
Presenting a model to provide the succession for the managers of Education & training organization.

Najmīyeh Ashnagohar¹, Dr Asghar Sharifi^{2*}, Dr Mohammadnaghi Imani³

1. PhD Student in Department of Educational Management, College of Educational Sciences and Counselling, Roudehen Branch, Islamic Azad University, Roudehen, Iran
2. Assistant Professor in Department of Educational Management, College of Educational Sciences and Counselling, Roudehen Branch, Islamic Azad University, Roudehen, Iran
3. Assistant Professor in Department of Educational Management, College of Educational Sciences and Counselling, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Article history:

Received date: 27 April, 2017

Review date: 23 May 2017

Accepted date: 30 June 2017

Printed on line: 23 August 2017

Keywords:

Succession, talent management, human capital, and coaching tasks

Abstract

Purpose: The purpose of the present study is presenting a model to provide the succession for the managers of Education & Training organization. The research method in terms of the purpose was practical/fundamental one, in terms of collecting the data, it was descriptive-surveying and in terms of data type, it was mixed (qualitative & quantitative) exploratory one. **Methodology:** The population of the study in qualitative part includes academic experts and Tehran Education & Training top managers. Among them, the sample was selected according to purposive sampling and 10 person's saturation method. The second group of the study population includes all heads and deputies (2400) of the Education Department in the provincial centers of the country. The sample size of 331 was selected by multilevel cluster sampling method. Data collection was done by library, semi-structured interviews (qualitative part) and research made questionnaire with 84 questions (quantitative part) was used. Interviews with experts indicate that the interview was valid and for measuring the reliability, theoretical coding based on fundamental data theory was used. For measuring the questionnaires' validity, the face, content and construct validity were measured and for measuring the questionnaires' reliability, Cronbach's alpha reliability coefficient and retest were used. According to the study research questions, descriptive statistics and inferential statistics (Verifiable and exploratory factor analysis and one sample t-test) were used in quantitative part using SPSS and Lisrel soft wares. **Findings:** The results of the study indicated that the models input that was the factors influenced on succession included, individual, organizational and procedural. The model output, that is the effective factors included, job satisfaction (job nature, development opportunities and organizational climate). **Conclusion:** According to mentioned components, the presented model had good fit. Also the results showed that the situation of succession, job satisfaction, coaching tasks and talent management was undesirable, but the situation of the leadership roles and human capital was desirable.

Please cite this article as: Ashnagohar N, Sharifi A, Imani M. (2017). Presenting a model to provide the succession for the managers of Education & training organization. *Iranian journal of educational Sociology*, 1(5), 12-28

* Corresponding Author Email: drasharifi@gmail.com

1. Introduction

In the broadest sense of the word organizations are the foundations of the current community and management is the most important factor in the life, growth, or death of organizations. The manager directs the process from the status quo to a desirable situation, and he is trying to create a better and more effective future at any moment (Esbati, 2013, p. 113).

Research results show that the lack of management forces and the increasing need of organizations for managers who are far more capable, more talented, more skilled and more competent than today's managers in the coming years, and the fact is that identifying, training and developing good managers is one of the most fundamental challenges facing organizations to overcome the difficult conditions of tomorrow. Therefore, many forward-looking organizations seek to design a rigorous and systematic succession planning to assess and meet their future needs in management (Eidi & Dianti, 2008).

Educational organizations have not been immune to these developments, and have recently faced with a range of succession challenges. As Renihan (2012) believes, despite the fact that many school principals are on the brink of retirement and governments are faced with the problem of replacing them, but there are no effective efforts to develop future leaders and develop their talents.

Therefore, the educational system needs to be responsive to the challenge of future management by creating a process for identifying and developing potential managers. Education as a cultural and civilization institution plays a crucial role in the economic, social and cultural development of countries through the development of human and social capital (Matsu, 2010, p. 71). Having expert and effective leaders are necessary to play such a critical role in schools. Such managers and leaders are aware how to increase the organization's small investments by cultivating and employing people's dormant talents (Parifard, 2006; quoted by Turkzadeh and Jafari, 2012, p. 50).

In general, organizations need to plan for their talents so that they can fill positions of leadership or succession with these talents in the present time and all the time (Baray, 2016, p. 126). Henri Fayol offered fourteen points, one of which is the "Stability of Human Resources". Fayol believed that key positions would be filled by unwanted individuals if they did not pay attention to this principle. The succession planning is a process that helps to ensure the stability of human resource management (Rothwell, 2005, p. 10).

The growing demand by employers to employ skilled personnel and the willingness of employees to take on and occupy valuable businesses on the other hand, has led to a battle and a struggle that must be called the talent war (OMBEVA, 2015, P. 118). In this battle, successful organizations are trying to capture and maintain the talents they need to survive through the use of appropriate policies, strategies and tactics. Thus, organizations should be aware of their present and future needs so that they can identify potential and actual talents from among employees and, in other words, be able to manage the talents (Zeynodini Bidmeshki, Adly and Vaziri, 2014).

Peter Drucker commends about the importance of succession planning in organizations: "If we can only agree on one thing in a world of today's management, and definitely talk about it is that leaders are made not born, and there should be a systematic approach in organizations that can develop the future talents and skills" (Mehrtak et al, 2016, p. 13).

In a recent review of senior executives of state-owned companies by the National Association of Board of Directors, the succession planning for senior executives was identified as the second major issue justifying the board members. The five main concerns expressed by senior executives of corporate-government were corporate performance (28%), succession planning for senior executives (25%), strategic planning (15%), corporate governance (10%) and communications between the chief executive officer and the board members (6%) (Biggs, 2004). In another study conducted by the Human Resources Management Association (2006), 58% of respondents said

their organization had a formal or informal succession planning system, and 26% of respondents reported that they intended to develop such a system in their organization and only 16% of respondents do not have such a system in their organization and do not intend to create it. In another study with more than 4500 international leaders from more than 900 organizations, 55 percent reported that their organization had a succession planning; thus, based on the presented statistics, one of the most important challenges faced by senior executives in organizations is the question of succession planning (Barnett and Davis, 2008).

Based on the integrated model of leadership development and succession planning that was developed by Groves (2007), leadership and leadership roles are considered as one of the effective factors in the development of succession planning. Also, Schunk & Mullen (2013) presented four stages for coaching tasks and communications, which during the inclusive process by passing time consuming steps, gradually reaches to mentor's ability, thus the mentoring functions can affect the succession planning.

