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Designing a Family Management Curriculum Model for Students

ABSTRACT

The manner in which families are managed today constitutes a substantial component of their identity and contributes to their economic vitality, growth, and development. The education system of every country, in preparing each generation for successful engagement with the future, must appropriately identify and select diverse educational and developmental domains. Therefore, the primary objective of this study was to identify the factors influencing the family management curriculum for students. The present research adopted a qualitative approach and employed the seven-step meta-synthesis method proposed by Sandelowski and Barroso (2007). The study was conducted through a comprehensive review of all sources related to smart governance and its essential associated factors, including 460 articles, books, and dissertations retrieved from reputable national and international scientific databases, published within the Solar Hijri years 1380–1404 and the Gregorian years 2000–2025. Subsequently, based on relevance to the research topic, the initial sources were screened, and 40 sources were selected for coding of the extracted concepts. Overall, based on the findings of the systematic review using a meta-synthesis approach, the model comprised three dimensions (objectives, content, and evaluation), 12 main categories, and 70 subcategories. Each dimension encompassed principal categories as follows: objectives (social, economic, simplicity, skill-based, ethics and commitment, communicative, emotional, and cognitive); content (organization and selection); and evaluation (continuity of assessment and performance measurement). To assess reliability and ensure quality control, Cohen's kappa coefficient was applied, and the calculated kappa index for the family management curriculum factors indicated an excellent level of agreement.

Keywords: Curriculum, Family Management, Meta-Synthesis.

Introduction

The family has long been recognized as the primary social institution responsible for the transmission of values, norms, economic behaviors, and social competencies across generations. In contemporary societies, rapid social change, economic complexity, and cultural pluralism have significantly transformed family structures and functions, thereby increasing the need for systematic education in family management within formal schooling. Curriculum systems are therefore expected not only to transmit disciplinary knowledge but also to prepare students for responsible participation in family and social life. Curriculum management, when aligned with moral, religious, and social objectives, can play a central role in shaping students'

competencies in knowledge, values, and ethical conduct (1). From this perspective, the integration of family management concepts into the secondary school curriculum is not merely an educational innovation but a developmental necessity.

Recent scholarship emphasizes that curriculum planning must be responsive to social realities and grounded in coherent educational models. In the context of family management, designing structured and culturally sensitive curriculum frameworks has been highlighted as a strategic priority (2). Furthermore, hidden curriculum elements within school environments significantly influence students' acquisition of life skills, ethical dispositions, and professional attitudes, including those relevant to family life (3). Thus, both explicit and implicit curricular dimensions must be considered when conceptualizing a comprehensive family management curriculum.

Family-centered curriculum approaches also confront practical and conceptual challenges. Studies have identified issues such as insufficient parental awareness, weak home–school coordination, and fragmented implementation strategies as major obstacles to effective family-oriented education (4). Conversely, structured family education programs have demonstrated the potential to strengthen parental roles and enhance character-based parenting practices (5). The interplay between curriculum, family, and school environments further shapes students' character development, particularly when moderated by soft skills such as communication, empathy, and problem-solving (6). These findings suggest that a well-designed family management curriculum must operate within a systemic framework that integrates school, family, and community dimensions.

Effective curriculum management is essential for translating conceptual models into practice. Comprehensive planning, organization, implementation, supervision, and evaluation processes are central to improving learning quality and academic outcomes (7). Within spiritual and value-oriented curriculum frameworks, the family occupies a foundational position, serving as both a source and beneficiary of moral education (8). Empirical evidence from family skills training programs further indicates that structured curricular interventions can enhance professional competencies and relational skills (9). Moreover, quality management principles in curriculum implementation underscore the importance of needs assessment, systematic execution, continuous monitoring, and corrective feedback (10).

In addition to structural considerations, the content and pedagogical strategies of family management education warrant careful attention. Educational interventions targeting parental behavioral management have demonstrated positive effects on children's academic performance and clinical outcomes (11). Textbook analyses reveal that family management content can foster social well-being dimensions such as integration, participation, and social flourishing (12). Interventions promoting engagement and developmental outcomes among vulnerable children highlight the importance of inclusive and equity-oriented approaches (13). Life skills education has been shown to correlate positively with well-being and life satisfaction, further reinforcing the necessity of integrating such competencies into curricula (14, 15). Entrepreneurship education and life-skills development within Islamic educational contexts likewise contribute to holistic student growth (16).

