

A Research on Effective Factors, Strategies and Consequences on the Link between School and Society in Iran

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Purpose: The link between school and community plays an important role in improving the school and adapting to the conditions and facilities of society. Therefore, the purpose of this research was to research on effective factors, strategies and consequences on the link between school and society in Iran.

Methodology: In an applied research from type of qualitative, action to identified the effective factors, strategies and consequences on the link between school and society. The population of this study was professors and experts with scientific achievements in the field of sociology of education, policy makers and managers of education and school's managers. The required sample size of the research was considered to be 18 people according to the principle of theoretical saturation, who were selected by purposive and snowball sampling methods. The data collection tool was a semi-structured interview, which its validity was checked and confirmed by triangulation method and its reliability was checked and confirmed by reliability, trustworthiness, verifiability and transferability methods. Data analysis was done by thematic analysis method in MAXQDA software version 2021.

Findings: The findings showed that the effective factors on the link between school and society had 15 sub-categories in 7 sub-categories and 2 main categories including structural factors (with 4 sub-categories of policies and strategies of macro future development, upstream document requirements and macro perspectives and ruling intellectual, philosophical and educational orientation) and process factors (with 3 sub-categories of periodic monitoring of school performance by local stakeholders, alignment and adaptation of educational content with need of society and education in the field of environmental issues). Also, the findings showed that the effective strategies on the link between school and society had 9 sub-categories in 3 sub-categories and 1 main category including strategies of link school and society (with 3 sub-categories of appropriate governance of educational system, re-engineering and refining of educational system structure and policy making in the field attracting civil participation). In addition, the findings showed that the effective consequences on the link between school and society had 6 sub-categories in 2 sub-categories and 1 main category including consequences of link school and society (with 2 sub-categories of individual consequences and social consequences).

Conclusion: The designed themes network for effective factors, strategies and consequences on the link between school and society in Iran can greatly help education specialists and planners in improving the educational system and harmony with the society.

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1. Introduction

In today's changing world, organizations must involve themselves in the continuous process of change in order not to be left out of global competition, so that they can use the opportunities of the complex and changing environment around them to reduce defects while standing up to organizational issues. In today's changing conditions, organizations are forced to continuously grow and develop their capabilities and competencies in order to survive in order to be able to respond to the changing and changing conditions of the environment. Among the organizations, educational organizations, especially the educational organization, should adjust themselves based on the predetermined goals of the educational system and move flexibly along with environmental changes and developments (Entezari and Sharifi, 2021). Education and study in it occupy an important part of every student's life, and the quantity and quality of education in education and school play an important role in a person's future (Sosu and Pimenta, 2023). School is a place where the student learns and socializes communication skills, legitimacy and belief in the law, emotional organization, and social norms, and the weakness in each of them causes the student and the educational system to face serious and fundamental challenges (Casado-Robles, Mayorga, -Vaga, Guijarro-Romero and Viciania, 2022).

School is the main institution of education, growth, flourishing and upbringing in society and is considered the first public and educational institution that children enter (Sancho-Alvarez, Jornet and Gonzalez-Such, 2017). Students spend almost a quarter of their lives in schools and classrooms, and school has a very strong impact on students, and relationships established in classrooms and schools with teachers, peers, principals, and assistants can have a great impact on students' lives, especially in terms of social and academic outcomes. (Dohrmann, Porche, Ijadi-Maghsoodi and Kataoka, 2022). According to the document of the fundamental transformation of education, the school is the main pillar of the educational system and a manifestation of the fulfillment of the levels of good life, the center of providing services and educational and educational opportunities, the basis for understanding and improving the situation by students and the continuous development and improvement of their identity based on the Islamic standard system. In the holy system of the Islamic Republic of Iran, the school is considered a suitable place to present the dos and don'ts of the formal and public education system for students and based on Islamic and national values. These values are derived from the teachings of the Holy Qur'an and the spiritual, moral, guiding and educational role of the Holy Prophet (PBUH), Majesty Fatima Zahra (PBUH) and the Imams of the Infallible Imams (PBUH), especially the fundamental teachings of Mahdism and the theoretical and practical legacy of Imam Khomeini. is the constitution and the authority of the jurist. In this school, the teacher is a guiding and guiding teacher who is faithful and insightful in various religious, religious, moral, political, social and cultural fields in the education process and is considered the most effective element in fulfilling the missions of the official public education system (Hajibabayi, 2012).

