

Curriculum Revision Based on Skills Needs of the Employment Market Case Study: Accounting Program in the Associate Degree of the Technical and Vocational University¹

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INTRODUCTION

One of the concerns of Iran's economic society at present is to provide employment for young job seekers. Policymakers are looking for a solution in technical and vocational education. The Law of Comprehensive System of Technical, Vocational and Skill Education was approved on November 24, 2016; the social partners involved in this law welcomed the opportunities that this law can create for them; At the same time, policymakers were not aware of the challenges associated with it; Unfortunately, until today (the year 1401), the agencies involved have not acted in harmony with the law and the activities in this regard have not been completed. It should be noted that this council itself has many problems, including funding problems, in curriculum planning in Iran; the mission of creating employment has no place and is not recognized. By evaluating most of the university courses in Iran, they are aspirational programs, not based the market demand, because the mission of the university

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has not been seen to be related to the local market and its demand, and the graduate is left to God's mercy, even universities with Technical and vocational programs which are the subject of this research. The challenges in curriculum revision were considered in four dimensions as follows:

Firstly, the challenges in terms of goals and specifications of the program need for policy and structural initiatives, in the Technical and Vocational University, achieving the goals of the program in order to educate graduates of this university for the job market should be taken into consideration. Still, there is a need to improve the efficiency of graduates, getting help from social partners such as experts in the Ministry of Labor in curriculum planning of vocational education and soft skills and evaluation in the university policy structure. Yet steps should be taken to determine a systematic mechanism to monitor the implementation of the curriculum in university units in the executive departments of planning, expansion, educational and evaluation services throughout the country with the help of private and government employers and proving the economic justification of Technical and Vocational University ;

Secondly, the syllabus of the courses should include the implementation of the practical units or internship with the participation and supervision of social partners involved in the law and coordination between work and industry and higher education or education, the proposal to modify the program to the planning board of the accounting associate level in the Technical and Vocational University. The curriculum needs to have systematic monitoring of the program, designing implementation and evaluation department and coordination between the three departments with the help of social partners to increase the agility of the curriculum and compliance with aspects that lead to the acquisition of the characteristics required by the labor market among the graduates of the Technical and Vocational University;

In the third dimension, the method of teaching the process of learning and teaching the necessary skills required by the employers at the associate level, the index of the characteristics of the learning environment of accounting skill courses in Technical and Vocational Universities, the index of the characteristics of the instructor of accounting skill courses, the minimum requirements for the preparation of the teaching and learning environment in a technical and vocational university of the associate degree in accounting for practical training should be revised. The problem of employing people skilled in work (motivation, cost) in Technical and

Vocational Universities is that the vast majority of professors in technical and vocational universities are not qualified to teach skills and to consult professional professors in the selection of lecturers.

In the fourth dimension, evaluation methods of students' learning rate, determining the measurement mechanism, and evaluating the acquired skill of the students to achieve the goals of the program in the Technical and Vocational University with the cooperation and supervision of market professionals. There is a need to create a two-stage evaluation, to create a mechanism for evaluating skill acquisition and to obtain a certificate from the Ministry of Labor with the cooperation of social partners, employing a professor skilled in the work and evaluation of students in the real work environment, should all be audited in the implementation of programs.

MATERIALS AND METHODS

This research used a qualitative method with a grounded theory approach. The statistical population of the present study was the experts involved in the training of accounting students. In the present study, the purposive sampling method was used. Semi-structured interview tools were used to collect the required research data. The interview protocol was prepared using the literature, documents and regulations of the Ministry of Science, Research and Technology of Iran, in reviewing the curriculum approval of the supervisor. The interviews continued until the hidden and various aspects and components of the core subject of research were identified and reached theoretical saturation. Therefore, a total of 19 people were interviewed. In order to analyze the data, a content analysis technique was used. The data analysis process was performed according to the steps proposed by Granheim and Landman (2004). In three steps, the data were transformed into primary codes, core codes, and selected codes based on research questions. In the final stage, the obtained model was validated according to the ten criteria of Strauss and Corbin (2012) as well as the use of two coders familiar with the subject.

