Therefore, according to experts, it is considered as a model control component. Then, in order to examine the identified indicators, the measurement model and confirmatory factor analysis were used. Examination of the results of fit indices indicated that the model fits well. Structural models of each dimension can be seen in a meaningful way below. The dynamism model is measured by 20 items, the self-balance model by 29 items, and the labor relations model by 63 items.



Chi-Square=412.37, df=169, P-value=0.05372, RMSEA=0.065

Figure2. Religious model in the significant state of coefficients

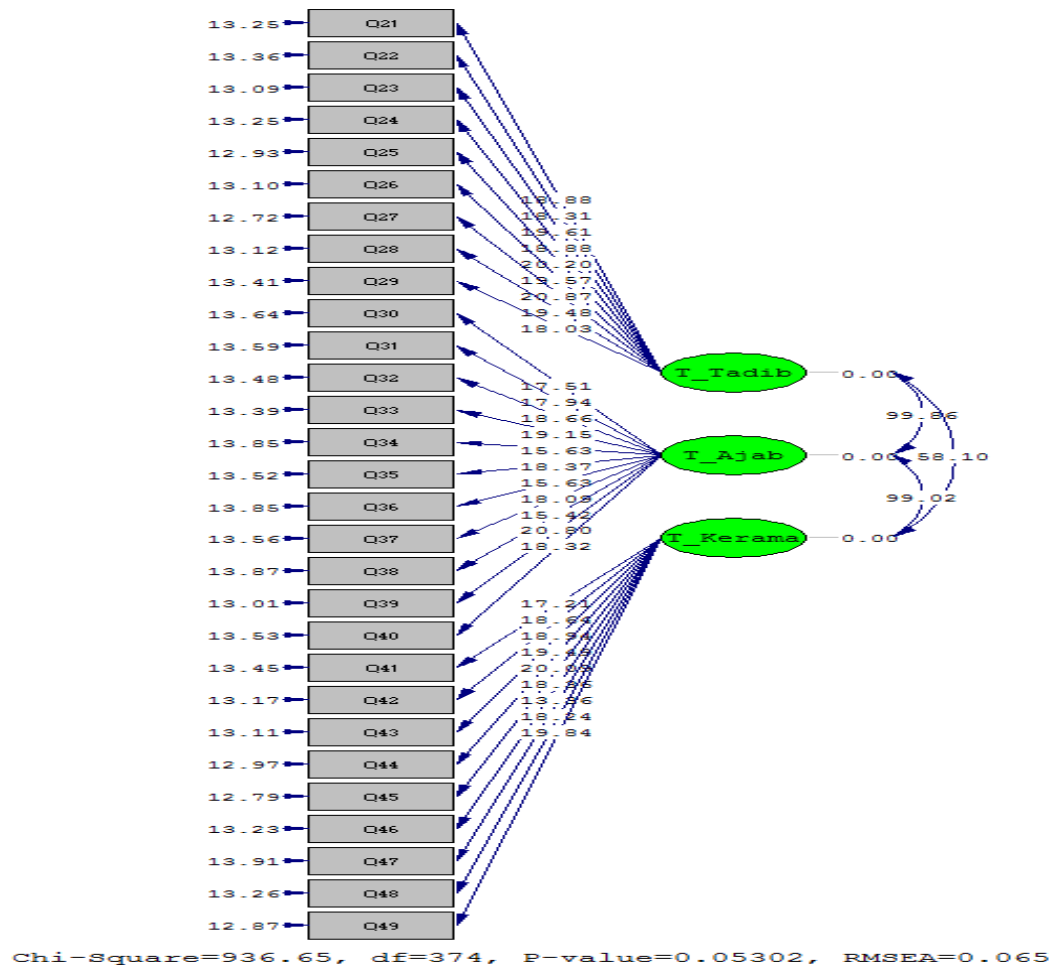


Figure3. Self-equilibrium model in the significant state of coefficients

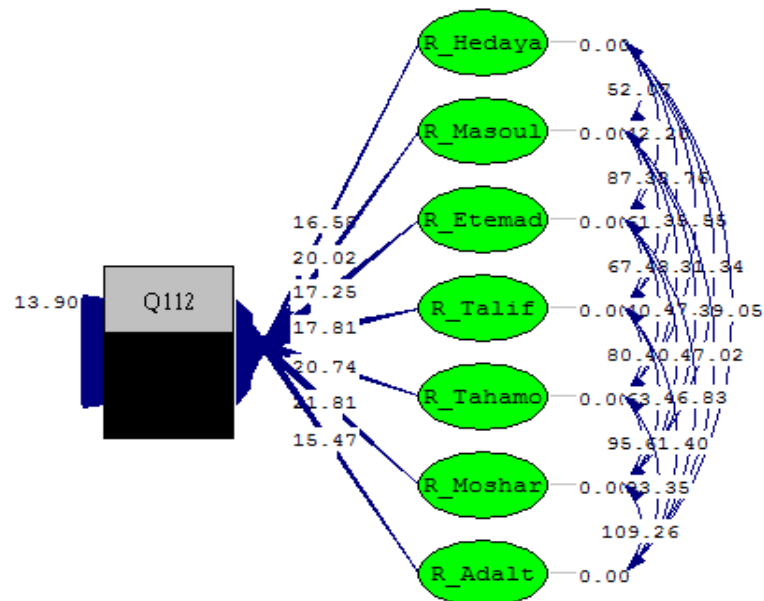


Figure4. Model of labor relations in the significant state of coefficients

4. Discussion

Education, in the case of excellence and change, provides the basis for the comprehensive development of the country. Because any development, modernization, and comprehensive reform begin with education, comprehensive development and excellence will not happen without a change in management style and change in the view of managers. And create mental mobility to accept and internalize appropriate beliefs of human development. On the other hand, the most fundamental mission of societies in transition such as Iran, which are in the process of modernization, is to pay attention to the transformation of the educational system. It is the educational system that provides and educates the human capital of different sections of the society and creates the appropriate spirits for development in the individual. To achieve the growth and excellence of the organization mentioned, education needs change; one of the important changes is simply following the religious commands and rules. The implementation of divine commandments, the establishment of justice, and education are considered to be the main goals of the Islamic government. In all the explanations and interpretations that have come from the Islamic government, education has occupied an important place in the goals and tasks of the government.

In Islamic government, schools need a kind of educational leadership to provide the grounds for the excellence and prosperity of human beings and the realization of the lofty goals of Islam. Islamic religions can meet this need. Accordingly, the duties and functions of educational managers in the form of their skills and competencies is one of the most important issues that have long been considered by managers and specialists in management sciences. The potential benefits of educational leadership with an Islamic approach are numerous, and education can be enhanced with its help. The leadership of education in Islamic ethics is a reciprocal belief and is often accompanied by significant confrontations and agreements between the leader and his followers. In the past, the special attention of the leadership in Islam was to maintain honesty and justice, and today, the observance of moral behavior has been added to this responsibility. Educational leadership is based on the teachings of Islam, identifying and prioritizing values to guide behaviors in schools. Schools can manage ethics in the school environment by creating an Islamic educational leadership program. Ethics programs help schools maintain their moral performance in turbulent situations. Ethics is an organic tool that changes as the needs of society and the organization change. Paying attention to Islamic values in schools is successful when all school principals and deputies act in accordance with its policies and procedures.

