The Quarterly Journal of
New Approaches in Humanities (NAHQ)

Vol. 3, No. 11, June 2025, 1-21
E-ISSN: 2981-1031, P-ISSN: 2981-1023

Available online at: https://www.nahq.ir/

Research Article

Determining the Effectiveness of Social Skills Training-Based on a Cognitive-Behavioral Approach to Self-Efficacy in Orphaned Children

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ARTICLE INFO

Keywords:

Phenomenological Study
Secondary School
Rafsanjan
Seyyed Hassan Nasrallah

Received:
18 September 2025
Received in revised form:
05 October 2025
Accepted:
10 November 2025
Published:
December 2025
Pp.1-21

ABSTRACT

Background and Objectives: Givent that organizations constitute the primary pillars contemporary societies and management becomes the most critical factor in the survival, growth and prosperity or indeed the demise oforganizations. Therefore, management is the most paramount category that must be addressed to ensure the cultural,economic,industrial and political growth and excellence of society. The study aimed to phenomenologically investigate the management of secondary school principals in Rafsanjan city based on the management ideas of Seyyed Hassan Nasrallah.

Methodology: The study was applied in terms of its purpose and qualitative in terms of its method. The statistical population included all secondary school principals in Rafsanjan city. In this study, purposive sampling method of normal cases was used. In this study, sampling conwetinued until the theoretical saturation stage and after in-depth interviews, a number of repeated interviews were discarded and 7 managers were selected as samples.toensure the accuracy and validity of the obtained information four criteria of trustworthiness credibility,transferability,dependability and confirmability were employed and to ensure the dependability of the research the note taking rules developed by Kirk and Miller were employed.

Results: the research findings yielded four main categories and eight sub categories indicated four main categories of communication management, personal management, belief management, and social management and includes sub categories, personal communication management and mass communication management, personal personality management and skill-based personal management, personal personality managemen Based on the findings, it can be concluded that implementing the ideas of religious-Islamic myths can provide a solution to management, especially in the educational system.t and skill-based personal management, support-based social management and skill-based social management.

Conclusion: Based on the findings, it can be concluded that implementing the ideas of religious-Islamic myths can provide a solution to management, especially in the educational system.

Citation: Noormohammadiyan, M. & Gholamrezaizadeh, R. (2025). Phenomenological Study of the Management of Secondary School Principals in Rafsanjan Based on the Managerial Ideas of Seyyed Hassan Nasrallah. *The New Approaches in Humanities*, 3(11), 1–21.

https://doi.org/10.22034/nahq.2026.606207.1033

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Introduction

Scholars maintain that the very existence of an organization depends on its human resources, its most fundamental element. Human resources, with their extensive intellectual capacities, play a central role in organizational transformation. Every institution seeks ways to equip employees with the capabilities needed for desirable job performance, efficiency, productivity, and greater influence over their work (Mohammadi Moghadam & Abbaspour, 1393). Managers, through managerial skills and techniques, undertake leadership and control and thereby enable organizations to achieve their objectives (Kazemi, 1380, as cited in Jamei et al., 1401).

Organizations need individuals who provide them with identity and help them attain their goals. Management is thus the most important factor in achieving organizational objectives. Peter Drucker regarded managers as vital members of organizations, particularly when they can promote both high performance and employee satisfaction. Accordingly, attention to managers' innate and acquired abilities and competencies is essential to effective management (Farahbakhsh et al., 1395). The growing importance of these competencies has made management one of the major fields of the humanities, leading to the twentieth century being described as the age of management and the contemporary world as the world of knowledgeable managers. A key way to actualize human potential is to place individuals in positions appropriate to their abilities, experiences, and competencies; this is the principle of placing the most qualified person in the most suitable position (Robbins, 2006, as cited in Jamei et al., 1401).

Education, as an active and evolving institution, urgently requires management to ensure that material and human resources are used efficiently to improve students' learning (Bavir et al., 1397). Capable school managers are appointed to improve the supervision and guidance of educational activities, educational quality, teachers' professional skills, and students' academic performance and to prevent academic decline through counseling and educational management

(Khorshidi, 1401).

