



The Role of Interactive Learning in Promoting the Social Prestige of the Inhabitants of Inefficient Urban Areas: A Case study of Abkouh Region of Mashhad)

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Abstract

What creates human capitals in any country is the macro policies toward learning them. Interactive learning can be defined on the basis of the socio-cultural theory of Russian psychologist, Vygotsky, (1896-1934), as he believes that one's values evolve in interaction with others. In fact, the cognitive development of a person is not understandable regardless of his socio-cultural environment. Based on this theory, learning happens by the social interaction of individuals with each other. Studies have shown in inefficient textures the inhabitants are socially weak. These people have a weak and limited social network. Perhaps one of the influential factors in promoting the social network of these areas is the use of effective potentials in such districts, which helps to improve the self-esteem and social prestige of the inhabitants by learning and enhancing the skills of human forces. Regarding the method, the present study is applicable and regarding the implementation, it is survey-based. Employing Confirmatory Factor Analysis, the Construct Validity for the interactive learning and social prestige indexes was confirmed. The data gathering tool in this study was a self-made questionnaire using questions from common indicators of previous research and standard questionnaires, which was developed based on the interactive learning and social prestige indexes. For this purpose, a single-sample Kolmogorov-Smirnov test was used. Based on the results, there was a meaningful relationship between the interpersonal learning indices and the social prestige variables. The concept of the role of interactive learning in promoting the social prestige of Abkouh neighborhood was expressed quantitatively through interactive learning six indexes. The job index with a six times meaningful relationship has been affected mostly by the interactive learning indices.

Keyword: *Inefficient Urban Areas, Participation, Social Prestige, Interactive Learning*

Introduction

In general, the reduction of any phenomenon results in its exhaustion. When the urban life is declining in urban areas for any reason, the urban fabric of that area is in a state of exhaustion. Urban decay affects the physical aspect of the area as well as its social and economic activities (Shokouhi, 2009). Inefficiency is one of the most important issues in the urban environment, which leads to a lack of organization, imbalance, disparity, and gracelessness of it. Inefficiency is a factor that leads to the elimination of mass memories, the decline of urban life and the formation of everyday urban life (Habibi, 2006). Urban elements and texture spaces have a limited life and change and decay over time. Studies indicate social weakness among the residents of inefficient areas. These people have a weak and restricted social

network. In the hierarchy of needs and on the third level, Maslow puts self-esteem or self-confidence, which includes the desire for merit, dominance, progress, ability, adequacy, confidence, independence, and freedom. When these needs are met, the person will find himself as a valuable, capable, productive person, and if he does not meet these needs, he feels humiliated, helpless, weak, disappointed and frustrated. Due to the low level of participation of residents in these areas it is suggested that for the increase in the social self-esteem and self-confidence among the residents of these structures, government and support institutions take the required measures to develop a culture and change the attitude of the society to the suffers of such families in order to eliminate their social isolation. Nowadays, learning is considered as one of the ways of developing human resources in communities. Each community requires trained and experienced people to develop. The development of

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skilled humans, referred to as human resource development, is an inevitable necessity for organizations in order to survive and advance in today's increasingly complex world. Therefore, learning is considered as one of the main tasks of human resource management. It is always considered as an important factor in the development plans (Abtahi, 2003). The current era is information-based, meaning a set of processed data forms the basis of science and knowledge and the growing spread of human knowledge means increasing the volume and extent of information. Under such conditions, individuals and communities will be able to adapt to today's complexities and gain the potential of optimal use of new technology, new methods of information and available knowledge in individual and organizational settings (Abtahi, 2003). Since education or learning is a scientific and precise mechanism that internalizes information in the environment, organizations and humans, the use of information empowers a person to adapt to new conditions. Today, the advancement and development of countries depend on the human science and knowledge. Increasing science and knowledge and rapid changes have caused communities to put learning on top of their plans, because learning is one of the most important factors in the development of countries. Perhaps among the issues that have not been addressed in promoting social prestige, especially in inefficient textures, is the effect of interactive learning to improve the quality of life in the area, which is fully linked to the social prestige of individuals in order to improve the economic and social conditions of the area. Today, according to all scholars and specialists in the field of education and learning, the acquisition of the necessary skills in specialized fields as an inevitable social necessity has a special significance and place in macro development. Therefore, learning and gaining the human skills in these areas will lead to one's belief in oneself; a sense of worthiness, insofar as one considers himself to be a successful and competent person and know that he is influentially useful for the society affect the society and the environment in which individuals are growing in a positive way and can help to improve the economic development. Therefore, in this research, first, the concepts of learning and interactive learning, goals and rational reasons for learning, an explanation of inefficient areas, the problems of such areas, the effect of interactive learning on the enhancement of human potential and its impact on raising social prestige and quality of life in these areas are addressed.