Creating an efficient and effective educational system that provides the necessary opportunities for the development and flourishing of students' talents has been one of the most important concerns of reformers and thinkers. Because one of the effective factors in the progress and development of societies is the education system, and this system is the center of development and one of the most fundamental social systems in which most children and teenagers spend a part of their lives and important years of growth. According to the educational philosophy of the Islamic society, the school is an organized social environment for acquiring a set of necessary personal, family and social skills, and educators must acquire them in order to reach a level of preparation for the realization of a good life in all personal, family and social dimensions. Therefore, the school is a purposeful social space that, through a chain of situations, provides the opportunity for growth and improvement for educators, in which they acquire the necessary competencies to understand and improve their own and others' situations through formal learning. (Baradaran and Nayeripour, 2020).

The school should be a safe and enriched place with educational programs for all students, and its role is to improve knowledge and skills, and to prepare them according to the expectations and demands of the present and future society. Therefore, the school should provide more scientific and practical opportunities to strengthen life and job skills in the current and future conditions so that students have the necessary skills to

have a successful life in the society based on social changes and transformations (Llorent, Farrington and Zych, 2021). School organization and education is subject to the function of individual, structural, cultural, social and political elements that dynamically interact with each other and affect the teaching and learning processes as the technical core and main mission of the school (Aboutorabi, Hosseingholizadeh and Mahram, 2019). Today, it is very important to connect and connect students' learning with social life environments outside of school. Because the only source of learning for students is not dependent on school and they can use and learn from social environments, especially family, networks of friends outside of school, virtual networks, etc. Today, education as one of the subsystems of society plays an important role in the development process. If we discuss the development components in different political, cultural, social, economic, educational and educational dimensions, the role of education in this field cannot be ignored. In the process of development, change and transformation in the structure, programs, goals and methods in all social institutions, especially education, is an inevitable necessity (Moradi and Amin Beidokhti, 2018).

While the connection between the educational system and the world of students and their life outside the school is undeniable and has largely overshadowed the mental image of many experts in different discourses, and this issue has caused many efforts in the past decades in between experts and enthusiasts in order to explain and design patterns corresponding to life outside of school for students, among which we can mention the six-part pattern. This model relies on parents' participation in schools to increase the overlap and connection of education with the world outside the school. The first part is parenting, which includes emotional relationships and the general way parents communicate with their children, and is considered an important factor in transformation and learning. The parenting program is a collection of guidance for parents in order to develop parenting skills, family support and providing suitable learning conditions at home to support learning at all age and educational levels and help schools to understand the cultural roots of all ethnic groups and respect them. The second part is communication, based on which the interest of parents in the matter of education, growth and development of students, knowledge of school programs has become an undeniable issue in the process of education and training. The third part is voluntary participation, based on which parents' participation in schools will be an important factor in how they perceive the school. Because according to the research conducted in this field, parents who participate in school programs have a more positive feeling towards school and education compared to parents who do not participate in these programs. The fourth part is learning at home, based on which learning activities at home are aimed at empowering parents in the home environment to work with their children in scientific subjects, including homework, setting goals, and other activities related to the students' academic program. The fifth part is decision-making, and the family is one of the most key and essential beneficiaries of education, and in this context, some people have not only respected their presence in the field of educational decisions, but considering their being a beneficiary, they consider the issue of participation in decision-making as a legal matter. The sixth dimension is the partnership with social organizations, based on which it can be said that the curriculum is not limited to the school and the high walls of schools are no longer a fence against social issues and prevent social issues from entering schools. Also, educational issues are only limited to textbook concepts and books, and issues outside the school should be closely related to the issues of the educational system (Epstein and Jansorn, 2004).

Very few researches have been done on the connection between school and society, the most important of which are described below. For example, the results of the Mohammadi Pouya, et al (2020) research on appropriate strategies for increasing home, school and community links showed that appropriate strategies in the parenting dimension include creating a library center for parents, family support programs, managing virtual space by forming school channels and holding workshops. parent training; In the communication aspect, including creating oral and face-to-face communication channels, written and internet communication, student performance report cards, using a school/home relationship and creating information; In the dimension of voluntary participation, it includes assessing parents' talents, strengthening the credibility of volunteer parents, inviting volunteers to school events, annual surveys, monitoring how to

