Iranian journal of educational Sociology
(Interdisciplinary Journal of Education)
Available online at: http://www.iase-idje.ir/
Volume 2, Number 3, September 2019

Designing a Predictive and Positive Model of Academic Participation in Students with Emphasis on Management Variables in Secondary Schools of Karaj

Farzaneh Taherifar[1], Hossein Abbassian[2*], Hassan Reza Zeinabadi[2], Abdolrahim Naveh Ebrahim[3]

1. PhD student of Educational Management, Kharazmi University.
2. Assistant Professor, Department of Educational management, Kharazmi University, Tehran, Iran
3. Professor, Department of Educational management, Kharazmi University, Tehran, Iran

Article history:
Received date: 02 February 2019
Review date: 15 April 2019
Accepted date: 26 June 2019

Keywords:
Academic Participation, Academic Achievement, Management.

Abstract

Purpose: The purpose of this study was to identify and rank the dimensions and components of the pre-school and post-secondary model of academic participation in Karaj Secondary Schools.

Methodology: The research method was applied in terms of purpose, and in terms of data collection method, it was a consecutive exploratory mix. The statistical population of this research was in the quantitative section, high school teachers in Karaj in the academic year 2017-18 which included 786 educational units and 17732 teachers. In order to execute the questionnaires, stratified random sampling method was used and a sample of 376 teachers was selected. In the qualitative section, the researcher collected qualitative data through a qualitative interview with 21 experts, in which the reliability of the collection was 77.6% by another researcher. The results of this section indicated that in the components of academic participation antecedents, classroom management components, educational leadership, instructional strategies, organizational climate, and physical environment, and in the outcomes section, learning ability, academic motivation, and academic self-efficacy and academic achievement. Were extracted.

Findings: The results showed that among the antecedents of academic participation, education management had the highest standard coefficient (0.98) and the lowest standard coefficient among these variables was 0.76 for education and culture strategies. In other words, educational management explained 96% of the variance in educational participation, while the two variables explained education and climate strategies 58% of the variance.

Conclusion: Education is generally influenced by five factors, including teacher, program, equipment, and educational environment. Each of these factors has characteristics that can have different effects on academic achievement and learning.

Please cite this article as: Taherifar F, Abbassian H, Zeinabadi H R, Naveh Ebrahim A. (2019). Designing a Predictive and Positive Model of Academic Participation in Students with Emphasis on Management Variables in Secondary Schools of Karaj. **Iranian journal of educational Sociology**. 2(3): 85-101.

* Corresponding Author Email: h_abbasian@khu.ac.ir

1. Introduction

Education is the mechanism of growth and empowerment of individuals and provides the knowledge needed to dynamite society. Education develops social skills, problem solving, and decision making in the community ready to enter the real world. Schools are a manifestation of Tayyeba's life in the perspective of the Islamic Republic of Iran's 1404 vision and as a focus of education services and opportunities, they must pave the way for this movement (Fundamental Education Transformation Document, 2011). In the present age, given the complexity and successive changes, it is necessary to train people who have the power to cope with a changing society, and this is not possible unless it is fostered by learners' thinking and it is not possible unless it provides opportunities. Facts and real information based on the growth and existential capacities of students (Khaleghian, 2015).

Thames and Pearls studies show that we have made good progress in comparison to our own, but overall our performance is lower than the average of other countries participating in the International Academic Achievement Test. Thames and Pearl's study does not show positive results for academic achievement. Kabiri says performance growth was seen until 2011, but in 2015 we saw a decline in performance. Academic participation is a term that emphasizes multiple patterns of students' motivation, cognition, and behavior (Baron & Corbin, 2012; Phan & Ngu, 2014).

They have been extensively studied over the past seven decades, and the literature and background generally illustrate fundamental changes in its terms, definitions and coverage (Appleton et al, 2008; Upadyaya & Salmela-Aro, 2013). Various scholars have proposed various terms such as school participation (Fredricks et al, 2004), academic participation (Schaufeli et al, 2002) and course participation (Handelsman et al, 2005). The classroom as a The group or social system has the characteristics of social systems (Hoy & Miskel, 2013). Class management is the responsibility of the teacher and must manage the classroom to achieve the goals prior to training or any educational or behavioral action. Classroom management, like other areas of management, requires functions such as design and organization, coordination, leadership, control, supervision, and evaluation that are not separable because of the interplay. One of the most important challenges for teachers in the classroom today is to communicate effectively with learners. On the other hand, meaningful communication is key to the successful implementation of many classroom management practices. Communication is a key learning factor that encompasses many indicators, and communication, management, and control of a classroom are essential to each other. The teacher faces many obstacles and factors in communicating with students in the classroom that awareness and mastery of these items and communication skills in order to achieve educational goals is inevitable (Ghasemi Omasalan Sofla & Dadras Khaledi, 2015).

Interactions and relationships between students and teachers are one of the most important areas of the social and managerial structure of schools and the educational system. Social behaviors such as classroom attention, caring for and acceptance of school and classroom rules, and active participation in academic activities include student attitudes toward school. How learners, teachers, and educational environments interact with a student affects their students' performance and affects their mental state and performance (Nieuwerburgh, 2012). Learning environments tailored to the needs and goals of knowledgeable and planning executives and empowered teachers can somehow be effective in learning and evolving the learner. But what is most effective in reducing harm and creating opportunities for the growth of the younger generation is the management method of organizing and directing educational activities (Sha'abani, 1986).

There are formal and informal communication networks in all educational organizations. The results of network study research with a variety of settings show that the patterns of communication in organizations are extremely complex and that schools do not have a single network, but rather a series of networks that overlap and are interconnected. The majority of participants are in constant interaction with many other people, far more than the official chart shows (Abbassian and Sassanian, 2016). Since educational

participation leads to a profound relationship with educational content, therefore, identifying the influencing factors and examining the antecedents and consequences of educational participation is effective in enhancing the quality of education in students with management variables of the secondary school education system. This kind of relationship between the student and the subject and the curriculum can be created through the student's constant curiosity that is created by educational processes, especially through technologies. Designing this model can help you understand how to learn. In the meantime, the learner can benefit from creativity, communication and collaboration with others.

If students can become more involved in learning and homework, they can be more hopeful of their academic success. Academic participation is a kind of psychological investment and a direct effort to learn, understand and master the knowledge, skills and arts that are actually educational activities to promote them. In other words, educational participation is the quality of the effort that students spend on purposeful educational activities in order to achieve more desirable results directly (Saberi and Pashasharifi, 2013). Class management, on the other hand, is a key variable for students' academic and educational background. Nowadays, equipping teachers with efficient managerial skills in planning for vocational training is an undeniable necessity (Molaei, 2011).

In managing psychology strategies such as recognizing individual differences, talents, motivating factors in human relationships, how to encourage, punish, and so on, it helps managers to be more connected to their audiences and to understand ways to influence and build constructive relationships and styles. Leadership drives them from the drowsy state of management to management, vitality, mobility and passion. In human relations theory, the most effective factor in promoting productivity and efficiency is how individuals form groups and the types of relationships between them. From a management point of view, human relationships are the motivation of individuals in the organization to collaborate in a way that fulfills the needs of individuals and enables them to achieve the goals of the organization. In educational management, too, human relationships mean the ability to interact with teachers and staff by accepting the personality traits, personality traits, and differences they may have with the manager. The role of human relations in management and especially in educational management is very serious and fundamental, so that human relationships are effective in this type of management (Ahmadzadeh Bayani, 2011).

