

Presentation of the Development Pattern for Cultural Centers Studied on Youth Educational Centers in Mazandaran Province

Kamran Behzadi¹
Saeed Imam Gholizadeh^{*2}

Received 25 January 2018; Accepted 12 December 2018

Abstract

The purpose of this study was to determine the constitution of the development model for cultural centers studied in Mazandaran Province. The basic elements of the eight developmental patterns for youth cultural centers in Mazandaran province which include religion, employment, national education, research, health, technology and communication show that the fundamental components of eight development models for youth cultural centers in Mazandaran. This is also an important question of the literature and cultural pattern of Mazandaran Province. Each of the eight indicators agreed on the structure of cultural centers of the province and the average of each of these indexes that was conducted with a statistical methodology indicates that the average indicator of coverage is the highest and dimensions of the religious index, research, health, employment, technology, light of life and national index are the lowest.

Keywords: Development, Culture, Ethics, Youth, Grounded theory.

1. Ph.D. Candidate, Department of Cultural Management, United Emirates Branch, Islamic Azad University, United Emirate, kamranbehzadi@yahoo.com

2*. Assistant Professor, Department of planning Management, North University Amol, Mazandaran, Iran, gholizadehsaied@gmail.com (Corresponding author)

1. Introduction

Fundamentally, development is a fundamental change in the economic, social and cultural variables of each society. In this sense, the fair distribution of development opportunities and benefits among the majority of the population is one of the important characteristics of a healthy and dynamic economy that planners have made in order to achieve this by emphasizing the reduction of inequalities and imbalances through the implementation of various deprivation programs and the formulation of programs that are efficient and consistent. They are real developments which can also be defined in terms of progress towards welfare goals such as poverty alleviation, unemployment and the reduction of inequality. Therefore, eliminating poverty from society and reducing economic, social and cultural inequalities are the goals of development and social justice, and regional policy advocates believe that by reducing the gap between regions, inequality can be reduced by social groups, although inequalities in the fundamental structure of any society are inevitable, but the issue is in their fairness.

Development is a very broad concept with economic, social, cultural, military, human and sustainable dimensions. There is a mutually exclusive relationship between types of development. To achieve development, all these types must be considered in a consistent and coordinated manner. The necessity of studying and exploring these areas for understanding them is not overlooked by anyone and this shows the close development of the relationship with the most vital areas of the life of the people in every society. In general, the scientific and rational approach is to consider all dimensions of development, namely, cultural development, social development, legal development, political development, scientific development, economic development, human development and ecological development of mutual relationship.

What are the factors and indicators of the youth cultural development model in Mazandaran Province?

2. Theoretical Framework

2.1. Cultural Development

Cultural development is namely called the promotion and enhancement of life in society and the attainment of the transcendental values of culture (Saleh Amiri, 2010, p. 88) in another statement which is based on the definition of the UNESCO. Cultural development is the development of the cultural life of a society with the goal of realizing cultural values. Cultural development is based on raising the level of knowledge and understanding of people in different educational areas of cultural centers of Province in the first and second grades.

2.2. The Concept of Development

With review of the ideas of Smith, Schumpeter, Rosenstin Rodin, Norx, Liebenstein, Mirdal, Lewis, Rostow about development and study of structuralism patterns, Neomarxism, as well as the theory of dependency, Neu-classicism, neoclassical and institutionalism, as well as North's historical analysis, the view of Rentism or general selection school, the collective selection perspective and, ultimately, human development, have resulted in the results that, despite the history of the "multi-century" "word-of-mouth" literature, mainly to "economic development," the background to the post-World War II and the 1950s Returns. The need for restoration and prosperity in the countries involved in war on the one hand and renovation and progress in the colonized countries on the other hand have contributed to the creation of this concept and its promotion (Mir, 1984).

Development means gradual growth in order to become more advanced, powerful and even larger (Oxford Dictionary, 2001). Michael Todaro on development says that development should be a multi-dimensional process that requires major changes in social construction, public opinion and national institutions, as well as accelerating economic growth. Indeed, development can be said is a cultural dimension and its goal is to improve the living conditions of human beings.

