



Identifying the Competencies of School Principals for Effective Leadership in Schools

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Abstract

This research aims to identify the competencies of school principals based on Iranian studies for effective leadership in schools. Therefore, this research has been developed using a qualitative method and using meta-synthesis strategy. Therefore, after checking the keywords of managers' competence in internal databases, 150 types of research were extracted from 2005 to 2020, and finally, 70 types of research were included in the final analysis. The results included 19 primary pre-organizer themes and six secondary pre-organizer themes. Secondary pre-organizer themes include; Individual competencies (with primary pre-organizer themes: personal, professional, and functional), interactive competencies (with primary pre-organizer themes: intra-organizational interactions, extra-organizational interactions, and team building and teamwork), job competencies (with primary pre-organizer themes: career development, human resource management, and job recognition), organizational competencies (with primary pre-organizer themes: leadership, managerial-executive, soft capacity making, organizational effectiveness, and organizational quality), technical-specialized competencies (with primary pre-organizer themes: technological skills and knowledge skills), financial competencies (with primary pre-organizer themes: budgeting, financial management and planning, and financial efficiency and effectiveness). In the end, in addition to the network of themes, a competency model of school principals has also been drawn based on the results

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Introduction

Today, because of the complexities of development, managers are one of the key elements toward developing and guiding the organization toward the goals and ideals of the organization. (Zahedi & Sheikh, 2010) Experts believe that the difference in the management of any organization causes the success and failure of institutions. According to Peter Drucker, any organization's main member is its management. Effective managers employ human resources in ways that lead to excellent performance and optimal levels of employee satisfaction. An effective manager can use 80-90% of people's abilities; therefore, for successful and effective management, it is necessary to benefit from inherent and gained competencies and skills (Rezaian, 2009). One of the most important organizations that should be receptive to changes and be able to guide themselves on the path of change are educational organizations and especially schools (Haj Hasani et al., 2020). The competence of the school principal provides a clear picture of knowledge, ability, experience, and personal and scientific characteristics needed by employees. It also has an effective and decisive role in the success and failure of organizations and organizational development and progress. (Bejani et al., 2018). Choosing competent principals for schools requires specific and sensitive criteria so that competent principals in schools can promote the development of education and educational progress (Rezaei & Tarin, 2017).

Therefore, to properly benefit from educational organizations, especially schools, principals must have special

competencies and capabilities to coordinate and integrate with the educational organization's goals, strategies, vision, etc., and get the educational organization to the best productivity and effectiveness. (Vaezi et al., 2019) For this reason, today, the competence of principals has been discussed in educational organizations (Chouhan & Srivastava, 2014). Because in today's modern society, more attention has been paid to the concept of competency in the fields of education, improvement, and professional development in educational organizations. (Suhairom et al., 2014) From the perspective of the cognitive concept, activists and scholars believe competency is not only a capacity or a characteristic of a person or a characteristic of a job, but it is an interaction between a person and a job (Derwik et al., 2016). School principals' competencies are like an iceberg, most of which is underwater, and a small part of which is skill and knowledge, which is at the top and has overflowed. Elements containing competencies are less visible, but they widely control and direct outward behavior, the social role and self-knowledge exist at the level of the individual's consciousness, but the specific traits and motivations are at the bottom of the iceberg, which is located under the water and are embedded in the depth of the individual (Toloueian, 2019).

In addition to being an operational executive at a high level, a school principal should also be a worthy role model in spreading the culture of change, talent management, and planning in different situations. In the education system, having capable human capital, especially in school

administration, can have a great effect in improving the quantitative and qualitative goals of the education system (Abbaspour et al., 2019). One of the most important challenges in the education sector, especially in today's schools in the education system, is the lack of a suitable model for employing and selecting, and appointing competent principals, and this has caused some inconsistencies and unfavorable conditions in the education process of the country. Educational organizations, especially schools, are among the places that attract the most attention from people. Educational organizations, especially schools, have a great contribution to the development of a country in the fields of economic, social, and cultural development. Because of having their indicators and characteristics, their management method is different compared to other institutions and organizations, because, in educational organizations, especially schools, the identity of people is formed. It is not possible to equate the measurement and evaluation of the identity of educated people in educational systems with different indexes of productivity in industrial organizations (Abbaspour et al., 2019). The school administration is one of several important posts in the educational system of any country, and a famous saying in school administration states that the person who manages the school manages the country. This famous saying shows the value and importance of educational

administration and the very serious responsibility of educational administrators in schools. For this reason, in choosing the principal of the school, one should be most careful and sensitive to the application, and principals should be selected based on scientific, behavioral, practical, etc. qualifications, and in this selection, only wise criteria should be considered, because emotional judgments and personal relationships undoubtedly have harm efforts to improve the level of competencies and skills of school administrators in the country, and in addition to not reducing the burden of problems of the education system, it also causes the failure to apply the correct methods of doing work and the effectiveness of education programs (Valaei et al., 2020).

