Analysis of the dimensions and components of the self-development model of primary school principals in Khuzestan Province

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Received Date:23/08/2025 Accepted Date:31/10/2025

Pp: 33-53

Abstract

The present study was conducted with the aim of analyzing the dimensions and components of the self-development model of primary school principals in Khuzestan Province. The research method was mixed. The research community in the qualitative part included experts who were interviewed with 16 based on the saturation rule. In the quantitative part, the community included all school principals in Khuzestan Province, 3460 people, of which 346 people were determined using the random sampling method and with the help of the Morgan table. To collect data, a semi-structured interview and a researcher-made professional self-development questionnaire with reliability (α = 0.97) were used, which examines 5 dimensions of professional self-development. The results of the qualitative analysis led to the identification of 5 dimensions of professional self-development. Analysis using LISREL software and structural equation modeling analysis showed that the structural model of professional self-development of elementary school principals had five key dimensions, including professional self-development competencies, self-development action and implementation, self-development planning, self-development intention, and factors affecting self-development, which had a good fit with the data. The results showed that the factors with a path coefficient of (γ = 0.52) affected the desire for professional self-development. Also, the desire for professional self-development with a path coefficient of (γ = 0.92) affected self-development planning. In addition, planning with a path coefficient of (γ = 0.95) affected self-development action and practice. Finally, action and practice have affected professional self-development competencies with a path coefficient of (γ = 0.83).

Key Words: Professional self-development, elementary school principals, Khuzestan Province

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Introduction

Among the various human resource management activities, human resource development is considered to be one of the most common and cost-effective activities. These activities include new skills, improving existing skills, and effective behaviors and methods on employees. Human resource development is any positive process or activity that has the potential to develop work-based knowledge, expertise, profitability, and satisfaction in the short or long term. Which is for individual, group, team results or for the resources of an organization, society, nation, or ultimately all of humanity (1). A new approach that has recently attracted the attention of experts is called self-development, which will be highly compatible with the spirit of scientific independence and self-governance of faculty members.

In self-development, individuals are responsible for their own professional growth and seek out opportunities for self-development. Self-development activities are voluntary activities that individuals intentionally undertake to learn new things for a new job or to develop their job skills and knowledge. Self-development activities are not required of the individual by the organization. Self-development includes any activity that an individual undertakes to improve their skills as an organizational member (2). Authors have attempted to clarify the differences and distinctions between definitions and concepts, books and materials, and self-development methods in their respective fields and areas (3). The emergence of self-development books and programs began in the 1950s (4) and has been documented in recent publications (5). The growth of self-development programs has been estimated to be worth billions of dollars (6). However, self-development has not yet been studied in depth (7), which has necessitated research and exploration of this concept in different environments and organizations in order to gradually identify practical approaches to developing individuals in the organization under this approach. Accordingly, the present study was conducted with the key question of what is the structural model of self-development of elementary school and university principals?

To better understand self-development, it is first necessary to understand human resource development. Human resource development is a field of practice and theory that focuses on the design of planned activities to facilitate learning and development in an organization in a way that benefits both the organization and the learners (8). Human resource development has been defined as a system of performance in an organization that encompasses all activities related to the training and development of employees (9). It defines human resource development as policies and programs that support equal opportunities for the acquisition and continuous application of skills, knowledge, attitudes, and competencies that promote individual autonomy and are mutually beneficial to the organization, the individual, society, and the learning environment (10). As

