Analysis of Teachers' Perception of The Concept of Teaching To Transgress In Secondary Schools

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Abstract:

Subsequently, teachers' perceptions of the concept of "Teaching to Transgress" in secondary schools were analyzed. The qualitative research approach and in particular the Phenomenographical strategy was used. The research field was secondary school teachers (government, normal, gifted, exemplary and non-selective) in Sanandaj city. Therefore, teachers of several secondary schools in the city were included as research participants. The sampling was done purposively. Finally, to achieve maximum diversity and to reach the category of theoretical data saturation with 16 teachers, the charter of semi-structured interviews and sending written questions to the teachers and their responses in the form of texts were continued. The method of data analysis was also carried out using the three-stage method of thematic analysis (open, central and selective). The results of the study show that the components of transgression teaching in secondary schools are as follows engaging class, progressive teaching, teaching full of amazement, transformational education, valuing desire, enthusiasm in learning, changing the name and position of teachers, developing Students' sense of agency and creation with peers is learning. Also, the challenges teaching to Transgress included the violation of school arrangements, the academic decline of teachers and the school, and the deprivation of school management support. Finally, the consequences teaching to Transgress for schools include improving the status of knowledge based on new perspectives, revolution in educational culture, creating a diverse educational context, strengthening the relationship of teachers with marginalized and oppressed communities, the emergence of independent thinking and analysis, and evolution in evaluation and valuation.

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1: Introduction and statement of the problem

According to DeLante (2001), some schools in Western countries have been successful in democratizing society by fulfilling their critical mission and increasing people's participation in shaping realities. Giraud (2016) recognizes education as a means of creating critical minds and responsible citizens. Education empowers youths and individuals to challenge authority by connecting personal issues with broader concerns. Students should be encouraged to take risks, think beyond ideological boundaries, and enhance their creativity and critical judgment. Research by Hasanpour, Hassanzadeh, Quaidi Heydari, & Bagheri (2014), Javidi Kalate, Jafarabadi, & Abdoli (2014) & Kerman Saravi, Nawabi Rigi, & Ebrahimi Tabas (2015) reveals differences in the average critical thinking scores of students in various academic years. However, findings from interviews with teachers in Hashemi et al.'s (2018) study show no significant statistical difference. The emphasis on traditional education in Iran's education system may hinder the cultivation of critical thinking skills. Research by Liaqtdar et al. (2014) suggests that educational institutions prioritize memorization and information transfer over active teaching methods that promote critical thinking.

Transgress has long been a topic of interest and controversy in educational settings. While schools are traditionally seen as institutions that promote conformity and obedience, there is a growing recognition of the importance of teaching students about Transgress and dissent. By understanding the history and significance of rebellion, students can develop critical thinking skills, empathy, and a sense of agency in shaping their own lives and society. However, teaching Transgress in schools is not without its challenges. Many educators and administrators may be hesitant to introduce such content, fearing that it could encourage disruptive behavior or undermine authority. Additionally, there may be resistance from parents and community members who view Transgress as negative or dangerous. Finding the right balance between promoting critical thinking and maintaining a respectful learning environment can be a delicate task. Despite these challenges, the benefits of teaching Transgress in schools are significant. By exploring historical examples of Transgress, students can gain a deeper understanding of social justice, activism, and the power of collective action. They can also learn to critically evaluate authority and challenge unjust systems. Ultimately, teaching Transgress can empower students to become active and engaged citizens who are willing to stand up for their beliefs and work towards positive change in their communities (Amo Adari, 2017).

Educational institutions are seen as integral parts of civil society on a global and international scale, serving as hubs

for thought, meaning, knowledge production, and social criticism. They play a crucial role in promoting global peace, enhancing human living conditions, and unlocking human potential. Education contributes to cultural, social, economic, and political development at the national level by expanding knowledge boundaries and fostering critical thinking (Farastkhah, 2017). Contemporary thinkers are of the opinion that teaching to transgress has the potential to use critical thinking to guide learners towards liberating thoughts and softening their minds against what has locked them in the walls. In fact, teaching to transgress frees students from the forces that have captured and limited their lives (Imel, 1990). In Iran's educational system, despite emphasizing and paying attention to the issue of critical thinking in the goals of the educational systems and the claims of officials, supervisors and educational executives, in practice, there is not enough will and motivation to encourage students to think and especially apply critical thinking. Despite the statements that indicate accepting the assumption that critical thinking paves the way for more and better education, teachers have always prepared the ground for memorizing course information with formal methods and removing facts and creating an inflexible disciplinary environment (Malki & Habibipour, 2015).

Thus, according to what has been said, it can be concluded that measuring the ratio of Teaching to Transgress

features in Iran's classrooms shows that these features are almost unknown. On the other hand, studies in which the educational system is studied from the perspective of teaching Teaching to Transgress and critical theory, they are very few and on the other hand, the results of some researches and few studies regarding the educational system with Teaching to Transgress and critical thinking show that the educational system in the field of this teaching style There is a gap and deficiencies that lead to inefficiency in the components teaching to transgress in the classroom in schools. Based on this and due to the importance of teaching to Transgress in the contemporary era, it is necessary for societies to commit to creating the capacity for criticism at all levels of education and to stimulate critical thinking based on their effort and effort. Therefore, this research will seek to analyze the characteristics of teaching at teachers' to transgress as a liberating act in Iran's educational system. Considering this issue, the main research question is what are the characteristics of teaching to Transgress in secondary schools from the teachers' point of view?

2: Review of Related Literature

According to Ahon Menesh, Khatunabadi & Abolhassan (2013) Paulo Freire criticizes one-way education, stating that it turns learners into slaves of knowledge, leading only to memorization. Habermas emphasizes that humans have instrumental, communicative, and liberating

cognitive dimensions, but modern society focuses too much on the technical aspect, neglecting the others (Habemas, 2005). Teaching to Transgress views teaching as a performative act that involves mutual communication, addressing social structures that create differences among individuals (Hooks, 2005). Hooks believes that teachers should embrace ambivalence, dynamism, and spontaneity in the classroom to go beyond imposed structures. Fear among teachers may hinder the implementation of such practices. Hooks values excitement, thought, and attention to learning desires, taking a holistic approach that considers students' interests and needs as whole individuals. Bullen (2012) notes that Hooks sees pedagogy as having a spiritual and sacred aspect.

