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**DEVELOPING THE STRATEGIES OF VOCATIONAL FACULTIES AND
INSTITUTES OF TEHRAN THROUGH SWOT MOD**

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ABSTRACT

The main purpose of this study is to develop the strategies of vocational faculties and institutes of Tehran through SWOT mode. Materials research is descriptive survey .the population consist of the undergraduate and postgraduate staff study in vocational-technical schools and colleges in Tehran. The sample size using formula Cochran and using systematic random sampling of 150 people were chosen. In this study a Solar questionnaire (2011), which emphasized the strategic model SWOT strengths, weaknesses, opportunities and threats has been developed, which were used for validity and reliability. Finally, using exploratory factor analysis of four factors productive factors (strengths, weaknesses, opportunities and threats) was done and the findings showed that having strengths and opportunities in vocational-technical schools and colleges is at the upper limit; while the weaknesses and threats in vocational-technical schools and colleges is low.

Keywords: Strategy, Vocational schools, SWOT model

INTRODUCTION

Vocational-technical University as one of the centers of higher education in recent years has been the establishment of the utmost importance and can improve education in the country to play an increasing role so today the attention of many experts and authorities will have to

examine the problems and obstacles in their universities

As Durkheim (1956), French sociologist and specialist in education, believed that education has no effect on the adult generation who still are not ready for social life leave[1], On the other hand, the education system in all countries of the world and efforts are important in order to

improve the quantity and quality of public education and higher education take appropriate measures. The development and progress in the field of professional technical and management training, trying to do a study of the Technical University of professional problems in order to promote and develop higher education act. In other words, it is proposed that vocational-technical college to study the strengths and weaknesses of the university (as internal factors) And evaluate opportunities and external threats in order to understand and explain the environmental factors affecting the operation of the university, can identify problems and barriers in the vocational-technical college And then to provide appropriate solutions to them. As in this area Jarvis (1983), believes that any measures consecutive and planning documented human attitude and is aimed at students learning and understanding, Could reduce problems and create the desired level. In fact, education is complete and useful for a fair and competent human dignity everywhere, both public and private agencies both peace and war the fit makes And can be modified using the structural dimensions, including the dimension of education, research, development, cultural, and even student academic units such fertile ground for performance improvement opportunities and external threats

simultaneously. Therefore, since vocational-technical colleges recently established as one of the great responsibility in this area is responsible for, not affect the above process is necessary to be. Since this study was to develop a strategy for vocational-technical schools and colleges of higher education authorities in Tehran, have attempted to examine the issues and problems And in this way we can improve the quality of universities, acting by means of SWOT model are explored, SWOT model was used to identify and explain through behavioral factors internal weaknesses, strengths, opportunities and threats are external to the good performance of different units And suitable for the growth and improvement of the quality and quantity of the Technical University - Professional provided.

MATERIALS AND METHODS

Materials research is descriptive survey .The staff all undergraduate and postgraduate study in vocational-technical schools and colleges Tehran. The sample size using formula Cochran and using systematic random sampling of 150 persons were selected. In this study, a questionnaire Solar (2011), which emphasized the strategic model SWOT strengths, weaknesses, opportunities and threats has been developed, was used as valid and is valid. Finally, using exploratory factor analysis of four factors productive factors (strengths,

weaknesses, opportunities and threats) was done.

RESULTS

What are the strengths of the school and vocational colleges?

First Question:

According to the **table 1** amount equal to 0.796 KMO and Bartlett's test at a significance level of less than 0.05 that the data are suitable for the implementation of factor analysis.

The results of the factor analysis identified four factors as strengths of the school and vocational colleges have been identified that the overall impact of these factors was 69 percent. Naming each of the factors has been derived as follows:

First factor: (Strengths) Due to planned inputs named. This factor 55.76 percent load factor identified factors into account and includes 5 items. The maximum operating weight of fostering physical and intellectual factor associated items in the study with the lowest weight and the weight factor 0.860 quality items Team vocational schools and colleges belongs to 0.504 weight.

Second factor: (strengths) Due to professional development is named. This factor 16.28 percent load factor identified factors into account and includes 3 items. The maximum operating weight of items Expansion factor (qualitative and quantitative) School and vocational-

technical colleges weighing 0.833 and the lowest weight factor to buoy the performance directors, teachers and trainers of vocational-technical school and college weight belongs 0.769.

Third factor: (strengths) was named Learning Pedagogy. This factor 14.44 percent load factor identified factors into account and includes 3 items the cause of the weight factor coupled priority items moral education and Islamic culture to other weight training 0.877 And the lowest weight factor of teachers and administrators items weighing 0.614 centers belong to the organization Statistics.

