

Presenting the Pattern of School Administrators' Interaction with Educated New Teachers of Farhangian University based on the Anthropological of Islamic Education

Kazem Delghandi¹, Hasan Rahimi^{2*}, Najmeh Vakili³, Mohsen Imani Naini⁴

1. PhD student, Department of Curriculum Planning, Central Tehran Branch, Islamic Azad University, Tehran, Iran.
2. Assistant professor, Department of Educational psychology, Farhangian University, Tehran, Iran (Corresponding Author)
3. Assistant Professor, Department of Philosophy of Education, South Tehran Branch, Islamic Azad University, Tehran, Iran.
4. Assistant professor, Department of philosophy of Education, Tarbiat Modares university, Tehran, Iran.

Article history:

Received date: 2022/08/25

Review date: 2022/11/02

Accepted date: 2022/11/13

Keywords:

Interaction, School Administrators, New Teachers, Farhangian University, Anthropological, Islamic Education.

Purpose: Educational environments are a place for the development of science, advancement of educational goals and cultural transfer. As a result, the aim of this study was presenting the pattern of school administrators' interaction with educated new teachers of Farhangian University based on the anthropological of Islamic education.

Methodology: This research in terms of purpose was applied and in terms of implementation method was qualitative. The statistical population of this research was managers and professors familiar with the field of research in Farhangian Universities of Razavi Khorasan province in 2021 year. In this study, the samples according to the principle of theoretical saturation were included 8 people who were selected based on the inclusion criteria and with using the purposive sampling method. Data collection tools were included demographic information form and semi-structured interview with managers and professors, which whose validity was confirmed by triangulation method and its reliability was calculated by agreement coefficient method between two coders 0.86. Also, to analyze the data were used from thematic analysis method.

Findings: The findings of the present research showed that for the pattern of school administrators' interaction with educated new teachers of Farhangian University based on the anthropological of Islamic education were identified 42 sub themes in 11 main themes. The identified main themes in this research were included the principal's respect to new teachers, principle of human respect, principle of dialogue, principle of tolerance and leniency, principle of altruism, principle of piety, principle of moderate rationality, principle of accepting intellectual and religious differences, management skills, interpersonal skills and communication skills. Finally, the pattern of the main themes of the school administrators' interaction with educated new teachers of Farhangian University based on the anthropological of Islamic education was designed.

Conclusion: According to the results of this study, in order to improve the school administrators' interaction with educated new teachers of Farhangian University based on the anthropological of Islamic education can provide the ground for the realization of the identified sub and main themes for it.

Please cite this article as: Kohansalkalkenari M, Aliasgari M, Hossinikhah A, Izanloo B. (2022). Presenting the Pattern of School Administrators' Interaction with Educated New Teachers of Farhangian University based on the Anthropological of Islamic Education, *Iranian Journal of Educational Sociology*. 5(4): 282-292.

* Corresponding Author: Dr.rahimi84@gmail.com

1. Introduction

Educational systems are one of the most important social institutions, and the quality of other social institutions largely depends on how they function, and the main task of educational systems is to adopt approaches and policies appropriate to current and future developments with evolutionary and adaptive views (Farahnak, Mashinchi, Gholtash and Hashemi). , 2022). Managers of educational systems, including the education system, have a significant impact on school outcomes, and they are called the second most influential factor on students' academic progress after the students themselves. School principals, as educational leaders, have a special role and importance in the school and achieve educational goals (Balyer and Karatas, 2015). One of the main pillars of the education system are school administrators who must have personal characteristics and special professional skills to be able to respond and deal with the changing needs of the environment, including students (Medrano and Carvalho, 2021). Achieving the goals of schools and the education system requires special attention to school managers and the role of leadership and management and how they communicate and interact with other members of the organization (Arokiasamy, Kanesan Abdullah, Shaari and Ismail, 2016). When faced with challenges, administrators need a tool called strategic plans and can create positive changes in the education system through establishing positive relationships (Toyama, Upadyaya and Salmela-Aro, 2022). In addition to trained and committed teachers, schools need to be guided by very capable managers so that they can provide the best education for their students. Therefore, the performance of school administrators both directly and indirectly affects the academic progress of students and the performance of teachers (Liu and Bellibas, 2018).

