

Identifying and Analyzing the Dimensions and Components of Family Education Management for Parents of Early Primary School Students

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Purpose: This study aimed to identify and analyze the key dimensions and components of family education management for parents of students in the early years of primary education.

Methods and Materials: This study employed a qualitative research design. Data were collected through documentary analysis and semi-structured interviews and were analyzed using thematic analysis with MAXQDA 12 software. The study population consisted of experts in educational management, curriculum studies, educational psychology, counseling, and senior administrators in the education system. Participants were selected purposively based on their professional expertise and relevant experience. Data collection continued until theoretical saturation was achieved after 19 interviews. Each interview lasted approximately 75–120 minutes. The interview transcripts were systematically coded and analyzed through successive stages of thematic analysis to identify basic, organizing, and overarching themes. The resulting thematic framework was subsequently reviewed to determine the principal dimensions, components, and indicators constituting an appropriate model of family education management for parents of early primary school students.

Findings: The thematic analysis identified five overarching dimensions of family education management: educational policymaking, instructional design, resource and support management, effective implementation of education, and evaluation and feedback. These dimensions comprised 18 organizing components and 73 indicators. Analysis of expert perspectives further demonstrated that effective implementation of education emerged as the most critical dimension within the proposed framework. Participants consistently emphasized that deficiencies in the implementation of family education programs constituted the most significant challenge in the current management of parental education. The findings therefore indicate that the effectiveness of family education management depends not only on appropriate policymaking and instructional planning but, more importantly, on translating these policies and plans into coherent, accessible, and effectively implemented educational practices.

Conclusion: The findings suggest that effective family education management requires an integrated framework encompassing policymaking, instructional design, resource support, implementation, and continuous evaluation, with particular emphasis on strengthening the effective implementation of parental education programs.

Keywords: Education Management; Family Education Management; Parent Education; Parents; Early Primary Education

1. Introduction

The family is the first and most enduring social and educational context in which children acquire behavioral patterns, values, communication skills, learning habits, and attitudes toward school and society. Although formal education transfers an important part of the responsibility for children's academic and social development to schools, the educational role of parents does not diminish when children enter primary education. Rather, the beginning of formal schooling creates a new set of responsibilities for families, including supporting learning, managing children's study routines, facilitating communication with teachers, monitoring behavioral and emotional adjustment, and creating a home environment conducive to learning. Research on school-family relationships has consistently emphasized that children's intellectual, social, and educational development is strengthened when schools and families function as complementary rather than separate institutions (Dering et al., 2007). Accordingly, family education should be regarded not merely as an auxiliary school activity but as a strategic mechanism through which parents can acquire the knowledge, skills, attitudes, and competencies required to perform their educational role effectively.

The significance of parental participation is particularly pronounced during the first cycle of primary education. During this period, children are adapting to the formal structure of schooling while simultaneously developing foundational competencies in literacy, numeracy, self-regulation, interpersonal relationships, and learning behavior. Parents' expectations, educational practices, and interactions with children can therefore exert substantial influence on learning trajectories. Meta-analytic evidence has demonstrated a meaningful relationship between parental involvement and children's learning outcomes during early childhood and the early elementary years, indicating that the quality and type of parental engagement can contribute to educational achievement (Ma et al., 2016). Similarly, parental involvement has been associated with academic achievement across different educational settings, reinforcing the idea that meaningful family participation constitutes an important component of educational effectiveness (Jeynes, 2019). Empirical evidence also indicates that parental involvement can positively influence children's academic achievement when families participate actively in learning-related activities and maintain

constructive relationships with schools (Lara & Saracosti, 2019).

However, parental involvement cannot be reduced to the amount of time parents spend supervising homework or attending school meetings. Effective involvement depends substantially on parents' educational resources, perceptions, competencies, parenting practices, and understanding of children's developmental needs. Parent educational attainment, for example, is associated with differences in parenting processes and children's developmental opportunities, illustrating how parental knowledge and resources can shape children's developmental environments (Davis-Kean et al., 2021). Family characteristics may also affect students' capacity to benefit from educational opportunities, particularly under conditions in which a greater share of learning occurs at home. Research conducted in the context of the COVID-19 pandemic showed that family composition was associated with differences in students' learning growth, drawing attention to the unequal capacities of households to organize and support children's education (de Leeuw et al., 2023). These findings suggest that educational systems cannot assume that all parents possess equivalent knowledge, skills, time, confidence, or resources for supporting their children. Structured family education is therefore required to reduce such disparities and provide parents with accessible and developmentally appropriate guidance.

The concept of family education is closely connected with the broader notion of school-family partnership. Contemporary approaches increasingly conceptualize family engagement as a reciprocal and multidimensional relationship among parents, educators, schools, and communities rather than as unilateral school communication directed toward parents. From this perspective, effective family engagement requires mutual trust, shared responsibility, meaningful participation in decision-making, and alignment between the educational goals pursued at home and at school (Kelty & Wakabayashi, 2022). Models of family-school partnership also raise questions regarding how authority, responsibility, and expertise are distributed between educators and parents. Effective partnerships require moving beyond hierarchical relationships in which schools define parental roles unilaterally and toward arrangements in which families are recognized as legitimate partners in children's development (Jevtić, 2023). Accordingly, the management of family education should include mechanisms for participation, communication,

feedback, and shared problem solving rather than merely transmitting standardized information to parents.

The importance of home-school connections is also evident in the broader literature on family literacy, educational support, and school-community relationships. Family literacy practices and home-school connections can provide continuity between children's experiences in school and their learning activities at home, thereby supporting the development of academic competencies and positive learning habits (Fox & Szech, 2022). Evidence on school, family, and community connections likewise suggests that sustained collaboration among these environments can contribute to students' educational success and improve the capacity of schools to respond to learners' needs (Henderson & Mapp, 2020). In the Iranian educational context, the necessity of interaction between home and school has also been emphasized as an important factor in improving the educational processes of elementary students (Gharanjik et al., 2022). Thus, family education programs can be understood as an institutional mechanism for strengthening this relationship by creating common educational language, expectations, and practices among parents and educators.

Nevertheless, having family education programs in place does not automatically guarantee their effectiveness. The educational impact of such programs depends on their design, management, delivery, relevance, and responsiveness to parents' actual needs. Needs assessment is therefore a fundamental prerequisite for effective family education. Research on the educational needs of parents has shown that family education programs should be developed on the basis of identified parental needs rather than uniform, administratively predetermined content (Hakimzadeh et al., 2014). Parents differ in educational level, socioeconomic circumstances, family structure, prior parenting experience, cultural background, expectations, and access to educational resources. Consequently, programs that disregard these differences may have limited practical usefulness. A systematic family education management model should therefore begin with rigorous needs assessment and translate identified needs into appropriate goals, content, instructional strategies, and evaluation criteria.

