*Validation of the Model for Development of School Principals***

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Abstract

The purpose of this study was to Validation model for the development of primary school principals in Fars province. The statistical population included all principals of primary schools in Fars province. According to the Cochran formula, the sample size was 410 people who were selected using cluster random sampling. data was collected using a researcher-made questionnaire, to confirm the validity of the questionnaire, content and constructs validity were used. The reliability of the questionnaire using Cronbach's alpha (0.96) and combined reliability. The final questionnaire with a total of 56 items was distributed among the participants. Confirmatory factor analysis was used to test the conceptual model and data were analyzed using SPSS and PLS software. According to the goodness-of-fit indexes, the research model had a good fit to the data and its validity was confirmed in the statistical population Also, structural model analysis showed that the relationship between 23 variables was significant and the relationship between 7 variables was not significant.

Key Words: Development, Principals, Schools, Validation.

Introduction

The results of various studies in the field of educational sciences show that educational leadership and management have a significant impact on student achievement (Voogt et al.,2015, Levina et al.,2015, Okoko et al., 2019, Sahin, 2013) school structure, culture and missions, teachers' professional development and career success (Cherian & Daniel,2008, Ross & Cozzens, 2016). It is a prerequisite for high quality education (Safaee & Fallahinia, 2017). In today's post-industrial and modern world, school management with heavy responsibilities and numerous challenges such as: Promoting and improving the school through professional collaboration, career development and effective problem solving, developing a collaborative culture, managing the school with diverse needs, limited resources And managing different expectations (Pourkarimi et al.,2017) and combining a kind of managerial insight into education, training, personnel and finance has to guarantee the school's mission of continually growing and, most importantly, driving change in the school (Ahanchian & Zohour Parvandeh,2010).

Changing positions and expectations of school principals have led many countries to revise traditional curricula for school principals, specialized groups to develop solutions tailored to the needs of a dynamic and effective education system (Mehrabi & Mohammadi Sadr, 2012), and develop principals on their agenda. To this end, various programs of preparation and empowerment of school principals are designed and implemented and many graduate from educational universities each year in the field of educational management (Baker et al.,2007), but these programs and courses are not relevant due to the poor quality of the courses and Low graduation standards have been widely criticized (Meyerson et al., 2005). As Bizzell (2011) points out, the preparation and implementation of managerial preparation programs are associated with severe weaknesses, lack of efficiency and effectiveness, lack of empowerment in administrators, and the challenges facing schools. Mackenzie et al. (2008) argue that in order to meet these challenges, hiring and applying high school principals requires high standards, and hired individuals, in addition to empowerment, are interested in management jobs and eager to participate in managerial development programs, but Haber (2008) believes that education needs to redesign high quality development programs that prepare new teachers and administrators to take on different responsibilities at school. Hussin & Al abri (2015) also cited designing the appropriate model of managerial development as one of the most pressing educational needs. Wright, & Costab (2016) research findings suggest that better ways to present development plans, rethink the concept of leadership and school management, identify the needs of principals' development, and pay more attention to education and learning should be on the agenda.

Managerial development encompasses educational (theoretical knowledge development) and educational (practical skills development) dimensions and encompasses a range of formal and informal approaches and processes, but in general what is intended for management development is the creation of learning organizations. This is where individuals spend their energy, energy and creativity shaping the organization's strategic goals (Ghasemzadeh et al., 2015).

In the field of managerial development and its appropriate models, most research has been on non-educational organizations, for example Konger (1993) introduced a four-dimensional model: personality development, analytical perceptions, job skills, and environmental reflection. But it does not mention the positive factors affecting development, the context in which development occurs and the role of the organization in the development of managers. Woodall & Winstanly (1998) describe managers' maturity models as having three dimensions: 1- Manpower development maturity, 2- Personal maturity, and 3- Organizational maturity. Management development processes are characterized by empirical methods such as in-service, out-of-work methods and out-of-work techniques. Although it is more complete than the Konger model, it also neglects the role of the internal and external organizational environment and causal factors. Farhi Bozanjani et al (2011)

