



**Impact of Urbanization on education system among the Baseri tribe in  
Marvdasht of Iran**

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***Abstract***

*The present paper deals with the impact of urbanization on education system of Baseri tribe in Marvdasht of Iran. The impact of Urbanization in the education system of Baseris has studied through understanding the continuity and change in various aspect of education system of the Baseris. In this study the main aim is to explore the education system among Baseris in Marvdasht city.*

*The data shows that the change of education system due to impact of urbanization on the Baseris.*

***Key words:*** *Urbanization, education system, Baseri tribe,*

## 1. INTRODUCTION:

The present paper deals with the impact of urbanization on Education system among Baseri tribe in Marvdasht of Iran.

Education is one of the most important needs in any society and education has an important role in social life, urbanization to develop and support educational institutions that affect them. Education plays an important role in personality development, in breaking social boundaries, raising one's standard of life, in inculcating modern values in social, economic, political and cultural fields. Thus it leads to direct upward social mobility of an individual.

Education not only helps in individual development but also in the development of society and nation. So education provides rational and scientific thinking, reasoning skills and ability to solve problems and adjust to changing situations.

According to **Dubey.S.C (1976)** states that, "Education enables the member of a society to perform gainful social roles and promotes mobility on the thought level in the society".

**Jasprit. Kaursoni (2006)** says that, "education helps in development of human personality, social mobility, occupational change and rise of professional, political and social awareness".

**Jayaswal .R (1992)** said "In the process of modernization there is greater emphasis on education, urban living, and use of more advanced technology in life".

**Aruna. Goel (2004:290)** says that, "Education develops basic skills and abilities and fosters a value system conducive to and in support of national development goals, both long-term and immediate".

**Sanjay Katan Jena, (1994)** observes that, "However, the dynamic forces of urbanization, have introduced new elements into the increased education, exposure to education and economic dependence has urbanization".

### Urbanization in Iran:

**Gasemi (1993)** say that, "migration issues in Iran tribe have indicated and clarified economic reasons also existing of facilities, education, communication, attitude, new approach with life have caused to be interested for migration".

**Zanjiran (2000)**, observed "In Iran, in the Firooz Abad during the period 1961-1996 family size shrank, Population increase was not significant due to migration of villagers to the cities, especially after the Islamic Revolution, the main reasons for migration to cities included high paid jobs, inadequate farmland area in the village, water dearth, city life glamour and higher education opportunities for children".

### **Baseris in the process of urbanization:**

**Tavakoli(2000)**, “Baseri tribe as a result of industrial job opportunity and sufficient condition migrated to the cities”.

According to **Barth (1961)**, “Fars Province is an area of great ethnic complexity and admixture, and tribal units are best defined by political, rather than ethnic sharing distinctive cultural traits as a group in society or geographical criteria. In these terms the Baseri are a clearly delimited to set out or establish the limits or boundaries of something group, recognizing the authority of one supreme chief, and treated as a unit for administrative purposes by the Iranian authorities. Economy is an important constituent of the community life as it is closely interconnected with the environment, subsistence base, demographic conditions, technology and division of labour of the society.

In this present study education system has been selected to measure impact of urbanization on life style of Baseri tribe in Marvdasht of Iran.

### **Methodology and location of study:**

Present study has been undertaken in the city of Marvdasht in Iran, Marvdasht is one of the northern cities and also counties of [Fars](#) province.

The data were collected both primary and secondary sources. The approximate number of the Baseri households in these eight suburbs of Marvdasht city is 3998 Out of these 400(10%) Baseri households were included in the present investigation. In this research using Technique proportionate random sampling, the lists of the households was prepared and the samples were selected using systematic random techniques.

In the present study quantitative and qualitative data was collected through pre-tested semi-structured interview schedule.

### **Discussion and Analysis:**

The present study is the impact of Urbanization on the education system of Baseris has studied through understanding the continuity and change in various aspect of education life of the Baseris.