2. Literature Review

2. Theoretical Foundations

2.1 Concept of Texture

Texture in urbanization is a spatial organic concept that has been formed during the city life within the boundaries of the city or its margins, in connection

with the city. Texture may consist of buildings, roads, spaces, facilities and urban amenities, or a combination of them (Shafaei, 2002).

2.2 Decay Concept

Decay is one of the most important issues in urban spaces, which causes a lack of organization, imbalance, disparity, and gracelessness in the urban space. Decay is a factor that leads to the elimination of mass memories, the decline of urban life and the formation of everyday urban life. This factor decreases the life of the effect and with a more or less high speed, leads to the end point (Habibi, 2006).

2.3 The Concept of Decline

In fact, urban decline is the spatial focus of problems that appear in the form of a high level of unemployment, poverty and environmental pollution. The urban decline has a complex and multidimensional nature, including economic, social, physical, environmental and mental dimensions (Rafeypoor, Faramarz, 2006).

2.4 Ineffective Texture Concept

Inefficient area means an area that due to destruction, defective planning, inadequate or inappropriate facilities, the presence of harmful uses, unsafe structures or a combination of these factors is harmful to the safety, health or well-being of the community. Based on another definition, inefficient area means an area that in its current situation, there are at least four or five inefficiencies that essentially damage or prevent city growth, slow down the process of building houses, create economic or social disadvantages, and threaten the public health, safety and social welfare.

2.5 Concept of Prestige

Literally, prestige means rank, grade and position. Idiomatically, it refers to the influence and credit that others attribute to a person due to his characteristics. In sociology, when it comes to talk about prestige, this concept is synonymous with the social base. This prestige is attributed by the society to groups and individuals; therefore, based on these definitions, prestige is not something that individuals could define it for themselves, but is certainly attributed to them from outside (Dr. Eisa Nia).

2.6 Social Prestige

Theorists such as Durkheim (1952), Parsons (1952), and Giddens (1989) have sought to investigate the nature of social prestige and identify and introduce the factors influencing it. These sociologist thinkers often regard social prestige as a social base that a person gains in a group, rank and position of a group and derives some advantages and qualities out of it (Tavasoli, 1991). However, authors and scholars of the past years considered social prestige as a kind of

dignity, credibility, and respect that the community places on individuals of a group, institution or occupation. According to Skins (2001), social prestige is the dignity, credibility and sanctity of the people of society for different groups, on the basis of which they expect certain behaviors to be socially acceptable (dignity). Social credit is the influence and credibility that others attribute to a person due to his various characteristics which are more or less real. (Biroo, 1995). In fact, the social prestige is different from the social base of individuals. The concept of social prestige is used in two ways: 1. Reputation, credit, honor, dignity. 2. Prestige, to gain credit. Some thinkers equated this term with social dignity, social position, social credit (Nick Khalq and Vosoughi, 2009).

2.7 Learning

Learning is a frequently-used familiar term in the first place, even in everyday life, but it is necessary to give a clear definition of it and determine its boundaries with other processes and structures. Learning is initially the acquisition or gaining knowledge, which suggests a kind of change in what one previously gained (Hilgard and Baver, Rev. Barahani, 1992); however, given the fact that such a definition is ambiguous and general, and no particular example has been mentioned for it, it does not have sufficient credibility.

