



The Roles of Educational System and Moral Teachings in the Process of Political and Social Development of Developing Countries

Mohsen Abdollahi

Department of Political Science, Lorestan University, Khorramabad, Iran

Corresponding Author: Mohsen Abdollahi, Department of Political Science, Lorestan University, Khorramabad, Iran.
E-Mail: abdollahi.m@lu.ac.ir

Received 09 Jan 2023

Accepted 11 Feb 2023

Online Published 25 Aug 2023

Abstract

Introduction: Human power is the most reliable capital of any country owing to the power of thought, creativity, and innovation. The expectation of any kind of development in society depends only on the human power and intellectual ability of its members. Ethics and motivations of training and education are important components in measuring and evaluating human resources. Therefore, the present article investigated the effect of the political and social development process on the educational system and moral teachings in developing countries.

Materials and Methods: To achieve the goal, the present study presented a comprehensive review of sources related to the keywords in Science Direct, Sid, Noormags, Civilica databases, and relevant books from 2000 to 2022.

Conclusions: The participants in moral education helped the organizational progress, and ultimately, the social and political system, reach individual growth and prosperity and caused social and political development. Therefore, paying attention to the close relationship between ethics and education for social and political development is an important mechanism for improving productivity. The gap between the current and desired status can be detected by realizing the abilities, weaknesses, opportunities, and threats in the educational system. Based on the results, strategies can be formulated for its improvement and elimination of shortcomings.

Keywords: Education, Moral teachings, Political development, Social development, Developing countries

How to Cite: Abdollahi M. The Roles of Educational System and Moral Teachings in the Process of Political and Social Development of Developing Countries, Int J Ethics Soc. 2023;5(2):1-8. doi: [10.22034/5.2.1](https://doi.org/10.22034/5.2.1)

INTRODUCTION

Developing and developed countries, and public and non-governmental institutions and organizations pay more attention to training and improving human resources and make large investments in training and promoting moral bases to achieve political and social development. Education and attention to moral and educational values build a passage for transferring experiences and technical, specialized information, and necessary skills according to social and political development and technological changes in human societies [1]. It is necessary to assess the need for continuous training and supply the training needed by

human resources in any organization. To this end, in-service training is a basic measure to adapt employees to changing conditions, as well as temporal and spatial development [2]. Large organizations have well understood that what they spend on training human resources will soon be reflected in organizational operations and achievements [3]. Researchers report that employee training affects tendencies and attitudes [4], job satisfaction [5], work methods [6], commitment, relationships, and organizational behavior [7], and generally, human resources' performance. Most existing sources, emphasizing the effects of education on the creation of "human capital",

believe that education can increase the individual's "effectiveness", improve the "ability to allocate", i.e. the proper use of resources, and improve innovation and initiative [8]. In other words, government and management systems design educational programs to fulfill their goals to achieve political and social development. The program is less effective even though there is a great distance between the predicted goals and what is finally achieved by the program. In other words, "matching the announced goals with the results" is considered an important sign of effectiveness [9]. On this basis, training courses should be an inseparable part of human resource management programs in each sector of goods and service production [10].

Continuous evaluation is a way to receive feedback from the training. Additionally, the limited financial resources of every organization need to avoid reworking, spending unnecessary costs, wasting time, and wasting human resources and other resources by careful examination of the work process in the past [11]. Analyzing the external and internal education environment can provide feedback; however, recognizing the current status, and clarifying the strengths and weaknesses of education are effective in improving future education. In other words, creating necessary conditions for the continuous improvement of educational programs, evaluating the degree of goal achievement, clarifying the strengths and weaknesses of programs, preventing program deviation, fixing defects, being responsive to the superior authorities, providing educational expenses, assuring relevant and interested individuals about the quality of affairs, and helping to increase the efficiency and quality of factors involved in educational programs in line with the political and social development process are some reasons for the necessity of analyzing educational programs. It is possible to know the gap between the current and ideal status planned in the strategies and policies of the system by identifying the abilities, weaknesses, opportunities, and threats in the education system. Thus, the results can be used to develop strategies to improve it and fix defects and shortcomings of desired payment.

It seems that the educational institution can play a key role in the transition of societies from these stages because the development goals can be

achieved through the development of an efficient educational system. The important role and effect of education in social, cultural, and political development cannot be ignored. The educational system can be considered the basis and starting point of underdeveloped countries for achieving development. It is possible to achieve the production, development, and expansion of other development indices through an efficient balanced educational system [12]. Therefore, the present manuscript investigated the effect of moral teachings and educational systems during the political and social development process in developing countries. This review was based on the centrality of political and social development topics, careful attention to the role of education, and attention to moral teachings in education.