According to Hooks, beyond merely imparting information and fostering cognitive development, it is crucial to consider the spiritual and mental growth of students. This complexity lies in the necessity to honor and nurture each student's unique soul and individuality. Without recognizing and valuing their distinctiveness, true and meaningful learning cannot take place (Hooks, 1996). Teaching to Transgress advocates for creating a classroom environment that cultivates joy and happiness, leading to the fulfillment that comes from genuine understanding and critical thinking) Abbott, 2017). This perspective aligns with Freire's critique of the banking system of education,

which is prevalent not only in schools but also in secondary education. In this system, teachers are seen as mere transmitters of information, while students are passive recipients. This approach stifles teachers' desire to engage in meaningful discussions and students' motivation to learn. Education should be a liberating act that breaks free from these constraints and predetermined frameworks, offering surprises and challenges to the academic audience. (Amo Adari, 2017).

Eqbhali, Salehi, Qaidi & MahmoudNia (2022) conducted a study in this area with a research titled "Reflection on the fundamental characteristics of liberating classroom components in higher education." Their research revealed that the main objective of liberating education is to promote democracy and foster the development of a new type of individual. According to their findings, the role of the teacher is akin to that of a politician and facilitator of learning, while students are encouraged to be question-oriented and embrace doubt. The educational content emphasizes exploring various facets of the subject matter, with teaching methods centered around fostering dialogue and the relationship between teaching and learning. However, despite these ideals, measurements of Iranian higher education classrooms showed a lack of alignment with these characteristics. Teachers displayed little interest in building relationships with students, students had limited exposure to

liberating education, classroom environments were lacking in motivation and were hierarchical, and teaching was predominantly one-way.

Bullen (2012) research on the ongoing relevance of teaching to transgress: Education as a practice of freedom highlighted the importance of strategic transgression in education. This concept represents a true revolution, emphasizing the determination, strength, and commitment of individuals. By adopting a strategy of transgression, teachers and students can become agents of change, taking on the role of revolutionaries in the educational process. Education as a practice of freedom underscores the necessity of pursuing critical examination and reflection as a professional and emancipatory endeavor, aiming to break free from oppression by engaging in a thorough analysis of the world and personal experiences on both local and global scales.

Glass (2019) conducted a study titled "Teaching to Transgress - Teaching as an Exercise to Build Learning Capacity." The research findings indicated that engaging learners in classroom discussions and daily political conversations enhances their potential for understanding and critical evaluation in everyday life. Teaching to transgress is viewed as a form of political dialogue focusing on justice and injustice, serving as a space for social critique, reflection, and collaborative dialogue. It is essential to emphasize not only the content being taught but also how it is conveyed and conceptualized in the classroom.

In a study by Peters and Simmonds (2022) titled "Expanding Inclusive Sexism Education Through Teacher Teaching to Transgress," it was found that students bring taboos and stigmas related to sexism into the classroom, highlighting the need to reimagine sexism education to promote greater inclusivity. Developing critical self-awareness among students is crucial for them to become agents of change. This challenges educators to transform spaces characterized by distrust and exclusion into educational opportunities that foster inclusion. Educators play a key role in empowering students to actively challenge barriers, emphasizing the importance of injecting education to transgress into responsible societies and political activities.

Based on this, the research questions are as follows:

● RQ1. According to the teachers' point of view, what are the characteristics of teaching to Transgress?

● RQ2. According to the teachers' point of view, what challenges will follow the teaching to Transgress in secondary schools?

● RQ3. According to the teachers' point of view, what consequences can teaching to Transgress have for schools?

3: Research methodology

3.1: Research approach and strategy

The research approach is qualitative and specifically, the

Phenomenographical strategy has been used. Phenomenography is a research method that is used to measure people's understanding of phenomena experienced by others (Danaeifard & Kazemi, 2019).

3.2: Potential participants and sampling method

In this regard, the teachers of several secondary schools (government, normal, gifted, exemplary and non-selective) were selected as potential research participants. Sampling was done in a purposeful and criterion-oriented manner. The selection criteria for teachers to be interviewed were those who incorporated elements of rebellion in their teaching approach, albeit in a somewhat superficial manner. Additionally, after a few days of familiarizing themselves with the content on teaching for rebellion, they expressed interest in the subject and indicated their willingness to participate in an interview.

3.3: Data collection method

A semi-structured interview charter and sending questions were used to collect data. Also, a number of teachers did not have enough time to conduct an interview, so the questions were sent to them in text form through messaging networks (WhatsApp, Telegram and email) and they also sent us the answers to the questions in text form. The duration of the interviews varied between 30 and 40 minutes. At first, the researchers approached the members of different educational groups and after checking and making sure that the

people meet the criteria for entering the study, they were invited for the next meeting. In total, 16 middle school teachers in Sanandaj city were interviewed until reaching the category of misconceptions.

3.4: Method of data analysis

In order to analyze the research data, a three-stage thematic analysis process (open, central and selective) was used. In the first stage, reading and re-reading the transcripts of the interviews was on the agenda. Then they started to organize the data in a meaningful and systematic way. In the second stage, digging to find sub-themes was put on the agenda, which includes a group of extracted concepts. At this stage, the themes were defined and created in such a way that it included the entire data set and no data (except data unrelated to the topic) was left out of the themes. Finally, in the third stage, the final refinement of the themes was on the agenda, and the aim was to identify the "essence" of what each theme was about. What will the theme say? If there is a sub-theme, how does it relate to the main theme and how do they interrelate? Or what kind of connection is there between the themes? And finally, writing, analysis and the final report resulting from the thematic analysis were presented and the findings were presented (Leeming, 2018).

