

Identification and Prioritization of the Elements of a Virtue-Based Organization Based on Educational Justice in the Education System

Ali. Molaei¹, Fatemeh. Parasteh Ghombavani^{1*}, Mojgan. Abdollahi¹, Ramezan. Jahanian¹

¹ Department of Educational Sciences, Ka.C., Islamic Azad University, Karaj, Iran

* Corresponding author email address: fatemeh.parasteh@kiaui.ac.ir

Article Info

Article type:

Original Research

How to cite this article:

Molaei, A., Parasteh Ghombavani, F., Abdollahi, M., & Jahanian, R. (2026). Identification and Prioritization of the Elements of a Virtue-Based Organization Based on Educational Justice in the Education System. *Iranian Journal of Educational Sociology*, 9(4), 1-17.

<https://doi.org/10.61838/kman.ijes.1465>



© 2026 the authors. Published by Iranian Association for Sociology of Education, Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

ABSTRACT

Purpose: The present study aimed to identify and prioritize the elements of a virtue-based organization grounded in educational justice within the education system.

Methods and Materials: This study employed a sequential exploratory mixed-methods design. In the qualitative section, the research included two stages: meta-synthesis and qualitative content analysis. During the meta-synthesis stage, 18 scientific studies were selected through systematic screening based on the PRISMA model and purposive sampling from domestic and international databases. In the interview stage, 19 academic and organizational experts were selected using purposive sampling and the principle of theoretical saturation. Data collection in the qualitative section was conducted through systematic literature review and semi-structured interviews. In the quantitative section, the statistical population consisted of secondary school teachers in the Department of Education of Saveh County, among whom 259 participants were selected using multistage cluster random sampling. A researcher-developed questionnaire containing 78 items derived from the qualitative findings was used for data collection. Data analysis in the qualitative section was conducted using thematic analysis with MAXQDA 2018 software, while descriptive statistics and confirmatory factor analysis were performed in the quantitative section using SPSS-V27 and SmartPLS-V3 software.

Findings: The findings indicated that the proposed model of a virtue-based organization grounded in educational justice consisted of four main dimensions: fair structures and processes, virtue-based leadership, educational justice, and cultivation of employees' moral virtues. The results of confirmatory factor analysis showed that all dimensions possessed significant factor loadings greater than 0.70 and t-values above 2.58, indicating strong relationships with the central construct. Among the identified dimensions, fair structures and processes had the highest factor loading (0.781), followed by virtue-based leadership (0.766), educational justice (0.748), and cultivation of employees' moral virtues (0.732). Furthermore, the model fit indices demonstrated acceptable explanatory and predictive power, confirming the desirable validity and reliability of the proposed model.

Conclusion: The findings demonstrated that achieving educational justice in the education system requires the integration of ethical leadership, fair organizational structures, and the cultivation of moral virtues within educational organizations. The proposed model provides a comprehensive framework for strengthening organizational justice, ethical culture, and equitable educational practices in schools. Therefore, educational policymakers and administrators can utilize the identified

dimensions to improve organizational effectiveness, enhance educational equity, and promote sustainable ethical development within educational institutions.

Keywords: *virtue-based organization, educational justice, cultivation of employees' moral virtues, fair structures and processes*

1. Introduction

In contemporary educational systems, the quality of organizational structures and managerial approaches has become one of the most important determinants of educational effectiveness, social development, and sustainable human capital formation. Educational organizations are no longer viewed merely as administrative systems responsible for transferring knowledge; rather, they are increasingly recognized as ethical and social institutions that shape civic values, social participation, and equitable opportunities for future generations. Within this framework, the concepts of virtue-based organizations and educational justice have emerged as central themes in educational management and organizational studies. Rapid social transformations, increasing cultural diversity, and widening educational inequalities have intensified the need for educational organizations that are not only efficient in terms of performance but also grounded in ethical virtues, fairness, and social responsibility (Oecd, 2021; Unesco, 2022). Consequently, scholars and policymakers have increasingly emphasized the necessity of redesigning educational organizations based on ethical leadership, organizational justice, and virtue-oriented management models capable of fostering equitable educational environments (Cameron, 2021; Green, 2020).

Educational justice has become one of the most significant indicators of educational quality and social development in modern societies. Educational justice refers to the fair distribution of educational opportunities, resources, support systems, and learning outcomes among all students regardless of socioeconomic background, gender, ethnicity, or geographic location. In many educational systems, unequal access to educational facilities and differentiated learning opportunities have contributed to the reproduction of social inequality and educational exclusion (Green, 2020; Oecd, 2021). Research findings have shown that educational inequality negatively influences academic achievement, students' psychological well-being, motivation, and long-term social mobility (Karimi, 2020; Sharifi, 2021). In developing educational systems, particularly within contexts characterized by regional disparities and structural limitations, educational justice remains a major challenge. Studies conducted in Iran have also demonstrated that unequal access to educational

resources, differences in school quality, and disparities in organizational support systems significantly affect educational outcomes and students' opportunities for advancement (Karimi, 2020; Sharifi, 2021). Therefore, establishing organizational mechanisms capable of promoting fairness and reducing educational inequalities has become a strategic necessity for educational institutions.

At the same time, organizational scholars increasingly argue that educational justice cannot be achieved solely through structural reforms or policy changes. Instead, educational justice requires the development of organizational cultures grounded in ethical values, virtue-oriented leadership, and morally responsible behavior among educational stakeholders. The emergence of virtue ethics in organizational and educational studies has created new perspectives regarding the role of moral values in organizational effectiveness and educational transformation (Cameron, 2021; Carter & Davis, 2026). Virtue-based organizations are organizations in which ethical values such as honesty, fairness, responsibility, compassion, integrity, and practical wisdom are embedded within organizational structures, leadership processes, and interpersonal relationships. Such organizations prioritize not only performance outcomes but also human flourishing, ethical development, and social well-being (Cameron, 2021). In educational settings, virtue-based organizations can establish supportive and equitable environments that encourage trust, collaboration, accountability, and moral growth among teachers, administrators, and students (Anderson & Bennett, 2026; Edwards & Franklin, 2025).

The theoretical foundations of virtue-based organizations are strongly associated with virtue ethics and positive organizational scholarship. Virtue ethics emphasizes the cultivation of moral character and ethical behavior rather than mere compliance with formal regulations. Within educational contexts, virtue-oriented approaches focus on developing ethical cultures in which educational actors consistently engage in fair and morally responsible practices (Carter & Davis, 2026; Gonzalez & Harris, 2025). Positive organizational scholarship similarly argues that organizations grounded in virtuous practices demonstrate higher levels of trust, organizational commitment, resilience, and sustainable effectiveness (Cameron, 2021). In educational organizations, these characteristics can contribute significantly to improving educational quality,

reducing discrimination, and enhancing equitable educational participation.

One of the most important dimensions of virtue-based organizations in educational settings is virtue-based leadership. Educational leadership plays a decisive role in shaping organizational culture, teacher motivation, professional ethics, and educational justice. School leaders influence organizational values, communication patterns, decision-making processes, and resource allocation mechanisms. Research indicates that ethical and virtue-based leadership enhances teachers' motivation, organizational trust, professional commitment, and collaborative behaviors (Berkovich & Eyal, 2022; Eyal & Roth, 2019). Educational leaders who demonstrate fairness, transparency, empathy, and accountability are more capable of creating inclusive and supportive school environments. Furthermore, virtue-based leadership contributes to the establishment of organizational climates characterized by trust, ethical interaction, and equitable treatment of stakeholders (Almasi et al., 2022; Ingram & Johnson, 2024).

