

## Research Paper

## Presentation a model for standard education in Tehran's vocational schools in terms of skills training

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**Keywords:**

standard education, vocational schools, skill training

**Abstract**

**Introduction:** Creating job opportunities, developing economic activities, reducing the problem of unemployment and increasing social skills are among the factors that reveal the importance of skill training and observing the required standards necessary to improve its quality. The purpose of this research is to present a model for standard education in Tehran's vocational schools in terms skills training.

**research methodology:** The present study is applied research and data collection was using exploratory mixed method. In the qualitative phase, 11 experts in the field of standard education in standard education in vocational schools were selected by purposeful sampling. Qualitative data were collected through library studies and semi-structured interviews. In the quantitative phase, the statistical population consisted of all the vocational schools managers in Tehran (329) who 177 managers were selected as sample size using Cochran formula and simple random sampling. Quantitative data were collected based on the researcher-made questionnaire whose reliability was confirmed with Cronbach's alpha coefficient of 93%. Also the validity was confirmed by the experts. Data analysis was done using SPSS 16 and Smart PLS software.

**Findings:** The analysis of qualitative data led to the identification of 24 indices and 5 components. Then, based on the findings of the qualitative stage, a quantitative questionnaire was designed and quantitative data were collected. Quantitative data analysis was performed in the form of descriptive data analysis and confirmatory factor analysis. Out of 24 items, in 23 items there was no factor load less than 0.3 and they were not removed from the factor analysis process and due to the factor load greater than 6.0 showed that they are "very desirable" and 1 item, load It had a factor of 0.083, which was removed from the analysis process because it is less than 0.3.

**Conclusion:** Based on the results of the research, five components including: financial and physical, human resources, education and learning, scientific and innovative, physical and mental development, along with their indicators, were identified as dimensions and components of the model of standard education in Tehran's vocational schools in terms of skills training.

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## Extended Abstract

### Introduction:

Creating job opportunities, developing economic activities, reducing the unemployment rate, and enhancing social skills are among the important concerns of all states. Therefore, the share of production and export of knowledge-based products and services should be increased, and it only happens by standardizing and internalizing the culture of skill learning. Developing vocational schools is an efficient way to promote effective training and socio-economical activities. In such a way, the trained person can build a startup or get employed by the labor market.

### Context:

Paying attention to skills training is one of the fundamental policies of the developed and developing countries to train efficient human resources at the pre-university level. As one of the most important sources of training competent human resources to achieve social and economic developments, skills training is of great importance in the educational systems of all states. Today's curriculum should focus on encouraging students to learn new skills. The training standard is based on the professional standard and includes goals, content, and educational activities to achieve the necessary competencies, skills, knowledge, and attitude required to perform job duties. Standards in educational systems need to meet the requirements such as defining the goals and needs of the educational system, identifying the demands of society from this system, and increasing the adaptability of the educational system regarding the ever-changing circumstances, especially global developments.

### Goal:

Presentation a model for standard education in Tehran's vocational schools in terms of skills training

### Method:

The present study is applied research and data collection was using exploratory mixed method. The researcher first identified the components using the qualitative method. The review of the literature, content analysis, and semi-structured interviews were performed and

then a quantitative method was used to validate the model developed in the qualitative section. In the qualitative phase, 11 experts in the field of standard education were selected as a sample by purposive sampling. In order to analyze the qualitative data, the three-step coding method was used as open, axial, and selective coding. To ensure the validity of the research used of reviewed by members (interviewees) and the triangulation of the data sources methods. Also, to calculate reliability were used of the retest and the agreement between the two coder methods.

In the quantitative phase, the statistical population consisted of all principals of vocational schools in Tehran (n=329). The researcher used Cochran's formula to calculate the sample size, and 177 individuals were selected by the random sampling method. Then a researcher-made questionnaire was distributed to collect data. The reliability of the questionnaire was confirmed by Cronbach's alpha coefficient of 93% and its validity was confirmed by the experts. Finally, data analysis was done using SPSS 16 and Smart PLS.

### Findings:

After studying the theoretical foundation, reviewing the relevant literature, and conducting an interview with 11 experts in the field of standard education, the components of the model were identified. Then, open coding and axial coding were performed, and finally, selective coding was performed based on their results. The findings of semi-structured interviews were codified in several steps which led to identifying 24 items that were classified into 5 categories. Then, based on the findings of the qualitative stage, a quantitative questionnaire was designed and quantitative data were collected. Quantitative data analysis was performed in the form of descriptive data analysis and confirmatory factor analysis. Out of 24 items, in 23 items there was no factor load less than 0.3 and they were not removed from the factor analysis process and due to the factor load greater than 6.0 showed that they are "very desirable" and 1 item, load It had a factor of 0.083, which was removed from the analysis process because it is less than 0.3 .

The number of participants in the quantitative phase of this study included 177 people, whose

demographic characteristics are as follows: 52.5% of respondents were male and 47.5% were female; also, 0.6% of the respondents were under 30 years old, 26.6% between 31-40, 52.5% between 41-50, and 20.3% were older than 50. In terms of education, 49.15% of respondents had a bachelor's degree, 44.07% had a master's degree and 6.78% had a Ph. D. In terms of school administration experience, 44.1% of the respondents had less than 5 years of experience, 41.2% between 6-15, 10.2% between 16-20, and 4.5% had more than 21 years of experience.

### **Results:**

According to the results, five components including financial and physical factors, human resources, teaching and learning, scientific and innovative factors, spiritual and physical education were identified as the dimensions and components of the standard education model in vocational schools of Tehran. Scientific and innovative factors were the first priority of the research model, indicating that the development of technology and fast changes in science and technology in today's world require a skilled and competent generation. Spiritual and physical education is the second priority in this model. Students' physical and mental wellbeing should be enhanced and particular attention should be paid to ethical and cultural dimensions. The religious dimension is also

emphasized as a means of psychological capital growth. Efficient and competent human resources is another dimension of standard education and it is necessary to focus on human resources empowerment, improving their professional competence, and promoting teachers' social status. Learning should be something beyond a change in knowledge level; it should lead to a change in attitude and ultimately, a change in behavior. In the process of teaching-learning, the level of teachers' knowledge of learning theories and teaching methods, choosing an appropriate teaching method, and teacher's purpose of academic evaluation can significantly affect the amount and depth of learning and even the creativity and personality of the students.

Finally, it should be mentioned that enhancing the quality of the physical environment, providing modern equipment, holding professional workshops, and allocating financial resources are other important requirements of standard education in vocational schools. Having standard laboratory equipment and supplies is very effective in turning creative ideas into useful inventions. Therefore, providing standard education in vocational schools to increase the employment rate requires the provision of infrastructure and it highly depends on allocating sufficient financial resources and educational equipment.