Kaviani et al. (2015), in a study entitled "Investigating the Impact of a Reverse Classroom Approach on Academic Achievement, Academic Self-Regulation, Group Engagement and Academic Motivation of Students", conducted experimentally. The results of statistical analysis indicated that the inverse class approach It had a positive effect on all the above dependent variables. Qadampour et al. (2014) in a study entitled "Investigating the Relationship between Academic Participation and Academic Failure in Isfahan High School Male and Female Students (Predicting Academic Achievement Based on Academic Participation)" with Correlation Method There is a negative relationship between cognitive, emotional and behavioral) and academic failure, on the other hand, academic participation has the ability to predict academic failure.

Safarinejad (2012), in a study examining the antecedents and consequences of academic achievement in high school students in Meymand, stated that developmental emotions are defined as emotions that are directly related to developmental activities or outcomes of progress. However, despite growing interest in scientific excitement, relatively little research has been done on emotions such as pleasure, pride, hope experienced in educational settings. Emotions such as the joy of learning, hope, pride, anger, anxiety, shame, hopelessness, and fatigue are found in many academic settings. These emotions are crucial to students' motivation, learning, performance, identity development and health. The purpose of the present study is to investigate the antecedents and consequences of progressive emotions in order to gain more insight into the relationships between antecedents and consequences of progressive emotions. The results showed that there was a significant positive relationship between previous mathematical achievement and

mediator variables (except academic evaluation). Also, previous math progress has a significant relationship with all the emotions of progress (except pleasure and anxiety). Self-efficacy and evaluation had no significant relationship with progressive emotions, but there was a significant relationship between mathematical self-concept and progressive emotions. In addition, mathematical self-concept had a direct relationship with cognitive and meta-cognitive strategy. There was no significant relationship between cognitive and metacognitive strategies except honor and anxiety emotions. Also, except for the excitement of honor and the fatigue of other emotions, there was no significant relationship with subsequent mathematical progress. The antecedents of progressive emotions are able to predict the consequences of progress. Therefore, learning environments should provide the antecedents and consequences of academic achievement emotions, and educational environments should consider these and other variables involved in students' academic achievement.

Amirkafi and Akrami (2011) in a study entitled "The Impact of Social Capital, Academic Participation and Coping Strategies on Academic Success (Case Study of Abarkouh)" Using Social Capital Theories, Social Control and Attachment, While Investigating the Variable Impact of Students' Social Interactions On academic achievement, we tested the effects of the variables of coping strategies and academic participation as mediating variables. The findings indicate that variables of parent-child relationship, active coping strategies, and academic participation have significant and significant effects on academic achievement. The path analysis also shows that the indirect effects of teacher-student-parent relationship (parent and teacher) variables on academic achievement are significant. Overall, the results of regression analysis show that the main variables of the research accounted for 40% of the dependent variable changes.

Mahmoudi et al. (2009) They examined the relationship between students' active participation in teaching and academic achievement. Active involvement of students in the teaching and learning process is one of the key issues that has attracted the attention of many researchers, since active participation of students in the teaching process increases their mental participation and increases the level of learning. In this study, teacher and student speech was analyzed using the Flanders Verbal Communication Analysis System to determine the amount of teacher and student speech and their participation. The 10 coders collected data through observation of the teaching process. Then, based on Flanders Verbal Communication Analysis System, frequency of ten factors was calculated. According to the results, there was no statistically significant difference between the mean of active participation and the type of free and limited speech between male and female students as well as by field of study. But there is a positive relationship between the amount of participation and the type of student's free and limited speech and academic achievement.

In Rahmani and Saki (2017), the effect of several factors on students' academic motivation was investigated to identify the related factors. Accordingly, the role of individual, family, school and social factors on academic motivation was investigated. The results showed that these factors can be the most important predictors of students' academic motivation and can influence it.

Khadivi and Alijani Fard (2008) in a study entitled "The Relationship between Managers 'Growth Motivation and Their Organizational Effectiveness in High Schools" The main purpose of this study was to determine the relationship between Managers' Growth Motivation and their Organizational Effectiveness in Marand County High Schools for Teachers 85-85 stated. The results showed that the organizational effectiveness of school principals is very high and their motivation for development is very high. There is a direct relationship between managers' motivation for development and the effectiveness of their schools. There is a direct correlation between the motivation of principals' progress with the achievement of goals in schools and the continuation of education. There is no significant relationship between the motivation of principals 'progress with their schools' adaptation to the environment and cohesion in educational organization.

A'ali and Amin Yazdi (2008) in a study entitled "The Influence of Teacher Characteristics on Classroom Management Style" showed that there is a significant difference between the classroom management style of teachers based on their academic degree; Teachers with a bachelor's degree tend to be interventionist-style. There is also a significant difference between the classroom management style of teachers based on their discipline, meaning that educated teachers in the disciplines related to education tend to have more interactive style and educated teachers in unrelated disciplines tend to have an interventionist style; However, there was no significant relationship between teachers' service and gender with classroom management style. Overall, the findings of the study emphasize the importance of the role of teacher education in bringing about change in classroom management styles.

The results of structural equation analysis in Chelicheh et al.'s (2017) empowerment research using empirical data showed that academic achievement is directly influenced by predictors of task value, cognitive participation, achievement excitement, and academic self-regulation.

Hong (2013) in a study examined the relationship between student academic achievement and academic achievement in freshman students and the results showed that student participation in the time spent outside the classroom was spent on homework, student activities and classroom active participation. Significant amount of academic achievement and academic participation of students are the factors that influence academic achievement (Davoodi, 2014).

The findings of Lavasani et al.'s (2017) study showed that autonomy and competence needs are a better predictor of relationship to academic motivation. The results also suggest that teachers should provide feedback that is positive and constructive, as well as allowing students to learn independently to enhance competence and motivation in their students. The results also showed that students were less likely to be extrinsic motivated or impulsive for learning English if the students' basic psychological needs were met. The findings also showed that intrinsic motivation was a better predictor of students' educational participation.

Zamora & Hernandez (2016) examined the relationship between organizational health and academic achievement in Grade 3 to 11 students in math and reading. Based on this, 36 primaries, secondary and high schools were selected. The primary language of these students was Spanish (98% of Spanish students). Spearman correlation coefficient was calculated. The results showed that there is a strong correlation between math scores and reading with school organizational health.

In a study, Ramdass & Lewis (2012) presented a model to investigate the effects of primary school health factors on the importance of principals, teachers and students on the importance of a healthy school environment. Schools will have a direct impact on the well-being and health of students and staff through the physical and social quality of the classroom, teaching and learning processes, interaction between families and communities. In this model, the effects of school organizational health factors on primary school academic achievement were emphasized. The proposed model included relationships between extrinsic factors (exogenous variables), school-level factors (endogenous variables) and school outcomes (academic achievement and positive climate). The endogenous variables are subscales of school organizational health school. They include principals' leadership, psychosocial environment, school-home-community relationships, teacher characteristics, curriculum quality, and school culture. Extrinsic variables include school type, school size, school population, school design, school location, and school support services as well as school outcomes and academic achievement.

