

Review Paper

Internal efficiency of practical projects of technical and vocational training centers in khouzestan province

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Abstract

The purpose of present study was evaluation of internal efficiency of technical and vocational training center of Khouzestan province during 2008-2010 years. Statistical population included all Trainee's practical projects in technical and vocational training centers of Khouzestan province during 2008-2010 which were 6417. Data was gathered through forms of bar charts and commitment statistical tables prepared by annually administrative reports in each center. The results revealed that the number of trainees' projects in centers were approximately consistent with the commitment . However, the quality of them were underestimated.

Keywords: internal efficiency, practical projects, technical and vocational training.

Introduction

With the coming competition, rapid technology shifts, market developments of human capital plays an important role in economic development. In the third millennium, skill-based economy is known as a remedy to create wealth particularly in developing countries. Technology and skill training provides developing the potential of all individuals in various organizations including public or private and at the same time respond to market demands (Gharaati and Forozfar,2011) . Thus , Governments need to focus on empowerment of human resources, innovation creativity, skill training and knowledge-based economy. Considering development of human capital as vital priority in our country progress , technical and vocational training is currently implementing to help transform education for enabling empowerment , and thereby contribute to make suitable utilization of manpower (Parand & et al ,2011). Technical and vocational training organization of Iran, recognized in the fourth Parliament of Iran by the 151 article of Iranian constitutional law in 1980, applying to an informal short-term vocational training programs under public authorities or private sectors have access to the pathways of lifelong learning. In addition to headquarters of the organization ,it has 31head offices in country and one teacher training center . TAVTOI has expanded international relations with the international labor organization (ILO) and vocational education centers in several countries .Technical and vocational training organization implement a comprehensive system of technology and skill ,educational and training and gaining technical and training skills in industry ,agriculture and service fields . So it is considered as one of the main country center related to technical and vocational skills training which fit with work market that meet the growing demand for employment in our country (Abey,2007) .As part of its TAVTOI component , research department considers the main challenges between technical and vocational training , labor market and industry

study methods and educational systems in other internal and external organizations to increase skill of employed workers (Namayande & et al,2006). Although Technical and vocational system in Iran has been launched for more than four decades , many research have underestimated the quality of these centers in country . Safar Heidary and khavary (2004) showed that technical and vocational centers in the north of Iran suffered from lack of specialized trainers, time management and educational facilities . Zeinabady (2011) found that majority graduates from technical and vocational organizations in Tehran were unemployed and their entrepreneurial intentions were estimated low. Hosseini Tabaghdehi and Zamani (2011) identified common determinants of ineffective technical and vocational training centers in Sari as lack of qualified teachers , managers , staff and allocating much time to teaching and examination . Some researchers have studied internal efficiency performance of technical and vocational training from individual and social view. According to Woodhal and sakharo poles (2003) This type of evaluation can impact on increasing individual ability and efficiency . Ghiyasy (2006) examined internal and external assessment of technical and vocational training of central province in Iran .The results showed that total efficiency rate was 63.84 . Moreover, pass and graduation rate of trainees were 70.22 and 21.72 percent respectively . However , external efficiency rate of those was decreased . Abey's study (2007) demonstrated that around 13 technical and vocational centers in kermansha were efficient .Meanwhile , 12 centers were estimated relatively efficient .Although bayatee (2007) revealed that internal efficiency rate of technical and vocational training in khordestan was 82 percent, pass rate was decreased and some trainees didn't participate in final exam . Abbott and Doucouliagos (1991) studied professional internal performance and size efficiency of 25 technical and vocational institutes during 1995-1996 in New Zealand . They comprised them with Victoria technical and vocational training institutes in Australia . The quality internal performance of those institutes were estimated low and under identified standards . In addition , negative relationship between number of registered technical and vocational students and used costs were found . It means that whatever number of

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and works in order to gather skill and training standards and

students be high ,cost decreased . Likewise , there was negative relationship between technical and vocational performance and costs .whatever technical and vocational performance be high ,cost of technical and vocational institutes decreased .National working group (TVET) (2008) assessed female enrollment in technical and vocational education and training in Liberia . The results revealed that of the 2,332 total students enrolled in the five VTCs during the 2006/2007 and 2007/2008 academic years, 662 (or 28 percent) were girls . The overall female enrollment was 28 percent and the average female enrollment was 35 percent at the five training centers.