Recent empirical studies have provided substantial evidence regarding the relationship between virtue-oriented leadership and educational equity. For example, longitudinal analyses have shown that schools managed through virtue-based organizational principles exhibit higher levels of student engagement, social inclusion, and equitable educational outcomes among marginalized student groups (Anderson & Bennett, 2026). Similarly, research has demonstrated that ethical school leadership positively affects students' perceptions of fairness and belonging while reducing discriminatory practices within educational environments (Ingram & Johnson, 2024). In addition, virtue-based learning communities encourage participatory decision-making, ethical reflection, and social responsibility among educational actors, thereby strengthening educational fairness and organizational sustainability (Edwards & Franklin, 2025).

Another critical dimension associated with virtue-based organizations is the cultivation of employees' moral virtues. Teachers and educational staff constitute the central human resources of educational systems, and their ethical orientations significantly affect the quality of educational processes and interactions. Professional ethics among teachers influence classroom climate, student motivation, educational justice, and interpersonal trust (Zarandi, 2019). Educational organizations that support ethical development among employees tend to promote responsibility, fairness, honesty, empathy, and moral courage in professional

practices. Research findings indicate that teachers' ethical behavior is positively associated with educational quality, organizational commitment, and students' academic and social development (Kelly & Lee, 2024; Zarandi, 2019). Furthermore, integrating virtue ethics into teacher education programs has been identified as an effective strategy for strengthening teachers' social responsibility and ethical decision-making capacities (Kelly & Lee, 2024).

Organizational justice also represents a fundamental element in the development of virtue-based educational organizations. Organizational justice refers to employees' perceptions of fairness in organizational procedures, interpersonal interactions, resource distribution, and evaluative processes. Studies have consistently demonstrated that organizational justice significantly influences teachers' job satisfaction, organizational trust, professional motivation, and performance (Maleki, 2021). In educational systems, fair organizational structures and processes contribute to the reduction of discrimination, enhancement of participation, and strengthening of professional collaboration. Conversely, perceptions of injustice may generate organizational cynicism, reduced commitment, and weakened educational effectiveness (Maleki, 2021). Therefore, the integration of organizational justice principles into educational management systems is essential for establishing equitable and ethically grounded educational organizations.

The global educational discourse increasingly emphasizes the importance of reimagining educational systems through inclusive, equitable, and ethically sustainable approaches. International organizations such as UNESCO and OECD have repeatedly highlighted the necessity of creating educational systems that support human dignity, democratic participation, and equal learning opportunities (Oecd, 2021; Unesco, 2022). In this context, virtue-based organizational models provide an important conceptual framework for linking ethical leadership, organizational justice, and educational equity. Such models move beyond purely technical or bureaucratic understandings of educational administration and instead emphasize human-centered, morally grounded, and socially responsive educational environments (Carter & Davis, 2026; Gonzalez & Harris, 2025).

Despite the growing scholarly attention to educational justice and ethical leadership, several conceptual and practical gaps remain within the literature. First, many existing studies have examined educational justice, organizational ethics, or leadership independently rather

than investigating their integrated relationships within a comprehensive organizational framework. Second, limited empirical studies have specifically focused on identifying the core dimensions and indicators of virtue-based organizations grounded in educational justice, particularly within educational systems. Third, most available studies have concentrated on Western educational contexts, while less attention has been devoted to the development of contextually appropriate models for educational organizations in developing societies and culturally diverse educational systems (Anderson & Bennett, 2026; Oliver & Parker, 2024). Moreover, existing research often emphasizes policy-level reforms while overlooking the importance of organizational culture, ethical processes, and human interactions in promoting educational justice.

In recent years, researchers have increasingly argued that educational equity requires holistic organizational approaches that combine ethical leadership, fair structures, participatory decision-making, moral development, and inclusive educational practices (Edwards & Franklin, 2025; Oliver & Parker, 2024). Virtue-based schools and educational organizations appear to possess greater capacity for reducing inequalities and promoting ethical educational relationships because they emphasize both structural fairness and moral character development. Such organizations encourage ethical accountability, collaborative participation, and socially responsible educational practices among all educational stakeholders (Gonzalez & Harris, 2025; Kelly & Lee, 2024). Consequently, identifying the dimensions and elements of virtue-based organizations grounded in educational justice can provide valuable theoretical and practical insights for educational policymakers, administrators, and researchers.

Considering the significance of educational justice, the increasing need for ethical and virtue-oriented educational organizations, and the existing research gaps regarding the integration of virtue ethics and educational equity in organizational contexts, the present study aims to identify and prioritize the elements of a virtue-based organization grounded in educational justice within the education system.

2. Methods and Materials

Considering the objective of the present study, the research design was a sequential mixed-methods study with an exploratory approach in terms of data type. Regarding its nature, the qualitative section consisted of meta-synthesis

and qualitative content analysis stages, while the quantitative section was descriptive-correlational.

In the qualitative section, during the first stage (meta-synthesis), the statistical population included all scientific works available in domestic and international databases in order to achieve a comprehensive and in-depth understanding of the research topic. In this study, 18 scientific works were selected through systematic elimination based on the PRISMA model and purposive non-random sampling. It should be noted that the criteria for selecting articles in the meta-synthesis stage included relevance to the research topic, scientific quality, publication date, appropriate methodology, diversity of perspectives, citation of valid sources, and applicable findings and results.

In the second stage (interview phase), the statistical population consisted of academic and organizational experts selected according to the inclusion criteria. Based on the principle of theoretical saturation and purposive non-random sampling, 19 experts were selected. The criteria for selecting university professors (theoretical experts) during the 2024–2025 academic year included having at least ten years of teaching experience and academic background related to the research topic; possessing a doctoral degree and faculty membership in the fields of educational management, curriculum planning, or organizational management; and having sufficient expertise and experience related to the research topic, such as authoring articles, books, research projects, and similar scholarly activities. Furthermore, the criteria for selecting experienced educational administrators (practical experts) included being highly knowledgeable about the research topic, possessing more than five years of executive experience in areas such as education, management, and policymaking, and having adequate expertise and experience in activities such as preparing articles, books, and research projects.

In the quantitative section, the statistical population consisted of high school teachers employed by the Department of Education in Saveh County who held a master's degree or higher. Rex B. Kline (2016) suggested a sample size of 2 to 5 participants per questionnaire item and recommended a minimum of 200 participants. He also proposed the rule of 20 participants per parameter in the model for determining sample size in structural equation modeling. Therefore, based on this recommendation and considering the possibility of participant attrition, a sample size of 265 individuals was determined using multistage cluster sampling. During the data preprocessing stage, 6

questionnaires were removed, resulting in a final sample size of 259 respondents.

In this study, both library-based and field methods were employed for data collection. The library method enabled the researchers to review and analyze the existing literature and theoretical background related to the research topic and to benefit from the findings of previous studies. This section included a systematic review of the literature and valid scientific sources. The process involved a precise and targeted search of scientific databases, articles, books, and theses related to the research topic.

In the field section of the study, during the initial stage, meta-synthesis and systematic literature review techniques were conducted using checklists, note-taking, and summarization methods. The findings of this stage formed the basis for conducting semi-structured interviews with experts. Subsequently, semi-structured interviews were conducted. During the individual interviews with participants, three preliminary interview questions derived from the research topic and objectives were used. It should be noted that the duration of the interviews ranged from 30 to 90 minutes and were conducted during the autumn of 2025.

