

Cultural Budgets' Productivity and the Future Challenges (A ZahedanPayamNour University Case Study)

Habibeh Ghavidel Heydari

Corresponding author: Habibeh Ghavidel Heydari

ABSTRACT: The present study is conducted in Alpha Higher Education center which is one of the branch centers of Beta University. Due to the focus of Beta University in 2011 a high amount of cultural credit was spent in Alpha center; however the students did not welcome the cultural programs. The results of this case study indicate that the increased productivity of the cultural credits leads to the students' participation in the cultural program. The purpose of this study was to demonstrate the non-utilization of capabilities and intellectual and cultural capacities of students in planning and absorbing heir participation. The main proposal of this study is to invite researchers to the interdisciplinary studies and demonstrate the efficiency of cultural credits based on financial and non financial information in order to provide true and accurate information for management decision making.

Keywords: credit efficiency, cultural credit, cultural program, students' participation.

INTRODUCTION

The presence of the state in certain cultural activities is inevitable, however, at present, the present major cultural challenges are the lack of major strategic model of cultural development and the ambiguity involved in the possibility and necessity of intervention in culture.

Therefore, it is suggested that actions would be taken in order to determine the overall objectives and policies in the field of culture and in this field the powers of the Supreme Leader of the Islamic Republic of Iran would be used and the Ministry of Culture and Islamic Guidance and the Islamic Assembly take the necessary steps to and approve programs (Hosseini and Keramati, 2006).

Surely the development of activities and higher education can have an impact on the development of the country's cultural activities.

In 2011 there was 40% growth in the population of alpha university and there was a 30% cultural credit growth for each student. So the cultural credit allocation and consumption significantly increased.

This research seeks to answer these questions:

1. Did the cultural budget increase lead to increased number of students?
2. Did the cultural credit increase lead to increased efficiency of the cultural activities?
3. Did the decision making based on quantitative information provided the cultural objectives of the university?

Literature

There have been studies conducted on the challenges facing the cultural activities among which the research by Hosseini and Keramati is very important. In this paper, we discuss the challenges and weaknesses in the cultural and government sector including the disability of the organizations in charge of cultural affairs to finance and the lack of organic relationship between the organizations in this field and parallel affairs. Then we provide some strategies in the field of organizing state cultural activities (such as defining the organic relationship between the related organizations and creating the coordinating headquarters and centralized councils to clarify this relationship, using the powers of the Supreme Leader powered by the constitution in order to determine the major cultural goals and policies of the country and the cooperation of the Ministry of Culture and Islamic Guidance in this field) (Hosseini and Keramati, 2006).

Other studies include the research conducted by Nazmi ardekani and Keshavarz titled “the theoretical basis to manage cultural change in Iran”. This paper is an investigation of the theoretical foundations of cultural change management in the country and the necessary steps are taken to achieve the corresponding objective. First a theoretical model with a logical structure is developed then based on this theoretical model the related theoretical foundations in the field of cultural change management will be addressed. The first part is devoted to cultural management implications including: cultural goal setting, policy making and planning and then since in cultural policy making and planning the cultural change and its requirements should be considered due to the fluid nature of the culture the concept of cultural change has been emphasized.

Culture and Cultural Development

Culture is a word with many and extensive definitions and there is not a single definition provided for it. In terms of UNESCO, culture, is a totality of spiritual, social, intellectual and emotional features characterizes a social group. Not only the culture embraces art and literature but also includes rituals of life, fundamental human rights, value systems, traditions and beliefs. Another definition of culture includes: A set of (customs, traditions, beliefs, values, etc.) which has been accepted by the people of a community, and they act accordingly in such a way that these adoptions will be social norms and values of society are set accordingly.

Definition of Productivity

in simple words is the ratio between the output of a process and the input resources necessary to perform it and it is usually the result of the output divided by the input. In the institutions with social mission achieving the social goals are deemed as value (Bathi and Kazim, 2004).

