

## Establishment of Strategic Perspectives for Development of Rural elementary school Education in koohrang county based on Swot Analysis

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### ABSTRACT

**Aim:** With respect to strategic planning to meet the problems of various organizations aim of this study to develop appropriate strategic perspectives on Swot analysis for the development of rural pre-school education is koohrang county. **Materials and Methods:** This was applied research in terms of purpose and descriptive-correlational research. Achieving this goal originally formed the 20-member Strategic Council for the development of elementary school tribes and theories help them through interviews, library resources, weaknesses, strengths, threats and opportunities for the development of elementary school tribes were gathered. Then, using a questionnaire to assess each of these four factors affect weight, a questionnaire was among 50 samples. The population of these research managers, deputies and experts Department of Education, professors and educators, and public release constitute county. The validity of the questionnaire was conducted with the assistance of experts, which shows the validity of the questionnaire was acceptable. Also, to test reliability, the Cronbach's alpha coefficient was used 0.88 that was approved. The data analysis swot was used to assess the strengths and weaknesses of rural pre-school education koohrang county. **Results:** According to the final score matrix evaluation of internal factors (2.51) and external factors evaluation matrix (2.51) showed that the strategy of pre-school place education koohrang county is located in the region SO. **Conclusion:** Finally, according to the findings of research strategies in the development of elementary school education in rural and nomadic education koohrang county was drafted.

*Keywords, tribal, strategy, SWOT analysis*

## Introduction

One of the most prominent features of the developed world is attention to requirements of knowledge management as one of the undisputed progress, development, economic growth and social. The events of the past few decades with needs of owner managers to strategic planning has attracted specialists <sup>[1]</sup>. Strategic management is process through which organizations analyze their internal and external environment and gain recognition, in addition to its strategic direction based strategies are dynamically created by the new goals will help them <sup>[2]</sup>. One of these strategies is Threats – opportunities- weakness – strengths (SWOT) Matrix. Threats – opportunities- weakness – strengths (SWOT) Matrix important support tool for decision making and as a means of systematic analysis of the external and internal environment is used<sup>[3]</sup>. The most important internal and external factors are summarized. Factors such as strategic factors affecting the future can be built <sup>[4]</sup>.

Matrix weaknesses, strengths, opportunities and threats are an important tool that can help managers to compare and analyze the information they allege the four strategies. Strategies of Strength – Opportunity (so), Opportunity – Weakness (ow), Strength - Threat (st), Weakness – Threat(wt). The most difficult part of developing a matrix is strengths, weaknesses, opportunities and threats and judgments well. For implementing so, organizations using internal strengths try to exploit external opportunities. All managers of organizations prefer to be in a position to be able to use the strengths of the internal events and external processes exploit. Typically, organizations use strategies Strength - Threat (st), Weakness – Threat(wt) to reach such a position. To point where they can use OW strategies that organizations strive to exploit opportunities in the external environment works to improve internal weaknesses. Organizations in implementing ST try to use their strengths to reduce the effects of the external environment or destroy them. WT strategy to earn reward organizations, are defensive and aimed at reducing internal weaknesses and avoiding threats from the external environment<sup>[5]</sup>. The internal organizational weaknesses and threats facing the external environment, the purpose of such an organization is in a weak position to reduce internal weaknesses and external threats<sup>[6]</sup>.

WO gradually reaches better positions. A situation in which a strategy ST, wo even use SO strategies. Many educational organizations in terms of its mission to prepare the strategy and its implementation have achieved good success. In line with such thinking is that the world

governing structure of education to succeed in mission, organization strategy developed or is being developed <sup>[7]</sup>.

Disadvantaged areas in general significant effect three basic elements of residence, poverty and dependence on minorities makes the difference in rates of education in them, and this factor makes a difference providing less than in urban areas and having means governments <sup>[8]</sup> strategy in light of the outlook, any activity with more correct strategy for mission planners in this area is characterized to be introduced for operators tribal areas.

