

Identifying the Dimensions and Components of Professional Supervision of Elementary School Principals

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ABSTRACT

Objective: The purpose of this research is to identify the dimensions and components of professional supervision of primary school principals.

Methods: This study was conducted within the framework of a qualitative paradigm utilizing the phenomenological method; for the identification and selection of research participants, both the purposeful sampling method and the snowball technique were employed, and the requisite information for the study was procured through semi-structured interviews.

Results: Data was collected from ten individuals (based on the theoretical saturation of elementary school principals in Bojnord city), and the information gathered from the interviews was subjected to analysis employing a corrective collage approach, revealing three categories: the characteristics of principals, the skills of principals, and the needs serving as foundational factors for professional supervision. Additionally, ten categories emerged regarding supervision practices, inclusive of meetings, classroom observations, effective and appropriate communication, innovation and change, the integration of new technologies, the assurance of school health and safety, the cultivation of motivation for professional development, fostering positive human relations, and the enhancement of student growth and development.

Conclusions: The classification of actions and strategies, alongside three categories concerning the inadequacy of tools and equipment, structural issues within the educational system, and the detrimental attitudes and perceptions of teachers regarding the lack of supervision, were identified as significant obstacles and challenges to professional supervision.

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Introduction

The educational framework of each nation is imbued with numerous objectives and responsibilities, and in light of the globalization of education, the specialization within higher education, the variety of educational programs, and the elevated expectations imposed upon this institution in relation to the cultural, social, and economic advancement of society, the significance and necessity for the organization, leadership, and supervision of educational matters has intensified. Presently, we find ourselves in an era characterized by management and leadership, wherein the prosperity of institutions and organizations is predominantly contingent upon the efficacy and effectiveness of their management. In progressive societies, considerable emphasis is placed on educational management; should the educational organization and its administrators neglect the essence of their responsibilities or fail to adequately monitor and develop teachers, the ramifications of such negligence will resonate throughout society in social, moral, economic, and scientific spheres. Consequently, management assumes a crucial and sensitive role in the attainment of educational objectives. Educational supervision and guidance have constituted one of the fundamental duties of school administrators since the advent of contemporary educational systems. Across nearly all educational frameworks, owing to the significance of teaching and learning and its beneficial impact on the education and upbringing of the younger generation, educational supervision and guidance are regarded as essential organizational functions. The formal articulation of the role of educational supervision and guidance is intended to address the educational challenges and dilemmas faced by teachers, enhance the teaching and learning processes, and elevate the quality of educators, thereby ultimately augmenting student learning outcomes. The accountability of school administrators in fostering the learning and academic advancement of students differentiates the role of school leaders from that of leaders in other organizations, and they are anticipated to be both proficient administrators and adept educational leaders. In essence, the paramount responsibility of school principals pertains to their supervisory function, which is referred to as educational leadership ([Maleki et al., 2023](#); [Sellami et al., 2022](#)). Nonetheless, educational leadership has emerged as a source of considerable discord within schools, affecting both administrators and teachers ([Brinia, 2012](#); [Kershner & McQuillan, 2016](#); [Wilson, 2011](#)). Initially, despite the endeavors of authors and organizational specialists to elucidate the concept of educational supervision and guidance within schools, this notion has consistently

been shrouded in ambiguity and confusion, often leading to misinterpretations, suspicions, and apprehensions among teachers ([Niknami, 2015](#)).

In educational institutions, there exist disagreements and ambiguities concerning professional supervision and its historical relationship with values. This is primarily due to the fact that numerous contemporary monitoring and evaluation frameworks fail to provide a comprehensive elucidation of the connection between these two processes; consequently, both educators and administrators harbor substantial uncertainties regarding the objectives of each of these functions ([Dunsmuir & Leadbetter, 2010](#)). Nonetheless, it is evident that all effective schools possess a robust educational guidance and supervision system that not only addresses the educational objectives of the institution but also takes into account the individual aspirations of the educators along with their professional advancement and development. This system enables educators to devise innovative and more effective methodologies to enhance the learning environment for students ([Niknami, 2015](#)).