2.7.1 Types of Learning

2.7.1.1 Motor Learning

Motor learning is a type of learning that is happening when the content taught to the person involves moving skills. In other words, when a person tries to learn a series of actions in order to be able to master the skill properly, he uses motor learning. Learning to swim, throwing balls, biking and so on are examples of motor learning. Motor learning can include a range of motor learnings.

2.7.1.2 Observational Learning

The observational learning is the process by which a living creature cheat, take the example or copy another living creature's behavior. This type of learning is also referred to as social modeling and learning.

2.7.1.3. Avoidance Learning

Avoidance learning occurs when an existing creature finds the ability to use a specific sign or mark to avoid contact with a harmful stimulus. In other words, one tries to avoid and elude situations that seem disturbing to him. Imagine that a child once burns his hand by touching a heater and refuses to approach the heater again.

2.7.1.4 Random Learning

Random learning is a kind of learning that happens without any purpose, effort or intention. Learning is happening without the purpose of learning something special. Certainly you have experienced that without trying to learn a piece of poem or the content of a song, you realize that you are whispering the whole text or part of it.

2.7.1.5 Latent Learning:

Latent learning is left hidden and unexpressed in a person's performance when acquired. In other words, learning happens at a certain time, and it remains covered for a long time but is revealed when required.

2.7.2 Learning Theories

2.7.2.1 Associationism

The association of traditionalism is remained from Aristotle, the Greek philosopher, and in the late 19th century and early 20th century, 'it was studied under the titles of "conditioning, stimulus-response theories, and behaviorism" in the experiments of Pauloff, Tendayke and Skinner, etc. These Theories emphasize the link between stimuli and responses and believe that learning is achieved as a result of this link. They reject the ideas of cognition, thinking and any other process that is not directly observable.

2.7.2.2 Social Learning

The theory of social learning is another form of associationism theories, which is seen in the works of Albert Bandura and Julian Rutter. These theories emphasize the "stimulus-response" relationship, but along with it, there is a belief in the existence of "variables and internal cognitive factors" between the "stimulus-response". This attitude reflects and reinforces cognitive approaches.

2.7.2.3 Cognitiveism

The emphasis of "cognitive approach" is usually on perception, decision making, information processing, etc. These theories were created in opposition to "extreme associationism". In fact, these theories focused on the aspects of the learning process that were left out in the association theories and even were rejected.

2.7.2.4 Interactive Learning

Based on the views of the Russian psychologist, Vygotsky (1896-1934), the values of a person develop in interaction with others. In fact, the cognitive development of a person is not understandable regardless of his socio-cultural environment. Based on this theory, learning is shaped by the social interaction of individuals with each other. This is where co-learning comes into focus.

Interactive learning is a hands-on, real-world approach to education. According to Stanford University School of Medicine, "Interactive learning actively engages the students in wrestling with the material. It reinvigorates the classroom for both students and faculty. Lectures are changed into discussions, and students and teachers become partners in the journey of knowledge acquisition." Interactive learning can take many different forms. Students strengthen their critical thinking and problem-solving skills using a much more holistic approach to learning. Interactive learning can take place across the curriculum with or without technology.

3. Research Methodology

The purpose of this article is to explore the role of interactive learning in promoting the social status of urban inefficient districts. In the case of method, the present study is applicable and in the case of implementation is survey-based. After reviewing the conceptual literature, the most important variables that could be useful for Lisrel modeling, in sum, were two latent variables including an intrinsic latent variable called interactive learning indexes recognized by the symbol (ETA) which is affected by the external latent variables of social prestige indexes that are characterized by the symbol (KSI). Each of the research constructs consists of identifying components that are identifiable for the independent variable of interactive learning components including individual and social learning and the dependent variable of social prestige components including economics-employment-social-individual participation as observed variables.