mentioned, self-development is a new approach that has recently been proposed in human resource development. Self-development is the growth and development of an individual that is accompanied by taking responsibility for increasing one's own learning and choosing the means to achieve it. Therefore, confronting individuals with real problems is better than teaching them theoretically, and this has been recognized as an important source of learning and development in the world of human resource management. Accordingly, self-development is the initiator of an effort towards personal development and accepting suggestions in the field of strategies, tactics and working with human resources. In simpler terms, the main goal of self-development is not only to guide the individual towards progress but also to pave the way for his/her progress at all levels (11). Self-development is a process in which learners are responsible for creating and establishing learning conditions, content, context and stages of learning (12). With a learning and education-based perspective, self-development will play a key role in determining the dimensions and requirements of learning. The individual-centered or learner-centered approach, since it is designed and implemented based on the specific needs of each individual, will be more effective and efficient. The organization will not pay the huge costs of general learning and training courses that have little effectiveness. Instead, by providing learning resources and providing consulting services in the learning process, it will help individuals develop themselves and, while realizing the individual goals of employees, it will also achieve organizational goals. Self-development requires individuals who take the primary responsibility for planning, implementing, and evaluating learning experiences. This development can take place through a number of learning opportunities, including work experiences, periodic seminars, workshops, or professional conferences. Also, self-development is a process initiated by the individual that the organization has not formally requested from the individuals or their supervisors (13). Khasanova and Karimova (14) have designed a model of professional self-development for educators that includes six key components. On one side is the society and the government, and on the other side is the professional self-development system that works in both collaborative and individual ways. In this model, formal and informal training and apprenticeships are also considered. The educational environment acts as a platform in which there is an interactive relationship between teachers and students. This model emphasizes that self-development events should occur within the educational environment and within the real educational life of individuals. In this model, two forms of teacher support for professional self-development activities occur simultaneously, one collaborative and the other individual.

Research background

Baldergaran et al. (15) have investigated the role of technology in inspiring professional self-development in their research, and some of their results have shown that professional self-development will be part of the future inspirational behaviors of teachers and trainers. According to their definition, professional self-development inspiration has been focused on the self and is formed around an image of a successful trainer and trainer and in accordance with the latest developments for the individual.

Al-Haddad (16) in his research in the form of a doctoral thesis, concluded that there is a growing call and request for professional self-development that is more focused on the characteristics that cause the individual to engage and participate in self-development activities and explains it.

Antonova (17) in her research on individuals' economic identity and their self-directed behaviors has shown that professional self-development can be a result of individuals' economic and psychological identity. In other words, poor psychological perception or poor economic status causes professional self-development and self-actualization. Landon et al. (18) concluded in their study that younger individuals show a higher level of self-development process and those who receive more reinforcement and feel empowered perform better than others. In their studies, they focused on self-development activities that focused on career progression, such as setting goals to improve performance, increasing commitment to develop one's job performance, engaging in career path planning, learning new skills, and acquiring new knowledge. In their study, Orvis and Leffler (19) examined the relationship between highly proactive personalities and the process of self-development. The results showed a significant relationship between the interaction of workplace supports and individuals' familiarity with learning goals, freedom of experience, and awareness. Highly proactive personalities also showed significant positive relationships with the level of self-development processes. Richard and Johnson (20) concluded in their study that self-development enables individuals to adapt to continuous environmental changes. They expressed an interaction between leader self-development and the processes that can create an organizational strategy for leadership development. They also stated that self-development is a valuable and effective way for organizations to develop their people in competitive times. Elena et al. (21) concluded in their recent study that the relevance of the study is based on the need for professional self-development of teachers, which is important in the context of the current educational system renewal. A teacher, with the aim of continuous professional and creative development, more successfully participates in the innovative transformation of the educational process, which is considered the main source of quality education. Therefore, in the process of preparing students for further educational activities, it is important to create conditions for professional and

educational self-development. In their research, Natalia et al. (22) studied the attitude of future educational psychologists and social educators to distance learning as a source of professional self-development, analyzed the correlation between the assessment of the quality of future specialists of the organization and the content of the distance learning process during the pandemic and their self-assessment of their skills. They used empirical methods, including survey methods, to collect data from respondents. The topic is the opportunities for professional self-development of future psychological specialists in the conditions. The format of achieving a profession was used mathematical methods and mathematical statistics. The sample of respondents consisted of 57 full-time and part-time students of the Faculty of Psychology and Social Education of the Orkhovo-Zuyevo State University of Humanities and Technology.

Also, during the studies conducted, Dangela Makoyi (23), Anne Noben et al. (24), Britt, Hong and Senja (25), Sarah Prestige (26), Anjun et al. (27), Davud Osman and Jaser Warner (28), Jessica (29), Derek and Hekaran (30)(31), Logan Rutten (32), Guowei Chen (33), Sobin Choi and Zinni Mao (34), Theo Mara et al. (35), Aksu et al. (36) have presented their research on self-development topics related to their educational activities in a distinctive way in modern foreign literature.

