

Design and validation of the Transformational leadership model for elementary school principals

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Article history:

Received date: 3 September 2017

Review date: 17 November 2017

Accepted date: 25 December 2017

Printed on line: 15 November 2018

Keywords:

Leadership, Transformational leadership, Principals, Elementary Schools

Abstract

Purpose: Among leadership styles, evolution leadership is the source of changes in the organization. If the organization is in a disadvantaged way in the management of employee performance, it identifies the consequences and thus, in a competitive environment, it strengthens the capabilities and competencies of the employees to compensate for the loss. will pay. One can refer to education as one of the organizations that needs to adopt transformational leadership today. Schools, as sub-systems of society, cannot survive unless they can adapt and adapt themselves to environmental changes. **Methodology:** Since school principals play a major role in education, their accurate and well-chosen selection is the goal of the country's educational system. Therefore, the purpose of this study is to design and validate a transformational leadership model for primary school principals. **Findings:** The analysis of qualitative interviews showed that the four main components of mental persuasion with the following components of encouraging problem solving, knowledge creation, creativity, creation of new ideas, questioning, inspirational motivation component with motivational motives, creating morale, creating a happy environment, Attention to goals, Inspiration, Artificial Influence component with ethics subclasses, Knowledge, Respect, Justice, Commitment, Inspirational thoughts, Participation and component of individual considerations with the following components of attention to individual differences, achievement of organizational goals, the effectiveness of the organization, Assigning the responsibility and individual goals of the interviewees to the managers. In a small section Data were also collected through a transformational leadership questionnaire collected from 500 sample managers and teachers. Finally, the findings on validation showed that the proposed model is valid. **Conclusion:** School executives in the style of the implementation of leadership style change more dependent on the requirements of the school and the high-level, and somewhat applicable, organization, and believe that such a style, although necessary and necessary, requires its own particular circumstances.

Please cite this article as: Mojdegan S, Rahimian H, Abbaspour A, Ahghar Gh, Khorsandi Taskouh A. (2018). Design and validation of the Transformational leadership model for elementary school principals, *Iranian journal of educational Sociology*, 1(8), 162-173.

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1. Introduction

In each organization, human resources are their most important assets. Managers of management knowledge, given the continuous changes that the organizations face, have concluded that they are the most important factor in gaining competitive advantage in HR. The global competition has created a highly unsustainable atmosphere for organizations, which is strongly felt by the need for leadership in the face of a climate of uncertainty and acceptance of change, according to Couter. Leadership behaviors can be sustained to keep movement moving forward. Such as organizational transformation or a combination of organizational change with comprehensive quality management. (Franch & Bell, 1391) Among the leadership styles, evolution leadership is the origin of changes in the organization, and if the organization is incapacitated in terms of employee performance management, it identifies the consequences and thus, in a competitive environment, by strengthening the capabilities and the merits of employees to compensate for the devastation. In fact, without leading an effective transformation, the probability that an organization will be able to achieve satisfactory performance when confronted with global challenges is reduced. Thus, evolution leadership is expected to lead to solutions Better to understand perspectives, strategies, missions, goals, and acceptance by followers. Was. (Nope, 2016) of the organization that requires the application of transformational leadership is today, it can be pointed to education. Education is among the most important social institutions that plays a role in the evolution of humans and societies through the development of human resources. Although education plays an undeniable role in shaping and advancing scientific, cultural, social, economic and political changes, it is itself affected by these developments and needs to be transformed to maintain an outstanding role. As in the fundamental transformation document for a balanced development, sustainable and tailored to the needs, the main components of the educational system are systematic, under the sub-systems of curriculum, teacher training and human resources, management and management, supply and allocation of resources Finance, space and equipment, research, and evaluation have been considered (Ministry of Education, 2015). Schools, as community subsystems, cannot survive unless they can adapt and adapt themselves to environmental changes. Successful schools for their survival and growth need to have positive managerial orientations in different areas, such as methods, programs and employees that are realized through change and evolution in schools (Lithoud, 2008). One of the factors contributing to the goals of education and the development of capable and knowledgeable managers in the principles, theory and management styles, and have the technical, human and perceptual skills that can help them transform the structure of the organization and maximize the use of technology capital and human resources. Leadership is a shifting trend for schools, and its significance for schools today has been considered seriously and has led to positive developments in schools. The importance of applying this style to schools and to managers has increased so much that some scholars have mentioned it as the most comprehensive leadership in today's schools (Hui and Cycle, quoted by Behrangi, Zainabadi, grandson of Abraham, 2009). Since school principals are a major contributor to education and a bridge between teachers, officials and education experts, their accurate and well-chosen selection is to lead the country's educational system. Many school principals act in most cases without having a special style or style in their area of administration, which not only does not have a positive result but also leads to erosion(Harris, 2015). The transformational leadership is different in a school with a transformational leadership in the business environment, evolution leadership is the way to succeed in defining the basic goals of education and learning, and empowering

