

Original Article

Indicators of social and emotional health competence of education department administrators: a case study in Bandar Abbas

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Abstract

Background: This study was conducted with the aim of identifying indicators of social and emotional health competence of managers of education departments, as a case study of Bandar Abbas city.

Methods: This study was applied research conducted by descriptive-correlational method. In the first section, using content analysis method (interview with experts), 20 experts attend in the field of educational sciences and educational management. In the second, to design a structural-interpretive model, 15 experts were used to answer the questionnaire. Data collection was performed by a researcher-made questionnaire. The reliability of the questionnaire was confirmed by Cronbach's alpha coefficient, composite reliability coefficient and factor loads. The validity of the questionnaire was confirmed by content and construct validity. Analysis of descriptive indices and correlation matrix between them were performed with SPSS and model fit was examined with Smart PLS software.

Results: Factors affecting social and emotional competencies have high influence. Professional competencies, especially basic and teaching-related competencies have a significant effect on teachers' educational performance. Themes include 8 main variables about quality of work life, protectionism, realism, trust building, social commitment, job competence, individual and social competence. Weak, medium and strong value of the structural part of the model is determined by criterion of R^2 were 0.19, 0.33 and 0.33.

Conclusion: Emotional and social functioning and concurrent conditions among education and referral managers for the implementation of evidence-based interventions may be useful for the overall performance. The results of study are useful for improving the emotional and social skills of education managers.

Keywords: Administrative Personnel; Health; Mental Competency; Professional Competence; Social Skills.

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Introduction

Social and cultural changes, education and its institutions have caused vast changes. Educational management means leadership, reform and change. One of the best ways to create and maintain a good educational system is to train efficient

and expert people to manage this system so that with the help of managers' abilities, final solutions to educational problems can be provided. (1). The performance of educational managers in the form of their skills and abilities is one of the topics that

has been the concern of managers and educational science experts since ancient times. Competence is a term used to describe a set of knowledge, skills and attitudes that lead to successful job performance and achievement of organizational goals and priorities. (2). Competencies are often developed by participating in training programs, job opportunities such as involvement in projects and team activities (3).

Some theorists have concluded that emotional and social competences are important for managers because proper interaction, recognition of people's characteristics and flexibility are important characteristics of managers. The basic principles of emotional competences and social competences that must be observed and implemented in the work environment are teamwork, communication, cooperation, being a good listener and presenting individual opinions, using emotional and social competences in the work environment, which is related to the ability communicating with the environment. In which constructive criticism and having the power of skillful criticism is mentioned, which pays attention to individual behaviors and does not look for signs of weakness or shortcomings of a person to humiliate him. (4).

Researchers consider emotional and social competencies as recognizing, controlling, and using their own and others' emotional capabilities in individual and group behaviors to maximize results. It includes components of self-awareness, self-management, social awareness and relationship management (5). Developing emotional and social skills means creating a comprehensive, supportive and focused change to transform the role of managers in creating success for teachers and students. (6). Developing the emotional and social competencies of school principals is vital for success in their professional role (7).

Based on the mentioned cases, this research was conducted with the aim of examining and presenting a model of competence, emotional and social competencies of principals in the education system.

Methods

The present study is applied in terms of aim and field type of descriptive research in terms of data collection and it is causal in terms of the relationship between research variables. The research method is survey, the most important advantages of which are the ability to generalize the results. In this study, all primary school principals and teachers in Bandar Abbas in the academic year of 2018-2019 were considered as a statistical population. In this study, the Cochran's formula was used to determine the sample size. It should be noted that to determine the members of the statistical sample, a random sampling method was used based on the division of the city into four districts of north, south, east and west. In this study, the data collection tools included books, articles, dissertations and the World Wide Web. The data collection tool in the field method was a questionnaire conducted cross-sectionally through sampling from the population. In the present study, a researcher-made questionnaire was used. In this study, since the designed questionnaire was approved by the supervisor and advisor in the quantitative stage, as well as two experts in the area of research. Thus, the validity of the measurement tool was ensured.

