

## Assessment of localization and establishment of educational service units elementary schools in the villages of Shanderman district of Massal Township

Mohammad Shirzad Vezmatar

(M.A) Geegraphy and Rural Planning (Islamic Azad University Rasht Branch)

Email: [Mohammad\\_shirzadv@yahoo.com](mailto:Mohammad_shirzadv@yahoo.com)

**Abstract:** Education is process from cradle to grave and can exist in each society in different forms; from learning based on life experiences through school education; from industrial communities through non-industrial; from rural areas through urban areas. Thus, education is social phenomenon (Alagheband, 1372, p4). In recent century, hard trend toward formal education caused significant extension of educational organizations and completely changed society understanding about mission and responsibility of school (Moaieri, 1371, p23). In our Islamic society, considering education is derived of Islam insistence on human education and Muslim society so that great part of holy Quran directs us toward it. Prophets and religious leaders have been live samples of Islamic education and their customs and methods suggest how to perform standards and principles of Islamic education (Asgari, 1373, p48). In Shanderman District of Massal Township distributing educational facilities isn't according to rural hierarchy and this, caused many problems for rural teenagers so that each year many of them withdraw from school. In Shanderman district, there are limitations impasses in the way of offering educational services including: communicational network, transportation, existence of multi-level schools and manager-teacher schools, low level of education quality especially in villages with limited student population. Therefore, all available capacities and facilities should be considered.

[Mohammad Shirzad Vezmatar. **Assessment of localization and establishment of educational service units elementary schools in the villages of Shanderman district of Massal Township..** *J Am Sci* 2013;9(6s):138-142]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 21

**Keywords:** Elementary schools, Shanderman, Massal

### Introduction:

#### Statement and necessity of research:

Educational function in each area is infrastructure of social-economic development. There isn't any possibility for quality improvement for society that does not enjoy proper condition in term of literacy and expert level. Investment on human force will result in financial profitability in addition to development of its population (Motiee Langrudi, 1382, p117). Among different service facilities needed by villages, the educational services enjoy high importance as the most fundamental need of rural society. But in Shanderman district of Massal township, educational facilities distribution, isn't according to rural hierarchy and this, caused many problems for rural teenagers so that each year many withdraw from school and others face many problems while studying which itself decreases education quality of students. This paper seeks to discover "Assessment of localization and establishment of educational service units of elementary schools in the villages of Shanderman District of Massal Township" and some questions are represented:

- 1- According to rural population, does offering educational services can afford students' need at village level?

- 2- Are primary school distribution and current establishment of educational centers suitable?
- 3- What is the most insufficiency of educational services at primary school level?

#### Goals of research

Main goal:

Assessment of localization and establishment of educational service units in villages around studied area which these detailed goals are required in order to reach the main goal:

- Identifying effective factors on educational service distribution
- Determining relation between population and educational service distribution in studied area
- Localization of educational centers in Shanderman area for the aim of ease of access for students
- Optimized efficiency of educational facilities available in rural district

#### Research hypothesis:

Following hypothesis is represented and tested based on represented issue and needed requirements:

- 1- Educational service distribution in Shanderman district caused insufficiency for its students.

- 2- Establishment of certain educational centers in central villages can respond problem of shortage of schools at villages of Shanderman district.

### Methodology and its levels

#### Data collection method

Library and field method were used for collecting data. In other words, first investigation of documents, statistics and computer sources were performed by key terms. In field work, this district was visited frequently and required data was collected using different methods including observation, questionnaire, and interview and taking photograph. Methodology in this research has been descriptive-analyzing.

#### Data analysis

We used EXCEL software in this research in order to analyze data and draw diagrams.

Variables, sample society

#### 1- Variables

Indexes and variables of research includes: dependent and independent variables and in this research the educational services is dependent one and factors such as distance, population and accessibility are independent variables.

