EVALUATION OF SUCCESS STATES OF MACHINE PROGRAM STUDENTS WORKING IN INDUSTRY

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Abstract
In this study, it was aimed to investigate the success of 120 students studying in Manisa Celal Bayar University Manisa Vocational School Mechanical and Metal Technology Department in accordance with the working status of the industry. Within the scope of the study, the questionnaires were created by the researchers which examined the pre-school and post-school situations. The study was carried out targeting the first and second year associate degree students who are continuing their education in the 2016-2017 academic year. The questionnaire forms were coded on the computer and necessary analyzes were made in SPSS For Windows program. Numbers and percentages are used in the analysis of the data. Required verbal permissions have been obtained from school administrators in order to be able to work.

Keywords: Vocational training, Industry, Working students.

INTRODUCTION

Vocational education is crucial for the individual and the social life. It is stated that the reasons for this increase are due to needs at individual, social, economic and national scales (Alkan, Doğan, Sezgin, 1996). Today, the riches of countries are measured not by natural wealth but by qualified workforce. Qualified workforce becomes a valuable resource for countries in the process of economic change Güler, 2009). Nowadays, as the importance of human capital increases, the value of education seems to increase. The role of the Vocational Schools in the development of the society as qualified intermediary training institutions is becoming clearer (Gümüşoğlu, Çalışkan, Günal, 2007). It should be essential to develop proficiency in mental processes with proficiency in problem solving with vocational training, to build their own meaning structures in using knowledge and to acquire proficiency in scientific thinking habits (Oliveria, 1994).

In this study, Manisa Celal Bayar University Manisa Vocational School Mechanical and Metal Technology Department's Mechanical Program students were investigated and evaluated their working status during the student's term of study, and how the school achievement status was affected during the transition to business life. In order to be able to do this research, a questionnaire was applied to the first and second year school students in order to get information about their working status after obtaining the necessary permissions from the school administrators. In addition to the fact that the students were actively involved in the questionnaire, information was collected about whether the students who were not actively working previously worked during the associate degree education.

When the results of the survey were evaluated, the active working students in the students who participated in the survey were identified. The mathematics, physics courses which are the basic courses for the comparison of the achievement situations of all working and non-working students, and the notes they have taken from the courses such as Measurement and Control, Strength, which are the vocational courses, are taken into consideration in order to examine the students in the 1st and 2nd grade. In this way, it is possible to make comparisons between the general average of the grades between the students who work in any job and those who do not work in any of the basic and vocational courses.

In this study, it is aimed to show statistically how the students who are actively working are affected by the difficult conditions of business life. For this reason, students who previously worked and did not work actively were also assessed for success.

METHOD

A total of 120 students enrolled in the first and second year of the second year of the program have been given a research questionnaire that includes active work situations and if they are not actively working previously. After the questionnaires were collected, all the students who participated in the questionnaires were graded on the UBS program of Manisa Celal Bayar University's University Information Systems program and the grades they received from Mathematics, Physics, Measurement and Control and Strength courses.

In this light, the general grade average of each student and the grades they have taken from the courses they have taken are examined separately by taking into account the working conditions and plotted in percentage and numerical graphs. The creation of this method is based on ensuring that the successes of the students who are working and not working can be compared with each other and the numerical data obtained as a result of this comparison is appropriately revealed.