In this stage, the snowball method, which is a non-probability method, was used. In this research, selected samples including managers and experts of the education organization have been selected in the number of 20 people. In this way, the above-mentioned experts have been selected based on their expertise, education, experiences, and work activities in the amount of 20 cases, and they were interviewed, and among the academicians, the total of the academicians of Hormozgan province who are active in the fields of

management, educational sciences, and educational management. Thus, 5 university professors were selected, including 20 managers and experts, and 5 university professors were selected.

Quantitative section

In this research, Cochran's formula of finite communities was used to determine the sample size. It should be noted that in order to determine the members of the statistical sample, the stratified random sampling method was used based on the division of the city into four areas: North, South, East and West.

Data collection tools

In general, data collection methods are divided into two categories, library method and field method. In this research, the theoretical literature and the review of the background of the past research were done based on library studies including books, articles and related sites, and in the field method, in the qualitative and quantitative part, the data collection was as follows.

The method of data collection in the qualitative section

In-depth interviews with experts

In this research, in-depth interview was used as the main data collection tool. In this regard, the researcher guided all the interviews. The meaning of interviewing experts is interviewing people who are influential, famous and knowledgeable in their field of work. In this research, based on the theoretical sampling procedure, experts were interviewed who had the necessary knowledge and experience in the field of management and educational management. Interviews are divided into three categories: organized, semi-organized and unorganized interviews (Sarmedu et al., 2013). In the present research, the interviews were conducted to determine the variables of emotional competences and social competences of managers through experience.

How to conduct in-depth interviews

In this study, based on the method of Strauss and Corbin, the researcher guided all the interviews. Adopting this procedure allowed the researcher to use the information obtained from previous interviews in subsequent interviews. The purpose of the interviews was to understand and explain the emotional and social skills of managers. Most of the interviews were arranged in people's offices. Most of the time of the interviews was devoted to identifying the components and dimensions of the emotional and social competencies of managers. In each department or administrative unit or school, the researcher conducted interviews, observed behaviors and events, and in some cases studied some documents. In this study, data collection continued until the stage of theoretical saturation of the categories, in other words, until it was no longer possible to obtain new data.

The interviews were conducted individually, face-to-face and with open-ended questions, and the time of each interview varied between 45 minutes (minimum) and 2 hours (maximum). All the interviews were recorded and used for coding, correction and feedback. The semi-structured interview, while creating the necessary flexibility by presenting open questions in order to discover and extract facts from the field of study, creates a kind of order and sequence in the collection of information.

The method of collecting data in the quantitative section

Data collection tool with the quantitative

Questionnaire, as one of the most methodical tools for collecting information in survey research, is a set of targeted questions that evaluates the respondent's opinion, point of view, and insight by using various scales, 1391. In this research, the means of collecting information in the library method were first-hand and second-hand sources, including books, articles, theses, and the global Internet network. The

tool of data collection in the field method is also a questionnaire that was conducted cross-sectionally and through sampling from the community. In this research, a researcher-made questionnaire was used.

Statistical Analysis:

In this study, Cronbach's alpha method was used to determine the reliability of the questionnaire. The reliability of the questionnaire was 0.888.

SPSS22 and PLS software was used for quantitative analysis of research data and model fit.

Results

The gender information of the respondents in Table 1, shows that the majority of the studied population was men (90%) and the highest age group among the age groups was 26-35 years old (49%), and bachelor's degree (72%) was the highest who had a work experience of 5-15 years (68%).

