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Designing a Model of Social Responsibility for High School Principals

Mohammadali Masoudi[1], Moslem Salehi[2], Abaddullah Ahmadi[3], Mozhgan Amirianzadeh[4]*

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Abstract
In the context of increasing societal expectations for educational leadership, social responsibility has become a critical component of effective school management. However, there is limited empirical research offering a structured framework for principals' social responsibilities in the Iranian context. This study aimed to design a comprehensive model of social responsibility for secondary school principals in Shiraz. Employing an applied research approach, the study utilized qualitative methods to identify the dimensions and components of the phenomenon. Data were collected through semi-structured interviews with 18 experts and education managers, selected via purposive and snowball sampling until theoretical saturation was achieved. Thematic analysis, based on the Attride-Stirling (2001) model, was applied to identify 89 basic themes, grouped into 23 organizing themes across five main dimensions: altruistic and humanitarian responsibilities, legal responsibilities, social responsibilities, environmental responsibilities, and professional responsibilities. MAXQDA software facilitated coding and data organization. To validate the qualitative findings, the Delphi method was conducted in two rounds, confirming all 89 indicators as essential elements of the model. The final framework illustrates the interrelationships among dimensions, providing a structured map of social responsibility for school principals. The results underscore the necessity for educational leaders to integrate ethical, legal, environmental, and professional considerations into their managerial practices to enhance school effectiveness and align institutional values with broader societal needs.

Key Words: Social responsibility; secondary schools; principals; thematic analysis; Delphi method

1. Department of Educational Sciences, Marv.C. Islamic Azad University, Marvdasht, Iran.
2. Department of Educational Sciences, Marv.C. Islamic Azad University, Marvdasht, Iran. * Corresponding Author: Moslem.Salehi@iau.ac.ir
3. Department of Educational Sciences, Marv.C. Islamic Azad University, Marvdasht, Iran.
4. Department of Educational Sciences, Marv.C. Islamic Azad University, Marvdasht, Iran.

Introduction

Education plays a critical role in the sustainable development of societies as a hub of knowledge and innovation. As a vital institution within society, the education system shapes the social responsibility of individuals through the learning process throughout different educational levels. Notably, the nature of the educational system differs from other organizations, so that it is not practical to directly apply industrial concepts and practices to education (Ramirez Lozano et al., 2023). The key distinction lies in education's purpose—focused on developing individuals rather than producing goods or maximizing financial gain. Thus, evaluating social responsibility and assessing effectiveness within educational institutions involves unique criteria. Like a responsible citizen, the educational system is accountable for its economic, social, environmental, and ethical impacts on society (Kartini & Sanusi, 2023).

There is an ongoing debate on social responsibility of school principals. The education organization, like other organizations, strives to protect social interests. It emphasizes humanitarian, legal, and ethical aspects, as well as value adherence to ensure ethical practices (Ermideh, 2020). Social responsibility among school principals is a voluntary commitment by school members toward society and the environment. This responsibility involves adhering to ethical principles, promoting democratic and sustainable values, transparent and ethical behavior, engaging in voluntary activities, self-learning in social responsibility, and a commitment to consider stakeholder needs within international laws and standards (Augustine et al., 2017). Social responsibility was introduced in the mid-1950s alongside the evolving objectives of organizations and emerging societal needs. The concept focuses on addressing issues beyond organizational boundaries and seeks optimal pathways for the organization to act beneficially within society. It encompasses a set of duties and commitments an organization must fulfill to protect, care for, and contribute to the community in which it operates (Coelho et al, 2022).

The education system must craft its mission in alignment with societal aspirations, upholding and strengthening societal values and norms. The ethical dimension of social responsibility remains noticeably absent from many proposed educational programs (Shen et al, 2024). In recent years, due to the premature retirement of numerous experienced teachers, the education system in Iran has faced a human resource shortage and to solve this, it hires untrained teachers. Entrusting children’s education to inexperienced individuals reflects a disregard for social responsibility (Poodineh & Hossein Qolizadeh, 2019). The education organization needs to exercise carful judgement in human resource recruitment and retention. Additionally, it should work toward enhancing staff satisfaction and fight the phenomenon of teachers taking on second jobs. Teachers merit recognition and should be accorded elevated social

status. Social responsibility, a key concern for contemporary organizations, helps alleviate issues in formal and informal organizational relations, fostering mutual trust. Social responsibility strengthens social cohesion as a critical factor in meeting the community's needs. Hence, it is deemed an essential variable that needs deeper studies particularly the education system and among school principals. Given these concerns, this study seeks to answer the question: What is a model of social responsibility for high school principals in Shiraz?