Brosnahan (2011), compared the organizational health status of 25 schools with math academic performance and students' reading skills. The study was conducted in a rapidly growing area of the student population. The statistical population consisted of students and staff of 25 schools. Five schools were standardized to compare organizational health scores. The dimensions of organizational health include focus on goals, communication competence, maximum power equity, resource utilization, cohesion and

integrity, morale, innovation, independence, adaptability, and problem-solving competence. The mean of health dimensions of organization was compared and the results showed that dimensions of cohesion, adaptation, target concentration and communication had the most variance. Pearson correlation also showed that the relationship between organizational health and academic achievement in mathematics and reading was 0.049.

2. Methodology

Regarding to the research topic from the perspective of data collection method, a qualitative-quantitative approach was used. According to the purpose of this study, the present study is applied because it aims to identify and provide a model for the pre- and post-graduate components of academic participation of students with emphasis on management variables in Karaj Secondary Schools; Presenting this model may be the basis for future research. From the perspective of the execution method, it is a descriptive (non-experimental) type of exploration. In this research, a sequential exploratory mixed research method was used in two distinct stages. The purpose of this type of scheme is that the results of the first (qualitative) method will shape and clarify the second (quantitative) method. In the qualitative section, content analysis method was used in which the components and elements related to the antecedents and consequences of academic participation were identified based on the cognitions and cognitive structures in the studied individuals. In the present study, since there was no information about the final pattern of the pattern and the dimensions and angles may be hidden and on the other hand, the relationship between them was not clear, the content analysis scheme was an appropriate method.

A. Qualitative Sector: The sampling method in the qualitative section was purposeful. Because information was to be obtained from people who were familiar with the student's academic participation and who had intellectual or practical activity or lived experience in the field. These individuals were selected for a specific purpose (familiarity with the structure and process of student academic participation), so sampling was based on the purpose of the study. Semi-structured interviews followed the sampling process and the dimensions of the problem were explored. The sample interviews continued until the theoretical information saturation reached after 20 interviews. In other words, the interviewees in the final phase did not provide new codes and information. However, interviews continued to be conducted for sure and 21 interviews were conducted. These individuals were selected based on the characteristics and conditions stated in the introduction to the community.

The data collection tool in this section was semi-structured interview. In this type of interview, the questions are pre-designed and the purpose is to gain in-depth information from the interviewee, in which each answer with follow-up questions is further explored and the participant with the question The "why" questions are asked to elaborate on their answers. The questions in the interviews were: 1. The presence or absence of academic participation in schools. 2.Its consequences in schools and education 3. Strategies for building academic partnerships 4. Obstacles to creating a scholarship 5. The Role of Management in Creating and Coordinating the Factors to Build Academic Participation. The method of data and information analysis was content analysis, which is a way of identifying, analyzing and reporting patterns in qualitative data. Depove and Gaitlin (2005) method was used to analyze the content. The reliability of these encodings was confirmed by encoding by another encoder, with a coefficient of agreement of 77.6%. To achieve the validity, three methods of long-term participation, questioning, and peer review and confirmation by study subjects were used.

Quantitative section: The research method used in this section was descriptive. Because the purpose was to examine the model developed in the qualitative phase. In this study, the main issue was the presentation of the model of academic participation in Karaj high school students, and the current status of the model in the community should be examined. The statistical population of this research was in the quantitative section, high school teachers in Karaj in the academic year 2017-2018 which included 786

educational units and 17732 teachers. In order to execute the questionnaires, stratified random sampling method was used and a sample of 376 teachers was selected. The tool used in the quantitative section is a researcher-made questionnaire with 47 questions. Each question consists of 5 options ranging from very high to very low, based on the interview data and then validated and assigned among the teachers. To assess the content validity, the CVR index was used in which the final questionnaire was presented to the interviewees (n = 21) and they were asked to check the content of the questions and their relationship to the components. According to the obtained data, all values were above 0.33 and the questionnaire was completed with 47 items. Cronbach's alpha method was used to test the reliability, the results of which are presented in Table 2.

Table 2. Component Reliability Results

Dimension	Dimensions	Number of items	Cronbach's alpha
The antecedents of academic participation	Classroom environment	6	0.82
	class management	6	0.83
	Educational Leadership	5	0.73
	Educational strategies	8	0.82
	Organizational Culture	8	0.70
The consequences of academic participation	educational motivation	6	0.81
	Learning ability	2	0.75
	Efficacy	6	0.86

The validity and validity of the questionnaire were confirmed by construct validity using confirmatory factor analysis. Structural validity refers to the extent to which a measuring instrument measures a construct or a theoretical basis. The results of this study are summarized in Table 3 in detail of the antecedents and consequences of academic participation.

Table 3. Confirmatory Factor Analysis Results of Academic Attendance and Consequences

Dimension	Dimensions	Approved items	goodness of fit index			
			RMSEA	RMR	GFI	AGFI
antecedents	Classroom environment	All items	0.08	0.03	0.98	0.95
	class management	All items	0.08	0.04	0.97	0.94
	Educational Leadership	All items	0.09	0.05	0.96	0.93
	Educational strategies	All items	0.09	0.06	0.95	0.91
	Organizational Culture	All item Except 1 and 7	0.06	0.02	0.99	0.98
consequences	educational motivation	All items	0.07	0.05	0.97	0.95
	Learning ability	All items	0.08	0.06	0.96	0.92
	Efficacy	All items	0.10	0.06	0.95	0.91

The results of confirmatory factor analysis indicated that the markers considered for each of the components except for the two indicators of climate and organizational culture (1 and 7) had a good explanation.

3. Findings

Findings from the analysis of interviews in the first question of the study (antecedents of academic participation): In Table 4, the results of the qualitative interviews with the experts are summarized and the effective components of the students' academic participation antecedents are analyzed based on key research concepts.

Table 4. Summary of antecedents of academic participation

The following components	The main components	Codes
Student leadership, student orientation, school activities, teaching, student affairs, teacher affairs, staffing, equipment, facilities, finances, supervision, parent-teacher communication, classroom observation , View the class, provide feedback	class management	،10 ،3 ،2 ،1 ،15 ،14 ،13 ،11 21 ،19 ،16
Vision & Mission, Inspirational Motivation, Strategic Thinking, Systemic Thinking, Influencing Others, Teacher Motivation, Values, Leadership Distribution, Investing in Staff Development, Human Relations, Socialization, Learning Organization	Educational Leadership	،14 ،13 ،5 ،1 19
Teacher-student interactions, teacher-student interactions, relevance to new content, type of evaluation, expression of lesson goals, expression of lesson applications, student attention, review of previous educational material, teaching materials, learning guide, performance test , Encouraging and Facilitating Learning and Learning Transfer, Creating Interaction among Students, Creating Interaction between Teachers and Students, Teaching, Using Facilities and Facilities, Teaching Methods, Assessment Methods, Attention to Deepening Learning, Usage Indirect methods, student-centered teaching method	Educational strategies	،8 ،7 ،6 ،4 ،3 ،13 ،12 ،10 ،9 ،17 ،16 ،15 ،14 21 ،18
Interpersonal Interactions, Lack of Violence, Feeling Safe, School Belonging, Violent Nonverbal Environments and Unusual Verbal Participation, School Loving, Classroom Loving, Teacher Loving, Loving Lessons, Empathy, Creating a Responsibility, Environment Stress-free, Promoting Partnership, Reducing Violence, Feeling Safe and Comfortable, Empathy	Organizational Culture	،11 ،9 ،5 ،1 20 ،18 ،14 ،12
Class Light, Class Size, Class Conditioning, Class Smell, Class Sound Condition, Class Attractiveness, Class Color, Architecture	The physical environment	14 ،7 ،2

Findings from the analysis of interviews in the second question of the study (consequences of academic participation): Table 5 summarizes the results of the qualitative interviews with the experts and the effective components of the postgraduate students' academic participation based on key research concepts.

