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Research Paper

Promoting the Culture of Benevolence and Charity and Its Role in Strengthening the Efficiency of the Country's Formal Education System

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The purpose of the current research is to provide "an introduction to the promotion of the culture of benevolence and charity and its role in strengthening the efficiency of the country's formal education system". This research was conducted with a research method mixed with a sequential exploratory approach, and according to the nature of the research, information gathering tools were used, and in terms of scope, it was considered broad. The statistical population of this research was 212 educational experts working in the education department of Bushehr province and the stratified sample of the research was 52 experts who were selected from this population. In the quantitative part, the data collection tool of a researcher-made questionnaire with valid validity and reliability was used, and in the qualitative part, study, observation and semi-open interview methods were used. Data integration was done in both qualitative and quantitative stages using factor analysis technique and SPSS statistical software, and finally the findings showed that if the model of philanthropy and charity is properly designed and validated in the official education system of the country, the unique role of donations and Public voluntary benevolence in advancing the country's formal education system by far exceeds other components in strengthening and making the education system more efficient.

Key Words: Benevolence and Charity, Formal Education, Public Voluntary Aid, Efficiency of the Education System

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Introduction

The system of human social life cannot be organized without the voluntary cooperation of aid workers and benefactors and "designing a model of benevolence and philanthropy in the official education system of the country" with the focus of public participatory management is considered as one of the necessities of today's information age.

It is the mental and emotional nature of people in group situations that motivates them to help each other and share the responsibility in order to achieve group goals. Public participatory management is the participation of the public in guiding and managing the affairs of the country. (Mehrmohammadi, 2006, p. 54)

In the meantime, the category of formal education needs more than other categories to share efforts, social intervention and popular support. For this purpose, in different societies, in order to formulate, implement and explain participatory role-playing models in the educational process, individuals and benevolent groups and non-profit supporting organizations have undertaken the establishment and implementation of various tasks. Certainly, If we think about the unique role of charity and public support in strengthening the phenomenon of education, the benevolent cooperation of the people in educational and educational issues and the official participation of government organizations in providing part of the educational needs will be revealed. The current education

system of the country is in dire need of such benevolent movements, and delegating management to the deserving, decentralizing the education system, promoting the role of the media in promoting the importance of providing assistance to education, using the experiences of parents and experts in schools, can It should be a suitable solution in increasing people's participation and cultivating efficient human resources.

According to the researchers, the most important way to reduce educational dependence on government revenues is to pay attention to voluntary support elements and popular aid organizations and committees. People's self-solicited help is considered a necessary condition for the growth and vitality of the country's education department, and if the participation of Ghalfat is carried out from this benevolent angle, many promising ideas and goals of the education system will not be realized. Culturalization, removal of obstacles and challenges the variety of public management is one of the facilitating factors of educational participation, which can lead to consequences such as: self-management, development of mutual learning, optimal productivity, people's trust and the growth of audiences. Hersey and Blanchard believe: self-management is dependent on self-awareness and it means leading behaviors positively. Self-management does not seek to change attitude and personality, but wants to control behavior. In other words, self-

management originates from social cognition.» (Hersy & Blanchard,1986,p.125)

Designing and validating a model and approach that can lead to the realization of aid and kindness in the optimal management of the country's formal education process will improve the executive structure and remove barriers to the educational institution's managerial participation. became. Considering the wide scope of influence of education, public, private and public assistance institutions can act effectively in the direction of promoting the culture of benevolence and charity and the development of educational charities. Certainly, the relationship between the departments of the Imam Khomeini (RA) Relief Committee, welfare, non-governmental support organizations and education departments can bring the context of extensive cultural actions in the context of society, especially in schools and the education system, and the place of the culture of charity, relief and philanthropy should be explained in the official education system of the country. "Sustainable development needs altruistic people who are holistic, have systemic thinking, transdisciplinary insight and an atmosphere of participation, and if dynamic education is based on the capacity of supportive educators in the school's stronghold in the structure and channels of the system If education is used, the spirit of social cooperation will spread." (Khadivi. & Maleki.2007·p.87)

parents, philanthropists and benevolent teachers of schools can play a role in promoting the culture of benevolence and benevolence in education. Such as:

- A) Establishing the link and connection of good people with the school and students: One of the effective measures in this field is to honor benefactors and benefactors and introduce them to the public, especially students. for
- B) example; The benefactors who participated in the construction or equipping of the school for the students should be invited to the school and be honored and respected. They can be considered as a role model by the students by stating their goals of donating land or building the school, etc. Present your thoughts.

B) Enlightened publicity and giving the necessary knowledge to students in the field of relief, assistance and charity in different occasions of the year is a condition for promoting and developing charity and charity in the education system of every country. on the other hand, the society's trust in educators and the interest of well-wishers and benevolent people in developing and improving educational spaces, on the other hand, is a good opportunity to identify, communicate and motivate them to continue charitable activities. Undoubtedly, the purpose of helping and beneficence is maximum benevolence, and the phenomenon of benevolence is friendship, not competition. And

if the spirit governing social work is "competitive", it will lead to operational contradiction and parallel work. In the majority of Islamic and Western countries, the issue of aid and charity (endowment) is making waves in social and educational affairs, which is called Islamic trust. Based on this. Kaiser et al, (2017) believe: the support of the benevolent elites for educational endowments creates a culture of advanced literacy in the society. (Kaiser & et al. 2017, p. 59) "Kimer et al. (2018) also state that the improvement of the conditions of the educational system owes to the public assistance, especially to the able-bodied in the society, which not only motivates the teachers, but also leads to better performance of the students and will be the cause of civil development and social welfare. (Cimer, A, 2015, p. 67). In some developed countries, "social venture funds" are taking the lead in supporting poor scholars and novices, and by donating food packages, cultural and educational necessities and pensions for scholars, they help in the development of knowledge and with the approval of the "Ethics of Social Aid" plan, they feel satisfied with this action. The implementation of specific programs for the growth and efficiency of charity and philanthropy in the education and training institution will imply people's interest in the continuation of social life and solidarity in the society, and this public benevolent action in the process of education and training shows the unique capacity of the people to believe in to support

fellow human beings" (Curan, 2006, p.84)

