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Study of responsible and professional individual`s theory in order to draw a plan Educational planning of systematic Model from the view of political theory

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ABSTRACT

The aim of presenting this article was to define the amount of relationship of systematic view of responsible and professional persons in 19 region of Tehran education organization along its components like access into organization goals drawing proper duties interaction between different sectors continuum improving of organization activities estimate organization operation also present different suggestions about systematic model. Due to reduction of level of statistic society under study of researchers on this research Through getting census we distributed research tools among responsible experts and critics of 19 region on Tehran, in order to answer into 30 Questions about researcher`s theory which are made . Obtained information has been under study and analysis at first as descriptive statistic then was under study and analysis as deductive statistic. In this paper has been tried to study this issue from the view of political dimension on education system ,then study as Quantity method.

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INTRODUCTION

Educational system in every society is own consists of a series of smaller sets that there are under a developed education system umbrella and continue its activities in different configurations.

In this total every part can't act without the other sections and each alteration that arises in one of organization unit does have impact on all sections of organization and its environment. Education organization is the biggest and most development organization and formation in a society because of its personnel or the people who are under breeding and education also from the view of spending budget. so the role of leadership and educational management is very important and essential in order to be sure of spending budget in a most effective and efficient ways to realize educational purposes .

Education on its formal and pervasive has this ability to adequate scientific and rational development of individuals on society even for a few daily formal education hours schools and through realizing its major functions has the biggest role of evolution and cultural 4 social changing in in societies.

The development of human being is most dependant on Education and programmed evolutions which is a method and function to training worthwhile and self- proliferous individuals.

All purpose and stable outspread would not be possible unless by help of efficient and vicissitudinous education.

The perspective of education on the future is a very complex system landscape that in the first sight has unanticipation and imaginable final output but due to this fact that each future theme is dependant on past so the forthcoming of Education is based on its past operation in the other hand the new positions are resulted from mobility and dynamism of past situations.

We might consider Education development on two theoretic and structural dimension. The first strategy depends on evolution and deliberation on theories compass in huge mental domain of society and pays to redefining of basic education concepts.

Acceptance of ideas and differences toleration method and inflection are the pillar of this guideline .The second strategy considers all alterations on education structure and emphasis on quantity and quality of development about transition of management structures into expert and functionalist managers .Today management new theories which are used to explain and delineation of organization or to specify organization

action would be supported by systematic concepts and instead of emphasis on one or few dimensions consider whole organization therefore due to systematic view manager duty is to define his/her organization as a ((system)) also specifies its purposes makes its basic factures and finally unique all the factures through correlation and decision making [5].

Theorem declaration:

Education is the base of development and human capitals in nowadays world is more precious than natural treasure or sub terranean . Since scient and capable humans are the real and actual fund of each country because every stable fountain of each society is its human resources who are educated based upon mental sentimental and social condition. From the other side the improvement of the Quality of education depends on provision and codification of proper programs of education and aquirement in order to answer into needs of students and improve teachers educational Quality and all these affairs refer to school .Among school pillar teacher role (human factor) is the most important and salient inspite of teachers application in the kind of following a certain process and method or what kind of education sectors and sections of education ministry are involved in this affair they have been ignored . the Quality of teachers employment and respective system in variant diagrams of Iran education institution machinery has been altered on normal and frequently as regards massive volume of education activities is engaged of human sources education and provide society needs among its own education organization so prepending into its human sources on the total dimensions might help this ministry to reach its goals.

Problems and the other issues of this organization during lapse and fast evolutions have been becoming more complicated on this current era . So that applying doctrine and authorship usage of a theory even a certain science is not enough to resolve that problem. Organization economic problems has rooted on country economic problem and also on cultural social and political pillars and finally has rooted on economic cultural and political issues at world level.

In order to solve these problems we should use all the available scientific results because not only the dimensions of problems are developed but also its reciprocative correlations level has been ragged too.

