# Explaining, Cultural, Educational and Social Needs of Faculty Members of Farhangiyan University - According to the Predetermined Goals of Education's Fundamental Transformation Document

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## Abstract

The present work is an applied and descriptive analysis survey method. Mixed techniques were applied. The Sample population in the qualitative section of the research consists of 19 thinkers; they were selected by purposeful sampling. The sample population was constituted by 181 faculty members of Farhangiyan Universities in six provinces. 150 of them were randomly selected. Research data was gathered by semi-structured interview and the researcher made the needed questionnaire. The most significant educational needs are:religious needs with emphasis on Islamic training and ethical, cultural and social needs which are discussed in four sub - categories:Cultural, Social, Ethical, Political. Quantitative results indicated that the need of such teachings is higher than intermediate level stated below. The most important need of faculty members in the cultural field is "being aware of the role of the university teachers about preserving, transferring, correcting and recreating culture"and their most important need as regards religious teaching is "the ability to use educational methods obtained from the Qoran and Nahjolbalaghe"( book of religious teachings).

**Keywords**: educational need, needs assessment, cultural social educational needs, faculty members, Farhangiyan University

## 1. Introduction

Changes occurring in cultural systems over time create new needs in any society (Chalabi, 2008:22-245). Moreover, in any society universities are institutions which have great responsibilities such as transferring the cultural heritage, the strengthening ethical awarenenss in students (Thaerpur, etal 2009). Considering the heavy responsibility of the branches of Farhangiyan University in responding to increasing cultural and social demands in students there is the need for effective programming with the aim of reaching the favorable situation. The first step here can be defined as the identification of the current situation through educational need assessment. In the Farhangiyan University, since what the student - teachers learn is to be put to direct practical use, the integrity of their teachers is of magnified importance.

Accordingly the aim of the present study is that by educational need assessment clarifies cultural, educational and social needs of faculty members of Farhangian University. In order to examine related studies were explored and it was indicated

that no prominent work have been conducted in this field but some studies were performed about cultural needs of the students which Mahdavi(1999) can be mentioned; its results indicated that many cultural problems among youths. Thus university must be able to internalize norms among students. Blo¨meke, Kaiser(2012) think that the curriculum of teacher education has been described as heterogeneous across countries and influenced by the context in which it is implemented.

Russell et al (2013) showed that at least twenty-three distinguishable elements of culture interact with every component of the design process in the:1) goals and funding decisions of the client; 2) goals and design decisions of the design team; 3) perceptions of the training program of all stakeholders; and 4) the observable outcomes of the training program. By empirically illuminating the pervasive presence of cultural interactions across the instructional design process, this study advocates for culture to be recognized as a construct of importance in our field and demonstrates the powerful capabilities of using a comprehensive descriptive model as a lens for exploring cultural dynamics in the instructional design process.

The article argues that even though deconstruction has indications for action in religious education, the action should be subordinated to the notion of deconstruction as event. Three strategies can be used in the curriculum of religious education inspired by deconstruction. The first strategy is to emphasize the spirit of religion as different from the corpus of rituals. The second strategy concentrates on the common core of religions as a basis for translatability among different religions. Finally, the third strategy deals with providing compatibility between faith and knowledge(Bagheri,Khosravi,2011). Culture as a determinant factor of behaviors is an important subject in a society. Until recently, culture as a collectively held set of values, traditions, beliefs, and assumptions was not considered as a factor in the process of development. Now, however, culture is recognized as the heart of the development process. Culture is the fourth pillar of sustainable development. It can determine the human's priorities to gain the material and spiritual goals. The relation between culture and sustainable development is considerable and outstanding(Haghighi,2009).