The most important approach in the field of benevolence and philanthropy is the necessity of organizing and developing an effective implementation model of benevolence in educational, administrative and executive institutions. As in the past, it is no longer possible to identify the needy person and the type of his need and how to provide it individually. Even if something is possible, often the fields of education and training, which strongly require the aid of donors, will be neglected. Therefore, the design, identification and guidance of charitable credits and programs is the responsibility of education and civil institutions and charitable institutions so that when these donations enter the channel of professional organization, they form a roaring river of all-round charity and the moral dynamics of charity Multiply it. (Musapour, 2016 p. 24).

The main problem of this research is as follows: What is the best theoretical schema and conceptual model to promote the culture of benevolence and charity in the official education system of the country? The answer to this question requires a sharp look at the category of public benevolence in society, especially good thinking in the field of benevolent educational and educational behaviors. The structure of education and training in the coming century is faced with limitations and of course special requirements, which cannot be solved except

with the help and benevolence of aid institutions and voluntary aid of the general public. The fact is that in the implementation of medium-term and long-term plans for educational and social development, what preoccupies the minds of planners more is the limitation of resources versus expenses, and naturally countries will be successful in this field if they can use the multiplicity of resources. Voluntary actions of philanthropists in establishing and operating educational schools in disadvantaged areas have a significant impact on the establishment of a culture of relief in the society.

The benefactors of Madrasah Saaz and Madrasah Yar and supporting institutions in the field of education have an outstanding contribution in the construction and equipping of educational centers, and with their benevolent measures, they are a model for the distribution of educational justice and balanced scientific development at the community level. The necessity and importance of expanding the people-centered educational system is also dependent on the design of a culture model of voluntary benevolence and philanthropy of the capable people of the society, and the beauty of the scientific acceleration of the country depends on the successful implementation of the category of philanthropy in the field of the formal education system.

Research Background

Apart from similar research, no independent research has been

published in the field of designing and validating the model of benevolence and charity culture in the formal education system. The following works are a corner of studies in this field: Falahatdary & Bayat (2017) conducted research in an article entitled "Attention to charity in curriculum development (formal, informal); an effective factor in achieving a good society". What is considered in the current research is to explain the capacities of the curriculum and the intelligence of educational planners as the most important sub-systems of the educational system, which has a lot of potential in the direction of creating a culture of educational generosity in the society, and in developing the curriculum from this point It should not be ignored.

Elmi Sola et al. (2016) in an article titled "Almsgiving and its place in the development of science and knowledge with an emphasis on educational charity" have emphasized that educational charity and endowments that improve education. Especially at university levels, it has received special attention from a scientific point of view. The achievement of this research is an effort to reduce social damages by encouraging charity. HasanNejad (2016) in an article entitled "The effect of charity on formal education with an emphasis on the role of scientific educational foundations on entrance scholarship students"

Showed that charity works as a powerful arm to help different parts of society. Educational affairs, considering the limitation

of the government budget and its importance in getting candidates to the university, the role of charity in educational empowerment is significant. Mousapour et al (2017) in an article entitled "Presenting an efficient educational model of charity and philanthropy in the framework of the education system" believes: the mission of education is to cultivate capable people to meet the needs of societies. In the meantime, the education and training of charitable behaviors has a special place to meet the humanitarian goals of societies. In such a situation, the education system must put the effective model of charity at the forefront of its actions. Morovati (2017) in an article called "The role of gifts and charity in the promotion and development of knowledge" has proven the role of gifts, offerings, endowments and charity for the establishment and donation of schools, universities and libraries, clinics, stationery, tools educational aid and even donation of corpses to medical education centers by charitable people and the support of Qarz al-Hasaneh funds and It is very important in promoting educational culture. And the necessity of continuing this good tradition in order to eliminate social deprivation is always felt. Hosseini (2015) in an article entitled "Benevolent school builder from school building to participatory decision-making in educational changes" concluded as follows: Charity schools are one of the oldest educational events, the visible form of which is the renovation or equipping of

schools and providing The related costs have been in this field. One of the fields of development of educational charity is the participation of educational benefactors in educational decision-making.

Wang and colleagues (2017) in the research results about the model of knowledge sharing with the help of elite citizens of Janin state that "knowledge sharing is a process in which elite people voluntarily share their open and hidden knowledge with other employees. They share different methods such as writing, speaking, expressions and official and unofficial publication, and thus they participate in the process of increasing knowledge and scientific participation.

