

Challenges Facing Architecture Graduates of Urmia City Universities When Admitted to Relevant Professions by Emphasizing Profession-led Education

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ABSTRACT

In the context of an educational system, academic graduates seek to find jobs that relate to their educational majors. Due to rising demands in recent years, architecture graduates face fundamental challenges when entering their relevant professions. The goals of this study were to determine the difficulties that face architecture graduates at the universities of Urmia City, Iran, when they are first admitted to their professions, and to present some academic and educational solutions to deal with relevant professions. The qualitative section of the study analyzes data through interviews with architectural professionals and engineers. It also performs a Grounded Theory based on the theories collected from the review of library sources. The quantitative section, meanwhile, applies descriptive-analytical research and analyzes data using the SPSS software. A hundred architecture graduates of B.A. levels (from 2016 to 2018) at public and Azad Universities of Urmia City comprised the statistical population, as purposive sampling was used to take representative samples. Findings show that graduates were dealing with such basic problems as totally different professional market conditions from the university, low graduates' skills, poor professors' teaching qualities in conveying materials, poor teaching and educational content, emphasizing theoretical education instead of workshop education, and shortage of recruitment conditions at public and private bodies, among others. To resolve these problems, the study suggested using professional professors, and greater cooperation with the Construction Engineering Organization for students to engage in executive projects and take internship courses under experienced engineers, applying integrated education, and revising educational syllabi. Findings show that poor educational systems in educating would-be experienced and effective architects could explain the problems facing the graduates of Urmia City's universities as they begin their professions as architects. To tackle this, revising educational syllabi and establishing more communications with the industry and theoretical education, together with practical and workshops under the supervision of experienced engineers in architecture majors, could strengthen systematic education.

Keywords: Profession-Led Education, Integrated Education, Urmia City Universities, Architecture Graduates.

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1. INTRODUCTION

Education plays a determining role in the development of societies (Tasci 2015). At Institutes of Higher Education, the concept of Academic Satisfaction has become one of the most critical and widely used concepts in satisfaction debates (Aghaei 2023). Today, architecture teachers are mainly concerned with achieving an architectural design education stylistic, which helps educate competent graduates who have their educational majors consistent with their architecture careers (Farzian and Karbasi 2014). All educational systems are mainly working to raise and educate proficient, efficient, independent, and creative manpower to find jobs that suit their academic majors. Graduates at Urmia City's universities have encountered a series of basic challenges after having begun their professions, due to rising demands in recent years. The education of architecture as a major has faced some challenges due to its practical courses that require workshops, as the changing professor-student architectural education and the tendency to architectural workshop education have seen student education gradually distancing from projects' executive processes.

In recent years, graduates have been struggling with some challenges in professional markets due to the rising number of universities and architecture students. The significance of the subject has led to an increasing focus on the working future of architecture graduates at Urmia's universities, which would help them achieve desirable outcomes based on the knowledge and competence they have gained in their professions.

This study aimed to determine the harms that Urmia City's architecture graduates may encounter when working as architectural professionals and attempted to provide some guidelines that would correspond to profession-led academic education. As stated, architecture teachers are primarily working to provide a method of architectural education to train would-be proficient academics who will act as successful professionals. There is no doubt that shortcomings in architects' professional conducts may not be unrelated to their academic educational quality. For this, this subject requires to be deeply explored to help identify architecture graduates' problems and to provide solutions to resolve them. In sum, this study asked to answer the following questions:

What are the main problems facing Urmia City's architecture graduates when admitted to relevant professions?

Which solutions will conform to profession-led academic education?

This study primarily explored architecture education and investigated the literature review, and then analyzed the collected data in qualitative and quantitative sections, while answering the questions raised. Finally, the study investigated the results.

To clarify the subject under study, the profession-led education is the independent variable and the occupational future of Urmia City's architecture graduates is the dependent variable.

