

Designing and Compiling the Supervisory Pattern of Instructional and Educational Leaders in Primary Schools

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Purpose: Instructional and educational leaders of schools can play an important role in improving the academic and even non-academic conditions in primary schools. As a result, the current research was carried out with the aim of designing and compiling the supervisory pattern of instructional and educational leaders in primary schools.

Methodology: This study in terms of purpose was applied and in terms of implementation method was descriptive from type of correlation. The population of the current research was instructional and educational leaders and teachers of primary schools in Hormozgan province included 124 and 4800 people, respectively, which 300 people of them were selected as a sample based on the Krejcie and Morgan table with using stratified random sampling method. In this study, in order to collect data were used a researcher-made questionnaire of the supervision of instructional and educational leaders in primary schools, and the data obtained from its implementation were analyzed with the methods of exploratory factor analysis and structural equation modeling in SPSS and Smart PLS software.

Findings: The findings showed that the supervisory pattern of instructional and educational leaders in primary schools has 39 items in 8 factors of leadership in educational improvement, leadership in curriculum improvement, leadership in employees improvement, theoretical and scientific skill, technical and technological skill, ethical and professional skill, management and leadership skill and communication skill; So that the factor load of all items (except on item) and factors was higher than 0.50, the average extracted variance of all factors was higher than 0.60, and the Cronbach and combined reliability of all factors was higher than 0.80. Also, the supervisory pattern of instructional and educational leaders in primary schools had a good fit and each of the 8 factors had a direct and significant effect on the supervisory pattern of instructional and educational leaders in primary schools ($P < 0.001$).

Conclusion: The results of this study have many practical implications for the experts and planners of the education system, and they based on the aforementioned findings can take an effective step towards improving the supervisory pattern of instructional and educational leaders in primary schools.

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1. Introduction

In the field of educational policy-making, extensive efforts are made to reform schools with the ultimate goal of improving students' education and learning. These efforts vary in emphasis depending on the orientation of the reformers. For instance, educational economists focus on the functions of educational products, educational sociologists on contextual variables, educational psychologists on teacher characteristics and teaching conditions, and educational managers on administrative and school environment conditions (Kabiri, 2022). The educational system of each country encompasses a set of needs of its formal organizations and the performance of the educational and training system is important not only in terms of economic and social advancement but also in terms of its impact on career mobility and expectations (Bayani Shahri & Atrian, 2022). Educational institutions are among the largest producers of information and undoubtedly the main consumers and storers of knowledge. This is especially significant in Iran due to the quantitative development of educational institutions and the attention to religious and national elements, granting it greater scope and value. The production and optimal application of knowledge in the education process have significantly enhanced students' knowledge and ability, particularly in fulfilling their most important mission: developing capable and efficient human resources (Ebrahimi, Hosienpor Sadatabadi, DoshmanZiyari, Moazami & Miresmaeili, 2022).

In the global education system, along with curriculum reforms and changes, attention to teacher education quality as a key factor in the effectiveness of organizational change programs has been emphasized with a focus on professionalization. As stated in the Fundamental Transformation Document of Education, the role of teachers as the most crucial elements in achieving the missions of the formal public education system is acknowledged, stressing the need for proper, correct plans and arrangements with sufficient time and resources (Golmakani, Hosseingholizadeh, Ahanchian & Baniasad, 2022). The importance and role of education in individual and social life development have led parents and society to expect schools to be environments that nurture and invigorate students' talents (Alizadeh, Ranjdoost & Ghahremani, 2022). Schools, particularly at the primary level, act as agents for socializing children, and it is important to understand that primary schools' function is not just knowledge transfer but also the education of children and students. Therefore, it is necessary for primary students to be guided by knowledgeable and prudent teachers and educators to cultivate their intellectual growth and discover the right paths for their educational and life choices (Ahmadabadi, Araste, Naveebrahim & Abasian, 2022). Students are the fundamental pillar of the country's educational system, striving to achieve the goals of the educational system. Attention to this segment of society in educational and training aspects is crucial for the further fertility and flourishing of the educational and training system (Dehghan Manshadi, Bavieh Soltanzade & Hemati, 2021).

