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EXPLORING THE COMPETENCIES OF SCHOOL EDUCATION SUPERVISORS: A QUALITATIVE STUDY

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ABSTRACT

The present study was a qualitative study and the statistical population consisted of experts, academic members of universities in the field of educational management, educational sciences instructors in the area of elementary education as well as faculty members and experts in educational areas in the city of Mashhad in the academic year of 2019-2020. The sampling was performed via a purposive method and saturation was reached with the participation of 22 people. Data were analyzed using semi-structured and in-depth interviews using a seven-step approach and open-axis coding. For data validity, the trustiness of the subjects and for the data reliability, the contingency coefficient of two coders using the Kappa's coefficient were used. To analyze the data, content analysis method using MAXQDA software was applied. The research demonstrated that there is a central core-based paradigm for education supervisors in school affairs which involves the elements constituting the competencies of education supervisors as consisting of 6 main categories and 26 components along with 104 open-coding. The findings revealed that the main categories of education supervisors' competencies included interpersonal characteristics, professional knowledge, managerial characteristics, individual characteristics, and professional and attitude skills. Competency-based management is considered to be a coherent approach and a coordinated framework to manage human capital in the long run, which is based on a common set of competencies as well as qualifications related to the organization's macro strategies.

INTRODUCTION

A meritocracy system is a system in which the right people are appointed in the right place and at the right time and are best used in accordance with individual, organizational and social objectives. Competency means people's necessary capacity and ability to do their job (Nabi Abkenar 2012, 129). Competency-based management is an integrated process that places people in an appropriate organizational position, in line with the capabilities, capacities and work skills which expands professional and specialized qualifications. Modern organizations are faced with critical changes that endorse the need for a competency-based approach. Instead of focusing on people's work, the competency-based approach concentrates on the people who perform the job (Dubois et al. 2004, 10).

In fact, human capital constitutes the mastermind and the very engineering of the organization's system. Manpower of any organization is considered to be the most important sources of that organization and undoubtedly, one would claim that today one of the indicators distinguishing developed countries from underdeveloped countries is the manpower of organizations in those countries. Knowledge-based manpower enjoying appropriate effectiveness and expertise is one of the most important pillars of an organization that can greatly contribute to the organizational development process via its knowledge and expertise; thus, providing services deemed necessary for the organization.

The competency-based approach in the education system is aimed "to determine the competencies required from top people in key positions across the board in an organization and to make effective selection and training as well as to ensure that competent performance is recognized and rewarded" (Weserley 2005, 4).

Competencies are seen to be more enduring than job tasks. Competencies are aimed at peoples' characteristics who do the job successfully. Competencies are parts of the people, not what they do. Competencies are achieved when the unique characteristics of the people who produce success are precisely identified (Roswell and Greber 2017, 25).

Some consider human resource management to concentrate on policies, actions, and systems that influence employees' behavior, mentality, and performance. Human resource management means understanding the importance of human resources in an organization, that gives meaning to the organization's superiority, customer attention, entrepreneurship, quality, and the like. Human resources are the most important assets of an organization and their effective management is critical to its success (Shariatmadari, 2010).

Wright and McMahan (1992) and Legnick-Hall et al. (2009) are among the thinkers who proposed theories on human resource management. These authors maintain that these theories help understand human resource management practices.

Steven's research (2019) entitled "Supervising Skills", reveals that the supervisor's relationship with the teacher is intimate and close, and the need for diverse practical skills includes: empowerment-focused discussions in observational conferences and curricular planning that must create a new and creative mindset. The Tadele's study (2014) examined teachers' perceptions towards educational supervision as results analysis

reported that teachers' attitudes and satisfaction were the most important factors for their professional development. Nelson's study (2006) investigated six important competency clusters for learning supervisors including: Executive Skills Cluster (Executive Competency); Business Skills Cluster (Business Competency); Cognitive Skills Cluster (Cognitive Competency); Interpersonal Skills Cluster (Interpersonal Competency); Educational Skills Cluster (Educational Competency) and Technical Skills Cluster (Technical Competency). Research by Steele and Enfrieder (2017) demonstrated that supervisors who share the responsibility of teachers and students' learning have confirmed to be promising and effective. Hamoudi's research (2019) stated that education supervisors were found to be influential in strengthening the confidence and teaching responsibility of primary school teachers, and the variable of self-confidence was the most important component and influential factor, among other things. However, the feeling of competency, being effective and strengthening meaningfulness were also found to be major factors.