Because the continuous improvement of school principals' competencies is necessary for facing threats and opportunities, but also for the principals' ability to make decisions, determine work policies, provide methodologies in times of crisis, and play new roles. And the ability to present innovative plans will add, for this purpose, it is necessary to define criteria for evaluating the required competencies and skills by the field of activity and the environment of the educational organization so that based on the results, decisions can be made about how to manage strategic plans (Bejani et al., 2018). In Table 1, several studies are mentioned in defining the competence of educational administrators.

Table 1: Definition of school administrators' competency

Author	Year	Definition
Shabani et al.	2018	Decision-making skills, perception skills, personality competencies, professional behavior, teamwork, communication skills, professional ethics, value competencies, human resource management, executive management, knowledge and skills, standardization, management
Khanifar et al.	2020	Knowledge, professional competence, personality, leadership, perceptual, executive characteristics, communication,
Valaei et al.	2020	Communication skills, development of team activities, application of positive capabilities of oneself and others, professional skills, leadership skills, business communication, encouragement and innovation and change, decision making.
Astaraki et al.	2022	Supervision and guidance, knowledge management, evaluation, decision-making, planning, professional ethics, creativity and innovation, communication skills, negotiation skills, information literacy, the use of new technologies in teaching, the skills of using information and communication technology, conducting research, conducting scientific and practical research, getting familiar with teaching methods and techniques and encouraging employees to teach effectively
Warman et al.	2022	Job position analysis, involve teachers in various scientific forums, forming a forum for friendship between teachers, improving teacher welfare, increasing supporting facilities and services as well as adding library collections, optimizing counseling guidance services, be able to consider cultural differences when assigning assignments to teachers in different cultural environments
Mallari	2022	Planning, organizing, staffing, decision-making, motivating, leading, controlling, be updated with the new trends in education, be competent in time management, be wise in leading the school

(Source: research findings)

A successful and effective educational organization creates and maintains its competitive advantage by developing people's competencies. The approach of competencies is very important for the development of school principals, because in this way school principals can develop and improve their performance, and by improving their performance, it improves the performance of the educational organization or school, and ultimately leads to progress and achieving the goals of educational organization. Achieving the goals of the educational organization means increasing the effectiveness of the educational organization. Therefore, the

existence of competent principals in schools is very important because it is not possible to find an educational organization that experiences continuous and sustainable growth unless it is guided by efficient managers and leaders, hence for better and correct execution of educational activities and getting to the strategies and goals of the educational organizations, especially schools it is necessary to determine the competencies needed now and in the future for principals and leaders so that they can help the school in having efficient and flexible units in the competitive environment (Esmaeili et al., 2018).

Based on the definitions presented in the table above, competence for educational administrators can be defined as a set of management skills that enable school principals to lead and manage an educational organization (school) to achieve the best performance and outputs with quality in the most optimal way. Skills for school administrators typically span a wide range of functions in cognitive and metacognitive (mental) skills, technology, finance, and human resources. It helps school principals to “prepare themselves for an effective leadership role in the future. Now, if they are principals, they can improve and grow their abilities.” According to what has been said, it is possible to improve the efficiency and effectiveness of schools in Iranian schools by developing the competencies of school principals, by institutionalizing these competencies, or by developing these competencies in Iranian school principals. Because managers are at the forefront of decision-making in schools, and if they have sufficient abilities and competencies, they can manage schools more favorably. There are many empirical pieces of evidence in this field.

In one of the recent studies, it has been indicated that there is a strong relationship between principals' focus on special education support (including behaviors related to planning and providing professional development) and teaching effectiveness, student achievement, and school organizational health (Liebowitz & Porter, 2019). Liebowitz and Porter (2019) concluded in their studies that the main behaviors of school principals, which include “organizational management” and “internal relations”, indicate a direct, effective, and meaningful relationship between these two main factors and

these factors significantly have a positive and meaningful relationship with student progress, organizational health, and teacher well-being. Studies show that strong principals in schools creates inclusive and collaborative decision-making processes, and by developing these processes, they develop leadership skills in school members, so that by developing these characteristics in schools, students learn more effectively and optimally (Simon & Johnson, 2015). School principals who operate effectively and efficiently in the school cause professional learning for the members of the educational organization and help the members of the educational organization to learn about curricular and educational developments (Robinson et al., 2008).