Theoretical Framework and Literature Review

Social responsibility, which emerged in the mid-1950s as organizations expanded their goals and societal needs grew, focuses on issues outside the organization, seeking optimal pathways for contributing to society. Social responsibility represents a set of duties and commitments an organization must fulfill to protect, care for, and assist the community in which it operates (Maleki, 2019). Definitions, perspectives, and concepts of social responsibility can be divided into two categories. One category connects organizations to societal expectations and defines social responsibility as a tool to achieve the organization's social objectives. The second category, including the views from figures such as Friedman (1962), is entirely materialistic and economic, viewing profit as the sole purpose of organizations and dismissing concerns about social responsibility as irrelevant to business administrators (Lutz et al, 2023). Davis (1960) described social responsibility as organizational decisions and actions undertaken for reasons beyond direct economic or technical benefits. Johnson et al. (2010) posited that social responsibility implies an organization's obligation toward groups within society other than shareholders, extending beyond legal and union contract requirements. Harjoto (2011) suggested that social responsibility encompasses activities aimed at achieving certain social goals that transcend financial objectives (Alfirević et al., 2023).

Organizational responsibility can be divided into four dimensions namely economic, legal, social, and ethical responsibility. Economic responsibility emphasizes economic activities and actions, with profit generation as the primary responsibility of any economic entity. Legal responsibility requires organizations to operate within the framework of laws and public regulations. These laws are established by society, and all citizens and organizations must adhere to these rules as social values. Legal responsibility in social responsibility is often termed "social obligation." Social responsibility encompasses the duties and commitments an organization must fulfill to support and help society by upholding national unity and public interests from a holistic perspective. Ethical responsibility requires organizations, like other community members, to respect the values, norms, beliefs, and ethical standards of society, incorporating them into their actions and practices. Ethical

responsibility in social responsibility is referred to as "social accountability" (Shen et al, 2024).

Kariga and Mele (2012) divided theories of social responsibility into four groups. 1) Instrumental theories: These theories assume that the organization serves as an instrument for wealth creation, with this being its only social responsibility. Such theories are termed "instrumental" because they view corporate social responsibility as a strategic tool for achieving economic goals and generating wealth.

2) Political theories: This category encompasses theories that organizations must respond to social demands based on political theories. Proponents of these theories emphasize that social demands are essential for the organization's survival, continuity, growth, and even existence.

3. Integrative theories: These theories focus on how organizations integrate societal needs, claiming that organizations rely on society for their emergence, sustainability, and growth. Social needs are generally considered as the factors that shape the organization's interaction with society and grant it legitimacy.

4. Ethical theories: This group of theories considers social responsibilities from an ethical standpoint. According to these theories, organizations should accept social responsibility as a moral obligation, grounded in principles and actions that contribute to the betterment of society (Chang et al., 2023).

Alfrovich et al. (2023) examined the role of higher education and civic engagement in transforming young adults' social responsibility into social behavior. This research analyzed indirect mechanisms that convert young adults' social attitudes and individual responsibility into social actions. They surveyed 530 young people across three regional public business schools in Southeastern Europe. The results demonstrated the significant positive of youth civic and political engagement, which mediated the relationship between personal responsibility attitudes and social behavior.

Rios-Marquez et al. (2021) conducted a study titled "the structural model of corporate social responsibility: an empirical study on Mexican SMEs." They showed that the most relevant variables for social responsibility included human capital, customers, supply chain, social environment and impact, and organizational governance, including legal compliance and management systems. They suggested that the adaptability of an ethical and socially responsible management system had empirical results, offering SMEs in Mexico an opportunity to adopt and evaluate CSR management areas within each business structure.

Pustokhin & Pustokhina (2021) carried out research titled "national patterns of corporate social responsibility: a comparative analysis." They

carried out a comparative analysis of CSR models developed in Western countries and found the key similarities and differences. The authors offered recommendations for shaping a CSR model in Russia across public structures, the private sector, media, and society at large.

