

Research Article

Identifying the Dimensions and Components of the School-as-Community Educational Hub Model

Masoumeh Fouladi¹, Mohammad Jafar Mahdian^{2,*} ,
Alireza Faghihi¹

¹ Department of Educational studies and curriculum planning, Ar. C., Islamic Azad University, Arak, Iran

² Department of Educational management, Bo.C. Islamic Azad university, Borujerd, Iran

* Corresponding authors: Mjmahdian@iau.ac.ir

Article History:

Received:
09 September 2025
Revised:
12 December 2025
Accepted:
10 January 2026
Published in Issue:
30 June 2026

Abstract

The present study was conducted using a mixed-methods approach (qualitative and quantitative) with the aim of examining the dimensions and components of the school as a community educational hub. The statistical population consisted of experts in educational sciences, specialists in curriculum planning and educational management, and experienced school administrators. A purposive sampling method was used to select 18 participants based on specific criteria, considering the principle of theoretical saturation. In line with the objectives and research questions, data were collected through semi-structured interviews, thematic analysis, literature review, and examination of relevant sources. To assess the validity of the proposed model, various methods were employed, including face and content validity, item analysis, and confirmatory factor analysis. Furthermore, the implementation status of the model was evaluated using repeated measures ANOVA in SPSS version 22. The literature review highlighted four main dimensions: (1) characteristics of a community-based educational leader, (2) community-based culture, (3) community-based structure, and (4) community-based teacher. The components associated with these dimensions were identified through semi-structured interviews, forming the initial conceptual model. After statistical validation, the final model was developed by determining specific indicators. Ultimately, confirmatory factor analysis confirmed the quality and validity of the proposed model based on cross-validity and composite reliability. The current status of schools in Tehran indicated that, based on the derived model, the condition of these schools is below the average level in terms of the degree of community-centeredness, the characteristics of community-centered educational leadership, community-centered culture, community-centered structure, and community-centered teachers.

© 2026 The Author(s). Published by the OICC Press under the terms of the CC BY 4.0, Creative Commons Attribution License, which permits use, distribution and reproduction in any medium, provided the original work is properly cited.

Keywords: Education; Community; Community educational hub; School

Cite this article: Fouladi, M., Mahdian M. J. & Faghihi, A. (2026). Identifying the Dimensions and Components of the School-as-Community Educational Hub Model. *Journal of Education Experiences*, 9 (1), 105-117.
<http://doi.org/10.57647/jee.2026.0901.10>

1. Introduction

Societies regard the school system as responsible for sustaining social life and promoting individual development within the framework of societal expectations. Today, nearly all societies shape their

educational systems with a global perspective, aligning them with societal needs (Turkkahraman, 2015). Globalization has blurred many traditional boundaries in education and technology, necessitating a comprehensive redefinition of roles and structures. For instance, the dissolution of boundaries between nation-states and the

global community, between culture and its subcultures, between school and local community, home and school, education and work, the world of employment and learning institutions, formal and informal education, predefined curricula and individual choices, student and teacher, parents and children, humans and machines, and even across disciplines has created major challenges for education (Biberman-Shalev, 2021).

In response to these challenges and to adapt to rapid changes, educational planners and practitioners must take immediate and bold steps toward comprehensive educational restructuring across all dimensions. Neglecting such initiatives leads to relinquishing responsibility in favor of globalization and its dominant forces. In Iran, the Fundamental Reform Document of Education (FRDE) outlines that schools should serve as appropriate spaces for nurturing individuals who are faithful, ethically grounded in Islamic values, and committed to their responsibilities toward God, themselves, others, and nature.

Such individuals should be truth-seeking, rational, justice-oriented, peace-promoting, anti-oppression, hardworking, courageous, selfless, patriotic, socially engaged, globally minded, determined, hopeful, self-confident, dignified, knowledgeable, competent, modest, principled, discerning, free-spirited, creative, entrepreneurial, prudent, healthy, joyful, law-abiding, and orderly.

According to this foundational document, the school is expected to cultivate capable individuals ready to engage in specialized and vocational education, thereby preparing them for a dignified personal, family, and social life in accordance with the Islamic value system (Marzouqi et al., 2018).

The community school model is a flexible framework for organizing community resources to support student success, distinguishing it from whole-school reform models that require strict adherence to externally developed programs (Min, 2017; Schools, 2018; Valli, 2016). In this regard, Daniel, Oakes, and Lam (2019), through extensive studies aimed at finding evidence on the effectiveness of community schools, identified four core elements commonly present in such schools: 1- Integrated student supports; 2- Expanded learning opportunities; 3- Family and community engagement; and 4- Collaborative leadership and practice (Maier, 2017).

Although the community school movement has steadily grown since the late 1990s, its overarching structure and specific features are still evolving (Min, 2017). Despite the emphasis in Iran's FRDE on the idea that "the school is the hub of the neighborhood," in practice, only sports centers have been officially established in schools, and these are primarily active during the summer. There is little evidence of integration across ethnic, social, or even economic groups. Given the

lack of research on quality of life within neighborhoods and the limited local studies on the nature and dynamics of the school-community relationship, both quantitatively and qualitatively, there is a clear need for applied research on the role of the school as a community educational hub. One of the potential benefits of linking schools with local communities is the reciprocal access to resources. For instance, community libraries or parks, as well as the skills and facilities of local residents—such as professionals or private workshops—can support school activities when needed.

A key advantage of this partnership is the resulting cost-effectiveness and the reduction of inequalities arising from the lack of facilities in many neighborhoods or schools. Moreover, access to local resources can enhance the vibrancy and vitality of neighborhoods, foster increased interactions, and help strengthen neighborhood identity. Importantly, a less-explored yet promising concept in Iran is the transformation of schools into community centers during non-instructional hours—an idea that has not yet been widely implemented. As a core urban element, the school can function as a public space at certain times of day for the broader community's use.

It is worth noting that the idea of the school as a community educational hub was seriously introduced by the Ministry of Education in 2019, with formal operational guidelines issued in 2020. However, due to the COVID-19 pandemic, implementation was not realized. Although a pilot community school was launched in the city of Yazd, parents showed limited willingness to participate due to the health crisis. Consequently, little information is available about the implementation model or its effectiveness.

