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The study of the impact of work observation course on increasing the efficiency of training in Applied Science Center of Farsan

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Abstract

This experimental research was conducted in survey method which aimed to investigate the effect of work seeing course on increasing the efficiency of training in Farsan Applied Science Center. The research sample consists of 285 new admitted students at Applied Science Center of Farsan in 2012. Given that this project was implemented for the first time, all new students were selected as statistical population and required information was collected through the researcher-made questionnaire. Finally, the obtained data were analyzed through statistical methods. The results of this study confirmed that the mean impact of work observation course on familiarity with careers was related to the field of study, students' familiarity with actual environment of work and implementing process of work, students' familiarity with activities leading to the production or providing service, students' familiarity with desired career position, promotion of students' motivation to work in job related area and familiarity of students with competences needed to obtain desired job, but the mean of work observation course's impact on students' familiarity with subjects and issues of career and students' familiarity with the benefits and privileges of career and evolution creation is not higher than average.

Keywords: efficiency, consumption, cultural commodity, the students, Applied Sciences Center, Farsan.

Introduction

Nowadays, training of skilled, professional and efficient manpower is undeniable and key factors in economical, social and cultural development of each country. Man is the most precious and the greatest wealth of society and education is crucial for his upbringing. What our society needs todays more than ever refers to practical and skill training development besides the theoretical and academic training in order to place it both theoretically and practically at a desirable level and obtain the ability to turn knowledge into action and the knowledge to ability and skill.

In this regard and due to the preparation and approval of the skill and technology training system in 2011 by the Council of Ministers and assignment of implementation responsibility of skills and technology system to the Applied Sciences University, major changes emerged in the way of implementing course at this university such as implementation of work observation course. According to the regulation of skill and technology system, Applied Sciences University as a main foundation of that system has the implementation responsibility of the advanced education of skill and technology. Skills-based education tailored to the career needs and knowledge-based, professional and occupational development in accordance with the new technology, labor productivity increasing with an emphasis on education in workplace are the most important feature of this system and its most important distinction from other educational systems (Borzooei, 2012).

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In this regard, given the importance of trainings next to the work that will play in increasing the efficiency of training, this study aims to assess the impact of work observation course on increasing efficiency of training through responding to the following questions:

1. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with occupations related to their field of study?

2. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with actual environment of work and implementing process of work?

3. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with activities leading to the production or providing service?

4. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with the desired career position?

5. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with subjects and issues of desired career like safety, complexity and difficulty of work?

6. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with the benefits and privileges of career and evolution creation?

7. How much is the impact rate of work observation course on promoting the students' motivation of Farsan Applied Science Center for activity in the job related area?

8. How much is the impact rate of work observation course on the students' familiarity of Farsan Applied Science Center with the competence needed to obtain a desired job?

Background of the study

Emad Zadeh (1991), in his study entitled "Efficiency and Education" knows the power of cultural mobility due to the type and rate of practical training of that community which this matter can expand their generate power and capabilities.

Kazemi and Abtahi (2004), explain the efficiency in higher education in three dimensions of proficiency, effectiveness, and making excellent explanation that the skill training can be considered in the dimensions of proficiency and effectiveness.

Mousavi (2012), in his thesis entitled "A comparative analysis of the role of higher education on labor efficiency in industry and agriculture sectors in Iran during the 1971-2006 stated that academic and professional work force can be a factor for labor productivity by enhancement of performance, skills and new knowledge utilization.

Care and Hanney (2006), in their studies, generally mentioned 14 effective factors in efficiency of higher education institutes as follows: "Input, process, output, research, evaluation, space, costs, extracurricular services, discipline, health, communications, information, publications and physical education where the skill and educational issues can be studied in terms of processes".

Harbour (2007), in another study expressed 20 effective factors in increasing the efficiency of universities and higher education institutes in which one of the most important factors refers to students' professional growth .

Finally, Kibel, (2007) in another study expressed 14 factors as the efficiency factors at universities and higher education institutes in which the teaching characteristics and paying attention to the study are considered as these factors.

Methodology

Given that the present study deals with the development of a practical knowledge, it is considered as an experimental research and considering that its aim refers to the recognition of work observation course impact on increasing the efficiency of training in Applied Science Education Centre and helping the educational planners in Applied Science Education Center to assist them in the decision-making process about the way of optimal course implementation, it can be considered as one of the descriptive plans and since it deals with the analysis of the existing situation, regular and systematic description of the specific situation, at the present time, it is considered objectively as the survey type. In order to collect the required data, in addition to the library data, the researcher made a questionnaire, which was used in the field stage. Findings from the evaluation of Cronbach's alpha coefficient showed that this questionnaire has a satisfactory reliability. The obtained Cronbach's alpha coefficient rate is equal to 0.84. Also, the item analysis of this questionnaire indicated

that all questions measured one concept in a convergence manner.

The statistical population of this research is all students of Farsan Applied Science Center in 2012 that were over 285 people.