Jinbo (2020) found that managers who uphold social responsibility within their organizations tended to have professional communication, showed greater motivation to improve social responsibility, and experienced a higher job security.

Ghorbani (2023) evaluated the success of teachers in fostering students' sense of social responsibility from the perspectives of both teachers and high school students in Isfahan. They argued that social responsibility dimensions contributed to societal stability and, at higher levels, societal advancement. Identifying teachers' strengths and weaknesses in this area can facilitate strategic planning—preserving strengths and addressing weaknesses—which can, in turn, enhance teacher performance, leading to increased efficiency and effectiveness.

Methodology

Research Design

This study employed an applied research design, aiming to generate practical solutions in the field of educational leadership. A qualitative thematic analysis approach, based on the Attride-Stirling (2001) model, was adopted. This model comprises three analytical levels—basic themes, organizing themes, and global themes. Thematic analysis was chosen because the concept of school administrators' social responsibility extends beyond objective measurement through questionnaires and requires an interpretive approach grounded in the subjective understanding of textual data.

Participants

The study population included experts and faculty members in educational sciences, as well as education managers from the Shiraz Department of Education. Using purposive and snowball sampling, a total of 18 participants were selected until theoretical saturation was reached. Inclusion criteria were:

1. Minimum of five years of relevant professional experience in educational management or research in educational sciences.
2. Possession of at least a master's degree.
3. Willingness to participate in in-depth interviews.

Exclusion criteria were:

1. Lack of direct managerial or research experience in school administration.
2. Inability to commit to a complete interview session.

Data Collection

Data were collected through semi-structured, in-depth interviews designed to capture participants' perspectives on social responsibility in school leadership. The interview guide was developed based on the research objectives and a review of relevant literature. Interviews lasted between 45 and 180 minutes (average: 52.64 minutes) and were audio-recorded with informed consent.

Data Analysis

Interview transcripts were imported into MAXQDA software for systematic coding. Analysis began with repeated readings of the transcripts to identify explicit and implicit meanings. Initial codes were grouped into basic themes, which were then aggregated into organizing themes, and ultimately into global themes. Thematic network analysis was used to synthesize and structure the data, resulting in the identification of 89 basic themes and 23 organizing themes, which formed the basis for the proposed model of social responsibility for secondary school principals in Shiraz.

Research Findings

Experienced senior managers in education from Shiraz were selected for in-depth interviews. Data gathering was done through semi-structured and in-depth interviews with 18 participants from the target group. All participants held at least a master's degree.

Table 1: Interview participants

No.	Title	selection criteria for interviewees
1	Experts in educational sciences	Faculty members with over five years of teaching experience Minimum education level of master's degree in educational sciences Background in writing, editing, or translating in educational sciences
2	Experienced education managers/deputies from Shiraz	Comprehensive knowledge of educational policies and strategic documents Proficiency in school management Relevant education in humanities

The study involved two participant groups including educational sciences experts and faculty members, and managers from the Shiraz Department of Education. The participants were asked to respond to questions based on their professional experiences. Each interview lasted between 45 to 180 minutes, with an average duration of 52.64 minutes. In terms of education level of the 25 interviewees, 16% held a bachelor's degree, 64% a master's degree, and 20% a

doctoral degree. Regarding work experience, 44% had between 5 and 15 years, 28% had 16 to 25 years, and 28% had more than 26 years of experience.

The qualitative data analysis was conducted using theoretical coding in MAXQDA, based on content analysis. Content analysis involves processes where data are deconstructed, conceptualized, and recombined in new ways. Through this, theories are formulated based on the data. The analysis was structured around three levels of themes:

- Basic themes
- Organizing themes
- Comprehensive themes

The data analysis began with repeated readings of participant narratives to gain a deep understanding of the data. Researchers carefully reviewed the transcripts to identify implicit meanings and connections within the narratives. Each interview was transcribed and input into MAXQDA. Sentences and words directly related to the research topic were coded and each interview text was reviewed multiple times. Initially identified codes were re-examined and categorized based on underlying meanings. Each group of codes was given a name, and this coding process was systematically repeated for each subsequent interview.