Education is recognized as a dynamic and perpetually evolving institution, the outcomes of which can be beneficial and gratifying when it adequately addresses the demands and necessities of society. Under the aegis of proper education, a prosperous and enhanced quality of life can be fostered for the populace of the society. The prerequisite for the efficacious execution of education is the establishment of an educational monitoring and guidance system across all domains pertinent to the teaching and learning process. This necessity is particularly pronounced when education undergoes fundamental transformations. Educational organizations are in greater need of educational supervision and guidance than any other type of organization due to their inherent sensitivities, educational essence, humanitarian objectives, patronizing aspirations, diverse professional specializations, the complexity of teaching responsibilities, the constraints of educational technology, and the challenges associated with measuring and evaluating academic progress. Educational supervision and guidance are regarded as integral components of human resource management within the educational sector, which undertakes initiatives aimed at modernizing and enhancing human resources to elevate the knowledge, attitudes, and professional competencies of educators ([Ozdemir & Yirci, 2015](#)). This is especially pertinent considering the variances in cognitive and specialized knowledge, motivation, and enthusiasm for instructional and training activities, as well as the historical context of educational endeavors. Establishing the

requisite conditions for the professional growth and development of educators is a fundamental priority, which endeavors to identify suitable strategies and solutions to address challenges and enhance competencies through a deeper understanding of the diverse groups of educators and their emotional professional characteristics and motivations. Therefore, from a progressive perspective, the concept of educational supervision and guidance can be articulated as a clinical process aimed at enhancing the quality of teaching and learning. This comprehension of educational supervision and guidance renders this process a vital and significant instrument ([Dunsmuir & Leadbetter, 2010](#)).

Various specialists have articulated diverse interpretations of this concept, all of which underscore the significance of student advancement and the enhancement of the educational and learning processes. Among these, Sullivan and Glens characterize educational supervision and guidance as a mechanism for engaging educators in educational matters to foster improvement in education and augment student achievement ([Glanz, 2021](#)). [Zepeda \(2013\)](#) views educational supervision and guidance as endeavors aimed at fostering growth, enhancing interaction, rectifying issues without shortcomings, and instilling a commitment to develop the abilities and capacities of educators. [Gordon \(2019\)](#) further articulate that professional supervision constitutes the process of cultivating teacher competencies with the paramount objective of enhancing students' academic progress. [Abdollahi \(2015\)](#) also accentuated that professional supervision can provide avenues for educators to evolve and advance beyond their current performance levels in ways that hold personal significance and meaning for them. Additionally, it aligns with the stages of career progression, learning paradigms, and the general circumstances of their lives, thereby establishing regulations and standards for the ongoing development of teachers, which is presented as an organizational function concerning the professional growth and advancement of educators ([Abdollahi, 2015](#)).

Professional supervision rests upon principles that, when duly acknowledged, facilitate the operationalization of the concept of professional supervision, which includes: 1- Collaboration and participation, indicating that without the professional cooperation of teachers, school administrators, and other stakeholders, the success of educational supervision and guidance initiatives is likely to fall short of expectations; 2- Addressing needs; 3- Facilitating

communication and fostering human relations; 4- Advancement (professional development and teacher motivation); 5- Transformation and innovation; 6- Accountability and authority.

In an organizational context, professional supervision constitutes one of the primary responsibilities and obligations of managers within educational institutions, complementing and enhancing other managerial responsibilities based on the processes of execution. The responsibilities and activities of school administrators in their supervisory capacity are categorized into two distinct domains: administrative and educational. The administrative dimension encompasses:

1- Conducting visits to the school premises and various sections of the school building to assess safety, health, and the cleanliness of classrooms; 2- Preparing educational materials, instructional equipment, sports apparatus, library resources, prayer rooms, and evaluating deficiencies and requirements; 3- Reviewing the staff attendance records; 4- Documenting the minutes of faculty meetings and parent-teacher associations; 5- Gathering information regarding school personnel in terms of qualifications, experience, and professional development courses; 6- Compiling data concerning student enrollment; 7- Aggregating the most pertinent feedback and recommendations from educators.

In the realm of education, the following aspects are pertinent: 1- Observing the educator's classroom dynamics and assessing the instructional methods employed, reviewing student assignments, and devising strategies for both encouragement and discipline of the students throughout the educational period. 3- Evaluating the quantity of instructional time dedicated by educators across various grade levels in accordance with the established timetable. 4- Providing individualized or group-based guidance for educators, particularly those facing challenges. 5- Facilitating sample lesson sessions while instructing on the proper utilization of educational tools. 6- Engaging in comparative analysis and ranking of institutional performance, scrutinizing assessment results, benchmarking one's institution against others, reviewing the examination administration processes, and conducting a comprehensive evaluation of institutional activities - identifying educators and academic personnel who require knowledge enhancement, implementing necessary measures to incentivize innovative and creative faculty - investigating students' academic challenges, including instances of academic regression. 9- Observing and exchanging insights with colleagues to pinpoint exceptional students ([Sajadi et al., 2017](#)). Over

the preceding three decades, the predominant focus of the educational reform movement at the school level in numerous countries has been on the supervisory responsibilities and obligations of principals, with the majority of researchers designating principals as the paramount, fundamental, and decisive agents of change and transformation within educational institutions. Research concerning school effectiveness generally asserts that the competencies of educational leaders constitute one of the essential elements of efficacy.

