# Identification of Dimensions and Components Explaining Supportive Actions Affecting Health and Academic Success of Clients

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A B S T R A C T

**Purpose:** The purpose of the present study was to design and validate a model of supportive actions affecting the health and academic success of clients. The research method was mixed.

**Methods and Materials:** The statistical population in the qualitative section consisted of professors in educational sciences, educational management, and curriculum planning in higher education institutions, as well as senior managers of the education system and the State Welfare Organization. In the validation section, senior and middle managers of the Golestan Province Department of Education and the State Welfare Organization, along with experts in this field in the province, participated. In the quantitative section, senior, middle, and operational managers from the Golestan Province Department of Education and the State Welfare Organization, totaling 250 individuals, were included. In the qualitative section, 20 experts were selected using the snowball sampling method; in the validation section, 22 experts were selected by purposive sampling; and in the quantitative section, 152 individuals were chosen using stratified sampling and Cochran's formula. For data analysis, grounded theory with open, axial, and selective coding was applied in the qualitative section with semi-structured interviews as the tool. In the validation section, the Delphi method was used over three stages with a checklist for expert evaluation, and SPSS software was utilized. In the quantitative section, structural equation modeling was conducted with a 105-item questionnaire using Smart PLS software. For validity and reliability determination, in the qualitative section, necessary checks such as acceptability (expert review) and confirmability (expert verification) were used.

**Findings:** In the validation section, the content of the expert evaluation checklist was confirmed by five academic and organizational experts for comprehensibility and clarity, and its reliability was calculated and confirmed with a test-retest method, resulting in a score of 0.84. In the quantitative section, the validity of the questionnaires was confirmed through three methods: face, content, and construct validity (convergent validity range between 0.563 and 0.676, and divergent validity greater than the correlation of the construct with other constructs). Reliability was also estimated and confirmed by three methods: calculating item factor loadings, Cronbach's alpha for components (ranging from 0.766 to 0.874), and composite reliability (ranging from 0.851 to 0.908).

**Conclusion:** Based on the results of the qualitative and validation sections, the paradigmatic model consisted of 10 main categories (dimensions) and 20 subcategories (components), including causal conditions (responsibility towards society, religious and spiritual beliefs, social and security disorders, and cultural and physical abnormalities), contextual conditions (prevailing culture in society, people's awareness and knowledge, government support, and government-public relations), intervening conditions (mass media and social media advertising, benchmarking, the performance of non-governmental organizations, and the performance of relevant governmental organizations), strategy (social culture-building, justice orientation, economic policies, and sustainable development plans), and outcomes (scientific advancement, physical health, mental health, and public satisfaction). The quantitative results showed that all dimensions and components of the research model were confirmed.

*Keywords: Supportive actions, academic success, clients.*

## 1. Introduction

Support centers, as fundamental institutions in society, play a significant role in improving the educational and welfare conditions of client students. By providing financial, educational, psychological, and social resources to students in need, these centers can create opportunities for growth and development. The primary role of support centers is to establish equal educational opportunities for client students. By creating a safe and supportive environment, these centers assist students in overcoming their economic and social challenges and continuing their studies with greater motivation and energy (Moradi et al., 2015).

These centers contribute to the academic improvement of client students through financial aid, scholarships, educational and psychological counseling, and various educational workshops. Additionally, creating job opportunities for the families of these students is another action taken by these centers, which can have a positive impact on the livelihood and psychological well-being of the students (Smith & Johnson, 2020). In effect, support centers act as a bridge between client students and the resources necessary for their growth and development.

Islam, as a comprehensive and human-centered religion, places special emphasis on supporting the needy and creating favorable conditions for their growth and development. Numerous verses in the Qur'an reference kindness, charity, and support for the poor. Among these, verse 177 of Surah Al-Baqarah states: "Righteousness is not that you turn your faces toward the east or the west, but [true] righteousness is [in] one who believes in Allah, the Last Day, the Angels, the Book, and the Prophets, and gives his wealth, in spite of love for it, to relatives, orphans, the needy, the traveler, those who ask [for help], and for freeing slaves…" (The Holy Qur'an, Surah Al-Baqarah, 177). This verse clearly emphasizes the need to help orphans and the needy.

According to Islamic teachings, meeting the material and spiritual needs of needy students is not only a moral duty but is also considered an act of worship and is approved by God. Moreover, Islam emphasizes education as one of its fundamental principles. The Prophet Muhammad (PBUH) stated, "Seeking knowledge is obligatory upon every Muslim". Given these emphases, supporting needy students to provide equal educational opportunities is a social responsibility of Muslims.

Support centers based on Islamic teachings use zakat, charity, and donations to ensure that needy students have access to appropriate educational facilities and can continue their studies peacefully (Hosseini & Ghorbani, 2018). With a religious and cultural approach, these centers strive to play a positive role in improving the living conditions of client students.

Despite the abundance of charitable institutions in Iran, the issues of poverty and its associated challenges persist. Distribution of food baskets and allowances creates unhealthy dependencies that reduce motivation to work. In Iran, many people establish charities with religious and philanthropic motivations, but due to a lack of knowledge about empowerment principles, the actions of these institutions do not contribute to reducing the poverty of the target community and, in many cases, create unhealthy dependencies that reduce the motivation to work (Hemayatkha & Ramazani, 2023). Throughout history, children, due to their specific physical and psychological characteristics, have always been vulnerable to various forms of exploitation. The particular circumstances of street children make them vulnerable to abuse both in society and within the family environment, highlighting their need for extensive support, including legal protection (Bayat et al., 2020). The phenomenon of street and working children is one of the major challenges affecting most large cities in the contemporary world. Working children, due to their specific life circumstances, are forced to work, which results in both positive and negative changes in their self-perception compared to their peers. Addressing poverty, child labor, and solving the issues of street children is a matter that can only be resolved through the collaborative efforts of governments, international governmental organizations, non-governmental organizations like Amnesty International and Human Rights Watch, and close cooperation with child rights activists (Safarzadeh, 2018).

In Iran, this phenomenon has expanded in recent decades in most metropolitan areas. It has become a social issue that not only exposes a significant portion of children and adolescents, who are the future assets of society, to harm but also inflicts irreparable losses on families and society. Approximately 95% of working children are boys aged 5 to 18. About 90% of them have parents, and their families consist of an average of eight members. 80% of these children's families are migrants, with 64% from rural areas and 36% from other countries, including Afghanistan (Hajiani & Soleimani, 2013). Some of these children are forced to work due to financial difficulties. According to the Child and Adolescent Protection Law passed in Parliament, children with guardians who work can also be cared for in Welfare Organization centers. The Sixth Development Plan

for working and street children has stipulated that support will increase by 25% to achieve a 25% reduction in their numbers. Section B of Article 95 states that "the government is obliged to develop a comprehensive plan to control and reduce social harms, prioritizing addiction, divorce, marginalization, child labor, and moral corruption," aiming to reduce social harms by 25% by the end of the program. Section eight, titled "Organizing Child Labor," states that with the cooperation of the Welfare Organization and other agencies, the population of working children should be reduced by at least 25% by the end of the program. Additionally, support for street children should increase from 6,000 to 7,658 individuals, as mentioned in Article 93 of the Sixth Plan (Moradi et al., 2015).

