

The Impact of Principals' Competence on the Teaching Effectiveness of Primary School Teachers

Sanaz Haj Hassani*, Fardin Batmani, Soheila Hosseinpour

Abstract--- *The aim of this study was to investigate the effect of principals' competence on teachers' teaching efficacy. The competence of principals was measured in terms of general competence (in terms of ethics and duties) and specific competence (in terms of personality and skills) using descriptive-survey method and the statistical research population included all primary school principals in Semnan province based on the Krejcie and Morgan table (1970). Out of 190 people in Semnan province, 123 people were selected by stratified random sampling method and educational management specialists (professors and doctoral students) and 150 people were selected by simple random sampling method from the whole country. To collect data in this research, a researcher-made competency questionnaire of principals and the questionnaire of teaching effectiveness of teachers by James Jangret et al. (2017) were used. In order to investigate the validity of the questionnaire, the diagnostic methodology of AVE index was used and in order to measure the reliability of the questionnaire, CR combination reliability method with Cronbach's alpha were used. Statistical methods of Spearman correlation coefficient, regression analysis and structural equations were used to analyze the data. The results showed that there was a relationship between the competence of principals and the effectiveness of teacher teaching. In the meantime, the competence of principals and their dimensions were having a positive and significant effect on the effectiveness of primary school teachers' teaching.*

Keywords--- *competence, teaching effectiveness, elementary school.*

I. INTRODUCTION

Improving the quality of learning and teaching has continuously been one of the necessities of the education system (Muyinda, 2007: 98). Education denotes the development of all abilities, talents, the most complex and effective social process (Safi, 2014). The teacher is also the most important member of the educational system in the teaching-learning process and the main architect in the educational system (Naderi et al., 2010). Therefore, effective teaching can be defined as a set of teacher behaviors that lead to better educational goals and learning (Mahjoub Modab and Asgari, 2010).

In a study, Sattari (2014) evaluated the components of effective teaching from the students' point of view, and concluded that there was a significant difference between the current and optimal situation of effective teaching. Teachers' teaching effectiveness can also lead to important results, including student achievement and progress (Klassen et al., 2011). Bandura (1997) states that effectiveness is influenced by four sources: mastery experience, proxy experiences,

Sanaz Haj Hassani*, PhD Student in Educational Management, Faculty of Educational Sciences, Islamic Azad University, Sanandaj Branch, Sanandaj, Iran. *Corresponding Author

Fardin Batmani, Assistant Professor, Faculty of Educational Sciences, Islamic Azad University, Sanandaj Branch, Sanandaj, Iran.

Soheila Hosseinpour, Assistant Professor, Faculty of Educational Sciences, Islamic Azad University, Sanandaj Branch, Sanandaj, Iran.

verbal persuasions/encouragement, and physiological arousal. The most powerful of which is mastery experience. Another factor that affects the quality and effectiveness of teaching is competence (Darling and Hammond, 2000).

Oxford Dictionary defines competence as "the power, ability, and capacity to perform a task." The National Park of Employment Service considers competence to be "a set of knowledge, skills and abilities in a particular job that allows a person to succeed in performing tasks." Since the existence of a meritocracy system in any country creates consistency, acceptance and legitimacy, therefore, the selection of qualified principals in the school is of special importance (Bazargan, 2015). In "theory" and "practice", it has been proven that the "effectiveness" of educational directors improves the educational situation and also provides a platform for individual development (Esfandiari et al. 2015). On the other hand, the approach of competencies is very important for the development of managers, because in this way they can improve and develop their performance (Horten, 2013).

In this connection (Ranjbar et al., 2013) also believe that personality traits, credibility, service, responsibility, attitude and insight, professional knowledge, behavioral skills, ethics are included as dimensions in the competence of managers, which could be a very good model in terms of functional aspects of an educational manager. Based on the classification of the National Park of Employment Service (2000), competencies are grouped into four categories: essential, general, partial and shared competencies. In the present study, the competence of managers will be considered in terms of general competence (ethics and duties) and specific competence (personality and skills).

The quality of education in primary school is currently one of the main concerns of parents, and sometimes there are students' misunderstanding and confusion about what they have learned, as well as the issue of educational environment at schools which are below standards, etc. Many factors will reduce the effectiveness of teaching and thus the educational needs be unmet in schools, so creating a proper management in accordance with educational standards can be effective in achieving educational objectives, the most important of which is teaching effectiveness. In the meantime, elementary school is considered to be a more important period as it is a kind of intellectual development during this period. It could allow students to go through academic progress. Therefore, elementary school always enjoys a special place. It is during this period that the child's personality is formed, and this formation and the key to its success is in the hands of the teachers of this grade. Therefore, the present study aimed to investigate the effect of principal competence on the teaching effectiveness of school teachers.