After reviewing and classifying indicators, the researcher was categorized them into 30 subjects, 9 sub-categories and 3 major categories by the Strauss and Corbin

Table 1. Characteristics of experts participated in the questionnaire

Variable	f	F%
Gender	Male	296 90%
	Female	34 10%
marital status	single	108 33%
	married	222 67%
age	Under 25 years	2 1%
	years 26-35	157 47%
	years 36-45	129 39%
	Above 45 years	42 13%
education	Bachelor	237 72%
	master	78 24%
	Ph.D.	15 4%
Professional experience (years)	Less than 5	54 16%
	10-5	107 33%
	15-10	115 35%
	15 <	54 16%

Table 2. Results of Kolmogorov-Smirnov test

Variables	t-value	sig
Life changes	1.970	0.061
Work peace of mind	0.849	0.081
Civil support	0.776	0.060
Organizational support	0.814	0.120
Community support	0.680	0.097
Capacity Building	0.769	0.073
Skills enhancement	0.869	0.064
Self-sufficiency	0.453	0.071
Constructive communication	0.571	0.072
talent discovery	0.726	0.080
Thoughtfulness	0.719	0.104
Self-esteem	0.603	0.0125
Responsibility	0.622	0.064
Love to work	0.438	0.051
Preserving the value of work	0.440	0.053
Self-esteem	1.924	0.077
Job competence	1.684	0.057
Social competence	1.527	0.069
Individual competence	1.665	0.101

paradigm, and by performing interviews and analyzing data, a deeper understanding regarding the subject was obtained. Table 2, presents the results of the normality test. Given the significance level of the test, which is more than 0.05, the null hypothesis is not rejected and the normality of the research data is confirmed. In other words, the observed distribution is the same as the theoretical distribution and there is no difference between them.

To fit the conceptual model of research and test the hypotheses, the PLS method was used with the help of Smart PLS software.

Evaluation of measurement model (external model)

In evaluating the external model, first the factor load of observed indicators or variables will be examined. Then, the reliability and finally the validity of the external model will be examined.

Confirmatory factor analysis

Confirmatory factor analysis was used for this purpose. Factor loadings are estimated by estimating the specific correlation value

Table 3. Results of factor analysis of selected items

Component	Dimensions	item	Standardized factor load	% of Variance	
Quality of work life	Life changes	Q1	0.79	16.98	
		Q2	0.76	12.30	
		Q3	0.62	16.65	
	Work peace of mind	Q4	0.78	16.73	
		Q5	0.78	17.86	
		Q6	0.82	16.70	
Protectionism	Civil support	Q7	0.78	16.70	
		Q8	0.76	15.87	
		Q9	0.82	18.08	
	Organizational support	Q10	0.61	12.05	
		Q11	0.64	12.67	
		Q12	0.61	11.95	
Realism	Capacity Building	Q13	0.61	12.05	
		Q14	0.63	12.34	
		Q15	0.56	10.89	
	Skills enhancement	Q16	0.53	10.05	
		Q17	0.50	9.35	
		Q18	0.58	11.17	
Trust building	Self-sufficiency	Q19	0.75	15.39	
		Q20	0.76	15.73	
		Q21	0.73	15.02	
	Constructive communication	Q22	0.75	15.37	
		Q23	0.75	15.62	
		Q24	0.70	13.95	
Trust building	talent discovery	Q25	0.55	10.50	
		Q26	0.61	11.76	
		Q27	0.51	9.59	
	Thoughtfulness	Q28	0.78	16.36	
		Q29	0.76	15.87	
		Q30	0.60	11.63	
	Self-esteem	Q31	0.76	15.83	
		Q32	0.76	15.82	
		Q33	0.79	16.84	
	Responsibility	Love to work	Q34	0.77	16.18
			Q35	0.75	15.48
			Q36	0.82	17.74
Preserving the value of work		Q37	0.61	11.80	
		Q38	0.64	12.51	
		Q39	0.61	11.78	
Social commitment	Job competence	Q40	0.61	11.80	
		Q41	0.64	12.57	
		Q42	0.61	11.88	
	Social competence	Q43	0.49	9.19	
		Q44	0.33	5.87	
		Q45	0.55	10.51	
Individual competence	Self-esteem	Q46	0.47	8.59	
		Q47	0.58	10.97	
		Q48	0.74	15.10	
	Individual competence	Q49	0.75	15.36	
		Q50	0.75	15.16	
Social commitment	Job competence	Q51	0.72	14.43	
		Q52	0.74	15.04	
		Q53	0.77	13.88	
	Social competence	Q54	0.56	10.52	
		Q55	0.53	12.25	
		Q56	0.53	9.86	
		Q57	0.53	9.92	

