

Identifying the Dimensions of Leadership Effectiveness of Farhangian University Campus Principals

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Abstract

Purpose: The aim of this study was to "identify the dimensions of leadership effectiveness of Farhangian University campus principals."

Methodology: This research was exploratory in terms of applied purpose, in terms of field implementation method and in terms of data collection method. The statistical population of this study consisted of full-time and part-time faculty members of Farhangian University campuses in the academic year of 2018-19, who were selected and studied by random sampling of relative classes. A researcher-made questionnaire was used to collect information and exploratory factor analysis method was used to analyze the collected data.

Findings: The results indicate the recognition of the dimensions of leadership effectiveness of Farhangian University campus managers in three dimensions: 1. Perceptual (personal) evaluation (others' perception of the leader's credibility and self-assessments; Peers, and superiors inside and outside the organization do training, create indicators of effectiveness), 2. Satisfaction of subordinates (individual) (Satisfaction of members of the organization) and 3. Achievement of organizational goals (relative levels) Achieving the goals of the organization) was in the form of 30 indicators.

Conclusion: In order to achieve its goals and aspirations, Farhangian University should constantly evaluate the performance of its campus administrators based on the dimensions of perceptual evaluation, subordinates' satisfaction and achievement of organizational goals, review the processes and change the patterns and structures. Achieves higher effectiveness.

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1. Introduction

Higher education systems work to achieve specific goals and have a specific mission and vision, including the expansion of knowledge boundaries, training of skilled workers and the development of critical thinking (Zojaji & Dorani, 2015). The university is the cultural and scientific pillar of any society. This institution has a role and influence in various aspects of society and determines or determines the direction of many changes (Zojaji & Dorani, 2015). Universities and higher education centers are among the important organizations that have a strategic role in advancing the goals of the country (Khadivi et al, 2018). Farhangian University in 2012 and in order to provide, train and empower human resources of the Ministry of Education, a leader in education, research, production and promotion of beneficial science required by education, excel in education and professional and specialized competencies, capable of utilizing New educational technologies were established in carrying out missions, based on the criteria of the Islamic system, capable of laying the groundwork for the flourishing of nature, talents and the formation of a unified Islamic-Iranian-revolutionary identity (Ministry of Education, 2012).

It is clear that Farhangian University is the most important and basic position that is able to improve the quality of education and training of human resources in education, the foundation of the country's education system (Zojaji & Dorani, 2015). In the theoretical foundations of fundamental change in the formal public education system of the Islamic Republic of Iran, the general orientation of the teacher education system and the provision of human resources in attracting, preparing, training and maintaining, promoting, maintaining and promoting the system. Continuous position correction is expressed according to the standard system (Zojaji & Dorani, 2015).

Leadership is one of the essential tasks of managers and the success of the organization lies in how it is managed and the leadership style (Allameh et al, 2016). Effective leadership is a key factor in creating empathy and empathy, and effective leaders are those who can bring different people together under one umbrella and share a common understanding that individual differences are minor and insignificant. It is the collective spirit that has value and credibility (Afjeh et al, 2014). An organization is effective when the visible results of its activities are equal to or greater than the organizational goals. Educational leadership is about helping education and improving the work of education, and any action that can take the provider one step further is educational leadership (Hassanian, 2004).

Leadership effectiveness as a function of the manager's competencies for personal mastery of a complex set of activities that include time management, focusing on results, relying on strengths, focusing on important but limited areas, and making effective decisions. . In this regard, the results of studies indicate the impact of effective leadership on organizational success, and this is true in all organizations, including educational organizations. Since the third millennium AD is associated with increasing challenges in the management and leadership of organizations, resolving such challenges will require effective leadership. Leaders at their best: a) Challenge the process they kill; B) inspire a common vision; c) force others to action; d) show the way and model; e) encourage hearts. Many researchers these practices, designed with extensive research into existing leadership practices, are seen as truly representative of effective leadership practices (Kouzes & Posner, 1988).