Based on what was reviewed and stated, the conceptual model of the research is outlined as follows and research questions are formulated based on them.

Based on the conceptual model of the research, the following questions were raised and examined:

•What are the dimensions of professional self-development of elementary school principals?

•What is the self-development model of elementary school principals and how are the relationships between its dimensions?

Research Method

The present research method was mixed. In this study, the qualitative community included experts and specialists in human resources, development of elementary school principals, and human resources development, 16 of whom were interviewed. The sample was selected using a simple random sampling method. The sample size was also selected using the Morgan table, 346 elementary school principals from these three universities.

To collect data, a semi-structured interview and a researcher-made questionnaire on professional self-development of elementary school principals were used, which has 50 questions and examines and evaluates 5 key dimensions of professional self-development.

In order to ensure the validity of the questionnaire, content and face validity were used, so that the opinions of experts, supervisors and consultants were collected and the questionnaire was corrected and completed based on that. In order to examine the reliability of the questionnaire, in the present study, Cronbach's alpha coefficient was used. Thus, using SPSS software, the reliability of the questionnaire was obtained as 0.97.

Table 1- Reliability of the Self-Development Questionnaire for Elementary School Principals

Reliability coefficient (Cronbach's alpha)	Dimensions	Row
0/87	Self-development competencies	1
0/90	Self-development action	2
0/85	Self-development planning	3
0/83	Self-development intention	4
0/96	Factors affecting self-development	5
0/97	Overall reliability	6

Findings The research findings are presented with a focus on achieving the research objective. Before addressing the objective, descriptive research results are also presented: Regarding the frequency distribution of respondents by experience, the research findings have shown that primary school principals with experience between 6 and 10 years, with 34.7 percent, have allocated the largest number of the statistical sample size. Regarding the frequency distribution of respondents by gender, male primary school principals have allocated 52 percent and female primary school principals have allocated 48 percent of the sample.

In order to answer the first research question, the qualitative findings led to the identification of five dimensions of professional self-development of primary school principals. These dimensions include influential factors, desire, planning, action and implementation, and finally self-development competencies.

Table 2 - Results of qualitative research findings

Secondary axial codes	Primary axial codes	Open Source
Self-Development Professional Competencies	14 Professional Meaningmaking	Finding meaning and spirituality in professional life (01), valuing professional development (03), professional perspective (06), having a vision (14)
	Professional Valuation	valuing the profession (06), loving and valuing professional work (06), enjoying professional work (06), striving to create value (08), high-level professional values (09), professional valuation (13).
	Professional Purposefulness	Having a goal in professional life (01), professional purposefulness (07), purposefulness (08)
	Professional Cognition	Professional cognition (06), understanding the structure of professional knowledge (06), creating new professional knowledge (06), professional cognitive ability (06), criticism and analysis of professional problems (06), professional knowledge (06), professional critical thinking and thinking (09), problem-solving and judgment power (09)
	Professional Skills	Developing professional competencies and skills (01), professional skills (06), being skill-oriented (07), future professional planning (09), critical spirit (10), professional competencies (10), professional organizational and managerial competencies (10)
	Professional Communication	Developing one's relationship with oneself (01), creating professional relationships with students and colleagues (06), professional self-communication (09), cooperation and collaboration of school administrators Elementary (13)
	Professional ethics	Developing Ethics in the Profession (01), Developing Ethics at the Individual Level (01), Accepting Diversity and Differences (01), Responding to Students (02), Professional Ethics (02), Responding to Stakeholders (03), Work Conscientiousness (03), Respect for Students (03)
	Professional behavior	Behaving professionally (02), Spending time and helping students (02), Valuing students (03), Having professional management skills (04), Professional practical works and activities (06), Leading student activities (06)