of a construct with that construct. The optimum operating factor of the indices is 0.3 or higher. In other words, in this step, if the factor load of an index is less than 0.3, it is necessary to remove that index. The indices factor load shown in Table 3.

From a statistical view, it seems that factors with a regression weight (factor loading) of more than 0.30 are considered significant and acceptable (8) and all the regression weights in the studied model have values greater than 0.30 and are significant at the $P < 0.01$ level, so that all considered factors are confirmed except for the mentioned factors, and the overall fit indicates the good fit of the studied measurement model with the observed data.

Internal model reliability

To measure the reliability of the internal model, Cronbach's alpha coefficient and composite reliability criteria are used Table 4.

Table 4. Cronbach's coefficients (CC) and composite reliability (CR) of identified structures

Variables	CC	CR
Life changes	0.879	0.909
Work peace of mind	0.877	0.907
Civil support	0.839	0.892
Organizational support	0.825	0.882
Community support	0.825	0.884
Capacity Building	0.856	0.912
Skills enhancement	0.736	0.894
Self-sufficiency	0.871	0.921
Constructive communication	0.834	0.900
talent discovery	0.778	0.871
Thoughtfulness	0.735	0.900
Self-esteem	0.790	0.877
Responsibility	0.851	0.910
Love to work	0.868	0.910
Preserving the value of work	0.804	0.855
Self-esteem	0.756	0.923
Job competence	0.811	0.924
Social competence	0.759	0.777
Individual competence	0.901	0.863

Internal model validity

A) Convergent validity

The Average Variance Extracted (AVE) measure shows the average shared variance between each construct with its own indices. In simpler terms, AVE is used to validate convergence and shows a high correlation between indicators of one structure compared to the correlation of indicators of other structures. The value of this coefficient also varies from zero to one, and values higher than 0.5 are accepted. (9). Table 5, shows these values for the first-order latent variables, and this value is calculated manually for the second-order latent variables.

The value of AVE of the second-order latent variable is equal to the mean of the values of the quadratic factor loads of its dimensions. This variable is calculated under the AVE criterion. Therefore, comparing the AVE values of the first-order latent variables and the second-order latent variables with the standard value of 0.5 indicates the appropriateness of this criterion. After determining the

Table 5. Average variance extracted (AVE)

Variables	AVE
Life changes	0.626
Work peace of mind	0.620
Civil support	0.675
Organizational support	0.653
Community support	0.656
Capacity Building	0.776
Skills enhancement	0.808
Self-sufficiency	0.795
Constructive communication	0.751
talent discovery	0.692
Thoughtfulness	0.750
Self-esteem	0.705
Responsibility	0.771
Love to work	0.717
Preserving the value of work	0.555
Self-esteem	0.519
Job competence	0.611
Social competence	0.589
Individual competence	0.628

measurement models for evaluating the research conceptual model and ensuring the existence or non-existence of a causal relationship between the investigated variables and evaluating the fit of the observed data with the research conceptual model, evaluating the investigated questions using structural equation modeling. The results of testing the questions are reflected in the Figure 1 and Figure 2.

Fit of the research conceptual model

To analyze the information collected by the questionnaire, we first examine the conceptual model of the research using the most important criteria of structural part fit (R^2 , Q^2 , CV-COM, and GOF).