Based on this theory (systematic thought) finding some solutions for resolving organization problems that is designed for a part or certain parts of organization is not proper or accurate and should not consider just individual correlation on organization (human correlation management) or economy facilities and battle against dissipation and production waste (scientific management).

In order to understand and clear organization problem one should study reciprocative correlations complex pattern. Also attention into cases which show the correlation of different parts of organization is very important because doing a complete study and description is vital and necessary.

Systematic thought way is resulted from decision making theories of important and major pillar and management science .

Systems theories from the view of history are under account of the newest alteration on the way of academy s evolution process.

Today ((management)) is a systematic trend that uses more complicated technologies and analysis available systems continuous it has proper systems of designing according to the day needs in order to keep perdurability and survival of all administrative organization and educational organs.

In briefly systematic thoughts during long years has formed as a logical or rational process in order to improve human operation to study complex phenomenon through transforming from emphasis on major theory into minor theory and return to emphasis on macro theory. With this difference that in the first major process we have not attention into several related ditails on minor level studies (that has been noteworthy later) and ignored them . as result these details are under study separately and distinguished so that they are not a ((proper reagent)) for total operation of system . while in current major process system forming factures are not in their correct positions relation to each other so that study of their sides of interactions and estimate of the impact of these interactions on the whole system is possible and also study of impacting trend on interaction system and environment is possible too [2].

Research goals:

Each organization is a structural set that has been formed in order to attainment into certain purposes of designing and creation .Every organization is own a part of a larger entity process.

Nowadays education organization is the biggest and the most widespread organization from the view of the number of personnel who work there or are under training and education also considers as a formation of each society.

Therefore management and leadership debate in such developed organization is very important and necessary since due to few milliards Rials budget of this organization it is necessary to get assurance that this devotion budget spends to realization of its purposes in a most effective and efficient results or education system that its main purpose is to educate students .so operation of general theory basic of systems on analyzing of

projection process and goals designs affairs structure control instruments environment factors intercorrelation boundaries crumb system transformation process of inputs and outputs need more attention.

Research Questions:

1. Is there any relationship between the amount of responsible experts and critics of 19 region of Tehran education theory and their theory of continuum improvement of organization activities (comprehensive Quality)?

2. Is there any relationship between the amount of responsible experts and critics of 19 region of Tehran education theory and their theory of organization operation estimate process?

Theoretical framework:

Actional science process on organization analysis is fundamentally a theoretic process along 3 kind systematic standpoints that are in compete with each other. Natural and open systems have their advocates and some background on organization primary thoughts. Advocates of logic systems pay attention more into importance of goals and formal structure on defining organization conducts while natural system analyst discuss that organizations are as social groups that essentially proceed according to its basic purpose of survival. In other word such systems emphasis on importance of structure on individuals but natural system theory emphasis on importance of individuals on structure. Open system theory affirms that organization are not only under effect of environment but also are dependant to them. Furthermore organizations are faced with natural and logic obstacles that change by environment.

Alternations therefore open systems theory provide an opportunity to admixtion.

Moving toward more open systems has made a special space of ((positional or expedience design)) on 1970 year that of course this theory has a historical root. Specifically one can say that this theory emphasis future and has reserved previous limited theories of subtly we should say that ((Expedience theory)) is also resulted from systems theory with systematic lookout.

This theory means briefly that various environments need different organizational correlations in order to get the best efficiency. According to this fact there is not any other best way whether on classic method or based on treatment theory [1].

Systems common theory has been made for the first time by Berthelenphy on 1968 year that consists of a theory which can conclude all levels of science from studying a cell or society. The main mean of accessing the extension at whole scientific level is correct and true and from this viewpoint the unity of scientific way will be conjugated with unity of principles and rules. Such a theory whilst acceptance certain concepts on different level of sciences emphasis on available fundamental resemblances too.

