



A Conceptual Framework of Vitality-Based Management In Elementary Schools

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Abstract

The main goal of this research was to provide a conceptual framework for management based on vitality in elementary schools, which is based on a qualitative approach and is done using the grounded theory method. Research data was collected using semi-structured interviews. The field of research was elementary schools in Sabzevar city and the participants included 11 experts, 12 school principals, 11 teachers and 12 students of the second year of elementary school, who were selected by purposive sampling method. The criteria for determining the number of samples was the theoretical saturation of the categories. For data analysis, open and selective coding method was used in the classic way. To ensure the validity of the research results, the criteria introduced by Lincoln and Guba were used. Based on the findings of this research, a total of 13 common components were extracted for vitality-based management, which include: Paying attention to the physical space of the school, professionalism in choosing the school principal, increasing the happy spirit in students, increasing the motivation of teachers, sharing knowledge in the school, holding various programs in the school, using parents' participation in school management, the absence of rigid rules, staff coverage in school, availability of facilities and equipment, school hygiene, effective encouragement and punishments, and financial resources in the school. Mirzaei Ahranjani three-pronged model was used to provide a conceptual framework. This framework includes three behavioral, structural and contextual branches that introduce the main identified categories in interaction with each other.

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Introduction

Vitality and spiritual expansion play a significant role in the formation of the personality of people, especially children. Psychologists believe that cheerfulness depends on the harmony and coherence of all personal emotions and believe that cheerfulness and peace of mind lead to creativity in thought (Muzaffar, 2000). Happiness is a provider of mental health and is as important as nutrition, love and protection of a person (Nemati, Sharifi, & Ghazi, 2008).

On the other hand, the school is one of the most basic social institutions and its task is to educate people who are responsible for the future of the society. The more fundamental and appropriate the programs of this institution are to the needs of the audience, the results will be more fruitful and useful (Younesi, 2009). Happiness and vitality in students will make them more willing to attend school, try to study science and acquire knowledge, as well as internalize the values of interest in school (Jafari & Talebzadeh, 2010). Principals and teachers need to attend to students' expressions of vitality (Boldt, 2021). Happiness is one of the basic concepts of every student's life, which has a significant impact on his lifestyle and academic success, and promotes the desire to present behaviors that contribute to academic success (Mardanshahi, 2015). According to UNESCO (2021), happiness in school consists of three elements: Happy Learners, Happy Classrooms, and Happy Environments.

Today, focusing on the results of recent researches, paying attention to emotions and feelings in the field of education has taken a central position in the developed educational systems of the world (Rezaei, 2007). In our

educational system, the document of the fundamental transformation of education has introduced "creating happiness and cheerfulness in schools" and "raising cheerful people" as the goals of the educational system. In the second chapter of this document, part of the value propositions of the public official education system, it is mentioned about happiness in schools. The meaning of the value propositions included in the statement of values is the basic dos and don'ts that all the components of the official and public education system must be in harmony. In the fifth chapter of this document, which includes the major goals, the goal of education is human education with vitality (Document of fundamental transformation, 2011).

The reason for the importance of happiness in children is because happiness can make children feel positive and prevent children from negative feelings (Fakhri, Muchlis, Mansyur & Buchori, 2022). Good education is realized when it helps to significantly improve the happiness of the individual and the society. In the past, the task of education was to produce graduates who are only able to support themselves. Now the goal of education is summed up in one sentence: to teach students to love life (Warnick, 2009).

Sezer & Can (2020), in a grounded theory research, developed a theory for happiness in school based on the opinions of teachers, administrators, parents, and students. In their research, Twelve main qualifications were identified related to the school happiness: physical equipment, school environment, learning environment, communication and collaboration, education policy, social activities, school management, teacher qualifications,

school distinct, student centeredness, learning activities, and student qualifications.

But research evidence shows that today's schools are collapsing, sad, stagnant and dying. Students in these schools learn hatred instead of cheerfulness and malice instead of kindness (Karimi, 2010). For many years, it was believed that children do not suffer from depression, and depressed teenagers were labeled as moody. Recent research shows that more than 20% of children and adolescents in the world suffer from mental illnesses such as depression (Verma, Jain, & Roy, 2014). Several studies that have been conducted in recent years show the prevalence of depression in schools (Shojaeizadeh & Rasafiani, 2001; Monirpour et al., 2004; Riahi, Yazidi, Tashakori, & Mansouri, 2017; Rostamzadeh & Khalilzadeh, 2017; Shakibaei & Esmaeili, 2014; Narimani & Roshan, 2001). Some of these studies describe schools as a boring environment for students (Al-Yasin, 2001; Akbarpouran, 2013). The results of these researches show that the rate of happiness in Iranian schools is very weak and has no place in educational planning (Niaz Azari, 2013).

Jafari & Talebzadeh (2010) found in their research that there is a difference between the current and desired state of happiness in Iranian schools. In the research conducted by Binesh, Kashtiarai, Yousefi, & Yarmohamedian (2014), most of the students in schools mentioned the factors that caused their negative experiences from schools. These factors include: domineering view in school, school is only a place to learn lessons and not to live together, too much emphasis on lessons and exams and only academic issues, dry and soulless communication between teachers and students, discrimination in school, the large volume of lessons and anxiety about exams and concours,

creating inappropriate traits for the sake of getting grades, instilling dominant opinions, lack of freedom to express opinions, lack of application of course content in life, lack of opportunity to acquire life skills, lack of happy and emotional atmosphere. With the teachers and the teaching staff, the long training time at school and the fatigue caused by it.

One of the tasks of educational management is to create a favorable and healthy environment in the school (Sobhanian, 2011). The most basic way to create a healthy and favorable environment in the school is for the principal or the educational leader to respect the people who are with him (Tousi, 2001). By creating an intimate atmosphere in the school, the school principal builds trust, increases group morale, and creates a happy and friendly emotional atmosphere. The principal of the school can provide an emotional and happy atmosphere by creating a spirit of participation in the students, teachers and parents of the students in the school administration, and by creating an atmosphere of mutual respect between teachers and students, the field of improving the quality of education and effective educational planning and a sense of satisfaction in created the school. If the school has a suitable atmosphere instead of a domineering and inflexible atmosphere, both students will engage in creative activities with self-confidence and psychological safety, and the teacher will present new and effective educational plans with ease and a sense of security. (Aghazadeh, 2005). An extensive study conducted on more than seven thousand ten-year-old students in seven European countries showed that school satisfaction and its various indicators are positively related to happiness levels (Gómez-Baya, García-Moro, Muñoz-Silva, & Martín-Romero, 2021).

