



**T.R.N.C.**  
**NEAR EAST UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION, SUPERVISION**  
**AND PLANNING**

**EVALUATING PROFESSIONAL TRAINING IN REAL PRODUCING**  
**SITUATIONS WHICH IS APPLIED IN COMPANIES IN TRNC**

**MASTER THESIS**

**Prepared by**  
**Mehmet KOÇ**

**Nicosia - 2006**



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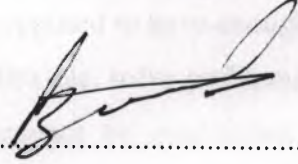
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...../...../ 2006



## **PREFACE**

Vocational and Technical Education is a service area that requires cooperation of the sides in many ways. In order to have success in Vocational and Technical Education, both general education and working life should be integrated. Person's formal and vocational education is a process that continues through his life. Most part of this process is related to person's general education, and the other is person's formal and widespread vocational education. To manage vocational and technical training effectively, planning should be made according to the schools' and working places' situation considering job and service places.

People, working in companies are supposed to have enough knowledge to use technology, be able to work as a team, be flexible, solve problems, and connect their colleagues. These kinds of proficiency cannot be established by the education foundations. Proficiencies that young and adult have to have for job can be established by the cooperation of the school foundations and companies.

Cooperation between Vocational and Technical Training system and companies, ordering of Vocational and Technical Training and educating the students according to the job and service level are very important. Thanks to this system, teachers can update themselves according to the developing technology; worker who has had experience during the job can have responsibility and duty.

From the point of this opinion, this project's aim is to determine the education that Vocational and Technical High School students do practice their knowledge in the companies on the real working conditions according to the law of number 28/1988 in Northern Cyprus of Turkish Republic.



This research has five parts. In the first part, the problem is determined, aim and importance of the problem are explained, research's borders and definitions are determined. Moreover, researches related to the subject are defined shortly. In the second part, speculative basic of the project are considered. Method and application are explained in the third part. In the fourth part, research findings and comments are taken part. In the last part, result and suggestions are taken part.

I am thankful to all people who helped me to do this project such as Ass. Prof. Halil AYTEKİN who encouraged me to do this project and gave me his support, Prof. Dr. Hıfzı DOĞAN who helped while preparing questionnaire, Ass. Prof. Fatoş SİLMAN who helped by her academic support. I would like to thank to the school managers, coordinator teachers and the students who helped me while applying the questionnaires. What's more, I would like to thank to my wife, Yasemin and my children, Ece and Ceyhun who gave me their moral support during my preparation.

Lefkoşa,

May 2006

Mehmet KOÇ

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## ÖZET

Bu araştırmanın temel amacı; Kuzey Kıbrıs Türk Cumhuriyeti'nde 28/1988 Sayılı Çıraklık ve Mesleki Eğitim Yasası'na göre meslek lisesi öğrencilerinin işletmelerde gerçek üretim koşullarında yaptıkları eğitimi değerlendirmektir.

Araştırmanın evrenini (bütünü/kapsamını), 2005-2006 eğitim-öğretim yılında K.K.T.C. Milli Eğitim ve Kültür Bakanlığı'na bağlı 12 teknik ve meslek lisesi ile bunlara bağlı endüstri pratik sanat okullarından kendi meslek kolları ile ilgili işletmelere giden (staj yapan) 3. sınıf öğrencileri ile onlara koordinatörlük yapan öğretmenler oluşturmuştur

Bu araştırma için ihtiyaç duyulan veriler çeşitli kaynaklardan elde edilmiştir. Konu ile ilgili çeşitli yayınlar incelenmiş, istatistik veriler, dökümanlar, raporlar, bildiriler, araştırmalar, şûra kararları v.b. kaynaklar taranmış ve araştırmanın kuramsal çerçevesi oluşturulmuştur. Oluşturulan kuramsal temellere dayalı olarak öğrenci ve öğretmenden oluşan iki denek grubu için geliştirilen anket taslakları uzmanların görüş ve önerileri doğrultusunda son şekilleri verilmiştir. Bu anketler, üç bölümden oluşmaktadır. Birinci bölümde kişisel bilgiler, ikinci bölümde deneklerin mesleki eğitim uygulanmasına ilişkin görüşleri, sorunları ve önerilerine ilişkin sorular, üçüncü bölümde işletmelerde eğitimin daha iyi olabilmesi için görüş ve önerilerini açıklamaları için açık uçlu bir soru yöneltilmiştir. Araştırma kapsamında işletmelerde meslek eğitimi gören 105 öğrenci ve 20 koordinatör öğretmenin tamamına anket uygulanabilmiştir. Uygulanan anketlerden elde edilen verilerin her bir strateji için ortalama değerleri, frekans, yüzde ve standart sapmaları bulunmuş, varyans analizleri ile anlamlı farklılıklar araştırılmıştır.

Araştırma bulgularına göre, araştırma kapsamındaki okullarda okuyan son sınıf öğrencilerinin yaklaşık üçte biri işletmede eğitim görmekte ve Milli Eğitim ve Kültür Bakanlığı tarafından bu öğrenciler sigortalanmaktadır.

Kuzey Kıbrıs Türk Cumhuriyeti'ndeki meslek liselerinden işletmede meslek eğitimi alan öğrencilerin ve onlara koordinatörlük yapan öğretmenlerin anket sorularına verdiği cevaplardan hareketle, işletmelerde yapılan meslek eğitimi uygulamasının yararına inanılmakta, işletmelerdeki mesleki eğitimin okuldaki öğretimi olumlu yönde etkilediği belirtilmekte ve işletmelerde meslek eğitiminin amacına ulaşılmasında en büyük görevin koordinatör öğretmenlerde olduğu sonucuna varılmaktadır.

Ancak işletmeye gitmeden önce öğrencilere yeterli oryantasyon eğitiminin verilmediği, işletmelerde istenilen niteliklerdeki usta eğitimcilerinin yeterli olmadığı ve var olanların da eğitim yönünden yeterli katkıyı sağlamadıkları ve öğrencilere verilen ücretlerin yetersiz olduğu sonuçları ortaya çıkmıştır.



## ABSTRACT

The main purpose of this research is to evaluate the cooperative education given to the students of vocational and technical high school under real working conditions subject to the law ( 28) of (1988) The Apprenticeship and Vocational Education in TRNC.

The scope of this research includes the coop coordinators and seniors at twelve vocational and technical high schools and practical art schools functioning under the Ministry of National Education and Culture, TRNC in academic year 2005-2006.

In data collection different sources have been used. The data has been obtained from various sources such as statistics, documents, reports, declarations, researches, educational council's decisions in order to form the theoretical frame of this research study. Upon these therotical bases, questionnaire models for the two test groups- the students and the teachers- have been developed and finalized in line with the opinions and suggestions from professionals. Questionnaires have three chapters. The first chapter includes personal information. Test groups' opinions, problems, suggestions and questions related to the implementation of vocational and technical education are discussed in the second chapter. In the third chapter an open-ended question is directed to the test groups in order to express their opinions and suggestions for a better cooperative education. Within the research, all the coordinate teachers (20) and the coop students (105) have been surveyed by means of questionnaires. In data analysis; frequency, percentage, mean and standard deviation have been calculated for each strategy. Significant differences have been searched by using variance analysis as well.

Research findings show that about one third of seniors studying at schools within the scope of research are coop students and they are insured by the Ministry of Education and Culture.



In the light of the answers to the questionnaire given by coordinate teachers and coop students in TRNC, this research study showed (Doğan, 1999) that coop education is beneficial and has a positive impact on teaching at schools, coordinate teachers have the main responsibility in achieving coop education, but orientation given to the students before coop education isn't sufficient, there aren't adequate number of qualified trainers at institutions and the existing ones can't sufficiently contribute to education, the wages given to the students are not satisfactory.

## **CHAPTER I**

### **1. INTRODUCTION**

School that educates the students and company that employs the students to the foundations form the stones of the vocational education. While answering the question of how much are the students educated in the school and in the company, different education models are appeared in different countries. Vocational education systems are three in groups as systems that contains school, systems that contains apprentice, and systems that contain both school and apprentice. There is a connection between school and companies in vocational training in all countries. (Doğan, 1997).

Nowadays approaches in order to educate the young for international workforce are different applied approached till now. This formation can be seen in projects of the education program and planning of the instruction. (Doğan, 1997).

In the era of the adult workers are mobile, the level of the vocational skills and vocational sufficiency become important. There are different applications in different countries from the skill point of view. Despite of this, there is an inclination through equivalent. (Alkan, Doğan and Sezgin, 2001) TRNC should give priority to the vocational education both in the schools and the companies in order to be both developed and be equal to the countries in the world.

TAFE (Technical and Further Education) is an education between after the secondary school and before the university in education system in Australia. TAFE educators are from working class at the same time, so they can transfer their working and job experience to the students easily. TAFE is supported by the government and they can offer education in different areas. In addition, the students can be accepted to the TAFE easily; if they want to continue their education at university, they can use their use their courses as credit. So they can gain 6 or 18 months for their university education. Each student has the right of work till 20 hours in a week in a part time job;

they have the right of work full time in semester holidays. There is working experience courses in lesson programs in the most of TAFE schools. ([www.egitimplas.com](http://www.egitimplas.com)).

All of the vocational education schools except full day schools do their most educations in the factories in Germany. Professional education in companies is permanent during the education. Duration of the education depends on the kids of the schools. In dual system, this can be 3 days at school and 2 days at company. German vocational education which is called "Dual System" is the harmony of practical training program and theoretical education. (Hocanın, 2004).

In Germany, education in company is applied in modern places such as with machines and foundation. In big companies, this education is applied in education workshop and working places. In small companies, students do their training in working places. If small companies cannot apply this training, professional training head foundation support the companies. Plus, part of the training can be applied in different companies. Functions of the vocational education courses are to encourage the students to complete their theoretical education and improve their knowledge. Heavy part of the school education forms specialization that is the two parts out of three and general knowledge that is one part out of three. Attendance is compulsory which is stated in the state law. ([www.ekdil.com](http://www.ekdil.com))

In Austria, vocational high schools are the schools in which vocational sufficiency and general education are given. After 3 or 4 years education, students can graduate passing the graduation exam. There are vocational schools, high vocational schools and night schools for working people in most of the colleges. (<http://www.sg.k>).

In long term vocational schools, professional education can be applied in summer holidays in companies. In short term vocational schools, students have to complete their training in a certain period during the education period. Duration and period of the training in companies depend on schools and departments. In trade and



industry department, summer training is compulsory. In agriculture department, completing professional training is the quality of education. Schools are independent to define the period of the training. (Hocanın, 2004).

In Belgium, vocational schools educate students in agriculture, trade, metal working, printing-press and graphics. 6<sup>th</sup> grades vocational education students can join university after finishing their 7<sup>th</sup> grades. In 7<sup>th</sup> grade, students have a preparation courses for university. In technical secondary school education, academic education for higher education is given. By the way, students have practical professional education by doing their training at the last grades.

In three zones, called Flemish, Walloon and Brussels, education is applied. Professional education application in company is applied as 2 days at school and 3 days in company. Duration depends on departments and schools from 3 months to 1 year. All departments have to participate in professional education application. (Hocanın, 2004).

In France, there is short time vocational education in full time schools and companies. In order to get Professional Experienced Certificate, students have to do 16 weeks period education at all (Hocanın, 2004).

It is possible to do practical education in Technical Education College; plus, this can be applied in real life situation. In some situations, this education includes service sector. Most of these colleges are run and controlled by the government. Big companies, industry groups and tradesman office can run this project as well (Warren, 1971:69).

In France, skilled workers' education is applied in three ways. These are (a) at school, in special centers (as Technical Education College), (b) in industry, by continuing professional education lesson as part-time in bounded contract apprentice

system and (c) in special foundations for fewer students in skill art at national arts. (Warren, 1971:68).

In England, vocational and technical education is applied by the central foundation and local government. Especially, vocational and technical education which is given by foundation except government schools is according to the needs of the local people. All programs include training at a company and education foundations and companies cooperate each other. (Doğan and Others, 1997:199)

Professional training is applied by going to the companies in a special period which the school management determines during the education period in England. This training is organized according to the students' situations. The students who have full day education complete their training at weekends or at nights if suitable. School is independent to define the education duration and place. (Hocanin, 2004).

Technical high school is 3 years that covers 14-17 years old period in Italy. The students who complete this education have the degree of 'Diploma di Qualifica'.

Vocational High School education duration is 5 years that covers 14-19 years old period. Students who have completed this education have the degree of 'Diploma di Maturita Vocationale di/per ... (department) / Diploma di Esame di stato conclusivo dei Corsi di Istruzione Vocationale di/per ... (department)'. ([www.ekdil.com](http://www.ekdil.com)).

Professional training application in companies is applied during the education period in Italy. School managements are authorized to organize the education. This program depends on schools and departments. (Hocanin, 2004).

Cyprus Greek Part has a vision that can supply enough skilled employees for the next years in vocational and technical education. Vocational and technical education offer general and technological education curriculum so that the students can adopt working life as skillfully and they can update themselves according to the needs of the situations.



In 2002-2003 education years, 13.52% students who are 4235, graduated from secondary schools chose Government Vocational and Technical Schools. Vocational and Technical Education School students have a 7 hour education program, called industry training in a week in the 3<sup>rd</sup> grade

Apprenticeship Training Program has been applied since 1963 in Cyprus Greek Part. This program is for the students, 15-17 years old period, who are left from education system. Apprentices are employed in the program that they applied. They have the right of having a two years vocational education at school. This program is applied by Education and Culture Ministry, Working and Social Security Ministry together. What's more, this program aims to find a job for young and teach them a profession. Courses subjects covers building, engine-driver, electric technician, metal work, welding, producing aluminum, pipe establishing, carving, carpentering, and tailoring departments. (The Cyprus Educational System).

In 1986, 3308 number Apprenticeship and Professional Education Law states that school and industry should go spontaneously; so many students want to study at vocational education now in Turkey. The companies in which students can do their training should employee '20 personals' at least. If the companies give and opportunity to 10 or more students to practice in their workplace, they should found an 'education unit' in their factories. In case if there is a strike or lockout in the working places, the student who are vocational and technical school students can complete their education at their own schools. (<http://www.tisk.org>.)

Coordinator teachers are charged in order to examine and guide the trainee students for studio and profession courses. Profession training duration is 160 hours at least in 3 years programs, and 300 hours at least in more than 3 years programs. This training program is applied at the end of the 9<sup>th</sup> grades in 3 years program, and it is applied at the end of the 10<sup>th</sup> grade in 4 years programs. Responsible of the company participates in the evaluation part.

Cooperation between school and company has been rediscovered nowadays in the USA. It is stated that cooperation has the crucial learning potential. There are two reasons for this. (1) Desires of the employer (2) new opinions are developed in learning theory. (Doğan and others, 1997:195).

Nowadays cooperation education is very much in profession areas such as trade, industry, and business world. Although the education program is on level of the school, some local arrangements can be done between school personnel and employers by bounding on government law and local specialties. Cooperation education is always less than a year in high schools. According to some cooperation education, students complete their training education daily, weekly or in the mornings. But the most common education is school education in the mornings and training in a suitable part-time job. Students who have the cooperation education usually have traditional theoretical and professional courses with the students who do not have cooperation education. (Ascher, 1994).

### **General Evaluation**

In this project, cooperation with school and company, that is, professional training in companies is the inseparable part of the system in these countries. Training in companies is seen as the continuation of the school education.

One of the most important problems in Vocational and Technical Education is to prepare local level human sources and workforce quickly which is seen necessary by vocational and technical education system's high technology. In the systems that schools are governed from the top, schools can adopt the new changing in working life very late. In central managements, schools can adopt the changes in the environment so quickly that decision period is on local level. (Doğan and Others, 1997:200).

There is cooperation between school and company in all countries, the system in Germany reflects the experience of the long years. There is new enterprise to improve the cooperation between school and companies in all countries. Bound to this

system, vocational and technical education systems are updated in order to prepare wanted workforce in a suitable time according to the changing and developing situation yearly in all countries.

As seen above, training in companies is the most important part of the vocational and technical education in formal education system in these countries. It is necessary to study the subject entirely with its different dimensions and update the system in order to develop this education effect and raise its produce.

### **1.1. Problem**

It is important for the society development that people should be raised and employed according to their interests and skills with a harmony of the working life needs. Raising skilled technical working force is the duty of vocational and technical education. Today's vocational and technical education system was put in order in 1988 with 28/1988 Number Apprenticeship and Professional Education Law. This law covers all Vocational and Technical Education Foundations.

In 2002-2003 education years, managers of Atatürk Vocational High School, Haydarpaşa Trade High School and Sedat Simavi Industry Vocational High School decided that all students from all departments should go to companies and train 2 days of the week in 2003-2004 education years, and they applied this in METGE project content. Thus, managers want the students to do their professional training in developed and functional companies by supplying them suitable situations. By the way, it is a reality that training environment, putting order the training, the style of applying training, factors about the basement of the system affects the training action and productivity. Studying on the different ways of the vocational education and trying to solve the problems, discussing on them direct the application and raise its productivity. Because of these reasons, 'evaluating professional training in real producing situations which is applied in companies in TRNC' is taken charge of as a



problem in this research according to law of Number 28/1988 Apprenticeship and Professional Education that is in force valid in 1988.

### **1.1.2. Purpose**

This research aim main is to evaluate the vocational high school students training which is applied in real producing situation in companies according to the law of Number 28/1988 Apprenticeship and Professional Education.

To apply the main aim, these questions are going to be answered below.

1. How did happen the development of the vocational education in TRNC?
2. How is the general appearance of the professional training in companies?
3. How is the training possibilities situation in companies?
4. How much are the pre-ordered sufficiency applied?
5. How much do the coordinator teachers and master teacher apply their duties?
6. What are the students' opinions about professional training in companies?
7. What is the applying level of activities that is about putting order vocational education?
8. What are the measures to take in order to develop present training applications?
9. What kind of problems do the teachers and students face in training applications?

### 1.1.3. Significance

Vocational and technical school that cannot reach technological opportunities cannot afford technological products such as machine, device, etc because of not having enough money. Thus, schools cannot grow skilled personnel who the companies desire. Students who are graduated from vocational high schools face many problems in market place.

Because of not having enough practical knowledge and skills, vocational school graduates hesitate to use devices and workbench or they do not even know what the devices are. For that reason, they do want to work in an office. Because of having much deficient knowledge at quick producing methods, factory managing, students adopt the new job later than expected. They have difficulty in adopting working hours, being stranger to the company's working rules. There is a superficial education at schools; so the students cannot promote in their professions because of not liking and adopting profession branch in working life reasons. Because of these reasons, a technical personnel who is grown with insufficient knowledge and practical experience from the working places has difficulty in finding job. Then their not able to work productive affects country's economic developing effort negatively and this causes losing workforce.

This research is important from the point of view that this project will supply effective and urgent solution for the problems of the vocational education high schools which cause not having enough money, help the working life to grow skilled personnel, and the graduates will find job easier after applying training in companies.

It is thought that the results obtained from this research will help to take necessary measures without spending time by finding out the missing parts of the training at companies and its success in this project limits; later on, it is going to be a sample for the people who are going to search on this topic.



In addition, this research is very important from the point of view that to be the first research on training education at companies in TRNC.

#### **1.1.4. Participants**

Participants admit that the questionnaire reflected needed results more than expected.

In order to set the validity of the research, opinions of experts and applicants whom are applied are accepted as enough value of this research.

Answers of the students and teachers whom are applied the questionnaire reflect the reality.

#### **1.1.5. Limits**

This research;

- a. With Number 28/1988 Apprenticeship and Professional Training Law, is limited with the students' question about the application who train at companies at 12 vocational high schools which are bound to TRNC National Education and Culture Ministry Vocational Education Department.
- b. Research covers 2005-2006 education years in which the research is made.

#### **1.1.6. Definitions**

Some of the terms which are used in this research, as stated in Number 28/1988 Law and related regulations, are defined as below:

**Vocational Technical Student:** A person who study art and profession education at Practical Art High School, Industry Vocational School, and Technical High School or study at these kinds of foundations.

**Technical Trainer (Master Trainer):** A person who acquired his master ability, responsible for apprentice, assistant master, and vocational high school students training at companies, knows the technical of professional education and applies them.

**Professional Training at Companies:** Education of the Vocational and Technical High School Students' skill educations, applying theoretical education at professional training foundations or training centers that companies or foundations are laid.

**Working Place:** Places which have an activity of legal or real people in private sector, foundations and departments with general and addition budget, bank or foundation buildings that are founded with private law or with the regulations of private law

**Practical Training:** Training at school studio training centers and working places.

**Theoretical Training:** Education of the knowledge of the practical application.

**Coordinator Teacher:** School Assistant Manager or teacher who are responsible for proving company to train, education planning, coordinating and following the period in training at companies.

**Skill Education:** Education which are applied such as exercise, job, project, experiment, service. (K.T.O.E:Ö.S. 2003).

## 1.2. Related Researches and Publications

Under the title of "Related Researches and Publications", researches and publications are stated at native country and abroad.

### 1.2.1. Researches at Native Country

In Literature scanning, thesis cannot find on professional training at companies in TRNC, but works on professional training are determined.

Okumuş (2003), examined the Law of Number 28/1988 Professional Education in his study of 'Applicability of Total Quality Management in Vocational Secondary School in and A Model Work' TRNC and stated the roots of the training at companies. The researcher stated that the law which is in TRNC is the sample of the law of number 3308 in Turkey. But some of the sanctions cannot be applied because embargos that are applied on TRNC narrowed working area in TRNC, letting the people with Identification Card without passport, working them as illegal worker.