The presence of competent managers improves the knowledge and capacity of school principals to support teachers and increases their credibility and legitimacy as educational leaders in schools (Murphy et al., 2006). Competent managers can correctly identify the professional learning needed to develop the skills and knowledge of the entire educational organization and also create opportunities to observe professional learning feedback in small groups of teachers or target groups (Leithwood, 2012). They also help teachers' professional development on an individual level to identify each teacher's needs and strengths. For example, the setting of a mentoring relationship can provide an appropriate and effective individual experience for both mentor and mentee (Ingersoll & Strong, 2011). Competent administrators respect the competencies and capabilities and expertise of the members of the educational organization and teachers and value the existence of teachers and

believe that the importance of teachers and their characteristics is beyond the school (Murphy et al., 2006). The existence of trust-based relationships between competent administrators and teachers improves teachers' performance, and this trust helps teachers become more professional (Tschannen-Moran & Gareis, 2015) and have more effective instructional behaviors (Wahlstrom & Louis, 2008).

Competent administrators in schools can support teachers by instilling a sense of trust in teachers and can also properly protect teachers from competing expectations that arise from external accountability processes and also protect teachers' time and energy in a way that makes any obstacle that may endanger the vision and goals of the school (Hitt & Tucker, 2016).

Referring to the above explanations about the importance of human resources in the educational organization and at the top of this pyramid, school principals as decision-makers in educational organizations in the competitive and complex environment of today's world, dealing with the issue of competency of school principals in various cognitive, skill, individual features, becomes more critical. Therefore, this article has been compiled to present a comprehensive model of school principals' competency by applying a meta-synthesis strategy with a comprehensive analysis of the studies conducted on school principals' competency in domestic studies.

This research has been compiled by applying a meta-synthesis approach through content analysis of internal articles in a specific field. This method gathers, integrates, and interprets the results of studies conducted in this field by producing more comprehensive

findings in a specific subject area through a systematic approach. Therefore, it provides a deeper analytical context for writers to understand the subject. After that, by identifying the competencies of the school principals, it is possible to have effective leadership in the school and, improve the quality of the outputs of the education system.

So, to achieve this objective, the following question has been considered:

- According to Iranian studies, the competencies of school principals are divided into how numerous categories for effective leadership in schools?

1. Literature Review

The word "competence" means worthiness, expertise, skill, and mastery, or it means competency, capability, and ability. (Ebrahimzadeh & Nazem, 2018) Of course, it is considered that the written proximity of two words that are close to each other (Competency) and (Competence), has confused the use of these words in various articles. Competency is something that describes how a job or work should be done efficiently, while competence only describes what needs to be done (Pourabedi et al., 2016). Abdollahi et al., (2016) in a research based on the identification of job duties and job responsibilities and the identification of the competencies of education managers, state that the identification of these competencies is a prerequisite for designing educational programs and professional and career development for them. The results of the research regarding the identified competencies were classified: A- Common (general) competencies include personality and moral characteristics - cognitive competence - striving for excellence - interpersonal competence. B- Special

competencies include B-1- Technical and occupational competencies, B-2- Organizational competencies that have sub-competencies such as business competency, leadership, performance management, strategic thinking, and decision making. There are two different thoughts on defining competence. Therefore, in explaining the concept of competence, it is essential to understand the concept of knowledge, skill, and the relationship between these concepts. The knowledge of what a person should know to realize the competencies of his role and the skill of what a person should be able to do in the practical dimension to realize the competencies of his role (Zareai matin et al., 2014).

In one study, the main goal of the research is to provide a leadership competency model for elementary school principals. The results of the research on the competence components of educational administrators include: strategic planning components; including strategic thinking, foresight, and goal setting; Comprehensive management components, including behavior management, resource management, cost management, contingency management, motivation; Knowledge-enhancing components include scientific expertise, educational knowledge, management knowledge, communication knowledge, research skills, communication skills, creating communication networks, knowledge of school activities, knowledge of values, knowledge of the environment, knowledge of structure; The components of individual characteristics include moral, behavioral, personality, attitudinal, intelligence, and beliefs, as well as the components of credit, including credit among school administrators, moral credit, the agent of

change and transformation (Goore Jili & Rahimi, 2021). Another research has investigated the professional competencies of educational administrators from the point of view of school principals, teachers, and experts of educational courses, which sought to investigate the components of competence of school principals and the difference in the views of constituents about these components. The results showed that the professional competencies of educational administrators are composed of a set of four components of knowledge, values, skills, and personal characteristics, and all the people of the studied group, which included school principals, teachers, and experts, confirmed the school principals' competencies' components and there is no significant difference between the views of the groups in terms of all the components of competence (Jahanian & Sahandi Torogh, 2017).

