

## Compiling a Model of Managers' Professional Meritocracy Based on Islamic and Iranian Teachings

### Compilación de un modelo de meritocracia profesional de gerentes basado en enseñanzas islámicas e iraníes

**Azar Taghipour** 

Islamic Azad University, Kazerun, Iran.  
ORCID: <https://orcid.org/0000-0001-8761-8441>

**Alireza Ghasemizad\*** 

Islamic Azad University, Kazerun, Iran.  
ORCID: <https://orcid.org/0000-0003-3099-3384>

**Hamid Reza Motamed** 

Islamic Azad University, Kazerun, Iran.  
ORCID: <https://orcid.org/0000-0003-3026-2012>

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#### \*Correspondence

Email: [alirezaghasemizad@gmail.com](mailto:alirezaghasemizad@gmail.com)

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## Summary

The purpose of this study is to develop a model of professional meritocracy of managers based on Iranian and Islamic teachings. The research method is mixed (qualitatively quantitative) of the type of successive exploratory designs. In the qualitative section, using the library method and mining texts, the concepts related to the indicators of professional competence of organizational managers were examined. The statistical population in this section was 47 educational management experts who were selected by purposive sampling method and using the analysis of semi-open interview results and content analysis method, concepts were drawn in the form of a network of themes. The tools for collecting research information in the qualitative section were sources, interviews and documents (research reports, etc.) that the participatory feedback method was used to validate the validity and reliability analysis. In order to analyze the qualitative data, inductive content analysis based on open coding was used. In the quantitative part, data collection was based on a researcher-made questionnaire. In this part, a one-sample t-test was used and the statistical population of this section was 213 And were bred in Bushehr province that multi-stage cluster sampling method was used to select quantitative statistical samples. To validate the reliability of the questionnaire in this section, Cronbach's alpha coefficient was used, the reliability of which was 0.78, and its face and content validity was confirmed by experts. Data analysis in the qualitative domain was based on content analysis and in the quantitative domain was done using statistical software and factor analysis method. The results showed that the development of human resource management model with qualification criteria in accordance with Islamic and Iranian teachings, organizational planning based on "competence", matching capabilities and competencies with jobs and managements should be done carefully and only under legal and ethical criteria.

**Keywords:** Organizational Management, Professional Merit, Islamic and Iranian Teachings, Bushehr Province.

## Resumen

El propósito de este estudio es desarrollar un modelo de meritocracia profesional de los gerentes basado en las enseñanzas iraníes e islámicas. El método de investigación es mixto (cualitativamente cuantitativo) del tipo de diseños exploratorios sucesivos. En el apartado cualitativo, utilizando el método bibliotecario y los textos mineros, se examinaron los conceptos relacionados con los indicadores de competencia profesional de los gerentes organizacionales. La población estadística en esta sección fue de 47 expertos en gestión educativa que fueron seleccionados mediante el método de muestreo intencional y utilizando el análisis de los resultados de la entrevista semiabierta y el método de análisis de contenido, los conceptos se dibujaron en forma de una red de temas. Las herramientas para la recolección de información de investigación en el apartado cualitativo fueron fuentes, entrevistas y documentos (informes de investigación, etc.) que se utilizó el método de retroalimentación participativa para validar el análisis de validez y confiabilidad. Para el análisis de los datos cualitativos se utilizó el análisis de contenido inductivo basado en codificación abierta. En la parte cuantitativa, la recolección de datos se basó en un cuestionario elaborado por investigadores. En esta parte, se usó una prueba t de una muestra y la población estadística de esta sección fue de 213 Y fueron criados en la provincia de Bushehr que se utilizó el método de muestreo de conglomerados de etapas múltiples para seleccionar muestras estadísticas cuantitativas. Para validar la confiabilidad del cuestionario de este apartado se utilizó el coeficiente alfa de Cronbach, cuya confiabilidad fue de 0,78, y los expertos confirmaron su validez de cara y contenido. El análisis de datos en el dominio cualitativo se basó en el análisis de contenido y en el dominio cuantitativo se realizó mediante software estadístico y método de análisis factorial. Los resultados mostraron que el desarrollo de un modelo de gestión de recursos humanos con criterios de calificación de acuerdo con las enseñanzas islámicas e iraníes, la planificación organizativa basada en la "competencia",

la adecuación de las capacidades y competencias con los puestos y la gestión debe realizarse con cuidado y solo bajo criterios legales y éticos.

**Palabras clave:** Gestión organizacional, mérito profesional, enseñanzas islámicas e iraníes, provincia de Bushehr.

## Introduction

Undoubtedly, in the age of information and communication influx, the management structure of educational centers is one of the main pillars in the structure of education, the quantitative and qualitative decline of which has a direct impact on the goals and performance of education. The success of the educational programs in any country depends on the existence of educators and managers who have the necessary scientific competencies and job and professional skills, are aware of teaching and learning methods, know the content knowledge and are equipped with the knowledge of classroom management, and using educational resources and evaluation methods (Feldman & Morinio, 2018). In the turmoil market of the modern period, the increasing progress and productivity of any organization owe to the unique capabilities and competencies of its competent manpower. Competence has been and is the lost and ever ideal of humanity; "Competence is the knowledge, skills and ability to perform effectively and successfully, the competence of which is visible and distinguishes excellent from average performance" (Soderquist, 2010). Succession and training managers in accordance with strategies target the organization in a way that the ability of managers is promoted in line with organizational changes and maturity. "Competence is a combination of explicit and implicit knowledge, behavior and skills, which gives the ability and capacity to perform duties." (Dragandis & Mentras, 2006).

Indeed, the competence of individuals in an organization emerges organizational competence. "Therefore, the relationship of competency between the individual and the organization is a two-way relationship that, due to the benefit by the organization, should naturally grow from the whole to the part, that is, from the organization to the individual". Organizations need to create a suitable environment for the activity of capable people and the emergence of their competency in the social arena" (Donaldson & Davis, 1990). "Improving the professional competence of managers is the main condition for the success of the organization. Professional competence equips people against scientific and technological changes and commits them towards learning, training and performance improvement" (Fathi Vajargah & Mohammad Hadi, 2013).

## Materials and Methods

This research is fundamental-applied in terms of purpose and has a deductive-inductive approach. This research has basically a descriptive-analytical approach and then is of applied researches type according to the objectives of the research as a mixed research method and exploratory approach. Due to the need to conduct research by a qualitative method before the quantitative method, in this research, exploratory design has been used as one of the research strategies in mixed methods. To ensure the validity of the tool in the qualitative section of the research, content validity was used and the questionnaire was confirmed by academic professors and experts in this field. To calculate the reliability, the two methods of retest and intra-subject agreement were used (Soleimani & Karimi, 2016). The obtained coefficients were 81.3% and 84.2%, respectively, which indicates that its reliability is acceptable.

1. Qualitative Section: In the qualitative section, the concepts related to the evaluation of meritocracy indicators in the sources are investigated by the method of mining texts and by using theme analysis, interviews and books in the field of meritocracy are extracted and are drawn in the form of themes network. Theoretical study is written by the aid of books and articles by experts about the criteria for selecting competent

managers in accordance with the Islamic Iranian model and related topics. After the purposeful and semi-structured interview, the content of the interview was analyzed using the theme analysis method, and finally 109 basic themes, 16 inclusive themes, and 5 organizing themes were identified. For this purpose, three types of coding were used, which are: open coding, axial coding and selective coding. The required data were collected through "document investigation" and "interview". In the interview section, a semi-structured interview was conducted with 47 educational high school managers, including 22 women and 25 men. Each interview on average lasted 60 minutes. The study of books and performing interviews were conducted based on the researcher's information saturation. Findings in the interview section and written sources were recorded, and then, based on similarities with the initial and centralized coding; codes were assigned to similar cases and converted to categories that were the main purpose of the research. To ensure the validity of the tool in the qualitative section of the research, content validity was used and the questionnaire was confirmed by academic professors and experts in this field. To calculate the reliability, two methods of retest and intra-subject agreement were used. The obtained coefficients were 81.3% and 84.2%, respectively, which indicates that its reliability is acceptable. To ensure the validity of the tool in the qualitative section of the research, the opinions of academic professors and experts in this field were used. To calculate the reliability of the retest, among the conducted interviews, several interviews were selected as sample and each of them was coded in a short and specific time interval. The reliability coefficient between the performed coding was obtained 81.3%, which indicates its acceptability.