2. THEORETICAL FOUNDATIONS AND LITERATURE REVIEW

The life of an architect is shaped by his education (Hemdan, Taha and Cherif 2023). Architectural educational programs should involve flexible education (Ghonim and Eweda 2018). Design education enables learners to explore new ways of perceiving the world apart from their professional limitations. This process can be recognized as a creative way of searching, analyzing, and interpreting life (Torun, Tekçe, and Esin 2011). Design education should generally be innovative, dynamic, and advanced (Ozorhon, Eryildiz, and Aysu 2012), as integrated education at higher levels of education is crucial to meet educational objectives successfully (Afacan 2014). One major problem in architecture education is that students lack certain competence to convert their theoretical knowledge into practical and concrete practice (Danaci 2015). The architecture education process is complete once its mechanisms are systematically and purposefully structured (Sameh and Izadi 2014).

Modern architecture education in Iran, which commenced in 1940 at Tehran universities, underwent many challenges with changing curricular content and educational courses (Rostami Najafabadi and Agha Hosseini Dehaghani 2016). Until 1998, Architecture as a major was offered as an M.A. course. From 1999 onwards, architecture education underwent some developments as the M.A. course converted into a B.A. course. Meanwhile, exploring an appropriate educational style to prepare students to start their professions is seen as the most important factor in a successful educational system (Litkouhi 2013).

Aghayan et al. (2022) demonstrated in a study that a professional architect unconsciously provides how to form convergent and divergent thinking, which would determine desirable creativity and ideation in a design process (Aghayan, Ghoddusifar, and Eslami 2022).

Mehdizadeh Saradj and Motiei (2022) also concluded that the integrated education¹ of architectural courses at the M.A. level will help promote the emotional intelligence² and creativity of graduates and generate dynamic and purposeful educational outcomes (Mahdizadeh Saradj and Motiei 2023).

Alizadeh Miandouab et al. (2022) argued that the promotion of the proper criticisms of architecture, as well as the classification, and identification of architectural design education, would generate a kind of competence among architecture graduates (Alizadeh Miandouab, Akrami, and Nejati 2022).

Ibrahim et al. (2021) maintained that design education strategies were significant given the necessity of

architect education courses, and suggested such strategies as group discussion, interdisciplinary teamwork, and design issues for relevant subjects (Ibrahim, Attia, and Asma 2021). Darwish et al. (2023) argued that architectural design workshops are key to educating architecture and are primarily concerned with developing students' knowledge of space and spatial imagination and providing them with skills and information for generating original, creative, and decent designs (Darwish, Kamel, and Assem 2023). Karevan et al. (2020) investigated the effects of workshop training on architecture students' design knowledge and meta-cognitive competency, arguing that workshop-based architecture education could qualitatively promote design processes and increase students' meta-cognitive power of analysis (Karevan, Talischi, and Haghtalab 2020). Sharifian (2015) presented a model of practice-based education in Iran's architectural education and suggested that the most notorious gap between architectural departments and the labor market was the presence of unprofessional architects who cause problems for the architecture community (Sharifian 2015). Motiei et al. (2018) believed that dynamic and purposeful education could be achieved by employing an integrated education process that combines basic courses, and by providing joint syllabi, emphasizing individual and group practices, and promoting architecture students' motives, emotional intelligence, and creativity (Motiei, Mehdizadeh Saradj, and Bayzidi 2018). Nozari et al. (2021) investigated in a study academic graduates' job-finding processes and relevant factors, suggesting that a strong social network could play a determining role in graduates' employment, and from among the skills required for getting a job, soft skills would be more effective than other technical, hard, and academic competencies (Nozari, Karimi, and Daneshniya 2022). Khoroshi (2022) investigated the perspectives of University of Farhangian graduates about the effectiveness of internship courses in increasing student-teacher professional competency. He concluded that internship courses would increase

