



**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**

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Governmental Schools In Iran**

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**ABSTRACT:**

The present study seeks to investigate the obstacles to the participation and expansion of private sector's activities in education. This paper has been prepared having following aims in the mind: "how the existing status of nongovernmental schools in Iran", "identifying barriers to attracting private sector investment in school's Non-governmental organizations in the country "and" prioritizing appropriate strategies for attracting private sector investment in these schools ". This paper sums up research findings. The statistical population of this study is all the founders and managers of nongovernmental schools, these school's students, their parents, as well as all experts and pundits in this field. The statistical sample of the study have been selected based on random sampling in six provinces. The results of the study show that the human resources, space condition and facilities of non-governmental schools in the sample were appropriate. Non-governmental schools cover more than 9 percent of all the students of the country.

**Key words:** nongovernmental Schools, status quo, existing barriers, attraction of private sector's investment, strategy

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**1. INTRODUCTION**

One of the most important approaches of twenty-year vision document is reduction of the share of state-owned enterprises in the current affairs of the country and transferring it to the private sector. Due to the importance of this issue, it has also been included in the five-year medium-term development plans of the country and also in the annual budget, which is in line with the objectives of the vision. Accordingly, in order to create more mobility and increase the rate of economic growth, it is stipulated that a larger share of public sector affairs will be transferred to the private sector. One of the reasons for reducing the burden on state administration is the transfer of much of the education and training to the private sector, which has already been taken into consideration in development programs and has been established as the establishment of nongovernmental schools. Currently the share of these schools from the educational affairs of the country is about 8 percent (Nazari, 1393). While in the fifth development plan, it has been projected to increase this share to 10%, but the growth of nongovernmental schools is not feasible without the provision of appropriate conditions and the recognition of existing barriers. Therefore, this research seeks to identify these obstacles and present suitable solutions to address them.

**2. STATEMENT OF THE PROBLEM**

One of the main goals of any country is growth and development in social, cultural and economic spheres, and social participation is one of the conditions of development. The issue of partnership and how it is realized is rooted in the history of nations. Participation in various fields, especially in the field of management and education, has always been discussed by thinkers. According to some experts, the main focus of development is based on participation and education and they believe that for development, we must strengthen the two elements of partnership and education (Bakhshi, 1373). Also in Iran and with the introduction of general policies of 44<sup>th</sup> principle of constitution, distinguishing of government's ruling and involvement functions, determination of government's role in involvement policies and after the implementation of this rule, the biggest barriers to the participation of the nongovernmental sector in the areas of infrastructure, large financial institutions and enterprises have been removed and the ground was paved for more participation of

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people in economic fields. In the education sector, lack of resources and unfavorable economic conditions after eight years of warfare and ... caused the failure of realizing the goals of education and consequently the problems of multi-shift schools showed itself. The solution to these problems, like all other social problems, requires the presence of people in the educational arena and the establishment of nongovernmental schools can be a prominent example of this case. In this regard, the law on the establishment of nongovernmental schools was approved by the parliament on 1376/3/3, and as a result, the demand for expansion cooperation in education increased. The approach of expanding nongovernmental schools has advantages, disadvantages, opportunities and threats to education. With regard to the benefits of these schools, it can be argued that experience has proven that no government and education system alone can bear the burden of education. Even serious opponents of nongovernmental schools also believe that they can not meet the needs of education through a focused and limited government facility, and the establishment of nongovernmental schools can reduce the burden on education. Improving the level of education and training is another benefit to nongovernmental schools. Because in private ownership, the person is responsible for the losses. Creating a competition among schools is another benefit to the establishment of nongovernmental schools. This will improve the quality of education. When nongovernmental schools grow and give feedback, public schools find a greater incentive to compete and their mobility increases. The shrinking of government and the liberation of the Ministry of Education have are among other benefits of nongovernmental schools. The flexibility of employment, the creation of space for innovation and creativity are other benefits of these schools. On the other hand and among the threats of the existence of these schools is the possibility of asking ask for irrational fees which consequently caused people's dissatisfaction. Also, the expansion of these schools will reduce the government's supervision of education and training. In view of the expansion of nongovernmental schools and the need for further attention to this issue, his research has also examined the status and extent of the expansion of these schools. In fact, this research is important because of the fact that the approach of focusing on nongovernmental schools as a way of creating dynamism in the

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education system in recent decades has been taken into consideration. The research reveals the need to identify the pros and cons of the current situation.

