

Educational Policy and Psychology in Iran: Current Trends

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Background and Objective: This research examines the intersection of education and political systems, exploring how instructional practices align with neoliberal policies. Education is often viewed as a means to address societal issues such as unemployment and inequality; however, its emphasis on creativity, critical thinking, and ethical considerations may sometimes be overlooked. A shift toward fostering critical engagement and societal development could be beneficial. **Methods:** Using a descriptive approach, this study retrieved articles from the Web of Science and Scopus databases. **Results:** In Iran, the education system has undergone notable changes since the Islamic Revolution in 1979, primarily aligning with ideological objectives. While enrollment rates have increased, the system appears to face challenges such as outdated curricula, structural inefficiencies, centralized governance, and limitations in teacher training. Although reforms have aimed at reinforcing ideological priorities, their impact on fostering innovation and global competitiveness remains uncertain. Additionally, regional disparities and gender inequalities continue to be areas of concern. Key challenges may include an overreliance on rote learning, limited adoption of modern pedagogical methods, and insufficient coordination between research and policy implementation. Teacher motivation could also be affected by inadequate wages and institutional support, potentially influencing the overall quality of education. Furthermore, both teachers and students encounter barriers to accessing equitable and high-quality education, which may hinder educational progress. Psychological concerns among Iranian students appear to be rising, possibly due to academic stress, suboptimal educational environments, and family dynamics. Research suggests that supportive family and school settings may play a significant role in improving mental well-being, motivation, and self-perception. Adolescents, in particular, seem to benefit from strong familial bonds, which could positively impact their mental health and academic performance. Based on these findings, it may be advisable to consider reducing political influence in education, modernizing curricula, investing in teacher re-training, and integrating psychological support within schools. Decentralizing governance and fostering innovation could contribute to a more dynamic and responsive education system. **Conclusion:** While Iran's education system has made strides in enrollment, addressing these structural and pedagogical challenges could enhance its ability to prepare students for the demands of modern society while supporting their psychological and social well-being.

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INTRODUCTION

Instructional scholars and researchers have consistently shown interest in political issues yet often underestimate the connection between instructional and political theories. There is a powerful mental way of thinking about education and politics together, beginning with Plato and persevering through such giants as Rousseau and Dewey to current times. This culture is diversified. However, a standard function of many widespread texts written is that schooling is a notion as a phase of large-scale political projects, often ideological, of construing “better” (rational, republican, democratic, and so on) societies. Today, the state of affairs is both similar (education is, to a giant extent, a phase of the neoliberal political agenda) and different, recognizing that the current “utopia,” in contrast to the preceding ones, seems devoid of ethical justifications. Neoliberal politics and education have increasingly aligned as accomplices to the dominance of economic rationality.

Education is positioned to serve the global economy, primarily, as we hear, the financial system of knowledge. On a national scale and political dimension, education helps the unusual “politics of de-politicization.” States have redefined many of their ordinary responsibilities and social functions as private troubles and responsibilities. As such, they are successfully imparted and described as significant learning elements.”

Learning has become the solution to almost anything. Joblessness, insufficient retirement provisions, environmental pollution, or poor fitness services are no longer seen “simply” in terms of public arrangements but as problems traumatic to a person's awareness, knowledge, suited attitudes, skills of rational choice, and self-management. From an educational perspective, this approach may initially appear highly promising and financially appealing. However, it expands the responsibilities of the education system beyond its feasible capacity. It turns pedagogy into a regime of dispersed power, to a form of governmentality (in Foucault's terms, 1991) exercised in ever-changing, short-term, project-based “emergency” campaigns. Public training has likely played a role in executing power. In terms of Foucault's theoretical work, its institutionalization, in the shape of obligatory schooling, contributed to and, in a way, masked the proliferation of discipline and the strategic merger of information and strength as political regimes, disguising them in pedagogical and

pastoral attire (Szkudlarek 2003). The present form of this connection is different, then, generally in phrases of scale, atomization, and privatization.

We have to refer here to Chantal Mouffe (2005) and her insistence on “the return of the political” that needs an acknowledgment of heterogeneity and warfare as inextricable points of the society that bring lower back the instance of decision. Mouffe refers right here to Carl Schmitt, but counter to Schmitt's critique of liberal democracy, she calls for inventing “agonistic” types of politics, where enemies become adversaries in the democratic process. We can see that politics is back. However, it rarely takes the agonistic structure postulated by way of Mouffe. We can also see a movement to reclaim “the educational” of education, particularly vivid in the wave of protest against subordinating training to budgetary constraints. We urgently need to renew the debate over what schooling is about, apart from serving people in the capital, aside from its features of socialization to the present and qualification to the market (Biesta 2010, 2010a). Three decades have passed since the victory of the Islamic Revolution in Iran. As the nation enters the fourth decade, significant modifications are evident in the structure and content of its training system. Because of the victory of the Islamic Revolution of Iran and the regime change and formation of an Islamic state, the modifications in the instructional machine have been crucial to fulfilling the ideals and goals of the new Islamic government. There have been discourses for each of these four decades which controlled and directed the manner of trade in the education system. Comparative learning of these modifications suggests that none of the four discourses following the Islamic Revolution have been helpful in the creation of fundamental change in the instructional system; hence, the educational gadget of Iran has now not been in a position to acquire the essential reforms in social, political, cultural and spiritual fields.

METHOD

The present study was based on a scoping review of published studies that examined educational policy and psychology in Iran. For the reporting of the methodology and findings, the criteria of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) was used. However, A protocol for this review was not registered.

Study eligibility

Studies that examined the educational policy and psychology in Iran current trends were considered in this review for analysis. All studies available based on experiments, surveys, observation, interviews, whether quantitative or qualitative were considered eligible to be included for the present study. On contrary, letters to the editors, secondary reports, and short communications were excluded from the review.

Search strategy and information sources

The search period and information sources were defined for the present review. The search period was restricted from 2000 onwards. Therefore, based on the published information, this period was considered a suitable interval for the examination of the educational policy and psychology in Iran based the published information. The medium of language was restricted to English. The database used for information search included Web of Science, Medline, and Pubmed, Embase, Scopus. Searches were executed in January 2020 and updated in June 2020 to ensure that we captured all studies published after 2000.