Curriculum models focusing on family economic management emphasize structured objectives, appropriate content selection, and coherent evaluation mechanisms (17). Perceptions of life skills education among adolescents, teachers, and parents reveal the multidimensional nature of such competencies, encompassing cognitive, emotional, and social domains (18). Program evaluation studies further demonstrate that competency-based educational programs must incorporate measurable indicators aligned with broader institutional goals (19). Critical thinking-based curricula in secondary education also contribute to students' analytical and reflective capacities, which are essential for responsible family decision-making (20). Tyler-based curriculum models continue to provide foundational guidance for aligning objectives, content, methods, and evaluation (21).

Within elementary and secondary education, clarifying the objectives of family education curricula remains a key concern (22). Religious and ethical foundations of family management have been explored through Qur'anic and Hadith perspectives, emphasizing moral responsibility and value internalization (23). Philosophical thinking components embedded in family

management textbooks further enrich students' reasoning and conceptual capacities (24). Competency-based curriculum validation studies highlight the importance of clearly articulated learning outcomes and assessment standards (25). The role of family and school management in talent development underscores the collaborative dimension of educational planning (26).

Economic education represents another crucial dimension of family management curricula. Pathological analyses of lifestyle curricula reveal gaps in alignment between intended and implemented content (27). Life skills contribute significantly to students' personal and social competencies (28). Economic literacy components within textbooks shape students' understanding of work, entrepreneurship, and responsible financial behavior (29). Comparative analyses of economic education integration across countries offer valuable insights for contextual adaptation (30). Primary curriculum analyses further emphasize skill-building, productivity, and social development as central themes (31, 32).

Curriculum model design and validation studies in secondary education stress the importance of coherence with national policy documents and educational frameworks (33). The religious foundations of economic curriculum models within resistance economy paradigms highlight culturally grounded educational design (34). Ethical orientation within curriculum content reinforces the moral dimension of family education (35). Foundational works on curriculum content theory provide conceptual underpinnings for systematic content selection and organization (36). The global role of economics curricula in formal education systems underscores the universal relevance of financial literacy and economic responsibility (37). Evaluations of family management fields within curricula demonstrate both strengths and areas for improvement in program design (38). Early research on students' perceptions of family-related educational content highlights the enduring importance of addressing family issues within textbooks and school programs (39).

Collectively, the reviewed literature demonstrates that family management education is inherently multidimensional, encompassing cognitive, affective, ethical, economic, social, and managerial components. Despite the breadth of existing research, there remains a need for a synthesized and systematically derived model that integrates these dispersed findings into a coherent curricular framework suitable for secondary education contexts. Therefore, the aim of the present study is to identify and synthesize the dimensions and components of a family management curriculum model for secondary school students based on a systematic meta-synthesis of existing scholarly literature.

Methods and Materials

In this study, due to the absence of a clear and precise explanation regarding the factors influencing the family management curriculum for students in prior literature, the meta-synthesis method was employed. This research was conducted to answer the question: "What are the factors influencing the family management curriculum for students?" All articles related to curriculum and family management were collected. The stages of the meta-synthesis approach are schematically illustrated in Figure 1.



Figure 1. The overall process of meta-synthesis based on the model of Sandelowski and Barroso (2007).

Findings and Results

In this study, the meta-synthesis method was first employed to identify the dimensions, components, and indicators of the family management curriculum. In this regard, the seven-step method proposed by Sandelowski and Barroso (2007) was utilized. Each stage is described below.

Step One: Formulating the Research Question

At this stage, the questions of what, who, when, and how must be addressed. These questions refer to the procedure used to conduct the study. In the meta-synthesis method, the texts of previous studies are used as research data (Ghaffari Ashtiani & Ghas Abadi Farahani, 2024). In the present study, document analysis was employed. In this method, secondary data are analyzed. Based on specific criteria, the researcher includes certain articles in the meta-synthesis process and excludes others. Table 1 presents a summary of the main research question along with its components.