schools to have more energy (Buster 1992, Quoted by Rahimian, 2013). In fact, transformational leaders in schools are people who identify the roles of the various roles in the school and affect individuals to achieve the school's goals (Lytwood, 2008). Therefore, in order to optimize the educational environment, we need managers who can help with educational goals to better use transformational leadership. Since the elementary period is one of the most important educational courses for the growth, education and development of the students' personality. Considering the importance of this course in terms of its final and significant impact on the cultural, social and economic development of society, the issue is of interest to the researcher. The lack of a proper framework for identifying and defining transition leadership for primary school principals to employ qualified people to take up this position, as well as providing for the development of leadership development and the development of the career path and the type of performance of primary school principals will be the intention of the researcher with attention Provide the appropriate model of the leader to the needs and dilemmas Ray is an evolution for primary school principals to solve the existing vacuum and take advantage of the transformational leadership model to achieve their goals.

2. literature Review

Transformational Leadership is a leader that has a tremendous influence on its followers. Through the determination of the role and requirements of his work, he directs and assigns his followers to the goals set. Indeed, leadership leads to inspiration, leading to high performance. (Franz and Bell, 1391), the leadership supports the transformation of exchange leadership, encourages organizational learning and provides policies for critical periods and stability (Shadrachnis, 2013). In addition, transformational leadership involves creating a fundamental change in employee attitudes, ethical excellence and organizational leadership (Lean & Tay, 2012). Also, transformational leadership is involved in effective operations and improves organizational effectiveness (Ling and Ling, 2012). Transform leaders are the agents of change in organizations. They embody a different future from the current situation and change inspiration for employees to work together to achieve a new future in the organization of creation. (Vera & Cross, 2004), in addition to inspiring staff to work together to achieve their future prospects, employees are motivated to meet their work in spite of all the turbulence and environmental uncertainty. Transition leaders can help reduce environmental ambiguity by creating environmental conditions that emphasize the transparency of the objectives, and help employees achieve their goals. Developers can create a climate for creativity. They can also open the minds of the personnel to think about new ways to solve problems and can enable the personnel to understand the importance of change in the best way. (Vera & Cross, 2004). The transformational leadership is a powerful engine to instill a culture of innovation, creativity, and dissemination of knowledge science to find a way to achieve a better organizational performance. An example of the commitment of transformational leaders to their organizational goals and their internalization for followers Can be sought in their encouragement to followers regarding the commitment and commitment to the results of the organization's activities (Bass & Voliv, 2000).

Dimensions of Transformational Leadership: The transformational leadership needs to be implemented into four components or agents that are also known as the constituent elements of this theory. These components include: artistic influence, individual considerations, inspirational motivation and mental persuasion (Bass and Riggo, 2006).

Ideal Influence (II): It is related to admiration, respect, morals, trust, and risk sharing, and role play is a model that is high on the ground and trustworthy and worthy of imitation. (Tyson, 2014) includes predictions and inspirational perspectives, dangers and assurance style for subordinates. The leadership that applies the ideal influence behaves in ways that are characterized by high standards of moral behavior. (Johnson, 2008) Armani's influence encompasses the charismatic factor of evolutionary leadership so that leaders act as strong moral and behavioral models for followers. (Coreland, 2010) are the result of this kind of behavior in the structure, leadership, trust and confidence of followers of each other's behaviors and decisions. (Jude, 2010) The leader in this dimension offers a vision and a sense of mission, motivates, creates pride and respects. In fact, this dimension refers to the superficiality, supremacy, respect, and unquestioning loyalty of followers of the leadership that transmits a sense of ideality (Robbins and Jayj, Translation of Arabs and Taghizadeh Motlagh, 2012).

