Identifying the Dimensions of Mentoring for School Principals of Tehran Province

Mohammad Mahdi Keivan Bonehkohal[1], Khadijeh Khanzadi[2*], Hadi Rezghi Shirsavar[3]

1. PhD Student, Department of Education Management, Garmsar Branch, Islamic Azad University, Garmsar, Iran
2. Faculty Member, Department of Education Management, Garmsar Branch, Islamic Azad University, Garmsar, Iran (Corresponding Author)
3. Faculty Member, Department of Education Management, Garmsar Branch, Islamic Azad University, Garmsar, Iran

Purpose: Mentoring creates a competitive advantage for the organization in compared to the competing organizations. As a result, the aim of this study was identifying the dimensions of mentoring for school principals of Tehran province.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative from type of synthesis research and content analysis. The research population was articles related to mentoring in domestic and foreign valid databases in the 2000 to 2023 years and academic experts and officials with experience in education of Tehran province in the 2021-2022 academic year, which number of 18 articles and 17 experts and officials of education according to the principle of theoretical saturation were selected as a sample with the purposive sampling method. Data were collected by taking notes from articles and semi-structured interviews with academic experts and education officials and were analyzed by using thematic analysis method in MAXQDA-V12 analysis software.

Findings: The findings showed that based on the review of articles and interviews with experts and officials, mentoring for school principals of Tehran province had 81 sub-themes in 16 main themes of knowledge, attitude, skill, participation-oriented, focus, organization, support, educational leadership, educational communication, development of inherent skills, development of communication skills, development of technical skills, development of environmental skills, innovative performance, competitive performance and educational performance. Finally, a themes network of mentoring for school principals of Tehran province was drawn.

Conclusion: According to the findings of this study, can be taken an effective step in order to implement the school principals mentoring of Tehran province through the realization of the identified sub-themes and main themes.

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1. Corresponding Author: shkhanzady@gmail.com

1. Introduction

In today's competitive world, only organizations that make the most effective use of their resources can survive, and one of the most important organizational resources is human capital, especially managers (Narimani, Mehrdad, and Jalili, 2021). One of the most important and effective knowledge institutions in a society is the education system, and human resources have special importance in educational organizations. The performance of school managers plays a determining role in ensuring the effectiveness of schools and contributes to improving their performance (Moghaddam et al., 2021). In the competitive environment of organizations, management is considered one of the most valuable assets of an organization as a competitive advantage (Mazzella et al., 2022). Global competition and changing societal expectations require a new and dynamic approach to management so that managers can face fewer challenges and respond to challenges in a more appropriate way (Haep, Behnke, and Steins, 2016). Educational organizations are not immune to environmental changes and have had to adapt to environmental changes and developments to maintain survival, growth, and development (Liu & Bellibas, 2018). The role of education must be addressed among various organizations and institutions, given its impact on human resource development. According to experts, the education and management system is one of the largest and most complex social systems. It plays an intricate and guaranteeing role in social, economic, cultural, and political development (Riley, Montecinos, and Ahumada, 2017). School managers must play an active role in the entire educational process and be aware of the curriculum goals. They can expand and develop the curriculum by considering students' learning experiences and ensuring full coverage of the curriculum by teachers (Medrano & Carvalho, 2021). School managers play a pivotal role in the success of schools and have a unique position to influence the implementation of regulations and provide opportunities for the growth and progress of teachers, staff, and students. In addition, numerous studies have highlighted the impact of school managers on the structure, culture, and mission of the school, creating and maintaining a healthy and positive learning environment, professional growth and development of teachers, encouraging and motivating teachers, and ensuring their satisfaction and success (Ashrafi & Zinabadi, 2021). Classic managers perform evaluations to control employee performance, but today, the goal of evaluation is to guide and direct employees and the managed set for increased organizational effectiveness and efficiency (Arokiasamy et al., 2016). The challenges that school managers face include managing schools with limited resources and diverse and extensive needs, different and undisciplined teachers and learners, developing a participatory management culture, and managing different expectations. Therefore, the development and improvement of school managers are an inevitable necessity so that professional and developed managers can lead schools as social and educational organizations towards professional and specialized education and provide a platform for community growth and development (Hancock et al., 2019). School managers can create value for their organization. Therefore, management is one of the most important assets of any organization, and organizations must take effective measures to attract and promote managers to achieve their goals and implement their strategies. Management is a process that covers the key policies, procedures, and tasks of an organization regarding its assets (Toyama et al., 2022).