In Iran, based on data from the Ministry of Labor Statistics, out of nine million children, 499,000 are active in the labor force. Child labor is directly linked to family poverty, and a significant number of working children are non-Iranian citizens (Rostegar et al., 2018).

Numerous supportive and executive actions have been taken by responsible institutions to address this issue. Establishing the Council for Organizing Street Children, which operates with the participation of various executive agencies, is a significant step in this regard. Various projects for providing social support services, including social support for children who have dropped out of school, the social emergency program, counseling hotlines, street children centers, girls' health homes, community-based rehabilitation, workplace inspection monitoring, the approval of a list of prohibited and dangerous jobs for children, and health insurance for people living with HIV/AIDS and their families are worth mentioning in this context (Hosseini, 2016; Hosseini & Ghorbani, 2018).

In Iran, lifestyle changes are influenced more by external factors and directives than by internal or cultural experiences. Factors such as urbanization, increased marginalization, and consumerism have led to various lifestyle patterns within social groups. Today, due to the complexity of family issues, particularly in impoverished and marginalized areas of cities, new and significant issues have emerged that have impacted their lifestyles (Basiti & Moradi Nasab, 2023). In this regard, two recent resolutions by the Supreme Council for Welfare and Social Security are significant: one requiring the Ministry of Education and the Ministry of Cooperatives, Labor, and Social Welfare to take necessary measures to reintegrate all poor children who have dropped out of school, and the other requiring the Ministry of Cooperatives, Labor, and Social Welfare, the Ministry of

Interior, and the National Organization for Civil Registration to resolve the identity issues of children born to Iranian women married to foreign men. These actions are undoubtedly beneficial (Hosseini, 2016).

Research indicates a positive correlation between supportive actions and academic progress for students in need, as demonstrated by Jabbari et al. (2023), who found that supportive actions positively impact academic achievement (Jabbari et al., 2023). Social support from family, friends, and teachers was shown to directly correlate with student academic success (Bazargan Herandi, 2018). Basiti and Moradi Nasab (2023) highlighted how physical and psychological challenges, including stress and depression, influence the lifestyles of welfare clients (Basiti & Moradi Nasab, 2023). Abutalebi, Khamsan, and Rastgu Moghadam (2018) identified positive relationships between perceived social support from parents and peers and mental well-being, particularly parental support (Abutalebi et al., 2018). Further, social supports (emotional, structural, functional, material) positively impact clients' quality of life, with emotional and structural supports as significant predictors (Karimian Bostani & Rouki, 2018). Zhang et al. (2024) confirmed that social support from family, caregivers, and institutional resources predicts academic achievement (Zhang et al., 2024). Studies by Saeed et al. (2023) and Achdiyah et al. (2023) underscored family and social support's roles in self-esteem and cognitive engagement, influencing academic outcomes (Achdiyah et al., 2023; Saeed et al., 2023). Khurshid, Khan, and Noreen (2023) and Wadioul et al. (2023) highlighted the negative impacts of poverty and low socioeconomic backgrounds on academic performance, driving students into the workforce early and affecting parental support for education (Khurshid et al., 2023). Webb (2021) noted that high-quality leadership and fostering positive faculty-staff-student relationships boost the academic progress of disadvantaged students (Webb, 2021).

The situation of client students in schools, as well as working children who are often included among clients, requires greater attention. Besides poverty, which is one of the primary causes of this phenomenon, in some cases, the main role is played by criminal and exploitative individuals or groups. These individuals and groups gain substantial profits and benefits from the poverty of working children. Therefore, it is essential to criminalize such exploitation of children and for the judiciary to engage more seriously with this issue. Combating child labor requires national resolve and coordination among various agencies. Many institutions

have responsibilities in this area. Although the number of centers is adequate, they can only be effective if these centers and their activities are well-coordinated and each center addresses specific issues while complementing the actions of others. Solving the problem of child labor requires national determination and appropriate cooperation. The magnitude of the child labor issue in Iran is significant, highlighting the need for national action in this area. If the country cannot achieve adequate economic growth and successful implementation of social justice programs, this issue will continue to worsen. The chronic combination of recession and inflation that has overshadowed Iran's economy for a long time puts low-income households in greater hardship, inevitably leading to child labor. In the present study, the researcher addresses this issue, aiming to design a model of supportive actions effective on the health and academic success of client students and seeks to answer the question: What is the model of supportive actions effective on the health and academic success of client students in Golestan Province?

## 2.    Methods and Materials

This study employed a mixed-method approach. The qualitative section used the grounded theory technique, while the validation section utilized the Delphi method, and the quantitative section applied structural equation modeling (SEM).

In the qualitative phase, experts and specialists were consulted to ensure interview validity. The qualitative sample population included 1) academic experts (professors in educational sciences, educational management, and curriculum planning at universities and higher education centers), 2) organizational experts (senior managers in the education system and the State Welfare Organization), and 3) experts and specialists in the fields of "supportive actions" and "academic achievement" across the country. Criteria for expertise included having relevant education or scientific publications related to "supportive actions for clients," "academic achievement," "material and spiritual support for clients," and executive or managerial experience with "clients." The validation sample population comprised senior and middle managers in the Golestan Province Department of Education and the State Welfare Organization, as well as experts in this field within Golestan.

Snowball sampling was used for the qualitative section, continuing until theoretical saturation was reached, meaning no new information emerged from the final expert interviews. In the validation phase, purposive non-random sampling was used, with 22 experts and specialists selected.

The quantitative sample included approximately 250 senior, middle, and operational managers from the Golestan Province Department of Education and the State Welfare Organization. Stratified random sampling was used, with each sector of the Department of Education and State Welfare Organization representing a stratum, and questionnaires were distributed randomly within each stratum based on its population size. Cochran's formula determined a final sample size of 152 participants.

A semi-structured interview served as the data collection tool for the qualitative section, while the validation section used an expert checklist. In the quantitative phase, a 105-item questionnaire derived from the qualitative study's conceptual model was employed, converting the model's variables from qualitative to quantitative.

For validity and reliability in the qualitative phase, expert review was conducted, with initial interview transcripts and coding shared with the interviewees for feedback. Any discrepancies were addressed to align with the experts' intended meanings. Reliability was confirmed by returning the obtained categories to some initial participants for review and incorporating their feedback.

For validation, the checklist's content was confirmed by academic and organizational experts to ensure clarity and comprehensibility, with modifications made to enhance validity. A test-retest approach confirmed reliability, with the checklist administered twice to 10 members of the sample population, yielding a correlation coefficient of 0.84 in SPSS.