#### 2- Sample society

Sample society in this research includes all villages of Shanderman district and educational centers at primary school level. There are 56 villages in Shanderman and their population totally equals 17772 in 1385. In terms of educational centers, Shanderman Township has 24 schools at primary school level.

Sheikhneshin Township also has 10 schools at primary school level. In this research no sampling was performed and all villages of the Shanderman

district have been studied because nature of localization research is so that its results is valid at one certain time and place and the extended ones have no sense. Therefore, determining sample society would not be performed.

#### Research history

Researches which were performed by Rashid Ghorbani in 1377 as title of localization of rural educational spaces of Kurdistan province, considered some goals such as identifying status of buildings of educational center in terms of used materials, identifying building condition in terms of ownership and identifying building in term of having ancillary facilities including laboratory, library and praying room and etc.

Another research in 1382 was conducted by Asgar Jamalikhah as title of "assessment of suitable condition of harmonic educational space with climate in Shaft township, which has some purposes such as recognizing extent of harmonizing educational space with climate elements of district and offering proposed solution and/or physical modification of schools according to climate conditions and maximum use of natural energies (Light, temperature) in order to improve extent of optimal comfort in an educational settings. D.r. Nasrollah Mollaei Hashtjeen (1377) and Rahmatollah Shafaei (1372-73) also offered some researches in rural services subject. In studied district (Shanderman) this research has not been conducted.

#### Research Findings

Distribution of educational services units at primary school according to current statistics, Shanderman district has 34 educational units at primary school level which except 4 units all others work in mixed form (girl and boy).

Table1- educational spaces of primary school level in Shanderman district divided by rural district (1385-86)

R	districts	mixed		boys		girls		total	
		Numbers	percentage	Numbers	percentage	Numbers	percentage	Numbers	percentage
1	Shanderman village	20	66.6	2	100	2	100	24	70.5
2	Sheikhneshin village	10	33.3	-	-	-	-	10	29.4
3	Shanderman district	30	100	2	100	2	100	34	100

Source: educational management of Massal Township, 1386

According to above table, distribution of primary schools of SHanderman is as follow:

Shanderman village has 24 educational units at primary school level which 20 units of them (66%) are in mixed form, two units for boys and two for

girls. Sheikhneshin also has 10 educational units at primary school level that all are in mixed form. In 1385-86 school year, 12 schools have been managed as multi-level which share of each rural district i.e. Shanderman and Sheikhneshin were 10 and 2

respectively. 23 schools were managed as manager-teacher which each share for Shanderman and Sheikhneshin were 15 and 8 respectively. Villages equipped with primary school level in Shanderman

was 19 and in Sheikhneshin was 9 villages and villages having no schools in Shanderman and Sheikhneshin were 22 and 7 respectively.

Table2- villages with primary school and with no primary school, manager-teacher villages, multi-level schools in Shanderman in 1385-86 school year.

R	districts	Multi-level		Manager-teacher schools		Villages with primary schools		Villages with no primary schools	
		Numbers	percentage	Numbers	percentage	Numbers	percentage	Numbers	percentage
1	Shanderman village	10	83.3	15	65.2	19	67.8	22	75.8
2	SheikNeshin village	2	16.6	8	34.7	9	32.1	7	24.1
3	Shanderman district	12	100	23	100	28	100	29	100

Source: educational management of Massal Township, 1386

### Distribution of students in primary school level

Table3- Distribution of students in primary school level in Villages of Shanderman district (1385-86 school year)

R	districts	Number of schools	students		Mean of students in each school	Boys students		Girls students	
			Numbers	percentage		Numbers	percentage	Numbers	percentage
1	Shanderman village	24	1050	76.5	44	556	78.8	494	74.7
2	SheikNeshin village	10	316	23.1	32	149	21.1	167	25.2
3	Shanderman district	34	1366	100	40	705	100	661	100

Source: educational management of Massal Township, 1386

According to available data in table 3, in school year of 1385-86, 1366 girls and boys students studied in primary school level in Shanderman district. Number of students in Shanderman district was 1050 students and in Sheikhneshin was 316 and mean of 44 and 32 students respectively. Mean of students in Shanderman district was 40 students. In Shanderman district, mean of number of students was lower than acceptable mean in education organization thus in term of number of students distribution of students in primary school level isn't at standard level. This form of offering services caused emergence of multi-level classes, mixed classes and those schools which were managed by manager-teacher and consequently caused improper offering of educational services and

bad quality of education at villages of Shanderman district.