According to these points that were mentioned, it can be concluded that paying attention to happiness and cheerfulness in schools has become an essential need for schools today due to several reasons and evidence. Undoubtedly, a lively and loving atmosphere is an effective factor in the flourishing of talents, creativity, academic progress, dynamic and creative educational planning, efficiency, health and vitality of students. Also, it prevents the occurrence of negative emotions such as depression, fear, anger, anxiety, hatred and sadness (Nistani, Ismaeili Shad, & Soleimanpour Omran, 2017). As a result, due to the increase in the level of depression in today's schools and the lack of cheerfulness and happiness in the atmosphere of schools, it is necessary to pay serious attention to this matter. A lot of researches have been done about vitality and cheerfulness in schools and the factors that create it among students and the school environment. But it seems that the role of school management in creating a fresh and lively environment in the school is more important and fundamental than other factors.

The responsibility of creating a healthy organizational atmosphere and a positive atmosphere in the school rests with school administrators (principals, managers). Since teaching and learning is the focus of all educational activities, the principal is the most important role in schools (Shirbagi, Hosseini, & Kazem, 2022). Having a framework can help administrator in playing this important role. In this research, the presentation of a conceptual framework for vitality-based management in elementary schools has been considered by identifying the components of vitality-based management from the perspective of experts, managers, teachers, and students.

Research Method

The main goal of this research was to provide a conceptual framework for management based on vitality in elementary schools. To achieve this goal, the grounded theory method with a Glaserian approach was used. Grounded theory is an inductive method with a qualitative approach and an exploratory research method. This allows the researcher to develop a new theory in cases where it is not possible to formulate a hypothesis, instead of using predefined theories, but this new theory is not based on the personal idea of the researcher, but based on the data provided by the environment and actual conditions are formulated (Glaser & Strauss, 2006). In the present research, in the preliminary stage and examining the basic requirements of the research, first library studies have been conducted to identify the issue of vitality in schools, and then through field research through interviews with experts and activists of school management, the components of management based on vitality in schools is identified.

The field of this study was primary schools. The reason for that is the greater importance of the topic of happiness in elementary education. Research shows that students who face academic failure in the elementary school experience problems in all academic courses. In developed educational systems, this period is given great importance, and the basics of elementary education emphasize the excitement of elementary schools, the presentation of appropriate content, and great attention to the child's personality (Samiei Daroneh, 2015). Therefore, due to the fact that the researcher has lived experience as a teacher and is familiar with the culture of schools in his place of residence,

the research field of Sabzevar city has been chosen.

Purposive sampling method was used to select the participants. The logic and strength of this type of selection comes back to the concept that the selected samples provide the most information based on the research question (Ranjbar et al., 2012). The participants in this research included school principals who had more than ten years of experience. Also, the employees of the education department, which included leaders, experts at the elementary level, assistants for education and training, and heads of education departments. The third group included professors of Farhangian University who and professors whose fields of study were educational management, educational psychology, educational planning, and philosophy of education, and the selection of these professors was not limited to Sabzevar city. The fourth group is the students of the second level of elementary school and primary school teachers who had more than six years of experience. All these people were somehow related to the subject of the research, i.e., happiness in school and management based on happiness, and they could provide information to the researcher. It was tried to consider all types of elementary schools, both government and non-government, in selecting the schools for interviews, and the interviews were continued until the information saturation was reached. The participants in this research included 11 experts (4 Farhangian University professors, 5 educational leaders, 1 education specialist and 1 elementary education expert that 5 people had a doctorate degree, 5 people had a bachelor's degree and one person had a bachelor's degree, their average age was 47 years and their average work experience was 22 years), 12 school

principals (8 men and 4 women with an average age of 45 years and an average work experience of 25 years), 11 teachers (including 8 women and 3 men with an average age of 33 years and an average work experience of 11 years) and 12 students (8 girls and 4 boys).

In order to collect data in this research, given that the research method was grounded theory and considering the research objectives, the interview tool was used. The interviews conducted in this research were conducted using the method of general guidance (Gal, Borg, & Gal, 2017) and these interviews continued until data saturation was reached.

To analyze the data, the coding method was used in two stages: open coding and selective coding (Glaser, 2006). Glaserian approach describes two stages of coding: substantive coding and theoretical coding. Substantive coding is conducted through open coding and selective coding (Qureshi & Ünlü, 2020). In Glaser's method, the paradigmatic model is not pre-imposed on the data but is allowed to emerge during the comparative process of grounded theory (Glaser, 1992). In this research, by continuously comparing the identified codes and concepts from the point of view of different groups of interviewees, the main categories appear.

In the open coding stage, the collected data is broken down into small conceptual components (Lee, 2001). Selective coding is followed by open coding and the process of converting concepts into categories or summarizing data under the title of main categories (Golding, 2002).

In order to validate the data, the approach proposed by Guba & Lincoln (1994) was used. In this research, the triangulation technique was used to increase the validity of the data. That is,

multiple sources of data were used in the study, such as interviews with teachers, students, administrators, employees of the Department of Education, and professors of Farhangian University. To increase transferability, the method of providing more details regarding the participants and characteristics of the environment (research field) was used. To achieve reliability, the research auditor tool was used. In this way, the research process was followed by the supervisor and the necessary feedback was provided. To ensure verifiability, during data collection and analysis, raw data, interpretations and findings were reviewed and confirmed, and another researcher who was an expert in the field of qualitative research was used to comprehensively review coding and data analysis.