2. Quantitative Section: In the quantitative section, the required information has been composed of two parts through a researcher-made questionnaire consisting of closed questions, that at first the contextual questions and related to the personal characteristics of the respondents are used and then the standard meritocracy questionnaire which consists of 31 items is used. In order to determine the validity of the questionnaire, faced validity, content validity and construct validity were used. In the faced validity, the questionnaires before distribution by the researcher were examined by several sample members and some academic experts. In the content validity in the form of a Delphi method and by the aid of CVR and CVI forms and with the help of ten experts including interviewed members, academic experts, several subjects, and so on, the content of the questionnaire in terms of additional questions and/or the correction of questions was investigated. The CVI form showed that all the questions of professional competence and its influential factors have a proper condition in terms of simplicity, clarity and relevance (the ratio of this coefficient for each one of the questions was higher than 0.79); also, since the CVR value for all questions was obtained above 0.62, no question needed to be deleted. Regarding construct validity, two types of convergent and divergent validity by the aid of Smart-PLS 2 software were also used. In investigating convergent validity, the findings showed that the significance coefficients of all factor loads were greater than 2.58 (T-statistic), meaning that all factor loads were significant with 99% confidence; the values of all factor loads were also above 0.5 (explicit and hidden variable relationship); the Average Variance Extracted (AVE) of all components was above 0.5 and also the composite reliability of all components was greater than its average variance extracted; therefore, it can be said that the convergent validity of the model constructs is confirmed. In investigating divergent validity, the Fornell and Larcker test (this test measures divergent validity (diagnostic) at the level of hidden variables using a module defined in Smart-PLS 2 software) and cross loadings test (this test measures divergent validity at the level of observable variables by a module defined in Smart-PLS2 software) were used. In Fornell and Larcker test, the findings showed that the root mean of the extracted variance of each hidden variable was greater than the maximum correlation of that variable with other hidden variables of the model; the results of cross loadings test showed that the factor loads of each of the research variables were higher than the observable factor loads of other measurement models available 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 higher than the factor loads of the same observa-

ble variable on other hidden variables. Therefore, the results of these two tests indicated divergent validity (Ghirshman, 2016).

In this research, reliability was calculated through Cronbach's alpha and composite reliability. The values of these two coefficients for all research variables were obtained above 0.7, which indicates the reliability of the measurement tool. The reliability and validity coefficients mentioned for the questionnaire of the professional competence of managers and the factors affecting it are confirmed (Mohammadi et al., 2013). Because Cronbach's alpha and composite reliability coefficient are above 0.7 and also  $AVE > 0.5$ . Convergent validity is confirmed, because  $CR > 0.7$ ;  $CR > AVE$ ;  $AVE > 0.5$  and divergent validity is also confirmed, because  $MSV < AVE$  and  $ASV < AVE$ .

The statistical population includes all high school managers in Bushehr province and the statistical sample size was determined using Cochran's formula equal to 203 people. In order to achieve the considered statistical sample, stratified sampling method was used. The statistical population is divided into two classes of Bushehr province high school managers and educational experts and specialists and a sample was selected from each class according to the size of the statistical population. First, the cities of Bushehr province that have the highest population in relation to the whole province were identified and the cities of Bushehr, Borazjan, Bandar Genaveh, Bandar Kangan and Khormuj participated in the study. This sampling was considered as the first cluster. In the next stage, the high schools of these cities were identified and selected from each city in proportion to the school community of girls and boys, and finally the number of educational managers was randomly selected (Geejung & Keelee, 2020).

## Results

In the analysis of the findings of the qualitative section, the method of theme analysis was used. The theme or content expresses the concept of the pattern available in the data and is related to the research questions. The results were obtained through interviews and coding of concepts (Group, 2003). After analyzing the major and minor questions of the research, it became clear that the mechanisms, facilitators and obstacles in the field of designing and compiling the professional criteria of elite selection and the method of selecting specialized people and competent employees in organizational management, in accordance with Iranian and Islamic teachings and trainings will definitely help greatly organizing human resource management and professional ethics excellence (Kimmer et al., 2017). Information analysis in thematic analysis method is based on the coding process. This method is a process for analyzing textual data that converts scattered and diverse data into rich and detailed data (Sobhaninejad & Tejdan, 2015). Information analysis based on a specific procedure systematizes the following themes in four stages: "seeing the text", "proper perception and understanding of seemingly irrelevant information", "analysis of qualitative information" and finally "systematic observation of a person, interaction, group, situation, organization or culture". The basic themes include the codes and key points available in the text. The organizing themes include the categories obtained from the combination and summary of the basic themes and the inclusive themes or main themes include the principles governing the text as a whole. Then, these themes are drawn as a network of themes in which the prominent themes of each of the three mentioned levels, along with the relationships between them have been shown (Abedi Jafari et al., 2011). (Table 1) contains 109 basic themes obtained from the analysis of interviews and written sources in this field, which are: Quran, Nahjul-Balagha, History of Education in Islam and Iran by Mohammad Ali Almasi and Iran from the Beginning to Islam by Roman Ghirshman.

**Table 1.**

*Basic Themes Obtained from Interviews and Written Sources in This Field*

| Basic Themes  | Source:   |                        |                    |   |   |
|---|---|------------------------|--------------------|---|---|
|   | The Holy Quran Page(s)  | Nahjul-Balagha Page(s) | Inter-view Page(s) | History of Education in Islam and Iran Author: Ali Almasi                           | Iran from the Beginning to Islam by Roman Ghirshman   |
| Having expertise and experience in adopting the appropriate management style            | Anam (124)<br>Saad (46)   |                        | ●                  | 221,280,216,303,<br>,223, 316, 319,<br>322, 433, 439                                | -   |
| Management of organizational budgets and credits  |   | Letter<br>24           | ●                  |   |   |
| Ability to analyze the managerial conditions and requirements of the organization       |   |                        |                    | 197,200,218,221,<br>,224,<br>291,345,434  |   |
| Intellectual capability to guide the affairs, tools and environment of the organization |   |                        |                    | 10,11,48,64,67,7,<br>172,73,30,75,76,<br>168, 90,116,<br>121, 178, 143,<br>170, 161 | 34, 65, 34, 327,<br>152, 181, 214,<br>290, 365, 389,<br>347, 350, 352,<br>355, 356, 359, 4,<br>56, 82, 328, 345 |
| Crisis management and unexpected affairs in the organization                            | Kauther 7 (12)<br>Dahr 24 Balad<br>17                             |                        |                    | 200, 218, 219,<br>188, 222, 321,<br>400   |   |
| Having capable human resources to advance goals   |   |                        | ●                  | 11,79,86,87,130,<br>147, 67   | 39, 183, 313, 327,<br>390, 329, 338   |
| Forming a strong advisory team to carry out partnership management affairs              | Al Imran 159<br>Yusuf 80 Shoo-<br>raa 38 A'raf 198,<br>Fussilat 5 |                        | ●                  | 327, 400, 327,<br>389   |   |
| Operational capability in using the promotion opportunities of the organization         |   |                        | ●                  |   |   |
| Ability to coordinate between organizational needs and demands                          |   |                        |                    | 31, 97, 159, 160,<br>165  |   |
| Professional planning for balanced development of the or-                               |   |                        | ●                  | 66,73,113,164,9,<br>15, 68,96, 98,<br>157, 161, 163,<br>166, 167                    | 13, 22, 67, 75,<br>182, 165, 174,<br>243, 252, 293,<br>314, 336, 99, 113,                                       |