Mentoring is one of the effective factors in management. Mentoring is one of the strategies for employee development in large and developed organizations, including educational organizations (Spencer et al., 2018). Mentoring is a process in which a more experienced, knowledgeable, and skilled individual helps a less experienced and novice individual to progress and become an expert in a specific area or field (Calaguas, 2023). In other words, mentoring is a process in which an experienced individual (or mentor) assists a less experienced individual (or mentee) as a friend and colleague to increase their self-confidence, share their knowledge, expertise, and experience, and teach them how to progress in a specific area (Farah et al., 2020). In mentoring, the knowledgeable and skilled individual (mentor) supports the individual with less knowledge, experience, and expertise (mentee). Therefore, a mentoring program is a guide for learning skills, adopting new behaviors, and creating a supportive learning environment that leads to the professional growth and development of the mentee and improves the performance and effectiveness of the organization (Hopkinson

et al., 2023). Mentoring is an effective method for promoting learning that can have a positive and sustainable impact on the profit and loss of the organization and bring significant benefits to the individual and the organization. Organizations use mentoring as a method to cope with various challenges and respond to different demands to improve the efficiency and effectiveness of the organization (Britt et al., 2017). Mentoring is not just a simple counseling and predetermined duty but rather a deep interpersonal exchange between an experienced and less experienced colleague in which the mentor facilitates the personal growth and professional development of the mentee through support, guidance, and feedback. In other words, mentoring is a deep relationship between colleagues in which the senior and experienced individual assists the younger and less experienced individuals in their professional and career development (Wong, Soh, and Wong, 2022).

A mentoring program requires active and purposeful participation of the mentor and mentee, and this program requires the willingness and inclination of mentors to spend time providing continuous guidance. In addition, it requires the commitment of individuals who need guidance to actively identify their specific development goals and invest time and energy to achieve them. Mentor-mentee relationships should grow over time and focus on one or more factors necessary for job success (Shieh & Cullen, 2019). Mentoring is one of the most important educational experiences and involves a lifelong process for professional development and psychological support that can be used to prevent anxiety and lack of self-confidence, promote active learning, and create and increase responsibility and accountability (Janzen et al., 2023). In mentoring, the mentor shares valuable knowledge and expertise with the mentee and guides and encourages them through interactions such as discussion, modeling, and direct teaching to learn concepts and experiences (Ullrich et al., 2020). A mentoring program is a planned relationship focused on nurturing a relatively inexperienced individual through activity and conversation, with an implicit focus on nurturing the future generation in interpersonal relationships to improve organizational performance and effectiveness in the future (Howard et al., 2017). Mentoring has many benefits for employees and organizations, and organizations consider mentoring programs as the most important development program. In addition to mentees, mentors, and organizations also benefit from mentoring relationships, and the implementation of a mentoring program in an organization without a comprehensive and cohesive approach that is tailored to the characteristics of the organization and considers all factors affecting its success is not effective and may also cause harm to the organization (Durham et al., 2023).

Ozaei, Assareh, Mehrmohammadi, Emamjomeh, and Ahmadi (2023) reported on a study of the characteristics of peer mentoring programs for university professors, which included 29 factors in 5 individual dimensions (including job skills, leadership skills, balance, decision-making skills, problem-solving skills, cognitive skills, accessibility, personality dimensions, and motivation), organizational dimensions (including professional development, support and encouragement, infrastructure, attention to professional components, organizational and managerial structure), cultural dimensions (including attention to cultural requirements), requirements and necessities (including maintaining dignity, pedagogical knowledge management, clear strategy, personalization of the process, cost-effectiveness, security, curriculum-based workplace environment, hittagogy-based, program requirements, and attention to role), and communications (including positive communication, social communication, relationship communication, and usefulness).

Nourmohammadi, Ahmadi, and Salavati (2023) reported on a study of the effective factors in establishing a mentoring system in the Ministry of Economic Affairs and Finance, which identified 199 secondary codes, 67 concepts, 22 subcategories, and 6 main categories, including efficient management (with 4 subcategories of innovative management, knowledge-based, succession-oriented, and merit-based), mentoring system (with 1 subcategory of mentoring model establishment), mentoring implementation strategies (with 4 subcategories of strategic mentoring planning, individual characteristics and conditions, precise control and monitoring of strategy implementation, and financial resources), organizational structure (with 5 subcategories of human capital, organizational culture, information and communication technology, management skills, and operational planning), ethical management (with 4 subcategories of structural

barriers, content barriers, legal requirements, and personal barriers), and organizational productivity (with 4 subcategories of skill development, organizational benefits, individual benefits, and performance improvement and efficiency).

