



## **Investigating The Role of Facilitating Principals In The Professional Development of High School Teachers**

**Fariba Kazemi Nasab<sup>1\*</sup>, Yadollah Mehralizadeh<sup>2</sup>, Hamid Farhadi Rad<sup>3</sup>**

### ARTICLE INFO

Article history:

**Received:**  
18/08/2021

**Accepted:**  
20/01/2022

Available  
online:  
Winter 2022

**Keyword:**  
Facilitation  
role,  
Principals,  
Professional  
Developmen,  
Teachers

### **Abstract**

Support for teacher learning and development is one of the fundamental roles of school principals. Principals as facilitators can play an effective role in strengthening professional development of teachers. The main aim of this research was to investigate the role of facilitating principals in the professional development of secondary school teachers in District 1 of Ahvaz city with a qualitative method. Snowball sampling method was used to select the sample. For data collection, semi-structured interview method and data were extracted and analyzed based on content analysis method. This study sought to answer five research questions. Findings showed that managers have good skills but need to acquire the necessary skills in areas such as evaluation, planning and delegation. It was also found that principals carry out effective activities in the school, but do not draw up appropriate plans for holding and conducting in-house workshops and seminars. This study also showed that the most important challenges that principals face in exercising the facilitating role for the development of teachers' professions are insufficient budget, lack of facilities and teaching materials, administrative bureaucracies, lack of motivation of teachers and so on.

Kazemi Nasab, F., Mehralizadeh, Y., & Farhadi Rad, H. (2021). Investigating the role of facilitating principals in the professional development of high school teachers, 9 (4), 93-107.

1. M. A. Student in Educational Management, Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University, Ahvaz, Iran.

\*Corresponding Author: Email: [www.farimakazemi91@gmail.com](mailto:www.farimakazemi91@gmail.com)

2. Professor, Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University, Ahvaz, Iran.

3. Associate Professor, Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University, Ahvaz, Iran.

## Statement of the Problem

In the literature about the issue of effectiveness, efficiency, satisfaction, and morale in school management, various theories have been proposed such as: general systems theory, social systems theory, value theory, organization theory as a complex system, leadership theory, school principal role theory (Ali Akbari, 2017; Naili, ۱۹۸۴; Alagheband, ۲۰۱۴). This study is based on role theory, because it provides the basis for the role of facilitators in increasing the professional development of teachers. Role theory was proposed in 1957 by Gatzels and Guba, who saw organization as a social system in which individuals defined their own role and the role of others and set expectations for each role. Role theory to explain the behavior of people who occupy certain situations; It is designed to be expected to behave and how others are expected to behave. Thus, it focuses on the roles that individuals play in their own situations and the expectations of people about the roles that leaders and employees have in order to achieve organizational goals (Benedict, 2013, P. 23).

According to the role management theory, one of the most important roles of managers is the "facilitating role". The term facilitation is a term that became common in the second half of the twentieth century in the fields of business, education, development and social work. In fact, the growth of facilitation owes much to the notion that one can help people communicate better and have a better understanding of the world through the use of a set of group methods and skills. ; As with many evolving phenomena, there is no agreed-upon definition of facilitation. According to Zimmerman and Evans (1993) (quoting Hogan, 2004, p. 10), "facilitation" is probably one of the most misunderstood and misused terms, especially in management. The reason some coaches and managers think or say they are facilitating is when they do not (especially when presenting a story or leading a group in a certain direction).

In fact, facilitation encourages free and open dialogue between people with different

perspectives so that different hypotheses and options can be explored. This method of facilitating discussion is a process in which the facilitator guides the members of the group. To exchange ideas, opinions, experiences and expertise to achieve a common goal and action plan that is agreed upon by all (Mohammadi, Razavian and Sarafi, 2013).

Facilitating school work is one of the important tasks of principals. School facilitators, as facilitators, can involve teachers in designing career development programs and help them meet their professional development needs. (Mehralizadeh, 2018; Abdollahi et al., 2017; Mirkamali, 1385, p. 285; Wiles translated by Tusi, 1376 quoting Randi et al., 2018; Alwani, 1994, p. 110). Tronton, Dehrty (2005) also believe that educational administrators should adapt management style to the level of school readiness for social issues. (Randy et al., 2017)..

Accordingly, in recent studies and considering the educational management systems of centralized and decentralized schools, the role of facilitating the school principal in the development of teachers' professions has been emphasized. But this emphasis will have a different nature in schools with a decentralized management system as opposed to centralized management. The approaches to the two systems of centralized and decentralized management of teachers' professional development are different in terms of acceptability, efficiency and effectiveness.