For the optimization of the sensitivity, specific keywords were selected for search in databases. The keywords included: " educational policy ", "psychology", "iran". Searches were based on text words as well as controlled vocabulary. A reference scanning of relevant papers was also carried out to locate further publications.

Selection of sources of evidence

All the relevant studies identified through the databases were verified by the researchers independently. Initially the titles and abstracts were analyzed for relevance. Subsequently the full length articles were scrutinized to settle on which study was eligible for inclusion in the review (based on the inclusion criteria).

Data collection and analysis

A data extraction form was designed to distil details concerning the origin, aim/s, setting, design, participants, the method of data collection and analysis, and main findings. The findings of the selected studies were synthesized.

Quality Assessment of the Articles

Two or reviewers independently screened the studies for inclusion, resolving any disagreements through discussion or consultation with a third reviewer to reduce bias. The Mixed Methods Appraisal Tool (MMAT) was used for assessment of the articles. MMAT assesses the methodological quality of studies across different research designs, including qualitative, quantitative, and mixed-methods studies. It evaluates studies based on the following key criteria:

Appropriateness of the research question, Relevance of data collection methods, Coherence between data sources, collection, and analysis, Consideration of researcher influence (reflexivity) and Interpretation and support of findings with sufficient evidence.

Data Analysis

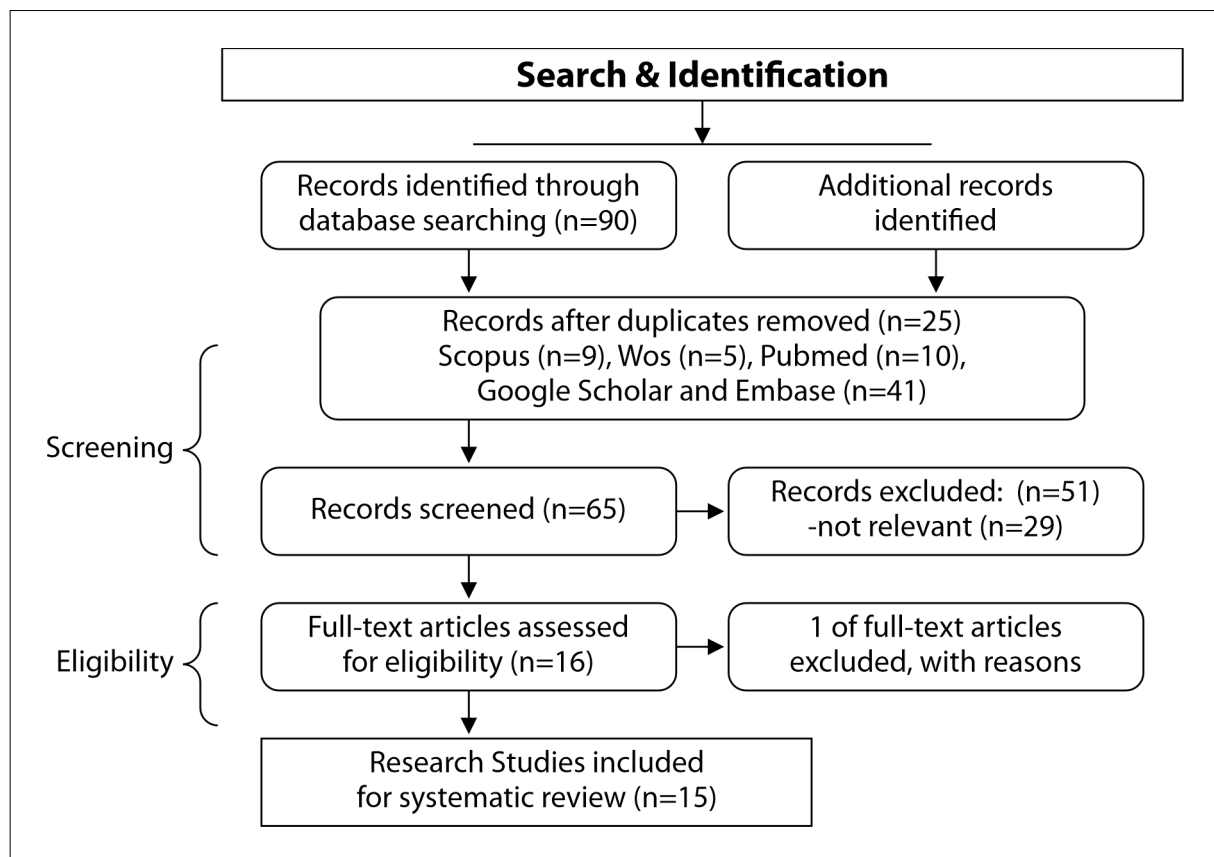
The authors of the present study designed a data extraction form to filter the details regarding the purpose, design and method of the studies, analysis, and main findings. Information on of educational policy in Iran was also extracted. After extraction of the required data, the findings of eligible studies were synthesized (Figure 1).

RESULTS

Educational policy in Iran

Societies prioritize addressing education as one of their foremost challenges. In Iran, like the other countries, schooling has been entrusted to the Institute of Education as the principal custodian of that enterprise. From the opening up to now, passing of the typical schooling machine to the cutting-edge one, we have witnessed many evolutions in the subject of education, such as the changes in strategies, policies, programs, and buildings to adjustments in administration strategies and implementation as well as adjustments in educating methods. Authorities should address the challenges faced by the academic system by implementing relevant and updated insurance policies and programs.

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Figure 1. Screening process and selection of articles for Systematic Review according to the PRISMA statement

and buildings to changes in management strategies and implementation as nicely as modifications in educating methods.

Due to education's dynamic and continuous nature, development is an indispensable part of it. We can acquire higher instructional desires by applying a correct and suited administration and supplying an excellent historical past to scientific development (Table 3). Many fine steps have been taken in Education considering this field; regardless of these efforts, the device faces many challenges that avert its suited functioning. So far, many specialists and researchers have addressed this issue. Researchers have introduced several options to remedy the problems, each examined from a particular perspective (Table 1).

The research review identifies several key challenges within the Iranian educational system. The current system relies heavily on memorization, which limits critical thinking, creativity, and the development of life skills. Additionally, the curriculum lacks opportunities for innovation, socialization, and acculturation. Teachers face economic struggles due to insufficient welfare programs, including

inadequate housing, social security, and health insurance. Coordination among policies, curricula, and research is weak, with outdated textbooks and insufficient collaboration in educational research.