| ganization  |   |          | 173, 328, 338, 15,<br>19, 261  |
|---|---|----------|--|
| Planning in order to select competent organizational forces and managerial succession               | 11 Baqarah 247<br>Nisa An'am 165/86 Anfal 75/34 Tawbah<br>Anbiya 51/72/7/105<br>Hajj 23 -<br>Mu'minun 11<br>Nur 55 Naml 15<br>Qasas 7 Saaffaat 112/160<br>Ankabut 9/27<br>Saad 47 Zukhruf 32 Dukhan 32<br>Jathiyah 16 Mujadilah 11 Fajr 29 Inshirah 4 | •        | 200, 292, 305, 425   |
| Forming special teams to quickly organize and advance the affairs of the organization               | 10 Baqarah 220/224 Nisa 114/146 Ma'idah 39/154 / A'raf 142 Hud 88 Nahl 119 Isra25<br>Anbiya 90 Nur 5 Ahzab 71 Shooraa 40 Muhammad 2/5 Dukhan 19 Najm 32 Naazi'aat 5 Hadid 23 Nisa 32 An'am 142 A'raf 19   | •        | 338, 209, 432, 433   |
| Resource optimization, designing and implementing management processes                              | 56 Rum 5 Ahzab 25/21 Saba 27 Ghafir 42 Dāriyāt 58 Burooj 15   | •        | 260, 340, 356, 386, 416, 424   |
| Creating special opportunities and sustainable competitive advantage for the organization           | 81 Fath 29 Al Imran<br>103/200/3 Shooraa42/38 Tawbah 122 Ma'idah 2  |          | 26, 144 71,78, 81, 106, 111, 296, 302, 397, 391, 371, 354, 106, 343  |
| Utilizing trained and experienced human resources in the middle management body of the organization |   | •        | 21,25, 43, 54, 115, 113, 119, 120, 117, 134, 163, 165, 166, 170, 172 43, 73, 78, 111, 140, 151, 17 2, 255, 258, 334, 335, 397, 402 |
| Appointment of specialized and  | Yusuf 55 Qasas 25, 26 Nisa 58   | Letter 4 | • 296, 345, 366, 425   |

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| committed young human resources in the organization  |   |   |   |
| Familiarity with the strengths and weaknesses of the school and planning based on existing reality | Baqarah44<br>27/28 Mā'idah<br>2/26 Al Imran 29  | ● |   |
| Individual and social piety and chastity during the tenure   | Nisa 139 Yunus<br>65 Fath 3<br>Baqarah 168<br>Mā'idah 75,56<br>Tawbah 108 p.<br>26 Naziat 40<br>Alaa 14 |   | 173, 171, 32,<br>372, 349, 352,<br>367, 404<br>189, 168, 251, 253               |
| Having the art of control and persuasion   | Al Rahman 26  | ● | 199, 203, 200,<br>202, 337  |
| Having coaching and guidance skills  | Inshara 8 Taha<br>114 Al-Imran 7<br>Tawbah 122<br>Baqarah 247,151<br>Yusuf 55                           |   | 190, 197, 203,<br>202, 343  |
| Effort in personal development and improvement   | Zumar 53 Qalam<br>1,2 Zumar 9<br>Fatir 27.28 Al<br>Imran 18,190,<br>191                                 | ● | 197, 202, 204,<br>301, 210, 221,<br>222   |
| Having time management skill   | Qamar 45  | ● | 30, 296, 291,<br>258, 325, 331,<br>363, 352, 349,<br>345, 367, 343,<br>381, 415 |
| Familiarity with foreign language  | Qalam 1Saad 29<br>Al-Imran 20<br>Zumar 5,9  |   | 349, 191, 244,<br>268, 270  |
| Ability to create balance between work and life  |   | ● |   |
| Having a successful work history   | Mā'idah 67 Hud<br>57 Ra'd 40<br>Ankabut 50<br>Najm 38 Mulk<br>26  |   | 201, 204, 296,<br>240, 345, 379   |
| Dominating executive and administrative laws   |   |   | 161, 193, 245,<br>351, 419, 435,<br>330, 365<br>351, 262                        |
| Individual and occupational discipline and order   |   | ● | 31, 154, 160,<br>162, 164, 170,<br>171  |
| Having human   |   | ● | 49, 86, 96, 72,<br>340, 290, 214,   |



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| virtues and positive managerial authority  |  |           | 120, 141, 152, 162, 165, 171, 173                 | 181, 139, 308, 286, 139, 100, 76, 345, 391, 353, 352, 349, 338      |
| Having commitment and conscience and observing public rights in the organization     |  | •         |   |   |
|  | Baqarah 250, 177, 155, 153, Al Imran 200, 146, 142, 140, 25 A'raf 137, 95 Hud 112, Ra'd 24 Luqman 31, 17 Ahzab 21 Shooraa 15 Luqman 31, 17 |           |   |   |
| Legalism with the focus on moral commitment and administrative equality              |  | Letter 76 | 49, 86, 96, 72, 120, 141, 152, 162, 165, 171, 173 | 76, 100, 139, 286, 308, 139, 181, 214, 290, 341, 345                |
| Tendency to be normative and follow organizational rules                             |  | •         | 204, 292  |   |
|  | Mā'idah 87, 78 A'raf 19 Yusuf 79 Yasin 40 Fatir 36 Rahman 30   |           |   |   |
| Administrative discipline and balance of organizational affairs management           |  | Letter 17 |   |   |
| Development of professional ethics and respect and communication with the client     |  |           | 49, 86, 96, 72, 120, 141, 152, 162, 165, 171, 173 | 76, 100, 139, 286, 308, 139, 181, 214, 290, 338, 349, 352, 353, 391 |
| Compiling professional ethics in the management regulations of Iranian organizations |  | •         | 387, 386, 400                                     |   |
|  | Al Imran 103, 199 Nisa 9 Anfal 63 Naml 61  |           |   |   |
| Paying attention to the problems of employees and students and empathizing with them |  |           | 344, 349, 353, 358                                |   |
|  | Noor 27 Isra 23 Maryam 14 Ankabut 8 Luqman 14 Ahqaf 15   |           |   |   |
| Mastery of interactive management techniques in the organizational field             |  | •         |   |   |
|  | Baqarah 274, 277 Nisa 99, 104 Mā'idah 184 A'raf 56, 129 Tawbah 6, 102 Hud 62 Yusuf 62, 83, 87 Hijr 55 Isra 8, 57 Kahf                      |           |   |   |

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|  | 40,110 Maryam<br>18,48 Anbiya 90<br>Mu' minūn 100<br>Naml 72 Qasas 9<br>Yasin 74<br>Ankabut 5,36<br>Rum 24 Sajda 16   |   |  |
| Capable to apply new methods of communication skills   | Baqarah 261, Ma'idah 99, An'am 59, 73, 80, 103, A'raf 7, 62 Anfal 47, 75 Tawbah 16, 78 Yunis 61 Hud 123 R'ad 8 Ibrahim 38 Nahl 19 Kahf 45 Maryam 64, 94 Ta-Ha 7, 98 Haj 75, 76 Mu' minūn 88 Zumar 7, Qafar 19, Fuṣṣilat 54 Shoora 12 Fath 21 Hujurat 18, Hadid 3, 4, Talaq 12 Jinn 28 | • | 199, 212, 296, 328, 332, 344, 339, 347, 358, 406, 426, 431                                       |
| Maintaining and strengthening a wide range of audiences inside and outside the organization                                    |   | • | 22, 30, 48 401   |
| The need for a structural relationship between the organization and the performance of managers                                |   | • |  |
| Continuous communication of managers with the world of culture and art for the environmental effectiveness of the organization |   |   | 166 156, 167, 308, 323, 169, 193, 205, 277, 323  |
| Mission to support the communication skills of the managers of the organization  |   |   | 11, 41, 48, 50, 78, 82, 84, 100, 131, 174 3, 77, 36, 100, 294, 295, 363, 399, 157, 243, 259, 294 |
| Interaction with the central organ-  |   | • | 132, 160, 177 56, 62, 65, 74, 82, 115, 133, 100,   |