The tool for collecting data in this study was a self-made questionnaire, using questions from common indexes of previous research and standard questionnaires, which were based on interactive learning and social prestige indexes. So, the designing and setting up of the questionnaire were according to the questions extracted, and it was evaluated by the expert opinions. The reliability coefficient obtained on the basis of the responses given by inefficient district inhabitants was above 80%, indicating that the questionnaire is desirably reliable, and in terms of reliability, the questions were highly consistent with any of the research variables. The construct validity has been evaluated and verified by using a confirmatory factor analysis for the interactive learning and social prestige indicators which are the main factors in the questionnaire, so that interactive learning indices are identified in 6 indicators based on the measurement model for 2 components. In the confirmatory factor analysis for learning indicators, based on theoretical foundations, a model based on six indicators is assumed. The results of factor loadings are associated with each of the observed variables (10 items) and the suitability of these questions for possible

variables. For social prestige indicators, factor loadings to confirm the loading of each of the observable variables, have been higher than 76%. Considering that the statistical population of this research includes owners who have not yet sold their property in the inefficient texture of Abkouh, it demonstrates the homogeneity and variance closeness of the characteristics of the ruling population among the members of the statistical population; however, the owners living in this region are characterized by different social, economic, and cultural features.

3.1 The Case under Study

The city of Mashhad, the center of Khorasan Razavi province, with an altitude of 985 meters above sea level and an area of ,664,288 square meters, in the last 350.327.000 official census of the country has a population of 3,057.679 (Census of the year 2016). Approved inefficient areas of Mashhad metropolis is 8,2258 hectares, the proportion of which to total urban area is 8 Percent (Parent Company of Civil and Urban Improvement of Iran, 2012). Mashhad city has 13 districts and 43 service areas as well as 157 neighborhoods. Abkouh neighborhood is located in the middle of the city and in the district 1 of municipality. The neighborhood with 1906 residential units has a total area of 39 hectares with a population of 9803. The history of the formation of Abkouh as a village around the city of Mashhad dates back to the beginning of the 1970s. Abkouh, before the physical development of Mashhad, was in the form of a village, 6 km off the west side of the city(?). Due to the rapid pace of physical development of the Mashhad, the village was located on the margin of the city in 1950s and from the late 1960s in the urban fabric of Mashhad. The structural construction of the village and the formation of secondary development based on the initial patterns and the format of the formation of the neighborhood, as well as the lack of ownership of the residents due to the seizure of the lands by Astan Quds and Endowments led to the decay of the area.

4. Research Findings

4.1 Descriptive Findings

First, we will examine the socio-economic variables related to the status of the respondents. In terms of age, four age groups, between 20 and 35, 35 and 50, 50 and 65 and over 65 years have been considered. Majority of the respondents are in the age group of 35 to 50 years old with a frequency of 70 individuals. In terms of sex, 33 people are male and 37 are women. In connection with marriage, 48 respondents are married and 22 are singles. Regarding the level of education, the educational levels considered in this study are: illiteracy, elementary, junior high school, senior high school and higher education. The senior high school level has the highest frequency, which is 32 people. Then, the frequency of other levels is as follows: the

elementary level with 15 people, the junior high school level with 14 people, the higher education level with 9 people and the illiterate level with 10 people. In terms of income level, respondents are at a relatively low level. In relation to the household size, there were 22 two-member families, 24 three-member families, 20 four-member families, and 4 five-member families. The distribution of employment in different occupational groups shows that most of the respondents meaning 43 of them hold self-employed jobs. The non-working group (retired, soldiers, students, housewives, unemployed people) forms the second group with 18 people. And then private employees include 8 people and government employees 5 people. Ownership in the scope of the survey is also in such a way that 45 of the sample size of are the owners and 25 are the tenants. In connection with the length of living, 38 people have lived in Abkouh neighborhood for more than 15 years. Twelve people lived between 10 to 15 years and 20 people for less than 5 years, in this area.

To determine the validity of the questionnaire, a preliminary test was conducted. In this way, the questionnaire was completed in the correctional phase by 20 people residing at Abkouh, but outside the sample of research to ensure that the respondents understood all the questions. Then modifications were applied (pre-test step). The reliability of the questionnaire was considered using the Cronbach's Alpha coefficient. The Cronbach's alpha value was 74%, meaning that the information obtained from the questionnaire is reliable.

