Creating Effective Schools Model Based on Learning Organizational Model in Elementary Stage

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Abstract

Purpose: The aim of this study was to design an effective school model based on the model of learning organization in primary school in Tehran.

Methodology: The research method was a combined research method (qualitative and quantitative) by grounded theory method and structural equation model by quantitative method. The research population was in the qualitative section of university professors specializing in primary education and in the quantitative section were experts in the field of education in Tehran in 2019-20. Twelve people were selected as a sample in the qualitative section by purposeful method from university professors and 196 experts and specialists in education in Tehran were selected by multi-stage cluster sampling. The research tool was a semi-structured interview in the qualitative part of the interview and a researcher-made questionnaire in the quantitative part of the effectiveness of the learning schools. The data were analyzed in the qualitative part by the grounded method of exploratory theory and in the quantitative part by the structural equation model test and factor analysis.

Findings: The results showed that the model of confirmatory factor analysis of the first stage and the relevant factor were: empowerment of human resources (with a factor of 0.926), establishment of teaching and learning system (with a factor of 0.910), extracurricular activities (with a factor of 0.914), Competencies of managers (with a factor of 0.910), competencies of teachers (with a factor of 0.978), educational policies (with a factor of 0.934), technological facilities (with a factor of 0.905).

Conclusion: Based on the research findings, it can be said that the priority factors of effective schools are: First priority: Empowerment of human resources, Second priority: Establishment of teaching and learning system, Third priority: Extracurricular activities, Fourth priority: Competencies of principals, Fifth priority: Teachers' competencies, Sixth priority: Educational policies, Seventh priority: Technological facilities.

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1. Introduction

From time immemorial, every task has been done with a meaning and with a goal, and often the degree of success in achieving the goal has shown a kind of efficiency and effectiveness of activities; School activities are no exception to this and have always been formed with the aim of improving the educational level of students and educating the generation, therefore, based on the results, it should justify its effective activities (Alm, et all, 2019). On the other hand, due to the rapid industrial and human changes in human societies, the activities and goals of education should be in line with the needs of modern man; Therefore, the need to learn in the education organization and use the results of research and the rich experiences of others in the promotion of scientific and educational techniques and strategies have always existed and are still felt today (Malik, et all, 2010). The effectiveness of schools can be evaluated in several dimensions; these dimensions include the quality of school management, human relations, the quality of data (teaching and facilities), the quality of outputs and the provision of various goals of the school, and so on. Effective school can be defined from different perspectives, and different criteria can be used to measure school effectiveness. The effectiveness of schools in general and primary schools in particular includes several basic criteria: 1: Characteristics of school principals and teachers 2: Educational environment and tools 3: Students and the quantity and quality of their education (Abbasian & Rajabi Firoozabadi, 2016). Effective schools are those schools that are established to establish an ongoing planning, implementation, monitoring, and evaluation cycle that encompasses and supports staff; this provides guidance and guidance for school staff over time (Maier, et all, 2017). Therefore, considering the importance of schools' effectiveness in the return of human investment and the role of learning organizations in creating potential effectiveness, especially in primary schools, by popularizing the latest teaching-learning sciences and techniques, and shaping the open organizational system that always seeks Is learning and updating, and considering the importance of the subject and the research gap on the effectiveness of schools in primary school, and also according to the model of learning organization in primary school, the present study aims to design an effective school model based on primary school The model of learning organization has been done in primary school, this research can help to improve the effectiveness of primary schools as much as possible to reduce compensatory costs in the next stages and increase and improve the input behaviors of students in higher levels. Therefore, the objectives of this study were: The main purpose of this research: to provide a model of effective schools based on the model of learning organization in primary school; And sub-objectives (special) of the research: Identification of components and indicators of effective school model based on the model of learning organization in primary school, prioritization of components and indicators of effective school model based on model of learning organization in primary school, current situation of effective schools based on learning organization model Elementary school, providing appropriate mechanisms for upgrading effective schools based on the model of learning organization in elementary school to the desired situation, and finally examining the degree of fit of the model of effective schools based on the model of learning organization in elementary school.

