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## Studying the Factors Relevant with Students' Willingness toward Continuing Education in Sama Technical Institute of Ali Abad Katoul

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### ABSTRACT

**Background:** Importance of technical skills has been emphasized in developing and developed countries economic and social growth. Some of these countries took some measures to improve and invest on their technical education as the first step to make economic growth and development. In doing so, the current research aims to study the factors relevant with students' willingness toward continuing education in Sama technical institute of Ali Abad Katoul. **Objective:** The population consists of all students majoring in the second and third year from 2011 to 2012 in boy and girl technical high schools of Ali Abad Katoul, Gonbad and Azadshahr. **Results:** The research method is applied in terms of goal and survey and descriptive in terms of data collection method. To collect data, library and field ways and questionnaire with Chronbach Alpha coefficient of 0.78 have been used. To analyze data, descriptive and inferential statistics such as Chi-square test, variance analysis test and Spearman correlation test have been used. The results showed that there is a significant relationship between the variables of social status, job access, **Conclusion:** and education performance, implementing expert and skillful masters and education quality and students' willingness toward continuing education in Sama technical institute of Ali Abad Katoul.

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## INTRODUCTION

It is widely deemed that education is the ground of growth and the basic tenet of education is higher-level education (Arasteh *et al*, 2012). Universities and higher-level educational centers play a key role in innovation, compatibility with environment and social developments, coordination with social needs, planning, management and leadership of these developments (Arasteh, 2006). Bazartgan (1996) believes that in any country higher-level education system goals can be built based on four pivots: 1. Helping social goals to be met through providing equality in higher-level education opportunities, 2. Meeting social demand for higher-level education fitting features, motivations, expectations and education level of people and growing citizens' potentialities and simplifying eternal learning, 3. Growing expert human resources needed by country growth and helping solve society problems, 4. Promoting knowledge borders and producing knowledge. The youth willingness to enter university and higher-level institutes is called social demand. In so doing, higher-level education system carries two main functions. On the one hand, it is responsible for meeting people needs to enter universities and from the other hand, it has obligation to lead applicants toward new horizons which is needed by people (Emadzade, 2003a, Akbari *et al*, 2007). Individual demand is versus people need to enter universities. Social demand consists of individual demands for higher-level education, and every one's demand is based on some preferences and expectations which he has developed in his mind and is affected by his environment (Emadzade, 1998). Social demand which is based on every one's need for using higher-level education services has increased significantly from the second half of twentieth century (Manon, 1998). This demand rise has faced governments with challenges. Revising education policies, necessity of growing and developing higher-level education periods, finance bottlenecks, brain drain, the graduated unemployment are among the challenges which have appeared in many countries in response to this public need (Mohammadi Rouzbahani, 2005). Higher-level of education in Iran is also subject to this issue, and encountered with high amount of social demand for higher-level education in the late of last decade as a result of population growth in the early 1980s (Gharoun, 2003). But composition of the people who entered universities shows a severe deviation toward human resources needs so that ideally annual social demands are 5.3 as much as than expert human resources (Sohrabi *et al*, 2007).

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Regarding increasing of economical, productive and social growth, human societies need higher amount of expert and skillful human resources as the most important factor of growth. To meet these goals, different jobs and its relevant culture in the current society should be found. Based on these results expert and educated human resources should be directed to these different majors and jobs. As human resources time, power and equipments are limited, therefore, to prevent wasting these forces, educational planning should be in a way that with the minimum cost yields the most profit. It is possible when we get the maximum productivity by making positive attitude in students toward technical majors and using existing talents. It is important to decide what occupational and educational policies we should follow, and what equipment and recruitment we should follow so that young people go toward these majors with willingness and passion and not only they feel satisfactory but also have the same feeling after graduation.

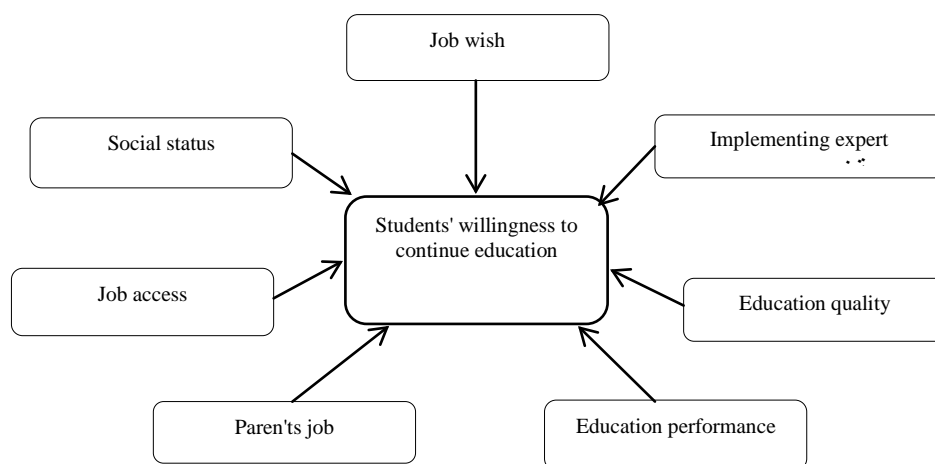
Among the common tendencies in various countries educational policies are attempts to grow and develop technical education effectiveness to provide society needs and work force in different directions. Making technical majors in country higher-level education system has paved the way to train skillful and semi-skillful people and their entrance to work market and even their education continuing. Quantitative and qualitative can be considered as an important step toward society growth and development. Although there is success in quantitative growth of these majors, there are remarkable points to make.