Political interference results in frequent leadership changes, poor monitoring and appointment systems for educational leaders, and weak communication due to centralized decision-making. Teachers lack motivation, commitment, and clear performance evaluation or incentive systems. They also struggle with limited resources and insufficient training to adapt to modern methodologies. There are significant educational inequities, especially in underserved regions, where schools lack infrastructure and qualified teachers.

The curriculum is outdated, not aligned with scientific advancements, and fails to meet national strategic goals. Teachers have limited involvement in curriculum decisions, and the education system has failed to adopt modern educational philosophies. There is a lack of comprehensive teacher performance evaluation systems and inadequate government funding for educational improvements. Teacher

Table 1. Structured breakdown of the key challenges and issues mentioned in the research review

Categories	Challenges & Issues
Weaknesses in Scholar Training	<ul style="list-style-type: none"> - Domination of memorization, limiting critical thinking and creativity. - Structural weaknesses in course design (e.g., lack of life skills, socialization, acculturation). - Lack of opportunities for creativity and innovation in education.
Economic and Living Challenges for Teachers	<ul style="list-style-type: none"> - Lack of a comprehensive solution for teachers' economic and living problems. - Insufficient welfare programs (housing, social security, health insurance, etc.).
Coordination and Policy Issues	<ul style="list-style-type: none"> - Lack of coordination among instructional, research policies, and curricula planning. - Outdated textbooks that do not reflect current educational trends. - Weak coordination in educational research entities.
Management and Structural Challenges	<ul style="list-style-type: none"> - Constant leadership changes due to political interference. - Poor monitoring and appointment systems for educational leaders. - Weak communication and centralized decision-making in the education system.
Teacher Motivation and Performance	<ul style="list-style-type: none"> - Lack of motivation and commitment among teachers. - No clear performance evaluation or incentive systems for teachers. - Insufficient training and resources to adapt to modern methodologies.
Educational Inequities	<ul style="list-style-type: none"> - Lack of educational infrastructure and teachers in underserved regions. - Educational inequity, especially for disadvantaged groups across provinces.
Content and Curriculum Challenges	<ul style="list-style-type: none"> - Weak curriculum design not aligned with scientific and technological advancements. - Mismatch between curricula and national strategic goals. - Limited teacher involvement in curriculum decisions.
Educational System Reform Issues	<ul style="list-style-type: none"> - Failure to reform the education system based on modern educational philosophies. - Absence of a comprehensive teacher performance evaluation system. - Insufficient government funding for educational improvements.
Teacher Training and Professional Development	<ul style="list-style-type: none"> - Outdated teacher training programs. - Lack of regulation in teacher training institutions, leading to inconsistencies in teacher qualifications.
Political Influence and Organizational Instability	<ul style="list-style-type: none"> - Political interference causing instability in the Ministry of Education's organization. - Lack of consistent administrative structure in the education system.
Cultural and Educational Challenges	<ul style="list-style-type: none"> - Limited adoption of modern educational methods, primarily influenced by Western systems. - Resistance to change due to ideological conflicts with Western educational models.
Barriers to Scientific and Educational Advancement	<ul style="list-style-type: none"> - Insufficient focus on scientific development in education. - Superficial adoption of Western educational methods preventing true modernization.

training programs are outdated and inconsistent due to a lack of regulation in teacher training institutions.

Political interference causes instability within the Ministry of Education, and there is a lack of consistent administrative structure in the education system. Modern educational methods, often influenced by Western systems, are poorly adopted, with resistance due to ideological conflicts. Additionally, there is insufficient focus on scientific development in education, and the superficial adoption of Western educational models prevents true modernization.

These challenges point to systemic weaknesses that require reform, particularly in curriculum design, teacher training, and educational equity, to build a more inclusive and forward-thinking educational system in Iran (Table 2).

This table highlights key aspects of the evolution and challenges within the Iranian education system,

particularly through political and ideological shifts. Educational systems should align policymaker thinking with practical school execution, fostering ideological development. Political influence rose post-1989, with the conservative Right Wing centralizing education, influenced by religious and political ideologies. Privatization led to literacy improvements but also increased inequality. During the Reformation era, political and educational reforms focused on political freedoms but were overshadowed by shifts in government priorities. Under the Justice Seeker movement, there was a focus on preserving Islamic and Revolutionary values, reshaping the education system with structural and content-based changes emphasizing religious education and supervision. This reflects the tension between modernization, political control, and educational reforms in Iran's educational landscape.

Table 2. Critical Challenges and Recommendations for Reforming the Education System

Category	Challenges and Recommendations
Government and Political Influence	<ul style="list-style-type: none"> - Frequent modifications in the Ministry of Education negatively impact the education system. - Influence of political preferences harms education. - Supremacy of politicians over culture and education. - Limited adoption of modern Western educational methods due to emotional and irrational encounters with the West.
Educational System Issues	<ul style="list-style-type: none"> - Lack of proportionality between quantitative and qualitative growth in education. - Insufficient focus on lifestyle capabilities and students' mental and physical health. - Poor integration of modern scientific education methods. - Outdated educational practices persist despite quantitative growth in schools and student numbers. - Lack of consistency in the foundations of scientific development.
Required Educational Transformation	<ul style="list-style-type: none"> - Shift from a stagnant and passive education system to an active, efficient, and effective one. - Needs a national commitment and participation from political, cultural, social, and financial sectors.
Recommendations for Improvement	<ol style="list-style-type: none"> 1. Reduction of government control and supervision, allowing for educational system independence. 2. Entrust education administration to qualified professionals and link universities with the education system. 3. Continuous monitoring and adoption of favorable policies for the improvement of internal and external educational factors. 4. Maintain central government control while delegating specific duties to districts and schools. 5. Provide standards, facilities, and effective teaching techniques to strengthen management at all levels of the education system. 6. Prioritize integrated education programs to attract and retrain the workforce. 7. Set up performance evaluation systems for personnel and training programs. 8. Revise current policies to encourage public cooperation and collaboration across all levels. 9. Collect data and evaluate teaching performance of NGOs and attract teachers to improve institutions through training and technical support. 10. Provide institutional facilities for the education of nomadic tribes and children. 11. Coordinate public education with social, political, economic, and cultural needs. 12. Align educational goals, programs, and techniques with students' needs. 13. Identify barriers and facilitating elements for achieving educational goals. 14. Evaluate the effectiveness of the education system at all levels. 15. Identify and develop future educational strategies and policies. 16. Identify issues with curriculum, teaching methods, professionals, and educational evaluation. 17. Recognize and address social and psychological challenges in children, promoting their personality, socialization, and leisure. 18. Invest in and develop education programs. 19. Involve teachers in real educational environments and monitor activities at all levels. 20. Improve the livelihood of teachers and create job opportunities in the education profession. 21. Plan for training individuals to meet ethical, knowledge, and skill standards. 22. Reinforce religious, cultural, and social beliefs through education.

