



## Developing the model of the neighborhood educational center school

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### Abstract

The present study seeks to determine the components and features of school as a neighborhood educational center. When paying attention to and responding to the needs and desires of students, parents and the community is the main mission of a school and in line with this goal, in addition to using the actual facilities, seeks to discover potential facilities inside and outside the school, an important thing is happening, and that is the penetration of the school in its local context. When the needs and wants of the audience are taken into account in a school and there is hope for local facilities, and utilization of spiritual, human and natural resources, the school grows and develops. Accordingly, the present study was conducted using a qualitative approach and grounded theory method on a population consisting of 24 experts in education, as well as university professors, Farhangian University, Education Research Institute and school principals. The research sample was selected using purposive and snowball sampling and data collection was done through semi-structured interviews. Three stages of open, axial and selective coding are used in data analysis and the model of Neighborhood Educational Center School is divided into six categories: causal conditions, axial phenomenon (Neighborhood Educational Center School), mediating conditions, intervening conditions, Neighborhood Educational Center school strategies and consequences. And was presented. As a result, 28 core categories and 50 subcategories were obtained. The core category of the proposed model is the neighborhood educational center school, which includes 3 core categories (the concept of the neighborhood educational center school, the main features and elements of the neighborhood educational center school and 26 sub-categories. Also, control and evaluation by participating members (review of the designed model and problem solving) and the criteria of trustability, transferability, generality, and reliability were used.

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## **Introduction**

As an open social system, the school is the heart and soul of the society and interacts with its surrounding community. School is influenced by and affects society. This important issue has been acknowledged by school principals and administrators of the education system that a relationship with the larger community, especially parents of students, is essential to improving teaching and learning. When schools seek to engage with families and the community, students perform better on social and scientific scales (Glanz, 2006). One of the pillars of parents' involvement in school, according to Epstein (2004), is coordination with the community in identifying, using and integrating community resources and services to strengthen school programs, family activities and student learning with social groups such as business, cultural and social organizations. In any country, education has an important and fundamental role in the social, political and cultural destiny of that country. The functions of the educational system include strengthening the scientific and educational power of the country, transmitting culture to the future and preserving the heritage of the past, national will, creating the right political vision, establishing social relations, and strengthening the economic foundations that the school can play an important role in achieving these goals. Thus, the flourishing of schools is one of the most sensitive and vital missions of educational institutions

(Abdollahosaini, 2016). Regarding the role of society towards the school, it can be said that all societies consider school education as one of their basic duties and have set heavy obligations in their constitutions for public access and even making it compulsory, and allocated a large percentage of the gross national product and the current and development budget of these societies. However, on the other hand, they also have expectations from the school due to this investment, that the most important demands of the society from the school can be seen in the approved and enforceable goals. In other words, the community considers the role of directing a part of school activities necessary for itself.

According to Najafi (2020), there are causes that prevent deep and dynamic interactions between school and society and have no other output but educational distance. The reasons related to school can be summarized in the centralized educational management and the undesirable quality of curriculum design and implementation, and the reasons related to society can be summarized in attitudinal, social, economic and cultural weaknesses. Effective education is possible in a process with the support and presence of the school in the community and the community in the school. A large part of the capacity of society that can help education is the capacity of the family. Parents' cooperation in the Parent-Teacher association takes place in two dimensions, internal and

external. One dimension of participation is that the school is central to the development of the local community; another dimension is that the school benefits from the cooperation of institutions of individuals and legal entities that provide complementary and ancillary opportunities for the development and excellence of valuable learning experiences (Shaban, 2014).

In most industrialized countries, educational institutions, called "community schools", have been established to educate and develop all members of society, from children to adults, which is the center of cultural, social, political and other activities. Such centers, which have been established in all areas, including cities, suburbs and especially in villages, are the place of education for children and adolescents during the day, and in the afternoon and on holidays, they are the gathering place for all people of different age groups and different strata of society that provides various services to citizens (Sabbagheyian, 2015). However, there are a limited number of these centers in some parts of Iran. Considering the characteristics of the school in the perspective of 1404 (namely the point of reliance of the government and the nation on the growth, excellence and progress of the country and the neighborhood educational center, having decision-making power and planning in operational areas within local, regional and national policies, having effective interaction with mosques and other symbols, religious