Research question

How is the trainees' practical projects status in technical and vocational training centers during 2008-2010?

Research method

Method of this research was descriptive-analytical. Statistical population included all Trainee's practical projects in technical and vocational training centers Khouzestan province during 2008-2010 which were 6417. Data was gathered through forms of bar charts and commitment statistical tables prepared by annually administrative reports in each center.

Data analyze

Descriptive statistics including tables, frequencies percentage were used . In order to assess the quality of analyzed data a criteria based on standards of technical and vocational training and performance was utilized as described in table1:

Table 1. criteria based on standards of technical and vocational training and performance

Performance percentage	0-25%	26%-50%	51%-75%	76%-100%	100%-105%	106% and higher
evaluation	Very poor	poor	average	well	high	Deviation from plan

As shown in table 1, performance percent evaluated 0-25% as very poor,26% to 50% as poor performance ,51% to 75% as average performance ,76% to 100% as well,101% to 105% as perfect and 106% performance percentage and higher despite positive as deviation from plan. Performance percentage is due to centers performance during one year that regarding to

obligations is given by state general administration then centers adjust and teach their performance according to obligations.

How is the trainees' practical project in technical and vocational training centers during 2008-2010?

Table2. Statistics of trainees' practical projects in Kouzestan province technical and vocational training centers during 2008-2010

Row	City	Center	2008		2009		2010	
			commitment	performance	commitment	performance	commitment	performance
1	Ahvaz	Imam Ali	187	67	152	152	281	270
		Ghadir	68	72	74	85	193	196
		Imam Hadi	29	35	35	19	41	42
		Kharazmi	32	86	71	114	168	172
		Kosar	32	45	37	62	81	178
2	Abadan	Abadan	129	58	138	146	193	160
		Josh	37	16	42	67	117	117
3	Aghajari	Aghajari	50	37	47	60	77	13
4	Omidie	Omidie	11	66	31	32	77	93
5	Andica	Andica	23	0	43	0	136	131
6	Andimeshk	Andimeshk	66	51	71	74	189	171
7	Izzeh	Izzeh	69	77	70	78	189	76
8	Baghmalek	Baghmalek	55	60	66	67	157	160
9	Bihbahan	Bihbahan	59	59	58	65	129	129
		Mansorie	11	10	9	9	32	28
		Zaydon	25	15	21	24	36	41
10	Khoramshahr	Khoramshahr	136	57	117	117	237	113
11	Dizfool	Dizfool	146	33	129	107	201	115
12	Ramhurmoz	Ramhurmoz	44	57	56	50	121	124
13	Ramshir	Ramshir	0	0	45	0	64	46
14	Gotwand	Gotwand	0	0	45	22	41	0
15	Susa	Susa	80	83	92	93	221	224
16	Shushtar	Shushtar	38	43	43	43	121	74
17	Shadegan	Shadegan	81	35	80	88	141	141
18	Dasht Azadegan	Dasht Azadegan	47	56	71	67	157	157
19	Lali	Lali	22	66	23	10	53	45
20	Masjed soleyman	Masjed soleyman	56	26	64	30	185	44
21	Mahshahr	Mahshahr	46	36	61	73	145	146
22	Hindijan	Hindijan	10	0	20	6	52	23
23	Haftgel	Haftgel	43	69	44	49	57	64
Total			1632	1315	1855	1809	3892	3293

Table3. Internal evaluation results of trainees' practical projects in Kouzestan province technical and vocational training centers during 2008-2010