Based on the theoretical literature and research background, the final research model was formed. Figure 1 shows the conceptual model of the research.

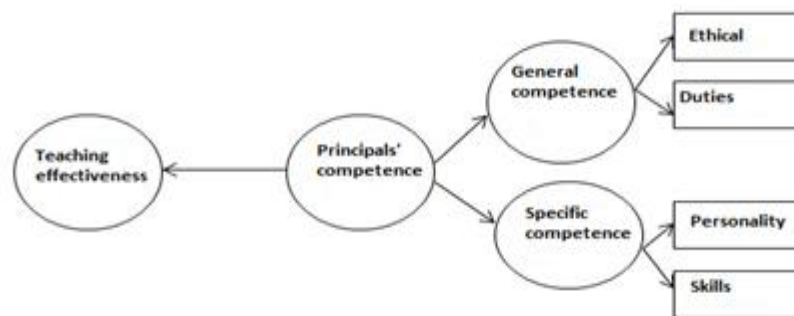


Figure 1- the conceptual model of the research

The research hypotheses are based on the conceptual model as follows:

- 1- The competence of principals affects the effectiveness of primary school teachers' teaching.
2. The general competence of principals affects the effectiveness of primary school teachers' teaching.
- 3- The specific competence of principals affects the effectiveness of teaching primary school teachers.
- 4- The moral competence of principals affects the effectiveness of primary school teachers' teaching.
- 5- The competence of principals affects the effectiveness of primary school teachers' teaching.
- 6- Personality competence of principals affects the effectiveness of primary school teachers' teaching.
- 7- The skill competence of the principals affects the effectiveness of the teaching of primary school teachers.

II. THEORETICAL FOUNDATIONS

Competence

When it comes to competence, what usually comes to mind is knowledge, skills, and abilities. Competencies are defined by many as individual characteristics, some emphasizing that they are trainable. Derwik et al. (2016) posit that competency denotes to a set of employee behaviors that should be applied to a situation where the tasks resulting from a position are performed skillfully. The Oxford Dictionary (2003) defines competence as "the power, ability, and capacity to perform a task." Singla et al. (2005) consider competence as "the ability of a student-worker to enable him or her to perform tasks completely, to find solutions and to identify them in work situations." Numerous expressions (both in domestic and foreign literature) have become common for competencies, all of which imply the concept of competence.

Competencies are divided into four categories: essential, general, partial, and shared competencies.

A) Necessary competencies: Competencies that form a part of knowledge, skills and vital ability for a field of an individual employment. In other words, these competencies are essential for managers to be effective in their work.

B) General competencies: Critical competencies that are needed for the managers of a particular organization.

C) Partial competencies: Competencies that are "necessary" for a particular field of work and are therefore inseparable thus differentiating them from other professions.

D) Shared competencies: It describes the necessary competencies, knowledge, skills, abilities and capabilities and works within a family of related jobs (National Park Service Employees, 2000).

Byham and Moyer (2002) divide competencies into two types: axial and specific competencies. Specific competencies are those competencies that are relevant to a particular job or a set of jobs and roles, and axial competencies are those that are shared by the organization and even is common in different organizations.

Teaching effectiveness

"Teaching" implies the interaction of the teacher and student based on a regular and purposeful teacher plan to make a change in student behavior, and "effectiveness" is the desired state of affairs that the organizations try to achieve (Mohammadi and Mohammad Davoodi, 2015). The general concept of "teaching effectiveness" can be defined as: "The degree of adaptation of students' behavior to expectations, demands, goals, doing the right things, the amount of skill, knowledge and attitude gained through education" (Soltani, 2001). Effective teaching should also be regular and motivating and promote motivation, vitality, innovation and increase the efficiency of teachers and students (Zohour et al. 2002).

The complexity of human behavior in the classroom and its role in achieving educational goals has attracted the attention of education experts for many years. After years of study and experience, it has been concluded that achieving

educational goals is possible when knowledgeable human resources, and motivated people take the lead in directing the class by having the resources they need. Teachers in the classroom should be cognizant of the leadership skills while using the right methodologies in researching educational goals, in order to use the right methods and techniques to achieve the desired results. If we believe that human societies are constantly changing, it must be admitted that these changes are because of the changes that take place in the educational system (Mohammadi and Mohammad Davoodi, 2015).

