

## Teaching/Learning Methods in Effective Secondary Schools

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**Abstract** This study aimed to identify teaching/learning methods in effective secondary schools in the city of Bandar Abbas. Effective schools are a favourite study subject for professionals. The aim of these researchers is to identify aspects of effective schools as the key to success and a model of performance for regular schools. This study is a qualitative research approach as a grounded theory with a systematic plan. The statistical population of the present study is all the more effective schools in Bandar Abbas among which a sample of 52 subjects as principles, teachers and students is selected based on purposive and snowball sampling methods and they were interviewed by a man and several subordinate questions. The collected data were analysed using grounded theory as 49 concepts were extracted of the respondents' sentences in the conceptual level. The concepts were categorized in 5 dimensions of the teaching/learning methods and then the central research and investigation was done on the known dimensions, open coding with titles, situational learning, stimulating environment and the integrated curriculum. Then, the central research code was chosen as the central code and explained the rest of the code with paradigmatic model. Eventually, a theory as the "methods of research-oriented and educational problem-solving for self-actualization" was emerging on the selective coding stage.

**Keywords:** effective schools, teaching/learning methods, grounded theory, qualitative research

### Introduction

Mission of Education Administrations is the exploitation of experiences, talents and intellectual abilities of human resources, especially their managers and teachers and this can be easily achievable through rich teaching/learning methods (organizational) in which the desires, needs and expectations of knowledge, abilities and skills are incorporated and coordinated and consistent with it (Karamipoor, 2003; Dehdar et al, 2015).

Effective schools are one of the organizations of the Education Department with its own educational system. As the concept of effective schools reveals, the main purpose is that these schools should be a model for other schools. So, by identifying ways of teaching/learning in effective schools, we can provide the ground that schools establish their activities in the context of intelligence,

consciousness, thinking and wisdom and everybody experiences development in the school and teachers, students, administrators and even parents be involved in each other's progress(Naghashzade, Sabahizadeh, 2016).

There is no clear and comprehensive definition for effective schools like many humanities and social sciences concepts. The definitions presented in the research literature are affected by the general definition of the term effective schools.

Studying the teaching/learning methods of effective schools is important because the progress of these schools requires emphasizing these methods and implementing them in school and outside of school. Since the schools have their own teaching/learning methods, we should examine the teaching/learning methods to see which one is more effective (Rossman,

Karbt and Firestone, 1998).

In the view of Hoff and Haseman (2009), the school as a social group is composed of different people that are different from each other in terms of experiences, special culture and personality (subculture) and various other dimensions. The interaction between members of a school is influenced to a large extent by the atmosphere that has dominated the school. School is not an educational organization but it is primarily a small community. The common aspect of the organization and society is the existence of social interactions but their distinguishing point is the importance given to the actors. The space of social interactions at school level can be considered as school climate or school teaching/learning methods (Moghni Zade, 2002).

There are many factors that determine teaching/learning methods in effective schools. School situation is affected by all elements inside it. On the one hand, the situation and characteristics of the school, its history, its founders, teachers, principles, graduates, students, faculty, physical space, honors, and whatever affects the perceptions of the organization and on the other hand, the special teaching/learning methods of each school determine the success of each school.

Effective schools in general and teaching/learning methods of effective schools in particular gained more importance when some specialists, including Ivan Illich (as cited in, Moghni Zade, 2002) criticized the current performance of schools. In the meantime, the identification and definition of school effectiveness is both very complex and potentially controversial. The identification of the characteristics and organizational climate and the conditions in some schools illuminates that what teaching/learning methods effective schools have. Effective school is a

fundamental approach for collecting and combining theories and experiences concerning the optimal functioning of schools in the modern world. In effective schools, the existence of any activity is defined in accordance with its contribution and role in learning. Effective Schools Association (2004) knows the pre-requisite for achieving effective schools in the following: 1) all students can learn and they attend schools to be guided in this direction. 2) Schools are responsible for the student achievement. 3) Changes in school should be collaborative, research-driven and based on data and information. The research findings have shown that the continuous improvement of schools is achieved best through a cultural revolution and a new insight to the school as a learning institute. These theories have become prevalent by writers such as Davis (2012) who has emphasized the importance of progress in the development of the school. Learning Institute is a concept that is based on this theory: the way of school is forward meaning that the school is a learning system. The findings show that learning institutions need learning environment that support development of the staff and their cooperation. Effective schools put the main emphasis on the individual and formal learning. In comparison with other schools, effective classes have a distinct learning environment. Within effective classes, there is a clear focus on teaching and learning. Teachers are very successful and effective when they are capable of operating and managing the learning process in different ways. For example, the emphasis on the separation and teaching/learning styles gives the students the wider access to the curriculum that apparently provides students with more facilities for successful learning.