Table 1. Definition of the Main Research Question

Components	Question Formulation
What? (Phenomenon under study)	Identification of the dimensions, components, and indicators of the family management curriculum
Who? (Databases examined)	Several reputable databases were reviewed
When? (Time limitation)	English articles from 2000 to 2025; Persian articles from 2001 to 2025
How? (Method of data collection)	Document analysis

Step Two: Systematic Review of the Literature

In this study, the time span of 2000 to 2025 was considered for English-language articles and 2001 to 2025 for Persian-language articles. International databases included ScienceDirect and Emerald, and Iranian databases included Noormags, Magiran, and the Comprehensive Portal of Humanities. A total of 460 studies were identified for initial review. As previously noted, no comprehensive study employing meta-synthesis to examine these dimensions and propose an appropriate model for the family management curriculum has been identified in prior research. The keywords used in the present study are presented in Table 2.

Table 2. Research Keywords

Persian	English
برنامه‌ریزی درسی	Curriculum
مدیریت خانواده	Family management
برنامه‌ریزی درسی + دوره متوسطه	Curriculum planning + secondary course
برنامه‌ریزی درسی + مدیریت خانواده	Curriculum planning + family management

Step Three: Searching for and Selecting Appropriate Studies

To select suitable sources for this study, the keywords “curriculum” and “family management” were initially searched in the databases; however, since these terms were broad, numerous unrelated topics were retrieved. Therefore, the search terms were refined step by step until the complementary keyword “family management curriculum” and its English equivalent were ultimately applied. In addition, specific criteria were established for selecting relevant articles, as summarized in Table 3.

Table 3. Inclusion and Exclusion Criteria for Studies

Criterion	Inclusion	Exclusion
Population	All studies	—
Phenomenon of interest	Curriculum and family management	Articles unrelated to curriculum and family management
Context	No restriction	No restriction
Publication date	English articles from 2000 to 2025; Persian articles from 2001 to 2025	English articles prior to 2000; Persian articles prior to 2001
Language	English and Persian	Languages other than English and Persian
Type of study	Research articles and review-promotional scientific articles	Specialized scientific articles, conference papers, books, and notes
Accessibility	Articles with abstract and full text available	Articles without abstract or full text

At this stage, the articles were reviewed multiple times, and at each phase, those deemed inappropriate or inconsistent with the research topic were excluded from the process. The review was conducted by examining several parameters, including the title, abstract, content, and full text of the articles. First, article titles were examined, and those not aligned with the research objective and question were removed. Next, the abstracts of the remaining articles were reviewed, and additional unrelated articles were excluded. Finally, the remaining articles were evaluated based on their content or full text, and those lacking relevance were eliminated, resulting in the final selection of articles. These articles proceeded to the next stage of the meta-synthesis, where their methodological quality was assessed and analyzed. A summary of the article screening process is presented in Figure 2.

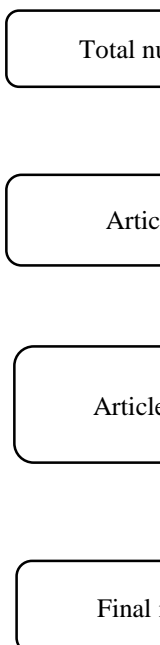


Figure 2. Summary of the article screening process

Quality Appraisal of Articles

Assessing the quality of studies is crucial to prevent the inclusion of weak evidence and, ultimately, to achieve robust findings. In this study, to determine the rigor and credibility of the final articles selected after full-text review, the Critical Appraisal Skills Programme (CASP) tool was used. Within the CASP framework, multiple checklists are provided depending on the type of study under review. Given the diversity of study designs included in this review, the researcher sought to operationalize the CASP appraisal into three core domains—(1) validity of the results, (2) nature of the results, and (3) applicability of the results to the target field—by selecting the following ten criteria. Accordingly, the reviewed articles were appraised based on: (1) clear statement of research aims, (2) appropriate methodological selection, (3) clear description of the research design, (4) appropriateness of the sampling method, (5) appropriateness of the data collection method, (6) rigor and absence of bias in study implementation, (7) ethical considerations, (8) accuracy of analysis, (9) clear reporting of findings, and (10) overall value of the research. Each study received one point for meeting each criterion: a score of 1 indicated that the criterion was fully met; a score of 0 indicated that the criterion was not met; and “not scored” was used when the criterion could not be judged by the researcher. Based on this procedure, each study was categorized into one of three quality levels: high, moderate, or low. Studies meeting 8–10 criteria were classified as high quality, those meeting 5–7 criteria as moderate quality, and those meeting 4 or fewer criteria as low quality (Nellwati et al., 2018). Ultimately, studies with moderate-to-high quality were retained for inclusion.