Considering the existence of human skills in school principals in order to establish good relations in interaction with teachers, some principals show behaviors that can be called autocratic, bullying, debilitating or insulting and the importance of paying attention to desirable and professional behaviors in the community of school principals. It is especially true that these behaviors affect the performance of teachers, especially new teachers (Keramati, 2022). Some managers call the purpose of evaluation to control the performance of teachers, but the main purpose of evaluation is to guide and guide employees for group participation to increase the effectiveness and efficiency of the organization (Narimani, Mehrdad and Jalili, 2021). What is mentioned under the title of interaction and good relationship between managers and teachers is the creation of all the conditions and conditions necessary to create morale, interest in work and their motivation and satisfaction in the work environment in order to achieve the goals of education and training (Nazari, Hasani and Shirbagi, 2020).

One of the important fields of interaction between school administrators is their interaction with newly educated teachers of Farhangian University (Keramati, 2022). Farhangian University students experience a shock after completing the pre-service training. For this reason, in recent decades, the issue of starting the service of new teachers to overcome the challenges that new teachers face in their first years of teaching has become a topic of interest to many researchers and experts (Irannezhad, Aliasgari, Mosapour and Niknam, 2020). In the education and training organization, it is more important to examine the professional performance of teachers, especially new teachers who graduated from Farhangian University. The reason for this is the change in the approach of the teacher training system with the establishment of this university and the awareness of how effective this change of approach is, and this can be checked by monitoring the performance of the outputs of this university (Iranmanesh, Mehni and Pirmoradi, 2021). The beginning of new teachers' service is the transitional period between pre-service training and continuous professional development and includes the first few years of being a teacher, and new teachers are teachers who graduated from Farhangian University and spend their first and second year of service (Irannezhad et al. et al., 2020).

According to what is stated in the statutes of Farhangian University, one of the goals of this university is to provide and train faithful and committed teachers, managers, trainers, employees and researchers, who believe in religious foundations and Islamic and revolutionary values, who have moral virtues and high human values, efficient and capable. In the level of the Islamic Republic of Iran, education, empowerment

and promotion of general, specialized and professional competencies of human resources with an emphasis on cultivating pious, entrepreneurial, self-confident, creative and capable people in the production of science, technology and innovation are in accordance with Islamic principles and values and the needs of the society. (Mousavi, Mohammadinejad Ganji and Imani, 2023). The goals of Farhangian University based on its statutes approved in 2013 and according to paragraph 3 of its missions include facilitating educational and educational activities in the integration of science and religion and participating in the science production movement, increasing the share of scientific productions in the educational and educational content required for education and upbringing based on fundamentals and knowledge. Islamic and national needs and applying scientific and research achievements through dynamic and constructive interaction with seminaries and domestic, regional and international scientific and research centers (Youssef, Zare and Abedini, 2018).

The review of the research background indicates that few studies have been conducted on the interaction and cooperation of school administrators with teachers, and no research in this field has been conducted with the newly educated teachers of Farhangian University. Based on this, the present research seeks to design a pattern of interaction between school administrators and new teachers of Farhangian University. It should be noted that some researches have been done in this field and the most important and relevant ones are described below. Keramati (2022) conducted a research on the identification of non-professional expectations of managers from new teachers and came to the conclusion that for those eight general categories including the use of active teaching methods without paying attention to its implementation requirements, giving priority to carrying out ceremonial plans against attention to the quality of education, injustice in evaluating learners, neglecting the emotional needs of learners, not using the facilities of the school's physical environment for better education, forced cooperation in solving school financial problems by receiving financial aid from parents, encouraging the academic progress of some students based on comparing their progress with others and accompanying It was identified with impromptu decisions that disrupt education. Nazari, Inanloo and Salimiyan (2021) conducted a research on the lived experiences of new teachers at Farhangian University and came to the conclusion that while being interested in their field of study, new teachers were dissatisfied with the performance of some courses, and therefore, their effect was weak during their student experience. perceived and believed that specialized courses had the greatest effect on their teaching experience. Iranmanesh et al (2021) conducted research on the first year of teaching performance of Farhangian University graduate teachers and concluded that their performance was favorable in the four dimensions of design and preparation for teaching, effective learning environment, appropriate training for students, and professional teacher responsibilities. Iranmanesh et al (2020) conducted a research on the needs of new beginning teachers of primary education and concluded that these teachers have three classes of challenges, including individual challenges (including tension and anxiety at the beginning of service, lack of support and feelings of isolation, and how to adapt to colleagues). , faced professional challenges (including classroom management, mastering the content and effective teaching, evaluating students, meeting students' needs, gaining trust and compatibility with parents) and organizational challenges (including getting to know the school, getting to know school procedures, resources and student population) are. Aitken and Harford (2011) conducted research on the beginning needs of a group of teachers in student teachers, new teachers, experienced teachers new to a new school and concluded that their most important needs include disciplinary problems, working with colleagues, negotiating with the new school culture and it was compatible with the school principal. Kempen (2010) while researching about guidelines for effective staff induction program in special school concluded that new special education teachers have different problems and needs such as personal needs (uncertainty, insufficient support and feelings of isolation), professional needs (identity creation) Professionalism and teaching competence including classroom management, curriculum and assessment issues), learner needs (unrealistic expectations, working with parents, disciplinary issues and language issues) and administrative organizational needs (understanding of school policies and procedures, knowledge and understanding of