Table 2: Frequency of extracted codes from interviews during the analysis process

Number of extracted codes	
Indicators	Dimensions
89	23

When a previously identified code reappeared in a new interview, it was added to the existing code; new codes were added to the software's code list. Using content analysis techniques, indicators were designated as units of analysis at the text level of each interview. The interview texts were segmented into meaningful elements, resulting in 89 indicators across six primary dimensions. Relationships between categories were established, and a model of social responsibility for school administrators in Shiraz’s secondary schools was developed and visualized through a diagram to encapsulate the theory.

Table 3: Themes extracted from the analysis

	Theme 1: Observing human rights	Source
Concepts	Commitment to upholding citizens' social rights	Interview 1, 3, 4, 7, 9, 12
	Ensuring adherence to legal standards	Interview 4, 9, 12, 15
	Compliance with social regulations	Interview 1, 2, 5, 7, 15, 18

	Legal support for human rights	Interview 3, 5, 9, 11, 14
	Oversight of human rights within society	Interview 6, 14, 15
Theme 2: Environmental preservation		Source
Concepts	Ensuring optimal energy use	Interview 2, 6, 8, 10, 13, 17
	Energy conservation	Interview 1, 5, 7, 9, 11
	Environmental protection	Interview 3, 6, 8, 12, 15
	Development of environmental resources	Interview 2, 5, 7, 9, 13
	Decision-making with environmental considerations	Interview 1, 2, 3, 6, 9, 14
	Understanding public health and environmental concepts	Interview 3, 9, 14, 17
Theme 3: Enhancing social skills		Source
Concepts	Principal presence among teachers during breaks	Interview 2, 5, 8, 11, 14
	Teaching students to be receptive to feedback	Interview 3, 7, 9, 13
	Patient support from principals for teachers	Interview 2, 6, 8, 12, 15
	Principal's commitment to mutual and friendly communication	Interview 3, 5, 9, 12
Theme 4: Compliance with social regulations		Source
Concepts	Reference to legal guidelines in educational product usage	Interview 1, 2, 3, 5, 8, 10, 13
	Reviewing environmental standards	Interview 2, 6, 8, 9, 12, 15
	Ensuring compliance with environmental standards	Interview 5, 9, 14
	Applying social standards in service delivery	Interview 2, 4, 6, 8, 10, 13, 18
Theme 5: Building social awareness		Source
Concepts	Training students to be responsible citizens	Interview 1, 3, 5, 7, 9, 12, 14
	Organizing events for cultural celebrations	Interview 3, 5, 6, 8, 11
	Fostering a sense of usefulness for society	Interview 6, 7, 9, 12, 14
	Inviting local authorities for cultural programs	Interview 2, 4, 6, 7, 9, 11, 14
Theme 6: Promoting social participation		Source
Concepts	Introducing students to forms of societal participation	Interview 2, 4, 6, 8, 10, 15
	Involvement of social institutions	Interview 1, 3, 6, 9, 12

	Learning to participate in discussions and advocate for self and others at school	Interview 2, 5, 4, 8, 11
	Student involvement in teaching activities	Interview 2, 4, 8, 13, 18
Theme 7: Accountability		Source
Concepts	Commitment to responsibilities	Interview 3, 6, 9, 10, 12
	Avoiding legal breaches	Interview 1, 3, 5, 6, 9, 14
	Fostering a culture of accountability	Interview 2, 6, 8, 9, 12, 15
	Presence of supervisory bodies	Interview 3, 4, 6, 9, 14
Theme 8: Collaborative decision-making		Source
Concepts	Decision-making by the principal with others' input	Interview 1, 4, 8, 9, 11
	Joint discussion and decision-making on students' needs by the principal and teachers	Interview 3, 7, 9, 12
	Seeking input from colleagues on school events to foster student morale and energy	Interview 2, 4, 6, 9, 14
Theme 9: Community engagement		Source
Concepts	Supporting local development and addressing community issues (e.g., improving welfare)	Interview 1, 3, 6, 9, 12
	Raising public awareness on the importance of education	Interview 2, 3, 5, 7, 13
	Educating responsible, community-oriented citizens	Interview 3, 4, 6, 8, 12
	Supporting families in school-related educational activities	Interview 1, 3, 4, 9, 10, 13
Theme 10: Support and Altruism		Source
Concepts	School staff showing concern for students' well-being	Interview 1, 2, 4, 5, 9, 10, 17
	School support for single-parent students with ethical or financial challenges	Interview 2, 6, 7, 9, 11
	Educational justice (equal access for all)	Interview 3, 4, 6, 9, 13
	Compassion towards others	Interview 3, 4, 7, 9, 13, 15
Theme 11: Mutual respect		Source
Concepts	Fostering mutual respect between parents, students, and school staff	Interview 1, 3, 5, 6, 8, 10, 12, 15, 16
	Advising students on ethical issues	Interview 1, 3, 5, 8, 12, 13, 17
	Teaching moral values and proper social interactions	Interview 2, 4, 8, 12, 16
Theme 12: Law adherence		Source