Table 5. Summary of Positive Variables of Academic Attendance

The following components	The main components	Codes
Improving academic performance, academic achievement, academic achievement, future achievement	Learning ability	،8 ،6 ،4 ،3 ،2 ،1 ،13 ،12 ،11 ،9 ،19 ،17 ،16 ،14 21
Student-Teacher Relationships, Student Relationships, Learning Attempts, Learning Interest, Positive Attitude to Learning, Increasing Motivation, Increasing Interest, Creating Sense of Social Confidence, Educational Opportunities, Sense of Self, Academic Perception, Acquisition More successes, school belonging, normative expectations, student-teacher relationships, student relationships, educational opportunities, interest in learning, respect and social feeling, teacher interest, school interest, experience , Interest in education, striving to achieve goals	educational motivation	،7 ،6 ،5 ،4 ،3 ،1 ،16 ،15 ،14 ،9 21 ،20 ،17
Self-efficacy, Self-efficacy, Self-efficacy, Self-efficacy, Self-directed learning, Self-efficacy, Self-evaluation, Self-efficacy	Efficacy	،15 ،14 ،13 ،11 17

Findings from the analysis of interviews in the third question of research (Academic Attendance and Attachment Model): After identifying the elements related to academic participation, the components

appropriate to each component were identified and extracted. In the next step, selective coding was performed. Based on the background of the research and the findings cited in the research findings, it can be said that all of the extracted data on the outcomes of academic participation are the factors that provide the basis for academic achievement. Therefore, in this model, academic achievement is considered as a factor that can be increased in spite of other consequences. The extracted elements and components were extracted based on the following reorganization activities and selected codes: 1. The process of interviews with each interviewee was reviewed. The process of academic participation was clearly identified and hidden in the discourse created. 2.The logical procedure governing any educational system, especially secondary education or other systems, is the three stages of input, process and output. This was considered in the formulation of the model. 3. The patterns presented in Chapter 2 were taken into account in the formulation of the model.4. In this process, the researcher's life experiences were also used in school activities as well as the audio recordings of interviews that had been heard many times. 5. After identifying the antecedents and consequences of academic participation, an initial model was prepared. This template was made available to educational experts and researchers. After receiving their comments and applying the final model, a little pre-review was presented, as shown in Chart 1.

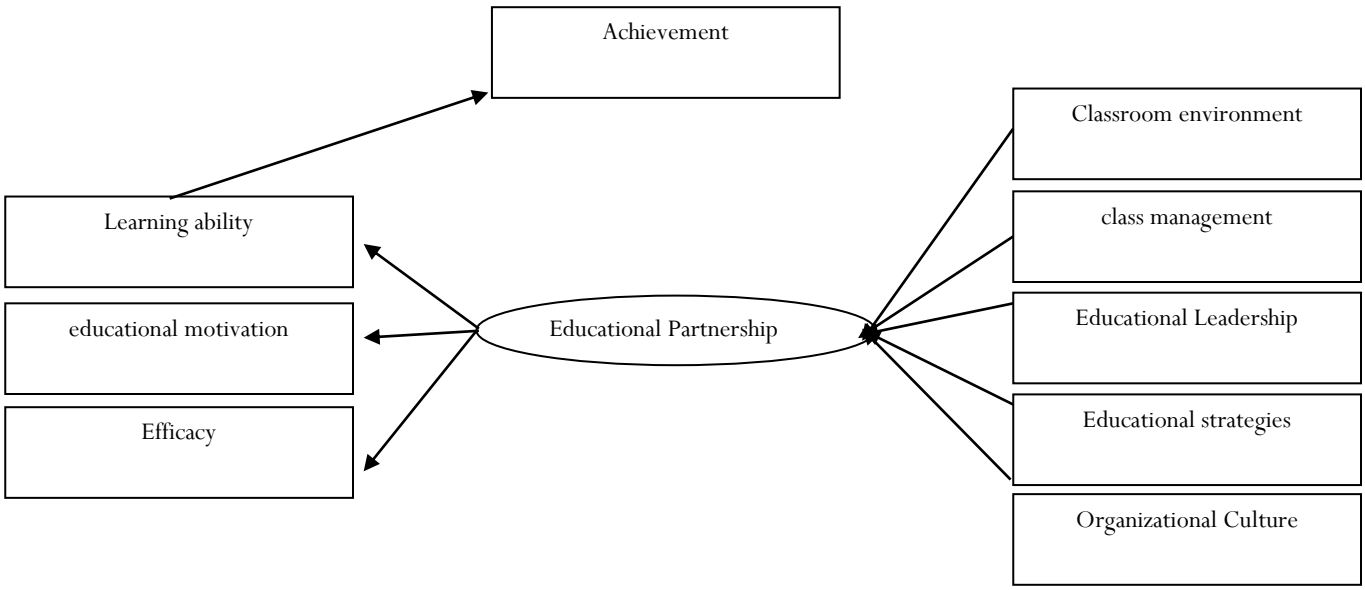

Figure1. The pattern of antecedents and consequences of academic participation

Before performing the factor analysis, the normality of the data in these three components was assessed by Kolmogorov-Smirnov test. The results of this analysis are presented in Table 6.

Table 6. Kolmogorov-Smirnov test results on normality of pattern data

components	Sum	SS	Z	p
Classroom environment	7.14	3.23	0.18	0.09
class management	7.85	3.36	0.17	0.11
Educational Leadership	7.13	3.19	0.17	0.17
Educational strategies	7.91	3.37	0.15	0.15
Organizational Culture	8.12	3.39	0.12	0.21
educational motivation	8.11	3.38	0.11	0.20
Learning ability	7.72	3.15	0.14	0.15
Efficacy	7.77	3.23	0.13	0.07

According to the data in Table 6, the z -value of the Kolmogorov-Smirnov test at p <0.05 was not significant in any of the components. Hence, it can be said that the assumption is normal and one can do factor analysis.

Table 7. Confirmatory Factor Analysis of the Structures of Educational Participation Structures

components	Parameter estimation	Standardized estimation	The standard error	Value t	Explained variance
Classroom environment	0.60	0.85	-	9.65**	0.72
Item 1	1.00	0.59	0.28	8.48**	0.35
Item 2	1.00	0.54	0.30	7.66**	0.29
Item 3	0.91	0.51	0.44	9.58**	0.26
Item 4	1.32	0.72	0.74	9.07**	0.52
Item 5	1.20	0.66	0.30	10.32**	0.44
Item 6	1.13	0.67	0.85	9.17**	0.45
class management	0.86	0.98	-	14.43**	0.96
Item 1	0.96	0.67	0.26	12.80**	0.45
Item 2	1.02	0.66	0.34	12.04**	0.44
Item 3	1.00	0.70	0.19	11.56**	0.49
Item 4	0.81	0.58	0.21	10.34**	0.34
Item 5	0.72	0.50	0.28	9.07**	0.25
Item 6	0.75	0.54	0.41	9.66**	0.29
Educational Leadership	0.76	0.83	-	13.76**	0.69
Item 1	0.93	0.69	0.15	13.24**	0.48
Item 2	1.00	0.76	0.13	14.03**	0.58
Item 3	0.98	0.77	0.40	14.82**	0.59
Item 4	0.91	0.71	0.23	13.55**	0.50
Item 5	0.87	0.70	0.19	13.35**	0.49
Educational strategies	0.36	0.76	-	6.15*	0.58
Item 1	1.21	0.50	0.17	5.59*	0.25
Item 2	0.98	0.36	0.23	4.83*	0.13
Item 3	1.00	0.35	0.42	5.56*	0.12
Item 4	1.30	0.45	0.12	5.39*	0.20
Item 5	1.08	0.72	0.19	6.26*	0.52
Item 6	1.09	0.72	0.17	6.34*	0.52
Item 7	1.15	0.76	0.15	6.24*	0.58
Item 8	1.07	0.74	0.17	6.30*	0.55
Organizational Culture	0.69	0.76	-	11.31**	0.58
Item 1	0.90	0.64	0.19	10.53**	0.41
Item 3	1.00	0.70	0.27	9.79**	0.49
Item 4	0.70	0.51	0.66	8.67**	0.26
Item 5	0.71	0.52	0.55	8.76**	0.27
Item 6	0.88	0.64	0.46	10.57**	0.41
Item 8	0.73	0.50	0.43	8.52**	0.25
p <0.01 ** p <0.05 *					