Conceptual Excitement (IS): The Leader in this dimension encourages employees in a linguistic manner and encourages their followers to solve creative problems and question the obvious assumptions and also encourage them to Examining problems from different angles and implementing innovative problem-solving techniques (Akbari, 1392). This dimension embraces creativity, the initiative by encouraging novel ideas, questioning and thinking outside the framework and stereotype. (Tyson, 2014) The evolutionary leaders use mental persuasion to challenge the thoughts, imagination, creativity, and innovation of followers as well as to increase their knowledge (Garcia Moralis, 2011). Transformational leaders use mental persuasion to challenge the thoughts, imaginations and creativity of followers (Caldwell, 2010). Leaders in this dimension, through abusive assumptions, redefining issues, ignoring past issues in new ways, they encourage their followers to be creative and innovative. (Jude, 2010) In general, mental stimulation entails stimulating efforts to find a new and innovative idea to solve problems and encourage innovation in new approaches. Such leaders have called for innovative solutions and new ideas from their followers, and they are encouraging them to come up with ideas that are different from their own ideas. (Johnson, 2008)

Inspirational motivation (IM): It describes leaders who have high expectations from their followers and inspire them through motivation to make progress towards realizing goals and facilitate a common vision. (Miriano, 2014) This dimension is linked to enthusiasm, interest, team spirit, and shared vision. It only reinforces the passion and enthusiasm of others by creating a challenge and inducing a sense of importance while promoting solidarity, balance and assurance (Tyson, 2014). The leader passes on high expectations to his followers, using the symbols to concentrate on the effort. It makes important goals in simple ways. (Robbins & Jayj, 1391). In this dimension, the leaders of the sub-armies are driven by meaning and competing subordinates' work and developing group spirit. The motivation inspires the leader using symbols and ideas to influence and influence the movement of the minds and feelings of his followers (Hertois, 2008).

Individual Considerations (IC): Attention to the individual differences of followers, their relationship with each other, the arousal and assignment of responsibility to them are the main characteristics of this dimension of the behavior of transformational leaders. These leaders take into account and listen to the individual person's individual needs, abilities and ideals(Kaland,2010). Individual considerations make leaders the opportunity to create interactions with their followers purposefully. Leaders who have personal connections and encourage interconnection can turn it into a valuable asset to the organization (Shadrakonis, 2013). This dimension involves sensitivity to the needs of followers for growth, as well as special attention to the individual needs of each follower (Nazim, 2014). Then, individual considerations occur when the

leader develops a developmental orientation towards followers and each of them individually as independent identities. Transformational leaders focus on the needs of their subordinates and are sensitive to their needs, and they deal with their personal needs (Yen, 2013).

Evolutionary leadership components: What will make the Third Millennium companies different from the past is how executives carry out transformational leadership responsibilities. Senior executives should influence the behavior of organizational stakeholders, especially those within the organization, that is to say, act as a trainer. An effective transformation leader must realize that it is possible to achieve success through team members' collaboration (Nach, 2016).

Generally, transformational leadership components are: 1) Determine the purpose of the organization: The ability to formulate a comprehensible, goal-oriented goal, values and strategy for organizations is the most significant competence among critical skills for managers. 2. Utilizing basic capabilities: In the third millennium, exploiting and developing the ability It has strong relationship with organizational success. The organization's abilities are valuable, scarce, and not imitated. The intellectual capital of each unique organization and the choices made by the organization's leaders when it comes to the organization's ability to compete. 3. The development of human capital: human capital, knowledge and skills are the entire workforce of an organization. The transformation leaders are those who regard an organization as a vital resource that builds many of the core competencies of the organization and, if exploited successfully, constitutes an important competitive advantage. 2) A major challenge for transformational leaders in the third millennium is finding ways to encourage each employee to engage in potential potentials. Therefore, transformational leaders must learn to identify and assess the beliefs, values, behaviors and competitive business of companies in diverse areas and cultures, and to grow and develop. 3) Support and maintain an effective culture. Organizational: Organizational culture is a complex set of ideologies, symbols and values of the key in the organization. Effective cultures are cultures that individuals consider an organization as a competitive advantage. When individuals accept the reality of continuous change, they need endless innovations, models and procedures that can be cope with global competition. 4) Emphasize ethical practices: ethical procedures are the moral filters through which Potential practical policies are evaluated. In the third millennium, the decisions of the transformation leaders must be honest, trustworthy and correct. Transformational leaders must be capable of provoking employees and developing an organizational culture in which ethical practices are considered to be a behavioral norm. Therefore, the challenge facing evolution leaders is how to integrate value norms to guide organizational activities and behavior. A committed transformational leadership is looking for legal, moral and social affairs that takes into account both ethical dimensions and economic efficiency. A committed transformational leader applies the legitimate interests of the beneficiaries in creating and maintaining an ethical organizational culture. 5) Establishing balanced organizational controls: Organizational controls are formal controls that managers and leaders use to form, create and Pattern change uses organizational activities. Such competitive controls are hardly possible in the new competitive landscape. Development leaders are able to create controls that facilitate creative and flexible behaviors of employees to gain competitive advantage for the company (Ansari, Teimuri, 2007).

