The Precursors and Consequences of the Moral Capital of Principals of Special Non-Governmental Elementary Schools in Tehran

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Purpose: Moral capital is one of the most basic issues in human societies. The present research was conducted with the aim of identifying the precursors and consequences of the moral capital of principals of special non-governmental elementary schools in Tehran.

Methodology: The present study is applied in terms of objective, in interpretive paradigm in terms of qualitative approach, and content analysis in terms of strategy. The research population consisted of 15 principals working in non-governmental primary schools in Tehran, who were selected according to the principle of theoretical saturation and using purposive sampling. The research tool was a semi-structured interview, and the validity of the data was confirmed by the triangulation method, and its reliability was estimated to be more than 70% by the agreement coefficient method of two coders. Data were analyzed by open, axial, and selective coding method in MAXQDA software. According to the findings, the antecedents of managers' moral capital included 35 subcategories in 9 main categories and the consequences of managers' moral capital included 25 subcategories in 2 main categories including individual consequences and social consequences.

Findings: The results show that the causal conditions include the family characteristics, community characteristics, the personality and professional characteristics of the manager and the contextual conditions including the organizational culture of education, the important role of management in the primary school, the policies and laws of education and intervening factors including economic factors, social factors and organizational factors as the most important precursors have a positive and significant effect on the moral capital of managers.

Conclusion: Also, the most important consequences of managers' moral capital are individual consequences and social consequences. According to the results of the present research and in order to realize the consequences of the moral capital of the principals of special non-governmental primary schools, the context must be provided for the realization of its precursors.

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1. Introduction

In recent years, one of the important and basic issues in different societies is the issue of morality, which has been emphasized a lot in sources of organizational behavior (Guntzburger, Johnson, Martineau & Pauchant, 2018). One of the main concerns of managers and organizational designers is the concept of morality and organizational morality, and organizational officials have always emphasized the role of rules and regulations and adherence to them in the success and effectiveness of the organization (Oumer, Maseland & Garretsen, 2020). Morality and moral behavior in the organizational environment is becoming a method and style in the 21st century, and morality is no longer a luxury issue and only affecting the decision-making of the organization, but it affects the entire culture of the organization and society (Morris, 2021).

Literally, morality means nature and character; whether good and admirable characteristics such as truthfulness, trustworthiness, and honesty, or whether bad and unpleasant characteristics such as lying and humility, but morality in the term means a firm board in a person's soul, from which actions are issued easily and without the need for thinking. In another definition, morality means a series of traits, characteristics and acquired properties that humans accept as moral principles (Mohammad, Quoquab & Omar, 2016). The organization's activities are the result of the interaction of the organization's employees, and the higher the level of morality in the organization's employees and the more the employees adhere to moral issues, the more effective the organization has taken in the direction of the growth of cultural and social developments (Berkovich & Eyal, 2020). If moral values are respected in the organization, the human resources of that organization remain loyal to the values and tend to maintain membership in that organization, as a result, we can expect to increase productivity and efficiency, creativity and innovation, integrity and solidarity, improving quality, preventing corruption and abusing of power (Haghighat Shahrestani, Poorezzat, Memarzadeh Tehran & Hamidi, 2021).

The role of morality in actions and behavior, decisions and choices, encounters and relationships is very important and determining, and the manager cannot act decisively in performing his duties without an moral system (Lee & Cho, 2022). The issue of morality in educational management is a sensitive issue that affects a large number of people, and each manager in the educational field is expected to put the appropriate behaviors at the top of their work, according to the principles of morality and society's interests (Saki, Sadough & Hamidi, 2016). Morality management is a form of management that requires the development of morality standards to manage employees' behaviors and implement morality standards effectively in behaviors, and in this management style, the rights and status of others, justice, fairness, honesty and good behavior are respected and observed (Rivera, 2019). Management in a moral manner requires the development of morality standards and the management of employee behaviors, and through their behaviors, they operationalize morality standards (Binagwaho, Mathewos & Davis, 2021).