Among the antecedents of educational participation, education management had the highest standard coefficient (0.98) and the lowest standard coefficient among these variables was 0.76 for education and culture strategies. In other words, educational management accounts for 96% of the variance in academic participation, while the two variables explain educational and climate strategies 58% of the variance. The classroom setting with a standard coefficient of 0.85 explains 72% of the variance in academic participation. Elements of this variable are all acceptable markers with estimates above 0.5, and t values above 2, all of which explain part of the variance of the classroom environment. The highest value is for item 4 and the lowest for item 3. Class management with a standard coefficient of 0.98 explains 96% of the variance in

academic participation, which is the highest among the antecedents of academic participation. All items with standard coefficients above 0.50 and t values above 2 and at 0.01 were highly significant and are acceptable markers for explaining educational management. The highest value was for item 3 with standard coefficient of 0.70 and the lowest for item 5 with standard coefficient of 0.50.

The educational leadership variable, with a standard coefficient of 0.83, explains 69% of the variance in academic participation. All items with high values of 0.7, t values above 2 and significant level 0.01 were highly significant. In other words, the statements of this variable are acceptable markers for its explanation. Among the items, item 3 with the standard coefficient of 0.77 and item 1 with the standard coefficient of 0.69 had the highest and lowest coefficients. Education strategies with a standard coefficient of 0.76 explain 58% of the variance in academic participation. All of its items are significant with values above 0.35, t values above 2 and significance level 0.05. In other words, the statements of this variable are acceptable markers for its explanation. Among the items, item 6 with the standard coefficient of 0.76 and item 3 with the standard coefficient of 0.35 had the highest and lowest coefficients. The last variable was atmosphere and culture, which explained 58% of the variance in academic participation with a standard coefficient of 0.76. All items with high standard coefficients above 0.50 and t values above 2 are highly significant at 0.01 level and are acceptable markers for explaining climate and organizational culture. The highest value was for item 3 with standard coefficient of 0.70 and the lowest for item 8 with standard coefficient of 0.50. Table 8 shows goodness of fit of the model obtained from confirmatory factor analysis indicating that the model fits with the observed data.

Table 8. Goodness-of-fit indices for measuring academic participation antecedents

Chi-square	df	p	RMSEA	RMR	GFI	AGFI	NFI
588.97	588	0.001	0.06	0.051	0.96	0.94	0.96

According to Table 8 data, RMSEA index 0.06, RMR index 0.05, GFI 0.96, NFI 0.94 and AGFI 0.96, respectively, show good agreement with observed data. Gives.

Table 9. Confirmatory Factor Analysis of Structures of Educational Participation Consequences

components	Parameter estimation	Standardized estimation	The standard error	Value t	Explained variance
educational motivation	0.72	0.78	-	10.85**	0.61
Item 1	1.01	0.72	0.49	12.14**	0.52
Item 2	1.15	0.79	0.37	13.17**	0.62
Item 3	1.00	0.70	0.51	16.00**	0.49
Item 4	0.88	0.63	0.61	10.79**	0.40
Item 5	0.80	0.57	0.68	9.84**	0.32
Learning ability	0.33	0.29	-	4.19*	0.08
Item 1	1.03	0.72	0.49	9.8**	0.52
Item 2	0.88	0.69	0.53	9.77**	0.48
Efficacy	0.80	0.86	-	12.32**	0.74
Item 1	0.88	0.63	0.60	11.66**	0.40
Item 2	1.00	0.74	0.45	9.82**	0.55
Item 3	1.00	0.71	0.50	13.18**	0.50
Item 4	1.09	0.77	0.41	14.30**	0.59
Item 5	1.05	0.74	0.45	13.77**	0.55
Item 6	0.87	0.64	0.58	11.96**	0.41

p <0.01 ** p <0.05 *

According to the data in Table 9, self-efficacy had the highest standard coefficient (0.86) among the variables of academic participation and the lowest standard coefficient among these variables was 0.29 for learning ability. In other words, self-efficacy affects 74% of academic participation, while learning ability is only 8% of academic participation. The variance of academic motivation with a standard coefficient of 0.78 affects 61% of academic participation. The items of this variable except for item 6, all with estimates above

0.57, and t values above 2, are acceptable markers, all of which explain part of the variance in academic motivation except item 6. The highest value is for item 2 and the lowest for item 5. Therefore, this variable with five items significantly explains academic motivation. The learning ability variable with standard coefficient of 0.29 affects 8% of academic participation. All items with high values of 0.69, t values above 2 and significant level 0.01 were highly significant. In other words, the statements of this variable are acceptable markers for its explanation. Among the items, item 2 with the standard coefficient of 0.72 and item 3 with the standard coefficient of 0.69 had the highest and lowest coefficients. The last variable was self-efficacy, with a standard coefficient of 0.86 affecting 74% of academic participation. All items with high coefficients above 0.63 and t values above 2 and at 0.01 were highly significant and are acceptable markers for explaining self-efficacy. The highest value was for item 4 with standard coefficient of 0.77 and the lowest for item 1 with standard coefficient of 0.63. Table 10 shows the goodness of fit of the model obtained from confirmatory factor analysis indicating that the model fits the observed data.

Table 10. Goodness-of-fit Indicators for Structural Measurement Model of Academic Participation Consequences

Chi-square	df	p	RMSEA	RMR	GFI	AGFI	NFI
390.18	148	0.001	0.06	0.021	0.99	098	0.98

According to the data in Table 10 RMSEA index 0.06 and RMR index 0.02, GFI index 0.99, NFI index 0.98 and AGFI index 0.98, the model is in good agreement with the observed data. Don't give up.

4. Discussion

Educational leadership is one of the factors affecting students' academic participation. The results of the qualitative part of the study identified this factor as one of the antecedent variables (codes 1, 5, 13, 14 and 19). Having a vision and mission, inspirational motivation, strategic and systematic thinking (code 1), power to influence others (code 5), expressing organizational values, investing in others, socializing and learning organization (code 19) Were among the components of educational leadership. Also, the results of the quantitative section indicated that the components identified in the qualitative sector are applicable to the community and can be considered as the dimensions of the educational leadership component. This result is in line with the results of the studies of Abbassian (2016), Kazemi and Mehram (2011), Yassini et al. (2013).