Vahedchokadeh(2005) also emphasizes that educational program must be designed in a way that promote favorable social cultural education(p15). Fathi, Vajargah et al (2006) believe that cohesive consideration of cultural values in different education levels is intransitive (p32). Some researchers believe that considered cultural needs as top priority education s' (Hamidi 2005, Ahmadi et al 2008, Esmaili and Rabiee, 2008, Asare et al, 2012) Loghmanniya and khamesan (2010) believe that irrelevance of content of lessons to sub-cultures and also multi level concept of national cultural identity are the cause of weak observing of cultural identity. Saboktakin and Khosrojerdi(2013) believe that alone education is meaningless, but education trend includes teaching culture too(55). Other researchers believe that knowledge centered culture must facilitates educational innovation (Safae and Fakhri, 2012, p. 5). To some researchers, higher education institutes of the country can play a significant role in social, cultural transformations and can have a more prominent status in cultural responsibility of the society which is adjusted to Islamic Iranian identity (Manafisharafabadi andZamani, 2012, p. 85). In other related studies (1996-2009) the following factors were introduced as causes of keen weakness in field of teaching culture and national identity:a) weakness of educational institute in considering genteel Iranian culture and attaching to foreign cultures(Kafash and Faridi,1996, p12, and Tavakolinik 2001). B). Not satisfactory curricula in playing their role for crating identity in personal, social and national arenas (Rabani, 2003, p. 65). c) Lack of congruence between religious-Islamic, historical, geographical and worldly identity (Rabani, 2002). Not congruence between national and cultural identities and it results in weakening of such issues in educational curriculum (Loghmannia, 2009, p. 171). Unfortunately, however, in spite of the fundamental relationship of 'spirituality' to the very basis of what it means to be a human person, and in spite of the fact that spirituality is acknowledged in educational literature as a priority for schools, evidence suggests that we, as a society, could do a lot more to support the spiritual development of teenagers in our care( Waters,2010)

Universities as models and as the most important institution in transferring cultural values must promote not only scientific aspects which contain cognitive awareness but also must promote cultural and social behaviors (Zokaee, 2003, p. 53). It seems that higher education can move forward positively in this domain only when pays deep attention to its education curricula (Sharafi and Taherpur, 1999, p. 26).

role of curricula traditional approach -centered in transferring culture includes subjects such as reading and also familiarity to literary choices and education of history, and accordingly they use prescribed cultural values for forming national behaviors (Gutak translated by Pakseresht, 2002, p. 78), but, Delanti(2007) believes that ideal of index for cultural education are open widened university which differs greatly from traditional university (Delanti, 2007, 258-259).

In this field studies conducted in foreign countries are also inspiring. For example results showed that considering cultural, social needs and valuing different cultures are significant cultural need and cultural, social political knowledge is highly

correlated to current curricula of universities(Lee Kuang Wu,2000, An Ran and Viv Edward,2006, Teny Green 2008, Brendan Bartaram,2009, Riveilli2010, Reynher, Gillbert and Lockard 2011). Kallen(2005) believes that making internationalization curricula in universities creates cultural opportunities (an citied of Jang 2009). Sikart(2008) also showed that globalization phenomenon influence over national cultural identity of faculty members. Fass and Ross(2012) showed that there is no assimilation between cultural content of experienced and performed curricula Beuckleaer, etal (2012) indicated that cultural variety is considered as a positive potential for improving quality of education of faculty members. LeedjiaSvec (2014) showed that cultural knowledge will enable person for saving resources, improving life conditions and also accomplishing responsibilities. Generally education if considered alone is meaningless and education flow in university also includes instruction culture. It is advised that consider a more active role for higher education in the arena of cultural mission of society.

Professors are considered as key factors. Considering their educational needs is a priority in developmental programs of the country. So Farhangiyan University has changed into a center for fighting against unsuitable training habits and considering the appearance of new cultural needs in society, according to those innovations in cultural, educational fields are cooperated into the process of training future university professors.

According to Mehrmohamadi (2013)"teaching is a extensive activity in universities especially in Farhangiyan university and one important aspect of it is based on cultural, educational and social needs of students teachers in curricula, thus if it is expected that educational plantings pare the way for this purpose and accordingly they acquire merits in this area, so teaching trainers is crucial importance (Mehrmohamadi, personal interview, 2013).

The researcher aimed to assess needs of faculty members in cultural, educational and social fields. It must be noted that in promotion for faculty members of Farhangiyan University four main activities are considered:a) Cultural, educational and social activities') Educational activities. c) Inquired and technologic activities) Scientific, executive activities (promotion Bylaw of faculty members, 2011). In the present study, only cultural, educational and social activities are considered and these are divided more into two sub branches of 1) religions studies with emphasis on Islamic education, 2) ethical, cultural and social issues.

## 2. Research Method

### 2. 1 Type of research

The present research is of analytical-descriptive and surveying method. Depending on the theme of the research, two qualitative and quantitative approaches were employed in performing the different sections of this research work. Qualitative method was used to collect information from specialists and authorities in education while quantitative method was employed to collect information from full-time instructors and the academic members of Farhangian University. The findings of the qualitative section were used not only to answer the research questions but also to construct the tools for the quantitative section. After the implementation of the interview texts, the basic statements related to "teaching skills"were extracted and added to the text of the questionnaire to construct the tools. Therefore, the combined exploratory method was also used in this research (Plano Clark, et al. 2008:372; Creswell and Plano Clark, 2007:62-72 quoted by Sharifiyan, et al. 2013:54).