Stadler (2011) developed an effective succession planning management model based on an emphasis on talent, in which the talent model plays a significant role in addressing future human resource needs. Nijs, Gallardo-Gallardo, Dries & Sels (2014), in their study, looked at cross-disciplinary reviews of the concept, operation, and measurement of talent. Nijs et al. Described the ability as one of the influential factors in explaining the concept of talent that later explained the ability by systematic development and internal ability. As mentioned, talents have a decisive role in the succession planning of managerial staffing, hence human capital can also be effective in the planning of career development.

Barnett and Davis (2008) presented five trends and important topics in relation to succession planning in the United States, the first trend in demographic trends that needs development and maintaining talent, and emphasizing the increase of future generations to compensate retired forces and to filling key positions of organizations with well-prepared people. The second trend relates to the different values and attitudes of the young workforce about their jobs and employers compared to past workforce. The third concern is to preserve and transfer more knowledge to the practical knowledge of the staff and to maintain the competitive advantage of the organization. The fourth factor is the protection of investors by auditors and accounting organizations, which has a significant impact on corporate governance. The fifth topic is the rise of globalization, which requires the provision of more global leaders with shared organizational values.

The limited management talent, the complexity of businesses, the cost and timeliness of identifying and fostering managers are among the factors that can put organizations at risk by depleting key positions. To this end, organizations need to have long-term and strategic readiness to face the impending crisis of management and prepare future managers which succession planning is an appropriate choice for this purpose (Butler & RochTarry, 2002). In general, succession planning is the process by which the organization is assured, in order to fill key roles within the organization, appropriate people are hired and nurtured. Developing their employees' knowledge of their skills and abilities, they can be prepared for the advancement and promotion of challenging roles by planning their successors (Begley et al., 2008).

Succession planning is a useful strategy that has been used in the business and industry over the years to face the challenges faced by organizations. Education faces management challenges as well as business and industry, and it requires the use of strategies for nurturing management in a hierarchy (Ghiasi Nodoshan, 2013). However, in our educational organizations, the process of applying this measure was slow. Because the importance of the role of the education manager and the necessity of his education has not yet been established, and therefore there is no effective action in the field of training the managers. In ideal conditions, the management of schools, departments and educational sectors of the country is given to people with a teaching history and experience, but lacking management knowledge and skills in leadership. The teacher's background and its experiences, though it is a good foundation for leadership in education, is

not enough on its own. In addition, educational managers should be adequately trained in the field of education, science and technology, and skills related to education and management (Alagheband, 2011, p. 32).

Considering succession planning in the organization of education is one of the requirements for achieving organizational goals and achievements. Education as one of the most important ministries and organizations, and as an infrastructure for building capable human resources is significant. Researches all around the world show that 51% of human resource specialists do not have a proper understanding of succession and talent finding activities, and only 21% of them formally implement this program. Review of literature of this concept within the country is also very limited and unknown. Research in the field of talent identification and the succession planning in business and industrial organizations is a handful (Zainuddini Bidmeshki et al., 2014). Also, Clunies (2007) argues that educational institutions have historically been slow to catch up on key corporate governance processes, so he emphasizes the rationale behind the availability of training institutions for using succession planning or executive development programs. (Quoted by Abdullah, Samah, Jusoff & Isa, 2009).

Education will not be able to achieve predetermined goals without a competent and capable workforce that can achieve the goals set by the organization. Therefore, it is necessary to study the approaches and models that can identify the variables and factors that affect the succession planning to this large ministry. It should be noted that education is a state institution whose approaches to selecting the most senior director of this organization are based on political and party approaches, although in this ministry, there is a predominantly educational background but it is not primarily merit-based approaches, therefore, the training of a wide range of capable executives with a variety of political and party approaches becomes more important. Also middle managers who have the experience and ability to help senior executives of this large organization in the country.

Investigating the policy process in education, is a kind of disruption in the programs that have been developed and implemented during the period of the top managers of the organization, but in the coming years along with the change of the ministry's top executives, these programs have been forgotten despite spending time and money, and new plans and new costs have come into the organization. Perhaps one of the main reasons for this disruption of programs is the lack of a suitable successor to identify and follow-up programs designed to guide the organization to achieve its goals; also, the executive style of the professional rating of employees in education is more about the years of service, the deficit of the hours, the value of the unit, which is carried out by the managers and perfectly personal. In this style sheet, it is noted that the continuation of professional ratings of employees is subject to full-time employment. This leads employees striving to become formal in the organization rather than raising the quality and professionalism of the staff (Teaching and Training Staff Professional Executive Ranking Practice, 2015); but this study tries to answer this question, what succession planning model can be used to replace the managers of the country's education?

2. Methodology

Considering the fact that the subject of this research is to provide a succession planning model for the education managers of the country, in terms of purpose it was an applied-fundamental; in terms of data collection method, descriptive-survey and in terms of data type, combination (qualitative- quantitative) and exploration type. The statistical population of the qualitative research section was the experts of the academic community and the education specialists who have a background in decision making and so-called well-known experts. Also, in the quantitative section of the statistical population, all the heads and deputies of the education department, in the provincial capitals of the country who were 2,400. The sample size in the qualitative section was determined using the theoretical saturation principle of 10 people. In the quantitative part,

using the Cochran formula and with a 0.05 error, we determined 331 people as samples, and to increase the accuracy and prediction of the sample size, and predicting a drop, 400 people were considered. Sampling method in the qualitative section of the non-random sampling method was targeted. In the quantitative part, multistage cluster random sampling method was used

Measurement tools

The research tool in the qualitative section included semi-structured interviews that were used to answer the question of identification of the main components of the research and its indicators. In the quantitative part of the research tool, a researcher-made questionnaire was composed of 84 questions that were reviewed by theoretical and practical foundations, as well as the results of exploratory interviews (with open and central coding of exploratory interview texts). The features of the questionnaire are as follows:

Table 1. Questionnaire features

Concept	Structure	Aspect	Item	Number	Number of items	Alpha coefficient	Retest Correlation
Succession planning	Factors affecting Succession planning (input)	Leadership roles	Planning and organizing	4	4-1	0.78	0.76
			Problem Solving	3	7-5	0.75	0.74
			Support and considerate	5	12-8	0.79	0.77
		Training tasks	Development and coaching	3	15-13	0.74	0.73
			Psychosocial support	5	20-16	0.81	0.78
			Job development	3	23-21	0.78	0.77
		Human capital	Knowledge	5	28-24	0.83	0.80
			Skill	4	32-29	0.78	0.75
			Specialty	3	35-33	0.74	0.73
		Talent management	Attraction	3	38-36	0.76	0.74
			Discovery	3	41-39	0.75	0.72
			Upgrading	3	44-42	0.75	0.72
	Process (Succession planning component-forming)	Succession planning	Maintenance	3	47-45	0.72	0.70
			Organizational Process	12	59-48	0.85	0.81
			Individual	8	67-60	0.80	0.77
	Output (effective factor of succession planning)	Job satisfaction	Job nature	7	74-68	0.79	0.75
			Job nature	4	78-75	0.74	0.72
			Advancement opportunities	3	81-79	0.73	0.71
			Organizational atmosphere	3	84-82	0.71	0.69

Validity: the content validity method was used to determine the validity of the questionnaire used in this study. Therefore, the research questionnaire was provided to experts and relevant specialists and their views were asked in order to better understand the validity of the proposed amendments. In addition to content validity, structural validity was also used to check the reliability of the questionnaire. For this purpose, the results of exploratory factor analysis were used which results indicate the validity of the tool structure.

Reliability: In this research, re-test reliability and intra-subject agreement method was used to calculate the reliability of interviews. Several interviews were selected as samples for the purpose of calculating the retest reliability of the interviews, and each of them was encoded twice in a

short time interval. Then the codes were compared in two intervals for each interview. The findings indicated that the reliability of the retest was appropriate. Also, in order to calculate the reliability of the interview with the Inter coder reliability (ICR) of the two coders, one of the teaching supervisors familiar with coding was requested to participate as a secondary coder in the research. The scholar, along with this research fellow, encoded three interviews and calculated the percentage of agreement within the subject, which is used as an indicator of the reliability of the analysis. The reliability of the two coders was calculated according to the 82.8 calculation, which indicates its suitability. After confirming the content validity and structure of the research tool to ensure the reliability of the questionnaire, it was performed on a sample of 30 people from the statistical population and the data were analyzed using two methods (alpha coefficient and test-retest), which indicated the reliability of the questionnaire which can be seen in the table above

Data analysis methods

The data analysis method was based on the theoretical coding qualitatively based on the data theorizing method; also, in the quantitative part of the data analysis, using descriptive statistics (tables, charts, forms, mean, standard deviations ...) and statistics inferential (Factor analysis (confirmatory and exploratory tests and single-sample t-test). Spss- V22 and Lisrel-V8.8 software was also used.

3. Research tools

Research data is analyzed and evaluated using scientific methods in this part. Given that the research is of mixed type. Data analysis consists of two parts: analysis of qualitative data and quantitative data analysis. Then the content of the interview data is analyzed.

Qualitative data analysis

The responses to the interview questions in order to present the succession planning model of educational principals of the country in the form of identified codes based on expert opinion are given in the table below.

Table 2. Checklist for the results of the content analysis of the succession planning model of educational principals in the country

Initial Extracted Concepts	Code
Planning about how to do the job	I2,I3,I7,I9, I5
Allocation of resources based on educational priorities	I2,I3,I7,I9, I3
Setting goals in your work unit	I2,I8
Organizing tasks so that things get smoother	I2,I3,I9
Identifying problems before happening	I5,I8,I6
Use all of managers' expertise to solve issues	I6,I9,I10
Solving issues as they occur	I1,I3,I6,I7
Supporting staff who are in need	I1,I5,I6, I8
Giving encouragement to distressed employees	I4,I5,I9
Hearing complaints and staff issues	I3,I6,I10
Creating a coherent workspace	I1,I4,I7,I8,I2
Having modest behavior with others	I1,I2,I3, I4
Helping others develop their skills	I7,I10,I4
Learning skills from bosses and other colleagues	I3,I9,I5
Providing training to poorly performing staff in order to improve their performance	I2,I6,I7, I8
Getting the right values and attitudes related to the teacher's job	I6,I8,I9, I10
Having the skill of listening to others	I6,I8,I9, I10
Having concerns about the progress and suitability of the staff	I2,I9,I10
Respecting others	I1,I6,I4
Feeling sympathy for the staff	I1,I4,I7
Giving feedback to subordinates according to their performance	I1,I3,I4,I2

Creating opportunities for subordinates that lead to learning new skills	I1,I2,I3
Preparing subordinates to hold higher posts	I2,I3,I4
Understanding the Economic and Social Issues of Education	I3,I5,I1
Understanding the political and cultural issues of education	I5,I8,I4
Participate in in-service training	I1,I3,I9,I4
The level of familiarity with books and magazines relevant to profession and occupation	I2,I6,I1
Understanding the goals and mission of education	I1,I8,I10,I4
The general ability to use skills in doing a job	I2,I3,I7,I1
The ability to use the views of the theorists in the field of education	I5,I8,I4
Ability to read specialized texts	I4,I7,I8,I9,I3
Ability to use a computer in business affairs	I1,I8,I4
The ability to analyze the various aspects of your field	I6,I9,I1
Ability to evaluate the strengths and weaknesses of your specialized field	I1,I8,I2,I3
The ability to predict phenomena and events related to the field of specialization	I4,I5
Searching for top university graduates to attract talented staff	I1,I5,I9,I4
Special interview to attract qualified staff	I3,I7
Matching the job with the employee when applying an employee	I3,I7,I2,I5
Definition of competencies	I1,I5,I6,I9,I2
Determining evaluation criteria	I1,I4,I7,I8,I9
Performance Measurement	I7,I10,I1,I3
Workflow	I3,I9,I1
Creating equal Job Opportunities	I6,I8,I3,I9
Internship and externship courses	I2,I9,I10
Giving right salary to the prone ones	I7,I8,I4
Participation in decision-makers	I1,I5,I6,I10
Do not keep inappropriate people in the education organization	I1,I3,I4,I9
Supporting and encouraging senior executives in implementing and implementing the succession planning in education	I9,I1,I2
The existence of a written and transparent organizational structure of all levels	I3,I7,I2
The desire for education to attract a prerequisite for appointing managerial positions from outside the organization	I5,I8,I4
Having a dedicated tutor to run and promote succession planning	I1,I4,I5,I10
Creating a culture of job stability and security among education staff	I2,I3,I1
An organizational culture that encourages professional development and employee empowerment	I1,I8,I10
Guarantee of the success of the succession planning in all sectors and levels of management	I2,I3,I7,I9
The existence of information and communication systems in the organization in the area of succession planning	I5,I6,I4
Integration and alignment of the succession planning system with the organization's strategy	I4,I7,I8,I9,I3
Allocating enough funds to run and implement the succession planning	I6,I9,I1
Identifying the gap between existing needs and talents	I1,I8,I2,I3
Having a database of people competent and prone to upgrade	I3,I10,I4,I9
Transparency and clarity of goals and process of success for all education staff	I1,I5,I7,I4
Matching the skills of people with the current and future needs of education	I3,I5,I2
The alignment of the succession planning process with the challenges of education	I3,I6,I7,I8,I9
Comparison of strengths, abilities and skills of people with career opportunities in education	I4,I10,I1
Having a specific timetable for implementing the succession planning (annual / seasonal)	I3,I9,I1
Stability of the management team to continuously implement succession planning	I6,I8,I3
Assessing the future need for education and skills for the required skills and posts	I4,I6,I9
Simplicity and reliability of succession planning by senior management	I7,I8,I4
Acceptance of succession planning in education and training by the staff	I1,I5,I9
The employee's willingness to transfer experience and knowledge to colleagues	I1,I3,I4,I6,I10
High organizational commitment and desire for the survival of individuals within the education organization	I9
The existence of an individual career development plan in the staff of the Education Organization	I3,I7,I2
Voluntary willingness of people to participate in educational programs held by education and training	I4,I8