designed a model for the development of health care and medical education executives; this model has seven dimensions including: performance management, professional dimension, psychological dimension, religious and Islamic dimension, talent and surrogacy system, application system and is organized and supported by the organization. Arash (2017) studies and examines the theoretical foundations and research on nurturing organizational leaders in an oil company, formulating a model and validating the model. The results showed that 15 main categories were included in the paradigm model including: causal conditions (individual factors, organizational factors, maturity and accountability system), focal categories (leadership thinking, communication and competence), leadership development strategies (empowerment), contextual factors (factors). Social, psychological factors, supportive culture, and involvement (stakeholders), intervening factors (external factors and internal factors) and outcomes (organizational development) reflected the process of nurturing organizational leaders in the oil company and its relationships between different dimensions. Qasemzadeh Alishahi et al (2015) The model of school principals' development has three aspects: 1) content (management skills, management roles, management tasks), 2) managerial abilities, and 3) methods of enhancing education (direct education, on-the-job training,

social education). Nasiri Valikboni et al, (2017) Conducted a study to design Conceptual Model for Development of school principals in Fars provinc. Data analysis in three stages, open coding, theoretical coding, and selective coding indicates the 16 categories of the paper results in a paradigmatic model including causal conditions (the need for continuous improvement, fundamental changes in knowledge and information, issues financial and welfare), the main phenomenon (Collaborative development program), strategies (development centers in the departments of education, administrative procedures direct and indirect), context (the Open and supportive climate, corporate culture, new technologies), Intervening conditions (regulations facilitator, teacher competence) and outcomes (personal and professional development of administrators, student achievement, school development as a learning organization and development citizenship education) have been analyzed. Zirak (2019) Conducted a study to designing and evaluating the development model for secondary school teachers in District 1 and 2 of Ardabil, After encoding qualitative data, 3 factors (individual, organizational and economic) and 11 components (personality traits, interest and attitude, motivation for progress, backgrounds and scientific background, organizational culture, training courses, role of managers, performance evaluation system, facilities, livelihoods, material rewards, reward systems and promotion) were identified as effective in the development of teachers.

Considering the research background among the different models suggested for principals 'development, the pattern of participatory development presented by Nasiri Valikboni et al (2017) is more complete than others because of the various aspects affecting school principals' development, causal and contextual conditions, strategies. And consider the consequences. Therefore, this model is intended as a conceptual model of research and The purpose of the study was to validate the conceptual model.

The main purpose of the research: Validation of development model of Primary School Principals in Fars Province.

The Sub-purpose of the research: Investigate the relationship between the variables in the model

The main question of the research: Is the Principals' development model Valid from the Perspective of Primary School Principals in Fars Province?

The Sub-question of the research: Is the relationship between the variables in the model significant?
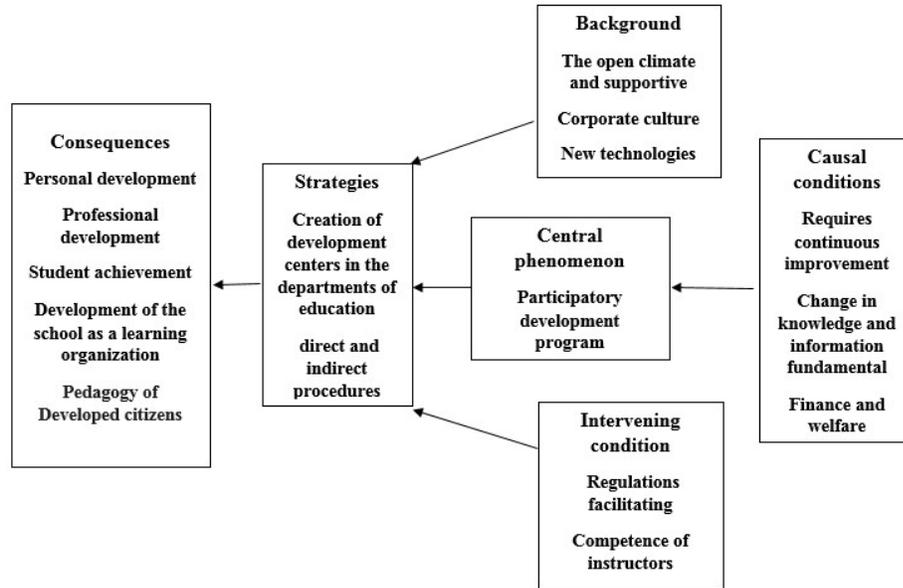
Figure 1: Conceptual Model Research Resource Nasiri Valikboni et al (2017)

