

# Thoughts Of Karamanoğlu Mehmetbey University Technical Sciences Vocational School Students About Internship Education (Example of Architectural Decorative Arts Program)

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**Abstract**—Education in Vocational Schools is the process of providing the necessary knowledge, skills and work habits for a profession that is valid for individuals in business life, and developing the abilities of individual in various aspects by using the business as a tool. Vocational and technical education is applied with three different systems in the world. These are; school-workplace based education, schools based education and countries adopting both approaches but are constantly searching. With its young and dynamic population, Turkey has a significant advantage over developed countries. For this reason, a system has been adopted in Turkey that both approaches mentioned above are adopted but constantly studies are made.

In this study, evaluation results of a questionnaire designed to measure subjects such as opinions and thoughts about the internship education and future expectations of the 2nd year students of Karamanoğlu Mehmetbey University Architecture Decorative Arts program were discussed. The efficiency of the internship education and the comments on the internship of the students at the end of the education are included. A questionnaire prepared for this purpose was applied to 55 vocational school students. As a result of the study, remarkable findings were obtained about internship training.

**Keywords**— Vocational School, Education, Internship.

## I. INTRODUCTION

Turkey, with a population of 77 million, aims to be one of the world's top 10 economies in 2023. Every year more than 1 million people join the workforce in Turkey. This reveals that a very large population must be trained in education, especially vocational and technical education [1].

During the university education in Turkey, various internship applications are made for the students to be able to adapt more easily to their business life after their education and to gain professional experience. The internship period is one of the important parts of

learning, both in terms of practicing the theoretical knowledge that students have learned during their education in business life, as well as acquiring professional experience before work life and being prepared for the problems of work life.

Vocational Schools are higher education institutions that provide two years of education and offer associate degrees aimed at raising qualified man power for certain professions. Today, when technology is rapidly developing and production systems are becoming complex, the place and the importance of education cannot be denied. Qualified man power has a special significance in increasing the competition power of the countries. The demand for the qualified man power of the growing economy in Turkey is increasing day by day. Vocational Schools are the most important institutions that provide the necessary qualified intermediate staff in this process. Issues such as solving problems of vocational schools, strengthening education-employment relation need to be taken seriously. Students studying at vocational schools correspond to about 30% of all Turkish higher education students, that is, 30% of all higher education systems constitute vocational and technical education. If this is thought, it is vitally important that the structure of the Vocational School which achieves this magnitude fulfills the functions expected from it.

Theoretical and practical education is at a vocational college. Theoretical and practical educations are carried out together at Vocational Schools. It has the opportunity to be in good relationship with the sector. During the education, the internship and employment of the students are solved to a great extent. It offers the opportunity to begin to work two years early. After the applicants graduate they have both the opportunity to work and continue their education and complete the bachelor's degree. Graduates are more advantageous in terms of employment than undergraduate graduates. They are preferred by employers. When unemployment statistics are examined, it is seen that the number of unemployed students is lower than that of undergraduate graduates. In Vocational Schools,

internship education is one of the indispensable elements of teaching programs. Internship studies enable students to observe and practice their knowledge, skills and habits in a real environment. [2]. Vocational education is the process of providing the necessary knowledge, skills and working habits for a profession that has validity in business life for the individuals and developing the individual's skills in various aspects using the skills as a tool.

In this study, evaluation results of a questionnaire designed to measure subjects such as opinions and thoughts about the internship education and future expectations of the 2nd year students of Karamanoğlu Mehmetbey University Architecture Decorative Arts program were discussed. The efficiency of the internship education and the comments on the internship of the students at the end of the education are included. A questionnaire prepared for this purpose was applied to 55 vocational school students. As a result of the study, remarkable findings were obtained about internship training.

## II. THE PURPOSE OF THE RESEARCH

During the university education in Turkey, various internship applications are made for the students to be able to adapt more easily to their business life after their education and to gain professional experience. The internship period is one of the important parts of the education in terms of both practicing the theoretical knowledge that students learn during their education, as well as acquiring professional experience before work life and being prepared for the problems of working life [3].

Various internship applications are being made to adapt the students for business life. Compulsory internship application constitutes an important educational process of vocational schools in Turkey. Internship at two-year vocational schools is compulsory. The internship provides the opportunity for the students to get to know the business life, to give them experience on their profession and to compare the practice with the theoretical knowledge. The aim of this research related to the internship studies carried out at vocational school is to put forth the ideas, thoughts and suggestions about the internship, and develop some solutions and suggestions within the framework of the results obtained.