Moral capital is investment arrangements and is a character that is applied and governed by the moral norms of accountability, transparency, mutual relations and justice. In other words, moral capital is the mobilization of moral values (Raile, 2013). Moral capital can be the source of other forms of capital such as social capital and an effective factor in improving the quality of human capital and reducing the costs of the organization and as a result the sustainability of the organization's resources (Bull, Ridley-Duff, Foster & Seanor, 2010). Therefore, moral capital causes the physical, human and social capital to be placed in a positive and influential direction on the society and cause the person not to seek to exploit others even when there is no external supervision of the behavior, and his behavior originate from an internal monitoring (Goronson, 2019). Another result of adherence to morality is achieving self-control. In order to be able to move from external controls to internal controls, one of the most important work tools is the existence of moral capital (Ghasemi, Jamshidi, Ghanbari, Moradi, 2019). Managers always have an important position and role in organizations because they are at the top of the decision-making pyramid and the decisions they make, undoubtedly involve all organizational levels. There are many managers who, having characteristics such as decisiveness, expertise, necessary power and knowledge at a high level, have not achieved the desired success due to not observing ethical issues in the field of management, and as a result have faced failure (Zarei Matin, Shamsi, Adibzadeh,

2017). Therefore, the existence of moral capital among managers and their adherence to moral principles is of great importance. The issue of the moral capital of principals in the field of education and schools becomes double important; because unlike for-profit organizations, the clients and the audience of the principal's decisions are the students who shape the future of a country. In such situations and considering the students affectivity from the behavior of principals and teachers, administrators' commitment to moralities and moral capital is very important.

Despite the importance of moral capital as one of the components of the competence of managers, so far, few researches about moral capital have been conducted in domestic research and no research about it has been found in educational systems. In the following, the results of the most important research related to moral capital are reported. The research results of Moradi, Salimian, Farokh Seresht & Agha Ahmadi (2021) indicated that the organization's moral capital model included moral leadership, moral culture, moral atmosphere, organizational reputation, morality-oriented organization, moral loyalty, and moral accountability. Ghasemi et al (2019) in a research titled "Identifying the components of moral capital of organizations", identified four components of moral leadership, moral culture, moral atmosphere, and organization credibility as the components of moral capital of organizations. Zareimatin, Shamsi & Adibzadeh (2017) during a research, about moral capital that generates social capital, concluded that it is necessary to pay attention to the concept of moral capital to create values beyond existing missions and values, and to maximize moral virtue is beyond any other form of organization and creating value in the organization beyond the defined missions and values can be one of the results of applying moral capital in organizations. The results of the study by Zeni, Buckley, Mumford & Griffith (2017) indicated that the development of moral and intellectual virtues is a valuable criterion that people possessing those, have qualities such as courage, benevolence, generosity, honesty, tolerance and have self-control. In another study, Stenmark & Mumford (2011) considered ethical leadership as one of the components of moral capital and stated that managers can create a moral environment in their organization. Also, Nasr-Is Fahani, Farokhi & Amiri (2012) introduced the most important characteristics and moral traits of managers, including good character, integrity, adherence to commitments, availability, upholding rights and justice, and compassion. Ghasemzadeh, Mohammadi, & Minaei (2021) conducted a research titled "morality challenges of school principals during the Corona period". This research is of a qualitative one and the findings of this research showed that the moral challenges of school principals during the Corona period are divided into 98 basic issues as a comprehensive issue. According to the classification of basic themes, 7 organizational topics including professional morality, social-communicative morality, individual morality, technical-educational morality, spiritual morality, behavioral morality, and decision-making morality were obtained. The results showed that the closure of schools in the conditions of Covid-19 has intensified the morality problem in educational policies and practices and created ethical challenges in them. In this regard, principals are expected to use their ethical knowledge and skills to improve their scientific knowledge to solve the problem of students in schools during the Corona epidemic. Debes (2021) conducted a research titled "Inference of school principals and teachers regarding moral behavior and moral attitude in schools". This research is of a quantitative type and the results of this research showed that the perception of managers and teachers about the concept of moral behavior and attitude is at a high level. Meanwhile, school principals' perception of moral behavior and attitude was higher than teachers' perception of moral behavior and attitude in relation to work-related pragmatism. In addition, the results indicated that there is a significant difference between managers and teachers in terms of perception and attitude towards the concept of moral behavior according to their age and work experience. The attitude of school principals whose age is over 25 years leads to their higher understanding of moral behavior. Cansoy, Parlar, & Türkoğlu (2021) conducted a research titled "the effect of moral leadership of school principals on teachers' job satisfaction". This research was descriptive, and the results showed that the moral capital of school principals leads to ethical leadership which has a significant effect on teachers' job satisfaction. They always seek to improve and promote moral capital. Moral capital plays an important role in organizational performance and effectiveness, and despite the fact that relatively

