Analyzing Educational Performance of Nomadic- Rural Education and Training in Elementary Stage in Urmia City, Iran

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ABSTRACT

Background: evaluating the effectiveness, target model is used. Statistical population of research is training staff of nomadic- rural complexes in elementary stage in zones 1 and 2 of Silvana- Urmia of Iran., Objective: The goal of this research is analyzing educational performance of nomadic- rural education and training in elementary stage in Urmia city., Results: the average of effectiveness in zones 1 and 2 is not significant but this average is significant in educational complexes of Silvana in which nomadic educational complexes are located, and there is a significant difference between average score of zone 1 and 2. Conclusion: Thus it can be said that in respondents view point the effectiveness of nomadic complexes is lower than rural complexes.

INTRODUCTION

In recent decades the concept of “educational complexes” is entered to global educational literature, though instead of this term some concepts such as “cluster schools”, “partnership schools” and “intertwined schools” are used. Several studies support the efficacy of cluster schools or educational complexes in other countries. For example it can be cited to improvement of education in rural areas and teachers and students more participation in extracurricular and scientific activities and preventing school closures in small rural areas, providing opportunity to participate for all covered schools , improving teachers’ professional development and accessing to more resources in rural schools , overcoming the problem of manpower shortage and saving costs [1].

Educational complexes are some institutions in Iran in which several rural schools are integrated and are managed by one manager and executive affairs are performed by their deputy head. Educational complex is a set of normal public educational units containing one or more academic stages (one or two shifts) that are governed under a single management (located in one of covered schools with suitable facilities) [2]. Covered schools by complex can be together or have geographical distribution; complex is located in one of covered schools that have suitable structural space and optimal geographical condition for accessing to other schools. Covered schools can benefit from services and benefit from a better learning environment by using experiencing and exchanging facilities and common equipment which are under one management [3]. Nomadic- rural complexes’ plan is conducted widely in Iran and the need for ongoing assessment of massive educational plans is necessary. Thus in executive factors’ view point who are the main audiences of the plan performing this research about effectiveness of nomadic- rural educational complexes is necessary.

Method of research:

This research in terms of goal is applied and in terms of data collecting it is in survey type. Main data collecting tool based on research’s variable is questionnaire. The questionnaire which is used in this research is researcher made one and Navidi (2009) questionnaire is used for its codification. Research population of research is training staff of nomadic- rural complexes in elementary stage in zones 1 and 2 of Silvana- Urmia of Iran. Statistical population contains all managers, officers and teachers of covered elementary schools in nomadic- rural educational complexes of Urmia province. Number of samples is determined through random sampling and questionnaire is distributed among all managers, officers and teachers of covered elementary

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schools in nomadic- rural educational complexes of Urmia province that their number is equal to 272. Reliability of questionnaire is calculated by using Cronbach’s Alpha measuring method. At first 30 questionnaire was distributed among statistical sample and then by using the formula for calculating Cronbach’s alpha coefficient, reliability was evaluated for research components. The reliability coefficients calculate equal to 0.85. Formal validity performed according to teachers’ and experts’ viewpoints.

**Results:**

Normality test: before answering to research questions, at first the normality of data distribution was analyzed.

**Schedule 1:** The Kolmogorov - Smirnov test.

<table>
<thead>
<tr>
<th>p-value</th>
<th>t- statistics</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.13</td>
<td>1.16</td>
<td>effectiveness</td>
</tr>
</tbody>
</table>

In order to analyze the normality population distribution the Kolmogorov- Smirnov test is used. Schedule 1 shows the results of Kolmogorov - Smirnov test. Results indicate that significant level of covered variable is more than 0.01 and non- rejection of H₀ is approved. This means that non-normality of data distribution is rejected. Thus with 99% confidence, it can be said that data distribution is normal.

1- To what extent establishment of complexes were effective in achieving educational justice?

Mean and standard deviation of achieving educational justice in effectiveness of establishing nomadic- rural complexes are calculated equal to 11.3 and 3.96 respectively and the lowest and highest values are 4 and 20. 14.7% of subjects believe that this goal is not achieved at all, 29.4% believe it is reached in a low rate, 27.9% say it is in moderate rate, 18.8% believe it is in high rate, and 9.2% state that achievement rate is very high. In sum just 28% of subjects highly evaluated the educational justice as an effect of nomadic- rural complexes’ establishment.

**Schedule 2:** Statistical indices of $X^2$ test about first question of research.

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Freedom degree</th>
<th>Calculated $X^2$</th>
<th>The test used</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>4</td>
<td>270.4</td>
<td>$X^2$</td>
</tr>
</tbody>
</table>

Results of $X^2$ test show that most of subjects believe that the educational justice as an effect of nomadic-rural complexes’ establishment is low or moderate. As it is seen in above schedule significant level for relevant test (0.00) is lower than 0.05.

2- To what extent establishment of complexes were effective in improving education quality?