Concepts	Observing societal laws	Interview 2, 3, 5, 9, 10, 15
	Maintaining educational standards in schools	Interview 2, 5, 8, 9, 11, 13, 16
	Respecting laws, school, and community values	Interview 3, 5, 9, 10, 12, 15
	Following administrative rules and regulations	Interview 1, 3, 5, 7, 9, 12, 15
Theme 13: Law-Abiding education		Source
Concepts	Presenting schools as symbols of lawfulness	Interview 2, 3, 4, 6, 8, 10, 16
	Ensuring proper law implementation	Interview 2, 3, 5, 7, 9, 11, 13, 17
	Managing school corruption	Interview 1, 2, 4, 5, 7, 9, 12, 14, 16
	Adherence to national and international regulations	Interview 3, 4, 9, 10, 15
Theme 14: Ethical values		Source
Concepts	Promoting ethical values and reinforcing religious foundations	Interview 3, 5, 9, 11, 14, 18
	Emphasizing students' moral and disciplinary issues at school	Interview 1, 6, 8, 9, 10, 15, 17
	Valuing support for cultural diversity and civil rights	Interview 1, 3, 5, 9, 13, 18
Theme 15: Environment for sustainable development		Source
Concepts	Preserving resources for future generations	Interview 1, 3, 6, 9, 12, 14
	Raising public awareness about environmental protection	Interview 2, 6, 8, 10, 12, 15
	Promoting mental health and wellness	Interview 3, 4, 6, 8, 16
	Enhancing students' physical and mental health through emotional learning services	Interview 2, 4, 6, 8, 12, 14
Theme 16: Strengthening inter-organizational social connections		Source
Concepts	Effective interaction with local institutions, mosques, and centers	Interview 3, 5, 9, 10, 12, 13
	Active engagement in addressing urgent public needs	Interview 2, 5, 6, 8, 12, 15
	Connecting with community institutions	Interview 2, 5, 8, 11, 16
Theme 17: Empowering families for social responsibility		Source
Conc	Supporting families to improve their abilities and skills	Interview 3, 5, 6, 9, 12, 14, 18

	Emphasizing cleanliness in the community, environment, and school	Interview 2, 3, 6, 9, 11, 15, 16
	Encouraging parents to volunteer in school green space maintenance	Interview 3, 9, 10, 12, 15
	Engaging students in green space restoration	Interview 1, 2, 5, 9, 12, 15, 17
Theme 18: Practicing equality and fairness in school		Source
Concepts	Understanding social concepts and awareness	Interview 3, 9, 12, 15, 16
	Promoting equality and fairness values	Interview 1, 2, 3, 5, 9, 12, 14, 15
	Monitoring students' ethical and academic progress	Interview 2, 6, 7, 9, 11, 16, 18
Theme 19: Environmental awareness from an ecological perspective		Source
Concepts	Preserving the environment for future generations	Interview 3, 5, 8, 11
	Emphasizing recycling activities	Interview 3, 6, 9, 13, 15
	Optimizing energy use	Interview 1, 2, 6, 9, 12, 13
	Utilizing eco-friendly technologies	Interview 3, 4, 9, 12, 13
	Prioritizing environmental awareness	Interview 1, 6, 7, 9, 12, 14
Theme 20: Developing a cooperative and participatory spirit in school		Source
Concepts	Teaching students the forms and ways of participating in society	Interview 3, 5, 6, 9, 12, 15
	Learning about shaping their own and the country's future	Interview 3, 9, 12, 15
	Teachers collaborating in school administration	Interview 3, 6, 9, 12, 15
	Parent participation in school programs (educational and skill classes)	Interview 3, 6, 9, 12, 13, 17
Theme 21: Stakeholder knowledge enhancement		Source
Concepts	Providing counseling for student progress	Interview 3, 8, 13
	Organizing family education sessions	Interview 1, 2, 5, 8, 13, 14
	Raising awareness among teachers, parents, and students about social responsibility	Interview 3, 9, 10, 12, 15
Theme 22: Social awareness counseling for students' development		Source

