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## Preference Based on Reasons of Vocational and Technical Secondary Schools in Turkey

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### Abstract

It is considered that choosing a career is one of the most important decisions in human life. Because of many reasons such as family, environment, school etc. Industry and technical occupation high school to be preferred by students' educational system is very important to adoption of developments in the world, catch up with information society and develop its international competitiveness. The education system must train qualified manpower in order to decrease unemployment and increase social welfare. Policy of educational system is important at this stage. Industry technical occupation high schools educate qualified manpower and various non-formal education institutions continuously give the employers the skills needed by sector. A survey was done among the 503 students of 10th classes in industry and technical high school in Uskudar, Istanbul, Turkey. The data was collected with survey method. It is understood that the students of educated in industry technical high school choose their school according to their own wishes abilities and gender. They also think they couldn't get enough points for university entrance exam. In addition industry technical occupation high schools give them a chance to find a job easily. It is the shortest way for job opportunities and they bring off in their life.

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### 1. Introduction

The most important stage in Turkey is to train qualified human resources at secondary education and in secondary education part, vocational and technical education institutions is the hardest and most important factor.

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Nomenclature	
f	Frequency of
n	Number of
s	Sample of

The secondary education in Turkish education system now has a difficult -and also critical- role by undertaking a binary function which can be described as “preparing the population who has finished the basic education for university education and business life”. In this sense, during this study, the measures that effect students who are attending their vocational and technical secondary school education regularly are exposed from the view of the students. The students are under the influence of many factors while they are choosing the vocational and technical secondary schools. These factors can be listed as the ability and the success of the student, the students’ personal characteristics, field of interest of students, the characteristics of the job or program that students desire, the opinion of their families, the requirements of getting and maintaining a job or program, the state of the job in terms of labour requirement, the standpoint of the school guidance service about the student, etc. It can be observed that the goal and the content of the vocational and technical education by the effects of economic, social and cultural changes. One of the most important results regarding the definition of the factors that affect the education demand for Vocational and Technical High Schools is being unable to find the orientation system which is supposed to be in the second phase of the primary education. In addition to this, it is found at the end of the study that the expectation of the students from the profession they choose is positive [1]. According to a study about Vocational Education, which is conducted in Thailand, there are question marks regarding the validness of the thought that the education received at work place by joining to the labour force will be more effective in terms of general education. This study suggests that an investment for increasing the entrance to vocational education would be advantageous [2]. As a result of the analysis of the international data, it is stated that the persistence to vocational education and graduation rates of the countries which involves mainly junior high school student in the vocational training programs are higher [3]. In the England, however, it is pointed out that the vocational training step was underestimated previously, and the concern of the central government regarding procurement of equipment and funding for curricula is increased with the effect of vocational education on gaining a certificate after specialization in a certain field [5]. The need for establishment of a technical education system which is disciplined for the professions that develop rapidly and become more complicated is came forward [6]. Vocational technical education is a process that improves the individual in a balanced manner in terms of mental, emotional, social, economic and personal aspects by enriching the individual with qualification of knowledge, skills and practice which are required by a certain profession that is essential for individual and social life [6, 7]. It is possible to define the vocational technical education as an education process that consists of bringing the dimensions of individual, career and education together evenly [8]. It is essential for the individuals to have education in the field that is suitable for their interests, abilities and personal characteristics, and improve themselves in that field. Getting a job which is not the individual’s line of business or having an education of other than the individual’s field of interest shows that there is an imperfection with the guidance and there is no employment policy. This situation also results with a massive loss of resources [9]. As a result of rapid changes and advances of science and technology, the Turkish industry has reached a multi-dimensional structure. In order to provide our country to develop at the desired rate, it is necessary to train mid-level professionals at a number and quality needed by industry and business environment. From this point, vocational and technical education bears a great importance for our country [10].

## 2. Materials and Methods

The population of the study consists of 10<sup>th</sup> grade students who are continuing education during 2011-2012 academic year at formal vocational and technical secondary schools in Uskudar, Istanbul. The data gathered from the survey forms is entered to Marmara University survey system and the results are analysed.