Family education also requires attention to the content and method of parent training. Parent management training demonstrates that parenting practices can be developed through structured educational interventions rather than being viewed as fixed or entirely intuitive behaviors (Ebrahimi & Farashbandi, 2019). More recent intervention studies have similarly shown that systematic parent-focused

programs can contribute to improvements in child and family outcomes. Family-centered training based on parental behavioral management has been found to improve clinical symptoms and academic performance among children with attention-deficit/hyperactivity disorder, illustrating the potential educational and behavioral benefits of targeted parental training (Jafarnezhad et al., 2022). Likewise, interventions such as Parent-Child Interaction Therapy, child-centered mindfulness training, and structured parenting programs have demonstrated potential for reducing internalizing symptoms among students in the first cycle of elementary education (Obalasi et al., 2023). These findings support the proposition that well-designed family education can influence not only parental knowledge but also children's emotional, behavioral, and academic development.

Internationally validated parenting programs further demonstrate the importance of structured implementation and systematic management. A recent randomized controlled trial of the Incredible Years Basic Parent Training program among Iranian mothers of children with behavioral and emotional problems showed that culturally implemented parent training can be evaluated through both outcome assessment and process evaluation (Chahardoli et al., 2025). Such evidence is important because it shifts attention from the question of whether parent education is beneficial to the more managerial question of how such education should be organized, delivered, supported, and evaluated. Effective implementation requires competent instructors, suitable content, appropriate delivery methods, participant engagement, adequate resources, and mechanisms for monitoring outcomes. Consequently, family education management should incorporate principles of educational management and instructional planning rather than relying solely on occasional lectures or informal school initiatives.

The quality of family education programs is also influenced by parents' motivation, perceived usefulness of training, and their willingness to participate. Family education has been reported to contribute to improving parent relationships and students' self-efficacy at the elementary level, highlighting the potential interpersonal and developmental functions of such programs (Kakoularimi, 2021). Family education may additionally play a preventive role by increasing parents' awareness of social and cultural risks affecting students and equipping them with more effective strategies for monitoring, communication, and guidance (Bagherzadeh, 2021). From this standpoint, parental education should extend beyond

academic assistance and include developmental, emotional, behavioral, social, and cultural dimensions. The scope of family education management must therefore be sufficiently comprehensive to respond to the diverse realities of contemporary family life.

The family–school model also places educational processes within a shared system in which neither schools nor families can independently achieve educational goals. The central role assigned to education within a family–school model implies that the effectiveness of educational policy depends on how well learning-related responsibilities are coordinated across these two contexts (Bazdar, 2021). This coordination is especially relevant during the primary years, when young students depend heavily on adults for organizing routines, interpreting school expectations, and managing educational transitions. Differences in family practices can even extend to strategic parental allocation of attention and educational resources among children, as demonstrated by research examining birth order, parental behavior, and school performance (Hotz & Pantano, 2015). These findings underscore that family educational behavior is shaped by complex decision-making processes and therefore requires systematic guidance rather than generalized recommendations.

Changes in educational delivery during and after the COVID-19 pandemic further revealed the centrality of families in managing children’s learning. In virtual and blended education, parents often became mediators between teachers, technology, educational content, and elementary students. Iranian research has highlighted the role of families in managing virtual education for elementary school students and has emphasized parents’ responsibilities in organizing learning conditions and facilitating children’s participation in online education (Anarinejad & Asghari, 2021). A qualitative model of parental participation in elementary-school virtual education likewise demonstrated that parental involvement encompasses multiple functions and requires coordinated mechanisms for supporting families in the educational process (Jafarzadeh et al., 2022). These experiences exposed weaknesses in models that regard parents as peripheral actors and reinforced the necessity of preparing families systematically for both conventional and technology-mediated forms of education.

From an educational management perspective, effective family education therefore entails several interconnected managerial functions. First, educational policymaking is necessary to clarify the purposes of family education, define responsibilities, and position parental learning within

broader educational priorities. Second, instructional design and planning are required to assess needs, specify learning objectives, develop relevant content, identify audience characteristics, and select appropriate teaching methods. Third, resource management is needed to provide qualified instructors, financial support, instructional spaces, technologies, and educational materials. Fourth, implementation management should ensure that instruction is participatory, accessible, developmentally appropriate, and responsive to adult learners. Finally, evaluation and feedback mechanisms are required to determine whether family education has changed parental knowledge, attitudes, practices, and ultimately children’s educational and developmental outcomes. Without integration among these managerial functions, family education programs may remain fragmented and dependent on the preferences of individual schools or instructors.

The sustainability of family education also depends on organizational conditions within schools. Educational interventions are not implemented in a vacuum; their continuity and effectiveness are shaped by organizational stability, staff capacity, institutional support, and the quality of relationships within the school environment. Research on teacher mobility has shown that organizational characteristics can influence teachers’ decisions to remain in or leave schools, demonstrating more broadly that educational quality depends partly on stable and supportive organizational conditions (Allensworth et al., 2009). Although teacher mobility is distinct from family education, this organizational perspective is relevant because sustained family engagement programs likewise require continuity in leadership, personnel, expectations, and institutional procedures. Family education should therefore be embedded in school management systems rather than treated as an occasional supplementary activity.

A further challenge concerns the translation of policy into sustained parental participation. Parents may face barriers such as limited time, work responsibilities, low motivation, lack of trust in schools, inappropriate scheduling, inaccessible instructional formats, or previous experiences of family education as one-way lecturing. Consequently, participation should itself be actively managed. Opportunities for flexible delivery, online participation, group discussion, parent-led activities, and continuous feedback can potentially enhance engagement. The experience accumulated through virtual education has also expanded the range of technological options available for maintaining contact with parents and delivering educational

materials (Anarinejad & Asghari, 2021; Jafarzadeh et al., 2022). At the same time, family engagement should not become dependent exclusively on digital access, because differences in technological resources and household conditions may reproduce educational inequalities (de Leeuw et al., 2023). A comprehensive management framework must therefore combine flexibility with equity.

The relationship between family processes and student outcomes also indicates that family education management should be evaluated beyond immediate participant satisfaction. The ultimate value of parent education lies in whether it strengthens parenting competencies, improves parent-child interactions, supports students' learning and psychosocial adjustment, and reinforces productive home-school relationships. Evidence from parental involvement research shows associations with academic outcomes (Jeynes, 2019; Lara & Saracosti, 2019; Ma et al., 2016), while intervention studies show that structured parent-focused programs can influence behavioral, emotional, and academic indicators (Chahardoli et al., 2025; Jafarnezhad et al., 2022; Obalasi et al., 2023). Accordingly, evaluation should be conceived as a continuous feedback process through which program outcomes inform future needs assessment, policy revision, content modification, instructor development, and resource allocation.

Despite the considerable body of research demonstrating the importance of parental involvement, family-school relationships, and parent-focused educational interventions, a major issue remains the lack of an integrated managerial framework specifying how family education for parents of early primary school students should be governed as a coherent process. Existing studies have frequently focused on specific outcomes, such as academic achievement, self-efficacy, behavioral symptoms, virtual learning participation, or prevention of social harms (Bagherzadeh, 2021; Gharanjik et al., 2022; Kakoularimi, 2021). Other studies have highlighted particular elements such as needs assessment, parental participation, or family-school partnerships (Hakimzadeh et al., 2014; Jevtić, 2023; Kelty & Wakabayashi, 2022). Although these contributions establish the importance of family education, they also indicate the need to integrate policymaking, instructional design, participation, resources, implementation, evaluation, and feedback within a single management framework that is responsive to the distinctive needs of parents whose children are in the first cycle of primary education.

