

Evaluating the Effective Factors on Educational Productivity of Vocational Training Teachers in Golestan Province of Iran

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ABSTRACT

This study aims at determining and evaluating the educational expertise of vocational training teachers in Golestan province as one of the principal indicators of educational productivity from the teachers and trainers viewpoints. Information Gathering was conducted by analyzing how people in vocational education centers respond to the questionnaire based on Anderson and Burns' method. Regarding the theoretical framework of the research, the teachers' productivity can be evaluated at the six levels of instructors' characteristics, organization, and management, learning environment, communicating with students, learning opportunities and curriculum structures. Considering the Instructors' characteristics, %79/7 of trainees expressed that the familiarity of teachers with teaching techniques was high and %80/9 stated that the teachers' proficiency level was very high. In terms of organization and management, as %86/1 of the trainees were very much satisfied with the efficient requirements provided by the instructors and % 77/8 with teaching mastery and %68/3 were satisfied by teaching programs. Regarding the educational environment, 19% of respondents assessed the opportunities as low and very low. And for the relationship between teachers and students, %76 felt positive about teaching strategies and for the learning opportunities and teaching assignments, % 76/2 of trainees stated that the instructors' efficiency was high. Lack of proper exercises and assignments led to the fact that % 63/8 were satisfied and %13 of trainees considered them as inadequate and poorly conducted which is important. The most important problem of students was with assignments volume on which % 19/3 had low and very low level of satisfaction. When focusing on the teachers and instructors' ideas, it becomes evident that their satisfaction level of research facilities was relatively low (% 29/6), but %74 of them were satisfied by holding educational seminars. Dissatisfaction of teachers of the managers' consideration of their educational work was low (%37 were satisfied). They believed that getting promotion was average and 74% had interest in the job. Considering the proportion of salary in relation to life needs only 40.7% were satisfied and almost %30 had low and very low satisfaction. Eventually the results showed that the students and trainees assessed the productivity of teachers as high and acceptable.

KEYWORDS: Productivity, Education, Vocational training, Golestan Province, Iran.

INTRODUCTION

Teaching and training manpower required for societies through vocational training was considered by many countries in the late nineteenth and early twentieth century so that the development of technical and vocational training programs was considered to be the national goals and indicators of success in different countries.

In Iran, the Technical and Vocational Training Organization serves as one of the oldest and most prestigious centers in the country which shoulders the responsibility to train people for career purposes by organizing vocational training courses for its students and based on this premises, authorities the organization seeks to improve the quality of services provided in the organization of which holding training courses on the techniques and methods for improving the quality of educators teaching skills can serve as an example [1, 2]. Manpower training is directly related to the productivity and any efforts to improve education has impacts on the development. By receiving the formal education and training, Human Resource (HR) can learn the technical information needed to design basic training programs and provide enhanced productivity. Teaching and learning is difficult yet fruitful for which teachers are starting point for the development of research and education.

The importance of such responsibility will bring about the supervision on teachers' behaviors and performances in educational settings by various groups including local officials, school administrators, parents and students among whom students for their closer and direct association to the teachers in the learning environment compared with others and their attitudes on effective teachers' attributes can have a great influence in the learning process [3, 4].

The aim of this study was to evaluate the technical expertise of the teachers at vocational organization headquarters in Golestan (Gorgan) as one of the major indicators of efficiency in teachers' education and training productivity. In other words the aim of the study is to evaluate the productivity of vocational education

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and consider the effective factors on teachers' educational productivity from students view points. Therefore, the effects of variables such as age, sex, education, work experience, type of employment and number of participated courses on productivity will be studied. In order to balance the conclusions, teachers' ideas were also included.

MATERIALS AND METHODS

According to statistics obtained from the vocational training center in Gorgan, there were around 383 students of whom 323 were male and 60 were female. The total number of teachers and trainers were 27 patients (24 males and 3 females), respectively. Information gathering tool was a questionnaire based on Anderson and Burns (1990) technique including 6 aspects which evaluates the effectiveness and productivity of the teachers and includes as, teachers' characteristics (8 questions), organization and management (5 questions), learning environment (3 questions), the relationship between trainers, trainees (3 questions), and finally the opportunities for learning and teaching assignments (4 questions) [5].

In order to make a balance and avoid jumping on conclusions, teachers were asked to express their ideas on the facilities and limitations in their teaching which included 4 aspects of providing educational opportunities at the right time (6 questions), the relationship between the management and the teachers (6 questions), interest rate and hopes of the teachers to their jobs (4 questions), and teachers' affiliation with his assigned job duties (4 questions).