People tend to share their personal and professional backgrounds	I4,I7
Creating a common sense about the necessity and importance of the succession planning system in the education organization	I2,I3,I1
The complexity of the job	I1,I8,I10
High importance of the job	I2,I3,I7,I9
Causing pride and glory	I4,I6,I4
Being uplifting	I4,I5,I8,I9
Providing opportunities for the education and training staff,	I5,I9,I1
Upgrading employees based on their abilities	I4,I8,I2,I3
Upgrading employees based on criteria	I1,I5,I9,I2
Existence of a sense of cooperation with each other	I2,I3
Working with honesty and mutual trust	I1,I8,I10
Respecting each other's professional competencies	I2,I3,I7,I9

In this table, the first column represents the codes related to the succession planning model of the educational principals of the country, which is derived from the content analysis obtained from open coding and the second column is the code for the interviewee, which refers to the frequency of each provided answers.

Quantitative data analysis

In this section, quantitative data analysis using SPSS-v22 and Lisrel-v8.8 software in three domains of pre-processing of data, and inferential analysis is discussed. Identifying and Replacing of missing data: The results showed that some of the demographic variables and questions have missing data, which was replaced by the middle method of missing data. Identifying and replacing distorted data: In order to identify the distorted data, the box- graph was used. The results indicated that there were three types of distorted data that was replaced by the middle method. Identification of indifferent subjects: Excel software was used and because the standard deviation of each subject's answers to research questions was not less than 0.3, it could be said that in all 400 filled questionnaires there is no indifferent subject.

Calculating the adequacy of the sample size and examine the adequacy and convergence of the data: Based on the results, the KMO index is greater than 0.6 and represents values approximately close to one, indicating the adequacy of the sample size based on the identified indicators for factor analysis. The significance level of 0.000 for the Bartlett test also indicates the suitability of the research variable for factor analysis, since the assumption of the integrity matrix is rejected. Normal distribution of data: In this study, skewed distribution test was used to normalize the data distribution. Hier (2006) states that if the skewed statistics are between 3, -3 and stretch statistics between 5 and -5, the distribution of data is normal. In this study, the mentioned indices were confirmed for all variables and therefore, it could be said that the distribution of data for all variables was normal.

4. Findings

According to the results of the qualitative research section, in relation to the concept of the succession planning of the educational principals of the country 84 indicators were identified. After reviewing the content validity by CVR and CVI forms, all indicators were confirmed. Further, the exploratory factor analysis of these indicators is discussed.

What are the affective factors in succession planning of the educational principals of the country?

In factors affecting succession planning-based on the results of the qualitative and content validity section, 47 exploratory indexes were identified and exploratory factor analysis was performed. Indicator summary table showed that no index was removed because the share for all indicators was higher than 0.5.

In the table below, you can see the general variance explanation. This table consists of three parts.

Table 3. Explaining the variance of factors affecting the succession planning

Factors	Special Initial Values			Total squared extracted loads			Total squared rotated loads		
	Total	variance	cumulative percentage	Total	variance	cumulative percentage	Total	variance	cumulative percentage
1	12.551	26.703	26.703	12.551	26.703	26.703	6.505	13.840	13.840
2	3.295	7.010	33.713	3.295	7.010	33.713	4.234	9.009	22.849
3	2.021	4.299	38.012	2.021	4.299	38.012	3.735	7.947	30.796
4	1.724	3.669	41.681	1.724	3.669	41.681	2.158	4.592	35.388
5	1.573	3.348	45.029	1.573	3.348	45.029	1.888	4.018	39.406
6	1.447	3.080	48.109	1.447	3.080	48.109	1.870	3.979	43.385
7	1.307	2.782	50.890	1.307	2.782	50.890	1.839	3.913	47.298
8	1.281	2.726	53.617	1.281	2.726	53.617	1.686	3.587	50.885
9	1.17	2.489	56.106	1.170	2.489	56.106	1.470	3.127	54.012
10	1.078	2.293	58.399	1.078	2.293	58.399	1.460	3.106	57.117
11	1.05	2.234	60.634	1.050	2.234	60.634	1.371	2.917	60.034
12	1.014	2.158	62.792	1.014	2.158	62.792	1.296	2.758	62.792
13	1.007	2.143	64.935	1.007	2.143	64.935	1.287	2.738	64.935
14	0.872	1.855	66.790						
15	0.876	1.865	68.655						
...	...	...	...						
47	0.171	0.364	100.000						

In the table above, the first 13 factors have special values larger than one and remain in the analysis. These factors account for about 65 percent defines the variance of the dimensions affecting the succession planning of the workforce, which illustrates the results of the pebbles and identifies the same 13 factors. The rotating factor matrix table describes the factors related to each of the discovered components, which, based on the literature, background, and existing theories, have been identified as shown in the table below.

