

## *The Impact of Education on Social and Cultural Aspects of Sustainable Development in the Islamic Republic of Iran*

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### **Abstract**

Education is the most effective mechanism of society to deal with the greatest challenge of this century, sustainable development. This research was conducted with the aim of studying the impact of education on social and cultural aspects of sustainable development in the Islamic Republic of Iran in 2020. After reviewing the theoretical framework and the research background, a conceptual model was developed, and a questionnaire was designed to measure the variables of the research. Then, the questionnaire was distributed among the sample. The obtained data were analyzed using descriptive statistical indicators and factor analysis. SPSS software was used to analyze the data, and to test the model and hypotheses, structural equation modeling using partial least squares was used. Cronbach's alpha was all above 0.7 and the construct validity was also good. The results of data analysis showed that all relationships between research variables were confirmed. The results are as follows: The impact of education on Sustainable Development is 0.77, training methods on sustainable development is 0.37; political culture on sustainable development is 0.43 and the impact of political culture on political development is even greater.

**Key Words:** political identity, sustainable development, education, training methods.

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### *Introduction*

Teaching is the art of creating learning, learning the knowledge and life skills among the country children. Teacher is builder of future generations in any country (Fathi; Saadatmand & Yousefi). The Study of effective factors on progress and development in developed societies shows that all these countries have capable and efficient education. The crystallization of education is in training of committed, scientist, expert, and skilled human resources. In today's world, where science and technology are widely considered as important and fundamental factors in the process of growth and economic, social and cultural development in human societies, institutions and education systems have gained a huge and important role. Increasing attention to the type and expansion of education is an undeniable necessity that is due to the rapid pace of change in various areas of economic and social activities of communities. The role of education in economic growth and increasing the level of income of individuals is a category that has long been studied from different economic and social perspectives. Cost Analysis - The benefits of education, its efficiency and effectiveness in terms of economic growth and development, have a very long history. However, in order to institutionalize the nascent concept of sustainable development in recent years, we need to fundamentally reconsider the concept of traditional education to understand the concept of

developmental education and its role in deepening sustainable development as much as possible. The experience of recent years has shown that the category of education, regardless of the behavioral and attitude patterns of development, has only improved the information of the educated and perhaps does not play an effective role in sustainable development (Mousaei, and Ahmadzadeh, 2009). Development is considered to be the process of fundamental change of cultural beliefs, social, political and economic institutions in order to create and adapt to new capacities and quantitative and qualitative improvement of human, educational, economic and other capabilities, and abilities to achieve such a level, above all It requires a cultural and value transformation of societies. International studies and experiences are all indicative of the need for sustainable and comprehensive development, which must necessarily go beyond the context of human resources.

And the precondition for the success, consolidation and continuity of any development and transformation is investment in human development as its main and pivotal pillar and core (Amiri, 2017).

Theodore Schultz, who is one of the most important contemporary economists and known as the father of the theory of human capital, also emphasizes on the importance and necessity of paying attention to human capital in economic analysis. According to Schultz, "Human acquired abilities are the most important source of

productivity growth and economic development in recent years, and education as the most important investment in human beings, has the most effective role in the growth and development of societies". Today's world has realized that training people is a kind of national investment, and any country that strives harder will undoubtedly enjoy greater economic, social, and cultural growth and development in the future. The human capital that is obtained as a result of education is one of the most important factors for economic growth and development (Emadzadeh, 1995). Therefore, the aim of this study is the effect of education on sustainable development to achieve the sustainable development.

#### *Statement of the problem*

The ultimate goal of educational systems around the world is to educate people to participate in society and to transmit the identity, culture, values, and principles that govern the country, so that the education system around the world brings together groups of students in schools and classrooms to meet the hopes and expectations of the society and individuals. Meanwhile, despite the fact that in appearance, learning science and promoting its forms are the most important goals of the educational system, it should not be forgotten that the educational system plays an important role in the political acceptability of individuals. Therefore, in addition to learning science and knowledge, people also get to know themselves and