Methodology

The purpose of this study was to Validation pattern for the development of primary school principals in Fars province. The population consisted of all elementary school were working and the number of them (4266 patients, 2337 males and 1929 females) in the training area. According to Cochran formula, the sample size was estimated 353 and for more credibility 410 questionnaires were distributed and collected and finally 406 questionnaires were analyzed. The sample was selected using random cluster sampling. Data were collected using a researcher-made questionnaire. The questionnaire was developed with 56 items in the form of a five-point Likert scale that was strongly disagree (1), disagree (2), no idea (3), agree (4), and strongly agree (5) distributed to the participants. To ensure the validity of the questionnaire used content validity and construct validity. Since the main categories of the questionnaire did not contain any sub-components, the validity of the measurement model was evaluated by PLS software with first-order factor analysis Indicator validity, divergent validity and convergent validity were used to fit the measurement model. Reliability of the index for measuring internal reliability includes three measures of factor loadings coefficients, Cronbach's alpha (0.96) and composite reliability. Confirmatory factor analysis and goodness-of-fit indices showed that the measuring tool was valid based on all indexes. In the second step, structural equation modeling was used to analyze the data and test the conceptual model. Statistical analysis and conceptual model of data were performed using SPSS and Smart-PLS software.

Table 1: Validity and reliability of questionnaire Component

Composite reliability	Cronbach's Alpha	Functional Range of Questions	Number of Questions	Component	Row
0.858	0.780	-0.814 0.715	1,2,3,4	requires continuous improvement	1
0.881	0.801	-0.882 0.787	5,6,7	change in knowledge and information fundamental	2
0.835	0.736	-0.844 0.564	8,9,10,11	finance and welfare	3
0.877	0.846	-0.786 0.706	12,13,14,15,16,17	Collaborative development program	4
0.874	0.784	-0.886 0.816	18,19,20	corporate culture	5
0.856	0.750	-0.847 0.765	21,22,23	The open climate and supportive	6
0.876	0.789	-0.861 0.797	24,25,26	new technologies	7
850	0.736	-0.858 0.735	27,28,29	regulations facilitating	8
0.838	0.724	-0.876 0.643	30,31,32	Competence of instructors	9
0.851	0.736	-0.840 0.743	33,34,35	creation of development centers	10
0.881	0.831	-0.808 0.7	36,37,38,39,40	direct and indirect procedures	11
0.834	0.705	-0.880 0.744	41,42,43	personal development	12
0.858	0.774	-0.895 0.559	44,45,46,47	professional development	13
0.937	0.899	-0.924 0.901	48,49,50	student achievement	14
0.839	0.715	-0.801 0.788	51,52,53	development of the school as a learning organization	15
0.901	0.839	-0.915 0.822	54,55,56	pedagogy of developed citizens	16
-	0.96		1-56	The whole questionnaire	17

Findings

The research question was that Is the Principals' development model Valid from the Perspective of Primary School Principals in Fars Province? To answer this question, data was performed in two main stages. At first, the measurement model was examined to check the validity of the questionnaire and factor construct validity (explained in the methodology). Then to answer the question of whether the designed conceptual model has validity.

The general criterion for fitting the overall model (both measurement and structural model parts) to the PLS software is the Goffman index, which can be considered as a reliable index for the whole model (Tennehaus et al., 2005), This index is multiplied by the two values of the mean of the common values and the mean of the coefficients of determination. The values of 0.36, 0.25, and 0.01 were described as strong, medium and weak, respectively. Given that the mentioned criterion is 0.355, according to the research of Wetzels et al. (2009), the overall fit of the model is strongly confirmed. Redness Index (CV Red): The redness index is also called the structural model quality index. The most famous indicator of structural model quality is the Aston-Geisler index. High values of zero indicate a high ability of the structural model to predict (Hunsler et al., 2009). In the present study, all values of this index (Q^2) are above zero, indicating that the structural model has high ability to predict the criterion variables.