In the quantitative phase, questionnaire validity was confirmed through face, content, and construct validity (convergent validity range of 0.563 to 0.676, with divergent validity exceeding inter-construct correlations). Reliability was estimated and confirmed using item factor loading coefficients, Cronbach's alpha for components (0.766 to 0.874), and composite reliability (0.851 to 0.908).

Qualitative data analysis was conducted in parallel with data collection, following three types of coding: 1) open coding, 2) axial coding, and 3) selective coding. For validation, Delphi rounds determined the importance of identified components, with feedback collected over three rounds. Experts rated each component across five categories—causal conditions, contextual conditions, intervening conditions, strategies, and outcomes—on a five-point scale. The Delphi process reached consensus over three weekly rounds.

Quantitative data analysis used descriptive and inferential statistics, with structural equation modeling (SEM) testing the research model. SEM, a powerful statistical technique, combines measurement (confirmatory factor analysis) and structural models (regression or path analysis) into a single statistical test, visually represented through path diagrams illustrating causal relationships. Data were analyzed in SPSS and Smart PLS software.

## 3.    Findings and Results

Among the 20 experts, 5 held a master's degree (25%), 4 were doctoral candidates (20%), and 11 had a doctoral degree (55%), indicating that most participants had a doctorate. In terms of experience, 4 participants had 10 years or less (20%), 4 had 11 to 20 years (20%), and 12 had over 20 years (60%), showing that most participants had over 20 years of experience. Their affiliations included 5 from the Department of Education (25%), 4 from the Ministry of Science, Research, and Technology (20%), 2 from the Ministry of Health, Treatment, and Medical Education (10%), 5 from Islamic Azad University (25%), and 4 from the State Welfare Organization (20%), with the majority being active in higher education institutions.

The primary focus in the qualitative section was to explore and identify factors impacting the core concept of the model, specifically the influence of supportive actions on the academic progress of clients. To achieve this, the main categories, subcategories, and indicators were developed through open and axial coding of data gathered from in-depth and exploratory interviews with key experts, leading to refined conceptual codes. In the initial phase of open and axial coding, sentences and phrases from each interview were analyzed, and conceptual codes were extracted. These were then organized into subcategories under the main categories, with continuous review and naming for consistency. To ensure proper organization, interview transcripts were revisited to reach logical saturation in the main categories and subcategories. Open and axial coding ceased when a meaningful classification was achieved after multiple reviews of the transcripts. A total of 231 initial conceptual codes were derived from the qualitative data analysis.

Open Coding: The qualitative findings involved coding through thematic analysis, capturing key concepts from the data. The first step was open coding, where common themes were identified and the shared codes counted. Table 1 presents the results for determining subcategories. The purpose here was to establish relationships between the identified criteria, typically based on a paradigmatic model. During open coding, 126 duplicate codes were removed from the 231 initial codes, resulting in a final set of 105 codes used to determine subcategories.

In Table 1, for instance, "N1" refers to interviewee number one, while "[N1-8]" denotes the eighth conceptual code from interviewee one.

**Table 1**

*Results of Subcategory Determination (Subcategories)*

| Row | Subcategory | Criterion |
|---|---|---|
| 1 | Responsibility toward society | [N1-2] Attention to civic behavior and social cohesion in neighborhoods; [N2-2] Interest in positive social activities; [N3-3] Individual or organizational responsibility toward needy individuals nearby; [N11-1] Need to observe civic culture and address societal issues; [N19-2] Increasing poverty due to lack of responsibility |
| 2 | Religious and spiritual beliefs | [N3-2] Belief in rewards in the afterlife for aiding the needy; [N5-2] Seeking God's satisfaction by helping others; [N13-1] Religious leaders' emphasis on charity and assisting the needy; [N18-1] Belief in an afterlife and divine accountability; [N20-1] Emphasis on the religious duty of charity and helping the needy |
| 3 | Social and security challenges | [N1-1] Mental and physical issues among clients; [N8-1] Increased insecurity, theft, and moral issues without support for the needy; [N13-2] Security issues in residential areas, including theft and women's safety concerns without attention to clients; [N15-2] High economic costs of social issues due to neglect |
| 4 | Cultural and environmental challenges | [N4-3] Need for cultural integration to improve security; [N6-1] Impact of unmet financial needs of clients and families on the community's environment; [N8-2] Disruption of cultural structure in residential areas without support for the needy; [N15-1] Uneven culture among residents due to neglect of needy individuals |
| 5 | Dominant culture in society | [N1-3] Raising awareness, literacy, and culture among clients and the public; [N1-4] Changes in people's mindset; [N2-14] Instilling the culture of helping others in society; [N5-7] Societal and NGO values; [N13-3] Cultural efforts by community centers and mosques to promote charity |