others. So, the formation of personality and socialization of the individual in this system is very important, so that political socialization can train people who are on the path of their growth and perfection, and on the development and construction of the society or vice versa. In addition to gaining information and knowledge, this system prepares people to play different roles in society and to become familiar with social norms and rules. In fact, on the one hand, person learns the correct way of social life and on the other hand, is ready to take an active part in life and accept responsibility in society. In fact, the educational system can act as a humanizing reference and reproduce the values, principles and goals in order to strengthen or weaken the national identity in society. Especially now, the necessity and role of education courses is not only in developing skills, cognitive abilities and preparing children to enter the higher education, but also it is as a factor and basis for any initial change in the field of cultural and social development. In fact, in this era, on the one hand, the educational system is culturally and socially active in transforming human beings into mature individuals, and on the other hand, it provides the general knowledge which is needed by human resources in various economic and social sectors. At the same time, it plays an important role in strengthening national identity, national unity, and strengthening social solidarity through the dissemination of traditions, social

customs, and ideologies. Therefore, the educational system is one of the most important components of the sustainability and stability of governments, so that its lack of proper function can cause various crises such as identity crisis (Salimi, 2012). In the present study, the problem of research can be expressed in two theoretical and practical fields. In the theoretical field, the researcher's research shows that so far no comprehensive work has been done on the impact of education on sustainable development and its dimensions and what effects and consequences it has. Same as our country, there has not been much research on the relationship between education and the concept of sustainable development and its dimensions, and theoretical literature in this field does not have the necessary richness. In fact, there is no comprehensive model that includes all dimensions. Therefore, according to the research gap observed in this research, the researcher intends to study sustainable development in the field of education and provide a suitable model to explain it. In practical section, the researcher's experience over the years shows that some teaching methods are more effective than the others, and since one of the newest and most effective methods of sustainable development is proper education, the question that arises in the researcher's mind is what can be the impact of education on sustainable development and its dimensions? And also whether it is

possible to find conceptual and deep relationships between these variables and their dimensions or not? Therefore, the placing these two theoretical and practical issues together caused that the researcher decided to design and implement the current research in this way. However, the findings of this study, due to its theoretical and comprehensive nature, introduce a wide range of issues of sustainable development for researchers and students interested in this issue, and also provide guidance to managers at various levels of the organization to help them in making decision and better guidance in development and training. By conducting this research, it is expected that a suitable model will be provided that can be used by schools and educational leaders, especially in schools and academics. So, the present study aims to influence the impact of education on sustainable development and its dimensions, especially the two dimensions of social and cultural development with the aim of achieving sustainable development, and focusing on existing literature, the use of unique benefits of sustainable development in operations which is related to educational affairs. And it paves the way for the development of the country. This study seeks to examine factors such as education (cultural development, grounding methods and educational methods) and sustainable development (social and cultural) based on the integration and study of the existing model.

### *The importance and necessity of research*

One of the goals of development is to create justice and equality beyond religion, race and gender, and this is why the importance of public education is so important in sustainable development. Education and access to education is an universal right for all residents of this planet, and in fact it is the strongest tool in our hands to achieve a sustainable global society. Education is the foundation of the development of our new world, and without access to education and public awareness in human beings, sustainable development will not go beyond a superficial and vulgar slogan. According to the latest United Nations figures in 2015, 250 million children worldwide are unable to read, write and count correctly. Children have the right to complete their primary education free of charge in accordance with international standards, but in most parts of the world, especially in developing countries, this right has not been enforced for all classes by the government and legislature, and if it is implemented, religious and more importantly gender barriers will prevent at least half of the population of children who are girls from reaching the goal. Looking at global statistics and studies, educated society is able to cultivate far more positive economic growth index, public health, active civic and political participation, and respect for human rights than other sustainable economic societies; and according

to the UN Secretary-General, when we prioritize education, we can prevent poverty, hunger and energy depletion and work harder for better communities (Arzanipoor and Maktabi, 2015). Today, education as a social institution that is responsible for educating the people of the society has been considered and emphasized by the members of the society, including the people, officials and thinkers, and they all believe that the growth and the development of a country depends on the cultivation of conscious and responsible human beings, that is what is considered as human development in the development literature. Thus, the role of education in building conscious and dynamic human beings is not hidden from any expert, and they all agree on the irreplaceable impact of education. The importance of education is due to its functions, and these functions can be examined both individually and socially. So far, various thinkers have studied education from different angles; sociologists have also studied education and its functions from a sociological point of view and have considered some functions for it such as socialization and acceptability, social supervision, social cohesion and unity, innovation and change, etc., which in this article we try to evaluate only the role of education in social, economic, political, and cultural development of societies (Ismaili, 2018).