school and district policies, The policy of determining the level of the class and the progress of the learners, timetable and class structures.

Farhangian University's mission is to educate human capital as teachers on whom the development of Iran depends (Mansournia, Safari and Oladian, 2020). Many researches have been conducted on the ineffectiveness of education and many factors cause the ineffectiveness of this educational system, including the ineffectiveness of managers, especially at the level of regional, provincial and headquarters offices, the lack of dynamism in the management of schools, especially in the field of attracting the participation of parents and teachers for better administration. Schools, the inefficiency of the control system, monitoring and scientific evaluation of programs, plans, methods and functions, the low effectiveness of the existing curricula and non-compliance with modern knowledge and technology (Kargar, Farahbakhsh and Sattar, 2020).

According to the expert reviews and considering the reports received from new teachers to the university, it seems that the type of interaction between school principals and new teachers educated at Farhangian University is not productive and successful, and maybe their lack of communication skills or the negative attitude and doubt of some managers towards their ability new teachers should be involved in this issue and challenge. Based on the reports of the visits of experts and some school principals and other teachers, which caused them concern, doubt and discouragement, the researchers came to the conclusion to conduct research on the interaction of school principals with new teachers. Educational environments are a place for the development of science, advancement of educational goals and cultural transfer. As a result, the aim of this study was to present the model of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education.

2. Methodology

This research was applied in terms of purpose and qualitative in terms of execution method. The statistical population of this research was managers and professors familiar with the field of research in Farhangian Universities of Razavi Khorasan province in 1400. In this study, the samples were included according to the principle of theoretical saturation of 8 people who were selected based on the criteria of entering the study and using the purposeful sampling method. According to the principle of theoretical saturation, sampling continues until the research reaches saturation and new samples cannot add anything to the previous materials or findings with previous findings. Also, in the purposeful sampling method, the samples are selected according to criteria and criteria, the most important of which in the current research include theoretical mastery of the scope of the current research, practical experience in Farhangian University, willingness and ability to participate in research, having experience as a faculty member in the university for a period of time 10 years and above, minimum postgraduate education, availability and having enough time to participate in the research. The samples of this study were 8 people whose demographic characteristics were reported in Table 1.

Table 1. Demographic characteristics of managers and professors of Farhangian universities in Khorasan Razavi province participating in the present study

contributors	gender	degree of education	work experience	Area of Expertise	Age
Participant 1	Man	P.H. D	23 years	Education Management	48 years
Participant 2	Man	P.H. D	10 years	Educational Planning	39 years
Participant 3	Female	Master's degree	15 years	Education Management	40 years
Participant 4	Female	Master's degree	24 years	Educational technology	49 years
Participant 5	Man	Master's degree	10 years	Human resources management	43 years
Participant 6	Man	P.H.D	15 years	Education Management	42 years
Participant 7	Man	P.H.D	18 years	Educational Planning	39 years
Participant 8	Female	Master's degree	15 years	Education Management	43 years

In this study, in addition to the demographic information form including gender, education degree, work experience, field of specialization and age, semi-structured interviews with managers and professors of Farhangian universities in Khorasan Razavi province were used to collect data. To design the interview questions, the theoretical and research bases related to the research field were studied and with the help of supervisors and advisors, questions were designed for this purpose. The interviews were conducted individually at a predetermined time and place, and in addition to noting the points and themes, the interviews were recorded with the help of a tape recorder to be reviewed at a convenient time. The average duration of the interview with each of the managers and expert professors of Farhangian universities was about 35 to 50 minutes. The validity of the interviews was confirmed by the triangulation method and its reliability was calculated by the agreement coefficient method between two coders at 0.86.