Hocanın (2004) compared vocational education with varied ways in "Comparison of Vocational Education in TRNC, Turkey and European Union Countries". He states vocational training under the title of 'Application Situation'. The researchers indicates 'Schools that are going to offer students training at companies start this training from the 10<sup>th</sup> grades according to the conditions at training and application at companies.' It is a basic rule that the students have to complete their training in which they start. On the condition that the student cannot complete their training at companies, they complete their unfinished training at another companies or school studios. Each student has to complete 80% of exercise, job, project, experiment, or service and be successful at in the applications. For this reason, managers decided that all departments in Atatürk Vocational High School, Haydarpaşa Trade High School and Sedat Simavi Industry Profession High School, have to do their educations by going to the working places two days a week in 2003-2004 education year, in the content of METGE project.

Güler (2003), states in "Students' Situation Who Continue University Education in TRNC after Vocational High School" named project that over half of the university graduate students who graduated from vocational high school graduate from a



department which is related to their high school departments. On the other hand, most of the university graduate students work at a different department from their graduate department because of insufficient employment.

### 1.2.2. Researches In Abroad

Abroad researches on school company relations and skill education, a part of vocational education is given below: At the end of source scanning on this area, it is seen that studies related to vocational education are done extensively on apprentice training in Turkey.

It is seen that there are more researches on professional training at companies after the law of Number 3308 Apprentice and Professional Education are legalized in 1986 in Turkey. In addition to these researches that are going to be explained in the next pages, there are some researches on this topic such as 'Evaluation of Vocational High Schools 'Dimensions in Ankara in 12<sup>th</sup> year of the Education Application at School and Companies' prepared by Hayati İpek in 1998, 'Evaluation of Industrial Vocational and Technical Secondary School Foundations' Training Application at Companies' doctorate thesis by İbrahim Yaşar Kuzu in 1996, 'Evaluation of Vocational Education at Schools and Companies in Bilecik' by Nilgün Bakkal in 1988, and 'Evaluation of Professional training at companies of Female Vocational High School, Clothing Department, 2<sup>nd</sup> Grade Education Program' mastering thesis by Nazlı Eda in 1990.

Ünner (1986), made a research 'Applicability of School-Industry in Çankırı Vocational Higher Education' in Turkey. His research's results depend on School-Industry Cooperation Applicability' questionnaire which is applied on the students and the instructors who are at Çankırı Vocational Higher Education at Ankara University that has been under the content of World Bank Industrial Training Program since 1987. Ünner answered these questions on the project: 1. Does training can be applied with cooperation between school-industry in Çankırı? 2. Is there capacity to train the



students at companies? 3. What are the attitudes of the owners of the working places? 4. How should training method, duration and control be? 5. What are the students and instructors' opinions about method of this training? As a result, the researcher indicates that training can be done with the cooperation between school and industry in Çankırı. There are enough engineers who can be responsible for this training; but controlling by the instructors is necessary. Instructors agree on that 12 weeks training at companies is enough. Because of not having sufficient studio and laboratory at school, instructors and students are optimistic about cooperation between school and industry.

Kulakoğlu (1991), studied on professional training students at EGO General Management Companies. He made some analysis on training by thinking that EGO General Management is a training center. The researcher applied a questionnaire on 320 students from 12 different industry education high school who do their education at Ankara Big City Municipality EGO General Management and 58 teachers in 1989-1990 education years. He has gotten some results such as training at companies is very necessary from the point of view developing practical skill, introducing working life and finding job easily. On the other hand, the researcher puts out that accepting less students to the company, education the students at all related departments, offering personnel some trainings, supplying students all opportunities that workers and technicians use are necessary.

Ulusoy (1993), made a research "Evaluation of School Industry Education" in Ankara at 13 Female Vocational High School, 12 Industry Vocational High School, 7 Trade and Truism Vocational High School. The researcher applied a questionnaire to the school managers, trainee students and company managers then got these results below:

School managers indicated that on the one hand, training at companies is beneficial for the students to introduce working atmosphere, develop self confidence, and develop responsibility sense. On the other hand, many companies are not aware of the training; companies are not sufficient on skill education; they are difficulty in

finding suitable company that is related to the students education program according to the all professional departments. Master trainers are insufficient in education and some of the companies do not have enough information about the law of education.

Trainee students convey that kind of the companies are not totally related to their department; thus, they cannot have the opportunity to apply all their skills. They are not allowed to use all the machines and devices because of not rely in on them at companies. Machines and devices are too old to use at some companies and they are more limited than at their school machines and devices.

Company managers indicate that students have enough sufficiency after education and master trainers are sufficient but schools and counseling foundations do not have enough connection.

Hacıoğlu (1993), limits his study, which searches the dimension of coordinator teacher of school and company, with Ankara. In 1992-1993 education years, questionnaire is applied on 82 teachers who coordinate education. Hacıoğlu stated five reasons such as employer of the school and company training, school management, student, protector of the student and environment in his study. He finds out that the employers work the students wherever they want, do not care about the importance of the program, do not apply the program totally, and pay the trainees low fee. School managers do not have enough connection with the companies, do not want to have responsibility on this issue, have more lesson than they can. Coordinator teachers do not know where the students' working places, and working places rules. They are unaware of the training and have attendance problem. Protectors of the students are insensitive and not interested in training and they sometimes defense the companies unnecessarily. Protectors make the problems bigger than before so environment has bias about training. According to the findings, Hacıoğlu thinks that training at companies is applied at partly enough sufficient environments. In general, responsible people are glad to the trainings, but they have some problems which are arisen because of related people behaviors.



Önal (1997) studies on vocational and technical education definition and kinds of the education at his study, "Evaluation of Professional Training at Companies under the Law of Number 3308". He studies on the history of the professional education before the law Number 3308 in force, then tells the difference, finds the activities of the education at groups. Önal examines the situation of the trainees at companies in Yenimahalle, Atatürk and Polatlı Industry Vocational High School in Ankara in 1995-1996 education years in his study. According to Önal, participants should pay enough attention to this training; companies should be chosen systematically; coordinator teachers and master teachers should be interested in the students; education programs should be developed; necessary skills should be given at school in skill training; training should be at companies; big companies should have an education unit; trainees should have enough training and exercise at companies; and evaluating of the students should not be skipped.

Ascher (1994) has a research about "the strategy of passing from school to job at companies in the US". Ascher indicates that cooperation education is very important and it is more important than as seen. According to the researcher, cooperation education is very common at marketing, trade, and industry and business world nowadays. Although the program is at the level of country, some local regulations can be made between schools and companies as being bound to the government law and local features. Ascher conveys that the students who have education at companies are from low salary group families and they have a very low graduate average in the US. 76% of the students are white, 12% of them are black and 10% of them are Spanish. According to the researcher, coordinator teachers are responsible for making employment contract, planning, finding job, observing 15-20 students department experience, visiting the students working places once or twice a month. They are free to choose their students.

At this study, the biggest hinder at employer participation is 'not having enough information about education programs', other one is students' image that is not sufficient academically. It is thought that the more education and education is together, there more motivation, attendance and higher education after high school there are. In

addition, it is stated in the research that the students who have education of cooperation have more opportunity to find job according to their department, to have counseling, to have wanted working skills than normal vocational students. Even though they are good at job, their salary and rate of cooperation workforce are not better than the others.

Kerka (1989) has a study, "Characteristics of Training at Companies and Effects in the US". He states that vocational education is very important in order to have career at their departments by practicing their skills even at school. Kerka says that companies give the students some money; but after they graduate, 40%-50% of the students can get these jobs with high salaries. The researcher conveys that thanks to the training at companies in the US, potential students such as foreigner, female, minority and the crippled have new job opportunities and education foundations have no financial problems anymore.

Jong, Wierstra and Hermanussen (2006) have a study on professional training named 'A Research on Relation between Academic and Practical Learning Approaches in England'. They state that learning approaches or styles of learning are the most common topic among the researchers at the last quarter of 21<sup>st</sup> century. On these researches, it is stated they professional education is done in two ways: one of them is training at companies are totally unrelated to each other; the other one is making a comparison between education depending on school and training depending on job. They find out that there are some similarities by using different measurements. Researchers indicate that relation between education that depending on school (academic) and training that depending on job (practical) are bound to other theoretical traditions and it is stated that these kinds of training are experimental application with special devices in professional education.

Researchers define the question of distinguishing parts of learning at school and at work as producing and increasing for learning at school part; analysis, as introduction, and starting the subject for learning at work part and learning at work



related to the learning at school is at medium level. They define the question of which part is much used at learning depending on at work and learning depending on school as three categories learning depending on school such as passive, re-happening and developing and three categories learning depending on at work is defines as learning by practicing, learning from a guide, and learning by thinking. They state that there is a little relation between learning at school and learning at work.

## **CHAPTER II**

### **2. THEORATICAL BASICS OF FRAME**

In this part, Necessity of Training at Companies, Necessity of Professional Training, Aim of Professional Training at Companies, Feature of Training at Companies under the title of Professional Training Concept, Programs General Basics, Managements of the Programs are examined; and Ottoman Empire Period (1571-1878), English Period (1878-1960), Cyprus Republic Period (1960-1963) and Cyprus Turk Government Period (1963 and later) under the title of Historical Progress of Professional Training in TRNC.

Furthermore, the law of Number 17/1986 National Education, the law of Number 28/1988 Apprenticeship and Professional Training under the title of important law and application related to professional training and then METGE PROJECT (Professional Technical Training Development Project) are examined from professional training at companies view point.

#### **2.1. Professional Training at Companies Concept**

Aim of this part is examining professional training programs at companies as a whole and giving information about the programs as a summary.

Professional Training at Companies defines the applications that Professional Technical Training Foundation students do their practical trainings at companies and do their theoretical trainings at their professional technical training foundation or at a training center which is decided by a company or foundation. (28/1988 S.K.Tefsir 2). When related sources are examined, this method is called as dual system, cooperative education, cooperative education, sandwich education and training depending on school-industry cooperation; but when they are studied in detail, it is seen that they are all the same. (Gürol, 1997:33).

### **2.1.1. Professional Training at Companies**

Professional Training at Companies defines that it is an education program to educate the students for determined education aims (general + professional) by cooperating two sides of the groups (school, student, protector, company, etc). This education method is defined as a controlled education program that is progressed by cooperation of school and employment system as depending on some decided basics, adopting of education and training. (Gürol, 1997:33).

In developed or many developed countries, professional training at companies is called as varied names:

- Cooperative Education in the US,
- Beruhschulen in Germany,
- Education During Production in Russia,
- Sandwich Courses, Block-Release in England,
- Training with Cooperation between School and Industry or Professional Training at Companies in Turkey.
- In TRNC, although it is known by people as Company Training, 'Professional Training at Companies' is used at the Law of Number 28/1988.

### **2.1.2. Necessity of Professional Training at Companies**

Present programs are insufficient and limited in order to solve faced problems in education programs, it necessary to develop and try new approaches and methods to solve. (Gürol, 1997:35). In order to get companies help, regular connection should be supplied between school and companies during developing training programs. In addition, professional training at companies are needed to get the help of employers, to employ the graduates, form general professional training politics, and to meet the employee and the employer, to have connection between them. (Doğan and the others,1997).

Students, education foundations, employers and society are the ones who are affected from the opportunities of professional training at companies. Opportunities are like these below for related ones: (Gürol, 1997; Doğan and the others, 1997; Ünner, 1986; Kerka,1989)

### **2.1.3. Opportunities for Children**

- It supplies the student to have self confidence, self believing and develops responsibilities of the students.
- It gives financial support for education expenses.
- They know working life and students become aware of their career aims.
- It raises motivation, and increases related learning.
- It develops cooperation, teamwork and human relations.
- Students have connection to the potential employers after graduation.
- Students have the opportunity of knowing their working performance thanks to the continuity at professional training at company.
- Students get working skills and marketable working skills.
- It makes theory and practice the one and students have practicing role model.
- Students have the opportunity to have job easier and well paid job after graduation.
- It develops information and manners about employee-employer relation, workers' social rights and enduring, fare, tax, marketing subjects.
- It increases duration adaptation of working life after graduation by supplying the students to experience technological developments and applications at their own places.
- Students learn regulations of working safety under real working conditions.



➤ Students have a study before graduation at working life, observe workers professionally and have important note about applications. (Gürol, 1997; Doğan and Others, 1997; Ünner, 1986; Kerka, 1989).

#### **2.1.4. Opportunities for Education Foundation (School)**

- Schools develop relations between employers and partners, use instruments, devices and workforce, raise education departments, develop quality.
- School develops and updates education programs according to the needs of companies.
- School introduces students to the companies and increases their departments.
- Companies that accept the graduates increase and schools can supply the needs of society demand.
- Schools follow technological developments and take necessary and needed measurements by having positive and powerful connections between working life.
- Schools can both have economy by helping the students to have a job with a less expenses and enroll two students for a chair in the classroom.
- School is a potential source for companies, so schools can have the opportunity on some subject such as device, instrument, and money support and personnel changing.
- School has a group of students who practiced their knowledge by training.
- Students being at companies increase school's financial helping sources. (Gürol, 1997; Doğan and Others, 1997; Ünner, 1986; Kerka, 1989)

### **2.1.5. Opportunities for Companies**

- Companies choose the best students and employ them for their companies, because they know the students from their trainings.
- Companies have the best worker productivity, because they give opportunity the graduates who know the job best and good at job.
- Companies have real expectations with high motivated workers and have theoretical knowledge.
- Adaptation duration increases and orientation expenses increases.
- Companies have opportunity to reach women and minority well.
- Industries needs are taken into consideration while developing education programs.
- School managers develop their relations some people such as coordinator teachers. (Gürol, 1997; Doğan and Others, 1997; Ünner, 1986; Kerka, 1989).

### **2.1.6. Opportunities for Environment**

- Professional Training grows the young as more productive citizens and decreases unemployment.
- Thanks to the skilled human resource, areas economy develops.
- Young know local needs better and they improve themselves according to the needs, then they stay at their own area.
- Widespread and formal are kept on together in which professional training at companies.
- While preparing the young to working life and job, training supplies interest and cooperation to the related foundations.
- It orders job and workers at society. (Gürol, 1997; Doğan and the others, 1997; Ünner, 1986; Kerka, 1989)

### 2.1.7. Aims of the Professional Training at Companies

According to TRNC National Education Law (G.A.Article 5/3), targets of professional training at companies are evaluating Turkish Society's person's interests and skills and arising them; growing up them needed skill and information; supplying them sense of cooperating and habit of enduring; preparing them to life supplying them a job that they, their family and the society will be happy.

Depending on these basic aims, aims of the professional training at companies are having the common responsibility, using present source in optimum level, serving the young and society, enriching education opportunities. Professional training has some aims like below:

- 1-To make learning more meaningful and functional, to fill the gap between theory and practice, to relate the classroom applications with real working situations,
- 2-To supply general and special working skills, habits, having knowledge, and to develop wanted behavior and manners,
- 3-To supply opportunities to have coordination between companies and schools in order to get training by participating trainings at modern, social and economical foundations,
- 4-To reinforce formal professional training services by creating professional training at private job departments,
- 5-To provide economical support to the students, who cannot continue their education because of economical problems,
- 6-To simplify orientation while passing from school to working life,
- 7-To help the balance of demand and desire at common working branch,
- 8-To benefit from society and industry opportunities and sources,
- 9-To expand the concept of general and professional training schools education service (Gürol, 1997:34, Ünner, 1986:24, Alkan 1987:115).



### 2.1.8. Professional Training Features at Companies

We can ask this question by depending on the assumption of changeability of the professional training quality at companies bound to local financial regulations and enterprises: What are the elements which makes successful professional training at companies? According to a few researches on this issue, there are some features. (Ascher, 1994; Kerka, 1989, Ünner, 1986):

1. To combine theoretical course applications with real life by enabling the students to have new skills and to help producing at companies,
2. To develop students responsibility sense and discipline understanding by letting them to control a company and to produce something,
3. To develop society's understanding and interesting about education system by participation of families and protectors,
4. To obtain the combination between academic and professional parts of training, because there is a strong tie between working life and education,
5. To give answer person three sides needs such as working, academic knowledge, job performance like a bridge between practice and theory and general education's natural part,
6. To develop strong connection and coordination between school and companies,
7. To use present chance productively by saving education expenses,
8. To use potential sources such as foreigner, adult, woman, minority and handicapped people fruitfully,
9. To condition the students to work at their own professions (Ascher, 1994; Kerka, 1989, Ünner, 1986).

Professional training at companies has a big potential to solve most of the education problems by these features. This education program has appeared as a part of creating an education depending on experience at the beginning of this century. It is an education program that increases both academic knowledge and



professional knowledge. Education foundations is used as an effective education instrument to have high productivity by less investment, to solve youth problems by guiding and preparing them for a job, and pioneering social development by this program (Ascher, 1994)

### 2.1.9. General Structure of the Programs

In general, professional training at companies is applied as three ways. Combining opinion of job and class applications by cooperation's approaches develop these applications at three ways. (Alkan, 1976, Gurol, 1997, Ünner, 1986)

PROFESSIONAL TRAINING AT	COMPANIES PROGRAM	TYPES
According to the general structure.	According to the profession.	According to the students' accusation ability
Job + profession courses + general culture course	Single profession program (such as electrician	Program for the disabled and or slow learning students
Job + profession courses	The program that covers the professions in different sectors	Program for the standard level students
Job + general culture course	program (industry, agriculture, trade, etc)	
	The program that covers the profession in only one sector	Program for the quick learning students

Table1: Professional Training at Companies Program Types

As seen Table 1, programs are formed as the arrangement of the shapes (1) Job + profession courses+ general culture course (2) Job + profession courses (3) Job + general culture course according to general structure. Most assumed and applied of these programs are the first and the second one. The first program is used in TRNC.

According to different criterion, education programs that are prepared at different pattern are applied according to assumed minimum standards in general. (Ünner, 1986:27).

#### **2.1.10. Management of Education Program**

Management structure which works as politics, planning, organizing, and executing become organized on national and local levels. At national management structure, there are a related department of National Education and Culture Ministry, foundations that represent employment sector and Apprenticeship and Professional Training Foundation. There are school managers, coordinator teachers and authorized of working place. (Gürol,1997:44).

National Education and Culture Ministry is responsible for management of professional training at companies as the whole programs related to the education. At national level, National and Culture Ministry cooperate with the other associations. School manager applies and executes the programs at local level according to the Ministry's plan and programs, and cooperate with the organizations. (KTOEÖS, 1999). From the point of view that cooperating with the companies, school manager's duties and responsibilities are below.

#### **2.1.11. School Principal's Duties and Responsibilities**

School manager whose students, who are from Technical High School, Professional School, doing their training at companies duties and responsibilities are below:

1. To sign the protocol that covers department of professional training, trainee students, and application of the training,
2. To obtain to be applied the training by qualified personnel,
3. To sign contract to supply chance to the students at companies,
4. To supply professional training at companies suitable for education programs,
5. To prove to be applied the applications of passing grades regularly,
6. To prove the continuity of training at companies and students attendance if the training is on holiday's months,
7. To keep the records of insured students and send the record related departments,
8. To choose the students who are going to do their professional training at companies,
9. To plan the make up exams of theoretical courses of the trainee students at summer holidays by cooperating with the company authorized,
10. To take necessary measures about training in order to get the aims of training at companies with the company authorized,
11. To help the trainer personnel at companies by letting them school training programs and supplying them opportunities at the school,
12. To be the president of the meeting with the company authorized (28/1988 S.Y 17/2 Regulations M. 15).

Basic element is coordinator teacher at managing and applying the training. Program's success mostly depends on this person. Coordinator teacher is responsible for doing his expert duties such as manager, teacher, guide, etc. (Gurol, 1997:46). In order to get sufficient training at companies, coordinator teacher should do some duties below:

### **2.1.12 Duties of the Coordinator Teacher**

Okul 'Coordinator' teacher duties which are given by the school manager are these below: (28/1988 S.Y 17/2 Regulations M. 16):



1. To determine the precautions in order to apply training at companies as planned and notify the school manager,
2. Participate to the Apprenticeship and Professional Training Committee if needed, to give information about the training during the meeting,
3. To determine the missing parts of the training during the program, and inform the school management about the report to develop the program,
4. To guide the company authorized people and education personals about professional training program,
5. To make needed planning in order to obtain education program at school to the personnel of the training at companies and prepare education program at school,
6. To participate studies at which countries are suitable for the training program according to the professional department and education program,
7. To control trainee students' attendance and discipline situations and notify the school management about this information's immediately,
8. To find the students who cannot adopt the working places by cooperating with the companies, and to inform the school manager about precautions adaptation problem of the students,
9. To determine the disorganizations of the protocol that is signed between school and company, then notify the school manager,
10. To apply the duties given by the school manager about applying training at companies,

One of the special features of the professional training at companies is to make the students acquire skills about a profession. In order to get this, to apply the training according to a plan by the company authorized at companies which are chosen by some criterion. (Gurol, 1997:46).