Based on what has been mentioned, on the one hand, we encounter with this fact that students demand to enter universities in increasing every year, from the other hand we observe the challenges that students have in students have before entering universities such as entrance exam stress and its related issues (Hajforoush, 2002, Mardiha, 2003, Mo'tamedi, 2006) in universities and while they are studying in universities such as studying quality decline (Nourshahi, 1996), mental disorders (Ferdowsi, 2003, Hosein Shahi, and Sayah Siar, 2005), different universities and majors, and after graduating from universities such as unemployment. Under these conditions, raising this question and answering this question seems logical. Regarding these challenges, what encourage students to choose a certain university and major? Therefore the current research is going to answer this question: what are the factors revenants with students' willingness toward education continuing in Sama technical institute?

A huge amount of research has been conducted to cast light on students' willingness and motivations to enter university and technical institutes some of which are as follows:

Borus & Carpenter (1984) in their research concluded that increasing girl students' marriage age, population increasing, parents' education level increasing have very positive effect and high school equipment and features have little effect on students' probability to enter university. Hayden & Carpenter (1990) concluded that students' success in the last year of high school and their parents' encouragement to continue studying have a very positive effect on students' entrance to the university. Duchesne & Nonneman (1998) showed that income difference and investment motivation (the difference between educated and uneducated people salary) have a positive effect on registering in university. According to Giannelli & Monfardini (2000) income obtained by studying at university is the most influential factor in people making decision to enter university. In addition, unemployment rate encourages people to enter university immediately after finishing high school. Sissoko & Shiau (2000) believe the factors such as difference in cultural, economic and social conditions of people, reaching to a better job, higher rate unemployment in the less educated people and increasing number of people entering university are among the most important factors influencing people to enter university. Green & Hill (2003) showed in their research that for women, improving job conditions, and for men, getting a better father and acquiring knowledge are among the most important motivations for them to enter university. Chenoweth and Galliher (2004) came into conclusion that the issues of family, friends and cultural and economic conditions are influential on students' entrance into university. To Maxwell and Cooper and Biggs (2005) acquiring a proper job, earning a better income and acquiring knowledge effect on students' entrance into university. Sachman (2005) considers two groups of factors of individual factors such as one's willingness to study and caring about future and environmental factors such as family education background and job conditions as important in university entrance. Bone (2003) believes that environmental and economic factors such as getting higher income, studying cost in university and getting a better job are factors influencing university entrance. Liaghatdar *et al* (2008) concluded that willingness to get a job, getting a good social status, and their willingness to political participation are effective in their tendency to go for academic education. Zare Shahabadi (2003) considers getting higher social status, higher knowledge and getting better job and income are among the chief factors for youth to entering university.

Therefore, the conceptual model of this study has been presented in figure 1.



**Fig. 1:** conceptual model of the research

#### Methodology:

The research method is applied in terms of goal and survey and descriptive in terms of data collection method. To collect data, library and field ways and questionnaire with Chronbach Alpha coefficient of 0.78 have been used. The population consists of all students majoring in the second and third year from 2011 to 2012 in boy and girl technical high schools of Ali Abad Katoul, Gonbad and Azadshahr. The population is 1900 students and 291 students have been selected as the sample by cluster random sampling. To analyze data, descriptive and inferential statistics such as Chi-square test, variance analysis test and Spearman correlation test have been used.

#### Results:

To analyze the relationships in this study, different statistical procedures and tests have been used which are as follows:

To study the relationship between social status of Sama technical institute majors and students' willingness to continue education, Chi-square test has been used.

**Table 1:** Chi-square test results

Sig	df	Chi-square Value	Test
0.000	3	3.07	Chi-square

Regarding Chi-square Value (3.07) and sig level (0.000) and the fact that sig level is lower than 0.05 the research hypothesis is proved. Therefore, it can be said that there is a significant relationship between social status of technical majors and students' willingness to continue education in Sama technical institute.