The purpose of system common theory is to create a regular theoretic framework to explain the relationship of empirical world common and finding Quality of relations and interactions on miscellaneous systems. (its assay is about accessing into position of a general science justified with mathematics and philosophy).

Systematic theory on education from the viewpoint of political:

The roots of systematic idea is placed on human history:

Aristotle, Plato, Ibn Khaldun, Molana, Hegel are scientists who had paid attention into system concepts.

On the end of 19 century because of evolution on physic chemistry biology sciences human could step into a new world and unknown domain, so that universalism system and mobility on temporal world and its phenomenon were the result of this exploration. In such a condition instead of analyzing a whole according to its forming fractures we study the position of replacement of fractures. Therefore it is provided a domain for holism. But awhile before beginning of second world war sciences follow its thematic behavior into a new totality on the bed of income awakening midcourse sciences.

What is system?

A set of an adherent components that because of its dominated correlation on its fractures has obtained a new totality and follows a certain system and organization while acts in reaching into a special goal that is its existence reason.

Systematic theory:

Is a theory that permits us to know effective forces and variables on inside/outside of our organization and find out operation and its placement on organization this theory on organization management makes a unity on common framework and activates all variant dimensions of organization and also from the viewpoint of management systematic theory makes managers pay attention more into their organization and consider it as a ((whole)) and a large part of a wide environment. Systems common theory and its usages on management of systematic.

Theories are:

1. systematic theory is a thought way.
2. systematic theory is a method of analyzing.
3. systematic theory is a method of management.

The role of Education on political system:

Defining the boundary for education requires a clear definition of because it is dependant on concepts that one has in his/her mind about world and education inevitably since everybody looks the world from the different viewpoints . in fact because of its complexity and span of its origin there is not an unit definition and all people can not accept it easily so viewpoint and ideas are various and defining the role of education from the different view or dimensions is difficult.

Coleman has expressed this role briefly specially on politic system politic development training and related activities on schools and universities.

Suppose this definition on inter – system political system impact is clear on education instead one can refer into an output and single definition of politic system on Education.

Education political functions:

1. young political sociability and getting familiar with political culture.
2. election absorption elite training leaders and political functionary.
3. creation political unification on society.
4. creation background for forming organization that have an important role on political condition of a society.

Impact of political system on Education:

Defining a policy headings and program content directing and leading ones into ideal and slightly purposes on consensus about the role of education political (means education might not be an adequate condition for making democracy) is possible but not enough for its survival . whilst we should confess that ((the affective role of social factors on education parallelism is sometimes more outstanding that its outhority transcend and the power of import of government and political system through education .these etiquette and traditions ceremonial and accustoms and social power of government is not resulted from government even on the most autocratic government but instead of it we can see political power that is a more affective force on our common life organization is not that social organization and its goal are not that most of people follow . therefore it is completely clear that used methods of government in order to follow his purposes are not the same as common strategies but it is used by some certain people who tries to Qccess their proper goals on society .

Systematic theory on Education:

Education organizations are as social organizations which can be a basic system or a part of a principle .

On systematic theory on education system all the educational factors and components are important and consider as a ((total)) . and in this position has paid into the relationship between educational system and social system . so it is tried to replace an open coordination among inter- system factors . Existence of goal purpose and defined consecution of educational system or system purposes are as a compass in a ship.

Therefore on systematic theory educational managers are familiar with various purposes of educational system their priorship and sequence and attention into: ((the life of a system and the entity reason of system depends upon accessing into its purposes.)) [4].

Systematic theory of organization is consider as a ((total)) principle that in order to better understand we should count recognizing of its factures forming components relationship and interactions among factures and total and components . In order to explain and specify organizational actions and also organizational definition one should study the total organization and its relationship with environment instead of studying just a one or poly dimensions [3].

Function systematic concept:

The word of ((function)) refers more into process and output of a system. The amount level and Quality of done activities on a system shows its function. Therefore we might say: ((function is a word that has meaning of doing activities and its result is clear.))