In order to create a common language and understanding, two concepts of developmental education and sustainable

development must be defined. In the new concept of developmental education, human beings must be trained in quality and equipped with characteristics that not only have no problem with development programs, but also they used with compassion, commitment, scientific insight, and all their abilities, energy, expertise and thought in order to achieve the developmental goals, and constantly generate new intellectual and qualitative values for participation. When we talk about sustainable development, we mean development that looks at human survival and its full and comprehensive well-being. Sustainable development with all its chains, dynamic processes, human resources, natural resources and the system of hardening of society is in an interactive form and seeks to create interaction between present and future, human and nature and justice and prosperity between and within generations. According to the above two concepts, it seems that educational and research capacity building with a different and interdisciplinary approach and improving quantitative and qualitative values (creating awareness, developing skills, rational decision making, etc.) helps to accelerate the concept of sustainable development and improve education in the community (Farshbaf, Rashidi, and Jamshidi Rad, 2016).

In the present study, the problem of research can be expressed in two theoretical and practical fields. In the theoretical

field, the researcher's research shows that so far no comprehensive work has been done on the impact of education on the social and cultural aspects of sustainable development in the Islamic Republic of Iran and what effects and consequences it has. In Iran, the concept of political identity with the aim of achieving sustainable development is one of the new concepts for which less work has been done and theoretical literature in this field is not rich enough. In fact, there is no comprehensive model that includes all dimensions. Therefore, considering the research gap was observed in this research, the researcher intends to study sustainable development in the field of education and political intelligence and provide a suitable model to explain it. In the practical field, the researcher's experience during the years of study shows that some teaching methods are more effective than others, and since one of the newest and most effective methods of sustainable development is proper education, the question that came to the researcher's mind was what could be the impact of education on the social and cultural aspects of sustainable development in the Islamic Republic of Iran? And also, is it possible to prioritize between the dimensions of these variables?

Therefore, placing these two theoretical and practical issues together was caused that the researcher decided to design and implement the current research in this way. And also, the findings of

this study, due to its theoretical and comprehensive nature, introduce a wide range of topics of sustainable development for researchers and students who interested in this subject. It also provides guidance for managers at various levels of the organization, helping them to make optimal decisions and better guide for developing and training. This research is expected to provide a suitable model that can be used by schools and educational leaders, especially in schools and academics. Therefore, with the aim of influencing education on the social and cultural aspects of sustainable development in the Islamic Republic of Iran, with focusing on existing literature, the present study provides a platform for using the unique benefits of sustainable development in operations which is related to educational affairs. This study seeks to investigate factors such as education (cultural development, grounding methods and educational methods), and sustainable development (social, economic and cultural) based on the integration and study of the existing model. In a word, this study seeks to solve the problem of "Does education have a significant effect on the social and cultural aspects of sustainable development in the Islamic Republic of Iran?"

### *Research background*

O, Flaherty and Liddy (2017) stated in a study entitled the impact of education on sustainable development interventions that the impact of education on sustainable development interventions has

been determined by the United Nations in that all students have the knowledge and skills needed to promote sustainable development. Development Education, Education for Sustainable Development and Global Citizenship Education are educational interventions, all of which raise issues of global justice and sustainability. Current research continues to expand our understanding of this field, but there is no new literature on the impact of these educational interventions. The purpose of this paper is to examine the impact of developmental education, sustainable development education and global citizenship education. The researcher examined 243 studies against specific input criteria: 127 of these studies accepted 99 input criteria and underwent a dual study that rejected further studies. From the 44 final papers which examined, 26 were for sustainable development or environmental education, 12 global items were in its content through the global development or citizenship education, and six intercultural educational interventions included. In this paper, an overview of learning evaluation considerations was used, evidence of its impact on learners was examined, and some of the methodological and educational questions that arise from the study were confirmed.

Paul & Mehera (2016) in a study entitled the effects of education on sustainable development of a micro study in the Burvan Region in West Bengal, India stated that the present article

aims to investigate the effects of education on sustainable development in the Kordovan region of West Bengal. The study included 200 households in urban and rural areas, including "below the poverty line and the extreme poverty line in the Kurdish region of West Bengal". As a statistical method, the two-way test of the relationship between education and sustainable development of households was used. Analysis also includes historical evolution and the principles of education that contribute to sustainable development. A conceptual framework has also been developed to demonstrate the role of education in achieving sustainable development through a development system model. To determine the relationship between sustainable education and development with a set of selected indicators, the binary regression model has been used. The T-test is also used to test whether there are changes in the impact of sustainable development in terms of education among households or not. Finally, it has been concluded that education has had a significant impact on the sustainable development of households in the Kurdish region of West Bengal.