R^2 indicates the effect that an exogenous variable has on an endogenous variable. Chen and Tsang introduce three values of 0.19, 0.33 and 0.67, respectively, as standard values for weak, medium and strong values of R^2 (10). Thus, weak, medium and strong value of the structural part of the model is determined by criterion of R^2 according to Figure 3:

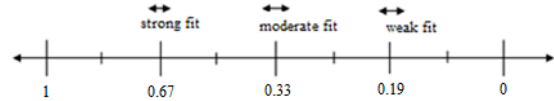


Figure 3. measurement of fit of the structural part of the model by R^2

The value of R^2 shows on table 6 for each of the endogenous structures of the model and CV-COM and CV-RED indices values for each of the structures.

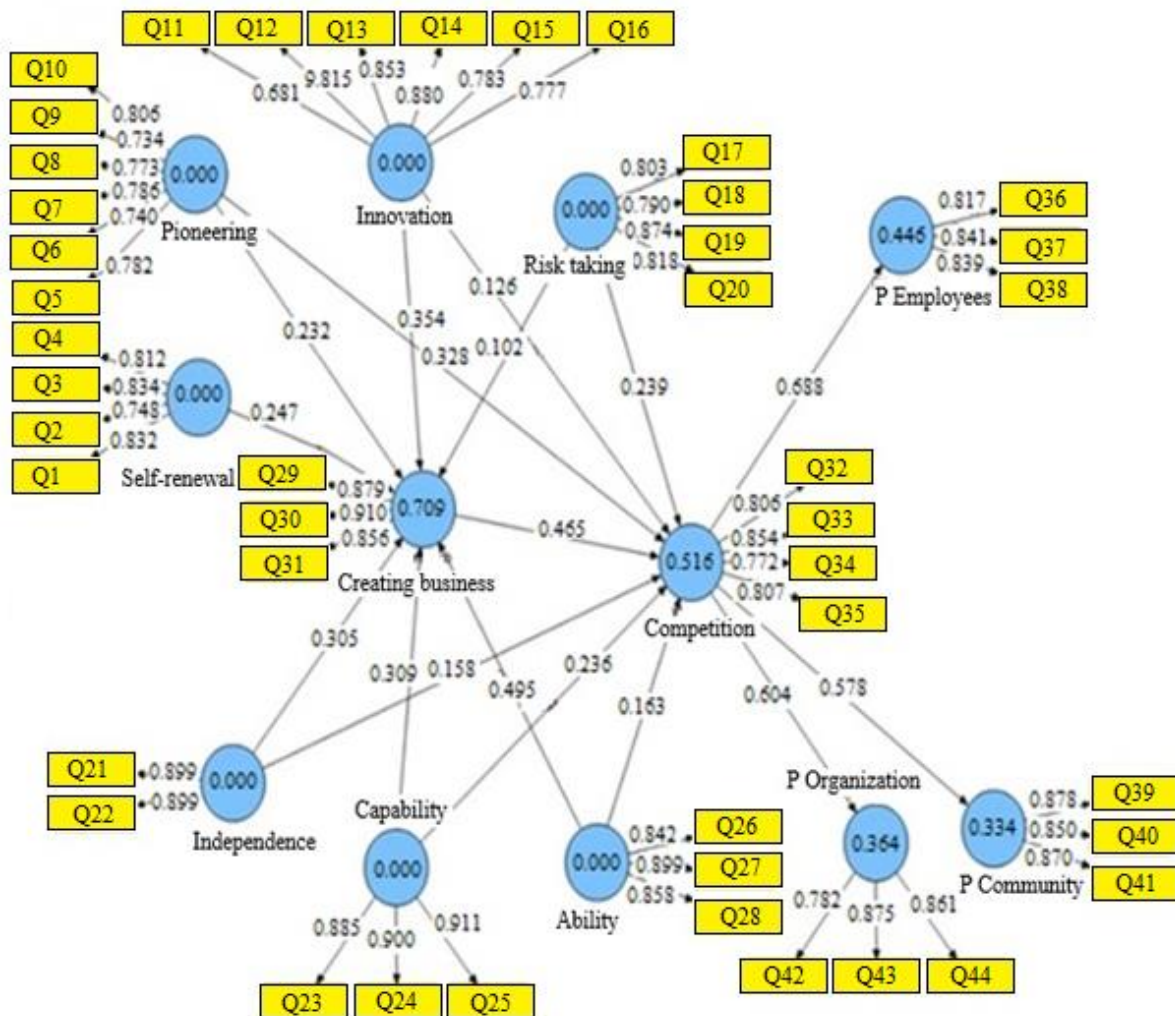


Figure 1. Model measurement in standard mode

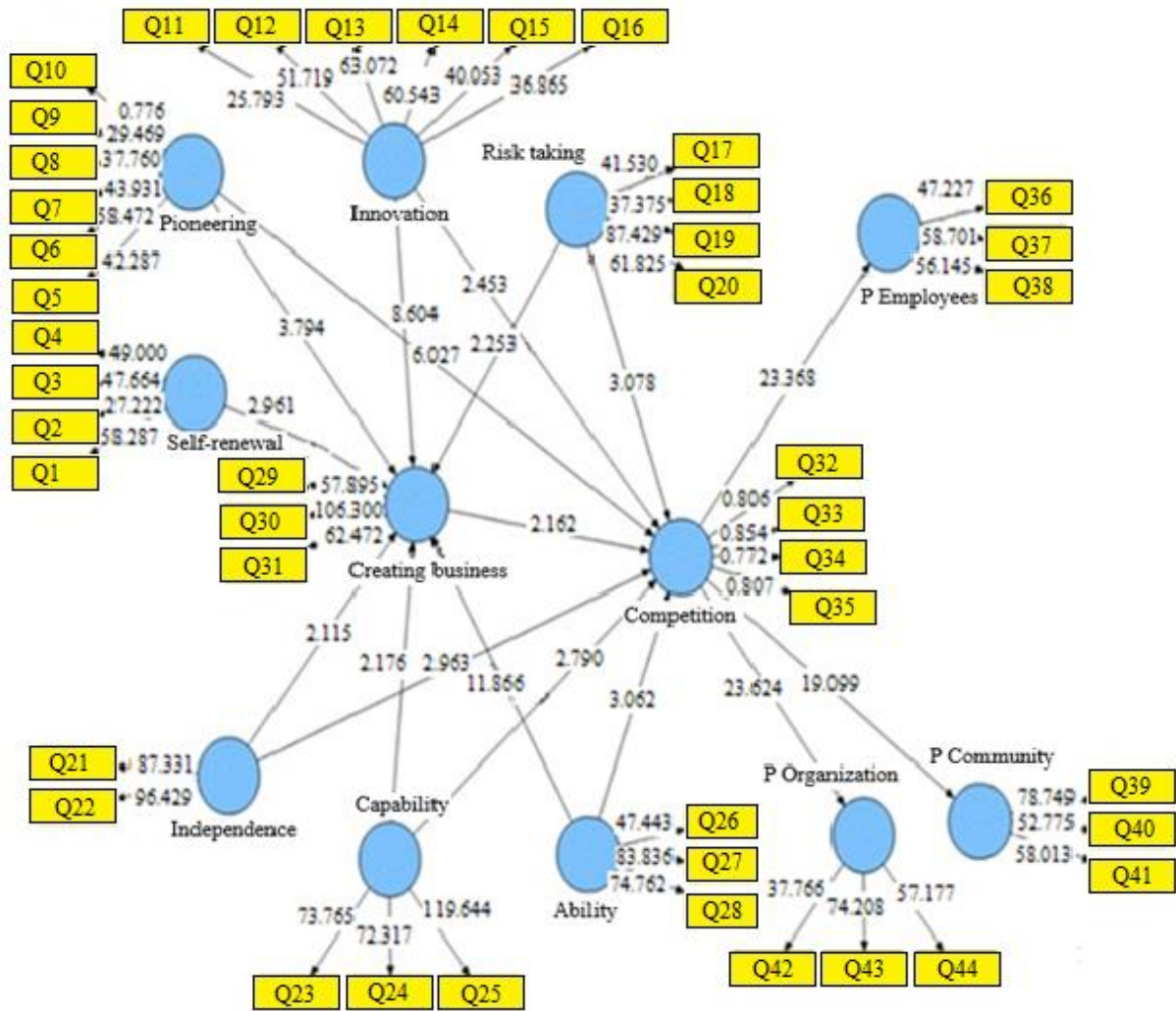


Figure 2. Model measurement in t-value mode

Table 6. R² values for endogenous structures and CV-COM and CV-RED indices values for each of the structures

R ² values for endogenous structures		
Structure name	R ²	Fit
Social competence	0.701	strong
Emotional competence	0.409	moderate
CV-COM and CV-RED indices values for each of the structures		
Structure name	CV-COM	CV-RED
Social competence	0.690	0.690
Emotional competence	0.771	0.540

The results in Table 6, shows that the value of R² for the above structures is strong area, which indicates a fit structural model.

Among other fit criteria in the structural part of the model, CV-COM index and CV-RED index can be mentioned. The sharing