Leadership effectiveness depends on the leadership style applied by the leader and leadership styles have a significant effect on the leader's effectiveness and can predict the effectiveness of leadership. A closer look reveals that the dramatic social changes that have taken place over the past two decades have also made the issue of "leadership effectiveness" even more important. The results of previous research indicate that the absence or non-use of a leadership style, culture and atmosphere based on respect, trust and empathy, unfortunately the higher education systems and universities in the process of science production , Knowledge transfer and service delivery require a favorable environment, has faced many challenges, including the low effectiveness and efficiency of its faculty members.

The low quality of teaching, the unfavorable rate of science production and the provision of few services of faculty members to students, universities and society, although a common problem of the country's universities and higher education system, but since improving the academic system, creating change and helping to promote The quality of universities should be the most important concern of the leaders and professors of these centers, so paying attention and focusing on the points that have been less considered can be predictors of big leaps. In this regard, the campus administrators of Farhangian University, in addition to communicating with university officials and other educational bodies and institutions outside the organization, meet the needs of members inside the university (department heads, faculty members, students and Are also administrative staff), Therefore, not paying attention to the effectiveness of the leadership of the campus managers of Farhangian University, not achieving any of the mentioned goals and the ineffectiveness of the duties of this university, and creating major problems for the education system from different cultural, economic and human dimensions. Will. Therefore, it is necessary to identify the dimensions of leadership effectiveness of managers, and therefore in this study, the dimensions of leadership effectiveness of managers of Farhangian University campuses have been identified.

From the point of view of managers and scientists in the field of management, effectiveness is a complex, multifaceted and delicate subject. It will not have. Rather, the existence of a leadership framework and system is inspired by the foundations of intelligence and emotional intelligence, which provide the necessary grounds for inspiration, motivation, flourishing and maturity, and thus effectiveness (Mohammadkhani, 2016). Delavar (2015) considers effectiveness as the measure of success in terms of efficiency and the results of the work entrusted to him. Agreeing on what effectiveness means has had considerable problems. However, all of them agree and explicitly affirm that effectiveness is an important issue in the theory of organization "(Mohammadkhani, 2016).

Mc Caffery (2004) outlines the main stages of people's actual effectiveness in the individual, social, and organizational domains. The first three stages are individual behaviors that a person must acquire in person before he or she can achieve goals in the outside world. The next three stages are collective behaviors that are formed in the realm of organizational interactions and interpersonal relationships. The seventh step is to always be new. These steps are: a) Pre-action: taking responsibility for your actions and behaviors. The key principle is to have the authority and freedom to choose between stimulus and response. B) Mindfulness of the end of the work: having clear goals and a picture of the end of the work. C) Prioritization: effective management of time, tasks and responsibilities there is trust and effective allocation of resources. D) Win / Win thinking: Solve the problem creatively, neither aggressive arguing nor desperate passivity. E) Understanding and being understood: empathy and hearing the pain of hearts. C) Synergy: Unification, acceleration and release of the greatest inner strengths of individuals is called synergy. The whole is always larger than the sum of the components. H) Fresh air: freshness and constant freshness (Mc Caffery, 2004).

The concept of effectiveness from the two perspectives of effective leadership and leadership effectiveness is discussed below. Evidence confirms the conclusion that having certain characteristics increases the likelihood of a leader being effective. Beatson, BERG, SMITH (2018) showed that cognitive factors (cognitive and motivational-emotional abilities) are compatible with theoretical arguments in cognitive learning theories and as a basis for the formation of skills and active mastery based on their resources, For educating people and developing expertise through various events and activities. Cognitive factors can explain 17% of personal development (Milam et al, 2018).

Shamir & Howell (2018) in a study entitled "Organizational and contextual effects on the emergence and effectiveness of charismatic leadership" stated that the literature of charismatic leadership in organizations, ignores the organizational context in which such leadership is embedded . The purpose of this article is to enrich and guarantee the theory of charismatic leadership by linking it to the organizational

context. We argue that while the principles and processes of charismatic leadership are potentially applicable in many different contexts, the emergence and effectiveness of such leadership may be facilitated in some areas and restrained in others. We present a set of propositions that link textual variables to the emergence and effectiveness of charismatic leadership. The contextual variables studied are: organizational environment, life stage, technology, tasks, goals, structure and culture, as well as the level of the leader in the organization and his confidence conditions. Dabke (2016) in a study entitled "The effect of leader emotional intelligence and transformational behavior on perceived leadership effectiveness" showed: Emotional intelligence plays an important role in leadership effectiveness. The results showed that there is a positive and significant correlation between underlying perceptions of leadership effectiveness and overall emotional, strategic and experimental intelligence. All transformational behaviors show a positive and significant correlation with perceived leadership effectiveness. Regarding supervisor scores, there was a significant positive relationship between perceived leadership effectiveness and strategic emotional intelligence as well as transformative behaviors. The results of multiple regression analysis led to the observation of transformational leadership behaviors as a positive predictor of leadership effectiveness.