many researches have been conducted on morality, moral behavior, morality management, moral leadership, etc. and some researches have also examined human capital, social capital, cultural capital, etc., but few researches have been conducted on moral capital and no research has been done to examine it in educational systems. Another important point is that in the education system, the number of non-governmental schools is increasing day by day, and in order to improve their performance, it is necessary to conduct more research on its various angles, including the moral capital of the principals of these schools. According to the mentioned content, the purpose of this research is to identify the precursors and consequences of the moral capital of non-governmental elementary school principals in Tehran.

2. Methodology

This study was applied in terms of purpose and qualitative in terms of execution method. The research community was principals of special non-governmental elementary schools in Tehran, 15 of whom were selected according to the theoretical saturation method through purposive sampling. In the purposeful sampling method, the samples are selected according to the knowledge and awareness of the researcher and the research questions from among the people who have sufficient information and so-called experts in the field of the desired phenomenon. In the principle of theoretical saturation, there is no rule to determine the sample size before conducting the research and regarding the importance and necessity of the research, it can be said that the elementary level is one of the sensitive educational periods for the all-round development of people, which plays an important role in the realization of economic, social and cultural goals, and among the factors affecting the performance of schools, school management is of particular importance and has the so-called strategic role. Also, it has been proven today that the management of educational organizations cannot survive without an integrated moral system in which the moral needs of employees, organization and society are met (Saki et al, 2016). Many industrialized countries and organizations have reached the intellectual maturity that neglecting moral capital and avoiding social responsibilities and obligations will destroy the organization, and for this reason, morality is at the forefront of their work and the number of samples cannot be calculated at the beginning of the research. In this research, the researcher reached theoretical saturation after interviewing the twelfth person, but to be sure, the interview continued to the fifteenth person. The demographic information of the interviewees is presented in Table 1.

Table 1. Demographic information of the interviewees

Row	Position	Degree	Experience (year)	Educational region
1	Principal	Master's degree	10	3
2	Principal	Master's degree	20	3
3	Principal	Ph.D candidate	9	3
4	Principal	Bachelor's degree	18	3
5	Principal	Bachelor's degree	15	3
6	Principal	Master's degree	20	2
7	Principal	Master's degree	12	3
8	Principal	Bachelor's degree	15	2
9	Principal	Bachelor's degree	6	2
10	Principal	Master's degree	15	3
11	Principal	Master's degree	11	1
12	Principal	Master's degree	12	2
13	Principal	Bachelor's degree	10	2
14	Principal	Bachelor's degree	7	1
15	Principal	Ph.D. degree	6	3

At the beginning of the research, the theoretical bases related to the moral capital of the school administrators were examined and with the help of the supervisors and consultants, questions were designed for interviewing the interviewees (Table 2). In the next stage, qualified managers were selected, and interview questions were asked to them, and while the researcher recorded the key points of the interviews, a research associate was also recording the key points. Before conducting the interview, the interviewees were informed about the importance and necessity of the research and compliance with the morality points, and their consent to conduct the research was obtained. Finally, the interviewees were acknowledged for participating in the research.