centers and local centers such as cultural centers, public libraries and having a continuous and effective relationship with religious scholars, experts and specialists, with effective links to community issues at the local, regional and national scale, social life, increasing the role of the school as one of the centers of local development, especially in the socio-cultural dimension), it is important to change the role of the school as the educational center of the neighborhood. Also, operational objective 7 is defined in the Document of fundamental change in education as "increasing the role of the school as one of the focal points of local development, especially in the cultural and social dimensions." "Neighborhood Educational Center School" has been introduced as the main center of change and transformation and has the power of decision-making and accountability (Poudine, 2018). As one of the most important and basic social institutions in any country, the school has an essential role in guiding, educating and controlling members of society and various social, economic, cultural, etc. functions, and its only purpose and work is not education. In the neighborhood educational center school, the function of the school with different dimensions and strengthening the role of the school principal is emphasized and the reduction of the distance between the school and the community is considered. School is not just a physical space, but it is located in the heart of society and affects the community

around it. To the extent that the school can play its role better, its output will be more capable people and it will better fulfill its mission of educating the citizen in accordance with the normative structures of society. Such a school brings about a secure society in which its citizens work together to advance its goals. Given that the school is the mainstay of education and can fulfill its social functions, we now want to establish a richer, more realistic and deeper link between the school and the community, and in this regard, the question raised for the researcher is how can the connection between the community and the school be deepened and enriched through the neighborhood educational center school?

### **Theoretical Foundations Neighborhood Educational Center School**

Changing the views about the school is one of the important achievements of the document of fundamental change in education, in which the role of the school has changed from an institution with a limited number of students and predetermined functions to a center for the development of the neighborhood in cultural and educational dimensions. The Neighborhood Development Center has an in-depth look at the school (Hadadi, 2016). Key elements of neighborhood schools include social support for student and family health, social interaction with families, expanding learning opportunities inside and outside the school,

and expanding student experiences that ultimately, leading to the development of collective trust and action (Harvi, 2002). The four factors of commitment to learning in school, supporting the school to participate in the community, acceptance of the school by the community and vice versa, and the school desire to establish a two-way relationship with the community has been introduced by Blank (2015) for successful participation of the neighborhood school. The role of neighborhood schools, according to McWilliams (2017), can be considered including the facilitation of building lasting relationships between people and children in the neighborhood, increasing neighbors' understanding of place and family history, knowledge management and fighting ignorance, reducing behavioral problems in the neighborhood and a democratic and inclusive institution for all of the people. The role of the school principal is crucial here in communicating with the neighboring community on the one hand, and teachers' involvement in decision-making on the other.

### **Social capital**

According to the World Bank (1998), the social capital is defined as follows: Social capital is a systematic set of informal values, norms, rules, and commitments established in a community that facilitates the relationships among members of that community and create capacity to achieve specific goals (Saidnoorani, 2014). School social networks

include two types of internal and external networks. Internal school social networks are hierarchical according to Zhang (2008). This form of social networking can be related to the individual level, the department / group level, and the organizational level of the school. There are many equivalent relationships (such as student-student and teacher-teacher relationships) at each.

Also Theory of community schools, developed in the United States in the 1930s to meet educational, cultural, and social needs, is now prevalent in Western countries. At the same time, these schools were built in the UK for purposes such as meeting the needs of children and adults in terms of learning, leisure, communication with others, etc.. However, the idea did not spread until the late 1960s and early 1970s due to the problems caused by World War II and its aftermath. In the late 20th century, we witnessed the revival and resurgence of the full-time social school movement and school-related services. These schools seek to eliminate some of the problems of traditional schools and creating a place where everyone is a learner and the school is a center for life; where community education exists not only during the traditional school hours but also on nights and holidays (Afrooze & Saghafi, 2018).

#### **Upstream documents in the Iranian education system**

Education, in the document of fundamental change in education, is “the

interactive process that lays grounding the continuous development and excellence of educators' identities, in an integrated manner and based on the Islamic standard system" (Theoretical foundations of the document of fundamental change in education, 2011). Education requires the active participation of all social actors in it, especially the effective support of the main elements of community and the pillars of this process (family, government, media and non-governmental organizations and institutions) in the contemporary era (Theoretical foundations of the document of fundamental change in education, 2011).

In line with the goals of education at any stage and under the supervision of the school (or in coordination with the school), the family can enrich programs and provide various educational opportunities inside or outside the official hours. In addition to the family, the participation of the local community or the opportunities provided by other social and civic institutions can be used to enrich educational opportunities in order to respond to the diverse existential capacities of educators. Also, the solution 7 of the document of fundamental change in education also states: "Increasing the role of the school as one of the centers of local development, especially in the socio-cultural dimension"; solution 1-7, providing the necessary grounds for making a school as a center for gaining educational experiences in the neighborhood and a manifestation of the

Islamic society and good life by delegating authority and responsibility to it and standardizing all components and factors within the school; solution 7-2, Institutionalizing and strengthening the cooperation of the school with the cultural and scientific centers of the neighborhood, especially mosques and religious centers and seminaries, and the active participation of principals, teachers and students in related programs of the neighborhood, as well as the systematic and effective presence of capable clerics and experienced missionaries in the school.