According to Scott (2004), effective School is an organization and hence has its

own methods of teaching and learning. If we identify the teaching/learning methods of effective schools by which they have a successful achievement in the education, we are able to use the experience of this type of school as a model for other schools and improve the academic level and quality of students. Many studies have been done in this field but none of them have studied the teaching/learning methods of effective schools in particular. Such research can include:

Ameri Far and Jahani (2013) studied the relationship between organizational culture and the effectiveness of school in the view of the managers and teachers in secondary schools in Shiraz. In this study, researchers sought to examine the relationship between organizational culture and the improvement of the quality of secondary schools. The results showed: the three components of group work, attention to the client's needs, providing components of improving the quality and components of empowerment and the delegation of authority to the staff, providing a change in the school, effective leadership, and attention to long-term and short-term goals in school components of organizational culture have been considered. Data analysis showed that there is a positive and significant correlation between the organizational culture and the improvement of the quality of secondary schools in Isfahan as well as the components of organizational culture and the delegation of authority to the staff, the development of the capabilities of teachers and employees, attention to the central values, the coordination and integration of the staff, providing a change in the school, effective leadership, and attention to long-term and short-term goals and the attention to the long-term perspective in school by improving quality. Amin Beidokhti and Sina (2005) have done a study entitled as the "the relationship

between organizational culture of schools with the effectiveness of principals of secondary schools in Semnan province". In this research, the organizational values of schools and school's culture were studied in four dimensions: patriarchy, collectivism, avoidance of uncertainty and power distance. The results of this study have shown that there is a significant relationship between patriarchy and the collectivism in schools with the effectiveness of managers. But there is no significant relationship between the power distance and the effectiveness of managers. In a study entitled as the "the relationship between the organizational culture with creativity and organizational effectiveness in the junior high schools in Marvdasht" Ahmadi and Setorg (2009) concluded that there is a significant relationship between organizational culture and organizational effectiveness. Organizational creativity has also a significant and positive relationship with organizational effectiveness. Organizational culture and creativity are able to predict the organizational effectiveness. The proposed model and the confirmed model are quite compatible and the proposed model is relatively able to explain the causal relations of variables. Young (1998) has known the spirit of teachers as a very beneficial index for the organizational health as well as the effectiveness of schools that has a significant relationship with the school climate in his research in the field of the effectiveness of the school in west Australia. Young proposes to consider the spirit of teachers in the effectiveness and organizational health researches. Young's study was done on 212 teachers from 28 urban and rural schools in West Australia. Shelby (2002) has studied the impact of various factors on the content of school, teachers' levels, management level, the level of the features of lesson plan in the academic success of students (as the

school effectiveness) in the occupied Palestinian territory. In addition, research variables such include gender, race, school type, socio-economic status, intelligence, and geographic area. The research data show that all the independent variables of gender, social status and intelligence as well as the dependent variables such as the leadership, the climate and the environment of school and the quality of school have negatively affected the academic achievement. Scott (2004) examined the relationship between school climate, teacher effectiveness and school effectiveness in secondary schools in New York. The results show that teacher professionalism, scientific emphasis, as well as his educational leadership have a significant correlation with the overall effectiveness of the school. Also, multiple regression studies of school effectiveness, school climate and the teachers' effectiveness show that academic emphasis is the only significant predictor of positive school effectiveness.