In the present study, it was pointed out that the most important and main source that can be used in educational leadership in educational organizations in the country is the Islamic approach. This approach brings good behavioral and work consequences for educational leaders and managers. In the present study, it was determined that religiosity is the basis of the Islamic approach. Religiosity and belief in the oneness of God are among the religious approaches. The religious-oriented educational leader has faith, piety, servitude, trust, prioritization of obedience to God, other things, striving to establish the religion of God in the heart and using all his power and with the best expression, establishing prayers and commanding the good and forbidding the evil. Mercy seeks help and does not consider anyone worthy of praise and help. Having self-balance is another dimension that was considered in this study. That the training leader is accustomed to good words and avoids seeking the presidency, avoids seeing himself as exceptional, avoids seeking privileges, avoids expecting thanks from subordinates, avoids praising, avoids complacency, avoids praising things, Avoiding arrogance, avoiding pride, avoiding arrogance, and hindering the training of admiring employees are all signs of self-balance. But the leader of education and its principles according to the Islamic approach are not limited to these individual characteristics. It also includes relationships in the workplace. Guiding employees, responsibility and sense of commitment, building trust, keeping promises, avoiding duplicity, avoiding being accused, avoiding accusing colleagues, avoiding bad self-esteem, avoiding bad suspicion, trustworthiness, avoiding Violation of the rights of co-workers, kindness, tolerance, help from patience, tolerating harsh words of subordinate employees, pardon and page of subordinate employees

when hesitating and aggression, not being happy about punishment, not regretting forgiveness, neglecting and avoiding anger, Patience and justice-oriented and observance of fairness in work were mentioned as the characteristics of an Islamic educational leader. In this study, the current status of the components was also examined and it was found that the Education Organization has developed appropriate programs for educational leadership with an Islamic approach, all based on religious teachings and upstream documents, and all managers, And has required the deputies to implement it. The condition of the desired components was evaluated. Finally, in this study, according to the identified factors and reviewing the theoretical foundations, a model was presented that is drawn in the form of a solar.

This research is limited to education and does not cover other organizations in other parts of the country. Also, this study only studied education administrators and deputies. Based on the research findings, several suggestions can be made: Individuals should be selected for educational leadership who have characteristics such as faith, piety, worship, trust, having priority in obedience to God in other matters, performing prayers and commanding the good and forbidding the evil, allocating the best time and the best hours of the day and night for God, allocating the best times and the best hours. Night and day are for God, performing duties and avoiding feeling like God, Pay special attention to the behavioral characteristics of the individual such as flattery, flattery, seeking the presidency, etc. when choosing educational leadership, Leaders should formulate the duties of their subordinates and take responsibility for this. For this purpose, they can be informed of educational issues by organizing brainstorming sessions and prepare a job description based on it and with the participation of members.

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