Findings

First question: *What are the components of vitality-based management in the school based on the experts' point of view?*

In order to answer the first research question, 11 experts were interviewed, which included 4

professors of Farhangian University, 5 educational leaders, 1 education specialist, and 1 elementary education expert. These people were educational science specialists in the fields of educational administration, curriculum development, philosophy of education, and educational psychology. The interviews were analyzed using the coding method in two stages. From the results of the analysis of these interviews, a total of 143 initial concepts were identified, and after combining similar concepts, 73 independent concepts were obtained. These concepts were grouped into 7 main categories, which are: Paying attention to the physical space of the school, increasing the happy spirit in students, properly implementing plans and programs, increasing the motivation of teachers, professionalism in the selection of the principal, effective encouragement in the school, and parents' participation. Table 1 shows the results of the analysis of interviews conducted with experts in response to the first question. Table 1 shows the results of the analysis of the interviews in response to the first question.

Table 1. Components of vitality-based management based on the views of experts

Main category	Identified concepts
Paying attention to the physical space of the school	Painting and decorating the physical space of the school; Dynamic courtyard design; Using students to beautify the school environment; Placing play equipment such as swings and slides; Using disposable items in beautifying the school environment; Paying attention to the arrangement of seats in the classroom; Grouping students to take care of school trees; Using the participation of students, Teachers and parents in beautifying the school yard
Increasing the happy spirit in students	Creating emotional relationships at school; use of educational games; Giving responsibility to students according to their personality; Helping the economic situation of needy students and teaching them financial independence; Finding the root of the problem of disorganized and weak students and creating motivation according to their talent; Using the talent and ability of students in programs at the class and school level; grouping students; playing music in the bell of fun and art; sex education in school; Using student-centered teaching methods; diversifying the art class; Acquaint students with the culture and atmosphere of the school; teachers' familiarity with the teacher of the previous year's class; Diversification and activeness of the teacher in sports class; Using poetry in class; how to treat students in a warm

Main category	Identified concepts
	and friendly manner at school; The principal's friendly and intimate relations with the students; serving hot breakfast in groups at school; Trust in students; functional and skill-oriented tasks and tailored to individual differences;
properly implementing plans and programs	Attention to vitality in the design of the annual program by the manager; diversifying ceremonies and celebrations; attention to school cleanliness; diversifying the morning program and morning exercise; not forcing students to participate in competitions and projects; holding a food festival in a creative way; not forcing students to participate in prayer; Holding cultural, artistic and sports competitions
increasing the motivation of teachers	Attention to teachers' motivation; having friendly relations between the principal and the teacher; giving feedback to teachers; Avoiding humiliating teachers; lack of dry management style; fielding teachers by the principal; Involving colleagues in decision-making; Efforts to provide educational facilities in the school; Up-to-date and active manager; Holding experience meetings of colleagues; understanding the partner's conditions; holding teaching method workshops by the school principal; Organizing extracurricular and recreational activities for teachers
professionalism in the selection of the principal	Related field of study; Meritocracy; attention to personal and professional characteristics; Participation of teachers in the selection of the principal; Positive attitude of the manager
effective encouragement in the school	Use of non-material incentives; providing encouragement according to individual differences; Punishment combined with hope; Using effective punishment to make students aware of their mistakes; Encouragement in the presence of the crowd; instant encouragement; comparing each student with himself in encouragement; attention to academic progress in encouragement; attention to the moral and behavioral aspect of encouragement; Encouragement by giving responsibility
parents' participation	To cooperate with the school; speaking in concrete language with parents in parent association meetings; The honesty of the manager and gaining the trust of parents; Using the power of parents in school management

According to the interviewees, paying attention to the physical space of the school plays an effective role in enlivening the school, and administrators should pay attention to this in the school. The interviewees emphasized more than any other issue on the effect of the appearance and layout of the school in creating happiness. According to some of them: *“The school yard is very effective. Designing a dynamic yard so that children can have fun and exercise with the same games is very effective in their morale”* (R2). *“The doors and walls of the school should have happy colors. There should be no repeated slogans on the door and wall of the school. A place for exercise, a place for health messages and uplifting messages”* (R11).

Paying attention to the spirit of students and trying to increase the happy spirit in students was recognized as another component of creating vitality in schools. School officials should pay attention to students' morale as a very important factor in their learning and be sensitive to students who have less morale and vitality. A leader said: *“I had a student who was very weak in math, but the rest of his subjects were excellent. At first, I thought that maybe this child's logical and mathematical intelligence was weak. But then I realized that this student has weak eyes and neither he nor his parents knew about it. After he was examined and got glasses, I saw that this student's math was good, but he could not see the board clearly at that*

time. If I didn't pay attention to the student's mood, this problem would have become more severe" (R2).

According to the experts, the correct implementation of plans and programs in the school is also an important component. By creating diversity and vitality in the implementation of some plans and programs, it is possible to increase vitality and cheerfulness in the school. For example, *"the morning program and initial contact with the student is very effective. In the morning exercise, the principal should exercise or sing a song at the same time with the children. Morning exercise should be suitable for the age of the students so that it does not make them tired and bored. Use happy songs that are suitable for morning exercise (R5)," or "Holding a competition in school is good, but the principal should manage that this competition is not too important. The competition should not be for competition, the competition should be for happiness and for being together"* (R1).

Teachers' motivation plays an important role in enlivening the school environment. Managers should have plans and strategies to increase teachers' motivation. They should not see all teachers in the same way. Managers should give feedback to teachers according to their performance. One of the leaders said: *"My perception of happiness is not that the colleague laughs at school. If the colleague feels safe and relaxed, he is happy, but if the colleague is under pressure, his peace will be disrupted and his stress and work pressure will increase"* (R8).

If managers are selected correctly and according to their professional management qualifications, they will have a better performance in school management and thus

help to improve the school's organizational health. According to one of the interviewees, *"in schools, when the manager does not have the competence to manage and becomes a manager based on the relationship, the teachers' motivation also decreases and they say to themselves that this manager became a manager based on the relationship and is not active, he does not know anything, when the manager does not have the competence, he is underemployed. There is no motivation and activity, in this case colleagues become unmotivated and passive"* (R7). One of the professors of education said: *"In our educational system, managers are chosen by the superiors. People are elected who only want to control the school. They don't think about the happiness of school people and may even hinder the students' happiness"* (R11).