Nowadays, the quality of education is considered the main factor in the welfare of any country, and for delivering quality educational services, sustainable development must be the focus of educational policies. The realization and provision of quality educational services require the existence of an educational supervision and guidance system in all areas related to teaching and learning processes. This supervision and guidance play a key role in directing and improving teaching and learning processes and creating desirable changes in educational systems (Habibi, Azimi Aghbolaq & Madani, 2021). Supervision is a process of leadership and guidance and, following classroom teaching, school supervision and leadership are the second most significant factors influencing the improvement of learner and school performance. Educational supervision and leadership predict teacher effectiveness significantly by creating a positive learning environment (Haftel, Swan, Anderson, Caputo, Frohna, Li et al., 2018). Educational supervision and guidance are becoming an effective and efficient tool in enhancing the role of teachers and achieving desirable educational outcomes, encompassing various models and dimensions (Koenig, 2019). Educational supervision is a mechanism that focuses on improving various teaching and learning processes, facilitation, empowerment, elimination of redundant processes, and enhancing processes, thereby aiding in improving educational quality. This supervision leads to increased efficiency of teachers and learners, improvement of educational quality, and the replacement of traditional teaching models with modern ones (Izan, Ghaderi & Shirbagi, 2020). Any

activity aimed at reforming education in the classroom and in the field of educational supervision and guidance is considered educational supervision, which requires creating confidence and an emotional atmosphere, establishing human relations, conducting training courses, utilizing feedback from supervising teachers, facilitating professional growth of teachers, providing educational facilities and equipment, clarifying school regulations and teaching models and methods, and moving towards self-supervision is highly essential and paves the way for improving educational quality (Vedhathiri, 2020).

Educational supervision and guidance are crucial tasks for managing an ideal educational system, with the primary goal of reforming and improving the educational situation. The presence of such programs plays a vital and decisive role in achieving educational goals. Nowadays, educational and training leaders assist teachers in reforming the educational situation and collaborate professionally with them to enhance the quality of teachers' performance and address their problems and challenges (Azizi, 2021). Educational leaders are members of the organization who, equipped with up-to-date knowledge and skill competencies, take on the responsibility of directing, leading, and supervising educational and training processes, focusing on school activities, managers, teachers, and other staff to achieve school excellence and professional growth in education (Gencer & Samur, 2016). Today, educational and training leaders must be able to collaborate creatively in networks that encompass geographical, organizational, and cultural boundaries. These leaders play a key role in building trust, caring for school cultures, developing and promoting a sense of collective responsibility for student learning, and organizing decision-making structures and cooperative processes (Martin, Nuttall, Henderson & Wood, 2020). The purpose of educational leaders' presence is to provide educational and training guidance and consulting services to teachers and school staff, creating a friendly environment for guiding them in action research programs in schools, with a transformative perspective in supervision and leadership. Although this approach reminds of the history of instructional guides in the country, like inspectors, etc., the new approach of this plan is different because it aims to facilitate and assist teachers in classrooms, identifying and resolving classroom obstacles and problems with teachers' participation (SeyyedKalan & Hidari, 2021).