Effective teaching implicates a set of skills, traits, and functions of a professor that lead to the achievement of educational goals and student learning, and ultimately, to the advancement of the major objectives of the university (Zohour and Islaminejad, 2002). Effective teaching occurs when the teacher applies a method that best matches the students' abilities as well as the objectives set in the class (Snta, 1993). Nicholls (2002) believes successful teaching as influenced by three basic variables: context, process and the product. Effective teaching means how to make the best and most appropriate changes and learning outcomes in the right way for learners.

Research Background

Abdolmaleki et al. (2009) did a study entitled: "Components affecting effective teaching of teachers (Case study: Teachers of the fifth grade of elementary school in Tehran)", with the objective of identifying effective teaching components for teachers in the fifth grade of primary school. The findings of the study showed six components: teachers' ethical and personality traits, expertise, teaching skills, educational evaluation, psychoactivity and teacher classroom management which are effective in teaching.

Namdari et al. (2017) did a study entitled: "The effectiveness of curriculum-research on the professional skills of teachers working in exceptional education in Hamadan province", with the aim of determining the effectiveness of curriculum-research on the professional skills of exceptional education teachers in Hamadan province. The findings show that the curriculum-research and normal groups had a significant difference in terms of providing learning opportunities; awareness of learning theories; using teaching aids and teaching aids; having interest in increasing knowledge and job skills and encouraging students to work in a group. In three components: taking advantage of the correct methods of evaluation, organizing and managing the classroom and applying learning theories, no significant difference was observed.

Ekrami and Houshyar (2016) investigated the competencies and presented the competency model of high school principals. The findings revealed that the components of the competency model of high school principals, including knowledge of upstream documents, knowledge of behavioral sciences, related academic education, computer skills, mastery of executive and administrative rules, support knowledge, experience, etc. were validated.

Pourkarimi et al. (2016) conducted a study to compare the professional qualifications of high school principals. The results revealed that the professional competence of managers included: components of psychological characteristics, skills (technical, human and perceptual), knowledge and attitude. There was also a significant difference between the means of high school principals in terms of professional qualifications.

Turkzadeh and Mohammadi (2015) presented a model of localized dimension-recognizing for the competence of education managers based on Islamic teachings. The findings showed that in general, educational managers had the necessary competence in the three dimensions of value-trait, knowledge-vision and skill-method. A significant difference was also observed in the visual-knowledge dimension.

Thomas Jungert et al. (2017) did a study entitled: "The Impact of Growth Support on Teacher Effectiveness Development: A Cross-Cultural Study", with the aim of investigating the effect of supporting peer support and school management on development in teacher effectiveness and cultural differences (Canada and Sweden) and found that the findings predicted the modeling of structural equations to support peer-to-peer competency and teacher performance

growth, whereas support for school management competence was not. There is no difference between Canadian and Swedish teachers.

Cook (2006) investigated the impacts of emotional-social competencies and educational leadership behaviors (school mission determination, educational program management, and educational atmosphere development) on Michigan's elementary school principals. The results showed a significant relationship between the total score of emotional-social competencies and the total score of leadership behavior.

In a study, Ehyametalor (1985) investigated the competence of primary school principals in major areas in Nigeria. Six distinct subgroups, including school structural development, dealing with hiring staff, dealing with clients and parents, interpersonal communication management, organization of issues in general, and financial management, were assessed through a questionnaire.

III. RESEARCH METHOD

The present study is of applied research in terms of purpose and in terms of the method of data collection, it is a description of a correlation type; in that, the modeling structural equations model was used along with the approach of at least partial squares to test the hypotheses and fit the model. One of the advantages of this method is the lack of sensitivity of PLS to sample size to the extent that even the number of "samples" can be less than the number of "research variables" (Davari and Rezazadeh, 2013).

The statistical population of the present study included two different groups:

In the case of statistical population - i.e., primary school principals of Semnan province - based on the Krejcie and Morgan table (1970) and the total number of statistical population-which is 190 people in Semnan province - 123 people were selected by stratified random sampling. Educational management specialists also selected 150 people from the whole country using a simple random sampling method.

In the present study, the managers' competence was considered as an independent variable while the teaching effectiveness as a dependent variable. The questionnaire tool was used to collect data. The teaching effectiveness questionnaire was based on the research of Thomas Jungret et al.s' research. (2017). To confirm the validity of the measurement tools two types of evaluation validity, i.e., content validity, and convergent validity were used. Content validity is created by ensuring compatibility between measurement indicators and existing literature. This validity was obtained by a survey of professors. Convergent validity refers to the principle that the characteristics of each structure are interrelated. The criterion for convergence validity is that the average output variances (AVE) are greater than 0.5. Also, in this research, two criteria (Cronbach's alpha coefficient and composite reliability coefficient) were used to determine the reliability of the questionnaire. Cronbach's alpha coefficients of all variables in this study were greater than at least 0.7. Unlike the Cronbach's alpha - which implicitly assumes that each index had the same weight - the composite reliability relies on the actual operating loads of each structure; so it provides a better measure of reliability. The composite reliability must be obtained to be greater than 0.7 to indicate the internal stability of the structure (Fornell and Lacker, 1981).