Components of Productivity

Productivity as a criterion of activity evaluation can be investigated from two different angles based on the purpose. On the one hand, the effectiveness of the activity in achieving the goal is evaluated and on the other hand the efficiency of the proposed activity is addressed. Accordingly, productivity can be decomposed into two components based on the definitions of management standards:

Effectiveness: the extent to which the planned activities are accomplished and the planned results are achieved (Doing the right thing).

Efficiency: the relationship between the results achieved and the resources used. (Doing the things right). Therefore (Effectiveness \times Efficiency= Productivity) In other words, productivity is defined as the simultaneous achievement of effectiveness and efficiency, for example, when only half of the purposes of an activity is performed by doubling the required sources (fifty percent efficiency) the achieved productivity will be 25% doctor Juran in his Handbook considers “doing the jobs right” as productivity (Owrai, 1999).

The ranking indices of the centers are provided in the following diagram.

Cultural purposes of Bata and Alpha University:

1. Promoting models, norms and religious values in the university
2. the Islamic- Iranian identity of the students and staff
3. Attracting students’ support and participation in various cultural fields
4. Strengthening the spirit of sacrifice and martyrdom among students
5. Increasing happiness among students, staff and faculty members
6. Organizing cultural and sports events
7. Supporting and holding cultural and recreational camps for students and staff

Planning and supporting scientific, cultural and social exhibitions.

MATERIALS AND METHODS

For this study, a questionnaire with 24 questions was prepared. The study sample was selected among alpha university students. Since all the students are not equally present in the university the sample group was selected randomly and 100 questionnaires were analyzed.

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	10	10.0	10.0	10.0
	kam	6	6.0	6.0	16.0
	motevaset	56	56.0	56.0	72.0
	ziad	18	18.0	18.0	90.0
	kheyli ziad	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

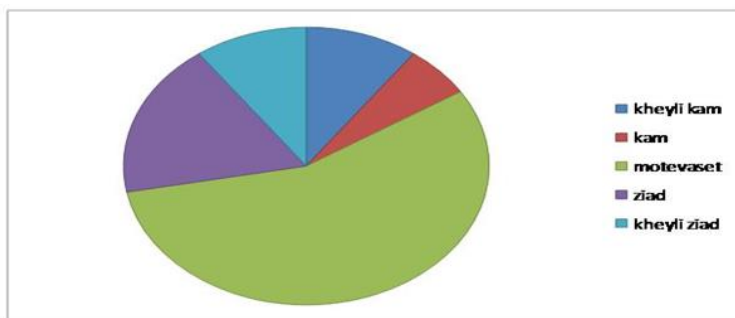


Figure 1. How long do you attend in the university
10% very low, 6% low, 56% average, 18% high and 10% attended very high

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	47	47.0	47.0	47.0
	kam	36	36.0	36.0	83.0
	motevaset	10	10.0	10.0	93.0
	ziad	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

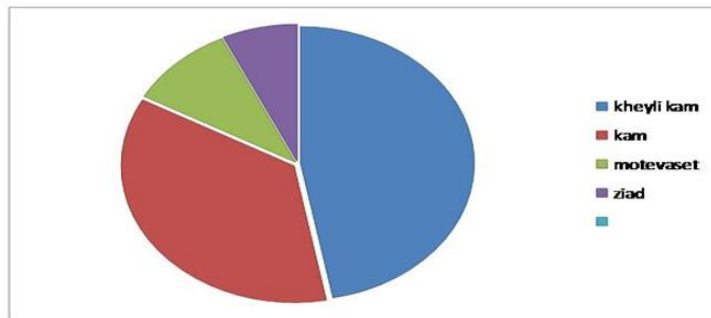


Figure 2. How familiar are you with the university cultural programs
47% very low, 36% low, 10% average and 10% were highly familiar with the cultural programs

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	31	31.0	31.0	31.0
	kam	23	23.0	23.0	54.0
	motevaset	16	16.0	16.0	70.0
	ziad	19	19.0	19.0	89.0
	kheyli ziad	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