Principals of Iranian schools are selected by the general administration based on a centralized process. In such a centralized management environment, the issue of facilitating managers has found different conditions. Thus, there are differences between what principals have as a facilitator in the school and specifically in the development of the secondary school teacher profession in the daily activities of schools. In this way, this study is conducted to know the status of the facilitating role of high school principals in District 1 of Ahvaz. Therefore, the main issue of the present study is to investigate

the status of the facilitation role of school principals in general and in the professional development of secondary teachers in education in Ahvaz-Iran.

The importance and necessity of the present research stems from several issues:

✚ Theoretical gap about the role of the principal in centralized and decentralized systems: In the theoretical foundations of school management, different theories have pointed to the importance of the role of principals and especially the facilitating role of principals. But such an emphasis needs to be explored in both centralized and decentralized school management systems. Iran's education system is a centralized system, and school principals, despite having the roles of a principal, are not able to take advantage of their roles due to limited power and authority. The question that can be raised theoretically is whether the theory of the role of managers in centralized systems is able to play the role of facilitator compared to decentralized systems? And if not, what changes are needed to be made in centralized management systems to enhance the facilitation of school management?

✚ Differences in empirical observations regarding the facilitating role of principals in the development of teachers' professions: In empirical studies and past studies on the role of facilitators as well as the subject of teachers' professional development, different results and policies have been obtained. That is, there are differences between the role of facilitating principals in schools, especially in professional development. By conducting this research in Ahvaz city, the status of the educational management system of schools in Iran and Ahvaz will be explained.

✚ Lack of research on the role of principals in facilitating the development of teachers' professions in Iran, Khuzestan and Ahvaz: Due to the little experience in Iran about the role of school principals in the development of teachers' professions. One of the reasons for the researcher to address this issue, which is of great

importance, is the lack of access or lack of past research, which makes it necessary to examine the facilitator role of the principal in the development of teachers' professions.

### **The main Goal of the research**

Explaining the facilitating role of school principals in the professional development of high school teachers in Ahvaz

### **Objectives of the research**

1) Awareness of the capabilities and skills of managers in the process of facilitating the professional development of teachers

2) Determining and achieving the manner and nature of facilitating activities for principals in the field of "the role of teacher guidance, creating insight and development of teachers, the role of communication" in schools in Ahvaz

3) Measures taken for the development of teachers' professions by high school principals in District 1 of Ahvaz

4) Achieve and introduce the challenges facing school principals in the facilitation process for the development of teachers' professions

5) Provide solutions to the challenges of advancing the facilitating role of principals to increase the professional development of teachers

### **background research**

Examining the records of the role of principal facilitation in schools and the development of teachers' professions shows the existence of differences in the performance of principals and situations of teacher professional development which can be found in the results of studies; "Dufour and Berkeley (1995), Ehrich (1998), Retallick (1999), Bredeson (2003 and 2000), Kennedy, (2016), Burce (2004), Mehlango (2015), Fessehatsion (2017) and Chen (2018), Jalilian, Mehralizadeh, Rahimi Doust, (2021) pointed out that in this general and analytical research, it has been concluded that Educational administrators play a role in facilitating the educational system as leaders and facilitators. The school administrator has a direct and indirect impact on the quality and support of vocational programs and the quality of teaching, hence the

role of school administrators in leading and Teacher professional development management is increasingly expanding, and many experts have emphasized the supportive role of the school principal in the improvement, development, and growth of schools as vocational learning communities, both implicitly and in some cases explicitly. (Lietwood, 1992 and Fernandez, 2000, quoting Mehri et al., 2014.) An examination of the literature on this subject shows that leadership and its characteristics affect teachers and schools.

Payne and Wolfson (2000), citing Mehri et al. (2014) in their study entitled *The critical role of principals in facilitating the development of teachers' careers*, have identified three supportive roles of principals: principal as leader of the learning organization, principal as Facilitator and manager as resource provider. Clinton (2011) also studied the role of principals in facilitating the professional development of teachers as adult learners in a study. Findings show that the quality of school leadership, school atmosphere, planning and implementation of professional development and accountability of principals are effective in facilitating the professional development of teachers. Nir & Bogler (2008), in a study examined "the antecedents of teachers' satisfaction with professional development programs." The results of this study showed that the support of the school principal, professional ability, participation and involvement in the job in accordance with the job tasks can predict the active participation of teachers in the processes of continuous professional growth and development.