Secondary axial codes	Primary axial codes	Open Source
Desire for professional self-development	Learning and progress-based desire	Desire with desire (01), Conscious desire for self-development (07), Desire based on attitude and value (07), Desire for excellence (09), Desire for progress and personality development (09), Desire for branding (09), Desire to move forward (16)
	Intrinsic motivation-based desire	Desire with intrinsic motivation (01), Desire based on intrinsic motivation (08), Desire based on satisfaction (03) The person wants it (05), Intrinsic motivation and its desire (15), Individual motivation and intrinsic motivation
	Extrinsic motivation-based desire	Desire based on encouragement and persuasion (01), Desire based on non-organizational factors (30), Desire based on extrinsic motivation (08), External need and encouragement (15)
	Relationship and work-based desire	Desire based on interpersonal relationships (03), Desire for social responsibility (08), Desire to work (08), Desire to strive and strive (08), Desire to welcome diverse work (08), Desire to succeed in work (09), Desire to strive and practice (09)
Secondary axial codes	Primary axial codes	Open Source
Professional self-development planning	Professional self-assessment	Observing oneself (01), Self-awareness (07), Describing oneself (02), Self-assessment and determining needs (01), Self-actualization and self-truthfulness (01), Determining current professional status (09)
	Professional self-planning	Having a continuous development plan (01), self-regulation (01), professional development planning (09)
	Self-change	Changing oneself (02), self-actualization (01), self-reflection (09), self-criticism (09), self-initiation for self-development (09), readiness for self-change (09)

Secondary axial codes	Primary axial codes	Open Source
Action	Professional	Learning through mobile devices (02), self-study (09), self-education and professional self-learning (09), interest in professional self-learning (14)
	Self-learning	Learning through electronic and virtual courses (02), virtual empowerment courses (02), films and e-books (02), communication facilities for learning (10)
	E-learning-virtual	Training (01), holding workshops (03), holding workshops (04), developmental and motivational programs (08), teaching and learning processes (08), participation in workshops and seminars (09), participation in specialized meetings (09), Learning workshops (10)
	Learning by doing	Learning by doing (02), Learning from research projects (06), Learning in practice and problem-based learning (08), Personal and professional development planning (09)
	Learning from colleagues	Learning from colleagues' experiences (02), Informal learning (07), Learning through feedback (07), Extracurricular processes (08), Cultural identity (10)
	Mentoring	Coaching method (02), Becoming a coach (02), Conducting workshops by the teacher himself (05), Developing educational activities (06), Guiding student activities (06), Using role models (07), Coaching and mentoring (08)
	Study opportunities	Study opportunities (03), Educational and research study opportunities (04), Study opportunities (05), Study opportunities (06), Study opportunities (08), Study opportunities or research missions (02), Study opportunities (10), Study opportunities (16)
	Participation in conferences	Seminar holding (03), Participation in lectures (04), Festivals Professors (05), Participation in conferences and seminars (10), Participation in gatherings and meetings (10), Membership in associations (16)

Secondary axial codes	Primary axial codes	Open Source
Individual factors	Intrinsic and individual motivation	Intrinsic motivation (02), Internal attraction for development (02), Having internal motivation (02), Internal motivation (02), Self-motivation of the individual (03), Recognition and feeling of need (03), Internal motivation (03), Having motivation (05), Internal motivation (06), Internal motivation (08), Internal motivation (09), Self-motivation (09)
	Cognitive maturity	Power to see and understand (06), Understanding and solving problems (06), Criticism and evaluation (06), Spiritual intelligence and religion and faith (08), Resilience (08), Mental and cognitive maturity (09), Readiness for change (09), Change seeking (09), Following change (09)
	Motivation for progress	Achievement and high motivation for success (03), High motivation for progress (08), Need for growth and excellence (09), Need for knowledge and learning (10), Intrinsic motivation (15), Spontaneity (15)
	Self-knowledge and self-awareness	Self-awareness (02), Self-knowledge (02), Knowledge of competencies and characteristics (02), Knowledge of oneself as the source of effect (02), Awareness (01), Self-awareness (02), Knowledge of oneself as a motivator (02), Knowledge of oneself as a guide (02)
	Commitment to progress	Commitment to growth (04), Strong commitment to growth (04), Having a sense of responsibility for progress (08), Feeling of personal responsibility for progress (09), Feeling of personal responsibility for progress (09), Responsibility and commitment (11)
	Developmental attitude	Attitudes and beliefs (01) Self-development attitude (02), Risk-taking (04), Value system and spirituality (07), High-level standards (08), Religious and religious beliefs (08), Hope and expectation for the future (09), Readiness to teach and learn (10)
	Developmental Skills	Skills in self-development (01), Organizational ability (04), Time management (04), Teamwork skills (04), Stress Management, Project (04), Work-Life Balance (04), Self-Confidence and Perseverance (12), Perseverance (13), Communication Ability (16)
	Technological and Virtual Infrastructure	Technology Infrastructure and Conditions (01), Technology Infrastructure (03), Standard Technology Infrastructure (03), Artificial Intelligence (02), Computer Use (05), Technological Infrastructure (05), Technological Infrastructure (07), Virtual Infrastructure and Conditions (01), Virtual Infrastructure (07), Virtual and Digital Content (09)