RESULTS AND DISCUSSION

The items 1-5 consider the students' ideas analysis and 6-8 are for Teachers' ideas analysis that are summarized in figures 1-8.

1) *The Trainees' attitudes towards aspects briefly characteristics of the coaches*

Trainees' attitudes towards the teachers' productivity showed that 79.7% of trainees expressed that the familiarity of teachers with teaching techniques was high and 80.9% stated that the teachers' proficiency level was very high and the rest of the gathered data on which students expressed "high" and "very high" ideas are as 76.4% on teachers' technical knowledge, 73.6% on the teachers' help during the classes, 62.4% on teachers' innovations, 74.7% on teachers' ability in reducing workplace accidents and finally 70% on the teachers' ability in increasing students' motivation.

The point that teachers were not so successful in dealing with it was making use of new educational tools resulting into the fact that only 41.4% chose high and very high and more than 25% considered this as low and very low (Figure 1).

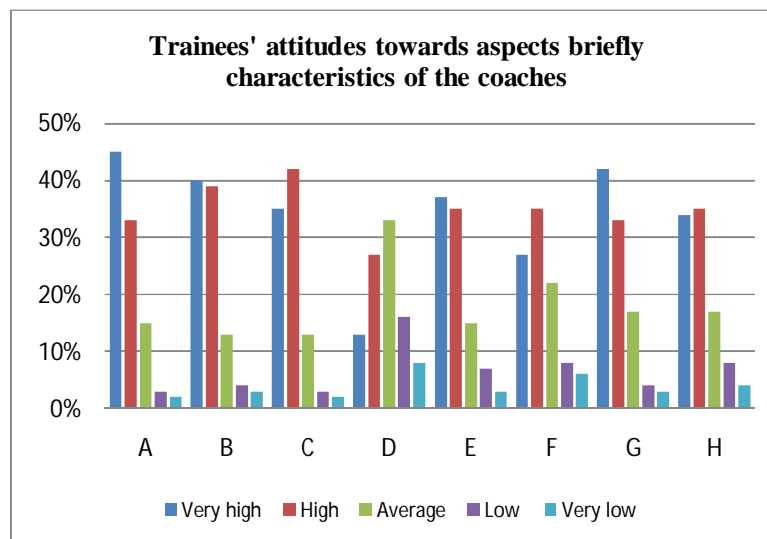


Figure 1. The trainees' attitudes towards aspects briefly characteristics of the coaches, A: The familiarity of teachers with teaching techniques, B: Teachers' proficiency level, C: teachers' technical knowledge, D: Using educational tools, E: Teachers' help during training, F: Teachers' innovation, G: Teachers' ability in reducing workplace accidents, and H: Teachers' ability in increasing students' motivation.

2) The Students' attitudes towards the productivity of the teachers' organization and management

Respondents' attitudes toward the organization and management aspect showed that the teachers' productivity was very high in some aspects so that 86.1% believed that teachers had a very high level in establishing orders and maintaining administrative rules in classes.

In addition, 77.8% of students were highly satisfied with teachers' classroom techniques, 68.3% of teaching speed, 72.7% of teachers' skills in controlling the disorder, and 70.4% for teachers' consistency in classes (Figure 2).

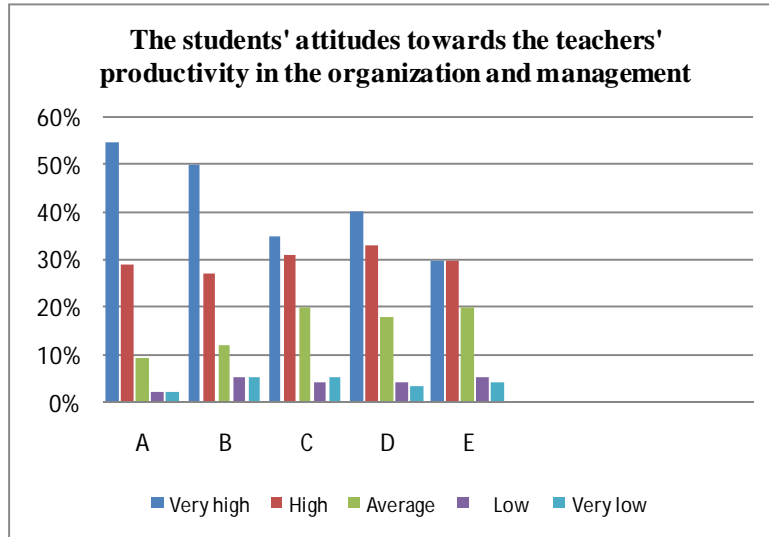


Figure 2. The students' attitudes towards the teachers' productivity in the organization and management, A: Establishing efficient rules, B: Appropriate classroom techniques, C: Appropriate teaching speed, D: managing the disorders, and E: teacher's consistency in management.