The majority of research in the field of educational and training leaders has been qualitative, with few quantitative studies conducted in this area. The following are the results of the most significant studies in this domain. Muhammadi Pouya, Seyede Nazarlu, Fathi-Azar, and Mahmoodi (2022) conducted a study on teachers' lived experiences regarding the conditions governing the policy of educational and training leaders. They identified 19 sub-themes under four main themes: psychological issues related to educational leadership policy (with four sub-themes including fear of facing the leader, ambiguity in the reasons and methods of leaders' tasks, stress of facing the manager after the leader's report, and lack of sufficient motivation in dealing with the leader), weaknesses of educational leaders (with six sub-themes including the prevalence of a fault-finding attitude, lack of educational and curricular planning knowledge and skills, lack of proper acquaintance with the characteristics of rural and nomadic areas, ignorance of teachers' educational innovations, neglect of motivational and encouraging issues, and lack of attention to functional and structural duties), strengths of educational leaders (with three sub-themes including providing negative feedback individually, assisting in enhancing inexperienced teachers' professional competence, and boosting teacher confidence), and professional and ethical essentials of educational and training leaders (with six sub-themes including comprehensive and multi-faceted judgment and assessment, non-conflation of the functional duties of the leader with various school factors, possessing positive communication power, consulting and motivating, playing an optimal role between teachers and supervising educational administrations reflecting competencies and needs, having specialized knowledge in the field of scientific theories of teaching and classroom management, and not having a domineering view towards teachers). Khorshidi (2022) researched the factors affecting the effectiveness of educational and training leaders and identified eight factors: individual and personality characteristics of the leader, supervision and guidance, technical knowledge and leadership skills, constructive and participatory school atmosphere, creating motivation and support for colleagues, effective communication, growth and empowerment of colleagues, and school's environmental and situational

conditions. Abedinia, Moeinikiam, and Ghorbanzadeh (2020) in their study on the quality of services of educational and training leaders from teachers' perspectives, identified four categories: establishing human relations, developing teachers' professional competencies, supervision and guidance, and educational and curricular planning, where the first three categories were above average and the fourth below average. IZAN et al. (2020) researched the perception and lived experience of educational leaders on implementing teacher-centered educational supervision models in primary schools and found that this model includes themes of building necessary knowledge and skills for teachers (with base themes including general teaching knowledge, content knowledge, curriculum knowledge, knowledge of educational environments, and knowledge of ultimate educational goals), collaborative depth analysis of leader-teacher (with base themes including scrutiny in examining the current situation, identifying and formulating solutions for teaching and learning issues, and evaluating the effectiveness and validity of solutions), reflection-based supervision (participatory leadership, quality decision-making, and aligning individual and organizational goals), problem identification and option assessment of leader-teacher (with base themes of problem identification, option assessment, and credibility), transformational leadership (with base themes of goal-oriented supervision, analyzing and reviewing strengths, weaknesses, and follow-up, solutions and suggestions, work plan development, and familiarity with teaching challenges), and performance monitoring (with base themes of evaluating students' academic status, teachers' performance in teaching, and curriculum implementation). Oliva and Pawlas (2018) in their research on supervision in today's schools concluded that this construct comprises three categories: educational improvement with components of instructional design, instruction delivery, classroom management, and assessment, curriculum improvement with components of curriculum design and implementation, and curriculum assessment, and staff development with components of in-service training, individual training, teamwork, and self-assessment. Ozdemir and Yirci (2015) analyzed the state of educational supervision in the education system and concluded that educational supervision is effective in increasing education quality, sustaining staff development, identifying and reducing shortcomings, ensuring progress, and collaboration in schools. Additionally, effective factors in supervision should have professional competencies, communication abilities, and sufficient time for supervision, following the principle of equality.

In the education system, special attention must be paid to the role of educational leaders, and their deployment in school affairs should be expanded to better meet the needs of the school (Ghasemzadeh, Jaafari & Ghourchian, 2017). The need for educational supervision and guidance by educational and training leaders in all areas related to educational and learning activities is unavoidable, especially when the education system undergoes fundamental changes and transformations. This need is felt more than ever, as supervision and guidance play a crucial and foundational role in the effective and successful implementation of educational programs (Azizi, 2021). Another important point is that most of the research done in the field of educational and training leaders has been qualitative, with few quantitative studies conducted. Thus, there appears to be a significant gap in quantitative research in this area, and the results of this study and other quantitative research can serve as evidence and emphasize the validity of the findings of the qualitative section. Educational and training leaders in schools can play a significant role in improving both academic and non-academic conditions in primary schools. Consequently, the current research was conducted with the aim of designing and developing a supervisory model for educational and training leaders in primary schools.