Leadership change in schools: Transformational approaches are often placed in front of exchanging leadership: exchange leadership is a kind of leadership in which teachers' relationships are based on the exchange of some valuable resources. Typically, from the teacher's perspective, within the framework of this leadership style, the interaction between managers and teachers for implicit, transient and limited

exchanges. Leadership is stronger and more complex. This leadership style is the product of involving one or more teachers with each other and with managers in such a way that they lead each other to higher levels of commitment, expertise, motivation and morale. Through this transformation process, the motivations of the leader and the followers are integrated. (Miller & Miller, 2001) Lithoud (1994) emphasizes that constructing the landscape of the key is the key to leadership; in addition to the necessity of the existence of goals and structure It points to. He concludes from the seven qualitative reviews that: Transitional leadership activities, which are structurally multidimensional, have a direct and indirect direct and indirect impact through innovation in re-structuring the school and the teacher's perception of student achievements. (Ahanchian, 2014). He also conceptualized the transformational leadership in eight dimensions for schools: 1) Ideas in schools; 2) Development of school goals; 3) Creating motivation and rational enthusiasm. 4) Individual support. 5) Design of key school activities and values. 6) Describe high performance expectations. 7) Create a productive school culture. 8) Develop structures to predict participation in decisions. In Three Coldwell (1992) believes that transformational leadership is important for the independence of schools. Transformational leaders are successful in succeeding subordinates' commitment. Many capabilities are needed to lead transformation in order to develop a successful development in autonomous schools (Najafi, 2013). Lithoud (1994) believes that there are some empirical confirmations for the normative transformation leadership model. The development model is comprehensive and comprehensive because it provides a normative approach to the school that focuses on the process. Leaders also want to influence school outcomes, not on the outside, but on the outcomes. The transition is a comprehensive model that provides a normative approach for educational leaders. This approach focuses primarily on a process in which the leaders try to influence the school itself instead of emphasizing the nature or direction of the results. This critique may lead to an evolutionary leadership model that is a means of controlling teachers and is more likely to be accepted by the leader than the person who leads him (Cyrillo, 1999).

3. Methodology

The method of this research is a mixed method. The combined research methods seek to integrate and combine quantitative and qualitative data in order to better understand the problem under study, which is done in different ways.

In this section, the following steps were taken: Stage One: Initially, by conducting a semi-structured, deep-seated interview with a number of educational management specialists, the structure of leadership change for primary school principals was extracted and categorized. (The framework of the interview was prepared on the basis of research questions). The second stage: The results of the first phase were implemented in two rounds, in order to establish a relative agreement between the views of experts on the leadership development of primary school principals. Then the results were analyzed according to the research questions. Stage Three: By using the agreed categories of interviews with experts, a questionnaire was prepared and after ensuring its validity and reliability, a sample of managers and their teachers was performed. Stage IV: The results were analyzed and adjusted in two quantitative and qualitative sections (results of open-answer questions) in proportion to the research questions. Step Five: The results of interviews with experts and the results of analyzing the quantitative data of the questionnaire in order to

answer the research questions with the quantitative and qualitative model of the cross well were combined, adjusted, and finally the model was developed and validated.