Today, in every society and with every attitude, the element of management in education is one of the levers of human society development. A manager who has the theory and insight for himself. For the realization of any society, we must pay particular attention to the most important organizational part of the crashing brain, namely its management and beating heart, as well as our management tools, until our management has a crashing brain and beating heart, armed with insights and theories. If they don't, they won't be able to reach the goal. The Third Millennium is the origin of new relationships that can be brought together to train people who are capable of understanding and adapting new frameworks. Today, the element of classroom management is one of the levers of human society development (World and Mahogany, 2011). Based on the qualitative data of this study, one of the factors affecting academic participation and interaction of high school students in Karaj was educational management factor (codes 1, 2, 3, 10, 11, 13, 14, 15, 16, 19, 21). Staff guidance, student orientation, guidance in school activities (code 1), teaching affairs, student affairs, teachers affairs, staff affairs (codes 2 and 10), equipment and facilities, resources (code 2), Supervision (codes 2 and 3), constructive communication with parents (codes 11 and 13), classroom teacher observation, classroom observation (codes 13, 14, 15, 16 and 21), feedback (codes 13, 19 and 21) The dimensions of this factor were introduced by the interviewees. In examining the pattern of this factor in society, it was found that all dimensions correctly explain the class management factor. The results of this study are consistent with those of Sharifi (2017), Zamora and Hernandez (2016), Hedayati

(2015), Bass & Riggio (quoted by Baharvand, 2014), Yasni (2013), Zeinabadi and Rezaei (2012) and Khadivi and Alijani Farid (2008) is in line.

The school as an educational organization, a social system, is interconnected with an organized whole composed of the human race in interactions and reactions through organic and complex relationships. School as a social system with features such as interdependence between components, a defined and defined population, a clear distinction with the environment, a complex network of internal social relations and atmosphere and culture are distinct from other social systems. School atmosphere is a term used to describe people's feelings about their school and believes that ten factors should be considered: supportive-motivational environment, student-centered, positive expectation, feedback, reward, family feeling, closeness to parents and community. Communication, Development and Trust (Habibi et al., 2011). The results of the qualitative part of the present study showed that organizational climate and culture (codes 1, 5, 9, 11, 12, 14, 18, 20) is one of the factors influencing students' academic participation and interaction as a precursor variable. Interpersonal Interactions, Lack of Violence, Feelings of Security (Code 1), School Belonging, Violence-Free Environment and Unusual Verbal Participation (Code 5), School Loving, Classroom Loving, Teacher Loving, Loving Lessons, Empathy, creating a sense of responsibility (code 9), stress-free environment (codes 11 and 14), promoting partnerships (codes 18 and 20), reducing violence, feeling safe and comfortable, feeling empathy (code 20). In qualitative analysis. In the quantitative part, desirable interpersonal interaction, promoting participation and cooperation, and support for the sub-components of this construct were not significant and were excluded from the analyzes. The findings of this section of the study are consistent with the findings of Turkzadeh and Fereidouni (2018), Molazehi (2014), Nejadirani (2011), Morkani and Grivani (2011), Shakeri (2011), Habibi et al. (2011), Zare et al. (2010), Bahramzadeh et al. (2010) and Rajaipour et al. (2008).

The results of the qualitative part of the study showed that one of the factors affecting students' academic participation and interaction was educational strategies or teaching-learning strategies and most interviewees emphasized it (codes 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 21). Interview analysis revealed the dimensions of these constructs: teacher-student interactions (4), teacher-student interactions (3), relevance of new content to previous ones, type of evaluation (6), expression of lesson goals, expression of lesson applications (4). 7), attracting students' attention, reviewing previous educational materials (8 and 18), providing educational materials (18), learning guides, performance tests (13 and 17), encouraging and facilitating recall and transfer of learning (12 and 18), creating Student Interaction, Creating Interaction between Teachers and Students (10), Teaching, Using Facilities and Facilities (12), Teaching Methods, Evaluation Methods (16), Attention to Deepening Learning (17) , Using non-existent methods Direct, teaching methods Shagrdmhvr (17 and 21). The results of the quantitative section also indicated that seven of the eight dimensions of educational strategies are well explained and only the students' awareness of educational goals was not significant.

One of the variables affecting academic engagement and interaction derived from the qualitative part of the research was the classroom environmental factor (Codes 2, 7 and 14). Dimensions of this component include class light (2 and 4), class size (2), class ventilation (2 and 7), class odor, class sound status (2), quiet and attractive class (2), class color, architecture (14) They were. This finding is in line with the results of the studies of Mirzai (2015), Remmers et al (quoted by Yousefi et al., 2014), Zang & Li (quoted in Azemati et al., 2012), Anari (2011), Tabaian and Abedi (2011), Lotfata (2008), has a similarity. The perception of the classroom environment is very important in academic engagement and interaction, as the school environment and classroom, administrative system, and teachers 'teaching practices have undeniable effects on students' academic performance and cognitive processes. Perception of classroom environment refers to the type of student's perception of classroom and school variables. As psychologists in the study of educational issues have always emphasized various factors such as family, teacher, teaching methods,

textbooks, educational management, etc. as influential factors in the educational process, the school architecture or physical space as a factor and Dynamics are found to be effective in the quality of students' educational and educational activities. According to the social ecological model, environmental factors are of particular importance in health-related behaviors.

Positive components: After defining the antecedents of academic participation, qualitative sector interviews showed that one of the beneficial effects of academic participation and interaction is learning ability (codes 1, 2, 3, 4, 6, 8, 9, 11, 12, 13, 14, 16, 17, 19, 21). Learning ability (1, 2, 6, 8, 13, 17, 19), Improvement of academic performance (4, 6, 17, 19, 21), Academic achievement (1 and 2), Improvement of academic level (2, 3, 4, 11, 12, 14), the subsequent achievement of the dimensions of learning ability. This finding is in line with the results of referee Davarpanah (2017), Shivandi Chelich et al (2017), Pour Zanglani (2016), Davoodi (2014), Hong (2013), Atikenson et al (quoted in Seif, 1977), Heidari (2011) is aligned. Student learning ability is one of the important indicators in evaluation of education. Undoubtedly, in today's advanced world, one of the hallmarks of one's success is academic progress, without which no country will be able to prosper. Existing sources indicate that education is generally influenced by the five factors of inclusion, the educator, the program, the equipment, and the educational environment, each of which has characteristics that can have different effects on academic progress and learning.

In Self-Determination Theory Motivation as a multidimensional construct independent of the three components of intrinsic motivation (conducting behavioral and psychological activities without the need for extrinsic motivation or reinforcing abilities). Is for achieving other goals) and impulsivity (not doing or unwilling to do it because the action is worthless to the person is the basis of inadequacy or unexpected outcome) Ryan, quoted by Ahi et al., 2016). According to the results of the qualitative part of the study, academic motivation was also one of the outcomes of academic participation or interaction (codes 1, 3, 4, 5, 6, 7, 9, 14, 15, 16, 17, 20, 21). Also the results of this section showed the indicators of student relationships (1 and 7), educational opportunities, interest in learning (5, 7, 14), respect and social feeling (7, 9, 15), interest in Teacher (14, 15, 20), interest in school (4, 5, 16 and 17), experience seeking (16, 17), interest in education (1, 5, 6, 14, 20), striving to achieve The targets (15, 16, 21) belong to this structure. The results of the quantitative section indicated that, with the exception of respect and social empowerment, all other indicators were well-defined for academic motivation. Academic motivation is an important aspect of teaching and learning, and it refers to the desires, needs, and factors that make a person appear in educational settings for a degree. Motivation is a complex part of human psyche and behavior that determines what people choose to spend their time on, how much they use their energy to perform a task, how they think and feel about a task, and how much they do. The task is persistent. This behavior is due to the interest in and attention to learning in which academic participation or interaction plays a central role.