| 6 | Public awareness and knowledge | [N8-3] Public awareness of the need for an educated and skilled future society; [N8-5] Holding scientific seminars to increase public awareness; [N10-3] Enhanced economic understanding among the public; [N15-3] Educating people on the socioeconomic consequences of neglecting clients |
|---|---|---|
| 7 | Government support | [N4-8] Economic stability for client households through educational subsidies; [N5-8] Mandating government organizations to provide resources for students; [N7-3] Continuous monitoring by government organizations on people's livelihoods; [N9-3] Low-interest loans from state banks; [N14-4] Educational grants |
| 8 | Government-community relations | [N4-11] Establishing economic neighborhood patrols with local leaders; [N10-4] Interaction between NGOs and governmental agencies for area-specific support; [N14-6] Avoiding redundancy in NGO efforts; [N20-9] Public awareness through media on the success of NGO poverty alleviation initiatives |
| 9 | Effective support actions | [N6-8] Employing clients' parents and needy households in government agencies; [N7-4] Understanding public material and non-material needs; [N11-2] Employment programs and empowerment for women in client families; [N17-1] Strengthening healthcare support systems; [N18-5] Support programs |
| 10 | Mass media and social media advertising | [N8-6] Broadcasting panel discussions to explore and solve existing issues; [N11-4] Featuring sports, cultural, and academic figures in media to promote charity; [N14-5] Social media campaigns on supporting the needy; [N14-10] Public recognition for charitable individuals on national media |
| 11 | Benchmarking | [N5-17] Learning from failed support initiatives; [N6-13] Leveraging experts familiar with past support programs; [N10-5] Adapting successful models from other countries; [N13-5] Implementing support programs from successful countries tailored to Iran's cultural context |
| 12 | NGO performance | [N3-12] Community building and neighborhood groups for assisting the needy; [N4-24] Collaboration among NGOs to avoid redundancy; [N6-11] Independent monitoring of NGO performance; [N9-5] NGOs utilizing skilled individuals; [N20-7] Introducing academically successful clients as role models |
| 13 | Governmental organizations' performance | [N4-13] Focus on creating employment and innovation opportunities for clients; [N6-12] Independent monitoring of government agencies' performance; [N11-3] Monthly monitoring of clients' conditions by relevant government agencies; [N17-4] Cooperation among involved ministries |
| 14 | Cultural planning | [N6-14] Approval of major cultural projects by the Parliamentary Cultural Commission; [N10-6] Ministry of Culture promoting cultural products related to charity; [N11-5] Strengthening cultural values in education; [N15-4] Public acknowledgment of charitable acts; [N20-10] Providing educational content |
| 15 | Justice orientation in educational equity | [N4-14] Social support to promote horizontal and vertical equity in livelihoods; [N4-15] Social support to promote equity in education; [N8-9] Independent committee to monitor justice in clients' livelihoods and education; [N13-4] Task force monitoring infrastructure |
| 16 | Economic policies | [N5-11] Establishing a financial fund in relevant ministries to assist clients; [N7-6] Quick economic development plans in deprived areas; [N8-8] Government support for small and medium enterprises hiring clients' parents; [N13-6] Educational subsidies alongside livelihood subsidies |
| 17 | Sustainable development plans | [N4-19] Enacting policies mandating involvement of relevant agencies; [N5-13] Considering clients in economic development plans; [N10-7] Attention to community environments in development programs; [N19-6] Evaluating policies related to support programs in sustainable development plans |
| 18 | Academic progress | [N4-22] Academic success among clients due to improved conditions; [N6-15] Higher educational standards in schools; [N10-9] Improved quality of academic conferences for students; [N13-7] Encouraging creativity and innovation; [N16-12] Identifying top talents and high achievers among clients |
| 19 | Physical health | [N2-7] Proper nutrition and physical health; [N2-15] Improved living conditions; [N9-8] Enhanced physiological performance in school and daily life; [N12-7] Good physical health among clients; [N16-11] Physical and mental empowerment of needy families |
| 20 | Mental health | [N4-20] Clients' psychological stability due to community support; [N7-8] Uplifted morale and satisfaction from surrounding support; [N9-2] Improved spiritual well-being among helpers; [N9-7] Increased life satisfaction and self-esteem in clients; [N13-8] Boosting clients' self-confidence |
| 21 | General public satisfaction | [N4-12] Boosting community morale; [N14-7] Strengthening national unity; [N14-8] Building a positive public image of governance; [N15-9] Enhancing democracy with educational, economic, and healthcare equity; [N17-5] Improvement in economic and social indicators; [N20-12] Promoting social responsibility |

The following results were obtained from the Delphi rounds regarding the main categories and dimensions of the model exploring the influence of supportive actions on the academic success of clients.

**Table 2**

*Key Categories and Dimensions*

| Row | Main Category | Primary Dimension | Subcategory | No. of Indicators |
|---|---|---|---|---|
| 1 | Causal Conditions | Responsibility and Religious Beliefs | Responsibility toward society; Religious and spiritual beliefs | 10 |
| 2 | | Understanding Disorders | Social and security challenges; Cultural and environmental challenges | 8 |
| 3 | Contextual Conditions | Awareness and Cultural Values | Dominant culture in society; Public awareness and knowledge | 9 |
| 4 | | Support and Communications | Government support; Government-community relations | 10 |
| 5 | Intervening Conditions | Advertising and Benchmarking | Mass media and social media advertising; Benchmarking | 10 |
| 6 | | NGOs and Government Agencies | NGO performance; Governmental organizations' performance | 9 |
| 7 | Main Category | Effective Supportive Actions | Effective supportive actions on academic success | 6 |

| 8 | Strategy | | Culture and Justice | Cultural planning; Justice orientation in educational equity | 10 |
| 9 | | | Macro Policies | Economic policies; Sustainable development plans | 10 |
| 10 | Outcomes | | Tangible Outcomes | Academic progress; Physical health | 10 |
| 11 | | | Intangible Outcomes | Mental health; General public satisfaction | 13 |
| 12 | Paradigmatic Components | Model | 10 Primary Dimensions | 20 Subcategories | 105 |

After the qualitative phase and the identification of primary dimensions, subcategories, and indicators, the paradigmatic model of this research is presented in Figure 1.

**Figure 1**

*The Paradigmatic Model of the Research – Result of the Qualitative Phase*
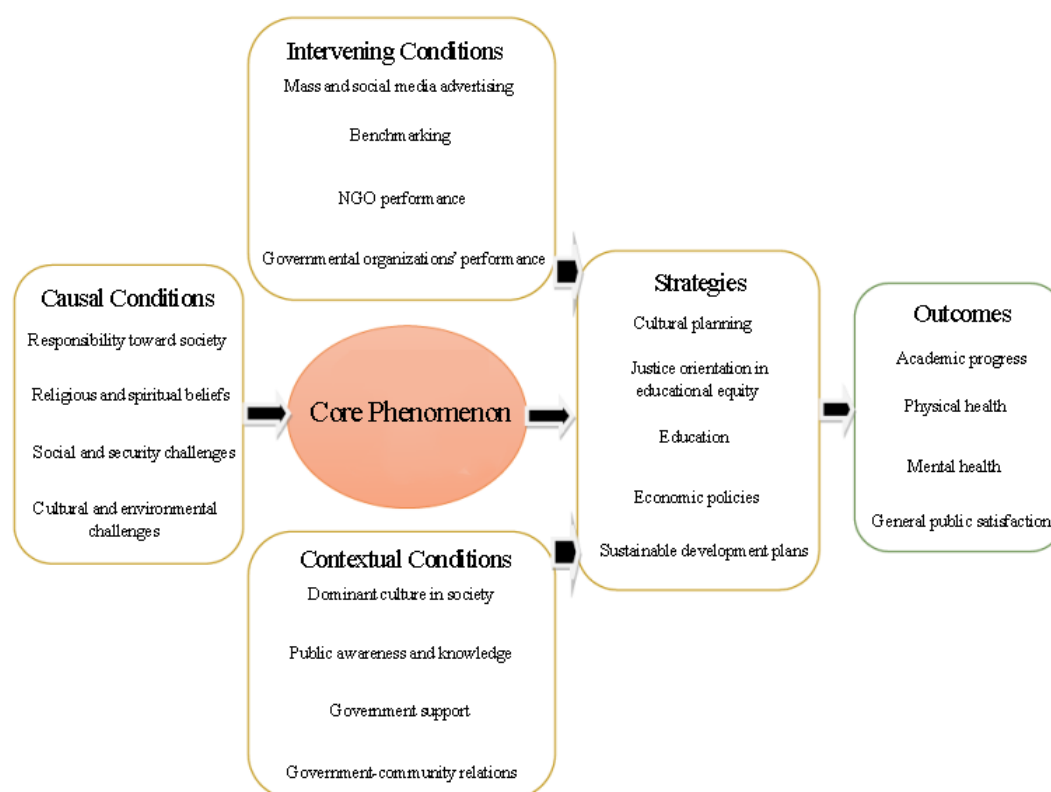