4.2 Deductive Findings

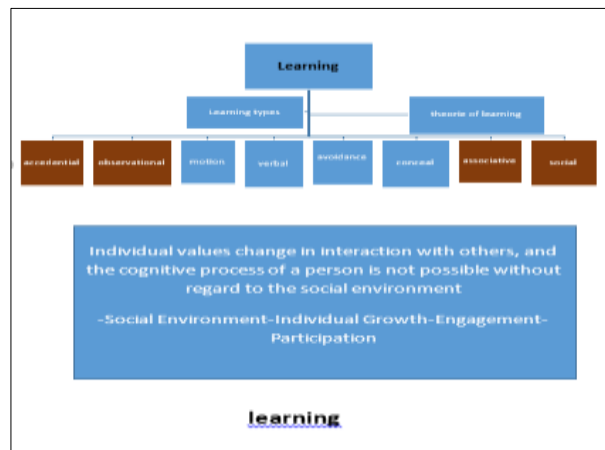
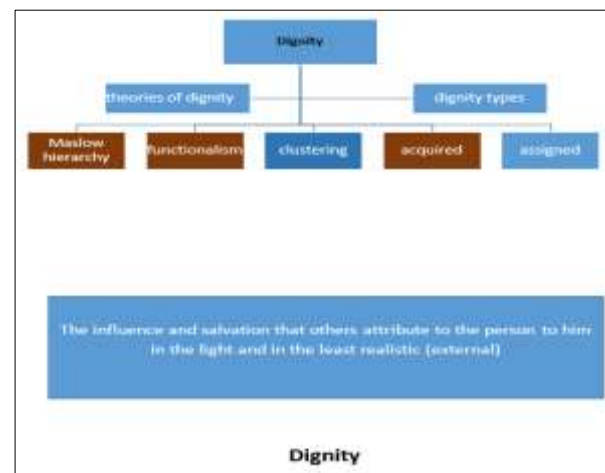
In order to calculate the mean score of interactive learning and social prestige indices, the data were normalized in these groups. For this purpose, a single-sample Kolmogorov-Smirnov test was used. According to the results of this test, the distribution of data in the groups is normal. Based on the results, all the indices used in this study (interactive learning indexes) were significantly correlated ($p < 0.05$) with social status variables and the concept of the role of interactive learning in promoting the social prestige of Abkouh neighborhood was quantitatively expressed. The results of single sample *t*-test were obtained for interactive learning and its constituent indexes.

The job index with the coefficient of 2.86 has the highest rate, and then the income with the average of 0.42 and investors' attraction, and the establishment of the facilitating and local offices with the average of 2.28 had the highest average, and the lowest rate was the participation variable with 1.72 and the formation of religious centers with 1.64. Based on the findings, the indexes of economics and occupation had the highest rate in social prestige variable, and the participation index had the lowest rate in this regard. In order to determine the intensity and the relationship

between the interactive learning and social prestige indices, correlation test is used. To determine the relationship between the levels of education, literacy, the level of income, and job which have ordinal scale, Kendall correlation coefficient is used and for participation indexes which have nominal scale, Cramer's correlation coefficient has been used.

Of the six indicators of interactive learning, the job and occupation indexes with six significant relationships, had the most significant effect on interactive learning indices. The index of economy (attraction of investors) and participation (establishment of local offices and facilitation centers and technical and vocational centers) have a 5-time significant relationship with interactive learning indices and the participation index with three significant relationships, (religious centers) has had the least effect on interactive learning indices. The highest intensity of correlation was related to the literacy and participation indexes. Also, the index of formation of religious centers had an inverse relationship with the level of education and literacy (individual indices of interactive learning) and it had a significant relationship with the social dimension of interactive learning indices.