The ratio of primary school students in Shanderman district is 100:112 and it means that there are 112 boys against 100 girls. However, there are 89 boys against 100 girls in Sheikhneshin village. Different factors such as number of mountain villages, far distance, lack of communicational way and transportation affected this.

Table 4 shows that number of students at primary school level has negative rate and each year number of students have been decreased and this, caused many problems including: increase of multi-level classes, managing by managers-teachers and lack of optimum use of educational spaces and skilled workforces and etc.

Table4- rate of growth in number of students in 1381 through 1385

level	year	Number of students	Rate of growth	
			period	percentage
Primary school	81	1895	81-82	-8.3
	82	1737	82-83	-11.4
	83	1538	83-84	-3.1
	84	1489	84-85	-8.2
	85	1366	85-86	-7.7

Source: educational management of Massal Township, 1386

Table 5- distribution of educational units of primary school level of Shanderman district based on population classes of school year of (1385-86)

Population classes		1-99	100-249	250-499	500-999	+1000	total
Educational level	numbers	3	5	13	13	-	34
	percentage	8.8	14.7	38.2	38.2	-	100

Based on obtained results, most of primary school level of Shanderman district in villages with population classes, 250-499 and 500-999 has resided. Indeed we can say that those villages which are in this population classes enjoy more services and facilities. And those villages which are located at mountain regions enjoy fewer facilities due to lack of proper communicational way and low population.

Rating schools in comparison with educational standards.

In this section it will try to assess rating primary schools in comparison with latest educational standards in order to saving in workforce and optimum use of current facilities with positive effect on education. (Circular No.100/140/96 – 1373/6/16 education ministry)

Table5- condition of primary schools of Shanderman district in 1385-86 school year

Rating	1	2	3	4	5	6	total
	Numbers between 1-40 students	Numbers between 41-70 students	Numbers between 71-120 students	Numbers between 121-195 students	Numbers between 196-300 students	Numbers between 301-435 students	
Primary school	21	4	9	-	-	-	34

Among 34 primary schools of Shanderman district, 21 educational units (61.7%) are grade1. According to negative growth trend, maybe they would be closed. 21 units are mixed units which operate in rural regions. There are 4 educational units (11.7%) which are grade 2 and they operate in mixed form.

In school year of 1385-86, grade 3 schools have been 9 units (26.4%) of total schools in Shanderman district which 2 ones are for boys and two for girls and 5 schools operate in mixed form at rural districts of Shanderman. There aren't any grade 4, 5 and 6 schools in Shanderman and its schools have been placed at first three grade.

Minimum, maximum, and mean of student density in class in comparison with educational standards in Shanderman district.

Generally, rate of student density is an index which accordingly we can assess quality of education condition and efficiency of activities. As it was mentioned before, Shanderman had 1366 students at

primary school level which 1050 student have been at Shanderman rural district, and 316 students were at Sheikhneshin rural district.

According to above statistics in school year of 1385-86, primary school level of Shanderman district has 137 classes which 96 classes of them (70%) were operated in primary schools of Shanderman rural district and 41 classes (29.9%) in Sheikhneshin rural district ( Education management of Massal, 1386). According to above statistics, mean of student density in class in Shanderman district has been 10 students. This mean is 11 students in Shanderman rural district and 8 in Sheikhneshin rural district. It should be mentioned that mean of student density in class in rural regions equals 25 students according to education ministry standard and this shows that mean of student density in each class in Shanderman district is lower than this standard.