4. Findings

Question 1: What is the current status of transitional leadership in elementary school? But in reviewing the status of transition leadership in elementary schools, we present sample interviews by professors and managers as follows: a. Academic staff: The results of the interviews showed that 7 of the faculty members assessed the status of leadership in the schools in Iran as inappropriate, and 2 people have weakly assessed the implementation of this type of leadership. As the analysis shows Faculty and faculty interviews can be said that management and leadership in educational environments are one of the most difficult and sensitive types of management in public and governmental organizations. In educational organizations, it has a special place in terms of type of activity, its implementation methods and its complex objectives, management and leadership. Therefore, managers cannot, by relying on traditional management assumptions and practices, be able to create, control, synchronize and benefit from change, but need innovation and creativity for their survival and development. One of the factors influencing innovation and creativity in the organization is the thinking styles of individuals that are not available in elementary schools.

B. Managers: Based on the findings and given the managers' comments on the current status of leadership change in elementary schools, one can conclude that school principals are more likely to pursue such a leadership style, depending on the needs of the school and the high-level organization. Examine the limits and believe that such a style, although necessary and necessary, requires its own circumstances. In other words, managers' thinking is the decisive factor in this. Because the sensitivity and importance of management and leadership in primary schools is due to the beginning of education and its impact on the continuation of the training process in other courses, and managers are interacting with their colleagues on an ongoing basis, in other words, school staff partners to succeed In their work, they need manager support. As a leader in school education, the principal must stay away from traditional approaches (direct monitoring and exchange and exchange) to motivate employees, pay attention to their needs, and encourage them to engage in higher-level activities and new methods. Creativity encourages them to do their work and provides a way to direct the efforts of all employees to achieve school goals. Director's thinking directly influences their decisions, plans, behaviors, and how to deal with various issues and circumstances of the organization. It makes sense, and it's possible to get this kind of results from the way editorial thinking is engineered

Indications.

The second question: What are the facilitating and inhibiting factors for transitional leadership in elementary school? Facilitating Facilitators for School Leaders: a. Professors: By summarizing the viewpoints of faculty members on the facilitators of transformational leadership, it can be argued that the factors emphasizing the needs and goals of the organization, innovation and creativity, inspiration, promotion of the moral levels in individuals, participation and commitment are further emphasized.

B. Managers: By summing up the managers' perspective on the facilitators of transformational leadership, one can state that the factors of independence, inspiration, innovation, team spirit, and organizational learning are further emphasized.

Barriers to change leadership for school administrators: a. Faculty members: By summarizing the viewpoints of faculty members about the inhibitory factors of transition leadership, it can be argued that lack of attention to team morale and organizational learning, lack of interaction between school and parent factors, lack of innovation, inadequate organizational environment, lack of adequate organization of Individual and group goals are further emphasized.

B. Managers: By summarizing the viewpoints of faculty members about the inhibitory factors of transition leadership, one can state that the factors of lack of authority, lack of attention to prospective and individual differences, lack of team and attention to each individual motivation More stressed.

What are the main components of leadership change for primary school executives? To answer the third research question, exploratory factor analysis was carried out with the main component analysis approach in the four following processes. Preparation of correlation matrix and recognition of the possibility of performing factor analysis on the data. Preparation of a correlation matrix from all studied variables, the first step in factor analysis is. In this step, based on the Kaiser-Mir-Olekin test, it was ensured that the data could be reduced to the underlying factors. 1. Extracting factors: One of the important steps in factor analysis is the choice of the appropriate method for extracting factors. In this research, factor analysis was used to extract the factors. The reason for choosing the main component method was that the method is generally simpler, the results are usually not significantly different from the results of other methods, there is no need to estimate the amount of subscription, but according to the Kaiser-Meyer and Elkin criteria, special value (1) in Qatar Matrix, allows the factor score to be calculated directly. 2) Factor transfer or rotation: In this research, the proximal rotation with the Pro Max method was used. The reason for choosing this method of rotation was that in the rotation of the inclined freedom, there is more action in choosing the status of the agents in the factor space because the axis of the axis is more or less than 90 degrees, in principle, in the social sciences and human phenomena, the phenomena are multi-dimensional, and therefore the factors are always probable There is correlation, and the inclining rotation is more suitable for such conditions, and by testing and implementing the other method (orthogonal method), the results were almost identical. 3) Interpreting Results and Decisions: Based on the Kaiser-Mira-Aucklin benchmark, only agents selected whose values are greater than one. Other factors with values less than one are deleted.

