




Designing A Paradigmatic Model of Barriers to Innovation Management in Ahvaz Primary Schools

Mahmoud. Rahimi¹, Leila. Behmai^{2*}, Gholam Hossein. Barkat³


¹ PhD student, Department of Educational Management, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

² Assistant Professor, Elementary Education Department, Omidiyeh Branch, Islamic Azad University, Omidiyeh, Iran



³ Associate Professor, Department of Educational Management, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

* Corresponding author email address: LeilaBehmai14022023@gmail.com

E d i t o r

Khaliquzzaman Khan
Associate Professor, School of
Business Administration, Al Dar
University College, United Arab
Emirates
khaliquzzaman.khan@aue.ae

R e v i e w e r s

Reviewer 1: Ali Sargolzaie
Assistant Professor, Department of Management, Zahedan Branch, Islamic Azad
University, Zahedan, Iran.
Email: a.sargolzaie@iauzah.ac.ir
Reviewer 2: Alireza Rajabipoor Meybodi
Associate Professor, Department of Business Administration, Yazd University,
Yazd, Iran
Email: Rajabipoor@yazd.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer: This manuscript provides an exhaustive qualitative study on the multifaceted barriers to innovation in the educational sector. The research's ground theory approach and its focus on a specific regional educational system add depth and specificity to the topic of innovation barriers.

The use of semi-structured interviews and subsequent analysis through MAXQDA18 is methodologically sound. However, the study would benefit from a broader representation of schools across different areas of Ahvaz or a comparison with other regions to enhance the generalizability of the findings. Detailed participant demographics and their specific expertise areas could also enrich the data's context.

The findings provide a comprehensive list of causal, contextual, and intervening conditions affecting innovation management. The study successfully identifies critical areas such as organizational culture, leadership, and resource management as significant barriers. Future iterations of the research should focus on how these barriers can be practically addressed, offering strategies or policy recommendations for educational administrators.

The article would benefit from a comparison with existing models of innovation management in education, especially those applied in similar socio-economic contexts. Additionally, exploring the potential for quantitative validation of the findings could provide a more holistic understanding of the barriers' impact and interrelationships. Acknowledging the limitations of the study, especially its regional focus and qualitative nature, will also provide a more balanced view of its applicability.

Response: Revised.

1.2. Reviewer 2

Reviewer: The study's aim to articulate a model for understanding innovation barriers in primary education within Ahvaz is both significant and timely. Innovation in education is crucial, and identifying barriers at the systemic and operational levels is fundamental for any reformative measures. The qualitative approach is appropriate for the exploratory nature of this research.

1. The selection of experts through purposive and snowball sampling methods and the use of a high standard of reliability (0.81) for interviews underscore the study's rigorous methodology. However, further details on the interviewees' selection criteria, their relation to the primary schools, and their specific expertise in innovation would enhance the understanding of the data's scope.
2. The research's in-depth analysis sheds light on various dimensions of innovation barriers, from psychological to managerial and structural. While the findings are extensive, translating these into actionable insights for educators and policymakers will significantly increase the study's practical impact. Specific strategies or intervention recommendations based on the identified barriers could provide a roadmap for fostering innovation in schools.
3. To augment the research's impact, future studies might consider a mixed-method approach, incorporating quantitative measures to validate and quantify the identified barriers. Expanding the research to include multiple cities or comparing urban and rural settings within the education system might offer broader insights. Lastly, a more extensive discussion on the implications of these barriers for educational outcomes and how they might be overcome would provide valuable guidance for ongoing and future innovations in education.

Response: Revised.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.