3.5: Validation of the data

in order to ensure the validity of the current research, i.e., the accuracy of the information obtained from the survey method was used by the members

(interviewees); And **4** participants were requested to check the analysis process and the obtained categories and express their opinions about it (Hasan Qolipour et al., 2018). According to the opinion of the participants who were selected to check the validity of the research, the findings of the research largely reflected their views and opinions. The stage of data coding was done by a group of three researchers after discussion and exchange of opinions to reach uniform codes. For the external validity of the research, the characteristics of the participants in the research (teaching history, degree, age, and gender), the role of the researcher and the situation in which the research was conducted are described in detail; and we tried to create a clear picture of data collection and analysis strategies. To ensure the reliability of the research process, the interviews were recorded and transcribed in detail by mentioning all the important details. Finally, in order to validate the research, qualitative validation criteria such as acceptability (researcher's self-review) and reliability (method of accurately directing the interview process and using the members of the thesis/dissertation committee to evaluate and implement the interview program and also as an external referee) were used And after reviewing, they confirmed the obtained results (Creswell, 2013).

Demographic information of the participantsTable1.

Row	gender	Age	degree of education	teaching basis	history	Data collection method	Interview duration
1	Man	46	Bachelor's degree	Second secondary	14	Face-to-face interview	40
2	Man	44	Master's degree	Second secondary	12	Face-to-face interview	30
3	Man	39	Master's degree	first secondary	13	Response in text format	44
4	Man	42	Master's degree	Second secondary	11	Response in text format	-
5	Man	49	Master's degree	first secondary	19	Response in text format	-
6	Man	46	Master's degree	Second secondary	9	Face-to-face interview	35
7	Man	41	Bachelor's degree	Second secondary	11	by phone	40

8	Man	36	Bachelor's degree	Second secondary	10	Face-to-face interview	30
9	Man	47	Master's degree	first secondary	15	Response in text format	-
10	Man	38	Master's degree	first high school	12	Response in text format	-
11	Female	42	Bachelor's degree	first secondary	14	by phone	30
12	Man	33	Master's degree	Second secondary	11	in person	40
13	Man	37	Master's degree	Second secondary	9	in person	37
14	Man	46	Bachelor's degree	Second secondary	10	in person	33
15	Female	44	Bachelor's degree	first secondary	13	by phone	38
16	Man	36	Master's degree	first secondary	7	Response in text format	-

4: Research findings

In the research findings section, all **3** research questions were coded based on the participants' interview text and based on three-stage thematic analysis (open, central and selective). The number of primary codes in the first stage including redundant and repetitive codes was **192** primary codes, after refining and controlling the codes, the researchers removed the redundant and repetitive codes and finally **140** primary codes were counted from the interviewees' speech text. Finally, the same **140** primary codes were the basis of the researchers' work to perform three-stage coding (open, central and selective). Also, the total number of central research codes was **38** and the number of selective codes was **17** codes. In the following tables, the methods of coding each of the research questions are done with sensitivity and checking the codes several times. Also, in Table 2, an example of the researchers' coding of the speech text of the interviewees during the research process is shown.

Table 2. An example of coding using the phrase separation method

The text of the interviewees' speech	Initial code	Axial codes	Optional code
1_ According to what I learned from this teaching style, the thinking of students should go beyond the national level and take on a global and international flavor (10). 2_ Focused on transgress, it gives importance to the central issue, and Teachers can lead students to research with this teaching (7). 3- The atmosphere of such classes is open and accepting to hear different opinions about the problems of the secondary school and society (9). 4_ Everything that students and Teachers bring up in class should be seriously criticized and analyzed to get a real view of the problem (3).	Liberalization of thinking at the international level , more realistic beliefs and attitudes of learners to various matters, change in the way of thinking about subjects, openness of the classroom space for criticism and questions, fair evaluation and constructive feedback, strengthening of researchers' thinking and so on	_Considering oneself as a progressive teacher _Teaching and learning the degage ma	Progressive teaching

● **RQ 1.** According to the teacher's point of view, what are the characteristics of teaching to transgress?

Table 3. Inquiries about the characteristics of Teaching to Transgress during the stages of open, central and selective coding.

Initial code	Axial codes	Optional code
Stimulating competition between groups of students, inferring the realities of the current complex world by students, intensifying educational values and goals, challenging the beliefs accepted by students, being realistic about various matters, making changes based on criticism and suggestions.	_Providing constructive feedback _ Engaging students in class discussions	Engaged classroom
Liberalization of thinking at the international level / making students' beliefs and attitudes to various matters more realistic / changing the way they think about subjects / opening the classroom space for criticism and questions / fair evaluation and constructive feedback / strengthening researcher thinking / using From new learning patterns to strengthen the mental flexibility of students /	_Considering oneself as a progressive teacher	Progressive teaching