Therefore, the present study aimed to identify and analyze the dimensions, components, and indicators of family

education management for parents of students in the first cycle of primary education.

2. Methods and Materials

This study employed a qualitative research approach. At this stage, semi-structured interviews were used, and the indicators, components, and dimensions were identified through thematic analysis. The study participants consisted of experts in educational management, curriculum studies, educational psychology, counseling, and senior administrators in the education system who held relevant academic degrees and/or had published articles, books, or other scholarly works and had teaching experience in these fields. The inclusion criteria consisted of experts with at least five years of university experience in educational management and primary education, specialists holding at least a doctoral degree in family education management or fields related to the research topic, and faculty members at various universities in Tehran. Purposive sampling was employed. According to Tashakkori and Teddlie (2003, p. 93), cases in this sampling method are selected non-randomly and entirely purposefully. The interviews were conducted during the summer and fall of 2025. The average duration of the interviews was 73 minutes. Following transcription of the interviews, thematic analysis was conducted concurrently with data collection. Accordingly, after each interview, the audio recordings were first transcribed. Subsequently, a copy of the extracted codes was sent to the respective interviewee for verification and approval. To achieve familiarity with and immersion in the data, the data were reread several times. In this process, the initial themes were identified, and similar initial themes were grouped into the same categories, thereby forming the preliminary categories. These categories were then integrated to form the overarching themes. To ensure the trustworthiness of the collected data, prolonged and in-depth engagement with the data was maintained. In addition, two other researchers, besides the principal researchers, participated in the data analysis. The researchers reviewed the transcripts to verify the coding and categorization. Participants were consulted again to enhance confirmability. Maximum variation in sampling and prolonged engagement were additional strategies used to enhance data credibility. Themes and subcategories began to emerge from the first interview, and data reduction continued across all units of analysis (themes) until the overarching themes emerged. The interviews continued until theoretical data saturation was

achieved. Qualitative content analysis was performed using MAXQDA 12 software. Ethical considerations included obtaining informed consent, protecting participants'

identifying information, and maintaining fidelity and integrity in transcribing the interview content.

Table 1

Characteristics of Interview Participants

Variable	Category	Frequency	Variable	Category	Frequency	Variable	Category	Frequency
Place of employment	Faculty members in educational management, curriculum studies, educational psychology, and counseling, and senior education administrators	19	Education	Master's degree	0	Age	Younger than 39 years	1
							40–45 years	6
			Education	Doctoral degree	19		46–50 years	7
			Gender	Female	10		Older than 50 years	5
				Male	9	Work experience	Less than 10 years	2
							11–20 years	5
							More than 20 years	12

3. Findings and Results

To identify the dimensions, components, and indicators influencing family education management for parents of students in the first cycle of primary education, data obtained from the semi-structured interviews with participants were analyzed at three levels: basic themes, organizing themes, and overarching themes. In the first stage, participants' statements and experiences regarding factors affecting family education in the first cycle of primary education were extracted and converted into initial codes. Subsequently, semantically similar and related codes were organized into

conceptual indicators and components. Based on the final analysis, the family education management model for parents of students in the first cycle of primary education consisted of five main dimensions, 18 components, and 73 indicators. The identified dimensions were educational policymaking, instructional design, resource and support management, effective implementation of education, and evaluation and feedback. The following table presents the final coding structure together with the concept represented by each indicator and the codes of the participants who confirmed it.

Table 2

Dimensions, Components, and Indicators of Family Education Management for Parents of Students in the First Cycle of Primary Education

No.	Overarching Theme (Dimension)	Code	Organizing Theme (Component)	Code	Basic Theme (Indicator)	Code	Interviewee Code
1	Educational policymaking	A	Goal setting	A1	Modifying individual attitudes and personal preferences regarding child-rearing	A1-1	I4, I8, I5, I6, I3
2					Addressing parents' psychological and educational needs	A1-2	I5, I11, I4, I3
3					Promoting parental cooperation and assistance in appropriate child-rearing	A1-3	I1, I2, I9, I7, I5
4					Establishing coordination between home and school	A1-4	I8, I7, I11, I12

5					Strengthening and consolidating close relationships among parents, educators, and children	A1-5	I7, I3, I9, I10, I11
6					Planning for the appropriate use of leisure time and addressing the psychological needs of students' parents	A1-6	I10, I6, I5, I1, I7
7					Enabling families to enjoy a healthy, happy, and trusting family life	A1-7	I10, I3, I5, I8
8		Promoting participation		A2	Attracting comprehensive public participation in advancing educational objectives	A2-1	I13, I14, I11, I5
9					Clarifying responsibilities and strengthening the sense of responsibility among parents and educators regarding educational and developmental issues	A2-2	I10, I8, I3
10					Enhancing the effectiveness of family education programs through stakeholder synergy	A2-3	I1, I2, I9, I7, I5
11					Using parents with relevant expertise as instructors in family education	A2-4	I6, I8, I10, I13, I4
12					Dividing and specifying the duties and roles of parents and educators in students' upbringing and learning	A2-5	I10, I8, I1, I13, I14
13		Developing a coherent program		A3	Providing conditions for consolidating personality foundations and enhancing self-awareness among parents and children	A3-1	I1, I2, I9, I7, I5
14					Observing the principle of usefulness in family education when developing the program	A3-2	I11, I12, I10, I14
15					Addressing families' essential needs	A3-3	I11, I9, I14, I4
16					Considering parents' interests and motivation in program development	A3-4	I6, I1, I2
17					Observing the principle of continuity in family education programs	A3-5	I11, I7, I10, I3, I1
18					Providing educational programs consistent with real-life conditions	A3-6	I8, I3, I5, I4, I2
19	Instructional design and planning	B	Needs assessment	B1	Using a scientific approach to determine educational needs	B1-1	I1, I2, I9, I7, I5
20					Ensuring that educational needs correspond to the real-life necessities of parents and children	B1-2	I3, I9, I5, I4, I2
21					Identifying needs through the participation of parents and educators based on children's educational and developmental problems	B1-3	I4, I8, I10, I6, I1
22					Establishing alignment between parents' prior knowledge and skills and the new educational and developmental content provided by schools	B1-4	I5, I11, I4, I3
23		Content design		B2	Applying curriculum planning principles in designing family education	B2-1	I1, I2, I9, I7, I5
24					Addressing social relationships in family education	B2-2	I8, I7, I11, I13
25					Incorporating the views of parents and educators in determining instructional topics	B2-3	I7, I3, I9, I10, I11
26					Determining general, behavioral, and instructional objectives for family education courses	B2-4	I1, I9, I13
27					Developing content that requires no prerequisites and is general and comprehensible	B2-5	I13, I7, I3
28					Establishing consistency between content volume and instructional time	B2-6	I11, I12, I14, I2, I9
29		Determining audience characteristics		B3	Determining participants' literacy levels because of differences in parents' learning capacities	B3-1	I1, I2, I9, I7, I5