Abdi, Azadegan-Mehr & Ghazinoory<sup>[9]</sup> the idea of creating competitive strategies of using the SWOT matrix in Islamic Azad University and the results achieved indicate that the six evaluated the strategic location of the University of the education sector, students, administrative, financial, cultural and civil, have been moderate in all cases and external indices to evaluate the strategic position of the social, economic, political and cultural, in all cases, the university has been moderate. The integration of the two situations above SWOT matrix has been concluded that in general, in order to get out of the status quo to the desired state should be combination of strategies and solutions conservative, defensive and competitive use. Education in communities where nomadic engaged and dynamic are for internal change agent can be a potent force of impact<sup>[10]</sup>. Education already had displacement enriched environment nomadic children they will be able to experience perceptual a new thematic family are usually not possible for them <sup>[11]</sup>.

Issues related to public education in deprived areas due to lack of resources, including teachers, educational materials, facilities and equipment as well as lack of education and strengthen the process of development of different languages and dialects through education is difficult. It is the subject of households and the production of children in the areas where the program when school coincides as Another issue is that while rates of education look students in developing countries than global average is lower<sup>[12]</sup>. Basically, non-purposeful educational system and away from the philosophy of community-based value system to draw a roadmap and cultural engineering which is expected to become the first country in the region based on the 20 years vision will be impossible <sup>[13]</sup>.

Certainly to achieve targeted educational system bases the value system of the society is need to plan. Meanwhile, the foundation of knowledge, skills and attitudes are formed from pre-school and the importance of and the need for special and it has been accepted. So it is essential that every change and innovation, education from early age the child be considered

and planning for childhood and then based on the strong foundation laid<sup>[14]</sup>. On the other hand field of elementary school education and child care in the early years of the last decade has changed deeply and clear as far as can be said that the current education of children with what existed in the past as well as views about their abilities and capabilities have been raised very major difference is in the current situation<sup>[15]</sup>.

Since the strategic planning process in order to mobilize resources and unify its efforts to achieve mission goals, according to the possibilities and limits of internal and external organizations in this process are identified and according to the organization's mission, goals it will be developed. To achieve these goals, the strategic options, we chose a strategy that relies on the strengths and take advantage of opportunities, weaknesses eliminated and avoids threats to the proper conduct of the success of organization <sup>[16]</sup>. So firms have to be responsible for strategic management.

By identification of positive and negative factors affecting the external and internal environment nomads in the modulation of opportunities for access to education, educational problems and eliminate educational inequality in this segment's contribution to planning in these areas<sup>[17]</sup>. In conjunction with the strategies to achieve the mission and vision of the development of elementary school education in rural and tribal helped. Based on the above, the aim of this study was to develop strategic perspectives for the development of rural elementary school education of education koohrang county based on Swot analysis.

## Method

This study is applied and descriptive nature of the research, which was conducted to survey. In this research using SWOT analysis of the strengths and weaknesses of the internal environment, opportunities and threats of the external environment in educating education rural identifying appropriate strategies was designed to improve the performance of education and rural elementary school of education koohrang county. The population of this research consisted of managers and experts education koohrang county Office of Education.

In this study, because the population of heterogeneous and disparate groups formed and population distribution in different groups and classes of stratified random sampling method was used. Sample consisted of 50 patients from the entire community. To collect information from library resources, interviews and questionnaires were used. In order to prepare the questionnaire and to determine the optimal strategy with surveys conducted on the internal and external environment affecting education in rural areas, a list of strengths, weaknesses, opportunities and threats using the process of interviewing 20 experts (professors managers,

deputies and experts of education koohrang county Office of education) has been prepared as strategic Council to measure the reliability, the Cronbach's alpha coefficient, which reflects the consistency of results, reliability was calculated 0.88. After preparing the questionnaire in the form of a questionnaire with questions on the whole five-item Likert (1 = very low, 2 = low, 3 = somewhat, 4 = high, 5 = very much) this questionnaire to 10 professors of university and its content validity were approved by them.