In order to carry out this research, first the theoretical and research bases related to the present study were studied, and then, with the help of supervisors and advisors, questions were designed for interviewing managers and expert professors of Farhangian universities. In the next step, samples were identified and a meeting was held with the samples about the importance and necessity of research and compliance with ethical standards. In this meeting, the samples were explained both about the importance and necessity of research and about observing ethical points. It should be noted that in this meeting, the conditions of the research, including the recording of the interviews in order to review the interviews and not to lose part of the information, while respecting the ethics of the samples, were explained and their consent to participate in the research and conduct the interview was obtained. Interviews were conducted individually and one-on-one for all questions; So that after the interviewee finished answering the first question, the second question was asked by the interviewer and the next question was not asked until the interviewee had finished answering the previous question. In addition, after each question, the noted content and categories were read to the interviewee and their correctness was confirmed.

The last article of the methodology section is that in this research, thematic analysis method was used to analyze the data collected through interviews.

3. Findings

The samples of this study were 8 managers and professors of Farhangian universities in Razavi Khorasan province, with an average age of 42.87 years and work experience of 16.25 years. The themes of the model of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education were reported in Table 2.

Table 2. Themes of the interaction pattern of school administrators with new teachers of Farhangian University based on the anthropological basis of Islamic education.

The main themes	Subtopics
1. Principal's respect for new teachers	1. Respecting the personality of new teachers
	2. Paying attention to new problems of teachers and trying to solve them
	3. Paying attention to new ideas and suggestions of teachers
	4. Continual meetings with new teachers
	5. Encouraging social activities that create friendly relationships between new members of teachers and other experienced teachers.
	6. Creating comfortable and attractive conditions in the work environment
	7. Having appropriate and respectful behavior towards new teachers
2. The principle of respecting human beings	8. Respect for the sacred
	9. Complaints in case of errors and new problems of teachers
	10. Use of politeness in your conversations from your conversations
3. The principle of dialogue	11. Trust and mutual respect in your conversations with managers
	12. Sae Sadr in the discussion of managers
	13. Using clear and fluent words in conversation with new teachers
	14. Reason-based discussions

4. The principle of tolerance	15. Dialogue based on flexibility
	16. Conversation with new teachers on common topics
	17. Preventing incompatibility of behavior and words
5. The principle of altruism	18. Tolerating opposing opinions in behavior and words
	19. Compassion in behavior and words
	20. Controlling likes and dislikes in behavior and words
6. The principle of taqiyyah	21. Avoiding violence in behavior and speech
	22. Approving the contents of the opposing person in cases where it is about saving one's position and the school.
	23. Confirming the content of the opposing person in cases related to the preservation of property and the management of school affairs.
	24. Keeping calm in cases where they consider an opinion contrary to their opinion.
	25. Expressing love for another sect or religion even in cases where he does not accept it.
7. The principle of moderate rationality	26. Avoiding stagnation and petrification of managers in their behavior and words
	27. Flexible, creative and critical mentality in behavior and words
8. The principle of accepting intellectual and religious differences	28. Respect for the reason and reasoning of other managers in behavior and words
	29. Preventing excesses in behavior and words
	30. Respecting the limits of intellectual and religious opposition in behavior and words
	31. Respecting the dignity of others in behavior and speech
	32. Protecting the boundaries of religious brotherhood in behavior and speech
9. Management skills	33. Good faith on the behavior and actions of other people in behavior and words
	34. Strengthening the relationship through the analysis of issues by the manager
	35. Strengthening the relationship through the manager's correct judgment in various issues
	36. Strengthening the relationship through the organizational ability of the manager
	37. Strengthening the relationship through being determined in making decisions and implementing training programs
10. Interpersonal skills	38. Strengthening the relationship through the correct leadership of the manager and knowledge of the rules
	39. Strengthening the relationship through sensitivity in matters of belief and correct behavior in accordance with the teacher's activities
	40. The role of resilience in strengthening the relationship
11. Communication skills	41. Strengthening the relationship through proper verbal communication
	42. Strengthening the relationship through proper written communication