In some countries, community schools have been implemented for many years; however, due to the cultural differences, such initiatives require localization and adaptation to an Islamic-Iranian model. Although the Ministry of Education formally issued guidelines for community schools in 2020—mandating provincial education offices to transform 10% of schools into community educational hubs—a review of the existing literature in Iran reveals the absence of any structured scientific research addressing the mission, vision, or a practical implementation model for such schools. Furthermore, no needs assessment studies on community schools have been conducted.

The limited existing research has merely explored architectural and design aspects of these schools (Fathi Azar, 2018; Salimi, 2020).

Based on the above, the core problem this study addresses is the following question: What are the key dimensions and components of a suitable model for the school as a community educational hub, and how valid is this model from the perspective of experts in the field?

1.1. Research Objectives

1.1.1. Main Objective

To design and validate a model for the school as a community educational hub.

1.1.2. Secondary Objectives

To identify the dimensions and components of such a model.

To propose an appropriate and implementable model based on optimal conditions.

1.2. Research Questions

1.2.1. Main Question

What is the appropriate model for a school as a community educational hub?

1.2.2. Secondary questions

What are the dimensions and components of this model? Based on the ideal scenario, what model can be proposed for the school as a community educational hub?

2. Theoretical Foundations and Research Background

The theory of the school as a community educational hub—known internationally as community schools—originated in the United States in the 1920s with the aim of addressing educational, cultural, and social needs. In this theory, educational facilities were conceptualized as social institutions (Mayger, 2019). Today, much of the demand in education is directed toward enhancing capabilities and skills, and in many urban areas, schools are exploring ways to improve student performance. A similar orientation exists among other community-related institutions. As a result, the interaction between schools and communities has evolved into a nationwide movement toward the establishment of community schools (Kamelnia, 2009).

That is, a community school is a collective of partnerships based on collaboration between the school and one or more community centers. The activities of various societal groups are aligned toward shared and unified goals. These schools are designed not only for students but also for all citizens to access and benefit from (Mardami, 2015). It is important to note, however, that participation is not limited to shared use of school or community facilities; rather, it reflects a broader sense of social solidarity and engagement. Effective and dynamic interaction between school facilities and the surrounding

community and neighborhoods simultaneously enhances both student achievement and community development. Constructing and designing schools in ways that help children develop into active and responsible citizens—while also creating opportunities for the surrounding community—is increasingly seen as a vital necessity (Stahl, 2021). These schools serve as community hubs, fostering partnerships between educators, families, community members, social centers, and other institutions. In doing so, they transform education from a conventional schooling experience into a broader, more powerful *social coalition* (Blank, 2003).

The concept of the community school as a model necessary for achieving the aforementioned goals has, for several years, attracted scholarly attention in the field of school design and planning (Kamelnia, 2009). Basically, the neighborhood school is understood as an educational institution with its own distinct and diverse activities which, while independently fulfilling its educational functions, also possesses the capacity to interact with the local community and utilize its resources. In other words, a school's educational facilities can form the basis for adult education, while auxiliary facilities—such as green spaces, sports grounds, and auditoriums—can be repurposed through proper planning to serve as neighborhood parks, local sports centers, or community cinemas. At its most basic level, this definition allows for the use of school spaces for educational and recreational activities during non-school hours. Ideally, however, it envisions a flexible physical design with diverse spatial relationships, where the school's location is strategically selected within the neighborhood and its activities are integrated with local community functions. This allows both school and community to utilize shared facilities either simultaneously or in scheduled shifts, depending on circumstances (Ghoravi Al-Khansari, 2005).

Schools, when considered as community educational hubs, require a highly precise process of design and planning that clearly articulates their goals and direction. They also necessitate an efficient structure and strategic planning framework to identify and address community needs. In the design process of a community school, collaboration with experts in relevant disciplines—such as psychology, sociology, and educational planning—is indispensable. Given the above, it is not feasible to adopt a single, fixed design model for all schools, as the community school model is dynamic and continuously adapting to its social context and adjacent neighborhoods (Salimi, 2020). Broadly speaking, a school may relate to its surrounding neighborhood in three distinct ways, indicating its integration into the fabric of the community: 1- The school is situated at the heart of the neighborhood, and its placement makes it a focal point within the local area. 2- The school maintains close ties with local businesses, organizations, institutions, industries, and

recreational facilities. These connections allow the school's educational potential to extend beyond its physical boundaries. 3- The school is designed to be an inviting and pleasant space for residents, effectively extending its daily operational hours to provide access to its facilities from morning to evening for all members of the community (Nair, 2012).

Iran's FRDE envisions the school, by the year 2025, as a community educational hub. In this vision, the school is more than a multifunctional building that merely shares its resources with the public; rather, by virtue of its location at the core of society, it is defined as a community school. Establishing schools as community educational hubs signifies transforming them into new types of institutions that, while prioritizing children's education, also engage with and support the surrounding community. This dual role enhances both student learning outcomes and the overall quality of life within the community. Within this framework, three general features define the relationship between school and society:

- a) The school's proximity to the center of the community;
- b) Its close connection to local employment sectors, organizations, and recreational spaces to expand learning opportunities;
- c) Its design as a space that facilitates social gathering and community cohesion (Talaie et al., 2014).

In Chapter Seven of the FRDE, under the section titled Operational Goals and Strategies, particular emphasis is placed on enhancing the role of schools as one of the centers of local development, especially in socio-cultural dimensions. Among the strategies proposed to strengthen the school's role is the provision of necessary conditions for schools to act as hubs for educational experiences within the community and as embodiments of an Islamic society and *Hayat Tayyibah* (wholesome life). This is to be achieved through the delegation of authority and responsibility to schools, along with the standardization of all internal components and elements. Another proposed strategy involves institutionalizing and reinforcing cooperation between schools and local cultural and academic institutions—particularly mosques, religious centers, and seminaries—while also encouraging the active participation of school principals, teachers, and students in neighborhood-related programs. Furthermore, the structured and effective involvement of competent religious scholars and experienced Islamic preachers in schools is emphasized.

Nasimi (2025) in a study entitled "Understanding the lived classroom experience: A phenomenological analysis of opportunities and challenges in inclusive education conducted that positive factors as opportunities for inclusive education include social-identity growth, cognitive competencies, moral-responsibility capacities, and facilitating mechanisms were identified. Salimi

(2020), in a study entitled Social Schools: A Physical Strategy to Enhance Social Interactions in the Neighborhood, concluded that educational spaces, in order to attain a social status within the neighborhood, must evolve toward multifunctionality and establish reciprocal relationships with their surrounding environments (Salimi, 2020). Creating such a relationship requires the formulation of a new model in urban planning and the design of educational spaces. Among the proposed scenarios, the model of neighborhood-integrated schools emerged as an effective approach, offering a novel definition of social schools that also contributes to strengthening the structural fabric of the target neighborhood.