From these studies, it can be discerned that, in a general sense, the school principal exerts an indirect influence on the educational outcomes of the institution, particularly those pertaining to students, wherein the quality of the principal's conduct predominantly impacts the performance of the teaching staff. [Jahanian and Ebrahimi \(2013\)](#) further assert that an essential responsibility of school administrators is the provision of supervision and guidance, as they are instrumental in assisting educators in addressing classroom challenges, such as fostering a constructive school environment, identifying educational resources, and establishing conducive contexts. This enables the execution of frequent and ongoing evaluations of the research domain within the school.

[Leithwood and Jantzi \(1990\)](#) posits that school administrators ought to possess expertise in leading human relations, coordinating and facilitating changes, as well as enhancing educational programs, to effectively execute professional supervision. According to these specialists, professional supervision embodies a democratic ethos and encompasses a service-oriented dimension. Consequently, the professional development of educators should be prioritized by administrators to augment the performance of teaching staff and educational personnel. School leaders oversee the operations of their organizations and educational personnel from multifaceted perspectives, necessitating vigilance over aspects such as educators' proficiency in pedagogical methodologies, interpersonal relationships with students, levels of job satisfaction among teachers, student motivation, adherence to policies and regulations, cleanliness, among other factors, to ensure effective supervision ([Boyd et al., 2011](#)). School administrators employ various models for professional supervision, which include: a) the clinical supervision model, and b) the administrative supervision model, during which the classroom supervisor observes the educator and their pedagogical activities in an intrusive manner, identifies existing issues, and collaborates with the educators to devise solutions ([Henderson & Gysbers, 2006](#)).

c) Conceptual supervision model: Within this framework, all organizational elements influencing workload, classroom environment, collegial support, role conflict, as well as personal factors such as age, lesson content, and experience that could potentially impact the caliber of teacher performance are systematically identified. Furthermore, the manner in which these elements influence teaching effectiveness is thoroughly comprehended, alongside strategies for their regulation.

d) Effective supervision model: Effective supervision is characterized as an eclectic and selective approach that encompasses situational and contingency requirements, prioritizing professional, practical, and managerial concerns. Its theoretical underpinnings are derived from the philosophical domains of education and psychology, wherein the context of psychology predominantly influences the educational institution. The fundamental components of this model include professional development, professional commitment, value-oriented objectives, and vision.

In light of the aforementioned considerations, professional supervision is regarded as one of the paramount functions and responsibilities of school principals, necessitating alignment with the evolving dynamics of the educational system. However, as our educational institutions continue to operate within traditional paradigms characterized by authoritarian methodologies, which are administered in a dictatorial manner devoid of adequate involvement from teachers and students in decision-making processes, this function has not achieved the requisite efficacy. In the city of Bojnord, there exists a lack of professional supervision models compatible with the local culture, which could assist elementary school principals in executing this responsibility effectively, thereby revealing significant gaps and challenges in the realm of primary school administration. This includes the inadequacy and ineffectiveness of school leaders in delivering professional supervision services across educational, administrative, physical infrastructure, and educational tools and equipment domains, with the pressing need for reform becoming increasingly apparent amid extensive changes and developments in the primary educational phase. Nevertheless, given that a majority of elementary school principals in Bojnord possess considerable experience and expertise in elementary education, the quality of the teaching-learning process—which constitutes a primary objective of professional supervision—exhibits a favorable qualitative status. Employing the phenomenological method, the current study aims to comprehend how this process

is implemented in elementary schools, wherein the perspectives of elementary school principals in Bojnord have been identified and articulated concerning professional supervision. Accordingly, the research inquiries are delineated as follows: What are the dimensions and components of professional supervision exercised by elementary school principals?

Material and Methods

The present research constitutes a form of applied research characterized by its qualitative nature and employs the phenomenological methodology. The statistical population pertinent to this study encompasses all principals of elementary schools in Bojnord for the academic year 2023, comprising a total of thirty-four individuals, as per the report from the primary unit of the Bojnord Education Department. Qualitative sampling represents a sampling technique in which environments, individuals, or events are deliberately selected for the significant information they can provide, which is unattainable through alternative avenues. Consequently, qualitative research sampling typically aligns with purposeful sampling or the selection of reference criteria.