Everyone's belief in the importance of allocating appropriate resources to support education and skills development indicates the need to focus on it more than in the past. Competence development is a key factor in supporting creativity, innovation, effectiveness, and efficiency. Today's world is much more complicated than in the past because of the extensive developments in all fields, including education, and managers must have the ability and competence to face challenges. Development of management skills, including effective communication, the ability to solve problems, ethical decisions, and setting goals, can help managers to act effectively in the face of challenges and provide the basis for progress in the future. Educational organizations are

one of the most important fields of progress and development in a country. The smallest organizational unit in the educational system is the school, and the school principal is at the heart of it. Appointing and choosing the school principal based on competency

approaches shortens the path to success and the goals of schools and educational organizations (Nakhei et al., 2018). Various approaches have been proposed in the design and compilation of competency models, which are summarized in Table (2);

Table 2: Approaches to designing and compiling competency models (Rezayat et al, 2011)

Approach	Approach Description
Adaptation (Modeling)	The adaptive approach is the fastest and easiest way to obtain a competency model. In this approach, the applicant organization exploits the existing competency models without any changes.
Design adaptation	In this approach, organizations and institutions select one of the existing models that best suits the needs of the applicant organization, modify it and exploit it.
Design	This approach, among other approaches, is considered the most comprehensive approach that the applicant organization takes in order to design and develop the competency model it needs.

Today, the realization of the goals and plans of countries in the direction of economic and social growth and development is based on improving productivity in education. It is expected that, based on the needs and necessities of society, the capabilities and new skills of human resources are needed, and the movement towards improving the quality and productivity starts from the school. This is not possible except in the shadow of responsibility and commitment to conduct the educational and professional and specialized activities of the educational staff. The beginning of this movement from schools by creating a safe and orderly environment, and setting a clear vision, mission, and goals. Strong educational leadership, high expectations for greater success, creating rich and varied learning opportunities. Therefore, the role of an effective manager and leader in schools and the appointment of a

competent administrator in schools are important, and this issue makes the study of the competencies of school principals an important issue (Entezari, 2017).

Another research has studied the role of professional leadership of school principals in the development of students' competency, considering the mediation of teachers' professionalization, trust, and cooperation between teachers of Babol schools. The results of the research show that there is a positive and significant relationship between the development of competence of students with competent school principals, trust and cooperation between teachers, and professionalization of teachers. Professional and competent school principals and leaders have a direct and significant effect on the professionalization of teachers; also, professional leadership and competent school principals have an indirect and

significant effect on the professionalization of teachers by mediating trust and cooperation between teachers. The professionalization of teachers has a direct and significant effect on the development of students' competence. Professional leadership in schools and competent school principals play an indirect and significant effect on the development of students' competence by mediating trust and cooperation between teachers and teachers' professionalization. Finally, the results of the research emphasize the role of professional leadership and competent school principals in the professional growth of teachers and, increasing the competence of students (Ghasemian Dastjerdi et al., 2019).

Most experts in the educational and technical fields believe that separating competency levels is necessary to provide a meaningful assessment. Competency levels can have different uses. Its main applications are in identifying people's current level of competence and determining the level of competence required for each category of managers. Certainly, not all people in different management positions need all the competencies equally. In addition, when preparing the competency model for each category of managers, it is necessary to act based on one level or a combination of them. Therefore, the leveling of competencies is necessary (Khorshidi & Ekrami, 2018; Karami & Salehi, 2009). Based on this, the main leveling of competencies is mentioned. Competence can be distinguished into three levels; 1) Individual level: competencies include the skills, attitudes, characteristics, motivations

and capacities, and qualifications of managers; 2) Organizational level: competence includes a special method of combining various resources of the organization with each other, competence includes the mutual combination of knowledge and skills of employees with other resources of the organization, such as knowledge of systems, current affairs, procedures, and technological products, the core competency at this level brings a strategic competitive advantage to the organization; 3) Strategic level: Competencies mean creating and maintaining competitive advantage through a specific combination of knowledge, skills, structures, strategies, and processes. (Khorshidi & Ekrami, 2018)

In this research, to create a summary of the information available in the literature for the design of the competence model of the managers of educational organizations, the qualitative method and specifically the meta-synthesis strategy has been used (Hoon, 2013). Meta-synthesis is about understanding and describing themes, key points, and recurring themes in a research stream (Lazazzara et al., 2020; Dixon-Woods et al., 2007). The meta-synthesis method has a different structure from the meta-analysis method. Because it collects, interprets, and integrates studies related to a specific topic to produce comprehensive results. The meta-analysis method estimates the combination of data from different studies to evaluate the overall effect (Clemmens, 2003). The steps of conducting the research were as follows

¹; the first step was to set the research question, which is that the competencies of managers of educational organizations are divided into how numerous categories based on the studies conducted inside the country? In the second step, a systematic review of the literature was conducted, so by searching the keyword of competence of managers in the internal databases: Magiran, Noormags, Humanities, SID; in the period 2005-2020, all internal studies in competence of managers with several 150 studies were collected.