The establishment of a competency system as one of the macro and strategic policies of the country has been set forth in the 20-year Vision Document as well as in the Law of the Fourth Development Plan. The objectives of education are the cornerstone of any country that if upgraded and reformed, it will greatly affect the economy, trade, industry, agriculture, health, environment, beauty and art, people's behaviors at the community level, new technologies and religion, philosophy and ethics in general.

Considering educational levels, the elementary level is the most important educational course in all education systems across the world which assumes a special sensitivity. The individual's personality and inclusive development take shape in this period. The elementary level is the period when comprehensive concepts and meanings develop among students, which should be given due attention in all dimensions and plans. The practitioners of this course should take the necessary steps for students' lifelong learning and update their knowledge through a wise attitude.

Because every year a large number of experienced and veteran forces of the educational system leave the organization and retire and new employees enter the education domain, it is quite clear that these energetic and young forces do not have the necessary experience of the principles of modern classroom management and require people who are make use of knowledge, enjoy up-to-date information and are well-organized to lead the educational system. Restoring the administrative positions of education supervisors in the Ministry of Education has been one of the best developments in the field of primary education. Legal and upstream documents pertaining to education supervisors for implementing the policies have been set out by the Supreme Leader's Command on Education (1-3, 4-6, 4-7), the Fundamental Transformation Document on such education solutions as (2-5) (7-5) (6-8) (3-5) (4-5) as well as the five-point policies including organization and improvement of human resources - comprehensive development of partnerships - reduction of concentration and delegation - promotion of school management - budget implementation. (Fundamental Transformation Document on Education, 2011).

Strong and capable education supervisors in all fields of education can offer great help in line with excellent educational objectives. According to the mission and great role of education supervisors, it is required of them to develop and promote educational system in order to achieve the main mission and goal of the education system. The researcher seeks to create new research by studying theoretical foundations and backgrounds. Now, given the effective and fundamental role education supervisors play in the process of education, it is critical for them to have a series of general and specific characteristics within the educational system in order that they can perform their serious task well. The researcher thus seeks to answer the basic question: What competencies should education supervisors have to play their organizational roles?

THEORETICAL AND RESEARCH BACKGROUND

An educational organization is effective when it ensures there are the right people with the right skills, in the right place and at the right time to perform various job tasks and services. For this end, human resource requirements should be recognized, an appropriate recruitment of employees be made, and appropriate prediction of future needs be applied. In this connection, there will be many problems such as working conditions, promotion expectations, appointment and transfer, motivation and security, professional development, etc., which must be examined with sympathy, understanding, reciprocal feeling and cooperation, on the one hand, and a sense of commitment, accountability and right participation, on the other hand (Shams, 2018, 17).

According to the 2025 Vision Document, Iran should become the economic, scientific and technological hub of the region; this ideal, while being associated with foresight, initiative and embracing of future challenges, requires people to have the right attitude and understanding of leadership and enjoy managerial and professional competencies in line with global standards (Vision document, 2003)

School innovation policy has also challenged supervisors. They are responsible for monitoring student curricular-based learning and what government examinations determine about learning content.

Rather than looking for educational strategies school systems confirm to be effective for all classes, supervisors as a whole should look for objective evidence that suggests students' learning is the result of multiple stimuli provided by all the teachers. Supervisors are not supposed to have one-to-one meetings with teachers on specific teaching skills, rather should discuss with groups of teachers what learning skills students require and which skills are not required and then design and develop new ways to strengthen the required learning (Serjivani & Starata, 2014, 35).

According to Peter Drucker, a successful person in a knowledge-based economy is the one who recognizes himself, understands his accepted abilities and values, and determines the situation he works in.