Self-efficacy is one of the most important psychological constructs, and because of its role in academic achievement, it has received much attention by psychologists. In fact, enhancing self-efficacy and identifying the factors that affect it can play a decisive role in students' academic progress and help them achieve their goals. Qualitative results indicated that self-efficacy was one of the important outcome variables in the academic participation construct (codes 11, 13, 14, 15, 17). In the qualitative part, the important indicators of this construct were self-efficacy, cognition of self-efficacy, self-efficacy, self-esteem, self-directed learning, self-efficacy, self-esteem, self-esteem (17). The results of the quantitative section also confirmed that the dimensions derived from the qualitative sector are well represented in society. In Knight, according to the information obtained from the quantitative and qualitative part of all the consequences of academic participation, it is important that academic achievement influence. Given the impact of academic participation on learning, motivation, and self-efficacy, in addition to students, we can see the first step in providing the conditions and facilities for students' comprehensive learning and development, in addition to students, to realize the effectiveness of the education system. Achieving it must be identified and identified

for any element that reduces school performance. In the remainder of this section, we propose solutions for students' academic engagement with the management variables approach in secondary schools.

Based on the results obtained from the analysis of the research findings, it is suggested that Karaj high schools in relation to academic participation include: classroom environment, learning strategies, environmental and external driving factors, classroom management, academic achievement, leadership factor, factors Internalizing, motivation, more attention, because it has a direct and meaningful relationship to students' academic achievement and participation.

Also, having enough light and a happy environment design and beautiful classrooms and clean schools, the charm and coloring of the school environment can have an impact on the students' academic participation process. Considering the studies on the management variables with the dimensions of student academic participation, it seems that we need more extensive studies and more comprehensive research in the country. It is also suggested that future research will explore models and strategies for enhancing student participation in male and female students. Therefore, the following suggestions for future research are presented: Using a larger sample size and statistical population. Investigating other effective factors and dimensions on students' academic participation. Strengthen the development of peer-to-peer meetings for teachers, administrators, students, and their parents to promote academic engagement. Investigating variables related to teachers 'managerial and personality characteristics and their relationship with students' academic participation. Modify the lighting and lighting status of the classrooms and take the necessary measures to equalize the lighting for all students. Adhering to the design and construction standards of rectangular or trapezoid classrooms with large curved areas to create focal points of sound. Pay attention to the coloring of the class and the use of relaxing and bright colors. Adjust the temperature and ambient temperature of the classroom according to the standards of the Iranian Institute of Standards and adjust the temperature to 0-7 ° C for classroom and weather forecasting. Use appropriate classroom decorations so that students can be grouped together in groups of 4 or 5 and enjoy interacting with each other and doing teamwork under the tutor as a guide with enthusiasm. Strengthen the spirit of collaboration and teamwork by applying values to students through words and a variety of symbolic moves such as promoting learning, promoting respect, justice. Invest in teacher growth by implementing programs such as in-service training, visiting successful schools, focusing on improving teaching and learning - challenging ineffective educational strategies. Provide opportunities for dialogue between parents, teachers, and school administrators. Prevent any acts of violence in schools and prevent corporal punishment of students. Motivate and interest in learning with the aim of continually rebuilding professional knowledge to deliver high quality education in schools and to provide teacher empathy with students in order to enhance academic participation.

References

A'ali A, Amin Yazdi S A. (2008). The Influence of Teacher Characteristics on Classroom Management Style, Journal of Education. (1) 24:103-135.

Abbassian H, Sassanian M. (2016). Educational Management (Theory, Research and Practice), Vienna. C. Hui - Cecil J. Miskel, Tehran: Arad Book Publishing

Ahi Q, Mansouri A, Derataj F, Delaware A. (2016). Modeling the Relationship between Parenting Academic Participation and Academic Achievement in High School Students Considering the Mediating and Motivating Role of Students' Academic Participation. Journal of Psychological Achievements (Educational Sciences and Psychology), Shahid Chamran University of Ahvaz,2: 90-69.

Ahmadzadeh Bayani A. (2011). The Psychology of Management.

Amirkafi M, Akrami A A. (2011). The Influence of Social Capital, Academic Participation and Coping Strategies on Academic Success (A case Study of Abarkouh City), Journal of Sociological Studies. (38) 18:89-118.

Anari F. (2011). Determining the Components of Classroom Perception in Predicting Academic Attendance in High School Female Students in Tehran, M.Sc., Islamic Azad University, Roudehen Branch, Faculty of Education and Psychology.

Appleton J J, Christenson S L, Furlong M J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. Psychology in the Schools. 45(5):369-386.

Azemati H R, Sabahi S, Azemati S. (2012). Environmental Factors Affecting Student Satisfaction with Educational Space. Journal of World's Role, 2:42-31.

Baharvand V. (2014). Predicting Transformational, Interactive, and Lacerative Leadership Styles in Departments of Emotional Intelligence, Personality and Individual Differences Quarterly. 6(93):164-143.

Bahramzadeh M M, BavarSad B, Jafarpour M. (2010). Assessing the Role of Organizational Atmosphere in the Entrepreneurial Mood of High School Students in Ahvaz City, Journal of Educational Sciences, Shahid Chamran University of Ahvaz. 6(17): 180-151.

Baron P, Corbin L. (2012). Student engagement: rhetoric and reality. *Higher*

Brosnahan C. (2011). The impact of a school's organizational health on student achievement. Doctoral Dissertation, University of Hoston.

Davarpanah A, Nosrat Fallah A. (2017). The Effect of Group Educational Counseling Training on Improving Academic Skills and Academic Achievement in Female Students. Journal of Applied Counseling.6(2): 41-52.

Davoodi S. (2014). Presenting a Model of Predicting Academic Achievement in English and Perception of Family Relationship Model with Mediation Self-efficacy. Quarterly Journal of Teaching and Learning Studies. 2: 47-21.

Depoy E, Gitlin L. (2005). Introduction to research: Understanding and applying multiple strategies (3rd Ed). Mosboy Press. Education Research & Development, *31*(6):759-772.

Fredricks J A, Blumenfeld P C, Paris A H. (2004). School Engagement: Potential of the Concept, State of the Evidence. Review of Educational Research. 74(1):59-109.

Ghadampour E, Mirzaiifar D, Sabzian S. (2014). Investigating the Relationship between Academic Attendance and Academic Failure in Isfahan High School Male and Female High School Students (Predicting Academic Achievement Based on Academic Attendance), Journal of Educational Psychology. (34) 10: 222-247.

Habibi H, Pardakhtchi M H, Abolghasemi M, Ghahramani M. (2011). Evaluation of school-based learning climate and its relation with school effectiveness in Shahed University. 3(92): 101-101.

Handelsman M M, Briggs W L, Sullivan N, Towler A. (2005). A measure of college student course engagement. The Journal of Educational Research. 98(3):184-192.

Hedayati F. (2015). Designing, Testing and Evaluating Healthy School Patterns with Emphasis on Organizational Health, Doctoral dissertation on Educational Management, Allameh Tabataba'i University.

Heydari N. (2017). Important Indicators in Students' Academic Achievement in Case Study Research on Metacognitive Knowledge and Learning Strategies. Journal of Psychological Studies and Training Sciences .2(92):67-53.