30					Considering participants' interest and willingness to attend educational courses	B3-2	I6, I7, I5, I4
31					Considering parents' gender in the provision of family education	B3-3	I1, I2, I9, I7, I5
32			Determining instructional characteristics	B4	Flexibility in the timing of instruction	B4-1	I7, I5, I1, I12
33					Flexibility in the location of instruction	B4-2	I11, I8, I4, I9
34					Flexibility regarding participants' age without imposing age restrictions	B4-3	I1, I2, I9, I7, I5
35					Observing principles of adult education	B4-4	I4, I2, I6
36					Identifying the equipment and technology required for instruction	B4-5	I10, I9, I1, I6, I11
37			Determining instructional methods	B5	Selecting appropriate methods for effective instruction	B5-1	I6, I8, I10, I3, I4
38					Applying educational technology in content delivery in accordance with adult education principles	B5-2	I10, I8, I1, I3, I4
39					Using multiple media for content delivery to facilitate the effective communication of educational material	B5-3	I3, I1, I5, I4, I6
40					Diversifying the time, location, and method of content delivery to increase parental participation	B5-4	I4, I8, I5, I6, I3
41	Resource management	C	Human resources	C1	Employing instructors with sufficient knowledge and experience in delivering educational content	C1-1	I5, I11, I4, I3
42					Using education specialists in content development and design	C1-2	I1, I2, I9, I7, I5
43					Involving parents with expertise relevant to family education content in determining objectives, developing content, and teaching	C1-3	I8, I7, I11, I12
44					Using information technology specialists in developing and delivering content through face-to-face and non-face-to-face modalities	C1-4	I7, I3, I9, I10, I11
45			Financial resources	C2	Attracting families' financial participation to improve the delivery of family education	C2-1	I10, I6, I5, I1, I7
46					Securing the participation of governmental and non-governmental institutions in providing instructional spaces and equipment	C2-2	I10, I3, I5, I8
47					Receiving in-kind contributions from parents and benefactors to support family education and capital equipment	C2-3	I13, I14, I11, I5
48			Material resources	C3	Anticipating and providing instructional spaces appropriate to the type of education	C3-1	I10, I8, I3
49					Anticipating and providing equipment for face-to-face and non-face-to-face instruction	C3-2	I1, I2, I9, I7, I5
50					Preparing concise educational packages appropriate to participants' available time and attention span, such as clips, brochures, pamphlets, and videos	C3-3	I6, I8, I10, I13, I4
51	Implementation of education	D	Instructor	D1	Establishing effective communication with participants to facilitate information exchange	D1-1	I10, I8, I1, I13, I14
52					Using examples and presenting experiential cases in instruction	D1-2	I1, I2, I9, I7, I5
53					Ability to organize educational material to ensure logical sequencing in content delivery	D1-3	I11, I12, I10, I14
54					Ability to engage participants in discussions concerning students' learning difficulties	D1-4	I11, I9, I14, I4
55			Learner	D2	Changing parents' perceptions of educational classes so that they are not viewed merely as a means of soliciting financial contributions	D2-1	I6, I1, I2

56					Strengthening parents' sense of responsibility for understanding their children's developmental stages and attending educational sessions	D2-2	I11, I7, I10, I3, I1
57					Fostering parents' interest in participating in family education classes	D2-3	I8, I3, I5, I4, I2
58					Encouraging participation in group education to address parents' and children's educational and developmental problems	D2-4	I1, I2, I9, I7, I5
59		Learning process		D3	Determining pre-instructional activities, such as identifying entry behaviors	D3-1	I3, I9, I5, I4, I2
60					Allocating specific periods for parental participation in discussions and question-and-answer sessions	D3-2	I4, I8, I10, I6, I1
61					Selecting appropriate teaching methods	D3-3	I5, I11, I4, I3
62					Determining how parents should participate in discussions and share experiences and child-rearing problems	D3-4	I1, I2, I9, I7, I5
63	Evaluation and feedback	E	Educational evaluation	E1	Assessing parents' and educators' satisfaction with family education	E1-1	I8, I7, I11, I13
64					Assessing the effectiveness of the content delivered	E1-2	I7, I3, I9, I10, I11
65					Examining the effects of family education on students' developmental and educational process	E1-3	I1, I9, I13
66					Assessing the effects of education on students' comprehensive emotional, cognitive, physical, and other dimensions of development	E1-4	I13, I7, I3
67		Obtaining feedback		E2	Implementing mechanisms for receiving parents' and educators' opinions and suggestions	E2-1	I11, I12, I14, I2, I9
68					Analyzing received feedback and making decisions based on it	E2-2	I1, I2, I9, I7, I5
69					Developing and providing solutions consistent with participants' feedback	E2-3	I6, I7, I5, I4
70					Holding consultative meetings with parents and educators to obtain feedback on the education provided	E2-4	I1, I2, I9, I7, I5
71		Follow-up of outcomes		E3	Improving parents' willingness to participate in additional effective educational programs	E3-1	I7, I5, I1, I12
72					Improving students' academic performance through parent education	E3-2	I11, I8, I4, I9
73					Evaluating and linking educational outcomes to future educational needs	E3-3	I1, I2, I9, I7, I5

Ultimately, five dimensions, 18 components, and 73 indicators were identified for family education management for parents of students in the first cycle of primary education.

As shown in Table 2, the findings derived from the analysis of interviews conducted with experts and specialists indicate that the family education model within the education system consists of five main dimensions: educational policymaking, instructional design and planning, resource management, implementation of education, and evaluation and feedback. These five dimensions encompass 16 components and 73 indicators, which collectively explain the various aspects of a comprehensive, purposeful, and dynamic family education system. Within this model, family education is not limited

merely to holding several educational sessions for parents; rather, it constitutes a continuous and systematic process that begins with policymaking and goal setting, continues through needs assessment and instructional design, is realized through resource management and appropriate implementation, and is ultimately improved through evaluation and feedback.

The first identified dimension is educational policymaking, which plays a foundational and directive role in the family education model. This dimension comprises three components: goal setting, promoting participation, and developing a coherent program. Within the goal-setting component, emphasis is placed on the need to modify parents' individual attitudes and personal preferences

concerning child-rearing. Child-rearing cannot be based solely on parents' personal experiences, traditional beliefs, or individual interpretations; rather, parents need to possess scientific, educational, and psychological knowledge and perspectives. Accordingly, family education should be capable of identifying and addressing parents' psychological and educational needs and preparing them to assume a more effective role in their children's developmental process.

