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Investigating the effect of empowering and increasing the awareness of teachers, parents and students on the academic guidance process

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ABSTRACT

Background and Aim: Academic guidance is a completely scientific issue and in accordance with modern science, and for this reason, it should accept changes in that way, while it can be seen that this manual has not found any changes according to modern science. The purpose of this research was to investigate the effect of empowering and increasing the awareness of teachers, parents and students on the process of academic guidance for the ninth grade to enter the conservatory. **Methods:** The method of the current research was a quantitative correlation type. The statistical population of the research included all the teachers and experts in the field of educational counseling with 2105 people who, due to the dispersion and extent of the statistical population, non-probability sampling method was used and 325 people were selected as a sample based on the sampling table of Kreges and Morgan. The data collection tool was a researcher-made questionnaire. The validity of the questionnaire was checked and confirmed using confirmatory factor analysis. The reliability of the questionnaire was confirmed using Cronbach's alpha coefficient and composite reliability. In order to analyze the data, confirmatory factor analysis was used with Smart PLS 3 software. **Results:** The findings showed that the empowerment and knowledge orientation of teachers with a determination coefficient of 0.56, increasing the awareness and sense of responsibility of parents with 0.54, and empowering and increasing the awareness of students with a determination coefficient of 0.51 respectively have the greatest effect on the academic guidance of ninth grade students. to enter the conservatory ($P < 0.05$). **Conclusion:** Based on the results, it can be concluded that increasing the level of knowledge and awareness of parents and students can be effective in guiding education, so educational and educational planners can focus more on their empowerment and awareness level.



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Introduction

One of the important factors in achieving development, as emphasized by international organizations, is attention to technical and professional training. One of the most important parts of the education system of any country is the technical and vocational education system, and paying attention to it is one of the basic policies of countries for training efficient human resources at the pre-university level (Kazamias & Rozakis, 2003; Sheikholeslami et al., 2012). In the 1970s, today's developed countries have realized and planned for the effect of paying attention to technical and professional education on the success of development, and have achieved its achievements since one or two decades later. The growth of GDP per capita, industrial progress, increase in income per capita, increase in satisfaction and individual capabilities, useful employment, etc. are among the achievements of this important (Hosseinpour, 2018).

The educational guidance process is a complex and evolving process that involves many stakeholders and can lead to failure if not targeted. Therefore, it is very important to understand and clarify the factors affecting it and determine the ways to improve it (Wine & Pont, 2017).

Accurate academic guidance and guidance in education is a basic prerequisite for the future academic or professional success of students according to their interests, academic background, and other criteria related to their personality (Memis et al., 2019). Recent studies on this issue point to the problem in the field of students' academic guidance and their decision-making process (Guichard et al., 2005; Belskaya et al., 2016; Romito et al., 2019). Failure to pay attention to the efficient and effective academic guidance process causes students to study in fields and get acquainted with skills that do not match their interests and talents and cause them to fail in their studies and careers (Castellano et al., 2008). Academic guidance is known as social, psychological guidance and careful follow-up of the educational and educational program of students, which helps them to move towards the right choice of field and career (Winter & Bowers, 2007).

The evolution in today's world is so rapid that in the field of science, knowledge, and technology, we witness rapid changes and developments every day. In this regard, technical and

professional education plays an important role in competitiveness and prosperity in the knowledge-based world. It should act as a main key to reduce poverty, promote peace, preserve the environment, improve the quality of life for everyone and help achieve sustainable development (Amin Biddekhti et al., 2018). The development of technical and professional education in the current situation is vital for Iran's economy and especially the acceleration of the production process; Because infrastructure investment and the increase of tools and equipment without human capital remain unused or are not exploited economically and efficiently (Fazeli Kebria et al., 2018).

Teachers, parents, and students are the three sides of the academic guidance pyramid, which can play an effective role in the effective process of academic guidance. Teachers, as guides, deal with students' academic and behavioral problems. The success of any educational system depends, to a decisive extent, on the knowledge and professional skills of teachers. According to the Japanese, any system's merit is equal to its teachers' merit. Therefore, it can be said that the teacher is the best member of the educational system in the educational guidance process, the main architect. The world is changing rapidly, and teachers, like other professional groups, must face the fact that their initial training will not be very useful in today's world, and they must update their knowledge throughout their lives (Antelme-Lazenzat et al., 2020). On the other hand, students spend a lot of time at home with their parents, which affects their culture and behavior. Therefore, parents must pay attention to the academic guidance and the process of choosing the field of students with high awareness and knowledge. However, in the process of academic guidance, in the end, the students have to choose the appropriate and favorite field, and all the things mentioned are only to help the students in the field selection process. Based on this, the main issue in this research is to investigate the effect of empowering teachers, parents, and students on the process of academic guidance of the ninth grade to enter the conservatory.