At various times, the Ministers in the Education Ministry attributed all the instructional system's problems to budgetary shortages and its large, complicated structure. They proposed optimizing the administration of the academic machine by reducing its structure. However, their movements had been unable to reduce the structural issues, and they were not in a position to create any effective adjustments in the content of the educational device (Azizzadeh, 2001). In addition, failure by way of the authorities to execute the slogans that were declared at the starting of the officers of Fundamentalism (President Ahmadinejad's Government), and additionally the opposition of political events that firstly had been supporters of the Fundamentalism Government, on one hand, and the

hurried and inexpert planning in the field of making continuous adjustments in the academic system, on the other hand, have improved the occurrence of no greater than variability of the educational gadget as an alternative than its evolution.

The political, social, monetary, and cultural procedures of the authorities have continually affected the academic gadget of Iran after the Islamic Revolution due to a centralized political and ideological system. Reviewing the adjustments and evolutions created in the academic machine after the Islamic Revolution suggests that these adjustments and evolutions have brought on no more than conservative and superficial changes to the educational system rather than creating a background for introducing an evolutionary system.

Table 3. Understanding of the historical context, changes in political and educational strategies, and the resulting shifts in the educational system.

Category	Changes in political and educational strategies	Articles
Evolution of Educational System	<ul style="list-style-type: none"> - Educational systems should promote evolution in society by aligning policymakers' thinking with school practices, and bridging the gap between what is taught in books and what should be learned (Manninen, 2012). - Education should create ideologies and theories, not just follow settled ideologies (Apple, 2013). - The main duty of education is to prepare youth for citizenship, leadership, and a better future (Kennedy, 1998). 	Manninen, 2012; Apple, 2013; Kennedy, 1998
Political and Social Influences	<ul style="list-style-type: none"> - The post-1989 period saw the rise of the Right Wing, with a focus on incorporating religion and politics, which influenced the education system's centralization and control tactics (Barzin, 1998; Zarifnia, 1999). - Under Hashemi Rafsanjani, the government focused on economic development, privatization, and educational system restructuring (Fouzi, 2005). - Privatization led to more political and social freedom in higher education but also increased inequality (Mousavinia, 2007; Amirmohammadi, 2007). 	Barzin, 1998; Zarifnia, 1999; Fouzi, 2005; Mousavinia, 2007; Amirmohammadi, 2007
Impact of Privatization	<ul style="list-style-type: none"> - Privatization created new social classes, increased literacy, improved higher education, and expanded social and political awareness. However, it also contributed to educational injustice, especially for lower social classes. 	Fouzi, 2005; Mousavinia, 2007; Amirmohammadi, 2007
Political Reformation and Educational Shift	<ul style="list-style-type: none"> - During the Reformation era, the government aimed to increase political awareness and educational achievements but later shifted focus to political development and anti-centralization policies. - Reforms included increasing freedoms for political parties, media, and civil society (Mousavinia, 2007). - The educational system underwent indirect changes due to the political climate of the time. 	Mousavinia, 2007
Rise of Fundamentalism and Justice Seeker Movement	<ul style="list-style-type: none"> - Following the Reformation era, the Justice Seeker Fundamentalists took control, promoting and preserving the Islamic and Revolutionary values of the first decade of the Islamic Revolution. - The government under Ahmadinejad emphasized the importance of Islamic and Revolutionary values in education. 	Barzin, 1998; Zarifnia, 1999
Educational Changes During Fundamentalism	<p>Structural and Content Modifications:</p> <ul style="list-style-type: none"> - Two renewals of the 'Council of Enjoining to Good Deeds and Prohibiting from Evil Deeds'. - Emphasis on the religious and political ideas of Ayatollah Khomeini. - Revival of educational deputies to counter cultural and Western influences. - Halting cooperation with non-governmental sectors in schools. - Dismissal and appointment of school managers from previous periods. - Use of clerics in the educational system. - Review and modification of textbooks (especially in religious and history subjects). - Revision of the design of Parent Teacher Councils. - Increased supervision over school performance. - Close cooperation between universities and theological schools. - Dismissal of the public cooperation deputy. - Expansion of religious education. - Hiring personnel with high religious proficiency. - Islamization of textbook content. - Strengthening the role of councils in educational governance. 	Barzin, 1998; Zarifnia, 1999

Failure to grant political, cultural, monetary, and academic fields on the one hand, and, on the other, the obligation of the instructional system to realize the ideas, tendencies, and political needs of the dominant political parties all through the four many years after the Islamic Revolution have been boundaries on the journey of growing an evolutionary educational

system. In such a situation, the results and outputs of the academic machine cannot improve and advance for an extended period, exceptional at different tiers and dimensions of society, and it turns far off from goals such as the introduction of a gorgeous community. In centralized instructional systems, if the permissions and instructions from the middle are approved to

make evolutions, they need to lack any vagueness and ambiguity because one of the necessities of correct and fantastic implementation of plans and packages is readability and lack of limiting frameworks. The creation of evolutionary modifications also needs synchronized and up-to-date considerations; however, this aim is now not feasible by retaining previous buildings and conservative processes.

In contrast, to consider the scale of effectiveness of the academic gadgets of Iran after the Islamic Revolution in developing a dynamic society, evaluating the scale of realization of dreams and duties of the machine about society is a very effective method for achieving this goal. These are the same goals, expectations and functions as these introduced at the establishing of this paper, including social alternate and control; reconstruction of trip and environment; improvement of moral and social values; development and improvement of the pleasant of future instructors (Kennedy, 2001); helping the students to count on future changes, procedures and opportunities; supporting the college students to emerge as adjusted to changes that take place; assisting the college students to make changes in the society by means of increasing their knowledge and abilities; advent of widespread sources at social level, such as welfare, stimulating citizens to examine that which is essential and training lively citizens, introduction of new ideologies or theories in the society (Apple, 2013), enchancement of the operation of the political system, mainly the members of the family between the academic machine and the government, improvement of the convergence between the educational system and international changes, and logical encounters with contemporary social, philosophical and academic theories, the sensitivity of instructional and education plans and the contents of essential files related to the current situation, and so on.