Using encouragement and punishment in school is a necessary thing. But how to do it according to experts can be effective in making schools livelier. The use of punishment or even false encouragement can cause frustration and depression among students. In this regard, the interviewees stated: *"Encouragements that are accompanied by competition do not cause happiness because one group is happy and the others are sad"* (R1). *"Punishment should have the aspect of informing and alerting the student. For example, a student does something bad, you don't pay attention to him, he realizes his mistakes himself"* (R3). *"Encouragement and punishment should not be such that the student is mentally damaged. We must pay attention to the individual differences of students"* (R8).

According to experts, the use of parents' participation is also effective in creating vitality and freshness in the school environment. By using the power and participation of parents in creating and decorating the classroom and

school, performing ceremonies and even evaluating and recognizing students, it is possible to increase vitality in schools. Students will feel refreshed when they see their parents at school and their alignment with the school's goals.

Second question: *What are the components of vitality-based management - in the school based on the view of administrators and teachers?*

To answer this research question, 22 principals and teachers of elementary schools in Sabzevar city (including 12 principals and 11 teachers) were interviewed. These interviews were also analyzed during the coding process. From the results of the analysis of these interviews, a total of 151 initial concepts were

identified, and after combining similar concepts, 97 independent concepts were obtained. These concepts were grouped into 10 main categories, which are: Paying attention to the physical environment of the school, increasing the happy spirit in students, increasing the motivation of teachers, holding various programs in the school, parents' participation, school facilities and equipment, encouraging and effective encouragement and punishments in the school, staff uniform (clothing), sharing knowledge in the school, personal and professional characteristics of principals, the existence of financial resources, and the absence of rigid rules. Table 2 shows the results of the analysis of the interviews in response to the second question.

Table 2. Components of vitality-based management based on the views of teachers and school administrators

Main category	Identified concepts
Paying attention to the physical environment of the school	Use of happy colors in school; Placing toys in the school; dynamic courtyard design; Using the power of students in beautifying the school; planting trees and flowers in the school yard; placing natural flowers in the classroom and school hall; decorating the classroom with lesson content and students' drawings; Placing small animals on the school grounds; Having a greenhouse in the school grounds; placing colored benches in the school grounds; creating an indoor sports space; Using suitable and standard seats for children; Decorating the prayer room and proper air conditioning in the prayer room
Increasing the happy spirit in students	Paying attention to students' morale; using active teaching methods; teaching life skills to students; Special attention to sports and art hours; Using students in the implementation of programs; holding scientific camps and visits; Paying attention to the entertainment bell; Correct implementation of qualitative evaluation; Giving responsibility to students; Putting aside personal problems by the principal and teacher; Creating friendships among students; skill-oriented and functional assignments; Motivating students for the future life and world of work; understanding the students' situation; mutual learning; attention to the nutrition of students; Beautiful design of students' uniforms; avoiding the central score; increasing students' motivation; Using student participation
Increasing the motivation of teachers	Realistic expectations; Manager's activeness; giving freedom of action to teachers; feedback to active and motivated teachers; support for teachers; creating a friendly atmosphere between the manager and the teacher; coordination of extracurricular work for teachers; understanding the conditions of colleagues; Giving responsibility to teachers according to their talent and ability; Encouraging teachers according to personality differences; attention to the individual differences of teachers; non-discrimination between colleagues; Using the ideas and opinions of colleagues
Holding various programs in the	Holding a happy class; Birthday party for students; holding an exhibition of students' handiwork; Playing movies for students at school; Mother's and Father's Day ceremony;

Main category	Identified concepts
school	holding various competitions in school; holding a food festival; holding a bazaar in the school; diversifying the morning ritual; Creating diversity in celebrations and ceremonies
Effective encouragement And punishments in school	Use of positive reinforcement; Use of encouragement and non-material punishments; Finding the root of the problem of weak and disorganized students; increasing the motivation of weak students for academic progress; Telling the cause of the work to punish or encourage
Knowledge sharing in school	Using each other's experiences; holding educational workshops; guidance of teachers by the principal; Modeling lively classrooms; Expressing successful experiences in the field of interesting activities
School facilities and equipment	Game class design; equipped lab; modern library; breakfast room for colleagues; Hall or exercise room
Personal and professional characteristics of principals	Being a facilitator; All-round and not one-dimensional look; having creativity; having stability in school and avoiding unnecessary relocation; transparency and honesty of the manager; Manager up-to-date; following the experiences of successful managers; not having false pride; Knowing the culture of the place of service; strong personality; being patient; Demanding of the manager; having a happy mood; The concern of the manager; Being sensitive to school life
Staff uniform	The appearance of the principal and teachers; Uniformity of teachers' clothes; the use of happy colors in the cover; The beauty of teachers' clothing
Parents' participation	Indirect communication with parents to create happiness; Using the expertise of parents; use of parents' participation; harmony between school and home; Positive family attitude towards school
Financial resources in the school	The concern of financing, the need for financial resources to carry out projects, serious limitation of financial resources, lack of resources
The absence of rigid rules	Inflexible administrative directives, many and varied directives and directives, closed school space, rigid supervision, dry and soulless directives.

Teachers and school administrators, like the experts of this research, considered the role of physical space important in enlivening the school. According to the interviewees, paying attention to the school grounds and coloring, paying attention to the environment of the classroom and the school hall, placing facilities in the school space, creating a green space is very effective for making students happy. A principal said: *“I would like every school that I am a principal to be clean, attractive and interesting so that others who come to the school can enjoy it. That's why at the beginning of the year, I would buy a lot of cardboard and colored paper. At home, I would decorate the hall, the prayer room, and the school office. I made the children like the school environment first”* (M3).

The teachers said: *“We have a Mehr project in September, where the principal comes to take care of the school. The freshness of the school atmosphere has a great effect”* (M5). *“When they constantly control the child's excitement, they take away the joy”* (M1).

According to the results of the analysis of the interviews, increasing the happy mood in students is one of the components of creating vitality in schools, according to administrators and teachers. Schools that pay attention to the spirit of students and taking into account the situation and conditions of students, paying attention to the hours of art, sports and recreation, paying attention to the clothing and nutrition of students, finding talent and using their talent, providing functional and skill-

oriented assignments and methods. Various others seek to increase their happy spirit and will bring joy to the students and the school environment.