beyond the dialogue of the teacher's thinking / effective and two-way communication. Between the student and the teacher / the pursuit of learning for learning.	_ Improving the quality of teaching and learning	
Enjoying learning in the classroom / the seriousness of the subjects while entertaining and stimulating the teaching / the lively and boisterous nature of the students / considering the experiences of the students to be useful / the students realizing the importance of what they have learned Self / the attractiveness of the teacher's teaching in the classroom / the creation of attractive challenges for students / the students' connection between real life and learned concepts.	_Hedonism of learning caused by understanding beyond borders _Turning the classroom into a pleasant environment _Activating attention through the attractiveness of the content	Wonderful Education
Democratic management of the classroom / strengthening the dialectical trick of ideas / seriousness of the *Teachers* in teaching / serious consideration of educational changes / loss of classroom dominance / allowing *Teachers* to express their experiences / sharing personal narratives / students learning to listen From each other / creating a favorable environment for teachers to respectfully listen to their students and coders / take each other's opinions seriously / the idea of mutual respect in the classroom.	_A safe and respectful classroom environment _Respect for the social realities of the class	Transformational education
Injecting emotions into the classroom / the effect of emotions on making students' ideas more vivid / approaching the educational goal through emotions / emotions being the priority for students to be enlightened / highlighting the personal and emotional aspects of learning / revealing Eros in learning Art /music and literature.	_The influence of emotions on the joy of learning _awareness through emotions	Valuing the desire, passion and enthusiasm in the heart of learning
Valuing the desire / passion and enthusiasm in the heart of learning Strengthening the dialectical trick / the teacher 's seriousness in teaching / taking educational changes seriously / losing the dominance of the class / following the true intentions and intentions / moving away From the immediate confirmation of class discussions / the respectability of *Teachers* thoughts / the manifestation of the *Teachers* in multiple dimensions of the mind and body / the change from the role of instructor to guide / the liberation of the *Teacher* from the limitations of the classroom towards activities in a wider	_Recognition of the subject by the teacher _The multidimensionality of the teacher in the classroom	The transformation of the name and status of a *Teachers*

educational environment / pushing students to self-taught learning.		
Bringing students to self-actualization / empowering students to solve problems inside and outside the secondary school / strengthening the painful and concerned view of students / changing students' perspective on society's problems in a different way.	_Strengthening students' theorizing behind problematization _Thinking and criticizing problems by students	Developing the sense of agency of learners
Holding free study courses with students / not considering liberating classes as the same / dynamism and fluidity of liberating classes / engaging students with discussions seriously / avoiding being a superstar or being famous as a good *Teacher* / preferring the attractiveness of the course content over the exciting atmosphere of the class / Forming a round table with students / the occurrence of learning beyond The classroom.	_ Immersion of students in learning as an art _ Interweaving of students learning experiences	Creating with learning community

The findings from the first question were reduced to **63** primary codes after removing the common and redundant codes, and finally by merging and then separating each of the codes based on similar semantic load, the researchers obtained **17** central codes and 8 selective codes which Table 3 shows the related coding process. As it can be seen in the above table, the participants considered teaching to Transgress to contain the characteristics and were of the opinion that in this teaching style, teachers should literally be able to engage middle school students in the classroom with the concepts and problems of school and society. To intertwine these issues with their experiences. In addition, they believed that one of the important requirements in teaching to Transgresses to engage students' emotions and feelings in the form of a transformational education, so that in this way the sense of students' agency in solving secondary school challenges through problem-solving learning is lifted. Among the important categories that the participants mentioned as the characteristics of teaching to Transgresses secondary school are: the interweaving of students' learning experiences, the strengthening of students' theorizing behind problematization, thinking and criticism of problems on their part, students' self-awareness through emotions and ... Cited.

● **RQ2.** From the teachers' point of view, what challenges will the teaching to Transgress cause for secondary schools?

Table 4. Essays on the challenge of teaching to Transgress for secondary schools during the process of open, central and selective coding.

Initial code	Axial codes	Optional code
Disruption of the educational balance / confusion of students and teachers in the classroom / the frightening concept of transgress for academics / disruption of the gentle music of the lesson in the classroom / the dissonance of the teaching style Teaching to Transgress with School standard / illegal behavior of amateur teachers in the teaching style Teaching to Transgress / Loss of management support.	_Weak strength of the academic framework _Disruption of academic balance	Violation of academic arrangements support
The marginalization of teachers scientific credibility / the disruption of teachers concentration in the class lesson plan / the increase in the preoccupation of academics' scientific mentality / the delay of educational and research activities / the lack of experience and expertise of teachers in the Teaching to Transgress / the failure to ensure the safety of students / the failure to comply with standards moral.	_Decreasing the credit of teachers _Destruction of scientific and research credibility _No acceptance from the scientific community	Scientific degeneration of teachers schools
The appearance of two teams among teachers / the weakening of the cooperation between the management and the *Teacher* / the decrease in the internal solidarity of academic members / the intensification of educational disparities / the increase of confrontations in the School / the favoring of consensus with the School management / the difference in teaching content and educational policy / The decrease in the expectations of the School authorities from the Teacher.	_ Disagreement with the director of the School regarding the teaching method and content _ Breakfast for the cooperation of School members	Deprivation of the support of the secondary school management

The findings of this question were also reduced to **21** primary codes after removing the common and redundant codes, and finally, by integrating and then formatting each of the codes in their peer groups, the researchers obtained **7** central codes and **3** selective codes. Whose process is shown in Table **4**. Transgresses, in addition to its characteristics, will certainly not be

without challenges. According to the participants' point of view, these challenges, if realized, can be considered as obstacles preventing the mission of teaching, education and research and positive communication with learners, teachers and school management. Therefore, among the challenges that Transgresses may lead to, the participants pointed to categories such as balancing the activities of secondary schools, destruction of scientific and research credibility, failure to participate in the efforts of school members, non-acceptance from the scientific community.

● **RQ3.** From the point of view of the teachers, what consequences can the Teaching to Transgress have for the school and the society?