Education is the most important institution of formal public education, in charge of the education process in all areas of education, consolidation of public culture and excellence of Islamic society according to the standard Islamic system, with the participation of families, institutions and governmental and non-governmental organizations. Promoting effectiveness in the formal education system is one of the major goals of Iran (Document of Fundamental Transformation of Education, 1390). Extensive research on organizational effectiveness was conducted in the 1960s and early 1970s; which led to the presentation of multiple different criteria. These criteria are: 1. Overall effectiveness: It is a type of general evaluation that largely uses several criteria. It is usually measured by combining past performance documents or obtaining general evaluations or by judgments of insightful and knowledgeable individuals about an organization's performance. Productivity: Productivity means the ability to use less labor and other consumables and to produce or provide more services. 3. Efficiency: A ratio that shows a comparison between some aspects of

a unit's performance and the costs incurred to achieve it (Seyed Javadin, et all, 2017) View schools that have many commonalities in terms of: number of students, educational resources and facilities, socio-economic status of students, etc., but in terms of students' learning and academic achievement, with each other They are very different, it makes us think what could be the reason for this, many reasons can be stated, including specialized and committed human resources, strong educational management and learners' characteristics, learning processes and Note mentioned (Habibi, Abzari, Fathi, 2014).

In this approach, the goals of the organization are considered and the amount of goals achieved will represent the degree of organizational effectiveness. This approach is a logical approach because organizations are always trying to achieve a certain level of goals. In implementing this approach, the amount of progress to achieve the goals of the organization is measured. The goal of the organization is to consider the desired state of affairs that the organization is trying to achieve. According to this approach, an organization is effective when the visible results of its activities are equal to or greater than organizational goals (Zaki, et all, 2006). According to this approach, which is considered a new approach, the organization is effective when it meets its environmental factors that require the continuation of the life of the organization to support them. This approach is similar to system theory but has a different emphasis. According to this model, organizational effectiveness, like schools, is an emphasis on educating students and eventually graduating; therefore, schools should consider effectiveness in terms of the number of students admitted (Orumchi & Vahdat, 2016).

In this approach, effectiveness means the health and efficiency of the organization. An effective organization has an integrated, carefree, and coordinated process within the organization, so that employees and members feel happy and satisfied, and organizational circles and different parts of the organization work together to maximize effectiveness. In this approach, no attention is paid to the external environment. The main pillar of this approach is based on which the organization is accustomed to the available resources and this action is manifested in the form of intra-organizational health and efficiency. According to this approach, the organization is effective when it has the necessary organizational health and its staff are people with motivation, interest, commitment, sense of responsibility, morale, sense of loyalty to the organization. Other factors within the organization, such as social cohesion within the school, organizational culture and organizational trust, have a significant impact on organizational effectiveness (Seydi, 2008).

The competitive values approach begins with the assumption that there is no best measure of organizational effectiveness. The concept of effectiveness is in itself a subjective concept, and the goals that an evaluation chooses are based on personal values, preferences, and personal interests. This approach argues that there are common elements that are embedded in any list of effectiveness metrics and can be combined in a way to create a set of competitive values. Each of these sets of values defines a unique effectiveness (Robbins, 2011). Emphasizing the dimensions of "adaptation, goal achievement, coherence and continuity", Parsons Model states that the survival of a social system depends on the performance of these four functions: 1. Adaptation: This factor is related to the system's need to control its environment. In order to face the external and internal conditions of the organization, schools try to adapt themselves to its demands. : Achieving the goals: The system determines its goals and mobilizes its resources to achieve them; Common indicators in schools in this dimension are scientific success, resource identification and educational quality. Cohesion or integration: This dimension refers to sharing in the process of organizing, coordinating and uniting social relations as a single matter within the system. Job satisfaction, absenteeism and students' morale are among the social issues that fall into this dimension. 4. Value: is to maintain the sanctity of the organization's value system. Effective schools need a lot of commitment and appropriate behavior on the part of educators and students to reinforce the norms and values of the time, such as loyalty, interest in school work, a sense of belonging to the school, etc (Hui & Cecil, 2016). Organizational learning as a field of study has been popular among researchers since the 1990s and emphasizes the need to maximize the application of knowledge in organizations effectively. Organizational learning in a general definition means

that organizations learn, this definition implies that organizational learning helps organizations to create, transfer and combine knowledge and experience, and also to learn continuously (Gomes & Wojahn, 2016).