### **3. REVIEW OF THE RELATED LITERATURE**

Considering the importance of the issue, numerous studies have been done both inside and outside the country. In a study by Kovalchuk & Shchudlo (2014) entitled "Investigating the Drivers of Privatization in General Education and the Role of Speeches of Managers"- which was conducted in Ukraine in a qualitative and semi-structured interviewing method using analytical method in the form of encoding and extraction of new subjects and determination of similarities and differences- it has been shown that the power of entrepreneurs' of non-governmental sector modifies inadequate state budgets and makes managers change their dialogues, activities, qualities, and responsibilities. The research data of "The Impact of Privatization on the Quality and Equality of Education in Turkey", conducted by Yildirim (2014), which was conducted on a case-by-case basis through observation and interviews, showed that privatization is change of management, commitments and evaluations from state institutions to private organizations. Education is not only a private commodity but also has generic results. But limited government resources are preventing attaining this goal. The results of the research of Calvès, Kobiané & Afiwa (2013) in Africa, entitled "Impact of training privatization on employment", which was conducted as a multivariate survey and analysis, also showed that non-state education accelerated entry into the commodity market and increased the probability of finding the first job with higher wages. In another study titled "The Expansion of the Role of Privatization in Education, Tacit Concepts for Education," as reviewed by Malnar and Garcia (2007), it has been shown that there is no clear relationship between a successful business model of better educational management and academic performance of students. Rabiee and Nazariyan (2012) in an analytical-descriptive study conducted through documentary and case studies, showed how to support students financially and the concern about the quality of education in colleges and the quality of teachers' work are the most important challenges. Also, Rabiei and Nazari (2011) in another study, examining the barriers to privatizing universities, raised 26 obstacles such as the lack of rules for protecting

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private investment, the low purchasing power of people, the inability to pay tuition, the lack of academic freedom is in the universities. The results of Ghasemi Pouya's (2001) findings, which were carried out using a library method, indicate that the shortcoming graph of people's participation in educational affairs includes internal defects due to human factors, internal and external functions of education, and shortcomings due to the attitude of the authorities towards the concept of participation. It was also showed that the defects of external factors include the shortcomings of economic, social and cultural factors and the shortcomings of government programs. Azizi et al. (2012) in a study aimed at investigating the barriers to private sector participation in education- which was conducted in a survey method- state that the lack of commitment and adherence by the government to compliance with the agreed values of participation , the lack of stability of the decisions and rules of participation, lack of understanding of the necessity of partnership and commitment to it, lack of access to finance and capital to create appropriate physical infrastructure, lack of qualified teachers, administrative bureaucracy and so on have been among the main barriers to the expansion of nongovernmental schools from the point of view of managers and scholars. Jamshidi et al. (1392), in a research conducted by exploratory blend method, identified the micro-requirements of qualitative development of privatization of higher education in eight dimensions and studied their importance and their attention to them in the development process. Most of these requirements have been medium to high regarding importance level and average to low attentional affairs.

#### **4. THEORETICAL FOUNDATION OF THE RESEARCH**

The study seeks to identify appropriate strategies for attracting private sector investment in the education and development of nongovernmental schools. Providing appropriate strategies depends on having adequate knowledge of strategic management and how it is handled. Strategic management is art and science of the formulation, implementation and evaluation of multiple task decisions that enable the organization (society) to achieve its long-term goals (David, 2014). In strategic management, various tools are used to find the right strategies. One of the most commonly used tools is the swot matrix. This matrix is one of the important tools that managers can use to compare information and introduce four strategies.

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**4.1- Matrix of, Threat, Opportunities, Strengths and Weaknesses (SWOT):**

Using the swot matrix, we can provide strategies for wo, st, so and wt strategies.

Comparing the main internal and external factors is one of the most difficult parts of the swot matrix. In implementing strategies, the organization tries to exploit external opportunities using its internal strengths. All managers prefer their organizations to be in a position to exploit external events using internal strengths. Organizations typically use wo, st, or wt strategies to achieve such a position so that they can use so strategies. The goal of wo strategies is to allow the organization to improve its internal weaknesses by exploiting opportunities in the outside world. Sometimes outside the organization there are good opportunities, but the organization cannot take advantage of these opportunities due to internal weakness. While implementing st strategy, organizations try to reduce the consequences of threats in the outside world using their strengths or extradite them. . Organizations that implement these strategies are defensive and aim at reducing internal weaknesses and avoiding threats from the external environment. An organization that has internal weaknesses and faces many threats in the outside world is in a risky position. In fact, such an organization will fight for its survival and will try to use its strategies to maintain its survival (David, 1393).