student-teacher professional competency by establishing active engagement and interaction between the school and the university, cooperation between professors and experienced supervising teachers, student-teacher activities at school and in the class, strengthening media literacy, acquiring scientific skills required for teachers, and acquiring moral virtues. These courses, they found, would also help strengthen their future jobs as teachers (Khoroshi 2022). Khezerlou (2021) investigated the factors affecting the entrepreneurial spirit of youth graduates at technical and vocational organizations and demonstrated that integrated education could contribute to establishing an occupational-educational path to achieve higher-level expertise and skills, which would determine youths' employment in real-world environments. Meanwhile, a professional and vocational organization has a determining role in generating creativity, innovation, and developing entrepreneurship (Khezerlou 2021). Karimi and Ahmadi (2022) argued that compared to AI, traditional manpower will not be able to compete to take jobs, and it is thus essential for them to enjoy diverse capabilities through skill-based education to be highly competent for taking the jobs assigned under current conditions (Karimi and Ahmadi 2022). Sadrabady and Mohammadi (2021) investigated the factors related to the employment of graduates majoring in ICT and concluded that academic planning could influence their employment situation, as occupational stability is realized once occupational problems (e.g., low income) are removed and personal interest and labor conditions are improved (Sadrabady and Mohammadi 2021). According to the literature, while some research has investigated the gap between academic education and the labor market, and the importance of graduate employment in different areas, no research has ever explored the harms and problems facing Iranian architecture graduates through a certain case study (here Urmia City's academic graduates) nor provided the solutions to profession-led academic education. For this, this study is a novel body of research that deals with this topic of interest. Figure 1 below presents the theoretical farmwork of the study.

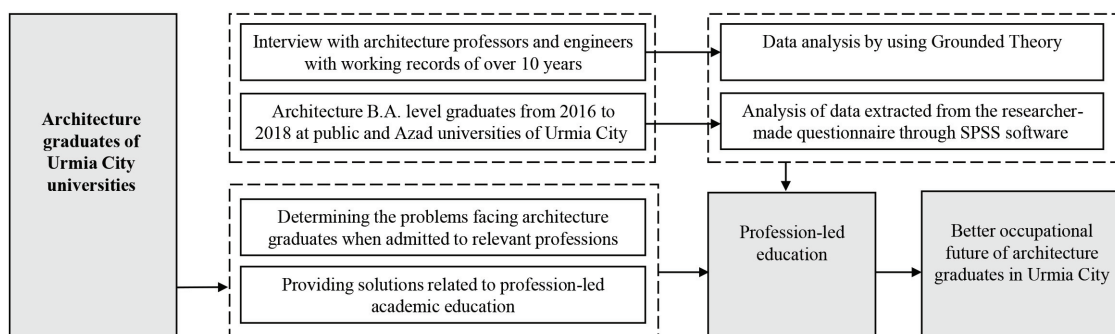


Fig. 1. Theoretical Framework of the Study

3. METHODOLOGY

The qualitative section of this study analyzed data based on the Grounded Theory, while the quantitative section used a descriptive-analytical method to analyze data through the SPSS software. Data required were collected through interviews with 10 architectural professors with working records of at least 20 years and 10 architecture engineers with working records of at least 15 years. The quantitative section used the qualitative data-extracted categories to provide a questionnaire to measure the problems facing the architecture graduates of Urmia City's public and Azad universities who amounted to 100 B.A. graduates (from 2016 to 2018) with GPA scores of above 16 (based on 20 scores). Purposive sampling was used to take samples of the graduates. The statistical population consisted of some Azad and Public university graduates who had, over the past years, authored articles and received significant

curricular scores during their academic periods. The instrument contained 20 items to measure the components of "Relationship between the university and industry", "teaching methods", "educational syllabi", and "motives". Cronbach's alpha was also used to investigate the instrument's reliability which gave a rate of 0.865.

4. FINDINGS

As stated, the qualitative section of the study analyzed the data using the Grounded Theory. The categories derived from the qualitative data pertained to the main concerns of architecture graduates of Urmia City's universities when they were admitted to work as architectural professionals. As given in Table 1, 31 initial concepts, 4 broad categories, and a final core category were derived from the data.

