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Evaluation on textile-apparel education by Swot analysis

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Abstract

Evaluating and feed backing about educations that have been given in higher education institutions is important according to the belief of the economical and technical process can only achieved with the labor quality.

In this study; the education given in undergraduate and graduate schools has been evaluated by the surveys done with department-heads of the schools, with graduates of these schools who are working in different positions in different working fields, and with managers of textile-apparel industry in Turkey. Data gained from these surveys have been evaluated by using SWOT analysis.

As a result of this study; in order to cover requirements of the textile-apparel industry some suggestions are given to the higher education institutions which have textile-apparel education.

Keywords: Textile-apparel education; swot analysis.

1. Introduction

Vocational and technical education is one of the most important education areas in Turkish Education System. Today; about one million students (1264870 students in high schools and 42319 students in universities -34399 technical, 7920 vocational-) are having vocational and technical education. [1] [2]

The main purpose of the vocational education is to educate sub-workers qualified for the industry, trade, and service sector. Due to this purpose; the vocational education can be stated as the main artery of the industry. Today's business world expects well educated and experienced employees. However; the rates about achieving these expectations are too low in Turkey. [3]

Vocational technical education has been explained as educating qualified people who can; turn information to production, be familiar to innovations, be aware of modern and scientific methods, good at making comments, find solutions to the problems, take responsibility and position in production and development of the goods and services.

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The subjects that are significant on planning a vocational and technical education are stated as; clarifying country's needs and opportunities on vocational and technical education field, putting out the portrait of the educatable labor quality, evaluation of the inactive capacity, and switching the corporation with industry from theory to practices. [4]

In our country the higher education institutions are gathered under universities as institutes, faculties, under graduate schools and vocational undergraduate schools. Practical based education is held in vocational undergraduate schools, undergraduate schools, faculties, and institutes. [5]

2. The Purpose, Scope and Method of the Research

On the research which is the main part of this paper, it is goaled to question the textile-apparel education given in the higher education institutions (undergraduate and graduate schools) in Turkey. For this matter; basing on the opinions received from employees*, department-heads**, and industrial managers*** are suggested to the higher education institutions in order to clarify the weaknesses and strength parts of the education, including opportunities and threats that education provides.

In this study; the stratified sampling method is used to make the sample group. For the data collection technique the survey method is preferred. In the surveys the open-ended question type is used.

By using the Marmara University Survey Website data-collection goaled surveys are reached to sample group and made answered by using internet. The SWOT analysis has been done to the achieved data from the website. (SWOT -Strengths, Weaknesses, Opportunities, Threats-)

3. The Evaluation of the Research Symptoms

In this section; the evaluation symptoms and comments of the textile-apparel education done by the department-heads, industrial managers, and employees take place.

The evaluation of the textile-apparel education's strengths, weaknesses, provided opportunities, and formed threats is done by; the textile-apparel department-heads of the higher education institutions*, industrial managers***, and the employees who took textile-apparel education**. The SWOT analysis has been done to the achieved data. (Figure 1) (Figure 2) (Figure 3)