**5. METHOD:**

In this research, two methods of library and field (questionnaire) were used to collect data. The statistical population of the study are all the relevant provincial and headquarters experts, all founders and managers of nongovernmental schools and the whole number of students and their parents. Six provinces have been selected based on wealth and random sampling methods (Tehran, Isfahan, Fars, Khorasan, Kerman, Chahar Mahal and Bakhtiari and Ilam). Three regions were selected from each province and 4 schools (2 girls' schools and 2 male schools) were selected from each region. To determine the sample size, Cochran method has been used and the number of individuals sampled is estimated as 400. Finally, 352 questionnaires (a sample of these questionnaires has been provided in the Appendix) have been extracted and analyzed. In addition, the views of the directors of these schools were taken and 450 parents of students were randomly selected and questioned according to Morgan's table. The validity of the questionnaires was evaluated in both form and content using five experts

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and five pundits. The reliability of the questionnaires was measured through Cronbach's alpha.

**5.1 Reliability of the Questionnaires:**

The Cronbach's Alpha coefficient of 30 questionnaires to measure the students' satisfaction with the facilities and academic achievement was estimated as 0.861. The alpha coefficients for the lack of investor participation in schools from the viewpoint of managers and institutions was calculated as 0.514. Both of these results indicate the reliability of the questionnaire.

**5.2 Prioritization of dictions of the questionnaires:**

**5.2.1. Satisfaction of Student's parents with academic achievement:**

The coefficient of variation has been used to prioritize items related to the Satisfaction of Student's parents with educational achievement of their children and also with facilities of the schools. Table 3 shows the results:

<b>Table 1. Prioritization of dictions of the questionnaires with educational achievement of their children and facilities of the schools</b>				
<b>diction</b>	<b>average</b>	<b>standard deviation</b>	<b>Coefficient of variation</b>	<b>Priority</b>
Ability of educational staff	4.61	0.504	0.109	1
Educational planning of the school	4.49	0.557	0.124	2
Creating a calm and intimate environment in the school	4.48	0.682	0.152	3
X6	3.85	0.610	0.159	4
X19	4.28	0.700	0.164	5
X4	4.20	0.6970	0.166	6
X23	4.37	0.744	0.170	7
X7	4.10	0.826	0.201	8
X10	4.26	0.873	0.205	9
X26	4.36	0.901	0.207	10

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X11	4.20	0.876	0.209	11
X8	4.83	0.901	0.209	12
X5	4.73	0.794	0.213	13
X21	4.34	0.928	0.214	14
X25	4.37	0.935	0.214	15
X15	4.30	0.931	0.217	16
X27	4.02	0.887	0.221	17
X14	4.10	0.972	0.237	18
X20	3.98	0.960	0.241	19
X24	3.84	0.927	0.241	20
X3	3.84	0.951	0.248	21
X13	3.76	1010	0.269	22
X18	3.80	1042	0.274	23
X12	4.10	1159	0.283	24
X16	3.53	1001	0.284	25
X30	3.49	0.978	0.288	26
X28	3.95	1175	.298	27
How to organize leisure time of the students	3.55	1145	0.323	28
Holding Extra-curricular Classes including robotics	3.60	1191	0.31	29
Commuting shuttle Services	3.09	1050	0.39	30

Based on the results, the three items of "the ability of the training staff", "Educational planning of the school "and "Creating a calm and intimate environment in the school" were the first three factors in the satisfaction of the students' parents. Also, the three dictions of "How to organize leisure time of the students ", "Holding extracurricular classes, including robotics," and" Commuting shuttle Services "were the lowest in terms



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of satisfaction. To evaluate the effect of each of the factors on satisfaction, a single sample t test was used and the results are presented in Table 4.