Graph 1. Theoretical Framework



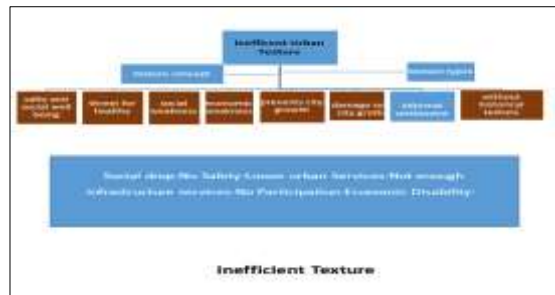


Table 1. Observed and Latent Variables

Variable	Variable type	Title	Signs
Latent	Internal	Interactive learning indexes	ETA
	External	Social prestige indexes	KSI
Observed	Internal	Self-learning	Y1
		Social learning	Y2
	External	Economics-Occupation	X1
		Participation	X2

Table 1. Summary of the Reliability Test and Confirmatory Factor Analysis

Latent variables	Observed variable	Questions no.	Cronbach's alpha	Confirmatory factor loads
Interactive learning indicators	Individual	5	0.91	0.83
	Social	9	0.93	0.74
Social prestige indicators	Economics-Occupation	7	0.98	0.78
	Participation	7	0.82	0.73
	individual	3	0.78	0.71

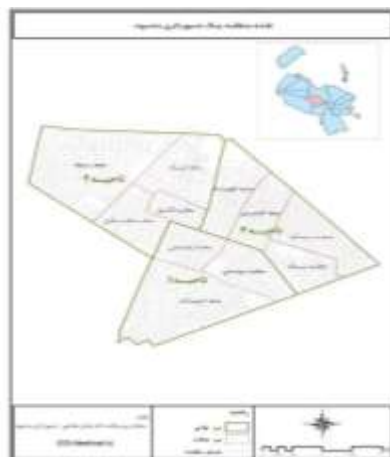


Figure 1. Map of the Region 1 of Mashhad Municipality

Table 2. Descriptive Findings of Abkouh Neighborhood

Residence history (Year)	Average age	Education		Job status	
		30	34	Diploma	15
		Diploma	55	Unemployed	18
Ownership type					
		Owner	Endowment	Leased	Other
		32	7	26	4

Table 4.1 The Status of Interactive Learning Indexes

Inhabitants of the inefficient district	Individual (literacy rate)			Individual (desire for progress)		Individual (desire to learn)		
	Less than diploma	Higher than diploma	illiterate	High	Low	High	Low	
	15	45	10	✓		✓		
	Social (Participation)			Social (Trust in urban management)		Social (Self-esteem and Self-confidence)		
	High	Moderate	Low	High	Moderate	Low	High	Low

Table 4.2 Status of Social Prestige Indexes

Inhabitants of the inefficient district	Economics-Occupation (job)				Economics-Occupation (salary)			Economics-Occupation (Investor's attraction)		
	Self employed	governmental job	Semi- governmental job	Unemployed-retired	High	Moderate	Low	Private	governmental job	Semi- governmental job
	43	5	8	14						
	Participation (establishing local offices)				Participation (technical professional centers)			Participation (religious center)		
	Local offices of the neighborhood council	Facilitating Offices	Technical education centers	Entrepreneurship Centers	Mosques	Basij centers				
	1	1	2	1	2	3				

Table 5. Results of Single Sample t-test for the Mean of Interactive Learning Indices