In the meta-synthesis stage, validity was assessed using a 27-item checklist based on the PRISMA model. The PRISMA checklist consists of 27 items related to the content of a meta-synthesis review and includes sections on abstract, methods, results, discussion, and funding sources. Such reviews provide considerable transparency in the article selection process. In addition, reliability in this stage was calculated using Cohen's kappa coefficient, and the results indicated acceptable validity and reliability of the instrument in the meta-synthesis stage.

Furthermore, in the interview stage (qualitative content analysis), validity was assessed through alignment with previous studies, researcher triangulation, and participant triangulation. Reliability was evaluated using methods such as precise documentation of the research process, intra-

researcher agreement, and inter-researcher agreement based on the approach proposed by Rose and Johnson (2020). The results demonstrated acceptable validity and reliability of the instrument at this stage.

To prioritize the elements from the perspective of teachers, a researcher-developed questionnaire was designed based on the qualitative data obtained from the qualitative section. The questionnaire consisted of closed-ended questions and was distributed both online and in person among the participants of the quantitative section. The questionnaire contained 78 items measured on a five-point Likert scale ranging from "very high" to "very low." The dimensions included virtue-based leadership with 19 items, educational justice with 20 items, cultivation of moral virtues with 19 items, and fair structures and processes with 20 items.

To determine questionnaire validity, both content validity and construct validity were assessed. In evaluating content validity, Lawshe's forms were employed to calculate the Content Validity Ratio (CVR) and the Content Validity Index (CVI) with the assistance of 19 research experts. In this process, the questionnaire content was examined in terms of redundant questions and necessary modifications. Regarding the Content Validity Index, all items were reviewed by the experts, and the required revisions were implemented in terms of simplicity, clarity, and relevance. Moreover, since the Content Validity Ratio for all questions exceeded 0.78, no items required elimination.

Construct validity was also assessed through convergent and discriminant validity using Smart PLS 3 software, and the findings confirmed construct validity. In addition, reliability was evaluated using Cronbach's alpha coefficient, composite reliability, and McDonald's omega coefficient. The values of these coefficients for all questionnaire constructs exceeded 0.70, indicating the reliability of the measurement instrument. The validity and reliability coefficients of the questionnaire are presented in the following table.

Table 1

Results of Validity and Reliability Calculations for the Research Questionnaire

Dimension	α	CR	Ω	AVE	MSV	ASV	HTMT
Virtue-Based Leadership	0.73	0.80	0.83	0.56	0.41	0.23	0.68
Educational Justice	0.78	0.82	0.85	0.58	0.43	0.25	0.64
Cultivation of Employees' Moral Virtues	0.72	0.81	0.82	0.64	0.46	0.30	0.73
Fair Structures and Processes	0.75	0.79	0.84	0.61	0.45	0.29	0.71

Based on the above table, it can be concluded that the reliability of the dimensions was confirmed because Cronbach's alpha and composite reliability coefficients exceeded 0.70. Furthermore, convergent validity was confirmed because $AVE > 0.50$, $CR > 0.70$, and $CR > AVE$. Discriminant validity was also confirmed because $MSV < AVE$ and $ASV < AVE$.

Finally, data analysis was conducted in both qualitative and quantitative sections. In the qualitative section, thematic analysis was performed in both stages using MAXQDA Analytics Pro 2018 software. Shared themes and models were identified and analyzed from the article texts and interviews. In the quantitative section, data analysis was conducted in two stages: descriptive and inferential. In the descriptive stage, percentages, frequency distributions, tables, charts, and figures were used to describe demographic characteristics, while means, standard deviations, skewness, and kurtosis were used to describe the research variables. In the inferential stage, confirmatory factor analysis was employed in accordance with the nature of the research objective. Data analysis was conducted using SPSS-V27 and SmartPLS-V3 statistical software packages.

3. Findings and Results

In this section, the findings obtained from the data analysis are presented. First, the qualitative section, including the two stages of meta-synthesis and interview content analysis, is discussed. Subsequently, in the quantitative section, the measurement model was examined to prioritize the identified elements.

In this section, based on the findings derived from the meta-synthesis through a systematic review using the PRISMA model approach, the dimensions, components, and indicators of a virtue-based organization grounded in educational justice within the education system were identified. The geographical scope included accessible domestic and international scientific-research journals published between 2017 and 2025 in Iran and between 2019 and 2026 internationally. The selected studies included meta-synthesis, review, and qualitative studies published in Persian and English in domestic databases, including IranDoc, SID, IranMedex, Magiran, Medilib, IranPsych, Elmnet, Noormags, and Civilica, as well as international databases including Web of Science, PubMed, Scopus, Embase, CINAHL, Google Scholar, ERIC, ScienceDirect, ProQuest, Medline, ISI, Elsevier, Wiley Online Library, Springer, IEEE, JSTOR, and PsycINFO. The search was

conducted using the keywords "virtue-based organization," "educational justice," "virtue-based leadership," "organizational ethics," "fair structures," and "education system."

Based on the PRISMA flowchart and after conducting the screening procedures, 18 articles were ultimately selected. Their quality was evaluated and examined using a 27-item checklist. The findings indicated that all articles possessed either acceptable or high quality because the quality percentage for each item was either above 75% or between 50% and 75%. If the obtained quality percentage had been below 50%, the quality of the corresponding item would have been considered low.

Subsequently, Cohen's kappa coefficient was used to assess the agreement between two evaluators regarding the selected articles. Considering the obtained kappa coefficient value of 0.59, it can be concluded that the agreement between the two evaluators was acceptable.

Thereafter, thematic analysis of the indicators and components of the virtue-based organization grounded in educational justice within the education system was conducted based on the systematic literature review using the flexible thematic analysis approach proposed by Virginia Braun and Victoria Clarke (2020), through which the indicators in this section were extracted.

Subsequently, based on the flexible thematic analysis approach, the indicators were identified. For this purpose, 19 theoretical and practical experts in the field of virtue-based organizations grounded in educational justice within the education system were selected through purposive sampling and according to the principle of theoretical saturation. Then, an interview protocol was designed to enable the experts to comprehensively express their opinions and experiences.

Finally, interviews were conducted with the experts, and after obtaining their consent, the interviews were recorded. In addition, notes were taken during the interviews to ensure data accuracy. Thereafter, transcription was carried out, whereby the audio recordings were converted into written text. The transcribed texts were carefully reviewed for preliminary understanding and identification of initial patterns and themes, and important points were documented during this stage. Subsequently, data coding, including the identification of basic, organizing, and global themes, and theme development were conducted using MaxQDA qualitative analysis software.

Ultimately, the dimensions, components, and indicators of the virtue-based organization grounded in educational justice within the education system extracted from the meta-

synthesis and expert interviews are presented in the following table.