Concepts	Transparency in social investment laws	Interview 3, 9, 13, 15, 18
	Transparent decision-making processes	Interview 2, 9, 13, 17, 18
	Information accessibility	Interview 1, 2, 6, 9, 13, 15
	Fair distribution of information	Interview 2, 3, 4, 9, 12, 13, 15, 17
Theme 23: Enhancing social responsibility knowledge for teachers, parents, and students		Source
	Conducting social responsibility training for teachers and parents	Interview 2, 6, 9, 13, 15
	Collaboration with social institutions	Interview 3, 8, 9, 16, 18
	Introducing students to social responsibilities	Interview 3, 6, 9, 15, 18

The main categories were extracted in line with the study's objectives, and in the final analysis phase a comprehensive map of themes was developed. This map demonstrated the relationships among the primary concepts, presenting an overview of the organizing themes derived from the analysis.

After analyzing the interviews, five main components and 23 sub-components were identified, with findings presented in Table 4 .

Table 4: Dimensions, components, and indicators of school social responsibility

Sub-components	Comprehensive themes
Theme 1: observing human rights	Altruistic and humanitarian responsibilities
Theme 10: support and altruism	
Theme 11: mutual respect	
Theme 18: practicing equality and fairness in school	
Theme 14: ethical values	
Theme 4: compliance with social regulations	Legal responsibilities
Theme 7: accountability	
Theme 12: law adherence	
Theme 13: law-abiding education	
Theme 2: environmental preservation	Social responsibilities
Theme 20: developing a cooperative and participatory spirit in school	
Theme 6: promoting social participation	
Theme 8: collaborative decision-making	
Theme 16: strengthening inter-organizational social connections	

Theme 9: community engagement	Environmental responsibilities
Theme 15: environment for sustainable development	
Theme 17: empowering families for social responsibility	
Theme 19: environmental awareness from an ecological perspective	
Theme 3: enhancing social skills	Professional responsibilities
Theme 5: building social awareness	
Theme 21: stakeholder knowledge enhancement	
Theme 22: social awareness counseling for students' development	
Theme 23: enhancing social responsibility knowledge for teachers, parents, and students	

Based on content analysis, a model map of social responsibility for secondary school principals in Shiraz was developed. This model outlines school social responsibility, encompassing altruistic and humanitarian responsibilities, legal responsibilities, social responsibilities, environmental responsibilities, and professional responsibilities. The relationships between the indicators and themes of the social responsibility model for secondary school principals in Shiraz were illustrated through coding and presented within the model framework. Consequently, the research model delineates how these elements interrelate and the social responsibility framework for secondary school principals in Shiraz.