Fourth factor: (Strengths) was named informing. This factor is 13.5 percent load factor identified factors into account and includes two items. The cause of the weight factor items of information centers (books, magazines, the Internet) 0.855 and the lowest weight factor weighing items according to different aspects of student health (Physical, psychological, emotional, intellectual, faith, etc.) belongs to 0.524 weight.

Second question: What are the weaknesses of the school and vocational colleges?

According to the **table 2** amount equal to 0.703 KMO and Bartlett's test at a significance level of less than 0.05 that the data are suitable for the implementation of factor analysis.

According to the results of the factor analysis of the weaknesses of the Big School and vocational colleges have been identified that the overall impact of these factors was 60.64 percent. Naming each of the factors has been derived as follows:

First factor: Weak planning processes named. This factor 31.33 percent load factor identified factors into account and includes 4 items. The cause of the weight factor of items according to Islamic beliefs and values, organizational and national needs in education and training with weights 0.803 and the lowest weight factor of items due to factors external environment (threats and opportunities) in determining the educational and training needs 0.546 weight belongs.

Second factor: named Lack of communication and technological factors. This factor 19.37 percent load factor identified factors into account and includes 4 items. The cause of the weight factor, low power options in the management of educational challenges (environmental changes in the field of science and technology, mission schools and vocational-technical school, training students and teachers, financial resources, management, vocational schools and colleges) 0.744 weight and minimum weight factor to buoy the low use of IT in education, training and research belongs weight 0.555.

Third factor: named poor educational infrastructure elements. This factor 14.36 percent load factor identified factors into account and includes 3 items. The cause of the weight loss factor applied to the items of the Conference Faculty and colleges and vocational-technical products weighing 0.813 and the lowest weight factor Schools and Colleges vocational-technical staff, quality items weighing belongs 0.504.

Fourth factor: named weakness in the quality of output. This factor 13.70 percent load factor identified factors into account and includes 3 items. The cause of the weight factor of achieving graduates to gain skills learning items weighing 0.829 Low rates lowest weight factor items Nile psychomotor skills graduates (imitation, performing independent tasks accurately, normal) weight belongs 0.633.

Fifth factor: named attention is called to missions. This factor accounted for 11.26 percent load factor identified factors, and the first item under low levels of educational products, including vocational-technical schools and colleges that its weight is equal to 0.737.

Sixth factor: named weaknesses in organizational structure. The operating 9.77 percent load factor identified factors into account and one item as the proportion of the organizational structure of schools and vocational-technical school mission and

vision which includes its weight is equal to 0.788.

Third question: what are the opportunities for vocational schools and colleges?

According to the **table 3** amount equal to 0.721 KMO and Bartlett's test at a significance level of less than 0.05 that the data are suitable for the implementation of factor analysis.

According to the results of the factor analysis, two factors as opportunities for colleges and vocational colleges have been identified that the overall impact of these factors is equal to 52.70 percent. Naming each of the factors has been derived as follows:

First factor: named infrastructural factors. This factor 63.21 percent load factor identified factors into account and includes 5 items. The weight factor most responsible for the beliefs and attitudes of religious items to attract young people to vocational-technical schools and colleges, weighing

0.775 and the lowest weight factor of Schools and Colleges technical items of government attention and support professional weighing belongs 0.533.

Second factor: named human factors and demographic. This factor 36.76 percent load factor identified factors into account and includes 3 items. The cause of the weight factor for the statements of teacher training, teaching and research at the community level, weighing 0.777 And the lowest weight factor can exchange items modarres University in Iran belongs weight 0.691.

Fourth question: Which threats do Colleges and vocational schools face?

According to the **table 4** amount equal to 0.705 KMO and Bartlett's test at a significance level of less than 0.05 that the data are suitable for the implementation of factor analysis.

Question 1

Table 1: Bartlett test and research Cuomo

KMO		0.796
Bartlett	Chi-square	845.816
	Degree of freedom	78
	Confidence level	000

Table 2: Bartlett test and research Cuomo Question 2

KMO		0.703
Bartlett	Chi-square	789.417
	Degree of freedom	190
	Confidence level	000

Table 3: Bartlett test and Cuomo Question 3 of study

	KMO	0.721
Bartlett	Chi-square	234.891
	Degree of freedom	28
	Confidence level	000

Table 4: Bartlett test and research Cuomo Question 4

	KMO	0.705
Bartlett	Chi-square	77.795
	Degree of freedom	21
	Confidence level	000

According to the results of the factor analysis, two factors as threats to schools and vocational colleges are facing the effects of these factors have been identified that amount to 43 percent. Naming each of the factors has been derived as follows:

First factor: named not keep pace with the developments and needs. This factor 62.25 percent load factor identified factors into account and includes two items. The maximum weight of a factor to buoy the global progress of science and technology professor weight 0.852 and the minimum weight of the material and immaterial factor items according to the needs of professors, instructors and teachers belong to 0.790 weight.