Within the framework of the phenomenological method, the researcher endeavors to gather information from individuals who have undergone a particular phenomenon, enabling the formulation of a comprehensive description of the essence of that experience from the perspectives of those individuals. Phenomenological research is predicated upon the profound and personal experiences of individuals, encompassing the researcher's own experiences, thereby necessitating the application of purposeful sampling techniques. In light of this, the current research has employed the purposeful sampling method alongside the electric bullet technique, with the sample selection methodology delineated as follows:

In the initial phase, the researcher approached the education department of Bojnord city. Subsequently, a comprehensive list of profiles of school principals was provided to the researcher. The researcher requested the elementary department of the Education Department to identify successful managers within the list, based on the assessments of the elementary education department regarding managers exhibiting successful and effective performance during supervision visits conducted by the education department and educational groups of the Bojnord Department of Education, alongside parental consent (noting that parental referrals to the Department of Education were notably high, and these individuals were identified and designated

as successful managers within the list). In essence, during this phase, individuals deemed suitable for the current research were introduced in a targeted manner. However, the researcher did not confine his inquiry solely to the individuals identified by the education department; considering that the focal point of the research pertained to effective educational supervision, he endeavored to interview managers who, firstly, possessed extensive experience (20 years or more) in education, secondly, had substantial teaching experience prior to assuming managerial roles, thirdly, enjoyed significant social capital among teachers (ascertained through consultations with elementary school teachers in the city), and fourthly, were currently serving as managers and had achieved success in this domain. During the conduct of the initial interview (with the first interviewee selected from the list of managers recommended by the education and training department), the interviewee was solicited to provide additional recommendations, predicated on their knowledge and experience regarding managers in Bojnord city who might possess valuable and insightful experiences relevant to professional supervision. In fact, following the first interview, snowball sampling was also employed.

Certainly, the individuals who were referenced by each interviewee were meticulously compared against the roster of successful managers that the Education Department furnished to the researcher. The researcher examined the individuals who appeared both on the provided list and those mentioned by the interviewees. This evaluative procedure was conducted until the conclusion of all interviews. However, concerning the quantity of samples deemed appropriate for phenomenological research, an analysis of the theoretical underpinnings reveals that there exists a variety of methodologies and divergent views regarding the requisite sample size for qualitative phenomenological inquiries. Nonetheless, it is generally accepted that once the research inquiries have been adequately addressed and theoretical saturation has been attained, sampling is concluded. In the present study, a total of 10 individuals were designated as research samples.

Table 1. Demographic information

Interview Number	Gender	Education level	Experience teaching (year)	Experience management (year)
1	Male	Master of Literature	22	10
2	Male	Bachelor of Elementary Education	28	22
3	Male	Bachelor of Counseling	30	25
4	Female	Bachelor of Elementary Education	25	12
5	Male	Bachelor of Elementary Education	30	18
6	Male	Bachelor of Social Studies	26	12
7	Female	Bachelor of Elementary Education	22	4
8	Female	Bachelor of Elementary Education	29	3
9	Female	Bachelor of Elementary Education	22	3
10	Female	Master of Literature	22	6

Results

Due to the fact that most of the participants of this research are managers with the most work experience. For this reason, the current situation of professional supervision of school principals has been accurately and accurately compared with what was in the past. As a result, the set of contextual factors affecting professional supervision has been identified according to interviews with them. With elementary school principals, effective factors in professional supervision, including principal characteristics, principal skills, and needs, were identified, which have been analyzed and described in detail under each of the mentioned items (table 2).

Table 2. Coding of contextual factors of managers' professional supervision

Codes from the interviews	Themes	Axial theme
Expert in the field of primary education (all 10 people), a lot of experience (all), professional commitment (5 people's characteristics), flexibility all 10 people (all 10 people), belief in religious beliefs (2 people), patience (4 people)) the manager), high effort and motivation 8 people) motivation and interest in the development of teachers (2 people) realism (2 people), positive attitude to changes (1) people) secrecy (2 people) good manners (2 people) eloquence (1 people)), discipline of all 10, (people) responsibility of all 10)	Manager characters	Contextual factors
Mastery of teaching methods and techniques (all 10 people), skill in using available tools and technologies (5 people), optimal use of financial, material and human resources (4) people, expressing positive feelings towards skills to colleagues (2 people), attention to the morale and satisfaction of teachers and students (4 people), the ability to solve financial and family problems, mental and emotional problems of all 10 students, creating a favorable working atmosphere (3 people), the ability to attract The cooperation of teachers (2 people), appropriate reactions (4 people), the ability to direct marginal and unimportant topics in the school office (2) (people), creating motivation among teachers (3 people), the ability to make accurate and correct	Manager skills	

evaluations of colleagues Assessment of effectiveness (3 people), ability to identify needs (4 people), ability to identify students (4 people)		
Educational needs of less experienced teachers (all 10 people), inadequacy of strategies and methods used by teachers (6 people), weakness in evaluation methods of students (2 people), unfavorable atmosphere and building of the school (7 people), existence of students with low academic progress. (3 people), problems in dealing with students (6 people), low skills of teachers in using technologies and educational tools (9 people), dissatisfaction of students (3 people)	Needs	

One of the central themes of the professional supervision of principals is the actions and strategies of educational supervision that are used in schools. The lived experiences of successful principals of schools indicated that in order to achieve the desired results and improve the quality of education and progress of students, they Practical and practical strategies have been used, actions and strategies include holding supervisory meetings, classroom observations and seeing classroom processes, establishing effective and appropriate communication, creating change and innovation, using new technologies and technologies to ensure health and safety, creating motivation, The professional development of teachers, favorable human relations and the growth and development of students, which will be explained in detail in the following of each of the mentioned cases.