As a training center to provide rich and diverse educational opportunities, the school requires the participation of the local community, city councils, municipalities, mosques and other local organizations. In return, the formal and public education system and schools should also take measures to be able to provide cultural, scientific, educational, and social services to the local community (Theoretical foundations of the document of fundamental change in education, 2011). Also, the effectiveness and efficiency of the education system depends on the knowledge, expertise, ability and skills of human resources, especially school principals. The more qualified and capable managers are, the higher and more effective their role will be in upgrading and achieving the goals of the education system. Considering the features of the neighborhood educational center school in the document of

fundamental change, the following characteristics can be mentioned for the school principal: having decision-making power, ability to design and implement strategic and forward-looking plans, role-playing, discoverer and guide of the variety of innate talents, responds to the needs, interests and desires of students, facilitator of guidance and learning, and a spontaneous provider, learner, perfectionist, self-assessor, having moral virtues, professional competencies, cheerful, affectionate, having a critical management approach, participatory atmosphere, benefiting from educational technology, having the capacity to make decisions and the ability to establish continuous and effective communication with religious scholars, experts and social institutions in the neighborhood and active presence in social life (Ghasemiaghdam 2016).

### **Research background**

The Neighborhood Educational Center School is a novel concept in Iran and is one of the examples of Competent School in the document of fundamental change in education (Green, 2017). In a study entitled "school as a community and community as a school", the role of city school principals in school reform and the local community improvement has been studied in a high school in the southeastern United States using case study and social capital theory. The obtained results has shown how school

reform occurs with social development and how the school principal incorporates school culture into the community. Also, in a study entitled 'Teachers' Perspectives on Neighborhood Schools in Oman, Alami (2016) examined the idea of developing partnership between school and community, in which 342 teachers were surveyed using a questionnaire, concluding that school and society participation can lead to results such as positive changes in student achievement levels, enhancing students' interaction with local community members to expand the learning environment outside the school (Preston, 2013).

In a study entitled "community participation in school and mutual relationships", conducted with 35 exclusive interviews with the school council, teachers, and neighborhood council members, it is concluded how social cohesion, social participation, and forms of social capital create social connections between parents, educators, and local community members as a school promotion factor and as a school jump board, and stated the way of relationship between the school and the community, including parents involvement in the school, expanding cooperation with community agencies, companies, associations, nonprofits, municipalities, tribal groups or councils, public health associations, or other social groups that promote social welfare and education. In a study entitled "explaining the relationship between a competent school and

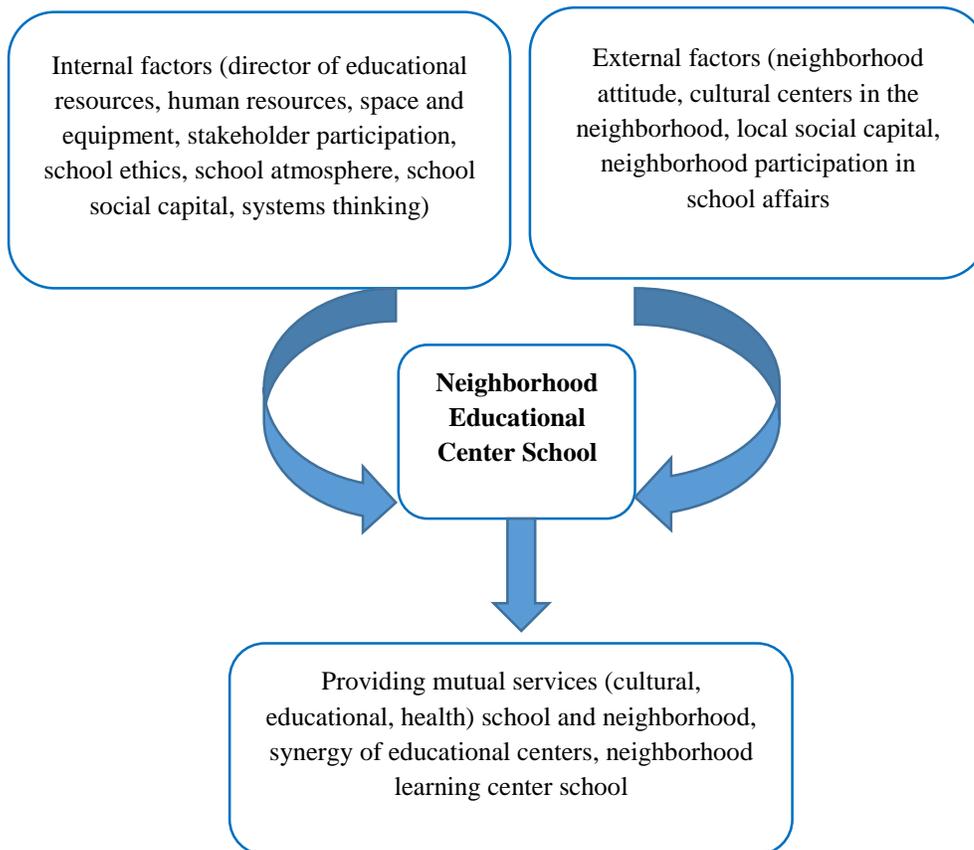
the local community", Baradaranehaghiri & Nayeripour (2019) concluded that cooperation occurs in the external dimension of the school in four general areas (relationship with family, scientific and cultural institutions, local community and councils). In this research, only the relations of competent school in the external dimension have been dealt with. On the other hand, Hajisaidjavadi & et.al (2014), Afrooze & et .al (2017), Fathiazar & et. al (2018), and several similar researches in the field of architecture have dealt with the subject of neighborhood school only in terms of space, architecture and local access to the neighborhood school and suggest school design in a way that meets the needs of the neighborhood. As far as we know, no research has been conducted on the subject of the neighborhood educational center school in Iran. Considering the importance and role of schools in society and the education system and educational, training, cultural and social functions of schools, in this study, the school model of the neighborhood educational center is developed using the opinions of education experts, and its components and characteristics have been identified.