FINDINGS

Basic information such as the age group of the high school graduate they graduated from the surveyed students were taken while the survey was conducted between the course success and working conditions. The graph that shows the age distributions of the students participating in the survey is shown in Figure 1 and the graph showing the high school graduation they graduated is given in Figure 2.
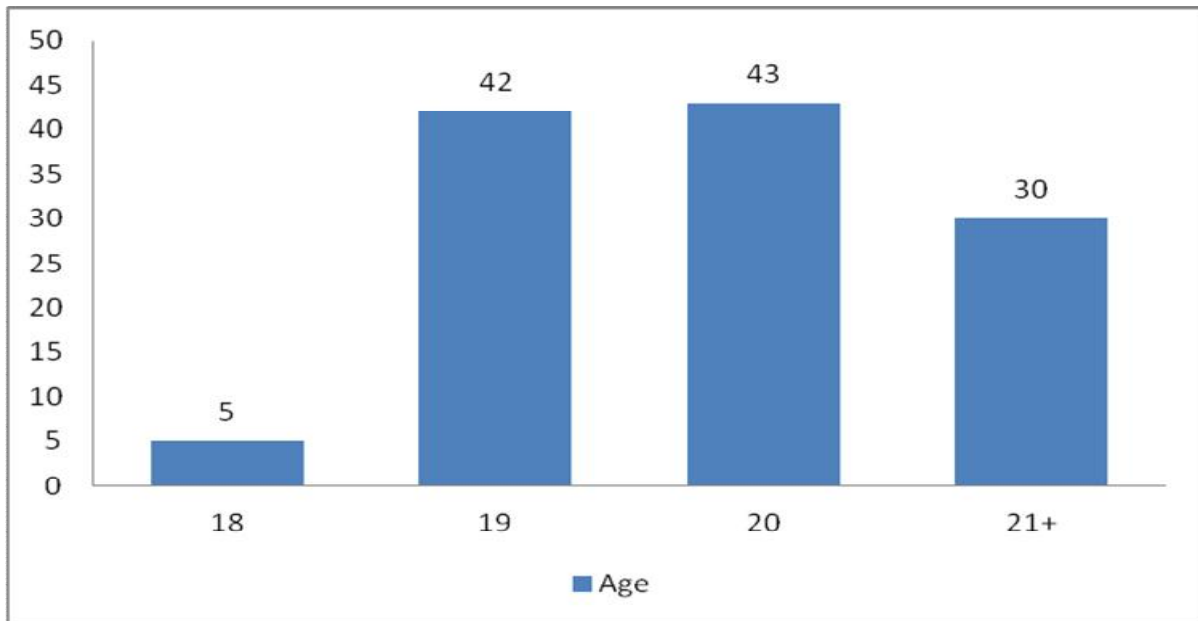
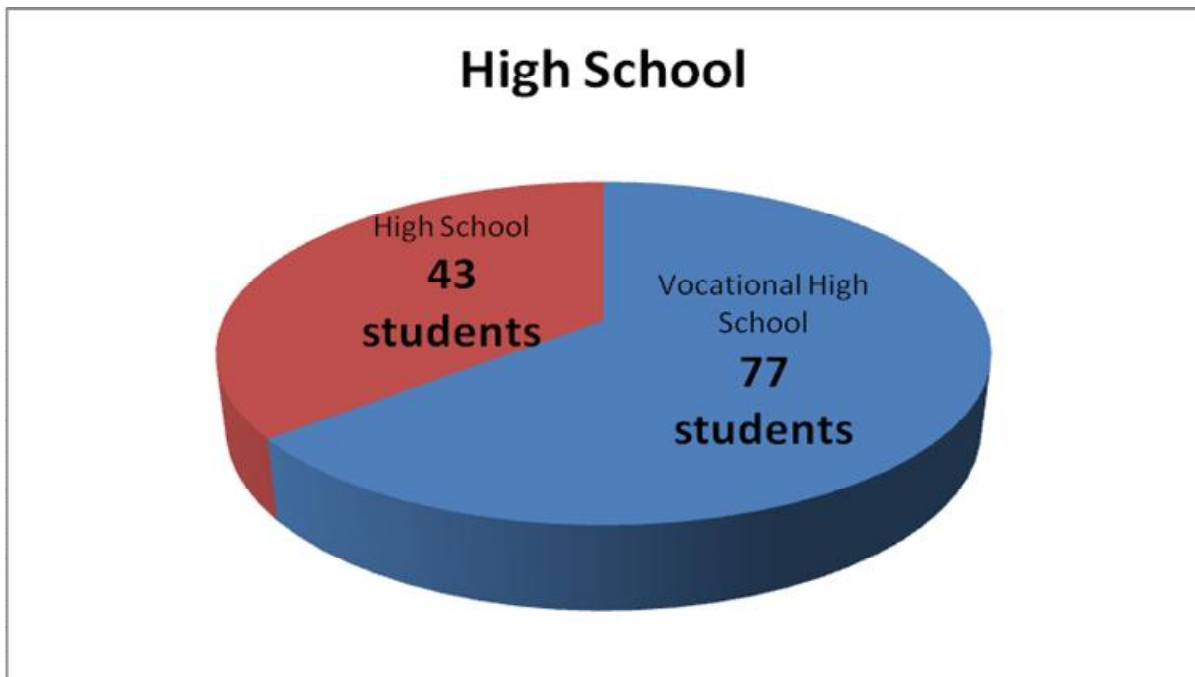Figure 1: Age distributions of students participating in the survey