Hosseini, Abbaspour, and Ghiasi Nodooshan (2023) reported on a study of academic mentoring for student employability, which identified 45 concepts in 18 topics, including internal organizational factors, inter-organizational factors, and individual characteristics as causal conditions, student employment attitudes and curriculum as intervention conditions, goal setting, theoretical courses, use of specialized professors, and balance between the job market and student acceptance as contextual conditions, academic mentoring for student employability as a central phenomenon, practical student empowerment, monitoring and evaluation system design, industry-oriented and resource supply system design as strategies, and cost reduction and motivation enhancement as consequences.

Gholipoor, Akbari, and Rajabpour (2022) reported on a study of mentoring models and effective factors in their implementation, which concluded that this model has three dimensions of mentoring planning (with 5 components of organizational awareness, mentoring goal setting, mentoring process localization, flexibility in mentoring plans, and mentoring project implementation), mentoring process implementation (with 9 components of mentor type, mentor competency, mentor training and justification, mentor style, mentor selection and characteristics, mentor awareness-raising, mentor and mentee motivation, mentor-mentee communication, and organizational facilities and support), and evaluation and feedback (with 3 components of evaluation attitude, evaluation time, and evaluation type).

Niroomand, Ghahramani, and Ghasemzadeh Alishahi (2022) conducted a study on the mentoring model for newly employed teachers in the education system and concluded that this model is influenced by cultural factors (acceptance culture, mentoring, and social support), organizational factors (organizational laws, organizational atmosphere, empowerment, organizational structure, organizational support, organizational control, organizational learning, organizational culture, and meritocracy), and macro factors (meritocracy, systemic perspective, government support, and social infrastructure) in terms of the central phenomenon of mentoring characteristics (mentor knowledge, mentor independence, personal desires, and personal characteristics), mentee characteristics (personal desires, personal characteristics, individual needs, and responsiveness), and interpersonal factors (mutual understanding, communication, mutual trust, transparency of interactions, common interests, and feedback). Intervention conditions include extra-organizational strategies (comparative studies, elimination of political attitudes, and government support), organizational background strategies (legalization, organizational training, organizational culture, organizational support, organizational transparency, desirable planning, organizational supervision, and organizational communication), individual strategies (personal interest and personal will), and consequences include individual outcomes (capability, improved communication, personal development, job satisfaction, and quality of learning), organizational outcomes (quality of learning, organizational synergy, organizational learning, development, human resource development, and improved performance), and extra-organizational outcomes (social development and acceleration of societal expectations).

Safdari and Ghorooneh (2022) conducted a study on the process of using mentoring in the professional development of school managers and concluded that its outcomes include three aspects: knowledge enhancement (recognizing strengths and weaknesses, reducing trial and error, and understanding laws and regulations), attitude improvement (community acceptance, increased self-confidence, increased flexibility, increased motivation, and reduced stress), and skill enhancement (improving feedback skills, increasing creativity, improving stakeholder communication, improving decision-making skills, improving financial management skills, and staying up-to-date).

Keykha (2021) conducted a study on designing a mentoring model to enhance the human capital of faculty members and concluded that its main components are five dimensions of regular prior planning, preparation, proper implementation, systematic feedback, and results management, three effective factors of developing motivational capacities, effective interaction, and common interests and expectations of mentors and

mentees, eight main characteristics of mentee personality traits, mentee professional traits, mentee cognitive traits, mentor personality traits, mentor professional traits, counseling services, research empowerment, and educational empowerment, and six challenges of inappropriate interactions, mentee underperformance, mentor underperformance, unfamiliarity with university norms, inefficient management, and lack of planning.

Hosseini, Ghourchian, Jafari, and Zamani Moghadam (2021) conducted a study on designing a mentoring model for newly employed staff and concluded that the model includes four dimensions of mentoring principles and foundations (with two components of institutional requirements and mentor and mentee requirements), process (with three components of mentoring design and development, implementation, and evaluation), competencies (with two components of mentor competencies and mentee competencies), and mentoring content (with two components of behavioral education and organizational behavior education).