Step Four: Data Extraction from Studies

At this stage, data and relevant information must be extracted from the articles. This step is comparable to the first stage of grounded theory (open coding). The codes were extracted based on the criteria specified in Step One. Through a systematic and rigorous review of the articles, together with repeated consideration of the research question, the researcher derived the codes presented in the tables below.

Table 4. Identification of Factors Influencing Curriculum Planning and Family Management Based on the Final Articles

No.	Study	Title	Method	Key findings (summary)
1	Mirsafian et al., 2025	Developing a model for managing the hidden curriculum in secondary-school physical education classes	Qualitative	Learning opportunities: life skills; moral-cultural; professional-specialized. Challenges: individual/family; role modeling; social class gap; social threats. Strategies: empowering families; empowering PE teachers; optimal classroom management; PE teacher as role model; PE teacher communication role; designing effective educational opportunities.
2	Sadra et al., 2025	Designing an educational-training model based on family skills in the upper-secondary curriculum	Qualitative	Components of teaching family economics: family education; individual factors; societal economic approach; social factors; suitable instructional content; supportive learning environment; life skills; teaching economic concepts.
3	Gholami et al., 2025	Explaining challenges of a family-centered curriculum and proposing solutions	Qualitative	Challenges: unaware parental interference; increased educational/social system problems; widening home-school disconnection (11 subcategories). Solutions: design, implementation, evaluation (9 subcategories).
4	Raeisoleslamzadeh et al., 2022	Explaining the position of the family in a spiritual curriculum	Mixed methods	Key components: faith/trust in God; seeking intercession; encouraging honesty; respectful parent-parent and parent-others relations; compassion, gratitude, and responsibility.
5	Taheri-Teybi et al., 2021	Validation of the developed curriculum model for family economic management	Quantitative	Core elements: family economic management; teaching-learning strategies; curriculum evaluation; objectives; content.
6	Eftekhari et al., 2022	Capacity of the Grade 12 “Family Management and Lifestyle” textbook for girls based on Keyes’ social well-being components	Qualitative	Social well-being components: integration; coherence/solidarity; acceptance; participation; flourishing.
7	Eftekhari et al., 2021	Philosophical thinking components in the Grade 12 “Family Management	Mixed qualitative-quantitative	Philosophical thinking domains: reasoning; judgment; concept formation.