Table 2

Dimensions, Components, and Indicators of a Virtue-Based Organization Grounded in Educational Justice in the Education System Extracted from Meta-Synthesis and Expert Interviews

Dimension	Component	Indicator	Source	Interviewee Code
Virtue-Based Leadership	Ethical Role Modeling of Managers	Alignment of managers' behavior with accepted ethical principles and values	(Eftekhari, 2022)	I1, I8, I10, I19
		Transparency in organizational decision-making processes	(Yazdani et al., 2025)	----
		Commitment to honesty in interactions and communication with staff	(Lopez Gonzalez et al., 2024)	I5, I7, I14
		Systematic accountability toward educational stakeholders	(Kabiri, 2025)	I5, I4, I12, I14
		Respect for individual differences and diversity in educational environments	(Kim et al., 2024)	I3, I9, I10
	Justice in Decision-Making	Fairness and equity in the allocation of educational resources	(Ramezani Bidgoli et al., 2024)	----
		Implementation of a fair evaluation system for teachers and students	----	I1, I3, I7, I15
		Equal and non-discriminatory treatment of staff	(Adobor, 2022)	I2, I9, I12, I14
		Targeted attention to students' diverse and special needs	(Taheri & Ranji, 2025)	I1, I2, I5, I13
	Employee Empowerment	Providing opportunities for participation in decision-making processes	(Yadgar, 2023)	I1, I7, I12
		Effective support for educational initiatives and innovations	(Tanha et al., 2024)	----
		Providing ethical and professional training for staff	(Warren & Warren, 2023)	I3, I6, I11, I17
		Encouraging ethical analysis and problem-solving	----	I4, I8, I10, I19
		Strengthening organizational commitment and sense of belonging	(Zal et al., 2026)	I6, I8, I14, I15
	Promotion of Ethical Culture	Clarification and dissemination of the organization's core values	(Zeinali et al., 2024)	----
		Holding educational programs and workshops on ethics	(Kazemi et al., 2022)	I1, I4, I10, I18
		Promotion and institutionalization of justice-oriented behaviors	(Ayo, 2025)	I2, I7, I11, I19
		Encouraging adherence to ethical virtues and norms	(Gandhi, 2023)	I2, I7, I11, I15
		Positive behavioral role-modeling for students	----	I3, I5, I12, I16
Educational Justice	Distributive Justice	Allocation of educational resources according to actual needs	(McAlister, 2024)	I1, I6, I11
		Ensuring equal access to learning tools and facilities	(Lopez Gonzalez et al., 2024)	I3, I8, I15
		Creating equal educational conditions	(Eftekhari, 2022)	I2, I5, I13
	Equality of Opportunities	Reducing disparities in resources and facilities among schools	----	I4, I9, I17
		Special attention to students with special needs	(Nesterova, 2024)	I5, I8, I19
		Providing equal opportunities for growth and skill development	(Yazdani et al., 2025)	----
		Ensuring equal access to extracurricular activities	(Mood et al., 2024)	I3, I11, I16
		Educational planning free from discrimination	(Hajipour et al., 2022)	----
		Creating equal opportunities for participation in projects	(Eftekhari, 2022)	I3, I4, I6, I17
		Observing gender equality in educational activities	----	I2, I8, I10, I14
	Procedural Justice	Transparency in educational evaluation processes	(Tanha et al., 2024)	I3, I9, I11

Cultivation of Employees' Moral Virtues	Outcome Justice	Accountability throughout educational stages and processes	(Ramezani Bidgoli et al., 2024)	----
		Utilization of fair rules and regulations	(Taheri & Ranji, 2025)	I6, I8, I19
		Prevention of discriminatory teacher behaviors	(Karimi et al., 2025)	I5, I7, I10
		Establishment of formal complaint and feedback mechanisms	(Eftekhari, 2022)	I2, I3, I14
		Reducing inequality in educational outcomes	(Hajipour et al., 2022)	I4, I12, I16
		Preventing academic decline among disadvantaged students	----	I5, I8, I17
		Enhancing academic performance across different student groups	(Yazdani et al., 2025)	----
		Assessing the realization of equal learning objectives	(Kazemi et al., 2021)	I6, I9, I10
		Providing supplementary educational support for students in need	(Zeinali et al., 2024)	I5, I12, I14
	Professional Integrity	Commitment to ethical principles in the teaching process	----	I1, I6, I9, I12
		Honest reporting of educational performance	(Zeinali et al., 2023)	I3, I5, I14, I19
		Maintaining confidentiality of student information	----	I13, I15, I18
		Building and strengthening mutual trust with colleagues and students	(Lopez Gonzalez et al., 2024)	I6, I7, I10
		Accepting responsibility and accountability for educational errors	(Sakiz et al., 2025)	I1, I7, I9, I15
	Responsibility	Commitment to professional and occupational obligations	(Hajipour et al., 2022)	I5, I6, I12, I19
		Continuous attention to students' educational and developmental needs	----	I2, I3, I11, I18
		Continuous monitoring of students' academic progress	(Karimi et al., 2025)	----
		Active participation in organizational activities and programs	(Ramezani Bidgoli et al., 2024)	I4, I6, I9
		Conscious defense of students' rights	(Tanha et al., 2024)	I2, I5, I9
	Moral Courage	Confronting unethical and inappropriate behaviors	(Kazemi et al., 2022)	I1, I4, I13, I18
		Providing corrective suggestions based on ethical considerations	----	I8, I10, I13
		Active opposition to discrimination and injustice	(Tanha et al., 2024)	I4, I10, I18
		Providing honest and constructive feedback to colleagues	(Kabiri, 2025)	I9, I11, I17
		Making ethically-oriented decisions in complex situations	(Yadgar, 2023)	I4, I7, I11, I13
	Practical Wisdom	Predicting the educational consequences of decisions and actions	(Lopez Gonzalez et al., 2024)	I1, I2, I10, I14
		Selecting balanced and fair teaching methods	(Zeinali et al., 2024)	I6, I10, I13
		Ethical management of conflicts with students and parents	(Mosleh Garmi et al., 2025)	I8, I11, I14
		Promoting justice-oriented strategies within the school	(Yazdani et al., 2025)	I6, I8, I10, I17
		Transparent communication of educational policies and objectives	(Bihamta et al., 2022)	I4, I12, I13
Fair Structures and Processes	Organizational Transparency	Announcement and clarification of managerial decisions	(Eftekhari, 2022)	I4, I11, I16
		Ensuring free access to educational information	(Kabiri, 2025)	I1, I10, I13
		Transparent reporting of school performance	(Tanha et al., 2024)	I3, I5, I17
		Transparency in resource allocation processes	(Hajipour et al., 2022)	I2, I8, I9
		Providing opportunities to express opinions regarding educational programs	----	I3, I10, I14
	Student Participation	Participation in school decision-making meetings	(Karimi et al., 2025)	I2, I5, I9, I16
		Active involvement in selecting extracurricular activities	(Kazemi et al., 2022)	I6, I8, I10
		Empowering individuals to solve group problems	(Yazdani et al., 2025)	I2, I8, I15
		Establishing effective feedback mechanisms	(Zeinali et al., 2024)	I4, I7, I10

Fair Evaluation System	Conducting evaluations based on transparent criteria	(Ramezani Bidgoli et al., 2024)	I5, I9, I17
	Avoiding discrimination in tests and examinations	----	I15, I17, I18
	Using diverse and fair assessment methods	(Kabiri, 2025)	I1, I3, I6
	Providing fair feedback to students	(Eftekhari, 2022)	----
Accountability Mechanisms	Continuous evaluation of students' academic progress	(Yadgar, 2023)	I8, I10, I13
	Establishing systems for complaints and suggestions	(Lopez Gonzalez et al., 2024)	I5, I8, I12, I17
	Effective accountability toward parents and teachers	(Kalantari et al., 2024)	----
	Reviewing and correcting unfair procedures	(Hajipour et al., 2022)	I3, I12, I19
	Monitoring the implementation of managerial decisions	(Karimi et al., 2025)	I4, I10, I11
	Ensuring the observance of students' educational and developmental rights	(Yazdani et al., 2025)	I3, I5, I8

Subsequently, the identified elements and their components are summarized in the following table.

