

## **Network Communication Training-Based, Establishing Model of Network Communication Training-Based on Islamic Thought in Iran**

Hamed Forouzan, Seyed Reza Naqib and Hadi Khaniki  
Department of Communications Sciences, Allameh Tabatabaei University, Tehran, Iran

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**Abstract:** Network communication training-based is a new concept that is originated from parameters of the three components of human communication, networking and religious training. On the one hand, the concepts of religious education (Islam) and human communication are two concepts that are in the same direction, if these apply correctly, it would lead to realization of growth concept, comprehensive education of people in the community. On the other hand, the process of convergence between human communication and religious (Islamic) training can be found on several networks and numerous and regular courses. In this study, the authors attempted to answer this fundamental question: what are the bases of communications network training? What are the consequences of implementation of education-based communications network in the Islamic Republic (of Iran)? The results are based on the Library, a questionnaire and the analysis of elite have been developed and 89 main components have been recognized in order to design the communications network training model.

**Key words:** Communication, networking, training, Islamic society, elite analysis

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### **INTRODUCTION**

Since, any social communication leads to change behavior and mentality, this is called training in social psychology and sociology, human communication and interaction between people and mutual understanding provides human relations will intensify mutual understanding of each other. Also, human-induced replication and continuous communications such as thinking and as the plaintiff. Everyone achieves new experiences by linking with others and partner issues, ideas and training. By this act he himself is transformed and the social environment. Thus, the relationship between man continuity of activities and the emergence of a social right that everyone's thoughts and emotions interact with each other. In this regard, the American sociologist Charles gypsy believes in the principle of human emotional interaction and communication with other humans. Group relationships maintain the homogeneity and consistency, one or more distinguished as an observer and watch out for (coach) the continuation of links and direct the activities elect. This will develop confidence and success rate and, as a result of their people to build entirely with a group can come along with their personal and social goals. Thus, group work is done if the principles and common rules and to respect all its members, can realize big goals and aspirations of the community and create a huge impact.

Targeted Communication humans, under the management and direction of the concentration of power and resources distributed to individuals, creates a source of enormous power which can be the greatest obstacles aside from own course (Nikzad, 2000). So, the power of the concept of human communication, religious education and networking communications, respectively grouped in the following points: as mentioned above, the development of society is human development and for human growth and development, the need for rational education and that human communication is reasonable that people with intellectual education and a decent life for them marks with success.

Achieving a vibrant and dynamic society in which people with hope and motivation, training and development growth path, a society where human relationships are far from being realized impairment expressed and in the shadow of the health communication, depression, anxiety and misunderstanding. If in society, communication was provided rational, properly into that community, people know their roles and they know every part by the demands of how to accomplish task, the right one is not wasted and that justice will prevail in the area of communication between human beings. The starting point is to move toward the establishment of true justice in societies. Basically, in a society where justice based on "reasonable life" does not exist, freedom means nothing

because society devoid of rationality, enjoying this unique endowment of power for its growing. Human dignity is the respect for humanity and human right. Achieving the vital component in the human intellect depends on training.

By such an approach, the Islamic community to achieve real and lasting growth and education in justice, freedom and human dignity must be in the “development of human personality” deepening of the element sought, no change in cross-sectional and economic superstructure administrative structures. Explanation of human communication and the development of the discourse can have a huge role in this evolution. Because the absence of human communication, human life except suffering, loss of rights, loss of ethics and social responsibility, enjoying the teachings of false prophets and ultimately increase people’s ignorance and pain. That is why, in the light of the development of communications networks, the foundation of civilization on the basis of humanitarian principles among humans, regardless of race, ethnicity, gender, age, wealth and status is established and human and community development and excellence are the path.

The most basic tool of human communication to achieve a change in personality, education and training. In the current complex societies through education and training cannot prepare people for life and success in it. The purpose of education is not what can be seen today in schools and universities but fundamental notion that is pervasive in all the years to human life, the universe is as it should. With such an approach engineering an educational system, students before anything learn life lessons and employees at work with continuing education, family relations and improve their life skills and different trades every year are more favorable than human communication.