Brookefield in definition of development says:

"Development should be defined in terms of progress towards welfare goals, such as poverty reduction, unemployment and inequality. In general, the

development is a stream that has in itself reorganization and a different orientation of the entire socioeconomic system. Development, in addition to improving production and revenue, includes major changes in institutional, social, administrative and public attitudes. Development in many cases also includes the people's habits and customs (Fakouhi, 2008, p. 52). Azkia (2001) defines development by mean of poverty, unemployment, inequality, more industrialization, better communication, the establishment of a social justice system, and participation increase of people in current political affairs (Azkia, 2002, p. 68). The most important points in the definition of development can be considered, firstly, to consider development as a valuable category; secondly, it should be considered as multi-dimensional and complex stream; thirdly, it must be linked to the concept of improvement concept.

More than 160 definitions have been provided for the "culture". Some of which have been defined in general terms by this concept, and some by others in its specific definition (Mahmoudi, 2001, p. 15). Although culture has been defined in different ways (eg, Carrober And Kalkhan, 1952; Spencer-Oatey, 2012; Jahoda, 2012), most of the empirical studies of culture are divided with the country. Nevertheless, host countries have diverse cultures, because not only culture is a general feature of mankind, but also human is capable of attracting and transferring culture, (Boesch, 2012, and Rogoff, 2003). Culture is also special because it is different among groups and individuals (Vicedo, 2013).

"Farhang" is a Persian word composed of two parts, "Far" and "Hang". "Far" is a prefix and means up and down. The "hang" has Avestan root and means drag, weight, and weight. This word literally means raising, drawing, and drawing out, and has not come from the root of the word in Persian literature in the sense derived from the root (Ibid, 1986, p. 12). Culture means values, norms, traditions and customs. These characteristics differ in human societies. We are not born with culture, but born in a society that teaches us the culture itself. We learn culture from others who are around us or in the environment. Actually, culture refers to the common aspects of doing work in a particular society. These factors include factors such as how to nourish people, cover, respecting each other and child upbringing. The combination of these factors,

for example, makes the culture of Canada and Pakistan distinct from England and Algeria (Abedi, 2005, p. 13).

Although the use of culture in the scientific texts of sociology and anthropology today is wide, but new meanings of culture have little relation with its earlier meanings. The word culture has the root of Latin and means cultivation, and is still used in terms of agriculture and horticulture in the same sense. In Romanian and English languages, until recently, the term "civilization" was used instead of culture, and it implied the meaning of cultivation, improvement, refinement, and social progress. From the mid-eighteenth century, culture was used in its new sense.

Due to the multitude of definitions provided by the culture, some scholars have categorized it, and the following is an example of this categorization:

In Webster's Dictionary, culture is the coherent pattern of human behavior, including thought, speech, deeds, and the field of human ability to learn and transfer knowledge (Kennedy & Dale, 1987, p. 14)

Whisler's normative norm defines culture is the mode of life in a community or tribe that includes all same social procedures (Mortazavi, 1997, p. 60).

In ethnographic and sociological areas, culture means values and attitudes of societies. And in other words, culture usually means arts and artistic activities such as literature, theater, cinema, painting, and music (Mortazavi, 1997, p. 60).

In terms of Taylor's description, with emphasis on the elements of culture, culture defined as following:

"Culture or civilization is an integral whole, includes knowledge, religion, art, law, ethics, customs, and all kinds of abilities and habits that a person acquires as a member of society" (ibid, p. 62). Edward Taylor, a well-known English anthropologist, defines culture as a set of customs, beliefs, talents, art, ethics, religion, and laws (Fahrzd, 1989, p. 150). The first comprehensive and scientific definition of culture was considered by Edward Barnett Taylor in 1871. He writes in his anthropological definition of culture: "Culture or civilization in its broad sense of ethnography is the totality of the contexts of knowledge, art, ethics, law, customs, and all the abilities and habits that human

being as a member of the community has been acquired (Sharif Zadeh, 1998, p. 11).