Hoko & Alam & Abdillah (2017) conducted a research entitled "Investigation of the effect of public participation on the process of quantitative and qualitative strengthening of schools in Bangladesh". The results of the aforementioned research showed that the degree of participation and cooperation of the people in the school administration of Bangladesh, the strengthening of the education and training process and teachers in the field of education is possible, and any degree of neglect of public support in the field of education and training, one must wait for the consequences. It was irreparable and heavy educational stagnation in the society.

Vyverman and Vettenburg (2016) in a research entitled "Public participation in education" believe: it must be accepted that social changes and

educational developments in society are at a high speed and include all social and cultural classes, but this The changes, provided that educational prioritization is not fundamental, and therefore for the realization of educational development, this point is not considered a serious threat

Summing up

So far, there have been many researches about the culture of benevolence and charity in the field of formal education, and the mentioned topic has been discussed in the articles and books of many researchers inside and outside the country. But the point that still needs work and research is the issue of designing a professional model and validating this model around the above-mentioned issue, and for the implementation of a suitable model in this field, researchers should focus on providing a creative model to Increase the motivation of the community of charity volunteers in the field of formal education and prevent the wastage of resources and discouragement of benefactors and benefactors.

The Main Question

How is the pattern and accreditation of the correct model of the culture of benevolence and charity in the official education system of the country?

Sub questions:

- 1) How is the design of the culture of benevolence and charity in the formal education system of the country?
- 2) How are the objectives,

components, platforms and approaches of the mentioned model analyzed in the official education system of the country?
3-How is the accreditation of each of the indicators related to the components of the mentioned model?

Research Methods

In order to draw the desired pattern of this research, it is considered to use a mixed method (qualitative, quantitative) and factor analysis technique as a method to estimate the validity of the research tool. The official education of the country is analyzed and evaluated from many angles.

In the qualitative research methodology section, the goal; Identifying, classifying and extracting concepts is based on the study of texts or based on the opinion of experts. Qualitative researches are used in order to deeply understand the concepts and phenomena that have a lot of complexity due to the presence of the human factor in them, and in that data are collected, analyzed and interpreted in a deep and narrative way. Therefore, the main tools of data collection in this research are interviews and library study sheets. In order to design and build a measurement tool and the validity of the subject, first the evaluation criteria and then the indicators were determined by qualitative analysis of the documents and based on them, a correlation analysis was set up with the priority of the mentioned components in the present research with the help of the semi-open interview tool. The

researcher tries to design and present strategies for the development of this research method by examining the internal strengths and weaknesses of the qualitative research method. The statistical population in qualitative studies that are conducted using interviews includes managers and experts in the field of study. The first step to calculate the sample size is defining the expert based on the expert's specifications. Since the researcher was trying to investigate the factors affecting the strengthening and improvement of the efficiency of the educational institution by using the culture of benevolence and charity, and in the meantime, experts (managers, consultants and educational experts) were the best interactive option for the study, So The statistical population in the qualitative section consisted of 45 educational experts who were purposefully selected and interviewed. It is up to them.

Took The aforementioned (quantitative) sample included senior education experts in the Education Department of Bushehr province, heads of regional departments with at least 10 years of organizational management experience.

In the quantitative research methodology, the information is based on the proof paradigm and seeks to quantify the data in the form of numbers derived from standard measurement and the use of quantitative techniques for their analysis. To measure the reliability and validity of the research, in this research, 38 items were designed in a

questionnaire with a Likert scale, which were discovered by exploratory factor analysis, and then the fit of the model was discussed by confirmatory factor analysis. The sample studied in this research is 52 senior education experts and heads of regional departments with at least 10 years of management experience in the education department of

Bushehr province, stratified sampling is done using a single-stage method .Bartlett's test is used to ensure the adequacy of the sample size. The significance of Bartlett's sphericity test indicates that there is enough correlation

in the matrix of items to continue the factor analysis. After that, quantitative data is analyzed at the level of the educational system. Evaluation of factorial ability of data was done by two statistical indices KMO and Bartlett's test of kurtosis with SPSS software. Alpha factorization begins by estimating the share in the diameter of the matrix. Its extraction strategy is designed to maximize the reliability of the factors (with Cronbach's alpha coefficient). Exploratory analysis is considered more as a theory development method and not a test method. In fact, in the exploratory factor analysis of EFA, there is no model recognition stage and the obtained variables are more summary indices. The summarization of data is usually done through the method of principal components, and the smaller the amount of factors to obtain the correlation between a

group of tests, the simpler the interpretation of these factors will be in terms of statistical data analysis. The results of exploratory factor analysis show the presence of some or all scale factors in the studied society. In this research, the correlation analysis of the research components will be used to measure the issue. In this research, 52 questionnaires were distributed among the target audience (selected educational experts and heads of education departments of the province), in which the type of validity chosen is construct validity, which provides the justification of the tool used in the present research and the type. Reliability is the internal reliability of Cronbach's alpha, which evaluates the internal consistency of the questions (research items) with the main factor of the current research (benevolence and charity in the country's formal education system).

Presentation of the pattern

After studying the theoretical foundations and research methodology, in exploratory factor analysis, the researcher seeks to prepare a model that assumes that the exploratory factor describes or justifies the experimental data based on a few parameters. This model is based on pre-experimental information about Structure of research data. At this stage, a pattern or model is prepared based on the translation of a theory into mathematical equations, and while drawing a diagram, the causal relationships between the variables are shown. After

identifying the hidden variables, we must select the observed indicators and connect them. It is possible to adapt the estimated model by freeing the parameters that were previously fixed or by fixing the parameters that were previously free. LISREL software is a complement to SPSS software that is used in human sciences. If the fit tests show that the model fits the data sufficiently, the fitted model should be evaluated on the parameters of the model.