Table 3. Coding actions and strategies of managers' professional supervision

Codes from the interviews	Themes	Axial theme
Holding meetings of teachers of the same grade level (all 10 people) meetings of specialized teachers of each subject with each other (8 people), meetings of parents with teachers all 10 people, school teachers' council all 10 people) continuous family education (6 people) meetings Counseling with parents of students (1 person) holding study sessions (2 people)	Supervisory meetings	Managers' professional supervision measures and strategies
order and continuity in making observations (8 people) monitoring the mastery of the teacher on the teaching process (all 10 people), paying attention to the students' performance in the subject field (9 people) determining how teachers behave with students (3 people) Examining health and moral points of students (2 people), determining the context and aspects of the lesson that have been neglected (2 people), examining how to evaluate students (3 people), determining the level of student participation in learning activities (6 people) Identifying the teacher's weak points and taking action to solve them 8 people Determining efficient and useful teaching methods (2 people), flexible performance (7 people)	Class observations	
Participating in meetings and ceremonies of teachers and students (3 people) Regular and continuous presence in communication between teachers and colleagues (all 10 people) Expressing criticisms to teachers privately (5 people) Send effective and appropriate weekly and monthly report cards... for parents and follow-up in this case, all 10 people), non-verbal communication with students (1 person), face-to-face parenting with teachers (2) (person), opinion Asking parents (3 people) to form virtual groups (4 people) Written request from parents to attend school in order to solve the problems of 7 people Using SMS system (3 people)	Effective and appropriate communication	
Getting help from capable teachers (5 people), using the expert forces available in the school (6 people), preparing separate evaluation index books for teachers and students (1 person), involving parents in the education of children using end-of-the-week homework (2 people) people using the dynamic yard plan (2 people)	Change and innovation	

holding different exhibitions at the school level (3 people) forming special working groups (2 people)		
Making classrooms smarter (8 people), providing educational software needed by teachers (8 people), using technologies (8 people), using the facilities available in online education systems (3 people), forming groups and using virtual technologies (4 people) SMS system (3 people)	Applying new technologies and technologies	
Preparation of a suitable heating system for all 10 people) Preparation of sanitary materials (all 10 people and health supplies) Repairing the appearance of the school (6 people repairing school equipment and building for all 10 people) School safety, school laboratory equipment (5 people)	Ensuring school health and safety	
Verbal encouragement and material prizes for all 10 people) Specifying the names of primary school students, motivating education (2 people), disciplinary commitment (2 people), preventing them from attending the classroom (1 person), student contact with parents (1 person) appreciation and thanks to active and creative teachers and colleagues (1 person), effective assessment of teachers (2 people)	Motivation creation	
Preparation of specialized magazines for the regular and continuous study of teachers (8 people) Providing educational software (8 people) Preparing and providing educational materials (3 people), increasing the skill of using new technologies (6 people) Creating positive changes in attitudes 4 Encouraging creative methods in teaching (3 people) Teaching the best methods of learning transfer 4 people) Updating the knowledge of teachers (6 people) Teaching correct evaluations from students (7 people), creating a sense of worth (2 people) getting ranks Superior in peer study and planning (2 people), participating in making changes (7 people), behavior modification (4 people), helping to manage the class in an effective way (6)	Professional development of teachers	
Positive and constructive interactions between teachers and the school principal (3 people), getting support from social institutions and religious human relations (2 people), positive interactions between students and teachers (2 people), getting the cooperation of employees Desirable education and upbringing with the school (5 people) positive feelings between colleagues (1 people), creating friendly relations between colleagues (4 people) providing appropriate feedback (3 people) ensuring satisfaction and satisfaction of teachers (people) reducing conflict between colleagues (2 people)) people, involving teachers in solving students' financial problems (8 people)	Good human relations	
Increasing the participation of students in school affairs (2 people), obtaining top scientific and cultural ranks and growth and research progress in competitions (4 people), raising the average academic achievement scores (1 person), recognizing and strengthening students' talents (3 people)) improving and improving the classroom performance of students (5 people), creating and internalizing health issues in students (3 people), religious and moral development of students (3 people), increasing motivation in students (6 people), providing a context for paying attention to Preservation of the environment in students (2 people), encouraging students to build tools (2 people), using students' participation in creating order and discipline in school (7 people), increasing the sense of responsibility in students (4 people), reducing and eliminating Academic problems (8 people)	Student growth and development	

The analysis of the interviews around each of the research questions led to the extraction of categories related to each of the themes. Based on this, in this part of the research, a model of effective educational supervision that has been identified and extracted according to interviews with the principals of elementary schools in Bojnord city was presented in the form of table 4.