Mogbel Esfahani, Ghasemi, and Ahmadi (2017), in their study titled The Social School and Social Sustainability, found that the school—being the most prominent and universally shared local institution that occupies a substantial portion of children's productive time—can become an active social public space through resident engagement, particularly parental involvement during their children's schooling. This transformation is possible by utilizing educational spaces that are generally underused outside school hours.

Zarrinchang Makla (2017), in a study on Designing a Secondary Boys' School in Shiraz with a Focus on Enhancing School-Community Interactions, demonstrated that a school, while fulfilling its educational mission independently, also possesses the potential to engage productively with the neighborhood in utilizing shared resources.

Jabbari (2016) concluded that the school, as one of the most prominent community institutions, should develop a multifunctional identity (Jabbari, 2016). Its educational, supplementary, cultural, recreational, and leisure facilities should be made accessible to the neighborhood. Addressing the lack of facilities in both the school and the community, promoting economic efficiency, reducing per capita costs, optimizing the use of public amenities, and aligning the goals of schools and neighborhoods are among the initial benefits of such integration.

Johnston and colleagues (2020) assessed the impacts of local schools across seven domains, examining the heterogeneity of program effects based on student- and school-level characteristics. The authors employed an innovative quasi-experimental method to determine whether students attending designated local schools perform better than those in non-designated schools.

A study titled "Community Schools: Transforming Education Through Engagement" was conducted by Malone (2020). This research presents a 20-year future perspective, arguing that the broader societal context significantly intersects with student learning in schools. Therefore, the roles of both schools and families must be examined more deeply. This consideration is particularly

important in environments where inequalities in access to resources and opportunities persist for many students. Another study, "Teaching in Community Schools: Creating Conditions for Deeper Learning," was conducted by Daniel et al. (2019) indicated that community schools provide an ideal setting for implementing research-backed support strategies, such as integrated services that help students become more prepared for learning. New educational opportunities that deepen and expand learning, along with stable working conditions that enhance teacher satisfaction and retention—through the connection between learning and the community—assure educators and staff that students and communities have access to rich, challenging, and culturally relevant academic support programs.

Oakes et al. (2017) examined community schools with two primary emphases. First, they assessed whether every student had access to well-designed community schools, as mandated by the 2015 federal law. Second, they evaluated the role of school leaders, districts, and states in enabling interventions to support these schools.

Maier et al. (2017), in their research titled "Community Schools as an Effective Strategy for School Improvement: A Review of the Evidence," concluded that although community school programs and their implementation vary, four common features are consistently present in most models: Integrated student supports; Expanded and enriched learning time and opportunities; Family and community engagement; and Collaborative leadership and practices.

3. Research methodology

Given that the present study aims to design a model for schools as community-based educational hubs, with findings intended to be applied in practice to enhance school performance, it falls under the category of applied research. Moreover, based on the data collection method, this study is classified as exploratory mixed-method research, consisting of complementary qualitative and quantitative components. After identifying the dimensions and indicators of the school as a neighborhood educational hub and designing the conceptual and causal model, the research instruments (questionnaires) were developed to quantitatively measure the dimensions and indicators of the school as a neighborhood educational hub. Subsequently, the conceptual and causal model of the study was tested and validated. It should be noted that the research method used in the qualitative phase was phenomenology, and in the quantitative phase it was descriptive, employing structural equation modeling. In this study, qualitative data were first collected and analyzed. Then, in the second phase, quantitative data were collected and analyzed; finally, both qualitative and quantitative analyses were discussed and interpreted

together. The statistical population comprised faculty members and experts from departments related to education and learning. These individuals were purposefully selected for qualitative interviews regarding the research topic. The selected experts were actively engaged in various academic, research, and implementation roles in the field, including professors from faculties of education at public universities in Tehran, as well as principals and teachers from community-based schools in Yazd. In total, 18 participants—10 university professors, 4 school principals, and 4 teachers—were purposefully selected based on the principle of theoretical saturation and voluntarily participated in the study.

In the qualitative phase of the study, data collection was carried out through interviews, which is one of the fundamental elements of the exploratory mixed-methods approach. In the present research, to identify the components of school as a community-based educational hub, semi-structured interviews were conducted with academic experts, school principals, and teachers.

The core questions addressed during the interview process were as follows:

In your opinion, what are the key characteristics of a school serving as a community-based educational hub?

Who are the stakeholders involved in a community-centered school?

What hardware and software resources are necessary for such schools?

How can the goals of schools as community-based educational centers be optimally achieved?

To ensure the validity of the research at the stage of topic selection, the researcher examined the theoretical foundations and the existing literature on the concept of schools as community-based educational hubs and their dimensions. Research questions were then formulated based on a framework derived from the review of previous studies. Additionally, various books and articles on interview design and research methodologies were reviewed. The planning of the current study was conducted in alignment with the practical guidelines extracted from those texts, as well as through consultation with domain experts. Moreover, to further enhance the validity of the findings, the researcher used a member-checking strategy by restating their understanding of the participant's responses during the interviews and seeking confirmation from the interviewee to ensure the accuracy of the interpretations.

To assess the reliability of the coding process, test-retest reliability and inter-coder agreement (intra-topic agreement) were used. Given the use of semi-structured interviews in the qualitative phase, the data were analyzed using the three-stage coding process proposed by Strauss and Corbin (1988), which includes open coding, axial coding, and selective coding. The qualitative data analysis

followed these sequential steps: 1. Reviewing the data; 2. Organizing the data; 3. Coding the data; 4. Categorizing the data; 5. Developing subcategories; 6. Developing core categories or main themes; and 7. Composing the report. Finally, diagnostic validity (AVE) was employed to evaluate the validity of the proposed model, using standard model testing criteria such as convergent validity and composite reliability.

4. Findings

Research Question 1: What are the dimensions and components of the model of the school as a community-based educational hub?