Table 1. Concepts and Categories derived from the Qualitative Data of the Study using Grounded Theory

Core Categories	Broad Categories	Concepts
Profession-Led Education	The Need for an Appropriate Teaching Method	<ul style="list-style-type: none"> - Graduates' low professional skills - Emphasizing separate education - Emphasizing theoretical education instead of practical and workshop education - Easy access to ready-made projects - Professors' poor teaching methods in conveying materials and the inappropriate use of educational styles - Lack of clear curricula in teaching courses and professors' discriminative approach to this issue - Students' tendency to ready-made projects and obtain academic degrees without demonstrating the necessary knowledge - Using inexperienced professors in teaching basic courses and architecture plans - Emphasizing individual corrections by some professors and poor student competency in collective corrections - Failure to implement student plans during the study period and students' low knowledge of various fields - Students' low-level knowledge of architectural software due to the low number of these courses at universities - Students' lack of creativity
	The Need to Establish Relationship between the University and Industry	<ul style="list-style-type: none"> - Weak relationship between the university and public and private organizations - Some academic units operate as islands and have poor relationships with other educational centers - Graduates' poor competency in corresponding with public and private organizations - Different design spaces at universities and counseling offices - Shortage of academic facilities at workshops required for training necessary skills to students - Totally different conditions between the professional market and the university - Graduates' weak power of communication with employers - Graduates' unfamiliarity with relevant organizations and how they operate and coordinate with them
	The Need to Change Syllabi	<ul style="list-style-type: none"> - Weak educational syllabi for educating necessary skills to students - Graduates' low-level familiarity with National Construction Codes and Regulations - Graduates' lack of experience and reliance on written materials without any executive experiences - Students' unfamiliarity with rules and regulations about insurance, assets, labor department, and Office of Registration of Documents and Lands - The rising number of educational centers and lack of a proper evaluation system for measuring students' talents to admit to relevant majors
	The Need to Create Motives	<ul style="list-style-type: none"> - Students' lack of motivation because of the lack of conducive conditions to be employed in professional activities - Students' focus on scores and their attempts to get higher scores instead of learning real knowledge - Students' failure to take part in internship workshops and professors' failure to organize them - Absence of recruitment conditions at public and private organizations - Rising number of graduates and the lack of good working conditions for them - Dismissing the graduates without working records

To determine the problems facing the architecture graduates of Urmia City's universities, the descriptive statistics related to the representative sample were first performed. As shown in Table 2, the lowest means pertain to "educational syllabi" (1.556), followed by "the relationship between the university

and industry" (1.804), "teaching methods" (1.95), and finally "motives" (2.06). Because the questionnaire was coded exponentially from very low to very high, a lower mean can be interpreted as a more important problem.

Table 2. Descriptive Statistics

Variables	No.	Mean	SD
Relationship with the Industry	100	1.8040	0.71463
Teaching Methods	100	1.9500	0.72439
Educational Syllabi	100	1.5560	0.55964
Motives	100	2.0600	0.58724

Analysis of variance was used to investigate result significance, which would generalize the results. According to Table 3, a significance rate of 0.0 indicates a null hypothesis is rejected, i.e., the equality

of the means of these four variables is rejected; in other words, a significant difference is noted between the four groups.

Table 3. ANOVA

	Sum of Squares	Df	Mean Squares	F	Sig.
Inter-Group	14.243	3	4.748	11.214	0.000
Intra-Group	167.655	396	0.423		
Total	181.897	399			

As for the post-hoc comparison, a test was carried out to determine which variables were significantly different at an error level of 0.05. Before doing

so, Levene's Test was performed to test variance homogeneity (Table 4).

Table 4. Test of Variance Homogeneity

	Levene's Test	Df1	Df2	Sig.
According to the Mean	5.027	3	396	0.002
According to the Median	4.393	3	396	0.005
According to the Median with Modified Degree of Freedom	4.393	3	379.497	0.005
According to the Trimmed Mean	5.025	3	396	0.002

Because the significance value is 0.002 and is lower than the 0.05 value, the assumption of the equality of variances is rejected; thus, an appropriate test of variance inequality is carried out. For this, the Games-Howell's Test is used. Table 5 gives multiple comparisons. The values lower than 0.05 indicate a significant difference between the variables.

According to the results, "the relationship with industry" was significantly different from "educational syllabi" and "motives". Also, "teaching methods" were significantly different from "educational syllabi", which was also significantly different from motives, in addition to "relationship with industry" and "teaching methods".