Table 1 shows the reliability and validity of the measurement tools.

Table 1- Results of reliability and validity of measurement tools

Variable		Dimensions	No. of questions	Index AVE	Coefficient CR	Cronbach's alpha coefficients
Principals' competence	General competence	Moral merit	Questions 1-8	0.66	0.74	0.75
		Competence of tasks	Questions 9-16	0.64	0.78	0.82

	Specific competence	Personality competence	Questions 17-24	0.63	0.83	0.86
		Skillful competence	Questions 25-32	0.62	0.82	0.84
Teaching effectiveness	-	-	Questions 33-37	0.63	0.74	0.75

The results of pls software output show that the measurement tool has good validity and reliability.

IV. RESEARCH FINDINGS

The demographic characteristics of the statistical sample were determined among the respondents and all primary school principals of Semnan province. Table 2 shows the demographic characteristics of the statistical sample.

Table 2- Demographic characteristics of the statistical sample

Respondents	Education level	Gender	
		Male	Female
Principals (123 people)	Masters	80	41
	Doctorate	2	-
Experts (150 people)	Masters	62	29
	Doctorate	15	8
	PHD student	39	20

Sperman's rank correlation test was used to test the relationship between the research variables, and because the variables are qualitative, SPSS software was used to analyze the data. The results of Spearman correlation test are shown. Table 3 shows the relationship between managers' competence and teaching effectiveness.

Investigating the first hypothesis: "There is a positive and significant relationship between the competence of principals and the effectiveness of teaching."

Table 3- Relationship between principals' competence and teaching effectiveness

	1	2	Mean	SD	Sig.
Principals' competence	1		2.32	0.56	-
Teaching effectiveness	0.60	1	2.39	0.57	0.001

Given that the significance level between the two variables of managers' competence and the effectiveness of teaching is reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.60. Table 4 shows the relationship between the general competence of managers and the effectiveness of teaching.

Investigating the second hypothesis: "There is a positive and significant relationship between general competence of principals and the effectiveness of teaching."

Table 4- Relationship between principals' general competence and teaching effectiveness

	1	2	Mean	SD	Sig.
General competence	1		2.31	0.54	-
Teaching effectiveness	0.33	1	2.39	0.57	0/001

Given that the significance level between the two variables of general competence of principles and the effectiveness of teaching is reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.33. Table 5 shows the relationship between principals' specific competence and teaching effectiveness.

Investigating the third hypothesis: "There is a positive and significant relationship between principals' specific competence and teaching effectiveness".

Table 5- Relationship between managers' specific competence and teaching effectiveness

	1	2	Mean	SD	Sig.
Specific competence	1		2.54	0.43	-
Teaching effectiveness	0.87	1	2.39	0.57	0/001

Given that the significance level between the two variables of principals' specific competence and teaching effectiveness has been reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.87. Table 6 shows the relationship between principals' ethical competence and teaching effectiveness.

Investigating the fourth hypothesis: "There is a positive and significant relationship between principals' moral competence and teaching effectiveness."

Table 6- Relationship between ethical competence of principals' and teaching effectiveness

	1	2	Mean	SD	Sig.
Ethical competence	1		2.49	0.51	-
Teaching effectiveness	0.30	1	2.39	0.57	0/001

Given that the significance level between the two variables of principals' moral competence and the effectiveness of teaching is reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.30. Table 7 shows the relationship between the competence of principals and the teaching effectiveness.

Investigating the fifth hypothesis: "There is a positive and significant relationship between the competence of tasks and the teaching effectiveness."

Table 7- Relationship between competency of principals' duties and teaching effectiveness

	1	2	Mean	SD	Sig.
Duties competence	1		2.48	0.90	-
Teaching effectiveness	0.72	1	2.49	0.57	0/001

Given that the significance level between the two variables of competence of principals and the teaching effectiveness has been reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.72. Table 8 shows the relationship between principals' personality competence and teaching effectiveness.

Investigating the sixth hypothesis: "There is a positive and significant relationship between principals' personality competence and teaching effectiveness."

Table 8- Relationship between principals' personality competence and teaching effectiveness

	1	2	Mean	SD	Sig.
Personality competence	1		2.47	0.39	-
Teaching effectiveness	0.35	1	2.39	0.57	0/001

Given that the significance level between the two variables of principals' personality competence and the teaching effectiveness has been reported to be less than 0.05, it can be concluded that there is a relationship between the two

variables and this relationship is explained as 0.35. Table 9 shows the relationship between skill competence and teaching effectiveness.