In this regard, parental cooperation and assistance in appropriate child-rearing and the establishment of coordination between home and school are among the other major objectives of educational policymaking. Optimal upbringing occurs when the home and school maintain relatively consistent objectives, methods, and expectations. A lack of coordination between these two institutions may lead to student confusion, inconsistencies in educational and child-rearing practices, and diminished effectiveness of educational interventions. Therefore, family education should provide the conditions necessary for continuous and purposeful communication between parents and educators. Furthermore, strengthening close relationships among parents, educators, and children, planning for the appropriate use of leisure time, and attending to parents' psychological needs are among the requirements for achieving a healthy, happy, and trusting family environment.

The second component of this dimension is promoting participation. The findings demonstrate that achieving the objectives of family education requires comprehensive participation by families, teachers, educators, specialists, and other social institutions. In this regard, merely inviting parents to attend classes is insufficient; rather, their responsibility and sense of commitment to educational and developmental issues should be strengthened. Parents and educators should also have a clear understanding of their roles in students' upbringing and learning, and their responsibilities should be explicitly divided and specified. Employing parents with relevant expertise as instructors in family education courses may also increase trust, empathy, and the practical relevance of educational content. Furthermore, synergy among stakeholders can enhance the effectiveness of family education programs and ensure greater alignment between these programs and the actual needs of families and society.

The third component of this dimension is the development of a coherent program. Family education should be designed according to a systematic, continuous, and purposeful program and should move beyond fragmented and sporadic activities. Such a program should

address the consolidation of personality foundations and the enhancement of self-awareness among both parents and children. Moreover, the principle of usefulness should be taken into account in family education program development, meaning that educational content should be applicable to parents and relevant to their everyday life concerns. Addressing families' essential needs, parents' interests and motivations, program continuity, and the provision of education consistent with real-life circumstances are among the requirements of this component. Therefore, family education programs should be flexible, practical, continuous, and grounded in the actual concerns of parents and children.

The second major dimension of the model is instructional design and planning. This dimension consists of five components: needs assessment, content design, identification of audience characteristics, determination of instructional characteristics, and selection of instructional methods. According to the findings, any effective instructional planning should begin with a rigorous and scientific needs assessment. Applying a scientific approach to identifying educational needs enables planners to determine the actual needs of parents and children rather than relying on assumptions or generalized perceptions. These needs should correspond to the real-life necessities of families and should be identified collaboratively by parents and educators on the basis of existing child-rearing and educational challenges.

There should also be congruence between parents' prior knowledge and skills and newly introduced educational content. Parents differ in terms of experience, level of knowledge, attitudes, and parenting skills. Therefore, providing identical and inflexible content to all parents may reduce educational effectiveness. Participatory needs assessment can help identify these differences and facilitate the design of education appropriate to the actual characteristics of the target population.

With respect to the content-design component, emphasis was placed on applying curriculum planning principles to the development of family education. Family education content should be structured around clearly defined general, instructional, and behavioral objectives. Topics such as social relationships, parent-child communication, problem-solving strategies, understanding developmental stages, and approaches to managing child-rearing problems should be appropriately incorporated into the educational content. Parents' and educators' views should also be considered when determining educational topics because they directly

encounter the actual issues and challenges associated with raising children and adolescents and can therefore articulate educational needs more accurately.

Educational content should be general, comprehensible, and, as far as possible, should not require complex prerequisites. In addition, the volume of content should be proportionate to the time allocated for its delivery. Presenting excessive material within a short period can cause participant fatigue and reduce learning. Accordingly, content should be prioritized, simplified, and delivered in diverse formats so that parents can apply it in their daily lives.

Another component is the identification of audience characteristics. Parents differ in literacy level, learning capacity, interests, motivation, and social and family circumstances. These differences should be taken into consideration when designing and providing education. Participants' literacy levels, their interest and willingness to participate in educational courses, and parents' gender characteristics may influence how education is received and applied. Therefore, family education should be designed in a manner that is accessible and usable for different groups of parents and should avoid uniform and inflexible approaches.

Within the component concerning instructional characteristics, temporal and spatial flexibility is particularly important. Parents may be unable to attend classes at predetermined times and locations because of employment, family responsibilities, geographical distance, or other constraints. The use of face-to-face, virtual, blended, and distance-learning modalities can facilitate participation among a larger number of parents. Moreover, education should not be restricted to a specific age group, and principles of adult education should be considered. As adult learners, parents require education that is connected to their previous experiences, has practical relevance, creates opportunities for participation and dialogue, and helps them address real-life problems. Identifying the equipment and technologies required is also essential for the successful implementation of both face-to-face and virtual education.

Within the component concerning instructional methods, emphasis was placed on selecting appropriate and effective approaches. Family education should not be limited to lectures and one-way transmission of information; rather, participatory, dialogue-based, problem-based, and experiential methods should be employed. Educational technology, multimedia, videos, clips, podcasts, brochures, pamphlets, and other educational tools can contribute to more effective communication of concepts. Diversifying the

timing, location, and method of content delivery can also increase parental participation and reduce monotony in education.

The third dimension of the model is resource management, consisting of three components: human resources, financial resources, and material resources. Effective implementation of family education programs is not possible without qualified human resources. Employing instructors with sufficient knowledge and experience, education specialists, psychologists, counselors, information technology specialists, and parents with relevant expertise can enhance the quality of both program design and implementation. Involving parents with relevant expertise in determining objectives, developing content, and teaching courses not only improves the scientific quality of the program but also strengthens families' sense of belonging and participation.

With regard to financial resources, family education programs should have access to diverse and sustainable sources of funding. Attracting families' financial participation, utilizing the capacities of governmental and non-governmental institutions, collaborating with social organizations, and benefiting from the support of benefactors can contribute to financing program costs. However, families' financial participation should be voluntary, transparent, and equitable and should not result in the exclusion of or reduced educational access for disadvantaged families. In-kind contributions from parents and benefactors, including equipment, instructional spaces, and technical facilities, may also effectively support family education programs.

Material resources also constitute an important component of resource management. Providing instructional spaces appropriate to the type of education, supplying the equipment needed for face-to-face and distance education, and producing concise educational packages such as clips, brochures, pamphlets, and videos can facilitate parents' access to educational content. Such packages should correspond to participants' available time, capacities, and attention span and should be capable of addressing some of their educational needs outside the classroom environment.

The fourth dimension is the implementation of education, comprising three components: the instructor, the learner, and the learning process. At this stage, the quality of communication between the instructor and parents is of fundamental importance. The instructor should be capable of establishing effective communication with participants, conveying information in simple and comprehensible

language, and facilitating the exchange of views and experiences. The use of real examples and experiential cases makes educational concepts more tangible for parents and strengthens the relationship between educational content and everyday life challenges.

The instructor should also possess the ability to organize educational material and establish a logical sequence in content presentation. Disorganized presentation may confuse participants; therefore, educational content should include an introduction, explanation of concepts, presentation of examples, exercises or discussions, and a conclusion. The ability to engage parents in discussions regarding students' learning and developmental problems is also an important instructor characteristic. Parents should feel that their experiences and concerns are heard and that they play an active role in the educational process.