Obviously, organizations do not learn by chance, but moving towards learning requires purposeful planning and effort. Although a long history can be traced to organizational training, the formal emphasis on the impact of training on organizational growth dates back to the mid-1940s. In those years, training experts believed that in-service training should be designed and implemented in some way, to be able to be effective in the overall improvement of the organization. To achieve this goal, education must be effective both in diagnosing the organization's failures and in treating problems (Sobhani Nejad, Najafi, Moghadamzadeh, 2014). Fadaei et al (2018) have presented a model of the organization of learning primary schools, which is discussed below.
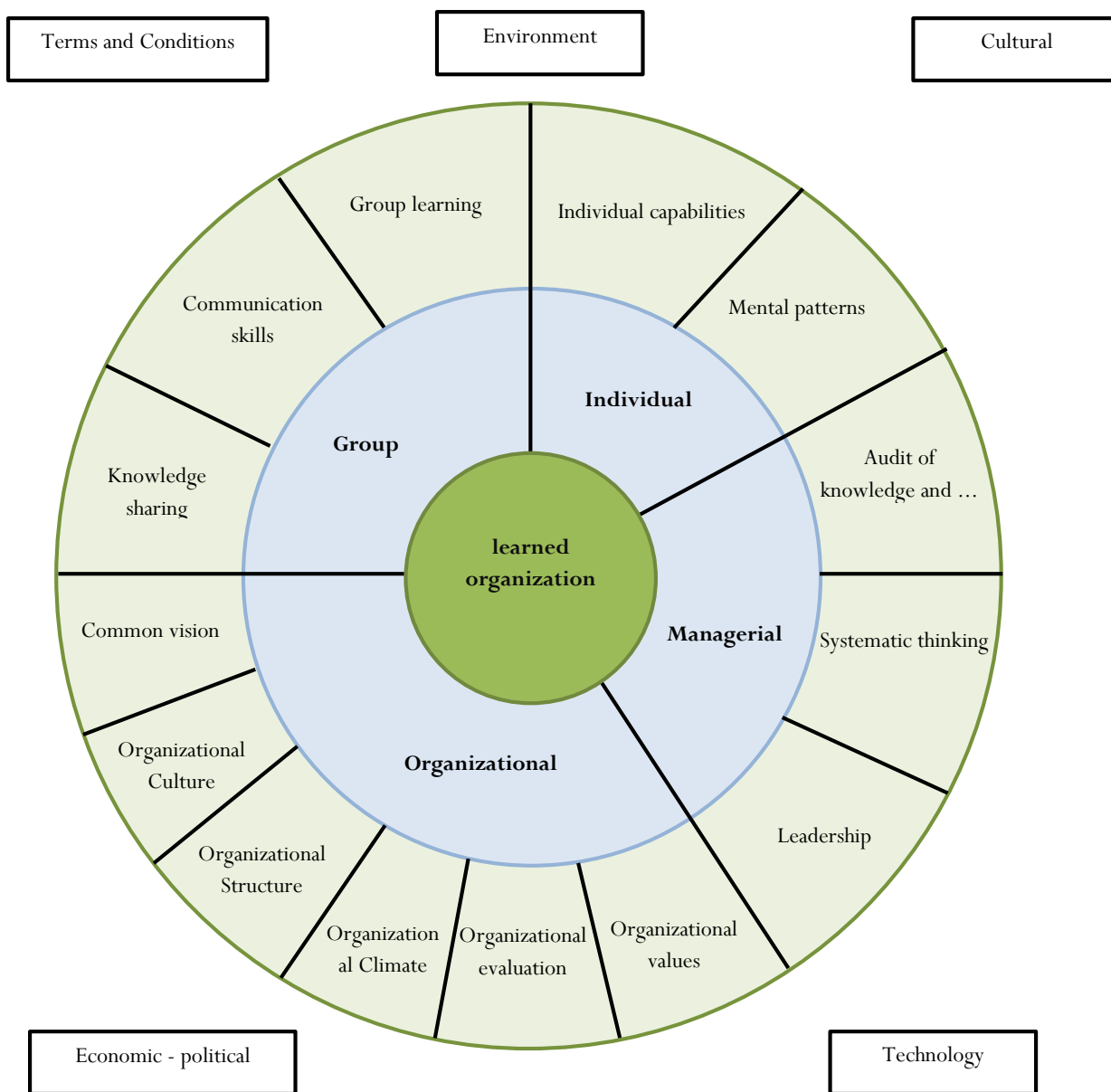