Results

Data analysis was performed through the t test and χ 2. It should be noted that all statistical calculations were performed by using of SPSS software. To measure the work observation course impact on increased efficiency, 8 main variables were considered. As can be seen in table 1, the careers related to the field of study, actual environment of work and implementing process of work, activities led to the production or providing services, career position, subjects and issues related to the desired career, benefits and privileges of career, promotion of students' motivation and competences needed to obtain desired job were analyzed through comparing with the standard score, standard deviation, t-test and the significance level.

Impact rate of work observation course on familiarity with the careers related to the field of study: The mean total score of work observation course impact on familiarity with the careers related to the students' field of studying was 16.25 which is higher than the average rate of standard score 15 and this value is significant (sig = 0.000). So, the mean total score of work observation course impact on familiarity with the careers related to field of study of students of Farsan Applied Science Center is higher than average.

Impact rate of work observation course on students' familiarity with actual environment of work and workflow process: The mean total score of work observation course impact on students' familiarity with actual environment of work and workflow process is 12.37 which is higher than the average rate of standard score 9 and this is significant (t=67.70; P = 0.000). Therefore, we can conclude that the work observation course impact on familiarity of students of Farsan Applied Science Center with the actual environment of work and workflow process is higher than average.

Table 1. Results of paired sample t-test for the research variables

Variables	Mean	SD	Standard Score	t	Sig.
Impact rate of work observation course on familiarity with the careers related to the field of study	16.26	4.62	15	59.39	.0000
Impact rate of work observation course on students' familiarity with actual environment of work and workflow process	12.37	3.08	9	67.70	.0000
Impact rate of work observation course on students' familiarity with activities led to the production or providing services	11.60	3.58	9	54.61	.0000
Impact rate of work observation course on students' familiarity with the position of desired career	6.17	2.16	6	48.21	.0000
Impact rate of work observation course on students' familiarity with the subjects and issues related to the desired career like safety, complexity and difficulty of work	5.72	2.17	6	44.49	0.054
Impact rate of work observation course on students' familiarity with the benefits and privileges of career and evolution creation	5.98	2.62	6	53.20	0.052
Impact rate of work observation course on students' familiarity with the promotion of students' motivation to activate in desired job area	12.91	2.16	9	48.21	0.000
Impact rate of work observation course on students' familiarity with the competences needed to obtain desired job	9.03	2.79	9	54.55	0.000

Impact rate of work observation course on students' familiarity with activities led to the production or providing services: The mean total score of work observation course impact on students' familiarity with activities leading to the production or providing services is 11.60, which is higher than the average rate of standard score 9 and this is significant (t=54.61; P= 0.000). Therefore, we can conclude that the work observation course impact on familiarity of students of Farsan Applied Science Center with the activities led to the production or providing services is higher than average.

Impact rate of work observation course on students' familiarity with the position of desired career: The mean total score of work observation course impact on students' familiarity with the position of desired career is 6.17 which is higher than the average rate of standard score 6 and this is significant again (t=48.21; P= 0.000). Therefore, the work observation course impact on familiarity of students of Farsan Applied Science Center with the position of desired career is higher than average.

Impact rate of work observation course on students' familiarity with the subjects and issues related to the desired career like safety, complexity and difficulty of work: The mean total score of work observation course impact on students' familiarity with the subjects and issues related to the desired career like safety, complexity and difficulty of work is 5.72 which is lower than the average rate of standard score 6 and this is not significant (t=44.49; P = 0/005). In other words, the work observation course impact on familiarity of students of Farsan Applied Science Center with the subjects and issues related to the desired career like safety, complexity and difficulty of work is not higher than average.

Impact rate of work observation course on students' familiarity with the benefits and privileges of career and evolution creation: The mean total score of work observation course impact on students' familiarity with the benefits and privileges of career and evolution creation is 5.98 , which is lower than the average rate of standard score 6 and this value is not significant (t=53.20; P = 0.052). In fact, the work observation course impact on familiarity of students of Farsan Applied Science Center with the benefits and privileges of career and evolution creation is not higher than average.

Impact rate of work observation course on students' familiarity with the promotion of students' motivation to activate in desired job area: The mean total score of work observation course impact on students' familiarity with the promotion of students' motivation to activate in desired job area is 12.91 , which is higher than the average rate of standard score 9 and this value is significant (t=67.91; P= 0.000). Therefore, the work observation course impact on familiarity of students of Farsan Applied Science Center with the promotion of students' motivation to activate in desired job area is higher than average.

Impact rate of work observation course on students' familiarity with the competences needed to obtain desired job: The mean total score of work observation course impact on students' familiarity with the competences needed to obtain desired job is 9.03, which is higher than the average rate of standard score 9 and this value is significant (t=54.54; P= 0.000). In other words, the work observation course impact on familiarity of students of Farsan Applied Science Center with the competences needed to obtain desired job is higher than average.

