

Study of Role Payam Noor University for Supplying of Instructional Needs in Rural Families (Case Study Rural Families in South Khorasan Province)

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Abstract

Location of South Khorasan Province in warm and dry district and influence of 120 days of Sistan wind and other effective factors on incoming supplies have changed this province to one of the poorest locations of the country. Therefore, there have been much injures because of natural phenomena. These conditions are more considerable in rural areas because of high dependence on natural supplies. So the villagers need more teaching to defend against these problems. But the villagers have almost no suitable education and have low tendency to educational courses. But the surveys show that the rural families which have educated children or members, have less injures in environmental and continental stresses. So the level of education and length of their settlement in village and family has a significant role to deal with the consequences of hard conditions. In fact most of individuals graduated from qualified universities or the persons educated in exterior districts have no tendency to live in villages and have no considerable effects in developing the level of educational in villagers. How ever, students of Payame Noor university have prefer to stay in rural areas and so have a more effective role in decreasing the instructional needs of families. For these purpose a 400 group of South Khorasan state villagers were selected to study. For more accurate study we considered the drought in 80s and determined necessary of instructional needs with attention to the method of defence to drought. The evidence showed that about 86 percent of settled families required better treatment for effective defence against drought. According to results the families with educated members need less complete educations in comparison with families with less educated members. So the results of statistical surveys showed that this relation was meaningful in the level of $p < 0.05$. On this basis, from the total necessary of instructional needs for deal with drought there was 24 percent for high group and 69.25 percent for other groups and this difference also was meaningful. On the basis of these results it can be concluded that with improvement the level of education of family members (even if the head of family has no suitable education) the rate of family vulnerability would decrease. So insisting in instructional programs for rural teenager and young peoples, can decrease the vulnerability of villagers and influenced to survivals them.

Keywords: University graduates, rural areas, drought, payamnoor university, instructional needs, south khorasan province

INTRODUCTION

South Khorasan province due to special geographical and climatic conditions always has been faced with a number of economic and social bottlenecks. So that this province now classified among the poorest provinces of the country and immigration to other provinces in this province is very high. Because this province in addition to the vulnerability of insecurity due to proximity with Afghanistan and widespread transit of narcotic substance has been face to environmental damages such as 120 days winds of Sistan province and droughts, and has lost many of its economic foundation. These conditions in rural areas with greater dependence on natural resources and climate are very difficult. Therefore, if villagers received the necessary of education and skills to deal with destructive natural phenomena and ways to increase income part of the existing problems will destroy. Done reviews showed that agriculture and

animal husbandry's villagers are not inclined to use of educational systems. And even are not inclined to participate in training courses and skills to improve themselves. In addition, because the amount of fund's necessary to providing education for all villagers is low, identify persons who have more need for education is essential. Therefore, this study intends to considering methods to deal with South Khorasan villagers with effects and consequences of droughts in 1370 and 1380, classified the households with regard to amount of educational needs and attendance in additional courses.

Range Studied

South Khorasan province with an area nearly 95 thousand square kilometers and a range of nearly 6 percent area of country is located in the East of Iran. (Carbon sequestration projects, 2008: 3). Minimum height above sea level in this province is 515 meters

and 2830 meters is the maximum. Average annual rainfall in this province is 143 mm; considering the annual evaporation 3050 mm, almost 22 times the rain is lost water. Despite average of temperature is 14 ° C, but climate in the northern half of province is cold and dry and in the southern half is hot and dry (Meteorological Office, 1999). Politically, this province has an 8 city, 18 districts, 48 vills and 1773 villages (Iran Statistical Center, 2008). Total, because of environmental restricts in the region most of villages have a little population and are located with scattered distribution in the geographical territory.

Theoretical Foundations

Perhaps Geshtavlobon does one of the most famous remarks in connection with effect of education on human life. On the opinion of this thinker, who trained to conditions which are born are in doubt and consider it lower than other regions, finally try transformed it or escape from (Taherkhani, 2006: 69). The group also believes that the teaching that given to my children caused to they despised them and this leads to they are directed to the idea of progress and development (Pyteh. Jan, 1369: 34). Fundamentally, from many experts, education is considered as an important factor in economic development. Reviews in 1950 showed that the increase in production factors (labor and capital) only explained part of the economic growth and remain only with growth of technology has to be explained (Emadzadeh, 1992).