Table 2. Interview questions with interviewees

Row	Question
1	What is your definition of moral capital? From your point of view, why and how is morality considered as a capital?
2	What results can morality as a capital have for the individual, school and society?
3	What are the effects of moral capital (of principals) in your school? What experiences or examples can you express in this field?
4	What obstacles can there be to create moral capital in (school) principals?
5	What are your suggested solutions to improve the moral capital (of principals) at school?

The instrument for the current research was a semi-structured interview with 5 questions. During the interview process, new questions were expected to be asked. The questions were asked to the interviewees individually and while recording the key points by the researcher, a research colleague was also used to record the key points. The duration of the interview with 15 interviewees was between 45 and 60 minutes. If the interviewees were deviating from the questions, the researcher was warning them or directing them to the question framework with other questions. The validity of the data and information obtained from the interviews was verified by the triangulation method and their reliability was obtained by the agreement coefficient method of two coders more than 70%. Finally, the data obtained from interviews with principals of non-governmental primary schools in Tehran were analyzed in the field of moral capital with open, axial, and selective coding methods in MAXQDA software.

3. Findings

The interviewees of the present study were 15 people and after finishing the interviews, the information obtained from their implementation was analyzed in order to identify the precursors and consequences of the moral capital of school principals with open, central, and selective coding methods. The results of coding to identify the precursors of moral capital of principals of special non-governmental elementary schools in Tehran are reported in Table 3.

Table 3. Coding results to identify the precursors of moral capital of principals of special non-governmental elementary schools in Tehran

Main category	Subcategory
Family characteristics	1. Attention to Islamic and moral education in the family, 2. Family cohesion, 3. Mental health of families and 4. Family culture.
Community characteristics	1. Spirituality and the moral atmosphere governing the society, 2. Demanding accountability from the society and 3. Informal education of other institutions such as universities and radio.

Principal's personality and professional characteristics	1. The principal's spiritual and religious capital, 2. Education and specialized experiences related to school management, 3. Taking role models and learning from peers and others, 4. Desire for continuous learning and seeking excellence, 5. Being moral and 6. Alignment of personal goals with organizational goals
Organizational culture of education	1. Moral oriented organizational culture, 2. Avoiding politicization in society and education system, 3. Belief and behavior of policy makers and senior decision makers of education and 4. Lack of exploitative approach from colleagues and others.
The position and critical role of principal in elementary school	1. The position of the principal in the elementary school as a serious responsibility and 2. The exemplary role of the principal in influencing students and staff.
Education policies and laws	1. Encouraging and persuasive education policies, 2. Coercive and compulsory education policies, 3. Meritism in the selection of education managers, 4. Description of duties based on moralities, and 5. Moral oriented general educational laws.
Economic factors	1. Inequality of school staff salaries with other institutions and 2. Economic and social problems
Social factors	1. Atheism in society, 2. Pretending to be moral in society, 3. Weakness of professional identity and 4. Lack of transparency of people's responsibility towards society
Organizational factors	1. Prevalence of position seeking in society, 2. Having a business view of school, 3. Dominance of bureaucracy and high administrative formality, 4. Confusion of managers regarding heavy duties and responsibilities in education and 5. Multiple and contradictory expectations from managers in the form of successive directives.

According to the results of Table 3, the precursors of the moral capital of principals of special non-governmental elementary schools in Tehran include 35 subcategories in 9 main categories, including family characteristics, community characteristics, personal and professional characteristics of the principal, organizational culture of education, the position and important role of management in the primary period, policies and education laws, economic factors, social factors and organizational factors. The results of coding to identify the consequences of the moral capital of principals of non-governmental primary schools in Tehran are reported in Table 4.

