



Sociology of Education

Sociological Investigation of the Consequences of Socio-Economic Inequality on Education and Training in the Western Provinces of the Country (Ilam, Kurdistan and Kermanshah) A Qualitative Study

Forouzan Karkhaneh^{1*}, Hasan Reza Yousofvand², Hossein Dehghan³

1. Department of Sociology, Faculty of Law and Social Sciences, Payame Noor University, Tehran, Iran (Corresponding Author).
2. Department of Sociology, Faculty of Law and Social Sciences, Payame Noor University, Tehran, Iran.
3. Department of Sociology, North Tehran Branch, Islamic Azad University, Tehran, Iran.

❖ **Corresponding Author Email:** fkarkhaneh@pnu.ac.ir

Receive: 2023/04/26
Accept: 2023/09/21
Published: 2024/05/01

Keywords:

Social Inequality, Educational Inequality, Class Gap, Equipment and Facilities, Fair Distribution of Financial Resources.

Article Cite:

Karkhaneh F, Yousofvand H R, Dehghan H. (2024). Sociological Investigation of the Consequences of Socio-Economic Inequality on Education and Training in the Western Provinces of the Country (Ilam, Kurdistan and Kermanshah) A Qualitative Study, *Sociology of Education*. 10(1): 224-235.

Purpose: The main goal of this article is to investigate the consequences of educational inequality in the western region of Kurdistan, Kermanshah and Ilam provinces.

Methodology: Phenomenology is an interpretive paradigm, so in this case, looking at phenomena is a meaningful and scrutinizing look. Pursuing this interpretative aspect is a way to acquire deep knowledge through the discovery of meanings, goals, perspectives and underlying logic. The research was conducted with a qualitative method. The interviews were targeted and each interview lasted approximately 45 minutes, due to the spread of the corona virus in the country and the people being quarantined, the interviews were conducted over the phone. The interview text of each person was written and again sent to the interviewee to confirm the accuracy and correctness of the text. With this method, the validity of the interviews has been obtained. Summarizing the interview information, the content analysis of the social, economic and educational inequality phenomenon in the target provinces was analyzed. Targeted sampling is the sample size of interviews with twenty informed people and experts in the research area until theoretical saturation is reached. The participants in this research included twenty people working in the three provinces of Kurdistan, Kermanshah and Ilam, of which 11 were men and 9 were women. The participants were university professors and education teachers, as well as health workers.

Findings: Reducing the factors affecting the creation of social inequality in education can be the basis for the growth of various indicators in a society. Educational inequality has negative effects on the cultural, economic, social and even political conditions of a country. Removing the effective factors in creating social inequality in education, such as class gap, gender perspective, lack of efficient manpower and sufficient resources and equipment will lead to a growing trend and prosperity in the society.

Conclusion: Education is the basic pillar of development, in addition to providing an opportunity for people to develop their abilities and talents, it has social and economic effects and benefits.



<https://doi.org/10.22034/ijes.2023.560565.1404>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.0>



Creative Commons: CC BY 4.0

Extended Abstract

Purpose: Today, the biggest and most important productive sector of any society is the education sector, and if a country neglects to pay attention to this system and try to improve it, it will fall behind global competitors. Because first of all, the education system in the contemporary world is focused and relies on making people capable of using new technology for development, and secondly, the more and better the workforce is trained, the more chance it has of employment, and in this sense, it is beneficial for the society's economy. It is more useful. The problem that all the countries of the world, whether developed or developing, are struggling with today is the problem of increasing demand for educational services. Day by day, education has become a determining factor for positions, increasing income and improving social class. The history of inequality shows that while some level of inequality has always been a reality in society, the degree of inequality has changed over time as a result of economic, social, demographic, political, and other forces. In economic inequality, work facilities and income are important, and in social inequality, social situations, equal access to social situations such as education, health, housing and other social services and the availability of work and jobs are important. Inequality in a society occurs when different people in the society have different amounts of money (income or annual wealth), power and dignity. Although the importance of income inequality is greater than the inequality of educational conditions, and the latter generally originates from the former. But the importance of inequality in educational conditions is that it affects the continuation and deepening of inequality like a "cycle". The need for education originates from two sources: from population growth and from fostering the need. But perhaps more than the increase in population, there are other measures in creating the need for education, through which we ourselves have created the need in the people for them to go to education. The need for training arises due to the need for promotion or, in the case of Iran, "craving for promotion". A basic reason for the need for education in Iran today is the desire to promote people to higher and more valuable social positions. Most people want their children to become "doctors/engineers" and to obtain a higher degree in various ways. The desire for promotion arises in societies where, firstly, the difference between the rich and the poor (i.e., social inequality) is large, and secondly, people accept the upper class and want to be like them. One of the most important factors from people's point of view is "education" or to be more precise, not the education itself, but the academic degree. Inequality will not only increase the need for education, but will lead to all kinds of other problems. Educational inequality in the country can be examined from two angles. First, the quantitative aspect: it is related to different types of economic and human facilities, educational spaces. Second, the qualitative aspect: it is related to the content (courses and programs), the quality of the educational system, management system and human resources. In the western provinces of the country, people live in three ways: urban, rural, and nomadic. The needs are different and in some places they face shortcomings. In rural and nomadic areas, there are educational problems and educational, cultural and teacher facilities and equipment. In the border provinces, classes with several grades are formed due to the lack of manpower and facilities. The main goal of this article is to investigate the consequences of educational inequality in the western region of Kurdistan, Kermanshah and Ilam provinces.