To answer this question, the qualitative research method and semi-structured interviews were conducted with university professors, school principals, and teachers in the city of Yazd. Accordingly, to identify the indicators and dimensions of the school as a community-based educational hub, the participants were asked specific questions during the interviews. During the interview process, follow-up questions were posed in cases of ambiguity to prompt participants to provide further clarification. Initially and at different intervals, based on the dimensions identified from the literature review, interviewees were asked about: Key characteristics of a community-oriented school leader; The culture and organizational climate that fosters school-community interaction; The enabling structure that supports and empowers school-neighborhood collaboration; and the key characteristics of teachers in a community-based school.

In this study, qualitative data analysis was conducted systematically and, in several stages, to clearly delineate the process of result extraction. Data obtained from the interviews were first transcribed and reviewed multiple times, after which the coding process was initiated.

Open coding

At the open coding stage, initial concepts extracted from the interview texts were identified and labeled. During this phase, meaningful statements related to the research topic were extracted as initial codes, resulting in a total of 18 initial codes.

Axial coding

At the axial coding stage, the initial codes were categorized into conceptual categories based on similarities and conceptual relationships. This process led to the formation of five main categories representing the key dimensions of the phenomenon under study.

Selective coding

At the selective coding stage, the main categories were integrated and organized into final themes. Ultimately, one main theme was identified as the final result of the qualitative phase of the study.

The results of the analysis and synthesis of the axial codes for each of these components are presented as follows:

a- Key characteristics of a community-oriented school leader

The components identified for the characteristics of a leader in a community-based school include: professional growth and empowerment of teachers; fostering and encouraging interaction with the community; participatory management; cultivating a spirit of collaboration; and managing and guiding interactions between the school and the community.

b- Organizational culture and climate that engages with the community

In line with identifying the indicators and dimensions of the school as a community-based educational hub, semi-structured interviews were conducted focusing on the school's organizational culture and climate. The axial code extracted from these interviews was research-oriented culture. Open codes related to this category included: application of new research findings by teachers, staff, and community members; teachers' use of research, particularly action research, to address professional challenges; provision of appropriate spaces and conditions within the school for conducting research; encouragement of teachers, staff, and community members to engage in research activities for their professional development.

Table 1. Open and axial codes of organization culture and climate interacting with the community in the school

Selective code	Axial code	Open code
Organizational culture and climate interacting with the community in the school	Research-oriented culture	Application of new research findings by teachers, staff, and community members; teachers' use of research, particularly action research, to solve their professional problems; availability of appropriate space and necessary conditions in the school for conducting research; encouragement of teachers, staff, and community members to engage in research and inquiry for their own professional development;

Table 2. Open and axial codes of organizational culture interaction with the community

Selective code	Axial code	Open code
Organizational culture and climate interacting with the community within the school	A culture supportive of interaction between the school and the community	Freedom of action for teachers and community members in selecting and producing educational content; valuing interaction between the school and the community and showing respect for teachers, staff, and community members; a culture of sharing knowledge, experience, and creative ideas among teachers and community members; encouragement of teamwork and interpersonal trust within the school and the community.

Table 3. Open and axial codes of teachers in a community-based school

Selective code	Axial code	Open code
Teacher in a community-based school	Innovative teaching	Utilization of diverse and participatory teaching strategies integrated with information technology; designing and implementing varied and creative learning experiences to foster students' creativity; rewarding students' divergent thinking, novel ideas, and critical thinking; providing challenging and interactive classroom discussions to stimulate students' imagination; aligning teaching and instructional styles with students' learning styles; creating balance in the presentation of student activities in terms of challenge and variety; assigning challenging tasks to stimulate deep thinking and promote students' cognitive development.

c- Enabling and supportive structure for school–community interaction

To further identify the indicators and dimensions of the school as a community-based educational hub, questions were also posed in the interviews regarding the structural aspects of such schools. The axial code derived from this section was enabling and supportive procedures and practices. The key open codes identified included: flexible rules and regulations within the school; availability of policies that facilitate interaction between the school and the community; formulation of regulations and procedures through participatory methods; implementation of facilitative management practices and the presence of reliable and constructive relationships between teachers, school leaders, and community members.

d) Characteristics of teachers in community-based schools

The components identified for teacher characteristics in a community-based school include: designing and implementing diverse and creative learning experiences to foster student creativity; rewarding divergent thinking, original ideas, and critical thinking among students; facilitating interactive and challenging classroom discussions to stimulate students' imagination; aligning teaching methods with students' individual learning styles; balancing instructional activities in terms of challenge and variety; and assigning intellectually demanding tasks to stimulate deep thinking and enhance students' cognitive development. Based on the interviews and identified dimensions and indicators, a conceptual model of community-based school was developed.

Research Question 2: What is the validity of the identified components and the preliminary model for the school as a community-based educational hub? To identify the components of the school as a community-based educational hub, document analysis and structured interviews were conducted with experts in curriculum planning, educational management, and experienced school administrators.

The initial data collection for questionnaire development was based on a comprehensive review of theoretical and applied studies and various methodological approaches.

To answer the question regarding the validity of the proposed model of the school as a community-based educational hub, several methods were employed, including first- and second-order confirmatory factor analysis, composite reliability, Cronbach's alpha, convergent and discriminant validity, cross-loadings, Fornell–Larcker criterion, and communality index with cross-validated redundancy. In the first-order confirmatory factor analysis, the precision of the selected indicators in measuring their respective constructs (components) was assessed.

In the second-order confirmatory factor analysis, it was determined whether the latent factors (components), measured by observable variables, were influenced by a higher-order latent variable or construct. Results of the first-order factor analysis for the component "characteristics of the community-based school leader" indicated that the selected indicators possessed adequate precision in measuring the intended constructs. The *t-values* corresponding to each factor loading were greater than the critical value of 2.58 at the 0.01 significance level.