### 2. 2 Population and sample

The population in this research work consists of two sections:A) the authorities and high-ranking experts in education at the country level form the qualitative section of the population in this research work. Nineteen authorities in education who were the sample of this research work were interviewed in a semi-structured manner. B) The full-time instructors and the academic members of Farhangian University from the fourth axis of the country consisting of Esfahan, ChaharmahalvaBakhtiyari, Lorestan, Yazd, Khuzestan, and Ilam formed the population of the quantitative section of this research work.

The initial sampling method for the selection of the authorities and experts in education in this research work was targeted (Creswell, 2007). In fact, the authorities and experts selected for the subject of research work were "significant samples"(Williams, 2006:79). In addition to targeted sampling, network-sampling method was also used during the interviews (Noori, 2008:330). The first interviewees were asked to recommend those whom they considered competent for the topic of the interview. Regarding the authorities in education, the size of the sample was not quantitatively calculated,

but to obtain some standards like data saturation and information redundancy show the adequacy of the sample (Onwuegbuzie and Leech, 2007:242; Guest et al. 2006:59 quoted by Sharifiyan et al. 2013:54). The stratified random sampling was also used for the selection of the full-time instructors and academic members of the desired provinces so that all the full-time instructors and academic members of the desired provinces were selected. The sample of the quantitative section of this research work included 150 teachers in total consisting of 45 (30. 6%) teacher holding PhD, 102 holding MA/MS (69. 4%), and three unspecified teachers. The size of the teachers and academic members was calculated by different methods. In the first method, Cochrane sample size was used to specify the number of the teachers and academic members required. Additionally, after performing the research work, the test statistical power was calculated and with regard to the fact that the statistical power was equal to 1, the adequacy of the sample was confirmed.

*2. 3 Data collecting instrument and determining validity and reliability*

A semi-structured interview and a researcher-made questionnaire were used in this research work. The researcher interviewed the authorities to acquire their views. The validity of the interview form was investigated and confirmed by those who examined the validity of the questionnaire. The reliability of the questionnaire form was examined by three experts knowledgeable in the qualitative research methods. They studied the summery of the issues and the determined the categories by the use of the triangulation method. Since there was no standard questionnaire regarding the research subject, a researcher-made questionnaire was used to collect information from the intended sample. To determine the content validity of the two tools of interview and questionnaire, the views of 12 academic members of the Faculty of Education and Psychology at Esfahan University who enjoyed the required specialty were employed. The Cronbach's Alpha was used to estimate the reliability and internal correlation of the questionnaire questions. After performing the preliminary studies on 36 individuals of the population and analyzing the questionnaires, the reliability of teaching skills background was estimated to be 0. 910. To study the construct validity of the responses, they were analyzed by the use of factor analysis and Varimax rotation method. Therefore, the number of the statements and the components remained unchanged. A minimum factorial load of 0. 4 was the standard for the statements to remain in the questionnaire. The results of KMO test was 0. 900 and the Bartlett test for the study of sphericity of the data was 742. 144 $P<0. 01$ which was meaningful and satisfactory. The amount of the specific values and the justifiable variance percentage for the factor of teaching skills were 62. 936 and 5. 035, respectively, indicating the suitable validity of the tools.

*2. 4 Data collection and data analysis methods*

Some methods have been presented for the analysis of the information obtained from the interviews that can be used to analyze the propositions and the views of the interviewees (Campbell et al. 2004:125-147; Mason 2002:91-96). Normally, to analyze the data obtained from the interviews, several stages or steps including data preparation, data organization, and data reduction within the framework of the propositions by encoding and condensing the codes are used and ultimately, the data are presented in an image, table or discussion format (Creswell, 2007:148). In this manner, the stages of data analysis are also performed as the above in the present research work. It is done in so that the interviews are performed in person by recording and then by transcribing the interview; the statements are categorized by MAX. QDA Software and after the determination of their reliability they are categorized. To collect the data by the in-person questionnaire related to the academic members, the questionnaires were distributed among them and 150 copies were collected. To analyze the qualitative data, the descriptive-inferential statistics were employed and the average and frequency were calculated at the descriptive level. At the inferential level, the data were first examined for two specifications of normality and homogeneity of variances. In cases when the data enjoy these two specifications, the parametric tests were employed; otherwise, the non-parametric tests were used. The tests used in this research work consisted of multi-way analysis of variance, factor analysis, and single-variable t with a hypothetical average of three

### 3. Research findings

Since the method of this research work is a combined approach, the findings are therefore presented based on the research questions. The data are analyzed in the qualitative section by the use of categorization method. After the transcription of the text of 19 interviews, 168 propositions (codes) were extracted. After the analysis of the content based on the propositions, 107 propositions were obtained in the second stage and 77 propositions in the third stage and the main categories were determined. With regard to the importance of the subject in this article, the category of "teaching skills"has been studied. In continuation, the needs related to the intended background are presented in Table (1).

