

# Factors affecting the success of students in Vocational Schools: Example of Yenisarbademli Vocational School

**Emre Kuzugudenli**

Suleyman Demirel University  
Yenisarbademli Vocational School,  
Forestry Department,  
Isparta, Turkey  
emrekuzugudenli@sdu.edu.tr

**M. Esad Ozkan**

Suleyman Demirel University  
Institute of Educational Sciences,  
Department of Turkish Language and Literature,  
Isparta, Turkey

**Abstract—** Vocational Schools are the most important parts of technical education system and vocation today. They have undertaken kinds of missions throughout history were established to train intermediate staffs with sufficient information and skills in their fields, in accordance with the requirements of trade, industry and services sectors.

The training provided in vocational schools should be analyzed in line with national and international requirements, the evolving technology and the needs of business. Making the necessary arrangements will facilitate the employment of graduates more quickly as preferred components in related sectors.

However, social opportunities of the region, the income status and gender of students in these schools can affect the level of success. 240 students has participated in this study to determine relationship between social opportunities of the region, the income status, gender of students and the level of success at Süleyman Demirel University Yenisarbademli Vocational School in Isparta province.

Social, sportive and nature opportunities of the region, the income status, gender of students have been found to be significant on the level of success in the survey results.

**Keywords—**Yenisarbademli, the level of success, social difficulties

## I. INTRODUCTION

University education is one of the training phases of individuals and is very important in terms of giving direction to their later life. Therefore, university students should be helped to be successful. To do this it is necessary to know the factors influencing their success. There are many environmental factors that affect the success of university students such as harmony, housing, friends, economic conditions, habits acquired in primary and secondary school years, family support, attitude of lecturers who work in vocational schools and the settlement that college is

located. To be successful, students should not be negatively affected by these factors.

Büyükkaragöz and Çivi (1999) stated that educational environment is an important factor in the teaching-learning activities for more efficient learning so environment is one of the most important elements for the realization of effective teaching. They have identified the educational environment as; all of the areas and the conditions that students interact with the physical, mental, emotional and social aspects during learning. They also stated that education occurs in a specific and eligible environment; and that training will be more adequate and successful with appropriate environmental conditions, and in case of failure to provide proper training conditions it will be unsuccessful and inadequate [1].

Bozkurt and his friends (2000) stated after a research they examined the factors that affect the success of teacher candidates in science classes that graduated high school, field type and the mother's level of education has an impact on the success of the students. They also stated that library facilities, computers and other resources must be made available to students to increase their success [2].

Especially in rural areas it must be avoided to prevent the teaching of girls; and they must be provided to increase the enrollment rate. So we can ensure that mothers who will educate future generations are conscious and educated, and they help society to catch the coming information age.

Alkan and Kurt (1998) stated that the learning will be formed by students and interaction of the environment surrounding students and it is essential to arrange the educational environment in accordance with the goals [3]. When the studies examined, it is understood that many factors, alone or in combination, affect the success of the students. In this study that held at Süleyman Demirel University, it is aimed to determine the factors that influence the success of students studying in the Yenisarbademli Vocational School.

## II. MATERIALS AND METHODS

In this questionnaire we tried to determine the effects of problems encountered regarding school and

district on students' GPA (grade point average), as we asked to students their gender, programs of study, income level, book reading, participating social activities such as cinema or theatre, magazine or newspaper reading habits, entry field to school, preparedness for the university entrance exams, laboratory facilities of the school, the feeling of studying at university, satisfaction with the training, the impact of education in school to pursue technological innovation, the compatibility of education in school with businesses and practices in the industry.

Analysis of responses to the survey questions performed with SPSS software [4] and variables were compared with overall GPA of students. Data were digitized before introduction to statistical analysis. Digitization was carried out by giving the numbers in ascending order. For example; no 1, yes 2, or never 1, occasionally 2, usually 3, always 4. GPA has been introduced in the analysis divided into 2 groups. Students whose GPA were below 2 coded as 1, and students whose GPA were above 2 coded as 2. The significance of differences was determined as Spearman Correlation Test and Mann-Whitney U test applied by the same statistical program. Surveys were conducted in February 2016.