According to the interviewees: *"In schools, they pay more attention to math, Farsi and science lessons. They don't pay attention to art and sports at all. In this way, children's stress increases"* (M1). *"Leave some work to the children at school, not to specific children, but to all children"* (M2). *"Happiness in schools is mostly expressed in the bells of art and sports. But teachers mostly focus on dictation and math because art and sports classes are crowded and disorderly. Therefore, teachers want to express themselves about these conditions. They go out to other lessons"* (M 5). *"I used to take the children to the collective yard and work together, for example, we combined the lessons of science and art"* (M11).

Managers and teachers believed that holding different programs in school is one of the components of making schools lively. Principals in schools can take a big step in refreshing schools by holding various programs and creating creativity and variety in the implementation of these programs and ceremonies. In this regard, the interviewees stated as follows: *"We organized a football league in the school. With this style, the working group increases and people become happier"* (M2). *"In some ceremonies, I suggested to the principal to hold a painting competition and the children of the whole school sat around the school yard, then we told them a topic, for example, the Prophet's mission, we asked them to draw a picture about the Prophet's mission, or the environment, or on the health day, some children were lying in the yard while drawing. I enjoyed when I saw these scenes and then we*

installed the drawings of all the children in the yard for everyone to see and the teachers chose one from each class. They asked us to give him a prize" (M11).

Based on the analysis of the interviews, managers and teachers believe that sharing knowledge in school will improve the ability and useful use of their time in school. Teachers and managers believe that the manager should provide conditions in the school where colleagues can easily use each other's experiences and share their experiences with others in order to create a better and more cheerful atmosphere among colleagues. For example, *"The principal can organize a series of workshops in the school. I remember that I learned most of the teaching methods I learned from my colleagues in the first years of my service"* (M7). *"Teachers should receive psychology training and use each other's experience. How to interact with children"* (M2).

Another important component identified in this research is the personal and professional characteristics of school administrators, which, according to the interviewees, has a great impact on the implementation of vitality-based management in schools. From the point of view of administrators and teachers, the school principal has a key role in refreshing schools. But in order to carry out this important mission, he must have certain personal and professional characteristics. *"In order to have a lively school, first of all, the principal and staff must be cheerful people. They must have artistic taste and talent so that they can create cheerful conditions and environment for students at any time, otherwise all the titles and activities that cause cheerfulness and cheerfulness are a circular. And it is done artificially or they don't*

have the patience to do it at all" (M9). "All managers know that cheerfulness is good, but only capable managers can create cheerfulness" (M10).

Clothing and dressing of school staff (principal, teachers, assistants) is another component of making schools lively. According to the interviewees, school staff (principals, teachers and assistants of the school) can use fresh and bright colors in their clothes and pay attention to their appearance by complying with all Islamic standards. According to the interviewees, the use of repetitive clothes and dark colors by teachers and other school staff causes dissatisfaction and boredom among students. Some interviewees believed that teachers' clothing should be uniform, that is, teachers should also wear uniforms.

On the other hand, according to administrators and teachers, one of the problems that prevent the creation of fields of vitality in schools is the lack of financial resources. According to one of the administrators, "*schools that have the financial ability can create a fresher environment*" (M2). One of the directors believed: "*Now the financial pressure in schools*

has increased that the school personnel have turned into a robot that performs a set of routine tasks" (M5). "*If the manager has enough authority and does not have any financial problems, he can do things for rejuvenation*" (M8).

Third question: *What are the components of vitality-based management according to students' opinion?*

To answer this question, 12 students of the second year of elementary school were interviewed, including 8 female students and 4 male students. From the results of the analysis of these interviews, a total of 85 primary concepts were identified, and by merging the repeated and similar concepts, 52 independent concepts were obtained. These concepts were grouped into 6 main categories, which are: increasing the happy spirit in students, paying attention to the physical space of schools, school hygiene, eliminating punishment, holding celebrations and educational programs, and facilities and equipment. Table 3 shows the results of the analysis of the interviews in response to the first question.

Table 3. Components of vitality-based management based on students' perspectives

Main article	Identified concepts
Increasing the happy spirit in students	Holding scientific camps and visits; Teacher's attractive teaching; attention to the role of the student council; the intimacy of school staff with students; participation of students in school; Paying attention to the leisure time; pay attention to the exercise time; diversifying the art class; skill-oriented and creative assignments; lack of obvious class conflict; seeing friends and making friends; the beauty of the students' uniforms; attention to nutrition; Nondiscrimination; attention to individual differences; Group games; Teamwork
Holding celebrations and educational programs	Celebrating Teacher's Day; Holding a birthday party in class; holding happy religious ceremonies; Celebrating Student's Day; holding sports competitions; non-compulsory extracurricular classes; holding practical and educational workshops; Variety in the morning ceremony
Paying attention to the physical space of schools	Placing play equipment in the area; the size of the school yard; the presence of flowers and plants in the school yard; the safety of the school yard; chairs with happy colors; existence of a club in the school yard; Placing a bench in the school grounds;

Main article	Identified concepts
	classrooms being light-filled; Classroom decoration
Eliminating punishment	Elimination of unjustified punishment; not fighting and verbal punishment; correct encouragement; encouragement instead of punishment; No physical and mental punishment
Facilities and equipment	School store; school service; laboratory; sport equipment; good seats; Library
School hygiene	Observance of hygiene and cleanliness in the school; sanitation of sanitary facilities; School yard hygiene

Based on the analysis of students' interviews, increasing the happy mood in students is one of the components of management based on vitality in school. Most of the students are tired of passive teaching and aimless and heavy homework and considered it as a cause of dissatisfaction in school. Some students pointed out the role of the student council that school parents do not take their duties seriously in schools. Some of the interviewees mentioned the type of students' clothing and wanted their uniforms to be more beautiful. Most students liked school because they saw friends and made new friends.

Another factor that seems to play an important role in creating happiness in schools, especially elementary schools, is the celebration of happy events. Celebrating teacher's day, celebrating birthdays in class, religious ceremonies, celebrating student's day, holding sports competitions, non-compulsory extracurricular classes, holding practical and educational workshops and diversity in morning ceremonies are among the concepts related to this category.