## Results

The prospect of Education elementary school rural education koohrang county using data obtained from questionnaires, as well as the present situation, interviews with staff education, rural provinces and senior officials and collaborate with university professors complete and final were as follows.

- Won the excellence in the field of eradication of rural elementary school.
- Increasing of the number of rural learners.
- The spread of large-scale rural elementary school education and rural development.
- Won the top province in attracting native instructor in the elementary school rural.

**Table 2. Matrix Internal factors elementary school education and rural development of education koohrang county**

Internal factors	Code	Factors	Significance coefficient	Intensity Factor	Score
Opportunities	S1	The organization's ability to create special programs for rural education	<b>0.08</b>	3	0.24
	S2	Financial resources sufficient for the county	<b>0.12</b>	4	0.48
	S3	potential rural education across the county	<b>0.06</b>	3	0.18
	S4	Stable management of rural education in education koohrang county	<b>0.011</b>	4	0.44
	S5	The level of education of rural teachers college education in the county	<b>0.06</b>	3	0.18
	S6	Benefit from the experience of the pioneers and experts	<b>0.07</b>	3	0.21
Threats	W1	Good situation in terms of quantitative and qualitative	<b>0.09</b>	2	0.36

		courses to train trainers			
	W2	number of coaches available for activities	<b>0.08</b>	2	0.16
	W3	News and reports reflect the state of rural education in the media and online news sites	<b>0.06</b>	2	0.12
	W4	Class specific situation of education for rural county	<b>0.05</b>	1	0.06
	W5	Building and rural education places available for the activities ahead	<b>0.06</b>	1	0.08
$\Sigma=1$	---	Coefficients of Significance internal factors			2.51

In the first column as weaknesses or strengths factors internal factors evaluation matrix is inserted. Number weaknesses and strengths in the second column was written and finalized in the third column material weaknesses and strengths of each were recorded. In the fourth column factor importance of each of these cases was determined, so that the sum of the coefficients of weaknesses and strengths is the number one. In the sixth column important factor in the intensity factor was multiplied by the final score of each of the weaknesses and strengths were determined. At the bottom of this column points to the final score matrix was obtained together with external factors, respectively. If the total sum of intrinsic factor matrix is greater than 2.5. This means that forces facing rural and nomadic education to overcome its weaknesses and if the score is less than 2.5 that represents overcomes the weakness of the strengths of this school education. As can be seen in table, total scores were calculated this matrix to 2.51 and suggests that the assessment of internal factors in the development of rural elementary school of education education koohrang county its strength has preferable on its weakness.

Table 2. Matrix external factors elementary school education and rural development education koohrang county

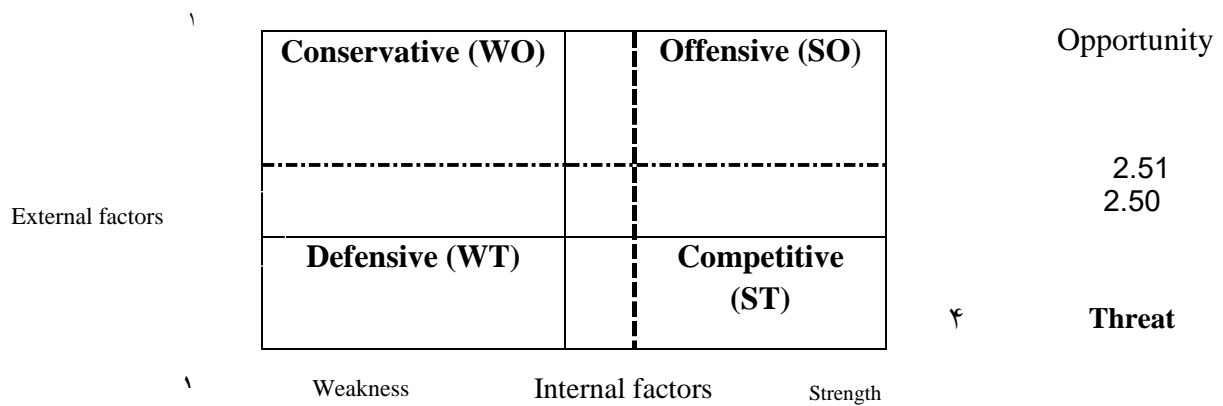
External factors	Code	Factors	Significance coefficient	Intensity Factor	Score
Opportunities	O1	potential rural education across county	<b>0.07</b>	3	<b>0.21</b>
	O2	public and local indigenous culture to rural education	<b>0.07</b>	3	<b>0.21</b>
	O3	Half of population in rural areas of province as potential force for attracting and developing rural	<b>0.08</b>	4	0.32