2. Methodology

The present study was a survey in terms of applied purpose and in terms of how to implement and collect correlation information. The statistical population of this study consisted of all full-time and part-time faculty members, staff and students of Farhangian University campuses who were employed in this university in the 2018 academic year, which included a total of 1510. Considering the vastness and geographical distribution of Farhangian University campuses throughout the country, multi-stage cluster sampling method was used for sampling. Thus, first the university campuses are divided into five regions: west, east, south and north and the center of the country, and then from among the five regions, using cluster sampling method, a number of university campuses are selected and then distributed. The questionnaire was administered to the sample members in a relative random manner according to the size and number of members of the campus. Using Cochran's formula, 307 professors' sample sizes were determined. A researcher-made questionnaire was used to collect the required data. The questionnaire was prepared based on the identified dimensions and finally the questions of the questionnaire were assessed in the form of a 5-point Likert scale. Reliability also refers to the degree of stability and internal coherence of the components of a concept and how similar the results are in the same situation if the test or tool is repeated. Reliability or reliability is one of the technical features of the measurement tool (questionnaire). This concept deals with the extent to which measuring instruments produce the same results under the same conditions. The reliability of the research questionnaire was determined using Cronbach's alpha coefficient. In the following, the results are presented for each of the variables.

Table1. The amount of alpha obtained for the leadership effectiveness questionnaire

Dimensions	Number of items	Cronbach's alpha coefficients	
		current situation	Optimal condition
Perceptual evaluation (personal)	1-9	0.777	0.923
Satisfaction of subordinates (individual)	10-15	0.701	0.932
Achieving organizational goals (organizational)	16-30	0.929	0.956
The whole questionnaire of leadership effectiveness	1-30	0.892	0.960

As the table above shows, the obtained alpha coefficient for all dimensions as well as the whole leadership effectiveness questionnaire is estimated to be higher than 0.70. This shows the internal correlation between variables to measure the concept and it can be said that the items all measure a variable. Therefore, the leadership effectiveness questionnaire has the necessary reliability. Factor analysis was used to determine the construct validity of the research questionnaire. Structural validity was performed using exploratory factor analysis (principal component analysis method) by SPSS statistical software. The results of exploratory factor analysis by principal component analysis method show that the

rate of Kaiser Meyer test (sampling adequacy index) is equal to 0.949, the value of Bartlett test is equal to 23580.667 with a degree of freedom of 435 and the significance level is 0.000. In factor analysis, the sampling adequacy index (KMO) should be at least 0.7 and preferably higher. This index is in the range of zero to one, and because it is close to one, the data are suitable for factor analysis. Also, the result of the Bartlett test should be statistically significant. Therefore, the values confirm the adequacy of the sample size for factor analysis and the ability to ask questions. Then the table of special values showed that from these 30 items 4 factors can be extracted, while the scree chart emphasizes the maintenance of 3 factors. Therefore, parallel analysis was used to determine the number of extracted components. Parallel analysis using the MonteCarloPCA program also shows only 3 components with eigenvalues greater than the corresponding criterion values in the generated data matrix. Therefore, exploratory factor analysis was performed again by considering 3 factors as extractive components. The results of factor analysis by Varimax method to simplify the components show that after 5 rotations, the best factor solution has 3 factors and the variance explained by these factors is equal to 65.25%. The description of the components and their factor load are presented in the following table:

Table2. Components and indicators of leadership effectiveness and their factor load