### **2.1.13. Responsibilities of the Companies**

Responsibilities of the companies in which the students are going to do their training are these below: (28/1988 S.Y 17/2 Regulations M. 14):

1. To sign protocol that regulates related basics with school manager, and apply the training according to the working calendar which is approved by the Ministry,
2. To supply to apply the skill training according to the related profession field as suitable for the program in which is determined by the company owner,
3. To charge sufficient quality and quantity education personnel for training programs,
4. To prepare needed practice materials to apply the training,
5. To inform the school manager about the students attendance illness permission, and their skill training grades in advance,
6. To notify the school manager about the students who have permission during the training and have a valid excuse for their absentees,
7. To keep the students at their companies till the students graduate from their departments,
8. To take the necessary precautions to keep the students away from job accident and profession diseases,
9. To keep one copy of the students skill practice or training pictures, projects, and evaluation lists,
10. To determine the students success at half term and at the end of the term, and inform the coordinator teacher about the result,

Counseling committees are the committees which are formed to find solutions about common problems. In our country, counseling committee, Apprenticeship and Profession Training Committee, is formed by related Undersecretary, Department Manager, Finance Office services representative, Industry and Trade services representative, Working and Social Safety services representative, Social Planning Department services representative, Industry Association Unity representative, Employer Union representative, Labor Union Federation, Architect-Engineer Association Unity representative, a school manager and profession teacher. (28/1988 S.Y M. 5).

#### **2.1.14. Apprenticeship and Profession Training Committee's Duties**

Apprenticeship and Profession Training Committee's Duties are these below:  
(28/1988 s.y m. 6)

1. To follow the applicant of law, rules, regulations and instructions and evaluate,
2. To decide needs of apprenticeship training and profession training and notify the Ministry,
3. To tell opinion on apprenticeship and profession training program basics and durations to the Ministry,
4. To evaluate the draft of rules and regulations about forming apprenticeship and professional training at companies exam commissions and its works and applying exam methods,
5. To evaluate the subjects, sent by the Ministry, about Apprenticeship and Profession Training and tell their opinions,
6. To define the professions and places that to be added or to be disqualified to the professional training according to the frame of the law, and tell opinion to the Ministry,
7. To follow the effects of the developments at technology and working life and tell opinion to the Ministry,
8. To tell opinion to the Ministry about regulating duty, authority and responsibility of professions' situations related to this Law.

## **2.2. HISTORICAL DEVELOPMENT OF VOCATIONAL EDUCATION IN TRNC**

Education is duration of giving information, developing skills and abilities in general. In many times, there make differences between education and training terms. According to this differentiation, 'education' term is used for general education at schools and universities, but 'training' defines expertise education at professional schools. Its main aim is to supply the education to the students in order



not to supply to afford their life but to prepare the students to life in general. There is always a professional aim at training. (Doğan, 1999).

There isn't an obvious border between general and professional education and then it should not be so. General education aims to educate the people to keep up with the life. Professional education aims to change the material world according to desires of brain. Saying this is not to suggest that there is a certain anti thesis between these two educations, but to say that these two educations have a quality of completing each other. (Warren, 1971:4).

Nowadays professional and technical training is the product of the hundreds of years. Professional and technical training develop itself according to the nowadays situations and update its dimensions then reach today's level as long as civilization, technology, producing method, and working life situations change. Changing, adaptations to the innovations, going beyond the existing have become inseparable part of life thorough the history. (Doğan, 1999:375).

Producing activities to supply the people needs begin with human and develops parallel to human being development. People teach these processes to the family members in order to help them during the process. (Ayan, 1998:15).

Professional and technical training is applied by responsibility of the family for a short time. Division of labor is applied in the family. It is defined that men are effective to find food, cloth, and accommodation to the family; women are to prepare these thing to use. Division of labor started like this. It is observed that some of the families developed their practical skills at copper, wooden, metal, etc works. Division of labor raises quality and productivity of production. This situation makes developing new producing methods, training people according to their skills and interests compulsory. (Doğan, 1999:375).

Apprenticeship system is founded because of the reason of chancing social conditions at time and appearing problems and supplying the needs. Professional

training is applied under the responsibility of apprenticeship system which is guild of tradesmen's apprenticeship system is a system that is an effective and successful way. At later steps, apprenticeship becomes insufficient against changing social needs, changing at producing system, inventions at science and technology. Then it becomes out of date so professional and technical training system is founded. (Doğan, 1999:376).

Since 1571, Cyprus Turkish Education's developing is grouped under these titles below starting from Ottoman Empire period to nowadays. (Okumuş, 2003:45).

1-Ottoman Empire Period (1571-1878)

2-English Period (1878-1960)

3-Cyprus Republic Period (1960-1963)

4-Cyprus Turkish Government Period (1963 and later)

a- Period covers between 1963-1974 years

b- Period covers between 1974-1983 years

c- Period covers since 1983 to nowadays.

### **2.2.1. VOCATIONAL AND TECHNICAL EDUCATION AT CYPRUS AT OTTOMAN EMPIRE PERIOD**

Professional and technical training foundations are founded according to local needs during Ottoman Empire. This foundation's management, programs, teachers, and financing are supplied by local opportunities. Professional and technical training foundations become a united one with present working life as naturally. (Doğan, Hacıoğlu, Ulusoy, 1997; 25). People who want to learn art promote mastership by working with a master. Apprentices are grown by master people according to the guild of tradesmen's.

Akhism, an organized brotherhood in Anatolia related to trade guilds, is founded at Ottoman Empire period. It has got some features which peculiar to Turks and its roots go over till Middle Asia. At Turkish society, 'akhism' regulates working life at 12<sup>th</sup> century, then Apprenticeship System is become main approach to grow

skilled working life workforce at Ottoman Empire. After 17<sup>th</sup> century, it survives its existence at 'akhism' and 'breach' system and the members move throughout the country; start to grow their apprentices at different departments of working life according to this system. (members.fortunecity.com).

After Cyprus is conquered, Cyprus grand seigneur writes a letter to Selim Khan, the second and informs him that there is nobody among the craftsmen to render prosperous Cyprus. Caliph, Selim Khan, the second sends craftsmen and their families into exile from different parts of Anatolia to increase Cyprus population, to render prosperous, to develop the island after the letter. According to this exile law, exile is formed by separating a household from ten households. The households' professions who are sent Cyprus into exile are different such as shoe man, boot man, tailor, weaver, millinery, quilt maker, maker of thread or yarn, cook, candle maker, horseshoe, tanner, carpenter, builder, jeweler, maker of kettles or boilers, miner, etc. (Bahadır, 2001).

At the end of Ottoman Empire Period, Archduke Ferdinand visits Cyprus, and stays there in a short time. According to Archduke Ferdinand, there were 23 bazaars at the island. It is not difficult to understand that there was and Akhism tradition that keeps the guild of tradesmen's. (Beratlı, 1993). It shows that craftsmen who emigrated from Anatolia grow their apprentices up according to the tradition of Akhism in Cyprus. Later on, when the craftsmen become insufficient to supply the society, 200 household varied jobs and professions group were brought to the island from Halab by Cyprus Chamberlain Hasan in the middle of 18<sup>th</sup> Century. (Bahadır, 2001; 21).

These craftsmen and their descendants keep their craftsmen feature till the World War II. According to information that we have, we know that some craftsmen have a special feature that is peculiar to Turks. Most important ones of them are weaver and tanner. Shoemakings, carpentry, maker of the feathers fly, horseshoer, cookery, jewellery are known that Turks have a profession on them till nowadays. On the other hand, some of them such as shoemaking, sericulture, coloring the silk,



weaving haversack from goat's hair could not develop themselves while developing industry and forgotten during English Managment. (Beratlı, 1993).

As a result, professional training foundations at Ottoman Empire do not have a relation to National Education foundations. These foundations are managed by local governors like Mithad Pasha and society leaders and are financed by local opportunities. Education programs, duration of education, accepting conditions, and teachers' features can be changed from district to district. An association cannot be founded at Ottoman Empire period. (Doğan, 1999; 376).

### **2.2.2. VOCATIONAL AND TECHNICAL EDUCATION AT CYPRUS AT ENGLISH PERIOD**

English management keeps existing Turkish management system at the beginning, because they just only get the control of the island not the whole island. Reason of designating Superintendent of Police instead of governor to the island was that Cyprus was still a country of Ottoman Empire. When Treaty of Lausanne was concluded in 1923, Turkey accepted that Cyprus is bound to England. Then at 10<sup>th</sup> March 1925, English Government declared that Cyprus is one of the colonies of England and named Cyprus manager as 'governor'. (Gazioğlu, 1997:22). Because of this changing, professional and technical training at Cyprus at English period can be studied as under the titles of two parts like the years between 1878 and 1924; then the years between 1924 and 1959.

### **2.2.3. VOCATIONAL AND TECHNICAL EDUCATION BETWEEN 1878 AND 1924 YEARS**

One more treaty which contains 6 items was concluded at 1<sup>st</sup> June 1878, related to the Cyprus that its governing is turned over to English by a defense treaty between Turk and English at 4<sup>th</sup> June 1878 at Yıldız Palace at Istanbul. And this treaty's second item was like this below: "*A Muslim person, who lives in the island, is going to be designated by Ottoman Estates in Mortmain Department in order to*

*govern the mosques, schools and graveyards and other religious foundations' properties, estate and grants with the delegate whom is going to be appointed by English."*

Having not enough financial power of the Cyprus Turkish Nation and receding of Cyprus Turkish education caused to retrogress to the Cyprus Turkish education on the island. Whereas Turks did have very rich pious foundations, these were supposed to be in the hand of only religion and education foundation, both mosques and schools were moldering day by day in unskilled hands. As a result of being Muslim person supporter of English, who was appointed to pious foundations in Cyprus, pious foundations were controlled by English Government on the island. Consequently, Turkish Society's desires could not be applied at government. (Nesim, 1987: 13).

According to Rawson, who is a chief of intelligence reached to Nicosia to take over the government, most of the people who live in Nicosia were Turks and 3 thousand of Turkish men could be a soldier at any moment. Most of them were working at trade and varied professions. (Gazioğlu, 1997).

According to Gazioğlu (1997); it is stated that 5-6 thousands Greeks of Cyprus attacked to a few hundreds of Turks, Turks' shops and Turks' working places at Leymosun Studies published on Vatan Newspaper at 3<sup>rd</sup> June 1912.

In 1912, Turks' shops were despoiled and plundered at 27<sup>th</sup> May according to the diplomatic note that was given by Turks to English governors. Barber Mustafa was murdered by Greek Cypriots and it is known that people cannot go to their working places and cannot work safely.

In 1919, when Cyprus was given to Greece, the Turkish butchers protested that they could not cut animal so that there was a trouble of buying meat to their homes. Then their leader, Hasan Karabardak was sent to prison at Nicosia Castle. (Gazioğlu, 1997).

Depending on this information, it can be stated that there were many craftsmen who were trained by apprenticeship system on the island at the beginning of English government.

Furthermore, Private Cyprus Industry School was founded by Dr. Hafız Cemal. There were 10 departments such as Shoemaking, Weaving, Iron working, Shimmer, Millinery, Carpentry, Tinsmithery, Tailoring, Book binding and Umbrella Repairing at this school. This school was charge of free and the students who study at this school go to Mosques praying in their uniforms in order to sell their works. Because of the gossips which are not right, Dr.Hafız Cemal abolishes the school and leaves from the island. However, the craftsmen who graduated from that school have become the craftsmen of the island for a long time. In addition, prisoners who are sentenced to prison more than 10 years are thought tailoring and shoemaking at central prison. (Behçet, 1969).

When education politics fallacy has been understood by English governors, a report, "Report on Education In Cyprus-1913" is prepared by the expert commission whom are brought from the United Kingdom. After this report, Cyprus Turkish education is developed and updated. Then education gains some special features which one of them is the duration of developing the basics of founding technical schools. (Aytekin, 1993).

#### **2.2.4. VOCATIONAL AND TECHNICAL EDUCATION BETWEEN 1924 AND 1959 YEARS**

When Treaty of Lausanne was concluded in 1923, Turkey accepted that Cyprus is bound to England. Then at 10<sup>th</sup> March 1925, English Government declared that Cyprus is one of the colonies of England and named Cyprus manager as 'governor'. It was known as Ottoman Country before the treaty. (Gazioğlu, 1997, 22). English change the whole system that lasts since Ottoman Empire period step by step. On the one hand, they found their own system. On the other hand, they compel



Cypriot Turks to apply these changing at their education system. During this time, Turkish Cypriots were trying to apply Atatürk's revolutions.

In 1926, weaving carpet course was applied at Victoria Female High School at which Turkish Cypriot female students studied and then professional training was started. (Professional and Technical Training Conference, 1994).

According to 1933 and 1935 Education laws' foreseeing control affected Turkish society more than Greeks. Regression at Cypriot Turkish education and government pressure increased, too. English did not want Turks to have a profession. One of the reasons is that unemployed young enroll the army. (Nesim, 1987: 13).

After 1931 rebellion, education was drawn to the end. This process was stopped by an 'Interim Report' prepared by Turkish Labor Commission. Thanks to this report, Turks wanted to re-organize their some college classes, and to direct the students to professional and technical training. (Aytekin, 1993).

In 1937, "MALE PROFESSIONAL SCHOOL" was founded at Nicosia, then in 1955 at Limasol. In 1947, "PRACTICAL PROFESSION SCHOOL" was founded at Lefke in English Language. During this term, 25 Greek students and 5 Turkish students were accepted to Male Profession School in every year. First Apprentices Training Center was founded at Nicosia in 1946. In 1951, a profession school for Turkish children was founded by the cooperation with the government and Cyprus Mine Company (CMC). (Profession and Technical Training Conference, 1994).

During that time, there were Commercial department at Turkish High School and Female High School in Nicosia; Private Turkish Evening School at 1953-1954 education years with the help of Turkey; then Atatürk Female Profession School did some application for future Commercial and Female Profession High Schools.

Apprentices do not get money at that time. They work one year as an apprentice. The ones who apprehend the job can finish apprenticeship at 5-6 months.

Then they become Associated Master. Working place profession expert decides how much money they will get by observing their works. During this term that lasts 1,5 or 2 years, while they are learning how to follow the instruction and develop their works, some information such as good manner, talking fine, not overriding someone's right, looking for their own rights, trade unionism, etc. are thought to the apprentices at place at which masters come together at nights. (Tuncel 2005).

According to Tuncel (2005); at some valuable professions such as tailoring apprentices have to pay 15 shilling or 1 lira to their master each month in order to learn the job. After being apprentice for two years, they continue to their job with a little money.

Children who do not feel like to study or children taken from poor families are employed as apprentice in general. At that time, the most leading professions were shoemaking, carpenter, wall builder and bakery.

## **2.2.5. VOCATIONAL AND TECHNICAL EDUCATION IN CYPRUS REPUBLIC PERIOD (1960-1963)**

At the beginning of 1959-1960 education year, while English colonial administration was concluding, there were Sedat Simavi Industry Profession High School in Nicosia Turkish region, Lefke Profession School (present Cengiz Topel Industry Profession High School) and Beyarmudu Agriculture College that transferred to Turkish Congregation. These schools started education in Turkish language. During this term, most of the teachers were supplied from Turkey. (Professional and Technical Training Conference, 1994).

In the beginning of 1960 education year, Evening Female Profession School was set up and Village Women Courses were founded at first. (Behçet, 1969:323).

In 1960-1961 education years, Turkish Congregation Assembly (TCA) made the law of Secondary Professional and Technical Training Teachers. (Feridun, 1571-1974).

During the same year, 'Haydarpaşa Commerce High School' started education as a single school by coming together the students who study commerce related department at general high schools. (Professional and Technical Training Conference, 1994).

Turkish Congregation Education Management prepared a 5 years plan to apply at schools between 1962 and 1967 years. At this plan, it is stated that the aim is to grow cultured businessman, cultured technician, and cultured farmer by declaring that *'15-18 years old secondary school students can study at 3 years high school, academic college, commerce college, technical or agriculture colleges till 18 years old'*. (Behçet, 1969:276).

At the beginning of 1962-1963 education years, commerce departments at Namık Kemal High School in Famagusta, at 19<sup>th</sup> May High School in Limasol, at Kurtuluş High School in Baf, at Gazi High School in Lefke. And Bekirpaşa Trade College is set up in Larnaka. In 1959-1960, Female Profession High School starts to educate in Famagusta. During these years, Village Women Courses keep activities on at the concept of formal education. (Professional and Technical Training Conference, 1994).

To develop Technical Training, Radio-Television and Molding studio is added to Lefke Art Institute; Sanitary Installation and Ironmonger studio is added to Nicosia Construction Institute by cooperating with Turkish Republic National Education Ministry. In addition, a department of growing practical master is set up at two Technical Institutes. (Feridun, 1571-1974).



## **2.2.6. VOCATIONAL AND TECHNICAL EDUCATION AT CYPRUS TURKISH GOVERNMENT PERIOD (1963 AND LATER)**

According to Okumuş (2003:45), Professional and Technical Training at Cyprus Turkish Government is defined at three parts.

## **2.2.7. VOCATIONAL AND TECHNICAL EDUCATION DURING 1963-1974 YEARS**

In 1965, Cyprus Turkish Handmade Arts Institute is founded in order to develop and widespread Cyprus Turkish Handmade Arts. (Behçet, H1969: 324).

At this term that Greek pressures were intensive, a new planning is done for the future of Cyprus Turk Congregation that is in difficulty in daily life. (Behçet, 1969: 324).

In 1971 education year, practical handmade arts studios are set up at 5 secondary schools by cooperating with UNICEF to get the students handmade art skills. (Okumuş, 2003:45).

## **2.2.8. VOCATIONAL AND TECHNICAL EDUCATION DURING 1974 AND 1983 YEARS**

Interest to whole profession branches is increased parallel to the opportunities that are gained by 1974 Happy Peace Operations. Trade and Agriculture Profession High Schools in Güzelyurt, Trade and Industry Profession High Schools in Famagusta, and Karpaz Profession and Technical High Schools that has Hotel Management department as well in Kumyalı have been founded so far. Studies on local needs are being continued continuously. (Professional and Technical Conference, 1994).

Cyprus Turkish Education Advisory Council had a meeting on September in 1975. The council decided education concept and structure as paralleled to TR National Education System. To get the target of developing, the Council put forward to find relations to the . educations, importance of professional and technical training and to found higher education foundations precautions to be taken on widespread education. (Okumuş, 2003:45).

Professional and technical training activities are kept on under the constitution of Education Directorship till 1979-1980 education years. After this date, is kept its activities as Professional and Technical Training Department which is a single department. (Professional and Technical Education Conference, 1994).

### **2.2.9. VOCATIONAL AND TECHNICAL EDUCATION SINCE 1983**

TRNC Constitution, which is accepted in 1983, Item 59 is Education and Instruction Right. Item 1 of Item 59 states that *"No one can be deprived of education and instruction right"* and Item 4 states that *"Supplying people's education and instruction needs is the government's duty which is the leading one. Government carries out this duty according to Atatürk's principles and revolutions, national culture and moral values, developing of the era and technology, planned to obtain person and people desires and needs."* Thanks to these items, education's basics are formed. Laws that support these sources and develop professional and technical training are accepted during the years. At first, professional and technical training teachers' duties, authority and responsibilities besides of social rights became law together with the whole teachers with Number "25/1985" Law of Teacher in 1985.

National education general structure is put in an order with 'TRNC National Education Law' in 1986. Basics related to training of apprentices, associated masters and masters; and professional and technical training at companies and schools are arranged by Number "28/1988" Apprenticeship and Professional and Technical

Training in 1988. Between these basics, there are regulations of 'Professional Training at Companies'.

First of Practical Art Schools is set up under the construction of Sedat Simavi Industry Professional High School in 1988, and then continues as Industry Practical Art School in Haspolat. Target of founding these schools was to supply the students who cannot graduate from secondary schools a profession by cooperating with industry in a short time. These schools reached 6 as 3 female and 3 male schools. Nowadays these schools keep on their educations under some industry profession high schools, but they only accept secondary school graduates. (Yıllık, 2002).

Professional training is important for TRNC as in the world. It stated about professional training in the Constitution that *'Supplying skilled workforce according to aims of developing is taken a special care and professional and technical investments are supported on this direction. In order to direct the young who do not use the opportunity of education after compulsory education and to grow them up skilled and balanced, applications are going to be increased under the Apprenticeship and Professional Training Law. In secondary education, professional and technical training is going to become more important and rate of schooling on this area is going to be increased by encouraging applications and directions. Thus, working force needs of economical and social life is going to be grown up at first. Necessary precautions are going to be taken, which direct the students finding job easier, related to their education such as diploma/certificate which is read on 6<sup>th</sup> January 1999 date, TRNC Republic Assembly and publishes in Official Gazette, then come into force as stated in U.B.P. and T.K.P. government program's page 25. (Official Gazette, 12 January 1999, 25-Number 8).*

On October 2002, METGE Project started by National Education and Culture Ministry Professional Technical Training Department and pioneering by Kyrine American University Rector Prof. Dr. Hıfzı Doğan, aimed to develop Professional and Technical Training. Atatürk Professional High School, Haydarpaşa Trade High



School and Sedat Simavi Industry Professional High School were accepted as project schools. Followed research method was AR-Ge in METGE Project. (Güler, 2003).

To keep positive developments on which started by METGE Project since 2005-2006 education years, TRNC National Education and Culture Ministry started Reconstruction of Professional Training Project (MEYAP). Under the concept of this project, professions were classified at 13 modules, then 'Introducing and Directing' course decided to be studied at 9<sup>th</sup> grades of the whole high schools. (MEYAK Introduction Document, 2005).

TRNC Professional and Technical Training made progressed these steps as seen this historical development. Especially, professional training, which developed as the relation between apprentice and master with akhism, some private enterprises' efforts to train the students at school lasted for a short time. At the end of 1940s, government does professional training at schools, but it was far away from cooperating with the companies and growing up personnel to the companies. Consequently, the graduates were difficulty in finding jobs at their professions. Cooperating with the companies becomes compulsory in order to grow up personnel who are skilled enough to work at companies and to find a suitable profession for their own professions.