Investigating the seventh hypothesis: "There is a positive and significant relationship between principals' skill competence and teaching effectiveness."

Table 9- Relationship between principals' skill competence and teaching effectiveness

	1	2	Mean	SD	Sig.
Skills competence	1		2.57	0.55	-
Teaching effectiveness	0.69	1	2.39	0.57	0/001

Given that the significance level between the two variables of skill competence of managers and the effectiveness of teaching has been reported to be less than 0.05, it can be concluded that there is a relationship between the two variables and this relationship is explained as 0.69.

Presented model of the study based on structural equations

In this study, to evaluate the effect of two principals' competency variables (as an independent variable) and teaching effectiveness (as a dependent variable) using Smart-PLS software, structural equation modeling method was used according to Figure 2. The criterion for the suitability of factor load was 0.4 in Smart-PLS software (Hulland, 1999). The path coefficients and the findings of the factor load pertaining to the questions are shown in Figure 2. According to the software report, all questions were reported above 0.4.

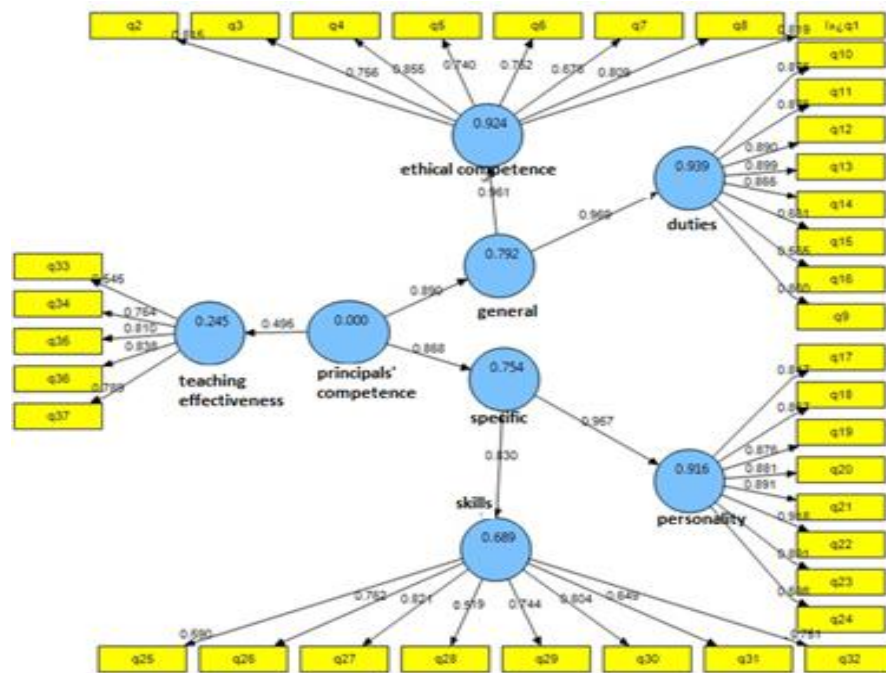


Figure 2- Path coefficients

It indicates the T value or the significance of the mutual effect of the variables. If the value of T is greater than 1.96, that is, there is a positive effect and it is significant. If it stands between +1.96 and -1.96, there is no significance, and if it is less than -1.96, it means it has a negative effect, but it is significant. Also, if the path coefficients are above 0.6, it means that there is a strong relationship between the two variables (Chin, 2003). Significant coefficients are shown in Figure 3.