obtain financial aid and planning a flexible program; In the aspect of learning at home, it includes a series of strategies such as specialized training for teachers focusing on learning at home, specialized training for parents focusing on providing homework guides and strengthening the interactive behavior of students focusing on providing interactive homework; In the decision-making dimension, including the formation of parents' organizations, preparing a checklist of parents' expectations, encouraging parents to participate in informal opportunities, selecting people chosen as representatives of parents in different ethnic groups and community groups, and in the dimension of cooperation with social organizations, including identifying organizations related to school affairs, inviting Social organizations, school networking and access to social resource maps. In another research, Myende (2019) reported on the creation of practical and sustainable school-community partnerships that school-community partnership is one of the important mechanisms to address challenges that the school alone cannot solve, which requires ensuring that school-community partnerships From the existence of collaborative planning and decision-making, effective two-way communication, the desire to address power issues and create a culture that promotes collaborative leadership, among which teacher leadership plays an essential role in the performance and continuity of partnerships. Shahri, Shirbagi and Bolandhematan (2019) while conducting a research on the analysis of the intervention of families and local communities in the educational and management processes of schools, concluded that in discussing the impact of intervention on learning, the categories of institutionalizing social, educational and religious values by local communities and parents, encouraging activities student, strengthening the behaviors related to learning, teaching learning methods and life issues by local communities and parents, emotional, social and material and in the discussion of barriers to intervention on learning categories of conditions and characteristics of parents, student characteristics, inflexibility of teachers, economic problems and lack of culture Interference was detected. Also, the research results of Marzoghi, Jahani, Torkzadeh and Amiri Tayebi (2018) about the conceptual model of school, family and mosque interaction based on Islamic education reported that the network of themes of the said conceptual model as the only comprehensive theme through the organizing themes of what, why and How the interaction was drawn; In such a way that the nature of the interaction includes the ideological bases, the orientation of the interaction, the focus of the interaction and the audience of the interaction, the why of the interaction includes managerial and educational themes and how the interaction is made up of the themes of removing obstacles, the basic measures for creating interaction, the basic measures for creating interaction, and the strategies for creating interaction. Thus, among the most important basic themes for organizing themes, we can mention friendship and dissociate form, monotheistic orientation, convergence in goals, cultural differences, responding to the environment, inefficient executives, and the formulation of guiding rules.

In another research, Khodarahmi and Malaki (2016) while researching the interactive relationship between society and school in the middle school curriculum, concluded that the impact of society on the psychosocial environment of the school includes three categories of social system, social political issues and cultural relations, the impact of society on the type of The teachers' attitude towards the curriculum includes two categories: the teacher who is the agent of change and the teacher who is the means of transfer, the comprehensive impact on the goals and content of the curriculum including a dynamic relationship between society and the curriculum, the role of the school in social stability including a category that creates stability, the role of the school in social change including two The category of potential impact and actual impact and the role of the school in social issues and problems included two categories of creating a foundation for solving problems and creating a foundation for creating problems. Rezaei Sharif, Gazi Tabatabaei, Hejazi and Ejei (2012) while conducting a research on students' views on school attachment reported that school attachment consists of six components of attachment to school from the organizational dimension, attachment to teachers, attachment to school staff, engagement in school, Belief in the school and commitment to the school is formed. In addition, the results of Ghazi Tabatabaie, Hejazi and Rezaie Sharif's (2010) research on theories of the social issue of bonding with school in primary school students showed that the four factors of attachment to teachers, attachment to school, commitment to school and participation have an effective role in bonding

with school. they had. In another research, Griffin and Steen (2010) about school, family and community participation using Epstein's theory on six types of participation, reported that out of the six types of participation, namely parents, communicating, volunteering, learning at home, making decisions and collaborating with the community, more contributions in parenting and cooperation and interaction with society had a greater and more effective role in improving the condition of students.

Unfortunately, the statistics of parents' and society's participation in the country's schools are extremely low, and almost none of the parents intervene in the educational process. Of course, this issue can have various reasons, such as the structure of the country's education system, family economy, the level of family interaction, parents' lack of knowledge about the goals and functions of the school, parents' lack of knowledge and their inability to adapt to the programs, parents' lack of awareness of the consequences, possible results and The benefits of participation in schools and the communication skills of school principals are among the most important. Therefore, the issue of communication and connection between the school and the community is in a deplorable state and cooperation with the local community in schools is very low (Mohammadi Pouya et al, 2020). School and society are among the most important and effective institutions for the development of children and teenagers, and accordingly, their connection can play a double role in their growth and development. As a result, it is necessary to carry out research on the connection between school and society with the aim of improving the conditions, and the results of this study can be of great help to specialists and planners of educational systems, especially the educational system, in order to improve the existing conditions and adapt and coordinate more of these two institutions. According to the mentioned materials, the purpose of this research was to investigate the factors, strategies and consequences affecting the connection between school and society in Iran.