## **2.3. . IMPORTANT LAWS AND APPLICATIONS ABOUT VOCATIONAL EDUCATION**

### **2.3.1. 17/1986 Number National Education Law**

National Education Law, that come into force in 1986 date and 17/1986 Number, legalized the education from preschool time and to higher education even higher education is included as a whole. Thanks to this law, education is applied to grow the children up who understand existence effort of Cyprus Turkish Society,

being conscious of struggle history, bound to these realities, keep Turkish moral and cultural values, love native country and society, bound to Motherland, Turkey, Turkish Nation, society and family with strong ties, know duties and responsibilities for native country, society, secular government, transform these conscious and features to behavior, pacifist, but know how to protect own rights. (KTOEÖS, 1999.54).

Function of making citizens to gain a profession is stated obviously in general aims which take part in the second part of National Education Law. This function is stated in the fifth item of National Education Law as the fourth law of National Education below: (17/1986 S.K.Md.5).

General aims of Cyprus Turkish National Education are

3-To evaluate Cyprus Turkish society's all people's interests and abilities and expose these skills and develop them; to equip them with necessary knowledge and skills; to make them gain work as a team and cooperate with each other; to prepare them to life by this way; to make them gain a profession which will make them and their families and the society happy; then contribute country's development.

Thanks to this, on the one hand, to increase prosperity and happiness of the country. On the other hand, growing up the students who support economical, social and cultural development by cooperating with the society as a social unity and integrity; desire to make their nation and society as the partner of modern civilization such as creator, positive and outstanding; and growing up the citizens according to these aims.

Law classified National Education in two main parts as "Formal Education" and "Widespread Education". Formal education covers preschool education, secondary education, higher education and private education foundations. Widespread education covers the whole education which is given with formal education and outside the formal education.

National Education Law brings in the principle of 'planned' to develop and systematize professional and technical training. With this principle, it is put forward to plan and apply the Cyprus Turkish national education's development, suitable for economical, social and cultural development aims as the manner of minding education-manpower-employment relations by stressing professional and technical training.

With the same principle, professions' steps, and each step's reputation, authority, and responsibility are taken into consideration as suitable for the body of current law. And each degree and each kind and formal and widespread professional and technical foundations' founding and programs are going to be regulated according to these laws. (17/1986 S.K.Md.15).

### **2.3.2. 28/1988 Number Apprenticeship and Professional Training Law**

On 22-27 October 1994, TRNC President of Republic, Rauf DENKTAŞ states in his speech, which made in Turkish Republic of Northern Cyprus Professional and Technical Training Conference in Nicosia Atatürk Culture Center, *"...Starting from Congregation Assembly, even when I was the president of Federation, we organized many courses to grow up technician. We tried to spread and state its importance. During the Congregation Assembly, founding profession school and putting apprenticeship training on the agenda, all these were said, talked on; but, in one way or another, it could not be executed as desired. When its results are examined, we advise our children to enroll them to technical and professional school, and then they do. However, they do learn nothing as technically. Graduates could not be trained as practically as they could put their devices into their device box and perform their profession. Students who study at professional schools should have the opportunity to train their theoretical knowledge at companies during their summer holidays. In order to feel like to work at companies, company owners if not, the government should give the students a little pocket money. Those children will work there with pleasure, have experience and find a suitable job easily and quickly.*



....Subject of which profession departments will set up depends on years. It regulates according to the needs. If some precautions are not taken, students will graduate from these schools and they will use this as a jumping catapult, and desired result cannot be taken.

.....If we do not offer opportunities, which a place where one earns his own money, to our children, all profession school, art schools and technical schools will be obliged to stay as an accessory. *This century is technician century. To develop our native country, we need technicians.*

....Each professional is in the pity of not finding someone to work with them.” He put forward to these problems (Professional and Technical Training Conference, 1994:27-29):

1. Companies cannot find enough apprentices and cannot grow apprentice up.
2. Cooperation with school and industry could not be applied as desired.
3. Education at profession schools is not sufficient at training point of view.
4. Cooperation with Ministries, foundation and associations cannot be obtained.
5. Government could not encourage the apprentices who work at companies and the company owner.
6. Desired departments could not be set up according to nowadays situations.
7. Graduates' finding suitable jobs according to their departments and running a company were not supported by the government.
8. Necessary regulations to do the students trainings at industry and even to work at companies in summer holidays could not be done.

In question, there are most imperfect parts which need to be regulated and improved legally.

‘Law of Number 28/1988 Apprenticeship and Professional Training’ is made law by Turkish Republic of Northern Cyprus Republic Assembly in order to improve Professional and Technical Training at real working life situation and to grow the workforce that industry needs and its general legal ground is stated above. ([www.mebnet.net/.doc](http://www.mebnet.net/.doc). 2006:1).

### **2.3.3. Law of 28/1988 Apprenticeship and Professional Training General Legal Ground**

Education is, with general meaning, the process of training the people according to specific aims. The person's character, which has this process, change. This changing goes on with the knowledge, skill, manner and values. (Fidan and Erden, 1991:12)

However, education is a social process and the economical dimension of social life, so education has economical purposes as well. This is inevitable fact, of course. Dimension of education's economical purposes that is most common is the effect that increasing of workforce productivity. Thanks to this dimension, education contributes both producing system and development in social life. (Ünal 1996:97). When these are taken into consideration, education has the points of;

1. Personal,
2. Social,
3. Economical development which the dimension of training skilled workforce.
4. This country should consider these points while deciding education aims and apply balanced integrity between them.

Person's personality structure is affected by the culture structure of society in which they were born and live there. Person's environment, living environment, growing environment, and the whole environment affect the person. This effect keeps on even after graduations till working life. (Taşkın, 1993:26). Each country should try to apply this training according to their own economical, social, and cultural conditions in order to be positive and introvert of this training..

Developing the technology very fast increases the demand of skilled person who increases productivity in big companies which at industry and service areas. (Doğan, Hacıoğlu and Ulusoy, 1997:83).

Turkish Republic of Northern Cyprus is a very young government which is founded on 15<sup>th</sup> November 1983. It is not known by any countries except Turkish Republic. To reconstruct the country and to develop the country, this country needs a lot of skilled personals to produce product and service. Through the middle of the 80s, attempts are accelerated the training of skilled and qualified personnel whom industry needs and supplying the youths to have a profession. (Professional and Technical Training Conference, 1994:32).

Increasing economic organizations at international level, developing communication opportunities, and experimental evidences in science researches bring up the necessity of evaluating the business environment continuously. Adopting new approaches such as planning, organization, designing, producing, marketing processes forces working environment's decorating with technological devices-instruments and process. However school has a difficulty in adopting this tempo. (Doğan, Hacıoğlu and Ulusoy, 1997:85).

These developments at issue are seen that make the laws invalid or ineffective. For this reason, it is need that some laws are tried to be changed to adopt the developments, not to suspend the operation of the laws which cannot be applied or new legal arrangements. (Doğan, Hacıoğlu and Ulusoy, 1997:85).

#### **2.3.4. Predicted Actions of Law of 28/1988 Apprenticeship and Vocational Education**

**Legislation Studies:** In accordance with Law of 28/1988 Apprenticeship and Professional Training, a mandate and ten regulations are prepared. These are:

- Apprenticeship and Professional Training Committee Working Conditions Regulation
- Choosing the Companies in which Apprenticeship Contracts will be made; Features and Contract Conditions Regulation



- Mandate of the Departments of which Apprenticeship and Superintendent Training will be done.
- Exam Basics and Methods and Forming Superintendent Exam Commission Regulation.
- Apprenticeship, Professional and Technical Training Development and Wide spreading Fund Regulation
- Apprentices' Attendance and Absenteeism Regulation
- Apprentice Training Regulation
- Professional Courses Regulations
- Mastership Training and Examination Regulation
- Inspection of Apprenticeship and Professional Training in Companies Regulation
- Professional Training in Companies and Examinations Regulation

Studies related to these mandates and regulations are come into effect as completed during the time that is stated in law. (K.T.O.E.Ö.S.1999).

**Legalization Studies:** Turkish Republic of Northern Cyprus National Education and Culture Minister announced legal places and profession departments at "Choosing the Companies in which Apprenticeship Contract will be done, Features and Contract Basics " Regulation's 5<sup>th</sup> item, in accordance with second paragraph at 22.9.1989 date Official Gazette with a mandate.

With this announcement, training at companies such as Electric – Electronic, Smith, Carpentry, Woodwork, Motorboat Operating, Drain, Hairdressing, Confection departments and Nicosia, Famagusta, Kyrenia, Güzelyurt, Yeni İskele and Lefke Municipality borders are under the law. (K.T.O.E.Ö.S.1999:95).

Profession Courses: Law of 28/1988 Apprenticeship and Professional Training supplies to the National Education and Culture Ministry one more duty to order the professional courses to whom left from formal education without getting the compulsory education age, not having needed skills for employment, and to prepare them to needed jobs as getting related companies and foundations' opinions. (28/1988 S.K.Md.39).

The researcher observes that having a profession and updating professional knowledge courses were organized by varied profession high school and universities at first at Sedat Simavi Industry Profession High School, and then in other professional high schools and universities in TRNC. Some professional courses such as Woodwork, AutoCAD, and Computer are organized to the adults by professional high schools. It is observed by the researcher that some universities organized Computer and English courses in order to reinforce professional knowledge of the public service personnel.

### **2.3.5. Basic Decisions about Professional Training at School and Companies of Professional and Technical Secondary Education Foundations Students**

Law of 28/1988 Apprenticeship and Professional Training is come into effect in 1988 that covers the legal arrangements in order to apply professional practical training of secondary school students at companies cooperating with school and working place instead of professional and technical training which is no relation of companied problems and lacking of application opportunity.

Apprenticeship and Professional Training aim is to order rudiments related to the apprentice and superintendent and master training and professional training at schools and companies. (28/1988 S.K.Md.4).

Law of 28/1988 Apprenticeship and Professional Training covers both the decisions about apprentice, superintendent and master training. This research aim is related to professional and technical secondary education foundation students training at companies, so decisions and arrangements on professional and technical secondary education foundations students training which are come into effect with *"Professional Training at Companied and Exam Guideline."*

Apprenticeship and Professional Training Law states in which foundations can be applied professional training. According to this law, working places whose

owners are real and legal person connected with the government, ministry foundations, circulating capital foundations and other working places and with apprentice, superintendant and master who works at these foundations and students who train at these foundations are under this law. (28/1988 S.K.Md.3).

In Law of 28/1988 Apprenticeship and Professional Training, predicted application of professional training at companies and some regulations about this training take place. In the law, it is stated that 'Apprenticeship and Professional Training Commission' should be formed in order to take advice decisions about planning of the apprenticeship, superintendent, and mastering training with schools and professional training at companies; developing and evaluating the training and delivering opinion. Decisions of this committee are going to be applied by approval of National Education and Culture Ministry. (28/1988 S.K.Md.5/2).

Related decisions to professional and technical secondary education foundations students professional training at companies are taken place at related law's third part of second chapter.

Law obliges the company owners, who have twenty or more workers at their companies, to train students as many as 10% of their workers. (28/1988 S.K.Md.15/1).

It is stated obviously at the law that January is predicted on while determining number of the workers of the companies which are under the law; skill training begins at the beginning of the education year; which departments, and which companies are going to be chosen by the Ministry; training companies of the students; charging people who have skill training to train the students are stated as well. (28/1988 S.K.Md.15).

Law of 28/1988 Apprenticeship and Professional Training, theoretical education of the students who have practical training at companies are predicted to



be applied at Professional and Technical Education foundations or companies training centers. (28/1988 S.K.Md.17).

The trainee students are obliged to obey the companies' conditions and working conditions. This is subjected to the law. (28/1988 S.K.Md.18).

During the strike, company owners have to take precautions to keep on training at companies and students are out of the strike inclusion. If the workers number decreases after the training education starts, the trainees have to complete their trainings till they graduate. (28/1988 S.K.Md.19).

By the Ministry, technical high school and professional high school students training can be applied at companies which there are less than twenty workers, without caring if they are inclusion of the professional training or not according to this Law concept. (28/1988 S.K.Md.20).

Companies which there are twenty or more workers, under this Law concept for training by the Ministry; but do not apply training have to pay 2/3 percent of current minimum wage to the government Fund account for each trainee to be applied during the education period monthly. However, if students are not sent to chosen companies by the Ministry, these companies don't have to pay this to the Fund. (28/1988 S.K.Md.21).

It is stated that the fees which are going to be paid to the students who train their professional training at companies and increasing of the fees are going to be ordered with a contract between the school principals and the companies according to the Ministry principles. However, it is determined that the students are not going to be paid less than 30% of the minimum wages, which is applied by the government. It is implied these wages that paid to the students will be out of all kinds of taxes. (28/1988 S.K.Md.22).

It is taken place in the law that from the point of view supplying the trainee students' at companies' social security, 'Social Security Law's working accident and



professional diseases and disease and motherhood insurance rules are applied to the trainee students at companies by activating the contract' is very important. (28/1988 S.K.Md.23).

It is decided by the law that leaving with pay fortnight permission in the first year of the education, twenty days in the second year and thirty days in the third year can be given in each year in holiday months by the companies and the students who have an excuse can be given permission leaving without payment till a month by taking the school principals' opinions. (28/1988 S.K.Md.24).

Based on the Law of Number 28/1988 Apprenticeship and Professional Training, the law of 18.09.1989 date and 86 number 'Professional Training at Companies and Examination Regulations' is come into effect by published in Official Gazette. This law's 10<sup>th</sup> Item states that the students who are going to their trainings at companies start their applications lessons from 10<sup>th</sup> grades according to the stated conditions; it is going to be a principle that they have to complete their professional training at companies in which they start. However, they cannot complete their training at companies in which they start, they will complete their half training at another companies or school studios which are chosen by the school principles. Each student has to do 80% of their practice, work, project, experiment or service that is on their program of professional training and to be successful at their trainings. (K.T.O.E.Ö.S.1999:118)

Same Rules and Regulations' 11<sup>th</sup> Item states that training at companies can be done at schools by condensing the theoretical and practical courses applications and this applications' basics and methods are going to be decided by a protocol between school principal and company authorized people. If condensed program is applied, studying duration of the theoretical and practical courses cannot be less than those courses' lesson hours of the year and related points of timing of these programs are going to be decided by the working calendar that is prepared by the Ministry.

In 12<sup>th</sup> Item of "Professional Training at Companies and Exam Regulations", professional training can be applied to the trainee students by the people who have

these qualifications such as master trainer who have mastering skills and studied working pedagogy; retired or self-employed profession courses teachers; engineers or technicians; profession teachers and studio teachers who work related departments at school. The people who have a duty at companies and have a mastering skill can be charged to professional training by the school principals admission temporarily incase the trainer cannot found who have these qualifications. Companies have to supply these people to apply working pedagogy courses which are arranged by the Ministry at least a year.

Trainer personnel duties who make professional training to the students at companies, the company duties at which professional training will be done; the trainee student duties; technical and professional high school principal's duties and 'Coordinator's Duties' whom is charged by the school manager are stated at related rules and regulations 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Items.

In the 18<sup>th</sup> Item of 'Professional Training at Companies and Examination Regulations', the trainee students have to have a portfolio about their skill training that covers their practice, project, experiment, pictures related to the services, project or evaluation chart that suitable for their trainings; and each picture, project and evaluation chart in the portfolio will be signed both the students and the training personnel; in addition, the picture and project which are presented privacy for the company will not be put into the portfolio; these pictures and projects will be kept in another file by the company.

These rules are stated the subject of evaluating the students who do their trainings at companies at related Regulations 19<sup>th</sup> Item.

"Evaluation of the skill training at companies is done by the commission that forms from related school manager, or school assistant manager whom is charged by the school manager, or department chief, department teacher of related school, and the training personnel of the related company which student does training at. Commission president is school principal or assistant school principal who is charged by the school manager. Skill training at companies Evaluation commission comes



together each semester to evaluate the skill training at companies, at the end of the semester to evaluate the condensed skill training to a semester; they make an evaluation as an evaluation exam. The application exam content should cover %80 of the education program. Application exams are evaluated 10 out of 10. Commission members give the marks individually. Arithmetical average of the marks that are given by the commission members is the mark of the student. Half marks and fractional marks are increased to exact marks in evaluation. The marks less than half is are not taken into consideration. The student has to get at least 6 in order to be successful at applied exams.”

In regulation 19/6 item states that student's class and passing exam affairs are going to be applied according to Class and Examination Passing Regulation principles.

In 20<sup>th</sup> Item of the regulation states that necessary precautions should be taken by the school principal and the company owner while planning, applying, and evaluating the training at companies; both school principal and company owner are responsible for applying suitable training program according to the students curriculum together.

Decision about what the students are going to do in their training application at companies is taken place the same regulation's 21<sup>st</sup> item

### **2.3.6. METGE PROJECT (Developing Professional and Technical Training Project)**

Under the constitution of TRNC National Education and Culture Ministry, some studies about accelerating Professional and Technical Training are done by researches in order to find the mistakes and correct sides of the training under METGE project. (Güler, 2003:14).

METGE Project is a project that is started by pioneering of Kyrenia American University Rector Prof. Dr. Hıfzı Doğan from National Education and Culture Ministry Professional Technical Department in October 2002. Atatürk Professional High School, Haydarpaşa Commerce High School and Sedat Simavi Industry Professional High School are accepted as project schools. The method that is used in METGE Project is AR-GE model that is search and develop model.

Aims of the project are listed on Atatürk Professional High School web page that the project is introduced as:

*“Basic aim is to supply the school to have these features below.*

*To supply a cooperation between school and working life and training the young and adults and can be able work as a team work.*

*To define professional standards at human resources by cooperating with national companies and international foundations,*

*To prepare modular education program in order to train personnel as decided professional departments' standards,*

*To update suitable education program for profession standard examination system,*

*To repair modular written material for the students,*

*To follow the graduates and to update the school itself according to obtained findings.*

According to this web page, introducing METGE Project studies are predicated in 2002-2003 education year. For this aim, introduction studies are done at National Education and Culture Ministry Central Organization, Project Schools Managers and Teachers, Phantom Traders and Artisans Association, Secondary Education Teachers Organization, Civic Society Organizations and 25 teachers who are from Project Schools are accepted to the seminars during the whole year and they are trained.

At the end of the studies which are done to portray existing situation, 49% of the graduates in 1992-2002, from Atatürk Professional High School, Haydarpaşa Commerce High School and Sedat Simavi Industry Professional School at which this project is applied, have a job. And 54 % of them have a fine connection between

their education and job. Graduated state that school should help more them to find a job.

In 2002-2003 education year, is it decided that students will train two days of a week by going to the companies and this decision is applied at Atatürk Professional High School, Haydarpaşa Commerce High School, and Sedat Simavi Industry Professional High School under the concept of METGE Project in 2003-2004 education year. (Hocanın,2004:93).

Under the title of 'Applied Studies in 2003-2004 years' on Atatürk Professional High School web site, it is stated that school and program committees came together in order to form a permanent construction between school and working life. It is supplied that students get their training at companies and studies which are about developing the professions are done. Profession levels are defined five levels such as Half Skilled, that is, Limited scope skill; Qualified, that is, skilled; High qualified or qualified labor and supervisor duty; Middle level manager ship, that is, Supervisor-Master craftsman; experienced manager ship (Technician).



## **CHAPTER III**

### **3. METHOD**

Research model, environment and sampling, device and techniques of collecting data, collecting data and analyzing the data subjects are taken place in this part of the research.

#### **3.1. Research's model**

Research's model is to collect the coordinator teachers and trainee students' opinion related to the application that apply their professional training at companies by questionnaire model and define the existing and desired situation. Written documents about professional training are scanned at research. With these points, the research is the model of document scanning and portraying.

#### **3.2. Environment and Sampling**

The research's environment is formed from 12 technical and professional high schools students, in 2005-2006 education year, which are bound to TRNC National Education and Culture Ministry and industry practical art schools 3<sup>rd</sup> grades students who do their trainings at the companies and coordinator teachers to these trainees.

It is conveyed that 4 commerce high schools from 12 professional high schools that are related to the Professional Secondary Education Department start their professional skill training after April 2006 according to their working calendar in TRNC. (Attachment: 3). In addition, it is defined that there aren't professional training at companies at Dr. Fazıl Küçük Industry Vocational High School, Gazi

Mağusa Vocational High School and Karpaz Vocational High School by the researcher. The way of getting a sample from the environment is not used to define the problems about professional training and it is tried to reach the whole environment from the students at the companies and coordinator teachers from 5 professional high schools out of these schools and a technical high school and 2 industry practical art schools.

### **3. Collecting Data and Applying**

Two different questionnaires are developed for coordinator teachers and students in order to set their opinions about professional training at companies as collecting data instrument.

Needed data from this research is obtained from varied sources. At first, Turkish and English publications related to the professional training at companies, in which TRNC sends qualified personnel to these countries, are scanned and then types of the professional training at companies are determined. Later on, law, regulation, rule, constitution, guide, etc are examined related to the professional training in TRNC. Varied publications related to the subject are examined; statistical data, documents, reports, announcements, researches, council decisions, etc sources are scanned and conceptual frame of the research is formed.

Two questionnaires drafts for two subjects depend on conceptual basics are given to the experts (Prof. Dr. Hıfzı DOĞAN, Ass.Dr. Halil AYTEKİN, Ass.Doç.Dr. Fatoş SİLMAN) from view point of extent, concept of the questions and the way of expression, and suitability of aim. Latest version of pilot experiment is formed according to the experts' opinions and advices.