MATERIAL AND METHODS

The present study comprehensively reviewed the sources of research keywords in PubMed and Science Direct, Sid, Noormagz, Civilica, and relevant databases from 2000 to 2022 to achieve the research objective.

DISCUSSION

The importance of paying attention to moral teachings in education

The more people are educated in a society, the more social costs such as the costs of the judicial system, law enforcement, security, traffic police, and healthcare decrease. A society with sufficient education has higher individual presence and participation in social and political scenes. The more educated people and managers participate in political elections and public polls, the more they have active and direct participation in solving social problems and determining the fate of society. As the individuals' levels of knowledge increase in developing societies, the serious opportunities will double for turning from a traditional into an industrial society. The governance of ethical and educational principles and standards and responsibility along with attention to and respect for the rights of other citizens are also some signs of a developed society with efficient education. The

educational system, in general, and education, in particular, can be considered the most important determinants of development [13]. Education is a fundamental and necessary issue, which has been the concern of all human societies over time based on moral values, the development of human personality in a certain framework, and dimensions, including insight, tendency, and action. In the political and social teachings of Islam, the guidance of human beings based on the values and moral principles of Islam has always been the focus of religious leaders and innocents. According to Plato, education is an institution by which a ruler can efficiently use human nature to create a harmonious government. In his book, he includes the rules of educational institutions for public institutions [14].

In any society, ethics and the ethical atmosphere can be considered breathing space. The quality of this space affects the network of relationships in the social system. The criteria, which are considered for the meaning and interpretation of relationships, as well as direct individual and social actions, are among the most important elements with great importance in any political activity; hence, the discussion of the relationship between ethics and politics is as old as human collective life, indicating the human concern for a breathing space and its effect on social life [15]. The desire for prosperity, happiness, supreme good, and virtue has always been discussed in philosophical, social, and political debates with different meanings and horizons. In other words, the change in goals, ideals, and targets of human beings regarding the necessities of life will change perceptions and determine the correct rules of life as they should be, and thus the understanding of life will change. In a general attitude, politics tries to maintain the status quo or change it; hence, they seek to find the nature of dos and interpretations based on the status quo at the center of political opinions and decisions. The relative and satisfactory coordination of the aforementioned relationship is always a challenge to political life in its diverse and existing manifestations. Therefore, politics needs ethics for two reasons: first, it can stay, and second, to expand the desirable human life. The point is that just as politics cannot be independent of moral considerations for survival, society also needs morality for its survival. Therefore, the question about the necessity of connecting ethics and politics is a question

of the necessity of solidarity between society and politics (power and government), as well as the stability of the network of group relations at its civil and political levels. The efforts to justify the dos and don'ts of individual and social life before the new period due to the lack of establishment of the state in its new meaning, considered the necessity of ethics and moral rules in a way that is related to politics and society and for its improvement and elevation; Anyway, politics and ethics have always been closely related to each other; Therefore, the study of political thought developments also shows the changes in moral philosophies, and according to the moral schools of each era, the political thought of that period can be understood better and deeper [16].

Failure to pay attention to ethics in the educational system can cause problems for the educational system. With the increase in social expectations from educational centers, societies have become more sensitive to issues such as moral development, citizenship rights, children, and reduction of moral and social crimes [17]. The neglect of the educational system to these values and the non-observance of ethical principles in dealing with the components of the educational system can create problems for this system and affect the legitimacy of education and its actions. Weak morals and culture affect people's attitudes towards themselves and others, can affect individual, group, and society performance, and face serious obstacles to the political and social development of society [18].

Political and social education and development

Political and social development is one of the most important human and especially governmental concerns. Although political science theorists and sociologists look at development from a certain angle and with emphasis on specific dimensions or dimensions and have their own unique theoretical and conceptual formats, the undeniable point is that development is a multifaceted process and it is comprehensive. A one-dimensional view of development is the most important pest of development. The worst damage to development is to follow the development from a certain aspect or dimension and ignore its other dimensions and aspects for any reason. Political and social development has a close relationship with education

and educational processes. Education is not only limited to the concepts of experimental science and engineering and new technologies in various fields. Education is tied to moral and educational teachings and it can help the process of social and political development when it interacts effectively with moral teachings and governmental and non-governmental organizations are aligned with it. Due to the rapid transformation of human knowledge, everything is changing and evolving. Since human resources is considered the most important factor and axis in organizations, equipping and preparing human resources to face changes is of particular importance and all organizations with any type of mission they have should invest the most capital and dedicate time to the cultivation of human beings in different dimensions. Implementation of educational programs to create changes in ethics, behavior, knowledge, and skills of human resources is a fundamental step in achieving political and social development. Political assimilation and socialization are very familiar processes that are the intersection of development and education.