Political, economic, and cultural expectations influenced the educational system and prevented the Iranian academic machine from fulfilling its roles and meeting its expectations. These external pressures directly impacted the system's ability to operate effectively and adapt to the demands placed upon. In other words, the educational gadget performs an exogenous rather than an endogenous role.

Unfortunately, the supporters of the Democratization of the Political System and the supporters of Islamization of the Political System engaged in evident and hidden battles, which critically undermined the instructional system's ability to address tendencies in Iranian society. This struggle ultimately allowed the 'change inside the academic system' paradigm to dominate.

Referring to the nonsecular and Islamic doctrines, some humans consider that there is a reverse relationship between the level of people's freedom and their obedience to the non secular rules and that having more freedom in determining their destiny, they withdraw from their religion and (in this instance) as a result from Islam, and consequently have a tendency to pass towards democracy. Some view democracy as a Western phenomenon and consider it incorrect (Anderson, 2000).

Being an evolutionary academic gadget includes redefining the function and the relations between its essential factors: the trainer and pupil on the one hand and, on the other, redefining the surroundings and shape of education. We must exchange the academic machine from a striate space – that is, a predetermined and restrained space – to a nomadic/ smooth, or unlimited, house (Deleuze and Guattari, 1987) and, equally, predispose the state of affairs of 'Becoming of Becoming' of the students in real-world (Semetsky, 2006). The student creates the domain, nature, and content material of the educational gadget with their efforts and accurate and continuous 'Becoming,' the instructional system ought to predispose the scenario of actual 'Becoming.'

Creating nomadic and smooth surroundings for students' growth, education, and training paves the way for development because the educational system no longer has a fixed territory. The motion and effort of students and instructors define the system's territory simply as a barren region that no longer has a determined territory. It is the explorer who defines its territory by using their moves. Only in such a case would the awareness of an evolutionary gadget be possible. The 'change within the educational system' paradigm that has dominated the discourses of the four decades of evolution in the instructional machine of Iran is the foremost barrier to the endogenous evolution of Iran's academic system. Due to its exterior nature and the continuous manufacturing of obstacles and territorialization, some gaps have been regarded in the instructional system: these gaps and the lack of access to an evolutionary system. Some of those gaps include the following.

The gap in the discipline of instructional practice highlights the lack of effective methods and strategies within the educational system, contributing to its inability to adapt to an evolutionary framework.

Generally, the 'change within the academic system' paradigm has characteristics such as being documentary, general, non-local, and untimely. In contrast, the practical situation and the instructional

system are the fields of vocal, particular, nearby, and timely traits (Toulmin, 1988). Such a paradigm cannot make a correct and suitable relationship between those fields.

The gap or incompatibility between the theoretical patterns encouraged and promoted by the paradigm of 'change inside the academic system' and the theoretical patterns belonging to educational practitioners (teachers and students) creates significant challenges for aligning academic reforms with practical applications.

The gap between the academic system's genuine and prison personality is deepening. The paradigm of 'change inside the educational system' will result in the predominance of the prison character (its formal identity) over its actual persona (its informal identity) due to immoderate aid from the political system.

Therefore, to create an evolutionary educational system, on the one hand, it is necessary to revise the quality and the stage of the relationships between the government of Iran and the instructional system essentially to decrease these relationships and interventions and, on the other hand, to think about the creation of a suitable environment in the educational gadget to grant the independence and autonomy of the actual practitioners of this machine – the teachers and the students. When the outputs of an academic device have the indispensable abilities for enjoying evolutionary roles in society, such a gadget would be able to create changes and development in society instead of being subjection to changes or being vicissitudinous; some of these capabilities encompass the scholarship of discovery; application; integration; teaching; and social engagement (Boyer, 1990). There appears to be a broad relationship between the fine and quantity of those competencies and the relations between the educational device and the political system: surely, these family members want integral reconstruction, change, and refining.

We can group changes in the instructional system during the Iranian post-revolutionary period (1979–2012) into seven topics:

1. The legislative framework of education: Laws surpassed in Parliament, such as the orientation law and a range of criminal rules concerning the dreams and operation of the instructional system, have mainly contributed to the transformation of training in Iran.
2. The curriculum includes programs, textbook content, and faculty activities. The Ministry of Education has tried to Islamise the content and curricula; textbooks have been rewritten in several instances to include Islam.

3. Reformers have focused on the educational system's company and structure, implementing several changes to make it more efficient. The last reform launched this year multiplied the duration of fundamental schools and reorganized high schools.
4. Teacher training: Since 1979, teachers have been a key component of the Islamic Republic's educational coverage. Moreover, the country tries to exert complete management over their education and recruitment.

We can't describe this gadget inside the standard framework of modern-day or traditional; it is an uncommon instructional machine that has surpassed through a procedure of de-modernization.

5. The social environment: Educational establishments have become a place of political and ideological propaganda. The government has partnered with quite a few corporations (e.g., the paramilitary Basij) to dominate the social environment of faculties and beef up spiritual and political socialization.
6. Enrolment: Iran's academic system has significantly increased enrollment from primary school to university. There is indeed an increase in access to education, in particular for girls, but regional disparities and social inequalities persist.
7. Governance and organization: Iran has traditionally been a centralized country. Since 1979, this style has strengthened as the Ministry of National Education monopolizes authority over the academic system.

As we can't discover all of these matters in our presentation of the educational system in the post-revolutionary phase, I selected three critical themes that characterize the most full-size adjustments because 1979.

The first step towards Islamisation was political. Officials attempted to remove instructors antagonistic to the Islamic Revolution, imposed restrictions on girls (making the veil mandatory), introduced a series of spiritual practices in schools (such as prayers), and organized events to spread political and spiritual propaganda.