The school environment is another factor that seems important to children. Placing playground equipment in the school yard, the size of the school yard, the presence of flowers and plants in the school yard, the safety of the school yard and the absence of damage, chairs

with happy colors, planting trees in the school yard, lighting the classrooms, and decorating the classroom are related concepts. In the category of paying attention to the physical space of the school.

On the other hand, the factor that causes students to be bored from school is incorrect punishments or even unprincipled encouragements. Punishment, especially mental and physical punishments, does not have an educational aspect and has destructive effects on the morale of students. In elementary school, even encouraging one student in the group, if not done correctly, can become a factor for punishing the rest.

School facilities can also play an important role in making school happy. School service, store, laboratory, cooling and heating equipment, sports equipment, video projector and library are concepts related to the category of facilities and equipment. The lack of some facilities is the cause of dissatisfaction and loss of enthusiasm of students in school. Also, compliance with school health and cleanliness, hygiene of toilets and school yard hygiene are among the things that can create a more favorable environment for students. Based on the results of the analysis of the students' interviews, the observance of hygiene and cleanliness in the school causes a sense of

cheerfulness in the school and the students become interested in the school.

Fourth question: *What is the conceptual framework of management based on vitality in the school?*

After identifying the components of vitality-based management from the point of view of experts, managers, teachers, and students, in the next step, a conceptual framework should be presented by combining these components.

In order to provide a conceptual framework in this research, the three-pronged model of Mirzaei Ahranjani (1997) was used. In the three-pronged model, the phenomenon of organization and management is investigated and analyzed based on three categories: behavioral dimensions, structural dimensions, and environmental dimensions.

The relationship between these three branches is a close relationship and in practice they are inseparable. According to this model, environmental (Contextual) dimensions include

conditions and external environmental factors that surround the organization's environment. These factors are interrelated with the organization. It includes the background factors of the environment and external conditions that cause structural and behavioral factors. Structural dimensions mean all the physical and non-human elements, factors and conditions of the organization that are interconnected with a certain order and form the physical and material body of the organization. In fact, this part is the non-living factors of the organization.

Behavioral dimensions also include human factors and human relations in the organization that form behavioral norms and informal communication. These factors include any variables that are directly related to human resources (Mirzaei Ahranjani & Sarlak, 2005).

Based on the findings of the research and based on the three-pronged model, the conceptual framework of vitality-based management in elementary schools is presented in Figure 1.

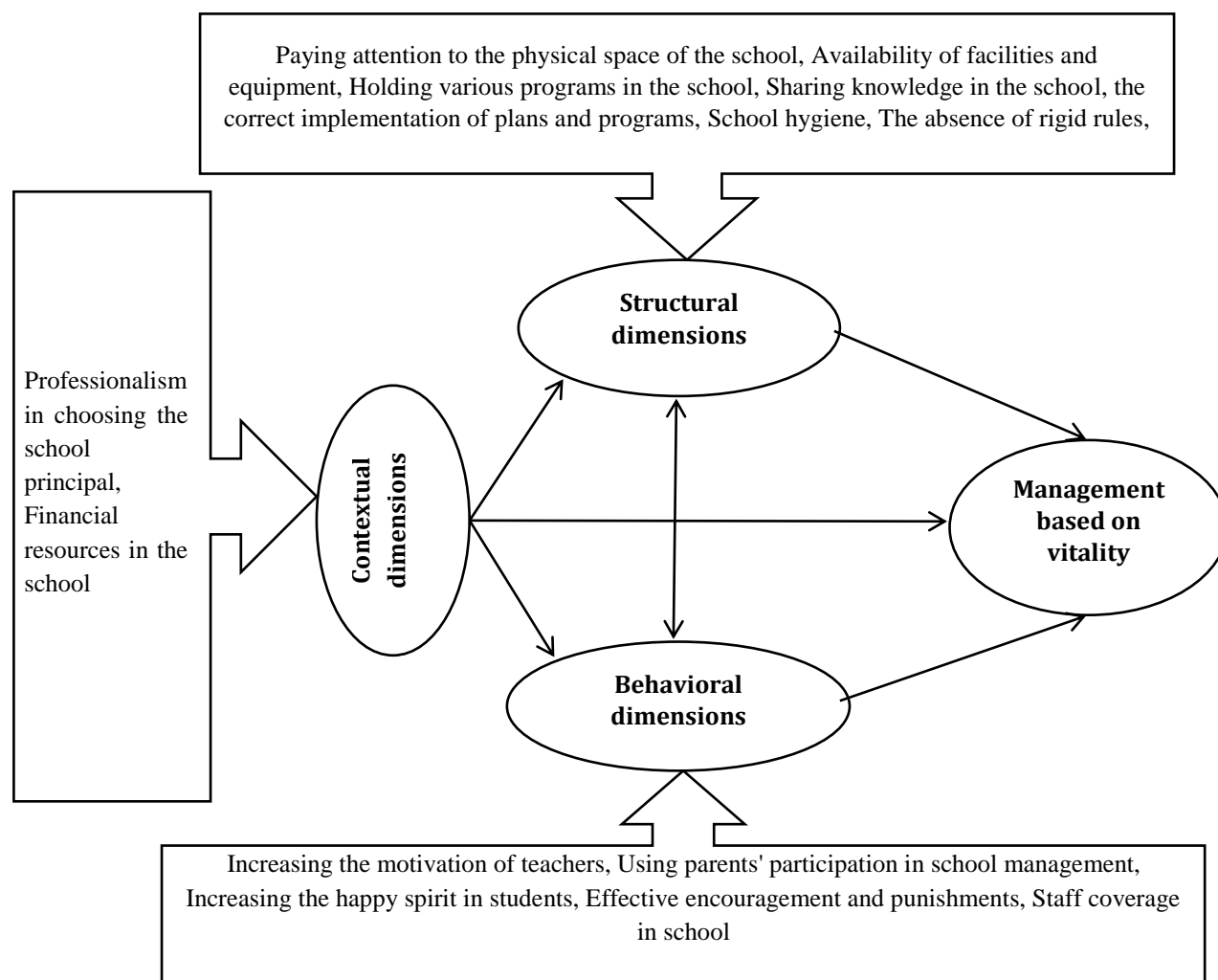


Figure 1. Conceptual framework of vitality-based management in primary schools

Discussion and Conclusion

This research was done with the aim of providing a conceptual framework for management based on vitality in primary schools. To present this framework, first, the components of vitality-based management were identified in terms of experts, school principals, teachers, and students. Various components were identified from the interviews. Data analysis showed that the identified components

overlap in most cases according to different participants.