Ahmadi, Esfahani, and Darvish (2015) in a study entitled the role of education in sustainable development and developmental education said that education through the promotion of individual skills, abilities and competencies leads to the accumulation of human capital in the individual and society, and it

expands a person's range of freedom by increasing his or her abilities. There are two main approaches to explaining the impact of education on human capital: the productivity approach and the capability approach. In the productivity approach, the purpose of training is only to increase labor productivity, but in the capacity to train approach, it is to improve the productivity of human resources from intermediate results, and what is more important is to promote cultural and social development result from training. On the other hand, in the new international division of labor, education plays a pivotal role in the division of countries around the world, and countries with more favorable education systems have been able to achieve sustainable economic growth by using high-tech products and academics. Based on the experience of other countries, including Japan and China, in terms of education and education system, it can be concluded that designing an appropriate education system will be the main precondition for the development of each country and the movement of the country in the direction of the countries of the first world. Accordingly, the below research hypotheses were presented:

#### *The main hypotheses*

1. Education has a significant effect on sustainable development in the Islamic Republic of Iran.



### *Sub-hypotheses*

1. Education has a significant effect on social development in the Islamic Republic of Iran.

2. Education has a significant effect on cultural development in the Islamic Republic of Iran.

3. Training methods have a significant effect on sustainable development in the Islamic Republic of Iran.

4. Political culture has a significant effect on sustainable development in the Islamic Republic of Iran.

### *Conceptual model and research hypotheses*

The following diagram illustrates the conceptual model of the present study in the form of a graphic model, consisting of two main variables, and suggests how the relationships between these variables are. In this section, the question arises as to whether education has a significant effect on sustainable development with the aim of achieving sustainable development or not. By considering education as an effective factor in the synchronization of identity and sustainable development, efforts have been made to identify the best interrelated variables to present the applied model, and to consider it in the process of change. In this regard, by examining the background of research and the opinion of experts, the following model was presented.

### *Methodology*

The present study in terms of the purpose is a practical research, and

in terms of how to collect data is descriptive - correlation research and it is counted as a field studies branch. Also, the method of conducting research is survey through a questionnaire. One of the most important features and benefits of this method is the ability to generalize the results.

The statistical population of this study is all female teachers and those involved in planning in education. About 384 students were made available by the sampling method and using Cochran's unlimited community formula and error level of 0.05.

$$n \geq \frac{Z^2 \alpha/2 pq}{d^2} = \frac{1.96^2 * 0.5 * 0.5}{0.05^2} \geq 384$$

In other words, the prepared questionnaires were distributed among 413 people, and in the meantime, 384 questionnaires were returned by the teachers as completed. The research questionnaire consists of two main parts. The first part includes general questions. In these questions, attempt has been made to gather general and demographic information about the respondents. The second part deals with the specific questions of the researcher which is related to the three main variables of research (Political Culture: questions 1-5, Training Methods: questions 6-10, Cultural Development: questions 11-15, Social Development: questions 16-20). This section contains 20 questions that are asked of the respondents in order to express their opinion from completely disagree to completely agree, and specify in the answer sheet that is set as a five-point Likert spectrum.

Then, 30 questionnaires to determine the validity and reliability of the measurement tool were distributed among the members of the community. And after collecting the questionnaires, by using the SPSS software its validity and reliability is calculated that the results showed that this measurement tool has the necessary validity and reliability to collect the required data. To

maintain reliability, the Cronbach's alpha coefficient must be greater than 0.7 to be accepted that for all variables of this study, its value has been calculated by using SPSS 20 software and their value is greater than 0.7, i.e. the questionnaire used has an acceptable reliability. These values are provided for each of the variables and the whole questionnaire in Table 1.