Definitions of competence from different experts' views

Theorists	Definition	Source
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Ghorchian and Karimi Kama	Refers to any knowledge, skill, competence, or qualification of person demonstrated through behavior that leads to service excellence.	Quarterly Journal of Educational Supervision and Management (2018)
Mclagan	Involves the knowledge and skills important for delivering key outputs. Defines a vast and even unlimited job behaviors.	Purkarimi (2018,18)
Streibler	Indicates the behaviors that a person demonstrates to do work and can be defined as the minimum standards required for performance.	Mohagher and Rahmani (2013, 2).
Human Capital Balance Sheet	Knowledge refers to skills and attitudes that affect performance.	PARP (2011, 29)
Stewart and Brown	It is a unique individual competence in the organization that creates high value in the organization and distinguishes the organization from its competitors.	Stewart and Brown (2009, 29)
Merlin quoted by Soltani	It is an unfolded umbrella that explains what it takes to succeed.	Scientific-Promotional Journal of Human Resources Studies (2012)
Bartram et al	Defines a set of behaviors as a tool to provide desirable outcomes.	Ammons-Stephens (2009, 66)
Thomas and Vadius	Refers to the efforts by a person who can perform certain tasks skillfully and successfully.	Robbins Stephen (2007, 21)
Gartner	Skills refer to knowledge and characteristics that result in performance or predict it.	Draganidis et al (2006,201)
1997 National Job Corps Association	Knowledge includes the skills, competencies, and conducts that an employee uses to perform their tasks, as they are deemed to be key levers of the employee to meet the required results in the organization's business strategies.	Soltani (2018)
McLeland-Boyatzis	It is an ability (a set of individual's competencies reflects his or her competence) and describes what he or she can do, rather than what he or she does, regardless of the situation.	(Nabi-Abkenar, 2012, 92)

Dimensions of competency from Richard Boyatzis' view:

* Professional knowledge and information: It is strengthened through theoretical training and underlies other competencies. Some components of this category of competencies include: management and leadership principles, change management, decision principles, project

management, strategic management, resource management, business law, computer application in management.

* Skills: It is the ability to implement science in practice through which performance quality gets improved.

Types of competency skills:

Technical skills: Knowledge and ability to perform specific tasks that require training techniques and practical competence in behavior and activities.

Perceptual skill: the ability to understand the complexities of the whole organization and to perceive all the components constituting organizational activity as a whole unit (system). Knowledge of these relationships and important components in different situations, enables the manager to make decisions that results in an effective organization and employee satisfaction (Saadat, 2004: 12).

Human skills: the ability and discernment to create an environment of understanding and cooperation and performing work by others, effective activity as a member of the group, understanding people's motivations and influencing their behavior. Human skills contrast technical skills. Human skills cannot be easily acquired and do not have specific techniques and methods (Hamdi, 2017, 81).

* Personality characteristics: These characteristics, relatively stable in adults, include examples such as self-confidence, competitiveness, extraversion, courage, optimism, perseverance, composure and responsibility-taking.

* Values: All decisions are adopted within a set of values. These values and attitudes are the most important aspects distinguishing managers from each other.

* Professional credibility and public credibility: Richard Boyatzis (1986)

Meritocracy is an integrated process that allows people to be appointed in the right organizational position according to their abilities, competence and work skills, thus expanding their professional and professional competencies.

It is a system resulting from combining such processes as merit-based knowledge, merit-based evaluation, merit-based recruitment and merit-based development (Ramezani, 1999). The competency-based approach is not a new approach in human resource management, though the term competency is new, albeit with an outdated meaning.

Competency models

Competency models serve as a basis for human resource management systems. These models play a critical role in any human resource systems process. Competency model is a systemic description of competencies needed for successful or outstanding performance in a job category, team, division, unit or organization. Determining and modeling competencies can be the starting point for strategic development programs pertaining to organizational and individual needs.

KSAO model

Knowledge: Technical and specialized knowledge and structure of the job directly related to job performance.