Method

The method of the current research was a quantitative correlation type. The statistical population of the research included all the teachers and experts in the field of educational counseling with 2105 people who, due to the dispersion and extent of the statistical

population, non-probability sampling method was used and 325 people were selected as a sample based on the sampling table of Kreger and Morgan. The data collection tool was a researcher-made questionnaire. The validity of the questionnaire was checked and confirmed using confirmatory factor analysis. The reliability of the questionnaire was confirmed using Cronbach's alpha coefficient and composite reliability. In order to analyze the data, confirmatory factor analysis was used with Smart PLS 3 software.

Materials

1. Researcher-made questionnaire. It includes three variables of teacher empowerment (4 items): It was increasing the awareness of parents (3 items) and empowering students (4 items).

Results

From the score of 5, the average variable of empowering and increasing students' awareness is more than other variables.

In this research, two types of logical and construct validity were considered to measure the validity of the questionnaire. In this regard, content validity, face validity, and factor validity (factor analysis) were investigated. The factor validity test of the questionnaire was done with the help of confirmatory factor analysis and using SmartPLS version 3 software. According to the criteria of Fornell and Larcker (1981), the factor loadings of the items should be greater than 0.5 and significant. However, before performing the confirmatory factor analysis using Bartlett and KMO test, the ability to evaluate the confirmatory factor analysis to measure the variable should be evaluated. Therefore, considering that the recent criterion for the studied variables was higher than 0.7, the permission to use confirmatory factor analysis was obtained.

Considering the possibility of using factor analysis to determine the validity of the tool, confirmatory factor analysis was used. Factor load is a value between zero and one. The relationship is considered weak if the factor load is less than 0.3. A factor between 0.3 and 0.6 is acceptable, and if it is greater than 0.6, it is very desirable. Bootstrap or jackknife cross-cutting methods are used to check the significance of observed correlations. This study used the self-adjustment method, which gives the t statistic. At the 5% error level, the observed correlations are significant if the bootstrapping t-value is greater than 1.96.

The value of the factor loading is greater than 0.7 in all cases, so the items play an important role in explaining each of the factors. The t-statistic is also more than 1.96 in all cases, so the observed factor loadings are statistically significant.

The second criterion for examining measurement models is convergent validity, which examines the degree of correlation of each construct with its questions (indices). According to Fornell and Larcker's (1981) suggestion, the values of factor loadings for the observed variables should be greater

than 0.5. As can be seen, all the values of the observed variables have been confirmed in this research.

The appropriate value for composite reliability is 0.7, and for AVE 0.5 (Fornell & Larcker, 1981), and all these criteria have adopted an appropriate value for the latent variables. Therefore, the appropriateness of the reliability and convergent validity of the current research can be confirmed.

Considering the validation of the questionnaires, the one-sample t-test was used to test the research hypotheses. The average for all three variables of teachers' empowerment and knowledge orientation, increasing parents' awareness and sense of responsibility, and empowering and increasing students' awareness was more than 4, which was statistically significant ($P < 0.001$). Based on this, it can be said that from the point of view of teachers and experts in the field of academic guidance, three factors of empowering teachers, increasing parents' awareness, and empowering and increasing students' awareness have a positive and significant effect on academic guidance.

Among the given factors, empowering and increasing the awareness of students, with an average of 4.500 according to teachers and experts, has the most impact, and after that, increasing the awareness and sense of parenting, with an average of 4.403, is the second place.

Conclusion

According to the results of the research, the following suggestions are presented:

- Holding training courses for teachers and experts
- Providing infrastructure for easier exchange of information between teachers and experts
- Using material and spiritual tools to encourage teachers to participate more effectively in the educational guidance process
- Holding continuous meetings with the parents of students from the seventh grade on the importance of academic guidance and introduction of all fields of study and their career and academic future.
- Inviting academically and professionally successful people who studied in conservatories and holding joint meetings with students' parents
- Introducing all fields of study to the students in order to make them more and better aware of their fields of study and their future
- Conducting aptitude and interest tests from the seventh grade and continue to understand students' abilities and interests better.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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