

Original Article (Qualitative)

# Model of effective factors in improving the quality of school educational activities from the perspective of educational experts

Masoumeh Mohammadabadi<sup>1</sup> , Fahimeh Kord Firuzjaei<sup>2</sup> 

1- Assistant Professor, Department of Educational Management, Farhangian University, Tehran, Iran

2- PhD in Educational Management, Secretary of Education, Mazandaran, Iran

**Receive:**

07 July 2024

**Revise:**

15 October 2024

**Accept:**

29 January 2025

**Abstract**

**Background and Objectives:** Educational activities, along with scientific education, play a significant role in raising the future generation and preparing them for life in an ideal society. The aim of the present study was to investigate and identify the effective factors in improving and promoting the quality level of school educational activities by surveying educational experts.

**Method:** According to the data collection method, this is a qualitative and phenomenological study. The participants in the study included educational assistants and instructors and experts in the field of education in the academic year 2024-2025 in Mazandaran province. The member survey method was used to verify the accuracy of the findings. The reliability method between the two coders (intra-subject agreement) was used to determine reliability.

**Findings:** According to the survey of participants, the results showed that the effective factors in improving the quality level of school educational activities included 33 indicators in six dimensions; Systematic organization of educational activities and school development activities, intra-school factors, extra-school factors and senior managers, outsourcing of educational activities, empowerment of assistants and educational instructors, interaction between home and school have been identified.

**Conclusion:** According to the results obtained, it is necessary for all school personnel, including teachers and principals, to consider themselves involved in school development activities and not to consider their work as simply advancing school development activities. Also, special emphasis should be placed on improving the quality of school development activities, because special attention to quantities leads to neglect of the effectiveness of activities with regard to the main mission and mission of education. The results of this study can be effective in improving the quality of school development performance.

**Keywords:**

Education,  
Educational  
activities,  
Quality,  
School

**Please cite this article as (APA):** Mohammadabadi, M. and Kord Firuzjaei, F. (2026). Model of effective factors in improving the quality of school educational activities from the perspective of educational experts. *Management and Educational Perspective*, 7(4), 356-382.



<https://doi.org/10.22034/jmep.2025.400698.1207>



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**Publisher:** Research Center of Resource Management Studies and Knowledge-Based Business

**Corresponding Author:** Masoumeh Mohammadabadi

**Email:** mmohammadabadi@cfu.ac.ir



## Extended abstract

### Introduction

Improving the quality of development activities in schools is one of the key issues in the education system that has a direct impact on the individual, social and moral development of students. Teachers are not only transmitters of knowledge, but also behavioral and moral models for students. Experts believe that teachers should be continuously trained in the fields of educational psychology, communication skills, and modern teaching methods. The ability of teachers to create a safe and supportive environment plays a decisive role in shaping the personality of students. Each student has unique characteristics, interests, and needs. Designing educational programs that pay attention to individual differences can contribute to the all-round development of students. Experts suggest that schools use diagnostic tools such as psychological tests and individual counseling to accurately identify the needs of each student. The family, as the first educational institution, plays an important role in completing the educational activities of the school. Experts emphasize that schools should establish continuous and effective communication with families. Holding educational workshops for parents, creating interactive platforms, and involving families in school programs can help improve the quality of educational activities. Therefore, the Infallibles (peace be upon them), who possess the essence of infallibility and immunity from error and mistake, are the best and most reliable educational models, and presenting their views and discovering and presenting their educational path is an undeniable necessity for the successors of the field of Islamic education and training. Education is one of the most vital aspects of human life, and in its light, man achieves the desired happiness (Soltani Renani, 2008). The goal of Islamic education and training is to acquire knowledge, skills, and actualize human talents for a good life, and according to anthropological principles, all human capabilities and existential capacities have an effect on achieving a good life. Regardless of the characteristics and differences in educational needs and talents, humans have common and diverse dimensions and aspects, and a detailed study and examination of these common talents and needs requires the separation of its dimensions and aspects (Abdi, Rashidifar, 1403). The educational system is a system in which students shape and develop their personality and individuality by spending their childhood and adolescence in it. Therefore, school should be a fun place for students, where they can grow freely. For this reason, schools should not only focus on classrooms, because school is a place where students spend their lives, students learn various things alongside their teachers and friends, and can feel the joy of expressing themselves and being important as a member of society (Yoshitaka Ishikawa, 2014).

From an Islamic perspective and based on the Fundamental Transformation of Education, education is an interactive process that lays the groundwork for the continuous development and elevation of the identity of the learners, in an integrated manner and based on the Islamic standard system, in order to guide them on the path of preparing for the conscious and voluntary realization of the stages of a good life in all dimensions. Considering the Islamic view of man, we can consider the overall goal of the education process to be the continuous development and elevation of individual and collective identity through understanding one's own and others' situation and acting to improve it based on choice and commitment to the Islamic standard system. The main role of the education process is to play a role in this process and to lay the groundwork for guiding individuals in society to the path of continuous development and elevation of their individual and collective identity. Education is the fundamental axis of improving human life, and educational interests must be emphasized in all social decision-making and planning. Educational activities are among the activities that have an undeniable impact on the individual and collective life of man. These activities are successful when we consider the context of the relationships of the relevant social groups in

our educational goals and take into account their structural specificities. This is because education is an activity that takes place in society and is embedded in the context of various social relationships (Afsharmanesh, Nozari, 2021).

After reaching theoretical saturation, the interview and coding were completed. The coding process and text analysis of the interviews were carried out in the qualitative data analysis software MAXQDA 2018. The final output of the extracted components is as follows.

**Figure 2-** Final output of experts' opinions for the research model

### **Discussion and Conclusion**

Based on the model obtained from the present study, in determining the factors that improve and make education effective in schools, the factors identified are the systemic organization of educational activities and school development activities, intra-school factors, empowerment of assistants and development coaches, outsourcing of educational activities, extra-school factors and senior managers, and interaction between home and school.

The systemic organization of educational activities and school development activities leads to synergy between school activities; which is closer to comprehensive education based on the Fundamental Transformation of Education Document. On the other hand, separating educational activities from school educational activities, such as assigning separate teachers for separate courses in mathematics, physics, history, etc., whose job is to promote educational activities, get higher grades and pass final exams, is the basis of a behavioral perspective on education, which will not be as effective as it should be given the characteristics of the new era. However, since the new generation lives in the era of information technology, with this perspective, they can no longer be considered as empty vessels whose only need is a lack of scientific information and knowledge, and the teacher or teacher, as a person who has the necessary information and knowledge, can fill this gap. On the contrary, according to the constructivist perspective (Zofen, 2013), in the face of a mass and explosion of different information produced from different media, students must choose the information they need based on the problems they face in real life, and they must construct knowledge themselves and learn how to solve problems in real life situations. The task of school staff is actually to lead students to learn how to solve problems. In this context, it is necessary to have a systemic perspective on school activities, and on this basis, the educational and nurturing activities of the school are both components of this whole matter of educating students, and both, together and in harmony, can work towards the effectiveness of the school in accordance with the mission and mission of education. The next dimension of the present study is the outsourcing of school educational activities, which have been identified with four indicators. According to a review of the research literature, outsourcing is a form of predetermined external procurement for the provision of goods or services that were previously provided by the organization itself (Carlson, 1998 and Hart, 1995). According to the view of Anderson, Horsman and Quigley, 1995), the speed of change of knowledge and information in the present era is so great that large organizations are quickly out of the competition, which has led to a need for solutions for these large organizations. One of the ways to save these organizations is to outsource activities and to downsize these organizations to the point where they can change quickly.