To categorize the terms among the factors, it is decided to refer to the model matrix based on their factor load factor, which varies between 1- and 1+. Separated variables that have the most factor load on an agent, were conceptualized on a theoretical basis under a particular title. The only variables considered were the factor load factor. And more. After four phases, the summary of the results analysis for the first research question, with respect to the KMO =0/716 value, indicates the adequacy of sampling, and the Bartlett spirit test (9888/164) is significant, indicating that the correlation matrix of the data in the zero population and so the practice of justification is justified. As shown in the next factor matrix, factor 1 measures the inspirational motivating variable, with 4 questions on this factor having a factor load higher than (3.9). The second factor measures the individual considerations that 4 questions on this factor have a factor load above (0/3). The third factor measures the ideal invariant variable, with 7 questions on this factor having the highest factor load (3.9). Finally, the fourth variable measures the mental stimulus, which has 5 items above the 0.3 factor factor in this variable.

Analysis of multivariate correlation of data (inferential analysis): Data analysis of multivariate correlation was performed in three main stages. During the first and second stages, the first-order confirmatory factor

analysis was conducted as a preliminary step for checking the validity of the questionnaire and establishing the validity of the factors of the factors. A total of 20 items of the questionnaire were analyzed in the form of 4 main components and 20 sub-components. In the table below, the first and second order confirmatory factor analysis is presented for each dimension of the questionnaire separately. After that, the results of the test and modification of the model have been reported at the end of the supplementary information.

Table 1. Coefficients of correlation between exogenous and endogenous factors

	1	2	3	4	5
Mental persuasion	1				
Ideal 's Influence	.683**	1	1		
Inspirational motivation	.481**	.437**	1		
Individual considerations	.450**	.387**	.387**	1	
Total	.846**	.748**	.748**	.846**	1

P<0/01** ,P<0/05*

Partial least squares technique and test the research hypotheses Each research hypothesis is analyzed separately using the least squares method. Finally, the overall research model has also been put into practice using the same technique.

General model test .The relationship between the variables investigated in the research was based on a causal structure with partial least squares (PLS) technique. In the general model of research, which is depicted in Fig. 2, the measurement model (the relationship between each visible variable b of the hidden variable) and the path model (the relationships of hidden variables with each other) is calculated. To measure the significance of relationships, t statistics are calculated using the bootstrapping technique. In this model, which is the output of the Smart PLS software, a summary of the results of the standard load factor of the relationship between the variables of the research is presented. The research hypothesis test is based on the relationships of each of the variables separately.

Exterior Model, Verifiable Factor Analysis: As stated, the exterior model is an equally valid factor analysis. In order to examine the model, the external model has been used to measure the relationship between hidden variables and their measurement points. The external model examines the relationship between the items or the questionnaire questions with the structures. In fact, until the test is completed, questionnaire questions have well measured the hidden variables, and the relationships cannot be tested. The hidden model is correctly used to show that the external variables are used

Table 2. External Minor Squared Model Exceptive Factor Analysis (Evolution Model for Measuring Leadership for Primary School Administrators)

individual considerations		motivation inspires		ideal impulse		Mental Excitement	
0/730	Q17	0/788	Q13	0/564	Q6	0/733	Q01
0/758	Q18	0/687	Q14	0/806	Q7	0/800	Q02
0/700	Q19	0/604	Q15	0/758	Q8	0/559	Q03
0/552	Q20	0/586	Q16	0/600	Q9	0/664	Q04
				0/651	Q10	0/623	Q05
				0/697	Q12		

Based on the results of the model, in all cases, the value is greater than 0.3, which indicates that there is a good correlation between the visible variables with their hidden variables. Also, based on the results of the model, the boot strapping (t statistic) in all cases is larger than the critical value of 1.96, which indicates that the correlation between the visible variables and the hidden variables is significant.