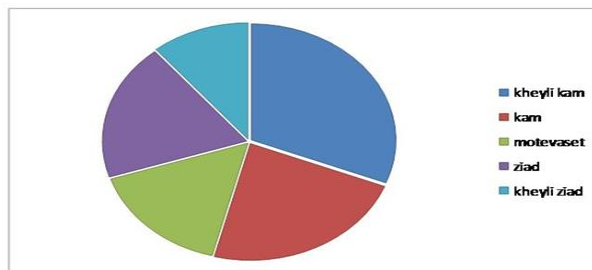


Figure 3. How interested are you in the university cultural programs
31% very low, 23% low, 16% average, 10% high and 11% were highly interested in university cultural programs

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	40	40.0	40.4	40.4
	kam	23	23.0	23.2	63.6
	motevaset	35	35.0	35.4	99.0
	ziad	1	1.0	1.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

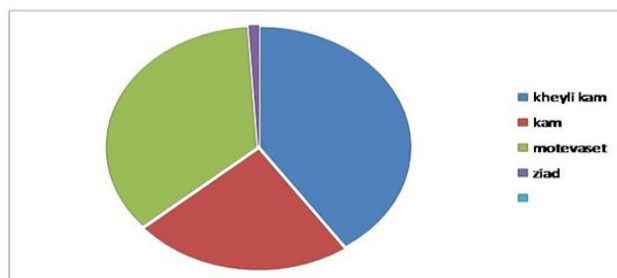


Figure 4. Are the cultural programs of the university successful in promoting book reading
40% very low, 23% low, 35% average and 1% believed that the cultural programs highly promoted the book reading culture

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	46	46.0	48.9	48.9
	kam	13	13.0	13.8	62.8
	motevaset	19	19.0	20.2	83.0
	ziad	11	11.0	11.7	94.7
	kheyli ziad	5	5.0	5.3	100.0
	Total	94	94.0	100.0	
Missing	System	6	6.0		
Total		100	100.0		

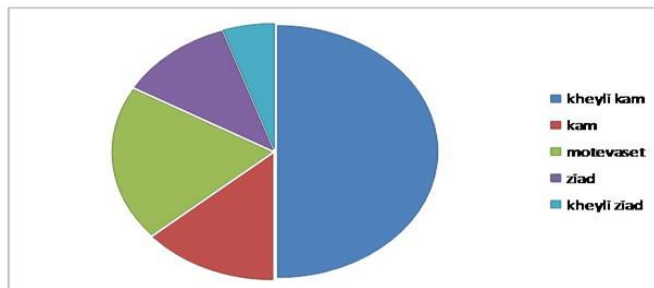


Figure 5. Are the cultural activities of the university successful in holding student camps
48% very low, 13% low, 19% average, 11% high and 5% believed that the cultural programs are successful in holding student camps very high

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	38	38.0	38.8	38.8
	kam	26	26.0	26.5	65.3
	motevaset	32	32.0	32.7	98.0
	ziad	2	2.0	2.0	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

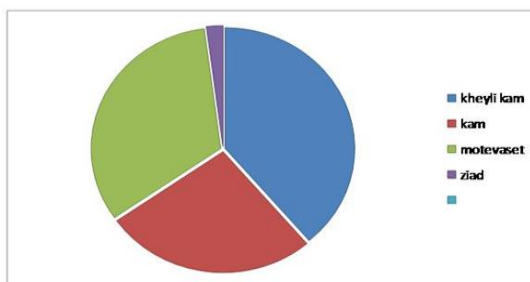


Figure 6. Are the cultural activities of the university successful in promotional technical- art activities programs 38% very low, 28% low, 32% average and 2% believed that the cultural programs highly promoted technical- art activities

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	33	33.0	33.3	33.3
	kam	30	30.0	30.3	63.6
	motevaset	19	19.0	19.2	82.8
	ziad	15	15.0	15.2	98.0
	kheyli ziad	2	2.0	2.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