Conclusion and recommendations

As it was already mentioned, achieving the goals of Holistic Scientific Map and Twenty-year-old Iranian visions requires attention to skills and technology training. Skills and technology trainings refer to trainings with the aim of improving and transferring the knowledge to the career and technology and increasing the efficiency. A major problem is due to the new trend of higher education in Iran based on the entrance removal, and if it is not taken seriously, it could be a major challenge facing to higher education system of country in future and seriously addresses to the issue of skills training in Iran's higher education system, which can meet the career needs of community and work environment and it can increase labor productivity. As the results of this study showed the impact rate of work observation course on familiarity with the careers related to the field of study is higher than the average rate of standard score. Therefore, the work observation course can have an influence on the students' familiarity of Farsan Applied Science Center with the careers related to field of study, which is higher than average. Meanwhile, the students' scores of the management and social services, art and culture groups were higher than the mean score of students of industry group. Accordingly, it is recommended that the deputy of Education

Center try to identify the centers and active professions in industry group which are working outside of the city and implement some parts of work observation course in those centers.

Impact rate of work observation course on students' familiarity with the actual environment of work and workflow process is higher than the average rate of standard score. So, the work observation course impact on familiarity of students of Farsan Applied Science Center with the actual environment of work and workflow process is higher than average. Meanwhile, the students' scores of the management and social services groups were higher than the score of students of industry, culture and art group. One of the main reasons refers to the lack of serious attention to technical, technology jobs and art and culture groups in the city. Accordingly, it is recommended that the deputy of Education Center tries to identify the centers and active professions in industry, culture and art groups which are working outside of the city (in culture and art groups out of the province) and in future periods implements some part of work observation course in that centers.

The mean total score of work observation course impact on students' familiarity with activities leading to the production or providing services is higher than the average rate of standard score. Therefore, the work observation course impact on students' familiarity in Farsan Applied Science Center with the activities leading to the production or providing services is higher than average. Meanwhile, scores of students of three groups of industry, culture and art and management and social services were higher than the average rate. Accordingly, it is recommended that in order to improve the quality level and familiarity with performed innovations in mentioned different areas, the deputy of Education Center should try to identify the careers and new words and a part of work observation course should be performed in environments with innovative features.

The mean total score of work observation course impact on students' familiarity with the position of desired career is higher than the average rate of standard score. So, the work observation course impact on familiarity of students of Farsan Applied Science Center with the position of desired career is higher than average. Also, results indicate that the scores of students of three groups of industry, culture and art and management and social services were higher than the average rate.

The mean total score of work observation course impact on students' familiarity with the subjects and issues related to the desired career like safety, complexity and difficulty of work is lower than the average rate of standard score. So, the work observation course impact rate on familiarity of students of Farsan Applied Science Center with the subjects and issues related to the desired career like safety, complexity and difficulty of work is lower than average. Also, results indicate that the students' scores of three groups of industry, culture and art and management and social services were lower than the average rate. One of the main reasons of this problem refers to passing this course in places with lack of required complexity. Accordingly, it is recommended that the Education Deputy of Farsan Applied Science Center defines a rate of complexity for passing of work observation course, in order to make students familiar with career issues like safety, complexity and difficulty of work in future periods.

The mean total score of work observation course impact on the students' familiarity with the benefits and privileges of career and evolution creation is lower than the average rate of standard score. Therefore, the work observation course impact on the students' familiarity of Farsan Applied Science Center with the benefits and privileges of career and evolution creation is lower than average. Also, results indicate that the students' scores of three groups of industry, culture and art and management and social services were lower than the average rate. Accordingly, it is recommended that the Education Deputy of Farsan Applied Science Center prior to implementation of work observation course, take action to conduct briefings with executives of desired occupations business professionals, in order to make students familiar with career issues like safety, complexity and difficulty of work in future periods. Because some of professionals look at the students as rival, therefore, they do not provide comprehensive information about the benefits and privileges of career.

The mean total score of work observation course affected the students' familiarity with the promotion of students' motivation to activate in desired job area is higher than the average rate of standard score. So, the work observation course impact on familiarity of students of Farsan Applied Science Center with the promotion of students' motivation to activate in desired job area is higher

than average. Also, results indicate that the students' scores of three groups of industry, culture and art and management and social services were higher than the average rate. Accordingly, it is recommended that the presence of successful entrepreneurs beside the teachers of work observation course can be effective in enhancement of students' motivation.

Finally, the mean total score of work observation course impacted on the students' familiarity with the competences needed to obtain desired job is higher than the average rate of standard score. Therefore, the work observation course impact on the familiarity of the students of Farsan Applied Science Center with the competences needed to obtain desired job is higher than average. Further, the scores of management and service students were higher than the mean score of students of industry, culture and art. Accordingly, it is recommended that the deputy of Education Center tries to identify the professional individuals in centers and active profession in industry, culture and art groups which are working outside of the city and in future periods implements some part of work observation course in that centers.

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