2. Methodology

The procedural steps of the current research involved initially visiting the Department of Education in Hormozgan province to explain the importance and necessity of the research and obtain their consent for conducting it. The number of educational and training leaders and primary school teachers in Hormozgan province was then obtained, and their ratio to the total population was calculated. Subsequently, the sample size was determined, and a number of educational and training leaders and primary school teachers in Hormozgan province were selected as samples. The importance and necessity of the research were explained

to the samples, and they were assured of the adherence to ethical standards. Their consent for participation in the research and completion of the demographic information form and researcher-made questionnaire was obtained. Finally, the completed questionnaires were collected from the educational and training leaders and primary school teachers in Hormozgan province, and they were thanked for their participation.

In this study, two instruments were used: a researcher-made demographic information form and a researcher-made questionnaire on the supervision of educational and training leaders in primary schools. The first instrument included questions about gender, age, service record, and educational level. The second instrument was the researcher-made questionnaire on the supervision of educational and training leaders in primary schools, comprising 40 items across 8 categories: leadership in educational improvement, curriculum enhancement, staff development, theoretical and scientific skills, technical and technological skills, ethical and professional skills, management and leadership skills, and communication skills. A five-point Likert scale ranging from 'strongly disagree' to 'strongly agree' was used for responses, with each category's score being the sum of its item scores, and a higher score indicating a greater presence of that category or characteristic. In this study, the face validity of the 40-item researcher-made questionnaire on educational and training leaders' supervision in primary schools was confirmed by experts and specialists, and other psychometric indices are observable in the findings section.

The data from the researcher-made questionnaire on the supervision of educational and training leaders in primary schools were analyzed using exploratory factor analysis and structural equation modeling methods in SPSS and Smart PLS software.

3. Findings

In the current research, 300 educational and training leaders and primary school teachers in Hormozgan province participated. The frequency and percentage frequency of their responses to the researcher-made demographic information form regarding gender, age, service record, and educational level are reported in Table 1.

Table 1. Frequency and Percentage Frequency Results of the Researcher-Made Demographic Information Form

Variable	Value	Frequency	Percentage
Gender	Female	179	59.7
	Male	121	40.3
Age (Year)	31-40	147	49
	41-50	102	34
	>50	51	17
Work Experience (Year)	6-10	95	31.7
	11-15	55	18.3
	>15	150	50
Education	Bachelor's Degree	233	77.7
	Master's Degree	94	21.3
	PhD	3	1

Based on the results in Table 1, most of the educational and training leaders and primary school teachers in Hormozgan province were female (179 individuals, 59.7%), aged between 31-40 years (147 individuals, 49%), had more than 15 years of service (150 individuals, 50%), and held a bachelor's degree (233 individuals, 77.7%). The results of the exploratory factor analysis of the researcher-made questionnaire on the supervision of educational and training leaders in primary schools, completed by educational and training leaders and primary school teachers in Hormozgan province, are reported in Table 2.

Table 2. Results of the Exploratory Factor Analysis of the Researcher-Made Questionnaire on the Supervision of Educational and Training Leaders in Primary Schools Completed by Educational and Training Leaders and Primary School Teachers in Hormozgan Province

Factor	Number of Items	Factor Loading	AVE	Cronbach's Alpha	Composite Alpha
Leadership in Educational Enhancement	4	0.87	0.74	0.87	0.90
Leadership in Curriculum Development	2	0.87	0.91	0.83	0.87
Leadership in Staff Development	3	0.88	0.68	0.81	0.86
Theoretical and Scientific Skills	6	0.93	0.51	0.93	0.96
Technical and Technological Skills	6	0.93	0.59	0.95	0.97
Ethical and Professional Skills	6	0.93	0.68	0.90	0.92
Management and Leadership Skills	6	0.93	0.82	0.88	0.90
Communication Skills	6	0.91	0.97	0.93	0.95
Supervisory Model of Educational and Training Leaders	39	-----	-----	0.91	0.94