		and Lifestyle” textbook (upper secondary)		
8	Mehnam et al., 2021	Curriculum content grounded in critical thinking in lower secondary education	Qualitative	Content features: question-provoking/problem-based; appropriate structure; multidimensional learning; alignment with real life; learner-centeredness.
9	Abdam et al., 2021	Validation of a general-competency-based curriculum for theoretical upper secondary	Quantitative	Curriculum elements: objectives; content; method; evaluation.
10	Goudarzi et al., 2021	Social-education curriculum elements in upper secondary based on Tyler’s model: features and requirements	Qualitative	Objectives: cognitive, affective, psychomotor. Content: selection, organization. Methods: selection and approaches. Evaluation: principles and methods.
11	Gharanjik et al., 2021	Explaining objectives of the family education curriculum in primary schools	Qualitative	Main categories: media literacy; life etiquette/living skills; family participation/parenting role; developmental stages; foundations of education; implications for better planning/implementation.
12	Sarabi & Ahmadi, 2019	Pathology of the “Thinking and Lifestyle” curriculum in lower secondary	Mixed qualitative–quantitative	Teachers: learning activities, materials, evaluation, grouping, instructional time. Students: learning activities, evaluation, materials, time, educational space.
13	Yazdani et al., 2018	Designing and validating a lower-secondary curriculum model emphasizing upstream policy documents	Mixed qualitative–quantitative	Tyler-based coding: objectives (cognitive/affective/psychomotor), content (selection/organization), methods, evaluation; features include value analysis, identity, legality, participation, respect, tolerance; inquiry/dialogue/role-play; continuous evaluation and performance assessment.
14	Aghamohammadi & Khorsandi, 2015	Attention to the ethical-family position in the curriculum	Quantitative	Components of ethically oriented family: educational; instructional; emotional; legal; duty-based; managerial.
15	Nourian, 2011	Effectiveness of the family management major within curricula	Qualitative	Focus on how objectives, content, and exercises are designed and developed.
16	Nasr Esfahani et al., 2006	High school students’ views on the role of parents, schools, and textbooks in addressing family issues	Quantitative	Training in coping with family problems; patience; effective communication; foundations of family life; family values; role of mother; useful books; sanctity of family; self-confidence; child-rearing; simplicity; avoiding unrealistic expectations.
17	Fazlali-Zadeh Soufi et al., 2019	Analysis of primary curriculum from the perspective of economic education: challenges and barriers	Qualitative	Economic education themes: culture/attitudes; productivity; meritocracy; income/cost management; growth. Content selection principles: interest, usefulness, validity, importance, learnability. Core components: skill-building; economic indicators; social development; simplicity; outcomes include entrepreneurship, systems thinking, quality of life, saving/consumption reform.
18	Adak et al., 2019	Content analysis of primary social studies textbook based on economic education	Qualitative	Cognitive: scarcity/choice, decision-making, money, saving, income, production, consumption, market/price, budgeting, trade, etc. Affective: value of work, cooperation, perseverance, tax, justice, avoiding luxury/corruption. Skills: economic activities, decision-making, productive work, resource protection.
19	Yousefi & Rahimi, 2019	Family economic management	—	Income management through lawful earnings; cost management through a sound consumption pattern.
20	Peyghami & Tourani, 2011	The role of the economics curriculum in formal and general education worldwide	Review	Financial literacy; economic responsibility; money preservation; capital attraction.
21	Salameh, 2025	Curriculum management for shaping students’ competencies in knowledge and religious–moral values	Qualitative	Requires systematic approach, stakeholder participation, supportive environment linking knowledge, belief, and ethical practice; purposeful curriculum management fosters responsible, ethically grounded learners.
22	Khoury et al., 2025	Implementing a family education curriculum to strengthen parenting roles in personality-based parenting	Qualitative	Structured curriculum (developmental psychology, effective communication, moral internalization, home–school coordination) increased parents’ awareness, attitudes, and parenting skills, strengthening their active role.
23	Fetrieh, 2024	Effects of the Islamic curriculum, family, and school on student personality: moderating role of soft skills	Quantitative	Soft skills (communication, empathy, problem-solving, flexibility) moderate links between Islamic curriculum and personality outcomes; higher soft skills facilitate internalization into stable traits/behaviors.
24	Model et al., 2023	Evaluating the effect of a rubric-based	Quantitative	Focused curriculum elements: objectives, content, evaluation.

		curriculum intervention on osteopathy students' communication skills		
25	Nellwati et al., 2023	Curriculum management in improving learning quality and academic achievement	Qualitative	Effective curriculum management (planning, organizing, implementation, supervision, evaluation) improves learning environments and educational outcomes.
26	Nouha & Mousifa, 2022	Implementing a quality management curriculum in Arabic language learning	Qualitative	Needs-based design with measurable objectives; systematic implementation with active methods and appropriate resources; continuous monitoring/evaluation; corrective actions based on feedback.
27	Park et al., 2022	Family-centered care training for family medicine residents: evaluation of a family skills curriculum	Quantitative	Training strengthened attitudes and improved measurable practical skills; behaviors not yet consistently observed in clinical visits.
28	Igbokwe et al., 2020	A perspective on family life and the educational curriculum in Nigerian junior secondary schools	Quantitative	Skills: social, economic, mental; curriculum elements: objectives, content, evaluation.
29	Dinanat et al., 2019	Purposeful family socialization and financial socialization, subjective financial knowledge, and students' financial behavior	—	Subjective financial knowledge: entrepreneurship, job creation, occupational transformation. Financial behavior: saving, wealth development, economic responsibility, economic activity.
30	Mirarab et al., 2019	Economic literacy components in Grade 11 textbooks	Quantitative	Work, economy/livelihood, unemployment, entrepreneurship, wastefulness, occupational transformation; objectives: trade, lawful earnings, preserving/developing wealth, entrepreneurship.
31	Gray et al., 2015	A revised framework for family and self-management	Quantitative	Entrepreneurship, employment, consumption management, lawful earnings, money preservation, wealth development.
32	Booth & Dunn, 2013	Family-school links: how do they affect educational outcomes?	Quantitative	Parental involvement; socio-cultural stratification; economic management.
33	Wang et al., 2011	Trajectories of family management practices and early adolescent behavioral outcomes	Quantitative	Behavioral outcomes; family structure; parental monitoring/awareness.
34	Epstein, 2010	School and family connections: theory, research, and implications	Quantitative	Effects of social, economic, cultural, and religious factors; integration of family-school-community perspectives.
35	Knafl et al., 2012	Ongoing development of the Family Management Style Framework	Quantitative	Family structure; responsibility; commitment; parental awareness.
36	Hossler & Stage, 2002	Effects of family and high school experiences on postsecondary educational plans	Quantitative	Impacts across emotional, cognitive, social, and economic domains.
37	Knafl et al., 2008	Interplay of concepts, data, and methods in developing the Family Management Style Framework	Quantitative	Economic concepts (money, saving, income, budgeting, trade); skills (economic decision-making, productive work, resource use/protection).
38	Knafl et al., 2011	Psychometric properties of a family management measure	Quantitative	Six scales: child's daily life; ability to manage conditions; management effort; family life difficulty; parental mutuality; view of condition impact.
39	Hernkohl et al., 2006	Developmental pathways of family management and risk for violent behavior	Review	Violence control; stable relationships.
40	Cooper, 2003	Family life curriculum for high school	Review	Cognitive: scarcity/choice, decision-making, money, saving, income, responsibility, paying taxes, saving encouragement; skills: economic decision-making and productive activities.

