

## **A survey to study the attitude of Shiraz University DVM Graduates of the academic years 2003-2007 concerning the necessity of attaining knowledge and skills in the field of cooperatives Academic year 2010-2011**

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### **1. Introduction:**

The educational system of every country uses an extreme amount of its population to itself. The purpose of these organizations is to train individuals to be able to serve the society after graduation in order to fulfill the self and society's needs. Higher education based on the cultural and social values educates all the individuals the necessary values knowledge, skills and specializations and through this process informs the coming generations of the performing their social duties through which guarantees the existence and progress of the society. By all the above mentioned is what every society needs.

Niazazary (1381) indicates that higher education missions can be categorized in six general classes.

- The mission concerning ideals and value systems of the society
- The mission concerning the production and enrichment the society's culture and knowledge
- The mission concerning the human resource development.
- The mission concerning the expedition exemplification the process of economical social and cultural development
- The mission concerning the establishment of mutual relationship between higher educational institutions and other scientific, cultural, industrial, economical and service organizations of the society
- The mission concerning the exemplification of establishment of mutual scientific, political, cultural, economical relationship between the country on one side and the region and the international world.

The above missions creates the atmosphere in institutions of higher education that when students are being prepared for the future roles to be trained the skills mainly needed in the society such as curriculum content, teaching methods, educational facilities and receiving feedback. Otherwise an institution of higher education may be busy doing what it is doing for so many years but proper output will not be seen.

Therefore ,every educational institution in order to offer proper, and needed programs, needs to be in touch with its graduates and receive the proper feedback from them and based on the received feedback , the system to be updated and adjusted based on the society's needs.

### **2. Definition of the problem:**

It seems that all the purposes of higher education are not met. For example one could see graduates being employed in jobs different from their field of their study. This looks like being one of the challenging issues in Iranian system of higher education which is responsible for preparing the man power.

In order to document the above statement, every higher educational organization needs to be in contact with its graduates to see.

- Whether the graduates are in the same field of employment and their field of study.
- Whether the application of the skills learned is the same as being held by the graduate needs in the job.

Following up the graduates is one of the techniques to answer the above questions. The results attained through the conducting the follow up will help the planners to plan programs responding to the social, economical and educational critiques.

Therefore, the authors tried to follow what was said in the path of following up the graduates of the veterinary medicine of Shiraz university between the years of 1381- 1385 concerning the benefits of knowledge and skills of cooperative curriculum.

### **3. Importance of the problem:**

comprehensive planning's is what is needed by every system of higher education in order to be able to respond to its social and scientific missions which is preparing and development the specialized man power.

Identifying the society and the graduates, needs is best met.

Through receiving feedback from the graduates themselves. Alagheband (1373).

The importance of doing such researches is shown through the correcting of existing educational, policies, decision making improvement of the veterinary curriculum and creation of new experiments and opportunities for the graduates. Therefore the authors tried to study the views of the Shiraz university graduates in veterinary medicine between years of 1381-1385 concerning the benefits of knowledge and skills of cooperative curriculum.

### **4. History of the Cooperatives:**

The history of the cooperative is two folded. One is started from the time of human social life and followed to the fifteenth century which is redefined and is called social cooperative period, and it is now being continued, The second fold is started from the industrial and French revolution which is called scientific or industrial cooperative. The term "cooperative" was first used by Robert Owen from England, who used it for the word opposite to "competition". It was followed by social expert's usage of this term in various definitions. Furthermore, the "cooperative movement" and cooperatives was later used in the social economical theories.

In the year 1844, 28 labors formed a company which is taken as a pattern of today's cooperatives.

In the year 1921 a branch of the I.L.O created a cooperative service directed by Georges Fauguet, and this is the first time was the beginning of recognition of economics of cooperatives in the international level. Ghanbary et al (1379).

The cooperatives history in Iran goes back to the year 1303, and it was mentioned in the commerce law but formally it was started in 1314, which the first cooperative was established in Davoodabad in Garmsar by the government.

In the year 1332 the first formal Iranian cooperative law which was based on the usage of the other countries experiences, was approved by the parliament.

In year 1346 the cooperative research institute in Tehran University was established which was responsible for educational, research and teaching activities. Sometime later, the educational division of the institute was the beginning of the school of cooperatives and social sciences, and later on the prefix of "cooperatives" was deleted from the title of the school.

Abasi (1388) states that at the time of Islamic revolution, the article 43 and 44

Of the constitution was assigned to the cooperatives. In this regard, martyr Beheshti paid much attention to the matter. He stressed that the Islamic and humanitarian indexes were the root of the cooperation.

### **5. Review of the literature;**

The International Union of Cooperation at its 31st. congress in the year 1994 in Manchester city offered this definition for the "cooperation"

**"An independent society of individuals who are voluntarily agreed to get together to meet the common economic, social, and cultural goals through a democratic association and collective procession"**

Taleb (1376) cites the principals of the cooperation as follow:

- Voluntary and free membership,
- Democratic Supervision of the members,
- Economic involvement of the members,
- No-alliance and Independence,
- Teaching, training and information processing,
- Cooperation between cooperatives,
- Special attention to the society

#### **Schools of Cooperative;**

Paul Casselman offers three schools of cooperation as follow:

- Socialistic school of Cooperation
- Commonwealth School of Cooperation
- Competitive Yardstick school of Cooperation

Privileges and responsibilities of the Cooperation section in the Islamic Republic of Iran:

#### **5.1. Privileges:**

- Social Development;

The cooperation section with the help of a mutual and collective understanding between the member and the activity will develop an honest and safe society.