**Research questions**

1. What are the components and characteristics of the neighborhood educational center school?

2. What are the effective factors and conditions for reaching the neighborhood educational center school?

3. What is the model of the neighborhood educational center school?



**Model 1: Conceptual model of research derived from theoretical foundations and research background**

### **Research methodology**

Since that the research purpose is to present the model of the neighborhood educational center school, the qualitative approach and the grounded theory method have been used to conduct the research. The purposive and snowball sampling method was used and informed individuals were first consulted and asked to introduce appropriate research items for interview. The number of samples interviewed was considered based on the saturation principle of the sample size. The interviewees' opinions in this study were saturated after the twentieth interview and the interview process was ended up after interviewing twenty-fourth person. These 24 people include 5 people from the Education Research Institute, 7 people from Farhangian and Shahid Rajaei University, 1 person from Al-Zahra University, 4 school principals and one minister advisor in matters related to the transformation document, one person from the research and textbooks Organization, a professor of family education, a professor of educational psychology, a member of the Higher Education Council, an advisor of the district director, and a professor from Tarbiat Modarres University. This number consisted of 7 women and 17 men.

### **Data validity and reliability**

The following criteria were used to measure the adequacy of the research process:

- Controlling and evaluating by members: in this method, participants were asked to express their views on the original designed model to make the necessary changes
- Trustability criterion: the interview period lasted 6 months. The members of the research team supervised the data collection and analysis process. Coded interviews were reviewed and interpretations were evaluated in the form of conducted interviews.
- Transferability criterion: Theoretical studies were conducted and the dimensions of the research were examined from various aspects during the interview and studies and theoretical concepts were extracted.
- Reliability criterion: The experiences of managers and experts in relation to the subject were reviewed and evaluated.
- Generality criterion: The interviews were compared and the findings included different dimensions of the phenomenon.
- A total of 24 interviews were conducted and many dimensions were identified.

**Table 1: the profile of research participants**

| No. | Organization                 | position   | Work experience | Gender |
|-----|------------------------------|--|-----------------|--------|
| 1   | Education Research Institute | Faculty member-Director of Curriculum Planning Research Institute              | 33              | Male   |
| 2   | Education Research Institute | Faculty member and professor of Tarbiat Moallem University                     | 26              | Female |
| 3   | Shahid Rajaei University     | Faculty member   | 25 years        | Male   |
| 4   | Education ministry           | Adviser to the Minister  | 40 years        | Male   |
| 5   | Al-Zahra University          | Faculty member   | 14 years        | Female |
| 6   | Education Research Institute | Faculty member   | 34              | Male   |
| 7   | Education Research Institute | Faculty member   | 28              | Male   |
| 8   | Education Research Institute | Professor of Curriculum Planning and Educational Innovation Research Institute | 34 years        | Male   |
| 9   | Shahid Rajaei University     | Faculty member   | 23 years        | Male   |
| 10  | Education ministry           | Head of Textbook Research and authoring Organization                           | 32              | Male   |
| 11  | Farhangian University        | Advisor to the University President  | 35 years        | Male   |
| 12  | Education ministry           | Principal  |                 | Female |
| 13  | Education ministry           | Founder of the Iranian Parents and Teachers Association                        | 29 years        | Male   |
| 14  | Education ministry           | Principal  | 38 years        | Female |
| 15  | Farhangian University        | Faculty member   | -10 years-      | Male   |
| 16  | Farhangian University        | Faculty member   | 28              | Male   |
| 17  | Education ministry           | Family education teacher   | 35 years        | Female |
| 18  | Farhangian University        | Faculty member   | 25 years        | Male   |
| 19  | Trabiat Modares University   | Faculty member   | 32 years        | Male   |

