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Designing a model for improving the academic performance of Shahid and self-sacrificing students of Islamic Azad University units in Tehran province

Danial Poorhashemi¹ , Fereshteh Kordestani^{2*} , Lotfollah Abbasi Servak³

1. PhD student, Department of Higher Education Management, Central Tehran Branch, Islamic Azad University, Tehran, Iran
2. Assistant Professor, Department of Educational Management, Central Tehran Branch, Islamic Azad University, Tehran, Iran
3. Assistant Professor, Department of Educational Management and Higher Education, Central Tehran Branch, Islamic Azad University, Tehran, Iran

❖ **Corresponding Author Email:** fe.kordestani92@gmail.com

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Abstract

Purpose: The main purpose of this article is to design a model for improving the academic performance of witness and self-sacrificing students of Islamic Azad University in Tehran province.

Methodology: The research method is mixed (qualitative-quantitative). In order to carry out this research, in addition to the document study, the ground theory method was used to identify the effective factors on improving the academic performance of Shahid and self-sacrificing students of Islamic Azad University of Tehran. The statistical population in this research were all experts in the field of educational management and higher education and human resources management until the theoretical saturation of 17 interviews. In addition, all interviews lasted between 45 and 75 minutes. Semi-structured interviews with experts were conducted in 1401 in the form of a questionnaire with 84 indicators, 32 components and 7 dimensions, and to determine the current state of the dimensions, the sample T-Tech test was used, and the structural equation method was used to design the model.

Findings: In the current situation, the content dimension with a T value of 3.8 has a better status than other dimensions, and finally, 5 factors of philosophy and goals, supporting theories, implementation steps, evaluation and feedback, and promotion mechanism were used to validate the model, which showed that The model has sufficient validity.

Conclusion: Also, the results of the regression test and the output model show that the highest level of correlation is between the dimension of the main category and the results. On the other hand, the coefficient of influence between the variables also indicated that the coefficient of influence of the conditions of the main category on the results with a coefficient of (0.860) has the greatest impact compared to the relationships of other variables.



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Detailed abstract

Purpose: The growth and development of any society depends on the educational system of that society and the level of scientific and practical ability of the students of that society in the future. Explaining academic performance allows university planners to predict strategies to improve university performance. Academic performance in any society shows the success of the educational system of that society; therefore, the educational system can be considered efficient when the academic performance of its students in different courses has the highest and highest figures. Academic performance refers to a person's learned or acquired ability in school subjects, which is measured by standardized learning tests. The academic performance of students determines important aspects in their lives, among these things, we can mention the improvement of education, getting a job and a suitable social status, and improving satisfaction. Academic performance is a multi-dimensional element and a product of the complex environment that surrounds the student and is formed based on aspects such as study intensity, motivation and relationships with others that affect the academic progress of individuals. The individual differences of people in terms of academic performance and the factors affecting it are among the important issues that have always been of interest to those involved in education and educational psychology. Most experts in this field emphasize the mutual role of motivational and cognitive variables as effective factors in academic performance. Psychological and personality dimensions of each person, including academic emotions, self-esteem, extroversion, conscientiousness and self-efficacy beliefs, adaptability, openness, stress and depression are among the most important psychological and personality characteristics that affect a person's ability and academic performance. Researchers' research shows that students face many challenges in tracking their educational goals. When such experiences are considered negative, it has a detrimental effect on their motivation and academic performance. The motivation for progress and social vitality and academic optimism is an interaction between environmental and situational variables that provides the basis for achieving success and improving academic performance. Therefore, the main goal of this article is to design a model for improving the academic performance of Shahid and self-sacrificing students of Islamic Azad University units in Tehran province.

Methodology: This study is a mixed method study (quantitative and qualitative). In the qualitative phase, the primary components were identified using the Delphi method (brainstorming) using a semi-structured interview. The criteria for entry into this research for experts were service experience in higher education, academic and research experience, interest in research and field of study related to the research title. The sampling method was snowball. In the qualitative part, 17 experts participated in this research. The data method is the foundation (grounded theory) for identifying dimensions, components and indicators. The method of data collection was used to collect quantitative data from a researcher-made questionnaire based on the qualitative part. The statistical population in the quantitative part is Shahid and self-sacrificing students who are in the Azad University of Tehran Province, Tehran Central, North Tehran, South Tehran, East Tehran, West Tehran, Rodhan, Damavand, Firouzkoh, Islam Shahr, Pardis, Varamin, Rabat Karim, Parand and Shahr Quds and sciences and researches were engaged in studies, which according to Morgan's table, 357 people were obtained. The sampling method in the quantitative section was stratified random. The average time of the interviews was 45 minutes. After the implementation of the interviews, in order to analyze the data, the foundational data method was used simultaneously with the data collection. In this way, after conducting the interviews, in the first step, open codes or indicators were counted, in the second step, central and selective codes were identified, and finally, according to the paradigm model in the Grandad method, the theory of six factors (causal, phenomenon, strategy) , background, intervention and consequences) were identified. In the quantitative part, to determine the current situation and its difference with the desired situation, a researcher-made questionnaire was used from the qualitative section with two Likert scales (existing and desirable), and finally, to evaluate the final model, the structural equation method was used from smart pls3 software and SPSS25 software was used to determine the validity of the model. In this research, obtaining informed consent, maintaining identity information and maintaining confidentiality in implementing the content of the interviews were considered as ethical considerations.

Findings: In the current situation, the content dimension with a T value of 3.8 has a better status than other dimensions, and finally, 5 factors of philosophy and goals, supporting theories, implementation steps, evaluation and feedback, and promotion mechanism were used to validate the model. which showed that the model has sufficient validity. Also, the results of the regression test and the output model show that the highest level of correlation is between the dimension of the main category and the results. On the other hand, the coefficient of influence between the variables also indicated that the

coefficient of influence of the conditions of the main category on the results with a coefficient of (0.860) has the greatest impact compared to the relationships of other variables.

Conclusion: Nowadays, the academic performance of students is one of the issues that has been given a lot of attention by experts in the field of education. Training of efficient human resources is one of the main duties of universities. Because universities are one of the places where organized and scientific education is provided. Providing education is one of the organized factors in which the knowledge, skills and interests of learners are developed, but sometimes it is seen that in the same class, there are differences in the learning of learners, which is caused by various factors that affect academic performance. It affects them. In fact, one of the main tasks of universities is the training of specialized human resources. Students are the capital of every country, and it is very important to pay attention to them from the scientific, cultural, and social point of view, and it is considered one of the most important issues for educational managers of universities. It is not a personal problem, but a fundamental problem that must be discovered as soon as possible and the effective factors to solve it identified. Because in addition to the fact that the loss of expenses leads to frustration and entering the job market later, it also causes a lot of damages and injuries to students, families, society and the country.