## III. DATA COLLECTION METHODS USED IN THE RESEARCH

The questionnaire consists of questions and answer choices that would reveal students' preferences for schools, views on education in school, expectations from school, their futuristic thoughts. It also reveals the necessity of internship education, the importance of internship education on a course basis, and the benefits of internship education for getting a

profession. In addition, it is emphasized that the evaluation is based on the students' own personal observations and perceptions, which is very important in terms of the validity and reliability of these data. It is also stated that the answers to the questions will not be taken into account during their internship evaluations. It is also said that for this reason they should take an objective approach without being emotional during evaluations and not to exchange ideas with their friends. The questionnaire contains 30 questions, including the demographic characteristics of 55 students, their during-internship and post-internship thoughts and future expectations. The questions consist of 3 different stages. The first stage is the evaluation of the demographics that require an optional answer. At the second stage the questionnaire consists of questions about the evaluation of the internship education and is a Likert scale. The third part consist of yes-no questions about learning the general information about the opportunities of the workplace.

## IV. FINDINGS OF THE QUESTIONNAIRE

According to the results of the questionnaire, related to internship education and answered by Karamanoğlu Mehmetbey University Architecture Decorative Arts program daytime and evening education students: The questions in Part 1 are individual and family content and are based on multi-choice answer.

1-55 students are asked about the secondary curriculum they graduated from. 23 of them stated that they graduated from high school, 13 from industrial vocational high school, 15 from girls' vocational high school and 4 from other high school (Table I).

TABLE I. YOUR SECONDARY SCHOOL CURRICULUM

	Number	%
High School	23	41,8
Industrial Vocational High School	13	23,6
Girls' Vocational High School	13	23,6
Other High School	6	10,9
Total	55	100,0

2- The question of what is the entrance to the university was answered as high school transition exams by 42 students, 8 open admission, and 5 undergraduate transfer. (Table II).

TABLE II. ENTRANCE TO THE UNIVERSITY

	Number	%
High School Transition Exam	23	76,4
Open Admission	13	14,5
Undergraduate Transfer	13	9,1
Total	55	100,0

3- The future plans of the students participating in the research were asked. 43 students stated that they

will take an external transfer exam and continue their education at a four-year undergraduate program, 4 of them want to enter the KPSS (public personnel selection examination) to look for job opportunities in the public, 6 students want to begin their own business, and only 2 students want to find employment as soon as possible.

These results indicate that entering an external transfer exam with a ratio of approximately 78% and prefer a four year undergraduate program; students think to continue their education.

TABLE III. WHAT ARE YOUR PLANS FOR THE FUTURE?

	Number	%
External Transfer Exam	43	78,2
KPSS (public personnel selection examination)	4	7,3
Find Employment	2	3,6
Begin Business	6	10,9
Total	55	100,0

4- Considering that the level of education of the individuals in the families will also guide. The students' educational viewpoints, we asked questions about the educational status of their families and reached the answers on each parental basis as 38 primary schools, 30 secondary schools, 36 high school graduates and only 6 university graduates.

TABLE IV. WHAT IS THE EDUCATIONAL STATUS OF YOUR FAMILY?

	Number	%
University	6	5,5
High School	36	32,7
Secondary School	30	27,3
Primary School	38	34,5
Total	110	100,0

5- Another question directed at students in the survey was the amount of monthly total income of their families. It has been observed that the families of 10 students have less than 1000 TL, 27 families have 1000-2000 TL, 12 of them have 2000-3000 TL and 6 families have 3000-4000 TL monthly income.

TABLE V. WHAT IS THE TOTAL MONTHLY INCOME OF YOUR FAMILY?

	Number	%
Less than 1000TL	10	9,1
1000-2000	27	24,5
2000-3000	12	10,9
3000-4000	6	5,5
Total	55	100,0

6-12 students completed their internship in an official institution while 43 students preferred the private sector. (Table VI)

TABLE VI. INTERNSHIP PLACE

	Number	%
Official Institution	12	21,8
Private Sector	43	78,2
Total	55	100,0

7- It is stated that 43 of the students who completed their internship regularly continue, while 6 of them attend not regularly but generally, 3 of the students attend rarely, and the remaining 3 students never attend the internship institution. When examined in terms of continuity, it is concluded that likewise the ratio of the students who will take the external transfer exam, 78% of the students continue to their internship institution. (Table VII)

TABLE VII. INTERNSHIP ATTENDANCE

	Number	%
Continue Regularly	43	78,2
Continue Generally	6	10,9
Continue Rarely	3	5,5
Continue Never	3	5,5
Total	55	100,0

The questions in Part 2 of the research were prepared according to the rating system. This section has a content of the experiences and evaluations they have gained during the internship education.

8- The question about acquiring professional skill from internship education was answered by 4 students as very bad, 7 students as bad, 10 as enough, 20 as good and 14 as very good.

9- The question "The internship gave you the ability to analyze and interpret the occupational field you are studying." was asked to the students. 4 of the students answered the question as very bad, 7 of them as bad, 8 found it enough, 21 students thought it as good while the remaining 15 students selected the 'very good' choice.