Pilot experiment is done by applying questionnaire to 20 students who apply their professional training at companies and to their 5 teachers in order to define whether the questions that are developed according to the experts' opinions and

advices run or not. As questions are understood and any problem is face, the questionnaire is multiplied for application.

Questionnaire which is applied to the students is formed from three parts. In the first part, 8 close-ended questions are asked to display the subjects' personal features. In the second part, 30 close-ended questions are taken place related to the subjects' opinions, problems and suggestions on professional training at companies. An open-ended question is pointed to the students in order to define the students' opinions and suggestions to develop professional training at companies in the third part.

Questionnaire for the teachers is formed from three parts as well. In the first part, 6 close-ended questions are asked to the teachers to define their personal features. In the second part, 35 close-ended questions are asked related to the students, schools and companies. An open-ended question is pointed to the teachers related to their opinions and suggestion to develop professional training at companies as asked to the students in the third part.

Item analyses of the questions in the questionnaires are not done; expert opinion and pilot experiment are used instead. It is supplied to fill out the questionnaires by meeting with the teachers and the students one by one by the researcher and all questionnaires given to the subjects are collected completely. The researcher thanks to the principals of the schools and students for their close interests.



Name of School	Number of Student	Number of Student in Companies	Number of Teacher	Number of Coordinator Teacher
Haspolat Industrial Practical Art School.	3	3	23	2
Güzelyurt Industrial Practical Art School.	4	4	4	3
Atatürk Vocational High School	60	23	58	4
Sedat Simavi Industry Vocational High School	200	42	86	6
Sedat Simavi Technical High School	21	21	8	4
Cengiz Topel Industry Vocational High School	36	12	29	1
Total	324	105	208	20

**Tablo 3.1 Numbers Of The Coordinator Teachers And Students Who Are In The Last Grades Of Their Schools And Do Their Applications At Companies Are Given.**

In Table 3.1, numbers of the coordinator teachers and students who are in the last grades of their schools and do their applications at companies are given. Questionnaire is applied to these coordinator teachers and the students who apply their training at companies perfectly and application started in February 2006 and finished in March 2006.

#### 4. Analysis of the Data

A data base is formed by installing them to the computer in an order from collected data. Data basis analysis is done by SPSS 11 package program. In analysis of the collected . data, frequency (f), percent (%), arithmetical average ( $\bar{x}$ ), standard deviation (ss), variance analysis (F) values are used.

Data related to personnel features of the coordinator teachers and trainee students at companies is analyzed by per cent and tables are done and commented.

To supply evaluating professional training at companies, average value for each question is obtained. For this reason, agreeing levels in the questionnaires are confirmed as 'I don't agree, I agree less, I agree half, I agree, I agree completely' with Likert type scale. To analyze, these options are graded from 1 to 5 in an order and point limits are used to define the agreeing level of the opinions.

Questionnaire's level's weight and limits are numbered as stated below:

<u>Options</u>	<u>Weight</u>	<u>Limits</u>
I don't agree	1	1.00-1.79
I agree less	2	1.80-2.59
I agree half	3	2.60-3.39
I agree	4	3.40-4.19
I agree completely	5	4.20-5.00

Arithmetical averages related to the stated pinions are commented according to this limit values.

## CHAPTER IV

### 4. FINDINGS AND COMMENTS

In this part of the research, findings and comments on professional training at companies in TRNC that obtained by applying the questionnaire to evaluate the professional training at companies to the coordinator teachers and trainee students at companies are taken place.

#### 4.1 Findings and Comments on Personal Information

Personal information of the trainee students at companies and their profession course coordinator teachers are given place in this part.

##### Students

Students' gender, schools, the ways of defining company, duration of working, supplied opportunities; levels of learning skills, desire of keeping on higher education, number of the worker in the companies of the students are explicated

##### **Distribution of the students according to their sex and schools in which they study:**

72.4% of the students who are participated in research are male and 27.6% of them are female. (Table 4.1)

**TABLE 4.1**

##### **DISTRIBUTION OF THE STUDENTS ACCORDING TO THEIR SEX**

<b>Gender</b>	<b>f</b>	<b>%</b>
Female	29	27,6
Male	76	72,4
Total	105	100

It is stated that 51.4% of the students are from Industry Vocational High School, 21.9% of them are from Female Vocational High School, 20% of them are



from Technical High School, and 6.7% of them are from Industrial Practical Art School. (Table 4.2).

**TABLE 4.2**  
**DISTRIBUTION OF THE STUDENTS ACCORDING TO THEIR SCHOOLS**

Schools	f	%
Industry Vocational High School	54	51,4
Female Vocational High School	23	21,9
Industrial Practical Art School.	7	6,7
Technical High School	21	20
Total	105	100

**The way of choosing companies:** The of the students' choosing the companies are showed in Table 4.3.

According to the 9<sup>th</sup> Item of the Rules of Professional Training at Companies and Examination, it necessary to declare to the Ministry with a report about which companies are suitable for training or not, how many students will go to which companies from which schools in June. Thanks to this, students and their guardians' looking for a company will be forestalled.

**TABLE 4.3**  
**THE WAY OF THE STUDENTS TO DEFINE THEIR COMPANIES WHERE THEY TRAIN**

The way of choosing companies	f	%
Control of School Choice	38	36,2
Student Choice	50	47,6
Families of Student Choice	12	11,4
Friends of Student Choice	3	2,9
Another Choice	2	1,9
Total	105	100

63.8% of the students stated that they find their companies by their own opportunities. According to this, the system related to the commissions formed by this rules don't run properly and face some problems. Solutions to operate the system should be produced.

### **Working Duration of the Students at Companies:**

According to 10<sup>th</sup> Item of the Rule of Professional Training at Companies and Examination, it is stated that the students start their training program from 10<sup>th</sup> grades according to the conditions which are decided on their practical courses education program. However, it starts at 11<sup>th</sup> grades according to the researcher's observation. We see this in table 4.4 as students' working duration.

**TABLE 4.4**  
**STUDENTS' WORKING DURATIONS AT COMPANIES**

<b>Students' Working Durations</b>	<b>f</b>	<b>%</b>
2 weeks-1 month	23	21,9
1-3 months	48	45,7
3-5 months	19	18,1
5-7 months	5	4,8
7 month and more	10	9,5
Total	105	100

45.7% of the students stated that they have been working for 1-3 months at the company, 21.9% of them stated that they have been working for 2 weeks and 1 month, 18.1% of them stated they have been working for 3-5 months, 9.5% of them stated they have been working for 7 months and more, 4.8% of them stated that they have been working for 5-7 months at the companies. According to this, most of the students have been working at companies for 2 weeks and 3 months duration.

**Supplied Opportunities to the Students at Companies:** Extra opportunities out of the fee paid to the students by the companies are shown in Table 4.5.

**TABLE 4.5**

**SUPPLIED OPPORTUNITIES TO THE STUDENTS AT COMPANIES**

<b>Supplied opportunities to the students at companies</b>	<b>F</b>	<b>%</b>
Free meal	16	15.2
Company service	12	11.5
Working cloth	14	13.3
Noting one	57	54.3
Another	6	5.7
Total	105	100

The students stated that 54.3% of the students are benefited just from the fee, 15.2% of them are benefited from free meal, 13.3% of them are benefited from working cloth, 11.2% of them are benefited from the company service to come and leave the company. 5.7% of them are benefited from more fees; and they stated that devices, books, and CDs about their profession are given them by the companies. If these opportunities are increased, the students will be seen as positive and incentive qualification by the students.

**The Situation of Learning the Whole Skills Related to the Profession While Working at Companies:**

The situation of learning the whole skills related to the profession while working at companies is shown in Table 4.6.



**TABLE 4.6**  
**THE SITUATION OF LEARNING SKILLS OF THE STUDENTS**

<b>The situation of learning skills</b>	<b>f</b>	<b>%</b>
Yes	71	67.6
No	34	32.4
Total	105	100

67.6% of the students stated that they learned all the skills that are taught at the companies, 32.4% of them stated that they could not learn the whole taught skills at the companies. It is clear that students can learn the skills to have a profession in a shorter time than at vocational and technical high school studios, because companies have some specialties such as the companies have more devices and technological instruments than the schools and they pay the students fee.

**Situation of Desire of The Students To Continue To A Higher Education:**  
Students' situation of Desire to Continue to a Higher Education: Students' situation of desire to continue to a higher education is shown in Table 4.7.

**TABLE 4.7**  
**DESIRE OF THE STUDENTS TO CONTINUE TO A HIGHER EDUCATION**

<b>Desire of The Students To Continue To A Higher Education</b>	<b>f</b>	<b>%</b>
Yes	79	75.2
I am hesitant	24	22.9
No	2	1.9
Total	105	100

75.2% of the students stated that they desire to have higher education, 22.9% of them are hesitant. Number of the students who do not desire to go a higher education is extremely less. More increased level of continuing a higher education than vocational high school that grows middle personnel should be examined.

**.Situation of Personal Number at Companies:** Situation of personal number in which students apply their training at accompanies is shown in Table 4.8.

**TABLE 4.8**  
**SITUATIONS OF PERSONNAL NUMBER AT COMPANIES**

Personal Number at Companies	f	%
1-10 people	83	79,1
11-20 people	18	17
31-40 people	1	1
41-50 people	2	1,9
51 and more	1	1
Total	105	100

79.1% of the students who answered the questionnaire are working at companies where mostly 1-10 people work. 17% of the students work at companies in which 11-20 people work. Number of the students who work at companies at which 20 people work is few. (Table 4.8). Because there are most small capital companies in TRNC, number of the workers is less. In addition, the companies in which there are twenty or more workers have to train students 10% of their workers. (28/1988 S.K.Md.15/1) It can be thought that big companies do not want to be responsible for training, so they don't apply professional training.

### Coordinator Teachers

Students' gender, coordinators' schools, education levels, profession degrees, the number of the years as coordinator, whether they have a course on coordinating or are not analyzed.

**Distribution of the Teachers According to Their Gender and Schools That They Work:** 25% of the teachers who participated in the research are female and 75% of them are male (Table 4.9).

**TABLE 4.9**

**DISTRIBUTION OF THE TEACHERS ACCORDING TO THEIR GENDER**

Gender	f	%
Female	5	25
Male	15	75
Total	20	100

It is stated that 35% of teachers who participated in the research is from Industry Profession High School, 20% of them are from Technical High School, and 20% of them are from Girl High School and 25% of them are from Industrial Practical Art School. (Table 4.10).

**TABLE 4.10**

**DISTRIBUTION OF THE COORDINATOR TEACHERS ACCORDING TO THEIR SCHOOLS THAT THEY WORK**

THEIR SCHOOLS	f	%
Industry Vocation High School	7	35
Girl High School	4	20
Industrial Practical Art School	5	25
Technical High School	4	20
Total	20	100

**Coordinator Teachers' Education Level:** Education level of the coordinator teachers at companies is given in Table 4.11.



TABLE 4.11

**THE SITUATION OF COORDINATOR TEACHERS' EDUCATION LEVEL**

<b>Coordinator Teachers' Education Level</b>	<b>f</b>	<b>%</b>
High School Graduates	1	5
Two-year Degree	1	5
License Degree	14	70
Master Degree	4	20
Total	20	100

%70 of the coordinator teachers who answered the questionnaire has license degree, 20% of them have master degree, 5% of them are vocational high school graduates and 5% of them have a two-year degree. As seen at findings, most of the coordinator teachers are university graduates.

**Distribution of The Teacher According to Their Profession Degree:**  
Distribution of the teacher according to their profession degree is shown in Table 4.12.

TABLE 4.12

**DISTRIBUTIONS OF THE COORDINATOR TEACHERS ACCORDING TO THEIR PROFESSION DEGREE**

<b>Distribution of The Teacher According to Their Profession Degree</b>	<b>f</b>	<b>%</b>
5 Years and Less	1	5
6-10 Years	3	15
11-15 Years	6	30
16-20 Years	5	25
21-25 Years	5	25
Total	20	100

30% of the coordinator teachers' profession degree is between 11 and 15 years. 25% of them is between 16 and 20, and 25% of them is between 20 and 25

years. Teachers whose profession degree is between 6 and 10 years are 15%. One teacher's profession degree is 5 years which is 5%. (Table 4.12).

#### **Situation of Number of the Years of the Profession Course Teachers as Coordinators:**

45% of the profession course teachers work as coordinator teachers as 5 and more years. This percentage is the highest level of the research. The percentage of the teachers who work 3 years as coordinator teachers is 35%. 10% of them work for 1 year. 5% of them work 2 or 4 years as coordinator teachers. Obtained findings shows that the teachers who worked as coordinator teachers are charged as coordinator teachers again at the next years. (Table 4.13).

**TABLE 4.13**

#### **SITUATION OF YEARS OF THE PROFESSION TEACHERS WORK AS COORDINATOR TEACHERS**

<b>Situation of Number of the Years of the Profession Course Teachers as Coordinators</b>	<b>f</b>	<b>%</b>
1	2	10
2	1	5
3	7	35
4	1	5
5 and More	9	45
Total	20	100

**Situation of Coordinator Teachers' Having Course:** Situation of coordinator teachers' having courses or seminars percentage is shown in Table 4.14.

TABLE 4.14

**SITUATIONS OF COORDINATOR TEACHERS HAVING COURSE OR SEMINAR**

<b>Situation of Coordinator Teachers' Having Course</b>	<b>f</b>	<b>%</b>
Yes	5	25
No	15	75
Total	20	100

Percentage of the teachers who have a course related to coordination is 25%. (Table 4.14). This percentage shows that all vocational and technical teachers should be taken into education program.

#### **4.2. FINDINGS AND COMMENTS ON SUPPLYING STUDENTS PRIOR EDUCATION ON VARIED SUBJECTS BEFORE GOING TO COMPANIES**

Items related to supplying prior education on varied subjects to the students before going to companies are given below in data collecting instruments:

1. (Item 1) Companies are beneficial for supplying students' opportunity to apply theoretical knowledge that is learned at school.
2. (Item 6) Our vocational skills and knowledge is sufficient while starting the training.
3. (Item 28) Sufficient orientation should be given to the students who will go to the companies.
4. (Item 4) Students and guardian of the students are interested in cooperating between school and industry.
5. (Item 6) Students vocational skills are enough while starting their training.



6. (Item 33) Students who will go to training at companies are given enough orientation education.

Statistical information about these items is given in table 4.15.

**TABLE 4.15**

**DISTRIBUTION OF RESPONSES RELATED TO SUPPLYING STUDENTS  
PRIOR EDUCATION ON VARIED SUBJECT BEFORE GOING TO  
COMPANIES AND AVERAGE POINTS**

Opinions of Student		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
1. Companies are beneficial for supplying students' opportunity to apply theoretical knowledge that is learned at school.	F %	6 5.7	8 7.6	11 10.5	42 40	38 36.2	3.93	1.13	2
6. Our vocational skills and knowledge is sufficient while starting the training.	F %	18 17.1	27 25.7	25 23.8	21 20	14 13.3	2.85	1.29	4
28. Sufficient orientation should be given to the students who will go to the companies.	F %	6 5.7	9 8.6	9 8.6	30 28.6	51 48.6	4.06	1.19	1
<b>Opinions of Coordinator Teacher</b>									
4. Students and guardian of the students are interested in cooperating between school and industry.	F %	2 10	4 20	6 30	7 35	1 5	3.05	1.09	3
6. Students vocational skills are enough while starting their training.	F %	3 15	6 30	5 25	6 30	-- --	2.70	1.08	5
33. Students who will go to training at companies are given enough orientation education.	F %	3 15	7 35	6 30	3 15	1 5	2.60	1.10	6
<b>TOTAL</b>						$\bar{X} =$	<b>3.19</b>		

\*D: Degree of ranking

As seen Table 4.15, coordinator teachers and students have an opinion ( $\bar{X} = 3.19$ ) "I agree half" on students' having a prior education on varied subject before going to companies. In this point of view, students states opinion of "Students who will go to companies should be given enough orientation (exercise) education" (M.28,  $\bar{X} = 4.06$ ). Moreover, students' opinion of 'Companies are beneficial for supplying students opportunity to apply theoretical knowledge that is learned at school (M.1,  $\bar{X} = 3.93$ ) and coordinator teachers' opinion of 'Students and guardian of the students are interested in cooperating between school and industry' (M 4,  $\bar{X} = 3.05$ ) are followed.

People who answered the questionnaires participate less in related items about students' having prior education before going to companies, according to coordinator teachers 'students who will go to training at companies are given enough orientation education' (M. 33,  $\bar{X} = 2.60$ ) and 'students vocational skills are enough while starting their training' (M.6,  $\bar{X} = 2.70$ ) opinions. Students participate less 'our vocational skills and knowledge is sufficient while starting the training' (M. 6,  $\bar{X} = 2.85$ ).

1. Companies' benefits for supplying students' opportunity to apply theoretical knowledge that is learned at school:

As seen Table 4.15, students agree with companies' benefits for supplying students opportunity to apply theoretical knowledge that is learned at school opinion ( $\bar{X} = 3.93$ ). In other words, 80% of the students state as 'I agree or I agree completely' on companies' benefits for supplying students opportunity to apply theoretical knowledge that is learned at school.

Theoretical knowledge is the biggest source at the companies in which technological developments are followed easily; products and service producing are done intensively. It can be said that students who reach these information at school use these knowledge at companies.

II. Students' Professional Skills Situations While Starting to Work at Companies:

Coordinator teachers participate in students' vocational skills are enough while starting training at companies at a middle degree ( $\bar{X} = 2.70$ ), students

participate in (M. 6,  $\bar{X} = 2.85$ ) at a middle degree as well. In other words, 45% of the teachers and 43% of the students participate less or not participate in students have enough professional knowledge.

Because of being restricted of having the opportunity of training at vocational high schools and not marketing the produced products and services cause students tend to knowledge instead of skill. In consequence, students who go training at companies are thought being insufficient from skill view.

### III. Supplying Trainee Students Enough Orientation (Exercise) Education:

Students agree with the opinion of supplying trainee students enough orientation (exercise) education before going to companies ( $\bar{X} = 4.06$ ). But coordinator teachers participate in applying this program ( $\bar{X} = 2.60$ ) at a middle degree.

These kinds of programs that supply the students introduce working life as a students statute make easier students' adopting working life. Findings support that students and coordinator teachers adopt this opinion.

### IV. Situation of Students' and Guardian of the Students' Interest in Cooperation between School and Industry:

Coordinator teachers participate in students and guardian of the students are interested in professional training at companies opinion ( $\bar{X} = 3.05$ ) at a middle degree. That is, 65% of the coordinator teachers agree with in students and guardian of the students are interested in professional training at companies opinion at a 'middle degree or they do not agree'.

Professional training at companies that prepare the students to working life and supply students to earn their own money is preferred by the students and their guardians. But finding make us to think that this education system is not introduced enough to the teachers and their guardians.



### **4.3. FINDINGS AND COMMENTS RELATED TO PROFESSIONAL TRAINING APPLICATIONS**

#### **4.3.1. Findings Related to Students Professional Training at Companies:**

Items about professional training at companies are given below in data gathering instruments:

1. (Item 2) Professional training at companies is beneficial from introducing working life point of view.
2. (Item 7) Professional training at companies is beneficial from solving the problems that faced during training, learning the solutions ways and preparing working life.
3. (Item 10) Professional training at companies supplies to develop the students' habit of working together with the others.
4. (Item 16) We have to make some extra work that is irrelevant to our profession.
5. (Item 17) Feature of the company is not related to our profession at all.
6. (Item 22) Professional training during holiday should continue according to the students' desire.

Information about these items is taken place in table 4.16.

TABLE 4.16

**DISTRIBUTIONS OF THE STUDENTS ANSWERS RELATED TO  
PROFESSIONAL TRAINING AT COMPANIES AND AVERAGE POINTS**

Opinions of Student		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
2. Professional training at companies is beneficial form introducing working life point of view.	F %	3 2.9	8 7.6	4 3.8	41 39	49 46.7	4.19	1.02	1
7. Professional training at companies is beneficial from solving the problems that faced during training, learning the solutions ways and preparing working life.	F %	6 5.7	9 8.6	8 7.6	36 34.3	46 43.8	4.01	1.17	3
10. Professional training at companies supplies to develop the students' habit of working together with the others.	F %	2 1.9	11 10.5	9 8.6	42 40	41 39	4.03	1.03	2
16. We have to make some extra work that is irrelevant to our profession.	F %	58 55.2	7 6.7	8 7.6	14 13.3	18 17.1	2.30	1.62	5
17. Feature of the company is not related to our profession at all.	F %	70 66.7	11 10.5	2 1.9	12 11.4	10 9.5	1.87	1.41	6
22. Professional training during holiday should continue according to the students' desire.	F %	2 1.9	14 13.3	11 10.5	34 32.4	44 41.9	3.99	1.11	4
<b>TOTAL</b>						$\bar{X} =$	<b>3.40</b>		

\*D: Degree of ranking

Students agree with the applications at companies ( $\bar{X} = 3.40$ ) in Table 4.16. In this dimension, mostly students participate in 'professional training at companies is beneficial form introducing working life point of view' (M.2,  $\bar{X} = 4.19$ ). Then in an

order, 'professional training at companies supplies to develop the students' habit of working together with the others' (M.10,  $\bar{X} = 4.03$ ) and 'professional training at companies is beneficial form solving the problems that faced during training, learning the solutions ways and preparing working life' (M. 7,  $\bar{X} = 4.01$ ) are followed.

Students participate in professional training at companies opinion of 'feature of the company is not related to our profession at all' (M. 16,  $\bar{X} = 1.87$ ) less. And in an order, 'we have to make some extra work that is irrelevant to our profession' (M. 16,  $\bar{X} = 2.30$ ) opinion and 'professional training during holiday should continue according to the students' desire' (M. 22,  $\bar{X} = 3.99$ ) are followed.