3.1. Department-head's evaluation on education

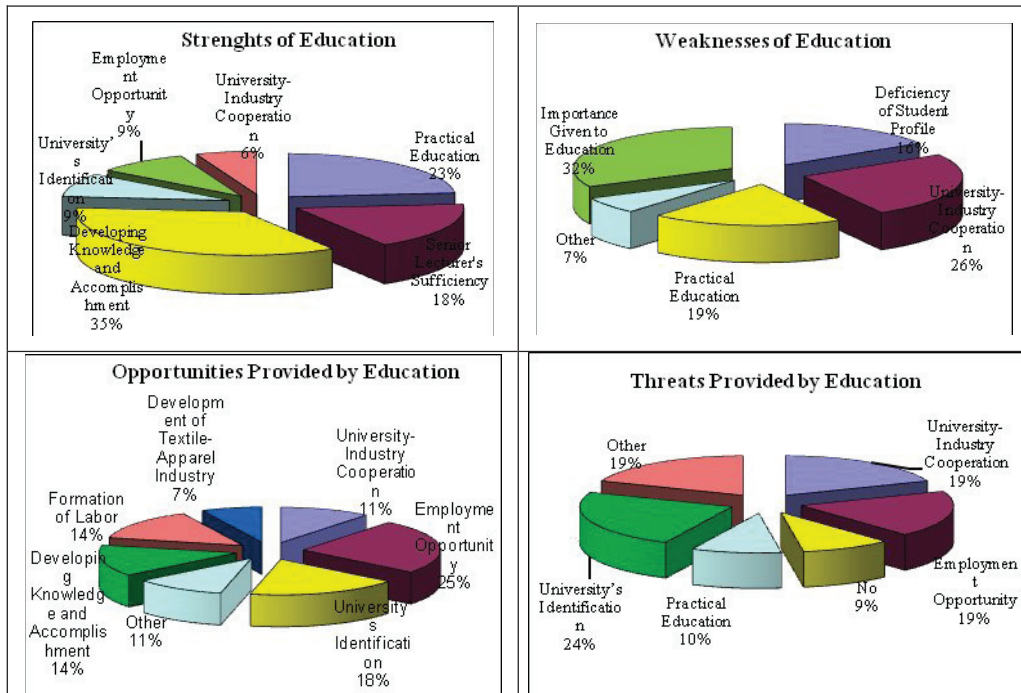
In the figure 1; department-heads are evaluating the strengths of the textile-apparel education which they are giving and they trust themselves on developing information and accomplishments (35%) about work. On the other hand; they think that they are powerful at practical education (23%) and sufficiency on senior lecturer (18%). However; it is being understood from the research symptoms that department-heads see themselves less powerful at university-industry cooperation (6%).

The importance given to education (32%) is one of the main subjects on evaluating the weak sides of education. Technological deficiencies, financial limitations, lack of senior lecturers, and over population of students build up this rate. University-industry cooperation (26%) and practical education (19%) is stated as the other weak points of the education.

According to the department-heads the evaluation about textile-apparel education is appeared on employment opportunities, identification of universities, and developing information and accomplishments about work and labor qualities as 25%, 18%, and 14% respectively.

When it is analyzed basing on the threats, unfortunately the identification of the universities (24%) is at the very first place. Also; university-industry cooperation and employment opportunities (19%) have a significant role as being threats provided by the education. In the content of the "other" which has 19% percentage, there are department-heads who don't see themselves as the interlocutor of the problem and stated that the threats are sourced because of the wrong educational system. On the other hand; the people who didn't want to answer the questions are involved in the other content.

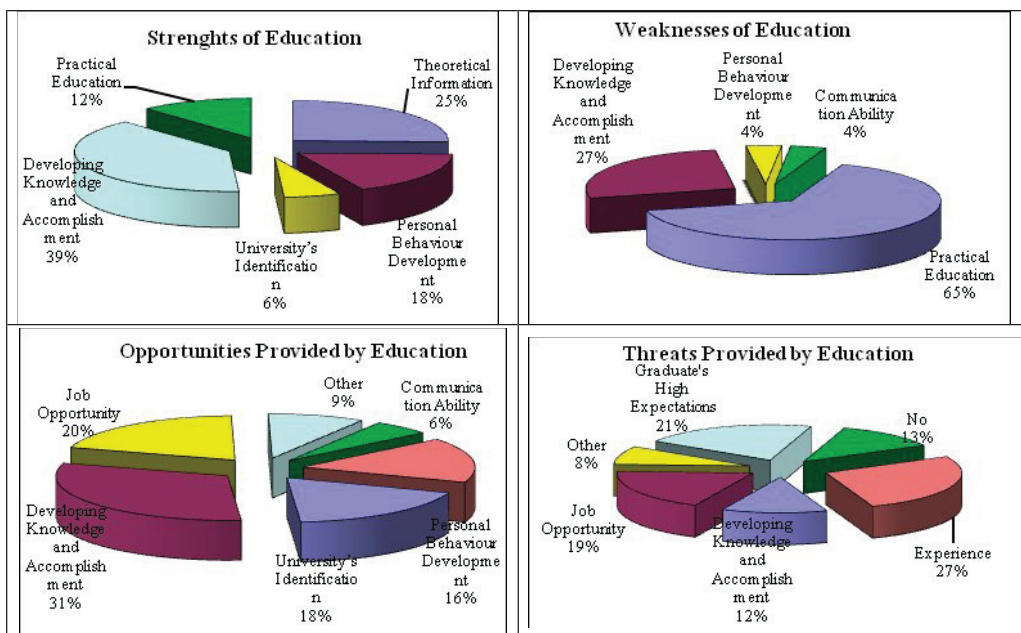
Figure 1. Department-head's evaluation on education