However, culture embraces a set of beliefs, aspirations, arts, and customs of the society; it represents the quality of life, and for the human society it has the same decree that has a personality for the individual (Tousi, 1993, p. 3).

Culture and development are two words that aren't always matched or considered in the same context. However, in recent years, we are faced with new elements, tools and ideas that emphasize these concepts. From the United Nations Specialized Agencies, UNESCO has focused on the inevitable relationship between culture and development. Now, culture can distinguish the whole set of spiritual, material, intellectual and emotional attributes that define society or social group. It not only includes arts and letters, but also involves lifestyle, basic human rights, value system, tradition and beliefs. Cultural development is a holistic approach to all phenomena that are involved and effective in the cultural system, which is the product of the implementation of the view of cohesion and organization in the field of management of cultural institutions and departments. (Salehi Amiri & Kavous, 2008, pp. 16-12)

Cultural development is fair distribution of cultural facilities and opportunities for all citizens. In the concept of development, we can see concepts such as advancement and evolution. In cultural development, it recognizes the elements of the cultural composition such as art, literature, customs, beliefs and must recognize the mechanisms of cultural exchange, native regional cultures, the study of global developments in cultures and the recognition of new communication tools and cultural characteristics, or these features in today's highly competitive world, rely on the ability to recognize and understand the position, along with the formulation and preparation of a coherent and effective model based on strategic thinking.

Experts point out that cultural development has been influenced by factors such as natural resources, capital, human resources and institutions as the engine of cultural development. Among these, human factor plays the main role in achieving cultural development goals. Today, everybody accepts that Japan's economic success has nothing to do with raw materials, and is based entirely on the way of education and will of the people (Charles, 1996, p. 20).

Therefore, education should be the main condition of development due to the institutional entity of attitudinal education as the main element of human resource development. (Sorkarani, 2005, p. 16)

One of the basic responsibilities of cultural management at the national level is advancing youth cultural development. A cultural scientist may consider cultural policy to be a complex set of activities that are organically and systematically interconnected in a complex structure (Pahlavan, 2003, p. 287). But from the point of view of policy science, cultural policy is a category which has a strategic importance that affects all areas of sustainable development and is in fact the cornerstone of any kind of policy for sustainable development (Ashtarian, 2002, p.10). Cultural policy can also be enjoyed at a national level because it is considered as continuation of politics with cultural instruments, as UNESCO points out in the document of the World Conference on Cultural Policy (Mexico City, 1982). Culture must also design policies.

3. Methodology

In this research, a triangular method was used, using a library study, interviews and a questionnaire. To collect information about the research literature and provide the content of the interview and theoretical topics using the library study method, all the available literature and documents include books, journals and articles, dissertations, conferences and reviews. Interviews are the most common methods used in qualitative research. Based on the findings of the qualitative research (data on conditions and requirements, barriers, areas and advantages and disadvantages of coaching), a questionnaire was designed and provided to the target community (school principals of Mazandaran province).

The statistical population of the present study is the experts who have professional knowledge and experience in the field of culture and cultural development patterns; their number is equal to 10 deputies of the areas listed below in Mazandaran province. The statistical population of the small section was simple random sampling. The study includes experts , young teachers and young managers of Mazandaran 's cultural centers, which were around 1450 people, the largest in the ten provinces , 320 of which are based on the Morgan

Krejcie Table. 298 questionnaires were returned that have been analyzed. To assess the validity and reliability of the study, the evaluation method (Lincoln and Guba), which is equivalent to the validity and reliability of quantitative research, was used for this purpose, based on three criteria, credibility and reliability, transferability. The purpose of present study was to assess the validity of the collected materials from the supervisor and consultant professors, as well as the professors in the open question questionnaire, so the validity of the questionnaire is formal. According to the calculations, The CVR value is calculated to be more than 51. Therefore, these items are approved and did not delete Cronbach's alpha method which was used to estimate the validity of the content of the scale.

