



Research Paper

Factors Affecting Wisdom-based Leadership in Schools

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Abstract

The present research is fundamental in terms of purpose and qualitative in terms of research method. This study aimed to identify the factors affecting wisdom-based leadership from an Islamic perspective in schools. Accordingly, the statistical population included researchers, founders, principals and teachers of special schools. The research tool was semi-structured in-depth interviews. The obtained data were validated by triangulation and the reliability of the interviews was estimated as 80% through retesting. Finally, the data were analyzed using thematic analysis. The findings indicate that factors influencing wisdom-based leadership comprises two factors (In-school and out-of-school) and 10 components. The present model can guide leaders in dealing with complex and multidimensional issues in educational environments to enhance wisdom-based leadership.

Keywords: Factors, Leadership, Wisdom, Schools.

Introduction

One of the necessities of education in the 21st century is that people gain the necessary insight and knowledge about religious values and standards and be able to deal rationally and wisely with the problems of the new age (Marzooqi, 2009). Studies conducted in Iranian schools show that mismanagement, arbitrary management (Haddad Sabzevar, 1999)

inexperience and poor scientific competencies have created problems for educational systems (Amrollahi and Azhari, 1998). Meanwhile, according to Organization for Economic Co-operation and Development (OECD) report, today's schools need principals and leaders who are determined, can judge fairly, and understand the organizational complexities to lead schools based on current circumstances (Haji Pourabaei et al., 2015).

One of the newest approaches to leadership that can answer today's problems is wisdom-based leadership, and the concept of wisdom in the verses of the Holy Qur'an shows its importance in leadership (Sura An'am, 85-89).

The introduction of wisdom into educational organizations and at various levels of formal education and informal opportunities for learning increase thinking skills and reflection in students, teachers, administrators and educational leaders (Harms, 2014). Wise leaders consider current situation and judge consciously based on a participatory approach (Valenziano 2015, Wei & Yip 2008, Rowley 2006, Higgs 2004, Limas and Hanson 2004, Alemany 2015, Kaur 2013, Young 2011, MC Kena 2009, Valenziano 2015, Ylimaki et al. 2014, Sternberg 2005, Prewitt 2002), combine ideas with actions, and do the right action in the right direction (Samadi Miarkalaei 2015, Nayak 2016, Ylimaki and Klein 2009, Rowley 2006, Danaifard Et al. 2010). Therefore, the present study intends to identify the factors affecting wisdom-based leadership in schools.

Methodology

The present research is fundamental in terms of purpose and qualitative in terms of research method. The statistical population includes the founders and managers of educational organizations and specialists and experts in the field of management and Islamic education.

The research tool was in-depth semi-structured interviews. In order to validate the interviews, the resumes and performance of experts, school principals, founders and teachers were examined to ensure they have scientific, professional, and executive competencies in the study subject. Therefore, the content of the interviews was reliable. Then, the researcher spent enough time and became engaged with the subject and people familiar with the study subject, identified the codes and pondered on the relationships, features and characteristics of the study subject, and finally used triangulation to adapt their interpretations to reality and validate the interviews. The reliability of the data was confirmed with test retest method and the data were analyzed by content analysis method.

Results

The model of wise leadership from an Islamic perspective in educational organizations was derived from content analysis of the obtained data and classified in Table 1.

Table 1: Coding the factors affecting wisdom-based leadership.

Basic themes	Organizing themes	Comprehensive themes	Code
Wise Leader; expert and expert teachers; talented students	Human Capital		All Codes
National identity; religious-revolutionary identity	Identity capital		11-14-10-21-1-25-24-20-15-9-8-7-6-5-4-12
Social ethics; economical; profession	Ethical considerations	In-school	All Codes
Financial management; provision of budget	Economic issues		21-20-24
Educational technology; information and communications technology	Technology		1-11-12-21-20-6-25-8-4-9
Physical space; equipment needed for school	School facilities and space		6-10-9-4-20-1-12-21-25-24-7-18
Parental involvement; enlightenment of parents	Development of families		25-22-5-8-1-12-20-10-7-6-19-4-9-21-24
Connection with schools and educational institutions; connection with education; interaction with parents	Effective collaboration and interaction	Out-of-school	21-24-20-11-1-25-9-12-22-7
Amendment of laws and regulations; lack of focus on the educational system and the content of textbooks; training of skilled manpower; reform of education methods; equipping schools	Providing the necessary infrastructure in the education system		25-21-20-24-5-27-22-8-12-1-6-715-10-14-26-30
Society's attitude towards	Culture and		6-15-8-20-9-

Basic themes	Organizing themes	Comprehensive themes	Code
science; the position of science and literacy in society; society's attitude towards the dignity and status of the teacher; the emergence of students' motivation from the social atmosphere; relationship between students' learning and community needs	attitude of society	of	12-11-22-25

The results show that the factors affecting wisdom-based leadership include in-school and out-of-school factors. The in-school factors that influence wisdom-based leadership comprise the comprehensive themes of human capital, identity capital, moral considerations, economic issues, technology, and the facilities and atmosphere of the school. Out-of-school factors are related to factors out of the school environment that affect wisdom-based leadership through growth and development of families; effective cooperation and interactions; provision of the necessary infrastructure in the education system and the culture and attitude of the community.

Discussion and conclusion

The results of research conducted so far in terms of human capital are consistent with the results of the present study. The importance of having a wise leader in the organization can be seen in Alemany study 2015, Valenziano 2015, Ekmeki et al. 2014, Harms 2014, Kor 2013, Young 2011.

Furthermore, attention to ethical principles in wisdom-based leadership has been discussed and emphasized by experts in Alemany studies 2015, Valenziano 2015, Kor 2014, Young 2011, M-Sikna 2009 and Higgs 2004.

Given that wisdom has recently entered the field of management and leadership, especially in educational organizations, there is evidence of other factors such as economic issues, technology, school facilities and space, growth and development of families, cooperation and effective interactions, provision of the necessary infrastructure in the education system, culture and attitude of the community have not been addressed yet in research. Therefore, it is suggested that other similar studies be reviewed, schools be examined regarding the status of wisdom-based leadership and existing barriers be identified, and effective conditions to promote wisdom in educational organizations be created and attended.

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