Function concept is different from operation one. Function means duties of a system but operation indicates the origin of a system.

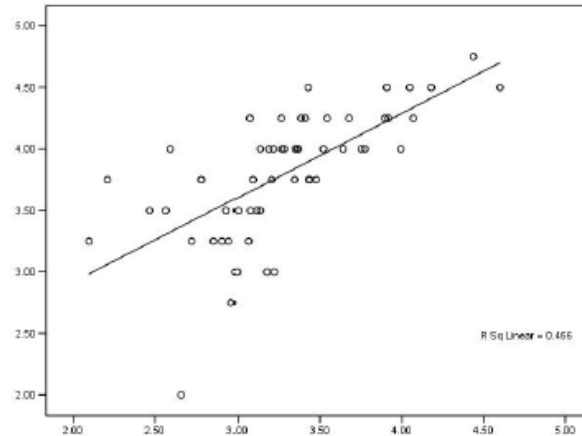
Function of educational sector is propagation of scientific moral and replication to society human sources needs . It is clear that the function of a system will be different from an institute operation . for example : an university might not reply society human force needs or suchlike . this contradiction is because of affection outside factors on educational function.

Data analysis:

The relationship of responsible experts and critics of 19 region of Tehran education and their theory of accessing into organization purposes.

| Kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|---------------------------|-----------------------|-------------------------|-------------------|
| person | 0.675 | positive | 0.45 | 0.01 |

Due to top table and the level of obtained correlation coefficient 0.675 on 0.01 significant level one can argue that there is a positive and significant relationship also defining coefficient 0.45 shows that 45 percent of responsible experts and critics theory is foreseeable.

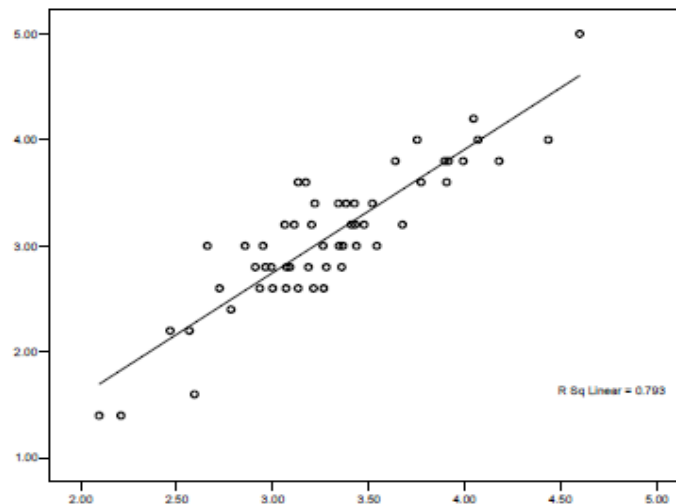
Scatter chart (4-31):*Access in to goals:**Systematic theory level:*

The relationship among systematic theory level of responsible experts and critics of 19 region of Tehran education and their theory level about a proper defining of their duties.

| Kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|---------------------------|-----------------------|-------------------------|-------------------|
| person | 0.891 | positive | 0.79 | 0.01 |

Due to table and emphasis on obtained level of correlation coefficient 0.891 at 0.01 significant level there is a significant relationship and one can argue that there is a positive and significant relationship between systematic theory of responsible experts and critics of 19 region of Tehran education and their theory of proper defining duties.

Also defining coefficient 0.79 shows that 79 percent of them based on their duties are foreseeable from the view of proper defining duties.