Table 3

Distribution of the Elements of a Virtue-Based Organization Grounded in Educational Justice in the Education System

Construct Source	Dimensions	Components	Number of Indicators
Virtue-Based Organization Grounded in Educational Justice in the Education System	Virtue-Based Leadership	Ethical Role Modeling of Managers	5
		Justice in Decision-Making	4
		Employee Empowerment	5
		Promotion of Ethical Culture	5
	Educational Justice	Distributive Justice	5
		Equality of Opportunities	5
		Procedural Justice	5
		Outcome Justice	5
	Cultivation of Employees' Moral Virtues	Professional Integrity	4
		Responsibility	5
		Moral Courage	5
		Practical Wisdom	5
	Fair Structures and Processes	Organizational Transparency	5
		Student Participation	5
		Fair Evaluation System	5
		Accountability Mechanisms	5

The examination of the demographic characteristics of the statistical sample shows that, in terms of age, the highest frequency belonged to the age group over 50 years, with 109 individuals (42%), while the age groups of 46 to 50 years, with 67 individuals (26%), and 40 to 45 years, with 54 individuals (21%), ranked next. The lowest frequency was related to the age group below 40 years, with 29 individuals (11%). Therefore, it can be concluded that a considerable proportion of the respondents belonged to older age groups and possessed greater experience and maturity. In terms of gender, the findings indicated that 176 participants (68%) were men and 83 participants (32%) were women.

Moreover, regarding work experience, the highest frequency belonged to individuals with more than 20 years of experience, with 96 individuals (37%), while those with 14 to 20 years of experience, with 67 individuals (26%), and those with 7 to 13 years of experience, with 54 individuals (21%), ranked next. The lowest frequency was related to individuals with less than 7 years of work experience, with 42 individuals (16%). Accordingly, the composition of the sample indicates that the majority of respondents had substantial work experience and considerable professional expertise, which can strengthen the validity of the research findings.

Before conducting the main analyses, the collected data were examined in terms of data quality and statistical assumptions. In the first step, the data were assessed for missing values and outliers. The results indicated that the amount of missing data was negligible and was managed using appropriate statistical methods. In addition, based on the examination of statistical indices and scatterplots, no significant outliers were observed that could affect the results of the analyses.

In the next stage, to examine the normality of data distribution, skewness and kurtosis values were calculated for the research variables. The results showed that the skewness and kurtosis values of all variables fell within the acceptable range (± 2), indicating a relatively normal distribution of the data. Therefore, the use of parametric statistical tests was deemed appropriate. In addition, to examine the assumption of linearity in the relationships among variables, scatterplots were reviewed, and the results indicated an acceptable linear relationship among the research variables. Furthermore, to examine multicollinearity among predictor variables, the Variance Inflation Factor (VIF) was calculated, and its values were within the acceptable range; therefore, no multicollinearity problem was observed in the data. Since this study employed structural equation modeling using the partial least squares (PLS) approach, this method is less sensitive to data normality and is also suitable for medium-sized samples. Nevertheless, to ensure the adequacy of the measurement model, the reliability and construct validity indices of the constructs were evaluated in the next stage. Moreover, to examine the possibility of common method bias in the questionnaire data, the full collinearity VIF was assessed. The results showed that the values of this index for the research variables were lower than the proposed threshold, indicating that common method bias was not a serious threat to the research findings. Accordingly, the research data met

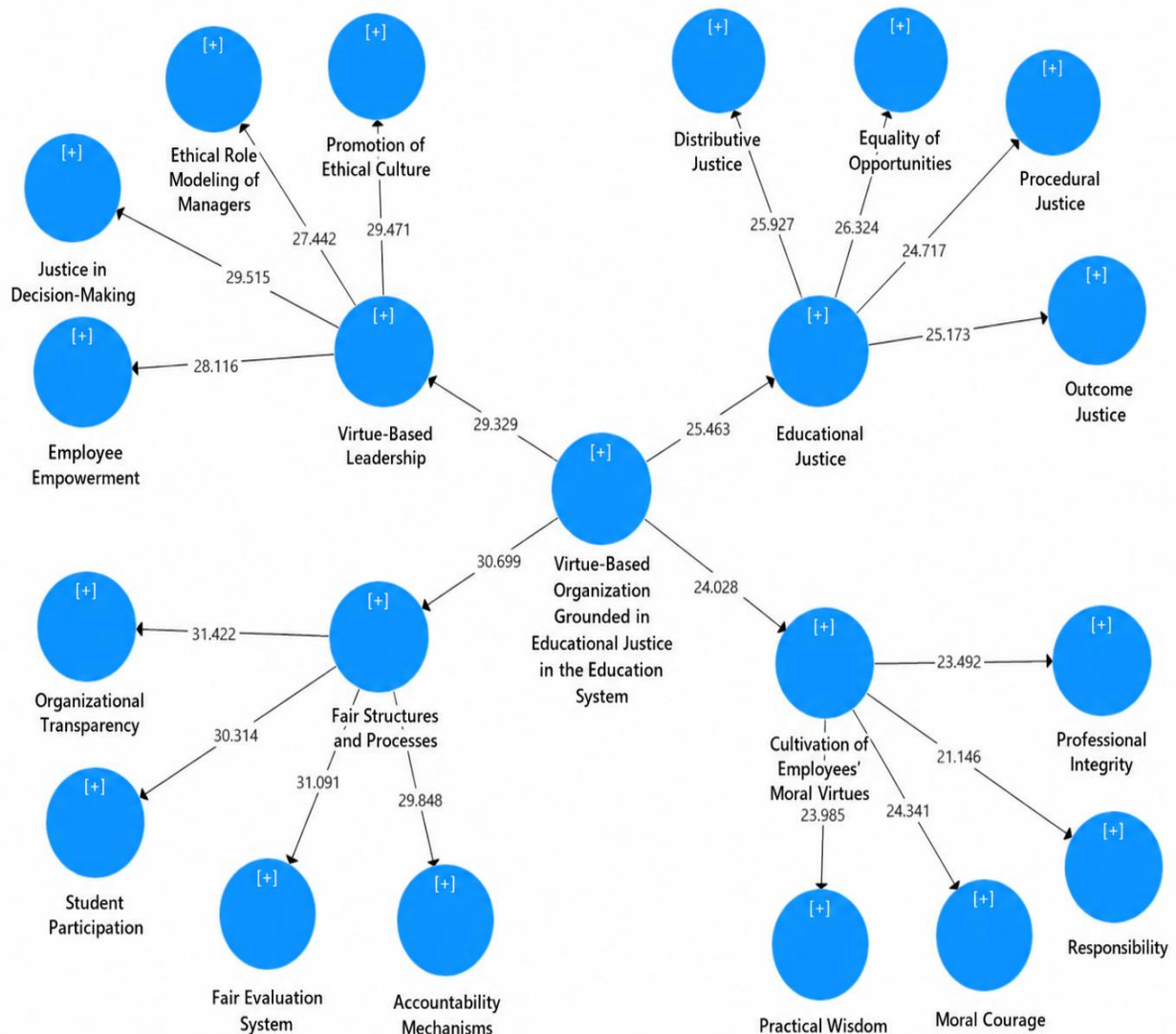
the necessary conditions for conducting confirmatory factor analysis.