#### Research method

This study is in qualitative and descriptive research category. In qualitative research, the researcher does not seek to generalize the results to other communities and the aim is to uncover, identify and describe the phenomenon, features and characteristics. Grounded theory is been used in the implementation of this study. This is only possible through grounded theory since the identification of the teaching/learning methods requires exploration and discovery. Grounded theory is a systematic and a qualitative procedure to produce theories that describe an active or reactive process regarding a real minor subject in the overall conceptual level (Krasul, as cited in Bazargan, 2012). In this method, data collection, analysis and theory are interconnected with each other. Grounded theory is an inductive method of theorizing and its fundamental presupposition is

based on the exploration, detection, and classification of the factors and characteristics related to an abstract concept (Krasul and Plano Clark, translated by Kiamanesh and Saraee, 2011). In this method, the research is based on several general concepts: concepts, categories and theories. In this study, a systematic management plan is being used for the implementation of the grounded theory. In this design, the use of the data analysis levels through open, axial, and selective coding is being emphasized (Bazargan, 2012). In open coding, the collected data are in the form of categories and classes on the cultural subject. In axial coding, one of the categories is considered as the axis. In selective coding, categories and themes are attributed to the main category and the classes are refined. The statistical population of the study included all managers, teachers and Bandar Abbas high school gifted students (effective). In the grounded theory, theoretical sampling is used and the decision to choose a sample is made in the research process. In this method, the sampling is not done as the quantitative research methods. In other words, the expansion of the main population and its features are not predetermined. On the other hand, the starting point in grounded theory is not an easy task and this is very important because it establishes the first steps of the researcher in designing the theory. One of the basic assumptions of grounded theory is that the data from the previous theories should not change the research and data collection method. Also, the primary stage of the research based on the grounded theory has an exploratory nature (Glazer, 2002). Therefore, it is being tried in this study to use a group at the starting point that accelerated data collection related to theory. Purposive sampling and snowball sampling methods were used as the sampling procedure due to the aim of the

study as reaching a saturation point related to teaching/learning methods. Accordingly, first, 4 managers and 4 teachers per manager and 2 students per teacher (a total of 52 people) were selected as the sample. But the answers reached a saturation point up to 28 people. In this study, an open-ended question about teaching/learning methods of effective schools was used for the interview. To gather more purposive data, some subordinate questions were used as well including: to what extent is the amount and method of distributing new and up-to-date information in the class by teachers?, what is the type and how is the method of assigning homework to students (creative problem-solving tasks)?, how is the method of implementing the teaching sessions by teachers (explanatory, activity-based, ask and answer, etc)?, to what extent and how teachers let the students' opinions interfere the teaching procedure?, what are the activities the parents are invited to the school for?, and to what extent and what types are the cooperation of parents with teachers? The researcher has benefited the observation and note-taking for data gathering in addition to the above mentioned questions.

#### Methods of data analysis

Data analysis was done using systematic design of the grounded theory. The analysis with this plan is done in five stages as: natural codes, conceptualization, open coding, axial coding and selective coding. Of course, the natural coding process and the concept extraction (conceptualization) sections are considered as the prerequisite for grounded data analysis. Open, axial and selective coding stages are known as theoretical coding in the grounded theory. The first stage of data analysis based on grounded theory method is performed using theoretical coding. Theoretical coding is a method for analysing data that are gathered in the

design of a theory of the grounded theory.

The first stage) natural codes: At this point, the data from observation, subjects' answers to interview questions and researcher notes are entered without change. This type of first-hand information in the grounded theory are called natural codes (Krasul, 2005, as cited in Bazargan, 2012, p. 109) used by the researcher in this study. The approach of analysis at this stage is that what the information from observation, interview and note taking is? At this point, all responses/statements of each of the managers, teachers and students (sample) were coded separately (mental categories).<sup>1</sup> Then the codes were entered into MAXQDA software to separate codes and form themes.

The second Stage) conceptualization: The first step in making the categories based on the raw information or natural codes requires the identification and the extraction of the salient concepts in sentences. Because the researcher makes the categories by identifying the links between the concepts contained in the statements. So before the researcher tries the categorization, the necessary implications for those categories should be identified. In other words, the concepts (the understanding of sentences) are a prerequisite for making categories. The approach of analysis at this stage is that what concepts of information gathered (natural codes) can be deduced? At this point, the codes of all accepted sentences<sup>2</sup> are entered into the concept extraction table. In other words, all the coded sentences were changed into concepts

<sup>1</sup> The coding was in the form of numbers, letters, and numbers and letters. For example, the (12M1) or (7T3) codes are as the twelfth sentence of the first manager and the seventh sentence of the third teacher respectively.