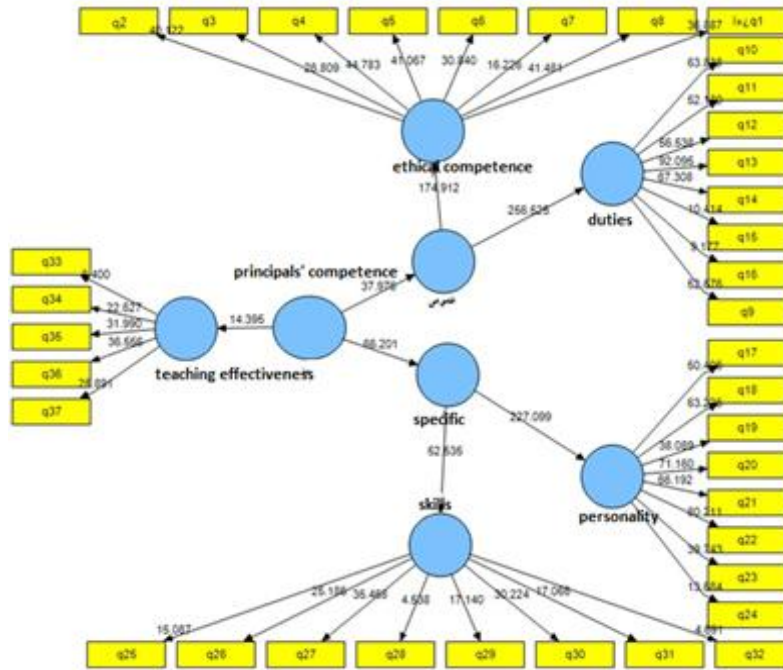


Figure 3- Significance coefficients

Also, the path coefficients and significant coefficients in relation to the sub-hypotheses of the study were examined. Figures 4 to 7 indicate the coefficients..