**Educational status of Baseri in tribal life:-**

In accordance with the Baseri tribe, traditional norms and nature of family structure, it was very common that the father in the family had the authority to take decisions about various spheres of life of children. These decisions relate to important spheres such as; education and job. The mother had a very minor role in the process of decisions in these important spheres of life of children. The children themselves had no say in the process of decision making. In the Baseri tribe the elders and grand fathers decided about the education of their grand children. They also decided the level of education, up to which they would like their children to take education. Taking into consideration, the need for helping the family in pastoral and agriculture work, some families never allowed their children to take education even up to primary level. Some children could not take education because their parents could not afford it. In the pastime and tribal life among Baseri tribe education was not very important so some children were getting education according to chief man and father's opinion. In other words, in the Baseris education was very difficult because of migration and seasonal migration. The Baseri tribe's level of education was low and almost all of them don't have academic education and many of them were Illiterate and few had primary school education.

**Impact of urbanization on the education profile of Baseri in city life:-**

Today urbanization and modernization have relation with education. Urbanization is redistribution from the countryside to the city. Therefore, urbanization is measured as the percentage of the population residing in an urban area. Urbanization is a function of population size, population space and ratio of population to space and urbanization process can be described for educational expansion in each urban area. So the relationship between education and urbanization is much more than at the same time and the urban area education provides new technological discoveries or more effective uses of available technologies by affecting human capital. In other words, urbanization helping education for providing a contribution to qualified labour force which is the basic source and element providing continuity of economic development and economic growth.

In cities the Baseris parents on their own do not motivate children to attend school regularly. Their vision of educating children ends up in a fatalistic vision. If there is pressure from external source, the parents do encourage their children to join the school. The data shows that in general the education level of the Baseris in the city has considerably improved. However they drop out

at primary level. The decisions of the city educated Baseris are commonly accepted in their community without any dispute.

In the present study, (90%) of respondents said their parents agreed about children's education, because of social values of well-educated people in the society. Education leads to finding a good job, necessary for personality improvement, leads to improvement, part of social communication and relationship between education and income. And (10%) of respondents disagreed because they didn't have enough money and facility. They believed that job is more important than education and they do not believe that education leads to improvement.

The majority of the respondents (64.8%) agreed that girls should have education because education is necessary for girls' improvement and development. Girls could get a good job which is a benefit of education, social value and position, for success in marriage, girls to be a good mother and to be successful house wife, leads to personality improvement and gaining knowledge, promotion is another advantages of education, could have a luxury life and high income, better life, personality improvement. During the education life they could learn the life skills., While (35.2%) of them was disagreed for girls education because girls should stay at home in the future so there is no need to have education. There is no grantee that well-educated people could have a good life, improvement and growth doesn't depend only on education.

Generally in city life it is usual for girls to have higher education, and parents' aspiration about their girls' education is high but in actuality we can see the following statistics about educational of the girls: illiterate (5%), primary school (2.5%), secondary school (13%), high school (2.5%), diploma (18.5%), and bachelor (29.5%).

The based upon the researches done, a few of the girls are illiterate or have the literacy up to high school. Some are having higher education (Bachelors) and the literacy is gradually increasing.

In the present study, (87%) of the respondents said boy's should have education, because they must get job and work, improving social prestige, for take care of their parents and support their family economically, advantage of education, reaching to success and promotion is another advantages of education, have a luxury life and high income, better life, personality improvement, good job is the main goals of education, education can learn to be the part of urban life and skills, social value and position, for success in marriage. And (13%) of the respondents said boy's should not have education because there is no grantee that well-educated people could have a good life, no relationships between education and socialization.

In this investigation among boys' level of education, parents aspiration is higher but in fact we can see this level is gradually increasing, which are as follows, illiterate (5.2%), secondary school (7.8%), high school (15.8%), diploma (16.2%), bachelor (34.8%).

Education is more common among the boys and it is gradually increasing. Hence it is deducible that the level of education is higher among the boys compared to the girls.

The majority of the participant's parents and family members have lack of education. Interestingly the level of illiteracy is quite higher among ego and wife of the families while among the son and daughter and son-in-law and daughter-in-law it is gradually increasing.

