

A Research On Integration with the Market of Students which are Graduate of Map and Cadastre Programs of Vocational Schools of Higher Education

Sabahattin AKKUS, Hasan CAGLA and Turgut AYTEN, Turkey

Key words: Vocational Schools, Private Sector, Student, Education

SUMMARY

It is necessary and suitable to put forth the circumstances of the future into consideration beyond mentioning a job while preparing the professions of the future or planning job opportunities for professionals. Only the circumstances which can be put forth how the future of the world will shape can give important clues about the professions of the future and job fields.

The graduates of the Vocational Schools must have technical knowledge and good social relations in order to respond the ability and qualifications that market needs. While planning the professions of the future, the curriculum of the Vocational Schools must be rearranged in order to show the skills and knowledge of the students and help them to communicate with domestic and foreign markets.

Anahtar Kelimeler: Meslek yüksekokulları, özel sektör, öğrenci

ÖZET

Geleceğin mesleklerini hazırlarken veya bu meslek sahiplerine iş imkanı planlarken bir meslek ismi zikretmenin ötesinde geleceğin tablosunu ortaya koymanın daha doğru olacağını düşünmek gerekmektedir. Çünkü geleceğin dünyasının nasıl şekilleneceği konusunda ortaya konulabilecek bir tablo aslında geleceğin olası meslekleri ve iş imkânları hakkında da önemli ipuçları verecek nitelikte olmalıdır.

Meslek yüksekokullarından mezun olan öğrencilerin iş piyasasının gereksinimlerini karşılayacak yeterlilik ve kalitede olabilmesi için teknik bilgi ve donanımlarının yanında sosyal ilişkilerinin de çok iyi olması gerekmektedir. Geleceğin meslekleri hakkında plan yaparken bu okullarda okuyacak öğrencilerin bilgilerini, becerilerini gösterecek, iç ve dış piyasada iletişim kurmalarını sağlayacak şekilde meslek yüksekokullarının müfredatlarında değişikliklerinin olması gerekmektedir.

A Research On Integration with the Market of Students which are Graduate of Map and Cadastre Programs of Vocational Schools of Higher Education

Sabahattin AKKUS, Hasan CAGLA and Turgut AYTEN, Turkey

1. INTRODUCTION

Development of a country is related with the well educated and skilled manpower. Constituting an education system with high rate of schools aiming to provide skilled and qualified work power that the economic structure needs will help an economy of a country to adapt the global economy (Schulze, 1997).

Vocational schools of higher education have become more important day by day in developed countries as in Turkey which is a developing country because of the developments in technologies, rising the number of the students who want to attend universities in every year, gaining importance of the vocational and technical education in the world, and the global competition (Gürbüz, 2001).

The education in mapping in Turkey has been given in Vocational Schools, Vocational schools of Higher Education, Geodesy and Photogrammetry departments of Engineering Faculties, and Higher Technical Mapping School of General Command of Mapping. The students of these schools are graduated respectively with the title of technician and engineer. There are also many universities which have been given the post education (URL1).

2. THE PROBLEMS OF THE MAPPING AND CADASTRE DEPARTMENTS

The problems of the Mapping and Cadastre Department of Vocational schools of Higher Education in Turkey are given as the following (Çay,Çagla and İşcan, 2005):

- a) Physical Facilities:** Some of the Vocational Schools of Higher Education doesn't have the suitable buildings designed for the office and land conditions.
- b) Number of the Students:** The number of the students in mapping and Cadastre Department is increasing every year.
- c) Teaching staff:** Teaching staff aren't able to improve themselves according to the market conditions. The lack of the teaching staff is a problem and it is continuing in the Vocational Higher Schools as in Turkish Higher Education system. The most of the present teaching staff don't have academic career.

d) Equipment Facilities: The electronic total stations which are suitable for today's survey technique are insufficient, and there is no GPS equipments in our tool laboratories.

f) Curriculum: Curriculum and the related applications are unable to provide the needs of the work life, and to adapt the current developments.

g) Integration of the School and Private Sector: the current equipment used in the private sector can't be used or aren't known by the teaching staff because rapid improvements. Although, the integration of the school and the private sector in early years was insufficient, it has increased today. Studies at this point will be useful to the economy of the country.

h) Employment of the Graduates: The graduates of this department have faced difficulties finding a job at the institutes of the government because of the staff policy, and on the other hand, private sector hasn't given enough money to their staff.

i) Graduate Transfer to Faculty Departments: Graduate Transfer Exam for the Faculty Departments which is done by the Centre of Student Choosing and Placement is not sufficient to provide the demands (Köktürk at all, 2005).

j) Employment Rights: The graduates of the Mapping and Cadastre department from the Vocational Higher Schools get the title of technician, but they have no status in "The Law of Civil Servants" law no:657, and there isn't any difference between the high school graduates and higher school graduates in duration of military service.

k) Student–Market Relation: The students who were graduated by the teaching staff who are unable to update themselves for the market are insufficient for the market conditions.

3. THE RELATIONSHIP BETWEEN THE STUDENTS OF MAPPING AND CADASTRE DEPARTMENT OF VOCATIONAL HIGHER SCHOOLS AND THE MARKET

There are more than 100 state and private universities, and 616 vocational higher schools in Turkey. 31 of the vocational higher schools were modernized by the Industrial Education Projects of Council of Higher Education and World Bank. For that reason, 6,5 % of the vocational Higher Schools have enough workshops and laboratory facilities (URL2). The other Vocational Higher Schools have many deficiencies. The leading deficiencies among these are the lack of the self confidence of students and the teaching staff. The reasons of the lack of the self confidence are given as the following:

- 1- The relationship between the lecturer and the market is almost nothing or none.
- 2- Having a very fast improvement of the equipments in the private sector, the teaching staff can't use the new equipment or don't know anything about the new equipment.
- 3- The teaching staff can't improve and adapt themselves to the market conditions.