Causal Conditions: In the first Delphi round, social and security challenges were rated highest in importance (M = 4.02, SD = 0.69), while cultural and environmental challenges were rated lowest (M = 3.83, SD = 0.91). In the second round, religious and spiritual beliefs held the highest importance (M = 3.96, SD = 0.74), with cultural and environmental challenges again rated lowest (M = 3.74, SD = 0.92). By the third round, religious and spiritual beliefs remained the most important (M = 4.05, SD = 0.59), while cultural and environmental challenges were least important (M = 3.92, SD = 0.74). Kendall's coefficient of concordance for the third round responses was 0.873, indicating only a 9.95% increase over the second round's 0.794, showing limited growth in consensus among panel members across rounds. After validation, four causal conditions emerged as reliable: (1) Responsibility toward society, (2) Religious and spiritual beliefs, (3) Social and security challenges, and (4) Cultural and environmental challenges.

Contextual Conditions: In the first Delphi round, government support held the highest importance (M = 4.01, SD = 0.52), while government-community relations were rated lowest (M = 3.84, SD = 0.88). In the second round, government support again rated highest (M = 4.05, SD = 0.72), with public awareness and knowledge lowest (M = 3.78, SD = 0.83). In the third round, government support remained most important (M = 3.90, SD = 0.75), while government-community relations held the lowest importance (M = 3.83, SD = 0.55). The Kendall coefficient

for the third round was 0.882, an 8.22% increase from the second round's 0.815, again indicating limited consensus growth. The validated contextual conditions included (1) Dominant culture in society, (2) Public awareness and knowledge, (3) Government support, and (4) Government-community relations.

Intervening Conditions: In the first Delphi round, NGO performance was rated highest (M = 3.91, SD = 0.64), with mass and social media advertising rated lowest (M = 3.41, SD = 0.93). By the second round, advertising had risen to the highest importance (M = 3.86, SD = 0.65), with government agencies' performance rated lowest (M = 3.76, SD = 0.56). In the third round, NGO performance again rated highest (M = 3.96, SD = 0.82), while government agency performance remained lowest (M = 3.85, SD = 0.69). The Kendall coefficient for the third round was 0.829, up 9.37% from the second round's 0.758. The final validated intervening conditions were (1) Mass and social media advertising, (2) Benchmarking, (3) NGO performance, and (4) Governmental organizations' performance.

Strategies: In the first Delphi round, sustainable development plans held the highest importance (M = 3.77, SD = 0.94), with economic policies rated lowest (M = 3.54, SD = 0.84). By the second round, justice orientation in educational equity rated highest (M = 3.94, SD = 0.96), with cultural planning lowest (M = 3.69, SD = 0.54). In the third round, sustainable development plans were again rated highest (M = 3.97, SD = 0.89), with economic policies rated lowest (M = 3.84, SD = 0.82). Kendall's coefficient for the third round was 0.849, an 8.02% increase from 0.786 in the second round. The final validated strategies included (1) Cultural planning, (2) Justice orientation in educational equity, (3) Economic policies, and (4) Sustainable development plans.

Outcomes: In the first Delphi round, academic progress was rated highest (M = 4.01, SD = 0.72), while physical health rated lowest (M = 3.56, SD = 0.89). In the second round, academic progress again rated highest (M = 3.69, SD = 0.73), while physical health remained lowest (M = 3.52, SD = 0.79). In the third round, general public satisfaction was rated highest (M = 3.98, SD = 0.84), while physical health remained lowest (M = 3.64, SD = 0.52). Kendall's coefficient for the third round was 0.822, reflecting a 6.89% increase from 0.769 in the second round. The validated outcomes included (1) Academic progress, (2) Physical health, (3) Mental health, and (4) General public satisfaction.

**Table 3**

*Results of the Third Delphi Round on the Determinants of Supportive Actions Impacting Clients' Academic Success*

| Component | Responses | Minimum | Maximum | Mean | SD | Rank |
|---|---|---|---|---|---|---|
| Causal Conditions | | | | | | |
| Responsibility toward society | 22 | 2.00 | 5.00 | 4.01 | 0.69 | 2 |
| Religious and spiritual beliefs | 22 | 2.00 | 5.00 | 4.05 | 0.59 | 1 |
| Social and security challenges | 22 | 2.00 | 5.00 | 3.93 | 0.77 | 3 |
| Cultural and environmental challenges | 22 | 1.00 | 5.00 | 3.92 | 0.74 | 4 |
| Contextual Conditions | | | | | | |
| Dominant culture in society | 22 | 2.00 | 5.00 | 3.88 | 0.90 | 2 |
| Public awareness and knowledge | 22 | 1.00 | 5.00 | 3.85 | 0.69 | 3 |
| Government support | 22 | 1.00 | 5.00 | 3.90 | 0.75 | 1 |
| Government-community relations | 22 | 2.00 | 5.00 | 3.83 | 0.55 | 4 |
| Intervening Conditions | | | | | | |
| Mass and social media advertising | 22 | 2.00 | 5.00 | 3.91 | 0.62 | 2 |
| Benchmarking | 22 | 1.00 | 5.00 | 3.89 | 0.98 | 3 |
| NGO performance | 22 | 1.00 | 5.00 | 3.96 | 0.82 | 1 |
| Governmental organizations' performance | 22 | 1.00 | 5.00 | 3.85 | 0.69 | 4 |
| Strategies | | | | | | |
| Cultural planning | 22 | 2.00 | 5.00 | 3.88 | 0.71 | 3 |
| Justice orientation in educational equity | 22 | 1.00 | 5.00 | 3.93 | 0.67 | 2 |
| Economic policies | 22 | 1.00 | 5.00 | 3.84 | 0.82 | 4 |
| Sustainable development plans | 22 | 1.00 | 5.00 | 3.97 | 0.89 | 1 |
| Outcomes | | | | | | |
| Academic progress | 22 | 2.00 | 5.00 | 3.96 | 0.78 | 2 |
| Physical health | 22 | 1.00 | 5.00 | 3.64 | 0.52 | 4 |
| Mental health | 22 | 1.00 | 5.00 | 3.82 | 0.65 | 3 |
| General public satisfaction | 22 | 2.00 | 5.00 | 3.98 | 0.84 | 1 |

In the descriptive analysis of the research participants, 108 were male (71.05%) and 44 were female (28.95%). Among them, 34 were single (22.27%), and 118 were married (77.63%). In terms of age, 17 participants were 30 years or younger (11.18%), 22 were between 31 and 40 years old (14.47%), 62 were between 41 and 50 years old (40.79%), and 51 were over 50 years old (33.55%). For educational levels, 24 participants held an associate's degree or lower (15.79%), 76 held a bachelor's degree (50%), and 52 held a master's degree or higher (34.21%). Regarding work experience, 14 participants had 5 years or less (9.21%), 23 had between 6 and 10 years (15.13%), 34 had between 11 and 15 years (22.37%), 52 had between 16 and 20 years (34.21%), and 29 had more than 20 years of experience (19.08%).