A study by Afer and Father (2010) entitled "Benefits, Status and Effectiveness of Vocational Development Programs in the UK" showed that school management's view of teachers has an important role to play in preparing teachers' continuing professional development programs. Play and without their support, programs fail. Samiei Zafarghandi (2011), in a study entitled "Methods to improve the quality of the in-service system of teachers in Tehran" shows that the needs assessment, design and implementation of

in-service training tailored to the needs of teachers, the participation of school principals and Teachers before and during the courses, etc. are among the factors affecting the improvement of in-service training and the development of teachers' professions. Taheri, et al. (2014) in his study entitled "Model of teacher professional development in teacher training centers" showed that organizational factors such as supportive atmosphere, school structure and managerial competence affect teacher professional development strategies in teacher training centers. Finally, a study conducted by Mehri et al. (2014) entitled "Study of the relationship between the support of high school principals and the growth of teachers' self-directed professions." Findings showed that there is a high correlation between management support and the growth of teachers' self-directed professions. Although there are many Latin sources on the needs, methods, perspectives and theories of professional development, only about what principals really need to do to support and facilitate the development of teachers' careers. Discussed in limited sources.

Previous research has emphasized the role of the school principal in facilitating the development of teachers' careers. School principals have a significant impact on the development of teachers' careers. Although we know that principals are often too busy with executive tasks during the day, identifying specific and very effective ways that they can have an impact on It is important to maximize the development of the teaching profession. Research shows that improving teacher knowledge and teaching skills is essential to enhancing student performance, and that the central role of managers as staff developers is to create the conditions for change in which teachers can improve their skills. If teachers are responsible for creating favorable conditions for student learning in the classroom, it means that principals are responsible for creating favorable conditions for teacher learning in the school environment.

In foreign research, because the current situation and job descriptions affect the role of managers, the results of studies, which are mainly managed by a different system from the system of our country, can not be generalized, so the study of this study is necessary in Iran country. In internal studies, as far as the researcher has studied, no research has been done in this regard, and this study can provide new insights to managers about their relationship with teachers and become more familiar with their facilitating role in promoting the professional development of teachers. Put them. There has also been very little research on the role of the school principal in facilitating the development of teachers' careers, especially the relationship between theory and practice.

This study tries to fill this gap to some extent by studying the role of school principals in the development of teachers' professions and especially the facilitating role of school principals.

### **Research methodology**

#### **Research method**

The present study is applied in terms of purpose and qualitative method and according to the objectives and questions raised, the qualitative research method was used. The reason for using the qualitative research method is that the facilitating role of managers has complex, diverse and hidden dimensions.

The research was conducted in three stages: review of research records in the field of facilitating the role of principals, skills of principals in the role of facilitating and professional development of teachers, exploratory interviews with school principals in the field of facilitating the role of principals, skills of principals in the role Facilitation, Teacher Professional Development, Challenges and Strategies for Advancing the Role of Facilitating Principals and Comparing the Results of Research Records and Exploratory Interviews on the Role of Facilitating Principals.

### **Statistical population, sample size and sampling method**

The statistical population of this study includes all principals and teachers of secondary schools in District 1 of Ahvaz in the academic year 1400-99. In order to select the quality of the sample size, the snowball type targeted sampling method was used, in which 24 managers were interviewed in depth and the interviews continued until the data was saturated.

### **Data collection tool**

The semi-structured interview process was performed in three steps as follows:

A) Before the interview: Identifying the participants, initial coordination, determining the time and place and agreement on sound storage  
b) Conducting the interview: a brief statement of the purpose and stages of the research by the researcher and asking open-ended questions based on the introduced axes and c After the interview: Convert audio files to a written version, prepare technical notes of the interviews (prepare initial copies for technical analysis), return the technical notes to the participants for validation and prepare the final file of the interview for Codings.

In order to conduct interviews with managers, after the interview questions were approved by the supervisors and advisors, the researcher began to conduct interviews with managers and from the very beginning performed open and pivotal coding to prevent early saturation of the interviews. In this way, the researcher would reflect enough on the next person and the type of questions to be asked. After collecting all the interviews, aggregating and deleting similar codes, 532 open codes and 18 subcategories and finally 5 central codes according to the objectives and research questions were extracted from them.