Secondary axial codes	Primary axial codes	Open Source
Technological and virtual factors	Technological and Virtual Readiness	Virtual and Electronic Capabilities (02), Virtual Course Delivery Skills (04), Cyberspace Readiness (09), Technological Literacy (13), Information and Media Literacy (13), Digital Literacy (16)
	Technological and Virtual Communications	Media Communications (03), Electronic Communication Tools (04), Technology-Oriented Individuals (07)
	Technological and Virtual Networks	Online academic communities (04), high-bandwidth network (07), existence of forums and discussion spaces (09), access to virtual networks (03), virtual communities (05), virtual social network (09), virtual relationships (11)
	Technological and Virtual Teaching	Electronic lesson design (04), use of electronic models for teaching (04), digital literacy (05), teaching methods (08), electronic library (09), digital library (09), virtual teaching (03), mock courses (05), virtual discussions (09)
Secondary axial codes	Primary axial codes	Open Source
Organizational factors	Self-Development Infrastructure	Availability of infrastructure (01), timely investment by the university (03), promotion of the position of the development office (04), creation of opportunities for development (04), development of learning opportunities (05), common interests and destiny in the university (08), facilitation of the organization (09), creation of self-development facilities (10)
	Organizational Structure	Appropriate structure (01), facilitating organizational structure (02), reduction of bureaucracy (03), quality-oriented organizational structure (06), appropriate organizational structure (07), University Entrepreneurial Structure (11), Organizational Structure (12), Organizational Structure (13), Structural Organizational Factors (15)
	University Human Resources Systems and Processes	Organizational Processes and Roles (01), Reward and Punishment Mechanisms and Compensation for Services (02), Promotion System (02), Salaries and Benefits (03), Financial and Moral Incentives (03), University Promotion and Promotion System (03), Promotion and Promotion System (04), University Encouragement and Support (09)

University Regulations and Rules	Regulations, Laws and Regulations and Organization (02), Laws and Regulations (05), Laws and Regulations and Circulars (07), Promotion Regulations (08), Regulations Related to the Promotion System (10), Up-to-dateness and Reduction of Laws (10), Laws and Regulations and Regulations (12)
University Organizational Culture	Organizational Culture (02), Respect for Individuals in the Workplace (03), Valuation for Individuals (03), Participatory Culture and Participation in Work (03), Academic Freedom (03), Intellectual independence (03), Freedom to choose work style and method (03), Organizational culture based on scientific freedom (03), Strong organizational culture (04), Freedom to act (07)
University Organizational Climate	Work environment (03), University atmosphere (03), Interpersonal common factor (06), Scientific and practical freedom by the university (06), Favorable academic atmosphere (08), Freedom to act (10), Professional freedom (10), Freedom to act (11), Freedom to act (12), Reduction of bureaucracy (12)
Organizational Support	Organizational support and support (06), Support of colleagues and veterans (08), Organizational support (08), Effect of colleagues on self-development (08), Alignment and support of structure and processes (08), University support (09), Providing connection with industry (10), Organizational support (12), Organizational support (13)
Organizational Resources	Infrastructure and organizational resources (06), Laboratory and technical infrastructure and materials (06), Organizational facilities (08), Supply of primary and secondary materials and conditions (08), Providing appropriate and required conditions (08), Providing facilities (08), Facilities and resources (10)
University Administrators	The management philosophy of the university (02), Open-minded management climate (03), Support from supervisors and heads (07), Leadership style and method (07), The effect of managers on self-development (08), Support from university managers (09), Lightening the workload (10)