- Religious Teachings;

The effectiveness of the cooperation along with the Islamic teachings has given the cooperation a special place in the three economic crux of the Islamic Republic of Iran.

- Improvement of the human relationship;

The cooperation is designed to facilitate the attainment of the common goals of the human society and plays a great role in the process of human relations improvement.

- Entrepreneurship;

In the Islamic Republic of Iran, the major apprehension of the social planners is to pay major attention to the issue of employment and Entrepreneurship since they see it as a non deniable need. Identification and supporting of the entrepreneurs in the form of cooperation can be a very proper approach to create the atmosphere for the development of the culture of entrepreneurism.

- Justice and fight against poverty and deprivation;

The cooperative section will fight and will clear poverty and deprivation of the people by adapting just technique of distribution of capital and welfare.

#### **5.2. Responsibilities;**

- In the "Iran, 20 year perspective, 1404," It is predicted to gain 5.2% yearly growth rate, and the share of the cooperation section in the economic growth at the end of the 5 year development program is set to be 25%.
- Yearly national employment of 200,000 is set to be the responsibility of the cooperation section.

#### **Challenges of the cooperation section;**

- Emphasis on the share of government section,
- Lack of proper attempt to develop the "cooperation" as a culture,
- Emphasis on ideals without having the proper operational context available,
- Non clarity of some of the existing rules and regulations ,
- Problems created due to lack of sufficient financial support, the last, but not the least,

- Lack of application of the updated knowledge to the findings of the scientific researches for the development of the cooperation section.

With regards to the challenges mentioned above, and due to the fact that educational systems must prepare the manpower qualified to work in the cooperation section, now can one ask if the university graduates are prepared to do the responsibilities the cooperation section is assigned to do? Therefore, the authors decided to pursue the views of the graduates themselves to see what have they to say concerning the availability and importance of knowledge and skills of cooperation in the curriculum of the veterinary medicine at Shiraz University between years 1381-1385.

## 6. Population and sample;

The population of the present study were all 209 graduates of the veterinary medicine who graduated between years 1381-1385, and the questionnaire were mailed to their addresses. The returned number of the questionnaires was 181 equal to 86.6%.

Figure 1- employment status of DVM graduates

Total	Sex		
	Female	Male	
163	56	107	Employed
13	8	5	Non-employed
176*	64	112	Total

\* Some graduates did not return their questionnaires

Figure 2- number of Shiraz University DVM graduates 2003-2007

Percent	number			Year
	Total	Male	Female	
9/138	40	27	13	2002-2003
25/837	54	35	19	2003-2004
24/401	51	31	20	2004-2005
17/224	36	18	18	2005-2006
13/397	28	16	18	2006-2007
100	209	127	82	Total

## 7. Reliability and validity of the instrument;

The surface validity were tested by the experts at the university .The reliability was tested and .95 was calculated.

## 8. Research question;

Is there any significant difference available in the distribution of the responses of the male and female graduates of Shiraz university veterinary medicine graduated between years1381-1385 concerning the benefits of availability of cooperation knowledge and skills in the curriculum of their field of study?

## 9. Statistical Techniques;

To answer the question, statistical independent T-Test was used.

## 10.Results

The data were computed through the SPSS version 16 and showed that computed male mean (4.017) was greater than female mean (3.707) meaning that male graduates saw the availability of knowledge and skills of cooperation much more beneficial that women.

Figure 3 the benefits of cooperation knowledge and skills in the views of graduates

Level of sig.	Degrees of	T	Male		female			Knowledge

	freedom								and skills
			Standard deviation	mean	number	Standard deviation	mean	number	Knowledge and skills
./11	179	2/555	./78	4/.17	116	./785	3/707	65	Knowledge and skills

\*number of male=116

\*number of female=65

### 10.1. Research recommendations;

- Addition of at least two course(4 hours)about cooperation knowledge and skills to the curriculum
- Having the internet link of the cooperation data base linked to the site of the school of veterinary medicine
- Opening up the consultation unit of the cooperation section in the school of veterinary medicine.
- Assigning the internship course in the cooperation office for at least 10 hours for each graduate.
- Increasing daily knowledge based support and development in the school of Veterinary medicine.

### 10.2. Conclusion;

There should be a desirable teaching model for development of the cooperation section brought to the attention of the public designed. The desirable instructional model in the area of cooperation needs to be compound to include specialized teaching, teaching of job and training skills and teaching entrepreneurship skills.

In order to reach to the point to have such model, enabling of the graduates and interested individuals who would like to get themselves busy with the type of cooperatives, changing the curriculum, teaching methods, instructional techniques, done unless the look and vision to the cooperatives is changed from traditional to

### 10.3. Final Note

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