

Research Paper

A model for the pathology of educational planning with a regional development approach (Cause study of four areas of education in Shiraz)

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Keywords:

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Abstract

Introduction: The aim of this study was a model for the pathology of educational planning with a regional development approach (case study of four areas of education in shiraz).

research methodology: This research is applied in terms of purpose and in terms of data collection method, it has been done with a qualitative-quantitative (mixed) approach. Participants in the qualitative section included 15 experts in the field of regional development planning and educational planning, and in the quantitative section included all managers and staff of the four education districts of shiraz, amounting to 1600 people. The sampling method in the qualitative part was the purposeful method and in the quantitative part was the simple random method. The sample size in the qualitative part according to the principle of data saturation was 15 people and in the quantitative part based on Krejcie and Morgan table was 310 people. Data collection tools were semi-structured interview in the qualitative part and researcher-made questionnaire based on the Likert five-point scale in the quantitative part. The face validity of the questionnaire was confirmed through experimental implementation and the content validity was confirmed through expert judgment. The reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.84.

Findings: . To analyze the data in the qualitative part, open coding, axial coding and selective coding were used, and in the quantitative part, exploratory factor analysis, confirmatory factor analysis and one-sample t were used. The results led to the identification of 6 dimensions, 13 components and 57 indicators. A six-dimensional model for pathology of factors affecting educational planning and regional development planning was presented and its degree of appropriateness was confirmed by experts with 95% confidence.

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Extended Abstract

Introduction:

Planning is the process of thinking about the activities needed to achieve the desired goal. Planning helps to predict the future and build the future to some extent conceivable. It is a bridge between where we are and where we want to go. Planning looks to the future. Development in its most general sense means the emergence of talents and abilities from potential. Social development refers to the different forms of interaction that occur in a particular society along with the development of civilization. Social development seeks to improve the social status of individuals in a society, which in order to achieve such improvement seeks to change the cumbersome and redundant patterns of behavior, knowing and turning to an attitude, a more desirable ideal and belief that can answer social problems. It can be seen that social development covers a wider field compared to concepts such as economic development and economic growth. To achieve development, communities engage in educational planning, the essential role of the world's educational institution through educational planning to popularize education and expand technical and vocational education and train efficient human resources to achieve development. From 1723 onwards, first in Europe and then in the United States, by scholars such as Adam Smith (1790-1723), David Ricardo (1873-1723), Thomas Malthus (1834-1766), Herbert Jane Tess (1960), Theodore Schultz (1960). Accordingly, one of the ways in which one can hope for the realization of the scope is the correct and principled educational planning of resources, especially human resources of each country and their optimal use. Given the fact that the main axis of development is human and the first step in development is the formation of human capital. Hence, quality human resources are not only very important in the economic, social and political development of any country, but also overemphasized. No country is known to have achieved great economic power or technological advancement without the need for a quality human resource.

Method: : This research is an applied research in terms of purpose and in terms of the desired model, approach and type of data, it is mixed

with a two-stage exploratory design. Blended research is a combination of quantitative and qualitative research methods. Participants in the qualitative section included 15 experts in the field of regional development planning and educational planning, and in the quantitative section included all managers and staff of four areas of education in shiraz, amounting to 1600 people. The sampling method in the qualitative part was the purposeful method and in the quantitative part was the simple random method. The sample size in the qualitative part according to the principle of data saturation was 15 people and in the quantitative part based on Krejcie and Morgan table was 310 people. Data collection tools were semi-structured interview in the qualitative part and researcher-made questionnaire based on the Likert five-point scale in the quantitative part. The face validity of the questionnaire was confirmed through experimental implementation and the content validity was confirmed through expert judgment. The reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.84.

Findings:

For data analysis in the qualitative part, open coding, axial coding and selective coding were used, and in the quantitative part, exploratory factor analysis, confirmatory factor analysis and one-sample t were used. The results led to the identification of 6 dimensions, 13 components and 57 indicators. A six-dimensional model for assessing e-readiness for the deployment of e-learning was presented and its degree of appropriateness was approved by experts with 95% confidence.

Results:

The commercialization approach of research for the educational sciences can to achieve scientific competence, strengthen the scientific nature and increase understanding of public awareness as a feedback process is the result of commercializing research it promotes academic excellence in the educational sciences, and contributes to its functioning, application and effectiveness in society.