Secondary axial codes	Primary axial codes	Open Source
International factors	International Infrastructure	International infrastructure (03), Internationalization of universities (08), Necessary platform for international communication and cooperation (10), Access to information and scientific sites and resources (13)
	International Communications and Interactions	International scientific communications (01), International interactions (02), International communications and interactions (03), International communications (04), International communications (05), International interactions (06), International exchange activities (07), International agreements (11), International cooperation (12), Communications International (12)
	Attendance at international forums	Being present in the international space (01), having scientific experience from developed environments (01), international lived experience (02), multi-festivals (05), international festivals (05), participating in international conferences (05)
	International learning opportunities	Carrying out inter-university projects (03), learning multicultural skills (04), international scientific tours (03), international student exchanges (11), international collaborations (13), international projects (16), study opportunities (16)
Secondary axial codes	Primary axial codes	Open Source
Environmental factors	Social environment favorable	The atmosphere prevailing in society (03), the general atmosphere prevailing in society (03), the culture of society (08), the way people look at things (08), social culture (08)
	Supportive and supportive environment	Supportive environment (02), supportive environment (02), encouraging and attentive environment (08)

The result of the Kolmogorov-Smirnov test for the variable of professional self-development of elementary school principals with a value of 1.261 and a significance level of 0.083 indicates the normality of the data distribution of this variable, which indicates the normality of the curve of this variable. In order to examine the fit of the model of professional self-development of elementary school principals, the internal relationships of the components of this model should first be examined. The results indicate high relationships between the dimensions and components of this model, which are reflected in the table below.

Table 3 - Correlation table of dimensions of self-development of elementary school principals

Variable/Component	1	2	3	4	5	6
Self-development competencies	1					
Self-development action and practice	0/7**	1				
Self-development planning	0/68**	0/77**	1			
Self-development intention	0/59**	0/82**	0/82**	1		
Factors affecting self-development	0/50**	0/62**	0/55**	0/63**	1	
Self-development	0/7**	0/83**	0/76**	0/83**	0/93**	1

**Significance level 0.01 (p > 0.01) * Significance level 0.05 (p > 0.05)

Examining the fit of the professional self-development model of elementary school principals with the data shows that the model has a relatively good fit. In order to examine the fit of a measurement model, it is necessary to examine and verify the fit indices of the model.

Table 4- Fit indices of the self-development model of elementary school principals

IFI	NNFI	RMSEA	NFI	RFI	$\chi 2/df$	Fitness Index
0-1	> 0/9	< 0/1	> 0/9	> 0/9	1-5	Acceptance Range
0/97	0/96	0/08	0/95	0/95	3/41	Calculated Value