**Table 1. The most important educational needs expressed by the interviewees in the area of "cultural, educational and social needs"**

| Main categories | Educational needs |
|---|---|
| A) Religious studies with emphasis on Islamic education | 1. learning of Qoran in order to answer students, teachers Questions<br>2. Ability to transfer Ability of transferring religious ideas values and creating strong faith to Islam<br>3. Familiarity to Islamic rich resources (Nahjolbalaghe, Nahjolfesaheh, affect and narratives, valid books )<br>4. Ability of understanding and extracting of educational commitments from Islamic recourses<br>5. Familiarity with philosophy of Islamic education<br>6 Familiarity with religious aims in students -teachers curriculum |
| B) Ethical, cultural and Social issues | A) Cultural domain<br>1. Acquaintance with the role of university professors in preserving, transferring, Correcting and recreating culture.<br>2. Initial familiarity to collection of human sciences (Sociology, History, Art, Philosophy and Social science).<br>3. Familiarity with comparative education for knowing other cultures.<br>4. Need for internationalizing of curricula.<br>5. Familiarity with aims and bases of cultural direction in Education's fundamental transformation document.<br>6. Recognizing signs of cultural attack and exposing it.<br>7. Ability of registering of educational sources content to religious cultural sources<br>8. Familiarity with the aims of students -teacher's curricula in cultural social educational issues.<br>B) Social domain<br>1. Recognizing the mission of Farhangiy university as the main center for education<br>2. Need to internalization of curricula<br>3. Familiarity with the role of education in social growth among teachers and students<br>4. Familiarity with cultural -social needs and problems of students<br>5. Familiarity with problems of the current society and new social phenomena's<br>C) Ethical Domain<br>1. need to Familiarity with life's of types people<br>2. Familiarity with the applied style of prophet Mohamad and Imams and Fatemeh Zahra<br>3. Teaching ethics and character teaching and methods for being teaches<br>4. Need to the teaching norms and values (honesty, professional truth and respecting people's domain)<br>D) Political Domain<br>1. Being knowledgeable about political issues (political thinking and politic understanding)<br>2. Ability of analyzing current issues in Iran and world<br>3. Being conscious about teacher's role in political training of students-teachers |

*3. 1 The first question:What are the educational needs of the faculty members in the area of religious teachings with emphasis on Islamic training?*

According to interviewees six educational needs mentioned in table 1 were among the most important needs of Farhangiyan University faculty members; in the following they are presented briefly:

3. 1. 1 Need to learn Quran and religious thoughts in order

This need was approved by 14 people participating in the study (73. 68%). They believed that usually religious questions are proposed by students (interviewee 1). Also considering quick cultural social transformations, teacher must be able to answer such questions (interviewee 2). Such as development a course called "familiarity with Nahjolbalaqe"(interviewee 6 and 7). A main issue which deserves special consideration is that in religious teachings we have to look for those who have faith in religion. In fact teachers have to be able to educate students who have strong faith. (Interviewee 13).

3. 1. 2 Ability of transferring religious believers and values and creating

This educational need is pointed to by 12 participating subjects (63. 15%). When, the values have explained Interviewee 3 believes that familiarity with religious must be the priority of those who are supposed to work in education field Therefore it

is suggested that religious consultant be defined as a permanent post in order to answer students and teachers questions (interviewee 4).

3. 1. 3 Familiarity with educational necessities

It is the other need that mentioned and emphasized by 11 respondents (57. 89). Interview 6 believes that Islamic educational methods in Islamic sources are available then must be consequently thought to university professors. When rich educational methods are available then they can be transferred to teachers.

3. 1. 4 Familiarity with philosophical

12 interviewees (63. 15%) consider it as one of the most basic issues which a teacher must acquire it both theoretically and practically, these are philosophical issues and principals mentioned in philosophy of education of Islamic republic of Iran ( interviewee 6,9,17).

3. 1. 5 Familiarity with religious goals in curriculum of students teachers and domination

12 respondents (63. 15%) deemed it necessary that in Farhangiyan university, teachers must be acquainted to religious teachings practically. They must gain needed capabilities in their own major to express religious goals; this university must not be limited to transferring mere scientific knowledge (interviewee 12).