Coefficient of determination (R^2): The main criterion for evaluating endogenous variables in the confirmatory path model is the coefficient of determination. The R^2 value is calculated only for model endogenous structures and for exogenous structures, this criterion is zero. Chin (1998) identified values of 0.67, 0.33, and 0.19 as the criterion values for significant, moderate, and weak values. In the present study, the R^2 value for most structures was medium to high, indicating the fitting and confirmation of the model.

Tabl 2: Redness Index & Coefficient of determination

	Q^2	R^2	P Values
creation of development centers	0.257	0.407	0.001
professional development	0.067	0.118	0.001
personal development	0.250	0.419	0.001
Collaborative development program	0.235	0.430	0.001
development of the school as a learning organization	0.197	0.322	0.001
pedagogy of developed citizens	0.169	0.236	0.001
direct and indirect procedures	0.344	0.595	0.001
student achievement	0.199	0.247	0.001

After fitting the measurement models and the structural model and having the appropriate fit of the models, one of the criteria for measuring the relationship between structures in the model is the significant t-values. The diagrams of the structural model path coefficients and the diagrams of the significant numbers of the structural test are shown in Figures 3 and 4, respectively.
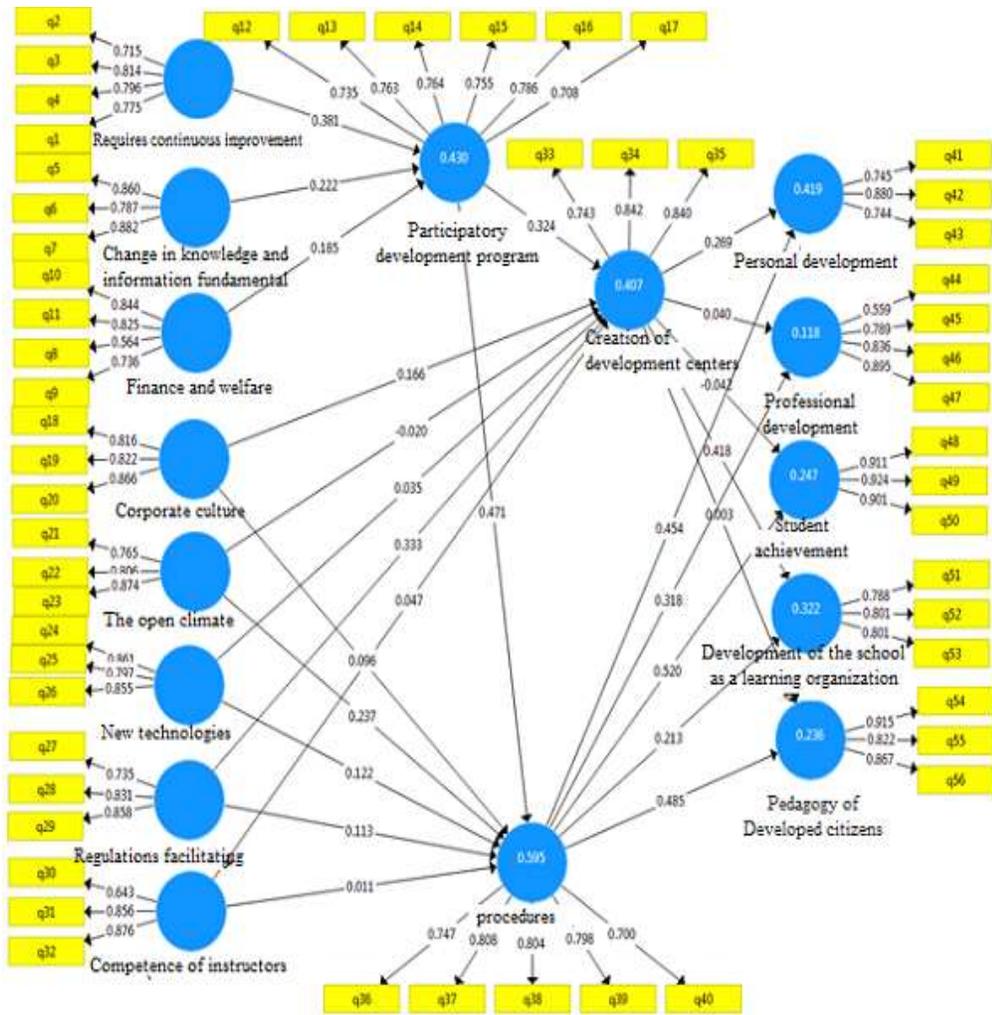
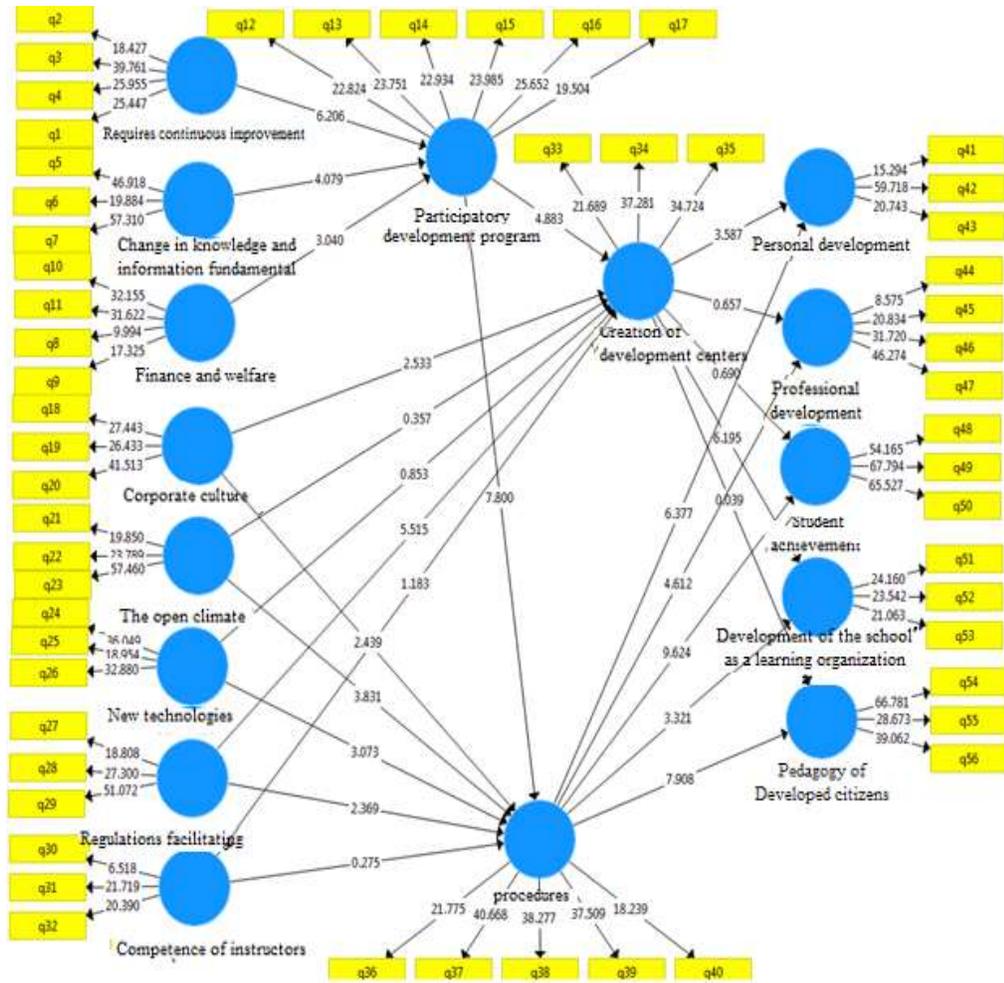**Fig 1: The structural model in coefficient path**

Fig 2: The structural model in significant numbers T

As can be seen in Table 3 from the total relationships among the variables studied, 23 relationships were confirmed and 7 were not confirmed.