### 2.1. Population, Sampling and Data Collection Techniques

A survey form is prepared in order to gather data for the study. The survey form consists of two parts. The first part includes 12 questions and these questions ask about the students’ demographic information. The second part, however, includes 36 questions these questions ask about the reasons for choosing the schools. So as to identify how much the students agree or disagree with the statements in the questionnaire in the second part, a quintet rating scale

is prepared. The opinions of experts and administrators of vocational and technical secondary schools are asked concerning the suitability and preparation of the articles designated in the survey form, and the survey form is reviewed after it is controlled by the faculty members and school administrators who are leading experts.

Table 1. The schools and number of students to which the survey is conducted

O.N.	School Sample	Number of 10 <sup>th</sup> grade students			Sample size			Participation Rate (%)
		Female	Male	Total	Female	Male	Total	
1	School A	137	55	192	14	13	27	15 (%)
2	School B	40	615	655	7	105	112	17 (%)
3	School C	75	0	75	12	0	12	16 (%)
4	School D	6	105	111	4	30	34	30 (%)
5	School E	69	59	128	20	45	65	50 (%)
6	School F	24	80	104	7	40	47	45 (%)
7	School G	135	0	135	20	0	20	15 (%)
8	School H	46	58	104	17	15	32	30 (%)
9	School K	452	0	452	70	0	70	16 (%)
10	School L	135	278	413	25	7	32	10 (%)
11	School M	90	14	104	23	2	25	25 (%)
12	School N	95	24	119	25	2	27	23 (%)
	<b>TOTAL</b>	<b>1.304</b>	<b>1.288</b>	<b>2.592</b>	<b>244</b>	<b>259</b>	<b>503</b>	<b>20 (%)</b>

The data is gathered using survey method from 10<sup>th</sup> grade 510 students who are attending to Vocational and Technical Secondary Schools in Uskudar. After completing the applications, all survey forms are analysed. Elements of the sample whose answers will be invalid due to underreporting or incorrect coding of demographic information (n=7) are designated and those forms are excluded from the analysis during the study. Evaluation is made through the remaining n=503 sample elements.

## 2.2. Analysis Methods

For statistical analysis, statistical package and presentation programs are used. For demographic characteristics, the analysis of percentage (%), frequency (f), and Crosstabs are conducted. Various analysis methods are used for analysis of the dependent variables, determination of the differences between the percentages (%), frequency (f), pair wise comparisons, and triple comparisons.

## 2.3. KMO (Kaiser-Meyer-Olkin) Test Values

KMO values show that the sample size and gathered data are suitable and sufficient for the analysis, and suggest that significance of Bartlett's values arises from multivariate normal distribution of the data.

Table 2. Statistical values

Cronbach's Alpha	n of Items	Cases	s	%
0,888	36	Valid	503	100,0
		Excluded(a)	0	,0
		Total	503	100,0

## 3. Results and Discussion

The data and other findings acquired from the field research are analysed. The tables regarding the data about the reasons that are effective on school choice and demographic characteristics such as education, profession and income state of the family are created and necessary analyses are conducted.

In total, 503 students, 244 of which are female and 259 of which are male, who are attending the school during 2011-2012 academic year in these schools are chosen as the sample, as shown in the Fig. 1.

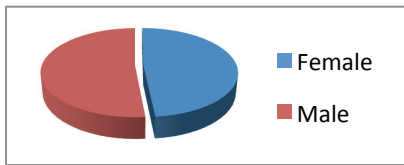


Fig. 1. Sex

The economic state of the family affects the experiences of the individuals severely. The profession the individuals are going to choose is effected from the social environment in which the individual grew up and exists at a considerable extent. Therefore, it is found that the socio-economic status of the family is one of the important factors which affect the school choice of the individual, as shown in Fig. 2.