Scatter chart (4-32):

Proper defining duties:

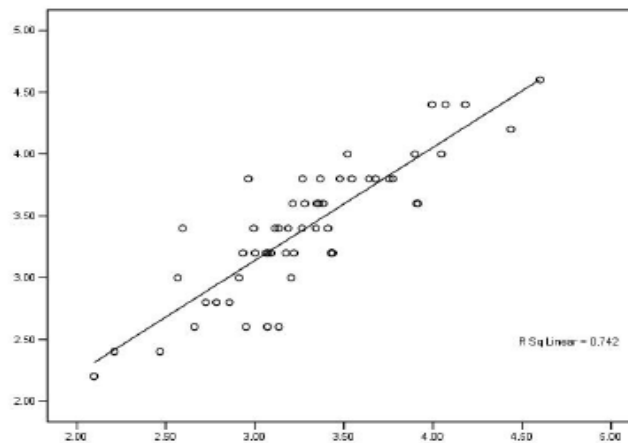
Systematic theory level:

The relationship among systematic theory level of responsible experts and critics of 19 region of Tehran education and their theory level about interaction between sectors.

| Kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|---------------------------|-----------------------|-------------------------|-------------------|
| person | 0.861 | positive | 0.74 | 0.01 |

Due to top table and the obtained level of correlation coefficient 0.861 at 0.01 significant level one can argue that there is a positive and significant relationship between systematic theory level of responsible experts and critics of 19 region of Tehran education and their theory level of sectors interaction. Also through considering defining coefficient 0.74 we learn that 74 percent of their theory on sectors interaction is foreseeable.

Scatter chart (4-33):



Sector interaction:

Systematic theory level:

The relationship between systematic theory of responsible experts and critics of 19 region of Tehran city education and their theory level on organization activities of continuum improvement.

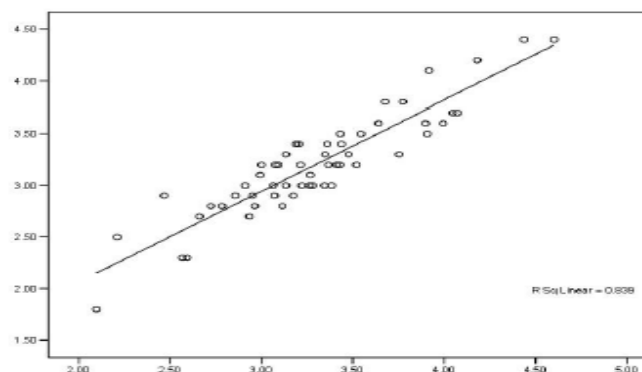
Table 4-35: correlation coefficient related into Question (4) of research.

| Kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|---------------------------|-----------------------|-------------------------|-------------------|
| person | 0.961 | positive | 0.92 | 0.01 |

Due to top table and considering obtained correlation coefficient 0.961 at 0.01 level is significant. so we can result that there is a positive and significant relationship between systematic theory level of responsible experts and critics of 19 region of Tehran city education and their theory level of organization activities of continuum improvement.

Also considering defining coefficient 0.92 it is clear that 92 percent of their theory on continuum improvement is foreseeable because of their systematic theory.

Scatter chart (4-34):



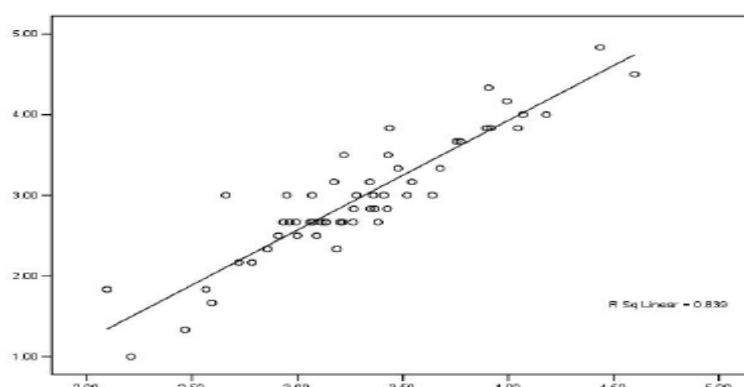
Continuum improvement:
Systematic theory level:

Table 4-35: The relationship between systematic theory of responsible experts and critics of 19 region of Tehran city education and their theory level of organization operation estimate process.

| Kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|---------------------------|-----------------------|-------------------------|-------------------|
| person | 0.916 | positive | 0.82 | 0.01 |

Due to top table and emphasis on obtained correlation coefficient 0.916 on 0.01 significant level one might result that there is a positive and significant relationship between systematic theory level of responsible experts and critics of 19 region of Tehran city education and their theory level of organization operation estimate process. Also obtained defining coefficient 0.83 shows that 83 percent of their theory in this domain because of their systematic theory is foreseeable.

