

Original Article (Qualitative)

Designing a professional development model for technical teachers in order to teach entrepreneurship in technical schools

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

Keywords:

professional development, entrepreneurship, education, entrepreneurship education, role of managers

Abstract

The purpose of the current research is to design a professional development model for technical and professional art students in order to teach entrepreneurship in conservatories. The research method is developmental according to its purpose, and qualitative in terms of implementation. The statistical population includes 24 experts and informants, selected by purposeful and snowball sampling. The studied community includes 1) theoretical foundations of formal and public education in the Islamic Republic of Iran; 2) National curriculum; 3) the objectives of the secondary education course; and 4) the description of the duties of the technical and professional course students. Data collection tools include semi-structured interviews. Data analysis using qualitative content analysis method is of inductive type. To validate the findings, the four criteria of "reliability", "credibility", "verifiability" and "transferability" of qualitative studies have been used. In the analysis of the findings, 191 "open codes" were identified, and by classifying them, the components of the model include the philosophy and why of professional development, approach and direction, principles, goals, levels, the role of art students, qualifications, processes, obstacles, and consequences were identified as the main elements of the model. The results of the current research can be used by the Ministry of Education and Culture in policies related to the empowerment of art students in order to promote entrepreneurship education in conservatories; and recommendations and guidelines provided in the template can be used at the levels of general administrations, management of educational districts and schools.

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Extended abstract

Introduction

In fact, human development is the concept of development, expansion of human beings, empowerment of the scope of opportunities, and benefiting from freedom; which leads to the preservation of human ideals and values. The improvement of the human development index represents the empowerment of people to achieve the goal of improving their living standards, which is achieved through the use of human capabilities (Montazeri & Renani, 2022). In this regard, the educational system as a sensitive and important social system has a special position and it will be able to perform its important task efficiently provided that it has the right human resources and has a healthy and dynamic organization (Tayarzadeh et al., 2021). In this regard, education and training, as the largest organization in charge of the human resources of the country's labor market plays a vital role in reducing the country's unemployment rate, with features such as wide and appropriate educational coverage, having the forthcoming generation at the right age to learn principles and concepts, and train human resources before entering the labor market. In fact, by providing the necessary training at the right time, in addition to transferring information and concepts of entrepreneurship to students, education provides the basis for the growth of many characteristics and necessary skills of entrepreneurship in them. In the meantime, in addition to the stage of realizing entrepreneurship as a "good idea" in order to realize the potential abilities of entrepreneurs, the necessary training should be provided, so that students have the necessary knowledge and skills to establish activities in the form of entrepreneurship in a systematic way (Arefi et al, 2010). Based on this, entrepreneurship education with the aim of increasing entrepreneurial activities in schools to students should be done within the framework of the unique cultural and social context of each region (Lee & Peterson, 2000). Therefore, the current research, understanding the importance of this issue and the existence of a clear research gap in this field, has tried to answer the question: "what are the elements and characteristics of the ideal model of professional development of technical and professional art students in order to teach entrepreneurship in conservatories?"

Theoretical Framework

Professional development

Professional development includes any activity designed to improve knowledge, skills, and attitudes. In other words, the professional development of teachers is composed of natural learning experiences, and conscious and designed direct and indirect activities, which are useful for each and every student, special groups, and even the whole school; and finally the conducted activities lead to the improvement of educational quality (Kalantari Khandani & Farrokhi, 2016).

Entrepreneurship and its education

Entrepreneurship training is a type of training that is used for people to develop entrepreneurial characteristics, and is well followed by support services for successful business implementation, and it can be said that entrepreneurship training seeks to create knowledge, skill, and motivation in students to encourage entrepreneurship in different fields (Ekankumo & Kemebaradikumo, 2011).

Sims (2023) under the title of effective teacher professional development, conducted according to the new theory and meta-analytical test. As a result, researchers are not in the way of advice for those tasked with designing or implementing better PD. The research is trying to solve this problem by creating a new theory of effective PD based on a combination

of active causal components that aims to develop teachers' insights, goals, techniques, and practice.

Zare davijani et al, (2023) examined the purpose of the present study to identify the factors affecting entrepreneurship in university graduates of Payam Noor universities in Tehran province. The output of the research is to emphasize the strengthening of four variables, including the individual and personal capabilities and qualifications of the graduates, strengthening the educational elements related to the development of entrepreneurship in the university, strengthening the government's support conditions (facilitation, support, and encouragement), and finally intervention in the six environments effective on academic entrepreneurship.

Research methodology

The research method is developmental according to its purpose, and qualitative in terms of implementation. The statistical population includes 24 experts and informants, selected by purposeful and snowball sampling. The studied community includes 1) theoretical foundations of formal and public education in the Islamic Republic of Iran; 2) National curriculum; 3) the objectives of the secondary education course; and 4) the description of the duties of the technical and professional course students. Data collection tools include semi-structured interviews.

Research findings

Data analysis using qualitative content analysis method is of inductive type. To validate the findings, the four criteria of "reliability", "credibility", "verifiability" and "transferability" of qualitative studies have been used. In the analysis of the findings, 191 "open codes" were identified, and by classifying them, the components of the model include the philosophy and why of professional development, approach and direction, principles, goals, levels, the role of art students, qualifications, processes, obstacles, and consequences were identified as the main elements of the model. The results of the current research can be used by the Ministry of Education and Culture in policies related to the empowerment of art students in order to promote entrepreneurship education in conservatories; and recommendations and guidelines provided in the template can be used at the levels of general administrations, management of educational districts and schools.

Conclusion

The current research was conducted with the aim of designing a professional development model for technical and professional art students in order to teach entrepreneurship in conservatories. The findings of this research is aligned with the results of Sims (2023), Zare davijani et al, (2023), Singha Kumar (2022), Jeddi Gargari et al, (2021), Rezayi et al, (2020), Mortazanejad (2018), Darling-Hamond et al, (2017), Juza (2016), and Taheri et al, (2013). Rezayi et al, (2020) showed, with the title of "Identifying the barriers to entrepreneurship education in Kermanshah schools", that the lack of interest and motivation to study, the weak scientific foundation of students in the associate branch, the lack of connection between science and industry in technical and vocational branches and associate brunch, the poor physical condition of conservatories, the use of non-specialist art students in entrepreneurship education, the use of inappropriate teaching methods, the allocation of low budgets to technical and technical and vocational branches and associate branches, the low quantity and quality of educational equipment and facilities are some of the major problems and obstacles in the development of entrepreneurial knowledge and skills



According to the results of the research, it is suggested that regarding the research model, which is a conceptual model, it has many considerations in policy making and planning for those involved in the professional development of art students, which can be noticed at different levels of education management.