		education in county			
	O4	Weather conditions in province and introduce more rural education in the province	<b>0.06</b>	3	0.18
	O5	Interaction of rural education administration of education	<b>0.07</b>	3	0.21
	O6	Interaction greedily effective institutions of government - parliament of IRIB with rural education	<b>0.07</b>	3	0.21
	O7	Taking advantage of donors' assistance for school construction	<b>0.08</b>	4	0.32
	O8	Increasing the number of literacy in the county	<b>0.07</b>	3	0.21
Threats	T1	increasing cost of education in rural and nomadic county	<b>0.07</b>	2	0.14
	T2	Loss of interest in addressing education for rural illiterates	<b>0.05</b>	1	0.05
	T3	Fading status of rural education in the county due to the prevalence of other issues	<b>0.06</b>	1	0.06
	T4	The loss of many facilities and incentives for teachers and activists in rural education	<b>0.06</b>	1	0.06
	T5	Low levels of education and standards of facilities and rural infrastructure in the county	<b>0.07</b>	2	0.14
	T6	Lack of education, rural education and rural development master plan	<b>0.05</b>	1	0.05
	T7	Little time for people to engage in the activities of rural education	<b>0.07</b>	2	0.14
$\Sigma=1$	—	The sum of the coefficients of the importance of external factors			

In the first column matrix as an opportunity or a threat assessment of external factors were listed. In the second column of numbers written threats and opportunities in the third column of the final material by any of opportunities and threats was recorded. In the fourth column factor determining the importance of each of these cases, so that the sum of the coefficients of the importance of equal opportunities and threats to be number one. In the sixth column important factor in the intensity factor was multiplied by the final score of each of opportunities and threats were identified. At the bottom of this column points to the final score matrix was obtained together with external factors. If the total sum of external factors matrix is more than 2.5 which this means that opportunities facing rural education on its threat prevails. If this rate is less than 2.5 indicating overcome the threat of the opportunities this

school education. As can be seen in the table 2.51 were calculated as the sum of the scores matrix and suggests that the assessment of external factors in the development of rural elementary school education education koohrang county opportunities has excels on the its threats.

It set up four strategies. The overall systems strategy in Figure 1 is as SWOT model. In the SWOT model to determine strategies and short-term and long-term strategies, opportunities and external threats were compared to systemic weaknesses and strengths, internally in a structured approach.



**Figure 1. The strategic position of rural education of education koohrang county**

The offensive has been the best position because the system is faced with several environmental opportunities and strengths that many and this encourages use of the opportunities; competitive-aggressive strategy is suggested. The position is indicative of an aggressive strategy that organization is in the best possible condition and can use their strengths to make good use of the opportunities available and will be further development. In competitive mode, but the system has key strengths in dealing with the threat environment is causing. In this situation, the strategies of existing strengths to create long-term opportunities in other cases they use. In other words diversification strategy is recommended. In the case of conservative system is facing a good opportunity but suffers from some internal weakness that the best strategy is reviewed. The defensive system is not strong, nor the opportunity for indoor faced but after internal and the external dimension is faced with multiple threats. In



this case, the best strategy is defensive strategies. The strategic location rural and nomadic education is in the offensive zone.