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| ization and other relevant organizations  |  |   | 179, 226, 309, 115, 399, 294, 296, 309, 326, 360, 352, 351, 350, 343, 340, 341 |
| Utilizing trained and experienced human resources in the middle management body of the organization |  | • | 20, 22, 42, 72, 160, 164, 165, 167, 171, 66, 121                               |
| Having the art of attracting the audience and organizational management techniques                  | Baqarah 259<br>Mā'idah 75<br>An'am 57 Anbiya 24 Naml 64<br>Rum 35/ 58/ 47/ 37 Ghāfir<br>Zakhraf 21/36,<br>Jasieh 4/6, Hadid 17/25, Taghabun 6  | • | 200, 207, 209, 364, 379, 213, 217, 246, 393, 409, 423                          |
| Having grand nature against opponents and opposing opinions   | Baqarah 177/ 249/ 235/ 45 Al Imran 146/ 200/ 186/ 120/ 17<br>An'am 34 A'raf 128/ 126/ 87 Anfal 66/46 Tawbah 114 Yusuf 90/ 83/ 18 R'ad 21 Ibrahim 5/12<br>Nisa 25<br>Mā'idah 101<br>Yunis 109 Hud 87/49/11 Nahl 127/ 126/ 110/ 96/ 42 Isra 106/44f<br>69/68/67/ 28<br>Maryam 65 TaHa 132/ 111/ 30/ 25 Anbiya 85<br>Haj 59/35<br>Mu'minūn 111<br>Saffat 102/101<br>Ankabut 59 Rum 60 Luqman 17<br>Sajda 24 Ahzab 51/ 35/21 Saba 19 Fatir 41 Saad 17/43 Zumar 22/10 Ghafir 77/55 Shooraa 43/33 Muham- |   | 244, 390   |

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|---|---|--------------|---|---|
|   | mad 31 Hujurat<br>5 Taghabun 17<br>Qalam 48 Muz-<br>zammil 10   |              |   |   |
| Having proper and respectful relations with colleagues                            |   | Letter<br>76 | 22, 23, 27, 48,<br>50, 51, 84, 68,<br>85, 72, 75, 100,<br>152, 159, 162,<br>171 | 304, 308, 314,<br>358, 386  |
| Organizational conflicts management   | Baqarah 174 Al<br>Imran 134 A'raf<br>20 Haj 67,68   |              | 403, 404  |   |
| Thinking together and attention to the principle of consultation                  | Yusuf 80 Shoo-<br>raa 38 A'raf 198<br>Fuşşilat 5 Al<br>Imran 159  |              | 22, 98, 139, 141,<br>142, 143, 1, 46,<br>138, 137                               | 88, 114, 313, 355,<br>279, 336, 132,<br>176, 241, 251,<br>308, 338, 340 |
| Not interfering cultural and ethnic distinctions                                  |   |              | 162, 171, 174   |   |
| Applying successful experiences of other cultures                                 |   |              |   | 150, 179, 183,<br>255, 265, 363   |
| Cultural study and cultural pathology   |   | •            | 20, 23, 28, 85,<br>174  | 319, 402  |
| Competence to work with diverse cultures  |   |              | 29, 80, 99, 175   | 391, 397, 406,<br>407, 409  |
| Creative use of project management knowledge in the organization                  | Mā'idah 17 A'raf<br>54 Yunis 4/6<br>Hud 7 Ibrahim<br>32/19 Hijr 86/92<br>Nahl 13 Haj 5<br>Noor 45 Shu'ara<br>184 Yasin 36<br>Ankabut 20/44<br>Rum 19/20 Sajda<br>4/7 Wāqi'ah 35<br>Hadid 4 Talaq 12<br>Qiyamah 38A'laa<br>2 Tin 4 | •            | 363, 376, 381,<br>389, 396  | 300, 243, 288,<br>275, 350, 379,<br>364, 416, 421, 422                  |
| Ability to flourish creativities and manifesting individual opportunities         | Haj 5 An'am 152<br>A'raf 42   | •            | 203   |   |
| Increasing motivation, dynamism, creativity, innovation, and mobility of managers |   | •            | 15, 22, 13, 114,<br>164, 173  | 142, 254, 295   |
| Ability to pro-   |   | Letter 7     | •   |   |

|   |   |                   |   |
|---|---|-------------------|---|
| duce new thoughts and ideas   |   |                   |   |
| Guiding teachers to improve the quality of the teaching-learning process                            |   | 51, 136, 144, 158 | 101, 294, 90, 277, 336  |
| Having the ability for adaptive and innovative thinking   |   | •                 | 233, 234, 236, 286, 260, 273  |
| Having problem solving skill  | Nisa 94 A'raf<br>154 Hujurat 6  |                   | 245, 308, 409   |
| Having a search spirit  | Baqarah<br>259/122/75 Al<br>Imran 64/19<br>An'am 57 A'raf<br>105 Yusuf 51<br>Isra 5 Haj 31/6<br>Muminun 62<br>Rum 52 Sajda 3<br>Ahzab 70/4 Saba<br>20/ 23 Fatir 24<br>Ahzab 8 Saad<br>284/6 Zumar<br>4/41 Ghafir 25<br>Fath 27 Dāriyāt<br>23 Dahr 3 |                   | 245, 308, 409   |
| Optimization, design and development of middle management systems                                   | Rahman 2 Alaq<br>4/5 Zumar 9 Do-<br>khan 14 Kahf 65<br>Nahl 27 Baqarah<br>151/ 129/251  | •                 | 188, 189, 206,<br>201, 236, 211,<br>294, 246, 256,<br>215, 127, 230 |
| Creating Transformation   | Alaq 4/5 Tawbah<br>122 A'raf 154<br>Rahman 2 Huju-<br>rat6 Kahf 65  | •                 | 234, 246  |
| Paying attention to the quality of educational environment facilities                               | An'am 97/98   | •                 | 435, 437  |
| Planning for qualitative implementation of extracurricular and educational complementary activities | Anbiya 51,10<br>Luqman 17 Haj<br>5 Qasas 14<br>Baqarah 286<br>Ma'idah 48 Al<br>Imran 61 Hud<br>11,18 Waqia 7<br>Jinn 11 Sajda 18  | •                 |   |
| Promoting environmental attractiveness  |   | •                 | 294, 319, 396, 408  |

|   |           |   |  |
|---|-----------|---|--|
| Familiarity with combined methods of human resource support                       |           | 81, 85, 95, 140, 78   | 28, 70, 128, 10, 140, 145, 250, 225, 263, 343, 358, 305, 343, 345, 360, 363, 397 |
| Obtaining international professional standard certifications                      | •         |   |  |
| Interdisciplinary science and knowledge   | •         | 231   | 156, 228, 283, 313, 328  |
| Knowledge of Behavioral Psychology and Educational Sciences                       | •         | 151, 159, 160, 139, 162, 138, 152, 151, 162, 168, 172         | 61, 100, 140, 306, 330, 329, 394, 363, 402, 306, 329, 405, 408, 352, 363, 364    |
| Ability to distribute knowledge on time   |           | 12, 24, 26, 51, 96, 67, 87, 158, 159, 169, 174, 180           | 387, 395, 340, 404, 406  |
| Ability to encourage the creation of new knowledge                                | •         | 39, 54, 55, 47, 58, 70, 90, 113, 114, 115, 116, 132, 120, 157 | 88, 97, 294, 319, 396, 311, 408  |
| Updating knowledge resources  | Ma'idah67 | 245, 255, 280, 401, 405                                       |  |
| Utilizing the capacity of the media in directing organizational affairs           |           | 66, 73, 113, 164  | 67, 75, 182, 165, 174, 243, 252, 336, 338, 328, 113, 173, 261                    |
| Benefit from new mass media techniques  |           | 9, 15, 94, 96, 157  | 98, 58, 109, 145, 282, 382, 151, 246, 294  |
| Attention to the international literacy and media of managers in the organization |           | 9, 11, 24, 28, 57, 75, 142, 157                               | 72, 80, 35, 36, 345, 365, 217, 222, 36, 149, 345                                 |
| Literacy of working with new media  | •         | 9, 16, 27, 47, 51, 55, 115, 158, 169, 165, 378                | 67, 112, 352, 379, 252   |
| Using scientific support and research team to improve the organization process    | •         |   |  |
| Using scientific support and research team to improve organi-                     | •         | 13, 114, 164, 171   | 142, 295, 254  |