index evaluates the quality of the estimation model of each block. The CV-COM index measures the quality of the estimation model of each block. The CV-RED index, also known as the Stone-Geyser Q², measures the quality of the structural model for each endogenous block considering the measurement model. CV-RED index, also known as Stone-Geyser Q² measures the quality of the structural model for each endogenous block by considering the measurement model. Positive values of the above indicators indicate the appropriate and acceptable quality of the measurement and structural model, and as seen in Table 6, the indicators are positive and greater than zero, confirming the proper fit of the structural part of the model shows the indicator's value related to independent and dependent variables.

Recently, a suitable global evaluation model for overall model fit has been proposed using PLS. The number obtained for this criterion is between zero and one, which shows three values of 0.01, 0.25 and 0.36 as weak, medium and strong values for GOF, respectively. (11), which can be calculated according to the following formula:

$$GOF = \sqrt{AVE \times R^2}$$

Which AVE and R^2 can be calculated using the following formulas:

$$\mu_{R^2} = \frac{1}{n} \cdot \sum_{i=1}^n X_i$$

$$\mu_{AVE} = \frac{1}{n} \cdot \sum_{i=1}^n X_i$$

By calculating the AVE and inserting it in the formula, the GOF value is calculated:

The general fit of the model based on the GOF index was 0.48, indicating a strong fit of the model with the collected data compared to the defined baseline values.

Discussion