<b>Table 2. One-sample t-test results to examine the effect of each factor on satisfaction of students' parents' satisfaction</b>						
	<b>Test value = 3</b>					
					95% Confidence Interval of the Difference	
	t	df	Sig.(2-tailed)	Mean Difference	Lower	Upper
X1	63.950	399	0.000	1.610	1.56	1.66
X2	53.379	399	0.000	1.487	1.43	1.54
X3	17.554	399	0.000	0.835	0.74	0.93
X4	34.419	399	0.000	1.200	1.13	1.27
X5	18.334	399	0.000	0.728	0.65	0.81
X6	27.712	399	0.000	0.845	0.79	0.90
X7	26.646	399	0.000	1.100	1.02	1.18
X8	20.796	399	0.000	0.833	0.75	0.91
X9	43.372	399	0.000	1.480	1.41	1.55
X10	28.756	399	0.000	1.255	1.17	1.34
X11	27.405	399	0.000	1.200	1.11	1.29
X12	18.981	399	0.000	1.100	0.99	1.21
X13	15.051	399	0.000	0.760	0.66	0.86
X14	22.690	399	0.000	1.103	10.1	1.20
X15	27.920	399	0.000	1.300	1.21	1.39
X16	10.592	399	0.000	0.530	0.43	0.63
X17	9.563	399	0.000	0.547	0.43	0.66
X18	15.400	399	0.000	0.803	0.70	0.90
X19	36.406	399	0.000	1.275	1.21	1.34
X20	20.413	399	0.000	0.980	0.89	1.7
X21	28.873	399	0.000	1.340	1.25	1.43

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
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Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

X22	10.075	399	0.000	0.600	0.48	0.72
X23	36.706	399	0.000	1.365	1.29	1.44
X24	18.171	399	0.000	0.842	0.75	0.93
X25	29.245	399	0.000	1.367	1.28	1.46
X26	30.092	399	0.000	1.355	1.27	1.44
X27	23.002	399	0.000	1.020	0.93	1.11
X28	16.086	399	0.000	0.945	0.83	1.06
X29	1.763	399	0.079	0.92	-0.01	0.20
X30	8.029	399	0.000	0.393	0.30	0.49
<b>Total</b>	<b>49.707</b>	<b>399</b>	<b>0.000</b>	<b>1.00967</b>	<b>0.9697</b>	<b>1.06</b>

As the results show, considering that the test level is equal to 0.00 and this is less than 0.01, so it can be claimed, with 99% confidence, that all three factors examined were effective on the satisfaction of students' parents from academic achievement and school facilities. Finally, parents' satisfactions' dictions were classified into two main components (Table 3).

<b>Table 3. Elements constituting the satisfaction of the parents' of students</b>	
<b>Element</b>	<b>questions</b>
Satisfaction with Educational Infrastructures	1-2-9-12-23-24
Educational Interaction and Communication	3-4-11-13-14-19-23-24
Education and Health	5-6-8-10-15-21-25-26-27- 28
Extra-curriculum Programs and facilities	17-18-22-29-30

**5.2.2 The reasons for non-participation of private sector investors in nongovernmental schools:**

According to the results presented in Table 4, heads of the schools believe that three main reasons of "Lack of information about how to invest ", " official bureaucracy" and" Unfamiliarity with educational processes" are the main reasons of non-participation of investors. In addition, three dictions of "The lack of a capable training

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
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Non-Governmental Schools In Iran**



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staff", "Family expectations with regard to facilities" and "Skilled personnel shortages"  
have the least priority.

**Table 4. Prioritization of Dictions regarding non-participation of private sector  
investors in nongovernmental schools**

diction	average	standard deviation	Coefficient of variation
Lack of information about how to invest	4.29	0.669	0.156
official bureaucracy	4.24	0.748	0.176
Unfamiliarity with educational processes	4.32	0.827	0.191
X15	4.01	0.919	0.229
X25	3.58	0.828	0.232
X4	3.96	1.044	0.264
X23	3.78	1.004	0.265
X14	3.43	0.926	0.270
X6	3.88	1.057	0.273
X27	3.21	0.875	0.273
X8	3.94	1.074	0.273
X24	3.79	1.034	0.273
X20	3.52	0.971	0.276
X28	3.25	0.924	0.284
X5	3.42	0.977	0.286
X26	3.36	0.966	0.287
X21	3.60	1.081	0.300
X22	3.55	1.094	0.308
X7	3.88	1.235	0.320
X19	3.13	1.001	0.320
X29	3.50	1.187	0.340
X16	3.22	1.111	0.345
X13	3.33	1.168	0.351

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
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Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

X9	3.45	1.238	0.358
X17	3.13	1.124	0.359
X10	3.23	1.165	0.361
X18	3.19	1.184	0.371
The lack of a capable training staff	3.14	1.173	0.374
Family expectations with regard to facilities	3.34	1.254	0.376
Skilled personnel shortages	2.98	1.120	0.376

The results of the single-sample t-test (Table 5) show that in 26 of the examined cases, it can be asserted with 99% confidence that these factors are effective in not investing.