The descriptive findings for the construct “virtue-based organization grounded in educational justice in the education system” show that this construct consists of four main dimensions: virtue-based leadership, educational justice, cultivation of employees’ moral virtues, and fair structures and processes, each of which was measured using a considerable number of indicators. Among these, virtue-based leadership (19 indicators), with a mean of 3.31 on the Likert scale, a total mean of 62.89, and a standard deviation of 0.83, had a symmetrical and approximately normal distribution. Educational justice (20 indicators) had the highest mean among the dimensions, with a mean of 3.83 on the Likert scale, a total mean of 76.60, and a standard deviation of 0.78; the skewness and kurtosis values of this dimension also indicated the relative normality of the data. Cultivation of employees’ moral virtues (19 indicators), with a mean of 3.17 and a total mean of 60.23, had the lowest mean value, although its data distribution was also close to normal, with a standard deviation of 0.76, skewness of 0.05, and kurtosis of 0.07. Furthermore, fair structures and processes (20 indicators), with a mean of 3.39, a total mean of 67.80, and a standard deviation of 0.80, showed a normal and balanced status in terms of dispersion and distribution shape. Overall, the skewness and kurtosis values of all dimensions fell within the acceptable range, indicating the approximate normality of the data. In addition, comparison of the means showed that educational justice had the most favorable status, whereas cultivation of employees’ moral virtues had the lowest mean among the construct dimensions.

The results of examining the model of a virtue-based organization grounded in educational justice in the education system for prioritizing the identified elements are as follows.

Figure 1

Graphical representation of the significance coefficients of the model of a virtue-based organization grounded in educational justice in the education system

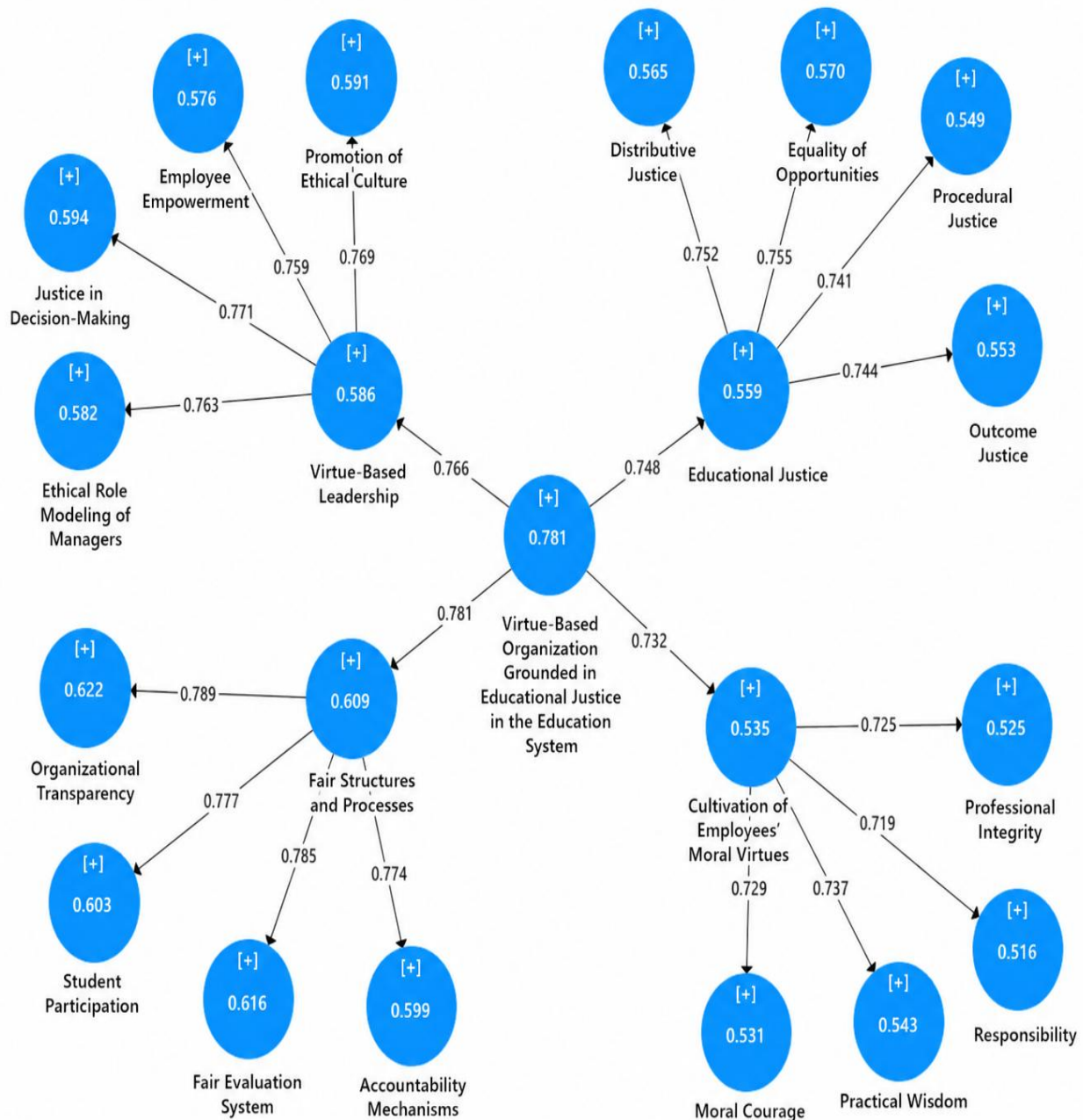


The findings from the graphical representation of the significance coefficients of the model of a virtue-based organization grounded in educational justice in the education system indicate that, since the values of these coefficients for all latent variables were greater than 2.58, all these variables

were accepted with 99% confidence. The factor loadings in the model of a virtue-based organization grounded in educational justice in the education system are presented below.

Figure 2

Graphical representation of factor loadings in the model of a virtue-based organization grounded in educational justice in the education system



The measurement model of a virtue-based organization grounded in educational justice in the education system includes virtue-based leadership, educational justice, cultivation of employees' moral virtues, and fair structures and processes, with factor loadings of 0.766, 0.748, 0.732, and 0.781, respectively. These factor loadings indicate a strong relationship with the main construct. In addition, the priority of the identified elements based on factor loadings, as shown in the figure above, was as follows: fair structures

and processes (0.781), virtue-based leadership (0.766), educational justice (0.748), and cultivation of employees' moral virtues (0.732).

To evaluate the overall quality of the research model, the fit of the measurement model and structural model was examined within the framework of structural equation modeling. The purpose of this analysis was to determine the extent to which the developed theoretical model was

compatible with the collected empirical data. The fit indices of the measurement model are examined below.

Coefficient of determination index: The coefficient of determination indicates the extent to which endogenous variables are explained by exogenous variables. In the present model, the coefficient of determination values for the different dimensions of the construct “virtue-based organization grounded in educational justice” were obtained as follows: virtue-based leadership (0.586), educational justice (0.535), cultivation of employees’ moral virtues (0.559), and fair structures and processes (0.609), all of which fall within the moderate-to-strong range. These values indicate the desirable explanatory power of the model in explaining the variance of endogenous variables.

Communality index: The communality index indicates the extent to which each indicator is explained by its corresponding construct and serves as a basis for assessing convergent validity. The mean communality value in the present model was 0.59, which is higher than the minimum acceptable value (0.50), indicating that the indicators appropriately represent their constructs. Therefore, the model has acceptable convergent validity.

Goodness-of-fit index: To assess the overall fit of the model, the goodness-of-fit index was calculated based on the geometric mean of the coefficient of determination and the mean communality index. The calculated value (0.580) was substantially higher than the strong fit threshold (0.36), indicating that the model had a highly desirable fit.