Table 4. Coding results to identify the consequences of moral capital of principals of special non-governmental elementary schools in Tehran

Main category	Subcategories
Personal consequence	1. Growth, prosperity and personal excellence and spiritual development of people, 2. Increasing work motivation, 3. Increasing work quality, 4. Realization of individual goals, 5. Feeling of belonging and job satisfaction, 6. Feeling of worth, 7. More passion for work and 8. Achieving personal peace.

Social consequence	1. Increasing social capital in the school, 2. Strengthening human capital, 3. Helping managers to make decisions, 4. Creating a context for learning and moral development of students, 5. Spreading moralities in employees and students, 6. Treating clients and colleagues correctly, 7. Increasing the accountability of individuals, 8. Formation of common values, 9. Morality-orientating the school, 10. Increasing organizational belonging, 11. School growth, 12. Realizing organizational goals, 13. Creating an atmosphere of trust and respect, 14. Realizing a superior and moral society, 15. Establishing continuous and favorable communication between schools and families, 16. Raising responsible and virtuous citizens and 17. Creating positive changes from the school in the family and then in society.

According to the results of Table 3, the consequences of the moral capital of principals of non-governmental elementary schools in Tehran included 25 subcategories in 2 main categories, including individual consequences and social consequences. According to the precursors and consequences of Tables 3 and 4, the pattern of moral capital of principals of special non-governmental elementary schools in Tehran is reported in Figure 1.
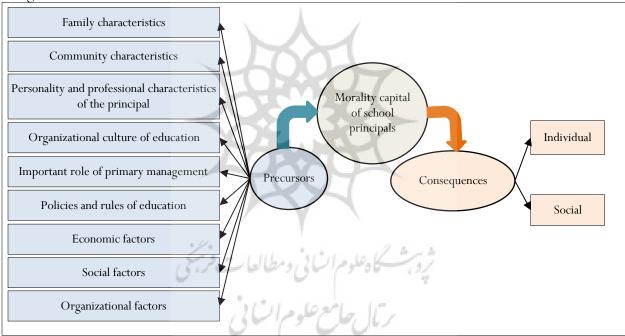

Figure 1. Model of the precursors and consequences of the moral capital of principals of special non-governmental elementary schools in Tehran

4. Conclusion

Moral capital plays an important role in improving organizational performance and increasing its effectiveness. Therefore, the purpose of this research was to identify the precursors and consequences of the moral capital of principals of special non-governmental elementary schools in Tehran.

The findings of this research showed that for the antecedents of the moral capital of principals of special non-governmental elementary schools in Tehran, including 35 sub-categories in 9 main categories, including family characteristics, community characteristics, personal and professional characteristics of the principal, organizational culture of education, the position and important role of management in primary school,

education policies and laws, economic factors, social factors and organizational factors and its consequences included 25 subcategories in 2 main categories including individual and social consequences.