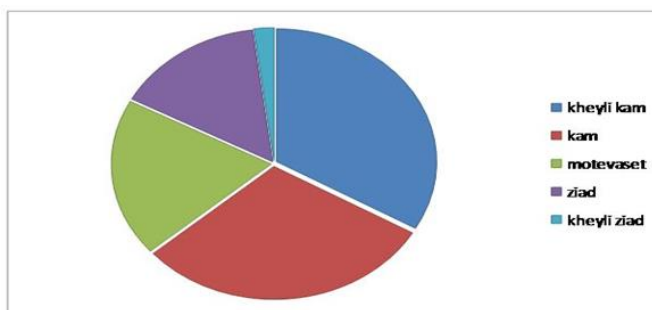


Figure 7. Are the cultural activities of the university successful in promoting the religious spirit and religious thinking 33% very low, 30% low, 19% average, 15% high and 2% believed that the cultural programs are successful in promoting the religious spirit and religious thinking very high

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	25	25.0	25.3	25.3
	kam	44	44.0	44.4	69.7
	motevaset	18	18.0	18.2	87.9
	ziad	2	2.0	2.0	89.9
	kheyli ziad	10	10.0	10.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

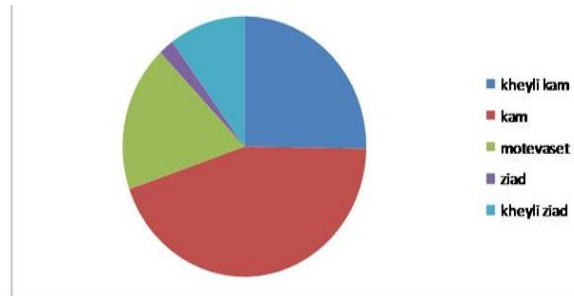


Figure 8. Are the cultural activities of the university successful in strengthening the political vision of students
25% very low, 44% low, 18% average, 2% high and 10% believed that the cultural programs are successful in strengthening the political vision of students very high

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	20	20.0	20.0	20.0
	kam	23	23.0	23.0	43.0
	motevaset	39	39.0	39.0	82.0
	ziad	11	11.0	11.0	93.0
	kheyli ziad	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

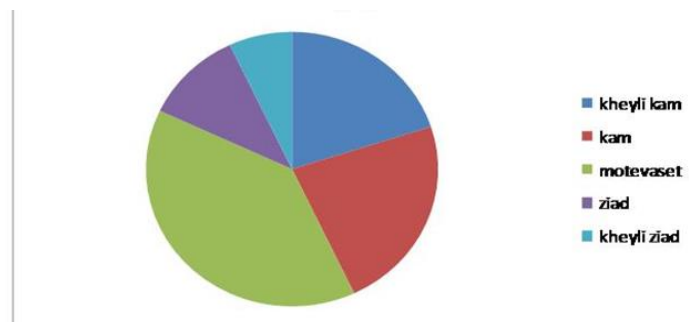


Figure 9. Are the Quran and prayer cultural activities of the university successful
20% very low, 23% low, 39% average, 11% high and 10% believed that the Quran and prayer cultural activities of the university were successful very high

VAR00010

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kheyli kam	36	36.0	36.0	36.0
kam	23	23.0	23.0	59.0
motevaset	29	29.0	29.0	88.0
ziad	5	5.0	5.0	93.0
kheyli ziad	7	7.0	7.0	100.0
Total	100	100.0	100.0	

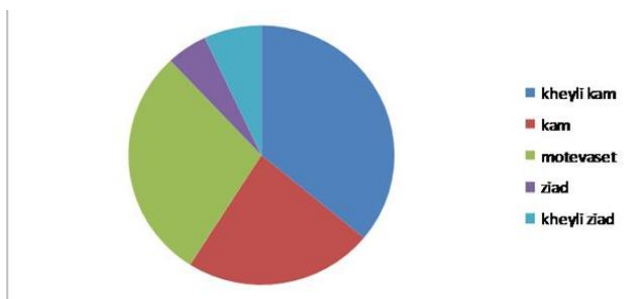


Figure 10. Are the cultural activities of the university successful in strengthening and developing the link between the university and the Religious Center
 36% very low, 23% low, 29% average, 5% high and 7% believed that the cultural activities of the university were successful in strengthening and developing the link between the university and the Religious Center very high

VAR00011

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kheyli kam	2	2.0	2.0	2.0
kam	7	7.0	7.1	9.1
motevaset	32	32.0	32.3	41.4
ziad	35	35.0	35.4	76.8
kheyli ziad	23	23.0	23.2	100.0
Total	99	99.0	100.0	
Missing System	1	1.0		
Total	100	100.0		