10- Another question asked to the students was about getting teamwork skills from the internship education. The answers given to this question were 5 very bad, 3 bad, 19 enough, 17 good, and 17 very good.

11- Approximately 84% of the students stated enough, good and very good, to the question "Internship education gave you the ability to see, express and solve professional problems" while 16% of them answered it as bad and very bad.

12- The answers to the question "Internship education has given understanding and practice of professional and ethical responsibilities" were: 5 very bad, 4 bad, 13 enough, 20 good, and 13 very good. So, again, about 84% thinks it is sufficient and very good.

13- In order to understand how verbal and written communication, a general problem of Vocational School students, is during the internship the **question "Internship has improved your written and oral communication skills"** was asked. The answers given to this question are 8 very bad, 8 bad, 14 enough, 14 good and 11 very good.

14- The students evaluated the question **"Your internship gives you up to date information in professional sense"** as 7 very bad, 10 bad, 6 enough, 18 good and 14 very good.

15- In order to measure the occupational equipment use capacity of the students, the question **"Internship gave you the ability to use the tools, machines and measuring tools necessary for your professional branch you are studying."** was asked to the students. They answered it as 6 very bad, 10 bad, 10 enough, 7 good, and 22 very good.

16- The question **"Your internship helped you to set your goals in a professional sense."** was answered by a student group of approximately 73%, as sufficient and very good

17- The students answered 6 very bad, 8 bad, 10 enough, 18 good, and 13 very good" to the question **"Your internship gives you the opportunity to see your weak areas and complete your shortcomings in this area."** This question was asked to students to determine the usefulness of internship education in order to be able to gain work experience or to recognize any work environment. The general opinion is that the school and sector must cooperate for contributing to the practical and applied course of the students studying at the Vocational School of Technical Sciences.

18- Almost all of the courses given at vocational colleges consist of two phases, both theoretical and practical. In general, the courses are taught according to the method of transferring the theoretical information given to the students as much as possible in practice and transferring them to the material. The students are subjected to an evaluation on the basis of the theoretical knowledge and applied practices. In the answers given to the question **"Your internship allowed you to transfer the theoretical knowledge you learned in the lessons into practice."** they evaluated 7 very bad, 11 bad, 14 enough, 16 good, and 7 very good. Of the 55 students participated, about 30, or about 55%, expressed satisfaction with the transfer of theoretical knowledge to practice.

19- Other issues that are as important as practicing the applied courses are the working principles, planned-programmed functioning and efficient use of time. The answers to the question **"Your internship has given you the ability to plan and use your time efficiently."** Were 5 very bad, 10 bad. 16 enough, 11

good, and 14 'very good'. Looking at the results for this question, it seems that there is a time problem.

20- Aiming the above-mentioned purpose, this study is related to how internship studies are evaluated only from the perspective of students, not the internship authority. Since our aim is to reveal the subject assessments of the students, they do not include any assessment of the internship authority, the other side of their internship work. This question in the questionnaire actually requires a bi-directional perspective. Depending on the performance of the student, the authorized person or the supervisor can gain certain impressions about the internship student. The interest of the authorized person to the student will be in this direction [3].

According to the answers of the question **"You have shown enough interest in your workplace during your internship."** we can say that the workplaces showed interest to the students quite. The answers of the students were 4 very bad, 5 bad, 9 enough, 20 good and 17 very good. In other words, 84% of the students who participated in the research stated that they were shown interest in the workplace they did their internship.

21- There are serious differences in the attitudes and behaviors of first and second year students in vocational colleges in general. Grade 2 students being about to graduate, are more conscious due to the upcoming external transfer exam they are actually aiming at and essentially because of the completed internship education. Awareness level of the students increases. They are also making an effort to draw a direction to themselves. In response to the question, **"Your internship contributed to your duty and responsibility,"** 5 students answered very badly, 6 of them bad, 8 enough, 14 found it good and remaining 22 students chose the option very good.

22- During the university education in Turkey, various internship applications are made for the students to be able to adapt more easily to their business life after their education and to gain professional experience [4]. The internship period is one of the important parts of the education in terms of both practicing the theoretical knowledge that students learn during their education, as well as acquiring professional experience before work life and being prepared for the problems of working life [3]. Internship education is an opportunity for students to gain experience in different fields. For the **"Your internship provided you experience in an hierarchical work environment."** question, 7 students answered very bad, 7 of them said bad, remaining answers were 16 enough, 13 good and 12 very good. A student group of 74.5% thinks they have gained experience during their education.

The last part contains the third stage question types. The answers to the remaining questions in this section have been answered in the form of yes-no.

**23-** In response to the question **"Did you find your internship workplace on your own?"**, 85.4% of students gave yes and 14.5% answered no.