2. Methodology

In an applied qualitative research, factors, strategies and consequences affecting the connection between school and society were identified. The community of this study were professors and experts with scientific achievements in the field of sociology of education, policy makers and managers of education and schools. According to the principle of theoretical saturation, the sample size required for the study was 18 people (4 professors and experts, 2 education policy makers, 2 education managers, and 10 school managers) who were selected by targeted and snowball sampling methods. In the purposeful sampling method, samples are selected according to predetermined goals or criteria, and in the snowball sampling method, the selected samples are asked to introduce other samples that are eligible for the study to the researchers.

In this study, the criteria for entering the study for professors and experts include a faculty member with a minimum contract, doctoral studies and studies in the field of educational management or related to educational sciences, for education policy makers, including a history of staff or executive positions in the Ministry of Education, policy makers or decision makers in the fields of transformation. In the education system, including school management excellence plans, excellent schools plan, school-based system, synchronized plan, etc., full familiarity with the basics and pillars and dimensions of the upper level documents of the education system, including the fundamental transformation document, the national curriculum document, etc., doctoral studies and Studying in the field of educational management or related to educational sciences, for education managers, including full knowledge of policies and transformational documents at the school level, full knowledge of the state of schools and financial and human resources and physical facilities available at the province level, at least a master's degree and study in The field of educational management or related to educational sciences and for school managers including management experience of 12 years and above in secondary school, at least bachelor's degree, studying in the field of educational management or related to educational sciences and successful and having good performance in schools through the introduction of teachers and They were colleagues.

The data collection tool was a semi-structured interview that was conducted individually and lasted between 30 and 120 minutes. The interview questions were designed based on theoretical principles and with the help

of supervisors and advisors, and in this study, 6 questions were used to conduct the interview. The process of conducting the interviews was that the first question was asked to the interviewee and then he was asked to answer the desired question and wherever the interviewee went out of the framework of the question, the interviewer repeated the question or by using guide questions. It guided him to the framework of the requested question. It should be noted that the validity of the interviews was checked and confirmed with the triangulation method and its reliability with the methods of reliability, trustworthiness, verifiability and transferability. The interview questions with the samples of this research can be seen in Table 1.

Table 1. Interview questions with the samples of this research

| Row | Question |
|-----|--|
| 1 | What is the current status of the connection between school and society in Iran? |
| 2 | What are the origins and history of the connection between school and society in Iran? |
| 3 | What are the most important goals of linking schools and colleges in Iran? |
| 4 | What are the inhibiting factors and strengthening factors of school and society in Iran? |
| 5 | What measures and strategies do you suggest to link school and society in Iran? |
| 6 | What are the positive experiences of connecting school and society in other countries? |

The implementation steps of the current research were as follows: first, with the help of professors, based on theoretical principles, questions were designed for interviewing experts, and then sampling was done. For the samples, the importance and necessity of the research was expressed and the conditions of the research, including the place and time of the interview and the recording of the interviews, were expressed and their consent was obtained. At the predetermined time and place, the interviewer and the interviewee were present and the interviews continued individually until the research reached saturation. Since the interview with some samples was not finished in one session, a second session was considered for them. It should be noted that at the end of the interviews, both the interviewees were praised and the necessary coordination was made with them about how to inform the results of the current research.

In the present study, data analysis was done using thematic analysis method in MAXQDA software version 2021.

3. Findings

18 people including 4 professors and experts, 2 education policy makers, 2 education managers and 10 school managers were present in this study. They were male (14 people, equal to 77.78 percent), aged 51-60 years (10 people, equal to 55.56 percent), and had a master's degree (11 people, equal to 61.11 percent).

Table 2. Demographic information of the samples of this research

| Variable | Abundance | Frequency |
|---------------------|-------------|-----------|
| gender | Man | 14 |
| | Female | 4 |
| Age range | 31-40 years | 4 |
| | 41-50 years | 4 |
| | 51-60 years | 10 |
| | | 55/56 |
| degree of education | P.H.D | 5 |
| | Masters | 11 |
| | Masters | 2 |

The effective factors on the link between school and society in Iran can be seen in Figure 1, based on which the effective factors of 15 sub-categories in 7 sub-categories and 2 main categories including structural factors (with 4 sub-categories of policies and future macro development strategies, requirements of upstream documents, macro perspectives and prevailing intellectual, philosophical and educational orientation) and

process factors (with 3 sub-categories of periodic monitoring of school performance by local stakeholders, alignment and adaptation of educational content with the needs of society and education in the field of environmental issues).