<sup>2</sup> The codes of the meaningless, non-related, non-answered or weakly-answered and repeated-answered sentences were deleted of the concept extraction stage.

(sentence nominalization) and therefore the codes of some of the inappropriate sentences are not included in the concept extraction table (Initial categorization). At this stage, naming the concepts has been carried out according to the characteristics of the sentences, but the intensity, status and the direction of sentences were not implicit in most concepts (this practice was carried out in the axial coding stage). It should be noted that the focus of responses to the first people among managers, teachers and students is because of the fact that many responses of the next persons in the row were repeated and their codes are not inserted. Even in some cases, there was no need to interview the 15<sup>th</sup> to 32<sup>nd</sup> people among students and 10<sup>th</sup> to 16<sup>th</sup> among teachers due to the saturation of responses. So, the focus of codes on first people does not mean the superiority of their responses. At this stage, 49 concepts were extracted for free coding.

The third stage) open coding: in this phase, the researcher is concerned with the formation of the sub-categories through detailing the information. Open coding is made based on the features of information and concepts and dimensions of each feature (range or size). In other words, the simple naming of a category based on the characteristics (relationship type) of the concepts and information is called open coding. The approach of analysis in this stage is what kind of relationship perceived between concepts can be imagined? In this study, the amount of emphasis, frequency and functionality of a matter in collecting information is used for open coding (naming the category). In this study, the formation of categories began from one stage so that the main objective at this stage was the formation of subcategories<sup>3</sup> related to the

teaching/learning methods. Two fundamental actions were done to form subcategories and open coding: the first one was to form the categories' framework (dimensions) of the teaching/learning methods. Dimensions intended for effective schools' teaching/learning methods were based on the previous research and definitions in this area (including definitions of teaching methods in the books of Reigeluth and Clair, 2009 and Pakpur, 2011). In later stages (after the separation and the formation of concepts by the software), there was no concepts found for some of the dimensions (the framework of category) and the considered categories were removed. In some cases, there were new codes that had no position in any of the categories (dimensions) and the researcher defined a new dimension (category) for that. Sub-categories or dimensions were specified through classification concepts based on their similarities and differences. But in this section, the names of these dimensions were hidden. This was done in order to cover all concepts and defining clear sub-categories. Sub-categories related to the teaching/learning methods of effective schools were in five dimensions of opportunities, conditions, resources, approaches and teaching, respectively. The second action was naming each of the sub-categories/dimensions based on the characteristics of responses and the kind of relationship among the concepts of each category. Accordingly, a name was determined for each of the sub-categories/dimensions as follows: Category of opportunities (situational learning), conditions (stimulating environment), resources (integrated curriculum), approaches (research-based) and teaching (exploration).

The fourth stage) axial coding: At this stage, the researcher chooses one of the open codes and put it centered and links

<sup>3</sup> Subcategories mean the dimensions that could be considered for each of the components of opportunities, conditions and etc.

the rest of open codes to it. Axial coding is explained based on several factors by the proposed paradigmatic model of Strauss and Corbin (1998). The paradigmatic model has 6 indexes (code-centered, causal conditions, underlying conditions, mediated conditions, strategies and consequences) implemented in this study. The approach of analysis in this stage is that what factors, what conditions and what type of strategies has caused a special relationship between the concepts? In the present study, axial coding has been done based on the four above mentioned criteria.

The fifth stage) selective coding: selective coding is done as explanatory narrative and the main criterion for selecting is the stochastic process of phenomena. In this study, the purpose of the process is the teaching/learning methods and learning ability in effective schools. So, in coding, and especially in selective coding, two factors of distinguishing/differentiating are considered because the detection and classification of methods and their factors can be achieved in two ways of distinguishing and generalizing. The approach of analysis in this stage is that what are the results of the relationship between axial codes and their causing factors (process)?

### Results

What are the teaching/learning methods in the effective secondary schools in Bandar Abbas?