Methodology: Phenomenology is an interpretative paradigm, so in this case, looking at phenomena is a meaningful and scrutinizing look. Pursuing this interpretive facet is a way to gain deep awareness through the discovery of underlying meanings, purposes, perspectives, and logic. In social research, what helps the researcher in choosing the correct research method is the nature of the research questions. Provides a study item. Interview is one of the most important methods of collecting information in qualitative method. The interviews were conducted in a targeted and systematic and in-depth ethnographic manner. Each interview lasted approximately 45 minutes, due to the spread of the corona virus in the country and the quarantine of the people, the interviews were conducted over the phone. The interview text of each person was written and again sent to the interviewee to confirm the accuracy and correctness of the text. With this method, the credibility of the interviews has been obtained. After summarizing the interview information, the content analysis of the explanation of social, economic and educational inequality in the target schools was done. Validity of research: In qualitative research, the researcher's goal is to discover the inner meanings of people's social behaviors and provide an interpretation of these behaviors, so the actors themselves are

the best criteria for the truth or falsity of the researcher's inference from the meaning of their behavior. Therefore, the validity and correctness of the inference can be determined with its help, as well as the validity of the content. The purposeful sampling of the sample size is interviews with twenty knowledgeable people and experts in the research area until reaching theoretical saturation. The participants in the present study included twenty people working in the three provinces of Kurdistan, Kermanshah and Ilam, of which 11 were men and 9 were women. The participants were university professors, education teachers, and health workers. The time of each interview was 40-50 minutes on average. Central questions in the process of doing that freely express their perception and opinion.

Findings: Reducing the factors affecting the creation of social inequality in education can be the basis for the growth of various indicators in a society. Educational inequality has negative effects on the cultural, economic, social and even political conditions of a country. Removing the effective factors in creating social inequality in education, such as class gap, gender perspective, lack of efficient manpower and sufficient resources and equipment will lead to a growing trend and prosperity in the society.

Conclusion: Education is the basic pillar of development, the education of people is a kind of national investment, and any country that makes more efforts in this way will undoubtedly enjoy more economic and social growth and development in the future, the human capital that is obtained as a result of education. It is one of the most important factors of economic growth and development. In addition to providing an opportunity for people to develop their abilities and talents, education has social and economic effects and benefits. Therefore, education has a high position in the social dimension. In order to improve the quality of the country's educational structure at all levels - which nurtures the country's active and potential workforce - it seems necessary to pay attention to the following suggestions: 1. Creating balance and coordination between the education system of the country at all levels (secondary, higher, technical and professional) and the labor market in order to optimally use the trained forces as social capital and solve the problem of unemployment. Developing the technical-professional education system of the country and strengthening work and knowledge trends in this field can be a good solution; Also, university education should be accompanied by internships in the world of employment. 2. Improving the traditional teaching method and creating new teaching methods such as demonstration teaching, guided discovery method, problem solving method, group discussion, document process method, along with all of them, educational media can be used - according to the learning conditions and the teacher's diagnosis. 3. Reducing educational discrimination and implementing educational justice. Solving this problem through the fair distribution of the educational system, including the distribution of schools and educational centers in all levels across the country, based on the population of students in urban areas and separately between villages and cities.