The third step was to search and select the relevant articles. After reading the articles in three sections: title, abstract, and text, the articles were analyzed, so out of the 150 types of research collected, 70 research made it to the final analysis. The CASP form was used to evaluate the quality of the articles. This form is a tool to assess the quality of primary qualitative research studies. This 10-question tool helps the researcher determine the studies'

accuracy, validity, and importance. The questions reflect the following aspects; 1) research objectives; 2) the logic of the method; 3) research plan; 4) sampling method; 5) data collection; 6) reflectivity; 7) ethical considerations; 8) accuracy in data analysis; 9) a clear statement of findings; 10) research value. Then the researcher assigns a minor score to each question and creates a form to count the scores of the articles. Based on the scoring of this tool, articles with a score of less than 30 are removed. Excellent (40-50), Very Good (31-40), Good (21-30), Average (11-20), and Poor (0-10). In addition, in this research, in scoring relevant articles, the researcher also included the frequency of basic themes (key concepts) extracted from each article. Based on the points given, the highest score among the articles was (47) and the lowest was (22). This process is depicted in figure (1) (adapted from Maggio et al., 2019);

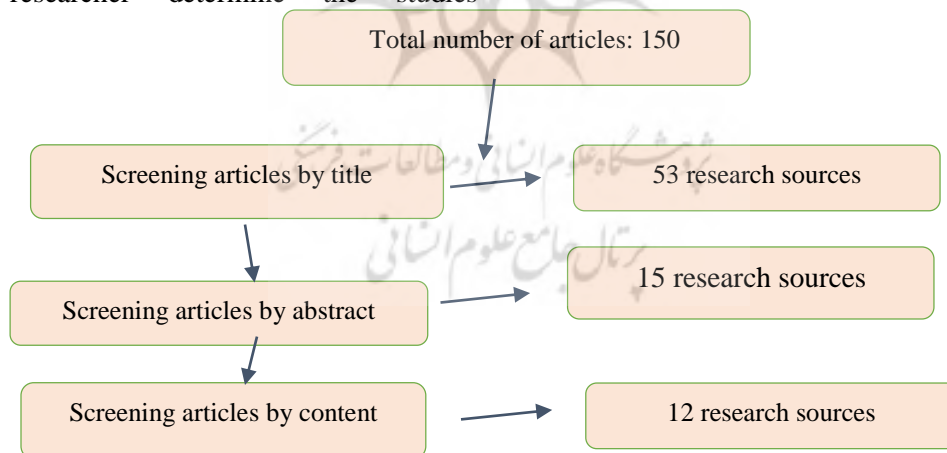


Figure1: Screening process of studied articles:

The fourth step was extracting the information from the articles, and this information was implemented, analyzed, and categorized in separate forms. For the sake of brevity, their tables were avoided. The fifth step was analyzing and combining information. Therefore, after reviewing and reading each article, the concepts related to each one were counted. After repeating back and forth, the concepts were integrated into each other according to the similarities of the meaning and formed the primary pre-organizing themes. Then the primary pre-organizing themes were also the basis of integration commonalities that were categorized as secondary pre-organizing themes. In the end, the theme network is drawn. This method is known as the thematic analysis method. This method is a process for analyzing textual data and transforms scattered and diverse data into rich and detailed data (Khanmohammadi et al., 2014).

The sixth step was to control the quality of the results. To ensure the quality of the research findings, the following measures were taken: 1) Analysis and review by the research colleagues in such a way that after the content analysis of the interviews, the researcher provided their results to the colleagues to give their expert and expert opinion in analysis. The data were presented, and the results were presented with repeated reviews. This strategy is under the strategy of validating qualitative results under the title of Peer debriefing. It is a method to increase the accuracy of qualitative research, which guides research design, data collection, and data analysis through interaction between the researcher and other people who have experience in research methods (Tabatabaei et al., 2013); 2) It has been done through continuous

comparative analysis (CCDA) and the researcher repeatedly goes back and forth between the three stages of coding, with repeated questions and re-comparisons regarding the accuracy, consistency, stability, meaningfulness, and verifiability of the pattern and research findings has done. To reach this stage, the necessary corrections have been made with the CCDA method, and as a result, the final model has both conceptual density and conceptual differentiation and thus has the explanatory power (Farastkhah, 2016).

Results

The answer to the research question, according to Iranian studies, is the competencies of school principals divided into how numerous categories for effective leadership in schools?

