



Designing a leadership model in the 21st century for elementary school principals (Case study: Tehran)

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 478-492 Corresponding Author's Info Email: sorayabazhan@gmail.com Article history: Received: 2022/12/23 Revised: 2023/02/28 Accepted: 2023/03/06 Published online: 2023/03/19 Keywords: <i>Leadership model, 21st century, school principals.</i>	Background and purpose: Education is related to the development of human abilities. Therefore, educational leaders and managers face many challenges. Therefore, the current research was conducted with the aim of presenting a leadership model in the 21st century for elementary school principals. Method: The research method was applied in terms of purpose and in terms of data, it was exploratory mix (qualitative-quantitative) and in terms of nature, it was systematic foundation (paradigm) data in qualitative dimension and cross-sectional survey in quantitative dimension. The statistical population of the qualitative part included experts in the field of human resources who have specialized doctoral education, and in the quantitative part, in the quantitative part, there were 850 people (468 women and 382 men) of primary education managers in Tehran. The sampling method in the qualitative section was purposefully theoretical and 15 experts were selected to reach theoretical saturation. In the quantitative section, the sample size was 265 (146 women and 119 men) with the help of Morgan's table. After open and axial coding, the measurement tool was prepared in the form of a form and sent to the experts for selective coding and validated, and based on this, a researcher-made questionnaire was designed and distributed among the randomly selected statistical sample. Then the collected data were analyzed using descriptive and inferential statistics. Results: After the final approval and prioritization of the experts, the dimensions, components and indicators of the model were drawn, and the said model was again validated by the experts. The findings showed 5 dimensions, 16 components and 111 indicators for the leadership model in the 21st century for elementary school principals. Conclusion: In a summary, the following paradigm model can be deduced: 1- Causal factors: value orientation, future research, human capital, financial resources and psychological security. 2- Background conditions: organizational culture and educational environment. 3- Intervening factors: leadership style, high-hand documents, technological structure and technological skills. 4-Strategies: learning-teaching process, educational supervision, educational evaluation. 5- Consequences: effective school and educated graduates.



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Introduction

Education is related to the development of human abilities. Therefore, it faces educational leaders and managers with many challenges (Ahanchian & Atighi, 2020). Man is both the agent of work and its creator, therefore, he has a central role in the transformation of the organization, and huge organizational transformations originate from the unlimited intellectual capabilities of this agent, which is achieved with education (Bai et al., 2019).

The growth and development of any society depends on its education system, and in this, the elementary school plays a more prominent role. It is possible to advance the goals of this period in the shadow of the efforts of hardworking, caring and service leaders (Mashaikhi, Nadi and Karimi, 2019). Examining the features of the education system of different countries shows that primary education has a special importance in all countries and is considered the most important stage of education.

Today's man is entering the post-industrial era, an era in which only modern knowledge can help societies. (Volmink & Van Der, 2019). On the other hand, management and leadership in education is the center of gravity of activities and the realization of educational goals. And its managers are the conquerors of the age of science and civilization and the main managers of educational organizations whose performance affects the entire educational system. Therefore, the difference between successful and unsuccessful organizations is having effective leadership characteristics (Pirzad et al. 2018).

The 21st century needs strong and intelligent leaders who can make quick and effective decisions and support and empower their team in difficult situations. Of course, the need for management and leadership in all fields of social activity is noticeable and vital. And in education and upbringing, this becomes a double value due to the sensitivity of this institution. In the last half century, management and leadership methods, especially in education systems, have undergone significant changes. (Bremer, 2017).

The problem of the current research is how school leaders should manage the educational process now? What indicators in the management process should be changed that are suitable for the 21st century? What characteristics of school leadership in this century need managers that our education institution currently lacks?

Therefore, according to the previous statements, the researcher is looking for answers to the following questions:

- 1- What is the paradigmatic model of 21st century educational leadership for principals of elementary schools in Tehran?
- 2- What are the causes, consequences, contexts, intervening factors, strategies, and outputs of the mentioned model (from the point of view of experts)?
- 3- How is the fit of the model, dimensions, components and indicators of the mentioned model (from the users' point of view)?

Method

The research method was applied in terms of purpose and in terms of data, it was exploratory mix (qualitative-quantitative) and in terms of nature, it was systematic foundation (paradigm) data in qualitative dimension and cross-sectional survey in quantitative dimension. The statistical population of the qualitative part included experts in the field of human resources who have specialized doctoral education, and in the quantitative part, in the quantitative part, there were 850 people (468 women and 382 men) of primary education managers in Tehran. The sampling method in the qualitative section was purposefully theoretical and 15 experts were selected to reach theoretical saturation. In the quantitative section, the sample size was 265 (146 women and 119 men) with the help of Morgan's table. After open and axial coding, the measurement tool was prepared in the form of a form and sent to the experts for selective coding and validated, and based on this, a researcher-made questionnaire was designed and distributed among the randomly selected statistical sample. Then the collected data were analyzed using descriptive and inferential statistics.

Results

After the final approval and prioritization of the experts, the dimensions, components and indicators of the model were drawn, and the said model was again validated by the experts. The findings showed 5 dimensions, 16 components and 111 indicators for the leadership model in the 21st century for elementary school principals. In a summary, the following paradigm model can be deduced: 1- Causal factors: value orientation, future research, human capital, financial resources and psychological security. 2- Background conditions: organizational culture and educational environment. 3- Intervening

factors: leadership style, high-hand documents, technological structure and technological skills.
 4-Strategies: learning-teaching process, educational supervision, educational evaluation.
 5- Consequences: effective school and educated graduates.

Conclusion

In the end, based on the results of the research, the following suggestions are presented: change in recruiting and accepting people, including school principals, into the educational system. Holding in-service courses to continuously update the abilities of school administrators. The use of educational technology to improve the development of the overall quality of education in the new century. Comparative studies and transformation based on time, necessity and culture in the field of the current research.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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