As mentioned above, based on the results of the interview, the effective factors on the succession planning of the workforce included 13 components and 47 indicators, which again were carried out on these 13 components of exploratory factor analysis to achieve effective dimensions. The component sharing table shows that no items will be excluded from the analysis because the share for all dimensions was above 0.5. The table for explaining the variance of predetermined variables also showed that the first four factors have special values larger than one and remain in the analysis. These factors account for approximately 65% of the variance of the dimensions affecting the succession of the workforce. In order to investigate the nature of the relationships between factors and the achievement of the definitions and naming of agents, coefficients above 0.4 in the definition of agents are important and meaningful and coefficients less than these limits are considered as random factors. The pebble chart also confirmed the results above. Finally, in the table of the matrix of rotating factors, the dimensions affecting the succession of the workforce showed that each of the identified thirteen existing components belonged to which of the four identified dimensions. The dimensions discovered in the table above can be seen and, based on literature, background and existing theories, these factors are named in the table below, which are shown in the table below.

Table 4. Dimensions and identified items affecting the succession planning

Dimension	Abbreviation	Item	Abbreviation	Item number
Leadership roles	Lea	Planning and organizing	Pln	4
		Problem Solving	Slo	3
		Support and considerate	Con	5
		Development and coaching	Ext	3
Coaching tasks	Coa	Psychological support	Sup	5
		Job development	Job	3
		Knowledge	Kno	5
Human Capital	Hum	Skill	Ski	4
		Expertise	Spe	3
		Absorb	Att	3
		Discovery	Dis	3
Talent management	Tal	Upgrading	Dev	3
		Maintenance	Mai	3

What are the forming factors in succession planning for the educational principals of the country?

Based on the results of the qualitative and content validity section, 27 exploratory indexes were identified in exploratory factor analysis. Indicator summary table showed that no index was removed because the coefficient for all indicators was above 0.5. In the table below, we can also explain the whole variance.

Table 5. Defining the variance of succession planning items

Factors	Special Initial Values			Total squared extracted loads			Total squared rotated loads		
	Total	variance	cumulative percentage	Total	variance	cumulative percentage	Total	variance	cumulative percentage
1	4.5605	33.78148	33.78	4.5605	33.78	33.78	1.886	6.985	6.985
2	1.339	9.918	43.698	1.339	9.918	43.698	1.803	6.678	13.6625
3	1.0065	7.454	51.152	1.0065	7.454	51.152	1.7185	6.365	51.152
4	0.934	6.918	58.07						
5	0.7925	5.87	63.94						
6	0.5095	3.773	67.713						
7	0.4345	3.22	70.933						
8	0.3785	2.804	73.737						
9	0.3355	2.487	76.224						

10	0.322	2.387	78.611
...			
27	0.0685	0.508	100

In the table above, the first three items have special values larger than one and remain in the analysis. These factors account for about 51% of the variance of succession planning ranking indicators. The pebble chart also confirmed the above results. In the table of the matrix, the rotational factors of the indexes related to each of the components of successor work were presented, which, based on the review of literature, background and existing theories, are described in the table below.

Table 6. Succession planning items

Item	Abbreviation	Index numbers
Organizational	Org	12
Processing	Pro	8
Individual	Ind	7

What are the effective factors of succession planning of the educational principals of the country?

Based on the results of the qualitative and content validity section, 10 exploratory factors were identified. Indicator summary table showed that no index was removed because all indicators were above 0.5. The following table also shows the total variance.

Table 7. Explanation of variance of job satisfaction items

Factors	Special Initial Values			Total squared extracted loads			Total squared rotated loads		
	Total	variance	cumulative percentage	Total	variance	cumulative percentage	Total	variance	cumulative percentage
1	4.087	40.872	40.872	4.087	40.872	40.872	3.529	35.288	35.288
2	2.477	24.771	65.643	2.477	24.771	65.643	3.035	30.355	65.643
3	1.009	10.090	75.733	1.009	10.090	75.733	1.236	12.365	75.733
4	0.646	6.460	82.193						
5	0.560	5.600	87.793						
6	0.445	4.450	92.243						
7	0.328	3.280	95.523						
8	0.190	1.900	97.423						
9	0.152	1.520	98.943						
10	0.106	1.060	100.000						

In the table above, the first three items have special values larger than one and remain in the analysis. These factors account for about 76% of the variance of succession planning ranking indicators. The pebble chart also confirmed the above results. In the table of the matrix, the rotational factors of the indexes related to each of the components of job satisfaction were presented, which, based on the review of literature, background and existing theories, are described in the table below.

Table 8 . Job Satisfaction Items

Item	Abbreviation	Index numbers
The nature of the job	Org	4
Opportunities for progress	Pro	3
Organizational atmosphere	Ind	3

What are the current status of succession planning, effective and influential factors in the success of the educational principals of the country?

To investigate the above hypothesis, considering that the distance measurement scale was considered and the distribution of data was normal, single-sample t-test was used. Also, considering that the scale is five degrees, the numerical value was considered to be 3 for the t-statistic. The result of the t-test is given in the table below.

Table 9. Single sample t test to check the current status

Variable	Item	t	Degree of freedom	Sig level	Test value=3		
					Mean difference	Sig difference 95%	
						High limit	Low limit
Succession planning	Organizational	15.868	399	0.000	0.609	0.534	0.685
	Process	-13.384	399	0.000	-0.455	-0.522	-0.388
	Individual	-16.931	399	0.000	-0.751	-0.838	-0.664
Succession planning	Succession planning	-18.023	399	0.000	-0.605	-0.671	-0.539
	Job nature	13.036	399	0.000	0.747	0.634	0.859
	Advancement opportunities	-15.060	399	0.000	-0.651	-0.736	-0.566
Job satisfaction	Organizational climate	-8.267	399	0.000	-0.413	-0.511	-0.315
	Job satisfaction	-15.331	399	0.000	-0.604	-0.681	-0.526
	Planning and organizing	13.750	399	0.000	0.676	0.579	0.773
Leading role	Problem Solving	11.846	399	0.000	0.691	0.577	0.806
	Support and considerate	13.945	399	0.000	0.673	0.578	0.768
	Development and coaching	-7.074	399	0.000	-0.415	-0.531	-0.300
Coaching tasks	Leading role	13.383	399	0.000	0.614	0.524	0.704
	Psychosocial support	-1.702	399	0.000	-0.071	-0.153	0.011
	Job development	3.996	399	0.000	0.215	0.109	0.321
Human Capital	Coaching tasks	-3.542	399	0.000	-0.143	-0.223	-0.064
	Knowledge	1.968	399	0.000	0.071	0.000	0.142
	Skill	-5.295	399	0.000	-0.284	-0.390	-0.179
Human Capital	Expertise	6.662	399	0.000	0.388	0.273	0.503
	Human Capital	6.347	399	0.000	0.248	0.171	0.325
	Absorb	10.105	399	0.000	0.517	0.416	0.618
Talent management	Discovery	-9.820	399	0.000	-0.564	-0.677	-0.451
	Upgrade	-10.388	399	0.000	-0.536	-0.638	-0.435
	Maintains	6.991	399	0.000	0.339	0.243	0.434
Talent management		-11.854	399	0.000	-0.489	-0.570	-0.408