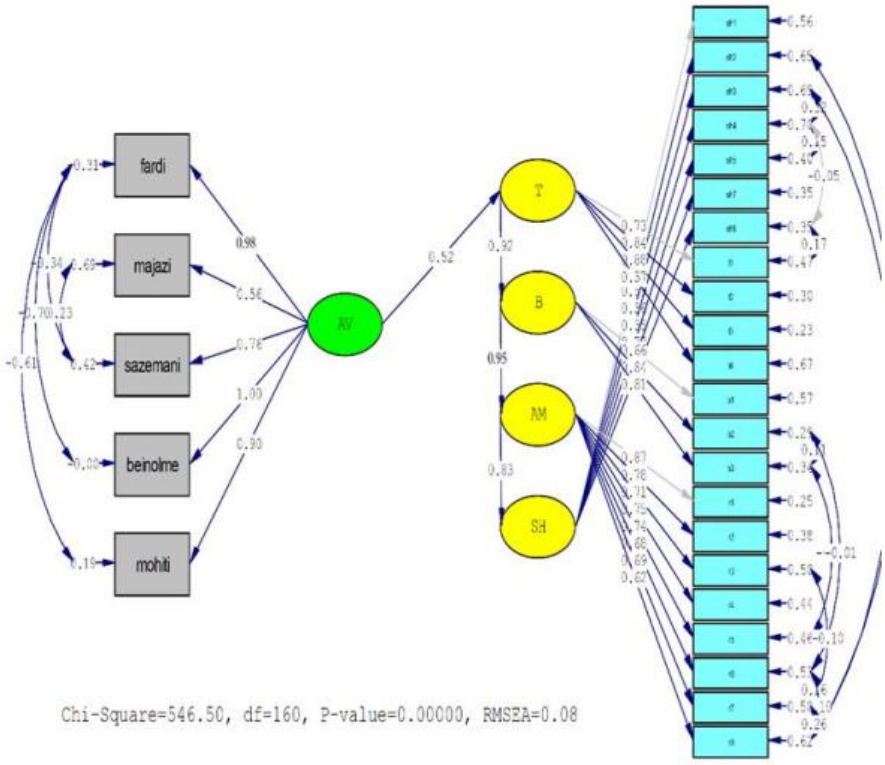

Figure 1- Path coefficients in the professional self-development model of elementary school principals

During this study, each indicator that deals with the fit of the model and the actual data in a specific direction is judged based on a meaningful interval. After eliminating covariance errors, examining the fit indices such as the ratio of the chi-square to the degree of freedom ($\chi 2/df$), the comparative fit index (CFI), the non-normalized Bentler-Bonnet fit index (PNFI), the root mean square error of approximation (RMSEA), and the normalized fit index (NFI) show that the model has a relatively good fit with the data.

The t-test statistic or t-value was used to examine the significance of the model relationships. Since significance was examined at the 0.05 error level, if the values obtained with the t-value test are calculated to be smaller than ±1.96, the relationship is not significant. The t-values indicate the significance of all relationships. In other words, the model has a good fit with the data, which answers all research questions positively.

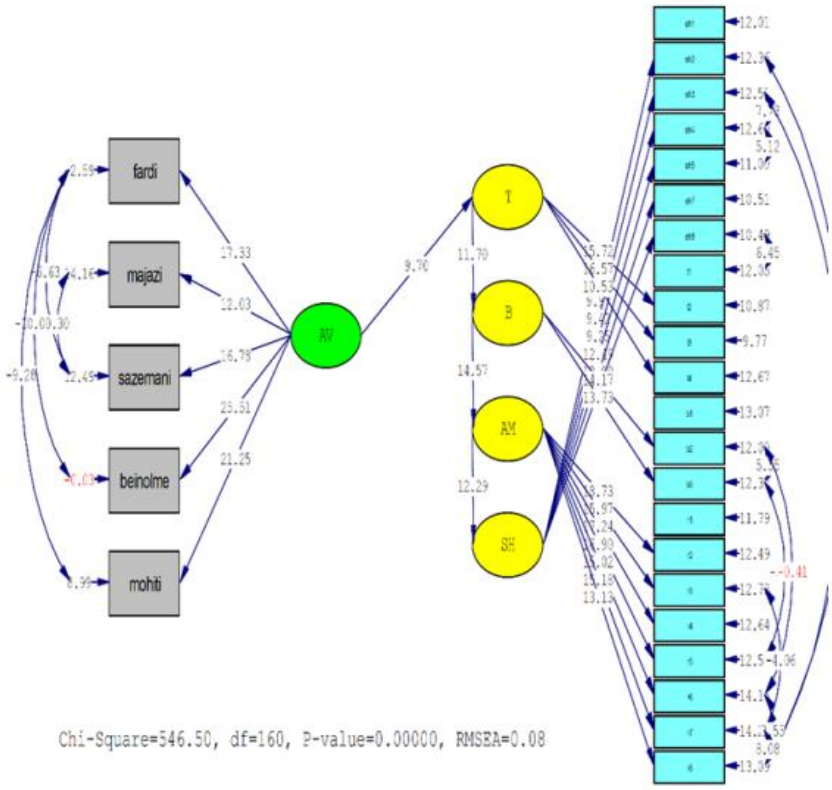

Chart 2- T-values in the self-development model of elementary school principals

Table 5- General paths examined in the self-development model of elementary school principals