Table 3: The results of the structural model study

Row	Path investigated	coefficient path	T	P	Result
1	Requires continuous improvement -> Collaborative Development Program	0.381	6.206	0.000	S
2	Change in knowledge and… -> Collaborative Development Program	0.222	4.079	0.000	S
3	Welfare Finance -> Collaborative Development Program	0.185	3.040	0.002	S
4	Collaborative Development Program -> Creation of development centers	0.324	4.883	0.000	S
5	Collaborative Development Program -> Procedures	0.471	7.800	0.000	S
6	Corporate Culture-> Creation of development centers	0.166	2.533	0.012	S
7	Corporate Culture -> Procedures	0.096	2.439	0.015	S
8	The open climate -> Creation of development centers	-0.020	0.357	0.721	N.S
9	The open climate -> Procedures	0.237	3.831	0.000	S
10	New technologies -> Creation of development centers	0.035	0.853	0.394	N.S
11	New technologies -> Procedures	0.122	3.073	0.002	S
12	Regulation facilitating-> Creation of development centers	0.333	5.515	0.000	S
13	Regulation facilitating -> Procedures	0.113	2.369	0.018	S
14	Competence of instructors -> Creation of development centers	0.047	1.183	0.237	N.S
15	Competence of instructors -> Procedures	0.011	0.275	0.784	N.S
16	Procedures -> development of the schools as a learning organizations	0.213	3.321	0.001	S
17	Procedures -> Pedagogy of developed citizens	0.485	7.908	0.000	S
18	Procedures-> Professional development	.0318	4.612	0.000	S
19	Procedures -> Individual development	0.454	6.377	0.000	S
20	Procedures -> Student achievements	0.520	9.624	0.000	S
21	Creation of development centers -> Professional development	0.040	0.657	0.512	N.S
22	Creation of development centers -> Individual development	0.269	3.587	0.000	S
23	Creation of development centers -> development of the schools as a learning organizations	0.418	6.195	0.000	S
24	Creation of development centers -> Pedagogy of developed citizens	0.003	0.039	0.969	N.S
25	Creation of development centers -> Student achievements	-0.042	0.690	0.490	N.S
26	Collaborative Development Program ->	0.163	5.052	0.000	S

	Professional development				
27	Collaborative Development Program -> Individual development	0.301	7.087	0.000	S
28	Collaborative Development Program -> development of the schools as a learning organizations	0.236	5.967	0.000	S
29	Collaborative Development Program -> Pedagogy of developed citizens	0.229	6.475	0.000	S
30	Collaborative Development Program -> Student achievements	0.231	6.379	0.000	S

Discussion & Conclusion

The research question was whether the designed model for school principals' development based on identified indicators is valid? In response to the above questions, the identified indicators and the relationships between them were tested. The findings showed that the model of development of school principals has six main categories (pivotal phenomena, causal factors, contextual factors, intervening factors and strategies and outcomes) that confirmed the overall validity of the model. The findings are discussed below.

The findings of the study showed that the central phenomenon in the development process of school principals is the participatory development program, defining voluntary mental and emotional involvement of a person in self-related group and organization situations that create motivation and responsibility. Organizations today are constantly seeking to create organizational mechanisms in order to integrate their forces and employees into organizational processes and thus to achieve organizational goals in an appropriate manner (Rajabi, 2017). Salazer (2007) collaborative decision making, collaborative support, developing partnerships in designing, implementing, and evaluating the development plan, considers the development and implementation of strategic action plans to be the requirements of managers' development process.

The findings indicate that causal factors have a positive and significant relationship with the formulation of a participatory development plan. Ibrahim (2011) and Rahmani (2015) sufficient resources and finance, Salazar (2007) maintain and motivate continuous improvement and outcome-oriented learning orientation, Galavzi (2011) maintain and motivate continuous improvement; encourage participation in decision making for programs and Farahi Buzanjani et al (2011) consider motivation among managers to be one of the effective factors in preparing managers' development plan which is in line with research findings. Need to learn new skills, adapt to new developments, use successful peer experiences, need to consult and use collective wisdom in decision making, change in philosophy of education, change in higher education goals in elementary school and new

findings in management education is one of the factors that has necessitated the formulation, evaluation and review of development programs. Finance and welfare also provide incentives to participate in the development process and formulate appropriate plans by allocating material and spiritual incentives and incentives.

