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## Designing and Validating the Saleh School Establishment Model

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### Research Paper

### Abstract

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### Keywords:

Saleh School, Saleh School Establishment, Education.

**Purpose:** A Saleh school is a school for the realization of a good life and the attainment of a healthy society. Therefore, the aim of the present study was designing and validating the Saleh school establishment model.

**Methodology:** The present study in terms of time was cross-sectional and in terms of purpose was applied. The research population was the experts of Saleh School of the Hormozgan province in 2021 year, which according to the principle of theoretical saturation number of 17 people of them by purposive sampling were selected as the sample. Data were collected through semi-structured interviews and analyzed by coding method in MAXQDA software.

**Findings:** The findings showed that for Saleh school establishment model were identified 546 concepts in 29 subcategories and 14 categories. The categories were include promoting the status of education and its elements (with two sub-categories: promoting the status and value of education and promoting status of teachers and principals), management and performance improvement (with four sub-categories: attention to school management, coordination and communication, promotion of supervision and promotion of relationships and behaviors in school), politics, structure and administrative system (with two sub-categories: attention to policy issues and structure and promotion of the administrative system), attention to religious education (with one sub-category: attention to religious and national education), resources, space and equipment (with three sub-categories: attention to the issues and requirements of the physical space of the classroom and school, financing and utilization of equipment and technologies), utilization of capacities and attention to needs (with two sub-categories: attention to capacities and ecology of areas and need-based), human resources (with three sub-categories: utilizing capable human resources, empowering and motivating and attracting and employing), program and goal oriented (with four sub-categories: attention to national and local curriculum, attention to goal and program oriented, institutionalizing the value and importance of the document and operationalizing objectives and components of the transformation document), attention to quality and outcomes of the educational system (with two sub-categories: attention to consequences and outputs of educational system and enriching and improving the quality of school programs and activities), attention to experiences and research (with two sub-categories: using new perspectives and national and international experiences and research-oriented in the educational system), stakeholder and elite participation (with one subcategory: stakeholder and elite participation), individual differences (with one subcategory: observe individual differences), flexibility (with one subcategory: flexibility in the face of change) and teaching methods (with one subcategory: teaching methods), which according to the categories and subcategories the Saleh school establishment model was designed. Also, the content validity ratio of 0.84 and the content validity index of 0.89 according to experts' opinion indicated the appropriate validity of the Saleh school establishment model.

**Conclusion:** According to the identified categories and subcategories of the Saleh school establishment model in this research, education managers and planners can take an effective step to evaluate the realization of the Saleh school and the effort to establish it.

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## Detailed abstract

**Purpose:** Purpose: Education as a scientific and cultural institution is the foundation for the conditions that will put the children and teenagers of the society on the path of developing the educational missions of the society, and today, as much as schools have developed and accepted new responsibilities, their administration and management are also more complicated. has been A school is a safe and enriched place with educational programs for all students, which plays an important role in improving the knowledge and skills of students and preparing them to meet the current and future expectations of society. Therefore, today's schools are looking for a fundamental change in themselves to meet the new needs of students, and this has made the need for a serious revision in education, teaching, learning, environment, technology, equipment, facilities, etc. more visible than ever. The goals of the school are a reflection of society's expectations and are determined based on the values of the society and the school, which leads students to the education of ideal and suitable citizens. Therefore, school as an element of education in today's societies is the most key educational institution in citizenship education. Because with the help of school education, the character and behavior of students is formed. Unfortunately, the education system of Iran has faced serious challenges in the past few decades, despite the efforts of the officials and those involved in the education system, and in order to overcome these challenges, the document of the fundamental transformation of education in six sub-systems of leadership and management, curriculum, teacher training and provision of human resources, provision and allocation of resources Finance, provision of space, equipment and technology, and research and evaluation were compiled. Saleh school is a school for realizing good life and achieving a healthy society. Therefore, the purpose of the current research was to design and validate the establishment model of Saleh school.