Status	Regression coefficient	The value of the test statistic	Route
Meaningful	Direct 52/0	9/70**	Factors affecting self-developmen ← Self-development desire
Meaningful	Direct 92/0	11/70**	Factors affecting self-development ← Self-development planning
Meaningful	Direct 95/0	14/57**	Factors affecting self-development ← Self-development action and practice
Meaningful	Direct 83/0	12/29**	Factors affecting self-development ← Professional self-development competencies

- **Discussion and Conclusions**

  The present study was conducted with the aim of modeling the structural equations of professional self-development of elementary school principals. The importance and findings of this study have been emphasized in various studies and researches, including Baladergan et al. (15), Al-Haddad (16), Antonova (17), Enden et al. (18), Orvis and Leffler (19), Richard and Johnson (20), which indicate the importance of professional self-development of elementary school principals as well as other scholars. The qualitative results of the study indicated the identification of five key dimensions for professional self-development of elementary school principals. The effective factors, intention, planning, action, and finally self-development competencies, were identified. Examination of the fit of the professional self-development model of elementary school principals after eliminating covariance errors, examination of fit indices such as the ratio of the chi-square to the degree of freedom, the adaptive fit index, the unnormalized Bentler-Bonet fit index, the root mean square error of approximation, and the normalized fit index show that the model has a relatively good fit with the data. Baladergaran et al. (15), Al-Haddad (16) are among the studies in which professional self-development models have been examined. Today, professional self-development has been examined in various models, each of which has its own components and functions, as Khasanova and Karimova (14) have designed a model of professional self-development that includes six key parts. On one side is the society and the government, and on the other side is the professional self-development system that works in both collaborative and individual ways. In this model, formal and informal training and internships are also considered. The educational environment acts as a platform in which there is an interactive relationship between teachers and students. This model emphasizes that self-development events should occur within the educational environment and within the real educational life of individuals. In this model, two forms of teacher support for professional self-development activities occur simultaneously, one is collaborative and the other is individual. Like the model of these researchers, the model of the present study also has specific dimensions and components. The findings of the present study show that the professional self-development model of elementary school principals includes five key dimensions, including effective factors, desire, planning, action and practice, and finally professional self-development competencies. Similar dimensions can be found in studies such as Baladergaran et al. (15) and Al-Haddad (16), which indicate the importance of these dimensions.

- Professional self-development of elementary school principals in these dimensions will bring them a higher level of performance, as Landon et al. Landon et al. (18) emphasized the self-development process and stated that people who demonstrate self-development, receive more reinforcements, and feel empowered have higher performance than others. In their studies, they focused on self-development activities that focused on career advancement, such as setting goals to improve performance, increasing commitment to developing one's career, engaging in career progression planning, learning new skills, and acquiring new knowledge, all of which can be related to self-development. Based on the results of the present study, the following suggestions can be recommended for self-development of elementary school principals:

• In order to strengthen the professional self-development of elementary school principals, factors affecting personal development, including individual, organizational, virtual, international, and environmental factors, should be strengthened and developed.

• The desire for self-development plays an important role, therefore, improving the desire of elementary school principals by raising awareness, making meaningful, and the like that promote the desire for self-development is recommended.

• Planning for self-development is essential, so elementary school principals can benefit from self-development planning for their development.

• The manifestation and emergence of self-development behavior results from action and practice towards self-development, therefore, carrying out activities and actions that in practice indicate the self-development behavior of elementary school principals, including self-learning, electronic and virtual learning, training, learning in action, learning from colleagues, coaching, and the like, is recommended.

• Finally, the self-development of elementary school principals needs to lead to the development of professional self-development competencies, and it is recommended to pay attention to these competencies, including professional meaning-making, professional valuation, professional purposefulness, professional recognition of professional skills, professional communication, and professional ethics and behavior.

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