Components	Indicators
Perceptual evaluation (personal)	Items No. 1 (0.706), 2 (0.767), 3 (0.722), 4 (0.743), 5 (0.746), 6 (0.785), 7 (0.797) , 8 (0.757), 9 (682/0)
Satisfaction of subordinates (individual)	Items No. 10 (0.737), 11 (0.746), 12 (0.769), 13 (0.773), 14 (0.788), 15 (0.800)
Achieving organizational goals (organizational)	Items No. 16 (0.751), 17 (0.757), 18 (0.754), 19 (0.727), 20 (0.679), 21 (0.677), 22 (0.782) , 23 (0.708), 24 (0.763), 25 (0.735), 26 (0.721), 27 (0.746), 28 (0.764), 29 (0.721), 30 (685/0)

3. Findings

In order to evaluate the dimensions of leadership effectiveness of managers in the campuses of Farhangian University based on research literature and interviews with experts, 3 dimensions and 30 indicators for leadership effectiveness were considered. Principal component analysis method was used. The KMO scores and the results of the Bartlett Spherical test for the 30-item questionnaire showed that the KMO value was 0.994, which is close to 1. Also, the level of significance, characteristic of the Bartlett sphere test, is zero, which is smaller and is 0.05, indicating that it is statistically significant. Therefore, based on both criteria, it can be concluded that the implementation of factor analysis based on the correlation matrix obtained in the sample group could be justified.

The second output of the exploratory factor analysis shows the coefficients for determining the variables. If this number is in a variable less than 0.4, that variable (question) should be deleted and the exploratory factor analysis should be performed again. The larger the extractive subscription values, the better the extracted factors represent the variables.

Table3. Common table to determine the dimensions of leadership effectiveness

Item	Initial subscriptions	Extractive subscriptions
1	1	0.605
2	1	0.648
3	1	0.654
4	1	0.616
5	1	0.601
6	1	0.672
7	1	0.687
8	1	0.619
9	1	0.585
10	1	0.753
11	1	0.769

12	1	0.774
13	1	0.784
14	1	0.724
15	1	0.795
16	1	0.783
17	1	0.725
18	1	0.688
19	1	0.593
20	1	0.631
21	1	0.709
22	1	0.765
23	1	0.693
24	1	0.661
25	1	0.677
26	1	0.589
27	1	0.687
28	1	0.703
29	1	0.740
30	1	0.685

According to the table above, the common values of all items were higher than 0.4, which confirms the appropriateness of the data and factor analysis. The third output is the variance explanation table. Determining that the measurement tool under study (and, to be more precise, the set of components) is saturated from several meaningful dimensions, three main components have been considered: 1) Eigenvalues that determine the factors that are analyzed. Remain. Factors with a value less than 1 are excluded from the analysis, and factors with a specific eigenvalue greater than or equal to 1 remain in the analysis. 2) The ratio of variance explained by each dimension 3) the rotation diagram of the eigenvalues called Scree. The table below shows the eigenvalue, the percentage of variance and the percentage of compression of the factors remaining in the analysis (factors having a greater eigenvalue equal to or equal to 1) before and after the varimax rotation. According to this table, 4 factors were extracted.

Table4. Values of eigenvalue, percentage of variance and percentage of variance density Dimensions of leadership effectiveness

Component	eigenvalues			Total squares after varimax rotation		
	special amount	Percentage of variance	Compression percentage	special amount	Percentage of variance	Compression percentage
1	13.995	46.651	46.651	6.049	20.162	20.162
2	3.573	11.910	58.561	5.914	19.714	39.876
3	2.007	6.689	65.250	4.701	15.671	55.547
4	1.041	3.469	68.719	3.952	13.172	68.719
5	0.955	3.184	71.903			
6	0.726	2.422	74.325			
7	0.655	2.182	76.507			
8	0.595	1.982	78.489			
9	0.534	1.781	80.270			
10	0.490	1.633	81.903			
11	0.457	1.523	83.427			
12	0.436	1.449	84.876			
13	0.411	1.370	86.246			
14	0.377	1.257	87.502			
15	0.361	1.203	88.706			
16	0.352	1.172	89.878			
17	0.337	1.122	91.000			
18	0.306	1.020	92.020			
19	0.281	0.938	92.958			
20	0.257	0.857	93.815			

