AN EVALUATION OF THE STAKEHOLDER PERCEPTIONS OF SOCIAL PARTNERSHIP IN INTEGRATED SECONDARY SCHOOLS AND PROFESSIONAL EDUCATION FOR IT TRAINING

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ABOUT ARTICLE

Abstract: This study aims to evaluate the stakeholder perceptions of social partnership in the context of integrated secondary schools and professional education for IT training. Through a comprehensive literature review, semi-structured interviews, and surveys, we analyze the opinions and expectations of the various stakeholders, including students, parents, teachers, administrators, and employers. The findings highlight the opportunities and challenges associated with social partnership in IT education and provide recommendations for enhancing the integration of IT training in secondary schools and professional education.

INTRODUCTION

The rapid development of information technology (IT) has led to an increased demand for IT professionals with a strong foundation in both technical and soft skills. As a result, there has been a growing emphasis on the need for integrated secondary schools and professional education for IT training (OECD, 2019). Social partnership, a collaborative approach involving various stakeholders, has emerged as a key factor in the successful implementation of IT education integration (Bartlett & Vavrus, 2017).

This paper aims to evaluate the stakeholder perceptions of social partnership in integrated secondary schools and professional education for IT training. To achieve this, we will review existing literature, conduct semi-structured interviews, and administer surveys to gather data from various stakeholder groups. We will also discuss the opportunities and challenges associated with social partnership in IT education and provide recommendations for enhancing the integration of IT training in secondary schools and professional education.

LITERATURE REVIEW

Social partnership has been widely recognized as a valuable approach in modern education systems, particularly in the context of integrated secondary schools and professional education for IT training (Bartlett & Vavrus, 2017; Etzkowitz & Leydesdorff, 2000). This section provides an overview of the literature related to social partnership, its role in IT education, and stakeholder perceptions. Social partnership is a collaborative approach that involves various stakeholders in the development, implementation, and evaluation of educational programs and policies (Bartlett & Vavrus, 2017). It can be understood as a shared responsibility among educational institutions, communities, businesses, and government entities to ensure the success of educational initiatives (Etzkowitz & Leydesdorff, 2000). Several studies have highlighted the importance of social partnership in IT education (Bartlett & Vavrus, 2017; Etzkowitz & Leydesdorff, 2000; OECD, 2019). By involving multiple stakeholders, social partnership can help address the complex challenges associated with IT education, such as the need for up-to-date curricula, adequate teacher training, and appropriate learning resources (OECD, 2019). Understanding stakeholder perceptions of social partnership is crucial to its success in integrated secondary schools and professional education for IT training (Bartlett & Vavrus, 2017). The literature highlights various stakeholder perceptions, including those of students, parents, teachers, administrators, and employers (OECD, 2019; Powell, 2011).

METHODOLOGY

To evaluate stakeholder perceptions of social partnership in integrated secondary schools and professional education for IT training, we conducted a mixed-methods study using both qualitative and quantitative data collection techniques. This section provides an overview of the research design, sampling, data collection, and data analysis procedures. We employed a convergent parallel mixed-methods design, in which qualitative and quantitative data were collected and analyzed concurrently (Creswell & Plano Clark, 2018). The purpose of this design was to obtain a comprehensive understanding of stakeholder perceptions by triangulating the findings from both data sources. The study population consisted of students, parents, teachers, administrators, and employers involved in integrated secondary schools and professional education for IT training. We employed purposive sampling to select participants who were knowledgeable and experienced in the subject matter (Creswell & Plano Clark, 2018). We collected qualitative data through semi-structured interviews with stakeholders, including teachers, administrators, and employers (Creswell & Plano Clark, 2018). The interviews followed an interview guide that contained open-ended questions related to stakeholder perceptions of social partnership, the role of each stakeholder group, and the benefits and challenges associated with social partnership in IT education. Quantitative data were collected through a survey administered to students, parents, and teachers. The survey consisted of Likert scale items designed to capture stakeholder perceptions of social partnership in integrated secondary schools and professional education for IT training. Qualitative data were analyzed using thematic analysis, which involved identifying, analyzing, and reporting patterns within the data (Braun & Clarke, 2006). Quantitative data were analyzed usingdescriptive statistics and inferential statistics, including t-tests and one-way ANOVA to identify significant differences in stakeholder perceptions (Field, 2018).

THE MAIN RESULTS AND FINDINGS

The results of the study are presented in this section, focusing on the stakeholder perceptions of social partnership in integrated secondary schools and professional education for IT training. The findings are organized according to the main themes identified through the qualitative data analysis and supported by quantitative data.

Perceived Benefits of Social Partnership

Overall, stakeholders perceived several benefits associated with social partnership in integrated secondary schools and professional education for IT training. These benefits included:

- Enhanced curriculum development: Stakeholders recognized the importance of social partnership in ensuring that IT curricula are up-to-date and relevant to the needs of the labor market (OECD, 2019).

- Improved teacher training: Collaboration between educational institutions and industry partners was seen as a valuable source of professional development for teachers, enhancing their capacity to deliver effective IT education (Bartlett & Vavrus, 2017).

- Increased access to resources: Social partnership was perceived as a means of securing additional resources for IT education, including cutting-edge technology, expertise, and funding (Etzkowitz & Leydesdorff, 2000).

Challenges and Barriers to Social Partnership

Despite the perceived benefits, stakeholders also identified several challenges and barriers to social partnership in integrated secondary schools and professional education for IT training:

- Limited collaboration: Stakeholders reported inadequate levels of collaboration among educational institutions, industry partners, and government entities, hindering the effectiveness of social partnership (Powell, 2011).

- Mismatched expectations: Different stakeholder groups had varying expectations about the role and responsibilities of each party in the social partnership, leading to conflicts and misunderstandings (Bartlett & Vavrus, 2017).

- Resource constraints: Many stakeholders cited a lack of resources, particularly financial and human resources, as a major barrier to implementing successful social partnership initiatives (OECD, 2019).

Strategies to Enhance Social Partnership

Based on the findings, stakeholders suggested several strategies to enhance social partnership in integrated secondary schools and professional education for IT training:

- Establishing clear roles and responsibilities: Stakeholders emphasized the need for a clear understanding of the roles and responsibilities of each party involved in the social partnership (Bartlett & Vavrus, 2017).

- Fostering communication and collaboration: Encouraging regular communication and collaboration among stakeholders was seen as crucial for addressing the challenges associated with social partnership (Powell, 2011).

- Securing adequate resources: Stakeholders highlighted the importance of securing adequate resources, including funding, technology, and expertise, to support the implementation of social partnership initiatives (OECD, 2019).

CONCLUSION

This study provides valuable insights into the stakeholder perceptions of social partnership in integrated secondary schools and professional education for IT training. The findings highlight the benefits, challenges, and strategies associated with social partnership, offering valuable input for policymakers, educators, and industry partners seeking to enhance the integration of IT training in secondary schools and professional education. By addressing the identified challenges and barriers, stakeholders can work together to create an effective and sustainable social partnership framework that supports the development of a skilled and prepared IT workforce for the future.

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