Table 5. Inquiries on the consequences of Teaching to Transgress for secondary schools during the coding process of open, central and selective data

Initial code	Axial codes	Optional code
Strengthening the creative opinions of students in class / opening the minds of teachers and students to new issues / avoiding trite research issues / challenging existing views / replacing new views in various scientific fields / promoting the initiative and creativity of students and teacher in research.	_Stimulation to useful innovative ideas _Increasing diversity in research _Production of new knowledge	Improving the position of knowledge based on new perspectives
All-round respect for various ethnicities and races in the School / providing favorable learning situations / creating a balanced relationship between teachers and different students / intensifying attention to the needs and interests of students in teaching / adapting the secondary school atmosphere to cultural educational diversity .	_Respecting the cultural differences of students _Promoting the educational environment for effective learning	Solstice in educational culture
The preparation of teachers to create tension and conflict in a diverse class, to participate in diverse and up-to-date discussions / to question authority and power in the field of education / to prepare the ground for students different opinions.	_Acceptance of diverse knowledge in a multicultural context _Strengthening the racialethnic educational discourse	Creating a diverse educational context

More collaboration between teachers and underprivileged students, to express the students' intentions with voice and expression, to hear different voices , to pay attention to the underprivileged students in the classroom, to make the underprivileged students more accessible to the teachers / to equalize the cultural and social differences in the School.	_Matching with unheard sounds in the classroom _Strengthening the spirit of generosity and openness of prof teachers essors	Strengthening the connection of teachers with marginalized and poverty-stricken communities
Enhancing students' mental ability / expertizing scientific debates by students / critically examining society's issues / expressing constructive criticism and their own points of view / challenging official teachings / becoming active as a member of society / expressing their thoughts clearly / recognizing Characteristic of an argument when read.	_Persuasiveness and politeness in speech _Increasing the expression of students' opinions _Developing a constructive critical culture	create of independent thinking and analysis
Changing the method of evaluating teachers / the importance of teaching methods in evaluating the performance of profe teachers ssors / considering students' results as a criterion for evaluation / encouraging students to make honest self-evaluations / the frequent evaluation of teachers by students.	_Diversity in academic evaluations _Improving the results of tests and evaluations	Evolution in evaluation and valuation

The findings of the third question, after removing common and redundant codes, were reduced to **35** primary codes, and finally by integrating and then formatting each of the codes in their peer groups, the researchers obtained **14** central codes and **6** selective codes, which Table **5** shows its process. The participants from all backgrounds have viewed the category of Transgresses as a positive and effective concept in the school process.

Therefore, in their opinion, if teachers are able to acquire the necessary skills for this type of teaching style and have sufficient mastery over the nature and method of its implementation, it can have fruitful consequences and have legal value for the school and society. Among the positive consequences of teaching to transgress for higher education from the participants' point of view, it can be seen the growth of diversity in research, strengthening the

spirit of generosity and openness of teachers, improving the results of tests and evaluations, conformity with unheard voices in the classroom, persuasiveness and respect for politeness in speech. Accepting diverse knowledge in a multicultural context, respecting the cultural differences of students.

Table 6. Extracted categories of the characteristics of teaching to transgress

Row	characteristics of teaching to transgress
1	Engaged classroom
2	Progressive teaching
3	Wonderful Education
4	Transformational education
5	Valuing the desire, passion and enthusiasm in the heart of learning
6	The transformation of the name and status of a teachers
7	Developing the sense of agency of learners
8	Creating with learning community

Table 7. The extracted categories of the challenges teaching to transgress for secondary schools

Row	Challenges of teaching to transgress in higher education
1	Violation of academic arrangements support
2	Scientific degeneration of teachers secondary schools
3	Deprivation of the support of the secondary schools management

Table 8. Extracted categories of the consequences teaching to transgress for secondary schools

Row	Implications of teaching to transgress for higher education
1	Improving the position of knowledge based on new perspectives
2	Solstice in educational culture
3	Creating a diverse educational context
4	Strengthening the connection of teachers with marginalized and poverty-stricken communities
5	create of independent thinking and analysis
6	Evolution in evaluation and valuation

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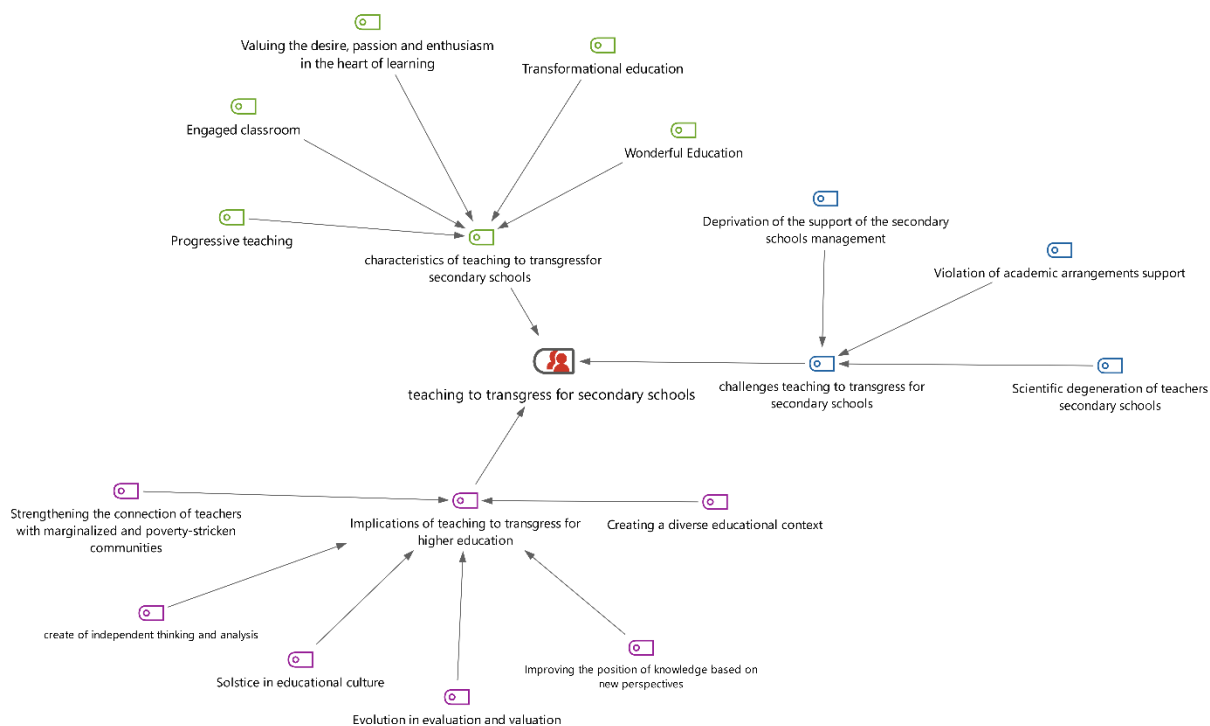
Graph 1. A final extracted model of the concept of teaching to transgress for secondary schools from the point of view of teachers using Maxqd

5: Discussion and conclusion

In the discussion and conclusion section of the data, while pointing to the most important categories or selective codes obtained, the path of reasoning, explanation and perspective of the participants is reflected. This work continues through a transformational discussion in which the manner in which the teaching style aimed at teachers' rebellion is created and expanded in secondary schools is explained.