In interpreting and explaining the precursors of the moral capital of the principals of non-governmental elementary schools in Tehran city, it can be concluded about the family characteristics that the family is an important platform for moral education and the importance of moral education in the family is not hidden to anyone. The relationship between morality and family is a completely direct and mandatory relationship; because man is never able to gain awareness, perfection and remove the defects of his ego and behavior except in the safe and constructive environment of the family. People who grow up in families with good morals have good mental health, and the impact of childhood, including the fulfillment of physiological, psychological, cognitive, emotional and developmental needs, is not hidden to anyone, and this is where the importance of culture and family shows itself. Acquiring knowledge about the individual and the family and the type of family culture has a great impact on the growth and upbringing of the individual, and it will be possible for people to adhere to moral principles by creating good habits in children from birth. According to the findings of this research, family cohesion is one of the effective factors in promoting moral capital. Cohesive family is characterized by a supportive family atmosphere and understanding of its members, whose members tend to understand and help to solve the needs and concerns of family members. According to interviewee number 5, "one of the things that is very important is trying to understand each other among family members. The atmosphere of the family should be accompanied by understanding between its members and mutual support". Intimacy in the family and between the members, time and common space that the members are together, the family being together in the decisions and the existence of common interests for the family, are all criteria for measuring the cohesion of the family. Another effective factor in improving moral capital is the mental health of families. At a glance, mental health means quality of life. Enjoying life, being thankful and hopeful, meeting needs, benefiting from social security and peace, having an emotional relationship are among its important components. Participant number 7 states, "Psychologists place great importance on healthy and humane relationships between parents and children. In my opinion, the basis of the mental health of family members is these healthy relationships". Participant number 9 also believes that "children should feel safe enough in the family environment. Family disputes, a cold and soulless and void of affection in a family can have adverse effects on children's mental health". Many of the moral problems of our society today are rooted in family disputes. Therefore, the issue of mental health of the family as the basis of health and mental health of the individual, family, and society should be given a lot of attention. Regarding the characteristics of the society, it can be concluded that another effective factor in promoting moral capital is spirituality and the moral atmosphere ruling the society, and the influence of spirituality in the society as a factor in morality is defined by helping the deprived and not being indifferent to the society. According to interviewee number 1, "the value of the school and work environment is that people believe that principals and employees in that group pay attention to values, have a strong work conscience, and the school cares about the welfare of employees and their solidarity. In general, the moral atmosphere should be based on benevolence and moral principles". In fact, by creating a friendly atmosphere based on cooperation instead of destructive competition, principals can reduce the stress of employees and increase the feeling of solidarity and harmony among employees. The findings show that the demand for accountability from society is one of the other effective factors on managers' moral capital. One of the most essential human rights in the political system of society is the right to know, because in this way people can learn about the decisions that are made regarding their fate. Demanding accountability from the society and being responsible for the rights of the right holders inside and outside the school and all the beneficiaries, shows honesty, trustworthiness, and other moral virtues. Another important point is that the external values of people are manifested by preserving the human dignity of parents and spirituality in the work environment includes trying to search and find the ultimate goal in a person for working life and establish a strong relationship between the person and colleagues and other people participating in the organization in a way. Regarding the personal and professional characteristics of the principal, it should be noted that school principals should look at

management as a serious responsibility and be aware of the influence of principals and teachers on students, and the selection of principals should be conducted based on their education in educational management. Principals can increase their experience and knowledge in the field of moral orientation by increasing their relationship with scientific and religious professors. By defining the working hours of people, they create a moral commitment between them and their work, and by interfering of morality in affairs and works, they maintain intimate and respectful relationships and improve the relationship between teachers and students.

Also, in the interpretation and description of the precursors of the moral capital of the principals of non-governmental elementary schools in Tehran about the organizational culture of education, it can be concluded that the organizational culture includes the main values, assumptions and interpretations in the approaches that define the characteristics of an organization and are visible in the framework of the organizational culture. Organizational culture consists of relatively fixed beliefs, values and common perceptions that are maintained by the members of the organization. Moral oriented culture predicts moral behavior and organizational citizenship behavior, and it improves our awareness in activities and increases awareness about mutual obligations to the organization. According to participant number 5, "moral organizational culture and making the school moral oriented is important in this regard." But people's belief in ethnicity and culture arising from that kind of attitude is sometimes so much that it weakens the effect of teaching moral principles and contradicts the knowledge of some families and therefore their children. Especially the issue of virtual space and the recklessness of the opponents of morality and its apparent attractions for teenagers have greatly increased the obstacles facing managers to create a culture based on moral principles". Most principals believe that moral culture plays a significant role in promoting moral behavior. Regarding the position and critical role of management in the primary period, it can be concluded that the category of management is the most important measure of the success and progress of the organization's performance, and for this reason, various countries have put the excellence of the organization's management system at the top of their growth plans, and since educational management is at the top of the rest of managements, the excellence of its managers is also more important. Therefore, in order to respond appropriately and appropriately to the rapid scientific, cultural and technological advances and developments of the present era, schools should look for new and innovative educational principals and leaders to accompany and synchronize with this trend. Interviewee number 1 states, "I think managers have a big responsibility when there are a lot of children in our society. Every wrong approach and our wrong policy can change the route of their lives. The position of the principal in the elementary school is a serious responsibility, that's why the elementary school is very important".