To analyze the data, the continuous comparison of the data was used simultaneously with their collection. The method of work is that after doing any interview and after reviewing the line-to-line and multiple text of the interview, the main concepts were extracted and recorded in codes (open coding), and then, based on the obtained codes, if needed, the route of interviews were modified to meet the research objectives. This process went on until the data reached the saturation stage (repeatability) and no new concepts were extracted from the interviews.

After the end of the coding step, all the codes obtained were placed next to each other and by comparing one by one with each other the codes that are semantically close together are grouped in one group and thus axial coding was done.

In the final stage (selective coding), the relationship between the segmented groups in previous stage was determined. The analysis of the data in this study was carried out in two forms. The analysis of qualitative data was carried out according to the instructions provided by Strauss and Corbin (2011). This method consists of three main stages: open coding, axial coding, and selective coding, and finally, a theory (qualitative research model) have been presented. In order to analyze the quantitative data in this research, descriptive and inferential statistics were used using SPSS 17 Software. To describe and analyze the data, frequency distribution tables and percentages were used to describe the demographic characteristics and the tables of

statistical indices combined with the t-single group t (for the purpose of studying the feasibility of using coaching in Mazandaran schools).

Also in the data analysis, the statistical model t of two independent groups with emphasis on gender and one-way analysis of variance analysis with emphasis on age, education, and service record have been used. In addition to using the parametric tests, Friedman's nonparametric test was used to rank the components of the research.

4. Research Findings

The results of interviews and coding in the form of three categories, essentials, barriers and requirements are as follows:

- The necessity of cultural and youth development
- Effective communication of the cultural centers in the university and the young community.
- Developing and upgrading the country
- Solving the problems of the young community
- Production of indigenous science
- Create value
- Added value for the youth community
- The most important obstacles in the cultural development of young people
- Lack of financial resources
- Lack of culture pattern tailored to cultural centers
- Lack of appropriate structure in implementation
- Lack of appropriate application content
- Lack of flexibility in the management system of young people
- Lack of codes and regulations
- Presentation of inefficient training and low research per capita
- Young-centered cultural development requirements
- Development of cultural development codes
- Design of the training mechanism
- Associating the real environment of society and educated young people
- Creating a strategic document
- Designing the financial mechanisms

With regard to this conclusion, it could be said that each of the components itself covers different dimensions which are required to examine its internal dimensions in order to determine the causes. In this research, descriptions of the development of culture in the target centers were made. Both subclass component and subcomponent were included in which the common features were placed in different classes. Now, the common code can be quoted in this research.

The second part is according to AHP in relation to youth.

To analyze the qualitative data of present study, "Expert Choice11 Software has been used. Questionnaires were originally prepared by the researcher and distributed among 10 specialists. After collecting questionnaires, the data was entered into system and by using the mentioned software, the data analysis was carried out and the result is observed.

As you can see in above table, the incompatibility rate of model is 0.07 and, is less than 0.08 which indicates the model's approval. After comparing the pair of research variables, the religious variables with the coefficient of 232.0 were identified as the most important variable.

4.1. Fitting the Structural Model of the Research

To test the research hypotheses, the structural model was drawn. In order to estimate the model, the maximum probability method was used to fit the index of the ratio of χ^2 on the degree of freedom, the fitting index (CFI), the fitness index (GFI), the fitness adjustment index (NNFI), and the root error of the mean square approximation (RMSEA) were taken. The results are presented in the table below:

The results of the research on the fit appropriateness of research structural model indicate that the model is fit.

According to the above table, it can be concluded that the research structure has a good validity because the test statistic is more than 0.7 and its validity is verified and it means that the sample size is sufficient.

Table 1. Kolmogorov-Smirnov test (Culture of development and youth)

Kolmogorov-Smirnov		Variable
Meaningful	Statistics	
0.009	0.06	Cultural development
0.000	0.13	Religion
0.000	0.21	Employment
0.000	0.08	National and indigenous
0.000	0.17	Coverage
0.000	0.14	Health
0.000	0.09	Research
0.000	0.11	Life style
0.000	0.1	Technology and communication

The results of the test indicate that the significance level of all variables in the research is less than 0.05; therefore, this claim means abnormality of the research variables is confirmed.