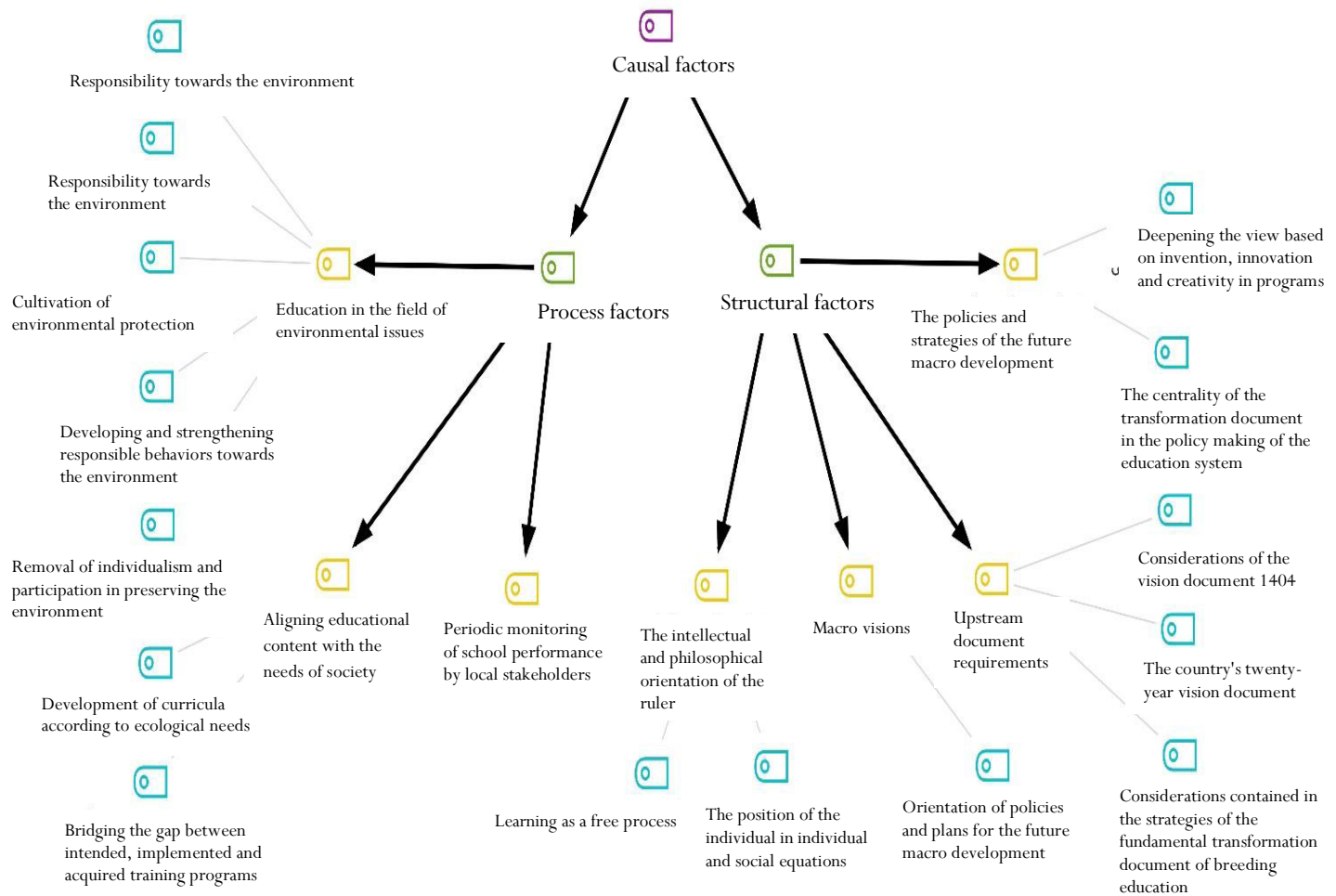


Figure 1. Factors affecting the connection between school and society in Iran

The effective strategies on linking school and society in Iran can be seen in Figure 2, based on which the effective strategies of 9 sub-categories in 3 sub-categories and 1 main category including the strategies of linking school and society (with 3 sub-categories of appropriate governance of the educational system, re-engineering and refining the structure of the educational system and policy-making in the field of attracting civil participation).