Figure1. Model from the organization of learning primary schools taken from Fadaei et al (2018)

Abdollahi (2015) in a study entitled A Comparative Study of the Relationship between Creativity and Effectiveness among Staff and Faculty Members, which was conducted on 143 faculty members (70 people)

and staff (73 people) of the University of Science and Culture in 1993 Showed that there is a positive and significant relationship between the creativity of employees and faculty members and their effectiveness in terms of compliance, achievement of goals, job satisfaction and organizational commitment in the faculty group. Qasemzadeh Alishahi (2015) in a study examined the role of intellectual capital and learning organization culture on organizational learning capacity on 600 nurses of Imam Reza Hospital in Mashhad in 1993. The results showed that the intellectual capital and culture of the learning organization have a significant role in explaining the organizational learning capacity. Also, the results of correlation coefficients between variables confirmed the structural model of the research. Abbasian & Rajabi Firoozabadi (2016) in a study entitled The Role of Organizational Citizenship Behavior of Teachers in the Effectiveness of Elementary Schools on 273 Elementary School Teachers in District 2 of Tehran (700 people) in 1994 concluded that There is a positive and significant relationship between group citizen behavior and school effectiveness. Also, the group organizational citizen behavior variable explains 52.7% of the variance of school effectiveness.

Considering the importance of schools' effectiveness in returning human investment and the role of learning organizations in creating potential effectiveness, especially in primary schools, by popularizing the latest teaching-learning sciences and techniques, and shaping the open organizational system that always seeks learning And is up-to-date, and considering the importance of the subject and the research gap on the effectiveness of schools in primary school, and also according to the model of the learning organization, the present study seeks to clarify this issue. What is the model of a learning organization in elementary school?

2. Methodology

Considering that the purpose of this study is to design an effective school model based on the model of learning organization in primary school. And since in applied research, the main goal is not just scientific discovery, but to test and study the application of knowledge, so the method of this research is applied in terms of purpose, because the results can be used by decision-makers. Therefore, it has been done by exploratory method. And the data collection method is mixed (quantitative and qualitative) and the data collection tool is interviews with experts by conducting specialized interviews in Delphi method and a questionnaire.

As mentioned, the present study is conducted in a mixed way (qualitative and quantitative). In the qualitative part, sampling is purposefully selected. The researcher-made questionnaire was made through successive distribution and its collection, review and correction were done. Therefore, in the quantitative part, the questionnaire should be distributed among all university professors specializing in primary education in Tehran. The statistical population in this study consists of all university professors specializing in primary education in Tehran in 2018-19, whose approximate number was estimated at 400 people. Then the following steps were performed to determine the sample size: To calculate the sample size, one of the most widely used methods, the Cochran formula, was used. Therefore, based on the estimated deviation in the questions, the sample size, 196 specialists and experts in primary education in Tehran participated in this study. In this research, library methods (study of books, articles, journals, research projects and databases (internet) as well as a researcher-made questionnaire have been used to collect data related to literature and theoretical foundations, formulate hypotheses and provide a basic model of the subject. : Since the content of the questionnaire shows the components that have the highest coefficient of importance, according to the confirmation of the questions by the experts, the validity of the content of the questionnaire has been confirmed. To confirm the reliability or reliability of Cronbach's alpha questionnaire, 0.978 was calculated.

3. Findings

Demographic and descriptive findings of the present study showed that the number of subjects in this study was 196 people whose demographic characteristics are as follows: A study on the gender of the selected respondents in the sample shows 64.3% of respondents (126 people)) Female respondents and 35.7% of respondents (70 people) are male respondents; Therefore, female respondents are more frequent in this study. A survey of the age of selected respondents in the sample shows: 23.0% of respondents age (45 people) between 20-30 years, 44.4% of respondents age (87 people) between 31-40 years, 28.1% of respondents age (55 people) between 50- 41 years and 4.6% of the respondents (9 people) are 50 years and older. The following tables and figures show the frequency distribution of respondents by age. The survey conducted on the level of education of the selected respondents in the sample shows: 11.7% of respondents (12 people) with a diploma, 46.9% of respondents (92 people) with a bachelor's degree, 40.3% of respondents (79 people) with a master's degree and 1.0% of respondents (2 people) have a doctoral degree. The following tables and figures show the frequency distribution of respondents by level of education. In the qualitative part, the design of an effective school model based on the model of the learning organization in the primary school was examined and evaluated from the perspective of experts (resulting from open, axial and selective coding). In the following, you will see a summary of the expert opinions of experts and thinkers by different dimensions and components:

