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Surveying the Effectiveness of Educational Complexes on Educational Equity of Bushehr Province Education System

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Abstract

The aim of this paper was to survey the effectiveness of educational complexes on educational equity Bushehr province Education System in curricular year 2011-2012. This was a descriptive-survey research. Data were gathered via two researcher-structured questionnaires based on Likert scale. Statistical population consisted of 232 students and 41 teachers who were randomly selected based on simple sampling method. Content analysis was used for validity and Cronbach's Alpha was also used for reliability ($\alpha=0.88$). Findings, based on appropriately statistical analyses, showed that there would be no significant relationship between independent students and complex regarding curricular progress, educational equity, attitude towards educational quality, educational facilities while teachers' attitude towards educational quality and facilities were supported and also there would be a significant relationship between the education quality and teachers' servicing experience.

Keywords: Educational and training complexes; Educational equity; Effectiveness

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1. Introduction

Education is the most essential socio-system in shaping, directing, and controlling of any human society's thought, so having an empowered education system is required for any social development (Asak, 2008).

Motevasseli (1986) believes that the main aim of education is to grow up some people who are able to do creative actions and not repeating what has happened in the past times. The purpose is to make creative, inventor, and explorer individuals ready (Ahanchian, 1993).

One of the most effective ways of social equity achievement is to supply equal opportunities for public towards education since everybody has a right to have and enjoy equal education. Presently, one of the indices for social achievement is education and how to meet and enjoy it; therefore, nations, specifically developing ones, are to make equal opportunity for education publicly (Babaiy, 2002).

Education system in Iran believes that school is the centre for every transformation and favourable change through basic infrastructures to do effective actions and empower teachers and their teaching quality; so it is to raise some plans including educational complexes whose aims are to cover curricular development associated with educational equity and qualifying human, financial, and educational resources.

This paper is to study the effectiveness of those plans done in educational complexes for implementing educational equity to decrease educational inequities in far and underdeveloped zones. According to these plans some appropriate educational opportunities are delivered to students living in the far off zones and therefore, this paper is to emphasize on schools' educational promotion qualitatively.

2. Literature Review

Bariri (1987) stated that educational equity would be meant through effective usage of rare resources for needy schools, decentralization of decision-making, increasing of participation in progress and development, social support from teachers and improvement of schools' quality.

The concept of educational opportunity equity is relative by which, in turn, it changes the cultural, social, economic, and political status of any society. This concept has ever gotten three shapes known as educational opportunity equity; namely, equal input, educational opportunity equity for equal process and finally educational opportunity equity meaning equal output (Djavadi, 1998).

Philosophy of educational complexes is based on the students' trust regarding that they are born smart and gifted relatively equal. These complexes are to prepare suitable opportunity for students through plays and games, exercises, and educationally purposeful activities and these actions cause poor schools enable and enjoy the benefits of strong schools (Sanagoo, 2002).

Equity refers to make equal opportunities for everyone related to his/her special needs since individuals are different regarding their knowledge, skill, ability, learning types, and cultural history.

Salimi(2004) believes that the equal opportunity is to prevent, delete, or decrease the gap between people regarding their gender, race, physical situation, age, and social status. Opportunity equity is associated with a humanistic and fair-stylish attitude which is concerned as an index for any developed nation.

Opportunities similarity and educational equity are tools and mechanisms for actualization the creative talents and make feasibility for growing up any capability for anyone equally. Equal

opportunity is a condition in which everybody can move and be motivated socially and gain any achievement (Jaafari, 1995).

Equity is based principles known as social supply and social balance. According to social supply, government is required to prepare work and occupation opportunity for everybody while according to social balance, Islam rules are to make various levels of social classes approach somehow people can live in an acceptable level regardless of any different ranks and class conflicts (Hadjali, 2010).

Nabizadeh (2010) claimed that three major privileges of educational complexes could consist of calling for being collective, increasing effectiveness through using shared resources such as teacher recruitment, and decreasing any unacceptable activity or repetitive action.

Saburian (1990) believed that the aim of setting up such educational complexes could be resulted from professional improvement of teachers, accessibility to more resources in urban and rural schools, and increasing the number of student peer groups.

Surveying a project about educational complexes in Canada, Ghotb (1995) concluded that motivation for setting up some educational complexes could be summed in the less expenditures while having more saving in financial resources and shaping new plans for prevention of small schools.

3. Research Questions

Regarding curricular achievement, is there any significant difference between students in independent schools and complex ones?

Regarding attitude about educational equity, is there any significant difference between students in independent schools and complex ones?

Regarding educational quality, is there any significant difference between students in independent schools and complex ones?

Regarding educational facilities, is there any significant difference between students in independent schools and complex ones?

How is the teachers' attitude about quality and educational facilities?