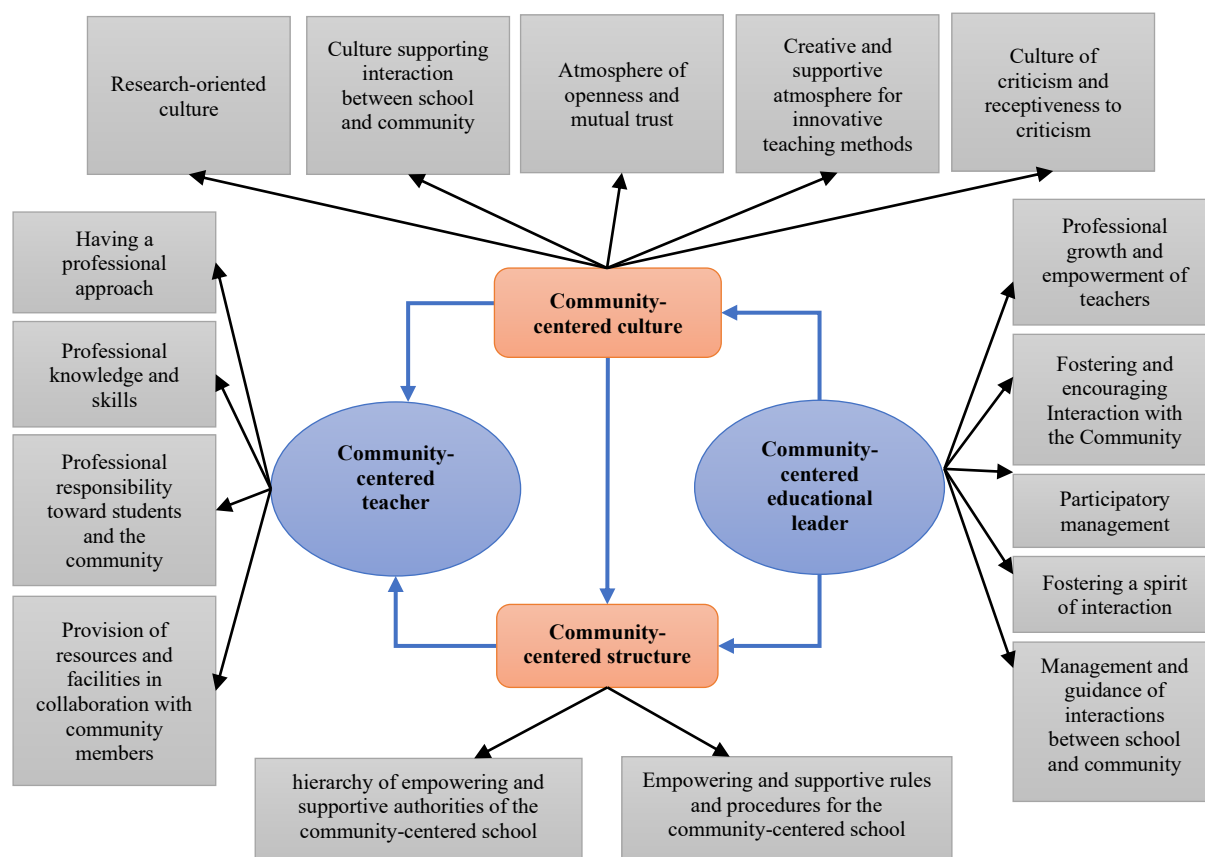


Figure 1. The preliminary research model

Table 4. Factor loadings and t-values for the indicators of each construct within the measurement model of the community-oriented educational leader (significance level: 0.01)

Construct	Items	Factor loading	t-value	Result
Professional growth and empowerment of teachers	B1	0.737	21.91	Indicator confirmed
	B2	0.837	21.91	Indicator confirmed
	B3	0.792	36.29	Indicator confirmed
	B4	0.813	26.40	Indicator confirmed
	B5	0.857	34.87	Indicator confirmed
	B6	0.754	47.29	Indicator confirmed
	B7	0.842	20.61	Indicator confirmed
Cultivation and encouragement of interaction with the community	B8	0.852	41.76	Indicator confirmed
	B9	0.848	33.60	Indicator confirmed
	B10	0.852	36.37	Indicator confirmed
	B11	0.858	32.87	Indicator confirmed
	B12	0.885	41.73	Indicator confirmed
	B13	0.864	57.61	Indicator confirmed
	B14	0.842	44.25	Indicator confirmed
Management of community participation	B15	0.866	32.55	Indicator confirmed
	B16	0.898	42.14	Indicator confirmed
	B17	0.895	55.48	Indicator confirmed
	B18	0.880	42.94	Indicator confirmed
	B19	0.887	51.27	Indicator confirmed
Cultivation of the spirit of interaction	B20	0.916	47.16	Indicator confirmed
	B21	0.911	81.50	Indicator confirmed
	B22	0.864	76.45	Indicator confirmed
	B23	0.895	39.21	Indicator confirmed
Management and guidance of interactions between the school and the community	B24	0.908	32.78	Indicator confirmed
	B25	0.838	69.71	Indicator confirmed
	B26	0.884	39.26	Indicator confirmed
	B27	0.894	50.60	Indicator confirmed

To evaluate the reliability of the model, both composite reliability and Cronbach’s alpha were calculated. The results confirmed the reliability of the measurement model, with Cronbach’s alpha for all variables related to the community-based instructional leader exceeding 0.70. Furthermore, convergent validity was assessed using the Average Variance Extracted (AVE), which yielded satisfactory results (all above 0.50).

To assess discriminant validity, the SmartPLS software was used, applying both cross-loadings and the Fornell–Larcker criterion. Based on these two measures, the model demonstrated adequate discriminant validity. Additionally, the communality index with cross-validated communality (CV Com) was reported as positive, confirming the quality of the measurement model. Given that, in this study, each of the variables—management and

guidance of school-community interactions, cultivating a spirit of collaboration, participatory management, encouraging and promoting community interaction, and professional growth and empowerment of teachers—served as indicators or dimensions of the community-based instructional leader, a second-order factor analysis was conducted. The factor loadings in the second-order analysis were statistically significant and above the critical value ($t > 2.58$ at the 0.01 level), indicating strong model fit. The composite reliability and Cronbach’s alpha values (0.95 and 0.94, respectively) reflected high internal consistency among the variables. The convergent validity of the model was also confirmed (AVE = 0.81). Moreover, the cross-validated communality index (CV Com) showed that the measurement model possessed satisfactory quality (CV Com = 0.85).