Socialization means the assimilation and conformity of a person with group values, norms, and attitudes. It is a process through which each person acquires the knowledge and social skills necessary for effective and active participation in life and society. So the set of these values, norms, attitudes, knowledge, and skills enables him to have relationships and interactions with groups and other people. On the other hand, political socialization is the transfer of political culture from one generation to another and the formation of individual political attitudes and norms in society, during which the political personality of individuals is formed. This type of socialization is the transfer of political culture to the next generation. Education, in general, and formal education, in particular, are inseparable from these processes.

Education is the process of transferring information, attitudes, and skills from one person or group to another person or group to create changes in their cognitive, attitudinal, and skill structures [19]. Education is a term that covers a wide range of activities [20]. Organizational training means acquiring skills, knowledge, and attitudes that enable people to achieve their specific personal and organizational goals now and in the future [21]. It is a

regular and structured process through which employees gain the necessary mastery to perform their job duties [22]. This process consists of providing the context for transformation and continuous improvement of employees' work behavior [23]. In the conditions where yesterday's technological innovations are displayed in today's antiquities museum, education should also appear in a new way and with more up-to-date structures [24]. Therefore, organizations and institutions thought of finding a solution to coordinate with these rapid developments and take advantage of it to fulfill their assigned duties. The main spark of attention to manpower education was formed in the 19th century. But maybe even at that time, the importance of education was not understood as it should be. Gradually, different countries, considering their political and economic structure, and considering the importance they attached to development, made many efforts to climb the ladder of progress and paid attention to manpower training as the main pillar of development. In other words, even though the training of employees was limited and scattered before the Second World War, but this issue was emphasized and paid attention to in the years after the Second World War due to the lack of skilled and experienced manpower. The training of manpower in organizations started seriously for the first time in England and then in France and America [11]. But unfortunately, until the 1960s in the third world countries, spending money on training and training of human resources was not considered a productive investment and therefore did not have the necessary priority. The World Bank, which is one of the reliable institutions and the main factor of investment in the development of third world countries, until the mentioned decade, refused any investment in the field of education and implementation of plans based on the provision of trained manpower. But after the 60s, the emergence of social changes and the increase of various experiences and achievements on the one hand and the presentation of positive results of research on the economic-social efficiency of educational investment, on the other hand, caused the emergence of a transformation in the concept of development [11].

Levels and types of education with an emphasis on theoretical perspectives related to political and social development

The concept of "development" is a complex, broad concept with multiple dimensions. For this reason, it is almost impossible to refer to a specific definition of "development" or a single theory about the "development" process. The attention of experts from different fields such as sociology, economics, politics, and anthropology and different theoretical approaches is proof of this breadth and complexity. Below, according to the special approach of this article, several definitions of the concept of "development" have been stated. These definitions are more meaningful in the framework of critical theories of development and consider the needs of developing countries. Brookfield defines development as follows: "Development is progress towards welfare goals such as reducing poverty, unemployment, and reducing inequality." Seers also believes that "the reduction of poverty, unemployment, and inequality are the basic foundations of development in the regions" [13]. Looking at reliable scientific sources in this field, the levels of education in various organizations are classified as follows:

1. The training level of the organization's policies and procedures: This training is recommended for new employees and aims to justify and acquaint them with the laws, regulations, management procedures, organizational structure, work environment, factory products, or organization. The philosophy of education is to create the process of initial adaptation of the individual to the organization.
2. The level of special skills training: Teaching special skills to employees enables them to perform job duties more effectively. The goals of training specific skills are more limited than the goals of instructional training. The goal here is to prepare a person for higher jobs.
3. Human relations training level: This level of training includes very diverse aspects such as self-learning and the development of interpersonal and intra-group skills and competence. Human relations training focuses on people's relationships in the work environment, emotions, and behavior with others. This training not only makes employees aware of their attitudes towards intra-group

relations and the work environment, but also increases productivity, and also leads to the development of employees' abilities through teamwork. And finally, it improves the efficiency of the organization.