After verifying reliability, the custom questionnaire was distributed among 152 participants, and data were analyzed using exploratory and confirmatory factor analysis in SPSS and Smart PLS software.

To determine if the sample size and variable relationships were appropriate for factor analysis, the Kaiser-Meyer-Olkin (KMO) test for sampling adequacy and Bartlett's test for sphericity were applied. KMO values for causal, contextual, intervening, strategies, and outcomes components were 0.870, 0.903, 0.897, 0.881, and 0.919, respectively, and Bartlett's test yielded a p-value of 0.0009, indicating sufficient sampling adequacy and justifying factor analysis on the correlation matrix.

The extracted factors and the percentage of variance explained by the components for each model element were as follows:

- **Causal Conditions**: The eigenvalues of the four factors were above 14, cumulatively explaining approximately 58% of the variance, with the first factor at 14.76, second at 14.44, third at 14.42, and fourth at 14.29.
- **Contextual Conditions**: The four factors each had eigenvalues above 12, explaining roughly 57% of the total variance. The first factor was 16.66, second 13.95, third 13.89, and fourth 12.94.
- **Intervening Conditions**: Four factors with eigenvalues above 12 explained about 57% of the variance, with the first at 15.74, second at 15.26, third at 14.07, and fourth at 12.68.
- **Strategies**: Four factors each with eigenvalues over 11 explained approximately 57% of the total variance, with the first at 16.87, second at 16.15, third at 13.67, and fourth at 11.07.
- **Outcomes**: Four factors with eigenvalues above 13 explained about 57% of the variance, with the first at 14.96, second at 14.47, third at 14.37, and fourth at 13.40.

Second-order confirmatory factor analysis was employed to assess the research model, with results presented in Table 4.

**Table 4**

*Path Coefficients and Significance Levels for the Research Model*

| Path Between Variables | Path Coefficient | t-Statistic | p-Value | Result |
|---|---|---|---|---|
| Causal Conditions > Religious and spiritual beliefs | 0.775 | 22.215 | 0.0009 | Significant |
| Causal Conditions > Responsibility toward society | 0.747 | 19.598 | 0.0009 | Significant |
| Causal Conditions > Social and security challenges | 0.788 | 25.651 | 0.0009 | Significant |
| Causal Conditions > Cultural and environmental challenges | 0.786 | 21.467 | 0.0009 | Significant |
| Contextual Conditions > Public awareness and knowledge | 0.765 | 19.792 | 0.0009 | Significant |

| | | | | |
|---|---|---|---|---|
| Contextual Conditions > Government-community relations | 0.784 | 22.640 | 0.006 | Significant |
| Contextual Conditions > Government support | 0.800 | 27.351 | 0.0009 | Significant |
| Contextual Conditions > Dominant culture in society | 0.830 | 27.513 | 0.0009 | Significant |
| Intervening Conditions > Benchmarking | 0.803 | 22.905 | 0.0009 | Significant |
| Intervening Conditions > Mass and social media advertising | 0.827 | 29.375 | 0.0009 | Significant |
| Intervening Conditions > Governmental organizations' performance | 0.770 | 17.974 | 0.0009 | Significant |
| Intervening Conditions > NGO performance | 0.786 | 21.185 | 0.0009 | Significant |
| Strategy > Economic policies | 0.760 | 18.805 | 0.0009 | Significant |
| Strategy > Sustainable development plans | 0.835 | 34.304 | 0.0009 | Significant |
| Strategy > Justice orientation in educational equity | 0.764 | 19.830 | 0.0009 | Significant |
| Strategy > Cultural planning | 0.796 | 21.595 | 0.0009 | Significant |
| Outcomes > General public satisfaction | 0.872 | 41.607 | 0.0009 | Significant |
| Outcomes > Physical health | 0.815 | 27.868 | 0.0009 | Significant |
| Outcomes > Mental health | 0.846 | 34.944 | 0.0009 | Significant |
| Outcomes > Academic progress | 0.783 | 21.591 | 0.0009 | Significant |

From the participants' perspective, the results suggest that the model of supportive actions impacting clients' health and academic success contains 20 components. Figures below illustrate the model in standardized coefficients and significance levels.