As stated earlier, after reviewing and reading each article, the concepts related to each were counted, and after repeated back and forth, the concepts were integrated into each other according to the similarities of the meaning and formed the primary pre-organizing themes, and then the primary pre-organizers were also grouped according to the integration commonalities as secondary pre-organizer themes. This process is described in table (3);

Table3: Content analysis of the studies conducted in the field of competence of managers of educational organizations

Key concepts	Primary pre-organizing themes	Secondary pre-organizing themes	The main theme
truthfulness/decency/justice and fairness/adherence to moral values/realism/adviser/optimist/openness/tolerance/loyalty/quenching anger/piety/seeking truth and moderation/covering faults and avoiding faults like/ contentment/ rejection of talkers/ committed/ brave/ benevolent/ patient and tolerant/ empathy/ professional ethics/ visionary/ hardworking / having artistic and aesthetic taste/ avoiding idleness and idleness/ unity of word and deed/ time Knowledge/ moral and value sensitivity towards issues/ away from arrogance and pride/ away from envy and anger/ self-preservation/ chastity/ extroversion/ lawfulness/ humility and politeness/ open to criticism/ conscientious/ orderly/ trustworthy/ ability to say no in times of need/selfless/simple living/patriotic/struggle with self/trustworthy/experienced/people oriented/stubborn	Personality		Managers' competency in educational organizations
Competitive intelligence/ability to analyze decisions/international awareness/customer-oriented/imaging power/analytical thinking/strategic thinking/self-learner/experience of success in previous job/self-image (self-understanding)/business sense/depersonalization/creative/high resilience / macro and comprehensive / problem solver / active listener / self-confident / responsible / decisive / risk-taking / flexible / stress management / planner / with negotiation and persuasion skills / successful management experience / forward-looking / accurate and deep-thinking / strategic thinking / ethical intelligence / managerial intelligence / organizational intelligence / systematic thinking / coaching / having a customer-oriented spirit / working in ambiguous conditions / job-related expertise and education / critical thinking / learner in the workplace / marketer / time management / intelligence Operational/ Standard oriented/ Attention to one's social responsibility/ Desire for success/ Ability to research and investigate/ Spirit appropriate to the job/ Skilled in understanding	Professional	Individual competencies	

<p>and industry knowledge/ Meeting management/ Influence and impact/ Conceptual thinking/ Self-awareness/ Information processor/ Multidisciplinary knowledge / self-control / self-evaluation / self-monitoring / having the ability to consult / decision maker / organizational affiliation / making preventive decisions No/ professional independence/ possessing business sense/ business partner/ tolerance of ambiguity/ acceptance of various ideas/ body language/ possessing the power of inference/ project evaluator/ management under pressure/ identifying different situations/ project management/ systematism/ goal orientation/ resistance against failures / having the skill to work with people from different cultures / willingness to accept mistakes / sensitive to cultural differences / consistency and behavioral stability / continuous learner / innovator / guardian of social values / sorting and documenting information / ability to identify Problem solver/multifaceted thinking/ideas/inquisitive spirit/boldness in action and execution/courage in expressing personal opinions and opinion/professional developer/behavior analysis ability/having working knowledge/good public reputation/high public relations/presenter Immediate responses corresponding to unexpected changes / mental agility and high reaction speed</p>			
<p>Controlling problems with sensitivity / paying attention to organizational interests instead of individual interests / managing crises / using positive capabilities of oneself and others / creating motivation for others / active presence in circles / result-oriented and persistent / effectiveness of the leader / creator of public consensus / encouraging subordinates to risk-taking / encouraging subordinates to self-initiate and self-regulate / gaining the trust of subordinates to share their hidden knowledge / paying attention to the self-esteem of employees / making trust / maximizing learning opportunities in the organization with various mechanisms / promoting values in the organization / supporting and promoting employees / identifying and developing employees' competencies / developing subordinates / spreading new ideas in the</p>	<p>Functional</p>		

organization / creating value for the organization's employees / consulting and giving importance to the organization's employees / using scenario programs, retrospective and Experience and analyze information to predict the future/ view subordinates as stakeholders to achieve a common goal			
Development of informal communication in the organization / effective communication with superiors and subordinates /making building a network of social communication / development of written communication / development of oral communication / helping to establish good relations between employees in the organization / positive, stable and long-term communication with employees / synergy in Cooperation within the organization/ Establishing transparent communication in the organization	Intra-organization al		interactive competencies
Communication with external stakeholders/interactive networking with other organizations/facilitator of external communication with other organizations/ability to create coordination with external partners/synergy in extra-organizational collaborations	Extra-organization al		
Development of group activities/ development of work teams/ doing things in a group form/ emphasis on free thinking in group decisions	Team building and teamwork		
job evaluation / career development system / comprehensive performance-based reward system / emphasis on multiple capabilities in order to develop a career path / ability to draw a career path / understanding career development techniques	Job development		
Manpower planning for organizational jobs/ attracting skilled and competent human resources/ monitoring human resources performance/ quick response to challenges related to the organization's human resources/ appropriate division of labor	Human resource management		job competencies
Having job information/ability to do work related to job goals/job analysis/role analysis/knowning the special features of each job	Job recognition		
The ability to define the vision for the organization/organization and efficient planning for the organization/full knowledge and respect for the past of the organization	Leadership		organizational competencies