With respect to the learner component, the results indicate that parents' attitudes toward family education courses need to change. Some parents may perceive these courses as being associated merely with requests for financial contributions or routine school administrative activities. Therefore, the actual purpose of family education—namely, enhancing parental capabilities and supporting children's optimal development—should be clearly explained to them. Strengthening parents' sense of responsibility for understanding their children's developmental stages and actively attending educational programs is also important. Stimulating interest, drawing upon parents' experiences, and creating opportunities for participation in group education can increase their motivation. Group education enables parents to raise shared concerns and draw on one another's experiences to identify more appropriate solutions to educational and child-rearing problems.

The third component of this dimension is the learning process. This process should be purposefully designed before instruction begins, during content delivery, and after the conclusion of each session. Identifying entry behaviors, assessing parents' prior knowledge and experience, and determining educational expectations are among the pre-instructional activities. During instruction, specified periods should also be allocated to parental participation, question-and-answer sessions, and the exchange of experiences. Selecting appropriate teaching methods and specifying how parents should participate in discussions concerning child-rearing problems enable education to move beyond passive information transmission and become an active, interactive, and practical process.

The fifth and final dimension of the model is evaluation and feedback. This dimension consists of three components: educational evaluation, obtaining feedback, and follow-up of outcomes, and it plays an important role in ensuring quality and continuous program improvement. Educational evaluation should assess parents' and educators' satisfaction, the effectiveness of the content delivered, and the extent to which educational objectives have been achieved. However, evaluation should not be limited to participants' satisfaction; the effects of family education on students' upbringing, learning, and emotional, social, physical, and cognitive development should also be considered.

Obtaining feedback from parents and educators is essential for revising and developing family education programs. For this purpose, mechanisms such as questionnaires, interviews, group discussions, consultative meetings, virtual platforms, and suggestion boxes should be established. Merely collecting opinions is insufficient; the feedback received should be analyzed and categorized, and decisions should be made based on its importance and feasibility. Subsequently, solutions corresponding to participants' feedback should be developed and communicated to them so that parents perceive their views as having an actual influence on decision-making.

Within the follow-up component, maintaining continued communication with parents and examining educational outcomes are important. Changes in parents' willingness to participate in educational programs, improvements in students' academic performance, and evaluation of educational outcomes in relation to future educational needs are among the indicators of this component. In effect, evaluation results should serve as a basis for reassessing needs and revising subsequent programs. Thus, the family education model is not a linear and finite process but rather a continuous cycle in which evaluation and feedback lead to revisions in educational policies, objectives, content, methods, and resources.

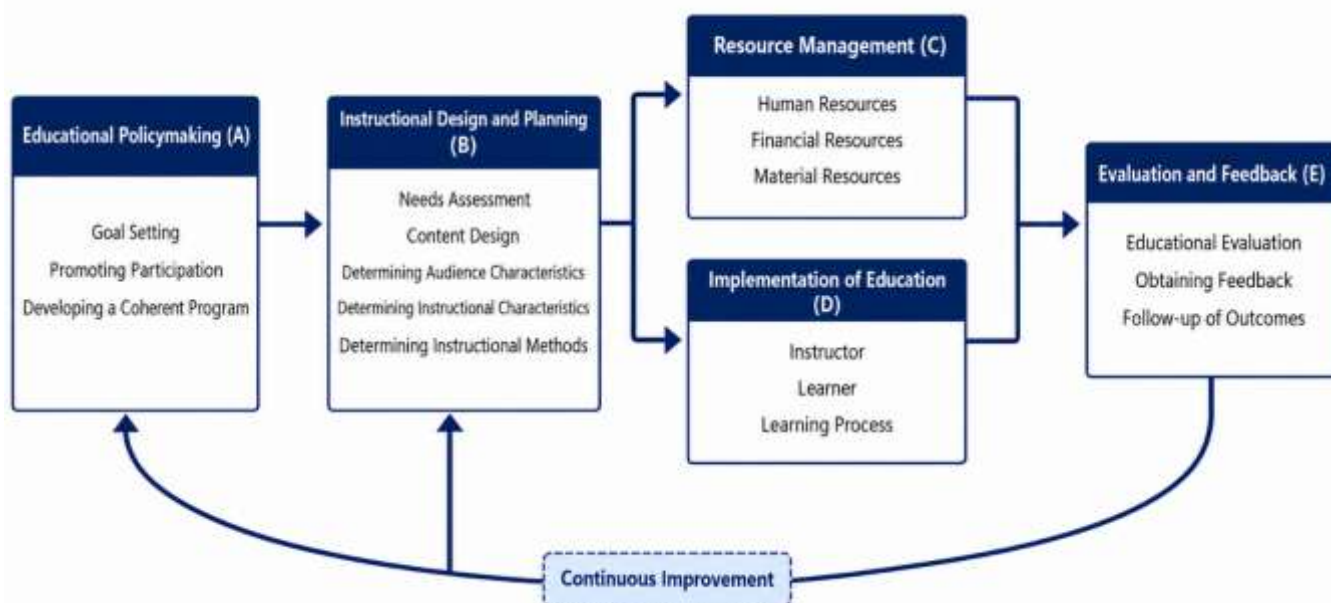
Overall, the study findings indicate that the effectiveness of family education does not result from the isolated functioning of any single component; rather, it is the outcome of interaction and coordination among all dimensions of the model. Educational policymaking establishes the direction and objectives of the program; instructional design and planning determine needs, content, and appropriate methods; resource management provides the facilities and capacities required for implementation; implementation of education translates the program into

practice; and evaluation and feedback determine the extent of program success and provide a basis for continuous improvement. Therefore, the resulting model can be regarded as a comprehensive, process-oriented,

participatory, flexible, and continuous-improvement-based model whose ultimate objectives are to enhance parental competencies, strengthen home-school interaction, and contribute to students' holistic development.

Figure 1

Initial Conceptual Model Derived from the Qualitative Phase



Overall, the extracted model indicates that reducing students' academic burnout in online environments results from the synergy among appropriate instructional design, reliable infrastructure, human interaction, self-regulation, psychological support, motivation, educational equity, and organizational support. Within this model, the educational and technological dimensions provide the conditions necessary for an easier and less stressful learning experience; the social and instructor-related dimensions enhance feelings of belonging, recognition, and support; and the individual and psychological dimensions strengthen students' capacity to manage pressures and persist in the learning process.

Accordingly, any intervention aimed at reducing academic burnout in online education should adopt a multilevel approach. Focusing exclusively on improving the technological platform or expanding counseling services, without improving instructional design, enhancing instructor-student interaction, ensuring fairness in assessment, and strengthening self-regulation skills, is likely to have limited effectiveness. Therefore, the present model can serve as a basis for designing intervention programs, developing measurement instruments, prioritizing university

policies, and quantitatively validating the relationships among the dimensions affecting the reduction of students' academic burnout.