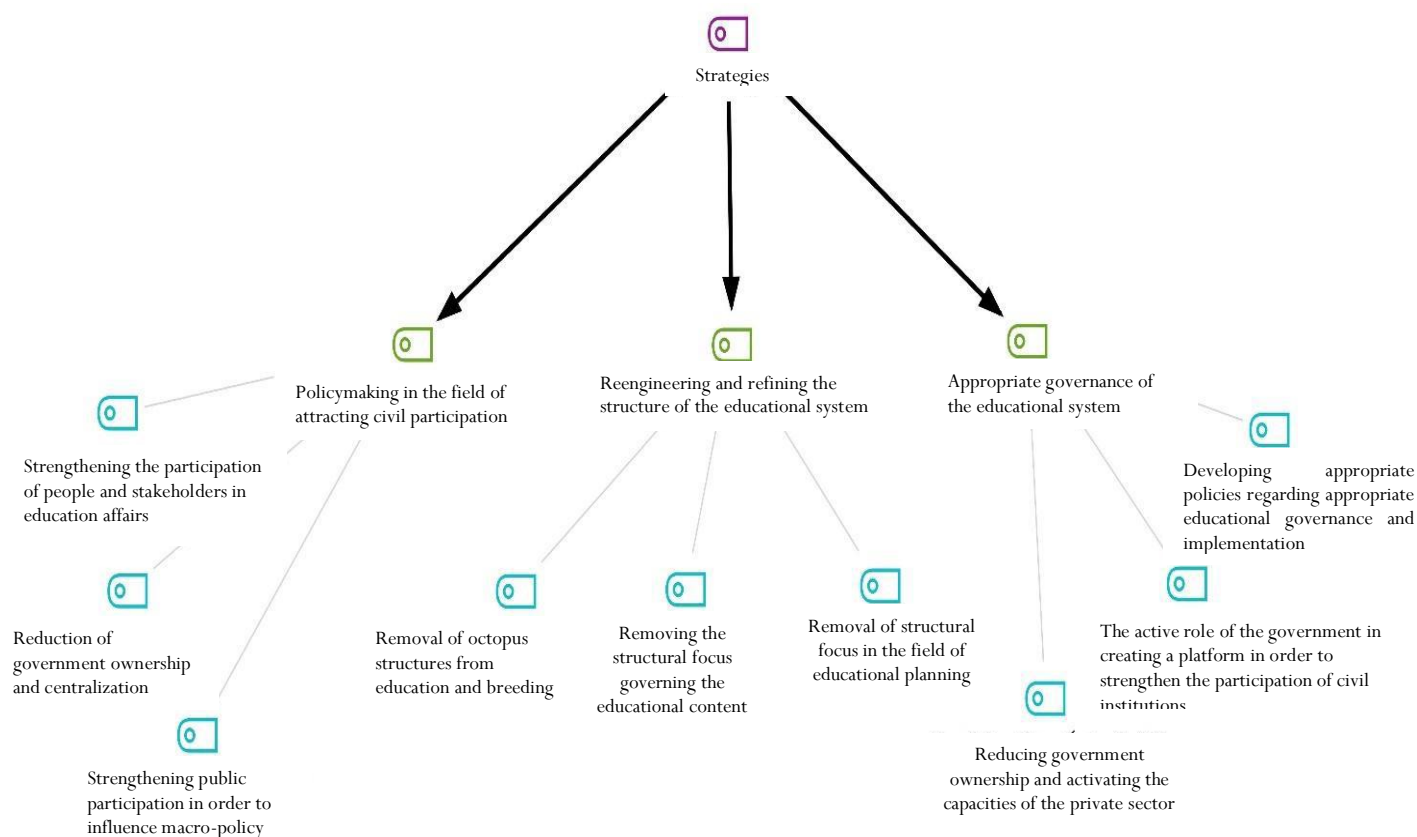


Figure 2. Effective strategies on the connection between school and society in Iran

The effective consequences on the connection between school and society in Iran can be seen in Figure 3, based on which the effective consequences of 6 sub-categories in 2 sub-categories and 1 category including the consequences of the connection between school and society (with 2 sub-categories of individual consequences and social consequences) can be seen.