Another primary reform in 1979 was once the creation of the new body, Educational Affairs (Omour Tarbiyati), which was accountable for instilling the Islamic way of life in students and shaping their minds. By designating a political 'officer' in every institution, Islamic authorities had been capable of manipulating teachers and students.

The first vital factor in the 1987 rules is the priority of ethical and nonsecular improvement in education and faculty activities. According to Article 4, "purification takes priority over training" in Islamic education.

Table 4. Educational Reforms in Post-Revolutionary Iran (1979–2012)

Theme	Description	Citation
1. Legislative Framework of Education	Laws passed in Parliament (e.g., the orientation law) have significantly transformed the educational system, shaping policies and educational goals.	Azizzadeh (2001)
2. Curriculum and Textbook Content	Curriculum Islamization, with textbooks rewritten to reflect Islamic principles, particularly Shi'ite Islam.	Azizzadeh (2001); Safi (2000)
3. Educational Organization and Structure	Efforts to improve efficiency, such as extending primary school duration and reorganizing high school structure.	Azizzadeh (2001)
4. Teacher Training and Control	State control over teacher recruitment and training, emphasizing ideological alignment with government goals.	Azizzadeh (2001)
5. Social Environment within Educational Institutions	Educational institutions became spaces for religious and political propaganda, with organizations like the Basij involved.	Azizzadeh (2001)
6. Enrolment and Access to Education	Increased enrolment, particularly among girls, but ongoing regional disparities and social inequalities persist.	Azizzadeh (2001)
7. Governance and Centralization	Centralized governance of the education system, with the Ministry of National Education exerting strict control over policies.	Azizzadeh (2001)
Islamization of Education	Post-1979 reforms to Islamize education, including compulsory religious practices, mandatory veil for girls, and the creation of a new educational body.	Anderson (2000); Safi (2000)
Political Control and Propaganda	Government control through educational officers and indoctrination of both teachers and students with political and religious ideologies.	Azizzadeh (2001)
Legislative and Structural Reforms	Orientation Law of 1987 emphasizing moral and religious development, shaping students' political and religious adherence.	Safi (2000); Azizzadeh (2001)
Challenges to Effective Reform	Reforms have been superficial and conservative, limiting the evolution of the educational system.	Azizzadeh (2001); Kennedy (2001)
External Pressures on Educational Reforms	Political, economic, and cultural pressures from both domestic and international sources that undermine the educational system's evolution.	Azizzadeh (2001)
Need for Evolutionary Redefinition	The system needs to revise its relationship with the government to allow more autonomy for teachers and students.	Boyer (1990); Deleuze & Guattari (1987)
Impact on Societal Development	The current educational system limits societal development due to political and ideological constraints.	Apple (2013); Toulmin (1988)

In the chapter protecting education's objectives, the orientation law's first article emphasizes “the promoting and reinforcement of religious and religious foundations through teaching the ideas and legal guidelines of Shi'ite Islam” (Safi, 2000).

The 2d article delineates 14 main objectives for Islamic education, of which nine directly address religious, ideological, ethical, and political issues: to promote ethical virtues and admire for spiritual traditions, to promote the purification of the spirit, to study and apprehend the Koran, to examine Islamic culture, to inspire perception of moral and religious values, to make stronger the trust of God, to increase spiritual obedience, and to understand the obligation of religious practices. The same article specifies the role assumed by the educational device in shaping college students politically and ensuring they adhere to the Islamic Revolution.

The Law of 1987 is the primary legal foundation

guiding the legislative framework of training in Iran. Parliament passed all laws after 1987, and the Ministry of National Education and the Supreme Council of the Cultural Revolution developed policies that followed the scope and spirit of this law.

The Law of 1987 has inspired current attempts at Islamisation in higher education, especially in the humanities (Table 4).

Educational politics and psychology in Iran

These findings underscore the significant relationship between students' mental health and their academic environment, with age, gender, and systemic inefficiencies contributing to the psychological challenges faced by Iranian youth political scenarios in Iran. The paper provides a comprehensive overview of various factors impacting psychological well-being among students in Iran, with a focus on both personal

Table 6. Psychological Challenges and Educational Impact in Iran

Categories	Description	Article
Academic Self-Perception and Achievement	Positive self-perception improves academic success; negative self-perception increases psychological issues. No significant correlation found between self-perception, adjustment, and friendships.	Aminizor (2007); Salahshour (2003); Yarmohamadian, Molavi, & Iranpour (2003)
Role of Goals and Purpose in Student Happiness	Goal-setting influences emotions and happiness; purposeful students are happier.	Jokar (2007)
Motivation and Academic Success	Motivation improves academic achievements and reduces risky behaviors.	Razavieh, Latifian, & Fooladchang (2006); Abedi, Oreizi, & Nazhad (2005); Mazloomi, Ehrampoosh, Servat, & Askarshahi (2010)
Psychological Issues Among Youth	High rates of anxiety and depression among Iranian students. 36% at Sabzevar University, 24% at Gonabad University. 60% of students in Hamedan at risk of depression, anxiety, and social malfunction.	Mehri & Seddighi (2011); Tavakolizadeh & Khodadadi (2010); Sadeghian, Moghaddarikoosha, & Gorji (2009)
Impact of Age and Gender on Psychological Health	Psychological disorders increase with age; differing reports on gender-related mental health prevalence.	Sadeghian et al. (2009); Farahbakhsh, Gholamrezaee, & Nicpe (2005); Aghayousefi & Sharif (2011)
Relationship Between Family, School Systems, and Psychological Health	Psychological problems linked to inefficiency of family and school systems; call for improvements in these areas.	Alagheband (2010)
Educational System and Its Structure	The Iranian educational system is divided into three levels: elementary, secondary, and high school.	Safi (2009)
Urgency for Policy Implementation	Need for government policies to address the rise in psychological issues among youth.	The Unit of News Center (2013)

and environmental influences. Key aspects include the relationship between academic self-perception and achievement, where positive self-views contribute to academic success and mental well-being, while negative perceptions lead to psychological issues. Goal-setting and motivation are also identified as central to students' happiness and academic performance. Additionally, high rates of anxiety and depression among Iranian youth are noted, with psychological disorders increasing with age and varying gender-related prevalence. The family and school systems play significant roles in shaping psychological health, with inefficiencies in these systems linked to behavioral and emotional issues. Furthermore, the structure of the Iranian educational system, divided into three levels (elementary, secondary, and high school), is highlighted, along with a call for government intervention to address the rising psychological challenges faced by youth (Table 6).