The process of designing a model of benevolence and charity in the official education system of the country Stratified sampling and systematic sampling Dialogue, interview, research literature

Data analysis, theoretical comparison

Coding, formation of primary classes and sub-classes, communication between classes,

Soft determination of pattern (context), interactive/processual and consequential.

Design and validation Theory construction.

"In order to draw and analyze the ideal pattern of benevolence and charity in the formal education system of the country, the operational model proposed through the second-order factor analysis method with partial least squares scale was used to estimate the model. Exploratory pattern analysis identifies the underlying common variance of a correlation matrix with the most economical method" (Seyed Abbaszadeh et al., 2013). The effective model of charity education in the context of education, appropriate to the

cognitive and attitudinal areas based on the components, features, characteristics and solutions are given in the following tables.

In this model, firstly, the components of charitable and charitable education corresponding to each of the cognitive and attitudinal domains are discussed, and according to the requirements of each of these components, indicators are presented. In addition, in order to clarify the nature of the phenomena, the characteristics have been discussed and finally solutions have been presented for each of these phenomena.

Table 1. The model of good and benevolent education in the educational system with a cognitive field.

<i>solutions</i>	<i>Characteristics</i>	<i>events</i>	<i>Components</i>
Interaction with military and law enforcement agencies - Creation of police assistant group Familiarizing students with legal punishment and fighting against lawbreakers - Encouraging students to investigate possible actions to avoid conflict and violence	Responsible for providing life and financial security of students in the school environment and implementing the culture of order and security in the school	School police	Peace education
Establishing interaction with cultural and religious Organizations -Familiarizing students with the dimensions of the blessings of charity and philanthropy and its impact on individual and social life - Inviting clerics to talk about charity issues	Responsible for teaching, expanding and deepening religious insight and culture in students.	school chaplain	Religious education
Studying and recognizing the mutual rights of students and teachers towards each other and other members of society in line with charitable goals Implementation of justice and settlement of disputes vindication of the rights of the right holders. Teaching respect for ways of life, beliefs and opinions	Responsible for supervising the legal and civil issues of school students and the administration of justice.	school judge	Justice and social equality
-giving responsibility to students in school-related matters and giving them appropriate authority -Establishing the school's interaction with families And other educational institutions in the direction of charity	Responsible for solving school issues and problems according to their interests and abilities.	headmaster	Social Responsibility
-Establishing interaction with psychologists and counseling centers in the city - Identifying students' problems in counseling sessions - Preparing meetings and creating workshops for teaching philanthropy, philanthropy and self-sacrifice skills	Mental and mental peace of students at school	School teacher	self-awareness

Research Findings and Results

The main question: How is the design and validation of the model of benevolence and charity presented in the official education system of the country? In response to this question, in order to obtain the desired information, sequential

qualitative method and theoretical analysis were used, it should be said: In the contemporary period, planning the central model of the culture of benevolence and charity in all social structures, especially in the field of formal education, is important. has a special This

strategic necessity comes from the fact that if the people involved in cultural and educational institutions want to gain the necessary knowledge and tact to ensure the effectiveness of their management strategies and organizational functions, and witness the desired and effective achievement of organizational activities in the work area under their command. It is not possible to do this except by relying on the approved standards and criteria of the mentioned model.

Exploratory factor analysis table of participation and aid items in school education system

The findings of the research in the field of designing the model of benevolence and charity culture in the official education system of the country are consistent with the researches of Shah Anwar (2014), Hassannejad et al. (2015) and Hosseini (2015).

Sub questions

1. Presenting the resulting framework and schema of the model of benevolence and charity culture in the formal education system of the country, how is it drawn?

Table 2. The model of good and benevolent education in the educational system with an attitudinal field.

factors 4	factors 3	factors 2	agent 1	The effective components of the agent
			0.78	1- Attempt to identify the damage in the field of education
			0/71	2- Providing native solutions to solve school problems
			0/66	3- Strengthening the educational system and new learning in school activities
		0/72		4- Positive mental and spiritual support for formal education learners
		0/64		5- Efficiency of professional education and training of disadvantaged schools
		0/59		6- Ehsan Kori of the vulnerable groups and community helpers
		0/49		7- The school values me in all matters
	0/81			8- Planning before starting to do homework, about how to do it
	0/74			9- benevolent planning in order to strengthen curriculum information
	0/62			10- Collecting alms and endowments in line with school building
	0/68			11- providing public benefit services to the educational system
0/59				12- Difficulty in receiving grants for the development and support of the school

0/49				13- Using the portfolio of celebrities and artists from educational development
0/48				14- Maintenance and protection of public education property
1/52	1/81	1/83	2/04	special value
10/89	12/99	13/09	14/60	The explained variance percentage is

In the answer to this question, which is interpreted with the second-order confirmatory factor analysis diagram, it can be said: the resulting schema of the culture of benevolence and charity in the formal education system and the efficiency of the formal education system are affected by different attitudinal and cognitive areas. And it is a function of the success chart of the social aid culture model. Among the features of this model, we can mention being native, paying attention to the characteristics of the audience, being scientific, being simple, innovative, educational and active approach in education. Of course, the application of this model requires paying attention to things that include having a systemic and holistic approach to multicultural education, collaborative management of schools, and paying attention to structural and organizational

issues. philanthropists and social philanthropists, focusing on educational aid and awareness of the effectiveness of past programs and evaluating the effectiveness of the results, one of the most important measures.