Question Four: A Designed Leadership Model for Principal Elementary School Administrators? As mentioned, based on the findings of the qualitative research stage and the paradigm model, a hypothetical model was developed which, based on the narrative of the components obtained through the axial and selective coding paradigm, relations between them can be expressed in the form of theorems Structural Equation and Software Lizrel Analysis to answer the fourth main question of the research: Is Transformational Leadership Model Valid for Primary School Principals? Based on the paradigm model, the qualitative data analysis and the factors derived from second order factor analysis were designed, the hypothetical model was designed and direct and indirect relationships between the variables were determined. According to the conceptual model obtained from the qualitative research stage, each of the model structures is considered as the variables observed in the hypothesized model of research. Regarding the original model and the findings obtained in the qualitative stage about the relationships between variables, the model was corrected several times by eliminating weak relationships. The model was considered for the purpose of providing data due to its compatibility with the findings of the qualitative analysis; the original model and the hypothesis model; the satisfaction of the fitting indexes of the model and the significance of its statistical estimates. The root mean square error (RMSEA), the softened fitness index (NFI), the adaptive fit index (CFI) and the fitting goodness index (GFI) and the significance level of the estimates indicate that the model is fitted with data.

Table 3. Structural Equation Modeling Approach Indicators

Index name	Criterion	Fit fitness level
Two-dimensional statistics (2CS) and its significance	Significant amounts of 2Cs	(001/0 = p) 44/137
Two degrees of freedom (/ df 2 cs) (110 = df)	Ratio between 2 and 3 and less	249/1
Root of mean approximate squared error (RMSEA)	RMSEA \leq 08 / 0	014/0
Softened Fitness Index (NFI)	NFI \geq 90 / 0	94/0
Adaptive fit index (CFI)	CFI \geq 90/0	94/0
Fit Fitness Index (GFI)	GFI \geq 90/0	93/0

The results of the above table indicate that all indices are reported to be highly desirable, and the model is well suited to the data, indicating that there is a linear relationship between variables and variables. Also predictor variables have explained 58% and the variables of dependent variables.

5. Discussion

The purpose of this study was to design and validate transformational leadership for principals of Tehran's primary schools. For this purpose, the background of the study was first examined. Then, the theoretical framework of the research was developed. According to the research purpose, the method of mixed research (Quantitative and qualitative research) Became at the qualitative stage, interviews were conducted with 15 elites. After analysis of the interviews, the components of the transitional leadership pattern of elementary school administrators were confirmed in four components of agency meditation, mental stimulation,

inspirational motivation and individual considerations. As indicated in the conceptual framework of the research, there are seven indicators of knowledge, morality, respect, justice, commitment, participation, and inspirational thoughts for idealization; five indicators of encouraging problem solving, creativity, knowledge creation, creation of new ideas and questioning spirit for Five motivational indicators, creating team spirit, creating a happy environment, focusing on goals and inspiration for inspirational motivation; five indicators of individual differences, achieving organizational goals, assigning responsibilities, individual goals and organizational effectiveness for considerations Someone was identified. As the analysis of faculty and faculty interviews suggests, management and leadership in educational environments are one of the most difficult and sensitive types of management in public and governmental organizations. In educational organizations, it has a special place in terms of type of activity, its implementation methods and its complex objectives, management and leadership. Based on the findings, and given the managers' comments on the current status of leadership change in elementary schools, it can be inferred that school principals perform such a leadership style more in accordance with the school's requirements and the top-level, and they believe that such a style, although necessary and necessary, requires its own circumstances. Findings of the present research with the research of Nech 2016, Letoud 2008, Shadrakonis 2013, Levin 2010, Bess and Reggio 2008, Dobrein 2013, Lian and Tio 2012, Ling and Link 2012, Batol 2013, Bess and Augusto 2000, Coled 2010 and Miriano 2014. In line with the research, suggestions are made as follows: Hold workshops on transitional leadership for primary school teachers and teachers. The attention of the education organization to the growth and strengthening of the managers of the organization and the development of transformational leadership at all levels of education. The obligation for relevant organizations to implement training courses related to change and organizational effectiveness. Conducting national and international conferences in order to get acquainted with the world researches in the field of leadership development and strengthening it in all educational centers. Implementing research in other levels of education and comparing it with elementary school. Conducting research to compare the status of transformational leadership with exchanges in schools. Implementation of the present research in other cities of the country in order to compare Tehran with other cities and find executive imperatives in the field of transitional leadership.

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