Natural coding stage: At this stage, the statistical sample sentences related to the teaching/learning methods were separated and coded so that the key sentences related to methods were coded. For example, some of the sentences of the statistical sample in relation to methods of teaching and learning as opportunities, conditions, resources, approaches and teaching were as follows:

Opportunities: a teacher has said: “children with good families and enter the school with excellent support are more successful than others in every respect. Most of students in our school are from one-child or two-child families and the family spent all the time to consider their education and training”. (11T4).

Conditions: a teacher has said: “school managers have provided an environment for the education of children that has created the desire to come to school for children”. (13T1)

Resources: a manager has said: “education authorities should write books so that they contain useful content in relation to the values”. (11M2) another manager has said: “books about Islamic and cultural values should be more published”. (10M2)

Approaches: a teacher has said: “students favor group education and activities that they have an active role in them such as working in laboratory and scientific visits”. (9T5)

Teaching: a teacher has said: “students like those teachers who use different methods for teaching such as the History teacher whose class is always full of laughter and satire and the students love the class and this is very rare that students make absent in that class”. (8T6) A student has said: “after the termination of teaching in some classes, there are groupings and each group has a head and there is a group testing”. (11S6)

### The extraction of concepts

The concepts of natural codes (accepted sentences) related to the teaching/learning methods with the removal of some codes and the combination of them are in accordance with Table 1. In other words, all the sentences of the sample subject in this factor received a code but at this stage, some codes were deleted (due to being repeated, meaningless and non-relatedness and in some cases the inability of the respondent to answer the question).

Eventually, 49 concepts of the managers, teachers and students' sentences were extracted in this factor.

**Table1.** The extracted concepts before sub-categorization

The main category	The extracted concepts of the natural codes/interview
<b>Teaching/learning methods</b>	<p>The teaching of norms and values by parents and authorities (13M1), compiling and distributing religious and cultural books (10M2), textbooks useful regarding values (11M2), the responsibility of parents in religious ceremonies (13M2), socialization approach in discipline (11M3), creating an appeal in conformity of employees (12M3), timely and effective encourage at school (11M4), searching for jobs in organizations (12M4), counseling sessions of students and parents (14M4)</p> <p>Encouraging to ask questions while teaching (7T1), managing the class with questions and answers (8T1), a combination of life skills in the curriculum (9T1), more referral sources to learn more for those interested and solving problems (11T1), creating stimulating environment for the study (13T1), encouraging feedback (14T2), generalizing norms and values to the family environment (9T3), making the students familiar with the importance of values (10T3), notification of the cause of action (12T3), creating an attractive and stimulating environment (3T4), a book entitled as a guide to compliance with the values and norms (9T4), educational success and families with low number of children (11T4), laboratory and field learning (9T5), a scientific and training model of successful teachers (11T5), Curriculum for life in society (12T5), teaching methods varied and appropriate to the course (8T6), posing more questions (10T6), talk to practice skills and learning (9T7), acceptance of the values of the school in the family (11T7), persuading students (13T7), a change in behavior by observing the behavior of the teacher (13T8), shared curriculum with the content of morality and manners of life (5T9), the contingency of teaching method (10T9), increasing motivation of performance (10T10), Student-cognitive teaching (3T11)</p> <p>The acceptance of those who fast by teachers (6S1), learning respect of the behavior of employees (9S1), the independence in doing the assignments and homework (11S1), group solving of course problems (12S1), begin the class with questions (9S2), using preparation techniques for the start of the course (10S2), monitoring academic progress through the additional assignments (12S3), informing parents of the student's progress (3S4), observance of norms by encouraging (11S4), verbal encouragement (13S4), delegating responsibility to students (8S5), encouraging to creatively solve assignments (9S5), a survey of students (9S6), group learning (11S6), solving problems in the class (8S7)</p>

**The open coding stage**

At this stage, five dimensions were considered for the methods (opportunities, teaching, resources, approaches and conditions). Five categories were coded

based on the characteristics of sentences of the interview entitled as the situational learning, stimulating environment, integrated curriculum, research-oriented and exploration.