To study the relationship between job access and students' willingness to continue education, Chi-square test has been used and the results of this test have been resented in table 2.

**Table 2:** Chi-square test results

Sig	df	Chi-square Value	Test
0.000	4	408.69	Chi-square

Regarding Chi-square Value (408.69) and sig level (0.000) and the fact that sig level is lower than 0.05 the research hypothesis is proved. Therefore, it can be said that there is a significant relationship between job access and students' willingness to continue education in Sama technical institute.

To study the relationship between implementing expert masters and students' willingness to continue education, Chi-square test has been used and the results of this test have been resented in table 3.

**Table 3:** Chi-square test results

Sig	df	Chi-square Value	Test
0.000	4	108.43	Chi-square

Regarding Chi-square Value (108.43) and sig level (0.000) and the fact that sig level is lower than 0.05 the research hypothesis is proved. Therefore, it can be said that there is a significant relationship between implementing expert masters and students' willingness to continue education in Sama technical institute.

To study the relationship between education performance and students' willingness to continue education, Spearman correlation test has been used. Its results have been presented in table 4.

**Table 4:** Spearman test results

Sig	df	Correlation	Test
0.000	4	-0.13	Spearman

Regarding Correlation (-0.13) and sig level (0.000) and the fact that sig level is lower than 0.05 the research hypothesis is proved. Therefore, it can be said that there is a reverse significant relationship between education performance and students' willingness to continue education in Sama technical institute.

To study the relationship between education quality and students' willingness to continue education, Spearman correlation test has been used. Its results have been presented in table 5.

**Table 5:** Spearman test results

Sig	df	Correlation	Test
0.000	4	0.74	Spearman

Regarding Correlation (0.74) and sig level (0.000) and the fact that sig level is lower than 0.05 the research hypothesis is proved. Therefore, it can be said that there is a significant relationship between education quality and students' willingness to continue education in Sama technical institute.

To study the relationship between parents' job and students' willingness toward continuing education, one-way variance analysis test has been used. Its results have been presented in table 6.

**Table 6:** one-way variance analysis test

Sig	F	Mean squares	df	Sum of squares	
0.40	1.051	98.892	9	890.024	Between groups
		94.064	253	23798.09	Within group
			262	24668.114	Total

Amount of F with df 9 and 253 and sig of 0.40 is equal with 1.051 As sig level is higher than 0.05, then the research is rejected. Therefore, it can be said that there is no significant relationship between parents' job and students' willingness toward continuing education in Sama technical institute.

And finally to study the relationship between job wishes and students' willingness toward continuing education, one-way variance analysis test has been used. Its results have been presented in table 7.

**Table 7:** one-way variance analysis test

Sig	F	Mean squares	df	Sum of squares	
0.34	1.12	114.65	12	1375.83	Between groups
			101.886	13856.623	Within group
			262	15232.456	Total

Amount of F with df 12 and 136 and sig of 0.034 is equal with 1.12 As sig level is higher than 0.05, then the research is rejected. Therefore, it can be said that there is no significant relationship between job wishes and students' willingness toward continuing education in Sama technical institute.

#### *Discussion and Conclusion:*

Currently, our society is badly in need of innovation and entrepreneurship. One of the nowadays challenges is unemployment which can be decreased by quantitative and qualitative growth of technical education. Undoubtedly, problems essence is different countries especially developing ones. Our country which has stepped into growth by its incipient industries should pay more and more attention to applied issues. Therefore, identifying innovative and creative talents in this field and directing them through technical education seems necessary. The results obtained from the current study shows that based on the conceptual model of the research among the seven variables which have been studied there is a significant positive relationship between the variables of social status, job access, implementing expert masters, education quality and students' willingness to continue education in Sama technical institute. In addition, the results revealed that there is a reverse significant relationship between education performance and students' willingness to continue education in Sam technical institute. However, the findings showed that there is no significant relationship between job wishes and parents' job and students' willingness to continue education Sama technical institute.

Regarding these findings, to reach above goals, the following suggestions are presented:

1. Our educational system should try to increase social status of different technical majors through different ways such as encouraging students to continue their education in Sama technical institute by teachers and trainers, accepting talented students in technical high schools and using famous technical trainers for teaching in technical schools so that not only they acquire enough experience but also they can choose technical institute in a more motivated way.
2. By implementing trained and experienced teachers, the way is paved for students to study in Sama technical institute.
3. By establishing and offering the technical majors with a good economic market so that its graduated students have no difficulty findings job, motivation and willingness is produced aong students to study in Sama technical institute.
4. By improving technical educational system, way is paved for students to be attracted by these majors.

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