3. 1. 6 Familiarity with pure Islamic

 Five of the interviewees (26. 31%) explicitly referred to this need. They believe that lack of attention to pure Islamic mysticism have resulted in formation of forged fake mysticisms (interviewee 7). If pure Islamic mysticism, Nahjolbalaghe, SahifeSajadiye and living methods of Imams be included in university teachings of duration service, then import roads for such fake teachings will be blocked practically.

*3. 2 The second research question:To what extent do the faculty members of Farhangiyan University require training in the area of "religious teachings with emphasis on Islamic education?*

Based on research findings 64/1 percent of the respondents in quantitative section had MA degree and 34/4 percent had PhD degree and 57/7 was male and 39/7 was female. 46/2 percent of the respondents have worked between 21 to 30 years.

**Table 2. Comparison of Average needs of Farhangiyan university faculty members to education in religious teachings with emphasis on Islamic education with three hypnotically mean**

| Factor | Mean | Standard deviation | Mean deviation | t | Df | Sig |
|--------|------|--------------------|----------------|----|----|-----|
| Education in religious teachings with emphasis on Islamic education | 3/61 | 0/83 | 0/069 | 8/882 | 143 | 0/001 |

Based on the findings the Average needs of Farhangiyan university faculty members to education in religious teachings with emphasis on Islamic education is 3. 61, because calculated t is higher than the t tables, their need is higher than average.

*3. 3 The Third research question:What are the most important needs of the faculty members in the area of "religious teachings with emphasis on Islamic education"?*

**Table 3. The most important needs of the academic members in the area of "religious teachings"**

|  | Questions | mean rank |
|--|-----------|-----------|
| 1 | Ability of applying of educational and current methods and commitments from in Qoran and Nahjolbalage | 5/66 |
| 2 | Capability of Qoran in order to answer students, teachers Questions | 5/26 |
| 3 | Capability for updating of religious knowledge student-teachers | 5/08 |

| 4 | Familiarity with the aims of student's curricula in cultural social educational issues. | 5/07 |
| 5 | Ability of recognizing of religious of students | 4/89 |
| 6 | Renovation in the religious concepts related to scientific of teachers | 4/88 |
| 7 | Ability of transferring religious ideas values and creating strong faith to Islam | 4/86 |
| 8 | 8. Ability of creating of Islamic studies in classroom and teaching | 4/76 |
| 9 | Familiarity with principles and bases of Islamic education in education | 4/55 |

Findings indicate that in the questionnaire, mean of all related sentences for religious teachings filed with emphasis on Islamic education is higher than average. Sentences 1,2, and 3 got the highest ranks respectively.

*3. 4 The Fourth research question:what are the educational needs of faculty members of Farhangiyan University in ethical, cultural and social issues?*

Four sub issues (refer to table) are identified after studying the interview texts:1-4 fields of cultural needs:eight different needs of faculty members are for Farhangiyan University recognized by interviewees in this part which are:

3. 4. 1 Cultural needs

3. 4. 1. 1 Being knowledgeable about the role of university professors

15 interviewees (78. 94%) explicitly emphasized on educating for this need. They believe that teachers must consider the role of transferring, preserving, modifying and recreating culture (interviewee 4). They believe that a teacher must make help to preserving current values and also consider their educational-cultural (interviewee 9). Two points in the area of cultural issues is significant:1. Existence of rich cultural resources based on religious concepts 2. Imagination of cognition process and cultural engineering phenomenology. In fact disorder is evident in all culturally responsible foundations. Prior to any cultural activity, cultural engineering is necessary (interviewee 13).

3. 4. 1. 2 Initial familiarity with human sciences

This need is proved by nine interviewees (47/36%) approved this issue. Interviewee 9 believed that it is necessary for a teacher to be familiar with cultural issues in order to be influential in training teachers and students.

3. 4. 1. 3 Familiarity with comparative education

Seven respondents (36/84 percent) referred to the need of becoming familiar with different cultures. In fact comparative education must be considered in Fariangiyan University as a main course (interviewee 10). If students-teachers have to acquire merits in the cultural domain and, then one of the best fields for preparing the situation is the teachers who must be receive appropriate education (interviewee 16, Mehrmohamadi, 2013).

3. 4. 1. 4 Need to the curricula internationalization

This need is a need to which 7 participants (36/84 percent) pointed. According to interviewee 6 this phenomenon permits the cultures to express it; in this issue universities can present its religious values and also pay attention to native owns and positive results others s so respond to educational needs.