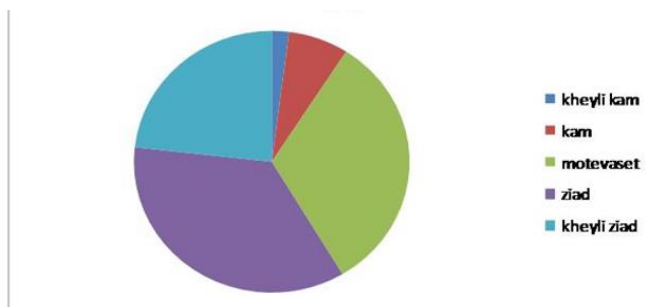


Figure 11. Are the cultural activities of the university successful in commemoration of national and religious holidays
 2% very low, 7% low, 32% average, 35% high and 23% believed that the cultural activities of the university were successful in commemoration of national and religious holidays very high

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	16	16.0	16.0	16.0
	kam	31	31.0	31.0	47.0
	motevaset	42	42.0	42.0	89.0
	ziad	4	4.0	4.0	93.0
	kheyli ziad	7	7.0	7.0	100.0
	Total		100	100.0	100.0

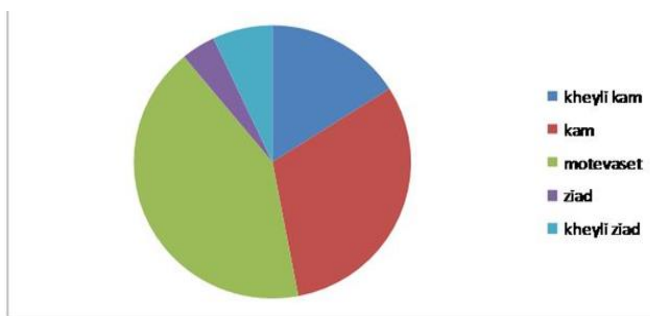


Figure 12. Are the cultural activities of the university successful in promoting culture of modesty and hijab 16% very low, 31% low, 42% average, 4% high and 7% believed that the cultural activities of the university were successful in promoting culture of modesty and hijab very high

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	23	23.0	23.0	23.0
	kam	14	14.0	14.0	37.0
	motevaset	41	41.0	41.0	78.0
	ziad	21	21.0	21.0	99.0
	kheyli ziad	1	1.0	1.0	100.0
	Total		100	100.0	100.0

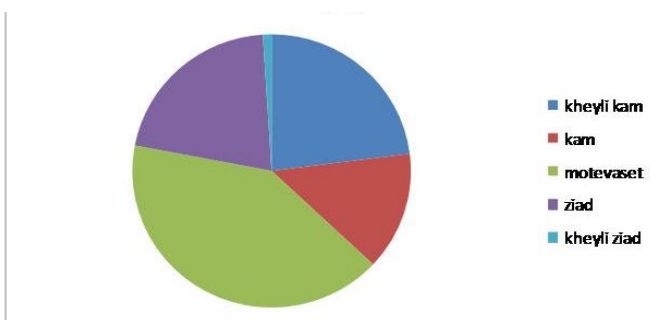


Figure 13. Is holding the Rahian Nour camping successful in promoting values and culture of sacrifice and martyrdom 23% very low, 14% low, 41% average, 21% high and 1% believed that the Rahian Nour camping was successful in promoting values and culture of sacrifice and martyrdom very high

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	24	24.0	24.0	24.0
	kam	23	23.0	23.0	47.0
	motevaset	36	36.0	36.0	83.0
	ziad	7	7.0	7.0	90.0
	kheyli ziad	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