### III. THE FINDINGS

Frequency values of the variables that obtained in the evaluation of surveys are given in Table 1. When the Table 1 is examined it is observed that;

- 95.8% of students (231) were male and 4.2% of students (9) were female.
- 60% of students (143) study in formal education, 40% (97) study in the evening education.
- 39.3% of these students (94) were enrolled by transition without examination, and 60.7% of them (146) were enrolled by Higher Education Entrance Examination (YGS).

Considering their field of study in high school, it is understood that 31.8% (76) of the 240 students providing information in this regard have never get prepared before the entrance examination for university, and %68.2 (164) of them were preparing at home or continued to private courses.

When reading habits examined we see that the rate of the students who read no books in last 3 months is 39.3% (94), and the rate of the students who read some book is 60.7% (146). Having studied the habits of artistic activities such as cinema or theater, we understand that 28% of the students (67) have never been to cinema or theater event so far, and 72% (173) of them are going at various frequencies. When examining the magazine or newspaper reading habits of students, 92.9% (222) of them do not follow any newspaper or magazine regularly; only 7.1% (18) seems to follow regularly.

When analyzed the survey responses related to vocational schools; 54% (129) of students seems to find the school's technical facilities inadequate while 46% (111) of them find it enough. While 71.1% (170) of students see their school as university, 28.9% (70)

of them see it as a continuation of high school. When their satisfaction of the school they attend is examined it is understood that 74.9% (181) of them are satisfied and 25.1% (59) of them are not satisfied. When contribution of training in school to facilities of following professional and technological innovations is examined, it seems to provide partial or total contribution to 72.8% (174), and no contribution to 27.2% (66). When the compatibility of education in school with businesses and practices in the industry is examined, we realize that 93.3% (225) of students found it compliant, and 6.7% (15) has been described is incompatible.

The biggest problem with 94.2% (226) appears to be transportation when we examine issues related to the district where the school is located. Then, respectively, social difficulties, 88.3% (212), 61.7% distance from the campus (148), accommodation 46.7% (122) and climate 22.1% (53) are noted.

The overall grade point average of the students studied and 24.2% (58) of the students have been found to remain below 2 out of 4; and 75.8% (182) have been found to score higher than 2 out of 4. The ratio of students who scored higher than 3 was 26.7% (64).

Table 1 - The frequency of the survey data

Variable	Level	n	%
Gender	Boy	231	95.8
	Girl	9	4.2
	Total	240	100
Educational Status	Daytime education	97	40
	Evening education	143	60
	Total	240	100
School Enrollment Type	Without Examination	94	39.3
	With Examination	146	60.7
	Total	240	100
Preparation Before University Exam	None	76	31.8
	Yes	164	68.2
	Total	240	100
Reading Habits	None	94	39.3
	Yes	146	60.7
	Total	240	100
Going to the Cinema / Theater	None	67	28
	Yes	173	72
	Total	240	100
Newspaper or magazine reading habits	None	222	92.9
	Yes	18	7.1
	Total	240	100
Technical Facilities of The School	Inadequate	129	54
	Adequate	111	46
	Total	240	100
Feeling of being a university student	Yes	170	71.1
	No	70	28.9
	Total	240	100
The state of being satisfied with the school	Yes	181	74.9
	No	59	25.1
	Total	240	100
Contribution of the education to professional technological opportunities	Yes	174	72.8
	No	66	27.2
	Total	240	100
Compatibility with applications in the industry of education in the school	Yes	225	93.3
	No	15	6.7
	Total	240	100
Problems with the location of the school	Transportation	226	94.2
	Social difficulties	212	88.3
	Distance to campus	148	61.7
	Accommodation	122	46.7
	Climate	53	22.1
GPA	Below 2	58	24.2
	Above 2	182	75.8
	Above 3	64	26.7

Mann-Whitney U test which is one of nonparametric tests applied to independent groups was performed in order to determine whether there is a difference between grade point average of gender, type of education, type of school enrollment and income level groups. In the comparisons, we realized no difference between male students and female students in achievement and also that the students of evening education are more successful than the ones in normal education ( $p < 0.001$ ). Similarly, students enrolled with the examination are more successful than students who pass without examination. When examining the effect of the income situation on the success, it has been determined that the success rate of students who have high-level income is low ( $p < 0.001$ ).