**Table2.** The categorization of the extracted concepts after sub-categorization

Categories (free codes)	Dimensions	The extracted concepts of the natural codes/interview
<b>situational learning</b>	Opportunities	the responsibility of parents in religious ceremonies (13M2), counseling sessions of students and parents (14M4), educational success and families with low number of children (11T4), informing parents of the student's progress (3S4), generalizing norms and values to the family environment (9T3), acceptance of the values of the school in the family (11T7), the teaching of norms and values by parents and authorities (13M1)



<b>stimulating environment</b>	Conditions	creating stimulating environment for the study (13T1), encouraging feedback (14T2), the acceptance of those who fast by teachers (6S1), timely and effective encourage at school (11M4), creating an attractive and stimulating environment (3T4), making the students familiar with the importance of values (10T3), notification of the cause of action (12T3), persuading students (13T7), increasing motivation of performance (10T10), verbal encouragement (13S4), creating an appeal in conformity of employees (12M3), observance of norms by encouraging (11S4), learning respect of the behavior of employees (9S1), a change in behavior by observing the behavior of the teacher (13T8), a scientific and training model of successful teachers (11T5)
<b>integrated curriculum</b>	Resources	textbooks useful regarding values (11M2), compiling and distributing religious and cultural books (10M2), shared curriculum with the content of morality and manners of life (5T9), a book entitled as a guide to compliance with the values and norms (9T4)
<b>Research-oriented</b>	Approaches	searching for jobs in organizations (12M4), more referral sources to learn more for those interested and solving problems (11T1), laboratory and field learning (9T5), more referral sources to learn more for those interested and solving problems (11T1), a combination of life skills in the curriculum (9T1), Curriculum for life in society (12T5), the independence in doing the assignments and homework (11S1), verbal encouragement (13S4), delegating responsibility to students (8S5), the responsibility of parents in religious ceremonies (13M2), socialization approach in discipline (11M3)
<b>exploration</b>	Teaching	begin the class with questions (9S2), managing the class with questions and answers (8T1), a survey of students (9S6), group learning (11S6), monitoring academic progress through the additional assignments (12S3), using preparation techniques for the start of the course (10S2), encouraging to ask questions while teaching (7T1), encouraging to creatively solve assignments (9S5), group solving of course problems (12S1), Student-cognitive teaching (3T11) talk to practice skills and learning (9T7), teaching methods varied and appropriate to the course (8T6), posing more questions (10T6), the contingency of teaching method (10T9)

**The axial coding stage**

At this stage, after the selection of the “research-oriented” as the central axis, the causal conditions, underlying conditions

(fundamentals), mediated conditions, strategies and consequences were obtained according to figure 1.