3) The Students' attitudes towards the teachers' productivity for learning environment

Students' dissatisfaction mainly rooted in their access level to educational tools and required materials so that approximately 19% chose low and very low choices. 77.3 and 78.3% marked the teachers' listening to students and teachers effect on mutual respect as high and very high, respectively (Figure 3).

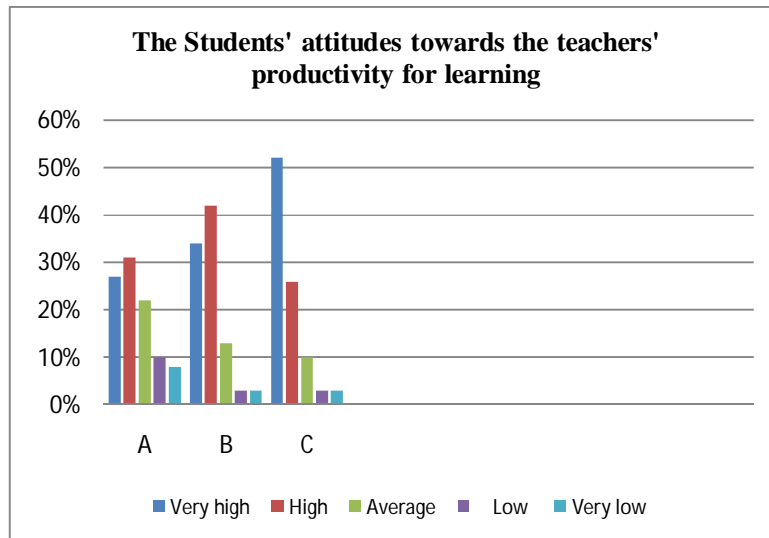


Figure 3. The students' attitudes towards teachers' productivity in the learning environment, A: Having access to the educational tools, B: Teachers' listening to the students, and C: Teachers' effect in mutual respect.

4) The Students' attitudes towards establishing interaction with teachers

Regarding students' attitudes towards the productivity of establishing interaction with teachers, it was shown that their attitude is largely positive so that 76% of the students expressed satisfaction on teachers teaching techniques, 71% on the simplicity and straightforwardness of the materials and 68.7% on the teachers' questioning. Figure 4 shows students' attitudes towards the productivity of establishing interaction with teachers (Figure 4).

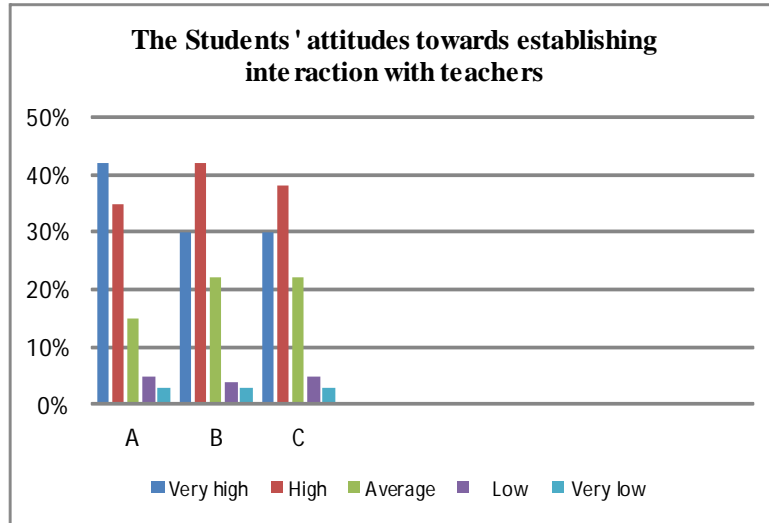


Figure 4. The Students' attitudes towards establishing interaction with teachers, A: Teachers' teaching techniques, B: The clarity of the materials, and C: teachers' questioning techniques.