Before entering into the discussion and introduction of the main and central concepts of the research, it should be noted that nowadays pedagogy and teaching is something beyond technical and technical views or something that

can be easily presented as a road map. The complexity, dynamism and aliveness of teaching and the great depth available for it actually make teachers and secondary school Teachers more interested in this subject. This event will increase our awareness of the issue that it is necessary to look at teaching to transgress as a performative act, that is, mutual communication with the audience, leading not to the audience as a person from the perspective of psychology, but attention to the individual from the perspective of structures. In line with the tone of this article and the views of the interviewees, the findings of the research regarding the first question

showed that eight components represent the characteristics of teaching to transgress:

1_ Engaged classroom: Based on this attitude, students are actively involved in the learning process through the inference of their current complex real world. In this regard, it can be seen that by challenging the beliefs accepted by students, students will form a more realistic look in students (Hawks, 1996). In addition, changes based on criticism and suggestions in the shadow of teaching tutorials create a classroom space where students connect their learning to their future experiences, interests and goals during the teaching process. According to the participants, this can include the integration of various perspectives that make students, based on modern bigotry ideas, to analyze and challenge the status quo in the interest of society, secondary schools, and self -challenge. This part of the findings is consistent with the research results of Iqbali et al. (2020) and Bolen (2012).

2_ Progressive teachin:. The upward movement in learning was first proposed by Bar Shultz (2005), who challenges the traditional academic format, thinking and teaching style based on the neglect of Teachers. From the point of view of the participants, Transgresses with this feature has freed the students' thinking from their traditional and limited borders and in some way injects them with learning patterns that will strengthen the flexibility of their mentalities. In progressive teaching, while maintaining effective communication between teachers and students, both sides will pursue learning for the sake of learning, to challenge the assumptions in secondary school and society through inquiry-based learning, complex issues and unheard voices of students. Should be discovered so that it can be the basis for promoting empathy and mutual understanding between teachers and students. In addition, despite the inclusiveness and dynamic nature of this type of teaching, teachers and students will learn that in order to have an effective impact on society, one should think beyond superficial two-way dialogue, so that social responsibility can be further promoted through it. This part of the findings is in line with Glass (2019) research results.

3_ Wonderful Education: The third characteristic teaching to transgress is to make learning enjoyable for students by teachers in secondary schools. According to the participants' point of view, although this Transgresses has a challenging meaning at first glance, it means an enjoyable and attractive challenge that teachers in the classroom convey to students in the form of exciting lesson content, to make learning enjoyable while understanding sometimes stinging realities. to institutionalize in their existence. Also, based on the findings, it can be acknowledged that in addition to creating excitement in the hedonism of learning, teachers' maneuvers during teaching should be in such a way as to

establish a relationship steeped in honesty and respect to students in each class and class so that all students with any kind of They should feel that, firstly, their points of view are respected, and secondly, due to the situation created, they can express their opinions and opinions about various issues. In this case, a teacher who has a teaching style focused on transgress is expected to have an answer or feedback from himself or other students to the problem raised, even if they disagree with his opinions. Finally, in this way, students can realize the importance of what they have learned.

4_ Transformative education: Transformative education refers to the fact that teachers in secondary schools should be able to motivate and encourage students in the classroom to think intelligently, solve problems and concerns inside and outside the school in an innovative and transformative way. According to the opinion of the research participants, it is only possible to witness the implementation of this type of teaching style by the *Teachers* who first of all engage the learners with how to think and provide solutions to solve neglected problems. The findings of the research indicated that minor but detailed features such as democratic classroom management, strengthening the dialectical trick of ideas, the *Teachers* seriousness in teaching, serious consideration of educational changes, the loss of classroom dominance, teachers allowing students to express their experiences Self,

sharing personal narratives, students learning to listen to each other, etc. can be considered as the creator of transformative education as one of the central categories of Transgresses. The distinctive feature of Transgresses, while solving problems, is also accompanied by complexity, on this basis, teachers should engage students with such complex issues that can sometimes be complicated for a society, so that they can look at it with an open mind and provide a creative solution for it. By identifying problems and providing students with creative solutions, providing a favorable educational situation for their trial and error is provided.

5_ Valuing the desire, passion and enthusiasm in the heart of learning: Welcoming passion at the heart of learning allows learners to discover their true selves without fear of judgment (Hooks, 1996). The findings indicate that the desire, passion and enthusiasm in learning is not only about sexual desires, but includes a wider range of experiences. Also, this feature reflects the fact that passion for learning can be a powerful source of knowledge and helps learners to connect with themselves and others, more emotions (both teacher and student) are injected into the classroom to through the involvement of personal aspects and emotions in learning, the main goal of the class can be achieved. The participants confirmed that by paying more attention to the desire and passion in teaching, educators are able to access

the students' desires and passions and facilitate deeper learning. From this point of view, this characteristic is the expression that *Teachers* should be able to bring pleasure, desire and emotional connections into the learning experience. What was obtained from the findings of the research indicated the fact that the involvement of passion in Transgresses does not end with sexual experiences, but can be found in all aspects of life, including art, music and literature.