**Figure 2**
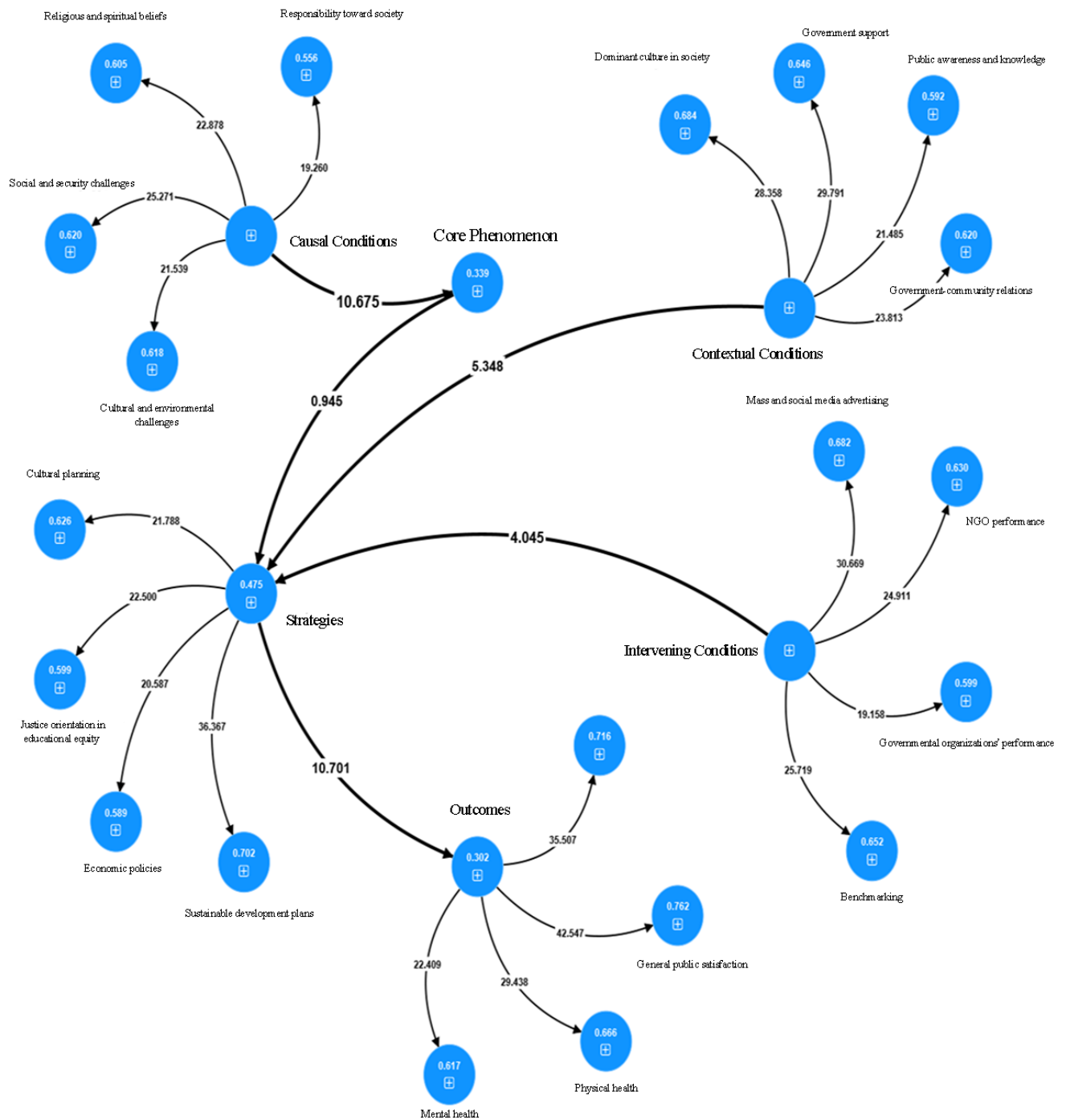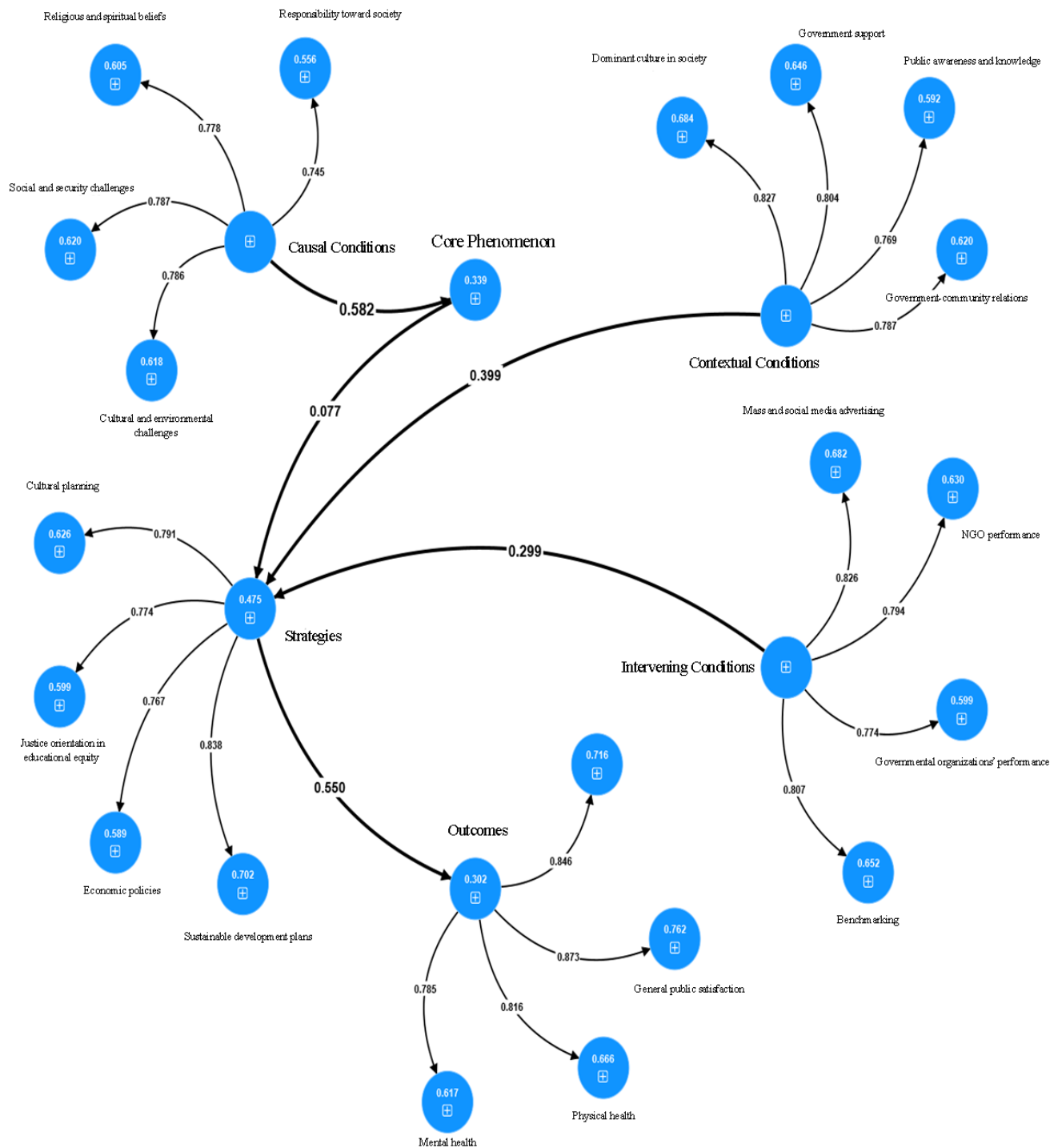
*Main Model in Standardized Coefficients*

**Figure 3**

*Main Model in Significance of Coefficients*

The field data analysis using Smart PLS yielded the following results.

**Table 5**

*Path Coefficients and Significance Levels for Research Model*

| Path | Standardized Coefficient | t-Value | p-Value | Result |
|---|---|---|---|---|
| Causal Conditions > Core Category (Educational Support for Clients) | 0.332 | 4.311 | 0.0009 | Significant |
| Core Category (Educational Support for Clients) > Strategy | 0.502 | 10.240 | 0.0009 | Significant |
| Contextual Conditions > Strategy | 0.317 | 5.214 | 0.0009 | Significant |
| Intervening Conditions > Strategy | 0.197 | 3.170 | 0.0009 | Significant |
| Strategy > Outcomes | 0.549 | 10.425 | 0.0009 | Significant |

Using Friedman's test, the functional prioritization of model components revealed the following rankings within the paradigmatic model: the core category held the highest functional priority with a mean rank of 4.003, followed by contextual conditions (3.510), intervening conditions (3.477), causal conditions (3.378), outcomes (3.352), and strategy with the lowest functional priority (3.280).