How is the effect of educational quality and facilities on educational equity?

4. Research Methodology

This was a descriptive-surveying research. Data were gathered via two researcher-structured questionnaires based on Likert scale. Statistical population consisted of 232 students and 41 teachers who were randomly selected based on simple sampling method. Content analysis was used for validity and Cronbach's Alpha was also used for reliability ($\alpha=0.88$). Some appropriate statistical indices were also used to analyse the gathered data such as frequency, percentage mean, SD, Chi Square, t-test, and multi-variety regression.

5. Findings

Table 1. Comparing students of independent and complex schools regarding curricular achievement

School type	N	Mean	SD	T	Sig.
Complex	130	6.94	2.14		
Independent	102	16.61	1.690	0.693	0.16

Table 2. Comparing students of independent and complex schools regarding attitude about educational equity

School type	N	Mean	SD	t	Sig.
Complex	92	64.27	11.60		
Independent	83	68.76	11.23	2.39	0.018

Table 3. Comparing students of independent and complex schools regarding educational quality

School type	N	Mean	SD	t	Sig.
Complex	123	32.79	7.37		
Independent	109	31.06	6.73	1.81	0.06

Table 4. Comparing students of independent and complex schools regarding educational facilities

School type	N	Mean	SD	t	Sig.
Complex	123	33.30	7.84		
Independent	109	34.73	7.98	- 1.37	0.17

Table 5. teachers' attitude about quality and educational facilities and quality

Variables	Score min.	Score max.	Mean	Mediar	SD	SK
Facilities	26	64	50.32	51.5	10.56	-0.785
Quality	34	89	75.61	0.693	0.16	-1.91

Table 6. effect of educational quality and facilities on educational equity

Variable	R	R ²	B	t	Sig.
Educational quality	0.91	0.82	0.504	0.91	0.000

6. Figure

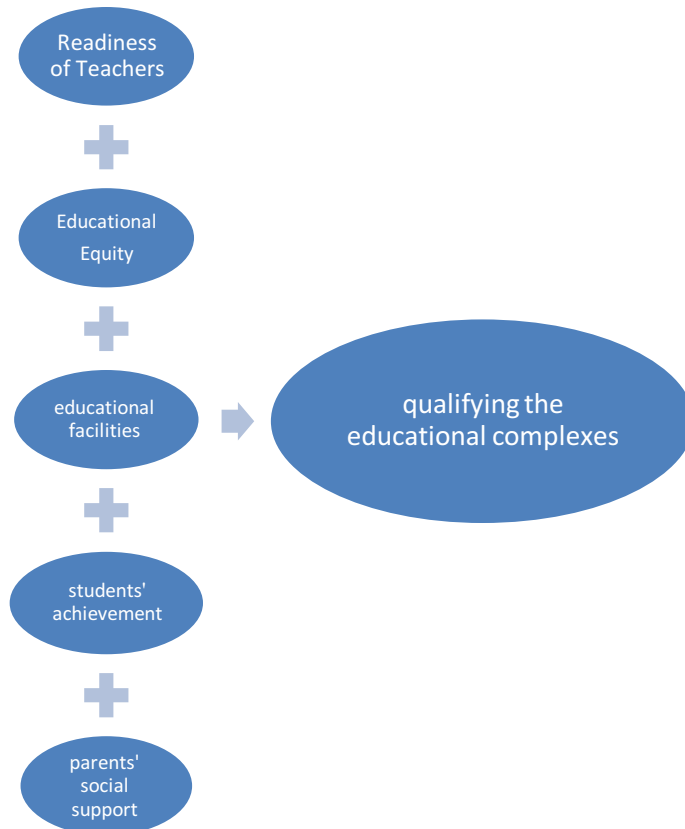


Figure 1. Effective factors on qualifying the educational complexes

7. Discussion and Conclusion

According to the findings, it can be said that there is no difference between independent and complex schools regarding curricular achievement while there is a significant difference between two groups regarding educational equity and it shows that there is a more positive attitude towards educational equity.

Also, there is no significant difference between two groups of independent and complex students regarding educational quality and facilities.

Scores are normally distributed and Chi Square calculations represent that teachers' views are positive about educational quality and β correlations shows that there is a strong relationship between two variables; namely, educational quality can predict educational equity.

Educational equity emphasizes on having equal opportunity to have an access to various types education and the educational system is required to plan and follow this educational equity. It is a commitment and advice for all conventions concerning about kids' rights and every instructional practitioner emphasizes on its importance while in Iran, it is emphasized more and more since Islam religion orders.

Keeping equity is ordered through all aspects of life specifically people's rights and sure, education is the base of all intellectual and social movements and it is said that equity must be concerned as the essential rights of individuals in an Islamic society (Hadjbabaity, 2010).

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