The findings also indicate that participatory development program has a positive and significant direct relationship with the establishment of development centers in education departments and adoption of executive methods. Larry (2006) social networking, Salazar (2007) methods such as small study groups, coaching, problem-focused projects, and adequate training, Taylor (2008) attending homogeneous board meetings, inviting speakers outside the training area, attending meetings, reading work-related books, reading professional magazines and networking. Ibrahim (2011) attending in-service, Wright and Costab (2016) courses consider paying more attention to training and learning how to execute development programs. Any program, regardless of how it is executed, has to be executed, unless it is responsible for designing, executing, and evaluating development programs in a particular department, the dissemination and disagreement of the various executives will lead to the failure and failure of development programs.

According to the data, it can be said that contextual factors have a significant relationship with development strategies. Salazar (2007) development of vision and mission, defining fundamental values, kimber (2013) positive school climate, interpersonal communication of staff, hussin, & al abri (2015) theory and policies in organization, human values diversity, trends and diverse strategies, Farahi Buzanjani et al (2011) organizational support, organizational structure, software and hardware, and Farahi Buzanjani et al (2011), Arash (2017), Bizzell (2011), kimber (2013) and Hillard (2015), supportive managers, senior managers and mutual trust in the organization, Farahi Buzanjani et al (2011) consider new information technologies as effective factors in the process of development of managers.

Analysis of research findings indicated that the interventionist conditions in this study included two general categories of facilitator rules and regulations and teacher competence, but the relationship between teacher competence and development strategies was not confirmed. The enactment of facilitation laws and regulations can lead to greater participation of executives and more successful implementation of development programs, inadequate training, hussin, & al abri (2015) sufficient knowledge and skills of instructors and executives at regional and national level, setting performance standards. Above for managers, Somprach et al (2014) adjusting the criteria for the selection and appointment of managers, Bizzell (2011) considers facilitating rules

and regulations to be among the factors that can influence managers' development process.

Findings show that most participants see the most obvious consequence of school principals' development, personal and professional development, and empowerment of principals in different aspects. And it makes sense. Kimber (2013) strengthening managers' capacity and increasing self-confidence to accept responsibility, Cardno & Youngs (2013) learning personal and professional skills, Naicker & Naidoo (2014) learning leadership skills, teamwork, social communication and improving corporate leadership skills, Ariratanaa & Ngangc (2014) leadership skills, communication skills, communication skills, ability to use technologies, assess and monitor performance of teachers and teaching strategies, teamwork improvement, healthy interpersonal communication, Ng & Szeto (2015) create opportunities for professional development, improving leadership skills, executive skills in management human dimension, financial management skills and dealing with legal issues, Wright and Costab (2016) rethinking the school and leadership concept of school and Miller et al (2016) Improving balanced leadership is seen as one of the consequences of implementing development programs, which is in line with research findings.

The findings show that the medium-term consequences of the implementation of student development programs are students' academic success and the school's becoming a learning organization. Improving leadership by helping teachers growth primarily improves the teaching and learning process, and improving the teaching and learning process has a direct impact on students' academic success. As academic and educational performance improves, internal and external motivations increase, people who want to be more successful share their knowledge with others, participate in teamwork, adhere to the shared ideals of the school and believe in lifelong learning, they base their learning on their actions and thoughts, which in turn makes these behaviors institutionalized. Galavzi (2011), creating a learning organization; student development and learning Naicker & Naidoo (2014) creating learning opportunities; , hussin, & al abri (2015) developing student learning; creating a learning organization to make new changes in school, Wright and Costab (2016) focusing on teaching and learning more to students, Nicholson et al. (2005) view students 'academic success and the creation of a learning organization as one of the outcomes of school principals' development, which is consistent with research findings.

Findings indicate that implementation of participatory development program using appropriate executive methods has a positive and significant relationship with training of mature citizen. Man attains maturity and

flourishes his talents when he is in need of others to move forward and transform himself and spin the wheel of life independently. A growing individual does not need the support of others and does not need the care and care of others. Voogt et al (2015) acquiring the skills required (physical skills and abilities, financial and economic awareness, entrepreneurial literacy, thinking skills, problem solving skills, critical thinking, communication skills, media and information literacy, creativity and innovation, work skills with group and participatory learning) by students they are aware of the results of managers' development.

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