3. 4. 1. 4 Familiarity with cultural aims and bases for directing in change

This need is one of the main goals that, 12 persons (63/15 percent) of those who were interviewed emphasized on this issue, subject 11 believes that it is meritorious to put education of teacher's basis on aims cultural directing in education change Education**'s** fundamental transformation document. Subject 13 also believed that a unified cultural management is needed for producing cultural values, and in this way cultural decisions are not personal and guide cultural issues in this route.

3. 4. 1. 5 Being knowing the signs of cultural

13Respondents (68/42%) considered this issue as a current educational need for university teachers. Interviewer 2 believes that regarding fast cultural social transformations, vast global connections, and cultural attack against Islamic society of Iran is extensive and teachers have to be conscious about this threat.

3. 4. 1. 6 Ability of comparing of course content

Of 15 respondants (78/94%) emphasized on this issue. Respondent 13 believed university courses have to be adjusted to local religious culture. So, teachers thinking's is influenced by such context and mostly such books are translation of western thinkers.

3. 4. 1. 7 Familiarity with curriculum aims

Knowing covert aims in curriculum is a need to which 12 subjects (63/10%) pointed. Interviewer 16 mentioned that special attention must be paid to teacher -student training programs in Farhangiyan University and this can inspire teachers, thus it is expected from a teacher to become familiar with such aims (Mehrmohamadi, 2003).

3. 4. 2 Needs mentioned in the field of social issues

Four specific needs for Farhangiyan university faculty members are recognized by interviewees in this part which are:

3. 4. 2. 1 Knowing and recognizing social aims and missions

This need is considered critical by 11 respondents (57/89%). Interviewee 3 believes that a teacher must be conscious about (education, research, preparing human work force and entrepreneurship), also they must practically enter such aims to their activities, of course skill in education is one of the main responsibilities of Farhangiyan University.

3. 4. 2. 2 Familiarity with social needs

8 respondents (42/10%) mentioned this issue. Interview 6 considered lack of connection between course contexts to current problems of the society as a big challenge. Interviewee 7 believes that teachers have to be conscious about current problems.

3. 4. 2. 3 Recognizing the role of teacher

This need is considered by 11 believed that Farhangiyan University teachers as a person who has deep-seated view to social issues have to be conscious about his own role in educating. Interviewee 9 expressed that usually teachers are those who aware about common issues of the society. Interviewee 17 also emphasized that at Farhangiyan University social relations must be thought to the students.

3. 4. 2. 4 Familiarity with social problems and damages in society

This need is approved by 9 interviewees (47/36%). In fact professor must have exact view about social issues and consider them in his teaching. Teacher's knowledge about such issues can result in creating knowledgeable teacher-student (interview 12).

3. 4. 3 Mentioned needs in the Ethical domain

In this domain four different needs are mentioned by the interviewees in this part which are:

3. 4. 3. 1 Need to the familiarity with lives

10 Interviewees (52/63%) believed that familiarity to great mode figures can be helpful in teaching culture. In this regard Quran can be used a training model (interviewee 14). Another interviewee (13) believed that teaching based on studying life of models in curriculum can make a good content for transferring to teachers.

3. 4. 3. 2 Familiarity with the applied style

10 interviewees believed that (52/63%) emphasized on this need. Interviewee 4 believed that being teacher is equal to transferring love not knowledge, Thus in practical training such familiarity is of critical importance.

3. 4. 3. 3 Teaching ethics and character

68/42 percent of interviewee (13) teaching practical points about teacher's behavior are another need. They believe a missed ring not for teachers but for all society is ethics. If a teacher is teaching about hygiene he has to mention some

narratives about this issue. Such teachings are found in the life style of prophet Mohamad and his daughter Zahra. In fact in ethical training, indirect education is more effective (interviewee 14).

3. 4. 3. 4 Need to the teaching of norms and values

This need considered by 8 interviewees (42/10%). Interviewee 15 believed that ethics means the norms a teacher follow in his education environment. In fact a teacher in Farhangiyan University must play the role of model for his students.

3. 4. 4 Needs mentioned in political domain

3. 4. 4. 1 Being knowledgeable about political issues

This need mentioned by 11 respondents (57/89 %). Interviewee 1 considered it as a critical factor which can be attained by teaching first level Islamic sources such as Nahjolbalaghe.

3. 4. 4. 2 Capability in analyzing current issues

This need mentioned by 10 (52/ 63%) respondents. Because faculty members are training the next generation of teachers of the country. Being conscious about the role of education in political training of the students is very critical (interviewee 2). It is expected that university teachers have political thinking.

3. 4. 4. 3 Being conscious about teacher's role in

Because a Professor is also influential in political education of students, to 9 interviewees (47/26%) having knowledge about this role is of prominent importance. Interviewee 9 believed that a university Professor has to be conscious about his critical role in political education of the students.