21	0.242	0.808	94.623
22	0.235	0.782	95.405
23	0.209	0.697	96.102
24	0.202	0.672	96.774
25	0.189	0.630	97.404
26	0.186	0.620	98.025
27	0.173	0.578	98.602
28	0.166	0.554	99.156
29	0.139	0.463	99.619

As can be seen in this table, the eigenvalues of the 4 larger factors are equal to one, and the percentage coverage of the common variance between the variables for these 4 factors over 68.197% explains the total variance of the variables. In other words, if 4 factors are extracted from the set of components based on the above, 68.719% of the total variance is explained. The fourth output of the chart shows the eigenvalue known as the Scree chart (Figure 3). This chart can be used to decide on the number of factors remaining alongside the large value condition. What is important in this diagram is the change of direction in the shape of the diagram. According to the Scree diagram, only the factors above the change point are maintained.

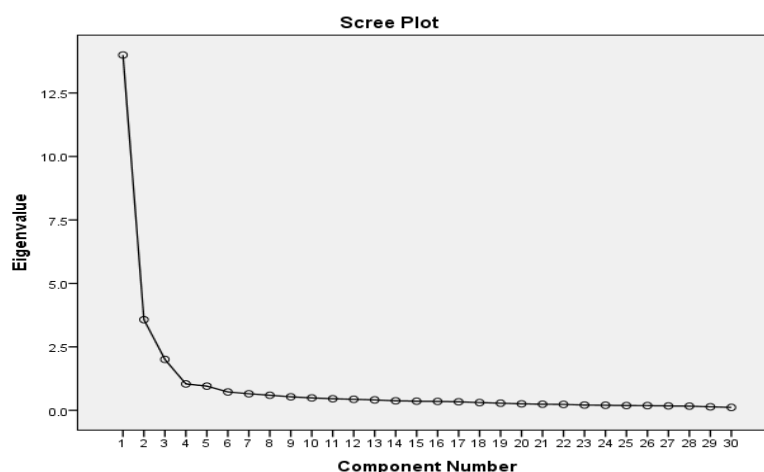


Chart1. Scree chart Dimensions of leadership effectiveness

According to the above diagram, there are about 3 components on the steep slope of the diagram and the other components are close to each other and according to the table of special values do not explain the percentage of variance. Therefore, the above diagram emphasizes the preservation of 3 components. Given that the eigenvalue table emphasizes the retention of 4 components and the scree diagram emphasizes the retention of 3 components, therefore we use parallel analysis to determine the number of extracted components.

Parallel analysis is performed using the MonteCarloPCA program, in which the total eigenvalues presented in the eigenvalue are compared with other information obtained from the MonteCarloPCA program. These values are presented in the table below. The first eigenvalue obtained from SPSS is compared with the first corresponding value in the random results generated by parallel analysis. If the value obtained from SPSS is greater than the value of the parallel analysis criterion, we retain that factor, otherwise we reject it.

Table5. Comparison of PCA eigenvalues and values of parallel analysis criterion for determining leadership effectiveness dimensions

Number of components	True PCA eigenvalues	Parallel analysis criteria values	decision
1.347	13.995	1	Confirmation
1.302	3.573	2	Confirmation
1.268	2.007	3	Confirmation
1.237	1.041	4	Not approved
1.208	0.955	5	Not approved

As shown in Table 10, the parallel analysis shows only 3 components with eigenvalues greater than the corresponding criterion values in the generated data matrix. Therefore, in this step, we implement a 3-component solution on the data. by performing a parallel analysis, it was found that 3 components can be extracted from the data of the present study. Therefore, exploratory factor analysis is performed again by considering 3 factors as extractive components. The KMO measurements and the results of the Bartlett spherical test showed that the KMO value was 0.994, which is close to 1. Also, the level of significance, characteristic of the Bartlett sphere test, is zero, which is smaller and is 0.05, indicating that it is statistically significant. Therefore, based on both criteria, it can be concluded that the implementation of factor analysis based on the correlation matrix obtained in the sample group can be justified. The percentage of variance coverage of the variance between the variables for all three factors explains 65.25% of the total variance of the variables. In other words, if 3 factors are extracted from the set of components based on the above, 65.25% of the total variance is explained. Overall, after performing factor analysis and implementing Varimax rotation method to simplify the components, it was found that the best factor solution has 3 factors. Therefore, out of the total number of items, 3 factors were identified as the main factors. It should be noted that the rotation values obtained are obtained by 5 iterations and then the number of iterations is obtained by the convergence varimax rotation. Therefore, 3 components consisting of 30 items were extracted from the questionnaire intended for leadership effectiveness, which were named according to the subject literature and their description is presented in Table 6.