5) The Students' attitudes toward the teachers' productivity on learning opportunity and assignments

Considering the respondents' Students' attitudes toward the teachers' productivity on learning opportunity and assignments, it was proved that teachers had a high productivity. 76.2% of students expressed high satisfaction on the teachers' focus on educational subjects and 72.3% on teachers' devoting much time to explain the subjects. Inappropriate exercises and assignments caused that only 63.8% of students who choose high and very high and 13% of the students chose low and very low which seems important. Students' main problem was with the amount of homework and assignments based on their given time and purpose so that 19.3% answered "low" and "very low" and 54.2 answered "high" and "very high" (Figure 5).

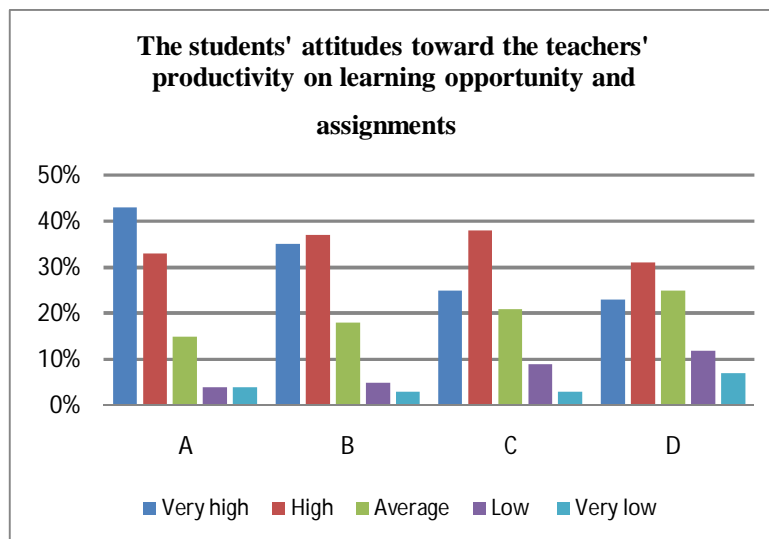


Figure 5. The students' attitudes toward the teachers' productivity on learning opportunity and assignments A: Teachers' emphasis on the educational subjects, B: Teachers' devoting much time to explain the subjects, and C: Inappropriate exercises and assignments the amount of homework and assignments.

6) The teachers' attitudes to providing educational opportunities at the right time

One of the areas that teachers were not satisfied was the appropriate research tools and lack of access to these facilities based on which 29.6% expressed "low" and "very low" answers which is considered as one of the most important factors in better teaching. 74% of the teachers were satisfied by the offered educational courses and their given period and 66.7% was satisfied with the audiovisual materials prepared for classes. The highest level of teachers' satisfaction from the equipments was 40.7% showing that they use these facilities at average level. Having high-risk workplaces, this center enjoys the facilities for prevention of occupational accidents to 59.3%, which should be greater if efforts are to enhance security. 73% of teachers express a relatively high level of satisfaction on the conditions of their workspace, which has a great impact on productivity (Figure 6).

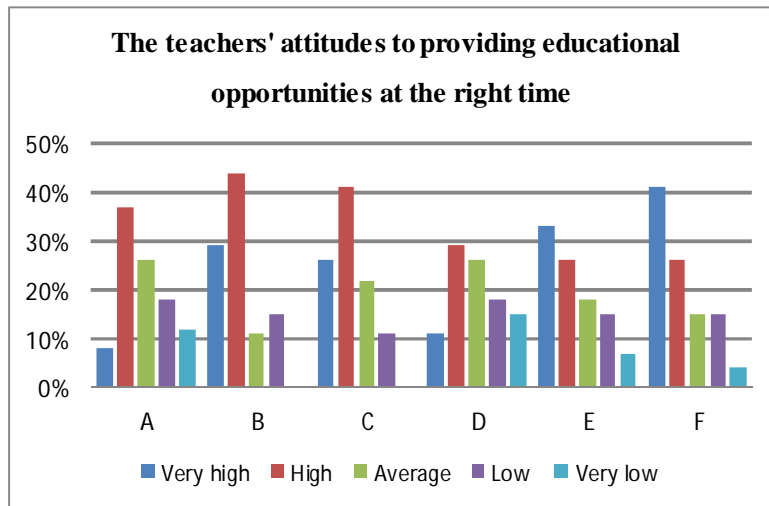


Figure 6. The teachers' attitudes to providing educational opportunities at the right time, A: Appropriate research facilities at workplaces, B: Participating in the seminars and workshops, C: Having access to audiovisual materials, D: Having appropriate tools and facilities, E: Having appropriate facilities to avoid accidents in workplaces, and F: Appropriate workplace condition.