As shown in the table above, the significance level in all components is less than one hundredth and therefore the zero assumption with 99% confidence is rejected and the research hypothesis is confirmed. On the other hand, considering that the upper and lower limit of confidence interval (mean difference) is in human capital variables and positive leadership roles, we can say that the observed mean is greater than the theoretical average (3), in other words the components listed are in good condition. Conversely, for variables of succession planning, job satisfaction, coaching tasks, and talent management, this difference is averagely, which indicates that the status of the variables is in an unfavorable state.

What model can be provided for the succession planning of the country's educational principals?

What is the fitting degree for the presented model?

In order to answer these questions, Structural Equation Modeling and LISREL software were used in two parts of the model and structural model.

■ Measuring models

In this section, models of structural measurement of factors affecting the succession of the organization, career successor and job satisfaction in the state of standard estimation and significant coefficients along with the calculation indices were investigated.

The results showed that the overall burden of all the questions on the components of factors affecting the succession planning of the workforce, successor and job satisfaction is above 0.7, and therefore the assumption of the homogeneity of the questions is confirmed and no questions need to be eliminated. Meanwhile, given that the coefficients of all factor loads are greater than 2.58, it can be said that all factor loads with a confidence of 99% are significant. In the model section, the results of the structural equation modeling test were used to fit the measurement models. What can be deduced from the calculations is that because of the significance of the acceptable limit of Chi, the degree of freedom of all models is considered acceptable. In addition, other fitting indicators such as adaptive fitting index, fitting goodness, incremental fit index, mean square error estimation, normalized chi-square, well-adjusted fitting and softened fitness index were confirmed.

Structural models

In this section, structural models of research that investigate the relationship between factors affecting the succession of working (effective variable), successor and job satisfaction (effective variable), in the case of standard estimation and significant coefficients in the modified state along with the index fitting calculations are given. The modified structural model is presented in the figure below.

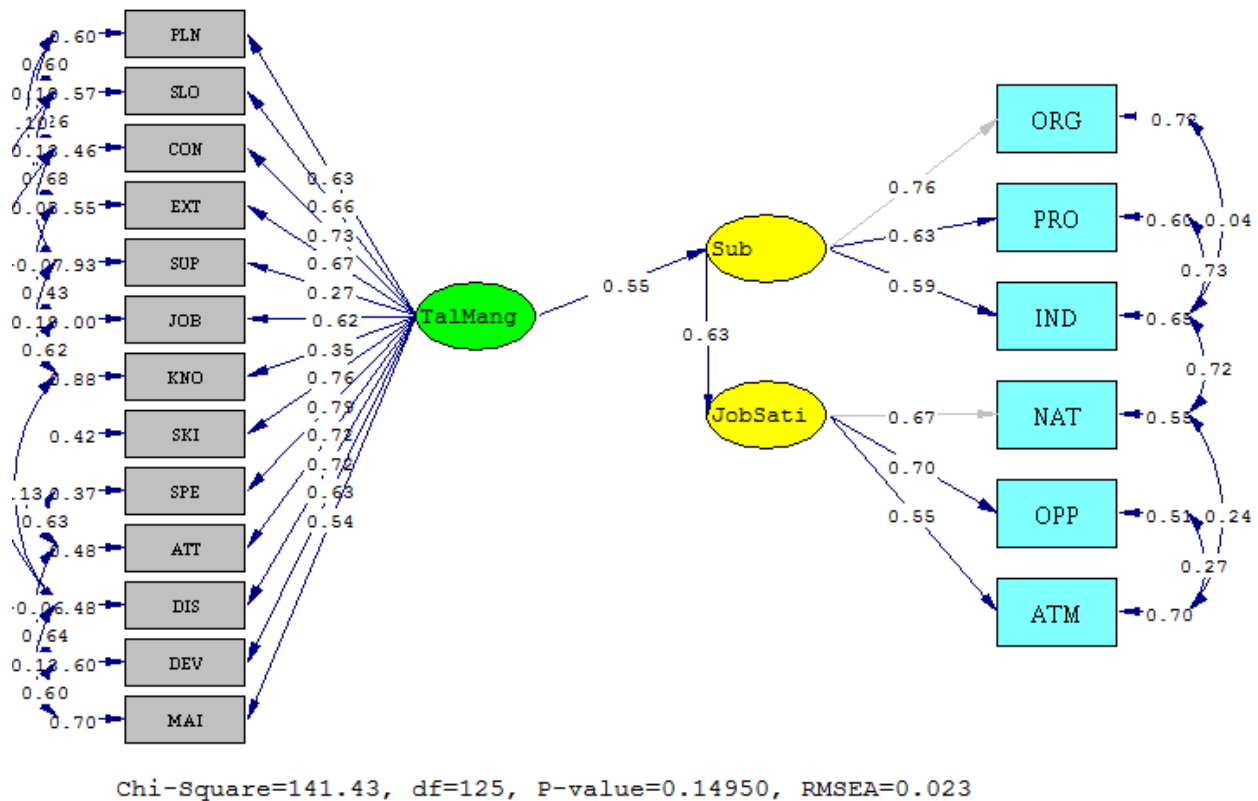
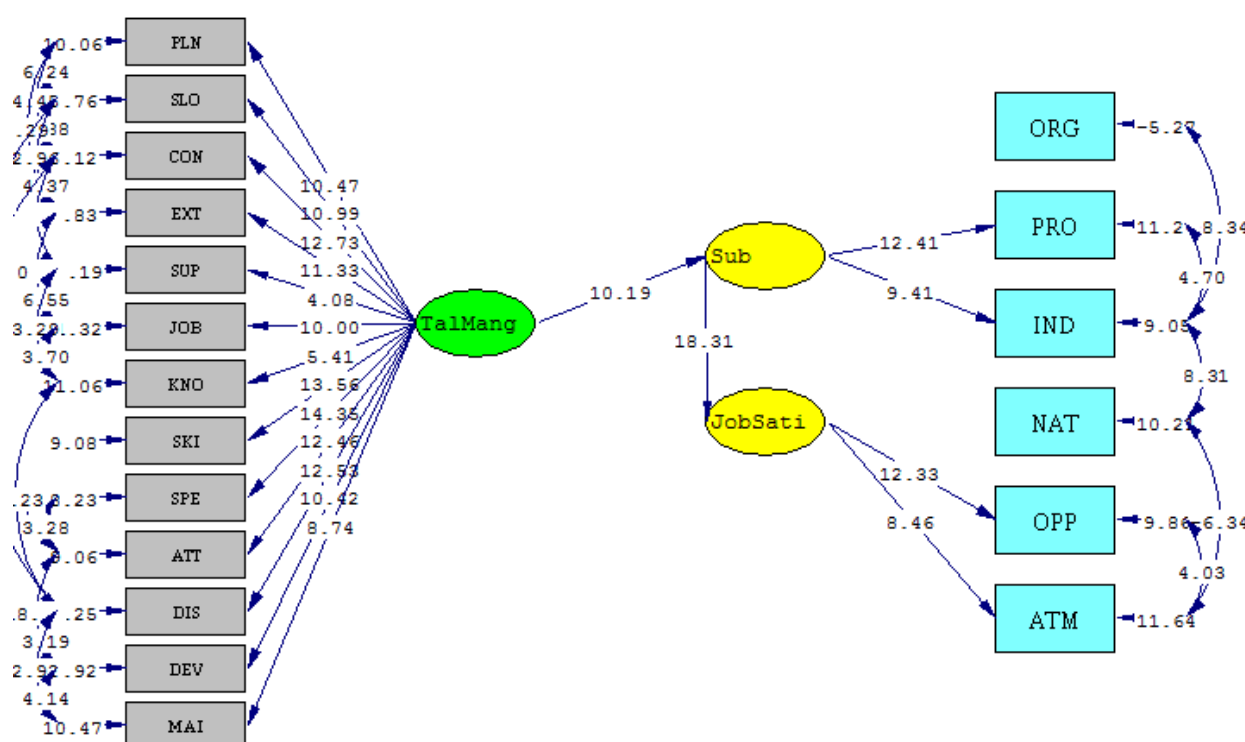