Scatter chart (4-35):



Estimate of operation:
Systematic theory level:

Table 4-37: correlation coefficient between accessing organization s purposes with Questions: 1,2,16,and 28.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 1 | pearson | 0/464 | positive | 0/21 | 0/01 |
| 2 | pearson | 0/704 | positive | 0/49 | 0/01 |
| 16 | pearson | 0/557 | positive | 0/31 | 0/01 |
| 28 | pearson | 0/617 | positive | 0/38 | 0/01 |

Due to top table and refer to obtained correlation coefficient it shows that there are a positive and significant relationship between accessing into goal and all Questions 1,2,16,and 28,at 0/01 level .

Table 4-38: correlation coefficient among proper defining duties with Questions :6,9,17,19,and 29.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 6 | pearson | 0/622 | positive | 0/38 | 0/01 |
| 9 | pearson | 0/689 | positive | 0/47 | 0/01 |
| 17 | pearson | 0/756 | positive | 0/57 | 0/01 |
| 19 | pearson | 0/748 | positive | 0/51 | 0/01 |
| 29 | pearson | 0/715 | positive | 0/51 | 0/01 |

By considering top table it indicates that there is a positive and significant relationship between proper defining duties with all Questions 6,9,17,19,and 29,at 0/01 level .

Table 4-39: correlation coefficient among interaction with Questions : 3,14,18,27,and 30.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 3 | pearson | 0/215 | positive | 0/30 | 0/01 |
| 14 | pearson | 0/677 | - | - | - |
| 18 | pearson | 0/677 | positive | 0/45 | 0/01 |
| 27 | pearson | 0/608 | positive | 0/36 | 0/01 |
| 30 | pearson | 0/732 | positive | 0/53 | 0/01 |

Top table specifies that there is a positive and significant relationship between interaction with Questions : 3,18,27,and 30. But this factor does not have correlation with Question 14.

Table 4-40: correlation coefficient between organization activities continuum improvement with Questions :5,10,11,12,13,14,15,24,25,and 26.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 5 | pearson | 0/715 | positive | 0/51 | 0/01 |
| 10 | pearson | 0/722 | positive | 0/53 | 0/01 |
| 11 | pearson | 0/581 | positive | 0/33 | 0/01 |
| 12 | pearson | 0/619 | positive | 0/38 | 0/01 |
| 13 | pearson | 0/688 | positive | 0/44 | 0/01 |
| 14 | pearson | 0/353 | positive | 0/12 | 0/01 |
| 15 | pearson | 0/638 | positive | 0/40 | 0/01 |
| 24 | pearson | 0/574 | positive | 0/32 | 0/01 |
| 25 | pearson | 0/306 | positive | 0/09 | 0/01 |
| 26 | pearson | 0/373 | positive | 0/13 | 0/01 |

By considering top table it is clear that there is a positive and significant relationship between organization activities continuum improvement with Questions: 5,10,11,12,13,14,15,24,25,and26.

Table 4-41: Correlation between organization operation estimate with Questions: 7,8,20,21,22,and 23.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 7 | pearson | 0/679 | positive | 0/46 | 0/01 |
| 8 | pearson | 0/730 | positive | 0/53 | 0/01 |
| 20 | pearson | 0/751 | positive | 0/56 | 0/01 |
| 21 | pearson | 0/773 | positive | 0/59 | 0/01 |
| 22 | pearson | 0/829 | positive | 0/68 | 0/01 |
| 23 | pearson | 0/587 | positive | 0/34 | 0/01 |

Considering obtained numbers of top table it is clear that there is a positive and significant relationship among organization operation estimate with all Questions:7,8,20,21,22,and23.