| No. | Organization          | position  | Work experience | Gender |
|-----|-----------------------|---|-----------------|--------|
| 20  | Education ministry    | Principal   | 34 years        | Male   |
| 21  | Education ministry    | Higher Education Council,<br>Shahid Rajaei Faculty Member | 33 years        | Male   |
| 22  | Farhangian University | Faculty member  | 30 years        | Male   |
| 23  | Education ministry    | Principal   | 28 years        | Female |
| 24  | Education ministry    | Advisor to the district manager                           | 25 years        | Female |

### Research Findings

Three types of coding namely open coding, axial coding and selective coding were used in order to analyze the data. In open coding, after reading the text of each interview, its main sentences were extracted and recorded as codes. At this stage, 325 open

codes were obtained, which were identified as basic conceptual propositions. The categories that purposefully represented a more general category were then identified and put together, and given a general title that could include all of them.

**Table No. 2: Categories and open codes related to the core category (Neighborhood Educational Center School)**

| core category   | sub-category  | open codes  |
|---|---|---|
| The concept of the neighborhood educational center school | Full time school  | Using school facilities during non-educational hours and holidays by neighborhood people  |
|   |   | Creating a learning environment for students, even on holidays  |
|   |   | Providing services to students in their spare time  |
|   | Effective in the growth and development of the neighborhood | Center of gravity of educational, educational, cultural, scientific, research activities of the neighborhood-   |
|   |   | affecting all stakeholders in the neighborhood (families, local businesses, cultural, scientific, ordinary people, school neighbors, cultural institutions) |
|   | Neighborhood Trusted School                                 | School authority on site  |
|   |   | Neighborhood people trust the school  |
|   |   | Good school model and reputation in the neighborhood  |
|   |   | A safe environment for continuous cultural activities all year round  |
|   | Having a favorable atmosphere                               | Enforcing school rules fairly for students and staff  |
| Observance of student rights and responsibilities         |   |   |
| Creating a supportive and empathetic atmosphere           |   |   |
| Respect students, parents and staff                       |   |   |