The hypothesis test is done through structural equations and research model analysis. According to the research model, the results are as follows:

Table 2. Route coefficients and their significance

Result	t -statistics	Degree of freedom	Hypothesis
confirm	117.55	729	Hypothesis 1
confirm	93.45	297	Hypothesis 2
confirm	165.76	297	Hypothesis 3
confirm	111.01	297	Hypothesis 4
confirm	172.008	297	Hypothesis 5
confirm	169.67	297	Hypothesis 6
confirm	115.12	297	Hypothesis 7
confirm	105.76	297	Hypothesis 8

If the t-value is above 1.96, then confirmation significance and hypothesis are confirmed at 95% confidence level. As shown in the table above, the t-statistic of all variables is greater than 1.96, which indicates the suitability of the structural model. The Friedman test was conducted in order to rank the dimensions of cultural development from perspective of 298 people whose results are as follows:

Table 3. Freedman tests of culture and youth

	Dimensions
1.88	National and indigenous
1.94	Life style
3.99	technology
4.39	employment
5.37	research
5.71	religious
6.2	health
6.52	coverage

In the next step, the test statistic will be explained in the following table:

Table 4. Friedman test statistics

298	Sample number
1139.922	Chi-square test
7	Freedom degree
0.000	Meaningful

Since it is meaningful in less than 0.05, it could be concluded that the priority of dimensions is not the same and should be ranked. If a significant value of more than 0.05 was obtained, it would indicate that dimensions have the same priority and importance.

5. Discussion and Conclusion

In this study, literature of the research related to the research topic which was first examined by the concept of youth development and its variants as was examined. Culture does not separate from other affairs and other categories as far as Claire (2011) and Cole & Packer (2016). They say that cultural variables are not random. Biological phenomena, cultural influences and development have been inextricably interconnected. Therefore, this argument has been studied in cultural centers in this research. Further, the literature on the research of cultural development of cultural centers is a grand theory of necessary information gathering and with this logic, Carter (2013), which different cultural contexts require different psychology to create and facilitate qualifications in certain environments.

In the literature, each model has a specific variable pointed out that the necessary explanations were provided. In this research, according to developed models and developmental variables in the cultural centers, as well as the grounded theory model, the necessary model was implemented. In this study, we tried to use one of the common approaches in snowball sampling. This type of sampling is a non-probabilistic method that has a random selection mode. This method is appropriate when members of a group or community cannot easily be identified. In this way, the researcher first identifies people and, after receiving information, asks them to introduce him or her to another person. This method is also used to identify individuals specializing in a particular field.

In the data theory, the foundation of the interview plays a key role, and other methods, including collaborative and non-cooperative observations, private and public documents, visual and audio samples have secondary role. The number of people who can reach up to 60 people to provide fundamentals data theory, but suggests about 20 to 30 people to present a well-designed theory. In fact, cultural development has led to the self-image of the community, and this matter plays an important role in the formulation and cultural identity of the community. Cultural development, in the form of the importance of local and national values, must be able to respond to the spiritual and material needs of its community through cultural and social planning. Cultural policy is one of the concepts related to cultural development that has been considered in recent decades; the purpose of this phenomenon is the progressive and systematic dynamism of society.

Cultural development focuses on preserving the national and social approaches of the society to the industries and cultural achievements, which is not related to the technology issue either. The globalization of the lives of individuals makes communities more Westernized, or, in other words, Americanized. The need for organizations to provide up-to-date and reliable information is clear. The uncompetitive and competitive advantage of organizations is to a large extent derived from decisions and strategies based on information coming from different channels into organizations. Management reports that the dimensions of the cultural model in organizations help

managers in making decisions and strategies in a timely manner. Applying the dimensions of the cultural model, especially in collections, is important for information to enter massively through different channels. Massive information is a source of confusion for managers and makes them doubtful about making decisions. In today's bustling world, most organizations face intense competition and contradictions. We see this competition and contradictions not only in the demands of the masters, but also in other areas.