Table 4-42: correlation coefficient between systematic theory with each one Questions.

| Number of Questions | The kind of correlation | R correlation coefficient | Correlation direction | R2 defining coefficient | Significant level |
|---------------------|-------------------------|---------------------------|-----------------------|-------------------------|-------------------|
| 1 | pearson | 0/145 | positive | 0/02 | 0/01 |
| 2 | pearson | 0/262 | positive | 0/06 | 0/01 |
| 3 | pearson | 0/522 | positive | 0/27 | 0/01 |
| 4 | pearson | 0/400 | positive | 0/16 | 0/01 |
| 5 | pearson | 0/700 | positive | 0/49 | 0/01 |
| 6 | pearson | 0/633 | positive | 0/40 | 0/01 |
| 7 | pearson | 0/534 | positive | 0/28 | 0/01 |
| 8 | pearson | 0/696 | positive | 0/48 | 0/01 |
| 9 | pearson | 0/646 | positive | 0/41 | 0/01 |
| 10 | pearson | 0/676 | positive | 0/45 | 0/01 |
| 11 | pearson | 0/423 | positive | 0/17 | 0/01 |
| 12 | pearson | 0/575 | positive | 0/33 | 0/01 |
| 13 | pearson | 0/626 | positive | 0/39 | 0/01 |
| 14 | pearson | 0/213 | positive | 0/04 | 0/01 |
| 15 | pearson | 0/555 | positive | 0/30 | 0/01 |
| 16 | pearson | 0/582 | positive | 0/33 | 0/01 |
| 17 | pearson | 0/626 | positive | 0/39 | 0/01 |
| 18 | pearson | 0/484 | positive | 0/23 | 0/01 |
| 19 | pearson | 0/592 | positive | 0/35 | 0/01 |
| 20 | pearson | 0/681 | positive | 0/46 | 0/01 |
| 21 | pearson | 0/779 | positive | 0/60 | 0/01 |
| 22 | pearson | 0/807 | positive | 0/65 | 0/01 |
| 23 | pearson | 0/492 | positive | 0/24 | 0/01 |
| 24 | pearson | 0/612 | positive | 0/37 | 0/01 |
| 25 | pearson | 0/348 | positive | 0/12 | 0/01 |
| 26 | pearson | 0/394 | positive | 0/15 | 0/01 |
| 27 | pearson | 0/490 | positive | 0/24 | 0/01 |
| 28 | pearson | 0/545 | positive | 0/29 | 0/01 |

Deduction:

A summary of recent research is following:

1.in replying to first research Question about whether there is a relationship between systematic theory level of responsible experts and critics of 19 region of Tehran city education and their theory of organization operation estimate process or not , we should say that obtained results of data analysis show that there is a

positive and significant relationship between systematic theory of responsible experts and their theory of organization operation estimate process. This obtained result is concordant with Hossieni.Eisa s first hypothesis.

2.study of obtained correlation coefficient between systematic theory with each one components also every component with related Question , represents the available systematic theory of them as following : study the available image indicates that there is the least level of correlation between systematic theory with one each of related components assess into organization purposes and after that there is a relationship among systematic theory with intersector interaction . on the other hand this study show that there is the least amount of correlation between systematic theory with access into purposes on section and minor system aims then access into organization major aims and after that there is achievement of organization system regard to outside environment evolutions . these results show that repliers do not have reliance to relationship between systematic theory with accessing aims on section and minor system reaching into organization major aims and achievement of organization system based on outside environment evolution . while it is necessary to create a same correlation between systematic theory and each one of Questions and components from the view of researchers . since they are the same important and are incidental and essential for each other .

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