|  |  |   |   |
|--|--|---|---|
| zation process   |  |   |   |
| Encouraging and persuading colleagues to do applied researches                       |  | • | 71, 98, 24, 48, 98, 154, 161, 162, 169, 178, 179      |
| Application of new research projects   | Ahzab 9 Muz-zammil 19  |   | 3, 274, 98, 113, 157                                  |
| Using early return and applied research plan   |  | • |   |
| Virtual knowledge of organizational management                                       |  | • |   |
| Ability to collaborate virtually   |  | • |   |
| Using new school management technologies   |  |   | 416, 382, 82, 161, 176                                |
| Ability to work with management software   |  | • |   |
| Accepting the criticisms of others and mistakes                                      | Muminun 67<br>Loqman 18 Sajda 15 Dokhan 19<br>Najm 32 Hadid 23 A'raf 186<br>R'ad 1 An'am 25/9/35 Maryam 97 |   | 354, 392, 357   |
| Having the right judgment power in affairs   |  |   | 112, 130, 139, 152, 161, 145, 146, 159, 167, 173, 181 |
| Surveying colleagues about the result of the implemented programs                    | Shooraa 30/ 40/ 12/ 38   |   | 11, 141, 147  |
| Correct and fair evaluation of colleagues without interfering with personal opinions |  | • |   |
| Ability to analyze issues  | Yunis 35 Anbiya 18/22 Haj 17<br>Sajda 25 Saba 26<br>Jathiyah 17<br>Baqarah 136 Al Imran                    |   | 198, 201, 204, 221, 296, 260, 361                     |

|  |   |   |  |
|--|---|---|--|
|  | 84/140/174/168/<br>178/166/152<br>An'am 52  |   |  |
| Self-awareness and self-control  |   | • | 116, 142, 292,<br>296, 298, 308,<br>326, 181, 308,<br>131, 349   |
| Having personal-ity stability  | Aalaa 21 Hud<br>112 Baqarah<br>153,155,177,150<br>Ra'ad 24 Lo-qman 17,31<br>Ankabut 7 Hijr<br>75 Yusuf 87 Re-pentance Taw-bah79 Maidah<br>65 Al Naas<br>257,354 |   |  |
| Not creating competitive and stressful atmosphere  | Anbiya 19,13<br>Hud 10 Mumin-un67 Loqman 18<br>Sajda 15 Dokhan<br>19, Najm 32<br>Hadid 23 Nisa<br>53 Hujurat 4<br>Maidah 41,82<br>Anfal 25,55                   |   |  |
| Having mental and psychological balance  | Loqman 20,21  | • |  |
| Having social and emotional intelligence   | Al Imran<br>103,199 Nahl 61<br>Anfal 63   |   | 206, 201, 240,<br>251, 243, 287,<br>390  |
| Islamic anthropological attitude based on training community managers                                  |   |   | 112, 119, 152, 34, 136, 88, 101,<br>168, 94, 95, 134, 107, 401, 88, 184,<br>136, 137, 145, 212, 349<br>153, 155    |
| The need to increase the responsibility of managers of the organization according to Iranian standards | Baqarah<br>134,139,141<br>Maidah 89<br>An'am 164 A'raf<br>5,135 Tawbah 3<br>Noor 54 Yusuf<br>53 Isra 36<br>Ankabut 12 Lo-qman 32                                |   | 198, 277, 299,<br>323, 344   |
| Using different views in managing affairs  |   | • |  |
| Observing the principle of equality  | Zumar6 An'am<br>98 Loqman 28<br>A'raf 189 Ra'ad<br>7 Baqarah 38   |   | 66, 67, 119, 180, 58, 109, 330, 252,<br>19, 168, 23, 139, 253, 254, 278,<br>140, 141, 41, 69, 280, 230, 347<br>168 |



|  |   |              |   |
|--|---|--------------|---|
|  | Jathiyah11 Muhammad 25<br>Qasas 43 Kahf<br>55 Ta-Ha 23<br>Ghafir 40 Nahl<br>97 Hud 111  |              |   |
| Not relying on using a particular opinion and point of view  | Tawbah<br>109,100,72 Nisa<br>6 Baqarah<br>124,249,155,21<br>Yunis 11 Hud 7<br>Ibrahim 6 Nahl<br>92 Saad 24,34<br>Muhammad 31<br>Qamar 27 Mulk<br>2 Ghāshiyah 15<br>Zalزالah 6 Maida<br>dah 41,48 94 |              | 232, 233, 324,<br>325   |
| Having a flexible intellectual horizon   |   |              | 3, 23, 112, 241,<br>303<br>2, 50, 65, 90, 99,<br>108, 124, 140,<br>143, 150, 168, 263 |
| Using trusted NGOs in strengthening organizational affairs satisfaction  |   | •            |   |
| Paying attention to the principle of humanity in the field of existence evolutions   |   | •            | 166, 169<br>160, 288, 403   |
| Believing in the principles and worldview of Islamic management  |   | Letter<br>27 |   |
| Paying attention to the administrative rights and organizational affairs of managers in the field of Islamic Iran                  |   | •            |   |
| Respecting religious values and empowering managers to the styles of Islamic Iranian communication in the body of the organization |   | Letter<br>32 | •   |

|   |  |              |                                  |
|---|--|--------------|----------------------------------|
| Adherence to ethical values and principles in the work and personal field |  | 66, 120, 171 | 56, 135, 262, 324, 362, 397, 408 |
| Being popular and honoring the client                                     |  | •            |                                  |
| Having organizational and individual piety and honesty                    | Hujurat 11<br>Baqarah 271/261<br>Noor 11/12<br>Qasas 79/ 82<br>Nahl 58/59 Haj<br>38 Hujurat 13 |              | 350                              |

In (Table 2), the themes were classified into 16 main or inclusive themes according to the common meanings and concepts among them, which include: professional competencies, individual competencies, professional ethics, personal and interpersonal and organizational communication skills, advanced organizational behavior, multicultural literacy, media literacy, computer literacy, research literacy, critical literacy, creativity and innovation, quality management, knowledge management, emotions management, attention to attitudes and values management. Finally, the inclusive themes were classified as 5 organizing themes according to their semantic and conceptual commonalities, which are: managerial competencies, behavioral competencies, skill competencies, cognitive competencies and emotional competencies.

