



ELSEVIER



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 174 (2015) 3572 – 3576

Procedia

Social and Behavioral Sciences

INTE 2014

Problems and solution offers related to the vocational and technical orientation in Turkey

Lütfiye Dahil^{a*}, Abdurrahman Karabulut^b, İbrahim Mutlu^c

^a *Istanbul Aydın University, Vocational School of Higher Education, 34295, "Istanbul", Turkey*

^b *Afyon Kocatepe University, Faculty of Technology, 03210, "Afyonkarahisar", Turkey*

^c *Afyon Kocatepe University, Faculty of Technology, 03210, "Afyonkarahisar", Turkey*

Abstract

When we look at the process during which the need for manpower in the sectors related to production, decreased and a system based on automation, was implemented along with the use of technology in the production; the importance of the need of qualified manpower, stands in front of us as a problem that must be solved primarily. The most important step for overcoming these problems, is to make an educational planning and to put it into practice, in which issues such as the interests and requests of the individual in Vocational orientation, environmental conditions, and the state's economic condition.

In today's economic conditions and labor markets that have gradually become more competitive, individuals have to change their jobs or even occupations at will or if required throughout their life, and to renew and improve their skills continuously. Therefore, the programs implemented in the institutions that provide Vocational and technical training, should bring extensive and transferable skills to the students as well as occupation-specific skills.

A sense of education in the level and equipment that is able to meet the expectations of manufacturing sector, will be a very important step for the solution of the problems faced in Vocational and technical education orientation in our country.

In this study, solution offers concerning the Vocational and Technical Education Orientation, have been suggested according to the present condition and the problems faced.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Sakarya University

Keywords: Vocational orientation, qualified manpower, technological development;

1. Introduction

Training is a systematic process that provides recoveries and developments in the thoughts, behaviors and attitudes of people on the basis of the objectives that have been already determined (Barutçugil, 2002). Training has

* Corresponding author. Tel.: +0-000-000-0000 ; fax: +0-000-000-0000 .

E-mail address: lutfiyedahil@aydin.edu.tr

been examined in the form of preparation effectively within the framework of social needs or human resources of the workforce in the industrialized countries. Teaching can be considered as arrangement of information and environment in order to realize the learning. Environment means not only place of education but also the transfer of knowledge and methods, tools; and materials that are used in guiding the studying of students (Gelişli, 2007).

In general, the most important natural resource that affects the country's development is manpower. Providing high-level production is the basis for the developments by using manpower and natural resources. This is only possible with training. It depends on the manpower to use the natural resources ideally. The concept of vocational training emerges at this point. In general, vocational and technical training that direct to meet the intermediate member's needs exhibit a dynamic structure in order to response to the needs of the industry and production methods and technological knowledge (Ercin, 2004).

The purpose of vocational and technical training is to provide the individual to enter a job in the business and to gain basic behaviors in order to improve (Sezgin, 2000). The concept of having a profession through training and performing the profession in the best way affects the lives of people and society. It is clear that the vocational and technical training has an important role in the lives of people and society (Kazu and Demirli, 2004). The vocational training should bring people in the skills such as problem solving, creativity in order to catch the modern technology and give the directions. The success of vocational training that prepares people for life and business depends on the effectiveness of both industry and school cooperation. Modern technological changes and developments are reflected to the vocational training programs and so, training can be provided according to the needs of the age and business life (Güzel, Özus and Harmankaya 2010). It is required to regulate the context with academic standards and technical knowledge related to the subject should be prepared in the expertise area for the next training and vocational life (Donnelly, 2008). If training system cannot be appropriate for the developments that happen in the industry the disconnection between two systems can occur and the skills can be invalid in the industry (Ulusoy, 1993).

The need for manpower in the production sector decreases because of the technology but the need for people who have enough skills to use them in the technology increases. The individual who is directed to the profession is an important prerequisite for raising the level of social and economic welfare by taking into consideration the high profit with less people. To have an economic level that compete with the market conditions and the first investment costs depends on having qualified manpower.