According to the results of this study, in the examination of the variables of emotional and social competencies of the principals of primary education in Bandar Abbas city, it was determined that the factors affecting social and emotional competencies have high influence and dependence. The values are social competence 0.690 and emotional competence 0.771 in Table 6. The indices are positive and greater than zero, which also confirms the appropriate fit of the structural part of the model. The overall fit value of the model based on the GOF index was 0.48, which compared to the defined basic values, shows a strong fit of the model with the collected data.

R^2 values for endogenous structures of social competence was 0.701 (strong)

and Emotional competence was 0.409 (moderate). The categories of emotional competencies and social competencies of the principals of Bandar Abbas elementary education and training included: quality of working life, patronage, realism, trust building, social commitment, job competence, social competence, and individual competence. A study showed that the current situation of teachers in the components of professional competencies is in a good condition and above average. Teachers' rankings for professional qualifications are related to the competencies of information technology, social, teaching, communication, educational evaluation, professional ethics, classroom management and personality, respectively (12). The analysis of the research conducted by Sadat Mir Hosseini, led to 53 items and 11 components (specialized training, personal characteristics, interest, attention to differences, specialized knowledge and skills, motivational role of creativity, being role, communication, guidance and safety) and four dimensions (behavioral, emotional, cognitive and skill) (13). which is consistent with the present study.