Table1. Components of the desired position of ethnicity in the content of the formal curriculum

Component	Degree of importance / expert opinion									
	10	9	8	7	6	5	4	3	2	1
Attention to meritocracy and meritocracy	5	4	2	-	-	-	-	1	-	-
At the suggestion of experts and pundits, this component became the component: "managers' competencies".										
Improving the level of health, hygiene and safety of the school and implementing extracurricular activities	4	4	1	1	1	-	-	-	-	1
At the suggestion of experts, this component became two components: "improving the level of health, hygiene and safety of the school" and "extracurricular activities".										
Management and leadership	6	1	2	-	2	-	1	-	-	-
This component was confirmed by experts and pundits.										
Belief in collective wisdom	4	2	2	3	-	1	-	-	-	-
This component was confirmed by experts and pundits										

Factor analysis method was used to evaluate and determine an appropriate model for effective schools based on the model of learning organization in elementary school. In the following, Figure 2 shows the model of factor analysis of effective school indicators based on the model of learning organization in primary school.
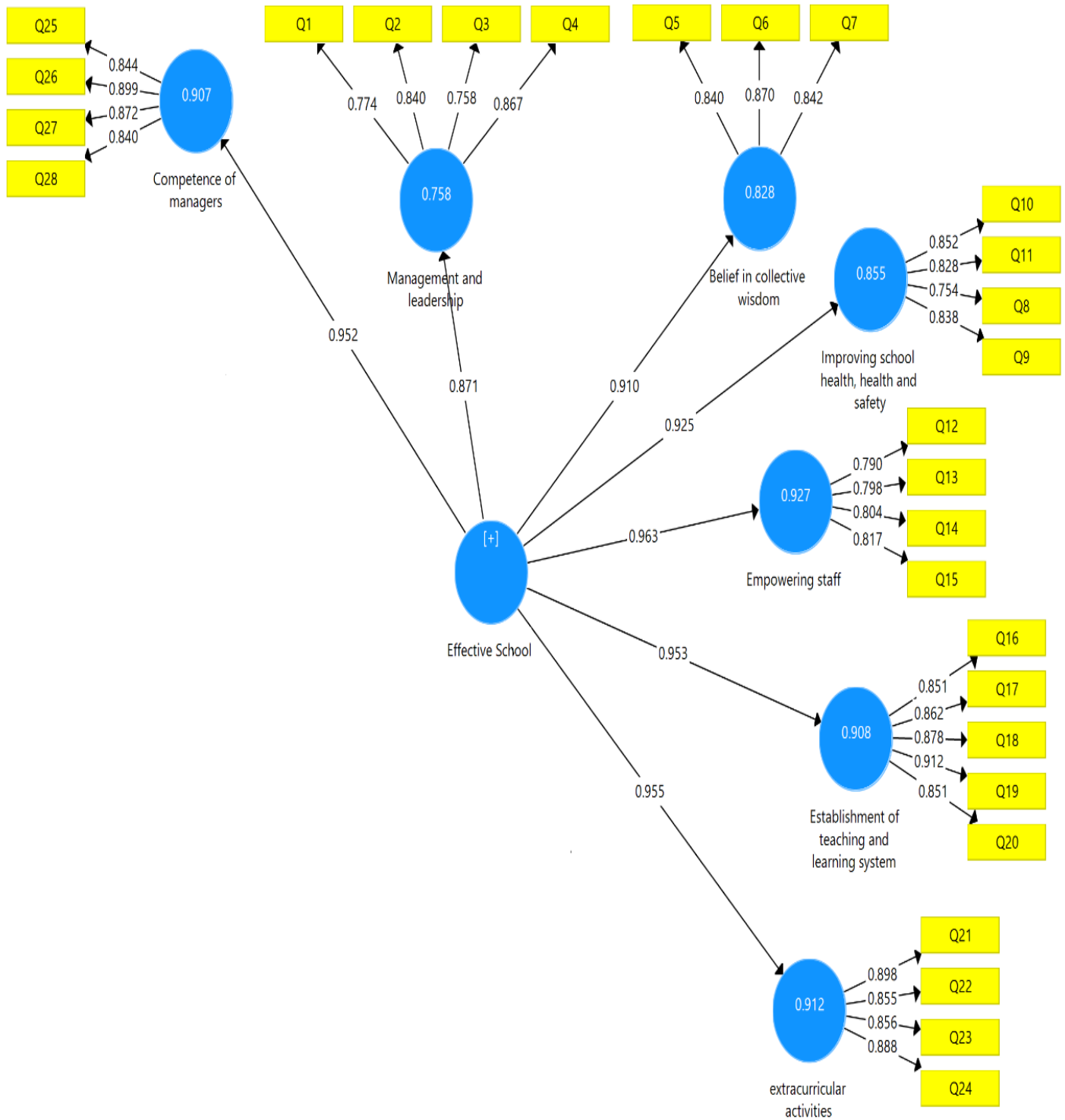
Figure2. Factor analysis model of effective school indicators based on the model of learning organization in primary school