If education is understood as the transmission of developing knowledge, technology, arts, culture, values, and human aspirations for improved life in the future, and as the cultivation of ethical virtues and developed human capital, principals have a crucial role in accomplishing educational goals. Principals require distinctive skills and abilities to guide students' education confidently; they must identify the factors shaping education and school administration and know how to apply them, including the transmission of culture and cultural values (Khorshidi, 1398).

Managers administer core mechanisms of society, influencing organizational performance directly and the social system indirectly. Ignoring their expertise, experience, efficiency, interests, and abilities when assigning responsibility can generate poor decisions, ineffective actions, and eventual organizational decline (Draganidis & Mentzas, 2006). Educational systems bear major responsibility for developing school managers through appropriate appointments, knowledge, expertise, experience, and preparation for policy implementation. Their capabilities must be developed and updated through preservice and in-service education; skills training is among the most widely accepted approaches (Zare et al., 1392). School principals also guide employees in embracing change and achieving objectives, foster a favorable attitude to change, create an appropriate environment, and communicate its necessity (Mousavi et al., 1399).

In the managerial approach attributed to Sayyid Hassan Nasrallah, emphasis is placed on virtuous and committed individuals who interact with followers of other Islamic traditions, learn about each other's principles, and translate dialogue into practice. The source presents this as important for both Shia and Sunni communities, describes Nasrallah as humble, and highlights his ability to mobilize collective participation in resistance (Mohami, 1403). Empirical work by Bayarystanova et al. (2014) addresses managers' professional education and professional, ethical, and behavioral competence. Robert (2019) emphasizes ethics, scientific and professional expertise, motivation, and communication.

Khorshidi and Ameri (1395) discuss leadership, professional and organizational development, social and attitudinal competence, and human relations. As management is fundamental to organizational and societal progress, examining management through culturally rooted models may offer practically relevant insights. Accordingly, the central question is: Can the management of upper-secondary school principals in Rafsanjan be examined phenomenologically in light of Sayyid Hassan Nasrallah's managerial ideas?.

Methodology

This study sought to examine phenomenologically the management of upper-secondary school principals in Rafsanjan in light of Sayyid Hassan Nasrallah's managerial ideas. A qualitative phenomenological approach was employed. Phenomenology studies phenomena of various kinds and describes the ways in which they appear before imposing evaluations, interpretations, or value judgments. Meaning emerges in relation to existence, time, and place; understanding this situated meaning is often described as understanding lived experience (Habibi & Jalalnia, 1401).

Phenomenology aims to provide precise descriptions of phenomena as they appear in immediate human experience (Habibi & Jalalnia, 1401). The data for this study were obtained through semi-structured interviews with upper-secondary school principals in Rafsanjan. This approach was selected because it permits researchers to examine realities as experienced by participants and develop an in-depth analysis of particular cases (Gall & Borg, 1384).

The study population comprised all principals of upper-secondary schools in Rafsanjan during the 1403–1404 academic year. Typical-case purposive sampling was used, and participants were selected with regard to their managerial experience and familiarity with Nasrallah's ideas. Data were collected in individual, face-to-face, semi-structured interviews using open-ended questions. Each interview lasted 40–60 minutes; the process was interactive rather than wholly controlled by

the interviewer (Sandelowski, 1995). Participants provided informed consent to participate and to have their voices recorded, and they were assured of confidentiality.

Sampling continued until theoretical saturation, when additional interviews yielded repetitive information. Although phenomenological inquiry may involve a single case or even the researcher's own experience, such studies commonly include approximately five to ten participants (Patton, 1995, as cited in Aliahmadi & Nahaei, 1386). Interviews with seven principals were included in this study.

The semi-structured interviews were first transcribed, then coded and grouped into main categories. The interviews also brought to light questions not anticipated at the outset, as participants recounted experiences that revealed new concepts and categories. These accounts became important sources of evidence. Each individual interview lasted between 40 and 60 minutes. After the interviews, the researcher organized and classified the concepts, using immersion in the data to identify the circumstances and contexts in which the relevant phenomena arose during the three stages of coding. The interviews were analyzed through thematic coding involving open, axial, and selective coding.