**Table 1. Reliability of Research Tools**

Variable	Number of items	Cronbach's alpha
education	Political culture	0.90
	Training methods	0.85
Sustainable Development	Cultural development	0.84
	Social Development	0.86
The whole questionnaire		0.87

Also, in order to determine the validity of the content, the questionnaire was provided to a number of professors and experts in this field and the necessary changes were made, and for factor analysis of data and structural validity, sampling adequacy index (KMO) and Bartlett test were used. Since the acceptable value for the

KMO index is more than 0.5, and the significance level in the Bartlett test should be less than 5%, and according to the results obtained by using SPSS 20 software, it can be concluded that all variables and questions have good structural validity. Table 2 shows these results.

**Table 2. Narrative of the questionnaire**

Variable	KMO	Bartlett's test	special amount	Explained variance
political culture	0.88	0.001	3.60	72.04
Training Method	0.81	0.001	3.20	64.18
Social Development	0.86	0.001	3.41	68.20
Cultural development	0.80	0.001	3.28	65.67

**Data Analysis**

In this research, Structural Equation Modeling (SEM) test is used to analyze the data and test the research hypotheses. Cronbach's alpha coefficient was

also used to measure the reliability of the model and Confirmatory Factor Analysis (CFA) has been used to measure the fit of the proposed model and the validity of the questionnaire. After collecting

the research data completely, the collected data is transferred to SPSS software. And descriptive statistics have been used to prepare tables and graphs to describe the selected sample from the statistical population. SMART PLS software, which is one of the types of structural equation modeling (SEM) software, has been used to

investigate the hypotheses of model research and testing.

**Research Findings**  
**Descriptive Findings**

In the present study, a sample of 384 respondents was studied. Their demographic variables are shown in Table 3, and descriptive findings which are related to the main research variables are also given in Table 4.

**Table 3. Descriptive findings on demographic variables**

variable	number	percentage	
Age	Under 30 years of age	42	11
	31 to 40 years	196	51
	41 to 50 years	126	32.8
	Over 51 years of age	20	5.2
Education	Higher diploma and Lower	49	12.8
	Bachelor	279	72.7
	Masters degree and Higher	56	14.5
Marital Status	Single	92	24
	Married	292	76

As shown in Table 3, the majority of respondents are in the age group of 31 to 40 years. Also, most of their education is a

bachelor's degree, and in terms of marriage, the majority of respondents are married.

**Table 4. Descriptive indicators of research variables**

variable	Average	S.D	K--S
Education	political culture	4.11	0.81
	Training Methods	4.21	0.74
Sustainable Development	Social Development	3.94	0.81
	Cultural development	4.03	0.79

0.001

According to the data in Table 4, the highest average is related to the cultural variable of identity and the lowest average is related to the national action variable and the highest standard deviation is related to the national authority variable and the lowest standard deviation is related to the cultural variable of identity. Also,

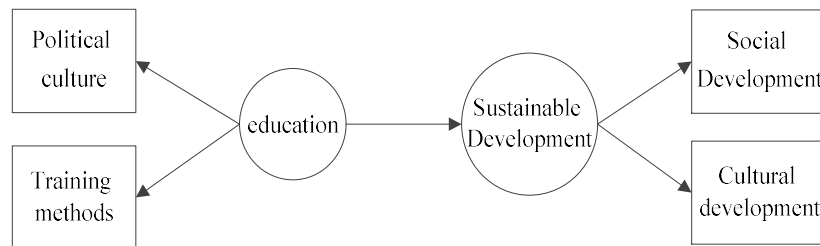
according to the values obtained from the Kolmogorov-Smirnov test, all of which are below 0.05, it is clear that the useable data do not have a normal distribution. Therefore, Smart PLS software should be used for factor analysis and hypothesis testing. Table 5 shows the correlation coefficients of the research variables.

**Table 5. Solidarity matrix of research variables**

	1	2	3	4	5	6
1. Political Culture	1					
2. Training Methods	0.72**	1				
3. Social Development	0.73**	0.96**	1			
4. Cultural Development	0.89**	0.95**	0.68**	1		
5. Education	0.89**	0.66**	0.69**	0.63**	1	
6. Sustainable Development	0.76**	0.71**	0.69**	0.64**	0.83**	1

According to the data in Table 5, the correlation coefficient between all variables at the level of confidence is 99% significant. However, all the necessary

conditions for factor analysis are available, and as a result, model testing and hypotheses are performed. Figure 1 shows the tested research model.