Table 5. Composite reliability and Cronbach’s alpha values for the measurement model of the community-oriented educational leader

Community-oriented educational leader	Composite reliability	Cronbach’s alpha
Professional growth and empowerment of teachers	0.91	0.88
Cultivation and encouragement of interaction with the community	0.95	0.94
Management of community participation	0.93	0.90
Cultivation of the spirit of interaction	0.94	0.91
Management and guidance of interactions between the school and the community	0.94	0.92

Table 6. AVE values for the measurement model of the community-oriented educational leader

Community-oriented educational leader	AVE
Professional growth and empowerment of teachers	0.64
Cultivation and encouragement of interaction with the community	0.73
Management of community participation	0.78
Cultivation of the spirit of interaction	0.80
Management and guidance of interactions between the school and the community	0.75

Table 7. Factor loadings and t-values for the indicators of each construct within the measurement model of community-oriented culture (significance level: 0.01)

Construct	Items	Factor loading	t-value	Result
Research-oriented culture	B28	0.85	32.42	Indicator confirmed
	B29	0.88	50.48	Indicator confirmed
	B30	0.91	72.65	Indicator confirmed
	B31	0.90	76.37	Indicator confirmed
Culture supportive of interaction between the school and the community	B32	0.86	42.22	Indicator confirmed
	B33	0.91	84.70	Indicator confirmed
	B34	0.89	56.90	Indicator confirmed
	B35	0.90	69.57	Indicator confirmed
Climate of openness and mutual trust	B36	0.89	56.38	Indicator confirmed
	B37	0.86	38.26	Indicator confirmed
	B38	0.88	61.04	Indicator confirmed
	B39	0.89	59.96	Indicator confirmed
	B40	0.88	51.08	Indicator confirmed
Creative climate supportive of innovative teaching methods	B41	0.87	54.66	Indicator confirmed
	B42	0.88	60.52	Indicator confirmed
	B43	0.88	55.51	Indicator confirmed
	B44	0.87	49.42	Indicator confirmed
	B45	0.84	35.49	Indicator confirmed
Culture of critique and receptiveness to criticism	B46	0.88	48.23	Indicator confirmed
	B47	0.92	73.78	Indicator confirmed
	B48	0.90	68.99	Indicator confirmed
	B49	0.90	73.64	Indicator confirmed

The structural model quality was further assessed using the cross-validated redundancy index (CV Red), indicating acceptable structural model quality (Q^2 values were positive and exceeded 0.35 across all variables). The results of the first-order confirmatory factor analysis for the “school-community culture” component indicated that the selected indicators possessed sufficient precision in measuring their respective constructs (all t -values corresponding to each factor loading exceed the critical value of 2.58 at the 0.01 significance level). To assess the reliability of the model, both *composite reliability* and *Cronbach’s alpha* were used, confirming the reliability of the measurement model (Cronbach’s alpha for all variables related to school-community culture was above 0.70). Additionally, convergent validity was examined using the Average Variance Extracted (AVE), and the results were satisfactory (above 0.50 for all variables). For discriminant validity, the *cross-loadings* test and Fornell–Larcker criterion were employed using SmartPLS software. Based on these criteria, the measurement model demonstrated acceptable discriminant validity. Furthermore, the communality index with cross-validated communality (CV Com) was reported as positive, confirming the quality of the measurement model. Since, in the present study, each of the variables—*a culture that supports school-community interaction, a culture of criticism and receptiveness to feedback, a research-oriented culture, an atmosphere conducive to innovation and modern teaching methods, and a climate of openness and mutual trust*—function as indicators or dimensions of school-community culture, a second-order confirmatory factor analysis was conducted. The factor loadings in this analysis were all significant and exceeded the critical threshold ($t > 2.58$ at the 0.01 significance level). The composite reliability (0.95) and Cronbach’s alpha (0.94) indicated high internal consistency among the variables. Convergent validity was also confirmed (AVE = 0.81). The CV Com score further indicated high measurement quality (0.85). The structural model quality was evaluated using the cross-validated redundancy index (CV Red),

which also confirmed the appropriateness of the model (all Q^2 values were positive and above 0.35). The community-based structure consists of two main components: (1) Enabling and supportive rules and procedures in the community-based school, and (2) Empowering and supportive hierarchy of authority in the community-based school. The results of the first-order confirmatory factor analysis showed that the indicators have sufficient precision in measuring their respective constructs (t -values > 2.58 at 0.01 significance level). Given that in this study, both of these variables function as indicators or dimensions of the community-based structure, second-order factor analysis was conducted, and the results were similar to previous components, confirming their adequacy. Similarly, the first-order confirmatory factor analysis for the “community-based teacher” component confirmed that the component’s indicators were adequately precise in measuring the intended constructs. In this study, each of the variables—professional knowledge and skills, professional attitude, professional responsibility, and provision of resources and facilities—acted as indicators or dimensions of the community-based teacher. Thus, a second-order confirmatory factor analysis was conducted. The values of composite reliability and Cronbach’s alpha demonstrated high internal consistency among the variables. The AVE confirmed the model’s convergent validity. Likewise, the CV Com value indicated the model possessed adequate measurement quality (similar to the two previous components). The structural model quality was also verified using the CV Red index.

Based on the quantitative findings, the final model of the school as a community-based educational hub, across the four dimensions—community-based instructional leadership, community-oriented school culture, community-based structure, and community-based teacher—can be illustrated as follows. It should be noted that the numerical values in the diagram represent SmartPLS output values for the measurement model related to each indicator.

Table 8. Composite reliability and Cronbach’s alpha values for the measurement model of community-oriented culture

Community-oriented culture	Composite reliability	Cronbach’s alpha
Research-oriented culture	0.93	0.91
Culture supportive of interaction between the school and the community	0.94	0.91
Climate of openness and mutual trust	0.94	0.92
Creative climate supportive of innovative teaching methods	0.94	0.92
Culture of critique and receptiveness to criticism	0.94	0.92

Table 9. AVE values for the measurement model of community-oriented culture

Community-oriented culture	AVE
Research-oriented culture	0.64
Culture supportive of interaction between the school and the community	0.73
Climate of openness and mutual trust	0.78
Creative climate supportive of innovative teaching methods	0.80
Culture of critique and receptiveness to criticism	0.75