Table 5. Multiple Comparisons using Games-Howell's Test

(I) fac	(J) fac	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Relationship With Industry	Teaching Methods	-0.14600	0.10176	0.479	-0.4096	0.1176
	Educational Syllabi	0.24800	0.09077	0.035	0.0127	0.4833
	Motives	-0.25600	0.09250	0.031	-0.4957	-0.0163
Teaching Methods	Relationship With Industry	0.14600	0.10176	0.479	-0.1176	0.4096
	Educational Syllabi	0.39400	0.09154	0.000	0.1567	0.6313
	Motives	-0.11000	0.09325	0.640	-0.3517	0.1317
Educational Syllabi	Relationship With Industry	-0.24800	0.09077	0.035	-0.4833	-0.0127
	Teaching Methods	-0.39400	0.09154	0.000	-0.6313	-0.1657
	Motives	-0.50400	0.08112	0.000	-0.7142	-0.2938
Motives	Relationship With Industry	0.25600	0.09250	0.031	0.0163	0.4957
	Teaching Methods	0.11000	0.09325	0.640	-0.1317	0.3517
	Educational Syllabi	0.50400	0.08112	0.000	0.2938	0.7142

Concerning the variable “the relationship between the university and industry”, as given by Table 6, the means show that the problems can be considered as including unprepared necessary conditions for students to take part in workshops and design officers set up

by the university, low participation in workshops, low participation in public organizations, lack of coordination between workshops and construction engineering offices, and low participation in private organizations.

Table 6. Descriptive Statistics Concerning the Variable “Relationship between the University and Industry”

Items	Item 1	Item 2	Item 3	Item 4	Item 5
Mean	1.82	2.02	1.59	1.89	1.70

Concerning the variable “teaching methods”, as given by Table 7, the means show that the problems can be considered as including professors’ unwillingness to educate design courses based on executive

regulations, inconsistency between theoretical and practical education, using ready-made projects, inadequate education, and lack of tendency to student-led education.

Table 7. Descriptive Statistics Concerning the Variable “Teaching Methods”

Items	Item 6	Item 7	Item 8	Item 9	Item 10
Mean	1.79	2.00	2.05	2.17	1.74

Concerning the variable “educational syllabi”, as given by Table 8, the means show that the problems can be considered as including [unfamiliarity with] the regulations of the Office of Document Registration, unfamiliarity with municipality laws,

unfamiliarity with Insurance and Asset Organization laws, unfamiliarity with National Construction Rules and Regulations, and unfamiliarity with specialized software.

Table 8. Descriptive Statistics Concerning the Variable “Educational Syllabi”

Items	Item 11	Item 12	Item 13	Item 14	Item 15
Mean	1.62	1.60	1.48	1.46	1.62

Concerning the variable “motives”, as given by Table 9, the means show that the problems can be

considered as including dissatisfaction with the academic situation, indifference to continue studying,

having had good reasons in the past which have become ineffective, inappropriate decision-making about future occupations based on educational

majors, and indifference to employment based on academic majors.

Table 9. Descriptive Statistics Concerning the Variable “Motives”

Items	Item 16	Item 17	Item 18	Item 19	Item 20
Mean	1.71	3.28	1.97	2.09	2.47

According to quantitative and qualitative data, the “lack of recruitment conditions at public and private organizations”, “rising number of graduates”, “rising number of graduates and the lack of good working conditions for them”, and “dismissing the graduates without working records” were among the main challenges, which highlight the need for employment. “Using separate education and professors’ lack of coordination with each other”, “failure to use appropriate teaching methods and critical curricula”, and “emphasizing theoretical education over practical and workshop education” could decrease students’ modeling and mapping skills and reduce their creativity, which thus leads students to ready-made projects. This highlights the need for appropriate teaching methods. “Weak educational syllabi for educating necessary skills to students” and the need for “courses that would educate students and familiarize them with the rules and regulations of insurance, assets, as well as National Construction Organization” highlighted the need for changing educational syllabi. Another main challenge facing students was their “lack of motivation because of

the lack of conducive conditions to be employed in professional activities” and their “focus on getting higher scores instead of learning real knowledge”. In some cases, students were observed to have not taken part in internship courses as necessary controls were not made by supervisor professors over students, which highlighted the need to promote students’ motives. For this, it is crucial to provide education based on educating proficient manpower through profession-led education.