According to the results in Table 2, the supervisory model of educational and training leaders in primary schools had 39 items in 8 factors: leadership in educational improvement, curriculum enhancement, staff development, theoretical and scientific skills, technical and technological skills, ethical and professional skills, management and leadership skills, and communication skills. All items (except item 7, which was removed from the questionnaire) and factors had factor loadings higher than 0.50, the mean variance extracted for all factors was higher than 0.60, and the Cronbach's alpha and composite reliability for all factors were higher than 0.80. The fit indices of the supervisory model of educational and training leaders in primary schools indicated appropriate fit, as the normed fit index (NFI) was 0.92, higher than 0.90, and the standardized root mean square residual (SRMR) was 0.05, lower than 0.08. The results of the structural equation modeling of the researcher-made questionnaire on the supervision of educational and training leaders in primary schools, completed by educational and training leaders and primary school teachers in Hormozgan province, are reported in Figures 1 and 2 and Table 3, respectively.

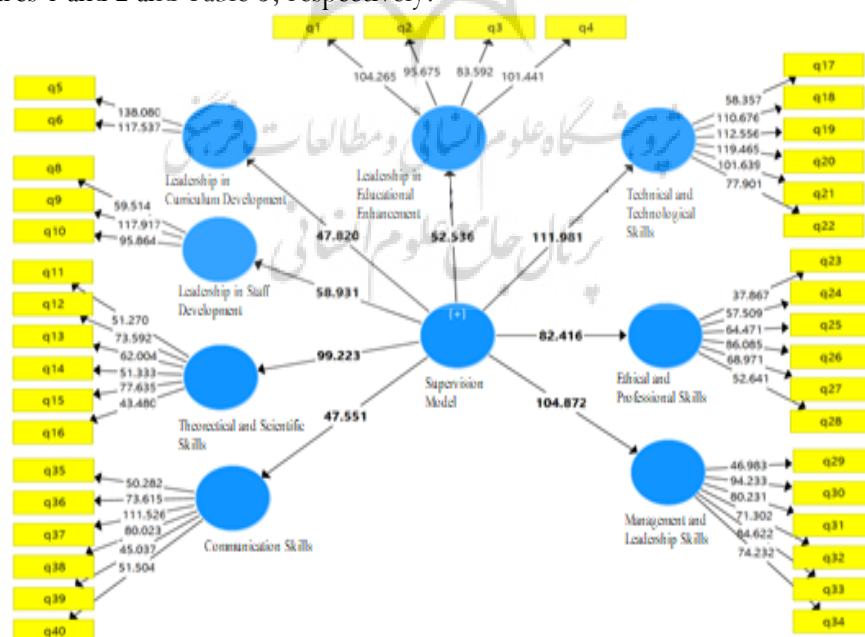


Figure 1. Results of the Structural Equation Modeling of the Researcher-Made Questionnaire (t-values)