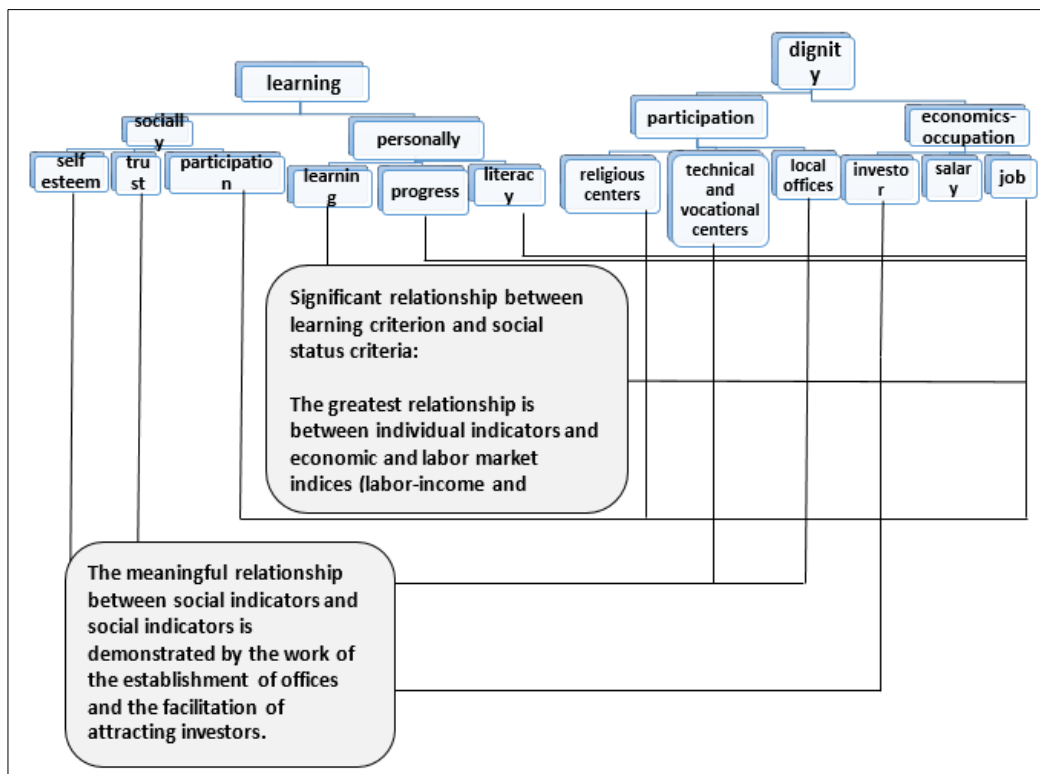
Indicator		t statistics		Average	Variance	Average difference	Significance (sig)
Individual	Literacy rate	-31.62	3	2.29	0.431	-0.708	0.02
	Desire for progress	-6.148	3	2.86	0.421	-0.134	0.04
	Desire to learn	-21.212	3	2.42	0.517	-0.570	0.03
Social	Participation	-93.344	3	1.64	0.280	-1.359	0.008
	Trust in Urban Management	-34.070	3	2.28	0.403	-0.714	0.006
	Self-esteem and self-confidence	-34.070	3	2.28	0.403	-0.714	0.01

Table 6. The Results of Single Sample t-test for the Mean Social Prestige Indices

Indicator		T statistics		Average	Variance	Average difference	Significance (sig)
Economics Occupation	Job	-6.146	3	2.86	0.421	0.134	0.03
	Salary	-21.212	3	2.42	0.517	0.171	0.02
	Investor's attraction	-31.602	3	2.28	0.413	0.570	0.007
Social	Participation	-90.070	3	1.72	0.270	1.714	0.01
	Trust in Urban Management	-34.070	3	1.28	0.403	0.714	0.02
	religious centers	-93.344	3	1.64	0.280	1.359	0.009

Table 7. Correlation between Interactive Learning and Social Prestige Indexes

Variables		Interactive learning indexes					
		Individual			Social		
Social status indexes		Literacy rate	Desire for progress	Desire to learn	Participation	Trust in Urban Management	Self-esteem and self-confidence
Economics and Occupation	Job	0.236	0.109	0.132	0.177	0.156	0.291
	Salary	-0.44	0.80	0.64	0.264	0.113	0.270
	Investor's attraction	0.147	0.193	0.47	0.160	0.177	0.72
Participation	Local offices	0.136	0.84	0.109	0.291	0.123	0.102
	Professional Technical Centers	0.170	0.194	0.193	0.176	0.114	0.232
	Religious centers	0.8	-0.85	-0.84	0.236	0.182	0.123