### **Validity and reliability of interview**

For the validity and reliability of the interview, before the interview, the questions and the method of the interview were approved by expert peoples, so that the questions matched the objectives of the research and its validity was

evaluated positively. In order to ensure the validity of the research, ie the accuracy of the findings obtained, the method of surveying members (interviewees) was used. In this method, the researcher provided the written interviews to the study group to review his analysis and answer the following questions: Did the researcher have a correct understanding of what they said? Do these concepts make sense to them as well, or has he made a mistake in understanding the meaning of the data? In this study, the researcher asked some of the interviewees to review the final report of the interview and express their opinion about them. In the present study, the method of angulation (consensus / triangulation), ie (interview, analysis of documents and researcher observations) was used.

**Qualitative data analysis method**

To gain a deeper understanding of the role of facilitating school principals after collecting data and obtaining the results of interviews and documenting the actions of principals in facilitating the role of principals and the growth

of teachers' professions using open coding steps (find Conceptual categories in data were analyzed at an early level of abstraction (axial) and coding (finding connections between categories) and finally, according to the concepts obtained from the heart of the data, to collect data about individuals. , We covered different events and situations that provided a richer picture of the resulting concepts and categories.

**Research results**

The interviews focused on a number of questions, such as: facilitation activities by principals to enhance teachers' professional development, professional development programs for teachers, challenges faced by school principals in the facilitation process for professional development, and solutions For the challenges ahead, the role of facilitating managers to develop the teaching profession.

Based on the interviews, all the views of the managers of aggregation and removal of similar codes, 532 open codes and 18 subcategories and finally 5 central codes according to the objectives and research questions were extracted from them.

**Table 1: Interview codes extracted**

Axial codes	Subcategories	Open Codes
Manager skills	Skill	Assist in teaching, suggest effective teaching methods, skills to relieve stress from self and teacher, understand personality differences, eloquence skills, eliminate shyness, study, be up-to-date, attract capable teachers, study in the field Management, recognizing educational, upbringing and emotional expectations, knowing the teacher spiritually, psychologically and scientifically, being up-to-date in terms of management science, social skills course, collective communication skills, manager knowing the environment, manager experience, mental skills -Cognitive, situation management skills, flexibility, motivational skills, overview of education policies, purposeful attitude, experience and teaching experience, study and research, facilitative management, pragmatism, coordination power between colleagues Awareness of teaching tools, giving intellectual and personality independence to colleagues, novice teacher training, talent identification, questioning skills, recognizing teachers 'abilities, critique, responsibility, understanding of teachers' needs, desire to learn
	Interaction	Ability to interact, promote teacher-student interaction, interact with teachers, interact in meetings, interact with parents, hold a think tank,'s parent-committee committee, interact with parents with assistants, interact with students, exchange information and experiences , Friendly relations, interaction with students, communication camps, interaction with others, communication and good interaction with colleagues

Axial codes	Subcategories	Open Codes
	Monitoring	Attending the class, observing the teacher's teaching example, reviewing the problems of students and teachers, solving class problems, identifying teacher weaknesses, resolving teachers' problems, following up through colleagues and assistants, identifying and resolving students' problems, and supervising the class Continuous follow-up, awareness and nobility of the teacher, supervision of the teaching-learning process, supervision of students, supervision of the teacher, better supervision of the principal, observation of the teacher's behavior
	Leadership	The role of counselor, the role of mediator between teacher and student, the role of guide, counseling with colleagues, psychological support, creating peace, consulting with counselor and educator, improving teachers' morale, playing the role of leadership, calming teachers, law Avoidance, having a substitute for the teacher, delegating authority, teacher involvement, instilling a sense of importance, involving teachers in planning, consulting with peers, lack of fringe issues at school, covering teachers' needs, using teachers' opinions and suggestions, Using internal capacities, trusting, giving positive energy to teachers, wanting to enhance teachers' abilities, involving teachers in decision-making, not being authoritarian, using teacher experiences, respecting the teacher, supporting role of the teacher And students, consult with educational groups, create opportunities to present teachers' abilities, help teachers, offer suggestions and group solutions to solve problems, involve teachers' opinions about the type of courses
	Planning	Planning for teachers, articulating school goals, monthly and annual planning, expressing the principal's expectations, weekly planning, proper placement of lessons, goal setting, principled planning, ability to plan correctly
	Evaluation	Proper evaluation of teachers, evaluation of student performance, identification of strong and weak students, assessment of school context and situation, identification of reasons for teacher failure, evaluation of teachers' performance, obtaining teachers' opinions and views, measuring satisfaction, citing process and Results of staff work, identification and expression of teacher strengths and weaknesses, needs assessment, survey analysis, teacher research, student survey on teacher performance, analysis of results, assessment of educational progress
	Management	Establishing order in the school, controlling, organizing, delegating, division of labor, selecting suitable teachers, providing facilities, meetings of the teachers' council
	Motivational Factors	Paying attention to teachers' backgrounds and experiences, selecting a sample teacher, meeting teachers' expectations, selecting a sample student, recreational camps for teachers, motivating teachers by the administration, motivating students, introducing successful people To the office to encourage, install the exemplary teacher banner on a monthly basis, friendly gatherings outside the workplace, recreational camps, motivate teachers, celebrate Teacher's Day with the family, appreciate and thank teachers for their efforts after each success, method Financial and emotional motivational €, introducing teachers' work to the complex, encouraging teachers to participate in scientific competitions, paying attention to motivational issues, appreciating teachers, highlighting teachers' strengths, calligraphy and cooking courses