7) The relationship between management and the teachers

The degree of appreciation by the managers is an important fact that teachers were dissatisfied so that 29.6% considered it as "low" and "very low". Based on the teachers' ideas, the criterion for choosing the managers and administrators was 55.5% for "high" and "very high" which is considered as average. In addition, 51.8% of the teachers were contended with the impartial distribution of responsibilities and selected it as "high" and 26% chose the "low" and "very low". 77.7% of the teachers had access to managers, which was "high" and is considered as the main solution to the teachers' problems. By setting proper programs by the management, 70.3% teachers could have annual leave and were highly satisfied. 66.6% of the teachers were very satisfied with the work discipline (Figure 7).

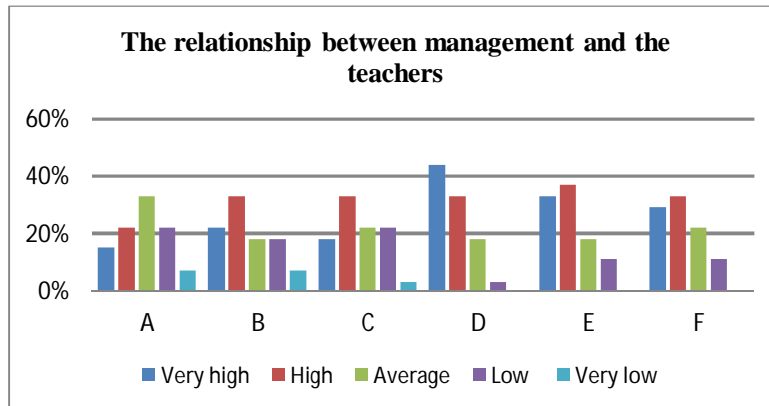


Figure 7. The teachers' attitudes towards the relationship between the management and the teachers, A: Managers' appreciation from the teachers' performance, B: Criterion for selecting managers, C: The impartial distribution of responsibilities, D: Having access to managers, E: Using the annual leave, and F: Being satisfied with the work discipline.

8) *The Teachers' Interest rate and hopes in their job*

Based on the result of the study, getting promotion to higher ranks was average (55.5% at high and very high). In addition, the teachers' interest level is about 74%, which results in increasing their productivity. 74% of teachers had private business activities at high and very high levels and 66.6% were content with their job security (Figure 8).

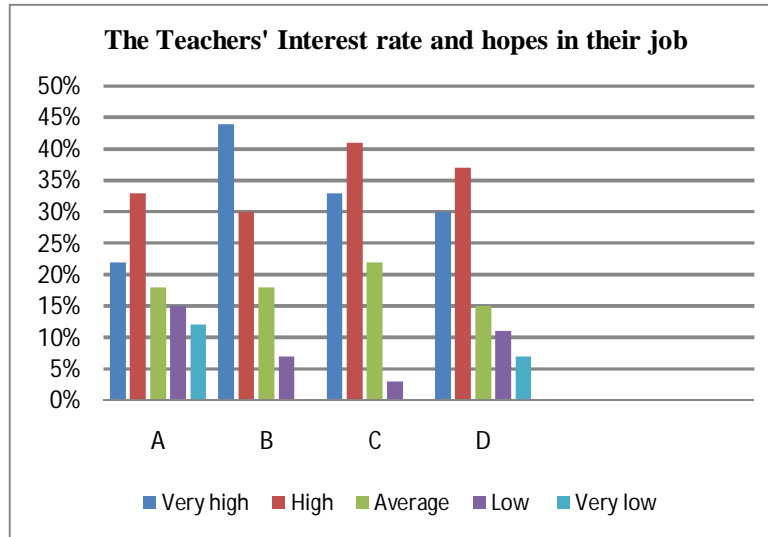


Figure 8. The teachers' Interest rate and hopes in their job, A: Getting promotion to higher ranks, B: Being interested in teaching, C: Being interested in private business activities and earning money, and D: Job security.

Conclusion

Based on the theoretical framework of the research, the productivity of teachers in the six dimensions of teacher characteristics, organization, and management, learning environment, interacting with students, and the opportunity to learn lessons is very high. Using the new teaching tools and teachers' familiarity will increase their productivity [6,7,8].

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