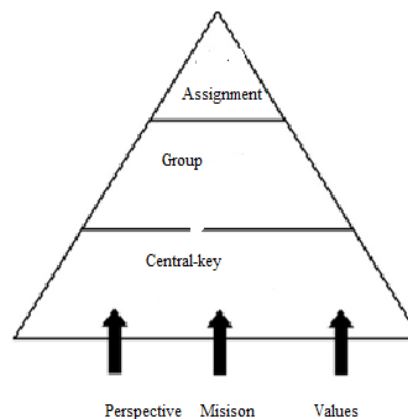
Skills: Capacity and ability to perform tasks that require tools, equipment and machinery.

Ability: The capacity to perform the physical and mental activities required for tasks where there is no need for tools and equipment, often reflecting the application of scientific principles based on job knowledge.

Other characteristics: Other characteristics include inclinations, mood, and personality traits (Nabi Abkenar, 2012, 138).

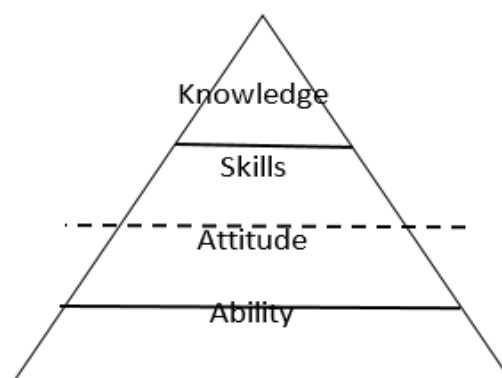
Pyramid model

Recently, organizations that have opted to learn a competency-based framework have revealed visions, missions, and values that constitute any competency model. In the meantime, one would suggest that values have a special importance, because there are traces of values in the mission. Undoubtedly, values have huge effects on different dimensions of action which have a short- and long-term impact on the lives of individuals in society under different political, social, economic, religious and sexual dimensions. Therefore, they are key elements in the cultural structure of youth and organizational culture (Nabi Abkenar, 2012, 140).



Iceberg model

Some competencies are easily visible in observable behaviors, so they can be defined and achievable easily. Knowledge and skills are observable from the surface, while values, attitudes, personality characteristics and motivations are under water and not visible (Nabi Abkenar 2012, 141).



Competency approaches include a behavioral, standardization approach, and a situational (contingency) approaches. Behavioral approach proposes the required competencies based on behavioral reforms and mainly concern with a type of behavior pertaining to excellent performance. Standardization approach proposes the minimum performance standards in managerial positions to ensure job results, based on functional analysis of the job or position. Situational (contingency) approach mainly deals with examining whether situational factors affect the individual competencies required for excellent performance or not (Nabi Abkenar 2012, 135).

In our country, some capable people as education supervisors who serve as the guides within educational activities are assigned to educational areas in order to improve the management and facilitate the supervision and guidance of educational activities. An educational director is a person selected from the official and contracted forces of the education departments who, while enjoying up-to-date knowledge and skills competencies, seeks to guide, direct and supervise the educational processes using appropriate techniques by concentrating on the activities and performance of schools, principals, teachers and other staff in order to achieve excellence in school management. In the meantime, they aim to increase the professional development of staff in order to achieve education objectives (Office of Primary Education, Deputy of Primary Education, 2016). The goals an educational director pursues include: promoting the quality of educational affairs in the schools under study, strengthening teachers' level of professional skills and exchanging educational experiences, preventing students from dropping out of school by providing counseling and educational guidance services and reducing the gap in academic level. Education supervisors are selected and appointed by the Department of Education from among qualified teachers, principals and school counselors.

Some would-be characteristics for educational leaders include: the ability to communicate and influence others and gain social acceptance and popularity, to enjoy teaching skills and guide people in new and advanced ways to perform things and motivate people, the ability to use new technologies, to use educational tools and equipment, to analyze the subject and understand the circumstances and environmental conditions, and to hold in-service training courses required by teachers of multi-grade classes. Therefore, for educational supervisors to transform the situation and promote the way forward they must be effective directors. They need to

help teachers develop new and effective ways and to facilitate learning conditions for students (Niknami, 2017).