Figure 2: Distribution of high school students graduated from the survey

As a result of questioning the working conditions, 47% of the students who participated in the survey were actively working; And 35% of students who did not work in any previous job. Therefore, this research covers both the non-working and working students in a fairly close range. Graphic of the students working and not working in Figure 3 is given.
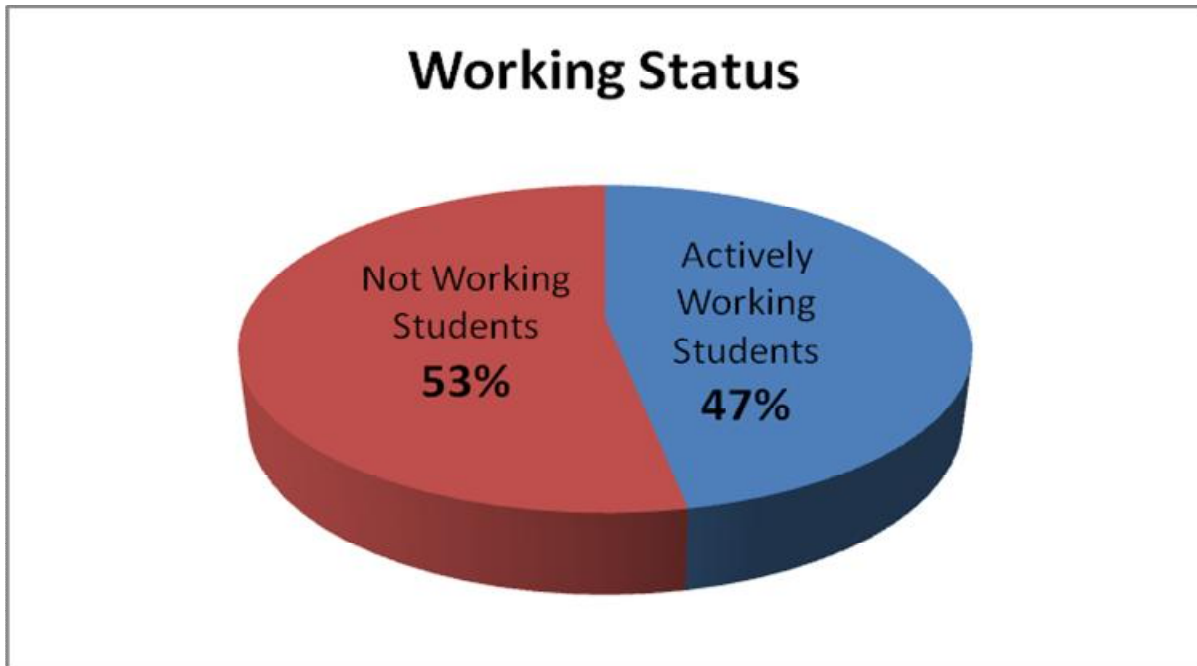
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Figure 3: Percentage distribution of working and non-working students