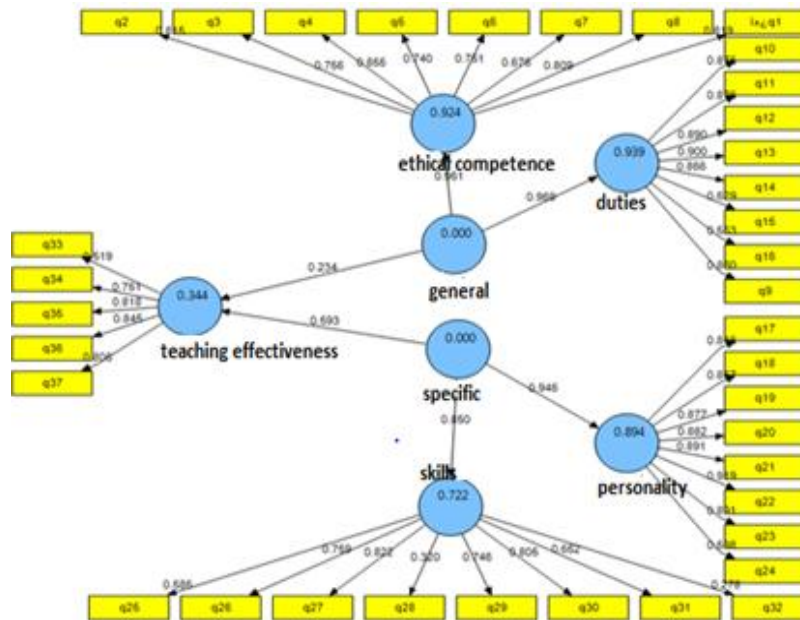


Figure 4- Path coefficients of sub-hypotheses 1 and 2

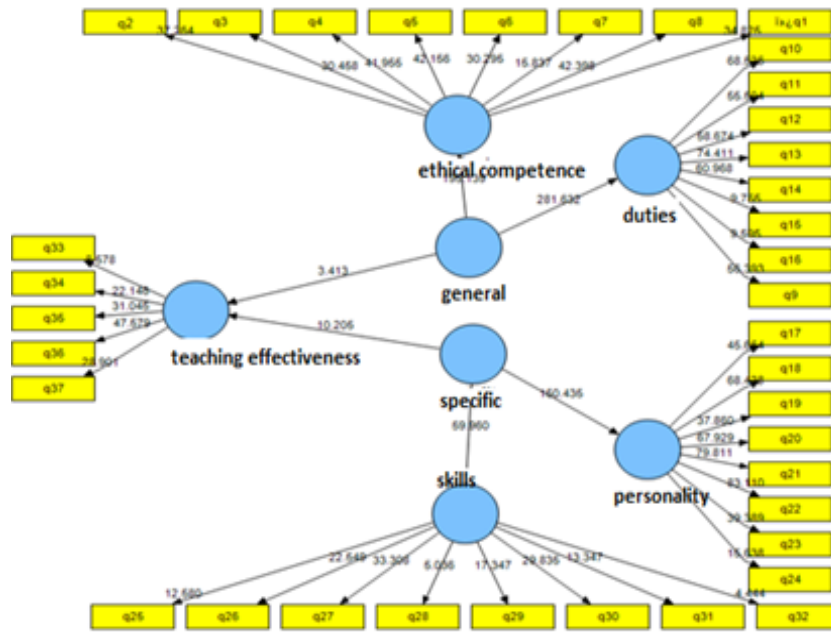


Figure 5- Significance coefficients of sub-hypotheses 1 and 2

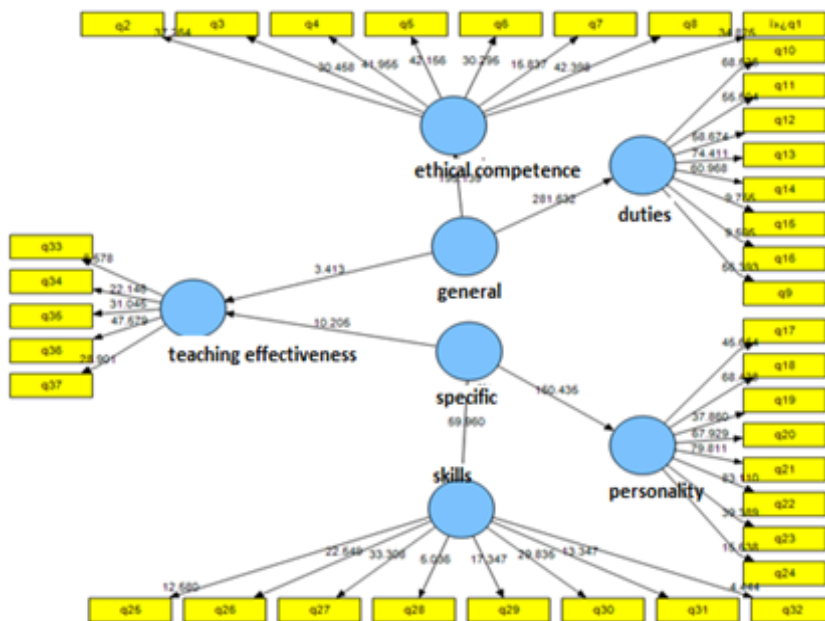


Figure 6- Path coefficients of other sub-hypotheses

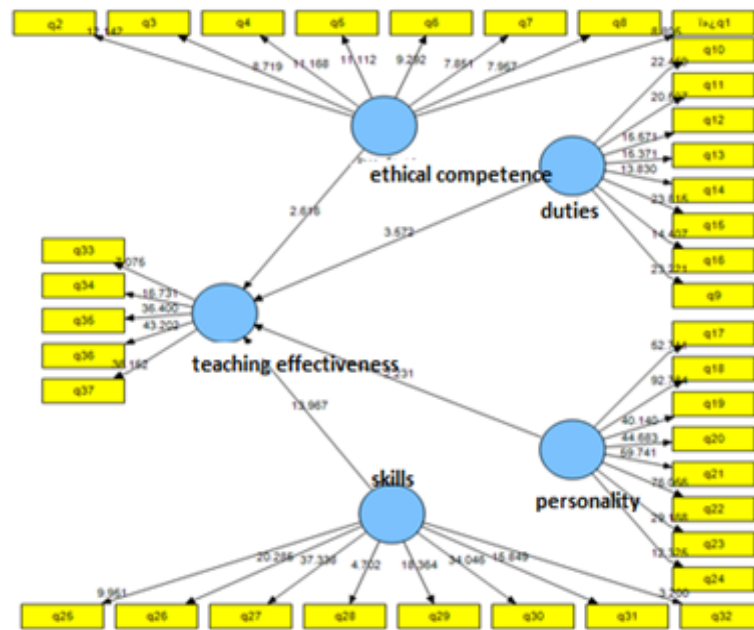


Figure 7- Significance coefficients of other sub-hypotheses

In the PLS software, the rejection or confirmation of the hypotheses is shown by the t-statistic. If the t-statistic is higher than 1.96, it indicates that there is a causal relationship between the variables, and the hypothesis is confirmed. The results of this model are presented in Table 10.

Table 10- Research hypotheses results

Hypotheses	Correlation value	Path coefficient	T value	Test result
Main Hypothesis: The competence of principals affects the effectiveness of primary school teachers' teaching.	0.60	0.49	14.39	Hypothesis confirmed
First sub-Hypothesis: The general competence of principals influences the effectiveness of primary school teachers' teaching.	0.33	0.23	3.41	Hypothesis confirmed
Second sub-Hypothesis: The specific competence of principals affects the effectiveness of primary school teachers' teaching.	0.87	0.69	10.20	Hypothesis confirmed
Third sub-Hypothesis: The moral competence of principals affects the effectiveness of primary school teachers' teaching.	0.30	0.22	2.61	Hypothesis confirmed
Fourth sub-hypothesis: The competence of principals affects teaching the effectiveness of elementary school teachers.	0.72	0.41	3.57	Hypothesis confirmed
Fifth sub-Hypothesis: Personality competence of principals affects the effectiveness of primary school teachers' teaching.	0.35	0.20	2.23	Hypothesis confirmed
Sixth sub-hypothesis: The skill competence of principals affects the effectiveness of primary school teachers' teaching.	0.69	0.66	3.96	Hypothesis confirmed

According to Table 10, it can be said that sub-hypotheses and, consequently, the main hypothesis were confirmed.