Hoy W K, Miskel C G. (2013). Educational administration: Theory, research, and practice, 9th edition. New York: McGraw-Hill.

Jahanian R, Mahjubi S. (2011). The Politics of Education in the Age of Globalization, Quarterly Journal of Political Science. 16(90): 203-189.

Kaviani E, Mostafaei S M R, Khakreh F. (2015). The Impact of a Reverse Classroom Approach on Academic Achievement, Academic Self-Regulation, Group Interaction, and Academic Motivation in Students, Journal of Research in Education. (5) 5: 69-52.

Kazemi S, Mehram B. (2011). The Impact of Leadership Role on Evolving Educational Managers of Value System with Emphasis on Narrative Monograph Approach. Transaction Management Research Paper.3(5):147-125.

Khadivi A, Alijani Farid R. (2008). The relationship between managers' motivation for development and their organizational effectiveness in secondary schools. Journal of Education and Evaluation. 1 (1):39-72.

Khaleghian B. (2015). Classroom Thinking Growth: Logical Thinking, Critical Thinking, Creative Thinking. Tehran: Immigrant Publishing.

Lavasani M, Khezri Azar H, Saleh Najafi M, Maleki A. (2017). Technology Patterns of the Relationship between Basic Psychological Needs, Academic Motivation, and Academic Engagement in English. Journal of Educational Psychology, Allameh Tabataba'i University. 46(96):35-58.

Lotfata A. (2008). The Impact of Environmental Factors on Learning and Behavior in (Primary) Educational Environments in the City. Urban Management Quarterly.21(87):90-73.

Mahmoudi F, Fathi Azar E, Esfandiari R. (2009). Investigating the Relationship between Students' Active Participation in Teaching and Academic Achievement. Journal of Educational Studies and Psychology. (3) 10: 45-56.

Molaei B. (2011). The Influence of Teacher Characteristics on Classroom Management Style in Schools of Bazineh Rood in the Academic Year 2011-2012, Thesis Guidance and Counseling of Shahid Beheshti Teacher Training in Zanjan.

Molazehi A. (2014). The Relationship between Organizational Justice and Organizational Climate with Organizational Multiplicity of Elementary School Teachers. New Approach in Educational Management. 2(26):213- 201.

Nejadirani F, Pour Sadegh N, Sheikh Beglow N. (2011). Investigating the Balance of Organizational Atmosphere and its Relationship with Organizational Learning in Government Organizations of West Azarbaijan Province, Beyond Management Quarterly. 19:177-151.

Niazazari K. (2014). The Effect of Vitality and Joy on Academic Achievement of High School Students in Sari, Journal of Educational Planning Studies. 2 (3):35-57.

Nieuwerburgh C. (2012). Coaching in Education: Getting Better Results for Students, Educators and Parents. London: Karnac Books.

Phan H P, Ngu B H. (2014a). Longitudinal Examination of Personal Self-Efficacy and Engagement-Related Attributes: How Do They Relate. American Journal of Applied Psychology. 3(4):80-91.

Qasemi Omaslan Sofla S, Dadras Khaledi F. (2015). The Impact of Teacher Relationships and Emotional Interaction on Students' Academic Achievement, Second International Conference on Behavioral Sciences and Social Studies, Istanbul: Institute of Idea Managers, Vienna Capital.

Rahmani A, Saki R. (2017). The Relationship between Some Factors Affecting Academic Motivation and Academic Achievement in High School Students. Journal of Management and Accounting Studies. 3(4): 136-126.

Rajaiipour S, Kazemi I, Agha Hosseini T. (2008). Investigating the Relationship between Classroom Management Components and Learning Environment in Isfahan Middle School. Two Quarterly Researches in Modern Educational Approaches, Faculty of Educational Sciences and Psychology. 1(9):40-23.

Ramdass M, Lewis Th. (2012). Towards a model for research on the effects of school organizational health factors on primary school performance in Trinidad & Tobago. International Journal of Educational Development. 32(3):482-492.

Saberi S, Pasha Sharifi H. (2013). Predicting Dimensions of Identity-Based Educational Participation in First-Year Female Students in Tehran Public High Schools, Research in Curriculum. 11:72-85.

Safarinejad S. (2012). Investigating the Antecedents and Consequences of Academic Achievement Excitement in Meymand High School Students. M.Sc. in Educational Psychology, Gulf University.

Schaufeli W B, Salanova M, González-romá V, Bakker A B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. Journal of Happiness Studies. 3(1): 71-92.

Seif A A. (2018). Modern Breeding Psychology, Tehran: Era.

Shabani H. (2017). Educational and training skills. Tehran: Side.

Shakeri F, Taheri Mehrjerdi M H, Dehghanloo Dehnavi R. (2011). Investigating the relationship between organizational climate and being innovative in the process of using Structural Equation Modeling. Journal of Production and Operations Management. 2(1):46-29.

Shams Morkani G, Gryvani K. (2011). The Relationship between School Organizational Climate and Teachers' Empowerment: A Case Study. Two Quarterly Journal of Management and Planning in Educational Systems. 4(7):84-64.

Sharifi Pasha H, Sharifi N, Tangestani Y. (2013). Predicting academic achievement from self-efficacy; self-regulation and creativity of students at Rouden Azad University in academic year 90-91. Journal of Educational Management Research.4: 178-158.

Shivandi Chaliche K, Dortaj F, Farrokhi N, Ebrahimi Ghavam S. (2017). Mathematical Modeling of Academic Achievement Based on Cognitive Participation Assignment of Achievement Emotions and Academic Self-Regulation, Journal of Counseling and Psychotherapy Culture, Allameh Tabataba'i University. 8(30):24-1.

Tabaeian S M, Habib F, Abedi A. (2011). Viewpoints of desirable and undesirable high school students about the color of the educational environment and ways to improve the quality of the academic environment. Journal of Educational Innovation.38:106-93.

Turkzadeh J, Fereidouni F. (2018). Predicting the Prevalence of Organization Political Behaviors in Different Types of Organizational Atmosphere, Quarterly Journal of Applied Sociology. 3:138-118.

Upadyaya K, Salmela-Aro K. (2013). Development of school engagement in association with academic success and well-being in varying social contexts: A review of empirical research. European Psychologist. 18(2):136-147.

Yassini A, Zeinabadi H R, NavehEbrahim A R, Arasteh H. (2013). Assessing the Impact of Principal and Assistant Teacher Leadership on Teachers 'Educational Experiences and Students' Academic Achievement. Psychological Research. 5:19-26.

Yousefi B, Sabounchi R, Sangsefidi B, Asgari M. (2014). Environmental and Psychosocial Factors Associated with Leisure-time Physical Activity in High School Female Students in Kermanshah. Journal of Contemporary Research in Sport Management. 4(8):101-93.

Zamora R, Hernandez R. (2016). The Impact of Organizational Health on Student Achievement in a High Needs District. Journal of Studies in Education. 6 (3):149-167.

Zare H, Feizi A, Mahboobi T. (2010). Investigating the Relationship between Organizational Climate with Job Stress and Creativity of Male (Female and Female) Education Officers in West Azerbaijan Province. Behavioral Sciences Research. 8(2):124-114.

Zeinabadi H R, Rezaei M A. (2012). School Organizational Health and Academic Achievement: Developing and Modifying a Causal Model. Journal of Modern Educational Thoughts. 8:65-90.