In organizations, the competition and controversy of what is important is the right decisions and the moment the managers have to make. Therefore, the maintenance and survival of an organization depends on the accuracy of information that is backed up by managerial decisions. The findings of this research are worthy of research with Shahsavari et al. (2015) in an article entitled "The importance of cultural development and its impact on community self-beliefs. Therefore, the following executive modifications are proposed as an executive strategy that strengthens the skills and competencies of young employees of cultural and educational centers - providing suitable beds to create motivation.

References

- Abedi, H. (2005). *Theses reviewing the governing organization's culture and identifying and recognizing its main characteristics in the East Azarbaijan Province Water and Wastewater Company*, Master's thesis of human resources development management, Management Research and Management.
- Ashtariyan, K. (2002). *Cultural policy methodology*. Tehran: Familiar Book.
- Azkiya, M. (2002). *Sociology of rural development and development in Iran*. Tehran: Information Publishing
- Boesch, C. (2012). *Wild cultures. A comparison between Chimpanzee and human cultures*. New York, NY: Cambridge University Press.
- Cole, M., & Packer, A. (2016). *A bio-cultural and historical approach to the study of development* In M. J. Gelfand, C.-Y. Chiu & Y.-y. Hong (Eds.). Handbook of advances in culture and psychology.
- Davis, S. (1994). *Organizational culture management*. Tehran: Pearl Publications.
- Deal, T. & , ALLEN, K. (1987). *Corporate culture and the elements of organization culture*. Tehran: Penguin Publication.

- Farjad, M. H. (1989). Introduction to the society and the developmental and evolutionary process of society. Tehran: Aram Publishing
- Jahoda, G. (2012). Critical reflections on some recent definitions of culture. *Culture and Psychology*, 18(3), 289 – 303.
- Kärtner, J., Holodynski, M., & Wörmann, V. (2013). Parental ethnotheories, social practice and the culture-specific development of the social smile in infants. *Mind, Culture, and Activity*, 20(1), 9-95.
- Keller, H. (2007). *Cultures of infancy*. Mahwah, NJ: Erlbaum.
- Keller, H. (2011). *Biology, culture and development: conceptual and methodological considerations*. In F. J. R. van de Vijver, A. Chasiotis & S.
- Keller, H., & Kärtner, J. (2013). Development –The culture–specific solution of universal developmental tasks. In M. L. Gelfand, C.-Y., Chiu, & Hong, Y. Y. (Eds.), *Advances in Culture and Psychology*, 3(1) 63–116.
- Keller, H., Völker, S., & Yovsi, R. D. (2005). Conceptions of parenting in different cultural communities. The case of West African women. *Social Development*, 14(1), 158–180.
- Keller, H., Yovsi, R. D., & Voelker, S. (2002). The role of motor stimulation in parental ethnotheories. The case of Cameroonian Nso and German women. *Journal of Cross-Cultural Psychology*, 33(4), 398–414.
- Meier, G. (1984). *Pioneers in development*. New York: Oxford University Press.
- Mortazavi, S. (2000). *Relationship of culture with human resource management and organizational behaviors*. Tehran: Palm Publishing.
- Pahlavan, C. (1989). *Culture*. Tehran: Drop.
- Rezvani, M. R. (2004). Assessment and Analysis of developmental levels of rural areas of Sanandaj County Using GIS. *Journal of Geography and Regional Development*, 3(12)25-35.
- Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University Press.
- Salehi A. (2010) - Cultural development. Tehran: Strategic Research Institute.
- Sharifzadeh, F., & Kazemi, M. (1998). *Organizational management and culture*. Tehran: Tehran University Press.
- Shayan, H. (2000). *Introduction to human development and its Effective factors in Islamic countries*. Mashhas: Ferdowsi University of Mashhad.
- Spencer-Oatey, H. (2012). *What is culture? A compilation of quotations*. GlobalPAD Core Concepts.

Strauss, L., & Corbin, J. (1994). *Grounded theory methodology: An Overview*. New Delhi: SAGE Publications.

Vicedo, M. (2013). *The nature and nurture of love. From imprinting to attachment in cold war America*. Chicago: University of Chicago Press.