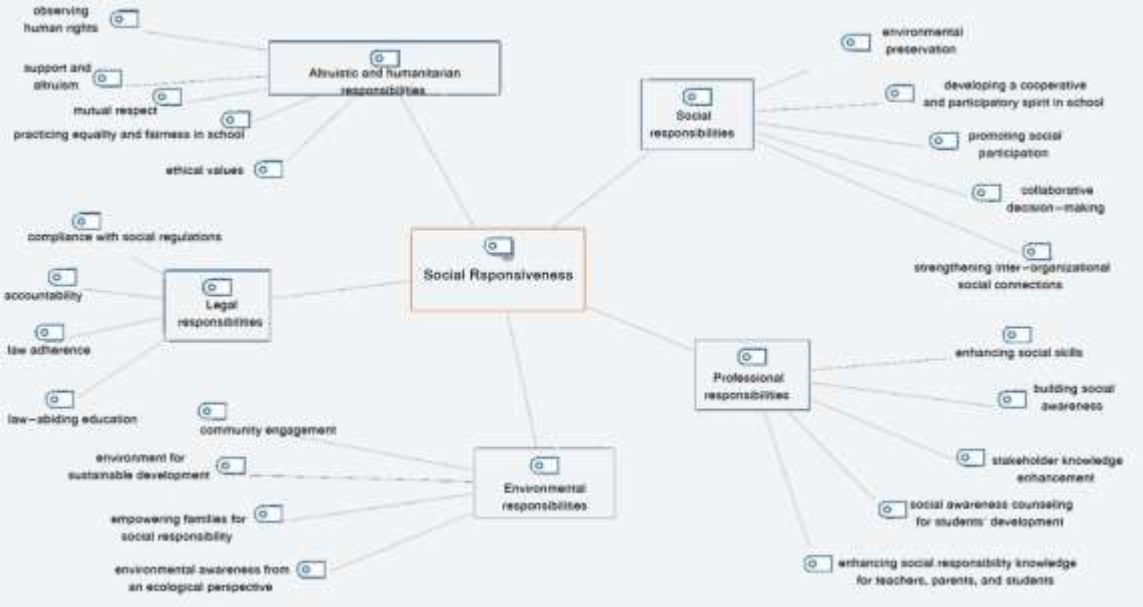

Figure 1: Social responsibility model for school principals

To ensure validity, the Delphi method was employed. In this phase, a questionnaire comprising 89 indicators was distributed among experts, to provide their opinions on all indicators.

In total, 22 components were identified. Through their combination and aggregation, 23 final components were determined. The following method was employed to select the research variables.

$$X^* = \bar{X} - \delta$$
$$\rightarrow X^* = 3/63 - 0/73$$
$$\rightarrow X^* = 2/91$$

The lower threshold for selecting variables in the first round was determined based on the average scores obtained across all variables and the calculated mean standard deviation. Accordingly, the minimum acceptance score for variables in the first round of the Delphi method was set at 2.91. Any variable scoring below this threshold was excluded from the proposed model. The findings from the first round of the Delphi method indicated that all indicators scored above the threshold of 2.91 and were therefore accepted. To ensure the reliability of the research findings, the indicators were re-evaluated in the second round and sent to the experts once again.

Table 5: Statistical findings related to the criteria examined in the Delphi method (first round)

Dimensions	Mean	Deviation	Frequency
Respect for human rights	3.63	0.68	12
Environmental protection	3.75	0.53	11
Enhancement of social skills	3.45	0.74	14
Compliance with social laws	3.53	0.88	13
Social awareness creation	4.24	0.92	12
Attention to social participation	3.38	0.69	15
Accountability	3.43	0.74	14
Participatory decision-making	3.28	0.82	12
Community engagement	3.76	0.79	13
Support and altruism	3.52	0.89	11
Mutual respect	3.41	1.05	13
Commitment to the law	3.56	0.93	14
Legal education	4.01	0.85	11
Ethical orientation	3.28	0.81	15
Environmental sustainability	4.14	0.93	10
Strengthening inter-organizational social relations	3.82	1.25	11
Empowering families in social responsibility	3.49	0.82	13
Practicing equality and equity in schools	3.71	0.93	13
Environmental consideration from an ecological perspective	4.36	0.84	13

Promoting collaboration and participation in schools	3.28	0.90	14
Stakeholder knowledge enhancement	3.61	0.88	12
Providing counseling to enhance students' social knowledge	3.37	0.83	10
Improving the social responsibility knowledge of teachers, parents, and students	3.57	0.89	11

In this stage, the questionnaire, consisting of 89 indicators, was distributed to the experts. They were requested to evaluate all indicators using a 10-point Likert scale. The findings from the second round of the Delphi method confirmed that the experts validated all indicators related to the model of social responsibility for secondary school principals in Shiraz.

In the second round, all 89 indicators were once again validated. Therefore, the components listed in the final table were selected as the key components of the model based on the Delphi method.

Table 6: Statistical findings related to the criteria examined in the Delphi method (second round)

Dimensions	Mean	Deviation	Frequency
Respect for human rights	3.27	0.53	11
Environmental protection	3.42	0.88	12
Enhancement of social skills	3.47	0.71	10
Compliance with social laws	3.38	0.65	12
Social awareness creation	3.52	0.59	14
Attention to social participation	3.82	0.90	15
Accountability	3.25	0.84	14
Participatory decision-making	3.47	0.76	12
Community engagement	3.88	0.80	11
Support and altruism	3.52	0.74	12
Mutual respect	3.26	0.97	13
Commitment to the law	3.48	1.11	14
Legal education	4.05	0.89	14
Ethical orientation	3.63	0.91	10
Environmental sustainability	3.68	0.87	12
Strengthening inter-organizational social relations	3.52	0.93	13
Empowering families in social responsibility	3.87	1.11	10
Practicing equality and equity in schools	3.69	1.64	14
Environmental consideration from an ecological perspective	3.52	0.97	13
Promoting collaboration and participation in schools	3.41	0.83	12
Stakeholder knowledge enhancement	3.52	0.97	11
Providing counseling to enhance students' social knowledge	3.64	0.83	13
Improving the social responsibility knowledge of teachers, parents, and students	3.58	0.91	10