Education training space only beings for one-dimensional human, it is also used in some closed environment, community development opens and multiple people in different crises frees the current era.

In a future world where humans are not confined to geographical boundaries, a peaceful space for humanity only thing that can be brought up in the shadow of the man placed in material and spiritual development, “education-based human communication”.

**Theoretical framework:** The current paper is to explain and developing better education-based communications network in the Islamic Republic (of Iran) triple combination of the theories of Karl Jaspers communications, network society Manuel Castells and Islamic educational theories and martyr Motahhari has used.

The use of theories on why we should acknowledge because Telecommunications category religious-based education and training communications network within the network are large and comprehensive review. It must be a combination of the theories used to form three major concepts of communication, education and networking to cover. In the following we briefly discuss on three theories:

**Karl Jaspers’s theory of human communications:** Karl Theodor Jaspers, the German philosopher who studied deep ontological foundations considered the Community, as one of the Top funds focused and decisive man. He created man in connection with oneself, others and God is discussed that communication with others is necessary for human existence and the means to achieve that objective facts and discover the truth knows as much philosophy knows the relationship. Communication is a key concept in education because if communication between the trainer and the trainee is not denied education and communication that is in the process of interaction between them are done. The general concept of the relationship between the three factors the message sender and the receiver transmitter inquiry. Jaspers relation to the goal of philosophy knows its roots into its other goals: “Communication is the goal of philosophy. There are other objectives related roots. Knowledge of illumination of the path of love and achieve peace. I’m the only person in connection with which the relationship is true only in relation to all the facts are realized. According to Jaspers, “I” when “I” am that I communicate with others”. Jaspers’ association also considers the source of love. Jaspers’s theory is in a way in which there is mutual respect between the two sides. Jaspers also emphasized the importance of communication, the relationship of man in relation with nature and seeing another, communication with others, especially for the realization of man is essential and connect to a flourishing of human existence. Accordingly, the lecturer-student relationship in which the teacher is the only teacher listener and function commands, the connection will not be.

**Motahari’s theories regarding the Islamic training:** In an era when the public Motahari human issues and focus on the centrality of humanism in the various schools of thought and action, more than any other time was glaring, Islamic scholar and aware of the culture of Islam, Islamic views from different angles and beautifully interpreted the man explained, what is he like about the creation of man, two-dimensional and two-dimensional human being, authenticity, spirit, human insights and trends, purpose and goals of human talent and power and human

resources, human education, human relationship with other and God has expressed phenomena... Although, education is a valuable commodity in the overall concept of Islamic education for assignment to find the sanctity of Islam. Accordingly entering the educational arena to the principles of special needs. Allama Motahari as Islamic scholars on the principles of Islamic education, the issues raise that they can review and provide certain intellectual climate created in Islamic education and help to dredge the field of education. The most important principles of Islamic education determined by Motahari can be outlined as follows:

- Responsibility to educate trainees
- The relationship between parenting and spirituality
- The principle of mutual relationship between the individual and society
- Emphasis on the education of childhood
- The principle of humanity, friendship
- Taking advantage of will (Motahari, 1995)

Manuel Castells defines the network connection as a set of points or nodes interconnected. The connection point or node is a point where a curve is cut. In other words, the network of connections between components in a single set. This network components organize the relationships within and between levels or units of social reality of the day. The network approach compared to units that are connected, underlined the importance of relationships. In terms of Castells, the networks constitute the new social structure of our societies and the logical extension of network operations and results of significant changes in manufacturing processes, experience, power and culture are created, while the network of social organization existed in other times and places; new paradigm of information technology provides material basis for its pervasive expansion throughout the entire social structure. Furthermore, the social network is logic determination that the level of social benefits levels, especially as expressed through the networks beyond. Power flows surpass the flow of power. Castells argues network structures are open and can be expanded without any restrictions and the new index will be accepted within until this point, the ability to have network connection, as long as the joint use of encrypted communication (Castells, 2001).