The interview material was analyzed by classifying the data, highlighting salient content, organizing records, and interpreting the information. Thematic coding was employed, drawing on the coding tradition associated with Glaser and Strauss. Following audio-recording and transcription, open coding involved line-by-line reading, extracting significant statements and concepts, and identifying preliminary categories. Axial coding brought related concepts into broader categories, while selective coding integrated these into an overarching central category. Thematic coding involved the following steps:

- Carefully reading all material and identifying important, relevant statements.
- Extracting sentences related to the research question and phenomenon under investigation.

- Identifying concepts associated with each sentence or paragraph.
- Grouping related concepts into conceptually similar categories, guided by phenomena emerging from the data that directly addressed the research question.
- Selecting among the major emerging phenomena to form axial categories.

Data analysis followed open, axial, and selective coding. After each interview had been transcribed, initial concepts were extracted through open coding, organized at higher levels in subsequent stages, and ultimately synthesized into the principal research categories.

To ensure the rigor of the findings, four criteria were considered: credibility, transferability, dependability, and confirmability (Maouli, 2009). Credibility was addressed through participant review of findings. Transferability was supported by seeking diversity in managerial experience, age, gender, and marital status. For confirmability, the researcher and supervisor sought agreement on interpretations. Dependability was addressed by continuing interviews until informational saturation. Kirk and Miller's (1986) note-taking conventions were also employed to support reliability. Conventional symbols were used to distinguish participants' accounts, contextual material, and researcher interpretations, allowing different viewpoints to be compared and interpretations to be revisited (as cited in Flick, 1387).

Table 1. Kirk and Miller's note-taking conventions (as cited in Flick, 1387)

Symbol	Convention	Meaning
" "	Double quotation marks	Exact verbatim quotation
' '	Quotation marks	Paraphrase
( )	Parentheses	Contextual information or interpretation by someone present in the field
< >	Angle brackets	Emic interpretation (community member's perspective)
//	Slashes	Etic interpretation (researcher's perspective)
—	Continuous line	Beginning or ending of a section

https://doi.org/10.22034/nahq.2026.606207.1033

Table 2. Research interview questions

No.	Interview question
1	In developing Sayyid Hassan Nasrallah's ideas among educational staff, to what extent do you believe in constructive relationships among your employees?
2	To what extent do you consult teachers and administrative staff when addressing their problems?
3	Do your employees participate in management?
4	Do you seek practical solutions to problems?
5	Do you strive to achieve your school's goals?
6	Do you draw upon a particular intellectual perspective in management?
7	To what extent are you committed to the achievements of the Revolution in achieving your school's objectives?

Results

The findings were derived from interviews with seven participants. Interview data were classified, organized, and analyzed using thematic coding, with efforts made to avoid altering the participants' statements. The phenomenological analysis of principals' management in relation to Nasrallah's managerial ideas is presented in the following tables through open, axial, and selective coding.

Table 3. Examples of the interview open-coding process

Conceptual code	Example statement
Sense of responsibility as a managerial trait	Responsibility-centered management
Outcome-oriented effort	Striving to achieve objectives and good results
Constructive interaction	Belief in constructive relations for intellectual and professional growth
Implementation-oriented participation	Participation in the issue under discussion
Practical solution orientation	Using the best and most practical solution
Social support	Appropriate use of help and cooperation from others

After all data had been coded, the concepts were compared. Similar concepts referring to a shared issue were grouped under a named category. Placing related

concepts together substantially reduced the number of distinct concepts and yielded a smaller set of principal categories.

Table 4. Related concepts grouped under communication management

Concepts	Secondary subcategory	Primary category	Overarching phenomenon
Constructive interaction; developmental educational relations; quality-oriented interaction; problem-solving interaction	Individual communication management	Communication management	Phenomenological management of principals based on Nasrallah's managerial ideas
Use of diverse viewpoints; emphasis on human-resource relations; collective-intelligence capacities; cooperation through relationships	Collective communication management	Communication management	Same overarching phenomenon