Table2. Factor analysis of effective school indicators based on the model of learning organization in primary school

Components	Factor load	Items (Indicators)	Path coefficient
Management and leadership	0.774	1. Creating conditions for the growth of staff and teachers' creativity	0.871
	0.840	2. Human communication	
	0.758	3. Observance of administrative ethics	
	0.867	4. Paying attention to the payment system and staff welfare	
Belief in collective wisdom	0.840	5. Parents' participation in the educational process	0.910
	0.870	6. Use the capabilities of parents	
	0.842	7. Mutual cooperation of staff, teachers and students with each other	
Improving the level of health, hygiene and safety of the school	0.852	8. The importance of school in observing health principles	0.925
	0.828	9. Creating standard physical conditions in school	
	0.754	10. Create a happy atmosphere in the classroom	
	0.838	11. Controlling abnormalities, violence and aggression in school	
Empowering staff	0.790	12. Promote the culture of reading	0.963
	0.798	13. Study	
	0.804	14. Action research	
	0.817	15. Creating a research spirit	
Establishment of teaching and learning system	0.851	16. Applying various and new teaching methods	0.955
	0.862	17. Classroom management	
	0.878	18. Student participation in learning activities	
	0.912	19. Attract students' attention to the lesson	
	0.851	20. Increase learning by using information technology	
extracurricular activities	0.898	21. Performing art competitions	0.955
	0.855	22. Performing sports activities	
	0.856	23. Holding an exhibition of students' handicrafts	
	0.888	24. Entrepreneurial attitude in school	
Competencies of managers	0.844	25. Perceptual competence of managers	0.952
	0.899	26. Scientific competence of managers	
	0.872	27. Communication and interactive competence of managers	
	0.840	28. Skills competence of managers	

Currently, all components, with a factor load above 0.6, indicate that the model is "very desirable". In the following, the operating factor of the model is broken down into components in the following table 3.

Table3. Significance of factor loads and path coefficient of effective school components based on the learning organization model in primary school

Row	Component	Factor load	Path coefficient	meaningful
1	Management and leadership	0.758	0.871	
2	Belief in collective wisdom	0.828	0.910	
3	Improving the level of health, hygiene and safety of the school	0.855	0.925	
4	Empowering staff	0.927	0.963	Significant
5	Establishment of teaching and learning system	0.908	0.955	
6	extracurricular activities	0.912	0.955	
7	Competencies of managers	0.907	0.952	

As can be seen, none of the components were removed from the analysis process because there was no factor loading less than 0.3. In the following, you will consider the priority of each component based on its operating load from the highest priority to the lowest priority:

Table4. Prioritization of components based on the operating load of each component

Row	Priority	Component	Factor load
1	first priority	Empowering staff	0.927
2	second priority	extracurricular activities	0.912
3	Third priority	Establishment of teaching and learning system	0.908
4	Fourth priority	Competencies of managers	0.907
5	Fifth priority	Improving the level of health, hygiene and safety of the school	0.855
6	Sixth priority	Belief in collective wisdom	0.828
7	Seventh priority	Management and leadership	0.758