As shown by Table 2, old educational systems decrease graduation skills among architecture graduates at Urmia City’s universities, thus reducing educational quality and degrading graduates’ lack of mastery over executive criteria. On the other hand, inconsistency and lack of coordination between organizations, their independent island-like mechanisms, and the inaction of universities led to a poor relationship between universities and industries, consequently causing an emerging gap between academic education and professional activities, which will lead to ineffective architecture education.

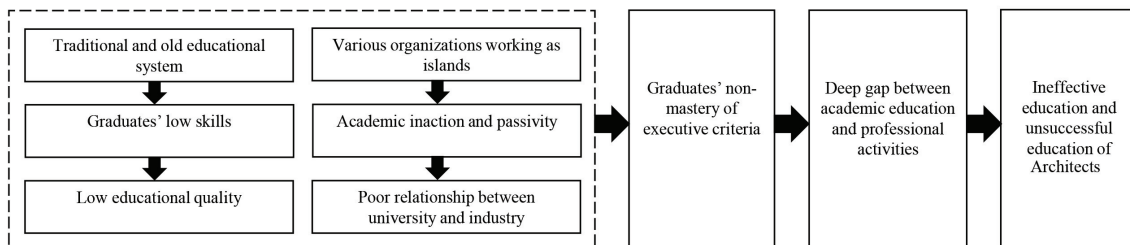


Fig. 2. Ineffective Education and Unsuccessful Training of Architects

Figure 3 shows that the problems of the architectural education system require fundamentally revising the entire system, which involves an effective relationship between the university and industry, changing

educational syllabi, providing appropriate teaching methods, and raising motives among architecture students.

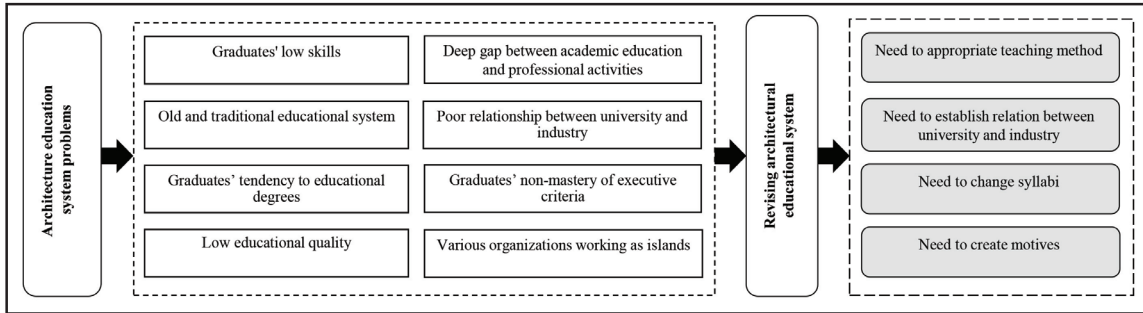


Fig. 3. Architectural Educational System Problems

As shown by Table 10, authorizing only low rates of architecture student admission and the prediction of conditions to facilitate the recruitment and employment of top students by organizations could not only resolve unemployment but also promote architecture students' motives at Urmia City's universities. According to the study, it is essential to revise educational syllabi, provide courses that would help students take part in professional labor, emphasize practical courses and software skills, provide modeling and integrated education, and establish courses to train and educate construction report-writing, familiarize students with office correspondence, National Construction regulations, as well as insurance, assets, and Office of Document Registration organizations' laws. Also, providing more cooperation with construction engineering

organizations for students' participation in executive projects, providing internship courses under the supervision of engineers with employment licenses, and more cooperation and coordination between universities and the Construction Engineering Organization for the continuous training of students and engineers would help better utilize existing potentials. In this connection, to ensure that students will take part in internship courses, it will be highly important to apply smart systems to control students when they use internship courses, which will significantly increase educational quality. To ensure that the educational process will succeed, it is crucial to employ highly proficient professors to teach specialized courses and to provide integrated education to produce better educational outcomes.