Axial codes	Subcategories	Open Codes
	Learning	Obtaining information from education sites and in-service courses, obtaining information through cyberspace, watching educational videos, reading specialized books, using the strategies and experiences of peer managers, provincial and city visits, using experiences Successful others
Managers Activities	Activities	Requiring teachers to have a lesson plan, needs assessment, selection of educational groups, formation of a committee for academic achievement, monthly meetings with educational groups, monthly meetings with peer teachers, recording observations, specialized meetings of working groups, recording teachers' demands , Holding electronic content production courses, weekly meetings with teachers, required to present a comprehensive annual lesson plan, solving teacher problems, reviewing work results, holding conferences, science and recreation camps, visiting museums, organizing educational conferences , Counseling conference, creating a friendly atmosphere in school, conclusions, trial and error, holding regular meetings of the teachers' council, exchanging information, creating an Internet network in all classrooms, providing educational facilities, performing activities Educational, educational activities, implementation of cultural, artistic and scientific competitions, provision of welfare facilities, provision of equipment needed by all school agents, formal and informal talks, holding public camps, implementation of programs to improve teachers' capabilities, implementation of study plan , Implementing an educational quality assurance plan, providing support for each student, informing about festivals, courses Enhancing knowledge, holding meetings at school, informing about in-service courses, using specialized people, face-to-face meetings between parents and teachers, educational commitment to prevent repeating mistakes, reporting teachers' abuse to the office, holding Private and public gatherings, meetings with student representatives, active members of the association, use of prominent professors
	Feedback	Appropriate feedback, increase in students' grades, feedback based on teachers' satisfaction, feedback on average grades, feedback from parents, feedback from departments, improving teacher performance in assessments, feedback based on students' satisfaction, good teacher reception, Student feedback, feedback, reduction of parental objection, reduction of principal workload, feedback from teachers, student satisfaction with teacher, reflection of students' feedback, feedback based on observations, feedback based on teacher performance, feedback through success teachers
	Technology	Providing smart classrooms, strengthening in technology, developing smartening equipment, purchasing educational facilities and equipment, providing online learning space
	Consequences	Meeting the needs of teachers, increasing the efficiency of teacher work, improving student grades, increasing the quality of education, class time management, facilitating teacher performance, good school performance, teacher satisfaction, reducing teacher absence, reducing the quality of education due to teacher work in different schools Teachers' desire to cooperate, meet educational and information needs, increase teacher experience, teachers' desire to work, willingness to participate in programs, educational progress, school in the province, increase teachers' progress, maximum parental satisfaction



Axial codes	Subcategories	Open Codes
Managers actions	Education	Holding in-service training courses, teaching new teaching methods, specialized and general training workshops, teaching personality differences, de-crisis training, teaching teachers how to deal with their families, changing teaching methods, psychology course, Teaching active teaching methods, teaching content production methods, talent identification courses, brainstorming courses, teaching educational topics and self-knowledge, teaching how to use cyberspace, teaching interaction with students, providing solutions on punishment and encouragement Students, learning educational methods and principles, classroom management training, computer training, e-content training - teaching methods of interaction with adolescents, teaching specialized issues, teaching the use of electronic devices, teaching teaching methods and tests
	Participation	Good reception of teachers, participation in courses, participation in the selection of classes and courses, participation of teachers in the selection of group leaders
Challenges	Obstacles	Not accepting mistakes, over-believing in one's own knowledge, lack of motivation of some teachers, arrogance of some teachers, over-believing in one's own knowledge, eliminating in-service classes in person, assigning courses to Schools, lack of financial resources, lack of educational facilities, teachers are not up to date, teaching in a traditional way, low level of information, teachers from the level of literacy movement, few courses, lack of motivation of teachers by the community, lack of teachers Up-to-date technologies, lack of smart infrastructure, unsuitable school location, administrative bureaucracy, lack of useful courses for principals, formality of in-service courses, poor performance of departments, reluctance of teachers, lack of attention to teachers On the part of the administration, the lack of binding rules, limited time due to the teacher's busy schedule, teachers' financial problems, administrative strictures, limited topics, setting limits for financial expenses, lack of up-to-date education and Nurture, teachers' resistance to learning, insufficient budget for courses
	Finnancial Issues	Public and charitable donations, lack of funding by professors, insufficient budget, high overhead costs, financial problems, financial aid for parents and members of the association, financing of student tuition, financial aid through the participation of charitable parents