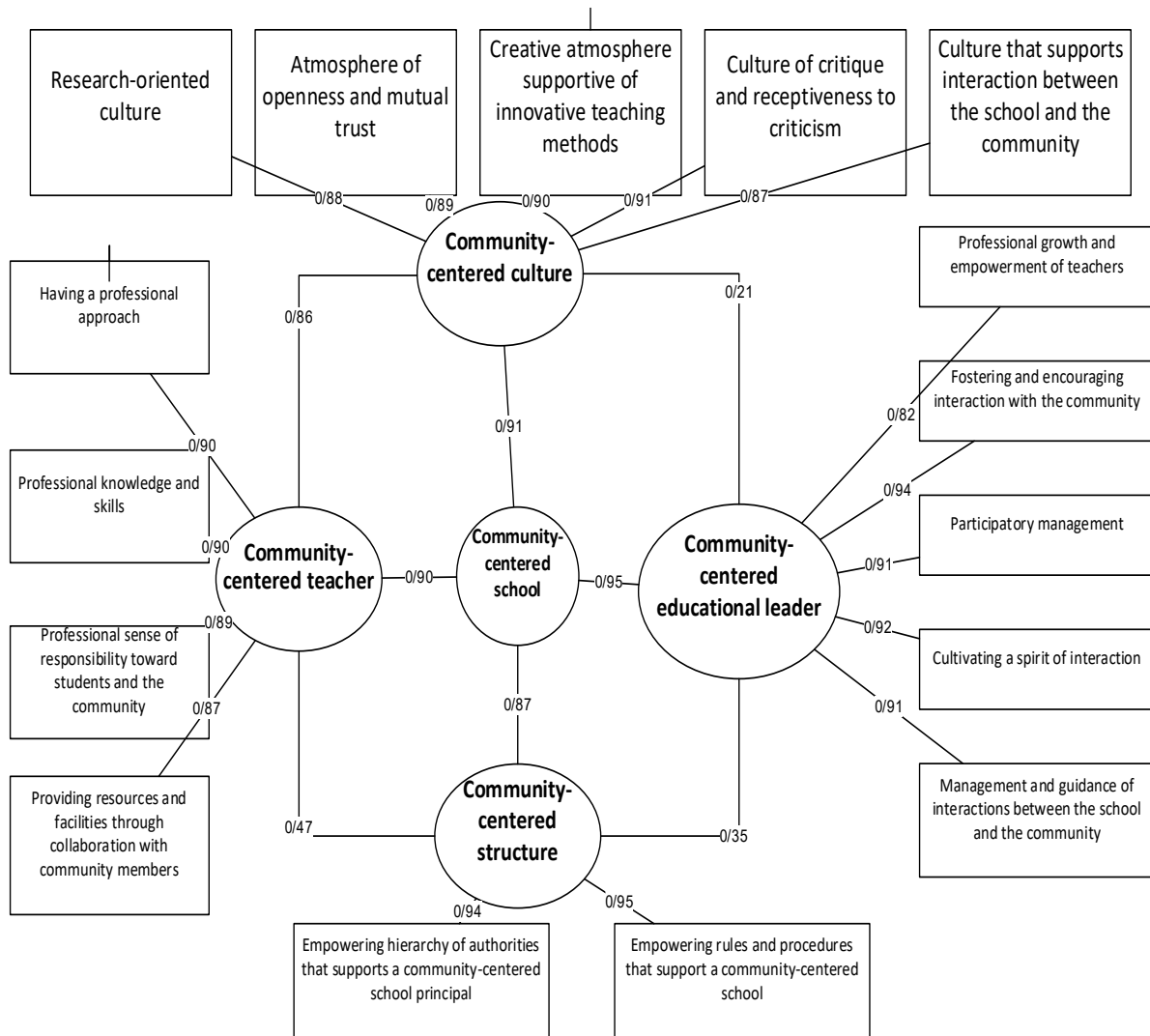


Figure 2. The final model of the community-based school

5. Conclusion

The community-oriented instructional leader was examined from various professional perspectives and through multiple categories and subcategories highlighted by the participants. Among the most significant aspects identified were the professional development and empowerment of teachers, fostering and encouraging interaction with the community, participatory management, nurturing a spirit of collaboration, and the management and guidance of interactions between the school and the community. These findings align with previous studies by Salimi (2020), Moqbal Esfahani, Ghasemi, and Ahmadi (2017), Zarrin Chang Makla (2017), Jahanbakhsh (2017), Jabbari (2016), Talaei, Yousefzadeh, and Motavali Haghighi (2014), and Malone (2020) (Esfahani et al., 2017; Jabbari, 2016; Jahanbakhsh, 2017; Malone, 2020; Salimi, 2020; Talaei et al., 2014; Zarrinchang Makla, 2017).

Regarding the culture of critique and receptiveness to criticism within the school, the key indicators included teachers, staff, and community members welcoming constructive criticism; viewing critique as a tool for

addressing weaknesses and achieving success; subjecting the school’s operational plan to review before final approval by the principal; and the instructional leader’s trust in the professional judgment and critiques of colleagues and community members regarding school programs. These findings are consistent with (Salimi (2020), Moqbal Esfahani, Ghasemi, and Ahmadi (2017), Zarrin Chang Makla (2017), Jahanbakhsh (2017), Jabbari (2016), Talaei, Yousefzadeh, and Motavali Haghighi (2014), Johnston et al. (2020), Maier et al. (2017), and Amendt (2008); Amendt, 2008; Esfahani et al., 2017; Jabbari, 2016; Jahanbakhsh, 2017; Johnston et al., 2020; Maier, 2017; Salimi, 2020; Talaei et al., 2014; Zarrinchang Makla, 2017).

Teachers play an important role in providing resources and facilities, including supplying necessary resources to support students with the help of community members; preparing and organizing various tests, projects, and checklists for comprehensive assessment of students' learning processes in collaboration with parents; designing objectives, activities, educational experiences, and suitable questions to cover the curriculum content across all cognitive learning levels; and planning and

implementing educational activities related to real-life situations based on parents' input. These findings correspond with Salimi (2020), Tabatabaei Mashhadi (2018), Moqbal Esfahani, Ghasemi, and Ahmadi (2017), Talaei, Yousefzadeh, and Motavali Haghighi (2014), Daniel et al. (2019), Maier et al. (2017), and (Daniel, 2019; Esfahani et al., 2017; Maier, 2017; Mashhadi, 2018; Salimi, 2020; Talaei et al., 2014).

5.1. Practical recommendations

A key indicator of transforming schools into community educational hubs is establishing reciprocal relationships with the environment, particularly families. Therefore, within the community-based structural dimension, schools should adopt formal policies that promote collaboration with families. School leaders should actively support parental involvement through both actions and resource allocation. Additionally, this policy should include organizing training workshops for school staff and families, either separately or jointly.

According to this approach, schools and families share a mutual need to promote positive development in children; therefore, each party contributes its expertise and assets to the collaboration. With the school's commitment to improving its activities, parents are encouraged to present their ideas on how to enhance these activities.