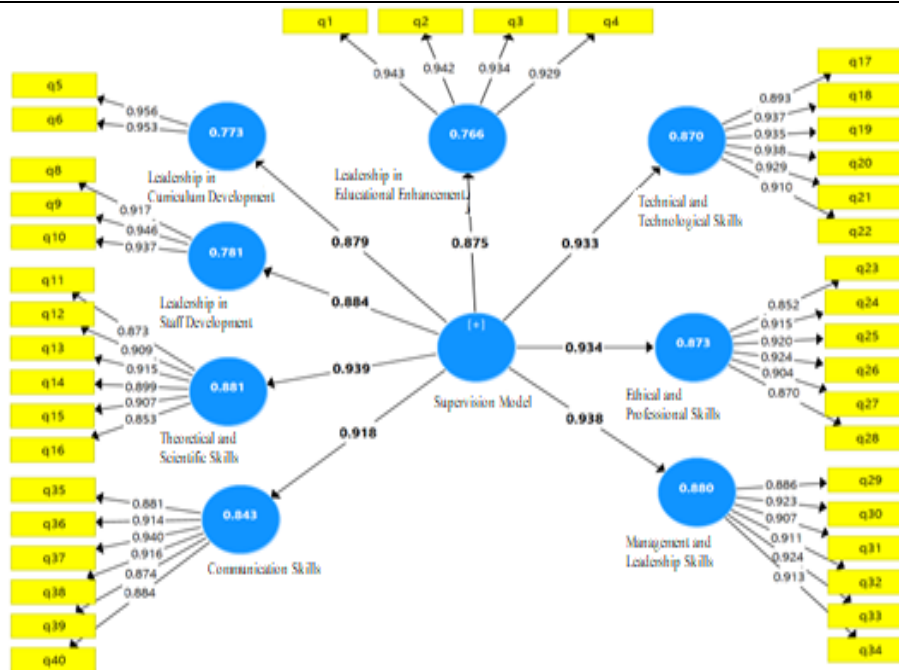


Figure 2. Results of the Structural Equation Modeling of the Researcher-Made Questionnaire (Beta values)

Table 3. Results of the Effects from the Exploratory Factor Analysis of the Researcher-Made Questionnaire on the Supervision of Educational and Training Leaders in Primary Schools Completed by Educational and Training Leaders and Primary School Teachers in Hormozgan Province

Effects	Factor Loading	t-value	p
Leadership in Educational Enhancement on the Supervisory Model of Educational and Training Leaders	0.87	52.53	<0.001
Leadership in Curriculum Development on the Supervisory Model of Educational and Training Leaders	0.87	47.82	<0.001
Leadership in Staff Development on the Supervisory Model of Educational and Training Leaders	0.88	58.93	<0.001
Theoretical and Scientific Skills on the Supervisory Model of Educational and Training Leaders	0.93	99.22	<0.001
Technical and Technological Skills on the Supervisory Model of Educational and Training Leaders	0.93	111.98	<0.001
Ethical and Professional Skills on the Supervisory Model of Educational and Training Leaders	0.93	82.41	<0.001
Management and Leadership Skills on the Supervisory Model of Educational and Training Leaders	0.93	104.87	<0.001
Communication Skills on the Supervisory Model of Educational and Training Leaders	0.91	47.55	<0.001

According to the results in Figures 1 and 2 and Table 3, each of the 8 factors had a significant and direct impact on the supervisory model of educational and training leaders in primary schools ($P < 0.001$).

4. Conclusion

Given the importance of educational and training leaders, the present study aimed to design and formulate a supervisory model for educational and training leaders in primary schools.

The findings of the current research revealed that the supervisory model for educational and training leaders in primary schools comprised 39 items across 8 factors: leadership in educational enhancement, curriculum development, staff development, theoretical and scientific skills, technical and technological skills, ethical and professional skills, management and leadership skills, and communication skills. All items (except one) and factors had factor loadings above 0.50, the mean variance extracted for all factors was above 0.60, and

the Cronbach's alpha and composite reliability for all factors were above 0.80. Additionally, the supervisory model for educational and training leaders in primary schools demonstrated an appropriate fit, and each of the 8 factors had a significant and direct effect on the model. While most research in the field of educational and training leaders has been qualitative, the results of this study align with the findings of studies by Mohammadi Pouya et al. (2022), Khorshidi (2022), Abedinia et al. (2020), Izan et al. (2020), Oliva and Pawlas (2018), and Ozdemir and Yirci (2015).