Second factor: named instability in the policies of attracting. This factor 37.95 percent load factor identified factors into account and includes 4 items. The maximum weight of the items of operating funds (local and foreign) for the cost of vocational-technical schools and colleges, weighing 0.656 and the lowest weight factor to influence political developments items,

economic, social, student recruitment process 0.508 weight belongs.

CONCLUSION

The results of the survey to the main question (Main question: What is the strategy of the situation in the vocational-technical schools and colleges?) Research showed that having strengths and opportunities in vocational-technical schools and colleges is at the upper limit; while the weaknesses and threats in vocational-technical schools and colleges is low. In studies it has been shown that from 1991 to 2014 evaluate the strengths, weaknesses, opportunities and threats in the development and use-efficiency education systems can be effective organizations. It also suggests that the educational needs in this area can be increased and decreased strengths and weaknesses opportunities and threats to be effective. The results of the above findings, the results of research conducted by Lotfi [7], Masoomi [8], Entesari [3], Bazdar [2], Kamkari [6], Fath vajargah and Kamkari [4], Haji karami, Ahmadi [5], and Rostami[9], The

announced review of strengths, weaknesses, threats and opportunities, leading to increased productivity and efficiency in organizations, is consistent. The results of the first question (what are the strength of vocational-technical colleges in line of making strategy?) Research has shown that the strengths of the four inputs due to planning, attention to professional development, pedagogical training and information have been formed. Thus, according to the percentage of variance programmed inputs 55.76, 16.28% of the variance with respect to professional development, Pedagogy training with the percentage of variance explained 13.5% of the variance with the 14.44 and Information. Thus, it can be suggested that the highest load factor "due to planned inputs" will be assigned. In studies it has been shown that from 1991 to 2014 evaluate the strengths, weaknesses, opportunities and threats in the development and use-efficiency education systems can be effective organizations.

It also suggests that the educational needs in this area can increase and decrease the strengths and weaknesses opportunities and threats to be effective. Since the research was carried out to assess the situation through statistical models and has been single group. Thus, the factor analysis is used to determine the strengths of what factors made; also, the different population

and vocational schools and colleges there is the findings of this study can be compared with the record of the payment. Thus, the findings of this study have been dedicated to the research they do compared with other communities.

The results of the second question (what are the weaknesses of vocational-technical colleges in line of making strategy?) The research showed that the weaknesses of the six factors of weakness planning processes, poor communication and technology factors, lack of infrastructure of education, poor quality of outputs, Low according to the mission and weaknesses in organizational structure has been formed. Thus, the lack of planning processes by 31.33% of the variance, Lack of communication and technology, with the percentage of variance 19.37, poor educational infrastructure of 14.36% of the variance, weakness in the quality of output by 13.70% of the variance, low according to the mission with 11.26% of the variance and weaknesses in organizational structure, percentage of variance explained to 9.77. Since the research was carried out to assess the situation through statistical models and has been single group. Thus, the factor analysis is used to determine what factors were formed weaknesses, as well as the population of different research and vocational schools and colleges there. The

findings of this study can be compared with the record of the payment. Thus, the findings of this study have been dedicated to the research they do compared with other communities.

The results of the third question (what are the opportunities of vocational-technical colleges in line of making strategy?) Research has shown that the chance of both infrastructure and human factors and demographic factors made. Thus, the infrastructure of the percentage of variance is explained by 63.21 and 36.76 have been human factors and population percentage variance. Thus, it can be suggested that the highest load factor "of infrastructure" will be assigned. Since the research was carried out to assess the situation through statistical models and has been single group. Thus, the factor analysis is used to determine what factors made opportunities; also, the different studies and population and in colleges and vocational colleges there to be able to compare the findings of the research study background. Thus, the findings of this study are devoted to research and compare with other communities.

The results of the fourth question: (What are the threats of vocational-technical colleges in line of making strategy?) Research has shown that the threat of the two factors is not keeping pace with developments and policy instability needs and absorption is

formed. Thus, it is not keeping pace with developments and needs, with the percentage of variance and volatility 62.25 AND 37.95% of the variance explained by the absorption policy. Thus, it can be suggested that the highest load factor "is not keeping pace with developments and needs" will be assigned. Since the research was carried out to assess the situation through statistical models and has been single group. Thus, the factor analysis is used to determine what factors made threats; also, the population of the different research and vocational schools and colleges is not done The findings of this study can be compared with the record of the payment. Thus, the findings of this study have been dedicated to the research they do compared with other communities.

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