Step Five: Analysis and Synthesis of Qualitative Findings

At this stage, three coding procedures were conducted: open coding (coding and tabulation of data), axial coding (re-identification of concepts and examination of relationships among them), and selective coding (conceptual analysis). In open coding, the Glaser approach was employed; initially, all key factors extracted from the articles were considered as codes, and subsequently, through comparison of conceptual similarities, categorization was performed based on shared characteristics.

Since content analysis is used in qualitative research to interpret and analyze textual data, this method was applied in the present study to analyze, synthesize, and interpret the extracted information. Finally, in selective coding, the data were reorganized in a novel configuration, and the proposed model was developed.

Table 5. Data Synthesis

No.	Dimension	Main Category	Subconcepts
1	Objectives	Cognitive	Ability to analyze values; familiarizing learners with their social position; competencies; attention to individual differences; awareness of social values; importance of rule of law; acceptance of Islamic and national identity.
		Affective	Ability to create and strengthen interest in virtue-oriented competencies; active participation; respectfulness; reasoning in solving social problems; tolerance of others' opinions.
		Communicative	Development of skills in analyzing social issues; problem-solving; communication skills.
		Ethics and Commitment	Training in coping with family problems; patience and perseverance; effective communication; foundations of family life; recognition of family values; emphasis on the maternal role; introduction of useful family-life literature; sanctity of the family; self-confidence; child-rearing practices; simplicity; avoidance of unrealistic expectations.
		Skill-Based	Practical engagement in economic activities and responsibilities; economic decision-making ability; productive work skills; resource utilization and conservation.
		Simplicity	Reform of consumption patterns; saving; contentment; charity; poverty awareness.
		Economic	Culture and attitudes; productivity; meritocracy; increased production through collective effort; income growth; cost management; societal will and attitudes; economic growth and productivity enhancement.
		Social	Improved quality of life; increased life expectancy; positive identity formation; recognition of societal economic issues; participation; environmental awareness; cultural change; development of competent human capital; knowledge orientation.
2	Content	Selection	Understanding the importance of the family's role; internalization of values; critique of subcultures; interpretation of shared social terminology; horizontal, vertical, and integrated organization of content; inquiry-based methods; reasoning and reflection; dialogue; digital/media-based learning; role-playing.
		Organization	Program management; timely decision-making.
3	Evaluation	Continuity of Assessment	Organization of skill-based competitions; economic tests; diverse school-based performance activities.
		Performance Measurement	Examinations.