**Table 2.**

*Classification of Themes According to Common Meanings and Concepts among Them in the Form of 16 Main or Inclusive Themes*

| Inclusive Themes               | Organizing Themes         | Basic Themes   |
|--------------------------------|---------------------------|--|
| <b>Managerial Competencies</b> | Professional Competencies | <ul style="list-style-type: none"> <li>✓ Having expertise and experience in adopting the appropriate management style</li> <li>✓ Management of organizational budget and credits</li> <li>✓ Ability to analyze the managerial conditions and requirements of the organization</li> <li>✓ Intellectual capability to guide the affairs, tools and environment of the organization</li> <li>✓ Management of crisis and unexpected affairs in the organization</li> <li>✓ Having capable human resources to advance goals</li> <li>✓ Forming a strong advisory team to carry out partnership management affairs</li> <li>✓ Operational capability in using organizational promotion opportunities</li> <li>✓ Ability to coordinate between organizational needs and demands</li> <li>✓ Professional planning for balanced development of the organization</li> <li>✓ Planning in order to select competent organizational and succession forces</li> <li>✓ Forming special teams to quickly organize and advance the affairs of the organization</li> <li>✓ Resource optimization, design and implementation</li> </ul> |

|                                |  |  |
|--------------------------------|--|--|
|                                |  | <ul style="list-style-type: none"> <li>of management processes</li> <li>✓ Creating special opportunities and sustainable competitive advantage for the organization</li> <li>✓ Utilizing trained and experienced human resources in the middle management body of the organization</li> <li>✓ Appointment of specialized and committed young human resources in the organization</li> <li>✓ Familiarity with the strengths and weaknesses of the school and planning based on existing reality</li> </ul>  |
|                                | Personal Competencies  | <ul style="list-style-type: none"> <li>✓ Individual and social piety and chastity during the tenure</li> <li>✓ Having the art of control and persuasion</li> <li>✓ Having coaching and guidance skills</li> <li>✓ Effort in personal development and improvement</li> <li>✓ Having time management skill</li> <li>✓ Familiarity with foreign language</li> <li>✓ Ability to balance between work and life</li> <li>✓ Having a successful job history</li> <li>✓ Mastery on executive and administrative laws</li> <li>✓ Individual and occupational discipline and order</li> </ul>  |
|                                | Professional Ethics  | <ul style="list-style-type: none"> <li>✓ Possession of human virtues and positive managerial authority</li> <li>✓ Having commitment and conscience and observing public rights in the organization</li> <li>✓ Legalism with the focus on moral commitment and administrative equality</li> <li>✓ Tendency to be norm orientation and follow organizational rules</li> <li>✓ Administrative discipline and the balance of organizational affairs management</li> <li>✓ Development of professional ethics and respect and communication with the clients</li> <li>✓ Compiling professional ethics in the management regulations of Iranian organizations</li> <li>✓ Paying attention to the problems of employees and students and empathizing with them</li> </ul> |
| <b>Behavioral Competencies</b> | Personal and Interpersonal and Organizational Communication Skills | <ul style="list-style-type: none"> <li>✓ Mastery on interactive management techniques in the organizational field</li> <li>✓ Able to apply new methods of communication skills</li> <li>✓ Maintaining and strengthening a wide range of audiences inside and outside the organization</li> <li>✓ The need for a structural relationship between the organization and the performance of managers</li> <li>✓ Continuous communication of managers with the world of culture and art for the environmental effectiveness of the organization</li> <li>✓ The mission of supporting the communication skills of the managers of the organization</li> <li>✓ Interaction with the central organization and other relevant organizations</li> </ul>                      |
|                                | Advanced Organizational Behavior                                   | <ul style="list-style-type: none"> <li>✓ Utilizing trained and experienced human resources in the middle management body of the organization</li> <li>✓ Having the art of attracting the audience and organizational management techniques</li> <li>✓ Having grand nature against opponents and oppos-</li> </ul>  |

|                               |                           |  |
|-------------------------------|---------------------------|--|
|                               |                           | <ul style="list-style-type: none"> <li>ing opinions</li> <li>✓ Having accurate and respectful relations with colleagues</li> <li>✓ Organizational conflict management</li> <li>✓ Thinking together and attention to the principle of consultation</li> </ul>   |
|                               | Multicultural Literacy    | <ul style="list-style-type: none"> <li>✓ Not interfering of cultural and ethnic distinctions</li> <li>✓ Applying successful experiences of other cultures</li> <li>✓ Cultural study and cultural pathology</li> <li>✓ Competence to work with diverse cultures</li> </ul>  |
| <b>Skill Competencies</b>     | Media Literacy            | <ul style="list-style-type: none"> <li>✓ Utilizing the capacity of the media in directing organizational affairs</li> <li>✓ Having new mass media techniques</li> <li>✓ Attention to the international literacy and media of managers in the organization</li> <li>✓ Literacy of working with new media</li> </ul>   |
|                               | Computer Literacy         | <ul style="list-style-type: none"> <li>✓ Virtual knowledge of organizational management</li> <li>✓ Ability to collaborate virtually</li> <li>✓ Using new school management technologies</li> <li>✓ Ability to work with management software</li> </ul>   |
|                               | Research Literacy         | <ul style="list-style-type: none"> <li>✓ Using research and research team in the development of the organization</li> <li>✓ Using scientific support and research team to improve the organization process</li> <li>✓ Encouraging and persuading colleagues to do applied researches</li> <li>✓ Applying new research plans</li> <li>✓ Using early return and applied research plan</li> </ul>   |
|                               | Critical Literacy         | <ul style="list-style-type: none"> <li>✓ Accepting the criticisms of others and mistakes</li> <li>✓ Having the accurate judgment power in affairs</li> <li>✓ Surveying colleagues about the results of the implemented programs</li> <li>✓ Correct and fair evaluation of colleagues without interfering with personal opinions</li> <li>✓ Ability to analyze issues</li> </ul>  |
| <b>Cognitive Competencies</b> | Creativity and Innovation | <ul style="list-style-type: none"> <li>✓ Creative use of project management knowledge in the organization</li> <li>✓ Ability to flourish creativity and manifest individual opportunities</li> <li>✓ Increasing motivation, dynamism, creativity, innovation, and mobility of managers</li> <li>✓ Ability to produce new thoughts and ideas</li> <li>✓ Guiding teachers to promote the quality of the teaching-learning process</li> <li>✓ Having the ability for comparative and creative thinking</li> <li>✓ Having problem solving skill</li> <li>✓ Having a search spirit</li> </ul> |
|                               | Knowledge Management      | <ul style="list-style-type: none"> <li>✓ Familiarity with combined methods of human resource support</li> <li>✓ Obtaining the international certifications of professional standard</li> <li>✓ Interdisciplinary science and knowledge</li> <li>✓ Knowledge of Behavioral Psychology and Educa-</li> </ul>   |

|                               |                        |   |
|-------------------------------|------------------------|---|
|                               |                        | <ul style="list-style-type: none"> <li>✓ Ability to distribute knowledge on time</li> <li>✓ Ability to encourage the creation of new knowledge</li> <li>✓ Updating knowledge resources</li> </ul>   |
|                               | Quality Management     | <ul style="list-style-type: none"> <li>✓ Optimization, designing and developing middle management systems</li> <li>✓ Creating transformation</li> <li>✓ Paying attention to the quality of the facilities of the educational environment</li> <li>✓ Planning for qualitative implementation of complementary extracurricular and training activities</li> <li>✓ Promoting environmental attractiveness</li> </ul>   |
| <b>Emotional Competencies</b> | Emotions Management    | <ul style="list-style-type: none"> <li>✓ Self-awareness and self-control</li> <li>✓ Having personality stability</li> <li>✓ Not creating competitive and stressful atmosphere</li> <li>✓ Having mental and psychological balance</li> <li>✓ Having social and emotional intelligence</li> </ul>   |
|                               | Attention to Attitudes | <ul style="list-style-type: none"> <li>✓ Islamic anthropological attitude based on the training the managers of community</li> <li>✓ The need to increase the responsibility of the managers of the organization according to Iranian criteria</li> <li>✓ Using different perspectives in managing affairs</li> <li>✓ Observing the principle of equality</li> <li>✓ Not relying on using a particular opinion and point of view</li> <li>✓ Having a flexible intellectual horizon</li> </ul>   |
|                               | Values Management      | <ul style="list-style-type: none"> <li>✓ Using trusted NGOs in strengthening organizational affairs satisfaction</li> <li>✓ Paying attention to the principle of humanity in the field of existence evolution</li> <li>✓ Believing in the principles and worldview of Islamic management</li> <li>✓ Paying attention to the administrative rights and organizational affairs of managers in the field of administrating Islamic Iran</li> <li>✓ Respecting religious values and empowering managers to the styles of Islamic Iranian communication in the body of the organization</li> <li>✓ Adherence to ethical values and principles in the work and personal context</li> <li>✓ Being popular and honoring the client</li> <li>✓ Organizational and individual piety and having honesty</li> </ul> |

At this stage, using basic (109), inclusive (16) and organizing (5) themes obtained from interviews and written sources, the themes network related to the professional meritocracy model of high school managers of education in Bushehr province based on Islamic and Iranian teachings was drawn (Figure 1).

