Orginal Article

Developing a Model for the Physical Development of Schools in Ahvaz

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Introduction

This research aims to design a model for the physical development of high schools within District One in Ahvaz, aligned with the Islamic Republic of Iran's educational viewpoint by 2035.

Method

The study employed a mixed-methods approach, integrating both qualitative and quantitative research. The qualitative component utilized the Grounded Theory methodology, involving semi-structured in-depth interviews with 16 experts in education and renovation management, selected through purposive sampling.

Results

In the qualitative phase, the research model was developed through three stages of coding: open, axial, and selective. This model comprises six primary categories, 37 sub-categories, and 220 foundational concepts. The quantitative phase aimed to validate the qualitative findings using structural equation modeling and the Partial Least Squares (PLS) approach, facilitated by Smart PLS software. The statistical population for this phase included educational and school administrators, renovation managers, assistants, teachers, and relevant psychologists in Ahvaz. A sample size of 384 participants was determined using random sampling based on Cochran's

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formula. Data collection for the quantitative phase was conducted using a researcher-developed questionnaire consisting of 37 items measured on a 5-point Likert scale. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient and composite reliability, while validity was evaluated through construct validity methods (both convergent and divergent), with results confirming both reliability and validity.

Discussion

The findings from the quantitative analysis indicated that the identified main categories significantly influence the physical development of secondary schools in the theoretical branch of District One in Ahvaz, by the Perspective 2032 of Islamic Republic of Iran Egucation System. Consequently, the results suggest that the model proposed in this research can serve as a valuable resource for enhancing the knowledge and awareness of managers regarding the factors affecting the physical development of schools. It is recommended that educational and training managers, as well as secondary school administrators in the theoretical branch of District One in Ahvaz, utilize the model presented in this study to foster physical development in schools by enhancing the relationship between schools and students.

Keywords: Physical Development of Schools, Perspective 2032 of Islamic Republic of Iran Egucation System, Mixed-methods.