THE RELATIONSHIP BETWEEN ULUDAĞ UNIVERSITY VOCATIONAL SCHOOL STUDENTS' CHOICES OF PROFESSION AND THEIR SOCIOLOGICAL TRAITS

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Abstract

There are 57 associate degree programs functioning under 15 vocational schools at Uludağ University. It has been observed across years that some of these programs receive more application than expected whereas some others less. A survey consisting of multiple choice questions has been prepared to investigate this observation scientifically. Open-ended questions were refrained from in order to limit the evaluation to certain parameters. It has been aimed with the questions to put forward the decisive factors at play in the selection of associate degree programs and the socio-cultural traits of the students' families.

The survey was applied on various students studying in different programs across Uludağ University vocational schools. This study examines the consistency between the students' choice of programs and their academic goals, and the effect of themselves, their families and their socio-cultural traits on their career goals and the programs they study at.

Through the obtained results, it was aimed to discuss whether or not the simple observations before the research were correct and to contribute to the university administration in their efforts on this matter.

Key words: vocational education, choices of profession and sociological structure, reasons for associate degree choices, factor analysis, regression analysis.

ULUDAĞ ÜNİVERSİTESİ MESLEK YÜKSEKOKULU ÖĞRENCİLERİNİN MESLEK SEÇİMLERİ İLE SOSYOLOJİK ÖZELLİKLERİ ARASINDAKİ İLİŞKİ

Öz

Uludağ Üniversitesi'ne bağlı eğitim vermekte olan 15 Meslek Yüksek Okulu'nda 57 ayrı önlisans programı bulunmaktadır. Bu programlardan bazılarına öğrenci kayıt başvurularının beklenilenden fazla, bazılarına ise beklenilenden daha az olduğu yıllar itibari ile gözlenmiştir.

Bu gözlemi, bilimsel olarak sorgulamak üzere çoktan seçmeli sorulardan oluşan anket hazırlanmıştır. Anketin değerlendirmesini belirli parametrelerle sınırlamak için açık uçlu sorulardan kaçınılmıştır. Anket sorularında öğrencilerin önlisans program tercihlerinde belirleyici rol oynayan sebepler ile öğrencilerin ve ailelerinin sosyo-kültürel özellikleri ortaya konmaya çalışılmıştır.

Hazırlanan anket Uludağ Üniversitesi Meslek Yüksek Okulları'nın farklı programlarında öğrenim görmekte olan öğrencilere uygulanmıştır.Bu araştırmayla, Uludağ Üniversitesi önlisans programlarını tercih eden öğrencilerin; öğrenim görmekte oldukları programlar ile akademik hedefleri arasındaki tutarlık, ayrıca kariyer hedeflerine ve öğrenim görmekte oldukları programlara, kendilerinin ve ailelerinin sosyo- kültürel özelliklerinin etkisi sorgulanmıştır.

Araştırmadan elde edilen sonuçlarla, konu ile ilgili araştırma öncesi saptanan basit gözlemlerin, gerekçeleriyle birlikte doğruluğu ya da yanlışlığı ortaya konularak, üniversitemiz yönetiminin bu konudaki çalışmalarına katkıda bulunmak amaçlanmıştır.

Anahtar Sözcükler: mesleki eğitim, meslek tercihleri ve sosyolojik yapı, önlisans programı tercih nedenleri, faktör analizi, regresyon analizi

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1. INTRODUCTION

Vocational and technical education system in the world when examined; The European Union, the United States, among the developed countries such as Japan and Australia seems to be considerable differences even(Uçar and Özerbaş, 2013, p. 243). UNESCO vocational and technical training, "general training for professions in life in different social and economic sectors, technologies and related sciences, practical skills, attitudes and knowledge about education, including profession" is defined.

In 2000, between the European Union and Turkey on "Strengthening the Vocational Education and Training System in Turkey Project" was signed."Strengthening Project of Vocational Education and Training System in Turkey" (MEGEP) agreement by the modules contained in the training program according to Turkey's employment needs, young workforce to respond to the demands of the industry as qualified staff aims to educate. Modules in the program in vocational school system was introduced with the new formation within the project implementation in the field of vocational training.