## **MATERIALS AND METHODS**

The method of the project consisted of the following steps:

**Step one:** Identify the types of indicators (about mining and library studies): using a case study as a research strategy in social science studies, especially in small-scale research, is rapidly spreading find (Woodside and Wilson, 2003). The aim of bridging the gap between research case study libraries on the one hand and on the other hand is real life, case or cases, written narrative from research that already exists and is not a situation that is artificially created. In addition, empirical research does not overlap with the manipulated variable so as to measure the impact of a specific element (Denscombe, 2001). In the first phase the necessary information to identify the different types of indicators through data mining and exploratory interviews to professionals of communication sciences and education, respectively. The initial search a variety of sources including books, magazines, journals, articles, reports and statistics as well as through observation and communication network performance took place in Iran and outside Iran, the indicators specified on various aspects of communication, educational and networking.

**The second step:** Identifying indicators related to communication, education and networking (validity and Cronbach's alpha): assert the validity of that test how theoretical construct or trait to measure. This measure involves three basic steps: The manufacturer should attribute to test the accuracy of the analysis. In the next step, how to relate with other variables to consider adjectives and after the tests ascertain whether the hypothesized relationships really exist or not (Golafshani, 2003). In the second phase the number of indicators (first phase) were analyzed. These indicators are then identified and selected classified in different groups and only a certain number of indicators communications, purely educational indicators and indicators specific network simply and from other indices were separated.

**Step three (Design questionnaire technique SWOT):** In the third phase, for obtaining the data or SWAT elite have used. Swat is a strategic planning tool used to evaluate the status of domestic and foreign organizations and providing porters used. Swat is English first letters of words strengths, weaknesses, opportunities and threats (Creswell, 2003). Identifying the strengths and weaknesses of the internal environment and the external environment refers to the threats and opportunities.

**Step four:** Mining index-based network communication training: at this stage of the indicators (extracted in the previous step) had the highest correlation with the subject. By some members of the faculty who have

expertise in the field of communication and education are focus groups (focused) and using internal and external factors evaluation matrix indicators were evaluated and scored. Finally, possible indicators of network communications based education and information are available.

**Step five:** Categories education-based network communication parameters: In the fifth step, the index of communication network based education that had the most repetition. Identifying and frequency of each of the indicators in several groups of indicators were observed and recorded and performed. In this regard, all index-based network communication training due to a large number of them to segregation and based on the priorities of each into three categories: communication, training and networking prepared and presented.

**Sixth step:** Training network communication model-driven design: The purpose of research, education-oriented pattern-based network communication parameters of Islamic thought in Iran.

That to achieve this objective indices network communication training in communication based on the earlier research and literature as well as findings are achieved based on the research. In this regard, group communication, training and networking are a subtype. The result of the response to the questionnaire and can be an indicator linked to these subtypes. In this connection, how about any of the indexes dimensions and a network of roads identified based education and research and design will be presented on the basis of the final version. This article is a survey research techniques which means carrying out the questionnaires on a sample of respondents who are elected from among the crowd. In other words, this study used a questionnaire to collect information that is qualitative research methods in the study. The sample size consisted of sixty and finally at the individual level and micro level data analysis has been done.

## RESULTS AND DISCUSSION

**The first step-identifying types of indicators:** As we explained earlier, the indicators related to three concepts of human communication, networking and religious education gained through data mining method (first step). Finally, it was extracted out of the 59 leading indicators that we have classified as:

- The centrality of
- The centrality of

- Developing core values
- Building trust
- Quickly and appropriately deal with the perceived threat
- Quickly and appropriately deal with the perceived threat
- Development of human perception
- Intelligent planning and presentation perspective
- Easy membership
- Easy membership
- Repetition and frequency of the
- Limits the number of trainers
- Detection
- Detection
- Explaining the risks
- Flexibility and the freedom trainers
- Perks
- Perks
- Generalization of
- Security
- The nature of coalition
- The nature of coalition
- Common goals
- Dynamics
- Accountability at large
- Accountability at large
- Coordination
- Understanding the interactions (interactions)
- Facilitate the resolution of problems
- Facilitate the resolution of problems
- Specialization
- Understanding of psychological, emotional and personality
- Comprehensive evaluation
- Comprehensive evaluation
- Social capital
- The absence of intermediaries
- Continuous and pervasive order
- Continuous and pervasive order
- The ability to adapt and compromise heir
- Discourse making
- The wisdom of saving
- According to the concepts
- Box making capable and professional force
- Box making capable and professional force
- Power to adapt to a variety of situations
- The effectiveness of
- Development of personality
- Development of personality
- Access to all facilities available
- The process of opening
- Ethical in relations between trainer and trainee
- And ethical in relations between trainer and trainee
- Cohesion policy