Summary of research backgrounds

Researchers	Research main points
Tyson et al. (2018)	<ul style="list-style-type: none"> * Supervisors need paradigms and wise instructors * Creating active and motivating networks for learning and supporting the professional learning of teachers, supervisors * Empowering emerging supervisors via education governance systems * Benefiting from impact strategies including promoting quality participation at home and school and ensuring students learning
Coccio, Serfo and Fredrick, (2016)	*The role of supervisors in supervising clinical and advisory education improves teacher performance
Ozdemir, Tuncay and Ramezan (2015)	<ul style="list-style-type: none"> * Supervision increases the quality of education * Supervisors' characteristics, including: professional competencies, effective communication, sufficient time
Mingtao Shi (2013)	* Recognizing competencies as resources to achieve a sustainable competitive advantage
Armstrong (2010)	<ul style="list-style-type: none"> * More organizations taking benefit from behavioral competencies (soft competencies) compared to technical competencies (hard competencies) * Applying competencies primarily in selecting, learning and developing employees and then in reward management
Jim Bradley (1991)	* Existence of competencies in addition to managerial skills and approaches
Brigitte, Hough (1993)	* The impact of the competitive advantage role found through peoples' common skills and values
Jabbari (2012)	* The successful impact of educational supervisors on teachers' professional performance
Roshani (2019)	* Positive and meaningful impacts of managers' environmental, technical and behavioral competencies on the success factors of the construction industry project via allocating resources, political transparency of financial issues, cooperation structure, budgeting, economic sustainability, productivity risk and project limits.
Emami-Meibodi (2019)	<ul style="list-style-type: none"> * Inference of eight dimensions based on deductive approach, skill, ability, moral characteristics, personality characteristics, credibility, knowledge, attitude and discernment * The highest average pertain to moral characteristics and the lowest average to knowledge
Mirzapour (2018)	<ul style="list-style-type: none"> * Interactive effects of human resources on the organization, especially education * Attempts and planning variables on each other for simultaneous strengthening
Hoseini (2018)	* Effectiveness of decisions, actions and leadership styles of educational supervisors on the development of managers' continuous professional careers.
Ranjbar (2017)	<ul style="list-style-type: none"> * Enjoying three dimensions of general, social and functional competencies * The most important competencies are managerial

	competencies
Esbati et al. (2014)	* Enjoying special managerial competencies in educational systems and higher education management
Izan (2017)	* Localizing existing supervision and guidance models in the country * Accurate evaluation of teachers and directors' experiences in new patterns
Rezvan Hakimzadeh (Deputy Minister of Primary Education, Ministry of Education (2012)	* The most important duties assumed by directors: Achieving educational justice and enjoying teaching environments; desirable learning and quality education for all children

RESEARCH METHODOLOGY

This research was applied-developmental in terms of purpose. Since the results of the present study were aimed at making the right choice and an ideal selection based on the educational supervisors' competencies, this research fell under the applied categories. In this research, by analyzing different sources, an attempt was made to explore and select the content categories and properties of the elements of a suitable model concerning the educational supervisors' competencies. The study was qualitative in nature.

The researcher first conducted interviews with experts in the field of research, which led to the extraction of the primary codes. To obtain the research model, qualitative content analysis method was performed. The subject of qualitative content analysis can involve all types of communication recorded in the manuscripts of interviews, discourses, rules of observation, video tapes, documents, etc. According to Shieh & Shanon's theory, content analysis is divided into various types and that's why customary content analysis was used. Using an inductive approach, experts were interviewed. However, in general, one would argue that all approaches to qualitative content analysis follow a similar process that includes seven steps.

At the beginning, interview questions were designed for the interviewees and they were asked in person.

- What personality and behavioral characteristics should educational supervisors have?
- Which areas of knowledge and expertise education supervisors should have?
- What skills and abilities should education supervisors have?
- What attitudes should education supervisors have?
- Except for the above, what competencies are required for educational leaders?