The purpose of vocational and technical education, they will contribute to the life of individuals and society will continue their own lives, to gain a profession that will help them to gain. Another objective is to increase the productivity of the individual employee(Tunçalp, 2013, p. 6). In the studies of the importance of vocational education is increasing every day and has been shown to respond to needs in the social field. Individuals planning careers in the need, as well as the areas they tend to feel successful and happy in their professional lives is seen as a large area to be investigated compliance with their personal and social features.

2. AIM

This study aims at studying the UU to question the connection between sociological characteristics they possess that occupational preferences of undergraduate students. In line with the main objective was sought answers to the following questions.

- Program of the students and the reasons for choosing this program.
- The programs of study that meets the expectations of students and other programs opt reasons.
- Frequency of students' reading.
- Reading frequency of the Family, the frequency of participation in social and cultural activities, and The membership of civil society organizations.
- Whether rural or urban area is the birthplace.
- Birthplace of parents, place of residence and the reasons they came to migrate migrate to this area.

3. METHODS

In this research, the students in 15 different schools UU focused on the connection between professional preferences and sociological characteristics.

15 different programs in 18 schools in 1371 studying the correlation between student questionnaire applied sociological characteristics of students with vocational preferences were questioned. Applied assessed through surveys and analysis were performed using SPSS 17 program as a result.

3 different analyzes will be carried out within the scope of the study. First, descriptive analyzes as regards whether the survey will be carried out reliably, then, factor analysis identified 14 questions in the survey will be reduced by performing a number of questions.

When we look at the correlation coefficient calculated between students' career goals and programs of study; between sociological characteristics of students with programs of study and sociological characteristics of students has been questioned whether the linear relationship between career goals. Students' career goals-read their program, the program sociological characteristics-they read and they have been questioned consistency between sociological characteristics-career goals.

Finally, considering the regression analysis will find the answer to the question of the obtained four equations.

4. RESULTS

In this study, the relationship between Vocational High Schools connected to the Uludağ University students studying sociological characteristics of occupational preferences and aims to explore. To this end, studying in different programs, 1371 students were administered. Students read by programs, statistical data on students' career goals and sociological characteristics are presented below. But first, we determine the reliability of questionnare.

Table 1. Reliability Analysis

Cronbach's Alpha Değeri	Number of questions
0,931	13

The reliability analysis shows us that, our questionnare have high-level reliability and we can start the statistical and econometric analysis.

Table 2. Students' program of study

Program Name	Number of students
Tourism and Hotel Management	90
Marketing	88
Tourism and Travel Services	31
Banking and Insurance	60
Computer Programming	17
Organic agriculture	27
Veterinary Laboratory Assistant	16
Dairy and Livestock Breeding	32
Food Technology	149
Non-Commercial	108
Milk and Dairy Products Technology	58
Accounting	221
Real Estate Management	49
Business Administration	99
Local Government	93
Logistics	30
Office Management and Executive Assistant	116
Private Security and Protection	87
TOTAL	**1371**

According to the high school survey conducted in 15 different profession; As seen in (Table 1), 6.6% of the students surveyed are from Tourism and Hotel Management program, Marketing of 6.4%, 2.3% Tourism and Travel Services, Banking and Insurance 4.4%, is from the program, Computer Programming 1.2%, 2% Organic agriculture, 1.2% and Veterinary Laboratory Assistant, Dairy and Livestock Breeding program is from 2.3%, 10.9% Food Technology, Non-Commercial 7.9%, 4.2% Milk and Dairy Products Technology, Accounting for 16.1%, 3.6% are from Real Estate Management program, 7.2% Business Administration, Local Government 6.8%, 2.2% for Logistics, Office Management and Executive Assistant of 8.5%, 6.3% are from Private Security and Protection program.