<p>[knowledge of the organization]/having the competence to determine the missions and missions of the organization/having the competence to determine the strategies of the organization/determining the activities and The key processes of the organization/ paying attention to the specific characteristics of each organization/ regularizing the organization's policies/ preparing the organization's goals/ analyzing the macro environment/ analyzing industrial environments</p>			
<p>Compliance of laws with ethical standards/ attention to succession in the organization/ ability to coordinate activities in the organization/ analysis of opportunities and challenges of the organization/ performance management in the organization/ effective and efficient management/ openness of management styles/ knowledge management in the organization/ making capacity for the organization/Clarification in the organization's performance/Decentralization and delegation of authority/Development of employee improvement and empowerment programs/Development of programs to improve the quality of working life of organization members/Conflict management/Identification and analysis of the organization's needs/Management support/Performance recognition and analysis External competitors of the organization / cross-departmental management / application of various decision-making tools including mathematical models and decision-making matrix / management according to macro standards / management of complex issues of the organization / emphasis on shortening administrative processes and procedures / introducing the importance of operational plans to stakeholders Beneficiaries and employees in order to create an executive guarantee / management of beneficiaries / setting strategic goals for employees / searching and discovering alternative management methods</p>	<p>Managerial-executive</p>		
<p>Creating changes/encouraging innovation/creating a constructive organizational culture/balancing environmental changes with adaptation/change management/changing and guiding organizational culture/creating a culture of</p>	<p>Soft capacity making</p>		

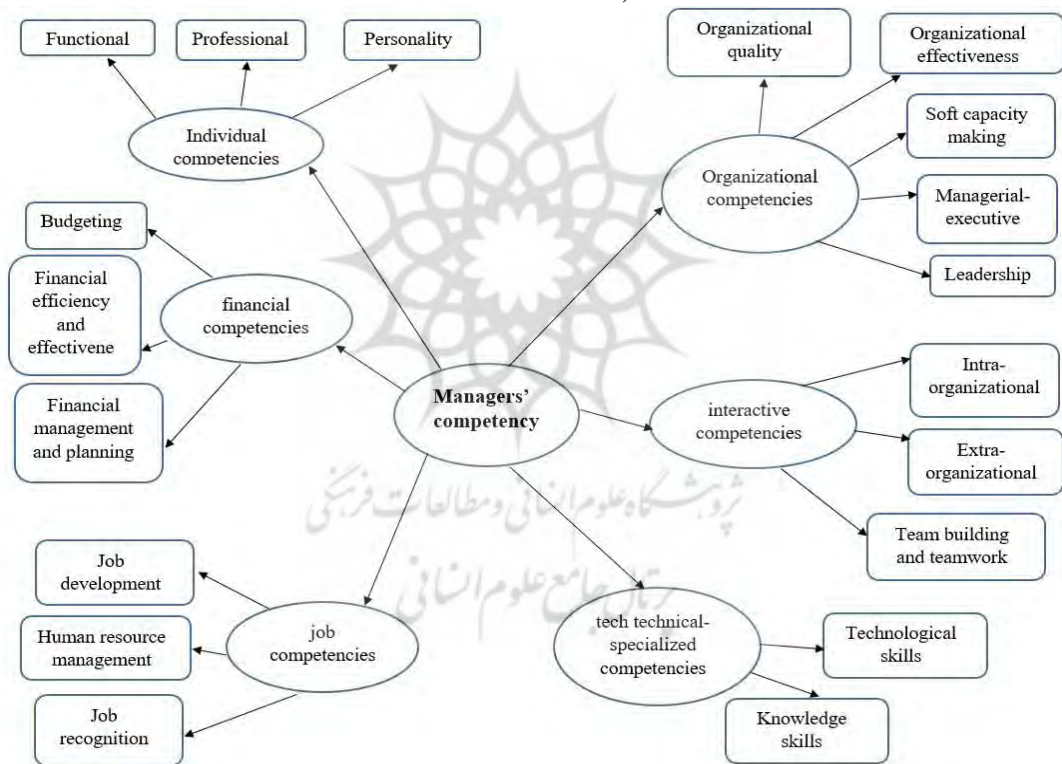
gender justice in the organization/organizational management			
Understanding the realities of the organization/organizational cohesion/creating trust in the organizational environment/adherence to organizational values/identifying uncertainties/emphasizing the improvement of organizational intelligence for quick and accurate analysis of environmental information/accepting and implementing reengineering in the organization/emphasis on Identifying the barriers in the system/emphasis on activity-based costing/taking proactive measures in the age of hyper-complexity/understanding hyper-complexity in today's world/dealing with organizational blindness to stay in the current situation	Organization al effectiveness		
Commitment to create quality in the organization/ monitoring quality performance/creating a comprehensive evaluation system in the organization/implementing continuous processes in order to improve quality	Organization al quality		
Estimating and prioritizing the organization's budget/following up to provide financial resources needed for the organization/identifying new resources/monitoring and attracting investors	Budgeting		
Understanding the concept of financial management/financial targeting/financial analysis/ability to interpret financial reports/financial understanding/financial management/financial accountability/financial reporting/having financial literacy/financial evaluation and planning/financial discipline	Financial management and planning	financial competencies	
Economic evaluation of investments/predicting the effect of financial decisions/paying attention to the skills of cost and benefit analysis/optimizing financial resources/cost control and management	Financial efficiency and effectiveness		
Media literacy/digital literacy/ICDL mastery, ability to work with office automation/software mastery/internet knowledge/ability to work in virtual space	Technologic al skills		
Familiarity and mastery of the English language/familiarity with concepts and theories of public relations/ familiarity with management methods/ familiarity with lean management [reducing waste of facilities and maximum use of	Knowledge skills	technical-specialized competencies	