There are serious problems in order to keep pace with evolving technology and it shows that today's conditions is far from being met the expectations. The most important condition is to have qualified people in order to provide adequate yield in both production and services sectors. The time, labor and big investments are important for educating the people in order to have the appropriate skills and knowledge.

2. The Current Case in Vocational and Technical Training System

Vocational and technical training indeed is an expensive investment. The cost changes between 2 or 10 times per student when it is compared with academic training. However, the students are in vocational and technical training system cannot benefit from this system sufficiently.

According to the data of Ministry of Education, 1,689,093 students have been educated with 124.260 teachers in the schools that have 62 disciplines and 226 branches based on General Directorate of Vocational and Technical Training. 100 students are educated in vocational and technical training high school in Turkey but 60 of them graduate. 5 % of the graduating students are able to attend a 4-year higher education institution. Although transition to two-year vocational schools is without examination, 40 % of graduates are able to attend vocational high schools to get training.

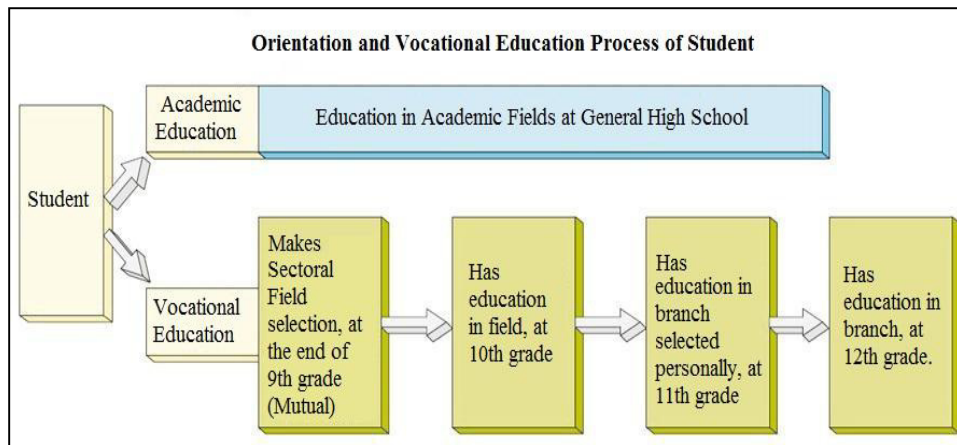


Fig 1. Current education system in Turkey (Dahil and Karabulut 2013)

Figure 1 shows the stages of training system in Turkey. There are two pillars of the system within the formal education the first pillar, students are in formal education after 4 years of 4+4 application and after they take TEOG exam and they prefer vocational or academic training according to their scores.

After this stage, the student is educated in both programs in 9th grade and he or she has and right to transmit according to his or her general high school score. (Strategy Development Authority of Ministry of Education 2013)

3. Problems in Vocational and Technical Orientation

3.1. Problems that Result from the Structure of Formal Vocational and Technical Training

1. The expectation of enterprises are not met by vocational and technical training,
2. The governance support is low for the trainers in the enterprises,
3. The lack of decision making between employer and authorities,
4. The lack of transmission of basic academic knowledge,
5. The training process in vocational and technical training is inadequate,
6. Not receiving the employer's opinions for the preparation of the training program,
7. Ignoring the interest, common and skills of the individuals for vocational and technical orientation,
8. Not meeting the expectations of students according to the lesson context,
9. Not applying the technological based training in vocational and technical training,
10. Not meeting the expectations of society in the information age of vocational and technical training,
11. The ease of transmission between high schools and vocational and technical training schools,
12. The evaluation of pass grading system although the training is conducted by modular system,
13. Not applying the quality system for the practice in vocational and technical training institutions,
14. The lack of directing to the formal education in the first stage of the basic education,