Table 3.The reasons for selecting programs of study students

Because it is my ideal	19,8
Because I believe it will provide to me money/prestige/status	20
Because of my parents request	3
I am here by chance	16,5
I read the continuation of the program at Vocational High School was nature	31,4
Other	9,2

According to the studies, according to the sections they see students' learning, it is seen that bycatch of reasons for this section(O'Brien and Deans, 1995,p. 47; Keillor and others, 1995, p. 69; Newell and others,1996,p, 57). Tom, O'Grady and Swanson (1995,p. 19) employment potential in the study, they concluded that the main criterion in the choice of the local chapter of the perception and quality of the program.

In our country was opened with university students studying at a disadvantage in the exam come to them as an alternative way of entering the profession without examination in vocational high schools since 1998. General high schools and vocational high schools uneven floors settles differences between undergraduate programs is eliminated by 2013 university entrance exam. Only a portion of the students surveyed 2013 registered. The majority is made up of university students who settled before 2013. "The reasons for selecting programs of study students" As can be seen in the responses to the question "I read the continuation of the program at Vocational High School was nature" is more than the number of students who marked the case.

Table 4. Meet Expectations

Answers	Percentage
Yes	28,1
Partially	58,9
No	13

Students are coming to college, unlike other educational levels of education are often separated from their families and they enter into a new environment. Students in their departments likely will cause a holistic change in the next life. These and other reasons are

diversifying their expectations. However, in the university setting does not go against the provisions of all of the expectations. "Expectations welcome" to the question of conflict with the expectation of only partial answers have been given so much of academic and professional personal expectations not met in their environment is that it is partly newcomers. Also without an occupation not cause Giving a result of the transition to high school students and increase the bottom right of the students in these institutions increased structure, physical space, equipment and staff needs revealed in the problem. Students of these problems occurring is thought to be negatively affected in the sense that their expectations.

However, the "meet expectations" An analysis of responses to the question; only 13% say their expectations were not met, 87% of yes or partially not too disappointed that they can be interpreted in terms of the expectations of the students give the answer.

Table 5. The Reason of not to meet expectation

Answers	Percentage
I realized later that employement difficulties.	14,6
I realized later that different opportunities.	22,7
I realized later that this program is not suited to me.	19,2
I did not choose this profession by myself.	15,7
Other	27,8

When we look at Table 5 at the questionnaires, it is seen that the values are very close to prefer the option.It was observed that the responses given voluntarily reading of 15.7% when analyzed in the section. Expectations were not met by 13% of students said cutting is the nature of this response will balance each other. Expectations are expressed as a reason to meet; employment difficulties, different opportunities and profession itself that was later realized that the appropriate, the guidance in the transition to higher education and counseling made as inadequate or it may be better guidance for the students.

Table 6. The Reason of not to choose other programs

Answers	Percentage
My score was not enough	39,3
The other programs were not my ideal.	36,7
The name of the program was not attractive	3,5
Other	20,4

Percentage of students choosing other programs why not opt for other programs that possess the ideal percentage of students with scores as close to each other.

As a student rate of 3,5% in percentage points, ideal to bring other, regardless of whether or not or not the university just because the name of the program can be counted among the remarkable results of the investigation are not among the choices that have to be attractive. Board of Higher Education (YÖK), the vocational and technical education restructuring efforts have been amended many associate the name of the section, name changed departments, the (ÖSS) guidelines published on 16 July 2009 took place as new sections of ÖSS. According to the program of changing the name of the base points compared to a year ago has also been changes in the program.

Table 7. Frequency of Students Reading

Answers	Percentage
At least one in a month	41,2
One more time in a month	45,6
One in a year	4
One more time in a year	4,3
I never read.	4,9

Students studying in vocational high schools, such as questions asked about the frequency of reading to 4.9% of the high proportion of research attention is that it does not read any books in attractive and thought-provoking results. Besides the fact that the literacy rate began to rise in our recent past on the one hand, the frequency of not less absent reading habits of a group of university students in the social sense is a sad result.