Based on the results of this study, 42 sub-themes were identified in 11 main themes for the pattern of interaction between school principals and new teachers of Farhangian University based on the anthropological basis of Islamic education. The main themes identified in the current research include the principal's respect for new teachers, the principle of human respect, the principle of dialogue, the principle of tolerance, the principle of altruism, the principle of piety, the principle of moderate rationality, the principle of accepting intellectual and religious differences, management skills, interpersonal skills and skills. They were connected. The pattern of the main themes of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education was reported in chart 1.

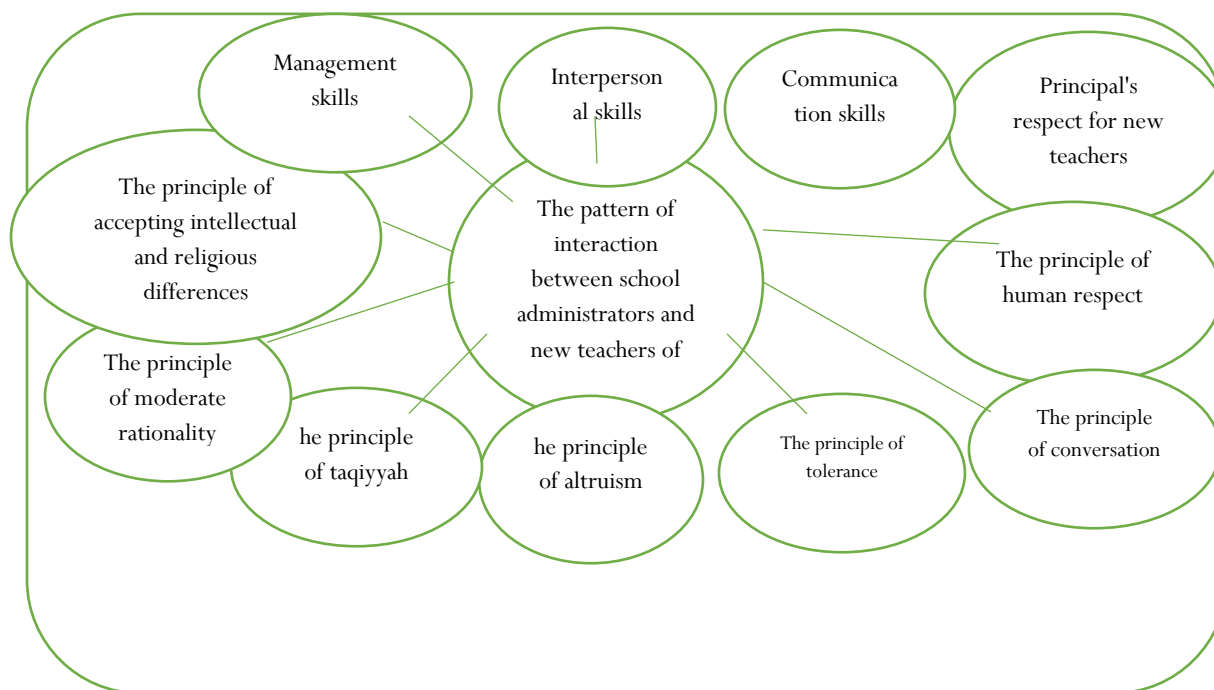


Diagram 1. The pattern of the main themes of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education.

4. Discussion

The purpose of this study was to present the model of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education.

The findings of the present research showed that for the pattern of interaction between school administrators and new teachers of Farhangian University based on the anthropological basis of Islamic education, 42 sub-themes were identified in 11 main themes. The main themes identified in the current research include the principal's respect for new teachers, the principle of human respect, the principle of dialogue, the principle of tolerance, the principle of altruism, the principle of piety, the principle of moderate rationality, the principle of accepting intellectual and religious differences, management skills, interpersonal skills and skills. It was a connection that the pattern of its main themes was designed. The findings of this research can be seen as consistent with the findings of Keramati (2022), Nazari et al (2021), Iranmanesh et al (2021), Iranmanesh et al (2020), Aitken and Harford (2011) and Kempen (2010). Although no research was found about the interaction of school administrators with new teachers.