Moreover, this policy should acknowledge and positively respect the cultural values of families by the school. Additionally, promoting awareness and encouraging public participation are essential for transforming schools into community educational hubs. Efforts should be directed toward improving the quality of various service dimensions offered at schools, including educational, cultural, recreational, and other services. Indeed, providing educational, supplementary educational, cultural, recreational, social, and leisure facilities simultaneously can significantly contribute to the transformation of schools into community educational centers.

An important recommendation concerning the community-based school structure is to make school facilities—such as assembly halls, gyms, sports facilities, and green spaces—available to neighborhood families outside of official school hours to facilitate their beneficial use and to create opportunities for their effective presence in schools.

Another factor that could enhance the functioning of schools as community educational hubs is the ability to interact and share the use of neighborhood facilities. Accordingly, it is suggested that meetings be held with local residents, parents, and officials from public institutions and centers such as mosques, parking lots, and others to enable the use of their facilities in support of the school's educational and developmental objectives.

Authors Contribution

All the authors have participated sufficiently in the intellectual content, conception, and design of this work or the analysis and interpretation of the data (when applicable), as well as the writing of the manuscript.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflict of interest

The author states that there is no conflict of interest.

References

- Amendt, T. (2008). *Involvement to engagement: Community education practices in a suburban elementary school and an inner-city community school*.
- Biberman-Shalev, L. (2021). Motivational factors for learning and teaching global education. *Teaching and Teacher Education*, 106, 103460. <https://doi.org/10.1016/j.tate.2021.103460>
- Blank, M. J., Melaville, A., & Shah, B. P. (2003). *Making the difference: Research and practice in community schools*. Coalition for Community Schools.
- Daniel, J., Quartz, K. H., & Oakes, J. . (2019). Teaching in community schools: Creating conditions for deeper learning. *Review of Research in Education*, 43(1), 453-480. <https://doi.org/10.3102/0091732X18821126>
- Esfahani, N. M., Ghasemi, M., & Ahmadi, S. Y. (2017). *Social School and Social Sustainability* Seventh International Conference on Sustainable Development and Urbanization, Isfahan. <https://civilica.com/doc/701580>
- Fathi Azar, S. (2018). *Social Schools*. Shaparak Sorkh Publications.
- Ghoravi Al-Khansari, M. (2005). Neighborhood School: A Cultural and Social Organizing Hub of the Neighborhood. *Journal of Fine Arts*, 21(21), 67-76.
- Jabbari, B. (2016). *Designing a Social School with Emphasis on Psychological Theories* [Master's thesis, Imam Reza International University]. [In Persian]
- Jahanbakhsh, L. (2017). *Designing a Neighborhood School with an Approach to Enhancing Social Interactions* [Master's thesis, Shahid Rajaee University]. [In Persian]
- Johnston, W. R., Engberg, J., Opper, I. M., Sontag-Padilla, L., & Xenakis, L. (2020). *Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative*. RAND Corporation. <https://doi.org/10.7249/RR3245>
- Kamelnia, H. (2009). A New Perspective on Learning Environment Design. *Journal of Architecture and Culture*, 41(1), 1-6.
- Maier, A., Daniel, J., Oakes, J., & Lam, L. . (2017). Community schools as an effective school improvement strategy: A review of the evidence. *Palo Alto, CA: Learning Policy Institute*. <https://doi.org/10.26300/qwhr-xq20>
- Malone, H. J. (2020). Community schools: bridging educational change through partnerships. *Journal of Educational Change*, 21(3), 487-497. <https://doi.org/10.1007/s10833-020-09375-2>

- Mardami, K. M., M. (2015). Development of Learning Environments: Enhancing Learning. *Journal of Iranian Architecture and Urban Planning*, 10, 119-125.
- Marzouqi, R., Jahani, J., Tarkzadeh, J., & Tayebi, M. A. (2018). A Conceptual Model of School, Family, and Mosque Interaction from the Perspective of Islamic Education. *Strategic Studies of Basij Quarterly*, 21(79), 12-24. [In Persian]
- Mashhadi, T. (2018). *Identifying School Design Patterns with a Child Participation Approach: Case Study of a Girls' Elementary School in Mashhad* [Master's thesis, Shahrood University of Technology]. [In Persian]
- Mayger, L. K., & Hochbein, C. D. (2019). Spanning Boundaries and Balancing Tensions: A Systems Perspective on Community School Coordinators. *School Community Journal*, 29(2), 225-254.
- Min, M., Anderson, J. A., & Chen, M. (2017). What do we know about full-service community schools? Integrative research review with NVivo. *School Community Journal*, 27(1), 29-54. <https://doi.org/10.1177/00420859211073899>
- Nasimi, A. (2025). Understanding the lived classroom experience: A phenomenological analysis of opportunities and challenges in inclusive education for regular students living with exceptional students. *Biannual Journal of Education Experiences*, Vol. 8, No. 2, 2025, pp. 144-160. <http://doi.org/10.71922/jee.2025.1215287>
- Nair, P., & Fielding, R. . (2012). *The language of school design: Design patterns for 21st-century schools* (S. Irvani, Trans.). Rahdan Publishing.
- Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. *National Education Policy Center*.
- Salimi, A. (2020). Social Schools: A Physical Strategy to Increase Social Interactions in the Neighborhood Context. *Memoirs of Architecture*, 3(15), 12-24.
- Schools, C. f. C. (2018). *What is a community school* Retrieved from http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx
- Stahl, G. (2021). Poverty, affect and breaking the cycle: Implementing a 'vulnerability unit' in a white working-class community school. *Emotion, Space and Society*, 40(100815). <https://doi.org/10.1016/j.emospa.2021.100815>
- Strauss, A., & Corbin, J. (1988). *Basics of qualitative research* (Vol. 15). CA: sage.
- Talaei, M., PourYousefzadeh, S., & Haghighi, M. H. M. (2014). Explaining the role of social schools in the social sustainability of Islamic society. *Proceedings of the Second Congress on Structures, Architecture, and Urban Development*.
- Turkkahraman, M. (2015). Education, teaching and school as a social organization. *Procedia-Social and Behavioral Sciences*, 186, 381-387. <https://doi.org/10.1016/j.sbspro.2015.04.044>
- Valli, L. (2016). Typologizing school–community partnerships: A framework for analysis and action. *Urban Education*, 5(7), 719-747. <https://doi.org/10.1177/0042085914549366>
- Zarrinchang Makla, L. (2017). *Designing a Boys' Secondary School in Shiraz with Focus on Enhancing School-Community Interactions* [Master's thesis, Shiraz University]. [In Persian]