6_ transformation of the name and status of a Teacher: One of the distinctive and unique features of Transgresses, according to the participants, is the evolution of the name and status of teachers who implement this style of teaching in their classrooms. This feature can mean a change in the duty role and promotion of the special value that belongs to teachers. In other words, this type of transformation allows teachers to have a role beyond that of a teacher and Teacher for the marginalized students of their class and to accompany them as a professional guide and mentor in the path of learning and active participation. The seriousness of teachers in the matter of educational changes, their sensitivity towards educational issues and society with the intention of creating a liberating solution from the chaotic situation, as well as their manifestation in multiple dimensions of mind and body, make the authority of Teachers in the classroom and secondary school more visible (Cox, Drucker & Tiraf,

2021). The findings indicated that by using the dialectical trick of focused ideation, the *Teachers* were constantly looking for students to become more active in wider educational spaces such as participating in wider spaces such as workshops, webinars, seminars and other educational workshops about various issues and to present their opinions. Talk about them. Based on the participants' point of view, it can be concluded that changing the role of the *Teacher* from being a mere instructor to a guide and colleague in the learning process will prepare students more than anything to face the challenges in their society and prepare to overcome them.

7_ developing the sense of agency of learners: In the field of Transgresses, the creation of an educational environment by teachers, both inside and outside the classroom, in the form of an informal space for learning, is an important component on the basis of which students understand their place and value in the learning process with all the differences in view. has been taken Many participants emphasized that strengthening the painful and anxious view of students, despite the sense of responsibility, makes him find himself as a person with value and ability, and challenges and obstacles on the way to progress with an engineered and clever look with new plans and programs in To propose the atmosphere of the middle school teacher and to implement it in a professional way with the participation of teachers and other classmates to guide the dynamic

atmosphere (Barnard, 1993). In addition to that, the participants in the research pointed to sub-categories as the characteristics of Transgresses, such as making students self-actualized, empowering students to solve problems inside and outside school, strengthening the painful and anxious view of students, and changing the students' view of society's problems in a distinct way. This part of the findings is consistent with the research results of Peters and Simmonds (2022).

8_ creating with learning community: This feature means paying attention to the different needs and abilities of teachers and students and is an attempt to create a systematic situation for each of them to learn. According to the opinion of many participants, this mandatory approach should always be recognized as one of the characteristics of teaching to transgress in secondary schools; Because in many cases, teachers are willing to teach in their own way without paying attention to class variations, interests, long-term silences of students and many issues that will frustrate students while learning, and they neglect these requirements. From this point of view, it is necessary for teachers to check the needs and abilities and inner concerns of students during a pre-determined evaluation with special accuracy and delicacy, and then adapt to it by displaying teaching to transgress, the most favorable environment for inclusive learning without it provides unlimited class. From the point of view

of the participants, the characteristic of creation with all the learning is based on small ideas such as: holding free study courses with students, not considering liberating classes as the same with each other, dynamism and fluidity of liberating classes, engaging students with discussions seriously, avoiding being a superstar or famous. Being a good teacher is to prioritize the attractiveness of the course content over the exciting atmosphere of the class, forming a round table with students and learning beyond the classroom.

The participants identified three main challenges related to teaching to transgress in secondary schools:

1. Violation of school regulations: According to the participants, one major challenge of teaching to transgress in secondary schools is the potential violation of school arrangements or regulations. Many principals and teachers may not be open to this teaching style, leading to conflicts and tensions within the school community. Teachers adopting a transgressive teaching style may face lack of support from school management, which could impact their job opportunities and relationships with colleagues. This challenge can also create confusion and resistance among students, affecting teacher-student interactions. This finding aligns with previous research by Bolen (2012) and Glass (2019).

2. Academic decline of teachers and schools: The second challenge identified by participants is the risk of scientific degeneration for teachers and

schools. Embracing a transgressive teaching method may result in teachers being marginalized in academic circles and facing challenges in maintaining professional relationships. Participants noted that teachers may become overly focused on implementing this method to build their reputation, leading to neglect of other academic responsibilities. This can ultimately harm the scientific credibility and effectiveness of schools, as well as disrupt educational and research activities. Other factors contributing to this challenge include lack of experience in transgressive teaching, potential safety concerns for students, and failure to adhere to ethical standards in educational practices.

3_ Deprivation of school management support: The third challenge of Teaching to Transgress is the blocking of cooperation and support applied by the school administration to teachers who have this approach. What can be inferred from the participants' point of view is that the basic essence or in other words the leaven of secondary schools is the culture of the learning organization which has been defined for all aspects of the school and it is necessary for the school members to accept it and carry out their activities in line with it. Deviation from this path, most likely, can cause the vulnerability of organizational learning culture. Also, due to the fact that the defined stable culture of the school, coordinated and consistent with the goals and strategies of the secondary school, has abundant values, therefore damaging it with this

risk-based teaching style can reduce trust and mutual disbelief regarding the content of courses, teaching methods and educational policies. Between middle school teachers and school management, which will provide the necessary support to our teachers to create reform and change. The participants of the research, while researching other categories in this regard, such as: decreasing expectations of school officials from teachers, the emergence of two teams among teachers, decreasing the level of cooperation between management and teachers, reducing the internal solidarity of school members, intensifying educational disparities, increasing confrontations in They pointed out that the school, favoring consensus with the school management and the difference in teaching content and educational policy.

Also, the findings of the research regarding the third question of the research represent six components as the consequences of teaching to transgress In secondary school, and the interpretation of each of them is discussed below:

1_ improving the position of knowledge based on new perspectives: The first consequence of Teaching to Transgress from the perspective of the participants is to improve the status of knowledge based on new perspectives. The findings indicated that this type of teaching style as a transformative educational tool can help shape the current and innovative

challenges in the teaching and learning process. By involving students and strengthening their points of view and opening the minds of secondary school students and teachers to new and emerging issues, we can expect deeper changes in the structure and educational processes of the school. Maneuvering teachers with this teaching style directly encourages both themselves and students to avoid trivial and trivial research issues and to seek to reduce educational obstacles by replacing them with new and pioneering perspectives and methodologies. Other categories mentioned by other participants include: strengthening the creative opinions of students in the classroom, opening the minds of teachers and students to new issues, avoiding trivial research issues, challenging existing views, replacing new views in various scientific fields, and promoting innovation. And the creativity of students and teachers in research.