It is considered a cultural device. To achieve this goal, the capacity of all governmental and non-governmental centers in this field should be used. The design of the macro model is related to the Educational Planning Council; but the design at the micro level is the responsibility of the coaches. Most models can fit the data when the parameters are adequately estimated. Therefore, models that justify the variability of the data with a relatively small number of free parameters are valuable. Second-order confirmatory factor analysis diagram of the result schema of philanthropy in the field of education.

Table 4- fit indices of Mohsenin's school participation scale.

(RMSEA)	(IFI)	(AGFI)	(GFI)	(df/x2)	(df)	(x2)	Index
0/052	0/94	0/92	0/94	1/87	73	137/12	Model

The results of the research in answering this question are consistent with the findings of Shah Anwar (2014), Hassannejad and his colleagues (2015) and Hosseini (2015).

2. Accreditation, coding, determining the acceptable and reasonable limit of the desired model?

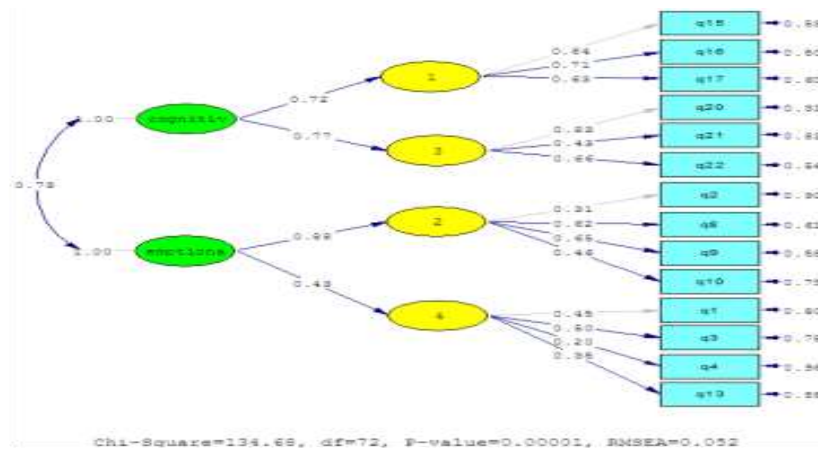
Providing a suitable model for accreditation is a serious task for the monitoring and evaluation system of societies. The specific goals include: determining the performance indicators and presenting the proposed model for accreditation and determining the national acceptability of the proposed model in the formal

education system of the country is one of the priorities of the desired model. By experts, it will be able to evaluate the quality and strengthen the approach of public benevolence in educational structures. These results confirm the construct validity of the philanthropist participation questionnaire in the

formal education system as a two-dimensional tool for evaluating public benevolence in the scene of educational centers. From the point of view of the implementation platform, the proposed model can be used by education institutions and institutions related to education.

The table 5. of fit indices of the first-order confirmatory factor analysis of the discovered factors

Indicators	(df/X2)	(P)	(GFI)	(AGFI)	(CFI)	(RMSEA)
	1/87	0/00001	0/94	0/92	0/94	0/052



In the analytical study about the subject of this research, it was found that the design of a successful model of charity in education requires a national determination and public assistance for development and transformation, which cannot be realized without the participation and negotiation of people and voluntary benevolence, and a change of direction. Income sources towards training human resources, as the most important national resource, is a necessary action. The first step in this field can be a change in the eyes of officials and people, and in fact,

culture building. Therefore, it should be noted that without the participation and benevolence of people in education, fundamental changes cannot be made. The poverty of our schools from a financial point of view, considering all the credits that the government has allocated to them, will not reach excellence without the cooperation and cooperation of the people. The school, as the center of the official education system of the country, must have a source of non-governmental and charitable (not profit-seeking) income, and based on these sources, managers

and families should make the necessary decisions to achieve educational and educational goals.

3-How is the accreditation of each of the indicators related to the components of the mentioned model?

The analysis of the culture of benevolence and philanthropy with regard to accreditation is done by evaluating the quality of organizational processes according to written standards, in accordance with the models, by experienced people. After analyzing the findings, the degree of compliance with the standards is announced to that organization. Accreditation as "a process of self-evaluation and external evaluation" is not necessarily the setting of a set of standards. There are also analytical dimensions to strengthen this process, which are worthy of attention. The model of the culture of benevolence and charity in the official education system of the country will be exposed to the accreditation of the education system in this way, and the interventionist and interventionist approaches (obstacles and challenges) will be reviewed. Mod Netr revised.

In order to analyze the effective causes on the subject of the research, using special statistical software, the following results were obtained.

1. The issue of age and age class and its influence on the topic of the present research should be carefully considered and due to various cultural and economic reasons, the share of middle-aged and adults (40 to 49

years and 50 years and older) in this scene Seeking participation can be assessed and validated far more than other age groups.

2. The gender factor (female or male) plays an important role in the effectiveness of the promotion of charity in the educational system, and the level of intervention, participation and ability of women and men in this field is different. Women play a role in this problem with 38.46% (20 people) and men with 61.53% (32 people).

3. The issue of single or married, divorced and divorced people is a matter to be considered in terms of their effective role in explaining and promoting benevolence and charity in the official education system of the country. So that 69.23% (36 people) of the participants in this category were married or married, 25% (13 people) were single, and 5.56% (3 people) of the volunteers were divorced or separated.