Axial codes	Subcategories	Open Codes
Solutions	Strategies	<p>Increasing the per capita school, providing facilities, training to deal with dissent, selecting experts in each field, highlighting the role of the Board of Teachers, strong training groups, holding a specialized board of teachers, determining the source of course costs, holding meetings Scientific research, research measures, increasing the efficiency of the research unit of the department, non-scoring of courses, changing teachers' views, allocating educational costs, updating teachers, attracting capable teachers, taking practical courses, using experienced professors, quality selection of teachers , Passing psychology units, financial support for teachers, non-implementation of unrelated programs, in-service and up-to-date courses, elimination of administrative bureaucracies, elimination of multiple circulars, central school, delegation of authority to the principal , School rankings, reasonable expectations from schools, active school board, active educational groups, reviving the prominence plan, creating mental and psychological conditions for the teacher, not having a tool view of the teacher, informing colleagues, creating Intimate relationship between teacher and principal, determining scientific and incentive research budget, circumventing and factoring, scope of inspectors, considering School conditions, holding quality in-service courses for principals, creating multiple opportunities to attend courses, talking, terminating or replacing someone else, holding training courses for teachers, reviving visits and camps Scientific, attracting donors in the field of training courses, strengthening educational facilities and educational assistance, providing technology in schools, teachers' familiarity with virtual education methods, exchange of experiences</p>

### Conclusion

In the present study, the role of facilitating principals in the professional development of high school teachers was investigated. In general, the analysis of the findings related to the research questions showed that the principals of secondary schools in Ahvaz District 1 are in a good position in terms of having a facilitating role in the development of teachers' professions. But to play this role better, they need to acquire more skills and perform better activities and actions to strengthen the professional development of teachers. In addition, principals faced many problems and obstacles to play such a role, and in this regard, suggestions were made by principals and teachers.

The obtained data showed that principals have appropriate skills to play the role of facilitator for the development of teachers' professions. The most important skills acquired by managers were

managerial skills, evaluation skills, planning skills, supervisory skills, communication skills, leadership skills and motivational skills. These skills have enabled them to be effective in facilitating their teachers. Accordingly, school principals need special abilities and skills to perform their role effectively, which include: educational leadership, interaction and appropriate communication skills with teachers, ethics, strategic thinking. And has strong interpersonal capabilities, needs identification, comprehensive planning, efficient evaluation, decision making and problem solving (Shirzadegan, 2014). Another important ability of the school principal is to be committed to full cooperation and support for the development of teachers' careers as well as communication skills such as good listening and good discussion (Blase & Blase, 2003). With this description, school principals need to have appropriate skills in all

areas to play a facilitating role for teachers to strengthen their professional development. In the sample schools of District 1 of Ahvaz, which were in a good condition in terms of teachers' satisfaction with the principals or the results of the students and their admission to the university, according to the interviews conducted, in these schools, the principals have appropriate skills and Implement training programs to enhance the professional development of teachers. This finding is consistent with Clinton (2011)'s finding that high-performing schools have managers who are effective leaders and see staff development progress as one of the most important elements of their job.

In reviewing the facilitators' activities of the principals, the findings showed that the principals plan internal courses, workshops and conferences to improve the performance of teachers. Holding monthly meetings with educational groups, weekly and monthly meetings with teachers, specialized meetings of educational working groups, regular meetings of the teachers' council, monitoring classes and teacher performance and feedback to teachers after observing teaching for future progress, from Other activities were carried out by principals to strengthen the professional development of teachers. To increase the effectiveness of teacher training, administrators organized science camps and provided the training facilities and equipment they needed. The results also showed that principals inform teachers to attend in-service meetings about how they manage their education. These findings show that principals are concerned about the growth and development of teachers and do their best to facilitate their performance. Consistent with this achievement, the findings of Khudonazarov (2006) showed that some strategies for the development of school-based professions such as education, coaching, teacher performance evaluation, microcontrol, workshop and observation in school by the principal done. In this regard, Payne and Woflson (2000) state that the development of teachers' professions through activities such as facilitating

professional conversations between teachers about new teaching strategies, teaching ideas, examining students' problems and teachers' observations. It happens from each other's classes. In all these cases, the manager also has a decisive role.