TABLE VIII. "DID YOU FIND YOUR INTERNSHIP WORKPLACE ON YOUR OWN?"

	Number	%
Yes	47	85,5
No	8	14,5
Total	55	100,0

**24- "Did the internship company pay you any fees?"** 65,5% of the student group gave no answer, while 34,5% answered yes.

TABLE IX. "DID THE INTERNSHIP COMPANY PAY YOU ANY FEES?"

	Number	%
Yes	13	65,5
No	36	34,5
Total	55	100,0

**25-** 40 students answered yes to the question **"Did your internship workplace provide you food and transportation?"** So, 72.7% of the students stated that they were provided with food and transportation facilities during the internship education.

TABLE X. "DID YOUR INTERNSHIP WORKPLACE PROVIDE YOU FOOD AND TRANSPORTATION?"

	Number	%
Yes	40	72,7
No	15	27,3
Total	55	100,0

**26-** 33 of the students answered yes to the question **"Do you recommend to the students in your department to do internship at the same workplace you did?"** and 22 of the students gave no answer.

TABLE XI. "DO YOU RECOMMEND TO THE STUDENTS IN YOUR DEPARTMENT TO DO INTERNSHIP AT THE SAME WORKPLACE YOU DID?"

	Number	%
Yes	33	60
No	22	40
Total	55	100,0

**27-** Another question that forms part 2 of the questionnaire is **"Do you want to do internship again at the same workplace?"** Of the answers given, 43 were yes, and 12 were not. So,78% of the students are showing their satisfaction by wanting to do internship again at the same work place.

TABLE XII. "DO YOU WANT TO DO INTERNSHIP AGAIN AT THE SAME WORKPLACE?"

	Number	%
Yes	43	78
No	12	22
Total	55	100,0

**28-** During the internship period, 48 students answered "no" to the question **"Did you encounter a serious problem at your internship place during your internship?"** That is, a group of 87.2% stated that they had a smooth internship education while 7 students said yes and had problems that are 12.8% of the students. However, there is no explanation as to what the problems are.

TABLE XIII. "DID YOU ENCOUNTER A SERIOUS PROBLEM AT YOUR INTERNSHIP PLACE DURING YOUR INTERNSHIP ?"

	Number	%
Yes	7	87,2
No	48	12,8
Total	55	100,0

**29-** During the internship, students have many expectations about the education they receive. In addition to being able to have professional, social and work experience, they also have different expectations in order to correct their professional deficiencies. The students who participated in the questionnaire gave 32 yes, 23 no answer to the question **"Did your internship meet your professional expectations?"**

TABLE XIV. "DID YOUR INTERNSHIP MEET YOUR PROFESSIONAL EXPECTATIONS?"

	Number	%
Yes	32	58,2
No	23	41,8
Total	55	100,0

**30-** The last question directed to students within the scope of the research is "Do you know that you are insured by the university at the beginning of the internship?" 38 of the students gave yes, 17 gave the no answer.

TABLE XV. "DO YOU KNOW THAT YOU ARE INSURED BY THE UNIVERSITY AT THE BEGINNING OF YOUR INTERNSHIP?"

	Number	%
Yes	38	69,1
No	17	30,9
Total	55	100,0

## V. CONCLUSION AND EVALUATION

In this research, the opinions, thoughts and recommendations of the 2nd year students of Karamanoğlu Mehmetbey University Architectural Decorative Arts program about internship education were evaluated.

It is seen that almost half of the students who participated the research had graduated from high school.

When they are asked about their future plans, almost all of them are aiming to pass a four-year undergraduate program with an external transfer exam. They would continue their education instead of graduating from vocational college and get a title of technician [5].

When we ask what their entrance to the university is, we see that they prefer the department by entering the transition to higher education examination. They express that they especially explored the architectural decorative arts program and examined the course contents, consciously and willingly wrote this part.

When asked about the educational status of their parents, it is seen that there are very few parents who are university graduates. Of the 110 family members, only 6 received university education.

Students whose parents have an average monthly income of 1500 TL stated that they plan to apply for a four-year undergraduate program in order to be able to choose higher profits for themselves.

Another important result of the research was the attendance of the internship. Of the students who participated in the survey, 43 are those who are aware of the necessity of internship education, by continuing their internship education regularly. They also stated that they were able to experience teamwork and team spirit; able to work together in a workplace, improve communication skills, follow up-to-date information, as well as get experience on subjects they are weak. The achievements of the students group that completed the internship education and passed the second class in these areas are seen clearly. They learned how to apply theoretical subjects, learned for profession, in

practice. They also realized the importance of working in a planned and programmed manner by understanding the necessity working correctly and on time [6]. The measurement criteria for the questions directed to the students are important in order to facilitate the work of all the students who complete the associate degree program after graduation.

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