4. Other factors is to examine the employment status and income of people in the design of the culture of benevolence and charity in the formal education system. According to the field results of the current research, 80% (42 people) of the benefactors and benefactors of the formal education system of the country are government and non-government working activists of the society with The average income level was on the rise and the share of other strata (retirees, housewives and disabled people) in this area is only 20% (10 people).

5. Remarkable points in this area are people's residences. In the

studies, it was found that among the volunteers to promote the culture of benevolence and charity in the formal education system of the country; 9.61% (5 people) live in the lower areas of the city, 61.53% (32 people) in the city center and 28.84% (15 people) live in the upper areas of the city.

6. The issue of the level of education of people in the community and educational interests is another factor that is effective as a result of the research process. The findings showed that the level of education was 11.53% (6 people) below diploma, 13.46% (7 people) diploma, 15.38% (8 people) post-diploma, 76.55% (29 people) are bachelors and 84.3% (2 people) are post-graduates and doctorates. Therefore, educational experts have the largest share in this field.

The descriptive results of the use of educational materials in the implementation of the model on the present example can be mentioned as follows:

61.9% (5 people) little, 46.15% (24 people) medium, 30.76% (16 people) a lot, and 13.46% (7 people) used educational materials a lot.

7. The amount of society's benefit and use of the Internet and media was another factor that was effective in providing kindness and charity of society members in the formal education of the country. The descriptive result of this statistical analysis was 76.5% (3 people), low, 48.07% (25 average, 26.92% (14 people) a lot and 19.23% (10 people) very much use the

Internet and media. In order to achieve comprehensive results in his research.

The researcher considered other influential factors such as the amount of society's benefit from donations, aid and endowments and the statistical analysis came to the conclusion that out of the total number of respondents, 76.5% (3 people) of the respondents 23.07% (12 people) use little, 32.69% (17 people) moderately, 34.61% (18 people) a lot and 3.84% (2 people) use charities and endowments very much. The results of the confirmatory factor analysis, while supporting the factor structure obtained from the exploratory factor analysis, showed that the two-factor model of AESI has a better fit with the data compared to the single-factor model. The significant positive correlation between the scores of the scale of fear of negative evaluation with the scores of the subscales and the total score of AESI indicated the convergent validity of this list. The internal consistency of the subscales and the AESI factor was adequate. The results of the present study showed the stability of the factorial structure of AESI and the validity of this list for measuring stress caused by academic expectations.

Inferential findings (Exploratory factor analysis)

1- Age class is an influential factor in explaining and promoting the components of public benevolence in the body of formal education, and the relationship between age and formal education in promoting

the culture of benevolence and charity is significant with a correlation coefficient of 0.261 (Sig=0.000). This means that as the age of the respondents' increases, the role of formal education in promoting the culture of benevolence and charity also increases. Therefore, there is a relationship between the category of age and the role of formal education in promoting the culture of benevolence and charity, it is confirmed.

2- The role of the educational system in promoting the culture of benevolence and charity is different based on gender (male or female) (Sig=0.000). This means that the average role of the educational system on women's philanthropy is (194/24). Therefore, the effect of female gender in the educational system to promote the culture of benevolence and good work is confirmed.

3- According to the variance analysis test, the marital status of the multi-category nominal variable and the main variable (formal education) was measured at the interval level, the value is (F=20.345) and the significance level is (sig=0.000). There is a correlation between the average role of academic education in promoting the culture of benevolence and philanthropy according to the marital status among the respondents. Therefore, the significant effectiveness is confirmed.

4- The job issue is two-category and nominal, and the main variable of the present study, i.e. the role of formal education in promoting the culture of benevolence and philanthropy,

has been measured at a distance level.

5- promoting the culture of benevolence and philanthropy in the studied sample does not show a significant difference between working and non-working people (Sig=0.056). Therefore, the issue that there is a difference between the role of formal education in promoting the culture of benevolence and good work based on occupation is not confirmed.

6- The factor of education and educational interests of people and the role of media in promoting the culture of benevolence and philanthropy have been measured at the distance level. It can be concluded: There is a significant relationship between education and the role of the media in promoting the culture of kindness and good work in schools with a correlation coefficient of 0.294 (Sig=0.000). Therefore, the category that there is a relationship between education and the role of the media in promoting the culture of philanthropy is confirmed.

8- The role of education, school texts and materials in promoting the culture of benevolence and good work is moderate. To measure its role, 70 items were included in the questionnaire. The average effect of the role of public education in promoting the culture of benevolence and educational charity is significantly (Sig=0.000) lower than the average (210<169.015). Therefore, the role of public education in promoting the culture of benevolence and

charity is moderate, it is not approved.

Discussion and conclusion

The purpose of this research is to design and validate the model of promoting the culture of public voluntary aid in strengthening the efficiency of the country's formal education system. This combined research was conducted in the statistical community (educational experts of Bushehr education departments) using library and electronic resources, semi-open interview and researcher-made questionnaire with Bartlett's test tool and exploratory factor statistical analysis of data. There is no doubt about the rational and religious obligation of charity and the necessity of everyone's assistance in strengthening the formal education system. But a series of important factors and criteria are involved in designing and validating the model of benevolence and philanthropy in the education system of the country. Among these factors, the economic requirements of the society, the belief in the elevation of human values, and the culture of participatory management have a tremendous impact on fostering the spirit of educational benevolence. Educational coaches can be a good helper in charity affairs in promoting charity, especially the issue of believing in the value of charity in school due to their special position, and by providing proper educational and educational charity education, they can educate the future generation in a way that is in line with "Don't

give up any action to promote and spread good thing".