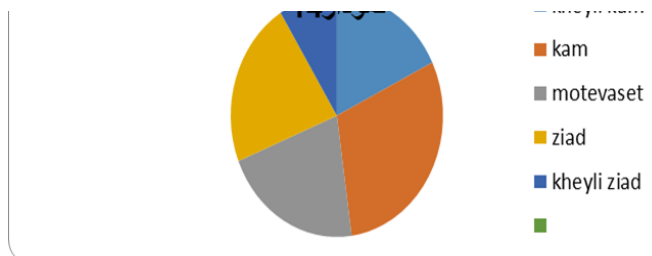


Figure 14. Are cultural programs successful in informing the running programs to the students
24% very low, 23% low, 36% average, 7% high and 10% believed that the cultural programs were successful in informing the running programs to the students very high

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	28	28.0	28.0	28.0
	kam	50	50.0	50.0	78.0
	motevaset	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

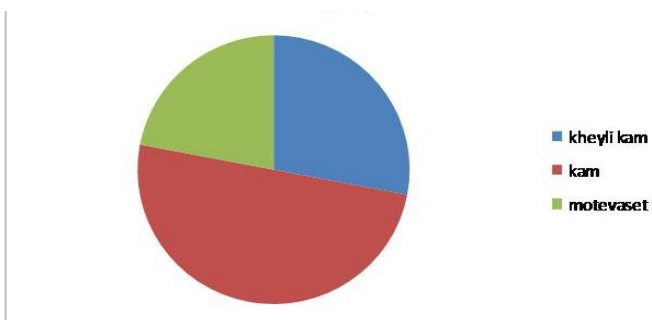


Figure 15. Are cultural programs successful in encouraging the students to participate the cultural activities
28% very low, 50% low and 36% believed that the cultural programs were averagely successful in encouraging the students to participate the cultural activities

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	12	12.0	12.1	12.1
	kam	35	35.0	35.4	47.5
	motevaset	35	35.0	35.4	82.8
	ziad	12	12.0	12.1	94.9
	kheyli ziad	5	5.0	5.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
	Total	100	100.0		

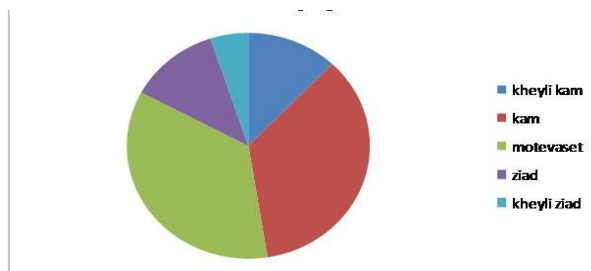


Figure 16. How much do the cultural activities care about the cultural needs of the students
 12% very low, 35% low, 35% average, 12% high and 5% believed that the cultural activities are successful in caring about the cultural needs of the students very high

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	26	26.0	28.9	28.9
	kam	1	1.0	1.1	30.0
	motevaset	32	32.0	35.6	65.6
	ziad	20	20.0	22.2	87.8
	kheyli ziad	11	11.0	12.2	100.0
Total		90	90.0	100.0	
Missing	System	10	10.0		
Total		100	100.0		

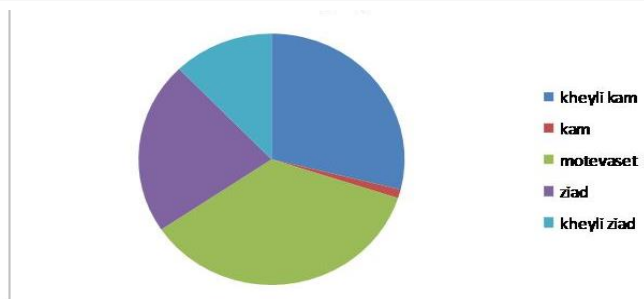


Figure 17. How effective is the invitation of well-known religious lecturers in promoting religious culture
 12% very low, 35% low, 35% average, 12% high and 5% believed that the invitation of well-known religious lecturers is effective in promoting religious culture very high

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	46	46.0	46.0	46.0
	kam	23	23.0	23.0	69.0
	motevaset	20	20.0	20.0	89.0
	ziad	10	10.0	10.0	99.0
	kheyli ziad	1	1.0	1.0	100.0
Total		100	100.0	100.0	