The actions of the principals for the development of the teachers' profession showed that the directors of the conferences and workshops, such as holding computer training courses, teaching electronic content, teaching the use of electronic devices, teaching new teaching methods, Teaching dealing with adolescents, teaching content production methods, talent identification courses, teaching educational and self-knowledge topics, teaching interaction with students, providing solutions for punishing and encouraging students, teaching classroom management and teaching specialized issues with the aim of improving They have provided training for teachers, and these trainings have provided the ground for teachers' progress and have led to their maximum satisfaction, which has made teachers perform better in classroom management. Encouraging teachers to participate in in-service courses and learning ICT skills, as well as inviting qualified professors to conduct the courses, were other actions taken by principals for teachers. Other results showed that managers face financial difficulties in order to properly hold professional development programs or invite more experienced professors and suitable facilities for holding courses.

The findings of this interview can complement the study of Fessehatsion, (2017), that managers through the implementation of training programs and professional development programs, provide and equip resources for the teaching-learning process and also increase the capacity of teachers. Through educational programs, they can strengthen the development of teachers' professions. Clement and Vandenberg (2010) also found in their research that school principals play a vital role in the development of the teaching profession and can

help develop the teaching profession by creating opportunities and learning environments.

In the analysis of the challenges facing managers for the development of teachers' professions, it was concluded that managers to strengthen the development of teachers' professions with challenges such as insufficient budget, teachers' resilience, lack of facilities and teaching materials, lack of teachers' motivation, Teachers are busy and face administrative bureaucracies. In addition to the important challenges mentioned, other challenges can be addressed, such as the elimination of in-service classes in person, the transfer of courses to schools, the lack of up-to-date teachers, the presence of teachers through the recruitment of movement instructors. Literacy, few courses, lack of useful courses for managers, formality of in-service courses.

**Financial Resources:** The present study was conducted with the support of Shahid Chamran University of Ahvaz, which is hereby appreciated.

**Thanks and appreciation:** Hereby, all managers, teachers of high school in district one of Ahvaz city and all the participants who cooperated with us in different stages of the research are appreciated and appreciated.

### **Ethical considerations**

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

### **Sponsorship**

The present study was funded by the authors of the article.

### **Conflict of interest**

According to the authors of the present article, there was no conflict of interest.

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the Journal of School Administration Quarterly for review and publication only.