3.2. Industrial manager's evaluation on education

On figure 2 the results of the evaluation on strengths in education by the industrial managers shows that; 39% of the industrial managers think they are powerful at developing their employees' knowledge and accomplishments about work. On the other hand; 25% of them think they are powerful at theoretical information, and 18% of them think they are powerful at developing personal behaviors. However; the thought of they have less strength on practical education (12%) and the identification of the university that they were graduated from is very engrossing.

Figure 2. Industrial Manager's Evaluation on Education



While evaluating education's weaknesses, the industrial managers stated that the education given on; practical education (65%), and developing knowledge and accomplishment about work (27%) are weak. Also; it is seen that the rates are too low on the fields about personal behavior development (4%), and communication accomplishment.

When it is looked from the point of view of opportunities that education provides; it is obvious that the rates are high on the field of developing knowledge and accomplishment about work (31%). It is also seen that the subjects about; university's identification (18%), employment opportunities (20%), and personal behavior development (16%) are evaluated as opportunity on education.

However; their inexperienced being (27%), graduate's high expectations (21%), and limited employment opportunities (19%) are seen for the threats that education provides.

3.3. Employee's evaluation on education

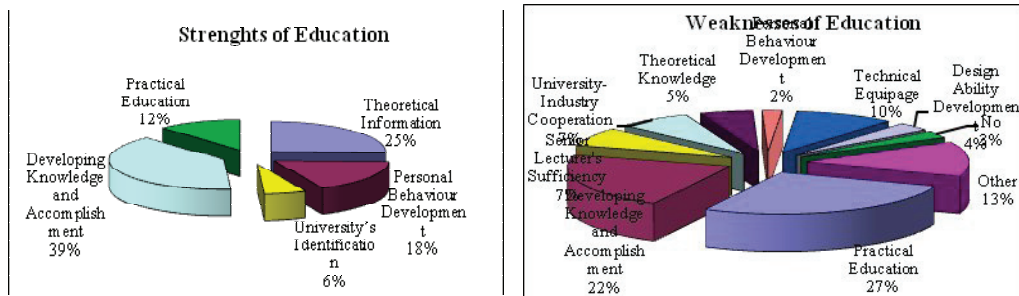
In the figure 3, the employees evaluated education's strengths as; %39 development on knowledge and accomplishment about work, 12% university's identification, 10% probation, and 9% practical education.