Gisbert-Trejo, Albizu, Landeta, and Fernandez-Ferrin (2020) conducted a study on the most effective characteristics of mentoring and introduced commitment, self-efficacy, and legality as the most important ones.

Bambaeeroo, Zarei, Amirianzadeh, and Shahamat (2020) conducted a study and concluded that the themes of student mentoring include three themes of personal empowerment (with themes of personality development and academic development), professional empowerment (with themes of professional excellence and academic excellence), and social empowerment (with themes of social efficiency and service efficiency).

Meeuwissen, Stalmeijer, and Govaerts (2019) conducted a study and identified three components of mentoring, including empowerment (reflective and holistic attitude towards mentee development), supervision (checking the fulfillment of formal educational requirements), and guidance and direction (professional guidance for mentee development).

Daneshmandi, Fathi Vajargah, Khorasani, and Ghlichlee (2017) conducted a study on exploring the actions of mentors and mentees in mentoring newly hired faculty members and found that for these three subjects, initial actions (with a preparation component through holding an introduction session, informing the mentee of their situation and signing an initial agreement), teaching and learning actions (with three components of communication interventions by introducing new faculty members to how to communicate with colleagues and students, their familiarity and acceptance with the university environment and their familiarity with university laws and regulations, research interventions by helping to write research proposals and activities, participating in conferences, their participation in their own research proposals and activities, and their participation and guidance in theses, article review, etc., and educational interventions by providing a platform for their presence in other professors' classes, their participation in their own teaching and creating collaborative and joint teaching, and teaching them how to teach) and feedback actions (with one component of considering the evaluation system through mentor and mentee evaluation of each other and university evaluation of mentors and mentees and the process) were identified.

Performance evaluation of school managers can create a suitable ground for improving performance and controlling complex and changing conditions. School managers, as service providers in schools, have a special position in improving school performance, and no educational system can achieve its goals without competent managers (Moghaddam Hosseini et al, 2021). The use of mentoring plays an important role in the professional development of managers, including school managers, and can create a competitive advantage for education. Although relatively extensive research has been done on mentoring, research has yet to be found on mentoring for school managers, and the results of this study can help school managers and, education officials and planners improve the professional and job performance of school managers. Mentoring creates a competitive advantage for the organization compared to rival organizations. Therefore, this study aimed to identify the dimensions of mentoring for school managers in Tehran province.

2. Methodology

The research community consisted of articles related to mentoring in reputable domestic and foreign databases from 2000 to 2023, as well as educational experts and officials with experience in Tehran province's education system during the academic year 1400-1401. Reputable domestic databases included SID, IranMedex, Magiran, MediLib, Iran Psych, Elmnet, Noormags, and Civilica, while reputable foreign databases included Web of Science, Pubmed, Scopus, Embase, Corance, Google Scholar, ERIC, ScienceDirect, ProQuest, Medline, ISI, Elsevier, Wiley Online Library, Springer, IEEE, JSTOR, and PsycInfo. Among the articles related to mentoring, 18 articles were selected as the sample, and among the educational experts and officials, 17 individuals were selected as the sample using a purposive sampling method based on the theoretical saturation principle. The selection criteria for educational experts included having at least three years of teaching experience and relevant education in mentoring, having a doctoral degree in educational management, government management, etc., and having sufficient expertise and experience in coaching, mentoring, etc., such as writing articles, books, research proposals, etc. The selection criteria for officials with experience in education included being familiar with mentoring, having more than five years of executive experience, having sufficient expertise and experience in mentoring, such as writing articles, books, research proposals, etc., and having at least a master's degree in management. In the purposive sampling method, samples were selected based on the abovementioned selection criteria.

The data were collected through note-taking from articles and semi-structured interviews with educational experts and officials. For this purpose, the researchers first reviewed all articles related to mentoring in reputable domestic and foreign databases and selected some based on the selection criteria. Then, they examined the abstract and full text of the articles, noted the identified themes in previous studies, and classified them into sub-themes and main theme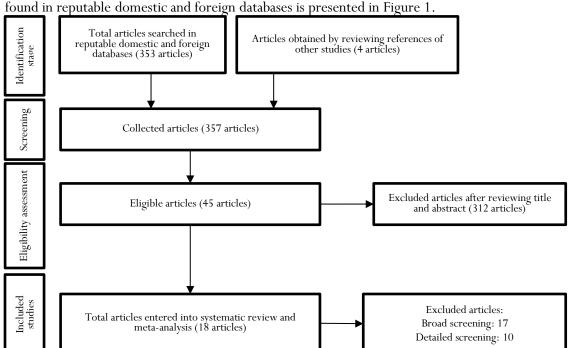s. The process of selecting articles from among the articles found in reputable domestic and foreign databases is presented in Figure 1.