Mean and standard deviation of achieving educational justice in effectiveness of establishing nomadic- rural complexes are calculated equal to 13.6 and 5.26 respectively and the lowest and highest values are 5 and 25. 22.8% of subjects believe that this goal is not achieved at all, 25.4% believe it is reached in a low rate, 25.4% say it is in moderate rate, 15.1% believe it is in high rate, and 11.4% state that achievement rate is very high. In sum just 26.5% of subjects highly evaluated the improvement of educational quality as an effect of nomadic- rural complexes’ establishment.

**Schedule 3:** Statistical indices of $X^2$ test about second question of research.

<table>
<thead>
<tr>
<th>SL</th>
<th>FD</th>
<th>Calculated $X^2$</th>
<th>The test used</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>4</td>
<td>256.38</td>
<td>$X^2$</td>
</tr>
</tbody>
</table>

Most of subjects believe that nomadic- rural complexes’ establishment has not high effect on education improvement. As it is seen in above schedule significant level for relevant test (0.00) is lower than 0.05.

3- To what extent establishment of complexes were effective in improving culture role?

Mean and standard deviation of achieving educational justice in effectiveness of establishing nomadic- rural complexes are calculated equal to 16.5 and 5.8 respectively and the lowest and highest values are 6 and 29.15.8% of subjects believe that this goal is not achieved at all, 26.5% believe it is reached in a low rate, 30.9% say it is in moderate rate, 19.1% believe it is in high rate, and 7.7% state that achievement rate is very high. In sum just 26.8% of subjects highly evaluated the improvement of culture role as an effect of nomadic- rural complexes’ establishment.

**Schedule 4:** Statistical indices of $X^2$ test about third question of research.

<table>
<thead>
<tr>
<th>SL</th>
<th>FD</th>
<th>Calculated $X^2$</th>
<th>The used test</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>4</td>
<td>258.36</td>
<td>$X^2$</td>
</tr>
</tbody>
</table>

Results of $X^2$ test show that most of subjects believe that the achievement of cultural role improvement as an effect of nomadic- rural complexes' establishment is low or moderate. As it is seen in above schedule significant level for relevant test (0.00) is lower than 0.05.

4- To what extent establishment of complexes were effective in efficient use of resources and equipment?
Mean and standard deviation of achieving educational justice in effectiveness of establishing nomadic- rural complexes are calculated equal to 14.83 and 5.81 respectively and the lowest and highest values are 5 and 46.39.3% of subjects believe that this goal is not achieved at all, 51.1% believe it is reached in a low rate, 8.5% say it is in moderate rate, 0.4% state that achievement rate is very high. In sum just 0.4% of subjects said that efficient use of resources and equipment is achieved highly as an effect of nomadic- rural complexes' establishment.

Schedule 5: Statistical indices of X² test about fourth question of research

<table>
<thead>
<tr>
<th>SL</th>
<th>FD</th>
<th>Calculated X²</th>
<th>The test used</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>4</td>
<td>47.61</td>
<td>X²</td>
</tr>
</tbody>
</table>

Most of subjects believe that nomadic- rural complexes' establishment has low or moderate effect on efficient use of resources and equipment. As it is seen in above schedule significant level for relevant test (0.00) is lower than 0.05.

Discussion and conclusion:
An organization is effective and efficient when achieves its organizational objectives. In this research defined goals of educational complexes are not achieved. Goals are defined and established but not achieved and most of respondents are not satisfied. Most of not satisfied ones are manager and officers, but teachers are not dissatisfied as much as they are, because they are not responsible for executive affairs. Research results show that in first question's answer in sum just 28% of subjects highly evaluated the educational justice as an effect of nomadic- rural complexes' establishment; this means that by establishing educational complexes, educational justice is not achieved there. According to Saki's research [3] results show that beneficiaries evaluate the achievement rate of goals in a moderate level. Establishing complexes enhances the enjoyment of the facilities and this pattern can make a fair balance among developed, low- developed and not developed schools and decreases educational gap. About 95% of managers state that there is not enough financial and physical resources to run programs and in fact there is no difference between cooperator schools and normal schools [4].

In answering to second question in relation with improving educational quality in sum just 26.5% of subjects highly evaluated the improvement of educational quality as an effect of nomadic- rural complexes’ establishment; this means that by establishing educational complexes, educational quality is improved in a low level. Results of another research show that running of concerned pattern could not improve the students' training. Incoriosity and lack of sufficient commitment of concerned groups and lack of motivation in all official levels is significant [5].

In answering to third question in relation with improving training role in sum just 26.8% of subjects highly evaluated the improvement of culture role as an effect of nomadic- rural complexes’ establishment; this means that by establishing educational complexes cultural role is improved in a low level. According to Saki's research practical effectiveness of complexes in educational, official and financial areas is evaluated moderately in beneficiaries view point [5].

REFERENCES