However, despite the fact that although their research results developed western countries, there is more than reading a book a month and cutting close to half the students surveyed, 45.6% still considered as well as a pleasing result.

Table 8. Frequency of Families Reading

Answers	Percentage
At least one in a month	31,2
One more time in a month	24,8
One in a year	15,1
One more time in a year	9,0
They never read.	20,0

In our country where the literacy rate increased compared to the previous generation, is more often compared to the previous generation ago the frequency of reading seems to be a consistent result in terms of showing the difference between generations.

Table 9. The frequency of families participation in social and cultural activities

Answers	Percentage
At least one in a month	24,4
One more time in a month	12
One in a year	24,2
One more time in a year	11,7
They never go	27,8

In a society, literacy increases, the frequency of reading, book reading has increased the frequency increases, the frequency of participation in social and cultural activities. The frequency of participation in social and cultural activities in the reading frequency of the families were found to be complementary in nature. However, the habit of reading more than the partticipation of social and culturel activities. To reach this one book reading is easier and cheaper with less strenuous is explained by the less time is required.

Table 10. Membership in civil society organizations of the families

Answers	Percentage
Yes	11
No	89

The number and rate of participation of civil society organizations give a clue about the sophistication of a country. Civil society organizations, is composed mostly by people of a certain socio-economic and cultural levels. Whether the surveyed students studying in state universities instead of private universities with graduate programs, rather than being the preferred degree program gives preliminary information about the income levels of families do not want to embark on a career path short. Lack of membership in civil society organizations of the majority of students studying in (Table 9)Vocational High Schools 89% as families seem to confirm this.

Table 11. Birthplaces

Answers	Percentage
Rural areas	17
Urban areas	83

After 1950 in Turkey, especially outside big cities and abroad in advanced industrial migration towards certain industrial centers has greatly reduced the population density in rural areas. Also settling rates to university students studying and living in urban areas is higher than that of students studying and living in rural areas. That the majority of urban areas as 83% of the birthplaces student explained by these reasons.

Table 12. Areas where the family live

Answers	Percentage
Rural areas	15,5
Urban areas	84,5

Tables 11 and 12 are also the place where they live with their birth families of students as can be seen to be close to each other in terms of both rural and urban rates for a long period of time shows that the family living in the city.

Table 13. Areas where the family elders live

Answers	Percentage
Rural areas	35
Urban areas	65

Families with a higher generation so great grandmother, the grandmother meant. According to Table 12; large families of students of the rural areas it is seen that only 20% of

urban migration. Accordingly, it can be interpreted as at least two generations before completion of a large proportion of migration from rural to urban Turkey.

Table 14. Situation of the areas where the family live

Answers	Percentage
Family elders came by rural-urban migration.	54
Family elders' hometown is urban areas.	46

According to Table 14, 46% of students live in the city for at least 3 generations since. 54% of family elders came by rural-urban migration. According to the answers given to this question, the students who participated in the survey, which was comprised of a noble city students.

Table 15. The reason of migration

Answers	Percentage
Job migration	48,6
Educational migration	10,9
Social migration	11,4
Other	29,1

According to different dates and venues migration from rural areas to urban areas in Turkey, albeit always ranks first as the cause for that job migration for economic reasons. Educational and social purposes then migrate migration, as shown in the table are among the causes of migration.

Table 16. The connection between the program and birthplace

The name of the program	Rural Areas	Urban Areas	Number of Students
Tourism and Hotel Management	10	80	90
Marketing	19	68	87
Tourism and Travel Services	5	26	31
Banking and Insurance	6	53	60
Computer Programming	5	12	17
Organic Agriculture	5	21	26
Veterinary Laboratory Assistant	8	8	16
Dairy and Livestock Breeding	11	21	32
Food Technology	14	132	146
Non-Commercial	9	98	107
Milk and Dairy Products Technology	11	47	58
Accounting	48	172	220
Real Estate Management	6	43	49
Business Administration	19	80	99
Local Government	19	73	92

Logistics	2	28	30
Office Management and Executive Assistant	13	100	113
Private Security and Protection	21	65	86
TOTAL	231	1127	1358

Table 16 in the urban areas where 83% of the students were born, when one considers the family also lived in urban areas, 84.5% of students surveyed concluded that the vast majority of the noble city. The table also discussed programs of study, students in the first, it is seen that when they graduated the service area is the city that address sectors. Some of these programmes; as "Organic Agriculture", "Laboratory Assistant and Veterinary", "Dairy and Livestock Breeding" and "Milk and Dairy Products Technology" program is about more than the other programs with respect to the area of rural businesses.