4. Discussion and Conclusion

The present study aimed to identify and analyze the dimensions, components, and indicators of family education management for parents of students in the first cycle of primary education. The findings revealed that family education management can be conceptualized through five interrelated dimensions: educational policymaking, instructional design and planning, resource management, implementation of education, and evaluation and feedback. These dimensions comprised 18 components and 73 indicators, reflecting the multidimensional and process-oriented nature of family education management. The findings suggest that effective family education should not be regarded as a set of isolated parent-training sessions, but rather as an integrated educational management system in which policymaking, planning, resource allocation, implementation, and continuous evaluation are linked in a cyclical process. This interpretation is consistent with the

broader literature emphasizing that school–family relationships function most effectively when parental involvement is institutionalized, coordinated, and embedded within the educational system rather than treated as an occasional supplementary activity (Fox & Szech, 2022; Jevtić, 2023; Kelty & Wakabayashi, 2022).

The first dimension identified in the study was educational policymaking, consisting of goal setting, promoting participation, and developing a coherent program. The importance of this dimension indicates that family education must begin with clearly articulated educational objectives and an explicit definition of the roles of families and schools. The results showed that family education policies should seek to improve parental perspectives on child-rearing, address parents' psychological and educational needs, strengthen cooperation between parents and educators, establish greater consistency between home and school, and support healthy family relationships. These findings are aligned with studies emphasizing the importance of coordinated school–family relationships in children's intellectual, social, and educational development (Dering et al., 2007). They are also consistent with evidence indicating that parental engagement becomes more effective when schools and families develop a shared understanding of educational goals and responsibilities (Henderson & Mapp, 2020). From this perspective, policymaking provides the conceptual foundation for converting family education from a fragmented activity into a systematic component of educational governance.

The participation component within educational policymaking was also particularly important. The findings indicated that the effectiveness of family education depends on engaging parents, teachers, educational specialists, and other stakeholders and on clearly defining their responsibilities. This result is consistent with contemporary models of family–school partnership, which conceptualize parents not as passive recipients of school directives but as active partners in educational decision-making (Jevtić, 2023). Kelty and Wakabayashi similarly emphasized that meaningful family engagement is multidimensional and requires reciprocal relationships among parents, educators, and communities (Kelty & Wakabayashi, 2022). The present findings extend this perspective by showing that participation should itself be managed through mechanisms such as stakeholder synergy, parental contribution to program delivery, and explicit role allocation. The use of parents with relevant expertise as family education

instructors can also increase program relevance and strengthen parents' sense of ownership, which is consistent with the emphasis placed on home–school connections and participatory family literacy practices in previous research (Fox & Szech, 2022).

The finding concerning the need for coherent and continuous family education programs is also supported by previous studies. The present study showed that family education should be based on sustained programs that respond to actual family needs, reflect parents' interests and motivations, and remain connected to real-life parenting conditions. This is consistent with research demonstrating that family education and parental involvement are most effective when they are sustained and closely related to students' developmental and academic needs (Jeynes, 2019; Ma et al., 2016). Iranian research has likewise highlighted the central role of family education in advancing school objectives and preventing cultural and social problems among students (Bagherzadeh, 2021; Bazdar, 2021). Therefore, family education programs should not be designed merely to satisfy administrative requirements; they should instead be continuous, need-based, practically relevant, and strategically connected to educational objectives.

The second major dimension was instructional design and planning, which included needs assessment, content design, identification of audience characteristics, determination of instructional characteristics, and selection of instructional methods. The prominence of this dimension indicates that family education requires the same systematic instructional design principles applied in other educational settings. The findings showed that programs should begin with a scientific assessment of parents' educational needs and should consider the problems, experiences, prior knowledge, literacy levels, motivations, and social circumstances of the target audience. This finding closely corresponds with Hakimzadeh et al., who emphasized the importance of assessing parents' educational needs before developing family education programs (Hakimzadeh et al., 2014). The findings also reinforce the idea that standardized programs may be inadequate because parents differ significantly in educational resources, experiences, and capacities. This interpretation is consistent with evidence demonstrating that parental educational attainment influences parenting processes and children's development (Davis-Kean et al., 2021).

The need for tailoring educational content to parents' actual characteristics is further supported by findings

concerning family diversity. The present study emphasized that parent education should account for literacy, motivation, previous skills, gender-related considerations, and the realities of parents' daily lives. Previous research indicates that family composition and household characteristics can influence children's educational experiences and learning growth, particularly when parents assume greater responsibility for learning support (de Leeuw et al., 2023). Similarly, differences in family resources and parenting strategies may contribute to variation in children's school performance (Hotz & Pantano, 2015). These findings support the present study's emphasis on differentiated and flexible family education. In practical terms, family education management should avoid one-size-fits-all content and instead develop accessible forms of instruction that accommodate heterogeneous parental needs and capacities.

The content-design findings also showed that family education should include topics directly relevant to parental responsibilities, such as parent-child relationships, social relationships, developmental stages, problem solving, and educational challenges. The importance of scientifically designed and practically relevant content is consistent with studies showing that structured parental training can improve both parenting processes and child outcomes. Parent management training has been identified as a useful approach for increasing parents' behavioral management competencies (Ebrahimi & Farashbandi, 2019). Family-centered parent behavioral management training has also been associated with improvements in clinical symptoms and academic performance among children with attention-deficit/hyperactivity disorder (Jafarnezhad et al., 2022). Likewise, structured parent-training approaches have demonstrated benefits for children's behavioral and emotional functioning (Chahardoli et al., 2025; Obalasi et al., 2023). These findings suggest that the educational content offered to parents should be evidence-based, applied, and directly connected with real developmental and educational problems rather than being overly theoretical.

Another important result concerned flexibility in educational delivery and the use of diverse instructional methods and technologies. Participants emphasized flexibility in time and place, attention to adult learning principles, and the use of educational technology and multimedia. This finding appears especially relevant in light of the transformation of family involvement during virtual education. Previous Iranian studies showed that parents assumed substantial responsibilities for organizing and

facilitating elementary students' virtual learning and that parental participation in virtual education requires a structured framework (Anarinejad & Asghari, 2021; Jafarzadeh et al., 2022). Accordingly, family education management should incorporate face-to-face, virtual, blended, and asynchronous options. Such flexibility may increase participation among parents who face employment, transportation, scheduling, or family-care constraints. It also supports a more inclusive model of family education in which participation is not restricted to parents who can attend conventional school-based sessions.

The third dimension, resource management, consisted of human, financial, and material resources. The identification of this dimension demonstrates that even a well-designed family education program cannot succeed without adequate organizational support. The study showed that qualified instructors, educational specialists, psychologists, counselors, information technology experts, and parents with relevant expertise are important human resources. This finding is compatible with the broader educational management literature emphasizing that the quality and stability of human resources shape institutional effectiveness. Although Allensworth et al. focused on teacher mobility, their findings illustrate how organizational conditions and staff stability are connected with educational quality and institutional functioning (Allensworth et al., 2009). Applied to family education, this implies that schools require stable, competent, and supported personnel if family education programs are to become sustainable rather than occasional activities.