We can see the impact of urbanization on augmentation of educational level among their children. But there were other family members who have education up to high school and diploma, some of them are graduates and level of education gradually is increasing. It is important to note that Baseris' family in Marvdasht knows the worth of education. Like boys, girls can also continue their education and some of them have had a diploma and graduate education. Today, the groom and bride in Baseris like to have higher education and the education has a social value. The above table also shows that some brides and grooms have diploma and bachelor degree. A few numbers of the bride are having Masters Degree.

In the present study (42.8%) state that they would take educational courses like computer classes, language classes, other classes and (57.2%) state that they don't take those courses.

The majority (97%) of respondents said no, children don't go abroad for education and (3%) said yes, children go abroad for education.

In the present study Out of 3%, (1.3%) of respondents mentioned they traveled abroad for education and (0.7%) of them mentioned that they usually traveled for getting higher degrees from overseas universities (Master degree) and doctoral program (PhD). (0.9%) of them preferred countries like Malaysia, Armenian, Tajikistan, and India while (0.1%) preferred Australia, USA and UK for education.

The data shows that studying broad is not much appreciated among families. They prefer to have their children near to themselves and a few of Baseris families supported children for education in abroad.

The majority of the respondents said that they spent between 200,000 to 400,000 Tumman (4000.-8000 Rs.) for their children's education. The children can choose different schools and universities to attend, given the choice, and being close to or away fees etc. This shows importance of education among Baseris families and while a few of them (6%) spent more than 500,000 Tumman (10000 Rs.).

**Conclusion:**

This paper has discussed about the educational systems of Baseris in Marvdast city.

The Baseri tribe level of education was low and almost all of them don't have academic education and many of them were illiterate and few had primary school education.

The data shows that in general the education level of the Baseris in the city has considerably improved. They drop out at primary level. The decisions of the city educated Baseris are commonly accepted in their community without any dispute.

The majority of the respondents are agreed to send their children to academic environment and the main reason for doing so is to benefit their children from good social skills, social positions and more importantly a safe job situation for making income for their future, meanwhile there is a little disagreement toward this matter which is because of old way of thinking and kind of being rigid minded.

Majority of the participants have attitude and mentioned that educating is one of the main key factors in order to have a safe future and therefore the best way of reaching the successive peaks in the future, so education and hard work may have a good impact on having a successful life from participant's points of view. They should both have the well educated background and of course a full determination for their future life. But based upon the researches done, a few of the girls are illiterate or have the literacy up to high school. Some are having higher education (Bachelors) and the literacy is gradually increasing.

The data shows that both education and hard work may have a good impact on having a successful life from participant's points of view. Boy's should both have the well educated background and of course a full determination for their future life, they can have a better life with education and gives them a better look in the society so majority of the participants have mentioned that education is one of the main key factor in order to have a safe future and therefore the best way of reaching the successive peaks in the future.

Education is more common among the boys and it is gradually increasing. Hence it is deducible that the level of education is higher among the boys compared to the girls.

Most of the parents were illiterate. And we can see the impact of urbanization on augmentation of educational level among their children. But there were other family members who have education up to high school and diploma, some of them are graduates and level of education gradually is increasing. Some brides and grooms have diploma and bachelor degree. A few numbers of the bride are having Masters Degree. The greatest portion opined that people should have a good deal of interest otherwise there would not progress in the field of education.

The most of the respondents mentioned that they do not like to take educational classes, and near half of the respondents mentioned that they prefer taking educational classes and the most preferred type are language classes and computer classes.

The data shows that studying abroad is not much appreciated among families. They prefer to have their children near to themselves and a few of Baseris families supported children for education in abroad.

The majority of the respondents said that they spent between 200,000 to 400,000 Tumman (4000.-8000 Rs.) for their children's education, while a few of them (6%) spent more than 500,000 Tumman (10000 Rs.). It is important that Baseris families in Marvdasht place importance on education.

The urbanization has led to change of education system of the Baseris in Marvdasht city.

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