For causal conditions, cultural and environmental challenges had the highest priority (mean rank 2.684), and religious and spiritual beliefs had the lowest (mean rank 2.270). Within contextual conditions, public awareness and knowledge had the highest priority (mean rank 2.809), with government support the lowest (mean rank 2.207). Among intervening conditions, governmental organizations' performance ranked highest (mean rank 2.569), with benchmarking lowest (mean rank 2.414). For strategies, cultural planning ranked highest (mean rank 2.789), with economic policies lowest (mean rank 2.234). Lastly, for outcomes, physical health ranked highest (mean rank 3.661), while general public satisfaction ranked lowest (mean rank 2.382).

## 4.    Discussion and Conclusion

The aim of this study was to design and validate a model of supportive actions impacting the health and academic success of clients. The research employed a mixed-method approach. The qualitative phase included experts in educational sciences, educational management, and curriculum planning from higher education institutions, as well as senior managers from the education system and the Welfare Organization. For the validation phase, participants were senior and middle managers from the Education Department and Welfare Organization in Golestan Province, with a quantitative phase involving 250 senior, middle, and operational managers. Snowball sampling was used to select 20 experts in the qualitative phase, purposive sampling to select 22 experts for validation, and stratified random sampling with Cochran's formula to select 152 participants in the quantitative phase. Data were analyzed using open, axial, and selective coding in the qualitative phase, the Delphi method with expert checklist validation in SPSS in the validation phase, and structural equation modeling

(SEM) in Smart PLS with a 105-item questionnaire in the quantitative phase. Validity and reliability were confirmed through expert reviews for acceptance and verification, with a test-retest reliability of 0.84. The questionnaires showed validity across three criteria: face, content, and construct validity, with composite reliability scores between 0.851 and 0.908. The paradigm model included ten main categories and twenty subcategories: causal conditions (responsibility toward society, religious and spiritual beliefs, social and security challenges, and cultural and environmental challenges), contextual conditions (dominant culture, public awareness, government support, and government-community relations), intervening conditions (media advertising, benchmarking, NGO performance, and governmental organization performance), strategies (society-wide cultural development, justice orientation, economic policies, and sustainable development plans), and outcomes (academic progress, physical health, mental health, and general public satisfaction). The quantitative results validated all model dimensions and components.

In Iran, child labor has escalated in major cities over recent decades, posing a significant social issue that endangers a large portion of the child and adolescent population and creates severe repercussions for families and society. Approximately 95% of working children are boys aged 5 to 18, with 90% of them living with both parents in households averaging eight members. About 80% of these families are migrants, with 64% from rural areas and 36% from countries such as Afghanistan. Recent international policy statements from the United Nations, the G7, the OECD, the European Commission, UNICEF, and the World Bank indicate a growing global consensus on the importance of social support for societal growth and development. The "Social Protection Floor" initiative underscores the role of social support in ensuring access to essential aid and services, supported jointly by various UN offices, multilateral agencies, development partners, and international NGOs.

Numerous students face academic challenges due to financial constraints and lack of sufficient support to access quality educational resources. Research indicates that current policies inadequately support clients, leading to

academic decline and, in some cases, school dropout, driven by family financial issues and cases of dysfunctional families. This study's "academic progress" component, identified as an outcome in the model, aligns with findings by Jabbari et al. (2023), who reported that supportive actions positively influence client academic success (Jabbari et al., 2023). The "performance of related government organizations" component, representing "intervening conditions," aligns with Basiti and Moradi-Nasab's (2023) findings, where clients highlighted institutional and operational weaknesses within welfare organizations (Basiti & Moradi Nasab, 2023). Additionally, the "NGO performance" component aligns with Bayat et al. (2020), who noted that the social capital of NGOs enhances democracy through reciprocal relationships with government entities and the public, improving performance. The "government-community relations" component, another intervening condition, aligns with findings by Rastegar et al. (2018), which showed that strong social bonds with social workers foster valuable networks that support vulnerable children indirectly (Rostegar et al., 2018).

The "government support" component aligns with findings from Karimian Bostani and Roki (2018), which showed a significant relationship between social support (emotional, structural, functional, material) and quality of life among clients (Karimian Bostani & Rouki, 2018). Similarly, the "responsibility toward society" component, representing causal conditions, aligns with Saber and Rasoulzadeh (2014), who demonstrated a statistically significant relationship between social workers' responsibility toward clients and the provision of cultural, healthcare, employment, and developmental services (Saber & Rasoulzadeh, 2014). Hasan Zadeh (2012) also found that support from the Imam Khomeini Relief Committee positively impacts the academic performance and achievement motivation of middle school students, aligning with this study's "academic progress" component (Hassan Zadeh, 2012). Zhang et al. (2024) showed that social support significantly predicts student academic achievement, echoing the "government support" component in this study (Zhang et al., 2024). Similarly, Khurshid et al. (2023) found an inverse relationship between poverty and academic performance, with poverty reduction correlating with improved performance, supporting the study's "government support" component (Khurshid et al., 2023). Findings by Saeed et al. (2023) further confirmed the positive impact of social support on academic success (Saeed et al., 2023), as did Achdiyah et al. (2023), who found a mediated relationship between social support and academic performance through cognitive engagement (Achdiyah et al., 2023).

A. Strengthening Causal Conditions: Emphasize civic culture and address societal issues. Encourage charitable giving and support for the needy, stressing the religious duty of charity. Mitigate risks like insecurity, theft, and ethical issues that arise from lack of support for vulnerable populations. Address community security by fostering cultural cohesion and avoiding societal disruption from neglecting the needy.

B. Strengthening Contextual Conditions: Cultivate a culture of helping others in society and encourage cooperation. Promote charitable activities through community centers and mosques. Increase public awareness on the need for a skilled, educated future society. Inform the public about the socio-economic consequences of neglecting clients. Ensure economic stability for clients' families via educational subsidies. Mandate governmental organizations to provide resources for students, offer unconditional educational grants for those in need, and foster NGO-government cooperation to identify and support the needy effectively.

C. Strengthening Intervening Conditions: Host expert discussions in broadcast media to address existing issues and explore solutions. Use sports, cultural, and academic figures in media to promote charitable giving. Disseminate educational materials like brochures to improve public awareness. Draw lessons from unsuccessful support programs to avoid repeated mistakes. Implement locally adapted successful models from other countries. Form neighborhood associations to assist the needy, enable independent monitoring of NGO performance, and create jobs and innovation opportunities for clients through relevant organizations.

D. Strengthening Strategies: The Ministry of Culture should ensure the creation of cultural products that support charitable giving. The education system should reinforce cultural values, helping clients recognize education's role in improving life conditions. Provide educational and cultural content rooted in religious and national teachings. Form a government committee to monitor horizontal and vertical justice in client livelihoods and education. Implement short-term economic plans in disadvantaged areas for client independence, and offer tax relief to small and medium-sized companies hiring clients' parents. Ensure relevant government agencies are mandated to support these

initiatives and evaluate policies under sustainable development frameworks.

## Authors' Contributions

All authors significantly contributed to this study.

## Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

## Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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## Declaration of Interest

The authors report no conflict of interest.

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## Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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