Technology as a gradually concept has been defined to improve the quality of capital and labor (Moncer, 1980). Done research showed that education considered as a major factor in increasing the labor quality and efficiency and could cause to economic growth. Schultz opinion, educational investment is not considered consumer spending, but is investment in increase the capacity of human performance in produce goods. So educational investment is a kind of investment that has a lot of economic efficiency and is defined as increase production obtained from each unit of labor and capital (Schultz, 1980). Dension, showed that between 1909-1929, 1929-1957, respectively, 23 and 42 percent of employees per capita income growth in America can be explained by increasing education and in the same years increasing capital per worker, respectively it was 29 and 9 percent (Foster, 1980). Dension concluded that additional education especially, after the first period of capital growth has had an important role in the material growth America.

Today, education is not only a means to promoting the culture and development but is a tool for improving the work force efficiency to increase production (Taubman & Wales, 1975). According to the theory of human capital, increasing school in developing countries is justified because that cost of education caused to economic growth. In this case,

while the state is satisfied demand of growing population for education, also simultaneously caused to economic development (Boissiere, 1982). Studies Hansen, Becher and Hanoch in America, Blaug in England and Carnoy in Mexico and other Latin American countries shows that efficiency of education is higher than other investments. On the other hand, Gravnden Studies in India the opposite results obtained. This study shows that the efficiency of educational investment in India has been less than efficiency of physical investment (Psacharopoulos, 1987).

Regardless of results of these studies, the concept that is deduced from these studies is that income disparity of different groups in community with different education can be used for estimating of expected value of education (Expected -Value of Education). This calculation not only for individual of society but can be made for the total of economy. So that production increases with increasing educational level of society. Since achieving to rapid economic growth has been the most important goals of underdeveloped countries (especially after World War II). Enrollment in elementary and secondary schools between 1950 - 1980 in many underdeveloped countries by three to four times and distance education to developing countries has declined (Mincer, 1947). Although most social planners and politicians believe that, there are still far from optimal levels of social education in underdeveloped countries there. However, all emphasize on regularly assess of education determining public priorities (Taubmand, 1976). Done research in Iran showed that in human capital have positive and significant impact on economic growth, but the distribution of education must be consider. If be focused of educational policy in Iran on strengthening of elementary and guidance schools, economic development will increase (Nili and Nafisi, 1382). On this basis can be concluding that development is impossible without promotion of education. And as they were told this situation is more severe in rural areas and should be seriously considered education and training needs.

MATERIALS AND METHODS

Materials

In this study were selected 400 rural households residing in eight city of South Khorasan province by random classify sampling. In this sample, 100 superintendent's household were be in the age group less than 35 years, 100 people in the age group 35 to 40 years and others in the classes above 45 years of age. These households were evaluated by considering the type of reaction to drought and damaged households from drought were classified as household's priority in using from training programs.

Methods

In this study were evaluated all households in terms of social and economic parameters. The sample was selected so that the effective components equal to a large extent be considered except education and skill level. After selecting the appropriate samples, required tests in connection with appropriateness of questionnaire regarding to content and appearance validity be done. And were investigated response and reaction of all households against drought and its consequences. Accordingly, were classified households affected by drought with regard to range of effect and were determined different groups based on investigated criteria. Therefore, the households that at the time of drought had provided source of income (except agriculture and animal husbandry) were determined with D index. The households that had their income reduced and did not find a replacement for it with I index, the agricultural households that had reduced their cultivation with A index and they that had lost part of capital or factors of production due to very serious conditions, with M index were determined.