Based on common components from multiple data sources, the desired conceptual framework was presented. To present this framework, Mirzaei Ahranjani three-pronged model (1997) was used. According to this model, the phenomenon of organization and management is examined based on three categories of behavioral (human), structural (organizational) and environmental (contextual)

dimensions. This model examines the phenomenon of enthusiasm in school organization from three different angles. Of course, the relationship between these three branches is also a close relationship and in practice they are inseparable.

Based on the presented conceptual framework, the human (behavioral) conditions affecting the happiness in the school, including the personal and professional characteristics of the school principal, increasing the motivation of teachers, using parents' participation, increasing the happy spirit in students, and effective encouragement and punishments in the school were identified. If the school principal has personality traits such as creativity, cheerful spirit, transparency and honesty, being up-to-date, not having false pride, strong personality, being patient, demanding, and caring, he can create a field of vitality in people. Other studies have also pointed to the role of the school principal in making the school environment livelier. The results of Sobhanian's research (2011) showed that the managerial factor, job factor, welfare factor and organizational factor are effective in making girls' middle schools lively in Islamshahr city. The management factor includes the manager's personality, leadership support and collaborative management. Jafari, Siadat, & Bahadoran (2008) a research conducted in six public and private high schools showed that there is a commonality between the schools that were identified as good schools, and that commonality is that they have principals with a positive outlook.

On the other hand, the motivation of teachers is an important factor in creating enthusiasm in the school. Managers by having a friendly relationship with teachers, being active by the manager himself, holding experience sessions between colleagues, giving feedback and field to teachers and avoiding humiliating them, understanding the conditions of

colleagues, holding recreational and extracurricular activities for colleagues such as camps and holding sports competitions, realistic expectations, supporting teachers, giving responsibility according to their talent and ability, paying attention to the individual differences of teachers, not discriminating between colleagues and using their opinions in decisions increase the motivation of teachers. According to the study of Nasouhi Dehnavi, Ahmadi, & Abedi (2004), there is a significant correlation between the level of happiness of students and the participatory leadership of schools.

In the research of Sezer & can (2019), it was also shown that school administrators should encourage teachers and increase democratic and fair attitudes in school management, and use the participation and cooperation of teachers in school administration in order to increase happiness. According to Behrangi (2004), considering views, feelings, procedures, emotions and informal relationships, people's participation in decision-making and leadership based on guiding people is one of the principles of human relations, which increases the morale of teachers and motivates them to work. Jafari & Talebzadeh (2010) also showed in their research that friendly and affectionate communication between school staff is one of the factors that create vitality in schools. According to Sobhanian (2011), when teachers accept their supervisor's management style, their job interest increases, and on the contrary, when they are dissatisfied with their supervisor's management style, their job interest decreases.

Increasing the happy mood in students is another behavioral factor in creating happiness in school. Administrators can identify the talent of students and use their talent in the implementation of school programs and events. It is also very important to pay attention to the working group of students. Elementary students

enjoy working in groups. According to the findings of Sadeghi (2006), one of the factors of creating lively schools is working group. Also, paying attention to students' art and sports classes is also an important factor in this field. Esfahani (2004) also considers exercise and physical activity as a factor in achieving more ability, vitality and health. Administrators can keep students happy during school activity hours by playing happy and appropriate music during recreation time. The results obtained from the research of Habibipour, Habibipour, & Rajaei (2007) indicate that soft music has a positive and significant effect on reducing physical aggression, verbal aggression and anger among students. Also, using active and student-centered teaching methods and conducting scientific visits, skill-oriented and functional assignments, the intimacy of school staff with students, paying attention to the nutrition of students in school are also effective in creating a happy spirit in students. These results are consistent with the results of the research of Jafari & Talebzadeh (2010). In their research, it was also shown that, from the point of view of teachers and administrators, the importance of physical factors (creating green space in the school, providing healthy nutrition and food in the school), emotional-social factors (respectful and friendly treatment with students, more emphasis and attention) to sports activities in the school curriculum), individual factors (teachers' skills and expertise in teaching, familiarity with the rights of the child as a teacher), educational factors (playing relaxing and happy music during breaks, using active teaching methods such as Scientific excursion and role playing, attention and emphasis on art in the school curriculum, formation of sports teams consisting of teachers and students) have played an effective role in the happiness and vitality of girls' primary schools in Tehran. Mertoglo's research (2019) also showed that spending

quality time with classmates and having fun with them helps students to be happy at school.

The use of effective encouragement and punishments in school is one of the other components identified in this research. According to Ghazizadeh (2006), if encouragement is implemented correctly and on time, it creates a feeling of happiness in students and leaves such an impact on their perception that it will multiply their hidden abilities and potentials. In their research, Shafizadeh & Akbari (2015) showed that inviting successful school students to speak at the front of the queue, avoiding insulting and punishing and blaming and humiliating students in school, posting pictures of outstanding students on the notice board are among the components of creating happiness and joy in schools. It is elementary. Guksoy (2017) also showed in his research that rewarding and appreciating students creates happiness in school, and on the contrary, blaming, insulting, pressure, violence and punishment will cause dissatisfaction among students.

The use of parents' participation in school is one of the other components identified in this research. Principals can help create vibrant schools by using parent involvement in the school. In their research, Shafizadeh & Akbari (2015) pointed out the effective participation of parents of students in doing school affairs as one of the components of creating happiness and joy in primary schools, and Rahimian (2016) in his research identified the positive relationship between home and school as one of the factors of effectiveness in schools.

The second category of dimensions introduced in the conceptual model presented in this research is structural (organizational) factors. According to the findings of this research, the structural factors affecting vitality in the school include attention to the physical space of the school, the existence of facilities

and equipment, the holding of educational programs and celebrations, the sharing of knowledge in the school, the correct implementation of plans and programs, hygiene and cleanliness. school, and school staff coverage.