DISCUSSION

The Iranian educational system, as it stands, is deeply influenced by political, ideological, and religious factors, which shape the curriculum, teacher training, and the overall educational experience (Table 7). While

it has made strides in improving access to education, particularly among girls, there are significant gaps in terms of curriculum reform, teacher autonomy, and educational quality when compared to first-world countries.

In terms of curriculum, Iranian education has historically emphasized the Islamization of textbooks and teachings, which aligns with national ideologies but limits the diversity of knowledge. While maintaining Islamic principles is essential for preserving cultural identity, first-world countries often prioritize global and diversified curricula that incorporate critical thinking, scientific advancements, and international perspectives. These nations are more likely to adapt curricula to prepare students for a rapidly changing global economy, incorporating soft skills such as creativity, leadership, and emotional intelligence, alongside academic knowledge. Iran, on the other hand, has faced criticism for its curriculum's rigid structure and ideological biases, which may hinder students' ability to think critically or engage with the globalized world.

Teacher training in Iran has been predominantly state-controlled, emphasizing ideological alignment rather than pedagogical innovation or modern

Table 7. Political & Environmental Factors Influencing the Evolution and Structure of the Iranian Educational System

Categories	Description	Article
Legislative Framework of Education	Laws passed in Parliament (e.g., the orientation law) have significantly transformed the educational system, shaping policies and educational goals.	Azizzadeh (2001)
Curriculum and Textbook Content	Curriculum Islamization, with textbooks rewritten to reflect Islamic principles, particularly Shi'ite Islam.	Azizzadeh (2001); Safi (2000)
Educational Organization and Structure	Efforts to improve efficiency, such as extending primary school duration and reorganizing high school structure.	Azizzadeh (2001)
Teacher Training and Control	State control over teacher recruitment and training, emphasizing ideological alignment with government goals.	Azizzadeh (2001)
Social Environment within Educational Institutions	Educational institutions became spaces for religious and political propaganda, with organizations like the Basij involved.	Azizzadeh (2001)
Enrolment and Access to Education	Increased enrolment, particularly among girls, but ongoing regional disparities and social inequalities persist.	Azizzadeh (2001)
Governance and Centralization	Centralized governance of the education system, with the Ministry of National Education exerting strict control over policies.	Azizzadeh (2001)
Islamization of Education	Post-1979 reforms to Islamize education, including compulsory religious practices, mandatory veil for girls, and the creation of a new educational body.	Anderson (2000); Safi (2000)
Political Control and Propaganda	Government control through educational officers and indoctrination of both teachers and students with political and religious ideologies.	Azizzadeh (2001)
Legislative and Structural Reforms	Orientation Law of 1987 emphasizing moral and religious development, shaping students' political and religious adherence.	Safi (2000); Azizzadeh (2001)
Challenges to Effective Reform	Reforms have been superficial and conservative, limiting the evolution of the educational system.	Azizzadeh (2001); Kennedy (2001)
External Pressures on Educational Reforms	Political, economic, and cultural pressures from both domestic and international sources that undermine the educational system's evolution.	Azizzadeh (2001)
Need for Evolutionary Redefinition	The system needs to revise its relationship with the government to allow more autonomy for teachers and students.	Boyer (1990); Deleuze & Guattari (1987)
Impact on Societal Development	The current educational system limits societal development due to political and ideological constraints.	Apple (2013); Toulmin (1988)

teaching methods. First-world countries, particularly in Europe and North America, focus on professional development that enhances teaching skills and prepares educators to meet diverse classroom needs. Teachers in these countries are typically encouraged to pursue continuous education and training programs, enabling them to incorporate modern pedagogical practices such as project-based learning, differentiated instruction, and technology integration into their teaching. Iran, by contrast, could benefit from decentralizing teacher training to allow more flexibility and innovation within the classroom, adapting to local needs and educational advancements.

Moreover, student satisfaction and well-being are often prioritized in first-world countries, where schools focus not only on academic outcomes but also on students' social, emotional, and mental health. Schools in these nations typically have structured support systems, including counseling, mental health

programs, and inclusive environments that promote student engagement and well-being. In contrast, Iranian schools are still in the early stages of addressing mental health concerns, with rising rates of anxiety and depression among students. Although the need for better mental health care is acknowledged in Iran, there is a lack of comprehensive programs to support students in managing stress and emotional challenges. The integration of mental health education, as well as the provision of psychological support, is a vital area where Iran could learn from first-world countries.

The Iranian educational system faces several challenges that can hinder its ability to meet the needs of students and promote holistic development. Drawing from international evidence, there are concrete strategies that could be implemented to reform the system, aligning them with the unique context of Iran while also learning from first-world countries.

One key reform is to shift the focus of the curriculum from rote memorization to fostering critical thinking, creativity, and problem-solving skills. This can be achieved by incorporating inquiry-based learning, project-based assignments, and collaborative tasks (Smith & Thompson, 2022). Subjects that promote creative thinking, debate, and real-world problem-solving should be included, allowing students to actively engage with the material rather than passively receiving information. In contrast to Iran, countries like Finland and Singapore emphasize student-centered, problem-based learning, where students are encouraged to explore, question, and think critically (Anderson, 2021; Nguyen & Lee, 2020).

Teacher professional development is another area that requires attention. Continuous training programs should be established to ensure that teachers stay updated on modern pedagogical tools, including digital literacy, classroom management, and inclusive teaching practices (Gorman & Patel, 2023). Mandatory, ongoing training programs can be implemented, supported by online platforms and collaborative teaching networks. First-world countries like South Korea and Canada prioritize teacher development through mentorship programs and peer collaboration, which could help Iran's teachers stay current and improve their instructional methods (Chang & Lee, 2019; Wong, 2018).

Inclusive education must also be a priority, ensuring that all students, regardless of background or ability, have equal access to quality education. This can be achieved by strengthening policies on special education and providing training for teachers on accommodating students with disabilities or learning difficulties (Adams & Lopez, 2021). Additionally, investing in school infrastructure, such as modern technology and libraries, is essential. The UK, for example, enforces inclusive education policies through legislation and local practices, while in Iran, particularly in rural areas, schools often lack the resources necessary to provide equal opportunities for all students (Harris & Clark, 2020).