Table 7: Results of the T-Test for comparing the means of two independent samples

Confidence interval	Standard error	Mean difference	Significance level	Degrees of freedom	T-Statistic
Upper: 0.07	Lower: -0.19	0.12	0.010	0.57	14

The results of both rounds indicated a convergence in the mean scores of the derived components.

As listed in Table 7, there is no significant difference between the first and second rounds. Based on this, the following diagram represents the final research model, incorporating the findings from statistical tests and Delphi sessions.

Discussion and conclusion

The optimal model for the social responsibility of secondary school principals in Shiraz consisted of two main sections: key influencing factors and their respective indicators. The model is structured around indicators that form its core and foundation, serving as the basis for the social responsibility of secondary school principals. These influencing factors are categorized into five main dimensions namely altruistic and humanitarian responsibilities; legal responsibilities; social responsibilities; environmental responsibilities; and professional responsibilities. These five dimensions encompass 89 contributing indicators. The research findings align with Tsai & Wang (2007), Daim et al. (2008), Lee et al. (2010), Shen et al. (2011), Fartash et al. (2018), and Farrokhi (2017).

Rios-Marquez et al. (2021) conducted a study titled "The structural model of corporate social responsibility: an empirical study on Mexican SMEs." The findings indicate that the most relevant variables for corporate social responsibility (CSR) included human capital, customers, supply chain, social environment and community impact, and corporate governance—comprising legal compliance and management systems. This study suggested that the flexibility of what is referred to as an ethical and socially responsible management system is grounded in empirical evidence. From a corporate management perspective, adopting the CSRSMEs model presents an opportunity to implement and assess CSR management domains within the business structures of SMEs in Mexico. Similarly, Postukhin et al. (2021) conducted a study titled "National patterns of corporate social responsibility: A comparative analysis." This research identified the main similarities and differences across various CSR models. Based on the comparative analysis, the authors proposed recommendations for developing a CSR model for Russia,

considering the roles of governmental structures, the private sector, media, and society as a whole.

Furthermore, Jinbo (2020), in a study titled "The impact of managerial professional communication and attention to corporate social responsibility," demonstrated that managers who upheld CSR within their organizations tended to engage in more professional communication, exhibit a higher motivation to enhance CSR practices, and experience greater job security. Additionally, Poudineh et al. (2019) conducted a study titled "School social responsibility: A case study of two girls' secondary schools in Mashhad." Their findings identified social-political, ethical-cultural, legal, economic, and environmental dimensions as the most critical aspects of school social responsibility.

Given the findings, it can be stated that organizations' exclusive focus on achieving their internal objectives while neglecting social responsibility often leads to managerial oversight of the external environment, confining their duties strictly within the organization. Organizations must extend their sense of social awareness and human values to align with their economic values, ensuring that their decision-making is guided not only by logic and reason but also by conscience and compassion. In the long run, the greatness, credibility, and reputation of an organization depend as much on its emotional and ethical commitments as on its rational strategies. Social accountability enhances an organization's public image and presents a favorable identity to society. Organizations that seek to maintain a positive public reputation must actively demonstrate their commitment to social goals. Moreover, maintaining a positive public image is highly significant in the capital market. Neglecting social responsibility often leads organizations to engage in actions that may be unethical, which in turn erodes fundamental human values such as kindness, justice, friendship, generosity, and other moral principles. Like individuals and other institutions, organizations are integral members of society. Acknowledging this membership requires them to conduct their operations in a manner that upholds ethical standards and safeguards the interests of other community members. In other words, organizations must commit to societal sensitivities, ethical values, and norms, holding themselves morally accountable for their actions. By engaging in efforts to address social challenges, organizations can significantly contribute to enhancing individuals' quality of life. For instance, when organizations prioritize the well-being of their employees, they indirectly influence family stability and overall living conditions, ultimately fostering a better quality of life for individuals.

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