Table 1: Indexes and sub-indexes of human communication in the network communications based training

Indicators	Sub-indicators
Building trust	Continuity
	Openness
	Overlap
Security circuit	Convergence
	Stability
	Peace
Mobility	Discipline
	Framework
	Planning
Understanding the interactions (interactions)	Mandy interaction
	Inspiration
	Orientation behavior
Understanding personality characteristics	Authentication
	Ethical
	Talent
Understanding the root of differences	Interests
	Heart belief
	Mental contexts
The absence of intermediaries	Better understanding
	Further getting to know
	Socialization higher
Overlap and convergence	Optimism
	Share Interests
	Content making
Interactive	Supportive
	Cooperation and brotherhood central
	Mass communications
According to the concepts	The seminal
	Focus on true Gorge
	Value making

- Moderation in the relationship between trainers and trainee
- Mobilization of resources
- Awareness and intelligent people

In the second step, the main index 119 children in the three tables in the form of communications, networking and education have breakdown.

**The first layer of communication:** In this study, the definition of human communication are expressed as a message transmission process from sender to receiver matched to the condition of meanings between them. Meaning in communication science concepts is both intellectual and emotional. Human communication process in which meaning is defined and shared between individuals. Communication to a sender, message and receiver needs considered, however, does not require the recipient. Be present or be aware of in order to connect the transmitter to communicate in time, so communication can occur across time and space distances widespread (Rogers, 2015). Communication requires that the communication area of communication common share Bgzarnd. Categories 10 children chosen to represent the components of human communication examined that each of them contains a set of indicators was below and a total of 30 cases was the main point (Table 1).

**The second layer, Islamic training:** The definition of training is provided by Motahari that means improving the internal talents that are potentially for every creature. Therefore, training is for plants, animal and human but it is virtually for non-alive things (Motahari, 1995). The 9 categories are presented for the selected variables of Islamic training that each of them includes some sub-categories; overall, 27 main cases are pointed.

**The third layer, networking:** In this study, networks include some groups that are interconnected with each other by some connectors. As the relationships and groups are structured by interaction, the networks are interconnected with each other. Each network is created by transfer of individual information from a group to the other. The 8 categories are determined to introduce the selected variables of networking that each of them includes some sub-categories. Generally, 27 main cases are pointed (Table 2).

After separation of human communications, training and networking indicators in triple tables, we separate the internal and external factors. Then, we state the strengths, weaknesses, opportunities and threatens. Finally, we develop the questionnaire by ranking the designed indicators and evaluating in Table 3 and 4.

After explaining the strengths, weaknesses, opportunities and threatens, we develop the questionnaire. The questionnaire is developed to show the importance of the extracted indicators in order to establish a certain strategy.

After collection of questionnaires form the respondents, analysis of data that are gathered from evaluation matrix of internal and external factors, we show the importance of these indicators. The scores are presented in Table 5 and 6.

**Internal-external factors matrix:** Internal-External factors matrix combining internal factors and external factors evaluation matrix evaluation matrix is obtained and the result shows a strategy. According to the results of the above matrix, the matrix is drawn to the following local and foreign (Table 7).

**External factors matrix:**

- Shift strategy
- Offensive strategy
- Defensive strategy
- Diversity strategy

**WO strategies:**

- Due to the limited number of teachers, the students and more students and more experienced groups used