Step Six: Quality Control

The designed model comprised three dimensions, 12 main categories, and 70 subcategories. After completing the meta-synthesis methodology, the proposed model was presented in focus group sessions with five curriculum planning experts. During these sessions, both levels of the model were thoroughly reviewed, and no modifications were made. No new dimensions or components were added or removed. The validity of the model was established through content validity in two ways. First, the incorporation of elements and factors derived from previously proposed models enhanced its conceptual robustness. Second, the presentation and evaluation of the model in expert focus group sessions—with no subsequent revisions—indicated its validity. Furthermore, during model development, criteria from previous models were treated as codes, and through semantic comparison and integration, broader conceptual categories were formed. To assess reliability, Cohen's kappa coefficient was calculated. An independent curriculum expert, unaware of the original coding integration, categorized the codes into conceptual groupings. The researcher's classifications were then compared with those of the independent expert. Based on the number of shared and differing concepts, the kappa coefficient was calculated. Both the researcher and the expert generated four concepts, all of which were identical. The calculated kappa coefficient was 0.684, which, according to standard interpretation guidelines, indicates a substantial level of agreement.

Table 6. Cohen's Kappa Coefficient Calculation

	Researcher: Yes	Researcher: No	Total
Expert: Yes	A = 4	B = 0	4
Expert: No	C = 0	D = 0	0
Total	4	0	4

Cohen's kappa was calculated as 0.684, indicating substantial agreement.

Step Seven: Presentation of Findings

Thirty-seven selected articles were carefully reviewed over a two-month period. Information relevant to the primary objective—identifying the dimensions of curriculum planning in family management—was extracted. Following expert review (five university professors in curriculum planning), the synthesized findings were classified into three dimensions, 12 categories, and 70 subcategories, as illustrated in Figure 3.

Figure 3. Model of Curriculum Planning and Family Management Dimensions

Figure 3 presents the results of the systematic review of scholarly literature concerning curriculum planning and family management in upper secondary education. The identified curriculum dimensions include objectives, content, and evaluation.

Accordingly, this study provided a structured framework in which findings from diverse studies were integrated and presented in a phased model. The claims across the 37 reviewed studies were largely aligned and non-contradictory; indeed, they were complementary and mutually reinforcing. Consequently, it was deemed appropriate to consolidate the key dimensions referenced across the literature into a comprehensive model representing the core dimensions of curriculum planning and family management.

Discussion and Conclusion

The present study aimed to identify and synthesize the dimensions and components of a family management curriculum model for secondary school students through a systematic meta-synthesis of prior research. The findings led to the identification of three overarching dimensions—objectives, content, and evaluation—encompassing 12 main categories and 70 subcategories. These dimensions are consistent with foundational curriculum theory, particularly models that emphasize alignment among aims, content organization, instructional methods, and assessment (21, 33). The coherence observed across the reviewed studies indicates that family management education is not a fragmented or peripheral domain, but rather a structured and theoretically grounded field that can be systematically embedded within secondary curricula.

With regard to the objectives dimension, the results revealed cognitive, affective, communicative, ethical-commitment, skill-based, simplicity-oriented, economic, and social categories. The cognitive objectives—including value analysis, awareness of social position, and understanding rule-based order—are aligned with competency-based curriculum frameworks that stress measurable learning outcomes and conceptual clarity (25). Similarly, affective objectives such as strengthening virtue-oriented dispositions and fostering respect resonate with the spiritual curriculum perspective that situates the family as a moral anchor in educational processes (8). The emphasis on ethical commitment also corresponds with research highlighting the religious and moral foundations of optimal curriculum design (23, 34). These convergences suggest that the objectives identified in the present model are not only empirically derived but also theoretically substantiated.

The communicative and skill-based objectives identified in the model, including problem-solving and interpersonal competencies, are strongly supported by life-skills research. Studies demonstrate that life skills education enhances adolescents' personal and social competencies and contributes to well-being and life satisfaction (14, 15, 28). Moreover, perceptions of life skills education among students, teachers, and parents confirm the multidimensional importance of such competencies in secondary education (18). Entrepreneurship and economic responsibility components within the objectives dimension are similarly corroborated by research on economic education integration and financial literacy (30, 37). The inclusion of simplicity and responsible consumption further aligns with findings emphasizing economic ethics and resistance-based educational models (31, 34). Thus, the objective structure of the proposed model reflects both contemporary educational demands and culturally grounded priorities.

The economic and social components of the objectives dimension are also reinforced by analyses of economic literacy in textbooks and curriculum documents (29, 32). These studies demonstrate that students' understanding of work, productivity, resource management, and social participation can be effectively cultivated through structured curricular integration. Furthermore, the recognition of family–school collaboration as a factor in talent development and socialization supports the social orientation of the model (26). The identification of family-centered challenges in curriculum implementation also confirms the need for structured objectives that mitigate gaps between home and school environments (4).