4. The level of education on how to solve problems: the more complex the organization becomes, the greater the proportion of intra-organizational, intra-group, and individual problems. One of the ways to heal such problems is to teach problem-solving methods and techniques in the form of small groups. The purpose of this level is to create an opportunity for the employees to deal with the problems that have been bothering them for a long time and to induce a feeling of power to overcome those issues, which will increase their participation and commitment, and work motivation.
5. Supervision and management training: Another level of training that is of special importance in industrial organizations is management and supervision training. Management job is a combination of three cognitive, human, and technical knowledge, or skills, while management job is general, on the one hand, and specialized on the other hand [25].

Theoretical views can also be categorized and analyzed according to Singer, Ston, and Hackett's discussions: Singer, one of the famous experts in the field of human resource management, has considered employee training to include four main stages and eighteen sub-measures. He starts training employees by evaluating and identifying needs. This work also requires three types of analysis at the level of the individual, job or task, and organization. After determining the needs, the program design phase begins. At this stage, attention should be paid to eight variables or effective factors in education. According to Singer, the lack of attention to each of these steps leads to a decrease in the efficiency of educational programs and thus makes it impossible to achieve the goals of education. When the training program is designed, it is time to choose the learning method or methods. In this model, the types of training methods are divided into three categories: on-the-job training, on-the-job training, and a combination of the two. The last stage of the employee training process is dedicated to evaluating learning results. At this stage, four main measures including the evaluation of the learners' reaction to the

program of the participants' learning rate, the change in their occupational and organizational behavior, and finally the effects and organizational results of education are taken into consideration [26].

Stone considers the education process to include three main stages: assessment of needs, implementation, and evaluation. In Ston's (2002) model, the needs assessment is based on the analysis of task (occupational) and individual organizational variables, and the results of the needs assessment are crystallized in the form of training goals. He considers this point to be one of the important distinguishing features of employee training compared to formal university training [24]. Finally, it can be added that politics is nothing but what the government does with the people and existing governmental and non-governmental institutions. When the government feels responsible for its decisions, the people will not be indifferent to the government's actions and make informed judgments about the government's actions. This important issue cannot be achieved except by promoting political awareness and knowledge and accepting and promoting ethics through education and institutions related to the process of socialization and political socialization. People gain political awareness and insight in different ways. This political awareness and insight, along with the moral frameworks resulting from educational systems, is the necessary introduction to the development process in all dimensions.

Educational and ethical evaluation in line with the development process

Since the evaluation plays the role of a mirror for the educational system, decision-makers, and relevant workers can get a picture of how the activities are doing and use it to make the necessary decisions for improvement and progress. To adopt activities to achieve political and social development. The term evaluation or assessment is simply defined as determining the value of anything or value judgment, and evaluation is a part of the process of human survival. It deals with this matter to test and judge the value, quality and importance, amount, degree, and conditions of the phenomena. As a specialized field, evaluation can be considered a process that deals with gathering and using information to make decisions

about educational programs. It is an activity whose nature is educational, economic, social, and cultural [27]. From the point of view of some other researchers [28], it is the process of determining, obtaining, and providing descriptive and judgmental information about the value and desirability of goals, plans, implementation, and results to guide decision-making. Serving the needs of more responsiveness and understanding of the studied phenomena. The development of topics and investment in education is constantly increasing. The systems that are trying to develop themselves have made one of their most important strategies based on education. As a result, it can be said that the goal of establishing a comprehensive educational evaluation system is to help policymakers, planners, and other stakeholders in the educational system to make decisions to achieve the goals by providing the necessary data [29]. Educational evaluation, like any other field of science, has had an evolutionary course, and in it, many models with different backgrounds and goals have been designed, compiled, and used. Six general approaches related to education evaluation can be recognized based on the education evaluation literature: Goal-based approach, goal-free approach, responsive evaluation, systemic evaluation, professional approach, and quasi-Kigal approach [30]. For example, it can be said that in the goal-based approach, the relationship between goals and needs is evaluated, because one of the assumptions accepted by the evaluator is that the goals are confirmed without doubt [27]. In this field, effective and important work belongs to Tyler. Tyler's major contribution was actually insisting on the point that the training program should be measured according to organizational goals. After Tylor's work, the next development in using goals to control training was to specify the expected results from the goals at several levels. Kirkpatrick's method was considered the first major and important activity in this field. In addition to this approach, there are also important points in the systemic or system-oriented approach to the interaction of education and social and political development. Using a systematic approach allows us to adapt educational activities to the needs of today's world and the world of the future. A systemic approach can facilitate the use of evaluation because evaluation can be used for each element of the

educational system and to judge what role the desired supply has for the desired need [29]. Systemic evaluation actually involves the overall analysis of the system and the relationship between the subsystems. The purpose of this analysis is to increase the level of contact between subsystems in such a way as to increase the effectiveness of the system [30].