Predictive relevance index: This index indicates the predictive power of the model regarding dependent variables. The predictive relevance value of the model was 0.228, indicating moderate and desirable predictive power. Accordingly, the proposed model had an appropriate capacity to predict endogenous variables.

Normed fit index: This index indicates the degree of improvement in model fit compared with the baseline model, and values above 0.90 indicate appropriate fit. The normed fit index in this study was reported as 0.983, indicating excellent model fit and a very strong correspondence between the model and the data.

Evaluation of factor loadings: All factor loadings of the model indicators were greater than 0.40, and their t-statistic values were also reported to be above 2.58. Therefore, all indicators were significant, and the model constructs had desirable convergent and discriminant validity.

Overall, it can be concluded that the model had desirable and reliable fit. The appropriate explanatory power, desirable predictive power, and significance of factor

loadings all indicate that the theoretical model of a “virtue-based organization grounded in educational justice” is well supported by the empirical data and can be used to analyze structural relationships and explain the phenomenon under study.

4. Discussion and Conclusion

The present study was conducted with the aim of identifying and prioritizing the elements of a virtue-based organization grounded in educational justice within the education system. The findings demonstrated that the proposed model consists of four principal dimensions, including fair structures and processes, virtue-based leadership, educational justice, and the cultivation of employees’ moral virtues. The results further indicated that among these dimensions, fair structures and processes had the highest factor loading, followed respectively by virtue-based leadership, educational justice, and cultivation of employees’ moral virtues. In addition, the fit indices confirmed that the proposed model possessed acceptable explanatory and predictive power and enjoyed strong construct validity and reliability. These findings indicate that the realization of educational justice in educational organizations requires not only structural and procedural reforms but also ethical leadership, virtue-oriented organizational culture, and morally responsible educational practices.

One of the most important findings of the study was the prioritization of fair structures and processes as the strongest dimension of the virtue-based organization grounded in educational justice. This finding highlights the critical role of organizational transparency, participatory mechanisms, fair evaluation systems, and accountability structures in establishing equitable educational environments. Educational organizations are highly dependent on procedural fairness because educational stakeholders continuously evaluate the fairness of managerial decisions, resource allocation, assessment systems, and communication patterns. When organizational procedures are transparent and participatory, trust among teachers, students, and administrators increases, thereby strengthening organizational commitment and perceptions of justice. This finding is aligned with the studies emphasizing the role of organizational justice in enhancing educational effectiveness and reducing discrimination within schools (Maleki, 2021; Oecd, 2021). Similarly, international perspectives on educational equity have argued that fair institutional

structures are among the most important prerequisites for achieving sustainable educational justice (Green, 2020; Unesco, 2022).

The significance of fair structures and processes can also be interpreted through the lens of organizational legitimacy and ethical governance. Educational organizations that institutionalize transparent policies and fair accountability systems are more capable of promoting inclusion and reducing inequalities because stakeholders perceive organizational decisions as more legitimate and trustworthy. In this regard, previous studies have shown that schools characterized by transparent leadership and participatory organizational cultures experience higher levels of teacher engagement and educational fairness (Anderson & Bennett, 2026; Edwards & Franklin, 2025). Furthermore, the prominence of this dimension in the present study may reflect the growing expectation among educational professionals for accountability-oriented educational systems in which procedural fairness constitutes the foundation of educational legitimacy.

Another significant finding of the study was the high priority of virtue-based leadership within the proposed model. The findings demonstrated that ethical role modeling, justice in decision-making, employee empowerment, and the promotion of ethical culture are among the central components of virtue-based leadership in educational organizations. This result is consistent with theoretical perspectives emphasizing that school leaders significantly shape organizational values, ethical climates, and patterns of interaction within educational institutions (Berkovich & Eyal, 2022; Cameron, 2021). Virtue-based leadership differs from traditional administrative leadership because it emphasizes moral character, ethical accountability, and human-centered decision-making. Educational leaders who demonstrate honesty, fairness, compassion, and responsibility create environments that foster trust, collaboration, and equitable participation among educational stakeholders.

The findings concerning virtue-based leadership are strongly supported by previous empirical research. Studies have consistently demonstrated that ethical leadership positively affects teacher motivation, professional commitment, organizational trust, and educational effectiveness (Berkovich & Eyal, 2022; Eyal & Roth, 2019). Similarly, research focusing on marginalized student populations has shown that virtue-based leadership contributes significantly to improving educational opportunities and learning outcomes for disadvantaged

students (Ingram & Johnson, 2024). The present study extends these findings by demonstrating that virtue-based leadership is not merely a managerial characteristic but rather a foundational organizational dimension directly linked to educational justice. This relationship can be explained by the fact that ethical leaders are more likely to allocate resources fairly, establish inclusive decision-making systems, and support equitable educational opportunities for diverse student groups.

The dimension of educational justice also emerged as a highly important component of the proposed model. The findings showed that distributive justice, equality of opportunities, procedural justice, and outcome justice collectively constitute the core dimensions of educational justice within educational organizations. This finding reflects the multidimensional nature of educational justice and supports the argument that educational equity extends beyond equal access to educational resources. Educational justice also includes fairness in educational procedures, equitable learning opportunities, and balanced educational outcomes among students from different social backgrounds (Green, 2020; Oecd, 2021). In many educational systems, structural inequalities and uneven resource distribution continue to limit students' educational opportunities, particularly among disadvantaged populations. Therefore, the integration of educational justice into organizational processes is essential for reducing educational disparities.

The findings of the present study are also consistent with studies conducted within the Iranian educational context, which have emphasized the existence of inequalities in educational opportunities and school resources (Karimi, 2020; Sharifi, 2021). These studies indicate that disparities in educational quality, geographical access, and institutional support systems continue to influence students' academic outcomes and social mobility. The current findings suggest that virtue-based educational organizations may provide an effective framework for addressing such inequalities because they integrate ethical leadership, organizational justice, and equitable educational practices within a unified organizational model.

The cultivation of employees' moral virtues was identified as another major dimension of the proposed model. Although this dimension had the lowest factor loading among the four dimensions, it still demonstrated a strong and significant relationship with the overall construct. This finding indicates that teachers' ethical orientations and professional virtues remain essential elements in the realization of educational justice. Educational systems rely

heavily on teachers not only for knowledge transmission but also for moral guidance, ethical interaction, and social development. Therefore, virtues such as professional integrity, responsibility, moral courage, and practical wisdom play a crucial role in shaping educational quality and fairness.

This finding is highly consistent with studies emphasizing the importance of teachers' professional ethics and moral responsibility in educational effectiveness (Kelly & Lee, 2024; Zarandi, 2019). Teachers who demonstrate ethical sensitivity and responsibility are more likely to establish supportive learning environments, avoid discriminatory practices, and provide equitable attention to students with diverse needs. Moreover, virtue ethics perspectives argue that ethical behavior in educational contexts cannot be reduced to formal compliance with regulations; instead, it requires the internalization of moral values and virtues within professional identity (Carter & Davis, 2026; Gonzalez & Harris, 2025). The findings of the present study support this argument by demonstrating that ethical virtues among educational employees are fundamental to the establishment of equitable and virtue-oriented educational organizations.