Figure 1. The process of selecting articles from among the articles found in domestic and foreign authoritative databases

As can be seen in Figure 1, a total of 18 articles were selected from reputable domestic and foreign databases as the final sample for synthesis. Also, for interviews with experts, questions were designed based on theoretical foundations and with the help of professors, and necessary coordination was made with the

identified experts based on the desired selection criteria, and the interviews were conducted individually at the designated time and place. In this study, after interviewing 17 individuals, the research reached saturation, and no new findings were obtained in interviews 18 and 19, so the interviews were stopped.

The data collected through note-taking from articles and semi-structured interviews with educational experts and officials were analyzed using the thematic analysis method in MAXQDA-V12 software.

3. Findings

In this study, a three-step synthesis approach was used to synthesize mentoring dimensions for school managers in Tehran province. The process is presented in Table 1.

Table 1. Three-stage Synthesis Process of Mentoring Dimensions for School Managers in Tehran Province

Stages	Subphase	Description
Stage 1: Identifying the Research Geography and Determining Sample Studies	a) Determining search parameters such as publication date and type of research	Research: Published articles in reputable domestic and foreign databases Geographical scope: Domestic and foreign Time range: 2000 to 2023 Types of research: Synthesis studies, reviews, qualitative and quantitative studies Document types: Articles related to mentoring Languages of research: Persian and English
	b) Determining criteria for selecting collected documents from the previous phase	Relevant to the research question Quality of research in terms of the validity of research tools and the validity of analysis methods
	c) Determining document search strategy and databases	Based on theoretical sources, important keywords such as "mentoring, mentor, coach, counseling for managers and guidance for managers" were considered. Use of reputable domestic and foreign databases mentioned in the research method
Stage 2: Systematic Critique of Selected Articles	a) Broad screening	Abstracts of articles were studied and based on two general criteria of "quality" and "relevance", some articles were selected.
	b) Detailed screening	The entire text of the articles was examined based on the two criteria of "quality" and "relevance" and among them, the selected articles entered the third step.
	c) Exploration	The articles were carefully studied several times, then they were physiologically described and various sections of them were placed in separate cells of the table, including researcher, year, title, nature of the article, statistical population, sampling, measurement tool, analysis method, databases, keywords for search, journal name, language of the article, country, quality score of the article and quality result. The accuracy of the information in the columns of physiological description tables was confirmed by several comparisons with the original article.
Stage 3: Creating Something New from Disparate Elements	In this phase, two types of synthesis are performed: 1. Aggregate synthesis: Aggregate synthesis is similar to a physical change, in which the findings of previous research are combined. 2. Integrative synthesis: Integrative synthesis is similar to a chemical change in a reaction,	The findings of selected documents related to the research factors are put together. Then, with repeated and accurate reviews as well as comparison of similar and contradictory findings (with color coding), these data are categorized under larger themes.

in which the findings of others
are transformed into data that are
then combined and re-created
with other data.

The combination of synthesis codes and content analysis resulting from note-taking of articles and semi-structured interviews with academic experts and educational officials was used to identify mentoring dimensions for school managers in Tehran province, which are presented in Table 2.

Table 2. Integration of Synthesis and Content Analysis Codes Resulting from Note-Taking of Articles and Semi-Structured Interviews with University Experts and Education Officials to Identify Mentoring Dimensions for School Managers in Tehran Province