#### **4.3.2. Findings Related to Coordinator Teachers' Professional Training Applications at Companies**

Items related to coordinator teachers' professional training applications at companies in questionnaire are given below:

1. (Item 2) Professional training at companies is suitable for reaching desired aims..
2. (Item 5) Student obeys the working places rules.
- 3.(Item 8) Students make working places' opportunities profitable for themselves.
- 4.(Item 9) Students wear suitable clothes according to the working places' rules.
5. (Item 10) Students adopt the works at working places.
- 6.(Item 11) They control themselves in flexible conditions.
7. (Item 21) During the professional training at companies, the students are made to work in related profession department at companies.

Statistical information related to these items is given in table 4.17.



TABLE 4.17

**DISTRIBUTIONS OF COORDINATOR TEACHERS' RESPONSES  
RELATED TO PROFESSIONAL TRAINING AT COMPANIES AND  
AVERAGE POINTS**

Opinions of Coordinator Teacher		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
2. Professional training at companies is suitable for reaching desired aims.	F	2	4	4	7	3	3.25	1.25	3
	%	10	20	20	35	15			
5. Student obeys the working places rules.	F	2	2	5	9	2	3.35	1.13	2
	%	10	10	25	45	10			
8. Students make working places' opportunities profitable for themselves.	F	1	9	3	6	1	2.85	1.08	6
	%	5	45	15	30	5			
9. Students wear suitable clothes according to the working places' rules.	F	3	1	4	8	4	3.45	1.32	1
	%	15	5	20	40	20			
10. Students adopt the works at working places.	F	2	3	7	6	2	3.15	1.14	4
	%	10	15	35	30	10			
11. They control themselves in flexible conditions.	F	2	8	4	5	1	2.75	1.11	7
	%	10	40	20	25	5			
21. During the professional training at companies, the students are made to work in related profession department at companies.	F	4	2	6	8	--	2.90	1.16	5
	%	20	10	30	40	--			
<b>TOTAL</b>						$\bar{X} =$	<b>3.10</b>		

\*D: Degree of ranking

In Table 4.17, coordinator teachers agree with professional training at companies ( $\bar{X}=3.10$ ) at a middle degree. In this dimension, coordinator teachers agree with 'Students wear suitable clothes according to the working places' rules' (M.9,  $\bar{X} = 3.45$ ) mostly. Furthermore, in an order, 'student obey the working places

rules' (M.5,  $\bar{X}=3.35$ ) and 'professional training at companies is suitable for reaching desired aims' (M. 2,  $\bar{X} = 3.25$ ) are followed.

Coordinator teachers participate in 'students control themselves in flexible conditions' opinion on the professional training at companies less (M. 11,  $\bar{X} = 2.75$ ). What's more, in an order, 'students make working places' opportunities profitable for themselves' (M.8,  $\bar{X} = 2.85$ ) and 'during the professional training at companies, the students are made to work in related profession department at companies' (M. 21,  $\bar{X} = 2.90$ ) are followed.

#### I. Benefit of Supplying Introducing Working Life at Professional Training at Companies:

Students participate in benefit of supplying introducing working life at professional training at companies ( $\bar{X} = 4.19$ ) and coordinator teachers agree with students adopt the works at working places ( $\bar{X} = 3.15$ ) at a middle degree.

Students recognize working places thanks to the professional training at companies and students' career aims appear. Findings support this opinion.

#### II. Benefit Of Professional Training At Companies Is Beneficial From Solving The Problems That Faced During Training, Learning The Solutions Ways And Preparing Working Life:

Students agree with professional training at companies' benefit of solving the problems that faced during training, learning the solutions ways and preparing working life ( $\bar{X} = 4.01$ ). Coordinator teachers participate in 'students make working places' opportunities profitable for themselves' opinion ( $\bar{X} = 2.85$ ) during their professional training at companies at a middle degree.

Students stated that companies shorten the students' adaptation duration of working life by supplying them to apply technological development and application methods at their places and in advance. Opinions taken from the students support these ideas, and coordinator teachers think that the system could be better.

### III. Benefit of Professional Training At Companies Supplies To Develop The Students' Habit Of Working Together With The Others:

Students agree with professional training at companies supplies to develop the students' habit of working together with the others ( $\bar{X} = 4.03$ ). Coordinator teachers agree with students' obeying the rules while working with others ( $\bar{X} = 3.35$ ) at a middle degree.

One of the aims of the professional training at companies is to develop the students their human relations by working with the other in cooperation and with a team. Findings confirm these ideas as well.

### IV. Situation of Students' Making Work Out of Their Own Department:

Students agree with the ideas of that they are made work in a different department except their departments ( $\bar{X} = 2.30$ ) less. Coordinator teachers participate that the students are worked in different works during the application ( $\bar{X} = 2.90$ ) at a middle degree.

Students' making worked in their profession area supply the students both to use their information learned at school and learn the profession better. Findings show that working out of their own profession is done even less. This situation can be searched in detail.

### V. Situation of Being Irrelevant of Working Place's Feature with Profession Area:

Students agree with being irrelevant of working place's feature with profession area ( $\bar{X} = 1.87$ ) less.

Students are effective finding working places, so the students find suitable working places for their professions.

### VI. Situation of Professional Training During Holiday Should Continue According To The Students' Desire:

Students agree with professional training during holiday should continue according to the students' desire ( $\bar{X} = 3.99$ ). Coordinator teachers agree with that the students control themselves under flexible conditions ( $\bar{X} = 2.75$ ) at a middle degree.



Professional training at companies under the control and observation of the coordinator teachers will reach desired purposes. Coordinator teacher is necessary for the students who work during holidays. Findings sustain this idea.

#### **4.4. FINDINGS RELATED TO PROFESSIONAL EDUCATION AT COMPANIES EFFECT ON SCHOOL EDUCATION OF THE AND COMMENTS:**

Items related to vocational education effect on school education in gathering data devices are given below:

- 1.(Item14) Because of vocational training, my interest in school life decreased.
2. (Item 15) Professional training at companies affects my school success negatively.
3. (Item 24) Courses that not involve professional information should be decreased.
4. (Item 25) Homework given at school should be decreased.
5. (Item 14) Students can compare with their schools and working places.
6. (Item 34) Level of skill training at school related to the subjects that are not studied at companies is enough at the end of the year.

Statistical information about these items is taken place in table 4.18.

TABLE 4.18

**STUDENTS AND TEACHERS OPINIONS ON PROFESSIONAL  
EDUCATION AT COMPANIES EFFECT ON SCHOOL EDUCATION**

Opinions of Student		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
14. Because of professional training, my interest in school life decreased.	F	49	16	12	12	16	2.33	1.52	5
	%	46.2	15.2	11.4	11.4	15.2			
15 Professional training at companies affects my school success negatively	F	66	5	15	8	11	1.98	1.43	6
	%	62.9	4.8	14.3	7.6	10.5			
24. Courses that not involve professional information should be decreased.	F	23	7	13	25	37	3.44	1.55	2
	%	21.9	6.7	12.4	23.8	35.2			
25. Homework given at school should be decreased.	F	28	10	11	27	29	3.18	1.58	3
	%	26.7	9.5	10.5	25.7	27.6			
<b>Opinions of Coordinator Teacher</b>									
.14. Students can compare with their schools and working places.	F	2	1	5	7	5	3.60	1.23	1
	%	10	5	25	35	25			
34. Level of skill training at school related to the subjects that are not studied at companies is enough at the end of the year.	F *	4	6	7	3	--	2.45	0.99	4
	%	20	30	35	15	--			
<b>Total</b>						$\bar{X} =$	<b>2.83</b>		

\*D: Degree of ranking

As seen in Table 4.18, students and coordinator teachers agree with professional education at companies effect on school education ( $\bar{X} = 2.83$ ) at middle degree. In this dimension, coordinator teachers agree with 'students can compare with their schools and working places' (M.14,  $\bar{X} = 3.60$ ) opinion mostly.

Furthermore, in an order, students 'courses that not involve professional information should be decreased' (M.24,  $\bar{X}=3.44$ ) and 'homework given at school should be decreased' (M.25,  $\bar{X}=3.18$ ) opinions are followed.

Subjects agree with 'professional training at companies affect my school success negatively' (M. 15,  $\bar{X} = 1.98$ ), 'because of professional training, my interest in school life decreased' (M .14,  $\bar{X} = 2.33$ ) and coordinator teachers agree with 'level of skill training at school related to the subjects that are not studied at companies is enough at the end of the year' (M.34,  $\bar{X} = 2.45$ ) as well.

#### 1. Decreasing The Students' Interest, Who Participate in Professional Training, in School Life?

Students agree with students' interest who participate in professional training at companies decrease in school life ( $\bar{X} = 2.33$ ) less.

Authorized people of the working places hope the trainee who is in a dense working life and participates in product and service producing with their own working force to produce something. In addition, students who are together with the workers and affect from them, so it is said that they become stranger to studentship life. Students agree with this ideas less.

#### II. Affecting Professional Training at Companies to Success at School Negatively:

Students who get their training at companies state that they agree with that the students' school success is affected by professional training at companies ( $\bar{X} = 1.98$ ) less. Coordinator teachers agree with information that is learned at school is necessary at working life ( $\bar{X}=3.60$ ) and they can compare with the school and company.

In other words, 61% of the students don't agree with professional training affects school success negatively or less. %60 of the coordinator teachers agree with this idea completely. They support school education and company training by comparing with the school and company.

It is thought that students' introducing working life by producing in real life situation, preparing themselves to the life earlier, and understanding how important these information do not affect students' success at school negatively.



### III. Decreasing Courses That Not Involve Vocational Knowledge at School:

Students agree with courses that not involve vocational knowledge at school ( $\bar{X} = 3.44$ ).

Students agree with that decreasing the courses that not involve vocational knowledge at school, because they can enter university without having an exam. So they believe that they should only get the courses which they need while having a university exam.

### IV. Decreasing Homework Given At School:

Students agree with decreasing homework which are given at school ( $\bar{X} = 3.18$ ) at a middle degree.

In order to keep on the students' theoretical education at school, the students are given homework by the school management in their spare time. However, the students who get tired during the intense working life at companies, so they don't have time enough to do their homework.

### V. Being Enough The Level Of Skill Training At School Related To The Subjects That Are Not Studied At Companies At The End Of The Year:

Coordinator teachers agree with level of skill training at school related to the subjects that are not studied at companies is enough at the end of the year ( $\bar{X} = 2.45$ ) less.

According to The Law of Number 28/1988 Apprentice and Vocational training, if the program that is done at companies cannot be completed, it can be completed in other companies or school studios. It is stated that each student has to complete %80 of their practice, project, and service; they have to be successful at their training as well. But coordinator teachers agree with that this training is done enough less. In consequence, the level of skill training at school related to the subjects that are not studied at companies at the end of the year should be taken into consideration.

#### **4.5. FINDINGS ABOUT PROFICIENCY OF THE COORDINATOR TEACHERS AND SCHOOLS THAT THEIR STUDENTS TRAIN AT COMPANIES AND COMMENTS**

##### **4.5.1. Findings about Applying Coordinator Teachers Duty:**

Items related to applying coordinator teachers duty in data gathering devices are given below:

- 1.(Item 18) Students' attendance is taken into consideration at companies.
2. (Item 26) Coordinator teachers' going to working places increase training quality.
3. (Item 27) School takes necessary precautions to develop skill training at companies.
4. (Item 28) Coordinator teachers have positive relationship with the school manager.
5. Item 32) School and coordinator teachers help the students to find working places.
6. (Item 21) Coordinator teachers' going to companies increase training quality.
7. (Item 30) It should be developed relation between school and company and supplied better education.

Statistical information about these items is taken place in table 4.19.

TABLE 4.19

**DISTRIBUTIONS OF THE ANSWERS AND AVERAGE POINTS RELATED  
TO THE LEVEL OF APPLYING COORDINATOR TEACHERS DUTY**

<b>Opinions of Coordinator Teacher</b>		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
18. Students' attendance is taken into consideration at companies.	f %	3 15	2 10	7 35	5 25	3 15	3.15	1.27	<b>6</b>
26. Coordinator teachers' going to working places increase training quality.	f %	2 10	-- --	2 10	9 45	7 35	3.95	1.19	<b>2</b>
27. School takes necessary precautions to develop skill training at companies.	f %	2 10	7 35	7 35	2 10	2 10	2.75	1.12	<b>7</b>
28. Coordinator teachers have positive relationship with the school manager.	f %	1 5	4 20	4 20	8 40	3 15	3.40	1.14	<b>5</b>
32. School and coordinator teachers help the students to find working places.	f %	1 5	2 10	4 20	9 45	4 20	3.65	1.09	<b>3</b>
<b>Opinions of Student</b>									
21. Coordinator teachers' going to companies increase training quality.	f %	15 14.3	13 12.4	18 17.1	27 25.7	32 30.5	3.46	1.40	<b>4</b>
30. It should be developed relation between school and company and supplied better education.	f %	3 2.9	11 10.5	13 12.4	38 36.2	40 36.2	3.96	1.09	<b>1</b>
<b>TOTAL</b>						$\bar{X} =$	<b>3.47</b>		

\*D: Degree of ranking

As seen Table 4.19, students and coordinator teachers agree with the level of applying coordinator teachers' duty ( $\bar{X} = 3.47$ ). At this point, the students agree with 'it should be developed relation between school and company and supplied better



education' (M. 30,  $\bar{X} = 3.96$ ) mostly. Meanwhile coordinator teachers agree with 'coordinator teachers' going to companies increase training quality' (M.26,  $\bar{X} = 3.95$ ) and 'school and coordinator teachers help the students to find working places' (M.32,  $\bar{X} = 3.65$ ) opinion are followed.

Coordinator teachers agree with level of applying coordinator teachers' duty less on 'school takes necessary precautions to develop skill training at companies' (M 27,  $\bar{X} = 2.75$ ), and 'students' attendance is taken into consideration at companies' (M 18,  $\bar{X} = 3.15$ ) then 'coordinator teachers' going to companies increase training quality' (M 28,  $\bar{X} = 3.40$ ) are followed.

#### I. Effect of Coordinator Teachers' Going To Companies on Education Quality:

Coordinator teacher agree with teachers' going to companies increases education quality to coordinate the students ( $\bar{X} = 3.95$ ). The students agree with this idea ( $\bar{X} = 3.46$ ), too.

Coordinator teachers supply to apply training by supplying coordination between school and company, planning education application, and guiding the students. In addition, coordinator teachers follow the students' attendance, problems and success at the company and take necessary precautions. In consequence, coordinator teachers should follow the students to have a successful and organized education. Findings underlay this.

#### II. School's' Taking Precautions to Develop Training at Company:

Students agree with developing more qualified training by having better relation between school and company ( $\bar{X} = 3.96$ ). Coordinator teachers agree with that school takes suitable and necessary precaution for developing students vocational training ( $\bar{X} = 2.75$ ) at a middle degree.

Coordinator teachers whom are charged by the school managers who are the local manager of the vocational training have a duty of being a bridge between school and company. Obtained findings state that relation of the coordinator teachers between school and company is not like desired.

III. Situation of Students' Attendance Taken Into Consideration at Companies:

Coordinator teachers agree with ( $\bar{X} = 3.15$ ). In other words, 60% of coordinator teachers agree with that students' attendance taken into consideration at companies.

Findings support that coordinator teachers control students' attendance and discipline situation then notice the school manager about company records in advance which is one of the duty of the coordinator teachers.

IV. Situation of School and Coordinator Teachers Help to Find a Working Places:

Coordinator teachers agree with that 'school and coordinator teachers help the students to find working places' ( $\bar{X} = 3.65$ ). In other words, 55% of the coordinator teachers agree or agree with these ideas completely.

According to the Law, students will be sent to the companies which are chosen by the Apprentice and Vocational Training Committee. Findings show that the system does not run properly.

#### **4.5.2. Findings Related to View Point of the Schools on Professional Training at Companies and Contribution**

Items related to view point of the schools on professional training at companies and contribution in data gathering devices are given below:

1. (Item 29) School's technological support to companies is enough.
- 2.(Item 30) School takes necessary precautions to reach working places.
- 3.(Item 31)School supplies in-service training to the teacher to be coordinator.
4. (Item 35) School management is interested in training at company.
5. (Item 8) It would be more beneficial if I had vocational training at school
6. (Item 29) Skill training should be applied on the subjects that cannot be applied at companies.

Statistical information about these items is taken place in table 4.20.

TABLE 4.20

**DISTRIBUTIONS OF RESPONSES AND AVERAGE POINTS RELATED TO SUFFICIENCY OF SCHOOL VIEW POINT ON TRAINING AT COMPANIES AND SCHOOL CONTRIBUTION ACCORDING TO THE STUDENTS AND COORDIANTOR TEACHERS**

Opinions of Coordinator Teacher		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
29. School's technological support to companies is enough.	F	8	6	5	1	--	1.95	0.95	4
	%	40	30	25	5	--			
30. School takes necessary precautions to reach working places.	F	11	7	1	--	1	1.65	0.98	6
	%	55	35	5	--	5			
31. School supplies in-service training to the teacher to be coordinator.	F	13	3	3	--	1	1.65	1.09	5
	%	65	15	15	--	5			
35 School management is interested in training at company.	F	6	5	1	6	2	2.65	1.46	2
	%	30	25	5	30	10			
<b>Opinions of Student</b>									
8. It would be more beneficial if I had vocational training at school	F	49	20	16	13	7	2.18	1.42	3
	%	46.7	19	15.2	12.4	6.7			
29. Skill training should be applied on the subjects that cannot be applied at companies.	F	18	14	12	36	25	3.34	1.42	1
	%	17.1	13.3	11.4	34.3	23.8			
<b>TOTAL</b>						$\bar{X} =$	<b>2.24</b>		

\*D: Degree of ranking

As seen Table 4.20, students and teachers agree with school's contribution to company training and school's view point on training at company ( $\bar{X} = 2.24$ ) less. In this area, students agree with 'skill training should be applied on the subjects that cannot be applied at companies' (M. 29,  $\bar{X} = 3.34$ ). In addition, coordinator teachers agree 'school management is interested in training at company'



(M.35,  $\bar{X}=2.65$ ) and 'It would be more beneficial if I had vocational training at school' (M.8,  $\bar{X}=2.18$ ) opinion are followed.

Coordinator teachers agree with 'school takes necessary precautions to reach working places' the least (M 30,  $\bar{X}=1.65$ ), 'school supplies in-service training to the teacher to be coordinator' (M 31,  $\bar{X}=1.65$ ) and 'school's technological support to companies is enough' (M.29,  $\bar{X}=1.95$ ) opinion are followed.

#### I. Situation of School's Technological Support to Companies:

Coordinator teachers agree with 'school's technological support to companies is enough' ( $\bar{X}=1.95$ ) less. In other words, 70% of the coordinator teachers agree with this ideas less or they don't agree with.

Nowadays, technological developments at companies are more than at schools. This ideas is supported by the findings as well.

#### II. School's Taking Necessary Precautions on Coordinator Teachers' Reaching To Companies:

Coordinator teachers don't agree with 'school takes necessary precautions to reach working places' ( $\bar{X}=1.65$ ). In other words, 90% of the coordinator teachers agree with 'school takes necessary precautions to reach working places' less or they don't agree with this idea.

It is revealed that school management, whom are responsible for organizing professional training at companies in a local level, do not take necessary precautions coordinator teachers' transportation to the companies by the findings.

#### III. Sending Coordinator Teachers to In-Service Training by the School Management:

Coordinator teachers don't agree with the idea of 'school supplies in-service training to the teacher to be coordinator' ( $\bar{X}=1.65$ ). In other words, 80% of the coordinator teachers stated that they aren't sent an in-service training by the school management. 75% of the coordinator teachers stated that they are has an in-service training in Table 4.14.

Coordinator teachers are chosen from vocational and technical high school teachers in general. They have to be sent an in-service training to do better coordinator. Findings show that there is a situation that should be searched.

#### IV. Students' Desire of Applying Their Training at School:

Students agree with that applying their training at their own schools will be better instead at a company ( $\bar{X} = 2.18$ ) less.

According to the results from this finding, the students who apply their training at companies are conscious about the importance of subject and they try to learn knowledge and skills that are taught them at companies. Some of the students desiring to apply their training at school can be the result of not adopting working life problems.

#### V. Interest of the School Management in Training at Company:

Coordinator teachers agree with 'school management is interested in training at company' ( $\bar{X} = 2.65$ ) at a middle degree.

There is not a meaningful difference between the opinions of the coordinator teachers who have in-service training or not at .05 trust level.

### 4.6.FINDINGS AND COMMENTS ON PROFESSIONAL TRAINING COMPANIES

#### 4.6.1. Findings Related To Suitability Of Working Places' Safety, Job Security, Environment, Physical Place, Equipment, and Devices-Instruments Sufficiency:

Items related to working places' safety, job security, environment, physical place, equipment, devices-instruments in data gathering devices are given below:

1. (Item15) Machine, device and equipment are suitable for the students at companies.
2. (Item 19) Companies related to the profession departments are enough as in number.
3. (Item 20) Companies' physical environment is suitable for the students.
4. (Item 22) Companies in which the students work are aware of job security.
5. (Item 11) Company owners do not let us to use the machine, device and equipment that we will mess up.

6. (Item 18) Necessary precautions are taken for job security and worker health at companies.

7. (Item 19) Device and equipment at some of the companies are more limited than at schools or different.