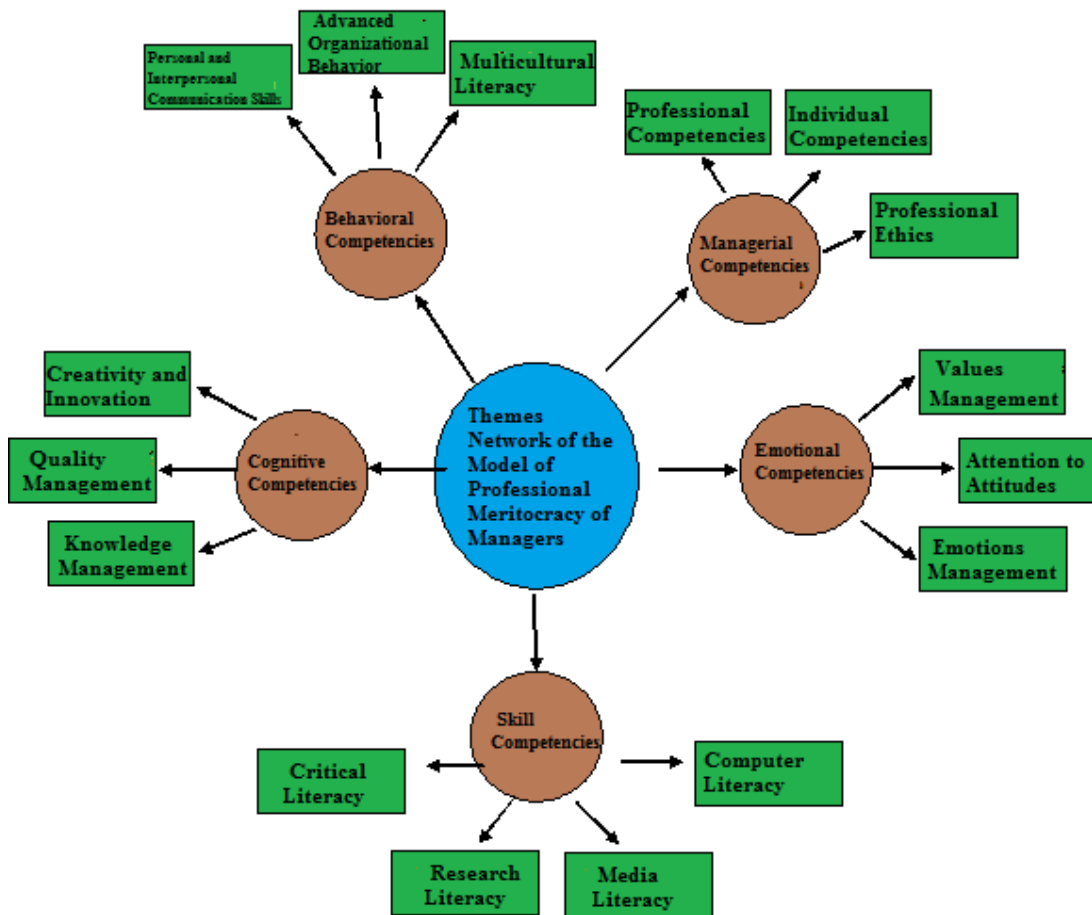
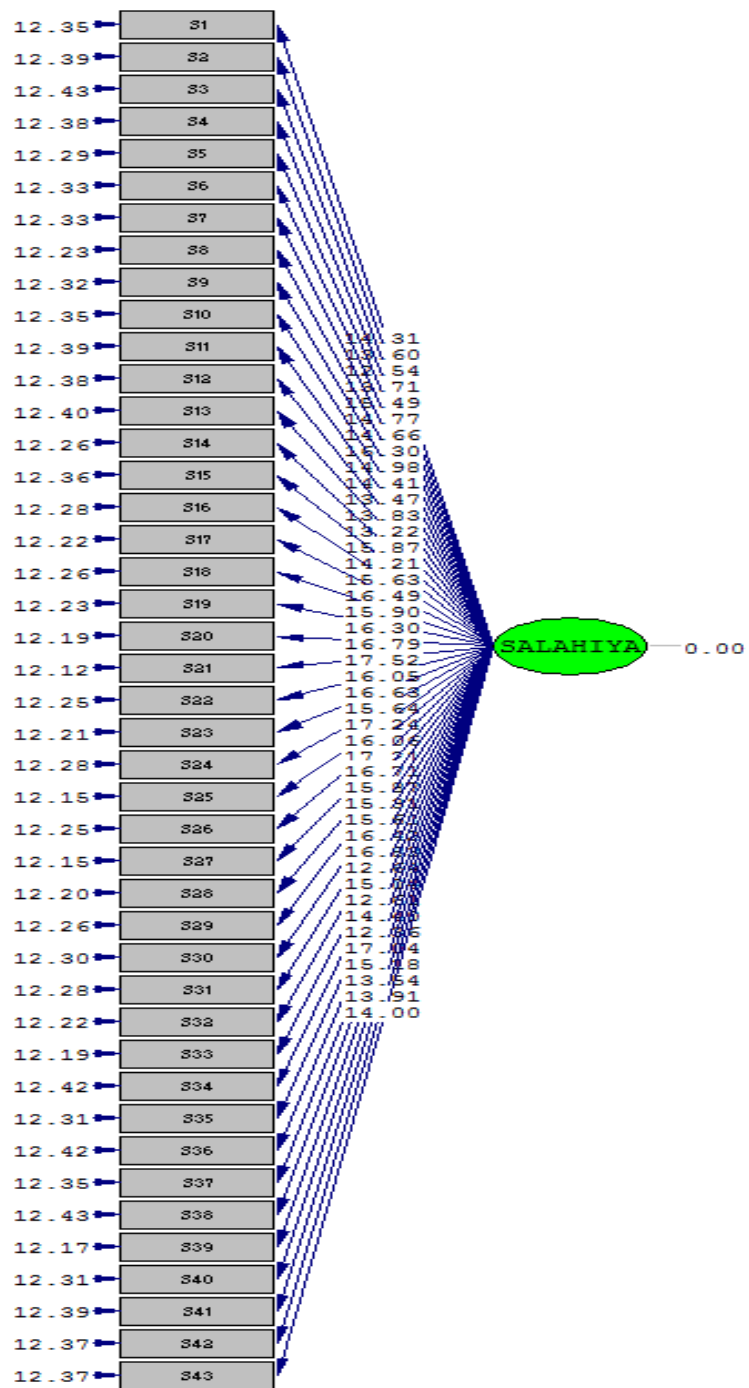


Figure 1. Themes Network of the Model of Professional Meritocracy of the Educational Managers of High School Based on Islamic-Iranian Teachings



Chi-Square=2984.06, df=860, P-value=0.05287, RMSEA=0.060

Figure 2. Model of Professional Competence of Managers in the Significance Coefficients State

The data normality related to the research variables was investigated and confirmed using the Kolmogorov-Smirnov test (Figure 2)..

#### *Descriptive Analysis of the Demographic Variables of Quantitative Section*

In this section, demographic information of the subjects has been described based on gender and the level of education. In this section, the subjects were classified according to gender, that the (Diagram 1) shows that 47% of the subjects are female and 53% are male.