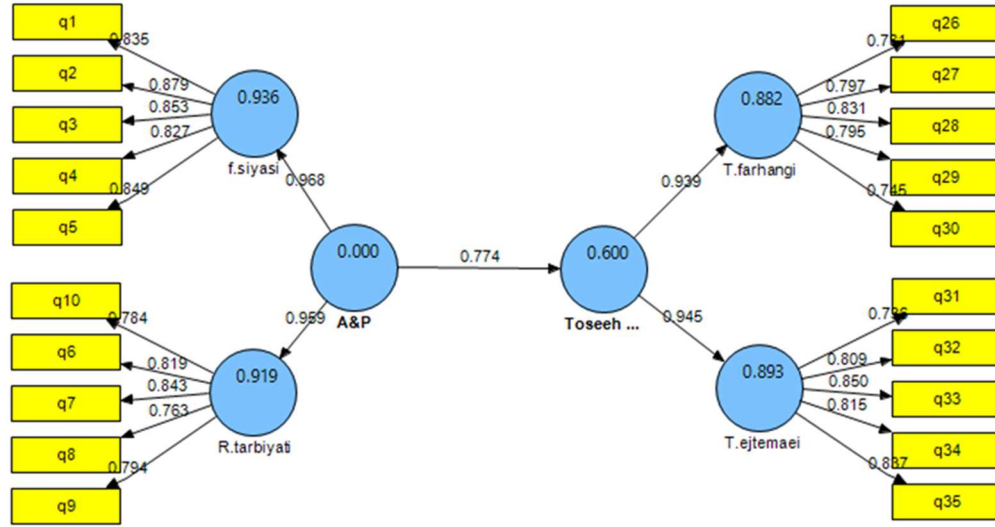


**Fig. 1. Tested research model**

***The final model of the fit model test***

Figure 2 shows the final model of the research in the estimation of path coefficients, and the indicators presented below indicate the most important indicators of propriety. And they show that the model is in a good position to explain and fit. Model fit indicators should be

calculated to determine to what extent does the model developed based on theoretical framework and empirical background correspond to reality? For this reason, indicators who could answer this question have been used, the results of which are shown in Table 6.



**Fig. 2. Conceptual research model with path coefficients and factor loads based on pls software output**

Table 6 shows the fit indicators of the model based on the output of the SMART PLS software. The values obtained for the indicators indicate that the collected data support the conceptual research model. As shown in the below table, for all variables, the value of the average coefficient of extracted variance (AVE) is higher than 0.5, the value of 0.5 is low for this index, which should not be less than the variables. The compound

reliability index (CR) is also higher than 0.8 for all variables that indicates the structures used in the model have good reliability. Finally, the overall fit index of the model is given, and if the value of this index be higher than 0.16, it indicates that the model has a good fit. It means that the collected data supports the conceptual model of the research and the model is close to reality.

**Table 6. Model fit indicators**

Variable		The average coefficient of the extracted variance	Compound reliability	Model general fit index
Education	political culture	0.63	0.94	0.92
	Training Methods	0.64		0.89
	Social Development	0.56		0.90
Sustainable Development	Cultural development	0.62	0.92	0.89
				0.66

**Testing research hypotheses**

The test results of the research hypotheses based on structural equation modeling are shown in Table 7. As can be seen in this table, according to t-statistics, all research hypotheses have been confirmed at 99% confidence level. Judgment based on t statistic is that if the value of this statistic is between - 1.96 and 1.96, the hypothesis is rejected. If the value of this statistic is not in this range, the research hypothesis is accepted, and if the statistic t is in the range greater than 2.58 and less than 2.58, the research hypothesis is accepted at 99% confidence level. According to the given

explanations and the results obtained from the research, it is clear that all the research hypotheses have been confirmed at 99% confidence level. And according to the path coefficients, it can be concluded that the effect of independent variables on the dependent in the model and research hypotheses is positive because the path coefficients are all positive. The path coefficient means how much the dependent variable changes for one percent change in the independent variable that the amount of this change is equal to the path coefficient assigned to it.