Table6. Extracted components and indicators of leadership effectiveness dimensions and their operating load after varimax rotation

Components	Indicators	Factor load	Percentage of variance
Component 1 Achieving organizational goals (organizational)	22. Interacting with scientific-research centers	0.782	29.944
	28. Participate in seminar sessions and meetings in the field of duties	0.764	
	24. Planning for the formation of course groups	0.763	
	17. Monitoring the quality of people's evaluation	0.757	
	18. Monitoring the process of attracting human resources	0.754	
	16. Supervision of scientific and research activities	0.751	
	27. Communication with the management of the campuses of the province	0.746	
	25. Planning and efforts to mechanize administrative and educational systems	0.735	
	19. Monitoring the quality of cultural activities	0.727	
	29. Utilization of internal forces and re-engineering from within	0.721	
	26. Equipping the library with scientific-educational and digital resources	0.721	
	23. Qualitative implementation planning (enrichment) of internship course	0.708	
	30. Serious efforts in responding quickly and accurately to directives	0.685	
	20. Supervise the cost of finance	0.679	
	21. Planning the development and expansion of fields of	0.677	

study		
Component 2 Perceptual evaluation (personal)	7. Perceive others of the leadership capabilities of the manager	0.797
	6. The manager's perception of the quality of evaluation of people by him	0.785
	3. The manager's perception of having the necessary information to make a decision by him	0.772
	2. The manager's perception of his ability to manage people	0.767
	8. Perception of others' motivation and passion of the manager	0.757
	5. The manager's perception of having his specialized knowledge	0.746
	4. The manager's perception of his guidance and supportive behavior	0.743
	1. The manager's perception of the quality of his effective communication	0.706
	9. Perceive others of the manager's success	0.682
Component 3 Satisfaction of subordinates (individual)	15. Belief in central justice and honesty of the manager	0.800
	14. Trust and trust in the manager	0.788
	13. Commitment to execute the instructions of the manager accurately and correctly	0.773
	12. Accepting the manager's orders	0.769
	11. Appreciate people for the performance of the manager	0.746
	10. Having respect among individuals	0.737

As shown in Table 6, 10 components have been identified as dimensions of leadership effectiveness on the campuses of Farhangian University. Each of the extracted dimensions is named as follows: The first component includes 15 indicators that the component "Achieving organizational (organizational) goals" and has accounted for 29.944% of the factor load of the identified components. In this component, the highest factor weight belongs to the index of "interaction with scientific-research centers" with a weight of 0.782 and the lowest factor weight belongs to the index of "planning and development of fields of study" with a weight of 0.677. The second component includes 9 indicators, which is called the "perceptual (personal) evaluation" component and accounts for 19.842% of the factor load of the identified components. In this component, the highest factor weight belongs to the index of "others' perception of managerial leadership abilities" with a weight of 0.797 and the lowest factor weight belongs to the index of "others' perception of managerial success" with a weight of 0.682. The third component includes 6 indicators, which is called the "subordinates' (individual) satisfaction" component and accounts for 15.464% of the factor load of the identified components. In this component, the highest factor weight belongs to the index of "belief in central justice and honesty of the manager" with a weight of 0.800 and the lowest factor weight belongs to the index of "having respect among individuals" with a weight of 0.737.