Figure 1. Structural modified model in standard estimation mode

In the form above, factor loads (relationships between hidden and observable variables) and path coefficients (relations between hidden and observable variables) are visible. In the figure below, the modified structural model is presented in the form of meaningful coefficients.



Chi-Square=141.43, df=125, P-value=0.14950, RMSEA=0.023

Figure 2. Structural modified model in the state of significant coefficients

As can be seen in the figure above, the coefficients for all factor loads and path coefficients are greater than 2.58. Therefore, with 99% confidence, it can be stated that all factor loads and path coefficients in the standard state are significant. Based on the above figures, the effect of the conceptual model was confirmed at 99 and 95% confidence level, because t-statistic for this route was more than 2.58 and 1.96. In the table below, the results of the model test can be observed.

Table 10. Structural Model Test Results

The effects studied	Standardized coefficients	Significant coefficients	Confirm / Reject Effect
The affecting factors in succession planning	0.55	10.19	Confirm
The effects of succession planning on job satisfaction	0.63	18.31	Confirm

Based on the above table, you can see the type and extent of impact that all of these paths have been confirmed. Finally, the results of the structural equation modeling test for fitting the structural model of the factors are presented in the table below.

Table 11. Results of Structural Equation Modeling Test for structural fitting model

Indicator	Abbreviation	Value	Accepted fitting
Adaptive fitting index	CFI	0.99	Higher than 0.9
Fitting goodness	GFI	0.94	Higher than 0.8
Incremental fitting index	IFI	0.99	Higher than 0.9
Average squared estimate error	RMSEA	0.023	Less than 0.08
Normalized Chi- Square	CMIN/df	1.13	Between 1 and 5
Goodness adjusted fitting	AGFI	0.92	Higher than 0.8
Smooth fitting Index	NFI	0.97	Higher than 0.9

What can be seen from the calculations in the table above is that due to the significance of the chi-square model ($P = 0.14950$) and the acceptable tolerance of the chi-square on the degree

of freedom, the model is considered acceptable. Now that the general indicators show good fitting of the data compared to the model, it is time to fit the partial indexes. The difference in fitting indices with the triple integer indices of general fitting is that the general fitting indices judge the appropriateness of the whole model and not its components, and partial indices for the partial model of the model are judged. As shown in the table above, the fitting indexes indicate that the fitting of the model components is also appropriate.

5. Discussion and Conclusion

The purpose of this study was to provide a model for the succession of educational principals in order to identify their components and indicators in accordance with a process model. For this reason, succession planning, as well as successor components was identified. In addition, the status of existing variables was investigated and ultimately, the causal effects between variables were studied. The results indicated that the input of the model, that is, the factors influencing the successor are leadership roles, coaching tasks, human capital and talent management; the process of the model, that is, the components of the succession planning are organizational, process and individual; the output of the model, among the successors are job satisfaction (the nature of the job, the opportunities for improvement, and career development); Based on these identified components, a model was presented that fitted well. The results also indicated that the status of successor, job satisfaction, coaching tasks and talent management were unfavorable, but human capital and leadership roles were desirable.

The succession planning can be considered a planned effort to ensure the continued effective functioning of an organization, department, unit or work group by providing, developing, replacing, and employing key personnel over time. The succession planning is the systematic and major effort of the organization to ensure continuity of leadership in key areas and to maintain the development of intellectual capital for the future and encourage individual progress.

Succession planning is a useful strategy that has been used in the business and industry over the years to face the challenges faced by organizations. Education faces management challenges as well as business and industry, and it requires the use of strategies for nurturing management in a hierarchy. However, in our educational organizations, the process of applying this measure was slow. Because the importance of the role of the education manager and the necessity of his education has not yet been established, and therefore there is no effective action in the field of training the managers. In ideal conditions, the management of schools, departments and educational sectors of the country is given to people with a teaching history and experience, but lacking management knowledge and skills in leadership. The teacher's background and its experiences, though it is a good foundation for leadership in education, is not enough on its own. In addition, educational managers should be adequately trained in the field of education, science and technology, and skills related to education and management.