Row	City	Center	2008		2009		2010	
			Performance percent	Evaluation result	Performance percent	Evaluation result	Performance percent	Evaluation result
1	Ahvaz	Imam Ali	35.83	Poor	100	well	96.09	Well
		Ghadir	105.88	Deviate of plan	114.86	Deviate of plan	101.55	High
		Imam Hadi	120.69	Deviate of plan	54.29	Average	102.44	High
		Kharazmi	268.75	Deviate of plan	160.56	Deviate of plan	102.38	High
		Kosar	140.62	Deviate of plan	167.66	Deviate of plan	219.75	Deviate of plan
2	Abadan	Abadan	44.96	Poor	105.8	Deviate of plan	82.9	Well
		Josh	43.24	Poor	159.52	Deviate of plan	100	Well
3	Aghajari	Aghajari	74	Average	127.66	Deviate of plan	16.88	Very poor
4	Omidie	Omidie	600	Deviate of plan	103.23	High	120.78	Deviate of plan
5	Andica	Andica	0	Very poor	0	Very poor	63.32	Well
6	Andimeshk	Andimeshk	77.27	Well	104.23	High	90.48	Well
7	Izzeh	Izzeh	111.59	Deviate of plan	111.43	Deviate of plan	40.21	Poor
8	Baghmalek	Baghmalek	109.09	Deviate of plan	101.52	high	101.91	High
9	Bihbahan	Bihbahan	100	Well	112.07	Deviate of plan	100	Well
		Mansorie	90.91	Well	100	Well	87.5	Well
		Zaydon	60	Average	114.29	Deviate of plan	113.89	Deviate of plan
10	Khoramshahr	Khoramshahr	41.91	Poor	100	Well	47.68	Poor
11	Dizfool	Dizfool	22.6	Very poor	82.95	Well	57.21	Average
12	Ramhurmoz	Ramhurmoz	129.55	Deviate of plan	89.29	Well	102.48	High
13	Ramshir	Ramshir	-	-	0	Very poor	71.88	Average
14	Gotwand	Gotwand	-	-	48.89	Poor	0	Very poor
15	Susa	Susa	103.75	High	101.09	High	101.36	High
16	Shushtar	Shushtar	113.16	Deviate of plan	100	well	61.16	Average
17	Shadegan	Shadegan	43.21	poor	110	Deviate of plan	100	Well
18	Dasht Azadegan	Dasht Azadegan	119.15	Deviate of plan	94.37	Well	100	Well
19	Lali	Lali	300	Deviate of plan	43.48	Poor	84.91	Well
20	Masjed soleyman	Masjed soleyman	46.43	Poor	46.88	Poor	23.78	Very poor
21	Mahshahr	Mahshahr	78.26	Well	119.67	Deviate of plan	100.69	High
22	Hindijan	Hindijan	0	Very poor	30	poor	44.23	Poor
23	Haftgel	Haftgel	160.47	Deviate of plan	113.36	Deviate of plan	112.28	Deviate of plan
Percent and total evaluation			%79.38	well	%96.09	Well	%81.74	well

As table 2 shows commitment and performance regarding trainees' practical projects belonging to Andica, Ramshir, Gotwand and Hindijan had performance equal to zero in 2008 year and Andica and Ramshir had performance equal to zero in 2009. Gotwand center had zero performance in 2010. It can be noted that the main reasons for the centers that demonstrate their commitment performance equal to zero or less than zero are:

1. The lack of dynamic and inactive of center such as Andica, Ramshir, Gotwand and Hindijan.
2. Newly established centers such as Andica, Ramshir and Gotwand.

3 . Failure to pay the cost of delivery of the organization's projects on time in 2010 year(although the state pays fees to centers in advance) .

5.The number of trainers were more than 2 persons in each group .

6. High level of commitment towards project oriented features was out of standards .

Further , it should be said that centers reports were based on number of delivered projects and quantity of projects were considered and their quality (invented) weren't considered . So high number of a center projects didn't indicate good performance and their advantage . The second point is that training projects is not special to long-term periods that make them considered short-term periods centers required to project-based to do organization commitment .

However , as table 3 revealed the overall result of evaluation related to 2008-2010 years were 79.38 , 96.09 and 81.75 respectively . In fact , totally proper performance of centers were approximately consistent with the commitment in these years.

Conclusion

What is understand from present study is that the number of trainers projects had ascending process . It can be concluded that authorities took into account higher center commitment based on doing more projects . However , the quality of projects were not considered . It is suggested that the meetings of projects should be held regularly by managers to introduce those necessary politics and goals to external and internal investigators from research institutes and technical and vocational training centers . In addition , income research skills training with provision of technical inputs, credit and supplies should be combined and students carefully selected are capable of doing projects very well .

The last thing to ensure quality is that responsible national authorities should establish criteria and standards, subject to periodic review and evaluation, applying to all aspects of technical and vocational education, including, to the greatest extent possible, non-formal education for:

- (a) all forms of recognition of achievement and consequent qualification;
- (b) staff qualifications;
- (c) ratios of teaching and training staff to learners;
- (d) the quality of curricula and teaching materials;
- (e) safety precautions for all learning and training environments;
- (f) physical facilities, buildings, libraries, workshop layouts, quality and type of equipment.

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