Main themes	Sub-themes	Article	Interviewee's code
Knowledge	Development of knowledge networks	(Sazar, 2020)	I13, I14, I15
	Knowledge about career paths	(Daneshmandi et al., 2017; Rousseau, 2008)	I12, I8,
	Educational leadership knowledge	(Roberts, 2007)	I3 I11, I5
	Resource management knowledge	(Lim, 2004)	I12, I8, I3
Attitude	Self-confidence	(Kwan, 2006; Allen & Abi, 2007)	I2, I6, I10, I14
	Motivation for task performance	(Kwan, 2006; Allen & Abi, 2007)	I11, I9,
	Creativity	(Yan Diwu, 2021)	I6, I1, I13
	Competence	(Allen & Abi, 2006; Byus & Rhea, 2010)	-----
	Employability	(Yan Diwu, 2021)	I8, I3,
	Value orientation	(Yarchi & Kokabas, 2010)	I5, I11, I4
Skill	Behavioral skills for proper mentoring process	-----	I15
	Technical skills for identifying technological equipment in schools	-----	I13, I14, I15
	Professional skills for performing assigned tasks	-----	I12, I8,
	Mentoring skills as a subset of the mentoring process	(Daneshmandi et al., 2017; Rousseau, 2008)	I6, I7, I5,
	Preparation for assuming a management role	(Roberts, 2007)	-----
Participation	Evaluation based on the participation of managers	-----	I7, I5, I1
	Evaluation of the manager's colleagues from outside the school	-----	I4, I9
	Participation in accepting responsibility by managers	(Sazar, 2020)	-----
	Use of self-assessment mechanisms among educators	-----	I6, I7, I5,
	Use of peer assessment techniques to monitor the performance of managers	-----	I10, I3,, I2
Focus	Reducing focus on school management	(Sazar, 2020)	I6, I7, I5,
	Decision making based on a deconcentration approach	(Sazar, 2020)	I10, I3, I2
	Using a horizontal, not hierarchical, leadership style	-----	I7, I5, I1, I7

	Judgment based on team performance	-----	I4, I9
Organization	Flexibility in changing school structure	(Archer, 2006)	I4, I2, I6
	Classification of jobs based on individuals' knowledge in school	-----	I6, I7, I5,
	Prioritizing tasks in school	-----	I10, I3, I2
Support	Supporting assigned tasks in schools	(Boland, 2019)	-----
	Allocating budget to important tasks in school	-----	I4, I9
	Creating communication opportunities among school members	(Sander, 2008)	I4, I2, I6
	Supporting innovation in task performance in schools	-----	I6, I7, I5,
Instructional leadership	Using transformational styles in schools	(Laki, 2005)	I10, I3,
	Using service-oriented styles in schools	(Blackman & Finucane, 2000)	-----
	Investing in educational management talents	(Kosarieh et al., 2020)	-----
Instructional communication	Direct communication with success-oriented futures	(Yarchi & Kokabas, 2010)	I4, I2, I6
	Interactive development among managers	(Yarchi & Kokabas, 2010)	I6, I7, I5,
	Establishing relationships with social and local environments	-----	I10, I3, I2
Development of intrinsic skills	Responsibility and self-control	(Movaghat et al., 2008; Mousakhani et al., 2013)	-------
	Understanding responsibilities and duties	-----	I12, I5, I14, I2, I11
	Patience and perseverance	-----	I3, I4, I11, I5
	Individual value creation through response process	(Sofi et al., 2016; Daneshmandi et al., 2017)	I12, I8, I3
	Awareness of service orientation through mentoring process	(Fathi Vajargah et al., 2014)	I3, I4, I11, I5
	Mental development	(Ekaterina & Natalia, 2017)	I12, I5, I14, I2, I11
	Self-belief	(Whitmore, 2018; Yousefi et al., 2017)	I12, I5, I14, I2, I11
Development of technical skills	Problem-solving and decision-making skills	-----	I3, I4, I11, I5
	Engaging others in creating a shared vision	-----	I12, I5, I14, I2, I11
	Responsibility and accountability	(Whitmore, 2018)	,I11, I5
	Professional ethics	(Fathi Vajargah et al., 2014):	I7, I11,
	Commitment	(Gilly & England, 1989)	I5, I11, I4, I13
	Creating new opportunities and developing expertise	(Gilly & England, 1989; Lukasik, 2019)	I1, I2, I11, I7, I15
	Creating a new vision	-----	I8, I7, I11,
	Performance improvement	(Evanson, 1987; Lukasik, 2019)	-----
Development of communication skills	Verbal communication skills	-----	I7, I3, I9,
	Need creation	(Abbasi & Hashemi, 2015)	-----
	Having a democratic spirit	-----	I2, I6, I14
	Emotional intelligence	-----	I11, I9, I5
	Cognitive skills	-----	I6, I1, I13
	Active competitiveness	(Boland, 2019)	-----