**Table 5. Single sample t-test results to examine the reasons for non-participation of investors in nongovernmental schools**

	Test value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig.(2-tailed)	Mean Difference	Lower	Upper
X1	38.618	399	0.000	1.293	1.23	1.36
X2	31.874	399	0.000	1.318	1.24	1.40
X3	33.204	399	0.000	1.242	1.17	1.32
X4	18.289	399	0.000	0.955	0.85	1.06
X5	8.493	399	0.000	0.415	0.32	0.51
X6	16.557	399	0.000	0.875	0.77	0.98
X7	13.932	399	0.000	0.860	0.74	0.98
X8	17.410	399	0.000	0.935	0.83	1.04
X9	7.313	399	0.000	0.453	0.33	0.57

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Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

X10	3.862	399	0.000	0.225	0.11	0.34
X11	-0.402	399	0.000	-0.022	-0.13	0.09
X12	2.302	399	0.000	0.135	0.20	0.25
X13	5.609	399	0.000	0.328	0.21	0.44
X14	9.289	399	0.000	0.430	0.34	0.52
X15	22.036	399	0.000	1.013	0.92	1.10
X16	3.917	399	0.000	0.217	0.11	0.32
X17	2.358	399	0.000	0.132	0.02	0.24
X18	0.209	399	0.000	0.190	0.07	0.31
X19	2.498	399	0.000	0.125	0.03	0.22
X20	10.612	399	0.000	0.515	0.42	0.61
X21	11.055	399	0.000	0.598	0.49	0.70
X22	9.967	399	0.000	0.545	0.44	0.65
X23	15.590	399	0.000	0.783	0.68	0.88
X24	15.226	399	0.000	0.788	0.69	0.89
X25	13.884	399	0.000	0.575	0.49	0.66
X26	7.455	399	0.000	0.360	0.27	0.45
X27	4.688	399	0.000	0.205	0.12	0.29
X28	5.358	399	0.000	0.248	0.16	0.34
X29	8.342	399	0.079	0.495	0.38	0.61
X30	5.383	399	0.000	0.337	0.21	0.46
Total	45.306	399	0.000	0.66308	0.6343	0.6919

It can be claimed with 95 percent confidence that items 12, 17 and 19 are effective on not investing. However, the element of "lack of capable staff" was not proved to be one of the significant reasons for not participating of investors in non-governmental schools. At the end, the elements of not participation of investors in non-governmental schools have been classified into 5 main components (table 6)

<b>Table 6. Constituting Elements of lack of Participation by Investors</b>	
Element	1-2-11-12-20-27-28-30
Individual and human elements	3-13-14-22

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
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Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

Official elements	5-6-7-9-10-15-16-18-19
Economical elements	
Legal elements	
Infrastructural elements	

**5-2-3. classifying weak and strong points of nongovernmental schools from the viewpoint of students' parents**

Based on the results of Table 7, among the 34 criteria for selecting a desired school, criteria such as quality of education, efficient teachers, preparation for entrance of university examination, foreign language training, psycho-educational counseling, strong management, maximum hours of education have the highest success rates. On the other hand, criteria such as high tuition fees, training classes for parents, success in sports competitions, funny and cheerful trips, school branding , achievement in sports competitions, individual cleanliness of the students and their cooperation in the cleanliness of the school has the least importance.

Of the 6 activities that have been identified as the main criteria for the school's activity, respondents believe that satisfaction with infrastructure or education, educational communication interaction, education, cleanliness and extracurricular plans and programs have the most strengths.