## References:

- Abdollahi, B., Khabareh, K., & Shirzadegan, M. (2017). Exploratory analysis of the role of school principals in the establishment and consolidation of Based on cooperation professional development ,groups of teachers. quarterly Journal of New Thoughts on Education, 13(3), 59-88.
- Alagheband, A. (2015). Theoretical foundations and principles of educational. Tehran: Ravan.
- Aliakbari, Z. (2017, 12 29). Good Principal Good School. Retrieved from Moalem-e-Irani(Iranian Teacher).
- Benedict, U. (2013). Supervisory role of Principals in Enhancing Teachers Professional Development in Secondary Schools in Kitui west District, kenya. Nairobi-Kenia: The Catholic University of Eastern Africa.
- Blase, J., & Blase, J. (2003). The phenomenology of principal mistreatment: Teachers' perspectives. Journal of Educational Administration, 41(4), 367-422.
- Bredeson, P. (2000). The school principal's role in teacher professional development. Journal of In-Service Education, 26(2), 385-401.
- Bredeson, P. (2003). Designs for Learning: A New Architecture for Professional Development in Schools. Corwin.
- Bruce, K. (2004). School- and District-Level Leadership for Teacher Workforce Development: Enhancing Teacher Learning and Capacity (Vol. 103).
- Chen, C.-C. (2018). Facilitation of Teachers' Professional Development through Principals' Instructional Supervision and Teachers' Knowledge- Management Behaviors. In Contemporary Pedagogies in Teacher Education and Development (Vol. 51).
- DuFour, R., & Berkey, T. (1995). The Principal as Staff Developer. Journal of Staff Development, 16(4), 2-6.
- Ehrich, L. (2006). The Principals role in Teachers Professional Development. Leading & Managing, 4(2), 109-122.
- Fernandez, A. (2000). Leadership in an era of change: Breaking down the barriers of the culture of teaching (The life and work of teachers:International perspectives in changing times ed.). (C. Day, A. Fernandez, T. Hauge, & J. Moller, Eds.) London, UK: Falmer Press.
- Fessehatsion, P. (2017). School Principal's Role in Facilitating Change in Teaching-Learning Process: Teachers' Attitude. A Case Study on Five Junior Schools in Asmara, Eritrea. Journal of Education and Practice, 8(6), 134-142.
- Hesen, M. (1984). Educational management and organizational behavior. (M. Neli, Trans.) Ahvaz: Shahid Chamran University of Ahvaz.
- Hogan, C. (2004). Understanding Facilitation theory and principles. London: Clays Ltd.
- Jones-Clinton, T. J. (2011). Principals as facilitators of professional development with teachers as adult learners. Missouri: University of Missouri.
- Kennedy, M. (2016). How Does Professional Development Improve Teaching? Review of Educational Research, 86(4), 945 –980.
- Khudonazarov, D. (2006). The principal as a facilitator of school-based professional development of teachers: A case study of a private school in Karachi, Pakistan. Karachi: AK Uiniversity.
- Leitwood, K. (1992). The principal role in teachers development,. In M. Fullan, & A. Hargereaves, Teacher development and educational change. London: Falmer prss.
- Mahlangu, V. (2015). The Role of the Principal in Facilitating Professional Development of the Self and Teachers in Primary Schools in South Africa. International Journal of Educational Sciences, 9(2), 233-241.
- Jalilian, Hadith, Mehralizadeh, Yadollah, Rahimi Doust, Gholamhossein. (2021). Developing a model for selecting educational approaches for employees of small and medium-sized industrial companies in Ahvaz. Educational Sciences, 28(1), 1-22. doi: 10.22055/edus.2021.33526.3036
- Mehri, D., Pardakhtchi, M., Shams Murkani, G., & Mahjub Eshratabadi, H. (2014). The relationship between management supports with self-directed teachers professional development. Journal of Educational Sciences, 24(1), 93-114.
- Mirkamali, S. (2006). Educational Leadership and administration. Tehran: Yastaroun.
- Mohammai, K., Razavian, M., & Sarrafi, M. (2013). The role of facilitation offices in

accelerating participatory urban planning in dilapidated urban contexts (Case study: District 9 of Tehran Municipality). *The Regional Planning Quarterly*, 43-54.

Nir, A., & Bogler, R. (2008). The Antecedents of Teacher Satisfaction with Professional Development Programs. *Teaching and Teacher Education: An International Journal of Research and Studies*, 24(2), 377-386.

Payne, D., & Wolfson, T. (2000). Teacher Professional Development—The Principal's Critical Role. *NASSP Bulletin*, 84(618), 13-21.

Retallick, J. (1999). Teachers' workplace learning: Towards legitimation and accreditation. *Teachers and teaching*, 5(1), 33-50.

Samiei Zafarghandi, M. (2011). Provide a suitable model for the implementation of manpower

training courses. *Quarterly Journal of Education*, 30(1), 135-154.

Shirzadegan, M. (2013). Investigating the role of the school principal in creating professional development groups based on the cooperation of primary teachers. *Educational Sciences*. Tehran: Kharazmi University.

Taheri, M., Arefi, M., Pardakhtchi, M., & Ghahremani, M. (2014). Teachers' Perception and Attitude Model towards Professional Development in Teacher Training Centers: A Mixed Study. *Quarterly Journal of Career & Organizational development*, 15(2), 26-56.

Wiles, K. (1985). *Educational Leadership: The School of the Future*. (M. Tusi, Trans.) Prentice-Hall. Retrieved 1997

**Author 1 Name: Fariba Kazemi Nasab**

**Email: [www.farimakazemi91@gmail.com](mailto:www.farimakazemi91@gmail.com)**

The first author is received her M.A of Educational Management from Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University, Ahvaz, Iran.



**Author 2 Name: Yadollah Mehralizadeh**

**Email: [mehralizadeh\\_y@scu.ac.ir](mailto:mehralizadeh_y@scu.ac.ir)**

The second author is Professor in the Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University OF Ahvaz, Iran. He received his PhD from Bath University – Uk. He has published numerous papers and done numbers of research in the field of educational management and strategic planning.



**Author 3 Name: Hamid Farhadi Rad**

**Email: [h.farhadirad@scu.ac.ir](mailto:h.farhadirad@scu.ac.ir)**

The third author is associate Professor in the Department of Education, Faculty of Education Science and Psychology, Shahid Chamran University, Ahvaz, Iran. received his PhD from Tehran University. He has published numerous papers in the field of educational management