Development of environmental skills	Motivational and change management skills	_____	I12, I5, I14, I2, I11
	Conflict and contradiction management	_____	I12, I5, I14, I2, I11
	Engagement in learning environments	(Fathi Vajargah et al., 2014)	_____
	Targeted planning	(Hayat et al., 2015)	____
	Identifying environmental competitors	_____	I7, I11
	Identifying strengths and weaknesses of the school	(Chalofsky & Lincoln, 1983)	____
	Progress management	(Taghizadeh Herat & Hadianpour, 2016)	I12, I5, I14, I11
Innovative performance	Continuous improvement of performance	(Vilani, 2006)	_____
	Focus on value flow	_____	I12, I5, I11
	Application of the mentoring process in schools	_____	I12, I11
	Balanced evaluation of multiple goals	_____	I3, I4, I5
	Agility in performance	_____	I12, I5, I11
	Self-direction	_____	I11, I5
	Continuous accountability	_____	I7, I11
Sustainable competitive performance	Sense of commitment in strategic decision-making	_____	I1, I7, I15
	Enhanced capabilities in education and research	_____	I8, I7, I11,
	Development of educational and research resources	_____	I7, I3, I12, I17
	High and continuous levels of performance	_____	I9, I13
	Securing expected interests	_____	I2, I6, I14
Educational performance	Attention to individual differences in school policy making	_____	I11, I9, I10, I14, I5
	Improving the quality of mentoring	_____	I10, I6, I5, I1, I7
	Changing traditional teaching and learning systems to active systems	_____	I13, I14, I15
	Dynamic impact on effectiveness.	_____	I3, I4, I11, I5

As can be seen in Table 2, mentoring for school managers in Tehran province had 81 sub-themes in 16 main themes of knowledge, attitude, skill, participation, focus, organization, support, educational leadership, educational communication, development of inherent skills, development of communication skills, development of technical skills, development of environmental skills, innovative performance, competitive performance, and educational performance. Based on the sub-themes and main themes of mentoring, the mentoring theme network for school managers in Tehran province is presented in Figure 2.
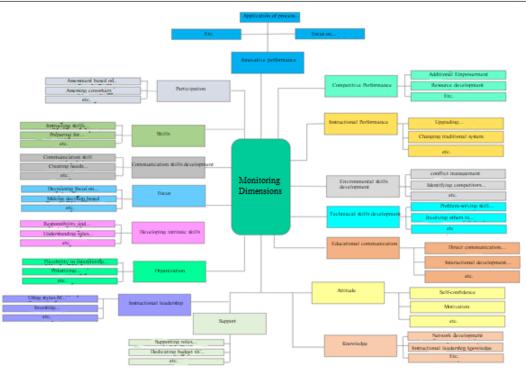
Figure 1. Network of mentoring themes for school principals in Tehran province

4. Discussion

Improving health can be achieved through two possible ways, one being the development of healthy lifestyles and social actions for health, and the other being the creation of conditions that make a healthy life possible. The first method involves empowering individuals through awareness and necessary skills for a healthy life, while the second method involves influencing policymakers to pursue public health policies and programs at the community level, which is one of the most important pillars of preventing social deviations. Therefore, this research was conducted to study the social health of students with an emphasis on curriculum planning. The findings showed that the level of social health was higher than average, the level of social solidarity, social acceptance, and social participation was lower than average, and the level of social actualization and social cohesion was higher than average. Among the components of social health, social cohesion, social participation, social acceptance, social actualization, and social solidarity were higher in students, respectively. Mazloomymahmoodabad et al. (2019) also found in their research that the mean of the social health of most students was in a moderate state. Among the dimensions of social health, social actualization had the highest mean. Additionally, Modiri et al. (2017) found that most individuals had moderate social health. In another study, Solhi et al. (2016) reported that their mean social health score was moderate. Bani Fateme et al. (2011) also found that students had moderate social health.