*3. 5 The Fifth research question:To what extend Do faculty members at Farhangiyan university need education in ethical, cultural and social issues?*

**Table 4. Mean comparison of the need of Farhangiyan faculty members to education in the fields of ethical, cultural and social issues with hypothetical mean of 3.**

| Factor | Mean | Standard deviation | Mean deviation | t | df | Sig |
|---|---|---|---|---|---|---|
| Education in the fields of ethical, cultural and social issues | 3/61 | 0/80 | 0/067 | 9/178 | 141 | 0/001 |

According to results, the mean of need of faculty members of Farhangian University to education in ethical cultural social issues is 3/61. Because calculated is bigger than table t, then their need is higher than middle.

*3. 6 The Sixth research question:What are the most important needs of the faculty members in the area of "ethical, cultural, social issues"?*

**Table 5. The most important needs of the academic members in the area of "ethical, cultural, social issues"**

| | Questions | Ordinal mean |
|---|---|---|
| 1 | Being knowledgeable about the role of professors in the preserving, transferring, Correcting and recreating culture | 6/08 |
| 2 | Familiarity with bases and methods of soft war | 5/80 |
| 3 | Recognizing of the signs in cultural attack and exposing it. | 5/79 |
| 4 | Ability of registering content of educational sources to religious cultural sources | 5/79 |
| 5 | Familiarity with cultural -social bases of Islamic education | 5/59 |
| 6 | Familiarity with teaching ethics and character teaching and principles for being teaches in Islamic education | 5/43 |
| 7 | Familiarity with aims and bases of cultural direction in Education's fundamental transformation document. | 5/23 |

| 8 | Initial familiarity with collection of human sciences (Sociology, History, Art, Philosophyand Social science). | 5/14 |
| 9 | Familiarity with the aims of student teaches curricula in cultural social educational issues | 5/14 |
| 10 | Familiarity with comparative education in order to know different cultures | 5/02 |

Findings indicate that the mean of all sentences related to ethical, cultural, social issues is higher than middle level. Sentences 1,2,3,4 had the highest ranks respectively.

*3. 7 The Seventh research question:Ranking needs of faculty of Farhangiyan university in two fields of religious teaching with emphasis on Islamic training "and ethical, cultural, social issue?*

Results of mean ranking of educational needs indicate that social ethical cultural issues got the first place and religious teaching with emphasis on Islamic training got the second place.

Results of the FRREDMAN TEST shows that the total rank of binary educational needs of faculty members in Farhangian University is not meaningful in p<0. 05(Chi-square; 0. 618). accordingly the research question is rejected.

*3. 8 The Eighths research question:is there any difference between education needs of Farhaniyan University faculty members in religious teachings with emphasis on Islamic training and ethical social cultural issues with regard to demographic variables?*

The results indicated that there was not a significant relationship between education needs in religious teachings with emphasis on Islamic training and social ethical cultural issues in terms of any of the demographic characteristics .

## 4. Discussion, Conclusion and Suggestions

Contrary to different predictions about the demise of religion, religion has shown to be alive and effective in our lives throughout the world. However, the longstanding association between religion and dogmatic thinking can lead religions to have bad and even devastating effects. This shows the importance of religious education and the roles this type of education can play in changing the unpleasant impacts of religion. Religious education is an approach that can save religious thinking from being trapped into dogmas and dogmatism.

One of the strategic goals of Education**'s** fundamental transformation document is to review curricula based on cultural-educational approach and also stung ten training ethical aspects of learners based on Islamic- Iranian Culture (Education**'s** fundamental transformation document, 2011).

Also in 20 years development prospect document in Islamic repaid of Iran there is emphasis on the development of the country based on transition from current situation relative to cultural social historical context of the Country. Paying attention to the essence mission of the universities as the most important tool in attaining cultural independence is critical and important role for all who are active in thesis field. Along with achieving the above mentioned strategic aims this study is conducted, because identifying cultural, social, and training needs of the faculty members can facilitate programming for development of both university teachers -students. Thus the main aim of the present study is to analyze and explain cultural, Training, social needs of the faculty members and result are presented based on the related questions, as the to the first research question, most respondents answer considered six main aims as the educational need of the faculty members of Farhangiyan University. It is worth mentioning that religious needs which were identified in this research were in the same line with yeasts obtunded by Mirzaee (2002), Rabani (2003), Shamshiri (2008), and kazemi (2012). Mirzaee showed that although students' attitudes indicate continuation of religious sentiments in university society but a kind of new religious thought is also evident which shows reduction of religion's role in social arena out of religion, its personalization and decrease in religion's influence and in traditional readings of religion. Rabani considerers lack of compatibility of religions Islamic historical, geographical identity, as the factors of the keen weakness in higher education in Iran. Shamshiri shows that although education system in Iran this hard effort in cultural training but practically not much success in attained. Kazemi believes that, programming performance of educational managers, in training students based on cone sire spiritual-unification-sociality and contraption training was successful. Thus it seems that such need is a critical demand of faculty members.