In terms of the principal's respect for new teachers, it can be said that establishing enriched relationships with others increases the possibility of empowerment and cooperation between people and creates an atmosphere of trust and respect in the workplace. According to the theory of follower confrontation, if people respect their colleagues, colleagues will also try to respect them. Therefore, they can create an atmosphere of trust and respect by expanding the structure of respect in the workplace. Also, social contagion theory claims that people's behavior changes as a result of interacting with others. The phenomenon of social contagion indicates that a person's behavior is subject to the knowledge, attitude and behavior of another person or persons. As a result, respecting others leads to respect from them and by institutionalizing respect in the work environment, an atmosphere of trust and respect is created.

In explaining the theme of the principle of honoring human beings, it should be said that when anyone keeps in mind in his interactions with others that the other party is a human being, who is the best of God's

creations, and that God has honored him and that goodness to him will seek God's satisfaction. Yes, he will undoubtedly respect the principle of honor. Observing this principle as one of the important teachings of Islamic education should be considered in the interaction of Muslims with each other and others, in this case healthier relationships will be formed between people and human interactions will be created. Due to the fact that dignity is a general characteristic of human beings, and because of being a human being, God has created productivity for man, which is his privilege over non-human beings, and for this reason, he has honored and cherished him.

Regarding the main content of the conversation, it can be concluded that the conversation is a new way of life rather than a tool of conceptual transfer. A method that is based on justice, realism, peace-loving, truth-seeking and tolerance, and our humanity is revealed in dialogue-based communication. Another important point is that we should not think that listening to other people's accounts just because they are different is disruptive to our self-belief and hardening of our perceptions. As a result, we should learn the art of listening along with the art of speaking and not consider our thoughts to be the end of everything.

In terms of the principle of tolerance, it can be said that tolerance is a broad topic and has different dimensions in individual and social life. In this matter, there is no judgment about the correctness of other people's opinions, but by maintaining our certainty and belief, we also recognize the certainty of others and give the possibility that either we or they are wrong. Therefore, from this point of view, tolerance is different from indifference and it is different from tolerating the opinions of others, and this view considers tolerance as tolerating the opinions of others, and believes that because it is a natural thing, tolerance in religion should be considered as an innate thing. and accepted the basic principles. Because if a person expresses an opinion and that opinion is not incompatible with the principles of monotheism, it will be respected.

In explaining the principle of altruism, it should be said that the topic of altruism in social relations has been widely considered as an interdisciplinary issue and many opinions have been presented to explain its causes. According to social learning theory, behavior is the product of past learnings, and in other words, current behavior is influenced by past reinforcements. In any situation, a person learns certain behaviors that may become a habit due to repetition, and when the person is in that situation again, he tries to repeat the same behavior. According to social learning theorists, altruism is rooted in past learning, and reward, punishment, and pattern observation processes affect the emergence of this type of behavior.

Regarding the content of the principle of taqiyyah, it can be inferred that taqiyyah is a tactic and an emergency and temporary solution to protect the religion, life and reputation of believers from danger. For this purpose, concealment of the right is used, and sometimes it is used to state the opposite of the right. In this research, it is meant to be tolerated rather than concealing the truth. Applying the principle of taqiyyah in the communication and interactive pattern between leaders and followers is a kind of peaceful cooperation in the direction of the interests of education and the growth and education of students more and more; So that this cooperation should be done without enmity and in a peaceful manner so that we can witness the increasing excellence of students.

In the context of the principle of moderate rationality, it can be said that the importance of thinking and reasoning in human life is such that it is considered the main distinguishing feature of humans from other living beings. If education is looked at from the perspective of Islamic and Quranic education and with respect to rational models and standards, it will have double charm and charm. Because from the perspective of the Qur'an, educational matters are not merely a means to organize the behavior of man in this world in order to order his material life, but it is more important to lay the foundations of his eternal life. Therefore, if we refer to the Qur'an with the axis of reason, we can find many concepts and themes in the field of education, especially moral education and behavior patterns. Since the authenticity of Sharia law and the principles of religion are proven by the judgment of reason, reason can be a proof for humans, and solving personal, social, and international issues and strengthening human relations are possible under the shadow of reason.