In order to perform the encoding process, each interview was implemented and in order to perform the encoding process, and to reach the category, each paragraph was coded. Validity and reliability were also used. According to Strauss & Corbyn (2006) regarding reliability, one would suggest that another researcher should perform the data coding. In this research, the kappa coefficient was used to calculate the contingency

coefficient between the two coders. In this study (15% of the interviews) use the interviews coded by the researcher as given to one of the experts for evaluation and the results of the coding of the two researchers reveal that the kappa coefficient calculated by SPSS software was 0.676. Considering that it is greater than 0.6 and because the significance value obtained for the kappa index is less than 0.05, the hypothesis stating that extracted codes are independent is rejected and that the extracted codes are dependent on each other is confirmed.

The present study was a qualitative study and the statistical population consisted of experts, academic members of universities in the field of educational management, educational sciences instructors in the area of elementary education as well as faculty members and experts in educational areas in the city of Mashhad in the academic year of 2019-2020.

The sampling was done via a snowball method. This research had a high participation rate and was conducted with the participation of 22 people. Data were collected based on documentary processes or library as well as interviews. To analyze the data obtained from the interviews using the content analysis method, MAXQDA software was used in which categories, dimensions and factors were determined.

FINDINGS

The interview section was based on a content analysis method. As Brown & Clark (2006) have suggested content analysis method is used to analyze existing patterns of data and to describe them in detail as data are organized. Initially, the content analysis was performed for the interview data in this research and then the data was reduced. At this stage, the researcher, having fully reviewed each interview, ignored parts of the text that did not have any relevance to the categorization (Mining, 2000). He also considers the inductive evolution method of categories to be deduced in an exploratory and step-by-step manner.

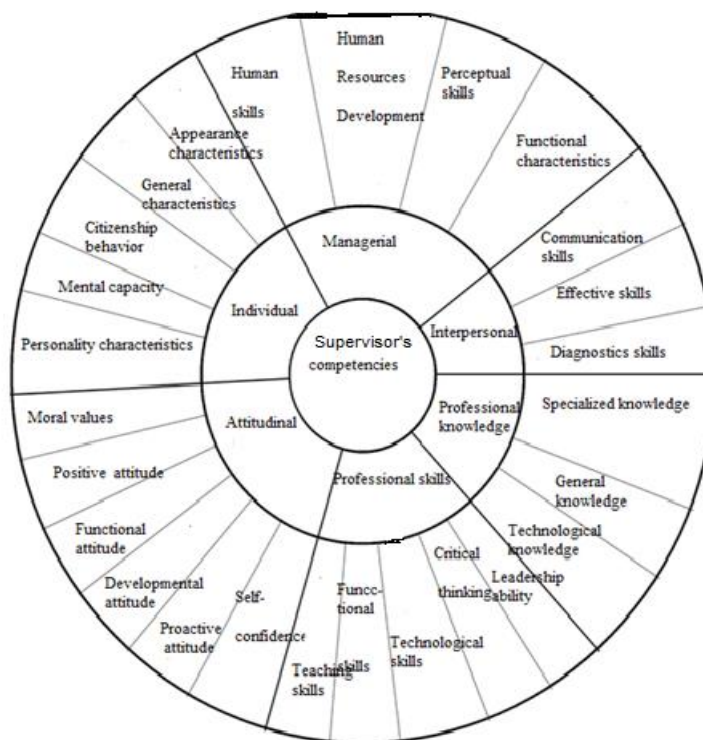
In the categorization process, the concepts obtained from the open coding of interviews are categorized into groups of categories where the relationships are determined between them. The reason for classifying the categories in a sub-category was the existence of common features between them. From the interview data, 236 initial codes were extracted and were modified and converted into 104 open codes. To analyze the data, the research data was summarized to be better understood and interpreted; therefore, via examining the relationship between categories, a correct model was obtained in which the relationships between categories were reported according to common features.