Table 5. Related concepts grouped under personal management

Concepts	Secondary subcategory	Primary category	Overarching phenomenon
Perseverance; responsibility; hope for the future; respect for privacy; motivation	Personality-based personal management	Personal management	Phenomenological management of principals based on Nasrallah's managerial ideas
Effectiveness; practical capacity; selection orientation; successful leadership styles; using successful experiences; technology orientation; practical goals	Skill-based personal management	Personal management	Same overarching phenomenon

https://doi.org/10.22034/nahq.2026.606207.1033

Table 6. Related concepts grouped under belief-based management

Concepts	Secondary subcategory	Primary category	Overarching phenomenon
Emphasis on culture; value-oriented activities; commitment to goals and values; commitment to programs and values	Value-based management	Belief-based management	Phenomenological management of principals based on Nasrallah's managerial ideas
Reforming religious thought; religion-centered orientation; revolutionary values; revolutionary thinking	Religion-based management	Belief-based management	Same overarching phenomenon

Table 7. Related concepts grouped under social management

Concepts	Secondary subcategory	Primary category	Overarching phenomenon
Collective consultation; teamwork; group work; inclusive consultation	Support-oriented social management	Social management	Phenomenological management of principals based on Nasrallah's managerial ideas
Unity; cooperation; implementation-oriented participation; inclusive consultation	Skill-based social management	Social management	Same overarching phenomenon

Results of Selective Coding

Selective coding is an integrative process through which a core category is identified and its relationships with other categories are established. Categories requiring revision or elaboration are refined, helping to develop an initial theoretical framework. The researcher concentrates on central categories, tests their links against raw data, fills gaps, elaborates insufficiently developed subcategories, and explains the overall process (Strauss & Corbin, 1390).

https://doi.org/10.22034/nahq.2026.606207.1033

At the selective-coding stage, the main categories were organized into an integrated conceptual framework. The analysis demonstrated that the phenomenological examination of upper-secondary school principals' management in Rafsanjan, based on Sayyid Hassan Nasrallah's managerial ideas, comprised four main categories and eight subcategories:

1. Communication management (individual communication management and collective communication management).

2. Personal management (personality-based personal management and skill-based personal management).

3. Belief-based management (value-based management and religion-based management).

4. Social management (support-oriented social management and skill-based social management).

Discussion and Conclusion

The four categories emerging from the phenomenological analysis of upper-secondary school principals' management in Rafsanjan, interpreted in relation to Nasrallah's managerial ideas, are discussed below.

1. Communication Management (Individual and Collective Communication)

Effective communication entails sending a verbal or nonverbal message that the sender expects the recipient to interpret as intended. Principals must communicate clearly with subordinates; otherwise, uncertainty may arise among employees. Effective communication can enhance staff members' thinking and is essential to coordination, group activity, leadership, and managerial responsibility. Managers who understand and use communication effectively are more likely to succeed. Because much of managerial work involves interacting with others, educational administrators must understand organizational communication, recognize its barriers, and select appropriate communication patterns (Ali, 1399). Under the

communication-management category derived from Nasrallah's ideas, individual and collective communication emerged as two important dimensions.

a. Individual Communication Management

Individual or intrapersonal communication includes developing thoughts, decision-making, listening, and self-reflection. It is an internal dialogue through which individuals analyze and interpret their own behavior, attitudes, and messages received from others. The individual acts as both sender and receiver, sometimes providing feedback to the self. Conscious mental activities such as reasoning, calculation, self-evaluation, planning, imagination, and remembering are involved. Thoughts and feelings are processed into decisions; old ideas may be abandoned or replaced. This ongoing internal dialogue facilitates communicative competence, self-management, self-development, self-regulation, and adaptability (Damghanian & Yazdani Ziarat, 1396). For school principals, individual communication is the ability to interpret experiences and interactions through reflection and improve their own self-management and personal development.

b. Collective Communication Management

Collective communication involves sharing information, meanings, and feelings through verbal and nonverbal messages among people. It must be effective if organizational goals are to be achieved. Within organizations, it encompasses tools, channels, networks, communication systems, and structures. Wilson describes it in terms of the strategies, means, and pathways employees use in formal and group communication (as cited in Singh, 2014). Such communication creates a sense of common purpose and requires skills that strengthen the competencies of managers and employees (Damghanian et al., 1399). In educational settings, group communication helps students interact with classmates and team members through listening, constructive feedback, information exchange, and joint problem-solving. Interaction in learning groups encourages the exchange of ideas and improves learning. It can also strengthen family–school communication by providing principals with fuller information about students'

performance and needs (Bakhshi et al., 1402). In school management, collective communication connects principals, teachers, administrative staff, higher-level authorities, and other stakeholders, facilitating ideas and managerial processes and contributing to school improvement.