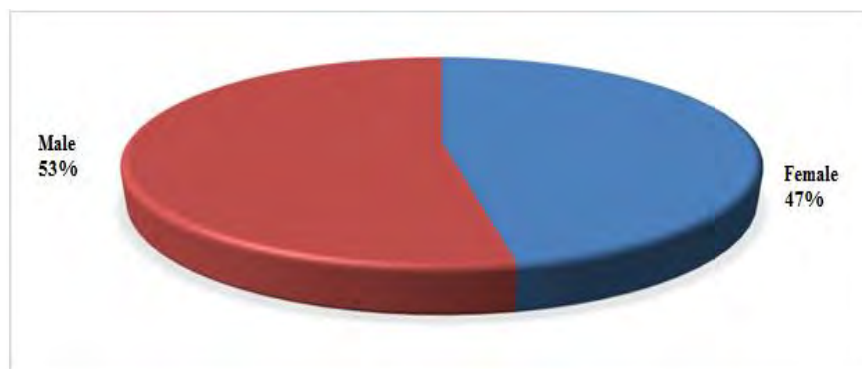


Diagram 1. Relative Distribution of Subjects' Gender

The Chi-square and RMSEA indicators show that the model provides a more proper fit to the data. The model outputs have been investigated in the (Table 3) and (Table 4).

**Table 3.**

*Fit Indicators of Model Path Analysis - Internal Factors Affecting Professional Competence*

| Index Name                                      | Fit Indicators |                 |
|---|----------------|-----------------|
|   | Value          | Permitted Limit |
| Chi-square/df                                   | 2.68           | Lower than 3    |
| Root Mean Square Error of Approximation (RMSEA) | 0.063          | Lower than 0.1  |
| Comparative Fit Index (CFI)                     | 0.98           | Higher than 0.9 |
| Normed Fit Index (NFI)                          | 0.97           | Higher than 0.9 |
| Goodness of Fit Index (GFI)                     | 0.95           | Higher than 0.9 |
| Adjusted Goodness of Fit Index (AGFI)           | 0.93           | Higher than 0.9 |

**Table 4.**

*Fit Indicators of Model Path Analysis - External Factors Affecting Professional Competence*

| Index Name                                      | Fit Indexes |                 |
|---|-------------|-----------------|
|   | Value       | Permitted Limit |
| Chi-square/df                                   | 2.88        | Lower than 3    |
| Root Mean Square Error of Approximation (RMSEA) | 0.067       | Lower than 0.1  |
| Comparative Fit Index (CFI)                     | 0.98        | Higher than 0.9 |
| Normed Fit Index (NFI)                          | 0.97        | Higher than 0.9 |
| Goodness of Fit Index (GFI)                     | 0.93        | Higher than 0.9 |
| Adjusted Goodness of Fit Index (AGFI)           | 0.91        | Higher than 0.9 |

As it is observed, the pattern fit indicators have been located in a desirable situation.

**Discussion**

From the perspective of the teachings and resources of ancient Iran until now, the issue of meritocracy and the use of efficient forces have been considered as one of the basic principles and among the factors for the success of organizations in moving towards dynamism and evolution. In other words, meritocracy is as the key to the success of developmental movements within organizations; in a way that managers under no circumstances should consider themselves needless to pay attention to its concepts and teachings. Paying attention to providing the desirable



model of organizational management and compiling an operational model and drawing a roadmap can lead the organization to excellent goals with better order and program, and Islamic and Iranian teachings consideration in compiling a model of meritocracy of organizational managers, promises a clear vision of organizational progress and excellence. Considering the pivotal role of human resource professional competencies in managerial tendencies, the present research has recognized and removes traditional ambiguities in this field and has tried to provide a model with validity and reliability confirmed by subject matter experts that can meet the needs of competent managers. The following results were obtained according to the method of theme analysis and combined findings. In the qualitative section: components composing professional competence include five organizing themes including cognitive competencies (3 themes), skill competencies (4 themes), emotional competencies (3 themes), behavioral competencies (3 themes) and managerial competencies (3 themes). In the quantitative section it includes internal and external influential components on the professional competence of educational managers, which include the components of individual characteristics (10 items), structure (6 items), management (9 items), information technology (9 items), as internal components, and the components of healthy society (9 items), media (9 items) and educational policies of the environment and parents (8 items), as the most important indicators identified were proposed and identified in the field of meritorious management components from the perspective of Islamic and Iranian teachings that are: commitment and work conscience, thoughtfulness, professionalism, meritocracy, legalism, justice seeking, open-mindedness, humility, consultability, trustworthiness, commitment to organizational principles and avoidance of unfavorable human traits. Meritocracy requires the provision of relevant infrastructures in terms of structure, attitude, technology, law and organization. The results of the above findings are consistent and in line with the results of (Niknami & Karimi, 2009) and (Abdullahi et al., 2014) in terms of method and purpose. For the network of professional meritocracy themes for managers from the perspective of Islamic-Iranian teachings by the themes analysis approach, at first the basic themes, then the inclusive themes and finally the organizing themes were identified and the themes network was drawn. The elements of each component were identified as the primary themes. The most important theme of competent management and the most valid criterion for analyzing its effectiveness from the perspective of Islamic-Iranian teachings with a theme analysis approach is that the managers of any organization have the necessary behavioral characteristics, skills and managerial abilities required to acquire identity from the beginning of responsibility and during the management time. The ability of the manager to use the intellectual and social capital of the competent people of the society within the organizations in order to develop the society is one of the most important thematic elements of meritocratic management from the perspective of Islamic-Iranian teachings. The results of the above findings are consistent and in line with the results of (Ellen et al., 2020) and also with the results of (Almasi, 2018) in terms of method and purpose. Regarding the professional meritocracy framework for managers from the perspective of Islamic-Iranian teachings with a theme analysis approach, it can be said that the meritocratic management framework of the organization is set based on the "human systems management" framework and is required for optimal management of all organizations. Organizational framework used in this research is designed and compiled based on the goal of this paper after studying various models of managers' competencies and investigating the provided dimensions, components, and indicators provided in this model. According to the results of theoretical studies and qualitative research and the method of interviewing subject matter experts, the competency framework of the managers of the organization, including 34 various key competencies in three layers of managerial competencies, behavioral competencies and professional competencies and seven groups of individual, perceptual, organizational, financial, leadership and executive competencies, can be designed and proposed. This framework has two dimensions of general competencies and specialized competencies based on managerial roles, public relations, media communication and intra-organizational communication. The general competencies dimension includes 3 components of human, personal and value competencies and the specialized competencies dimension has been classified into 5 components of technical, perceptual, professional ethics and professional competencies. The results of the above findings in terms of method and

purpose are consistent and in line with the results of (Maleki, 2005) and (Namdar, 2010) as well as the results of (Deloub & Marion, 2005).

## Conclusion

The validity of the professional meritocracy model for managers from the perspective of Islamic-Iranian teachings, five general components and categories in the form of a paradigm model including individual influential conditions and factors, organizational conditions and factors, situation and conditions of the organization, performance improvement strategy of the members of organization and the results of implementing programs with sub-components have led to the validation of the professional meritocratic management model for managers from the perspective of Islamic-Iranian teachings. Having formed the initial framework of the professional meritocracy operational model for managers from the perspective of Islamic-Iranian teachings by the theme analysis method, qualitative validation criteria were used to assess the validity of the initial framework. Reliability test was used to ensure the qualitative reliability of the initial framework. Managers' competencies have been identified in the five main clusters of intellectual abilities, functional and executive characteristics, knowledge and awareness, communication and interpersonal skills, and personality traits and titles; adherence to principles, values and strategic thinking, responsibility, creativity in pursuit and consequentialism, team management, problem solving, networking, analytical-systemic thinking, flexibility, and financial understanding. The results of the above findings are consistent and in line with the results of Blasco, Matuska, Rosac (Shah Pasand, 2008) and (Armstrong, 2006) and (Lee et al., 2011) and (Sundberg & Wallin, 2005) the results of (Loghmani Shahmiri et al., 2015).

Finally, it is suggested that an arrangement be made that in assigning and appointing organizational managers, the criterion of intellectual and practical merit should be given the first priority in scoring and effective assessment criteria should be used instead of friendly relations. It is suggested to future researchers to design an applied and executive model of competency based on Islamic and Iranian teachings in order to institutionalize meritocracy and promote the general performance of managers. The main limitation of this research was that managers, despite being aware of the criteria of professional competencies of managers, unfortunately do not consider these criteria in their appointments.

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