4. Discussion

The results of the present study indicate that the dimensions of the effectiveness of Farhangian University campus managers in three dimensions: 1. Perceptual evaluation (personal) (others' perception of the leader's credibility and self-assessments, personal judgments about the leader who is the leader, his subordinates), Peers, and superiors inside and outside members of the organization do training, create indicators of effectiveness), 2: Satisfaction of subordinates (individual) (satisfaction of members of the organization) and 3. Achievement of organizational goals (levels Relative achievement of organizational goals) was identified in the form of 30 indicators, which was consistent with the findings of other researchers. Therefore, in order to achieve its goals and aspirations, Farhangian University should

constantly evaluate the performance of its campus administrators based on the dimensions of perceptual evaluation, subordinates' satisfaction and achieving organizational goals, review processes and change the patterns and structures created to Achieve higher effectiveness. In addition to developing their careers in various fields, managers can also study the internal and peripheral environment of the campus; self-assess the identified indicators of each dimension, and the effectiveness of their campus leadership. Add.

The purpose of Farhangian University is to provide, train and empower human resources of the Ministry of Education, a leader in education, research, production and promotion of useful science required by education, a leader in education and professional-oriented competencies, capable of using technologies The new education and training in carrying out missions, based on the criteria of the Islamic system, is capable of laying the groundwork for the flourishing of nature, talents and the formation of a unified Islamic-Iranian-revolutionary identity. It is clear that Farhangian University is the most important and basic position that is able to improve the quality of education and training of human resources in education, the foundation of the country's educational system. In the theoretical foundations of fundamental change in the formal public education system of the Islamic Republic of Iran, the general orientation of the teacher education system and the provision of human resources in attracting, preparing, training and maintaining, promoting, maintaining and promoting the system. Continuous position correction is expressed according to the standard system.

Farhangian University is one of the universities that need a special change in the field of quality today. In recent years, Farhangian University has faced issues and challenges such as people's expectations of a quality teacher, infrastructure, the need for faculty members, budget, etc., which need to be changed and improved, especially in the field. Teaching and learning feels good. However, in other institutions of higher education, students and graduates have always been dissatisfied with the low quality of teaching processes, the inability of education to learn independently and actively and the lack of participation in the learning process. However, a higher education system is recognized as quality when it has no shortcomings, because these shortcomings in a system are its shortcomings and the desired result as an output or consequence of it. The system will not be achieved (Khadivi et al, 2018). If education systems seek to achieve new global goals and aspirations, they will have to provide a platform for their graduates at different levels of education to be equipped with a variety of communication, information, methodological and process skills and to focus solely on Avoid the knowledge dimension in the education process. Such systems are required to change their educational perspective from efficiency to effectiveness and move towards a harmonious and cohesive learning community. It is only in the light of adopting such a wise approach that education systems neutralize each other's educational effects and move towards a common goal and direction (Karami, Farahbakhsh, Abbaspour, 2018). Qualitative leadership in higher education is a prerequisite for achieving its goals. Leadership is one of the essential tasks of managers and the success of the organization lies in how it is managed and the leadership style (Allameh et al, 2016). Effective leadership is a key factor in creating empathy and empathy, and effective leaders are those who can bring different people together under one umbrella and share a common understanding that individual differences are minor and insignificant. It is the collective spirit that has value and credibility (Afjeh et al, 2014).

The low quality of teaching, the unfavorable rate of science production and the provision of few faculty services to students, the university and the community, although a common problem of the country's universities and higher education system. But since improving the academic system, creating change and helping to improve the quality of universities should be the most important concern of the leaders and professors of these centers, so focusing on the points that have received less attention can be ▽ Observer large mutations. In this regard, the campus administrators of Farhangian University, in addition to communicating with university officials and other educational bodies and institutions outside the organization, meet the needs of members inside the university (department heads, faculty members,

students and Are also administrative staff), Therefore, not paying attention to the effectiveness of the leadership of the campus managers of Farhangian University, not achieving any of the mentioned goals and the ineffectiveness of the duties of this university, and creating major problems for the education system from different cultural, economic and human dimensions. Will. Therefore, it is necessary to identify the dimensions of leadership effectiveness of managers and therefore in this study, the dimensions of leadership effectiveness of managers of Farhangian University campuses were identified.

In line with the objectives of this study and in order to more comprehensively examine the effectiveness of managers in Farhangian University and other universities, the following research areas are suggested to interested researchers: Identify factors that facilitate and inhibit the effectiveness of managers in Farhangian University and other university centers. The optimal model of managers' effectiveness for universities and higher education centers should be designed and validated based on the cultural requirements of Iran.

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