- 4- The students who are graduated by the insufficient teaching staff who are far away the latest technology can't learn anything new, so they can't take part in the working life.

Because of the reasons above students haven't been aimed to get or increase professional skills. The most of the students in the Vocational High Schools consider their education important. The wrong perceptions and the lack of market relation plays important role on the unsuccessfulness and the self confidence of the graduates.

3.1. Expectations of the Market from the Graduates of the Vocational Higher Schools

It is possible to list the expectations of the private sector or employers from the Graduates of the Vocational Higher Schools as below.

- 1- Having a broad point of view to the events,
- 2- Knows what and how to do, and when,
- 3- Able to catch the important points and attract the attention,
- 4- Self confident (Schiffman, 1996).

Here, what is to be taken into consideration is, the employers don't want much about the professional skills from the graduates of the Vocational Higher Schools, but they want the graduates to be open to the developments, careful and trustworthy besides the features above.

According to the questionnaire administered to the Survey Offices in Konya, the demands of the private sector are as in the following:

- The curriculum should be answer the demands of today,
- The lessons should be given to the application,
- Modern survey tools should be taught,
- Professional Software should be used in lessons,
- Students should work in a team with work ethic.

3.2. Expectations of the Market from the Teaching Staff of the Vocational Higher Schools

The Ministry of Education determined the demand of the academic and specialist staff for the work areas of Turkey until the year 2023. According to the studies the demands of the private sector and the employers from the teaching staff of the Vocational Higher School for educating the technical staff who are very important in development of Turkey are as in the following(Akkuş at all, 2007):

1. Having international experience,

2. Follow the technical improvements in developed countries which are very important for our country,
3. Able to transfer the new improvements in the world to students,
4. Controls the students who are making applications in internship, and remove the deficiency of the student with the private sector,
5. Give the student self confidence.

4. CONCLUSION AND PROPOSALS

A national equivalence programme is needed to train a qualified work power.

Information and education technologies should be benefited in order to create an ideal learning environment for students.

Professional and institutional responsibilities should be come together.

Mapping and Cadastre staff is a team in most of the profession group. It is impossible to reach the success unless there is no team soul and to share the duty and responsibilities. The discipline of working and responsibility together should be taught either in office or in the land.

The curriculum and the books in Mapping and Cadastre education should be update and they should be about the modern survey tools, methods and calculations. The students should be educated in a way that can use the modern tools, equipment and software, has the skill of learning through life, has the work ethic and responsibility, be able to determine and solve the problem with modelling, and be able to perform multi-disciplinary team work (Çay,Çagla and İscan, 2005).

The students are aimed to have enough law knowledge about their field in order to solve the professional problems with law besides their technical knowledge. For that, the lessons like Law, Communication, Work Ethic, and Management and Organisation are needed at schools.

The education duration must be increased from 2 to 3 in order to increase the application and the quality. In first and second years theoretical lessons should be given and in the first half of the third year, application projects should be performed and in the second half of the third year, the student should work as interns and make applications in private sectors or public institutions.

The educated people having perfect human relations have been needed too much in this information century. The competition superiority is related with the integration of the market and the skilled middle staff who are educated from vocational higher schools, and locomotive of development.

REFERENCES

- Akkuş, S., Başçiftçi, F., Çağla, H., Ayten, T., 2007.** “Türkiye’ deki Meslek Yüksekokullarından Mezun Olan Öğrencilerin Piyasa ile Entegrasyonu Ve İş Bulma İmkanları, IV. Ulusal Meslek Yüksekokulları Sempozyumu, 14-16 Mayıs 2007, Bergama, İzmir.
- Çay,T., Çağla, H., İşcan F., 2005.** “The Education and Problems of the Mapping and Cadastre Technician in Turkey” ,S.Ü Vocational Higher School of Technical Sciences Online Magazine,Vol.4,Issue 2
- Gürbüz, R.,2001.** “Assignments and Opportunities for the Vocational Higher Schools”, I.National Vocational Higher Schools Symposium, İstanbul
- Köktürk, E., N.R. Çelik,T. Özlüdemir, G. Kılıç, 2005.** Dimensions of the Educational Problems of the Mapping Sector and,10th Turkish Scientific and Technical Mapping Assembly, Ankara
- Schiffman, S., 1996.** “25 Golden Rules of a Successful Salesman”Rota Yayınları.
- Schulze, N., 1997.** “Vocational Education and Work-power Market in Turkey”,Economics Magazine,369:70-78.
- URL1, ABET Program Outputs.** <http://www.ins.itu.edu.tr/jeodezi/ozgoru.htm>, 08,03,2005
- URL2, 2004.** First National Meeting of the Vocational Higher Schools Managers, 26 – 28 November, NEVŞEHİR

CONTACTS

Sabahattin Akkus, Hasan Cagla and Turgut Ayten
Selcuk University, Kadinhani Vocational School of Higher Education Mapping-Cadastre Programme, Kadinhani
Konya
TURKEY
Tel. +90 332 8340306/
Fax + 90 332 8340305
Email: sakkus@selcuk.edu.tr, hcagla@selcuk.edu.tr, tayten@selcuk.edu.tr,
Web site: <http://www.kadinhani.selcuk.edu.tr/>