<b>Table 7. Weak and Strong Points of Non-governmental Schools of Iran from the Viewpoint of Students' parents</b>		
<b>Rank</b>	<b>Average</b>	<b>Criteria of satisfaction Level</b>
1	4.8457	Education Quality
2	4.7853	Efficient Teachers
3	4.6605	Preparation for entrance of university examination
4	4.6319	Foreign language training
5	4.5802	psycho-educational counseling
6	4.5750	strong management
7	4.5714	maximum hours of education

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
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Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

8	4.5644	Discipline Teaching and Planning
9	4.5460	Well-equipped laboratory and Workshop
10	4.5342	Preparation for Olympiads
11	4.5155	Scientific extracurricular Classes
12	4.5000	Artistic extracurricular Classes
13	4.4658	Religious extracurricular Classes
14	4.4601	Sports extracurricular Classes
15	4.3688	Cheerful Environment
16	4.3312	Cooperation and Collaboration
17	4.2893	Commuting Shuttle Services
18	4.2516	Respecting Clients
19	4.2375	Doing homework at home
20	4.2327	Observing religious duties on time
21	4.1950	Weekly tests
22	4.1401	Discipline-strictness in disciplinary factors
23	4.1056	Method of registering
24	4.1006	Library and book studying
25	4.0813	Entrance Exam
26	4.0759	School building
27	4.0613	United uniforms
28	4.0563	Medical examinations
29	3.8323	Branding of school and Achievement of good scientific results
30	3.7771	individual cleanliness of the students and their cooperation in the cleanliness of the school
31	3.6387	Branding of school and Achievement of good sports results
32	3.5260	fun and cheerful trips
33	3.5159	training classes for parents
34	3.2188	tuition fees

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

5.2.4. Classification of the strengths and weaknesses of the existing situation for the expansion of nongovernmental schools in Iran from the viewpoint of founders and managers Based on the results of Table 8 of the administrative bureaucracy and the lack of cooperation of banks, municipalities are the most important weaknesses in the lack of investment participation in providing the necessary facilities.

<b>Table 8. Distribution of the response based on the most significant weaknesses and strengths of the situation in the expansion of nongovernmental schools</b>				
<b>Answers</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percent</b>	<b>Cumulative percen</b>
Lack of Legal support by official organizations (education and Training Ministry, Banks)	29	70	13.1	13.1
Lack of Cooperation by banks and municipalities in provision of facilities	34	8.3	15.4	28.5
High Costs ( building, human forces, educational facilities, ...)	6	1.5	2.7	31.2
Administrative Bureaucracy ( Centralized Apparatus of the organization)	36	8.7	16.3	47.5
Family expectations regarding the facilities of the facilities	2	.5	0.9	99.1
Other	114	27.6	51.0	100.0
Unanswered	191	46.4	.0100	--



**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

Aggregation	412	100.0	---	--
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**5. 3 Proposals of founders and managers for the expansion of nongovernmental schools in Iran**

According to the results of the table below, most founders and non-governmental school administrators wanted to ensure the correct and accurate implementation of Article 25 and low interest loans.

<b>Table 9. Distribution of proposals by founders and managers for the development of nongovernmental schools</b>	
<b>Proposals</b>	<b>Frequency</b>
Low-interest loans	46
Cooperation of Education and training Ministry with non-governmental schools- creating proper conditions (mutual)	13
Proper Administration of Article 13 of the regulation book of nongovernmental schools	9
Proper and Exact Administration of Article 25	53
Transferring vacant educational spaces to nongovernmental schools	20
Allowing for holding extracurricular classes and giving approved certificates	2
Using loans in the form of cooperational facilities	4
Loan granting for making nongovernmental schools smart	2
Other	10
Unanswered	5

<b>Table 10. Opportunities for the expansion of nongovernmental from the perspective of experts in the field of culture and education</b>	
<b>Strong Points</b>	<b>Number</b>
Studying some of the students (uncompusoriliy) in nongovernmental schools helps the government to administer principle 30 of constitution in governmental schools	1

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

Provide more research and training facilities	2
Paying attention to brilliant talents	3
Making educational system more efficient	4
Provide an opportunity for better quality of education	5
Citizens are encouraged to spend more on cultural and educational affairs	6
Entrepreneuring causes job creation	7
Booming of innovation and creativity causes a competitional environment for creative educational management	8
Principle 44 of the constitution considers the narrowing of the state and privatization as indispensable	9
Elite attraction- nongovernmental schools, because of paying more wages to their teachers, recruit more successful teachers	10
Attraction and financial , thinking and ... aid of the people	11

**Table 11. Threats to the expansion of nongovernmental schools from the perspective of experts in the field of culture and education**

1	It causes education discrimination and is opposite of justice
2	It commodifies education
3	It causes the reduction of quality in governmental schools
4	Privatization makes the value of scientific jibs unspiritual and reduce this quality
5	It reduces the power of cultural system
6	Greed causes not employing of educated staff
7	It causes administrative corruption- some of the educational staff have schools of their own, certificate is granted to special people, It causes bribery
8	Purposes of privatization in the education field is not clear for its executers. This policy is transient, temporary and for taking money from people