Finally, according to the model of factor analysis of effective school indicators based on the model of learning organization in primary school in Figure 3, "the model of effective schools based on the model of learning organization in primary school" is presented as follows:
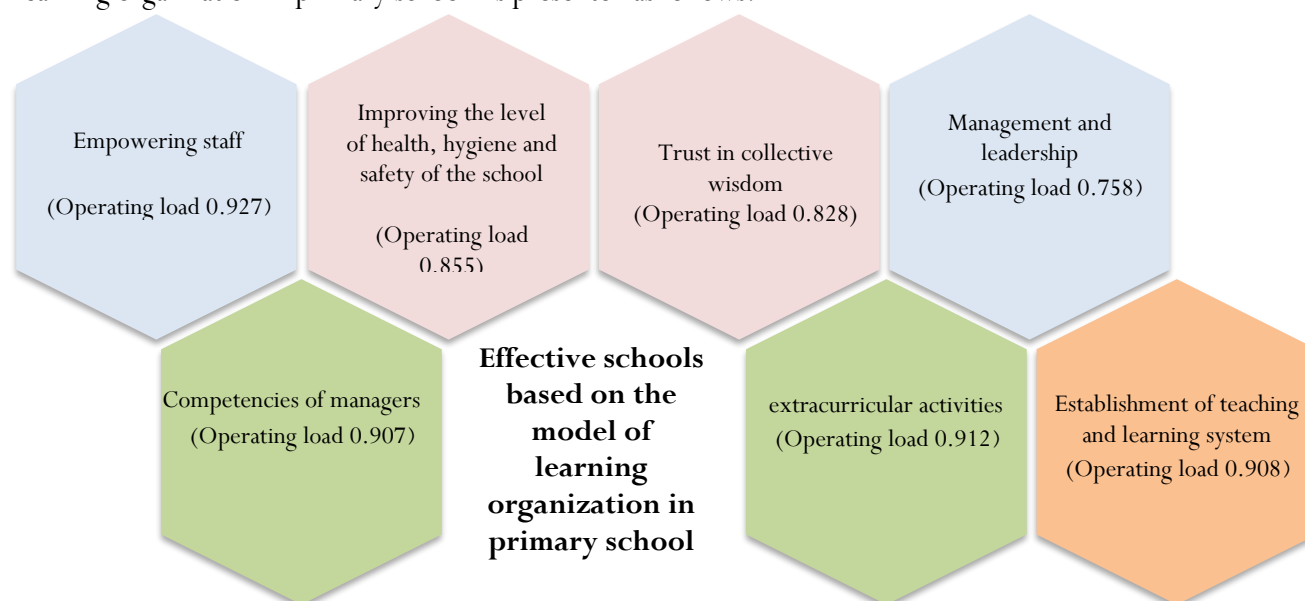

Figure3. Schematic model of effective schools based on the model of learning organization in primary school

To evaluate the fit of the model, X2 was examined. Proper fit of the model the presence of low X2 and the ratio of chi-square to the degree of freedom less than three indicate good fit of the model.

Table5. Patterns of pattern fit

Indicator	Management and leadership	Belief in collective wisdom	Improving the level of health and safety of the school	Empowering staff	Establishment of teaching and learning system	extracurricular activities	Competencies of managers
(X^2)	18.29	22.41	16.98	14.05	93.96	17.39	33.55
df	43	32	40	39	34	37	35
X^2/df	0/43	0/70	0/42	0/36	02/76	0/47	0/96
RMSEA	0/018	0/033	0/23	0/039	0/058	0/088	0/080
RMR	0/032	0/011	0/29	0/035	0/046	0/026	0/025
NFI	0/89	0/81	0/83	0/89	0/85	0/88	0/83
CFI	0/88	0/83	0/86	0/87	0/88	0/89	0/81
GFI	0/89	0/85	0/87	0/86	0/89	0/83	0/87
AGFI	0/79	0/86	0/83	0/82	0/87	0/81	0/89