Regarding education policies and laws, it should be said that moral capital and atmosphere is a type of organizational atmosphere that reflects the implementation of procedures, laws, actions and policies with ethical results in the organization, and such an atmosphere is created when the members of the organization believe that there are ethical standards or norms for decision making in the organization. Coordinating and aligning employees with the organization is important on the one hand to achieve the goals of the organization and to achieve the policies and guidelines set for the organization, and on the other hand, the career and professional development of the individual in the organization depends on his awareness of the expectations of the officials and superiors and how to perform the tasks and job responsibilities. Interviewee No. 6 states, "moral is definitely capital because when there is moral capital in an organization, you feel that it is actually a series of educational rules and general rules that are moral oriented and make the school moral. It's like it's a capital that when you enter this organization, you're actually affected by these rules." Principals believe that the moral environment of organizational rules and regulations has a great impact on teachers' job satisfaction.

In addition to that, in the interpretation and explanation of the precursors of moral capital of the principals of non-governmental elementary schools in Tehran, about the economic category, it can be concluded that this category plays an effective role in creating motivation and satisfaction, and lack of it causes dissatisfaction. Effective factors in creating motivation include work success, recognition and appreciation of people and their work, career advancement and development, personal growth, and the nature of work and assigned tasks, and many conceptualizations and definitions of organizational well-being include a kind of evaluation process

that they know it a pleasant and positive emotion which is caused by job evaluation or one's job experiences. Although many people choose the teaching job because of their love and interest in teaching and learning, but in any case, the salary of teachers and the amount of teaching income is always a matter of great importance for teachers, both in the position of a private teacher and in the position of a schoolteacher and many experts and economists believe that education and skill are the necessary conditions for achieving economic growth. According to the managers who participated in this research, the first thing that should be important for the trustees is to note that a dull teacher can create a dull generation, and therefore there is a major difference in taking it seriously and not taking this issue seriously in the ministry of education. Most managers stated that education should plan to maintain the freshness and morale of teachers and motivate and encourage active and hardworking teachers. Pay attention to the living conditions and financial affairs of teachers and increase the welfare facilities for them. Interviewee No. 1 states, "principals and teachers are not properly appreciated and supported, and therefore people who perform well do not receive positive feedback. In other words, rewards are not given based on the performance of employees, there is no sufficient appreciation for doing good work, the promotion system is not in such a way to promote the most qualified employees to higher levels.

Regarding the category of social factors, it can be concluded that the advocates of moral universalism use morality to introduce the fundamental moral attitude of a person or group and moral theory to mean the philosophy of moral values, norms and attitudes. In order to improve the moral capital in the society, the selection of managers is important, and the friendly atmosphere and unwritten rules and people's distance from the truth of religion, people's distance from their own creation, have caused inappropriate performance and their contentment to appearances. Unfortunately, despite the pretention of people to be honest, we see the lack of identity formation and the lack of clarification of the individual's responsibility towards society. The obstacles that managers face to create a culture based on ethical principles, that the lack of management knowledge among managers increases it, and in addition, the anti-growth, creativity, and progress nature, and the nailing of daily life and the managers' inability to improve are among the factors that influence the misalignment of moral goals with the social goals. In addition, according to the results of the research, in order to enrich the organizational culture, by compiling and observing the morality code, schools should try to principals to morality and in this direction, they should act on the selection of committed and moral oriented colleagues. Compiling the morality code and following it forms the professional morality of the principal and employees and is a guide for the employees in their service route. About the category of organizational factors, it should be noted that having a moral leadership approach creates a moral atmosphere in the organization. Moral atmosphere is a type of organizational climate that reflects organizational rules and regulations, and such an atmosphere is created when the members of the organization believe that there are moral standards and norms for decision-making in the organization, and this atmosphere affects people's attitudes towards the job and the organization, including job satisfaction and organizational commitment. Having a sense of belonging to the organization and job satisfaction leads to increased work motivation and increased work quality. Finally, the increase in peace and confidence is achieved by observing moral values.