The findings regarding financial and material resources likewise indicate that successful family education requires sustainable funding, suitable spaces, educational technologies, and accessible instructional materials. This finding is important because participation cannot be separated from accessibility. Families may differ in their ability to contribute financially or access digital tools, and inequitable resource arrangements can exclude disadvantaged parents. The importance of addressing unequal capacities is consistent with research showing that family characteristics and household conditions can affect students' opportunities to benefit from education (de Leeuw et al., 2023). Therefore, resource management should ensure that family education remains accessible regardless of socioeconomic status. The use of concise educational packages, videos, brochures, digital materials, and other flexible resources may also extend learning opportunities

beyond formal sessions and strengthen continuous parental learning.

The fourth dimension was implementation of education, including the instructor, the learner, and the learning process. Participants emphasized instructors' communication skills, ability to organize material, use of practical examples, and capacity to involve parents actively in discussion. These findings indicate that implementation quality is a central determinant of whether family education programs achieve their intended objectives. This interpretation is consistent with intervention studies showing that structured parent-training programs require careful implementation and participant engagement to produce meaningful outcomes (Chahardoli et al., 2025). Similarly, parent-focused interventions that incorporate interaction, behavioral practice, and direct engagement have demonstrated positive effects on children's emotional, behavioral, and academic outcomes (Jafarnezhad et al., 2022; Obalasi et al., 2023). Thus, the instructor should not function merely as a lecturer but as a facilitator of experiential and participatory learning.

The learner-related findings showed that parents' attitudes toward family education are also critical. Some parents may perceive school-based parent programs as administrative or financially oriented rather than educational. Therefore, family education management should foster parents' sense of responsibility, clarify the developmental purpose of the programs, and increase motivation for participation. This result is consistent with research showing that parental involvement is positively related to children's educational achievement when participation is meaningful rather than merely formal (Jeynes, 2019; Lara & Saracosti, 2019). The findings of Kakoularimi also suggest that family education may strengthen parent relationships and students' self-efficacy, providing further support for the value of engaged parental participation (Kakoularimi, 2021). Consequently, implementation strategies should address both instructional quality and parental motivation.

The learning-process component further emphasized active participation, discussion, question-and-answer opportunities, and the use of parents' experiences. This finding suggests that family education should be designed according to adult learning principles in which participants connect new information to prior experiences and actively construct practical solutions. Such a participatory approach is compatible with the concept of family-school partnership, which emphasizes reciprocal communication and shared

problem solving rather than unilateral transmission from school to family (Kelty & Wakabayashi, 2022). It is also consistent with the broader view that family and school should operate as mutually reinforcing contexts for children's learning (Gharanjik et al., 2022). Therefore, interactive learning processes can help bridge the gap between educational knowledge and parents' everyday practices.

The fifth dimension was evaluation and feedback, consisting of educational evaluation, obtaining feedback, and follow-up of outcomes. The findings indicated that family education should assess not only parental satisfaction but also the effectiveness of content and possible effects on children's academic, emotional, cognitive, social, and physical development. This result is consistent with evidence demonstrating that parental involvement and parent education can be associated with multiple child outcomes rather than a single academic indicator (Lara & Saracosti, 2019; Ma et al., 2016). Intervention research similarly indicates that family-focused programs may affect behavioral and emotional outcomes as well as academic functioning (Chahardoli et al., 2025; Jafarnezhad et al., 2022; Obalasi et al., 2023). Therefore, evaluation systems should use broader criteria to determine whether family education is achieving meaningful developmental effects.

The emphasis on feedback and follow-up also reveals the cyclical nature of the proposed model. Participants stressed that parental and educator feedback should be collected systematically, analyzed, and used to revise future programs. This continuous-improvement perspective is consistent with the idea that family engagement must be responsive and relational rather than static (Kelty & Wakabayashi, 2022). It also corresponds with the logic of evidence-based educational management, in which implementation outcomes inform subsequent needs assessment, policy adjustment, resource allocation, and instructional redesign. From this perspective, evaluation is not the endpoint of family education but the mechanism through which the system returns to policymaking and planning with improved information.

Taken together, the five dimensions indicate that family education management should be conceptualized as an integrated cycle rather than as separate administrative tasks. Educational policymaking provides direction; instructional design translates policy into appropriate learning experiences; resource management supplies the capacities needed for delivery; implementation converts plans into actual educational interaction; and evaluation and feedback

generate information for continuous improvement. This integrated interpretation is consistent with the substantial literature demonstrating that parental involvement contributes to student achievement and development when relationships among family, school, and educational processes are coherent and purposeful (Henderson & Mapp, 2020; Jeynes, 2019; Ma et al., 2016). The findings further suggest that strengthening family education management may be particularly important in the first cycle of primary education because parents at this stage play a substantial role in forming children's educational habits, supporting adaptation to schooling, and reinforcing foundational academic and socioemotional competencies.

The present study has several limitations that should be considered when interpreting its findings. First, the study was qualitative and relied on semi-structured interviews with 19 experts, which allowed for in-depth exploration but limits statistical generalizability to the broader population of parents, teachers, and educational administrators. Second, participants were selected purposively and were primarily experts and faculty members associated with educational management, curriculum, educational psychology, counseling, and senior educational administration in Tehran; therefore, the perspectives of parents, classroom teachers, school counselors, and administrators in other geographical, cultural, and socioeconomic contexts may not have been fully represented. Third, the findings were based mainly on participants' professional perceptions and experiences rather than direct observation of existing family education programs. Finally, although strategies such as prolonged engagement, researcher triangulation, participant verification, and maximum variation were used to enhance trustworthiness, interpretation in thematic analysis inevitably involves researcher judgment.

Future studies are recommended to quantitatively validate the five-dimensional model and examine the factor structure, reliability, convergent validity, and discriminant validity of the identified dimensions, components, and indicators using larger and more diverse samples. Researchers could develop a standardized family education management questionnaire based on the 73 indicators and test the proposed model through exploratory and confirmatory factor analysis or structural equation modeling. Comparative studies could examine whether the model differs across provinces, urban and rural schools, public and private schools, and families with different socioeconomic and educational characteristics. Future research should also include parents, elementary teachers, school principals,

counselors, and education policymakers to compare stakeholder perspectives. Longitudinal and intervention studies could evaluate whether implementing the proposed management model improves parental competencies, parent-school communication, student adjustment, academic performance, and socioemotional development over time.

Educational authorities and school administrators are advised to treat family education as a formal and continuous component of school management rather than as a series of occasional meetings. Schools should establish explicit family education policies, conduct systematic parental needs assessments, develop differentiated and practical content, employ qualified instructors, and provide flexible face-to-face and online participation opportunities. Parents with relevant expertise can be involved in program planning and delivery, while financial and technological arrangements should ensure equitable access for all families. Family education sessions should use interactive methods, case discussions, problem-solving activities, multimedia materials, and opportunities for parents to share experiences. Finally, schools should establish routine evaluation and feedback mechanisms so that parents' views, participation patterns, and program outcomes are continuously monitored and used to revise future objectives, content, delivery methods, and resource allocation.

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

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Declaration of Interest

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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.

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