According to these discussions, it seems that because governments and political systems are constantly making decisions and planning to achieve development and proper governance, therefore it is necessary for any kind of strategic planning and decision-making in the organization. To know the current situation by examining the factors of the internal and external environment. In the meantime, education is an important step. This important step must be based on all its dimensions and levels, and it cannot achieve the desired result without ethical considerations. This is the basic duty of environmental analysts to carefully examine the effect of environmental variables on all departments and elements to identify opportunities and threats. In other words, it is through the analysis of the environment in such a way the opportunities and threats of the environment are identified. The goals are determined on this basis according to the identification of previously-obtained internal strengths and weaknesses, and the procedures specify the policies. This helps the management to adopt a coordinated and integrated procedure in dealing with the opportunities and threats of the external environment and achieve its goals in a competent manner [31].

CONCLUSION

In the industrial world, where the progress and development of countries, organizations, and small and large enterprises depend on human science and knowledge, the need to pay attention to the quality of education and the resulting productivity is of special importance, and education is comprehensive and based on ethical considerations. It is considered the basic element of all kinds of management systems. So it can be said that the best way to transfer information, knowledge, and skills is in line with the sustainable and effective development of education. Every government and executive system needs trained

people with expertise and experience to easily achieve its goals. The more important point is that as jobs become more complex, the importance of employee training and evaluation also increases. In addition, it can be said that the moral and educational aspects of education also become more important. These training and evaluations are effective only when they are based on careful planning and design. The limited financial resources of every organization requires that by carefully examining the trends of rework and spending exorbitant costs and wasting time and wasting human power and other resources, it should be prevented and training should be provided to improve the efficiency and The successful performance of tasks should be used in line with the process of political and social development. In general, it is essential to examine the educational strengths and weaknesses, opportunities, and threats according to the role and importance of the process of training human resources in the continuation of the life of any organization and the need for accurate planning and appropriate design of training courses based on the appropriate content and selection of learners. Analyzing the external and internal environment of education can provide feedback that, while recognizing the current situation and clarifying the strengths and weaknesses of the education provided, will be effective in correcting and improving the next steps and achieving the goals. Micro and macro strategies and policies can be recognized with the help of these results and educational and ethical considerations. Further, the analysis of capabilities, weaknesses, opportunities, and threats can provide the examination of internal strengths and weaknesses and foreign opportunities and threats in the field of payment development. This is a necessity for developing countries and it is following the path that developed countries have taken for a long time and have achieved valuable results. Without a doubt, we can say that there is no smart and compassionate government manager and professional politician, no theorist of political and social development, and no expert on educational affairs who hides the impact of education and its dimensions in the process of social and political development. Development without comprehensive and complete education cannot be realized. Political socialization as the connecting point of education and politics is the main smoother of the

path of political and social development. Through this process, citizens become aware of their rights and duties and that of the government, and with extensive and active participation in political and social processes and decisions, they are considered to be an accurate interpretation of the realization of development.

ETHICAL CONSIDERATIONS

Ethical issues (such as plagiarism, conscious satisfaction, misleading, making and or forging data, publishing or sending to two places, redundancy and etc.) have been fully considered by the writers.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interests.