2. Personal Management (Personality-Based and Skill-Based Personal Management)

Personal management is a professional process of developing individuals' abilities and skills through training and developmental activities. It can be improved through courses, counseling, books, and other educational resources. Such development increases self-awareness, confidence, motivation, and job satisfaction, all of which support organizational progress (Rahimi, 1403). Human factors are important to economic, social, educational, and cultural change; people are organizations' main knowledge assets. The emergence of independent and responsible managers fosters personal development, while reflection and the acquisition of knowledge strengthen managerial capability (Aghili et al., 1399). The present study identified personality-based and skill-based personal management as two subcategories.

a. Personality-Based Personal Management

Personality traits shape differences in managerial behavior. High neuroticism may involve anxiety, anger, resentment, and depression, reducing emotional stability and potentially drawing attention to negative aspects of group decisions. Extraversion includes assertiveness, sociability, warmth, excitement seeking, and positive emotions; managers with these characteristics may operate more confidently in social and organizational settings. Openness to experience encourages curiosity, innovation, change, and willingness to take risks, qualities often associated with entrepreneurship. Agreeableness supports interpersonal cooperation, helping others, teamwork, and avoidance of unnecessary conflict. Conscientiousness involves responsibility, achievement orientation, organization, perseverance, and self-discipline and predicts performance in many occupations,

https://doi.org/10.22034/nahq.2026.606207.1033

including management (Khatiri et al., 1398). Thus, the study argues that extraversion, openness, agreeableness, and conscientiousness are desirable characteristics for successful managers and are compatible with the managerial ideas attributed to Nasrallah.

b. Skill-Based Personal Management

Strengthening individual skills is central to personal and organizational transformation because it supports performance, productivity, and satisfaction. Skill-based personal management develops creative problem-solving and enables individuals to address challenges and recognize opportunities. These improvements can foster innovation and organizational productivity (Heidari et al., 1403). Effective and skilled performance is a concern for managers seeking to develop human resources. Whereas traditional approaches emphasized monitoring managerial tasks, skill-based approaches consider managers' sense of efficacy, awareness of their abilities, and self-esteem, which may support organizational goal achievement. Because management is vital to organizations, understanding complex human behavior and identifying one's strengths and weaknesses are priorities in managerial skills development, particularly given the complexity of working environments and human relationships (Nazari et al., 1397). Individual skills can accordingly strengthen principals' confidence and capacity for progress.

3. Belief-Based Management (Value-Based and Religion-Based Management)

Belief-based management emphasizes values and human conduct grounded in religious beliefs, norms, and ethics. In Islamic management, managerial values and behavior are understood in relation to Islamic teachings and religious rules. The approach highlights justice, honesty, trust, loyalty, respect for people's rights, attention to the public, and avoidance of envy, misconduct, and detachment from others (Amiri, 1400). The findings distinguish value-based and religion-based management within this category.

a. Value-Based Belief Management

Management scholars identify supervision as a central managerial responsibility and a condition of organizational continuity. Value-based supervision complements planning and facilitates the implementation of management processes. In modern organizations, value orientation is particularly important in evaluating the performance of educational employees. Avoiding discrimination is an ethical principle; injustice and discrimination can trigger aggression, deviant behavior, and retaliation. Emphasizing values and changing managerial attitudes may help prevent these outcomes and improve conduct (Ashourzadeh et al., 1402). An educational principal committed to ethical values is more likely to avoid unfairness, discrimination, and unethical practices.

b. Religion-Based Belief Management

Religion-based management is described through three principles. The first concerns religious tradition and the guidance of conduct through reason, truth, and goodness. When reason alone does not provide an adequate solution, guidance from religious traditions and the teachings of prophets is presented as a further resource for action.

The second principle concerns testing or evaluation, which provides a context for voluntary conduct and the selection of courses of action. A religion-oriented principal may forgo certain pleasures, endure difficulties patiently, assess personal conduct, and use guidance to improve organizational performance.