In explaining the principle of acceptance of intellectual and religious differences, it should be said that the acceptance of differences is accompanied by intensity and weakness, and in some cases people are completely in harmony with each other rationally, and if the lowest order of acceptance of differences is when people without agreement They avoid conflict with each other. There are levels of acceptance of differences and one should be aware of these levels in dealing with others. In other words, different people should be treated differently, but it seems that there is a minimum order by which people can live together peacefully. The necessity of accepting opposing opinions is so great that it should be adhered to as much as possible and even if some people are not committed to it and try to prevent social relations from loosening with appropriate behavior. Therefore, if a group wants to abuse the peaceful coexistence, others have a duty to stop them with vigilance. As a result, coexistence education is a starting point for starting positive group relations and trying to strengthen it in society and among different groups.

Regarding the theme of management skills, it can be inferred that this theme originates from the source of science and knowledge and everyone knows very well that management is a science and this science follows a logic and a system that the behavior of the manager is subject to that system. Variables such as self-confidence, rational prudence, purposefulness and the courage to make decisions are among the issues that can mature management skills. The principal's duties in the role of educational leadership include promoting the school's professional development, defining the school's goals and communicating them, and monitoring and providing feedback in the teaching and learning process, and the principal is expected to provide appropriate leadership to support each staff member. So that they can cooperate with the efforts of the school to improve the quality and update of education, learning and education. Educational administrators can make school rules by considering the discretion of all teachers. Therefore, one of the main duties of administrators is to implement educational laws and they can encourage teachers to have effective communication with each other by creating coordination and integration. Because coordination and good communication increase productivity. By using the individual and specialized skills of teachers, educational managers can help in the implementation of the program with a clear vision and plan understandable and common goals to improve educational activities and increase the efficiency of schools.

In terms of interpersonal skills, it can be said that employees cannot be governed and managed only by rules and regulations, but in addition to them, in order to succeed in management, one must be strong in terms of interpersonal and people skills and use communication skills in dealing with employees. The distinguishing feature of leading managers is leadership skills and correct communication with employees, and communication and personal skills are very important for people. The results of the surveys indicate the importance and influence of the individual and interpersonal skills of people in their success, and people can share knowledge and experiences with each other through communication skills and information exchange, and learn about each other's expectations and expectations, and to achieve the set goals. to try When employees are committed and valuable for an organization, they are effective in increasing the productivity of the organization by doing things on time and with a sense of responsibility. Managers with interpersonal skills can make employees commit to the work environment by meeting the basic needs of employees, establishing mutual trust between themselves and them, and creating a blame-free culture.

In describing the theme of communication skills, it should be said that these skills are a foundation for people to harmonize with the environment, create healthy social relationships, and regulate emotional reactions. Therefore, people should learn the skill of communicating with people. Because communication skills are the most important factor in human development and excellence, and those who are equipped with communication skills can travel this path quickly; It means to have the ability and the way to communicate with the opinions and feelings of others so that they can decipher the words of others and fulfill their emotional, economic, social, etc. needs. Despite the theorizing in the field of management and communication, the approach of education and learning specialists and the concern of educational science researchers, especially researchers in the field of education management, is worthy of reflection that some school principals still do not have much communication skills and the phenomenon of communication is an

interactive, bilateral and collaborative process that leads to People's common understanding of each other and influence on others and mutual coordination, they do not know and are not very successful in the process of communicating.

Considering the limitations of this study, such as the limitation of the research community to the managers and professors of Farhangian universities in Razavi Khorasan province, the small sample size, the difficulty of obtaining the agreement of some managers and professors and the lack of agreement of some of them, and the use of the purposeful sampling method should be used in the generalization of the results and application. They should be careful. Future researchers are suggested to re-examine this research from the point of view of the directors and professors of Farhangian universities in other provinces and even the directors and professors of other universities including Govt, Azad Islamic, Payam Noor, etc. and compare its results with the results of the present study. Another research proposal is to examine the interaction pattern of school administrators with experienced teachers or even to examine the pattern of their interaction with newly educated teachers from other universities. Another research proposal is to create a questionnaire to investigate the interaction of school administrators with new teachers, so that with the help of this tool, the current situation can be evaluated and effective steps can be taken to improve the current situation using its results. According to the results of this study, in order to improve the interaction of school administrators with the newly educated teachers of Farhangian University based on the anthropological basis of Islamic education, it is possible to provide the ground for the realization of the main and secondary themes identified for it.