Compared to the first research point, the working conditions and the general grade average data show that the data obtained are better than the general average of the general average of the students who work in any job compared to the students who do not work at all, contrary to the general belief in the light. Grade Point Average (GPA) averages are given for students who work and not work in Figure 4.
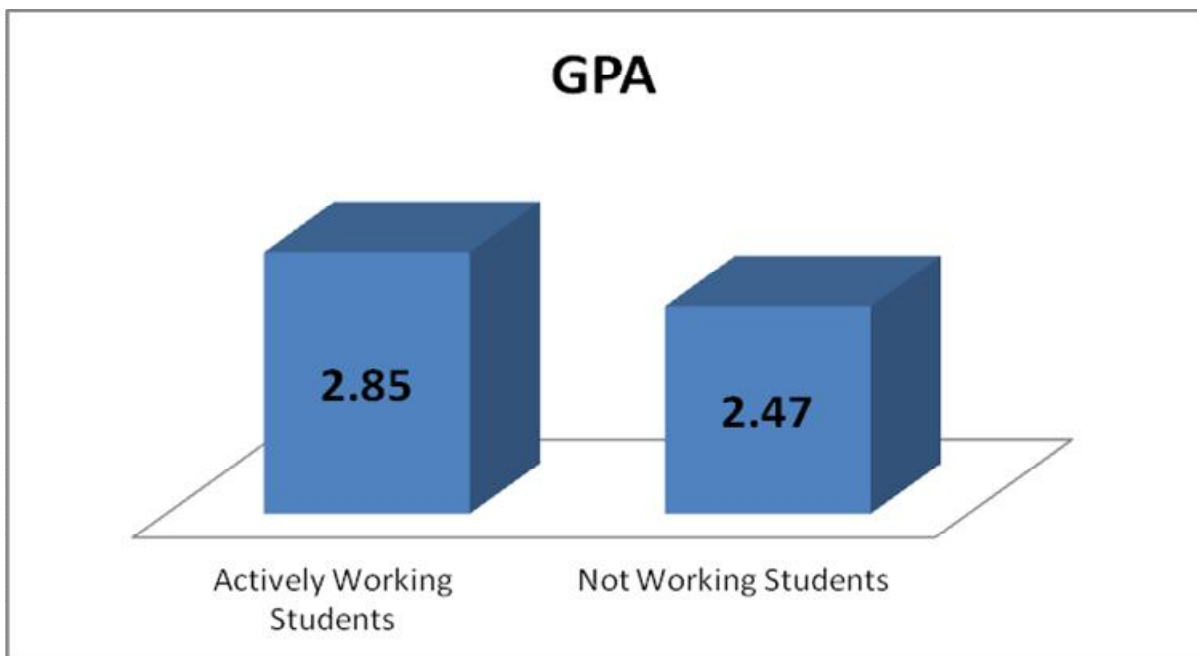

Figure 4: GPA average of working and non-working students

In addition to the GPA, when examining the achievement status of the basic and vocational courses mentioned earlier, a similar behavior to the GPA was observed in the basic courses. However, in vocational courses, it is seen that the students who did not work achieved much more successful

results. In Figure-5, a graph is shown which includes the average of the course successes in the core courses and vocational courses.
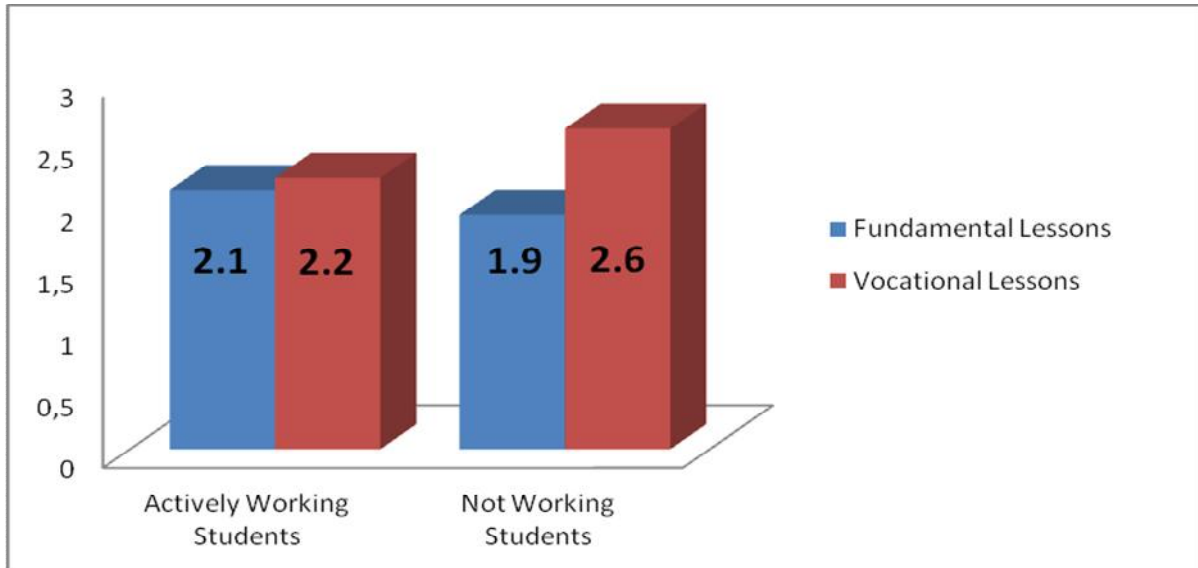