In answering to the second research question, presently showed that mean demand of faculty members to religions training is higher than average. Also in answering the third research question results of table 4 shows that the highest man rank for

religions teaching is related to"ability to apply educational methods and commitments available in Quran and Nahjolbalaghe "Then sentence of "learning Quran and Nahjolbalaghe in order to answer teachers- students' questions":These were considered as the most important educational needs of faculty members of Farhangiyan university. Accordingly it is suggested to have Nahjolbalaghe as a major study to educate Nahjolbalaghe teachers. Also the researcher by studying literature and by interview participants and questioners' results of the study has concluded that universities have to internalize needed religious norms of the society in the students, and educate them based on cultural heritage of the society, that, this aim is achievable by paying attention to those educational needs.

In answering the fourth question, most interviewees believed that most important needs in ethical, cultural, social aspects are subdivided into four areas:as cultural needs b- social needs c- ethical needs and d- political needs. It is worth mentioning that results obtained in this part are compatible to research results obtained by Mahdavi (1999), Tavakoli-Nik (1941), Rabani (2003), Movahedi (2004), Faithi vajargah (2004), Vahedchokadeh (2005), Loghmanniya (2009), Loghmanniya and khamesan (2010) Colleen (2005), Jang (2009) and Rioli (2010). It becomes evident that there are many cultural problems among youths and applying western models were not successful especially in developing countries. Thus it is suggested that models be compatible to local culture of the country. Moreover keen weakness of higher education institutes in teaching cultural identity is considered as accusing factor of weakness in this regard. Thus, these teaching cultural values cohesively to the educational institutes are advised. Evidences indicated that lack of satisfying curricula in playing the role of creating identity, irrelevance of curricula content to different sub cultures, lack of attention programs to cultural education all factor which have resulted in keen weakness cultural education in higher education and educational system in Iran. Thus it seems that higher education has to pay specific attention to curricula especially if cultural educations are considered critical for its students. Need to internationalization of the curricula is another educational needs mentioned in this research which is also in agreement to colon and Jang (2005). So, internationalization of the curricula at universities creates cultural education for individuals. "Political thinking and politic understanding "is another needs which is also mention in roily (2010). Creating political social, cultural knowledge students is deeply correlated to current education.

In answering the fourth and fifth question is was obtained that the mean for need to education in ethical, cultural and social issues for Farhangiyan University faculty members is higher than average and the most important need of faculty members in this field is "bang knowledgably about the role of the professors in transferring, keeping modifying and recreation culture", and "knowing methods and ways of soft war" (Table 6). Results of Zokaee (2003), Hamidi (2005), Vahedchokadeh (2005), Esmaeli and Rabiee (2008), Asareh, et. Al. (2012), Lee co- young woo (2000), Terri Green (2008) and Brandon Bartram (2009) show that prominent part of university students consider cultural- social needs as their necessary need.

In answering the seventh question, rankling mean of needs indicated that "ethical, cultural, social" issues got the initial rank, then "religions teachings with emphasize on Islamic training" got the second rank. Evidences shows that higher education must constantly play the role as agent for keeping's transferring, correcting modifying, recreating culture, thus it can provide, needed environment for the comprehensive development in all aspects, because curricula are crucial element for cultural social growth of the graduates and this growth is achievable by proper programming and dominant training of teachers, university professors. Higher education institutes as elite gatherings can play an active role in accomplishing cultural education based on Islamic- Iranian identity, because research results show that there is no match between experienced and performed cultural content of curricula.

Thus university curricula must be designed in a way that can promote culture training. Thus knowledge centered culture must be the focus on higher education, because cultural knowledge can enable organizations to save sources, improves life conditions.

Also finally the researcher concluded that programmers of each educational system for educational cultural plans have to have satisfying reasons and explaining needs before choosing any solution can increase efficiency of any program, achieving such aim is possible only by performing scientific need analysis, accordingly efficiency of these programs are assured. Farhangiyan University for strengthening cultural strengthening and for magnifying national religious cultural element in the curricula must set educational goals like preserving national, religions, cultural, unhistorical identity within the students and teachers.

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