facilities/ familiarity with project management/ possessing management and marketing knowledge/ Comprehensive knowledge of the domestic industry/ knowledge of the industry of other countries/ familiarity with organizational behavior/ familiarity with economic needs/ familiarity with laws and regulations			
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In the next stage of categorizing the key concepts of the articles, by choosing the main theme (competence of managers of educational organizations),

other themes (primary and secondary pre-organizing themes) were connected and the theme network was drawn;

Figure 2: Network of competency themes of school principals (Source: research results)



Discussion and conclusion

In research, it has been indicated that school principals play a key role in changing and improving the conditions in the school and the classroom and supervising teachers, and in the

meantime, student learning and the impact of school principals on it have not been addressed (Louis et al., 2010). And to investigate this impact, it is possible to analyze the way competent school principals put on the level of

commitment and motivation of teachers, working conditions, and delegation of authority to teachers in the classroom (Leithwood et al., 2006).

Therefore, the purpose of this study was to analyze the comprehensive content of internal studies conducted in the competence of managers to provide a complete model in this field for educational organizations. Secondary pre-organizer themes include; Individual competencies (with primary pre-organizer themes: personal, professional, and functional), interactive competencies (with primary pre-organizer themes: intra-organizational interactions, extra-organizational interactions, and team building and teamwork), job competencies (with primary pre-organizer themes: job development, human resource management, and job recognition), organizational competencies (with primary pre-organizer themes: leadership, managerial-executive, soft capacity making, organizational effectiveness, and organizational quality), technical-specialized competencies (with primary pre-organizer themes: technological skills and knowledge skills), financial competencies (with primary pre-organizer themes: budgeting, financial management and planning, and financial efficiency and effectiveness). Pre-organizer themes; Individual competencies with the results of foreign research by Hsieh et al. (2012); Wiek et al. (2011) are consistent. Interactive competencies with the research results of Xu and Wang (2009) such as communicating effectively with customers, establishing collaborative relationships based on trust, integrating work teams, and setting tasks and goals for work teams, overlap. Job

competencies with the research results of Wang (2013) with things like; Job recognition, job action and attitude, job regulation, and control are aligned. Organizational competencies with the research results of Mikušová and Čopíková (2016) with concepts such as Understanding the values of the organization, vision, and missions of the organization, formulating short and long-term plans for the organization, sharing information and achievements of the organization overlap. Technical-specialist competencies with the research results of Mitchelmore & Rowley (2010), Jałocha et al. (2014), Asumeng (2014) overlap. Financial competencies with the research results of Salomo et al. (2008) with competencies such as financial management, financial diversification, liquidity management, financial knowledge, and accounting knowledge overlap.

Research proposals

- It is suggested to the next researchers to evaluate the current situation of Iranian school principals in terms of managerial competencies with a quantitative method using a questionnaire. It is also suggested to future researchers based on the results of this research to develop these competencies in Iranian school principals using the research method mixed with interviews, and then using advanced quantitative methods (multilevel analysis) to make a more accurate quantitative assessment of address the issue.

Policy proposals

- It is suggested that policymakers of Iran's education system should pay attention to these competencies in the selection of

administrators with the approach of evaluation centers.

- It is suggested that Iran's education policymakers systematically develop these competencies in the current principals of Iranian schools

- It is suggested that school administrators develop these competencies in themselves

- It is suggested to collect the competencies of school principals in other countries with comparative methods and use their experiences as well.

- It is suggested that in the basic and main documents of Iran's education system, serious attention should be paid to the competence of administrators.

- It is suggested that the salaries, benefits and performance ranking of school principals be based on these competencies using several evaluation tools.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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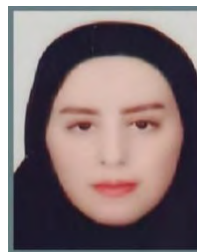
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