Social solidarity refers to evaluating an individual based on their interaction with the surrounding community. Socially healthy individuals are not only interested in the world they live in but also in what is happening around them, and they feel capable of understanding the events taking place. This concept is in contrast to the meaninglessness of life and is essentially an understanding that an individual has regarding the quality, organization, and management of social affairs around them. Social acceptance is one of the pervasive indicators in the fields of social sciences, behavioral sciences, planning, management, and urban development. In this study, social acceptance is examined in the form of the behavioral evaluation of an individual or the formation of a behavioral action related to a particular social element or phenomenon. In fact, acceptance is a behavior in the form of action and reaction towards a specific goal, and the degree of acceptance is an

affirmative attitude towards a specific goal. This definition of the indicator is usually related to practical issues in future implementation and is theoretically similar to the term "tendency to accept."

Social participation includes various individual and group actions to participate in determining their own and society's destiny and influencing decision-making processes regarding public affairs. Participation can be mental and tangible, and mental participation is the same as the tendency to participate socially, which results in trust and other background factors. Tangible and behavioral social participation that occurs in the form of membership, monitoring, implementation, and decision-making is the same tangible link between individuals, and the spirit of participation, according to its definition, is the belief in everyone's involvement in participation. That is, the feeling of the community's need for participation and the importance and priority of collective efforts to respond to the public needs of the community. The specific meaning of the spirit of participation is the conviction and involvement of activists in participating in internal organizational activities and programs.

Social actualization is the evaluation of potentials and the path of social evolution, and the belief that society is undergoing gradual development and there are potentialities for positive transformation. These individuals are hopeful about the future of society and believe that they and others have potential for social growth and the world can be better for them and others.

Social cohesion is one of the topics that has always interested sociologists since the beginning of social theory. Social theorists, especially sociologists such as Durkheim and Parsons, have placed this concept at the center of their theories and paid special attention to it. Even now, social cohesion maintains its central importance in important sociological discussions. The functional theory in sociology considers social cohesion as a fundamental and central issue and essentially considers the sustainability and stability of society impossible without it. The issue of social cohesion has always been associated with discussions related to social institutions in these theories, as institutions are a vital element for order, security, and, consequently, the preservation of social cohesion.

Other findings have shown that the mean of the social health of male students is higher than that of female students. Mazloomymahmoodabad et al. (2019) found in their research that the level of social health of female students was higher than that of male students. Additionally, Bani Fateme et al. (2011) found in their research that gender played a determining role in determining the level of social health of students. Gender creates differences in health risks and hazards, with men being more exposed to health risks and hazards compared to women. Therefore, gender can be a significant determinant of the level of control over socioeconomic resources and behavior with individuals in the social environment. Women experience twice as much bipolar depression as men and also suffer from domestic violence, anxiety, sexual violence, pressures related to gender bias, and coercion in fulfilling multiple roles. As a result, it can be expected that the level of social health of male students is higher than that of female students.

Undoubtedly, research conducted in the field of social and human sciences is not flawless, and this research is no exception to this rule and has faced limitations like other studies, which are a set of conditions and obstacles beyond the researcher's control but can potentially affect the research results. The fundamental and unavoidable limitation of questionnaire-based research, including this study, is that the results depend largely on the researcher's perception, interpretation, and analysis of the subject. Additionally, the structured questionnaire prevented respondents from expressing their other experiences. Therefore, using other data collection methods and tools, such as observation and interviews, is recommended.

Given the results of this study and the importance of social health, especially the health of students, it is necessary to search for ways to increase social health. To this end, the following recommendations are proposed:

1. Providing counseling services to students with low social health. Since the level of social health of these individuals is different, social workers need to provide counseling services commensurate with their level of social health. Additionally, counseling services can be provided to individuals through individual and group counseling methods, and individuals with lower levels of social health require more intervention sessions.

2. Members of the community need awareness and knowledge to avoid conflict and depression in their relationships and when facing problems. Holding workshops on communication skills for students in this area can provide training in verbal and non-verbal communication skills under the supervision of counseling and mental health centers.

3. Given the impact of social health on overall health, it is no longer possible to talk about health, even physical health, independently of other aspects of health. Therefore, it is essential to pay attention to other dimensions of health to improve social health.

Ethical Considerations

In this study, ethical considerations such as honesty in reporting the results of the synthesis, adherence to principles of confidentiality, privacy, etc. in interviews with university experts and experienced educational officials in Tehran province were observed.

Acknowledgments

We would like to express our appreciation to all those who contributed to the successful completion of this study.

Author's Contributions

The student was responsible for finding all relevant articles on mentoring, conducting interviews with experts, analyzing data, and coordinating with experts for the study and writing the article.

Conflict of Interest

There was no conflict of interest in this study.

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