**Table 2: Educational indicators and sub-indicators based on network communication training**

Indicators	Sub-indicators
Limits the number of trainers	Need-based Prohibition of two job for trainers Strict supervision and constant questioning of trainers
The freedom trainers	Originality organizational work The need for flexibility Multiple teaching methods
Understanding personality characteristics	Expansion of relationship between trainer and trainee Increasing communion Knowledge and awareness
The correct orientation to the interests	It requires sound knowledge Prioritize needs Non-transient requirements
See different places different ages	Separation of trainers Proper planning Different perspective
The absence of intermediaries	Direct communication between trainer and trainee The ubiquitous presence of those who train teachers beside the trainers Continuous training of the trainers
Discourse making	Knowing the facts The actualization Social responsibility
Revival of education and training methods	The wisdom of saving Awareness and intelligent people Learning from the bottom up
Balanced and comprehensive development of trainers and those who train them	Holding regular meetings between coaches and trainers Educational system FAQ Two-way interaction between trainer and trainee orientation

**Table 3: Networking index and sub-indicators based on network communication training**

Networking index	Indicators
Ability to access	Inclusiveness Lack of monopoly Lack of cost-orientation
Portability and dissemination	Instant information Lack of filtering Continued high
Complex structures	Continuity components Axial order Good organization
Facilitating the meeting needs	An increased focus on people Funding Job creation
The centrality of	Separation areas Constant flow Design and diverse
Quickly and appropriately deal with common threats	Rapid identification of disruptor Targeted analysis Gary powerful protection
Easy membership	The public Grouping Unselect
Detection	Facilitate the resolution of problems Perks

- By allocating part of the educational activities of teenagers and young people in school educational failure in the network is prevented
- In other words, school have a coach training and monitoring activities to prevent the loss of their academic
- And train people better and more efficiently implemented

- Educational networks and reduce the number of observers to monitor the mentoring them
- Resources can be obtained through the people in the groups, cultural institutions, such as religious Basij bases Coaches must be in the audience, the abilities, the faith and the focus of everyone's motives
- Educational programs must have charm and diversity. For example, military camps, cultural camps and the light path
- Coaches should be trained to teach coaches how to deal with false norms. For example, best practices about education of enjoining good and forbidding wrong is to train the trainers
- Strategies and plans should the network of networks, cross-sectional (e.g., 1 year) and with the idea of achieving a big goal and be determined
- Council mobilized in critical condition with any network management coaches

**SO strategies:**

- Trust between coaches and trainers
- Intelligent planning and providing overall outlook
- Coach permanent presence alongside mentoring
- This widening of the scope coaches training network
- The emphasis on spirituality in young people
- Continuity of educational activities in the form of network
- Offering attractive programs of education, educational, religious, sports, etc.

**Table 4: Separation of internal and external factors index-based communications networks training**

External factors	Internal factors
Social power	Making targeted
Social capital	Flexibility
General of	Confidence-building
Social responsibility	Security
Degree of participation	Dynamics
Recognition of the power and ability of rival groups	Identify actions and reactions (interaction)
There are multiple filters and tuning	Multifaceted
Lack of knowledge and awareness of other people educational network	Discussion of
The unwillingness of people to work in educational networks	Monitoring and control
Attractiveness of other communication networks	Identity and identification
Competitive terms	Understand motivation
Ability to generalize to other groups and guilds	Developing core values
Create change in the community	Use a tool
The amount of credit in the environment	Quick deal with common threats
The rate information and communication technologies	Behaviorism soon

**Table 5: Matrix assessment of strengths, weaknesses, opportunities and threats communications network based training**

Opportunities	Strengths
Multifaceted dimensions and structures of communication	The ability to target human communications networks
Do not make direct connections and prevent the further development of virtual communication	High flexibility in communications networking
Conversation	Appropriate building trust through communication networks
The development of core values	Make more secure and more stable through networking, More appropriate dynamics of human relationships through networking
Mobilize resources	A better understanding and comprehensive transaction and reactions (interaction) through networking, Monitor and better control public through networking
Properly trained people	Identity and identity more and more pervasive part of the network of human relationships
Education specialists and committed closed down	More accurate understanding of the motivation and ability of individuals through networking, communications, Dealing faster, more accurate and appropriate Trba causing threats through networking
Create social power broadly	The ability to innovate and invent all kinds of communication patterns in human relationships through networking
Production of social capital in the long term	Identify elite forces more broadly using the network of human communication
Interoperability for all groups and guilds	More intelligent and more quality planning through networking
Create change in the community	
Threats	Negative points
Attractiveness of other communication networks	Failure to allocate the necessary resources
Distorted	Behaviorism soon
The unwillingness of people to work in educational networks	Decommissioning and waste of resources
Environmental and successive change	Use a tool
Lack of information and communication technologies	Lack of clear strategy
Lack of knowledge and awareness of other people educational network	Lack of proper implementation responsibilities
	There are multiple filters and refinement
	Lack of manpower
	Recognition of the power and ability of rival groups