A beautiful, attractive and green school brings vitality and vitality to students, and on the contrary, a dry, soulless and inappropriate school will cause them to be depressed. The results of Saber's research (2008) also showed that a lively, attractive, pleasant and desirable physical environment is effective in creating the vitality of schools and students. Nowruzadeh (2009) also considers having a happy atmosphere and a beautiful environment as one of the characteristics of a good school. In his opinion, creating a green space, planting trees, placing pots and plants in the school hall has a positive effect on the students' morale. The results of the research of Samadpour Shahrak & Tahbaz (2018) also show that paying attention to physical factors, providing facilities for working groups, creating spatial diversity in the environment, using happy and diverse colors, paying attention to criteria such as security and safety and creating a sense of belonging in children through the participation of students in the design of the school environment can increase their desire to be in the school yard. Mohseni (2013) also mentioned the importance of the physical space of the school and classroom in his research. According to his belief, school and class should have features such as comfort and attractiveness and create motivation. The results of other researches have also shown that from the point of view of teachers, administrators, parents and students, the physical equipment and school environment play the most important role in the vitality of the school (Sezer & Can, 2020).

The correct implementation of plans and programs in the school is one of the components

identified in this research. School managers can create variety and attractiveness in the implementation of programs such as food festivals, morning programs, morning sports, holding competitions and various celebrations and ceremonies in the school. In the results of the research of Nistani, Ismaeili Shad, & Soleimanpour Omran (2017) it is also mentioned that happiness and vitality should be prioritized in the development of school programs. School happiness is conceptualized as a crucial factor influencing children's happiness and consequent healthy functioning in multiple developmental areas (Gómez-Baya, García-Moro, Muñoz-Silva, & Martín-Romero, 2021).

Clothing the school staff is one of the factors that create vitality in schools. The dressing of teachers and administrators in the school is very effective in terms of participants in the happiness of elementary school students. Teachers who wear repetitive and dark clothes and do not pay attention to their appearance will have a negative role in the happiness of students. Akbarzadeh & Haghighi (2007) also showed in their research that learners even scrutinize the teacher's clothing and if the teacher has an untidy appearance, they are not much influenced by him. Uniform clothing should be in a way that creates a pleasant and pleasant feeling for employees and students. In the research of Jafari & Talebzadeh (2010), the use of appropriate clothes with happy colors by staff and teachers was recognized as one of the effective factors in the happiness and cheerfulness of girls' primary schools in Tehran.

Having the facilities and equipment of the school is one of the other effective factors in creating lively schools. In Fazelian & Azimi's research (2014), the standards that help to create a fresh atmosphere in schools include appropriate physical space, school hygiene, school facilities and color. Al Yassin (2001) also

considers the lack of proper use of educational facilities and resources and the lack of educational resources and equipment as obstacles to creating vitality and happiness in schools. According to the participants in this research, the existence of some facilities and equipment will create vitality in schools, and the absence of these facilities will cause students to be dissatisfied with the school environment.

Observance of hygiene and cleanliness in the school is another component identified in this research. Students like the school environment to be clean, including the yard, restrooms, and classrooms. Failure to observe hygiene and cleanliness in the school causes reluctance to the school environment. In the research of Fazelian & Azimi (2014), school hygiene is one of the factors of refreshing schools. In the research of Shafizadeh & Akbari (2015), observing the personal hygiene of students was identified as one of the factors of creating happiness in elementary schools.

The third category of factors reflected in the conceptual framework presented in this research is environmental factors. The most important environmental factors affecting the vitality in the school were identified as the absence of rigid rules, careful selection of the principal, and the presence of sufficient financial resources. Many interviewees stated that laws and regulations prevent the creation of vitality and management based on vitality in schools. Existence of excessive and inflexible regulations hinders creativity and vitality in school. The results of other research also show that, Principals and educators must strive to create and improve positive relationships in schools, provide opportunities for children to do fun activities, provide opportunities for children to socialize with friends, try to meet children's needs, and seek strategies to improve happiness and well-being in children at school (Fakhri, Muchlis, Mansyur & Buchori, 2022).

Another component is the existence of financial resources in schools. Many administrators and teachers believe that in order to create vibrant schools, schools must be financially equipped. If schools do not have per capita and the problem of lack of financial resources is one of the obstacles to creating cheerful schools and management based on cheerfulness in schools. According to Akbarzadeh & Haghighi (2007), the limited and insignificant financial resources of schools and the failure to meet the needs of education remove the spirit of joy and happiness from the educational environment. Many officials also believe that the most important issue of education in the country to improve the quality, meet educational needs and create transformation in the education system is the lack of financial resources (Naderi, 2011).

In the end, according to the results of this research, suggestions are given to school administrators and education officials to implement the necessary measures in accordance with this framework:

The results of the research showed that one of the important factors is the absence of rigid rules in the school. It is suggested that the existing laws and regulations in the education system support the happiness of schools and do not restrict the implementation of happiness programs in schools.

Professionalism in the selection of the principal and personal and professional characteristics of school principals were identified as another important factor for management based on vitality in the school. It is suggested that the selection of school principals be based on meritocracy and that personal and professional characteristics such as having a suitable background, relevant field of study, being active and energetic, creativity, and up-to-date should be paid attention to, and teachers should participate in the selection of their school

principal. The results of other studies have also shown that properly benefit from schools, principals must have special competencies and capabilities (Keykha, Rahmani Barouji, & Ezati 2022).

Promoting and maintaining the motivation of teachers is an important role in the freshness and vitality in the school. Having a friendly relationship between school principals and teachers, supporting teachers and monitoring their performance and giving feedback to them, avoiding humiliating them, and understanding the conditions of teachers by the school principal are other suggestions of this research.

The physical and appearance environment of the school was identified as a factor that was emphasized by all three groups of interviewees. Paying attention to the physical space of schools, creating an environment with dynamic and lively design, using happy colors and designs in elementary schools, holding different programs and celebrations and creating diversity in the implementation of these programs are suggested.

Participation of students in the school, paying attention to the role of the student council, holding camps and scientific and

recreational visits for students and teachers are suggested by the school principal based on the component of increasing the happy spirit of students and increasing the motivation of teachers.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only.

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