Table 2 Correlation analysis results

Variables	Statistics	GPA
Gender?	Correlation	-,100
	Sig. (2-tailed)	,122
	N	240
Your family's monthly income per person?	Correlation	<b>-,160*</b>
	Sig. (2-tailed)	,013
	N	240
Have you ever read a book over the past three months, except textbooks?	Correlation	-,075
	Sig. (2-tailed)	,244
	N	240
When was the last time you went to the theater and cinema?	Correlation	<b>,178**</b>
	Sig. (2-tailed)	,006
	N	240
Is there any magazine that you subscribed or follow regularly?	Correlation	,019
	Sig. (2-tailed)	,765
	N	240
How did you enroll to the vocational school?	Correlation	<b>-,522**</b>
	Sig. (2-tailed)	,000
	N	240
Did you make a special effort to prepare for the university entrance exam?	Correlation	<b>,330**</b>
	Sig. (2-tailed)	,000
	N	240
Are your school laboratories and technological facilities adequate?	Correlation	,007
	Sig. (2-tailed)	,914
	N	240
Do you feel yourself to be studying in university?	Correlation	<b>-,170**</b>
	Sig. (2-tailed)	,008
	N	240
Are you pleased to have education in this school?	Correlation	<b>-,193**</b>
	Sig. (2-tailed)	,003
	N	240
Does the training in your school allow you to follow vocational and technological	Correlation	-,123
	Sig. (2-tailed)	,057
	N	240
Are the information and education in school and practices in workplaces and	Correlation	,051
	Sig. (2-tailed)	,435
	N	240
Department and Class Information	Correlation	<b>,161*</b>
	Sig. (2-tailed)	,013
	N	240

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Non-parametric Spearman correlation test was performed to determine the impact on the overall grade point average of the variables in the survey. Test results are given in Table 2.

$p < 0.05$  significance level relationship was determined between income level and section / type of education, and  $p < 0.01$  significance level relationship was determined between participating in cinema or theater activities, entrance type to school (with or without an examination), preparation for the university entrance exam, the feeling of studying at university and school satisfaction.

#### IV. RESULTS AND DISCUSSION

One way ANOVA test applied to independent groups was performed in order to determine whether there is a difference between grade point average of gender, type of education, type of school enrollment and income level groups. In the comparisons, it is understood that there is no difference between male students and female students in achievement. The reason why secondary education (evening education) students are more successful than normal education students is that they have earned the right to enroll in school by examination. This case is consistent with the fact that students enrolled by the exam have been more successful than other students who have made the transition to school without examination. A work culture is composed of students enrolled in the school by examination and it might be easier for them to adapt to school. This factor can be considered as a positive effect for the success.

Özdel and friends (2010) stated after their study that income situation and social difficulties can put the students to depression, thus student achievement situations are being negatively affected [5]. It has been identified in this study that success situation of students who have high-income status is very low. Due to the lack of amenities and being far from the city center, district does not meet the habits and expectations of students with high-income levels, so this situation adversely affects their achievements.

A non-parametric test, Spearman correlation test was conducted to determine the impact on the overall grade point average of the variables in the survey. Students who participate in the cinema or theater activity seem to be more successful. As versatile ability to understand of individuals who participate in social activities is more evolved than others, a positive impact of this fact on the success is expected.

Students' who prepare for university exam being more successful than those who make no preparation is thought to be associated with the studying habits. It is reported in studies that practical activities such as experiments increase success [6]. Increasing practices can improve the level of learning at the university and so it is likely to increase the level of success.

In order to raise the success rate of students increasing participation in social activities of students is important. Incentive or reward programs can be applied for this. In addition, for students to gain work habits are of great importance. Communication is one of the most important subjects for people. Communication has positive effects on student achievement [7]. It is recommended to increase social facilities in the district, reducing logistical problems and

reduction of accommodation problems in order to increase the success of students.

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