Based on the above classification and considering that each of these groups were involved in a number of factors and parameters, were defined the equations related to each of the groups and solved them were determined place and role of education in theirs. For example, for the households in Group D must be a share capital, management, infrastructure facilities, work force, skills and training is provided, as part of their income in order to provide this form. On this basis and with regard to the actual conditions of households and the percentage that each of these factors were compared, the share of education in each of the groups studied were determined and existing deficiencies in training was introduced as needed. Nevertheless, the study of the role of each of these parameters on the formation of groups studied, can be investigated, but there due to restrictions contained in this review only the role of education has been considered. Accordingly, as part of the educational and skill deficiencies with regard to education of people in the household were provided in the final classification of households need to teach them was emphasized academic situation. On this basis and with regard to the educated people remaining in the village and earning in production affairs, and whether or not earnings, households studied five different groups were classified. Of course, this relationship also was done carefully to categories is done so that is scientifically reliable. For this reason, two different groups performed classification, and because the amount of difference in the group was not significant, the accuracy of classification was accepted. On this basis and with regard to all criteria considered set of households in five different floors were grouped as follows:

- 1 - First floor, with individual households or people with higher education undergraduate;
- 2 - Second floor, with individual households or people with undergraduate education;
- 3 - Third floor, with individual households or people with an education in diploma level;
- 4 - Fourth floor, with individual households or people with elementary or guidance level;
- 5 - The fifth floor, with individual households or people with less than elementary education.

RESULTS

The main findings of this study showed that, fundamentally rural training capabilities are not adequate. Despite the fact that in all households that evaluated there are individual or individuals with elementary and guidance education, but people with university education are very low. However, if the people family members are completed left the village and other have not the role in the production affairs and improve the productivity manufacturing in village. However, some peoples still remain in the village and have the role of indispensable in reducing household educational needs. Findings obtained indicate that these mainly educated by Payam Noor University and because of proximity and accessibility of this university have not need left the village and this, in their persistence in the village have been effective. So, in this review, when speaks from college graduates, that is who educated in Payam Noor University. However, for more accurate indicator of household vulnerability from drought were used statistical indices such as mean and standard deviation and for qualitative calculation was utilized chi-square. For calculation of main index of various educational needs was used from multi criteria equations.

Reviews and calculations performed on the samples showed that 373 peoples from superintendent of households studied have needed to additional and basic education. So that, educational needs was in first and second floor 95 persons, in the third floor 130, and in the fourth and fifth floors 148 peoples. Amount and distribution of training needs based on the type of education in Table 1, are presented.

Table 1. Situation in the educational needs groups studied (Field Research, 2011)

Desired class	The need for additional education	The need for basic and essential education
1 and 2	75	20
3	85	45
4 and 5	93	55
Total	253	120

On this basis, from 373 superintendent of households studied (93/ 25percent) have needed to more education ,that 253 persons them, or more than 65 percent required to additional educations and 120

persons or more than 30 percent of them because of deprivation from modern methods and useful ways, must be in priority of responsible organization. More reviews showed that percentage of need to additional education in 1 and 2 groups nearly 19 ,in the third group about 21 percent and in 4 and 5 groups has been about 23 percent. In addition, basic educational needs in 1 and 2 groups nearly 5 percent, in 3 group about 12 percent and in 4 and 5 groups has been about 14 percent. In Table 2, the absolute frequency of the groups based need or no need for education has been presented.

Table 2. Status groups studied with regard to need or no need to education (Field Research, 2011)

Floors	The need for education training			
	Yes		No	
	Total	Percent	Total	Percent
1 and 2	95	86 / 4	15	13/ 6
3	130	92/ 8	10	7/ 2
4 and 5	148	98/ 6	2	1/ 4
Total	373	93/25	27	6 / 75

Based on these findings, most peoples who needed to basic education were related to households of 4&5 groups (148 persons equal to 37 percent) the class were 4 and 5. These conditions were for 3 group (130 persons equal to 32/5 percent) and for 1&2 groups (95 persons equal to 24 percent). As a result, each level of education in household's persons to be more, the villagers have more used from innovation and experience them. So have less need for additional skills and educations. In this study, it was determined that despite many households have a person or persons with high education level, but most of them after graduation goes to cities and larger population centers and do not remain in rural areas. While the group of graduates who graduated from the University of Payam Noor have been more willing to remain in the villages, also have more participation in the production affairs and rural activities. This caused that other villagers accustomed with innovations and advanced technologies. Considering needful villagers to education have avoided from attendance in training classes and courses related to modern production methods. Therefore, effort for increasing the educational level and skills of other persons in households, especially children and women can be make up part of these deficiencies.

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