Through SWOT identify development strategies for rural education education koohrang county the final list of internal and external factors through SWOT analysis was used. This matrix is one of the most effective and important way that by using its managers and scrutiny of internal and external factors and compare them with each other to achieve their key strategies that to do so requires meetings attended by the elite of specialists and experts from inside and outside as the Strategic Council is considering the results Matrix strategy planning a strategy for education elementary school rural areas were prioritized. Then initial list of programs from the rural education strategy of qualitative interviews with some of the elite members of the research community were provided . The overall strategies and programs related to each of the 11 strategy were approved following table extracted.

**Table 3. General education elementary school program for rural**

<b>1) establish training system to strengthen and enhance the illiterate villagers (aggressive strategy SO)</b>
۲) culture, information and awareness widespread, effective and rural society (aggressive strategy SO)
۳) increasing rural elementary school education courses (aggressive strategy SO)
<b>4) develop a system to attract, recruit talent and nurture (aggressive strategy SO)</b>
۵) strengthening marketing, revenue and diversify sources of income of rural pre-school education (conservative strategy –Wo)
۶) Establish special education elementary school rural locations (conservative strategy – Wo)
<b>7) Development of an educational system free of charge to families in different occasions and locations using specialized personnel and volunteers (conservative strategy –Wo)</b>
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<b>8) Create competitions between educators and learners in order to create competition (competitive strategy, ST)</b>
۹) Create a salary system and encourage educators (competitive strategy, ST)
۱۰) develop proper interaction and productive rural education, rural education, national and international (competitive strategy, ST)
<b>11) Develop and promote a culture of individual and public education in the province (defensive strategy –Wt)</b>

## Discussion and Conclusion

Elementary school education is correct assuming for tribes of the utmost importance. In the present study, this approach was considered to be a experts meetings with the leaders of the Council's strategic development of elementary school knows deprived area. Meetings were intended to provide vision and mission for the organization's action in the field of elementary school education and after analyzing the internal environment were considered long-term goals.

Previous studies showed that there are many models for strategic planning various organizations in terms of their conditions of use. Overall, despite the difference in the number and the transposition process step the models are roughly equal structure. Cornerstone Strategic planning model is such that the set goals organizational mission starts. The study showed that rural education development document, quantitative and qualitative factors for the planning and development of the cortex is better levels of education that different sections according to their conditions of this document can be used. Increase the number of rural recruits, rural elementary school education, rural development and acquisition widespread as the top province in attracting native instructor in the elementary school rural. Including the prospects of this area is obviously intended to develop integrated pre-school education.

In tribal areas identified four weaknesses, strengths, opportunities and threats requirements. In tribal areas 6 Strengths, 5 main weakness, 8 opportunities and 7 threats identified in Table 1 and 2 were brought. The most important factor in the development of the education of weakness is lack of teacher in some counties of the province. The opportunity, there is potential across the province. In this study, results showed that in terms of assessing internal factors in the development of rural elementary school education education koohrang county strengths outweigh weaknesses of, opportunities for rural elementary school education on its threat prevails. After assessed in terms of Swat in the development of rural elementary school education education koohrang county place that is offensive or so that identify the location of specific strategies for efficient to address the exclusion of the less developed regions of the country accepts and the elementary school period necessary to fulfill the vision capabilities to reduce internal weaknesses and threats to act. According to Table 3 for achieving the desired status 11 proposals were presented. Then, according to the study, researchers suggest that specific;

1. Throughout the province by the Department of Education nomadic coaching classes will be held.
2. Native teachers to teach and help young people to be making.
3. Tribes formed the scientific community and the opportunity for scientific conferences scientific research results about nomads.

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