RESULTS AND DISCUSSION

This study identified four dimensions, 22 components and 491 indicators of the curriculum of accounting in the associate degree of technical and vocational university based on the skills needs of the employment market. Dimensions were named: objectives and specifications, course titles and

course topics, the teaching method of learning and teaching process, and methods of evaluating the learning rate of accounting students, in the technical and vocational university, based on the skills needs of the employment market.

The upcoming research has been conducted with the aim of revising the accounting curriculum at the associate level of Technical and Vocational Universities based on the skill needs of the employment market. In this research, according to the interviews with the experts and also asking the opinions of the experts, the revision of the accounting curriculum at the associate level of the technical and professional university based on the skill needs of the employment market has been conducted and validated.

It is important to note that the results of this research revealed the increasing importance of supporting studies with the help of social partners and planning based on the skills required by the market and implementation and evaluation. The absence of an executive and monitoring role in the four dimensions of research for economic efficiency of accounting education at the associate level of Technical and Vocational Universities based on the skill needs of the employment market can be observed.

According to the obtained results, the educational system of the Technical and Vocational University of the country can improve itself and modify its role according to the demand of its social partners. It has helped the country in creating a stable economy and economic growth, and it has stabilized the job needs assessment, education, and a basis for reforming the occupational and educational pyramid with the help of the Ministry of Labor. The skill-based training program for the associate degree in accounting in the Technical and Vocational University requires a proper foundation and the serious determination of all the organizations involved in the law of the Comprehensive System of Technical and Vocational Education in order to operationalize the goals stated in the documents. Upstream related to technical, professional, and skill education and training depends on the serious determination of all institutions and organizations.

The university must have a demand-oriented perspective, therefore, before planning, it is necessary to systematically assess occupational and educational needs, and this will not happen unless a system infrastructure is created with social partners, therefore, we are not facing a picture of

curriculum planning. Rather, we are facing a backward process, and all the organizations involved in the Comprehensive System of Technical, Vocational, and Skill Education Law must put the national interests as their red line and stop any activity that causes an increase in the unemployment of the society. Vocational training is an educational method that guarantees student training in the workplace. According to the interview with the participants of the technical and vocational university in the field of an associate degree in accounting, it should be equipped with such a method for education.

CONCLUSION

In the associate curriculum of the accounting field of technical and vocational university, based on the skill needs of the employment market, culture development, market orientation, result orientation, need orientation, dynamic and systemic, and logical orientation are very important. Entrepreneurship should be included in the series of technical courses of the university, with 60% of practical hours being taught by expert professors. In order to achieve sustainable development in accounting skill training, a technical and professional university should prioritize training based on skills and improving technical and non-technical skills in the teaching and learning process with all the components of curriculum planning involved in it. Meeting the various needs of the country and reducing unemployment and creating employment and benefiting from the available opportunities can be among the effects of implementing this program. Unfortunately, in Iran, the lack of executive guarantee and accountability is one of the biggest problems of the skill education system in order to realize the educational policies of the Ministry of Science. and finance, the growth of work culture and effort among students, the growth of entrepreneurship, the growth of exploration and creative thinking; The growth of students' self-belief and abilities, the ability to manage self-employment and the economic prosperity of families and society have been boosted, which should be included in the skills program required by the technical and vocational university's labor market for associate degree students in the field of accounting, and with the internalization of this The values of the student as an independent person with self-confidence, indicating that he has skills in his field of work, hardworking and creative in the society, the activity of the program in the reformed circle will also affect the rest of the programs. It seems that

paying attention to the views of experts and employers in curriculum development can add to its richness and adapt them to the needs of the labor market and possibly facilitate the entry of graduates into the employment market.

Keywords: Accounting Curriculum, Associate Degree, Employment, Market Skills, Revision, Technical and Vocational University.

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