Table 4. Coding obstacles and problems of managers' professional supervision

Codes from the interviews	Themes	Axial theme
Unfair distribution of tools and equipment (3 people), lack of coordination between existing tools and the insufficiency of tools and changes in the content of textbooks (3 people), incompleteness of hand-made tools (4 people), high cost and time-consuming preparation of tools by teachers. Modares (3 people), lack of space to store tools and equipment (2 people)	Failure of teaching tools and equipment	Obstacles and problems of professional supervision of managers
Lack of specialist staff (consultant and executive assistant) (1 person), lack of attention to match the manager's field and degree with primary education (3 people), multiplicity of management tasks (5 people). Inadequacy of monitoring forms with changes and developments in primary education (2 people), structure and system, lack of coordination between university education and reality in schools (1 person), low quality of primary education in-service training (6 people), appointment of school principals without paying attention to the merits (3 people), weakness and inadequacy in hiring teachers (7 people), failure in evaluating the performance of managers (2 people), bureaucracy in schools (5 people), lack of funds in primary schools (8 people), lack of Motivators (6 people). The non-uniformity of educational monitoring visits to schools (3 people), the floating of teachers regardless of their expertise (2 people), the ineffectiveness of the managers' opinion in the selection of teachers (6 people), the lack of programs and implementation plans of schools (1 person). Emphasis on the implementation of stereotyped programs without considering the characteristics of students (1)	The structure and system of primary education	
Negative beliefs about managers' supervision (7 people), fear of using tools (6 people), negative attitude of resistance and lack of attention to changes (6 people), reliance on experience (4 people), literacy and a lot of feeling about computers (6 people), lack of skills and neglecting them (6 people), denying the need for teachers and denying wrong behaviors (7 people), prevailing traditional views on teachers (6 people), avoiding educational responsibility supervision (4 people), negligence (3 people) people little knowledge in the field of psychology (6 people)	Teachers' negative attitude and sense of lack of supervision	

In this section, the results of coding related to each research question are presented in the form of table 5, and then the extracted categories are analyzed and described.

Table 5. Coding about managers' professional supervision

Concepts	Axial themes	Core theme
Manager features Manager skills needs	Contextual factors	Professional supervision of managers
Supervisory meetings Class observations Effective and appropriate communication Change and innovation Using new technologies and technologies Providing school health and safety Motivate Professional development of teachers Good human relations Student growth and development	Actions and strategies	
Failure of tools and equipment The structure and system of primary education Teachers' negative attitude and sense of lack of supervision	Obstacles and problems	

Discussion

According to the primary inquiry of the research, what are the dimensions and components pertaining to the professional supervision of elementary school principals? The researcher gathered data through semi-structured interviews, which was subsequently analyzed employing a corrective colloquial approach. This approach, based on the experiences of elementary school principals in Bajnoord city, led to the identification of categories concerning background factors, actions and strategies, obstacles, and the challenges associated with professional supervision.

Contextual factors of professional supervision

Based on the historical context of primary school administrators, it can be inferred that possessing knowledge and expertise in the domain of primary education, along with adequate experience, a strong professional commitment, patience, diligence, seriousness, accountability, adaptability, discipline, and elevated motivation, are of paramount importance. The most critical attributes of a manager encompass the execution of effective professional supervision.

- In light of the historical context of elementary school principals, it can be deduced that proficiency in teaching methodologies and techniques, adeptness in utilizing tools and technology, the capability to convey positive sentiments to colleagues, and the ability to foster a conducive working environment, alongside the capacity to steer irrelevant and marginal topics within the school office, as well as the ability to conduct precise and accurate evaluations of the manager's competencies by colleagues, are indispensable for achieving effective professional supervision.
- According to the historical accounts of elementary school administrators, it can be concluded that the educational needs of less experienced teachers, the inadequacies in teachers' pedagogical strategies and methodologies, the deficiencies in student evaluation methods, and the teachers' limited proficiency in employing technologies and educational tools represent needs that necessitate effective educational supervision.

Professional Supervision Measures and Strategies

- The organization of various meetings, such as consensus gatherings of teachers at the same educational level, specialized course teacher meetings, parental meetings with educators from family education schools, and lesson study discussions, constitutes a critical component of the supervisory responsibilities of school administrators. These meetings are primarily intended to

address the curricular and educational challenges faced by students and to rectify deficiencies in teaching practices and teacher behavior.

