Sociology of Education

Presenting a Model for Promoting Positive Leadership among School Principals

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Research Paper	Abstract
    	Purpose: Positive leadership among school principals can create a competitive advantage for the education system. As a result, the current research was conducted with the aim of presenting a model for promoting positive leadership among school principals. **Methodology:** This study in terms of purpose was applied and in terms of implementation method was descriptive from survey type. The statistical population of this study was all 950 school principals in Fars province, which based on Cochran's formula 365 principals by stratified random sampling method were selected as a sample. The data were collected with a demographic information form and a researcher-made questionnaire for promoting positive leadership among school principals (30 items), which its validity and reliability of were assessed as suitable, and for their analysis were used from exploratory factor analysis and structural equation modeling methods in SPSS and AMOS software. **Findings:** The findings showed that promoting positive leadership among school principals had 30 items in 3 dimensions of individual (11 items), organizational (13 items) and environmental (6 items); So that the factor loading of all 30 items and all dimensions was higher than 0.40, their average extracted variance was higher than 0.50, and their Cronbach's alpha and combination were higher than 0.70. Also, the fit indices of the promoting positive leadership model among school principals indicated the acceptable fit of the mentioned model and this model had a direct significant effect on all three dimensions of individual, organizational and environmental (P<0.001). **Conclusion:** According to the results of this study, educational systems and schools in order to achieve goals and achieve competitive advantage can provide the basis for improving individual, organizational and environmental of positive leadership among school principals through the items of each of them.

Detailed abstract

Purpose: The rapid changes and transformations of human knowledge and information caused a rapid change in all effective factors on the organization's effectiveness, and organizations need change and transformation in order to survive and gain a competitive advantage. One of the effective factors for change and transformation in the organization is the human resources of the organization, which is considered the most important and effective change factor for organizations. Therefore, the preparation of human resources is considered the most important factor and axis of the organization to align with the existing changes, transformations and developments. The importance of human resources in organizations is undeniable and these resources have a special place in the organization and are considered the most important capital of the organization. Today, the development of organizations requires the development of human resources, and the growth and development of human resources is one of the important solutions for the organization to achieve its goals. The importance of human resources in educational organizations doubles. Because these resources, in addition cause the growth and development of the organization and achievement to organizational goals, it provides the power of the future life cycle of the society and can lead them to growth and prosperity. The human resources of any organization, including education is one of the factors of progress and development of any society, and its optimal use will play a double role in the development of the education system. One of the important human resources in the education organization are the school principals, which whose correct and wise management will play an important and effective role in the development of societies. Today, the need for management in all social fields, especially educational systems is a tangible and vital matter. Because training has a fundamental role in the circulation of all the affairs of society and its continuity and survival. School principals are one of the important factors in the improvement and effectiveness of schools, and successful schools are led by successful and efficient principals and leaders, and their profession is very complex and difficult due to the environmental changes, transformations and complexities. School principals are responsible for making informed decisions, planning, organizing, directing and controlling resources for achieve to organizational goals, and managing the process of coordinating and managing resources in an efficient and effective manner. In addition, school principals are responsible and guarantee the success or failure of the organization and have a direct and indirect impact on the performance of the organization. The efficient and effective management of school principals can lead to increasing teachers' job satisfaction, proper use of human resources, strengthening communication with students and parents, reducing academic failure and dropping out, increasing creativity and innovation, and growth and flourishing of students' personalities. One of the effective factors in improving school management is having a positive leadership approach. In the education and school's organization, the leadership style of the principal is very important and vital, and many creative and innovative motivations and spirits of school principals are affected by their theories and leadership styles. Positive leadership is derived from positive psychology and organizational behavior as a new approach that revives a positive attitude towards man and his behaviors and examines his positive and strengths points to improve the performance of the leader. Positive leadership focuses on positive interactions with followers, moves people to be positive, in organizational development emphasizes on strengths-based approaches, develops a higher level of universal moral values and character, and it strengthens communication and meaning among employees and ensures both the health of the employees and their excellent and stable performance. Positive leaders seek to use the positive principles derived from positive organizational knowledge, and such leaders with their behaviors, provide a work environment based on peace and security, and strengthen the feeling of energy and empowerment, and by creating positive human relationships from by strengthening the feeling of belonging and competence provide the basis for increasing the feeling of energy and happiness. Such leaders not only seek to overcome problems, obstacles and challenges and strive to compete and achieve benefits, but also seek the growth and development of the organization, create the best human conditions and create positive consequences for the organization. Positive leadership among school principals can create a competitive advantage for the education system. As a result, the

current research was conducted with the aim of presenting a model for promoting positive leadership among school principals.

Methodology: This study in terms of purpose was applied and in terms of implementation method was descriptive from survey type. The statistical population of this study was all 950 school principals in Fars province, which based on Cochran's formula 365 principals by stratified random sampling method were selected as a sample. The selection criteria for school principals in Fars province were included having at least one year of management experience, having at least a bachelor's degree, no addiction and taking psychiatric drugs based on personal reports, no stressful events such as divorce and death of loved ones in the past three months, and willingness to participate in the research. Also, the exclusion criteria were included refusing to complete the research tools and not responding to more than 10% of the items. The data were collected with a demographic information form and a researcher-made questionnaire for promoting positive leadership among school principals (30 items), which its validity and reliability of were assessed as suitable, and for their analysis were used from exploratory factor analysis and structural equation modeling methods in SPSS and AMOS software.

Findings: The findings showed that promoting positive leadership among school principals had 30 items in 3 dimensions of individual (11 items), organizational (13 items) and environmental (6 items); So that the factor loading of all 30 items and all dimensions was higher than 0.40, their average extracted variance was higher than 0.50, and their Cronbach's alpha and combination were higher than 0.70. Also, the fit indices of the promoting positive leadership model among school principals indicated the acceptable fit of the mentioned model and this model had a direct significant effect on all three dimensions of individual, organizational and environmental (P<0.001).

Conclusion: According to the results of this study, educational systems and schools in order to achieve goals and achieve competitive advantage can provide the basis for improving individual, organizational and environmental of positive leadership among school principals through the items of each of them.