Table: Main categories from components

Open codes	Components	Main category
11	Communication skills. effective communication. Diagnostic skills	Interpersonal features
13	General knowledge. Professional knowledge. Technological knowledge	Professional knowledge
22	Physical features. Citizenship behavior. Personality characteristics. General characteristics. Mental	Individual characteristics

	ability	
23	Human recourse development. Functional features. Perceptual skills. Human skills	
16	Teaching skills. Teamwork skills. Critical thinking. Technological skills. Leadership ability	Managerial features
19	Positive attitude. Moral Values. Self-esteem. Proactive attitude. Applied attitude. Developmental attitude	Professional skills

Qualitative model taken from interview data with qualitative MAXQDA software



DISCUSSION AND CONCLUSION

The main question of the research is what is the appropriate framework for providing a model of competencies for educational supervisors in primary school? The comprehensive model of competencies includes the main categories such as individual, interpersonal, professional knowledge, management, professional skills and attitude. The second question of the research states what are the dimensions of the main categories of the competency model for educational supervisors in primary school? According to the model taken from the qualitative model, qualitative analysis of the main dimensions (categories) of the research was performed.

Individual characteristics category

According to research interviews, the category of individual characteristics includes such components as mental ability, appearance characteristics, citizenship behavior, personality characteristics and general characteristics. In this connection, some of the interviewees maintain that:

The supervisors should be patient and be fair, observe right judgment when making decisions, be trustworthy and reliable, be conscientious, be faithful to the promises they make, be decisive in decision-making and action and do their best to solve existing problems. They should also take responsibility. In this regard, the findings by (Nelson 2006), (Ismil et al. 2014), (Martens 2008), (Rafiki et al. 2020), (Palonemi et al. 2020), (Strandlister et al. 2014), (Hamoudi, 2019), (Piri, 2019) ((Roshani, 2019), (Meybodi, 2019), (Abedian, 2016), (Khorshidi, 2016), (Amini, 2019) were in accordance with individual characteristics related researches. Supervisors must have the openness and good qualities of an ideal human being. They must be creative and adventurous and solve unknown problems well. They need to seek purposeful thinking and behavior. Their extraversion makes them feel stronger and energetic. They must enjoy adaptive behavior and cooperate more.

Interpersonal characteristics category

According to research interviews, the category of interpersonal characteristics includes such components as communication skills, effective communication, and diagnostic skills. In this connection, some interviewees maintain that:

Education supervisors should be characterized by the right relationship with their colleagues. They should also have the ability to communicate with the students, have high public relations, recognize communication behaviors, enjoy emotional communication skills, have a certain social acceptance and popularity, be reliable and trust their counterparts and colleagues. This is why knowledge has an effect on staff behavior. Education supervisors should have the ability to advise teachers, be decisive in decision-making and action, provide guidance to colleagues to solve the problem and cooperate with them on research. The findings were consistent with the following researchers. (Steven 2019), (Tadele and Hoffman 2014), (Kwakio Benjamin 2016), (Yerki Vivazuzdemir 2015), (Nourhasani et al. 2014), (Roshani 2019), (Seyed Nemat Khalifa 2016), (Goodarzi 2018), (Qahramani 2017), (Aminipour 2019). In the meantime, effective communication in education supervisors can lead to academic achievement and favorable attitude in learners, providing a better way towards education goals. Supervisors can improve these skills and a set of knowledge by organizing and holding educational and specialized workshops and sharing experiences with others.

Professional knowledge category

According to research interviews, the category of professional knowledge includes such components as general knowledge, specialized knowledge and technological knowledge. In this regard, one of the interviewees states that:

Educational supervisors should have expertise in social and educational issues, have familiarity with the national culture, be skillful in educational needs assessment and with action research, understand the knowledge of learners with learning disabilities and also be acquainted with educational psychology and the fundamental change document.

Category of professional knowledge is consistent with the backgrounds of researchers such as (Nelson 2006), (Artunderson 2000), (Verobotam 1997), (Meybodi 2019), (Khorshidi 2012), (Goodarzi 2018), (Hoshyar 2011), (Aminipour 2019). Educational leaders should be fully acquainted with all their professional abilities in order to perform their duties and responsibilities. If teachers feel that the director does not have the necessary and sufficient specialized information, they can manage their classroom in any way they want. Educational supervisors, as specialists, get engaged in specific educational issues and seek to evaluate educational topics.

