

ORIGINAL ARTICLE

Designing and Validation Student Encouragement Model in Elementary School

Mehran Farajollahi ¹  Reza Norouz Zadeh ²  Ata Aznab ^{*3} 

1. Full Professor. Department of Educational Sciences, Payame Noor University, Tehran, Iran

2. Associate Professor Associate Professor, Department of Educational Sciences, Institute of Research and Planning in Higher Education, Iran

3. PhD graduate in Philosophy of Education, Department of Educational Sciences, Payam Noor University, Tehran, Iran

Correspondence:

Ata Aznab Email: ataaznab@gmail.com

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ABSTRACT

The purpose of this research was to design and validate the model of encouraging elementary school, which was in terms of method, a combination of qualitative methods of phenomenography and synthesis and quantitative method with the design of a questionnaire. the Tripartite Encouragement Model, consisting of the first dimension(What), includes the four categories of feedback and information, peace and respect, interest and enthusiasm, and trust and communication; The second dimension(Why) includes the categories of independence, competence, satisfaction and communication; The third dimension(How) includes two categories, first, educational design, which includes six subcategories of improving teachers' motivation, new approaches to educational design, creating enthusiasm in the classroom, presenting goals and expectations, using active and exploratory methods, and designing targeted and challenging assignments; and second, communication methods in two negative parts, including six subcategories of feedback based on judgment and criticism, praise and praise based on control and talent, reward and reward, comparison and competition, fear and anxiety, uncontrollable documents, and positive including seven categories that were designed in contrast to the negative categories and their substitutes, controllable documents, the right to choose, cooperation and friendship, learning responsibility, praise and praise based on effort and reasoning, descriptive feedback based on the process and inducing the joy of learning.

KEY WORDS

Designing a Model, Encouragement, Elementary School.



Introduction

the fundamental challenge that the current research faces is that despite numerous studies about the harms and disadvantages of the application of reward system and reward system in students " internal biases and lack of long - term impact on learning disabilities , these methods , which is a souvenir of behaviorism , continue to dominate the educational system of the country , especially the primary education course and continue without competition .while research suggests that other approaches , including cognitive and humanistic and subsets of them , can have positive effects on self - regulation , adjustment , academic achievement and responsibility of students .but in the educational system of our country these approaches have been neglected .the present study , in spite of the domestic research , which focuses on the current methods of encouragement in the educational system , tries to formulate a model of encouragement in the primary education system by analyzing approaches , opinions and researches conducted domestically and abroad in order to develop a model of encouragement in the primary education system that can have a comprehensive and more comprehensive look at the student and consider various aspects of his existence .the model also considers the internal motivation and behavioral mechanisms by displacing the locus of control from the outside into the interior , leading to the growth and prosperity of the students " intrinsic motivation and the strengthening of adjustment , responsibility , responsibility , and team collaboration , self - esteem and self - efficacy .the change of the approach used in this research is to emphasize on fundamental in the development of development , including the rotation of the current situation to the desired situation , from external control and creation of constraints , to responsibility and responsibility ; from individual competitions and stressors to collective actions and excellence of the sector ; from individual and stressful methods to creative , active and group methods (Mabani-ye nazari-ye tahavvol-e bonyadin dar nezam-e ta'lim va tarbiat, 1390) .

Methodology

in terms of purpose , the present study is an applied research and in terms of method , mixed methods are qualitative and quantitative methods and quantitative method with questionnaire design .the statistical population in the first part includes the factors of educational system of marivan city (20 people) , purposefully and semi - structured interviews and inductive content analysis method ; in the second part , valid and related resources (115) were purposefully and using and inductive method ; and in the third part , educational sciences specialists (n = 10) were interviewed and interviewed .in order to collect data related to the first question , semi - structured deep interviews and for data analysis were used checklist and MAXQDA software and second and third questions , tool and questionnaire as well as deep - structured interviews .in order to validation and consistency of the study , in the first question , in order to respect the credit validity of the first stage by matching by members , , the final report of the first stage and also the analysis or categories obtained , they expressed their opinions about them .then , in order to control the quality , the findings of this research were offered to study and scrutinize the authority of 3 teachers with experience and with graduate degrees , to control and comment on them through examination .to achieve the applicability of pragmatic credibility , while expressing a live experience , the dialogue continued with questions and was established with further explanations of the concept .also , it is not content to interview and collect material and it was used as an element such as observation of people in (Danaeifard & kazemi , 1390) .in the second question , four criteria (Mohammadpour,1392) were evaluated to evaluate the

reliability of the presented data .to achieve the acceptability criteria , the method of description was used by peers .in this way , the researcher asked three students of the doctoral degree to use this method to re - coding on a part of the texts that can be aware of the accuracy of the researcher 's coding process and the lack of bias in the analysis .for the measure of transferability , purposive sampling and snowball sampling method was used . first , with regard to the main subject , encouraging , some sources were selected and through them to other resources were obtained .for the reliability criterion , consulting with supervisors about the process of carrying out research and gaining feedback to improve the work was used . for criterion , taking notes during the process of doing , was used to use in research stages and use useful points .