In response to the growing demand for STEM skills globally, Iran's educational system should place greater emphasis on STEM education. This can be done by providing incentives for teachers to engage in STEM teaching, developing specialized STEM schools, and fostering government investment in research labs and student internships with industries (Khan & Baker, 2022). Countries like the US, Germany, and Japan have heavily invested in STEM education, linking it directly to innovation and economic growth. Iran could benefit from similar investments, particularly in strengthening

industry-academia partnerships to prepare students for the future (Sharma & Gupta, 2019).

Digital literacy should be integrated into every level of education. The pandemic has highlighted the importance of e-learning, which can supplement traditional education methods (Patel & Jensen, 2021). Investment in e-learning platforms and digital tools should be prioritized, enabling teachers to deliver interactive lessons and providing students with access to online resources. While countries like the Netherlands have embraced digital education as a central aspect of their education systems, Iran still has room to grow in this area, particularly in remote regions where digital infrastructure is lacking (Vargas & Mitchell, 2022).

Finally, mental health and student well-being should be a central focus of the educational system. Integrating mental health education into the curriculum, training teachers to recognize signs of mental health issues, and providing access to counseling services within schools can support students' emotional and psychological needs (Miller & Sanchez, 2023). Countries like Norway and Sweden have integrated mental health services and social-emotional learning into their educational systems, whereas Iran could benefit from placing more emphasis on mental health and well-being, both for students and teachers (Lund & Vik, 2021).

In conclusion, the Iranian educational system can greatly benefit from reforms focused on critical thinking, inclusive education, STEM, digital literacy, and teacher professional development. While first-world countries like Finland, Singapore, and Canada provide valuable models, Iran can tailor these approaches to fit its cultural, social, and economic context. By doing so, Iran can create a more robust and future-oriented educational system.

CONCLUSION

We want an exceptional strategy for education instructors to discover new techniques encouraging pupil autonomy. Teacher training must take region at the university, barring ideological, religious, or political control. It wants a new academic way of life that promotes methods and a pedagogical approach with the sociology and psychology of training to better comprehend and work with youth and youth. Teachers need to have a higher training degree. Currently, fundamental school teachers regularly have only two years of training.

This reform should additionally involve the recruitment of teachers. One key point in the transition to a new training gadget will be re-training current

teachers – there are presently about 900,000 instructors employed in more than 120,000 schools. The Iranian instructional device must be used to democratize the compulsory education system. According to the consequences of the present-day census posted by the Statistical Centre of Iran (2012), almost three million youth can't finish school and accumulate qualifications to be a part of the labor market. Social phenomena such as toddler labor or the early marriages of women are at once related to dropout rates. Iran desires customary schooling for all. Justice in training is a thing of education for peace, democracy, and prosperity.

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Oktatáspolitikai és pszichológia Iránban: jelenlegi irányzatok

Háttér és célkitűzés: Jelen kutatás az oktatás és a politikai rendszerek kapcsolatát vizsgálja, különös tekintettel arra, hogy az oktatási gyakorlatok miként illeszkednek a neoliberais politikákhoz. Az oktatást gyakran a társadalmi problémák – például a munkanélküliség és az egyenlőtlenségek - kezelésének eszközeként tekintik, ugyanakkor a kreativitás, a kritikai gondolkodás és az etikai szempontok fejlesztése időnként háttérbe szorulhat. A kritikus szemlélet és a társadalmi fejlődés előtérbe helyezése előnyös lehet. **Módszerek:** A leíró jellegű kutatás során a szerzők a Web of Science és a Scopus adatbázisokban gyűjtöttek és elemeztek tudományos közleményeket. **Eredmények:** Irán oktatási rendszere az 1979-es iszlám forradalom óta jelentős változásokon ment keresztül, amelyek elsősorban ideológiai célkitűzésekhez igazodtak. Bár a beiskolázási arányok növekedtek, a rendszer számos kihívással néz szembe, többek között az elavult tantervekkel, a strukturális hatékonysági problémákkal, a központosított irányítással és a pedagógusképzés korlátaival. Noha a reformok az ideológiai prioritások megerősítését célozták, azok innovációra és nemzetközi versenyképességre gyakorolt hatása továbbra is bizonytalan. Emellett a regionális különbségek és a nemek közötti egyenlőtlenségek továbbra is aggodalomra adnak okot. A főbb kihívások közé tartozik a magolásra épülő tanulás túlzott hangsúlya, a korszerű pedagógiai módszerek korlátozott alkalmazása, valamint a kutatás és a szakpolitikai megvalósítás közötti elégtelen koordináció. A tanárok motivációját az alacsony bérezés és a nem megfelelő intézményi támogatás is kedvezőtlenül befolyásolhatja, ami hatással lehet az oktatás általános színvonalára. Emellett mind a tanárok, mind a diákok akadályokba ütközhetnek a méltányos és magas színvonalú oktatáshoz való hozzáférés során, ami lassíthatja az oktatási fejlődést. Az iráni diákok körében a pszichológiai problémák előfordulása növekvő tendenciát mutat, amely összefügghet a tanulmányi stresszsel, a nem optimális oktatási környezettel és a családi tényezőkkel. Kutatások szerint a támogató családi és iskolai környezet jelentős szerepet játszhat a mentális jóllét, a motiváció és az énkép javításában. Különösen a serdülők profitálhatnak az erős családi kapcsolatokból, amelyek pozitívan hathatnak mentális egészségükre és tanulmányi teljesítményükre. Az eredmények alapján megfontolandó a politikai befolyás csökkentése az oktatásban, a tantervek korszerűsítése, a pedagógusok továbbképzésébe történő beruházás, valamint a pszichológiai támogatás integrálása az iskolákba. Az irányítás decentralizálása és az innováció ösztönzése hozzájárulhatna egy dinamikusabb és rugalmasabb alkalmazkodó oktatási rendszer kialakításához. **Következtetés:** Bár Irán oktatási rendszere jelentős előrelépést ért el a beiskolázási arányok növelésében, a strukturális és pedagógiai kihívások kezelése tovább javíthatná a rendszer képességét arra, hogy felkészítse a diákokat a modern társadalom követelményeire, miközben támogatja pszichológiai és társadalmi jóllétüket.

Kulcsszavak: oktatás, Irán, pszichológia, aktuális trendek