Undoubtedly, the government's centralized management in education hinders the development of educational aid and cultural endowment. Revival of good things and good categories through the attraction of small funds and the participation of members of the society in educational matters will be able to bring valuable income to solve educational deficiencies. This work, in addition to educating children, teenagers and young people with a humanitarian spirit and character and educating citizens with the motivation to arrest and help their fellow men, will contribute greatly to the country's economy in the field of education and training. The education and training of millions of altruistic and cooperative students, the existence of thousands of charitable and endowment schools, the granting of land and the construction of scientific centers, the provision of effective educational and educational assistance for the public benefit, the construction of libraries, hospitals, Hosseiniyeh, etc. Thousands of contributions from the citizens of a society in various fields can be the best proof of the effect of education to revive and promote the culture of benevolence and charity in Islamic Iran, social solidarity depends on cooperation, aid and democracy of collective behaviour. Institutionalizing the culture of charity and charity in the society and the educational system and creating a suitable platform for accelerating charity

is the first step towards creating a culture of public charity and riding a new wave of people and organizations helping the poor in society. The introduction of smart educational technologies and new technological tools into the education system of the country requires the benevolent hand of the people of all walks of life in order to be able to approach the gate of modern millennium civilization at the same time as the global modern caravan, and the new approaches to school education at all levels need expert revision. This is not possible except with the voluntary cooperation of various philanthropists in the society. Certainly, any amount of public beneficence in the form of charity, endowments and offerings will be injected into the country's official education and training body, it will be able to face the next educated generation with less harm and promise a more hopeful horizon. According to the descriptive and inferential results of this research, the analysis of the major challenges surrounding the design of the culture of benevolence in the formal education system shows the traces of several effective factors in this social realm:

1. According to the findings of this research model, 25% (13 people) of the volunteers promoting the culture of benevolence and charity in the educational system were single, 69.23% (36 people) were married, and 5.56% (3 people) were divorced. This point indicates that the positive spread of the mentioned model is based on the axis of married people in

the society. They are often concerned about the future of their children and the role of schools in their education, and they have the spirit of participation and giving in the field of education, and single and divorced people have a small contribution to the promotion and implementation of this issue. Therefore, the focus of the optimal design of the research model the above-mentioned depends on drawing the pyramid of married people in the research model.

2. The findings of the present study showed that the household income of 9.61 percent (5 people) of the volunteers was from 700 thousand tomans to 1 million tomans in the lower areas of the city, 21.15 percent (11 people) from 1 million to 1.5 million in the central urban areas, 46.15 percent (24 people) was more than 1.5 million in the upper areas of the city. This problem shows that the burden of financial support and support for the implementation of the relief model in formal education is heavy on

3. The shoulders of the rich urban upper class and the first three deciles of the society in the prosperous areas of the city, and others are less benefited.

Therefore, it is necessary to design a fashion model. The opinion is that rich people and high officials should be placed above the triangle and at the tip of the geometric arrow.

4. According to the results of this research, the level of education of 53.11% (6 people) of the volunteers for the implementation of this

participatory model is below diploma, 13.46% (7 people) diploma, 15.5% (8 people) post-diploma, 55.76% (29 people) bachelor and 84 3.0% (2 people) have master's degrees and doctorate degrees. This point indicates that although the issue of endowment and donation is not directly related to the educational levels of benefactors and benefactors, the majority of aid workers and donors have a bachelor's degree and are from the class of community experts and They are considered average, and other classes with undergraduate degrees or higher have a smaller share in the accreditation of the desired research model.

5. According to the findings of this research, 38% (20 people) of the volunteers to implement the model are women and 61.5% (32 people) are men. This point is indicative of the fact that the men of the society have a far greater contribution to the implementation of the model of educational benevolence than women due to their economic ability and ownership of capital, power and wealth, and although benevolent women have an effective and necessary role in the effectiveness of this model and it has benefited enough from the material and spiritual capacity of charitable women, the share of men is almost twice that of women in this field, and therefore the designer of the pattern should realize from this numerical ratio that the height of the side of the pattern in question should have a mostly masculine direction according to the exploratory and inferential results This research,

which was conducted with interview and questionnaire tools, found that:

a) Unstable economic conditions and unbridled inflation at the level of the society have caused the spirit of sacrifice and material participation in the lack of development and inefficiency of the educational system to be prominently observed, and since financial inequality and inflation can change the asset portfolio of economic agents; therefore, the current economic embargo situation is further due to the fact that the poor and middle classes, due to their livelihood priorities and the necessities of their economic life, do not show good luck towards this point and only a few officials are willing to be effective in this scene. Therefore, the traces of economic issues How to promote the culture of benevolence and charity has had a significant effect,

and as a result, the validation of the said model is possible in the light of understanding the appropriate economic conditions. b) Lack of honesty and trustworthiness of some organizational managers and ignorance or stupidity at the expense of Mohsenin's help in the field of formal education, bribery and organized corruption of some officials, lack of management stability in institutions and organizations in charge of education, lack of trust between parents and teachers in schools and school administrators' inability and custodian institutions to justify and interpret the receipt of public aid and educational subsidies has caused the education process to

remain strange and oppressed and to be deprived of many public aid and voluntary support.