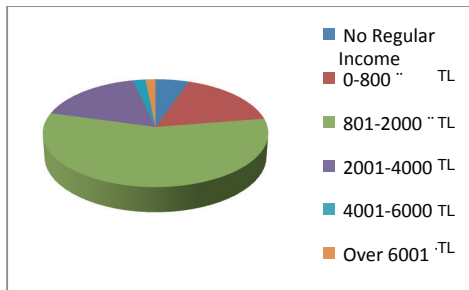
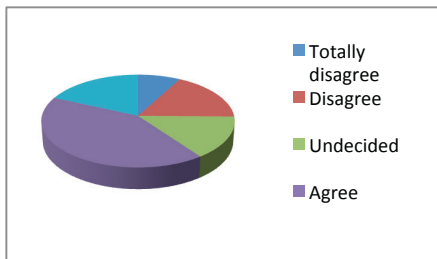


Fig. 2. Total Monthly Income of the Family

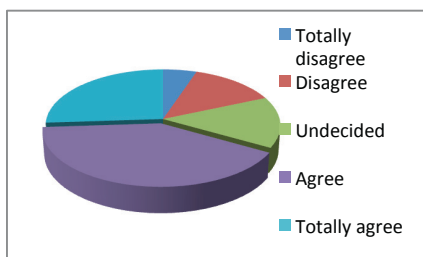
As shown in Fig. 3, concerning the “Job opportunities”, 60.0% of the students stated that they take the job opportunities into account while 14.7% of them are undecided and the rest 25.3% of them do not affected from job opportunities.



	Number of people (f)	%	Valid (%)
Totally disagree	40	8,0	8,0
Disagree	87	17,3	17,3
Undecided	74	14,7	14,7
Agree	210	41,7	41,7
Totally agree	92	18,3	18,3
<b>Total</b>	<b>503</b>	<b>100,0</b>	<b>100,0</b>

Fig. 3. Choosing according to job opportunities

As shown in Fig. 4, concerning the “own will”, the large majority (66.8%) of the students stated that they choose the school (vocational and technical education) at own request, 14.7% of them noted that they are undecided and the other 18.5% of the sample reported that they are forced to choose the school. In the studies regarding the factors that affect the occupation choices, it is suggested that the students tend to choose the professions that are known to be reputable in the society in terms of the ability to self-employment and income they provide, and there are no consistency between the professions they choose and their interest and abilities.



	Number of people (f)	%	Valid (%)
Totally disagree	26	5,2	5,2
Disagree	67	13,3	13,3
Undecided	74	14,7	14,7
Agree	205	40,8	40,8
Totally agree	131	26,0	26,0
<b>Total</b>	<b>503</b>	<b>100,0</b>	<b>100,0</b>

Fig. 4. Choosing totally at own request

It is concluded that the families of the students are middle income, the educational status of their parents are low, the majority of the mothers are housewife and the majority of the fathers are labourer, and most of the students are child of a medium-sized family. One of the most important conclusions of this study is that there is no orientation system which is supposed to be in the second phase of the primary education. In addition to this, it is found at the end of the study that the expectation of the students from the profession they choose is positive.

The students' own wills and giving extra points to vocational high school graduates for university entrance exams are effective on choosing vocational high schools. The idea of "having at least a profession in case of being unsatisfactory with higher education", the opportunity of the right to pass without examination for vocational high school graduates, enthusiasm about joining the business and graduation grades also effect the school choices. In general, the students of families with low socio-economic status choose vocational and technical education. The preferences of the students who attended to the survey about vocational and technical secondary schools do not show variability with their sex. The educational status of the parents of the students that have chosen the technical and vocational secondary education on their own will is higher than those who are influenced by other matters. It is concluded that employment status of parents is an effective factor on school choice of the students and school choices show differences according to the employment status.

The students think that the introduction and orientation applications conducted for vocational orientation in elementary school is insufficient and the duration of these applications is not satisfying for introducing the professions. According to the studies, the enterprises do not demand vocational high school graduates because they think that the graduates of vocational and technical high schools do not meet the requirements of business and industry and the graduates head towards other jobs. The choice of school and profession is important for both the individual and the society. The preference of the individual has effects on not only him/herself but also the society s/he lives in. Individuals execute the events fondly if they are interested in them and they suit the individuals' fancy. Heading towards a field which does not suits the characteristics of the individual and that the individual is not interested in effects both professional satisfaction and success adversely. The individual is forced into receiving education because of choosing that field although the individual has no interest in it. This results in unhappy individuals that have no future expectation.

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