In interpreting and explaining the consequences of the moral capital of the principals of non-governmental elementary schools in Tehran, about the category of individual outcome, it can be concluded that the central role of professional development in the success of organizations of the third millennium has caused organizations to look for methods to attract the active participation of employees in learning activities. Human resource development as the most important competitive source of organizations requires a structured approach to professional development. The individual development program is a coherent and effective tool for human resource development and helps in in aligning the development of organizational and individual competencies needed by employees to realize professional development. For this purpose, expanding the implementation of the individual development program can be considered as one of the qualitative indicators for the professional development of employees in organizations. Because on the one hand, the suitability of the personal development program with the characteristics of adult education encourages employees to self-

direct and feel responsible for their professional development, and on the other hand, it helps senior managers and the human resources department in providing better feedback and planning for effective learning activities. Regarding the social category, we can conclude that effective organizations empower their employees, form the organization based on work groups, and develop human resources capabilities at all levels. On the other hand, the members of the organization are committed to their work and feel themselves as part of the body of the organization. Employees at all levels feel that they have a role in making decisions and these decisions affect their work, which is directly related to the organization's goals. In addition, the realization of a superior society requires continuous and favorable communication between schools and families. Responsible and virtuous citizens are taking roles in making positive changes from the school in families and then in the society, and the moralization of the society has the collective and individual benefit of morality, which returns to the society itself. Finally, we can witness a moral society in which moral capital is well institutionalized.

No research has been done on the precursors and consequences of moral capital, but the results of this research can be considered in line with the results of Moradi et al (2021), Ghasemi et al (2019), Zareimatin et al (2017), Zeni et al (2017), Stenmark. & Mumford (2011), Nasr-Isfahani et al (2012), Ghasemzadeh, et al (2021), Debes (2021), and Cansoy, et al (2021). The findings of this research are consistent with the results obtained by Ghasemzadeh, et al. (2021). The researchers stated in their research that it is better for administrators to involve employees in their decision-making so that they can make the right decisions that suit their needs in the school. Managers and educational leaders can help to improve the educational environment by creating a good morality atmosphere in the school and with regard to transformational leadership. In addition, the professional morality of managers can improve school productivity, improve communication and help to create a healthy educational environment for employees. The results of the Cansoy, et al (2021) research also confirm the point that the moral capital of school principals leads to the creation of moral leadership and the moral-behavioral skills of principals also play an important role in the effective leadership of teachers and it has a significant effect on their job satisfaction.

One of the limitations of this research is due to its topic, about which very little research has been conducted. Another limitation is that the current research was qualitative, and this causes the influence of people's mentality on the way of extracting the components. Another limitation was the difficulty of coordinating interviews due to the spread of Covid-19. As another limitation of this research, we can refer to the impossibility of recording the interviews; so that some interviewees are directly against the recording of the interviews and others stated that they can express their views more easily if the interviews are not recorded. It is suggested that this research be done on public schools, secondary schools or even universities. As another suggestion, we can examine the moral capital of managers and employees of other non-educational organizations. According to the results of the present research and in order to realize the consequences of the moral capital of the principals of special non-government primary schools, the context must be provided for the realization of its precursors. Therefore, it is suggested to use expert and competent managers with moral capital according to the categories identified in the current research, or to teach the categories related to moral capital in training workshops to the current managers and thereby improve moral capital of managers and of course other school staff and students. Another practical suggestion is that managers are role models for others, and for this reason, managers should focus on self-awareness, self-evaluation, and personal development in the first place, using the verses of the Qur'an and the life of the Holy Prophet, and create and promote appropriate moral habits in themselves. For this purpose, it is necessary to improve honesty in speech and action, to have transparency in performance, to be patient along with altruism and to preserve human dignity and values.

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