- The systematic and ongoing observation of teachers' proficiency in conducting lessons, attentiveness to students' performance in the subject matter, assessment of teachers' interactions with students, evaluation of the students' health and moral conduct, identification of overlooked contextual and instructional elements, scrutiny of student evaluation methods, determination of the extent of student engagement in learning activities, recognition of teachers' shortcomings followed by strategic interventions, and the identification of effective and beneficial teaching methodologies represent the cornerstone activities undertaken by primary school principals during their observations. A review of the practices of elementary school principals reveals that active participation in teachers' meetings and ceremonies, maintaining a regular and continuous presence among faculty and colleagues, the dissemination of weekly and monthly report cards, non-verbal communication with students, direct engagement with teachers, soliciting parental feedback, forming virtual communication groups, and crafting requests for parental attendance at school to address issues concerning the utilization of the SMS system, are among the most pivotal strategies employed by elementary school administrators to facilitate effective and appropriate communication.

- Acquiring assistance from proficient educators, utilizing the expertise present within the institution, preparing distinct evaluation index compendiums for educators and pupils, engaging parents in the educational pursuits of their offspring through weekend assignments, employing the dynamic yard plan, hosting various exhibitions at the institutional level, and establishing working groups are all measures employed by primary school administrators to foster transformation and innovation.

- Enhancing classroom intelligence, supplying educators with the requisite educational software, utilizing the resources available through online educational systems, and forming virtual collectives represent the paramount actions undertaken by elementary school principals in the realm of implementing contemporary technologies.

- Verbal commendations and material rewards for students, expressions of appreciation and gratitude towards proactive and innovative educators and colleagues, as well as the correct and

precise evaluation of teachers constitute the measures adopted by school administrators to motivate.

- Provision of specialized journals for the ongoing and systematic study of educators, supplying educational software, furnishing educational tools, enhancing proficiency in the utilization of new technologies, instigating positive shifts in attitudes, promoting inventive pedagogical methods, imparting desirable methodologies, facilitating the updating of educators' knowledge, fostering a sense of value, achieving top rankings in academic and peer assessments, involving educators in the modification processes, rectifying educators' conduct, and aiding in the effective management of classrooms are among the paramount undertakings of school administrators in the domain of professional development for educators.

- The establishment of positive and constructive interactions between educators and the school principal, garnering support from social and religious entities, fostering affirmative relationships between students and educators, promoting collaboration among educational staff with the institution, cultivating positive sentiments among colleagues, nurturing amicable relations among peers, providing constructive feedback, ensuring the satisfaction of educators, minimizing conflicts among colleagues, involving educators in addressing students' financial challenges, and fostering favorable interpersonal relations, or considering the historical context of elementary school principals, leads to the conclusion that augmenting student participation in school affairs, achieving top scientific, cultural, and research accolades in competitions, elevating average academic performance, recognizing and enhancing students' talents, improving student performance in classrooms, prioritizing students' health matters, promoting the religious and moral development of students, boosting student motivation, instilling environmental consciousness among students, establishing mechanisms for maintaining discipline and order within the school, cultivating a sense of responsibility among students, and addressing and ameliorating learning challenges are the most significant actions undertaken by school administrators in the sphere of student growth and development.

Practical Recommendations

- The attributes and competencies of school principals, alongside their specific needs, constitute critical background factors in the facilitation of effective educational supervision; thus, it is recommended that school principals exhibit a heightened degree of flexibility and adapt their

management strategies according to the diverse conditions and individual differences of staff and educators. They should employ varied methodologies for the organization of work, delegation of responsibilities, motivation, and feedback. It is imperative for them to maintain a high level of discipline, given the considerable and challenging responsibilities associated with addressing the educational and behavioral issues of students. They ought to demonstrate accountability and possess a strong commitment to professionalism, thereby fostering a culture of responsibility among both students and educators. Principals must be highly motivated to enhance the educational environment for students, teachers, and staff, while also coordinating the combined efforts of educators and students towards the advancement and development of the school, stimulating creativity and innovation among both students and teachers, and adopting a positive outlook in addressing the numerous inadequacies and challenges that pervade schools. They should proactively anticipate potential problems and resistance from colleagues and take the initiative in implementing changes. Furthermore, they must engage actively in the teaching process, recognizing and addressing issues as they arise. The ability to comprehend the challenges faced by students, educators, and other school personnel, along with possessing adequate knowledge and awareness regarding various material and social requirements, enables the identification and selection of logical pathways. By concentrating on students' needs and instituting positive and effective changes to rectify deficiencies and inadequacies, they can enhance the functionality of the school and ensure that student learning is both profound and impactful. Additionally, it is essential to identify the needs pertaining to teachers' instructional strategies and methodologies, students' assessment practices, school infrastructure and facilities, as well as educational tools and equipment, and to address these needs to the fullest extent possible within the bounds of established regulations.