Another important implication of the findings concerns the interdependence among the identified dimensions. The results suggest that educational justice cannot be achieved independently from ethical leadership, fair organizational structures, and employees' moral virtues. Rather, these dimensions operate interactively and reinforce one another within educational organizations. For example, virtue-based leadership contributes to the establishment of fair structures and ethical organizational cultures, while fair structures support equitable educational practices and enhance trust among stakeholders. Similarly, the cultivation of employees' moral virtues strengthens ethical interactions and responsible educational behavior, thereby promoting educational justice. This integrated perspective is highly consistent with recent theoretical approaches emphasizing holistic and human-centered models of educational administration (Anderson & Bennett, 2026; Oliver & Parker, 2024).

The strong fit indices obtained in the present study further support the conceptual coherence of the proposed model. The acceptable values of the coefficient of determination, predictive relevance, and goodness-of-fit indices indicate that the identified dimensions adequately explain the construct of a virtue-based organization grounded in educational justice. These findings suggest that the proposed

model possesses both theoretical and practical applicability and can serve as a useful framework for educational policymakers, school administrators, and researchers. Furthermore, the use of both qualitative and quantitative approaches enhanced the comprehensiveness and validity of the findings because the dimensions and indicators of the model were derived from both systematic literature review and expert perspectives.

The findings also carry important implications for educational reform and organizational development. Contemporary educational systems increasingly face complex ethical, social, and organizational challenges, including growing inequality, declining trust, reduced social cohesion, and increased expectations for accountability. In such contexts, purely technical or bureaucratic management approaches may be insufficient for addressing the moral and social dimensions of educational systems. Virtue-based organizational models provide a more comprehensive framework by integrating ethical values, organizational justice, participatory governance, and educational equity (Cameron, 2021; Edwards & Franklin, 2025). Therefore, educational organizations seeking sustainable improvement should prioritize not only structural efficiency but also ethical culture, fairness, and human development.

The findings of the study further support international educational discourses emphasizing the need for socially responsive and ethically grounded educational systems. UNESCO and OECD reports have repeatedly highlighted the importance of inclusive educational systems capable of promoting social justice, democratic participation, and human dignity (Oecd, 2021; Unesco, 2022). The present study contributes to this discourse by presenting a contextually grounded organizational model that integrates virtue ethics and educational justice within educational administration. Such an approach may help educational institutions move toward more equitable, ethical, and sustainable organizational practices.

One of the limitations of the present study was that the quantitative section was conducted only among secondary school teachers in one geographical region, which may limit the generalizability of the findings to other educational contexts and educational levels. In addition, the study relied primarily on self-report questionnaires and interview data, which may have been influenced by subjective perceptions and social desirability bias. Another limitation was the cross-sectional nature of the quantitative data, which restricted the ability to examine causal relationships and long-term organizational changes over time.

Future research is recommended to examine the proposed model in different educational contexts, including primary schools, universities, and vocational educational institutions, in order to evaluate its broader applicability. Comparative studies across different regions and educational systems may also provide deeper insights into the contextual dimensions of virtue-based organizations grounded in educational justice. In addition, future studies could employ longitudinal and mixed-methods designs to investigate the long-term effects of virtue-based organizational practices on educational outcomes, teacher development, and student well-being. Researchers are also encouraged to examine the mediating and moderating roles of organizational culture, teacher motivation, and institutional trust in the relationship between virtue-based leadership and educational justice.

From a practical perspective, educational policymakers and school administrators should prioritize the development of fair organizational structures, transparent accountability systems, and participatory decision-making processes within educational institutions. Professional development programs for school leaders and teachers should also incorporate ethical leadership training, organizational justice principles, and virtue ethics approaches in order to strengthen ethical awareness and social responsibility among educational stakeholders. Furthermore, educational organizations should establish supportive mechanisms that encourage ethical interaction, collaborative participation, and equitable educational practices in order to create inclusive and justice-oriented learning environments.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

References

- Almasi, M., Ahmadi, S., & Moradi, H. (2022). The Role of Ethical Leadership in Enhancing Organizational Trust in Schools. *Educational Management Quarterly*, 14(2), 45-62.
- Anderson, A. L., & Bennett, B. M. (2026). The Role of Virtue-Based Organizations in Fostering Educational Equity: A Longitudinal Study. *Journal of Educational Equity*, 12(3), 123-145. <https://doi.org/10.xxxx/jee.xxxx>
- Berkovich, I., & Eyal, O. (2022). Ethical Leadership and Teachers' Motivation: A Systematic Perspective. *Educational Management Administration & Leadership*, 50(3), 345-367. <https://doi.org/10.1177/0263214620977533>
- Cameron, K. S. (2021). *Virtuous Organizations: The Power of Positive Leadership*. Oxford University Press. <https://doi.org/10.1093/oso/9780192845007.001.0001>
- Carter, C. R., & Davis, D. S. (2026). Virtue Ethics and the Pursuit of Social Justice in Education: A Comparative Analysis. *International Journal of Educational Philosophy*, 28(1), 56-78. <https://doi.org/10.xxxx/ijep.xxxx>
- Edwards, E. K., & Franklin, F. L. (2025). Building Virtue-Based Learning Communities: Strategies for Promoting Educational Fairness. *Educational Leadership Quarterly*, 45(2), 90-112. <https://doi.org/10.xxxx/elq.xxxx>
- Eyal, O., & Roth, G. (2019). Principals' Leadership and Teachers' Motivation: Self-Determination Theory Analysis. *Journal of Educational Administration*, 57(6), 657-673. <https://doi.org/10.1108/JEA-03-2018-0053>
- Gonzalez, G. P., & Harris, H. Q. (2025). The Intersection of Virtue Ethics and Critical Pedagogy: Implications for Equitable Education. *Curriculum Inquiry*, 55(4), 301-320. <https://doi.org/10.xxxx/ciq.xxxx>
- Green, A. (2020). Equity in Education: Global Perspectives and Challenges. *International Journal of Educational Development*, 76, 102-115. <https://doi.org/10.1016/j.ijedudev.2020.102187>
- Ingram, I. R., & Johnson, J. T. (2024). Virtue-Based Leadership and Its Impact on Educational Outcomes for Marginalized Students. *Journal of School Leadership*, 34(5), 678-700. <https://doi.org/10.xxxx/jsl.xxxx>
- Karimi, N. (2020). Examining Inequality of Educational Opportunities in Iran. *Educational Sciences Research Journal*, 22(3), 101-118.

- Kelly, K. V., & Lee, L. W. (2024). Integrating Virtue Ethics into Teacher Education: A Framework for Promoting Social Responsibility. *Teacher Education and Special Education*, 47(1), 23-38. <https://doi.org/10.xxxx/tese.xxxx>
- Maleki, H. (2021). Organizational Justice and Its Consequences in Secondary Schools. *Educational Management and Planning Quarterly*, 12(1), 55-72.
- Oecd. (2021). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. OECD Publishing. <https://doi.org/10.1787/1c958940-en>
- Oliver, O. Z., & Parker, P. A. (2024). The Role of Character Development in Fostering Educational Equity: A Case Study of a Virtue-Based School. *Journal of Educational Research*, 107(6), 589-605. <https://doi.org/10.xxxx/jer.xxxx>
- Sharifi, M. (2021). Analysis of the Status of Educational Equity in Iranian Schools. *Journal of Education Policy*, 3(4), 1-20.
- Unesco. (2022). *Reimagining Our Futures: A New Social Contract for Education*. UNESCO Publishing. <https://doi.org/10.54675/978-92-3-100511-7>
- Zarandi, F. (2019). Teachers' Professional Ethics and Its Consequences for Educational Quality. *Modern Research in Education*, 6(1), 77-94.