To explain the findings of this study, it can be said that to improve management and facilitate the supervision and guidance of educational, administrative, and financial activities in schools, educational and training leaders are needed to guide and oversee the educational and training process in schools. These leaders, being official and contracted personnel of the education system, are endowed with up-to-date knowledge and skills, directing, leading, and supervising educational processes through appropriate methods and techniques with a focus on school activities, administrators, teachers, and other staff to achieve school excellence and professional growth in line with educational goals. Such individuals must possess characteristics like the ability to communicate and influence others, social acceptance, teaching skills, guiding individuals towards new and advanced methods, motivation, modern technology use, recognizing and utilizing educational tools and materials, analytical skills, understanding environmental conditions, and conducting necessary in-service training for teachers. Therefore, educational and training leaders are individuals who, with their knowledge and skill competencies, guide, lead, and supervise educational processes through appropriate methods and techniques focused on school activities, administrators, teachers, and other staff towards achieving educational excellence and professional growth.

Other findings of this study suggest that in the factor of leadership in educational enhancement, strategies such as identifying educational problems, utilizing all educational resources, conducting professional workshops for teacher empowerment, policy-making and educational planning, creativity and innovation, extensive communication with other educational factors, and providing practical solutions for educational problems should be used. Similarly, in the factor of curriculum development leadership, strategies such as assisting in curriculum development, utilizing all resources of the educational organization and school, budgeting lessons, interactive participation with colleagues, information and knowledge exchange, conducting training workshops for empowerment, and continuous interaction with teachers can be employed. Moreover, in the factor of staff development leadership, professional and relationship ethics, critical thinking skills, avoiding emotional and irrelevant comments, commitment, adherence to Islamic and professional ethics, fulfilling duties and responsibilities, commitment to laws and regulations, maintaining professional relationships, teamwork, avoiding debate and side issues, flexibility, and acceptance of mistakes are important. In the theoretical and scientific skills factor, strategies like familiarity with educational and training theoretical foundations, connections with universities and educational centers, studying up-to-date educational resources, interactive and constructive communications, high endurance, knowledge-centeredness, specialization, and efficiency are vital. In the technical and technological skills factor, increasing familiarity with computers and social media, using new educational methods, staying updated with current technology, skills in producing software and educational media, organizing and coordinating tasks, enthusiasm for progress, and having short-term and long-term plans are recommended. Additionally, in the ethical and professional skills factor, elements like teaching and management experience, proficiency in educational and training areas, desirable personality traits, knowledge skills, and strong expression should be considered. In the management and leadership skills factor, strategies such as monitoring and understanding personal and others' perspectives, decision-making independence, recognizing the needs of teachers and students are necessary. Furthermore, in the communication skills factor, strategies like strong and impactful social communication skills, friendly relations with teachers, trustworthiness, and strong verbal and oratory skills can be beneficial. Considering the aforementioned factors, it is expected that the eight factors of leadership in educational enhancement, curriculum development leadership, staff development leadership, theoretical and scientific skills, technical and technological skills, ethical and professional skills, management and

leadership skills, and communication skills would have a significant and direct impact on the supervisory model of educational and training leaders in primary schools.

The main limitations of this study included the research population being limited to educational and training leaders and primary school teachers in Hormozgan province, and the limited quantitative research background on the supervisory model of educational and training leaders. Therefore, considering the importance of educational and training leaders, it is recommended that the present study be conducted on other employees involved in the primary education system, such as primary level officials, etc., and their results be compared with the findings of this study. Also, given that most previous studies have been qualitative, more quantitative research in this area is suggested. The results of this study have many practical implications for experts and planners in the education system, and they can take effective steps to improve the supervisory model of educational and training leaders in primary schools based on these findings.

Ethical Considerations

In the present study, ethical standards such as confidentiality and privacy were observed.

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Authors' Contributions

In the current research, the student was responsible for executing the questionnaire, data collection, data analysis, and drafting the initial article, while the professors were responsible for supervising data collection, data analysis, and finalizing the article.

Conflict of Interest

There was no conflict of interest in the present article.

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