2_ Solstice in educational culture: Diversity or promoting multiculturalism does not mean replacing one group with another group, but it means accepting the value of diversity and participation of different cultures in school, politics and in society. Therefore, teaching to Transgressconveys the message to secondary schools that we should not get tired of the changes caused by accepting cultural diversity, but we should accept it and prepare ourselves to achieve a diverse educational cultural revolution (Hooks, 1996). If teachers with comprehensive professionalism are able to include a multicultural and multi-ethnic point of view in their lesson plans, it will lead to deep, rich and self-learning students' learning. In other words, it can be said that the result of this teaching style is what Paynar (1995) refers to as the new conceptualism of the learners. The participants emphasized that although it may be difficult for teachers to bear such a situation in the first place, the positive effects of this diversity and the participation of different cultural thoughts in the teaching and learning process will change the teacher's practice as an open leader (Englesberger et al., 2022). In its shadow, *Teachers* search for the meaningful teaching-learning process only in the layers of atmosphere and open culture. Other categories such as comprehensive respect for various ethnicities and races in secondary school, providing favorable learning situations, creating a balanced approach of teachers with different students, intensifying attention to the needs and interests of students in teaching, adapting the school atmosphere to cultural-educational diversity are mentioned.

3_ creating a diverse educational context: In secondary schools, there are many teachers who, under the influence of a uniform educational context and the inflexible mentality that underlies such a context, may be absolutely limited by the textbooks of decades past and its traditional content. This causes the learners to not be able to follow the new content and as a result, they are deprived

of the diverse experiences and perspectives that exist in that field. By applying teaching to transgress of the uniform and unchanged context, it is moving towards the change and movement of the learners and makes the educational environment attractive for them. This issue causes secondary schools to be affected by this and by paying attention to the working conditions and the level and capacity of teachers and learners, it provides such a context for all members of the school. As a result of such a teaching style, it can be expected that streaks of transdisciplinary collaborations are going on in schools. This means that context itself includes creating an informal, friendly atmosphere away from judgment and developing a common language or special terms among members of different groups in order to achieve common goals and coordinate activities and the process of teamwork and making the group aware of the importance of the role all people are in other educational groups.

4_ strengthening the connection of teachers with marginalized and poverty-stricken communities: According to the participants' point of view, the most basic consequence of teaching to Transgress is to create more criticisms of the traditional and prevailing and current education in secondary school and in a continuous way, it encourages people, teachers, to revise their views and performance. A new teaching style that will focus on innovative teaching methods and

methods that can serve disadvantaged communities with better quality and suggest it to secondary schools. In particular, the teaching style focused on transgress makes the members of the school constantly ask themselves these questions, why and how, for example, people with diverse backgrounds, racial and linguistic minorities, and immigrants, were deprived of educational services, as well as suggestions for how To change the curriculum and the educational method by which we can provide these people with a more appropriate service and the messages that our secondary schools and schools send to these people every day, that the school is no longer your place, or that it is not compatible with your culture, or that You don't have the ability to succeed in the secondary school and you can't attend the secondary school and have a good higher education and... These kinds of issues are the focus of teaching on transgress.

5_ create of independent thinking and analysis: The research findings indicate that as long as the teacher plays a role in the middle school classroom with this teaching style, this situation is provided for the middle school students to break the fence created by themselves and express their opinion independently and based on individual analysis. Considering that in such a situation, the learners themselves should pursue learning and deep inference of the content of the lessons, in this sense, they will be able to independently and by

critically examining the issues and expressing constructive and useful criticisms to acquire real knowledge and learning in comparison with classes. Deal with normal teaching style. This phenomenon can also encourage more students to base their solution and analysis on their experiences. Students' independent thinking can have positive effects on their habits and their way of life outside the classroom. According to the participants, it can be understood that teaching to Transgress promotes the desire to establish justice in educational dimensions; because this itself will cause an effective transformation in education and learning and ultimately transformation in the society, hence all these issues require that our teachers and scholars reconsider their individual minds and thoughts. Other categories that the participants also mentioned are: improving the mental capacity of high school students, expertizing scientific discussions by students, critically examining society's issues, expressing constructive criticism and their own points of view, challenging official teachings and becoming active as a member from society.

6_ Evolution in evaluation and valuation: By creating independent thinking on the part of students, the process of assessment and evaluation by teachers will also be under the influence. The classroom atmosphere with a style oriented towards transgress will force teachers to apply transformation in their evaluation method. Based on the participants' point

of view, one of the most important consequences of teaching about transgress is that it causes frequent mutual or bilateral evaluation, which means that, firstly, because the class progresses with the involvement of middle school students in class discussions, each of the students with They will be in the center of evaluation with personal opinion. Second, the teachers themselves will be repeatedly evaluated by the teaching style and content provided by the students. Finally, what is created by this type of bilateral evaluation is the same type of truthful evaluation in which each item or measure will be done according to what actually happened in the classroom. During the research, the participants also referred to other categories such as: changing the method of evaluating teachers, the importance of teaching methods in evaluating teachers' performance, considering students' results as a criterion for evaluation, encouraging students to make truthful self-evaluations, and the frequent evaluation of teachers by students.

In line with the research findings about the method of teaching to transgress in higher education, the following research and practical antecedents are presented:

5.1: Research suggestions

1_ Strategies for empowering teaching to transgress teaching in secondary schools.

2- A reflection on the concept of teaching to transgress in schools

5.2: Functional suggestions

1_ Employing teaching to transgress by professional teachers in compliance with the moral standards and educational culture of schools

2_ Holding seminars and seminars on the introduction of teaching to transgress in schools and its effectiveness for schools and society.

3- Involvement of passive learners in the classroom and lesson according to their minds by the teachers.

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