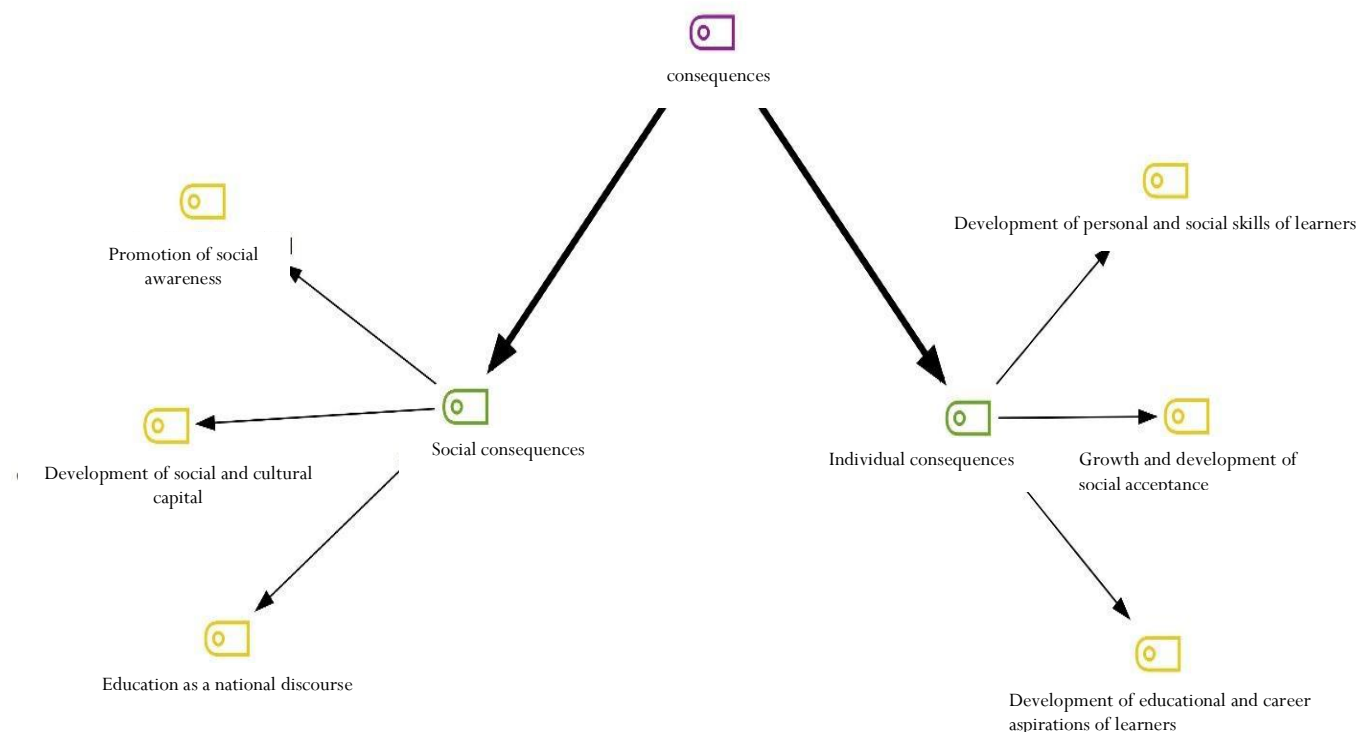


Figure 3. Consequences affecting the connection between school and society in Iran

4. Conclusion

The connection between the school and the society leads to the deepening, acceleration and growth of social, political, economic, professional, religious, religious, health, artistic, educational, behavioral and aesthetic areas. In fact, the biggest change in the education system is the change from the educational system to the cultural, educational, and social system, the change from the classroom to the creation of diverse learning situations, and the change from the official lesson time to the whole time, and without a doubt, the realization of such issues without establishing a link It will not be possible for the school to be effective and suitable for the society. Therefore, the purpose of this research was to investigate the factors, strategies and consequences affecting the connection between school and society in Iran.

The findings of this research showed that the factors affecting the connection between school and society are 15 sub-categories in 7 sub-categories and 2 main categories including structural factors (with 4 sub-categories of macro policies and future development strategies, requirements of upstream documents, macro perspectives and intellectual, philosophical and governing education) and process factors (with 3 sub-categories of periodic monitoring of school performance by local stakeholders, alignment and adaptation of educational content with the needs of society and education in the field of environmental issues). Also, the findings showed that the effective strategies on connecting school and society have 9 sub-categories in 3 sub-categories and 1 main category including strategies for connecting school and society (with 3 sub-categories of appropriate governance of the educational system, re-engineering and refining the structure of the educational system and policy making in the field attracting civil participation). In addition, the findings showed that the consequences affecting the connection between school and society had 6 sub-categories in 2 sub-categories and 1 category including the consequences of connection between school and society (with 2 sub-categories of individual consequences and social consequences). The findings of this research are in some ways aligned with the findings of Mohammadi Pouya et al (2020), Myende (2019), Shahri et al (2019),

Marzoghi et al (2018), Khodarahmi and Malaki (2016). Rezaei Sharif et al (2012), Ghazi Tabatabaie et al (2010) and Griffin and Steen (2010).