In relation to the content dimension, the findings emphasized both selection and organization. Content selection criteria such as value internalization, horizontal and vertical alignment, and integration with real-life experiences reflect established curriculum design principles (36). Critical thinking-based content approaches identified in prior research support the inclusion of inquiry, reasoning, and dialogic methods in family management education (20). Philosophical thinking components embedded in family management textbooks further substantiate the importance of reasoning and concept formation in curricular content (24). Additionally, textbook analyses reveal that structured content can effectively promote social well-being and integration (12). These convergences indicate that the content dimension identified in this study is consistent with both theoretical principles and empirical evidence.

The organization of content through systematic curriculum management processes is equally supported by prior scholarship. Effective curriculum management—encompassing planning, organizing, implementation, and supervision—has been shown to enhance learning quality and academic achievement (7). Quality management approaches further highlight the necessity of needs assessment, structured implementation, and feedback-driven revision (10). The role of hidden curriculum management in shaping life skills and ethical behaviors also reinforces the importance of deliberate organization within educational environments (3). Thus, the content dimension of the proposed model reflects both pedagogical coherence and managerial feasibility.

Regarding the evaluation dimension, the findings underscored continuity of assessment and performance measurement. Competency-based validation studies emphasize that clear assessment standards and measurable indicators are essential for curriculum effectiveness (25). Program evaluation research further demonstrates that structured assessment tools can meaningfully strengthen professional and relational skills (9, 19). In addition, pathology analyses of existing curricula reveal that weaknesses in evaluation mechanisms often undermine intended learning outcomes (27). Therefore, the inclusion of continuous evaluation and performance-based assessment in the present model addresses previously identified shortcomings and enhances its practical robustness.

Importantly, the integration of family education programs into secondary schooling has been shown to strengthen parental engagement and character development (5). Behavioral management interventions and structured parental training programs have also demonstrated measurable academic and clinical benefits (11). These findings validate the systemic orientation of the present model, which situates students' learning within broader family and community contexts. Moreover, curriculum models designed around Islamic lifestyle and health perspectives confirm that structured family skills education can promote holistic development (2). Curriculum management approaches that intentionally cultivate religious values and moral competence further support this orientation (1). Collectively, these aligned findings indicate that the proposed family management curriculum model is both empirically grounded and contextually relevant.

Overall, the results of the present study demonstrate strong convergence with prior research across multiple domains, including curriculum theory, economic education, life skills development, moral education, and quality management. The absence of substantive contradictions among the reviewed studies suggests that the identified dimensions represent a coherent and integrative framework rather than an artificially imposed synthesis. By consolidating dispersed findings into a structured model, this study contributes to bridging the gap between theoretical discourse and practical curriculum design in family management education.

Despite its contributions, this study has several limitations. First, the meta-synthesis relied on published studies available within selected databases, which may have excluded relevant gray literature or unpublished research. Second, the qualitative nature of the synthesis means that interpretations are inherently influenced by the researchers' analytical judgments. Third, the proposed model has not yet been empirically tested through large-scale quantitative validation or experimental implementation. Fourth, contextual factors specific to certain cultural or educational systems may limit the generalizability of the findings to other settings.

Future research should empirically validate the proposed model using quantitative methods such as structural equation modeling to test the relationships among dimensions, categories, and student outcomes. Longitudinal intervention studies are recommended to assess the impact of implementing the model on students' life skills, economic behaviors, and family-related competencies. Comparative cross-cultural studies may also examine how family management curricula function in different sociocultural contexts. Additionally, mixed-method designs integrating student, parent, and teacher perspectives could provide a more comprehensive understanding of implementation dynamics.

In terms of practical implications, policymakers and curriculum planners should consider integrating structured family management modules into secondary education programs, ensuring alignment among objectives, content, and evaluation. Teacher training programs should incorporate professional development in family-oriented pedagogy and life-skills facilitation. Schools should establish mechanisms for sustained family engagement and collaborative home–school initiatives. Finally, assessment systems should adopt performance-based and continuous evaluation approaches to ensure that family management competencies are meaningfully developed and monitored within the educational process.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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