Acknowledgments

In this research, the ethical standards including obtaining informed consent, guaranteeing privacy, confidentiality, etc. are observed, and the participants are hereby thanked.

References

- Aitken R, Harford J. (2011). Induction needs of a group of teachers at different career stages in a school in the Republic of Ireland: Challenges and expectations. *Teaching and Teacher Education*, 27: 350-356.
- Arokiasamy ARA, Kanesan Abdullah AG, Shaari MZA, Ismail A. (2016). Transformational leadership of school principals and organizational health of primary school teachers in Malaysia. *Procedia – Social and Behavioral Sciences*, 229: 151-157.
- Balyer A, Karatas H, Alci B. (2015). School principals' roles in establishing collaborative professional learning communities at schools. *Procedia – Social and Behavioral Sciences*, 197: 1340-1347.
- Farahnak M, Mashinchi AA, Gholtash A, Hashemi SA. (2022). Presenting of elements pattern of the integrated curriculum of arts education in Farhangian University students. *Iranian Journal of Educational Society*, 8(1): 29-40. (In Persian)
- Irannezhad M, Aliasgari M, Mosapour N, Niknam Z. (2020). Induction needs of beginning teachers of primary schools: Unmatched challenges. *Journal of Higher Education Curriculum*, 10(20): 289-308. (In Persian)
- Iranmanesh Z, Mehni O, Pirmoradi S. (2021). Performance assessment of the first year of new teachers graduated from Farhangian University: A case study of Kerman province. *Journal of Theory and Practice in Teacher Education*, 6(9): 11-29. (In Persian)
- Kargar F, Farahbakhsh S, Sattar A. (2020). An empowerment model for primary school principals of Khorramabad city. *Journal of School Administration*, 8(1): 218-230. (In Persian)
- Kempen ME. (2010). Guidelines for an effective staff induction programme at a special school in Gauteng: A case study. University of South Africa.
- Keramati E. (2022). Investigation of principal's unprofessional expectations of new teachers in elementary schools. *Journal of New Approaches in Educational Administration*, 13(1): 157-165. (In Persian)
- Liu Y, Bellibas MS. (2018). School factors that are related to school principals' job satisfaction and organizational commitment. *International Journal of Educational Research*, 90: 1-19.
- Mansournia R, Safari M, Oladian M. (2020). Identification of factors affecting organizational agility at Farhangian University Khorasan Razavi. *Iranian Journal of Educational Society*, 6(1): 63-74. (In Persian)
- Medrano RMA, Carvalho WL. (2021). Factors that influence the evaluation of the "Caminho da Escola" Program: An analysis based on the perception of managers, school principals and members of the social monitoring and control council. *Case Studies on Transport Policy*, 9(4): 1677-1687.
- Mousavi R, Mohammadinejad Ganji A, Imani MN. (2023). Designing a pattern of organizational structure based on educational improvement and development indicators in the Farhangian University. *Iranian Journal of Educational Society*, 9(1): 287-302. (In Persian)
- Narimani B, Mehrdad H, Jalili R. (2021). Designing a model for improving the performance of primary school principals: A qualitative study. *Journal of Psychological Science*, 20(99): 471-484. (In Persian)
- Nazari A, Hasani R, Shirbagi N. (2020). Presenting an indigenous care leadership model for school principals. *New Thoughts on Education*, 16(1): 121-152. (In Persian)
- Nazari V, Inanloo H, Salimiyan S. (2021). Explaining the lived experiences of the new teachers of Farhangian University of Alborz Province campuses Case Study (Geography, Input2016). *The Scientific Quarterly Journal of Research in Social Studies Education*, 2(4) : 91-114.
- Toyama H, Upadaya K, Salmela-Aro K. (2022). Job crafting and well-being among school principals: The role of basic psychological need satisfaction and frustration. *European Management Journal*, 40(5): 809-818.
- Youssef A, Zare B, Abedini I. (2018). Factors affecting research motivation among students and professors in Farhangian University. *Iranian Journal of Educational Society*, 10: 107-125. (In Persian)