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

9	This operation does not lead to the shrinking of the education and training organization, that is the cooperation of private sector is done without giving authority to them
10	It is against constitution, if education and training is governmental, it is against constitution
11	Inability of the government in providing proper educational conditions for children, has caused increasing of the nongovernmental schools
12	Founding, Administering and transferring of education to incompetent people

**6. MAKING SWOT MATRIX THE FOLLOWING STEPS HAVE BEEN TAKEN TO CONSTRUCT THE SWOT MATRIX:**

1. Provide a list of major opportunities available in the legal, cultural, economic and structural fields
2. Provide a list of major threats in the legal, cultural, economic and structural fields
3. Provide a list of major strengths in the legal, cultural, economic and structural fields
4. Provide a list of major weaknesses in the legal, cultural, economic and structural fields
5. Compare the legal, cultural, economic, and structural-administrative factors with the opportunities outside the organization and present the results in the SO strategy group
6. Compare the legal, cultural, economic, and structural-administrative factors with opportunities outside the organization and present the results in the WO strategy group.
7. Compare the legal, cultural, economic, and structural-administrative factors with the opportunities outside the organization and present the results in the ST strategy group
8. Comparison of the legal, cultural, economic, and administrative-administrative factors with the opportunities outside the organization and the presentation of results in the WT strategy group

**Table 12. How to make a swot matrix**

	S Strong points	Weak points
Opportunities	SO Strategies	WO Strategies

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

	By using strong points, we try to utilize opportunities	By utilizing opportunities, we try to overcome weak points
Threats List of Threats	ST Strategies Reduce weak points and prevent from threats	WT Strategies Reduce weak points and prevent from threats

**Checking Legal factors of the swot matrix:**

The study of scientific motivation shows that existing laws and regulations for the expansion of nongovernmental schools identify opportunities and threats. Opportunities include:

1. The Guardian Council, as the interpreter of the Constitution, endorses the non-conflict of the establishment of nongovernmental schools with Article 30 of the Constitution. 2967/5000
2. The general policy of principle 44, considers state minimization and privatization to be necessary
3. Studying a part of the students (without coercion) at the expense of parents in nongovernmental schools will open the hands of the government to better implement Article 30 in nongovernmental schools.
4. Article 13 of the Regulations on Non-Governmental Schools
5. Article 25 of the Regulations of the Nongovernmental Schools

**Legal weaknesses include:**

1. An interpretation contrary to Article 30 of the Constitution - contrary to the Constitution, is the education of sovereignty, this is contrary to the rule of law.
2. Obstacles to the regulations of the engineering and housing and urban planning system for the construction and purchase of schools

If we look at the opportunities created by the matrix, we can consider WO strategy to cover the weaknesses of the source environment:

1. Revise and amend the laws of non-profit schools with their clear interpretation
2. Removing obstacles to the regulations of the engineering and housing and urban planning system for the purchase or construction of schools.

**Cultural Barriers Maturity Study:**

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

Attrition weakness:

1. It is a class of education that is contrary to justice.
2. Non-governmental schools offer education
3. Loses quality in public schools
4. Reduces the value of scientific jobs

**Cultural Opportunities:**

1. Educational system is effective
2. Provides an opportunity for high quality education
3. Attention to brilliant talents and their training
4. Attract people's contributions
5. Attract elites to nongovernmental schools to pay more teachers to teachers

With regard to the above, strategy can be proposed to publicize the public through media and other

information systems on the benefits of nongovernmental partnership participation.

Economic factors matrix analysis:

Strengths:

1. Citizens should be encouraged to spend more on cultural and educational goods and services

Acquisition of expertise and possibility of business progress weak points:

1. Failure to allocate adequate loans from banks
2. There is a lot of non-governmental orbit fees.

Opportunities:

- 1- Employment and entrepreneurship
2. Recruiting and attracting financial contributions

threats:

- 1- Classifying the community
2. Unprofitable Cultural Activities
- 3- Profitability of non-cultural work
4. High living expenses

Due to the weaknesses, strengths, opportunities and threats, two strategies for wo and st can be solved:

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

Wo strategy: Creating a flexible and suitable economic environment for the expansion of nongovernmental schools

t strategy: Easy payment service

Structural-Administrative Barrier Matrix Examination:

weak points:

1. Failure to comply with laws and regulations
2. Low Conscience
3. Excessive concentration of the education system

pportunities:

- 1- Proper implementation of the rules that could be delegated.
2. Efficient forces are absorbed

with the above, we can propose two strategies. Which is as follows:

- 1- Participation of educational and economic elites in privatization
2. The decentralization of the education apparatus

**Evaluation of proposed strategies:**

In this section, seven proposed strategies from previous sections are presented in the form of a questionnaire to experts (faculty members and experts). The 15% table shows the agreement of the research sample members with each of the suggestions. Proposals for "decentralization of the education system" and "soft loans and facilities payments away from handicrafts" have been agreed upon. Then, the Kolmogorov-Smirnov test confirmed the significance and appropriateness of the strategies.

<b>Table 13. Frequency Percentage of the response of the research samples to the proportion of proposed strategies</b>						
Approaches (Proposed Strategies)	Completely Appropriate	Appropriate	Almost Appropriate	Inappropriate	Completely Inappropriate	Aggregate
Revision and amendment of the rules of non-	40	33.3	23.3	3.3	--	100

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

governmental schools, along with clarifying them						
Eliminating barriers existing in the regulations of the engineering and housing system and urban planning for the purchase or construction of schools	50	26.7	10	10	3.3	100%
Communicating the community through the media and other information agencies on the benefits of nongovernmental sector participation,	60	26.7	6.7	6.7	--	100%

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

privatization and the complexity of long-standing public institutions						
Creating a flexible economic environment	53.3	26.7	10	6.7	3.3	100%
Paying loans and facilities with easy conditions and away from cumbersome rules	63.3	26.7	3.3	6.7	---	100%
Participation of educational and economic elites in the field of privatization	57	23.3	13.3	3.3	3.3	100%
The decentralization of the educational organization	67	17	6.7	---	---	100%

**7. CONCLUSION**

Based on the results, barriers to the expansion of nongovernmental schools in Iran can be categorized into four legal, cultural, economic, and administrative factors. Among



**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

the legal barriers, there exists an interpretation contrary to Article 30 of the Constitution which is against governmental education. If education is a sovereign, this is contrary to sovereignty. One of the cultural barriers is the view of the community that nongovernmental schools are commodifying training and reducing the spiritual value of academic jobs by monetarization of education. The economic poverty of the state, the government's inadequate economic policies toward the private sector and the lack of adequate allocation of adequate facilities from public and private banks are economic barriers. Management weaknesses and inefficiencies, disobeying of the compliance with the laws and regulations and excessive concentration of the education system are structural and administrative barriers. This conclusion is consistent with the results of Rabiei and Nazari (2011), Azizi and his colleagues (2013) and Ghasemi Pouya (2001). The reasons for not attracting private sector investment for the expansion of nongovernmental schools are three factors: "lack of sufficient information about investment flows", "administrative bureaucracy" and "lack of familiarity with the educational process", three reasons why investors are not involved in the view of the heads Schools were raised. In the end and based on the results, suggestions were made and their significance was confirmed by the Kalmogorov-Smirnov test and the suggestions of "decentralizing the education system" and "paying loans and facilities with easy conditions away from obstructive barriers" Agreed. Given that these strategies are legal and structural-administrative. Thus, it can be claimed that, at least in the examples examined, these factors affect investors more. Accordingly, the following practical suggestions can be expressed:

1. The over-concentration of the education and training system blocks any evolution . The ministry should rely on, in order to provide the opportunity and time and the necessary calm to think and plan, those in provinces, regions, councils, schools, cultural organizations and organizations of the people and give authority to them.
2. One of the most important goals of private sector participation is to increase the freedom of parents and students to choose. It is better to replace the uniformity of schools with variety in order to be consistent with the spirit of the people. Students should be guided from a single selection list into a more diverse and richer which are consistent with their need and talent.

**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

3. Security is a prerequisite for partnership and investment in everything. Education is not an exception. The investment in the manufacturing, training, and services sector should be seen together and this action needs strategic vision. Different organizations in government and in the system should put foot in this path in a sympathetic and empathetic way.

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**Progress Process, Existing Barriers And The Presentation Of Solutions For  
Modification And Attraction Of Private Sector Investment In Developing  
Non-Governmental Schools In Iran**



*Revista Publicando, 5 No 14 . No. 1. 2018,679-705. ISSN 1390-9304*

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