The third principle concerns divine and religious boundaries intended to prevent misdirection. In this understanding, religion-oriented managers are expected to act within religiously permitted limits and pursue organizational performance consistent with religious teachings (Aghapirouz et al., 1402). The article argues that belief-based management associated with Nasrallah's thought is particularly suitable for educational leadership within an Islamic-Iranian context, in which managers are expected to promote religious and Islamic values.

4. Social Management (Support-Oriented and Skill-Based Social Management)

Social management emphasizes social knowledge management and social capital. These facilitate mutual respect, interaction, affinity, teamwork, and collective learning. Knowledge and management are important social activities that interact with each other. Knowledge-based social management identifies needs and may improve organizational processes. Intellectual and social capital also help organizations recognize capabilities, competencies, specializations, experiences, strategies, procedures, shared values, and interpersonal relationships (Sharafi et al., 1399). Two subcategories emerged: support-oriented social management and skill-based social management.

a. Support-Oriented Social Management

Support-oriented social management involves employees supporting one another beyond their formal duties to meet personal, social, and organizational needs. Such support can strengthen motivation, awareness of responsibility, organizational stability, and mutual assistance among workers (Zhang et al., 2019). An educational principal who receives social support may feel more confident, recognize reliable sources of assistance, and become more effective in pursuing school improvement and success.

b. Skill-Based Social Management

Given the growing complexity of modern societies, skills are critical to progress. Peer communication skills can improve ability and self-confidence. Skill-oriented assignments and creative activities help strengthen social relations and life skills. Cooperation, participation, initiating interactions, seeking assistance, and expressing appreciation are social skills that can support relationship management (Momeni et al., 1399). Practical skills and familiarity with technology also contribute to learning and occupational performance. People with collective skills can adapt to changing situations and use social capabilities constructively (Khosravi Rad et al., 1402). The article interprets social skills,

participation, and cooperation between principals and stakeholders as strengths of progressive management consistent with Nasrallah's managerial ideas. It reports that the findings agree with studies by Mohammadi (1403), Yaahoo et al. (1403), Aghazadeh Tarzam et al. (1403), Khorshidvand and Mirvakili Mehrizi (1403), Nourmohammadi et al. (1403), Salimi et al. (1401), Mousavi et al. (1399), Ghasemi (1398), Wright (2020), Martin (2020), and Balendr (2018).

Practical Recommendations

In line with the research findings, the following recommendations are proposed:

Educational institutions should place greater emphasis on personality characteristics exemplified, in the authors' view, by figures such as Hassan Nasrallah when preparing human resources.

Higher-education curricula in educational sciences and educational management should include the management of figures such as Hassan Nasrallah as a topic of study.

Educational programs and workshops should address the development of belief-based management grounded in the managerial ideas attributed to Nasrallah, understood as a form of religious and ethical management.

Relevant authorities should emphasize training in communication management associated with Nasrallah's managerial ideas to facilitate principals' interactions with senior officials, staff, teachers, and students.

Educational systems should devote greater attention to social management, including cooperation, group skills, mutual assistance, and transferring these capacities to learners.

Education authorities should pay greater attention to the selection of principals with the personal characteristics and individual skills required for effective management, consistent with the proposed framework.

Research Limitations

The qualitative nature of the study and its use of thematic analysis enabled a deep understanding of principals' lived experiences but inherently limited the generalizability of its findings. The results reflect the perceptions and experiences of upper-secondary school principals in Rafsanjan and should not be extended to other regions or education systems without considering contextual differences.

The scarcity of scholarly research articles on Hassan Nasrallah's management and intellectual ideas created difficulties in developing the theoretical background and comparing findings.

Ethical Considerations

Research ethics were observed throughout data collection, analysis, and reporting. Before the interviews, participants received clear explanations of the research purpose, intended use of data, and their right to participate or withdraw at any stage. Informed consent was obtained.

Participants were assured that all statements and information would remain confidential and be used solely for research purposes. No identifying information was reported, and data were analyzed using anonymous codes.

The interviews were conducted with attention to avoiding psychological pressure or professional conflicts for participants. Scientific integrity was observed in reporting, and selective representation or distortion of their perspectives was avoided.

Funding

The authors funded this study.

Conflicts of Interest

The authors declared no conflicts of interest.

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