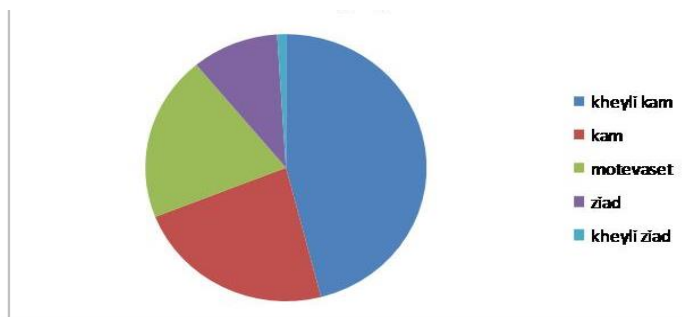


Figure 18. Are the cultural activities successful in celebrating cultural ceremonies
46% very low, 23% low, 20% average, 10% high and 1% believed that the cultural activities were successful in celebrating cultural ceremonies very high

VAR00019

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kheyli kam	57	57.0	57.0	57.0
kam	9	9.0	9.0	66.0
motevaset	23	23.0	23.0	89.0
ziad	6	6.0	6.0	95.0
kheyli ziad	5	5.0	5.0	100.0
Total	100	100.0	100.0	

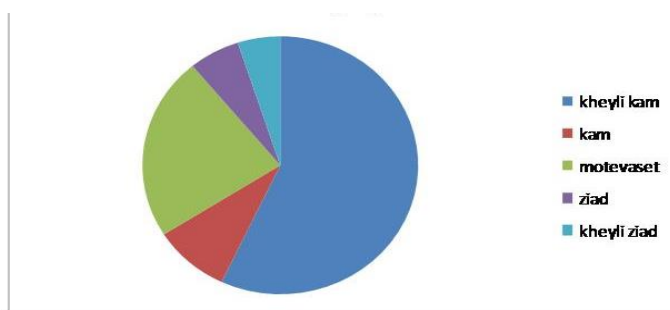


Figure 19. How effective is the increased funding and credit in the promotion of the quality of the cultural programs
57% very low, 9% low, 23% average, 6% high and 5% believed that the increased funding and credit is effective in the promotion of the quality of the cultural programs very high

VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kheyli kam	21	21.0	21.0	21.0
kam	49	49.0	49.0	70.0
motevaset	24	24.0	24.0	94.0
ziad	6	6.0	6.0	100.0
Total	100	100.0	100.0	

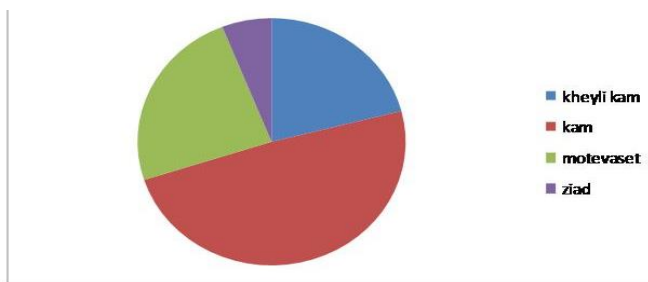


Figure 20. Are the cultural activities successful in rooting the cultural issues
21% very low, 49% low, 24% average and 6% believed that the cultural activities are highly successful in rooting the cultural issues

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	24	24.0	24.0	24.0
	kam	33	33.0	33.0	57.0
	motevaset	32	32.0	32.0	89.0
	ziad	10	10.0	10.0	99.0
	kheyli ziad	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

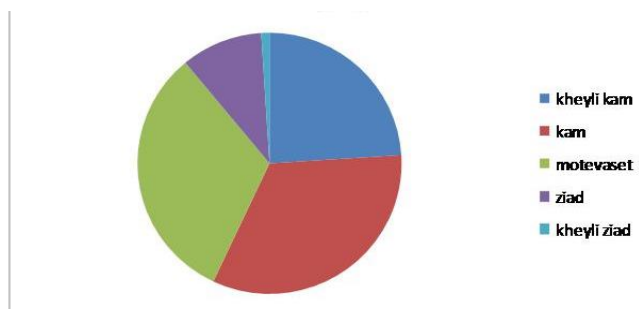


Figure 21. Do the students need understanding and engaging in new fields of cultural activities
24% very low, 33% low, 32% average, 10% high and 1% believed that students need understanding and engaging in new fields of cultural activities very high