Table 10. Appropriate Solutions to Profession-Led Academic Education

Categories	Solutions
The Need to Appropriate Teaching Methods	<ul style="list-style-type: none"> - Employing professional professors to teach specialized courses - Taking one-year internship courses under the supervision of professors in at least one executive project - Emphasizing group corrections - The simultaneous presence of several professors in workshop courses - Training teaching skills and styles of conveying materials, and evaluating professors before they are authorized to teach - Using integrated education
The Need to Establish Relationship between University and Industry	<ul style="list-style-type: none"> - More coordination and cooperation with the Construction Engineering Organization for students to take part in executive projects and take internship courses under the supervision of engineers with engineering licenses - More coordination and cooperation between the university and the Construction Engineering Organization for the students' and engineers' continuous education - Requiring employers to accept architecture students' internship courses, and providing necessary preparations - Requiring students to pass final design courses under the supervision of professors at a consulting company and to perform executive projects - Using smart systems to control students when taking internship courses - Establishing independent workshops at universities to train labor activities using various materials such as wood, plaster, cement, etc. - Greater connection between the university and industry and the conduct of joint projects to facilitate students' presence in project processes

Categories	Solutions
The Need to Change Syllabi	<ul style="list-style-type: none"> - Revising educational syllabi and providing courses to help train and engage students in professional working processes - Emphasizing practical and workshop courses - Emphasizing educating software skills - Establishing courses to educate construction report-writing skills - Providing courses to train office and legal correspondence skills - Holding courses to familiarize students with relevant organizations and manners of cooperation - Holding courses to familiarize students with insurance, assets, office of document registration codes, and laws - Holding courses to familiarize students with stages of implementing executive projects, project-related solutions, and solutions to resolve relevant issues - Revising and reevaluating students - Emphasizing national construction rules and regulations - Emphasizing students' continuous presence at construction workshops from the middle of their academic career and providing some workshop-led training - Emphasizing such topics as mapping, modeling, and integrated education - Emphasizing pre-university courses such as vocational and technical courses for recruiting talented students and holding preparatory courses and tertiary training at universities
The Need to Create Motive	<ul style="list-style-type: none"> - Employing topics raised at architectural competitions and encouraging students to take part in these competitions - Holding academic aptitude tests related to academic majors when students are admitted to the university - Reducing the number of architecture admittees - Facilitating the recruitment of top students by relevant bodies - Employing top students as educational assistants

5. DISCUSSION AND CONCLUSION

Findings showed that the root cause of the problems facing architecture graduates of Urmia City's universities, especially when admitted to relevant professions, is the poor quality of teacher training within an educational system. The rising number of universities that admit a large number of students without considering the necessary competence and skills will place a cumbersome burden on society by introducing graduates who need jobs but can't find any. Meanwhile, universities' failure to provide academic facilities to train primary skills and the absence of a relationship between universities and relevant industries have led to declining practical and workshop training courses and to mere theoretical education, instead. On the other hand, theoretical education, if combined with practical and workshop courses, could lead to develop systematic principles. Also, the inconsistency and incoordination between universities and construction engineering organizations may cause potentials at construction workshops to be wasted and practical and workshop courses to be eliminated.

To tackle this, employing engineers with employment licenses to practically train students at relevant workshops could revive the past mentor-apprentice relationship. Meanwhile, architecture graduates' unfamiliarity with National Construction, Insurance, Assets, and Office of Documentation Registration codes and laws will certainly cause career-related problems. A low number of curricular credits that

involve technical mapping, modeling, and using architectural software without considering systematic training in projects, curricular weaknesses and poor educational syllabi, and professors' inability to train architecture properly could lead to architecture graduates who will face confusion when admitted to a relevant job, with few of whom having professional knowledge in related affairs.

Findings also showed that architecture graduates at Urmia City's universities have been struggling with such problems as labor market conditions totally different from those of the university, low professional skills, professors' poor teaching methods, and use of inappropriate teaching methodologies, emphasizing theoretical training instead of workshop training, and the lack of recruitment conditions at public and private institutions. To alleviate these concerns, some solutions can be provided, including using skilled professors to teach specialized courses, providing more cooperation and coordination with the Construction Engineering Organization for the continuous presence of students in executive projects and their involvement in more internship courses under the supervision of engineers with employment licenses, using integrated education, revising educational syllabi, and providing courses to help students learn professional skills.