**Table No. 2: Categories and open codes related to the core category  
(Neighborhood Educational Center School)**

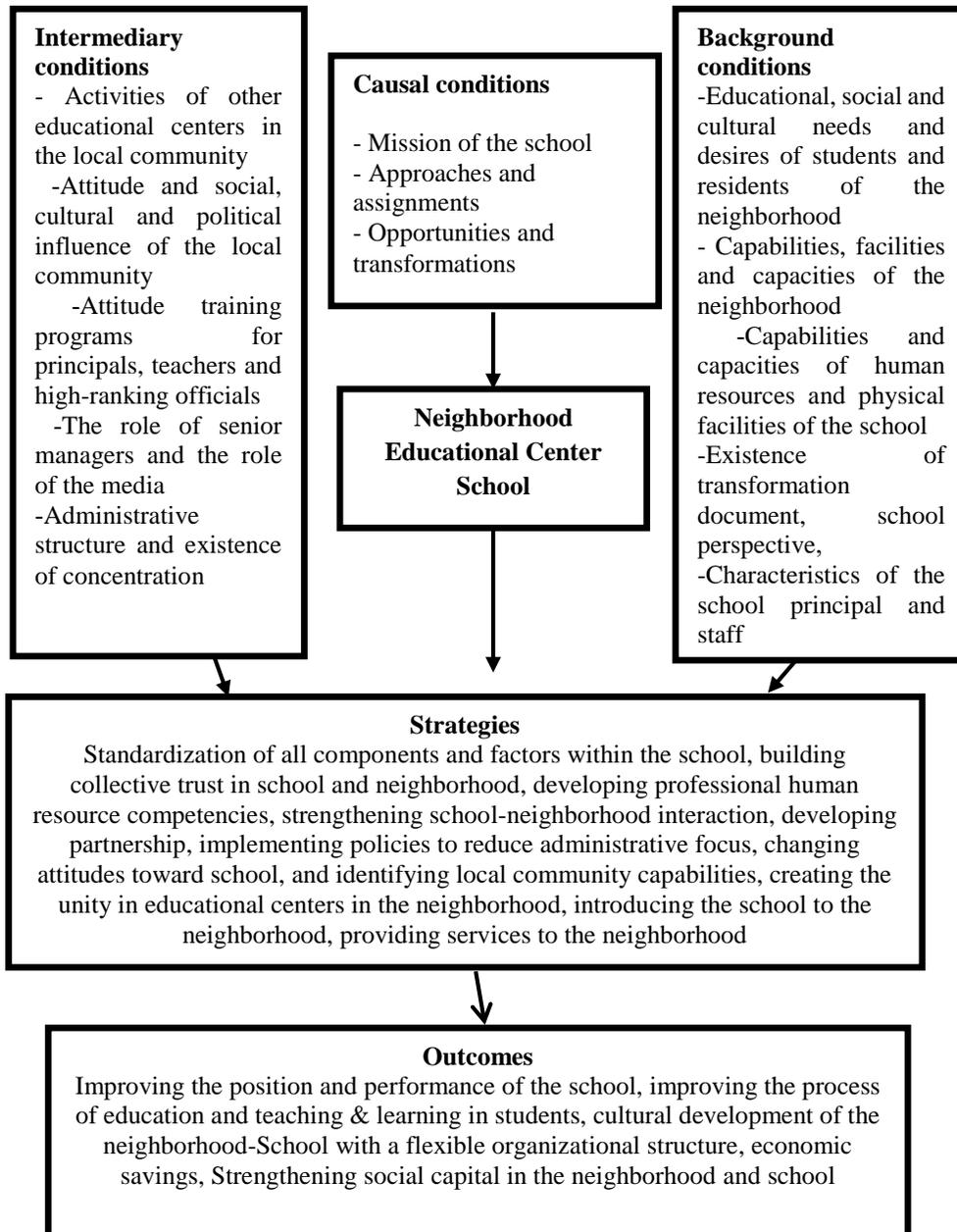
| core category  | sub-category   | open codes  |
|--|--|---|
| Features of the neighborhood educational center school | Effective learning environment   | Creating a positive and rich environment for students                               |
|  |  | Dealing with despair and supporting innovation and modernism                        |
|  |  | Creating motivation and enthusiasm in students                                      |
|  | Perfectionism  | Design ideal goals  |
|  |  | Thinking globally and acting locally  |
|  |  | Not satisfying with limited findings and continuous effort                          |
|  | Realistic  | Pay attention to limitations and do not worry                                       |
|  |  | Dreamy in design and realistic in action  |
|  | Comprehensive  | Pay attention to strengths and weaknesses, opportunities and threats                |
|  |  | Knowledge of resources and opportunities  |
|  |  | Dealing with threats and turning them into opportunities                            |
|  | Pluralist  | Paying attention to individual differences in students and in neighborhood people   |
|  |  | Paying attention to human needs at different ages and conditions                    |
|  | Futuristic   | Predicting the future and looking to the future                                     |
|  |  | Anticipate the needs of the people of the neighborhood and try to meet the needs    |
|  | Self-assessment  | Continuous improvement of performance and maintenance and promotion of its position |
|  |  | Improving human resources   |
|  | Empowering   | A space for teacher growth and development  |
|  |  | The space for growth and development of students and parents                        |
|  |  | Neighborhood growth and development factor  |
| Students' irresponsibility                             | Solve learning problems through collaboration  |   |
|  | Actively participate in educational and training activities                                |   |
|  | Students' sense of responsibility and participation in the development of the neighborhood |   |

**Table No. 2: Categories and open codes related to the core category (Neighborhood Educational Center School)**

| core category  | sub-category                   | open codes   |
|--|--------------------------------|--|
| The main elements of the neighborhood educational center school  | Principal                      | Manager, educational leader with good communication skills   |
|  |                                | Having a spirit of participation and participation   |
|  |                                | Having the ability to make optimal use of available school and neighborhood resources                      |
|  | Teacher                        | The teacher as a scientific, educational and cultural educator and not just an employee                    |
|  |                                | Teacher Influence on Pupils and Parents  |
|  |                                | Having a consulting role   |
|  | parents and teachers community | Active participation of parents in school administration   |
|  |                                | Continuous interaction and communication between parents and school teachers                               |
|  | Local people and institutions  | Involvement of local individuals and institutions in school management                                     |
|  |                                | Active interaction of local individuals and institutions with the school                                   |
|  | Curriculum and evaluation      | Pay attention to lifestyle in the curriculum   |
|  |                                | Attention to local, geographical and local variables in the curriculum                                     |
|  |                                | Considering the capacity and capabilities of the neighborhood in the implementation of the curriculum      |
|  |                                | Curriculum design in accordance with the diversity of students' talents and neighborhood needs             |
|  | Technology                     | Using information and communication technology in the curriculum with a reinforcing and complementary view |
| Equipping the educational environment with audio-visual media, electronic and educational technologies and the library |                                |  |