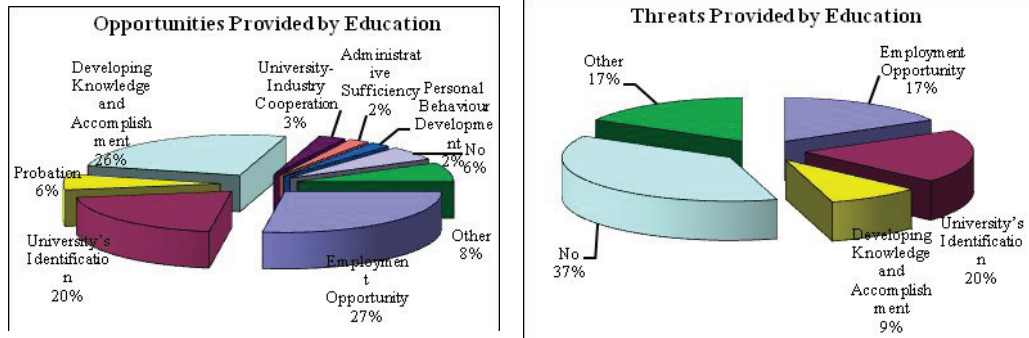
By the employees the subjects about; practical education (27%) and development on knowledge and accomplishment (22%) are evaluated as weaknesses on education. Also the subjects about; technical equipage (10%), university-industry cooperation (7%), and senior lecturers' sufficiency (7%) are listed as weaknesses on education.

When it is look from the opportunity's point of view the fields; employment opportunities (27%), development on knowledge and accomplishment about work (26%), and university's identification (20%) are taken to evaluation. Employees stated the probations which they did during their educations have least importance by rating it with 6%. The "other" rate (8%) includes the comments occurred from personal differences. The "no" section evaluated with % 6 rate shows belief of the education which employees took has no opportunity.

While evaluating the threats provided by education, a group rated with 37% shared their opinion by saying "no"; meaning the education which they took do not provide any threats for themselves. The "other" rate (17%) again occurred from personal differences. Employment opportunities (17%) are reflected on the data as a result of textile-apparel industry's present downswings. University's identification expression which determines the usually encountering position problems in the managements comes out with a rate of 20%. [6]

Figure 3. Employee's evaluation on education





4. Consequences and Suggestions

Based on education's strengths; department-heads, industry managers, and employee evaluated the subject about development on knowledge and accomplishment about work with rates 35%, and 39% respectively. Also; department-heads, industry managers, and employee evaluated practical education subject with 24%, 12%, and 9% respectively. According to employee the university's identification (12%) that they were graduated from is important, however the industry managers stated that the employment they are doing is more important than university's identification by rating it with 6%. Department-heads evaluated their ideas about this subject by rating it with 9%.

Based on education's weaknesses; department-heads did not evaluate the subject about development on knowledge and accomplishment about work; however industry managers and employee evaluated it with the rates 27%, and 22% respectively. Also; department-heads, industry managers, and employee evaluated practical education subject with 19%, 65%, and 27% respectively. Industry managers thought university-industry cooperation as worthless and they did not evaluate it. On the other hand; department-heads (26%) and employee (7%) found this subject weak.

Based on education's opportunities; department-heads, industry managers, and employee evaluated the subject about development on knowledge and accomplishment about work with the rates 14%, 31%, and 26% respectively. Also; department-heads, industry managers, and employee evaluated employment opportunity subject with 25%, 20%, and 27% respectively. While the employee evaluate the identity of the university which they were graduated from as an opportunity (20%), industry managers and department-heads showed their evaluation on this subject with the rate of 18%.

Based on education's threats; department-heads and industry managers evaluated the subject about employment opportunity with 19%, and employee evaluated it with 17%. While employee and department-heads evaluated the university's identification as a threat by rating it with 20% and 24% respectively, industry managers did not consider this subject as a threat. Besides all of these; some of the employee (37%), industry managers (13%), and department-heads (9%) thought that there aren't any threats provided by education.

When all of these taken into evaluation, based on the answers from industry managers and employees, the following suggestions can be given to education institutions:

- While arranging the syllabus it must be concentrated on the subjects; development on knowledge and accomplishment about work.
- To eliminate the deficiencies on education, it is useful to increase practical courses' periods.
- To create practical education areas which can also support industry's requirements, industry supported technology practice centers should be formed.
- Methods those will take industry manager's attention about university-industry cooperation should be developed.
- Government and universities should be guider for industry on creating new working areas.

- According to industry managers' demands for raising qualified workers, while revising their syllabus the education institution should foreground the subjects those can raise qualified workers who have actual information.

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