- Complete understanding of the mentoring coach
- The more the province of mentoring
- The overlap between the training needs of University and seminary students
- Develop criteria of merit and mentoring
- Rational criticism mentoring
- Mentoring plan to fix flaws
- Open relationships and attachment coaching and mentoring
- The revival of education and training methods mentoring
- Cultural unity trainer and trainee
- Preserve Islamic Revolution achievements
- The emphasis is on the quality of outputs (products)

**WT strategies:**

- Full and continuous monitoring of network activity
- Dealing firmly and explicitly with non-educational networks
- Banning non-religious educational networks in the country
- Imitating other networks and match it with the principles of religious education

**ST strategies:**

- Council mobilized in critical condition with any network management coaches

Table 6: Internal factors of evaluation matrix

Items	The mean coefficient of importance	Normalized coefficient	Average Rating	Rating weighted
<b>Strengths</b>	(1-0)	(0.1-0)	(4-3)	0.561
To what extent has the confidence of coach trainee in the formation of effective educational network?	0.58	0.058	3.3	0.63
Intelligent planning and providing overall outlook is the extent of effective pedagogical network recruiting process?	0.61	0.061	3.41	0.61
Coach permanent presence on the network side, to what extent is the dynamics of the network effect?	0.55	0.055	3.5	0.557
To what extent the freedom of action in the training of coaches training network trainee is effective?	0.67	0.067	3.37	0.744
To what extent spirituality of young people to help shape educational network is aging?	0.71	0.071	3.43	0.673
Directed accurately to what extent the interests trainee is subject to membership of Educational networks?	0.59	0.059	3.23	0.689
See how much different position coach for each age level in the formation of effective educational networks?	0.56	0.056	3.41	0.742
To what extent the necessity of continuity in the formation of networks affect education?	0.6	0.06	3.2	0.663
To what extent can the development of a balanced and comprehensive network of educational trainers and trainee had hoped?	0.78	0.078	3.34	0.716
To what extent can trainees excluding other traumatic networks using network training conducted?	0.73	0.073	3.11	0.884
To what extent can offer attractive programs for executive training trainees using the network?	0.78	0.078	3.31	0.86
To what extent has complete knowledge of trainees training can be done using the network?	0.43	0.043	3.37	0.677
Trainees' morale boost self-esteem is to what extent depends on the formation of educational networks?	0.77	0.077	3.27	0.558
To what extent do collective organizational development and training is subject to the formation of networks?	0.82	0.082	3.63	0.635
To what extent Share your goals with educational network run?	0.53	0.053	3.52	0.761
To what extent is it possible to identify and nurture the elite in society Educational networks attempted to use?	0.76	0.076	3.67	0.618
<b>Weaknesses</b>	(1-0)	(0.1-0)	(2-1)	0.125
Limits the number of trainers to what extent the formation of educational network has a negative impact?	0.621	0.0621	1.69	0.114
What extent the network educational activities in academic failure affects adolescents and young adults?	0.355	0.0355	1.76	0.273
To what extent is the ineffectiveness of the organizations in charge of training in the formation of networks is effective communication?	0.877	0.0877	1.52	0.116
Monitoring and control to what extent Too much negative effect on the formation of educational networks?	0.68	0.068	1.71	0.241
Lack of allocate the necessary resources to what extent education has a negative effect on the process of formation of the network?	0.633	0.0633	1.06	0.317