According to the participants of the present research, the role of schools is not only limited to learning science, developing skills, cognitive abilities and preparing children and teenagers to enter higher education levels, but its governance and educational cultural function in the society has been the focus of many educational science experts and it They consider it as the factor and basis of any sustainable development in the field of economic, social and cultural growth and development, and they acknowledge the future-making role of the educational system in educating people and turning them into human capital and culturally and socially thriving people. Education as a cultural and social institution has a fundamental and decisive role in the training of human resources and the production of social and cultural capital in the process of growth and excellence of the country; So that the future of the country can be seen in the mirror of today's education. The ultimate goal of educational systems is to provide a context for identifying, growing and flourishing the talents of people for active and effective presence in the society and transferring the culture, principles and values of the country to them. Accordingly, proper governance in education is of considerable importance, and this issue is the fact that important components will facilitate and accelerate the governance process of the educational system in the society and its macro structures. It seems that people's participation is one of the factors and phenomena that cause considerable and appropriate capacity to be created in educational systems for the development of appropriate educational governance. In other words, people's participation causes less risks in the policy-making process in educational systems, which will lead to the improvement of proper educational governance in educational systems. On the other hand, it is not a secret to anyone that any plan and plan to create change and transformation in the society will not go anywhere without taking into account the position of education and it is impossible to imagine a result and solution for it.

In today's knowledge-based and competitive societies, the education system, schools and teachers are considered as the center of gravity of social systems and the main axis of mobility, dynamism and national development. The foundation of development in every country is laid in public education courses, and from this channel, the political system, through the policy-making process, must turn these educations into a treasure of methods that transform children and teenagers from raw human material into cultivated human beings with a culture of active, conscious participation. scientific and humanitarian in the affairs of society. On the other hand, effective policy making by statesmen in the field of attracting the participation of existing elements and sub-systems . In the society, including the family institution, cultural and ideological institution, political institution and even economic institution, it can be considered as the driving engine of development and transformation in the education system and consequently the development of the society as a whole.

The most important cause of any change and development in the direction and creation of the discourse of the intellectual framework governing public opinion in the direction of connecting and aligning the education system and society as much as possible as the key development needs on the one hand and changing the attitude of the country's policy and macro-planning in the focus of education in the horizon of development He looked for its future on the other hand. Based on this, the study of experiences related to policy making and the role of the governance system in the educational system of different countries of the world, emphasizing the experience of developed countries, causes the alignment and harmony of all the country's structures and resources in the development, strengthening and encouragement of the education system in the framework of current needs and investment for tomorrow as A dominant and unforgivable discourse and the direction of the country's macro policies and programs in order to strengthen and deepen the thinking related to the importance of investing in this sector as one of the components of the country's strategic body in sync with the development process of the economic system and other development infrastructures related to it is one of the requirements of this is the subject Undoubtedly, the realization of such cases is dependent on effective and principled policy-making in the direction of the development of civil society participation in all fields and areas related to the education and training of learners through special reflective strategies that, on the one hand, lay the foundation for the structural and extra-structural development of the educational system, and

on the other hand, the conditions To grow and develop the individual and social capabilities of learners and actualize their inherent talents and interests through organizational and extra-organizational capacities, and on the other hand, to realize the issue of effective and appropriate governance of the education system in the country at the same time as re-engineering and refining the centralized structures of the current education system. Considering the role of factors such as the dominant structural focus on the structure of the extensive education system of the country, the organizational culture governing the education system, unexpected and accelerated changes and shifts in the decision-making and management elements of the education system at all levels along with the prevailing thinking and attitude at the civil level Society provided the role of virtual space and social media, the role and position of councils and the council system along with the role and position of the family in the education system of the country without any intervention outside the relevant system.

This research has a unique and pioneering feature in terms of its title and research scope at the country level and can provide a favorable ground for future research to researchers interested in the field of communication and connection between school and society. Therefore, future researchers are suggested to use other research methods such as Delphi and others to present the model. Another research proposal is to conduct similar research in the supply of the country's higher education system so that we can gradually see the design and replacement of local and Iranian models and patterns instead of western models and patterns in the field of connecting schools and universities with the society in order to achieve sustainable development. The main and sub-categories identified in this research have many practical implications for the school-society link model for officials, managers and planners of the Ministry of Education. In order to strengthen and improve the link between school and society, they can provide the basis for the emergence and realization of the dimensions and components identified in this research.

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