Hypothesis test

First hypothesis

“Distribution of educational services in Shanderman district, caused many insufficiencies for students in that region.”

Imbalanced distribution of educational units in relation to those who are studying, schools being at low grade in comparison with educational standards, caused some insufficiencies for those students in Shanderman. Among 34 primary school educational units, 24 units are in Shanderman rural district and 10 in Sheikhneshin rural district which 2 of them operates in 2 shifts. According to assessments, 70% of students of Shanderman district faced problems at primary school level.

Second hypothesis

“Establishing educational centers in central villages can respond problem of school shortage across villages of that district.”

According to assessments and process of decrease in student population in recent years in Shanderman district which was stated in table4, necessity of using current facilities and performing plan of establishing certain educational centers in central villages, (which typically is kind of organizing education in rural regions without intervening in official, political, economic and social structure of villages) is necessary. Therefore, in order to prevent degradation of educational quality and withdraw from school, establishing certain educational centers in central villages is necessary and these villages have been chosen due to being at proper communicational way, and having more population. So because 35% of all educational units at primary school level are operated as multi-level, 68% as manager-teacher and also decrease in rate of student population then second hypothesis will be proven, too.

Limitation of offering educational services

- 1- Being multi-level and manager-teacher
- 2- Low number of students who are studying
- 3- Improper educational space, shortage of educational facilities and laboratory equipment
- 4- Improper quality of communicational ways of some villages and transportation problems

Suggestions and solutions

According to limitations which exist in offering educational services in Shanderman district, some suggestions will be presented:

Plan of establishing certain educational centers are suggested in order to solve problem of multi-level schools and manager-teacher schools and shortage of students.

Suggested plan of establishing certain educational centers is so that central villages can be

accessed easily and there is no problem of transportation. However, education management of Massal Township also can decrease problem of transportation by offering some mini-bus in some villages and also we can solve this problem by equipping certain educational centers with laboratory facilities and equipment.

## Resources

1. Statistics of Guilan Province, (2006).
2. Jamalikhah, A, (2003), review of appropriate educational environment in harmony with the climate in city of Shaft conditions, MS Thesis, Islamic Azad University, Rasht – end.
3. Management and Planning Organization, Guilan Province Statistical Yearbook, Department of Statistics and Informatics, (2006).
4. Guilan Province Meteorological Organization, (2006).
5. Guilan Province Statistical Yearbook, (2002).
6. Shafahi, R, (1994). Rural planning and present an optimal distributed rural services, Msc Thesis of Islamic Azad University, Science and Research branch.
7. Asgari, M and Mohsen-Nia, MJ. (1994), Evolution of Financial indexes of Education in Iran 1350-1370, Tehran.
8. Alagheband, A, (1993) Sociology of Education, Besat Publication.
9. Ghorbani, R (1998). Location educational space in Kurdistan rural, Kurdish education office.
10. Management of education in Masal (2007)
11. Statistical Center of Iran, General Census of Population and Housing (2006).
12. Statistical Center of Iran, Iranian rural identity, Talesh (1996).
13. Statistical Center of Iran, Iranian rural Culture, Talesh (1986).
14. Mashayekh, F, (2001). New Perspectives in educational programs, Samt publications.
15. Motiei Langerood, H, (2003). Rural planning with an emphasis on Iran. Mashhad University Jihad publishing.
16. Moayyeri, M T, (1992). Issues of education, Amir Kabir Publications, Tehran.
17. Mowlaei Hashtjin, N. (1998). The planning development of rural infrastructure and superstructure in terms of geography, thesis, Islamic Azad University, Science and Research branch.
18. Ministry of Education, Circular No. 210.630. dated 03/16/1995.
19. Ministry of Education, Circular No. 100.140.96. dated 02/16/1991.