**Table No. 2- Categories and open codes related to the core category (Neighborhood Educational Center School)**

| <b>core category</b>  | <b>sub-category</b>           | <b>open codes</b>  |
|---|-------------------------------|--|
| The main elements of the neighborhood educational center school | School space and architecture | Facilitating school-to-neighborhood communication in school design and construction                              |
|   |                               | Variety of learning spaces in the school   |
|   |                               | Providing the ground for providing effective services to the environment and neighborhood in school design       |
|   | Equipment                     | Having complete hardware and software equipment according to the national curriculum                             |
|   |                               | Using the participation of students' parents and neighborhood capacities in providing equipment                  |
|   | Financial resources           | The school is lucrative and self-governing   |
|   |                               | Parental financial contribution  |
|   |                               | Having the necessary credit and budget   |
|   | research                      | Providing effective solutions to solve problems in coordination with the people and trustees of the neighborhood |
|   |                               | Identifying the issues and educational crises affecting the neighborhood on student education                    |
|   |                               | Predicting the problems and challenges ahead   |



**Model 2: the model of Neighborhood Educational Center School**

### **Discussion and conclusion**

In this section, we will explain the model of the neighborhood educational center school with the grounded theory approach. Also, paying attention to the six elements of the model, causal conditions, core or pivotal category, contextual conditions, mediating or intervening factors, desired strategies and consequences in explaining the proposed theory, has been considered and emphasized.

**Causal conditions:** Causal conditions are conditions that are the main cause of the phenomenon under study (Stross & Corbin, 2012). In this study, causal conditions include 3 core categories (approaches and tasks, school missions and duties as well as opportunities and role changes) and 4 sub-categories, including (existence of upstream documents, school functions, role and position of the school as well as changing the role of the school in line with the transformation documents). The school must be an open system and, like all open systems, affect and be affected by its environment. An open system is a system that interacts with environmental elements and other organizations such as scientific, research and even economic centers. Currently, we are not in a good situation, because we have a centralized system and the schools are not allowed to take risks and present and implement ideas. The most important challenge for schools is the high concentration, system of directives and restrictions that arise from upstream and

school principals are not able to implement the defined functions of the school well. However, despite the great challenges, the school has not lost its importance as an institution that has the ability to continuously communicate face to face with many children and families in the community. Meanwhile, teachers are still the most important role models for children and sometimes adolescents. Green (2017) also showed how school reform occurs with social development with the effective role of school principal and how the school principal linked the school culture to the community.

Core category is the main phenomenon of the process under study. The core category of the proposed model is the neighborhood educational center school, which includes 3 core categories (the concept of the neighborhood educational center school, the characteristics of the neighborhood educational center school and the main elements of the neighborhood educational center school and 28 sub-categories). The school, as a learning environment, in addition to various functions can be effective in behavioral and social interactions as a cultural and social center of the neighborhood. Most of the residents of the neighborhood spend time in the streets and it is more satisfactory than the home space for the residents of the neighborhood. Therefore, strengthening norms and values by the school, will increase people's sense of attachment to the neighborhood and the school. On the other

hand, home and school complement each other in performing educational tasks. These two must be in perfect harmony with each other so that children and adolescents can take effective steps in their development. It takes time, patience, competent and capable principals and caring teachers, and the results of these positive movements are always tangible in the long term. However, officials and policymakers must motivate school staff to fulfill the role of the school as a training center. The interviewee Also, in the document of fundamental transformation of education, six sub-systems (educational leadership and management, curriculum; teacher training and human resources, provision and allocation of financial resources, providing space, equipment and technology, research and evaluation) have been defined for competent school (neighborhood educational center).

Underlying conditions are specific grounding conditions affecting strategies and shows a series of special characteristics that indicate a phenomenon (Stross & Corbin, 2012). In this study, the underlying conditions include the educational, social and cultural needs and desires of students and neighborhood residents, capabilities, facilities and capacities, capabilities of human resources and facilities, the physical facilities of a school, the existence of a transformation document, the vision of the school and the characteristics of the principal and staff. Schools can be the basis and planner for

socio-cultural activities in their neighborhood. The existence of a school in a neighborhood will create enthusiasm and interaction with residents. The interaction of parents and school agents, and the existing capacities of the school, including yard and meeting hall space, computer site, green space, sports facilities, etc., as well as the presence of interested and compassionate principals and educated human resources, will increase the cultural and scientific level of the neighborhood. If it is possible to present in the school without the use of vehicles by most students and their parents, social interactions between parents will increase and if these interactions and opportunities are organized by the school, it will play an important role in the development of the neighborhood. We have often witnessed some mothers of elementary students talking to other parents hours after sending their child to school. On the other hand, the school can use the participation of the willingness of parents, the capacity of scientific centers, public institutions of the neighborhood and other government institutions to advance its educational goals by establishing appropriate interaction to promote its educational goals; changes not only in financial issues and absorption of facilities.