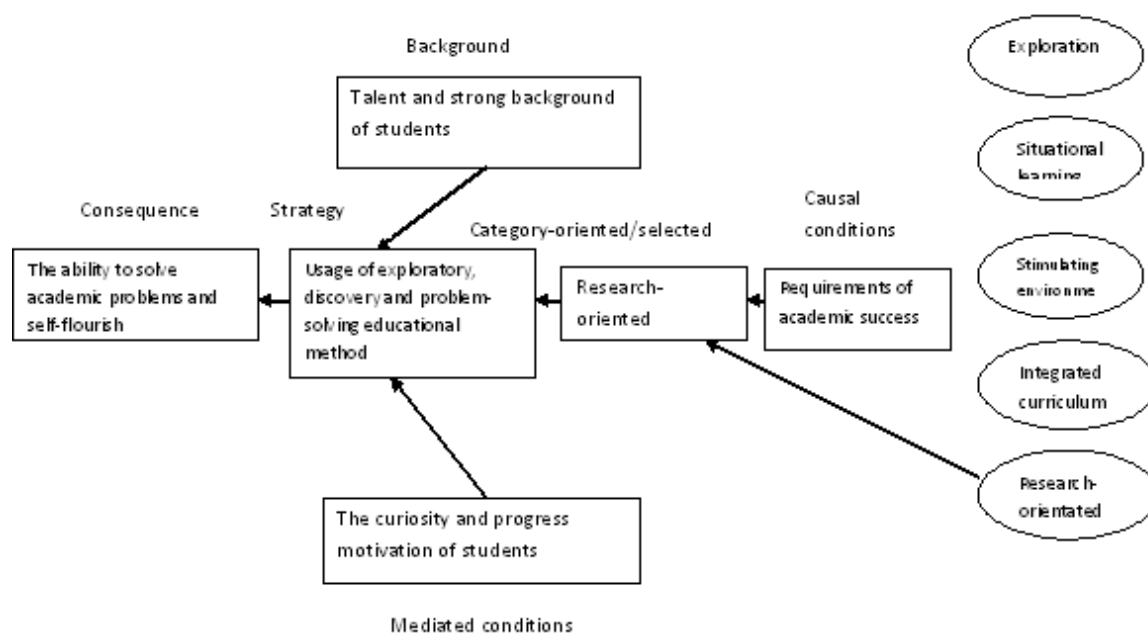


Figure1. Axial coding for the teaching/learning methods factor in effective schools

**Axial coding paradigm open coding categories**

**The selective coding stage**

The third and final stage of coding is selective coding that continues axial coding at a more abstract level. In fact, it is at this stage that the researcher generates a theory based on the data. One of the most important and difficult stages of research based on grounded theory is the diagnosis and determining of the time to terminate it. Flick (2008) puts the heavy burden of this stage on the shoulder of the researcher to decide about the type of selection and the time of termination (sampling and encoding). According to Rennie (1998), after the production of several high-level categories, the researcher needs to identify the key concept to organize the theory. This key concept which is a high-level category is called by Glaser (1978) as central nuclear code. At this stage, the main duty of the research is to diagnose the conceptual relationship that connects

all the higher-level categories to each other.

Accordingly: at this stage, the relationship between subcategories (free coding), axial category and what is stated in the paradigmatic model is explained in a narrative form. Thus, research-oriented is been selected as the central point in the teaching/learning methods. The motivation of the academic success is higher among the students of effective schools that have caused the students to not merely pay attention to the teachers' explanations. In other words, success in education requires the students to find answers for their questions and privileged teachers have provided such a situation for them. Accordingly, effective schools emphasize research-based teaching methods (causal conditions) instead of emphasizing the mere subject, teacher, lecture and explanation. Talent and strong background

of students have provided the use of research-based teaching and learning methods (underlying conditions). Due to this fact, discovery, exploratory and problem solving teaching methods are more used in such schools. High curiosity and progress motivation of students emphasize the use of research-based methods more than ever.

### **Discussion and Conclusion**

This study aims to identify teaching/learning methods in effective schools in Bandar Abbas and based on grounded theory. The results of interviews with 52 of the sample are obtained. According to little research done in the country, it can be said that this study is considered as one of the novel investigations.

The data obtained from the analysis of interviews show that effective schools have turned their attention to research-based methods for managing their educational system and their success in this field. It was tried in this study to create a general agreement on the teaching/learning methods of effective schools by applying an appropriate scientific method in order to use it for other schools.

In this study, the intended categories were extracted from the obtained data of the interviews and after the analysis, interpretation and coding. After several times of studying and give and takes among the data, categories and codes, we understood that one category is more obvious among the data and interviews. This category that is as the central and main category of the research is selected as the “research-oriented”. The reason for choosing this title is that all concepts and categories have pointed it out to some extent. For example, the concepts of “teaching norms and values by parents and authorities, informing of the cause of

action, scientific and training model of successful teachers, shared curriculum with the content of morality and manners of living, laboratory and field learning, searching for jobs in organizations, delegating responsibility to student, managing the class with questions and answers, monitoring academic progress through the additional assignments and beginning the class with question” all indicates that student learning is not necessarily dependent on the presence of a teacher but opportunities are provided, learning resources are provided, conditions are made ready, independent approach is recommended and eventually teaching is done in the form of research-based in order for the students to pursue and control their academic achievement.

We must rely on a special element about methods of teaching and learning in every age because these schools follow new educational approaches and views. In the past decades, successful school approaches were following behaviorist and cognitive views but today the views of constructivism (research-oriented learning) determine the success of the schools. Situational learning codes, stimulating environment, integrated curriculum, research orientation and exploration are of the key concepts of constructivist approaches (Jonassen, 2009) that are known as teaching/learning methods of effective schools in this study.

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