Results

the first question : how is the present situation of encouragement in elementary schools in iran? by analyzing and analyzing the interviews , different and sometimes different concepts of encouraging , counted and each of these concepts were presented in the form of a descriptive class .with regard to the emergence of the concept of encouragement from the perspective of participants and after the implementation of coding and codification of descriptive classes , the result space was designed horizontally and in two dimensions as follows :

conceptual explanation : in this regard , the nature and why of encouragement phenomenon in the center of attention was considered .this dimension was derived from two constant elements of inner horizon .one of the fixed elements of meanings and concepts , which itself consists of variable elements of reward , motivation and feedback , and the other fixed element of objectives and objectives , which includes variable elements of independence , competence , and satisfaction .

description of the approach : this dimension has considered how to perform the phenomenon of encouragement , as well as the consequences and consequences of and its implementation approaches , including two fixed elements of the inner horizon .the former , and common approaches that are itself derived from the variable elements (behaviorism) , emotional (humanism) and descriptive (cognitive) feedback .the second , the threats and corruptions of common methods that this class also contains variable elements of behavioral - behavioral threats of methods , emotional threats and cognitive threats of methods .

the findings of the second question : what dimensions and dimensions should students encourage students in elementary school ?

in order to design and develop an appropriate model for students of primary school , studying the current situation and design of desirable situation , as two parts of the study , started with two questions .the first question , regarding the current situation , was evaluated by method using semi - structured interviews with teachers and students .the research findings in this section were based on the analysis of interviews , the method of encouraging students for the educational factors of primary school (principals , educational assistants , counselors , teachers and students) was described in three categories (descriptive class) .the first floor : concepts and concepts , extracted from variable elements of encouragement , meaning of motivation and reward of people to feedback ; second class : objectives and objectives , extracted from variable elements of competency , satisfaction , independence and communication ; third class : methods and approaches , extracted from the approach of behaviorism , feedback or descriptive feedback which is supported by , and affective methods that are close to approach .in drawing

the result space which is customary in researches , the categories of meanings and concepts and objectives of, on the outer horizon , as conceptual explanation and class of methods and approaches were depicted as an approach .

to answer the second question which was designed to design the desired situation and formulation of the proposed model , the related and available resources synthesis method was applied to 115 articles and books .after completion of coding and codification of concepts and categories , and by merging first question about meanings and concepts , goals and methods , as well as challenges and uncertainties , the proposed model was designed as three - dimensional model of encouragement (tem) .after the end of coding , extraction of concepts from the texts of the studied sources , categories of concepts and dimensions were extracted from categories .after analyzing the contents of the resources and the interviews conducted for the first question , the inference of concepts of meaning and meaning , encouragement , meaning feedback and knowledge , encouragement , meaning of peace and respect , encouragement , meaning of interest and encouragement , meaning trust and communication were extracted as sub - categories .so the first dimension of the phenomenon of encouragement , i.e. its nature , was explained from the four categories of feedback and knowledge , peace and respect , interest and passion , trust and communication .

the results of the third question : how much is the validity of the proposed model of encouragement , according to the experts ?'

in order to finalize the validity of the model , a summary of the proposed model and questions about it for 10 of the who have been consulted were submitted .the subjects included masters of educational sciences and educational psychology and faculty members of academic of iran.

the questionnaire included opinions of experts about the validation of the dimensions and components of encouraging students in the elementary school , in four options quite agreed , agreed , and disagreed .three professors in face and using semi - structured interviews have presented a full questionnaire and valuable information that was applied in the review of the pattern .to examine the final validity of the model , the content validity (cvr) and the amount determined in table were used according to the number of in the test .according to the number of (10 people) and according to the values of table , the questions that the content validity ratio were more than 62 % were accepted .all of the questions of the cvr value were higher than the amount of the amount determined in the table .the cvr index for the total questions of model was 88 % (cvr = 88) .therefore , the validity of the " encouragement of primary school students " was recognized and little changes were applied (according to experts ' opinions) .in the educational design category , " " creating enthusiasm in the classroom " " and in the category of communicative methods (affirmative) , " " induction of learning enjoyment " " was added to the model

Discussion and conclusion

to answer the first question , the educational factors of schools were discussed (principals , counselors , educational assistants , teachers and students) by method and semi - structured interviews .by analyzing and analyzing the interviews , different and sometimes different concepts of encouraging , counted and each of these concepts were presented in the form of a descriptive class .then , in order to understand the subject , the descriptive classes were combined in the form of which is called the result space and the result space was designed horizontally and in two dimensions (outer horizon) , conceptual explanation and approach description .

the second question of this research was to design a desirable pattern for students that recognition of dominant approaches, meaning and concept (what) , goals of (why) and characteristics (how) to

encourage experts and researchers' viewpoints is essential, so all the printed and non-printed and available resources were studied and available.

The present study also draws on alternative approaches to cognitive, humanistic and meta-cognitive approaches, which believes that intrinsic motivation, the result of which is hidden in work and activity, is more effective than extrinsic motivation, which is the result of reward and external rewards and external factors, and practitioners should pay attention to the role of motivation and motivation and mental constructs on thoughts, beliefs, goals and expectations. Also, according to Ryan (2015), these findings coincide with his ideas that learning is not mechanical and requires internal motivation and cognitive involvement, and with Ryan's (2015) remarks that human-oriented psychology is the center of transformation and the responsibility of students to personal growth, freedom of choice, life and positive qualities, and by Ryan (2015), which is not comparable to other, is in line with (2009) who received, empathy, authenticity.

Finally, it is shown that the proposed model (TEM), in the three dimensions of what, why and what is encouraging students, while avoiding the harms and consequences of using common methods, by creating the teaching-learning sector in class, motivates the students to gain the high goals of education. Therefore, it is necessary to prepare the multidimensional human development and all the aspects which are considered and emphasized by the fundamental elements of education. In order to evaluate and validate the questionnaire and answer the third question, the experts and experts in the field of educational sciences and educational psychology and in form of questionnaire and deep interviews were confirmed with the mean (88%) and the experts were used in the final design of the model.

Conflict of Interest

According to the authors, the present article does not have any conflict of interest. This article has not been published in any publication, either internal or external.

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