**Table 7 summarizes the test results of the research hypotheses**

Number	hypothesis	Route coefficient ( $\beta$ )	statistic T	Test result
1	Education - Sustainable Development >	0.77	26.88	confirmation hypothesis
2	Training Methods - Sustainable Development >	0.37	5.05	confirmation hypothesis
3	Political Culture - Sustainable Development >	0.43	5.46	confirmation hypothesis
4	Education - Social Development >	0.73	23.64	confirmation hypothesis
5	Education - Cultural Development >	0.72	23.79	confirmation hypothesis

Findings indicate that there is a significant relationship between education and sustainable

development; Therefore, it can be argued that the better education,

the more sustainable development. (Size of work: 0.77)

Findings indicate that there is a significant relationship between education and social development; therefore, it can be argued that as education improves and social development increases. (Size of work: 0.73)

Findings indicate that there is a significant relationship between education and cultural development; therefore, it can be argued that as education improves and cultural development increases. (Size of work: 0.72)

Findings indicate that there is a significant relationship between educational methods and sustainable development; therefore, it can be argued that the better the training methods, the more sustainable development will be. (Effect size: 0.37)

Findings indicate that there is a significant relationship between political culture and sustainable development; Therefore, it can be argued that the better the political culture and the more sustainable development. (Size of work: 0.43)

### *Discussion and Conclusion*

Although the role of education in any society is quite clear, over the years, governments have paid less attention to how it has benefited economically, and how little

has been done to improve the quality of community development. Today, the concept of sustainable development has been considered as one of the most important concerns of society, and therefore, serious discussion of this

issue, both in terms of education and development is very serious. Developmental education, in fact, helps to expand the concept of sustainable development by introducing short and concise indicator. Accordingly, it seems that education in developing countries will contribute to sustainable development if it has the following characteristics:

- Teach job and life skills
- Develop creativity and innovation
- Strengthen perceptual skills
- Increase decision-making skills
- To cultivate and strengthen the research spirit
- Increase your ability to evaluate and monitor yourself.

Any educational system whose output does not have high characteristics is a non-developmental education and cannot behave in accordance with sustainable development, which is based on constructive and evolutionary interaction with nature and other human beings and guarantees welfare and justice between and within generations.

This study was conducted to investigate the effect of education on sustainable development with the aim of achieving sustainable development in the Islamic Republic of Iran in 2018. The results of data analysis showed that all research hypotheses were confirmed at 99% confidence level, which means that since one of the indicators of sustainable development is to internalize the concept of development within and between generations of

society; therefore, investing in education and production of human beings with scientific, skill-oriented, changeable, systemic, research, self-monitoring and in other words with mental flexibility and mobility will be able to develop the process in all aspects of society, and educate the people of the society as the main factors of development in the best way and help to improve the quantity and quality of the society. On the other hand, proper education not only prevents people from resisting change, but also makes them welcome because they have the necessary flexibility, this phenomenon is one of the important features related to sustainable development. The results of this study are consistent with the results of the research of O,Flaherty , and Liddy (2017) Paul & Mehera (2016), Olsson, Gericke ,and Rundgren (2014),Weakliem (2002), Ahmadi; Isfahani , and Darvish (2015), Hashemi, Taybi ,and Kimiani (2015), Yousefi (2014) , and so on. Finally, it can be stated that the realization of social development with components such as improvement in quality of life, realization of equality and social justice, achieving social integration, realization of meritocracy and democratic society, social participation in the form of expansion of associations and civil institutions ,and strengthen social capital, accept social pluralism and improve human capabilities will be possible when the development to

take place in other dimensions, including political development, economic development, human development, and specially cultural development. In other words, as long as society is not scientifically and technologically developed, materially and economically, it suffers from underdevelopment, inequality and injustice. It cannot create a sense of belonging, loyalty, security, freedom, prosperity, comfort and happiness among the citizens, be ecologically and naturally exposed to erosion and destruction, have low life expectancy in society, socially and culturally do not accept diversity and pluralism, specially be at a low level of thought, knowledge, and awareness, should not be expected to achieve development. According to Iran's experience, only by removing barriers to development and providing the conditions for it by the socio-political system, development, especially social development can be achieved.

Here are some suggestions:

- Teaching job and life skills;
- Fostering creativity and innovation;
- Strengthening perceptual skills;
- Increasing the ability of decision-making skills;
- Fostering and strengthening the research spirit;
- Increasing your ability to evaluate and monitor.

Therefore, the country's educational system should be evaluated from the perspective of sustainable development,



because the basis of sustainable development of the country passes through correct and quality education channel and in accordance with modern standards and needs, otherwise the outputs of the educational system will act as factors against development.

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