Statistical information about these items is taken place in table 4.21.



TABLE 4.21

**DISTRIBUTIONS OF RESPONSES AND AVERAGE POINTS RELATED TO  
WORKING PLACES' SAFETY, JOB SECURITY, ENVIRONMENT,  
PHYSICAL PLACE, EQUIPMENT, DEVICES AND INSTRUMENTS**

<b>Opinions of Coordinator Teacher</b>		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
15. Machine, device and equipment are suitable for the students at companies.	F %	1 5	3 15	5 25	5 25	6 30	3.60	1.23	1
19. Companies related to the profession departments are enough as in number.	F %	3 15	6 30	6 30	4 20	1 5	2.70	1.13	6
20. Companies related to the profession departments are enough as in number.	F %	1 5	6 30	4 20	7 35	2 10	3.15	1.14	3
22. Companies in which the students work are aware of job security.	F %	1 5	5 25	7 35	6 30	1 5	3.05	0.99	4
<b>Opinions of Student</b>									
11. Company owners do not let us to use the machine, device and equipment that we will mess up.	F %	58 55.2	14 13.3	8 7.6	12 11.4	13 12.4	2.12	1.49	7
18. Necessary precautions are taken for job security and worker health at companies.	F %	10 9.5	20 19	12 11.4	27 25.7	36 34.3	3.56	1.38	2
19. Device and equipment at some of the companies are more limited than at schools or different.	F %	34 32.4	18 17.1	9 8.6	26 24.8	18 17.1	2.77	1.54	5
<b>TOTAL</b>						$\bar{X} = 2.99$			

\*D: Degree of ranking

As seen Table 4.21, coordinator teachers' and students' participation level on working places' safety, job security, environment, physical place, equipment, devices-instruments ( $\bar{X} = 2.99$ ) is at a middle degree.

#### I. Situation of Companies' Machine, Device and Equipment in Which Students Train:

Coordinator teachers state their opinion on 'machine, device and equipment are suitable for the students at companies' (M. 15,  $\bar{X} = 3.60$ ) as 'I agree'. Students states their opinion on 'device and equipment at some of the companies are more limited than at schools or different' (M. 19  $\bar{X} = 2.77$ ) at a middle degree.

It is an important factor that companies which the students train at are small capital, so they are limit on finding machine, device and equipment and companies are not limit than the schools at students training.

#### II. Situation of the Companies from Job Security and Worker Health:

Coordinator teachers agree with the idea that 'companies in which the students work are aware of job security' (M 22,  $\bar{X} = 3.05$ ). Students agree with the thesis of 'companies in which the students work are aware of job security' (M.18,  $\bar{X} = 3.56$ ), too.

Supplying job security to the students who start to use different devices and equipment at different companies is an important factor.

#### III. Situation of Number Sufficiency of the Companies and Physical Environment:

Coordinator teachers agree with the idea 'companies related to the profession departments are enough as in number' (M 19,  $\bar{X} = 2.70$ ) and the students agree with 'companies related to the profession departments are enough as in number' (M.20,  $\bar{X} = 3.15$ ) at a middle degree.

In other words, 60% of the coordinator teachers agree with this ideas as less and middle degree. It is thought that the number of the company is less than desired. But is there is a more and varied company, the students will have more alternatives on training

#### IV. Not Letting The Company Owners Use The Machine, Device And Equipment That The Students Will Mess Up:

Students stated that they don't agree with 'company owners do not let us to use the machine, device and equipment that we will mess up' (M 11,  $\bar{X}$  =1.49).

It is an impeding factor that master teachers do not let the students to use working bench, devices which are used in producing and not let the students to apply their training as they mess up the equipment. But findings showed that there isn't a serious problem on this subject.

#### **4.6.2. Findings And Comments Related To The Managers And Educators Contributions:**

Items related to the managers and educators contributions in data gathering devices are given below:

1. (Item 12) Company managers and educators do not teach us necessary knowledge and skills.
2. (Item 21) Personal at company should supply more opportunity to train.
3. (Item 1) Companies affect the students' manner and attitude.
4. (Item 3) Students are taught all skills about professional training.
5. (Item 16) Company owners or educators cooperate with school.
6. (Item 23) Personnel's education at companies is enough in which students train.
7. (Item 24) Organized information about the students is given to the school managers
8. (Item 25) There is master trainer at companies.

Statistical information about these items is taken place in table 4.22.



TABLE 4.22

**DIVERSIONS OF RESPONSES AND AVERAGE POINTS RELATED TO  
COMPANY OWNERS CONTRIBUTION TO STUDENTS TRAINING**

		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
<b>Opinions of Student</b>									
12. Company managers and educators do not teach us necessary knowledge and skills.	F	62	13	12	11	7	1.93	1.32	8
	%	59	12.4	11.4	10.5	6.7			
23. Personal at company should supply more opportunity to train.	F	6	10	14	41	34	3.83	1.15	2
	%	5.7	9.5	13.3	39	32.4			
<b>Opinions of Coordinator Teacher</b>									
1- Companies affect the students' manner and attitude	F	2	1	1	9	7	3.90	1.25	1
	%	10	5	5	45	35			
3. Students are taught all skills about professional training.	F	4	5	9	2	--	2.45	0.94	6
	%	20	25	45	10	--			
16. Company owners or educators cooperate with school.	F	3	7	3	5	2	2.80	1.28	3
	%	15	35	15	25	10			
23. Personnel's education at companies is enough in which students train.	F	1	6	11	2	--	2.70	0.73	4
	%	5	30	55	10	--			
24. Organized information about the students is given to the school managers	F	3	5	8	4	--	2.65	0.98	5
	%	15	25	40	20	--			
25. There is master trainer at companies.	F	6	5	7	2	--	2.25	1.02	7
	%	30	25	35	10	--			
<b>TOTAL</b>						$\bar{X} =$	<b>2.81</b>		

\*D: Degree of ranking

As seen in Table 4.22, coordinator teachers and students agree with that company owners or educators contribute to the students training ( $\bar{X} = 2.81$ ) at a middle degree. In this dimension, coordinator teachers agree with 'companies affect the students manner and attitude' (M.1,  $\bar{X} = 3.90$ ). In addition to this, students agree with 'personnel at the company should supply more opportunity to do job' (M. 23,  $\bar{X} = 3.83$ ) and coordinator teachers 'company owners or educators cooperate with school' (M. 16,  $\bar{X} = 2.80$ ) are followed.

Students agree with 'company managers and educators do not teach us necessary knowledge and skills' (M. 12,  $\bar{X} = 1.93$ ). Coordinator teachers agree with 'there is master trainer at companies' (M. 25,  $\bar{X} = 2.25$ ) and 'Students are taught all skills about professional training' (M. 3,  $\bar{X} = 2.45$ ) are followed.

#### I-Situation of Company Managers and Educators Not Teaching Students Necessary Knowledge and Skills:

Students participate in that master trainer do not teach necessary knowledge and skills to the students ( $\bar{X} = 1.93$ ) less. Coordinator teachers participate in that master trainer do not teach necessary knowledge and skills to the students ( $\bar{X} = 2.45$ ) less, too.

It is a preventing factor to apply training according to its aim that master trainers do not help the students to supply necessary knowledge and skills about their professional training at companies. As it can be understood from the findings, it cannot be said that company owners and trainers do not put enough effort to this subject.

#### II- Personnel's Supplying Students Opportunity to Do More Work:

Students participate in 'personnel should supply the students opportunity to do more work' ( $\bar{X} = 3.83$ ).

Students' applying more training in order to have more information and skills on professional training and applying this according to the professional training is very important. Master trainers should take into consideration this point.

### III-Master Trainers' Situation at Companies:

Coordinator teachers agree with that 'there is master trainer at companies' ( $\bar{X} = 2.25$ ) less. Coordinator teachers agree with that existing master trainers' education is enough ( $\bar{X} = 2.70$ ) at a middle degree.

Professional training can be applied to the trainee students by the people who have these qualifications such as master trainer who have mastering skills and studied working pedagogy; retired or self-employed profession courses teachers; engineers or technicians; profession teachers and studio teachers who work related departments at school. The people who have a duty at companies and have a mastering skill can be charged to vocational training by the school principals admission temporarily incase the trainer cannot found who have these qualifications. Companies have to supply these people to apply working pedagogy courses which are arranged by the Ministry at least a year.

Findings show that desired conditions are not applied to the applicants.

### IV- Situation of Company Owners or Trainers Cooperating With the Schools:

Coordinator teachers agree with that 'company owners or trainers cooperate with the schools' ( $\bar{X} = 2.80$ ) at a middle degree. Coordinator teachers agree with 'companies have an organized and continuing relation to the schools' ( $\bar{X} = 2.65$ ) at a middle degree again.

Schools and companies should cooperate with each other in order to be successful at professional training. So companies should supply schools more information about the trainee students and develop their relation with schools. Findings show that there is not enough relation between companies and schools.



#### **4.7. FINDINGS AND COMMENTS RELATED TO STUDENTS MAKE MONETARY PROFIT FROM COMPANIES:**

Items related to students making monetary profit from the companies in data gathering devices are given below:

1. ((Item 5) Companies are useful for that pay the students some money and contribute the students' school expense.
2. (Item 13) We are paid some money suitable for according to our job by the companies.
3. (Item 20) While working at the companies, we have some problems such as having lunch and transportation to the companies.
4. (Item 27) Companies' payment should be increased because of not being enough
5. (Item 12) Students earn money
6. (Item 17) Students are paid according to their work at companies by companies.

Statistical information about these items is taken place in table 4.23.

TABLE 4.23

**DISTRIBUTION OF RESPONSES AND AVERAGE POINTS RELATED TO  
STUDENTS MAKE MONETARY PROFIT FROM COMPANIES**

\*D: Degree of ranking

Opinions of Student		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
5. Companies are useful for that pay the students some money and contribute the students' school expense.	F %	31 29.9	11 10.5	9 8.6	19 18.1	35 33.3	3.15	1.67	3
13. We are paid some money suitable for according to our job by the companies.	F %	58 55.2	14 13.3	12 11.4	8 7.6	13 12.4	2.09	1.45	6
20. While working at the companies, we have some problems such as having lunch and transportation to the companies.	F %	51 48.6	5 4.8	11 10.5	12 11.4	26 24.8	2.59	1.72	4
27. Companies' payment should be increased because of not being enough	F %	15 14.3	8 7.6	17 16.2	19 18.1	46 43.8	3.69	1.45	1
<b>Opinions of Coordinator Teacher</b>									
12. Students earn money	F %	-- --	5 25	5 25	8 40	2 10	3.35	0.98	2
17. Students are paid according to their work at companies by companies.	F %	3 15	10 50	3 15	4 20	-- --	2.40	0.99	5
<b>Total</b>						$\bar{X} =$	<b>2.87</b>		

As seen Table 4.23, students and coordinator teachers agree with that 'students make monetary profit from companies' ( $\bar{X} = 2.87$ ) at a middle degree. In this part, mostly students state that 'companies payment should be increased because of not being enough' (M.27,  $\bar{X} = 3.69$ ). Furthermore, coordinator teachers agree with 'students earn money' (M. 12  $\bar{X} = 3.35$ ) and students agree with that 'companies are useful for that pay the students some money and contribute the students school expense' (M. 5,  $\bar{X} = 3.15$ ) items are followed Fewer students agree with that 'while working at the companies, we have some problems such as having lunch and transportation to the companies' (M.20,  $\bar{X} = 2.59$ ), 'we are paid some money suitable for according to our job by the companies' (M.13,  $\bar{X} = 2.09$ ), and fewer coordinator teachers agree with 'students are paid according to their work at companies by companies' (M 17,  $\bar{X} = 2.40$ ).

In other words, almost %69 of the students agree with the item of 'we are paid some money suitable for according to our job by the companies' (M, 13) and they state that 'I agree-I agree half'. These findings show that there is a very less tenderness that students are paid enough money suitable for according to our job by the companies. Almost 65% of the coordinator teachers state their opinion on this item as (M. 17) 'I agree less-I don't agree'

#### **4.8. FINDINGS RELATED TO PROFESSIONAL TRAINING BENEFITS TO THE STUDENTS AT COMPANIES**

Items related to professional training benefits to the students at companies in data gathering devices are given below:

1. (Item 7) Students' professional skills that completed their training at companies are developed.
2. (Item 13) Opportunity of finding a job is increased.
3. (Item 3) I think that my skills and knowledge that I gained at companies will be necessary for me for my future profession life.



4. (Item 4) I gained the skills that taught me at the companies.
5. (Item 9) I believe that the students will find a job after graduation easier.
6. (Item 26) Companies should employ the successful students immediately.

Statistical information about these items is taken place in table 4.24.

TABLE 4.24

**DISTRIBUTIONS OF RESPONSES AND AVERAGE POINTS RELATED TO  
PROFESSIONAL TRAINING BENEFITS TO THE STUDENTS AT  
COMPANIES**

Opinions of Coordinator Teacher		I don't agree	I agree less	I agree half	I agree	I agree completely	$\bar{X}$	St.Sap.	*D
7 Students' professional skills that completed their training at companies are developed.	F	--	5	4	8	3	3.45	1.05	5
	%	--	25	20	40	15			
13. Opportunity of finding a job is increased.	F	--	3	2	7	8	4.00	1.07	2
	%	--	15	10	35	40			
Opinions of Student									
3. I think that my skills and knowledge that I gained at companies will be necessary for me for my future profession life.	F	5	7	15	32	46	4.02	1.13	1
	%	4.8	6.7	14.3	30.5	43.8			
4. I gained the skills that taught me at the companies.	F	3	11	10	41	40	3.99	1.08	3
	%	2.9	10.5	9.5	39	38.1			
9. I believe that the students will find a job after graduation easier.	F	17	11	12	29	36	3.53	1.46	4
	%	16.2	10.5	11.4	27.6	34.3			
26. Companies should employ the successful students immediately.	F	26	5	13	20	41	3.43	1.62	6
	%	24.8	4.8	12.4	19	39			
TOTAL						$\bar{X} =$	3.74		

\*D: Degree of ranking

As seen Table 4.24, subjects agree with that 'the opportunities of the professional training at companies to the students in the future' ( $\bar{X} = 3.74$ ). In this dimension, mostly students agree with that 'I think that my skills and knowledge that I gained at companies will be necessary for me for my future profession life' (M. 3,  $\bar{X} = 4.02$ ). In addition, coordinator teachers agree with 'opportunity of finding a job is increased' (M.13,  $\bar{X} = 4.00$ ) and students agree with that 'I gained the skills that

taught me at the companies' (M. 4,  $\bar{X} = 3.99$ ) opinions are followed. Students agree with 'companies should employ the successful students immediately' (M. 26,  $\bar{X} = 3.43$ ) and 'I believe that the students will find a job after graduation easier' (M.9,  $\bar{X} = 3.53$ ). Coordinator teachers agree with 'students' professional skills who completed their training at companies are developed' (M. 7,  $\bar{X} = 3.45$ ).

#### I. Situation of the Students Professional Skills Who Completed Professional training:

Coordinator teachers agree with that students' professional skills who completed their training at companies are developed ( $\bar{X} = 3.45$ ). Students agree with that I gained the skills that taught me at the companies ( $\bar{X} = 3.99$ ).

Percentage of mistake should be less because companies are developed technologically and they produce product and service to use. So the students have to be more careful during their skill training. What's more, gaining skill is easier because there is often a repeating the work. We reach the same results at findings.

#### II. Students' Finding Easier Job after Graduation:

Students agree with that 'I believe that the students will find a job after graduation easier' ( $\bar{X} = 3.53$ ). Coordinator teachers agree with that 'opportunity of finding a job is increased' ( $\bar{X} = 4.00$ ).

Students have connection between their potential employers during their training and recognize the market. The working market recognizes the students as well. In consequence, it is obvious that these students will get job easier than the others. Obtained findings support these findings.

#### III. Companies Should Employ The Successful Students Immediately:

Students agree with 'companies should employ the successful students immediately' ( $\bar{X} = 3.43$ ). In other words, 61% of the students agree with that successful students will get the job easier than the others and they state that 'I agree completely-I don't agree'.

There is not a .05 meaningful difference between the students who replay the item that 'I gained the skills that taught me at the companies' yes or no.



It is thought that the students who gain real marketing ability and working skills at real producing conditions by doing pre-analysis.

#### IV. Importance of Knowledge and Skills That Gained At the Companies In Future Professional Life:

Students agree with 'I think that my skills and knowledge that I gained at companies will be necessary for me for my future profession life' ( $\bar{X} = 4.02$ ). In other words, 75% of the students agree with that gained skills will be necessary for them for their professional life and they state that 'I agree completely-I don't agree'.

It is thought that students make a harmony with theoretical knowledge and practical skills then they recognize their skills during their training, so these skills will be permanent.

### 4.9. GENERAL OPINIONS AND SUGGESTIONS

Students and teachers are asked to write their opinions or something that they would like to state down with the last question at the end of the questionnaire that is applied to them. Stated opinions are listed below according to their frequencies.

#### 4.9.1. COORDINATOR TEACHERS OPINIONS

- 'Coordinator Teacher' should be stated as a different feature at TRNC Teachers Law and coordinator teacher's duty, transportation allowance, etc situations should be taken place in this law.

- Master trainers should be given courses and given certificates at the companies and then students can be sent these companies.

- Students portfolios should be kept elaborately and these should be controlled by coordinator teachers.

- Ministry of National and Culture should be more active with Ministry of Labor at professional training at companies.

- Companies should be chosen by some features.

-Lawful arrangement should be done in order to transfer enough sources to the professional training.

-Teachers weekly program should be prepared according to their coordinating days.

-Company owners should be connected with the school management continuously and prepare a development table about students developments.

-Coordinator principal assistant should be assigned to each school to supply cooperation between school and company. Thanks to this, defining students profiles will me more easily and companies' desires will be conveyed to the school managers easily.

-Modular education should be applied at schools and company owners' desires should be taken into consideration about the graduate skills and these should be reflected to the modules.

#### **4.9.2. STUDENTS OPINIONS WHO HAVE TRAINING AT COMPANIES**

-Especially trainee students should have monetary opportunities in order to afford their expenses during training.

-Before going to companies and while working at companies, teachers should give more preparatory information

-Students are not given more difficult works at companies.

-Days of the training at companies are not enough, so these days should be increased.

-Students should be trusted more and all equipments and devices at the company can be used by the students.

-Students have more opportunity to be active at the companies and they should be charged of more works.

-Number of the companies should be increased and students should have the opportunity of changing their companies after a definite time if they want.

-It will be more profitable that students should apply their training at companies in a half semester than they continue their education at school in another

half of the semester as a whole instead of going to school education on definite days of the week and going training on definite days of the week.

-Devices and equipments at some companies are not suitable for the student's profession so this discourages the students. Companies should be chosen by a committee in order to prevent this.

-Practical training should be stated at the schools in order that the students can make better works.

-When the work doesn't finish at the companies at the late hours, students' effort decreases at school at the next day. Company owners should take this into consideration.

-Trainers at companies should be more understanding to the students.

-Trainers at companies should pay attention to the students and they should try to give the students necessary knowledge.

-Students who are good at working at the training should be prized and they should be encouraged.

-Students' problems such as service, working cloth, lunch, etc. Schools should have a contract on these issues.

-Trainers at the companies avoid bad habits like smoking that urges the students to the bad habits.

-Students should not be worked at out of the working hours and if the students want to work, they should be encouraged with a definite salary.

-Students can get permission easier because of their social problems.

-Some companies prevent students to work, they let them just observe the work. These companies should be determined and they should be persuaded.

-School management supplies the coordinator teachers to control the students at companies. At this point, if there is a problem between company and students, it can be solved easily and quickly. Students working discipline will be very high.

-While choosing the companies, suitability of the students' profession, being suitable equipments and devices at the company should be searched in detail.



## CHAPTER V

### 5. RESULTS AND SUGGESTIONS

In this part of the research, results obtained from applied research are explained and some suggestions are stated.

#### 5.1 Results:

Results that people believe the professional training benefit at companies, professional training at companies affect the education at school positively, and the most important duty to reach success at professional training at companies is on coordinator teachers shoulder are reached by the answers of the questionnaire that is applied to the students at the companies and coordinator teachers at professional high schools in TRNC. But results that sufficient orientation is not given to the students before going to companies, there are enough mater trainers at the companies who have desired qualities, or if there is, they cannot supply enough contribution and the fees paid to the students are not enough are obtained.

Students should be given enough pre-education before going to the companies. However, knowledge that given to the students is not sufficient recently. Students believe that knowledge taught at school can be applied at companies. If the students have orientation education, they will be more successful at the companies. The guardians of students have not enough interest in professional training at companies. It is thought that education system is not introduced enough to the guardians of the students to be interested in training at companies. System should be introduced to the guardians of the students and the students as well.

Students and coordinator teachers believe in the importance of the professional training at companies. Students believe in that they will recognize working life, they will learn the solutions of the problems that they faced during training; they develop their working habit with the others thanks to the professional training at companies. The students stated that their companies are suitable for their

training department and they are not worked at a different job that not related to their profession. This is important to reach the training at companies' aims. In addition, students want that professional training should continues at time of the school is on holiday. But this desire cannot be applied for the present because the Ministry makes the students insurance according to the working days.

Coordinator teachers stated that the students do not adopt their training and they do not make the company opportunities profitable. It is thought that some of the students do not like their professions and do not have enough orientation education. Coordinator teachers agree with that works related to the profession are done at companies in general.

