

Original Article

Identifying and ranking the key factors affecting educational justice and presenting an appropriate model in Ahwaz University of Medical Sciences

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Introduction

The purpose of this study is to identify and rank the key factors affecting educational justice and present an appropriate model at Ahwaz University of Medical Sciences. The statistical population of this study includes experts, professors, students and administrators of Ahwaz University of Medical Sciences in the academic year 1399-1400, which according to the latest statistics is 6580 people. Cochran's formula is used to determine the sample size, which is distributed and collected by stratified random sampling. According to Cochran's formula, at an error level of 0.05, the number of sample members was determined to be 362. The research method was descriptive and survey type.

Method

To collect information, a researcher-made questionnaire was used, the validity of which was calculated by the Delphi technique and its reliability was calculated based on Cronbach's alpha of 0.87.

Results

After performing factor analysis on the test, 40 items of educational justice were identified in 6 main components of policy-making, planning, manpower, facilities, service distribution and organizational culture and atmosphere.

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Among the dimensions of educational justice, after policy, the first rank was followed by planning, manpower, facilities, and distribution of services, second to fifth. Organizational culture and atmosphere are also in the sixth place. The result of Friedman test also shows a significant difference in dimensional ranking.

Discussion

Equality of opportunity in the macro dimension carries with it a kind of humanistic and justice-seeking perspective that is often seen as an indicator of a developed society. But in the micro dimension, equality of opportunity and educational justice are tools and mechanisms that lead to the flourishing of creative ideas and the possibility of cultivating capability for all equally.

The findings of the present study show that it is not possible to establish full educational justice and only inequalities in the educational system can be reduced. Therefore, as long as there is deprivation, there is no justice. The common denominator of all these views is that educational justice means equal opportunity for access to education and equitable distribution of facilities.

Keywords: educational justice, policy, planning, manpower, facilities

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