4. Discussion

Considering the importance of schools' effectiveness in the return of human investment and the role of learning organizations in creating potential effectiveness, especially in primary schools, by popularizing the latest teaching-learning sciences and techniques, and shaping the open organizational system that always seeks learning And is up-to-date, and given the importance of the subject and the research gap on the effectiveness of elementary schools, and the model of the learning organization, the researcher sought to clarify this issue. The model of effective elementary schools based on the model What is a learning organization in elementary school? Which eventually achieved this goal? Research results with the studies of Abdollahi (2015), Qasemzadeh Alishahi (2015)), Abbasian & Rajabi Firoozabadi (2016), Mohammadi, Mirzamani, Azadikta (2015), Orumchi & Vahdat (2016), Habibi et al (2014), Habibi (2011), Ahmad Tatlah & Zafar Iqbal (2012), Boonla & Treputtharat (2014), Max Evans (2012), Abari & Oyetola (2012), and finally Gomes & Wojahn (2016) align.

Consistent with the findings of the present study and the findings of the research background (Abbasian & Rajabi Firoozabadi, 2016; Boonla & Treputtharat, (2014) the following suggestions can be suggestions based on the findings, suitable for effective schools based on the model of learning organization in primary school: Mechanisms for promoting human resource empowerment are: 1- Creating and developing and promoting the culture of reading 2- Creating and developing study research 3- Creating and developing action research 4- Creating and developing research spirit Also the mechanisms for promoting extracurricular activities are 1- Execution Art competitions 2- Performing sports activities 3- Holding exhibitions of students 'handicrafts 4- Creating and developing entrepreneurial attitude in school In addition, the mechanisms for improving management and leadership were: 1- Creating and developing conditions for the growth of staff and teachers' creativity 2 -Creating and developing human relations 3- Observing administrative ethics 4- Paying attention to the payment system and welfare of employees.

On the other hand, in line with the findings of the present study and Gomes & Wojahn (2016), appropriate mechanisms and suggestions based on the findings in the field of mechanisms to promote managers' competencies are: 1- Creating and developing managers' perceptual competence 2- Creating and developing managers' scientific competence 3 -Creating and developing the communication and interactive competence of managers 4- Creating and developing the skill competence of managers. On the other hand, the mechanisms to promote the promotion of health, hygiene and safety of the school are: 1- Attention and importance of the school to observe hygienic principles 2- Creating and developing standard physical conditions in the school 3- Creating and developing a happy atmosphere in the classroom 4- Controlling anomalies Violence and aggression at school. In addition, in line with the findings of the present study, the mechanisms for promoting belief in collective wisdom are: 1- Increasing parents 'participation in the educational process 2- Increasing the use of parents' abilities 3- Creating and developing mutual cooperation between staff, teachers and students. Finally, the mechanisms to promote the establishment of teaching and learning system are: 1- Using various and new teaching methods 2- Classroom management and increasing students 'attention to the lesson 3- Increasing learning by using information technology 4- Increasing students' participation in Learning activities

Knowledge sharing is one of the basic characteristics of effective organizations and among the various factors affecting knowledge sharing, trust and emphasis on organizational learning has a high level of impact on the success of knowledge sharing in the organization compared to other organizational and social factors; Also Abari & Oyetola (2012), entitled: Organizational identity and school effectiveness, which ultimately refers to the fact that organizational identity and school effectiveness are interrelated and a school must create, develop and maintain organizational identity to be effective. And then use organizational identity to achieve school goals. In addition, systems theory has nothing to do with organizational identity as input and school effectiveness as output, and finally Gomes & Wojahn (2016), entitled: Organizational Learning Capability, Innovation, and Effectiveness in Medium-Sized and Small Companies, Which ultimately points out that

organizational learning capability has a positive effect on innovative organizational performance and organizational effectiveness of small and medium-sized companies; Is aligned.

It is obvious that removing the limitations of research will be the basis of future research and this will lead to prosperity in science and research. The present study is no exception to these limitations, including the following: 1) one of The limitations of the research were that the present study population was composed of primary education experts in Tehran who for some reasons such as cultural environment and environmental differences with other communities are not the real representative of the country's education, so in generalizing the results should be careful. . Another limitation of the research was that due to the methodological limitations of the research, the ability to change and capture some variables, including demographic characteristics of individuals such as age and education and economic status; To observe the results in the research sample and its effect on the relationships between variables did not exist. Therefore, in order to create and realize effective schools in primary schools, it is suggested to provide the necessary context - environmental contexts, including financial support and budget allocation, development of participatory management and reducing the focus on school management and organization.

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