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	40	40.0	40.4	40.4
	kam	14	14.0	14.1	54.5
	motevaset	30	30.0	30.3	84.8
	ziad	12	12.0	12.1	97.0
	kheyli ziad	3	3.0	3.0	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
	Total	100	100.0		

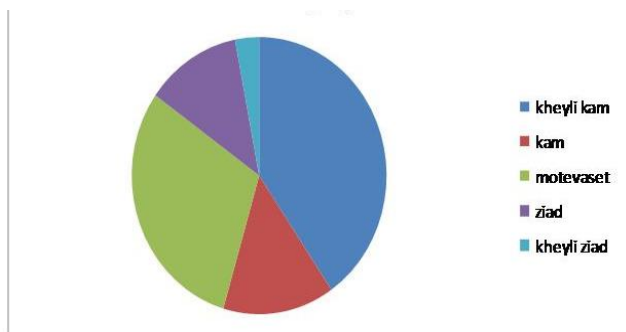


Figure 22. How effective is appropriate reception of students in their participation in cultural programs
 40% very low, 14% low, 12% average, 12% high and 3% believed that appropriate reception of students is effective in their participation in cultural programs very high. This question was asked because the Council members believed that appropriate reception was very effective in students' participation

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	39	39.0	39.0	39.0
	kam	28	28.0	28.0	67.0
	motevaset	21	21.0	21.0	88.0
	ziad	1	1.0	1.0	89.0
	kheyli ziad	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

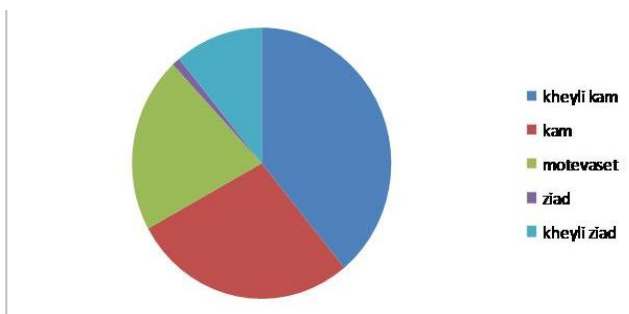


Figure 23. Are the university activities effective about educating how to find the right partner
 39% very low, 28% low, 21% average, 1% high and 11% believed that the university activities were effective about educating how to find the right partner very high

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kheyli kam	16	16.0	17.8	17.8
	kam	27	27.0	30.0	47.8
	motevaset	19	19.0	21.1	68.9
	ziad	20	20.0	22.2	91.1
	kheyli ziad	8	8.0	8.9	100.0
	Total	90	90.0	100.0	
Missing	System	10	10.0		
	Total	100	100.0		

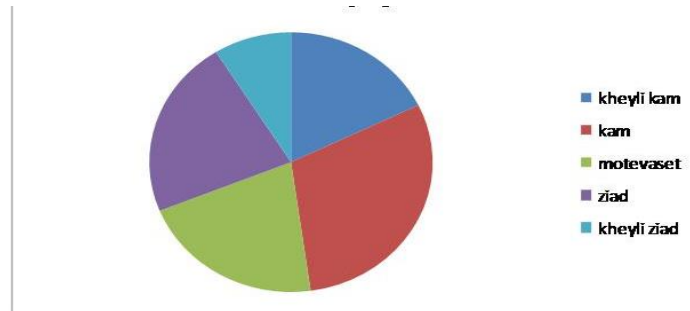


Figure 24. How significant is the increased productivity in the existing university activities
18% very low, 27% low, 19% average, 20% high and 8% believed that the increased productivity is significant in the existing university activities very high

CONCLUSION

Despite increased funding the cultural programs did not provide the cultural goals of the university and the following factors may be effective.

1. Benchmarking is not suitable for the cultural programs.
2. The university's accounting sector has not taken any action to determine an index for the productivity of the allocated credits.

Discussion on the cultural activities has a political nature and explicit review of these issues is not easy..

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