



Designing a role-playing model for schools as the focus of students' educational experiences

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ABSTRACT

Background and Aim: The most important and main mission of the school are the students, on whom the main and initial investment should be focused. The educational system is faced with the education of a generation that must prepare them for social life, neglecting the conditions and requirements and necessities of social life causes learners to not learn the necessary skills to adapt to society and suffer serious harm; Therefore, the purpose of this research is to design the role-playing model of schools as the center of educational experiences of students. **Methods:** The research method is mixed (qualitative-quantitative). In the qualitative part, ground theory method with MAXQDA12 software was used to identify the indicators related to role-playing of schools as the focus of students' educational experiences. The statistical population in this research was all the experts in the field of education and school principals, the vice president of education of Tehran city administration, which was conducted with 17 interviews. In a small part, the developmental-applied method was used. The statistical population of the quantitative part included all managers, experts, and educational assistants of government and non-government schools in six education regions (one, six, nine, thirteen, sixteen, and nineteen) and Cochran's formula was used for the sample size. Based on this, 356 people in this section were selected as the sample size and stratified randomly. **Results:** The results of the qualitative part led to the identification of 167 indicators, 35 components and 6 dimensions in two hidden and visible functions of schools. In the quantitative stage, the impact of underlying factors with a coefficient of 0.957 on strategic strategies and the impact of strategic strategies on the resulting outcomes was 0.953, which were the most influential. **Conclusion:** Finally, the final model with 167 indicators and 35 components and two functions (hidden and overt) was drawn and for this model philosophy and goals, theoretical foundations, implementation mechanisms, principles of implementation and feedback were designed and evaluated and validated by 30 experts.



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Introduction

Education of any country has a fundamental contribution to that country's social, political and cultural destiny. Strengthening the scientific and educational foundation of the country, transferring culture to future generations and preserving the legacy of the past, strengthening the national will, creating a correct political vision, establishing social relations, and strengthening the economic foundations all are among the functions of the educational system that the school can play an important role in achieving. Therefore, school prosperity is one of the educational institutions' most sensitive and vital missions (Amiri, 2021). School is considered as one of the most important and basic social institutions in any country, which plays an essential role in guiding, educating and controlling people in society and various social, economic, cultural, etc. functions. Its only purpose and work is not to teach students. Other school functions include cooperation, discipline, healthy competition, identification, learning moral principles, etc. On the other hand, the school's most important and main mission is the students, on whom the main and initial investment should be focused. The educational system is faced with the education of a generation that should prepare them for social life, neglecting the conditions, requirements and necessities of social life causes students not to learn the necessary skills to adapt themselves to society and suffer serious harm (Pudine et al., 2018).

The whole school experience is a student learning context (Hamoushak, 2020). Educational research has identified many factors that can influence students' school achievement and progress, including teachers' academic expectations and assessments of students' abilities and school behaviors, as well as students' academic expectations and their interpretations of school experiences (Pollock, 2021). Freire emphasizes the importance of conversations that can take place within the school, in the classroom, or in small groups, and considers it the educator's duty to promote them. This dialogue provides moments of reflection and re-creation in all educational institutions (Freire, 1979). Experience is a flow in which the thoughts, desires, goals, skills, and power of understanding of the person and the environment, which consists of persons, objects, and phenomena, affect each other. In this regard,

Dewey says that individual experience is considered what a person has acquired during dealing with the environment. In this case, each person at each stage of development has habits, tendencies, thoughts, information, skills and understanding of different things. Education is the act of preparing a person to adapt positively to the environment, that is, education is done when the existing behavior of the individual is changed, and if this change is for the benefit of society, it is called positive education, and if it alienates the individual from society, it is called negative education. (Tabatabai, 2018).

According to the developments in the educational systems, goals, processes, methods, tools, etc., the flow of education and learning has transformed, and as a result, the school has changed its functions and duties as a part of the social system. In the document of the fundamental transformation of school education, "Neighborhood Education Center" is introduced as the main center of change and transformation, which has the power of decision-making and accountability, which can include various activities such as educational, educational, leisure, etc. This will allow the school to accept different societal roles (Flores et al., 2017).

This research aims to design the role-playing model of schools as the center of students' educational experiences.

Method

The research method is mixed (qualitative-quantitative). In the qualitative part, ground theory method with MAXQDA12 software was used to identify the indicators related to role-playing of schools as the focus of students' educational experiences. The statistical population in this research was all the experts in the field of education and school principals, the vice president of education of Tehran city administration, which was conducted with 17 interviews. In a small part, the developmental-applied method was used. The statistical population of the quantitative part included all managers, experts, and educational assistants of government and non-government schools in six education regions (one, six, nine, thirteen, sixteen, and nineteen) and Cochran's formula was used for the sample size. Based on this, 356 people in this section were selected as the sample size and stratified randomly.

Research Tools

1. Semi-structured interview. In this research, a semi-structured interview was used to conduct the interview; The average time of the interviews was 84 minutes. After the interview implementation, the ground theory method was used simultaneously with

the data collection to analyze the data. Thus, after conducting the interviews, the tapes were first downloaded. After that, a copy of the extracted codes was sent to the interviewee and confirmed. In order to get familiar with the data and sink, the data was read several times, thus the primary codes were identified and the similar primary codes were placed together in one class, and the primary classes were formed. These layers were merged and formed the contents of the subjects.

Results

First question: What are the effective factors of schools' role in the educational experiences of elementary school students?

At first, the identification of the hidden and obvious functions of schools in the educational experiences of students was done, which was finally done with 167 indicators and 35 components for the hidden and obvious functions, for the obvious function, 17 components and 92 indicators and for the hidden function, 18 components and 75 The index was identified.

The answer to the second question: What is the role-playing model of schools as the center of educational experiences of elementary school students?

To answer this question, a questionnaire was distributed to 356 people in the original sample.

Finally, the results of this section led to the final pattern. To validate the model, the researcher used the following 5 dimensions.

A- The philosophy and general goals of the role-playing model of the school as a center of educational experiences

B- Theoretical foundations of the role-playing model of the school as a center of educational experiences

C- The stages of implementing the role-playing model of the school as a center of educational experiences

D-Evaluation system of the school's role-playing model as a center of educational experiences

E- The executive mechanism of the role-playing model of the school as a center of educational experiences

The executive mechanism dimension with an average of 4.08, philosophy and goals with an average of 4.08, theoretical foundations with an average of 3.88, executive principles with an average of 3.69 and evaluation system with an average of 3.18 are respectively considered the most important dimensions of the model (in the field of accreditation).

Conclusion

In this research, 6 main dimensions were identified for the role of schools as the center of students' experiences. Also, 35 components and 167 indicators were identified for these dimensions, and each was examined in two separate functions. Overt functions with 17 components and 92 indicators and hidden functions with 18 components and 75 indicators were identified and finally a paradigm model was

drawn for this research. In comparing the findings of this research, in response to the main question, which seeks to determine the degree of relationship between the variables (causal, category-oriented, strategic, contextual, intervening and consequences) with the role-playing of schools as centers of educational experiences. With the results of other researchers' studies, we can refer to the research conducted by Tajari (2021) during which the factors of the main phenomenon had the greatest impact on the strategies and finally the highest coefficient of influence was between the phenomena and the strategies, which was therefore inconsistent with this research. . Also, in the research of Parker and Hasson (2021), dimensions such as teaching, psychological, and philosophical have been used, and for this reason, in the model presented by him, alignment with this research was found, and on the other hand, because in that research, the model was used. In this research, the role-playing model of schools has been considered as the center of educational experiences, and it needs to be consistent with the upcoming research.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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