Professional training at companies affects the education at school positively. Students stated that their interest to the school and their success at school do not decreased after they start their training. But students desire to remove some of the lessons that are not related to the professional information and decrease some homework. Coordinator teachers stated that the students apprehend the profit of the school better by making a comparison between companies and school. During the training, some of the subjects cannot be studied, and compensation education at school is not enough.

Coordinator teachers are the most important aspect to get the success at professional training at companies. All parts of the professional training believe in that coordinator teachers' controlling the students during their training increase the training quality. Coordinator teachers stated that school management does not take necessary precautions in order that the professional training gets the success. In order to eliminate this problem, cooperation between school and companies should be developed and school management should take necessary precautions. Especially, school management should be more active to find suitable companies for the students departments. Coordinator teachers should pay attendance on students' attendance.



Contribution of the schools to the training at companies is not sufficient. At first, three out of four coordinator teachers whom are assigned to coordinate the professional training do not get in-service training and they stated that school managements do not supply them in-service training. Coordinator teachers stated that schools do not take necessary precautions to reach the companies and the schools are not interested enough in professional training at companies. Technology exchange between companies and schools are enough. Despite of everything, students believe that professional training at companies is beneficial.

Companies' training environment is at middle degree in job security, environment, physical environment, equipment, devices and tools. Number of the companies related to the profession departments is few. But their physical environment, equipment, devices-tools are good enough. During training, students pay attention on job security and employers do not hesitate to let the students to use machine, equipment and devices-tools.

Master trainers don't have enough quality to supply all conditions. Coordinator teachers stated that there is not enough master trainers at companies and existing master trainers have some insufficiencies at their education. According to the students and coordinator teachers, company educators cannot teach all needed knowledge and skills to the students. They cannot have necessary cooperation between school managers and they cannot inform the school managers regularly.

Monetary opportunities that supplied by the companies are not sufficient. Students and coordinator teachers stated that companies do not pay enough money to the students. There are differences between the companies. Whereas some of the companies do not pay any payment to the students, some of them pay not enough payment to the students. School managements that are the legal part of the subject are not interested in this issue. If there is works at the company till the evening, companies supply the students lunch.



All parts of the professional training believe that training will be beneficial for the students' future working life. It is thought that trainee students will get more professional skills than the students at school and this raining will be profitable for their future working life. Coordinator teachers believe that the students at companies will get a job easier in the future. Students want that the successful students at companies should be employed by the company owners in advance.

It can be said that some of the problems can be solved by taking necessary precautions; other problems that cause from the system need more time to find solutions when it is evaluated in general. Some results gained such as school and company cooperation should be developed in order to find solution for professional and technical needs for the future; this system should be strengthened according to technological developments and it should be open to the developments.

## 5.2 Suggestions

These suggestions are developed according to obtained findings and results from the research:

1. Necessary precautions should be taken to have a better professional training by developing school and company relation. People whose real jobs are business administration should be education, and then they should train the students as in Australia.

2. Students are educated in pre-training at schools that is organized by the school and company owners on working life, job discipline, works at the workshop, and relations between the foundations subjects.

3. Fee should be increased in a reasonable level that paid to the students at the companies.

4. Students who complete their training successfully should be employed by the companies in advances. Guardians of students who know that their children will be employed at the companies after their trainings and know the system well are interested in professional training at the companies.

5. Companies should be chosen by the school; the students should not be sent to the companies that do not have minimum conditions. While sending students to the companies, some principals are applies. Companies that do not have minimum conditions to send students should be supported by the higher education foundations as in Germany.

6. Printed documents such as wok and application worksheets should be updated in order to increase training success, and then they should be offered to the students to use. Professional training should be supported by big companies like in France.

7. Coordinator teachers should have in-service training at first. Their duty, authority and responsibilities should be stated obviously. They should be supported by the school management. Training at the companies should be followed diligently, problems that can be appeared should be evaluated and necessary precautions should be taken in time in order to supply the system to work effectively and productively.

8. Coordinator teachers and master trainers are known by the Ministry as their extra proficiency area; they should be sent to in-service training in detail and step by step. Guide books should be prepared.

9. Ministry of National Education and Culture should develop professional training standards. While preparing these standards, European Union standards should be taken into consideration.

10. Ministry should take necessary precaution in order to develop cooperation between school and companies. Apprentice and Professional Training Committee should be activated. This board should put effort to get lawful arrangements.

11. Companies should charge of master trainers who will train the students properly and these trainers should notify the school managements according to their students by cooperating with the school management. All works that done by the students should be drawn into the students portfolios and they should be graded.

12. Companies should regard the coordinator teachers as assistant for themselves and they should supply necessary facilities to the coordinator teachers.

13. Coordinator assistant principal should be assigned to each school. Students' profiles should be stated by these people and changing that companies desire should be transferred into the school education easily and quickly.

14. New approaches and methods should be developed to eliminate compensation education problems and to update the system.

15. Modular education system should be chosen at schools and company owners are asked to explain what kind of qualified personnel they look for, then these qualifications should be reflected to the modular.

16. Professional training at companies should be under laid by new researches by this research which is the first one on the subject is taken into consideration



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## APPENDIXES

## Appendix 1

KUZEY KIBRIS CUMHURİYETİ  
MİLLÎ EĞİTİM VE KÜLTÜR BAKANLIĞI  
MESLEKİ TEKNİK ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜNE  
LEFKOŞA

Yakın Doğu Üniversitesi Eğitim Bilimleri Enstitüsünde Yaptığım “ **K.K.T.C.’de  
Meslek Eğitiminde Yapılan Meslek Eğitimi Uygulamalarının Değerlendirilmesi**” konulu  
**K Lisans Tezi**” çalışması için gerekli verilerden bazılarını toplamak için ekte  
anket formlarını, İşletmelerde öğrencisi olan (Staj yapan) Meslek Liselerinin  
Müdür (Atelye) öğretmenleri ile İşletmelerde Meslek eğitiminde olan öğrencilere  
dağıtılması planlanmıştır.  
Belirtilen anketlerin uygulanabilmesi için gerekli iznin verilmesini arz ederim.

Mehmet KOÇ

S:  
Simavi Endüstri Meslek Lisesi  
Bölümü Öğretmeni



**KUZEY KIBRIS TÜRK CUMHURİYETİ  
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI  
MESLEKİ TEKNİK ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ**

MTÖ.0.00-13-06/

23 Ocak 2006

**Mehmet Koç**  
**men**  
**Simavi Endüstri Meslek Lisesi**  
**şa.**

Müdürlüğümüze yaptığınız başvuruda, müdürlüğümüze bağlı Meslek Liselerinin öğretmenleri ile işletmelerde staj yapan öğrencilere yönelik "**KKTC'de İşletmelerde Meslek Eğitimi Uygulamalarının Değerlendirilmesi**" konulu anket uygulaması istemiyle izin talebinde bulundunuz.

Talebinizle ilgili olarak Talim ve Terbiye Dairesi Müdürlüğü'nce yapılan incelemede, uygulamanız uygun görülmüştür. Ancak, anket uygulanmadan önce anketin anacağı okulların müdürlükleri ile istişarede bulunup anketin ne zaman uygulanacağı ve saptanmalıdır. Keza, anket uygulandıktan sonra da sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne de ulaştırılması gerekmektedir.

Bilgi edinmenizi ve gereğini saygı ile rica ederim.

**Taner Akcan**  
**Müdür**

m:  
ş Dairesi Müdürlüğü  
NK

(90) (392) 228 3136-22 82257  
(90) (392) 227 8727  
meb@mebnet.net  
Kıbrıs



## Appendix 3

**K.K.T.C. Milli Eğitim ve Kültür Bakanlığı**  
**Genel Ortaöğretim Dairesi ve Mesleki Teknik Öğretim Dairesi'ne**  
**Bağlı Örgün ve Yaygın Eğitim Kurumlarının**  
**2005 – 2006 ÖĞRETİM YILI, Yıllık Çalışma Takvimi ve Resmi Tatil Günleri**

TARİH	KONU
16 Eylül 2005 Cuma	Öğretmenler Kurulu Toplantısı ve Haftalık Ders Dağıtım Çizelgelerinin Öğretmenlere Dağıtılması
19 Eylül 2005 Pazartesi	2005-2006 Ders Yılına Başlanması
3 Ekim 2005 Pazartesi	İşletmelerde Mesleki Teknik Eğitim Uygulamalarının Başlatılması
5 Ekim 2005 Çarşamba	Dünya Öğretmen Gününün Kutlanması
29 Ekim 2005 Cumartesi	T.C. Cumhuriyet Bayramı
2-5 Kasım 2005 Çarşamba – Cumartesi	Ramazan Bayramı (Arife dahil 4 gün tatil)
7-17 Kasım 2005 Pazartesi – Perşembe	I. Dönem Ara Sınavları (8 gün)
10 Kasım 2005 Perşembe	Atatürk'ü Anma Günü
15 Kasım 2005 Salı	K.K.T.C.'nin Kuruluşu ve Cumhuriyet Bayramı (1 gün tatil)
24 Kasım 2005 Perşembe	Öğretmenler Günü
21-25 Aralık 2005 Çarşamba – Pazar	Milli Mücadele, Şehitleri Anma ve Kıbrıslı Türklerin Soykırım Günü ve Haftası
1 Ocak 2006 Pazar	Yılbaşı (1 gün tatil)
9-13 Ocak 2006 Pazartesi-Cuma	Kurban Bayramı (Arife dahil 5 gün tatil)
15 Ocak 2006 Pazar	Dr. Fazıl Küçük'ün Ölüm Yıldönümü
16-24 Ocak 2006 Pazartesi-Salı	I. Dönem Sonu Sınavları (7gün)
25-26 Ocak 2006 Çarşamba-Perşembe	Engel Sınavları
27 Ocak 2006 Cuma	Sınav Kağıtlarının Öğrencilere Gösterilmesi
30 Ocak 2006 Pazartesi	Karne Yazımı
31 Ocak 2006 Salı	I. Dönem Sonu Karne Dağıtımı
1-15 Şubat 2006 Çarşamba-Çarşamba	Yarı Yıl Tatili
16 Şubat 2006 Perşembe	II. Dönemin Başlaması
20 Şubat-20 Mart 2006 Pazartesi-Pazartesi	İşletmelerde Meslek Eğitimi Yapacak Öğrencilerin İşyeri Planlaması
3-12 Nisan 2006 Pazartesi-Çarşamba	II. Dönem Ara Sınavları (8 gün)
10 Nisan 2006 Pazartesi	Mevlüt Kandili (1 gün tatil)
13-14 Nisan 2006 Perşembe-Cuma	Ticaret Liseleri ve Turizm Bölümü Öğrencileri ile Ağırlama Gıda Teknolojisi Öğrencilerinin Engel Sınavları
17 Nisan 2006 Pazartesi	Meslek Liseleri Bilgi ve Beceri Yarışması
17-21 Nisan 2006 Pazartesi-Cuma	Ortaokullar Arası Bilgi Yarışması
18 Nisan 2006 Salı	Ortaokullar Arası Fen Bilgi Yarışması
19 Nisan – 9 Haziran 2006 Çarşamba-Cuma	Ticaret Liseleri ve Turizm Koleji ile Ağırlama Gıda Teknolojisi Öğrencilerinin İşletmelerde Meslek Eğitimi
23 Nisan 2006 Pazar	Ulusal Egemenlik ve Çocuk Bayramı (1 gün tatil)
24 Nisan 2006 Pazartesi	Ortaokullar Arası Matematik Yarışması
24 Nisan-5 Mayıs 2006 Pazartesi-Cuma	Resim El İşi Sergisi
1 Mayıs 2006 Pazartesi	İşçi ve Bahar Bayramı (1 gün tatil)
8-12 Mayıs 2006 Pazartesi-Cuma	Mesleki ve Teknik Eğitim Fuarının Açılması ve Tanıtım Etkinlikleri
18 Mayıs 2006 Perşembe	Öğrenci, Disiplin, Davranış ve Devam-Devamsızlıkla İlgili Öğretmen Kurul Toplantısı
19-20 Mayıs 2006 Cuma-Cumartesi	Gençlik ve Spor Bayramı (1 gün tatil)
22-30 Mayıs 2006 Pazartesi-Salı	II. Dönem Sonu Sınavları (7 gün)
31 Mayıs – 1 Haziran 2006 Çarşamba – Perşembe	Engel Sınavları

## Appendix 4

## GENERAL EXPLANATION

Dear Coordinator,

Questionnaire that studies **"Evaluating Professional Training In Real Producing Which Is Applied In Companies In TRNC"** will be done according to you opinion and  
s.

ase answer all the questions.

nk you for your cooperation.

Mehmet KOÇ  
Near East University  
Institute Of Educational Sciences  
Department Of Educational Administration,  
Supervisin And Planning

## QUESTIONNAIRE FORM

## PART I

## PERSONS' INFORMATIONS:

Please specify your gender.

1. Female
2. Male

Our Schools

1. Industry Vocational High School
2. Female Vocational High School
3. Tourism High School
4. Industrial Practical Art School.
5. Technical High School

Teachers' Education Level

1. High School Graduates
2. Two-year Degree
3. License Degree
4. Master Degree
5. Doctorate

Years of Experience According to your Profession Degree

1. 5 years and less
2. 6-10 years
3. 11-15 years
4. 16-20 years
5. 21-25 years
6. 26 years and more

Number of the Years of the Profession Course yours as Coordinators

- 1
- 2
- 3
- 4
- 5 and more

Coordinator Teachers' Having Course

1. Yes
2. No



## ALTERNATIVES

the students that are being trained  
by companies

I don't agree	I agree less	I agree half	I agree	I agree completely
---------------	--------------	--------------	---------	--------------------

Companies affect the students' manner  
attitude

( ) ( ) ( ) ( ) ( )

Vocational training at companies  
suitable for reaching desired aims.

( ) ( ) ( ) ( ) ( )

Students are taught all skills about  
vocational training.

( ) ( ) ( ) ( ) ( )

Students and guardian of the students  
interested in cooperating between  
school and industry.

( ) ( ) ( ) ( ) ( )

Student obeys the working places rules.

( ) ( ) ( ) ( ) ( )

Students vocational skills are

growing while starting their training..

( ) ( ) ( ) ( ) ( )

Students' vocational skills that  
developed their training at companies  
developed.

( ) ( ) ( ) ( ) ( )

Students make working places'  
opportunities profitable for themselves.

( ) ( ) ( ) ( ) ( )

Students wear suitable clothes according  
to the working places' rules.

( ) ( ) ( ) ( ) ( )

Students adopt the works at working places.

( ) ( ) ( ) ( ) ( )

They control themselves in flexible conditions.

( ) ( ) ( ) ( ) ( )

Students earn money

( ) ( ) ( ) ( ) ( )

Opportunity of finding a job is increased  
Students can compare with their  
schools and working places

( ) ( ) ( ) ( ) ( )

( ) ( ) ( ) ( ) ( )

## ALTERNATIVES

Training companies
--------------------

I don't agree	I agree less	I agree half	I agree	I agree completely
---------------	--------------	--------------	---------	--------------------

Machine, device and equipment are  
for the students at companies.

( ) ( ) ( ) ( ) ( )

Company owners or educators cooperate  
school

( ) ( ) ( ) ( ) ( )

Students are paid according to their  
at companies by companies.

( ) ( ) ( ) ( ) ( )

Students' attendance is taken  
into consideration at companies

( ) ( ) ( ) ( ) ( )

Companies related to the profession  
departments are enough as in number.

( ) ( ) ( ) ( ) ( )

Companies related to the profession  
departments are enough as in number.

( ) ( ) ( ) ( ) ( )

During the vocational training at companies,  
students are made to work in  
and profession department at companies..

( ) ( ) ( ) ( ) ( )

Companies in which the students work  
aware of job security..

( ) ( ) ( ) ( ) ( )

Personnel's education at companies is  
high in which students train.

( ) ( ) ( ) ( ) ( )

Organized information about the students is  
sent to the school managers  
There is master trainer at companies

( ) ( ) ( ) ( ) ( )  
( ) ( ) ( ) ( ) ( )

## ALTERNATIVES

**Some Schools that organise students  
to the training companies**

I don't agree	I agree less	I agree half	I agree	I agree completely
---------------	--------------	--------------	---------	--------------------

Coordinator teachers' going to  
working places increase training quality

( ) ( ) ( ) ( ) ( )

School takes necessary precautions  
to develop skill training at companies.

( ) ( ) ( ) ( ) ( )

Coordinator teachers have positive  
relationship with the school manager.

( ) ( ) ( ) ( ) ( )

School's technological support  
to companies is enough.

( ) ( ) ( ) ( ) ( )

School takes necessary precautions  
at each working places.

( ) ( ) ( ) ( ) ( )

School supplies in-service training to  
teacher to be coordinator.

( ) ( ) ( ) ( ) ( )

School and coordinator teachers help  
students to find working places

( ) ( ) ( ) ( ) ( )

Students who will go to training at  
companies are given enough orientation  
information.

( ) ( ) ( ) ( ) ( )

Level of skill training at school  
related to the subjects that are not  
taught at companies is enough at the  
end of the year.

( ) ( ) ( ) ( ) ( )

School management is interested in  
working at company

( ) ( ) ( ) ( ) ( )



/

write your opinion and suggestions

## GENERAL EXPLANATION

Dear Student,

The Questionnaire that studies "**Evaluating Professional Training In Real Producing  
ns Which Is Applied In Companies In TRNC**" will be done according to your opinion and  
ons.

Please answer all the questions.

Thank you for your cooperation.

Mehmet KOÇ  
Near East University  
Institute Of Educational Sciences  
Department Of Educational Administration,  
Supervisin And Planning

## QUESTIONNAIRE FORM

## PART I

## PERSONS' INFORMATIONS:

Please specify your gender.

1. Female
2. Male
3. High Schools
4. Industry Vocational High School
5. Female Vocational High School
6. Tourism High School
7. Industrial Practical Art School.
8. Technical High School

Way of choosing companies

1. Control of School
2. Myself
3. My family
4. My Friends
5. Another (You are writing).....

Working Duration of the Students at Companies

1. 2 weeks-1 month
2. 1-3 months
3. 3-5 months
4. 5-7 months
5. 7 month and more

Applied Opportunities to the Students at Companies

1. Free meal
2. Company service
3. Working cloth
4. Nothing one
5. Another (You are writing).....

Using the Whole Skills Related to the Profession While Working at Companies

1. Yes
2. No

Desire of you To Continue To A Higher Education

1. Yes
- ( ) 2. I hesitant
- ( ) 3. No

Personal Number at Companies

1. 1-10 people
2. 11-20 people
3. 21-30 people
4. 31-40 people
5. 41-50 people
6. 51 and more



## ALTERNATIVES

the students that are being trained  
companies

I don't agree	I agree less	I agree half	I agree	I agree completely
---------------	--------------	--------------	---------	--------------------

Companies are beneficial for supplying students'  
opportunity to apply theoretical knowledge  
is learned at school..

( ) ( ) ( ) ( ) ( )

Vocational training at companies is  
official form introducing working life  
of view.

( ) ( ) ( ) ( ) ( )

I think that my skills and knowledge  
I gained at companies will be necessary  
me for my future profession life.

( ) ( ) ( ) ( ) ( )

I gained the skills that taught me  
the companies.

( ) ( ) ( ) ( ) ( )

Companies are useful for that pay  
students some money and contribute  
students' school expense.

( ) ( ) ( ) ( ) ( )

Our vocational skills and knowledge is sufficient  
for starting the training..

( ) ( ) ( ) ( ) ( )

Vocational training at companies is  
beneficial from solving the problems  
faced during training, learning the  
various ways and preparing working life.

( ) ( ) ( ) ( ) ( )

It would be more beneficial if I had  
vocational training at school

( ) ( ) ( ) ( ) ( )

I believe that the students will find  
job after graduation easier..

( ) ( ) ( ) ( ) ( )

Vocational training at companies  
helps to develop the students' habit of  
working together with the others..

( ) ( ) ( ) ( ) ( )

## ALTERNATIVES

aining companies

company owners do not let us to use  
machine, device and equipment  
we will mess up.

company managers and educators do not  
us necessary knowledge and skills..

we are paid some money suitable  
according to our job by the companies.

because of vocational training,  
interest in school life decreased.

vocational training at companies  
affects my school success negatively

we have to make some extra  
that is irrelevant to our profession..

feature of the company is not related to  
profession at all.

necessary precautions are taken  
to security and worker health  
companies.

device and equipment at some  
companies are more limited  
at schools or different

While working at the companies,  
we have some problems such as having  
and transportation to the companies.

I don't agree	I agree less	I agree half	I agree	I agree completely
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## PART IV

## ALTERNATIVES

<p><b>Some Schools that organise students to the training companies</b></p>
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I don't agree	I agree less	I agree half	I agree	I agree completely
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Coordinator teachers' going to companies increase training quality.

( ) ( ) ( ) ( ) ( )

Vocational training during holiday should continue according to the students' desire.

( ) ( ) ( ) ( ) ( )

Personal at company should supply more opportunity to train.

( ) ( ) ( ) ( ) ( )

Courses that not involve vocational information should be decreased.

( ) ( ) ( ) ( ) ( )

Homework given at school should be decreased.

( ) ( ) ( ) ( ) ( )

Companies should employ the successful students immediately.

( ) ( ) ( ) ( ) ( )

Companies' payment should be increased because of not being enough

( ) ( ) ( ) ( ) ( )

Sufficient orientation should be given to students who will go to the companies

( ) ( ) ( ) ( ) ( )

Skill training should be applied on the subjects that cannot be applied at companies

( ) ( ) ( ) ( ) ( )

It should be developed relation between school and company and supplied better education. ( ) ( ) ( ) ( ) ( )



T V

write your opinion and suggestions