**Methodology:** The current research was cross-sectional in terms of time and practical in terms of purpose. The research community was the scholars of Saleh School in Hormozgan province in 1400, and according to the principle of theoretical saturation, 17 of them were selected as a sample using the purposeful sampling method. The scope of this research was all the experts and experts of Saleh School, and the people who had more knowledge and knowledge about the subject of the research were identified and selected. In the method of determining the sample size, according to the principle of theoretical saturation, the sampling ends when the new samples cannot add any new information to the previous research information. The fundamental transformation of the Ministry of Education was to state the importance and necessity of the research and after obtaining their consent to participate in the research, the necessary coordination was made with them about the place, time and manner of the interview. The interviewer and interviewees were present at the predetermined time and place, and the interviews were conducted individually according to the questions that the researchers had designed in advance. For this purpose, the interviewer first asked the interviewee the first question and asked him to answer it freely and within the framework of the question. During the interview, as previously coordinated with the interviewees and their consent was obtained, the interviews were recorded, and in addition, the interviewer noted down the key contents of the interviews and confirmed the recorded contents. The text of the interviews and the recorded interviews were repeatedly reviewed and their different concepts and categories were extracted, and based on that, the Saleh school establishment model was designed and drawn. In the next step, experts and experts were asked to check the validity of the model and give their opinion about it. At the end, the interviewees were thanked. The tool of the current study was a semi-structured interview with the experts and experts of the Saleh school; So it had six main questions and a number of sub-questions. The questions were designed by the researchers based on the theoretical foundations of the Saleh school and especially the document on the fundamental evolution of education, and sub-questions were used when the interviewees did not understand the meaning of the main question or made a mistake in answering the main question. In other words, the sub-questions helped to understand the main questions and guide the responses of the interviewees. The validity of the interviews was evaluated with the appropriate triangulation method. Triangulation methods include data source triangulation (using multiple sources of data in a study or research), researcher triangulation (using more than one researcher to collect, analyze, analyze, and interpret data) and theoretical or theoretical triangulation (using multiple perspectives to interpret data). Is. Finally, the data were analyzed by coding in MAXQDA software.

**Findings:** The findings showed that for Saleh school establishment model were identified 546 concepts in 29 subcategories and 14 categories. The categories were include promoting the status of education and its elements (with two sub-categories: promoting the status and value of education and promoting status of teachers and principals), management and performance improvement (with four sub-categories: attention to school management, coordination and communication, promotion of supervision and promotion of relationships and behaviors in school), politics, structure and administrative system (with two sub-categories: attention to policy issues and structure and promotion of the administrative system), attention to religious

education (with one sub-category: attention to religious and national education), resources, space and equipment (with three sub-categories: attention to the issues and requirements of the physical space of the classroom and school, financing and utilization of equipment and technologies), utilization of capacities and attention to needs (with two sub-categories: attention to capacities and ecology of areas and need-based), human resources (with three sub-categories: utilizing capable human resources, empowering and motivating and attracting and employing), program and goal oriented (with four sub-categories: attention to national and local curriculum, attention to goal and program oriented, institutionalizing the value and importance of the document and operationalizing objectives and components of the transformation document), attention to quality and outcomes of the educational system (with two sub-categories: attention to consequences and outputs of educational system and enriching and improving the quality of school programs and activities), attention to experiences and research (with two sub-categories: using new perspectives and national and international experiences and research-oriented in the educational system), stakeholder and elite participation (with one subcategory: stakeholder and elite participation), individual differences (with one subcategory: observe individual differences), flexibility (with one subcategory: flexibility in the face of change) and teaching methods (with one subcategory: teaching methods) ), which according to the categories and subcategories the Saleh school establishment model was designed. Also, the content validity ratio of 0.84 and the content validity index of 0.89 according to experts' opinion indicated the appropriate validity of the Saleh school establishment model.

**Conclusion :** According to the categories and subcategories of the valid school establishment model identified in this research, managers and education planners can take an effective step towards evaluating the realization of the valid school and trying to establish it.