Figure 4 below illustrates a conceptual model of profession-led architecture education for a dynamic educational system to train effective architects.

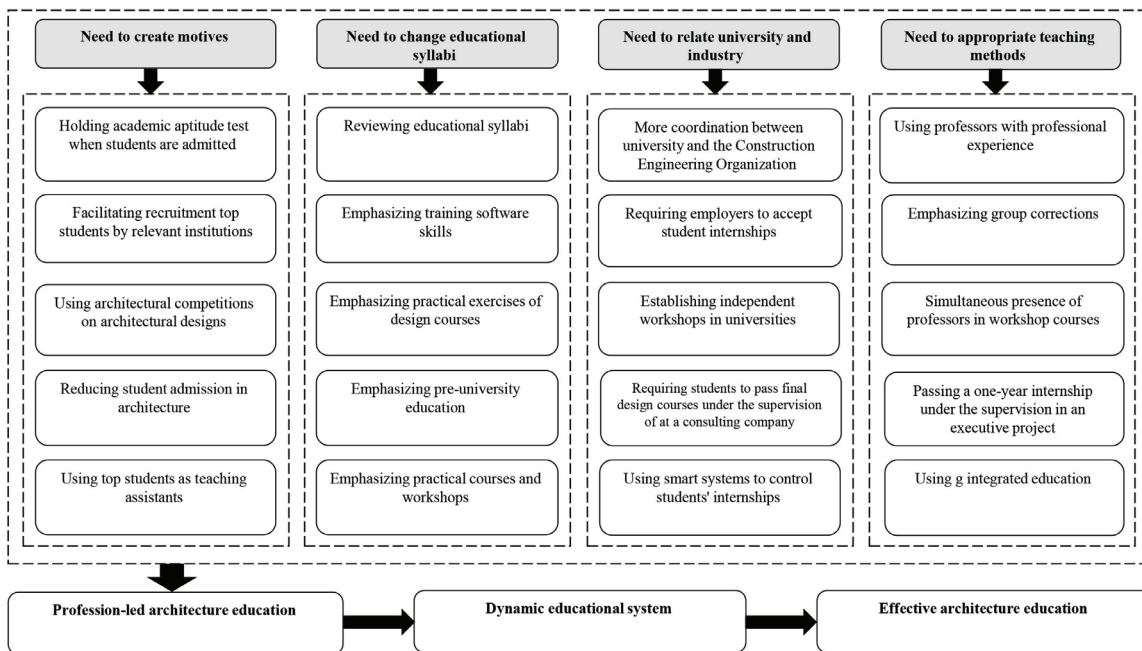


Fig. 4. Conceptual Model of Profession-Led Architecture Education

Future research is recommended to utilize design, practical, workshop, and executive potentials to

help promote academic educational quality and train necessary skills to students.

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CONFLICT OF INTEREST

The authors have no conflicts of interest to declare.

MORAL APPROVAL

The authors commit to observe all the ethical principles of the publication of the scientific work based on the ethical principles of COPE. In case of any violation of the ethical principles, even after the publication of the article, they give the journal the right to delete the article and follow up on the matter.

PARTICIPATION PERCENTAGE

The authors state that they have directly participated in the stages of conducting research and writing the article.

ENDNOTE

1. Integrated teaching of basic courses concerns teaching applied geometry, understanding the environment, and exploring construction materials simultaneously in a workshop with identical curricula and syllabi and the full coordination of professors with each other by emphasizing the implementation of joint courses. This course is performed in the first semester of the year. Separate workshop education is primarily aimed at teaching the above courses separately and by different professors in independent workshops without professors coordinating with each other.
2. Emotional intelligence is defined as a set of emotional and social skills that enable people to monitor their own and others' emotions, adapt to everyday situations, and use this capacity to be more effective in life.

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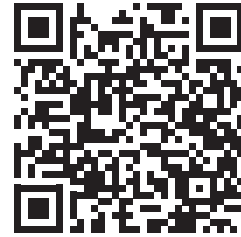
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