Table 16 shows that in terms of working for businesses in rural areas where the proportion of students attending the birth takes place in the program where it is close to rural life is more than the students studying in other programs.

3 different analyzes were carried out within the scope of the study. First, as regards whether reliable survey was conducted descriptive analyzes, then the number of 14 questions identified by performing factor analysis to questions in the survey were reduced. At the end of factor analysis, we found two basic factor explaining questions. Factor analysis results are below:

Table 17. Explanation percent and Factor Names

Factor Names	Percent
Career goals	0,879
Sociological Characteristics	0,745

Table 18: Calculated Eigen-Values for Factors

Number of Factors	Eigen-value		
	Total	Explanation	Cumulative Total
1	**8,643**	**47,087**	**47,087**
2	7,722	26,623	73,71

When we look at the correlation coefficient calculated between students' career goals and programs of study; between sociological characteristics of students with programs of study and sociological characteristics of students was determined by the linear relationship between career goals. Students' career goals-read their program, the program sociological characteristics-they read and they have been shown consistency between sociological characteristics-career goals. Accordingly;

Table 19. Calculated Correlation Coefficients between Factors

Connections	Correlation Coefficients
Connection between the students career goals and their programs	0,78

Connection between the students sociological charecteristics and their programs	0,80
Connection between the students sociological charecteristics and their career goals	0,75

When the calculated correlation coefficients career goals of students and 78% said that a strong linear relationship between programs of study. Similarly, students at the level of 80% is a strong association between programs of study concerned with sociological characteristics. Sociological characteristics of students with a positive relationship can be discussed at the level of 75% between career goals. Students' career goals-read their program, the program sociological characteristics-they read and they have said that there is consistency between sociological characteristics-career goals.

Program and career goals of the students has been assessed under study to be effective in relation to the extent to which sociological characteristics they possess. For this purpose, the questionnaire asked for the program and career goals of the students were considered as dependent variables rearranged in a single scale. And with questions that describe the sociological characteristics they are organized as independent variables are discussed. Read the program in which the student was estimated regression equation in order to analyze whether or not a factor in determining their career goals.

Table 20. Linear Regression Equation with Factors

Identification of the variable	Program Names: PN Career Goals: CG Sociological Characteristics: SC
Estimated Regression Equation with Factors	
The impact of the program to their career goals of the students	CG= 0,50 + 0,89 PN sh 0,12 0,10 **t 4,17 8,9**
The impact of the students' sociological characteristics to their program	PN= 0,15 + 0,25 SC **sh 0,02 0,13** **t 7,5 1,92**
The impact of the students' sociological characteristics to their career goals	CG= 0,32 + 0,55 SC **sh 0,11 0,09** **t 2,91 6,11**
The impact of the students' sociological characteristics to their program and career goals	PN and CG = 0,20 + 0,39 SC **sh 0,05 0,18** **t 4,00 2,17**

The evaluation results obtained by the regression equation was estimated four equations. Parametric size obtained from the four equations is said to be statistically significant. Explanation of why the estimated regression equation is also high. The impact of the program to their career goals of the students in the first equation is considered. According the results of the students in their chosen program affects up to 0.89 units career goals. Differences in students' sociological characteristics affect the results compared to the second equation of 0.25 units until their program preferences Changes in students' sociological characteristics affect their career prospects compared to the third equation of 0.55 units.

Changes in the students' sociological characteristics when the last equations impact on their program selection and career goals are an average of 0.39 units.

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