Considering succession planning in the organization of education is one of the requirements for achieving organizational goals and achievements. Education as one of the most important ministries and organizations, and as an infrastructure for building capable human resources is significant. Researches all around the world show that 51% of human resource specialists do not have a proper understanding of succession and talent findings activities, and only 21% of them formally implement this program. Review of literature of this concept within the country is also very limited and unknown. Research in the field of talent identification and the succession planning in business and industrial organizations is a handful.

Some scholars have argued that succession planning should be explored by discussing the development and preparation of leadership abilities and organizational management alongside each other under the title of succession management. In order for successive programs to succeed, several general patterns must be considered, the first is to focus on development.

Successful management should be a flexible system based on developmental activities. The purpose of these programs is to prepare candidates for substitution through work-based training and activities such as empowerment, for the purpose of occupation. The second rule is focusing on key jobs; jobs that are needed for long-term health of an organization. The third pattern is the openness of the system and avoids ambiguity. According to the researchers, the succession plan should be completely transparent, and individuals should be aware of their status at any moment. In these systems, procedures and rules are passed on to everyone in the organization. The fourth pattern is the continuous measurement of progress and the avoidance of traditional substitution planning alternatives. Managers should continuously monitor the status of the system and each of the candidates in order to ensure that the path is progressing correctly and that the fifth model is flexible keeping the system. System designers should be based on the feedback received from the administrators, fix the system's defects and improve it continuously.

The concepts of succession planning in Divine are also important. In fact, as the concept of the divine caliphate comes, God created the succession on earth in the creation of Adam, who, as the supreme being, administers the earthly affairs on behalf of the God of Excellence, and manifests the divine attributes of the divine attributes on earth, and seizing the affairs of the world based on the assignment of God's evolutionary Providence, which the Prophets and Imams are the hallmark of this.

On the other hand, since the successor serves the entire development of managers and leaders of the organization and serves as a competitive advantage over other organizations, hence, this process is the main concern of the community and the top managers of today's dynamic and up-to-date organizations. In fact, one of the effective ways to capture talent and nurture future managers is to use the succession planning. Succession planning is a diligent and systematic effort by the organization to ensure continuity of leadership and management in the main positions, maintenance and raising intellectual and scientific resources to encourage individuals to upgrade.

Finally, we can say that the proposed model in this research is based on models presented by other researchers such as Groves (2007), Schank & Mullen (2013), Zapda et al. (2012), Stadler (2011) and Nijs et al. (2014)) is consisted that validates the various parts of the proposed model.

References

- Abdullah, Z., Samah, S. A. A., Jusoff, K., & Isa, P. M. (2009). Succession planning in Malaysian institution of higher education. *International Education Studies*, 2(1), 129.
- Alaghehband Ali (2011). *Principles of Educational Management*, Publisher: Payame Noor University
- Baray, A. (2016). *Succession Planning: The Life Cycle of an Employee*.
- Barnett, R., & Davis, S. (2008). Creating greater success in succession planning. *Advances in developing human resources*, 10(5), 721-739.
- Begley, A., Collings, D. G., & Scullion, H. (2008). The cross-cultural adjustment experiences of self-initiated repatriates to the Republic of Ireland labour market. *Employee Relations*, 30(3), 264-282.
- Butler, K., & Roche-Tarry, D. E. (2002). Succession planning: Putting an organization's knowledge to work. *Nature Biotechnology*, 20(2), 201-202.
- Eidi, Akbar and Dianti, Mohammad (2008). Evaluation centers; a new approach to success. *TADBIR*, No. 195.
- Esbati, Tayebbeh (2013). *Pathology of the status of the system of planning the successor in the organization of education*. Master's Degree, Faculty of Science and Psychology, Al-Zahra University
- Ghiyasi Nadoushan, Saeid (2013). *A thought on establishing a Surviving System in University Management: A Model Based on Foundation Data Theory*. *Journal of Research in Educational Systems*.
- Groves, K. S. (2007). Integrating leadership development and succession planning best practices. *Journal of Management Development*, 26(3), 239-260.
- Mateso, P. E. (2010). *Understanding succession planning and management efforts at midwestern university: A mixed methods study* (Doctoral dissertation, Bowling Green State University).
- Mehrtak, Mohammad; Habibzadeh, Shahram; Vatankhah, Soodabeh; Jafari Ouri; Mehdi; Delgoshayi; Bahram and Azari; Arezoo (2016); *Analysis of the gap between the current and desirable status of succession: a case study at the Ministry of Health and Education Medical Journal of Health Management*, Year 19, No. 63, pp. 91-100
- Nijs, S., Gallardo-Gallardo, E., Dries, N., & Sels, L. (2014). A multidisciplinary review into the definition, operationalization, and measurement of talent. *Journal of World Business*, 49(2), 180-191.

- Ombeva, f. M. (2015). The effects of succession planning on organization performance in correctional institutions in kenya (doctoral dissertation, st. Paul's university).
- Renihan, P. J. (2012). Leadership Succession for Tomorrow's Schools. *Procedia-Social and Behavioral Sciences*, 55, 138-147.
- Rothwell, W. J. (2005). Effective succession planning: Ensuring leadership continuity and building talent from within. *AMACOM Div American Mgmt Assn*.
- Schunk, D. H., & Mullen, C. A. (2013). Toward a conceptual model of mentoring research: Integration with self-regulated learning. *Educational Psychology Review*, 25(3), 361-389.
- Stadler, K. (2011). Talent reviews: the key to effective succession management. *Business Strategy Series*, 12(5), 264-271.
- Turkzadeh, Jafar Jafari, Sakineh (2012), New Approaches and Theories of Leadership: towards the Leadership of the World, *Development Quarterly*, seventh year, No. 25, pp. 91-134
- Zaynoldini Bidmeshki, Zohreh, Adli, Fariba and Vaziri, Mozhdeh (2014), Comparison of the current status of succession and talent management with its desirable situation in the higher education system. *Quarterly Journal of Research and Planning in Higher Education*, 20 (2) (72), pp. 72-51.
- Zepeda, S. J., Bengtson, E., & Parylo, O. (2012). Examining the planning and management of principal succession. *Journal of Educational Administration*, 50(2), 136-158.