3.1.1 Solution proposals

1. Providing vocational and technical training for the expectations of enterprises,

2. The increasing of the education quality in primary level,
3. Taking the students with an exam for vocational and technical training schools,
4. The increasing the applied course time,
5. The updating the training programs parallel with technological development,
6. Providing vocational training from 9th grade,
7. The directing the students who doesn't have skills for formal education to the informal education institutions after 4 years,
8. The preparation of physical structures appropriate for modular system,
9. The directing to the vocational and technical orientation with helping of experts, who have adequate skills,
10. The modernization of the skill education according to the enterprise in 12th grade,
11. The determination of the disciplines by considering the local needs,

3.2 Problems that Result From the Point of View of the Society on the Vocational and Technical Training

1. Lack of introduction
2. Interruption in the social communication because of the problems in the training program,
3. The tendency of student's profile for the social conflict,
4. The problems that individual meets in order to express themselves,
5. The negative effects of social view on the students,
6. The determination of the students according to the environment conditions,
7. The thought related to the graduating students who don't have adequate knowledge and skills,

3.2.1 Solution Proposals

1. The written and visual information supported by Ministry of Education and Ministry of Labor and Social Security,
2. The regulation for the trips supported by municipalities
4. The information related to the autobiography of the students that are graduated,
5. The preparation of employment conditions according to the vocational training system,
6. The increasing of wage policy of students,

3.3 Problems That Result From the Student Structure

1. The weakness of student profile,
2. The lack of counseling that results from the basic education,
3. Domestic pressure in the education choose of the individual,
4. Lack of the self-confidence,
5. The negative view of social structure on blue-collar workers,
6. The low socio-economic family structure,
7. The low level of students' success coming from basic education,

3.3.1 Solution Proposals

1. The new exam system to prevent the students with low profile for vocational schools,
2. Providing for having self- confidence with technological development,
3. Cultural studies in order to remove the negatives that result from the low level of family's economic and cultural structure,

3.4 Problems Result From Technical Teacher Profile

1. The lack of institution that educates the teachers,
2. The lack of skills that the teacher must have,
3. Not following the evolving technology by the teachers,
4. The lack of vocational and technical teacher training in Turkey,
5. Inappropriate training program with teachers' expectations,
6. The difference between the expectations of teachers and students,
7. The low expectations of teachers for the attending to the in-service training,
8. Lack of the number of teachers in the disciplines,
9. The negative opinions of teachers for the students,
10. The failure of the teacher to educate the student,
11. Lack of confidence of the teacher for the management,

3.4.1 Solution Proposals

1. Reopening the programs for the teacher,
2. The skills and knowledge of the teacher appropriate for technological developments,
3. Providing the teacher for comfortable and reliable environment,
4. The application of wages policy depending on the performance,
5. The forming of training system that consists of expert teachers,
6. The application of written and applied exams for evaluating the job interviews of the teachers,
7. The application of an exam for the teacher in every 5 years to evaluate the renewing criteria,

Acknowledgements

In this study, who helped us faculty of education all our masters thank you.

References

- Barutçugil, İ., (2002). "Training of Trainers". Istanbul. Kariyer Publishing.
- Gelişli, Y., (2007) Using Instructional Technology Perspective Evaluation of Educational Institutions. *Journal of Turkish Educational Sciences*, 5,1
- Ercin, Ö., Principles of Management of Vocational Training in size Comparison with Total Quality Approach. <http://www.sitetkycom/frameset/ky/tkymain22.html>
- Sezgin, İ., (2000). "Curriculum Development in Vocational and Technical Education". Ankara. Nobel Publishing.
- Kazu, Y., & Demirli, C., (2002). Developments in Technical and Vocational Secondary Education Institutions. *National Journal of Education*, 155-156.
- Güzel, S., Özus, E. E., Harmankaya, H., Levels Of The Teachers At Vocational And Technical Educational Institutions And How To Use The Knowledge And Technology. http://perweb.firat.edu.tr/personel/yayinlar/fua_35/35_65792.pdf.
- Ulusoy, A., (1993). Teacher Training in Vocational and Technical Education. 1 st Izmir Congress of Education, 630.
- Dahil, L., Karabulut, A., (2013). Effects Of Total Quality Management On Teachers And Students. *Procedia - Social and Behavioral Sciences* 106, 1021-1030.