In examining the emotional and social competencies of the principals of Bandar Abbas primary education and training, quality of work life, support orientation, realism, trust building, social commitment, occupational competence, social competence and individual competence were the main categories. Aslani et al., showed that to promote the status of teachers in the executive

system of the country and the comprehensive development of the Islamic Republic of Iran, especially its role in Islamic education, it is necessary for the teacher to be tested in a meritocracy system based on applied and competitive evaluations and to be in a suitable rank in accordance with the professional and professional abilities and individual and social competencies (14).Haji Heydari et al., showed that teaching social competence to teachers and its effect on teachers 'self-efficacy finally the relationship between social competence and teaching effectiveness and the ability to predict teachers' stress is confirmed (15). Sadat Mir Hosseini, showed that the data of the qualitative section were collected using a field method and by interviewing 21 subjects. The interviewees were physical education experts in schools, selected by snowball and theoretical methods and the interview continued until reaching the saturation stage. The data obtained from this section were analyzed by the grounded method. Investigating the relationship between teachers' social competence on classroom management and teaching effectiveness, Haji Heydari et al., showed that teaching social competence to teachers and its effect on teachers 'self-efficacy and finally the relationship between social competence and teaching effectiveness and the ability to predict teachers' stress is confirmed (15). All the mentioned researches are in line with the present study and show the positive and significant effect of professional qualifications, especially

basic qualifications and qualifications related to teaching, on the educational performance of teachers.

Recommendations

Based on the results of the study and prioritizing of motivating factors in teachers, it is recommended that education officials identify successful teachers and share their experiences with other teachers by conducting educational and research workshops. It is recommended that laboratory and audio-visual facilities and library equipment be provided to schools. It is recommended to provide the conditions for continuing education and upgrading the scientific level of teachers through higher education and in-service training. It is recommended to provide an opportunity for independence of thought and action in teaching and close communication with education officials and students' parents in the form of creating the school-centered policy, establish human relations administrators in the school and provide teachers with appropriate encouragement and spiritual and material rewards. It is recommended to train the correct and scientific evaluation of teachers so that they can evaluate their work properly and benefit from its feedback and turn the administrative supervision and evaluation from inspection to self-control form. It is recommended to introduce new teaching methods through in-service training and numerous books and publications for teachers to use to improve the quality of their teaching.

Conclusion

Based on the present study, providing a model of emotional and social competencies of administrators helps the education system and similar organizations to direct their educational activities with the aim of creating a culture, maintaining and developing the capabilities of individuals. Nowadays, human education is considered to be one of the most difficult, delicate and fruitful tasks of human beings. In this

regard, teachers play a key role and are the starting point of any transformation and education. All countries need effective and motivated teachers as one of the main components of education so that they can educate their youth in the form of their education system and equip them for a better future and in the current situation we need such teachers more. In the current environment of the school, there is an increase in awareness of the importance of school management in supporting possible changes and improving the quality of education, and to transform the educational system and train thinking, creative and entrepreneurial human resources must use special principles and methods. There is no way to use past models and frameworks for this purpose. The most important thing in the evolution of educational systems is to change the attitude in the teaching process of teachers and the performance of principals in the educational system.

Authors' contribution

Shahpari Zakeri Dehvostanezhad and Mahmoud Sabahizadeh developed the study concept and design. Nadergholi Ghourchian acquired the data. Kolsum Nami and Shahpari Zakeri Dehvostanezhad analyzed and interpreted the data, and wrote the first draft of the manuscript. All authors contributed to the intellectual content, manuscript editing and read and approved the final manuscript.

Informed consent

Questionnaires were filled with the participants' satisfaction and written consent was obtained from the participants in this study.

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Conflict of interest

The authors declare that they have no conflict of interests.

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