REFERENCES

- Masoumi SMM (2009). The basis of legitimacy. Islamic Government, 14(3): 21-58. (In Persian).
- Fathi Vajargah K. (2019). In-service education planning. 14th ed. Tehran: SAMT Publication. (In Persian).
- Swanson Richard A, Holton EF. (2009). The foundation of human resource development. 2nd edition, San Francisco: Berrett-Koehler Publisher.
- Sahindis E, Boursis J. (2008). Employee perceived training effectiveness relationship to employee attitudes. Journal of European Industrial Training. 32(1): 63-76. DOI: <https://doi.org/10.1108/03090590810846575>
- Schmit SW. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. Human resource development quarterly. 18(14): 481-498. DOI: <http://dx.doi.org/10.1002/hrdq.1216>
- Craige LR. (1996). The ASTD training and development handbook. 4th ed, New York/USA: Mc Grow-Hill.
- Buckley R, Caple J. (2007). The theory and practice of training. 1st ed. USA: Kogan Page Publishers.
- Motavaseli M, Ahanchian M. (2007). Economy of education. 1st ed. Iran/Tehran: Sami'e Publication. (In Persian).
- Alagheband A. (2010). Introduction to Educational Management. 4th ed. Iran/Tehran: Ravan Publication. (In Persian).
- Pourkarimi J, Mahdiyoun R, Ghaziee A, Pourbakhordari A. (2010). Establishing a pattern of comprehensive system of training for red crescent society staff. JORAR, 2 (1): 56-70. (In Persian).
- Abili K. (1998). Training and improvement of human resources as an organizational necessity. Journal of Management in Education, 5(17). (In Persian).
- Bocock R, Kenneth T. (1995). Social and cultural forms of modernity. 1st ed. UK: Blackwell Publisher Ltd.
- Lahsaeizadeh A. (1999). Sociology of development. 1st ed. Iran/Tehran: Payam-e-Noor University. (In Persian).
- Ghavam A. (1992). Political development and administrative transformation. 1st ed. Iran/Tehran: Ghomes Publication. (In Persian).
- Sepehri N, Niknami M, Ghorchian N, Taghipourzahir A. (2021). Identifying the effective factors on ethical and social education of students. Int. J. Ethics Soc, 3(2) :52-62. DOI: <http://dx.doi.org/10.52547/ijethics.3.2.52>
- Eyvazi MR. (2004). An analysis of the elections of the 7th Islamic Council. Zamaneh, 20(3). (In Persian).
- Gholampour M, Pourshafei H, Farasatkah M, Ayati M. (2020). Developing the moral codes of teachers in Islam: synthesis research based on Roberts's model. Int. J. Ethics Soc., 2(3): 24-36. DOI: <http://dx.doi.org/10.52547/ijethics.2.3.24>
- Davoodi Azad H, Soleimani J. (2011). The role of education in the cultural and moral development of society. 1st National Education Conference in Iran, Tehran, Iran. (In Persian).
- Sadri HA. (1998). Trends in the foreign policy of revolutionary Iran. Journal of Third World Studies, 15(1).
- Saeidi Fard AA. (2020). Investigating the effect of educational scholarship on the performance of professors of AJA command and staff university. Military Science and Tactics, 16(53): 145-173. DOI: <10.22034/qjms.2020.241703>
- Slavković A, Slavković V. (2019). The importance of training in contemporary organizations. Menadzment u hotelijerstvu i turizmu. 7: 115-125. DOI: <10.5937/menhotur19021155>
- Garavan TN, Hogan C, Chir-o'donnell A. (2006). Handbook of training and development. New Delhi: Pentagon Press
- Vaughn HR. (2005). The professional trainer. 2nd ed. San Francisco/USA: Berrett-Koehler.
- Schaffer SP, John K. (2003). Measuring the results of performance improvement interventions. Performance Improvement Quarterly, 16(1). DOI: <https://doi.org/10.1111/j.1937-8327.2003.tb00273.x>
- Bazaz Jazayeri SA. (1994). Training employees as a known necessity in administrative and industrial organizations. Management and Development Process, 8(3): 52-59. DOI: <20.1001.1.17350719.1373.8.3.6.6>
- Ston JR. (2002). Human resource management. Milton/Australia: Wiley Art Department.
- Office of International Cooperation of the Ministry of Education (2000). A collection of evaluation speeches in education. Tehran: Publications of the Office of International Cooperation of the Ministry of Education. (In Persian).
- Stufflebeam DL, Shinkfield AJ. (1985). Stufflebeam's improvement-oriented evaluation. Systematic Evaluation, 8: 151-207. https://doi.org/10.1007/978-94-009-5656-8_6
- Bazargan A. (2009). Educational evaluation (concepts, patterns, and process). 1st ed. Tehran: SAMT Publication. (In Persian).
- Eseryel D. (2002). Approaches to evaluation of training: Theory & practice. Educational Technology & Society, 5(2).
- Jamshidi A, Jamshidi L. (2012). Evaluation of technical and vocational education in Iran. Social and Behavioral Sciences, 46: 4070-4071. DOI: <https://doi.org/10.1016/j.sbspro.2012.06.199>