5. Conclusion

Interactive learning can be defined on the basis of the socio-cultural theory of the Russian psychologist, Vygotsky (1934-1896), in such a way that one's values evolve in interaction with others. In fact, the cognitive development of a person is not understandable regardless of his socio-cultural environment. On the eve of this theory, learning is shaped by the social interaction of individuals with each other. Here, collaborative learning is especially important. Vygotsky believes that cognitive development of a person is not solely due to his physical growth, but rather roots in social and cultural factors. Thus, Vygotsky's view can be regarded as moving from individuality towards the socialization of cognitive development and knowledge creation, and according to the writings of later writers and scholars, social prestige is seen as a kind of dignity, credibility and respect that society assumes for the people of a group, institution or occupation. According to Skeins (2001), social prestige is considered as dignity, credibility and sanctity by the people of the society for different groups, on the basis of which they expect certain behaviors. Therefore, considering such conditions, such districts will be confronted with the reduction of social prestige and lack of identity. Studies indicate that residents living in inefficient areas, have weak points in social terms. These people have a weak limited social network. In the hierarchy of needs and on the third level, Maslow puts self-esteem or self-

confidence, which includes the desire for merit, dominance, progress, ability, adequacy, confidence, independence, and freedom. One of the main concerns in Mashhad is the study of issues related to inefficient districts and how to face these issues and to design a systematic program in accordance with the realities of the urban community, arising from needs of the dwellers of inefficient areas, and to make it possible for planners of different fields to provide a space of social capital investment in social relations, and to promote the business and family economy, as well as the restoration of the social condition of the place of residence. In this study, by focusing on the individual analysis unit, the required information from people who are currently living in inefficient districts was collected, their views were taken regarding their area of living and the ineffective districts' identification indicators. According to the results of the correlation test in this study, it can be stated that the more the limits of the place of residence is inadequate in terms of interactive learning (social-societal) indicators, the more the social prestige indices (employment, participation and economics) will decrease and vice versa. The results show the importance and role of interactive learning indicators in the district's social prestige indicators, meaning that the results of correlation evaluation show that if the interactive learning indices are significant in the district, the trend of social prestige indicators will face numerous barriers and obstacles, proportional to the level of interactive

learning indices, and the urban management faces problems in urban, social, and economic services. In this research, priority is based on the intensity of the correlation or the indicator of progress and learning, in order for creating an urban plan to address the concerns of this problem at the local level and to provide the grounds to change the trend of promoting the social prestige.

The current investigation indicates the relation between the studied indices and the interconnectedness of the observed variables with the latent variable with respect to the level of factor loads of each of the observed variables. The evaluation of this issue suggests that urban planning in a dysfunctional area with a significant degree of interactive learning indicators can affect the urban management process to enhance social prestige indicators. For example, in the mentioned inefficient urban district (Abkouh), neglecting the issue of social prestige has caused the inhabitants to believe that the economic and social categories have deficiencies such as lack of economic growth and rising insecurity and lack of participation of residents due to the lack of urban planning defined for the coming years, which have led to the increase of population density, lack of housing and employment management, lack of balance in business conditions and disorders associated with urban management structure. Therefore, it is suggested that:

Learning and education have the most important role in the development of employment and participation. Therefore, educational institutions such as high schools and vocational education centers should be trained in order to develop employment and entrepreneurship and culture, and while training, they have to pay attention to the innovations and creatives and not the content.

-The development of financial centers supporting educational and technical centers in Abkouh neighborhood and supporting and accepting part of the investment of institutions and centers responsible for technology development with the appropriate mechanism by the government.

-The highest utilization of the decayed district of Abkouh neighborhood by planning for the participation of residents and citizens in establishing professional institutions and centers to improve residents' learning and skills.

- Supporting local offices and facilitating the formation of cultural and educational centers to improve the social prestige of residents.

- Using the capacities of trained and educated people in the Abkouh neighborhood to form technical and vocational and educational centers, and job creation for residents.

- Winning the trust of residents of the neighborhood by establishing local offices to implement executive projects and utilizing Abkouh residents' capacities to create jobs.

- With regards to improving the community's social participation and solidarity, residents of the neighborhood, through the formation of local groups among different categories of residents, including youth age groups, adults, women, etc., may create incentives to attract residents' participation in local activities and institutionalize participation within the local groups and exploit the potential of the Husseiniyahs and mosques in the neighborhood to create a local place for gatherings.

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