Mediator conditions are general environmental conditions that affect strategy. Mediating factors in this study include 3 core categories (factors related to the

neighborhood, supportive policies and administrative structure) as well as 7 sub-categories (role of senior managers, existence of educational centers in the neighborhood, professional development programs for managers and teachers, focus on structure). One of the important factors is the educational programs is related to increasing the professional abilities and competencies of school principals. Toorani (2017) believes that competent and accountable principals increase collective trust in the school and increase public confidence. Competence has a mutual relation with the delegation of authority and the exercise of power. In order to invite a capable speaker, the school principal must obtain permission from the district guard, send a letter, and wait for a few days so that finally cancels the invitation of the person. Also, due to the lack of legal mechanisms, he faces obstacles if she wants to place the school yard or meeting hall for holding local ceremonies.

The proposed model strategies include 12 core categories, standardization of components and factors within the school, development of professional human resource competencies, strengthening school-neighborhood interaction, partnership development, implementation of the policy of reducing focus, changing attitudes toward school, identifying neighborhood capabilities, creating unity in the practice of educational centers in the neighborhood, strengthening collective trust in the school

and neighborhood, introducing the school to the neighborhood and providing mutual services between school and neighborhood. It is important to note that if the school principal is more open and can use the school facilities for residents and reciprocally use the residents' abilities to standardize the factors within the school, will definitely do its job better in the neighborhood educational center. By doing so, both the essential needs of the school will be met and the neighborhood residents will progress and the school requirements will be realized and it is provided as a center for gaining educational experiences in the neighborhood. On the other hand, school principals cannot be effective in determining the real position of the school until they gain the trust of the complex under their management and the neighborhood, and this can be realized by establishing interaction, constructive and effective communication with students, parents, staff, and local stakeholders and there is a need to create a favorable and empathetic atmosphere in the school.

Outcomes are the results that are created as a result of strategies. Outcomes of the neighborhood educational center school include 6 core categories of school status promotion, promotion and improvement of students' learning process, neighborhood cultural progress, improving the organizational structure of the school, economic savings, strengthening school and neighborhood social capital. In recent years,

policymakers have come to believe that in order to improve the quality of education, it is necessary to increase attention from classroom teaching to the level of school organization and reform the structural system and school management method. Increase education with the presence of teachers and parents. In Iran, expanding the vision of the neighborhood educational center school can increase the independence and cooperation of education with the presence of teachers and parents. With this view, education can be seen beyond a specific course and as a lifelong process (Hosainzadeh, 2014). Also, the results of Green (2017), Alami (2016), Couto (2016), Preston (2013), Blank (2015), Mcwilliamz (2017), Najafi (2020), and Bonyadi (2018) regarding the neighborhood school, showed the positive changes in the level of student success, promotion of extracurricular activities, promotion of education at the local level and with the help of the local community and students' relationship with local community members to expand the learning environment outside the school, school reforms along with social development, families well-being and the vitality of communities. Finally, having a common public space between the school and other institutions allows the student in this environment to get acquainted with different people and different perspectives, and the possibility of wider communication in a safe environment and, in general, real

communication with the community and people in the community.

### **Research Limitations**

1. Problems in communicating and coordinating with the interviewees to collect data because of their busyness.
2. Spatial dispersion of data collection in terms of time and cost, especially with the onset of corona disease, that caused problems as one of the limitations of the present study.
3. The novelty of the research subject, especially for interviewing school principals.

### **Practical suggestions**

The following suggestions can be provided, according to the research findings, to reach the neighborhood educational center school:

- Promoting the knowledge and attitude of school principals with the functions of the school and the role of the school in society
- Promoting the knowledge and attitude of school principals and teachers regarding the role of the family in the education process
- Promoting the knowledge and attitude of the officials of the education system towards the position and role of the school in the society
- Discourse of the transformation document in schools and attention to the role of the school and local stakeholders

- Establishing a school-centered approach and reducing focus, increasing the authority of school principals
- Creating good and desirable school relations with parents, individuals and local institutions
- Creating a pleasant, cheerful and lively atmosphere in school by principals and teachers
- Consideration of the requirements of the neighborhood educational center school by the officials.

#### **Ethical considerations**

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

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#### **Conflict of interest**

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign,

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