Figure 5: Average grades according to courses

Finally, a comparison between the average grade points of actively working, not actively working, and not actively working but having previously experienced business life is given in Figure 6.
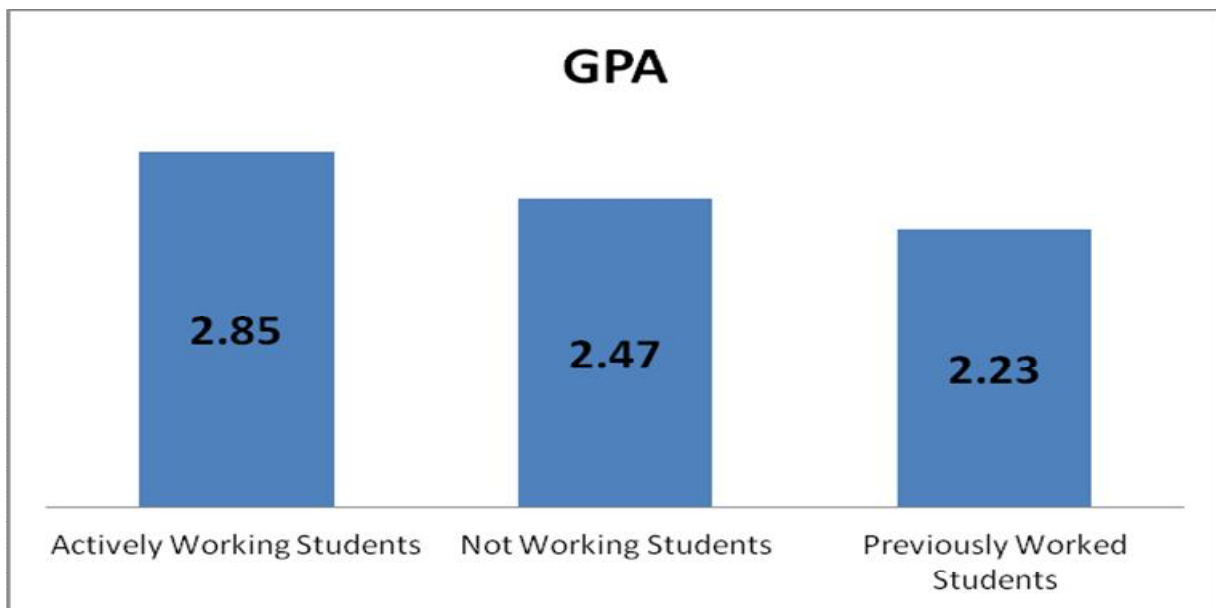

Figure 6: GPA averages according to working status

RESULTS

When the obtained numerical data and graphs are examined, although the students who are actively working fall in the achievement status in vocational courses compared to the students who do not work, It is understood that the students who are actively working are differently successful in terms of the overall grade average. However, it is understood that when the general average grades of students who have previously experienced business life and are not actively working are examined, they have the lowest average in all groups.

It is understood that the fact that the Vocational School students who have undergraduate education in this light are adapting to work life as quickly as possible and continue to work to the extent possible with their student life will have positive results both in terms of job experience and increase in school achievement.

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