c) The weakness of the popular culture of humanitarian values, especially education-oriented, and the shortcomings of attractive propaganda in the field of endowment and charity around the formal education system, is an obvious and harmful thing. , they have been people of endowment and credit, but they have not made any effort in the field of education and upbringing, and in this field, we do not have a convincing answer for future generations. Therefore, it should be proved to everyone that the scene of endowments and humanitarian aid is not exclusive to the sacred ideological fields of worship and the educational system needs more than other areas the charity of benefactors and the direction of endowments and charity. Families, educators and media in this field These people were divorced or divorced volunteers.

d) The unpreparedness of the technical and executive infrastructures and the deficiencies in the laws of the administrative system to establish and strengthen educational centers based on the donations of benefactors and benevolence should be considered as an important factor for the failure of the model of the culture of promoting aid and beneficence in the education system. The design of a centralized financial administrative system and the support of formal education has caused the culture of public participation in the field of education to be marginalized and

everyone's eyes are on government credits and treasury property. This is despite the rapid increase in the student population such a system will not be able to remain only governmental and the capacity of all certain culture-creating institutions must be used in order to support and strengthen the rudder of formal education.

e) The inadequacy of the textbooks and the inadequacy of the materials and tools and the educational platform in explaining the strengths and eliminating the existing shortcomings are among the other factors that have caused the failure of the ideal model of the culture of benevolence and charity in the country's formal education system. The meaning and content of the lessons of different educational levels have caused both instructors, novices and researchers to not take serious action in the desired promotion of the mentioned model, and in this regard, they do not feel anxious and have a burning conscience. It is appropriate that by revising the texts and redesigning the lessons from basic to supplementary in order to strengthen and promote the goodness of the ideal model, he did not spare any efforts.

The last point is that: considering that the vast majority of researches in the field of educational beneficence and its role and effect on the quality of the formal education process are quantitative, therefore, qualitative researches such as meta-analysis and content analysis should be done to strengthen these issues. In order to identify the factors related to the role of education in

the official system in a scientific manner for all officials in this field. Because the desired achievement of organizational goals is not possible except by relying on the approved criteria of the mentioned model. Therefore, the mission of cultural institutions is to instill the spirit of cooperation and social beneficence in the body of public education of the society.

suggestions:

This research has been done in Bushehr city, but it is suggested that such an effort be done in other cities and provinces as well, so that comparisons can be made in terms of the role of formal education in promoting the human culture of philanthropy in the education system.

1. If, according to the results of the present research, the effect of family formation and marriage has a significant coefficient in promoting the culture of educational benevolence in the formal education and training system, and the optimal design axis of the mentioned research model depends on drawing the pyramid of married people in the society, therefore it is suggested that the

culture of marriage and easy marriage and childbearing and life skills common at the level of society and especially in the education system of the country (content and programs) has been considered, studied and emphasized and the strategic headquarters of the country should make the maximum use of this contribution in promoting the central model of the culture of benevolence and charity in the structures of formal education.

2. According to the results of the upcoming research, if the burden of financial support and support for the implementation of the aid model in the official education of the country is heavy on the upper middle class and the first three deciles of the society and the more prosperous of the city, other low-income and lower families have a smaller share in the education of the country, so It seems that with the aim of promoting the culture of philanthropy and educational work, in the areas of the city and country where wealthy families live, there should be a wider advertisement and information in this regard and to encourage people to receive donations, alms and educational gifts as much as possible. Based on this, decision makers in the field of educational support should set up exhibitions and visit powerful people, influential people and financiers from official educational centers, especially centers that have more deprivations and limitations.

3. The result of the research shows that the heads of families, especially men, and especially those with a bachelor's degree or higher, have a greater contribution to the implementation of the model of educational benevolence than women, due to their economic capability and capital ownership and the will and discretion they have in acquiring, managing and spending the family's income. Therefore, it is suggested to rationally use the capacity of generous and thoughtful women of our Iranian Islamic society in building, equipping and updating schools and formal education

centers; From the class of philanthropic men, according to a written and calculated planning by the relevant authorities, the necessary benefit has been realized to help and support the formal education system of the country, and the will, discretion and financial power of this huge segment of the society in order to strengthen the education system has been necessary. be taken.

4. According to the inferential findings of the research, the lack of management stability in the institutions in charge of education, the lack of sufficient trust between parents and teachers in schools, and the inability of school administrators and institutions in charge of justifying and interpreting the receipt of public assistance and educational subsidies have caused the education process to become ineffective, so In this field, it is suggested that special in-service training courses be held for public administrators of Yar schools, and by creating executive staffing, the occurrence of damages in this area can be prevented.

5. It is appropriate in administrative and commercial centers for everyone to contribute to educational charities by allocating a percentage of the purchase money or a small portion of their monthly salary for scientific support and cultural participation of the needy in education and training, and in this regard, only waiting for the support of the institutions such as the Imam's (RA) Relief and Welfare Committee. In the school scene, the culture of giving and charity should be

institutionalized among the students from childhood, and through the implementation of cultural programs such as scientific and cultural trips with the theme of benevolence, planning to provide the ground for excellence in doing public and benevolent things. Conducting painting competitions on the topic of benevolence and charity, essays, wall newspapers, poetry, short stories with the topic chosen by the researcher, etc.

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