Among the actions and strategies pertaining to the professional supervision of elementary school principals in this study are the organization of supervisory meetings, the execution of classroom observations, the establishment of effective and appropriate communication, the utilization of innovative methodologies, the employment of contemporary technologies, the provision of necessary equipment and facilities, the encouragement of professional development among educators, the fostering of positive human relations, and the advancement of student development, which are all deemed significant. It is therefore recommended that school administrators conduct

regular and systematic meetings with teachers of the same grade level and subject specialists, wherein they should duly note the overarching issues and challenges faced by the students in advance. These matters should then be discussed and shared during meetings attended by all members of the school staff, encompassing both teaching and non-teaching personnel. Meetings pertaining to academic programs should be conducted with precision, and teachers should be motivated by demonstrating interest and delivering timely information; additionally, areas of support and assistance within the school should be established, along with the provision of requisite resources and equipment. Rather than solely depending on the written assessments of teachers, it is essential to observe various aspects such as the performance of both teachers and students, the manner in which students respond to questions posed in class, the engagement in practical activities, the level of student participation in learning, the interactions between teachers and students, the identification of teachers' weaknesses, the establishment of learning objectives, and the arrangement of the classroom environment. This evaluation should be conducted through a multitude of methods, including the formation of telegram groups, participation in meetings and ceremonies, utilization of educational communication systems, dispatching invitations, distributing report cards, making phone calls, sending text messages, and maintaining direct presence among colleagues, as well as interactions with school teachers, staff, students, parents, personnel from the education department, religious institutions, and health and social organizations.

Continuous efforts should be made to supply educational aids, whether simple or complex, to facilitate the teaching and learning process, thereby ensuring that learning is enduring and diversified within the classroom, with these aids being made available to educators. To enhance the quality of teacher training and to elevate student learning and progress, there should be a broad adoption of new technologies, alongside endeavors to equip classrooms with intelligent systems such as smart boards.

The most significant barriers and challenges to the efficacy of professional supervision are the insufficiency of educational instruments and apparatus, the framework and organization of primary education, as well as the adverse disposition and sense of redundancy perceived by educators towards professional supervision. Consequently, it is recommended that:

The Department of Education for the city ought to equitably allocate educational instruments and kits among educational institutions and systematically organize the surplus educational resources and materials. Prior to the execution of initiatives within schools, the Department of Education should duly notify all stakeholders and contemplate distinct advantages and incentives for the implementing agents of each initiative, while ensuring that managerial personnel are confined to a supervisory capacity. Specialized personnel such as counselors, psychologists, and experts in the domains of computing and emerging technologies should be assigned to elementary educational establishments. The supervisory framework should be predicated on humane and collaborative relationships, eschewing traditional, rigid, and authoritarian methodologies, while taking into account the competencies of the administrators, in order to mitigate the student-to-teacher ratio in both schools and classrooms, thus averting deterioration in educational quality and ensuring the recognition of all acquired knowledge.

Research Limitations and Proposals for Future Research

In the present article, predicated on the examination of professional supervision of primary school administrators, it is noteworthy that although numerous investigations have been conducted in this domain, all such studies have employed a quantitative methodology and concentrated on a singular facet of professional supervision. This phenomenon constituted one of the principal limitations of the current research. The reluctance of female administrators to permit audio recordings during interviews imposed additional constraints. Furthermore, given that all interviewees were indigenous speakers of the Kurdish dialect, the researcher faced challenges in locating suitable and equivalent terminology to accurately convey their statements during the interviews. There existed a limitation concerning the availability of research sources and the existing scholarly background that is directly pertinent to this inquiry.

In light of the divergent supervisory methodologies employed during the primary education phase as opposed to those in the first and second secondary education stages, it is advisable that studies bearing this title be conducted within the first and second secondary education contexts as well. Considering that the participants in this research were exclusively indigenous school principals familiar with the regional culture, it would be prudent to undertake similar research utilizing a qualitative approach in other cities and provinces featuring non-indigenous principals. Given that the actions and strategies pertaining to professional supervision were formulated based on the

perspectives of the principals of Bojnourd primary schools, it is thus recommended that investigations in this regard employ a qualitative approach. Furthermore, since the influential underlying factors affecting professional supervision have been derived from the views of the principals of elementary schools in Bojnourd city, it is suggested to extend this research to other cities and provinces utilizing a qualitative framework.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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