Managerial characteristics category

Based on research interviews, the category of managerial characteristics includes such components as human resource development, functional characteristics, perceptual skills and human skills. In this connection, one of the interviewees states that:

In my opinion, an educational director should be able to change the views of teachers and students and their parents on educational issues, provide learning opportunities and improve colleagues' skills. They should also have the ability to encourage teachers to self-evaluate. Education supervisors should pay attention to the views of teachers and administrators and also focus on the progress of staff training, in other words, provide in-service courses and workshops in their program. The findings were consistent with those of the following authors: (Armstrong 2010), (Bradley, 1991), (Hag, 1993), (John Dingle, 1995), (J.J. Bergenhangon 1996), (Ramadan Piri 2019), (Mirzapour, 2018), (Khorshidi, 2012), (Hoshyar, 2011), (Qahramani, 2017), (Aminipour 2019), (Yazdani, 2012). An appropriate understanding of the values and feelings of others and mutual respect for them is key for educational supervisors. To play this role in the organization, we must pay close attention to the culture of meritocracy. Of course, this development leads to continuous learning and personal development and help achieve transcendent individual and organizational goals.

Professional skills category

According to research interviews, professional skills include such components as teaching skills, teamwork skills, critical thinking, technological skills, leadership skills. In this vein, one of the interviewees states that:

Educational supervisors need to know how to teach multi-grade classes. They should be acquainted with the integrated modern teaching method, invite others to work in a team and encourage them, be able to use new technologies and also provide educational facilities for drop-out students. The findings were in line with these authors as (Nelson 2006), (Yerki 2015), (Esteban Valiosa 2013), (Emerling and Dustan, 2010), (Rosca Varitanin 2003), (Tisom et al. 2018), (Momnian 2017 (Hosseini, 2018), (Ranjbar, 2017), (Seyed Nemat Khalifa, 2016), (Abedian, 2016), (Esbati et al. 2014), (Izan, 2016), (Khorshidi, 2012), (Goodarzi, 2018), (Hoshyar, 2011), (GHaremani, 2017), (Aminipour, 2017).

The ability of education supervisors in this component can result in a series of capacities and administrative performances for experts via delegating authority to them to create leadership power and interaction between them and staff. Supervisors should seek to guide others and represent the ideal model in decision making. They should also recognize environmental constraints, familiarize themselves with the strengths and weaknesses of issues and plans and take fundamental and important steps to address shortcomings. In planning, all aspects and issues need to be reconsidered and grounds are laid for future grounds.

Attitudinal characteristics category

According to research interviews, the category of attitudinal characteristics includes components, positive attitude, moral values, self-confidence, proactive attitude, applied attitude, developmental attitude. In this regard, one of the interviewees states that:

One of the characteristics of educational supervisors should be that they can manage the challenges ahead, have a forward-looking attitude and also be able to analyze the subject and understand the situation and environmental conditions, have a practical attitude to educational issues and also have a positive attitude towards the application of descriptive qualitative evaluation. The findings were in line with the following: (Nourhansi et al. 1998), (Horn et al. 1997), (Piri 1998), (Meybodi, 2019), (Momnian 2017), (Ghahramani 2017) and (Amini 2019). Self-confidence is an ideal image in the minds of educational supervisors. As a result of this perception, certainty is achieved and self-confidence is strengthened. When supervisors get to know their duty and responsibility, their social status will strengthen.

Recommendations:

* Of course, speaking of competency, some education supervisors may not have the required skills in a number of areas, such as perceptual skills, diagnostic skills, technological skills, etc., this is while these skills help them develop their understanding and abilities, so it is necessary to give them a short internship before taking office in practice.

* Educational supervisors should have the necessary information about the geographical characteristics of the region and the field of work, the characteristics of the educational staff at schools, the situation of the families, environmental facilities, the strengths and weaknesses of the environment and extra issues.

* They need to hold specialized seminars and meetings with experienced school principals on learning the needs of learners and their staff.

* It is recommended for them to provide opportunities to invite teachers to participate in this organizational position.

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