Model fit

GOF indicators were used to check the quality of the structural model in PLS. Given that three values: 0.01, 0.25, and 0.36 were identified as weak, moderate, and strong values for GOF (Wetzels et al., 2009), the GOF index of the research model was calculated to be 0.37, which indicates the appropriate quality of the structural model.

Relation 1:

$$GOF = \sqrt{\text{average}(\text{Comunalitie}) * R^2} = \sqrt{0.60 * 0.24} = 0.37$$

Another criterion for evaluating the fit of the R2 structural model is R^2 , indicating the effect of an exogenous variable on an endogenous variable, and the three values of 0.19, 0.33, and 0.67 are considered as the criterion values for weak, moderate, and strong R^2 values. Be. According to the software report, this criterion for the dependent variable of teaching effectiveness is at the intermediate level (0.24, 0.34 and 0.49). Q^2 criterion that determines the predictive power of the model and if it gains three values of 0.2, 0.15 and 0.35, indicates: weak, medium and strong predictive power of the structure or related structures. According to the software report, this criterion for the dependent variable of the effectiveness of teaching is at the intermediate level (0.25); indicating the appropriate fit of the structural model.

V. DISCUSSION

The aim of the present study was to investigate the effect of principal competence on the teaching effectiveness of primary school teachers. The results of the research show that the competence of principals has an effect on the effectiveness of primary school teachers' teaching with a value of 0.49. This effect is evaluated at the intermediate level. In other words, it can be concluded that the higher the competence and empowerment of principals at primary schools, the higher the effectiveness of teacher teaching at this level, and vice versa. Also, the results of the correlation test showed that the competence of principals explains 0.60 or 60% of the effective changes in teaching. This value is also at a moderate level; therefore, it is important to pay attention to the components and dimensions of principals' competence. As these dimensions of principals' competence improve, so does the effectiveness of teaching. Also, in relation to other sub-hypotheses - which were confirmed - the results represented that with increasing public competence, the effectiveness of teacher teaching at this level also increased, and vice versa. In other words, the impact is weak; But the power of the relationship is appraised as moderate. As the specific competency increases, so does the effectiveness of teacher teaching at this point, and vice versa. This dimension of principals' competence dimensions has the greatest impact on teaching effectiveness, so it is more critical. In other words, the impact is strong and the strength of the relationship is evaluated at a high level. Paying attention to this dimension of dimensions is a higher priority. As moral competence increases, so does the effectiveness of teacher teaching at this point, and vice versa. As the competence of assignments increases, so does the effectiveness of teacher teaching at this point, and vice versa. In other words, the impact is moderate; But the power of the relationship is strong. As personality competence increases, so does the effectiveness of teacher teaching at this point, and vice versa, but the least impact is on personality competence. In other words, the impact is weak, but the strength of the relationship is evaluated as moderate. In this sense, personality competence enjoys the lowest priority in teaching effectiveness. Also, with increasing skill competence, the effectiveness of teacher's teaching increases at this time, and vice versa. In other words, the impact is strong and the strength of the relationship is valued highly.

In the area of specific competencies - as the most important factor in increasing the effectiveness of teacher teaching - it is recommended that: principals be diligent in solving problems and turning destructive conflicts into constructive ones. Having a positive interaction between teachers and principals is essential. This will be done in groups through educational or administrative meetings or out-of-school meetings. Hiring efficient teachers in this field is also necessary. Effective and correct use of school funding by principals can be helpful in increasing this effectiveness. In a way, quick action to meet the demands of school teachers will also be effective in creating educational commitment and increasing the effectiveness of their teaching. Enjoying key management characteristics will be productive for principals in the school and increase the teaching effectiveness; These include: time management, decision-making power, effective communication with others, and more.

In terms of the general competencies of principals - as a second factor affecting the effectiveness of teacher teaching - it should be declared that principals can be effective in improving the situation by taking into account critical criticisms and recommendations. Enjoying the expertise and good mood will be one of the most important points and important attributes of principals in furthering the effective objectives of teacher teaching; this is because open-mindedness and patience and perseverance will lead to the solution of problems and the elimination of interpersonal misunderstandings in perceiving the goals in order to achieve the effectiveness of teaching teachers. Justice in dealing with decision-making, commitment to one's work, attention to cultural intelligence, and the ability to plan with specific goals for principals, including: general competencies in achieving the effective goals of teacher teaching. It should also be said that the organization of resources, facilities by managers can be effective in advancing educational goals.

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