The final score of internal factors: 1.6

Table 7: External factors evaluation matrix

Items	The mean coefficient of importance	Normalized coefficient	Average Rating	Rating weighted
<b>Opportunities</b>	(1-0)	(0.1-0)	(4-3)	0.15
How can participation be applied in crisis conditions by training networks	0.47	0.047	3.36	0.16
The provision of innovative and non-conventional limited in how much society depends on a network of behavioral training?	0.51	0.051	3.47	0.2
To what extent in identifying the capacities and capabilities of network capacity by training community members can be used?	0.43	0.043	3.21	0.18
To what extent and in creating a common identity among educators and unit used in the educational community networks?	0.57	0.057	3.3	0.25
To what extent can be closed down professional forces in society to benefit from educational networks?	0.37	0.037	3.19	0.21
To what extent can the institutionalization of religious culture in society benefit from educational networks?	0.32	0.032	3.78	0.19
<b>Threat</b>				
How the environmental risks make challenges for formation of training network?	(1-0)	(0.1-0)	(2-1)	
How the attractiveness of other networks make challenges for formation of training network?	0.63	0.063	1.6	0.48
How inability to change the messages make challenges for formation of training network?	0.43	0.043	1.2	0.52
How the communication technologies make challenges for formation of training network?	0.52	0.052	1.4	0.70
How the negative advertisements make challenges for formation of training network?	0.55	0.055	1.5	0.66
How inconsistency makes challenges for formation of training network?	0.42	0.042	1.3	0.58
How lack of identification of forces and elite employment make challenges for formation of training network?	0.66	0.066	1.8	0.53

Total: 1.4

Table 8: Determining appropriate strategies and their priorities

Codes	Strategy	Priority	Attractiveness
SO1	Trust between coaches and trainers	1	5/99
SO2	Intelligent planning and providing overall outlook	2	5/96
SO3	Coach permanent presence alongside mentoring	3	5/91
SO4	This widening of the scope coaches training network	4	5/89
SO5	The emphasis on spirituality in young people	5	5/73
SO6	Continuity of educational activities in the form of network	6	5/70
SO7	Offering attractive programs of education, educational, religious, sports, etc.	7	5/57



Table 8: Continue

Codes	Strategy	Priority	Attractiveness
WO1	Due to the limited number of teachers, the students and more students and more experienced groups used	39	5/40
WO2	Better and more efficient implementation of the training.	40	5/37
WO3	Educational networks and reduce the number of observers to monitor the mentoring them.	41	4/33
WO4	Resources can be obtained through the people in the groups, cultural institutions, such as religious bases.	42	4/30
WO5	Coaches must be in the audience, the abilities, the faith and the focus of everyone's motives.	43	4/28
ST1	Council mobilized in critical condition with any network management coaches	50	4
ST2	Expand the scope of the mentoring relationships with family and invite them some of meeting	51	3/96
ST3	wide publicity at home, friends, acquaintances from the effects of network optimization training	52	3/62
ST4	Identify and introduce students from elite schools, school administrators and other educators in the group training network	53	3/60
WT1	Full and continuous monitoring of network activity	56	2/86
WT2	Dealing firmly and explicitly with non-educational networks	57	2/70
WT3	Banning non-religious educational networks in the country	58	2/41

- Expand the scope of the mentoring relationships with family and invite them some of meeting
- Wide publicity of home trainers, friends, acquaintances from the effects of network optimization training
- Identify and introduce students from elite schools, school administrators and other educators trained in the group of coaches training network
- Create competition among different educational networks
- Identify and create a relationship intangible disruptive forces against individuals and educational cultural activities
- The introduction of active networks of institutions of higher executive positions to get better

After determining all necessary strategies, the strategies must be prioritized because some strategies should be established to achieve the goals rapidly. This table shows the prioritization of strategies (Table 8).

**Quantitative strategic planning matrix:** Finally, according to the objective of research and indicators which are resulted from the questionnaire, this model is presented.

### CONCLUSION

The model of training-based communications network has several and different levels that it includes a great set of training networks in its center. These networks consist of some of those who train teachers who are managed by the head. The nature of this model is not only multi-defecated communications but also it is

responsibility and closed communication between the head and the members outside the meetings by group working. In this situation, the teachers can show their creativity and the head gives them advice. One of the important issues in Islamic training is to explain the rules of training. Training like other voluntary activities is based on some rules. The training rules is like a criteria for doing the training. The training rules explain the acts that should be done based on norms, plans and training activities.

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