

Comparing the Success of Students Placed by Examination and through Open Admission to the Vocational Schools

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Abstract

In the years when the Vocational Schools started to accept students without examination, it has been felt that the success levels of the students dropped. This failure of the students has been determined through many scientific surveys and through giving up this method, it has been recommended to accept the students to the schools in question after subjecting to examination. This survey has been conducted on the students at Kocaeli University Kocaeli Vocational School by regards of the terms between years 1996-2009. When the grade averages of the students placed by examination during terms 1996-2002 and the grade averages of the students accepted without exam (open admission) during terms 2002-2009 are compared, it has been seen that the students placed by examination were much successful. According to the findings of the survey, the acceptance of students without exam (open admission) to the Vocational Schools should be stopped and acceptance by examination should be started.

Keywords: Vocational Schools, open admission, success, student.

Introduction

The Vocational Schools are the schools that have been established under the roof of the universities for the purpose of educating intermediate staff. The duty of these schools is to educate staff who will have the qualifications to be commissioned in the industrial companies and other entities. These schools educating intermediate staff in technical, social and other fields generally provide education oriented to practice.

Since the Vocational Schools educate staff who can work in any field, they are moderately important entities. Since the academic term is two years, this requires the application of intensive programs. Furthermore, the students are subjected to apprentice at the entities concerning their program besides their school hours and their compliance to the systems is provided. The students accepted to the Vocational School generally come from vocational high schools, however in case when the students coming from labor schools are not enough for the related field, then students from normal schools are also accepted.

There are two opinions concerning the acceptance of students to the Vocational School. First opinion supports the open admission of the students to these schools. Therefore, the students will complete the upper level of their education received in technical high schools at these schools and they will not waste time with the general culture courses that are not necessary for them. The second opinion supports the placement of the students by examination. While the students are placed to the universities and schools by examination throughout the country, the students go to the training centers for years in order to be successful in these examinations and while they try to make their objectives come true and obtain their right to have education as a result of their struggle, the ones who are placed without examination are not aware why they sit on those chairs. The examination and examination system is a moderately important factor in the selection of students. Therefore, the students to be accepted to all units and departments of the universities should be subjected to the necessary examination, so the quality level of the education can improve.

Background of the Study

The placement of the students who have been graduated from the vocational high schools directly to the Vocational Schools without been subjected to any examination is referred as open admission. The students prefer the Vocational Schools where their graduate program is available and they are placed to those schools' related programs.

During the years when the Vocational Schools started to apply open admission, it has been observed that the students were not successful, this issue became a problem as the years gone by and various surveys have been performed on this issue. When the graduate success of the students who have been placed by and without examination to the Marmara University Health Services Vocational School have been compares, it has been seen that the students who have been accepted through open admission were not successful. (Akyurt and others 2008).

As a result of a survey conducted for the development of the Vocational Schools, YOK (Higher Education Council)/World Bank Industrial Education Project, open admission to Vocational Schools and the assessment of the open admission, it has been determined that the quotas of the Vocational Schools were not filled completely and that the open admitted students are inadequate and unwilling (Tunç, 2005).

As a result of a survey conducted for the open admission to the Vocation Schools, it has been determined that the current structures are negatively affected from the transfer of students, who are inadequate by regards of education, culture and sociality, to the Vocational Schools with the opportunity provided through open admission. In addition to this, it has been observed that these schools quit being a part of the universities and became a part of the regional secondary education. Again as a result of this survey, since the students were coming to these schools for a purpose other than being a technical staff, behavior disorder and the challenge faced by the academicians to provide the class discipline have been detected and through basing on this, it has been recommended to remove the open admission and apply the placement by examination. (Üçüncü Yılda Sınavsız Geçiş Uygulamaları (Open Admission Practices on the Third Year), 2006).

According to a survey conducted on the students at Isparta Vocational School, it has been determined that the students placed by examination are more successful than the students who have been placed by open admission. (Çağlar and Türeli, 2005).

Subject of the Study

As in the entire world, new education systems are also activated in our country. The efficiency of these applications should be detected. The subject of this survey is the success status of the students who have been placed by examination and via open admission to the Vocational Schools.

Objective of the Study

The objective of the survey is to reveal the success level difference between the students who have been placed by examination and via open admission to the Vocational Schools and to detect which method is the most successful.

Methodology of the Study

Open admission to Vocational Schools is applied since the academic term 2002-2003. According to this, the students graduated from the technical vocational high schools can register to the vocational schools, which are the continuation of their program of education and provide education in compliance with the program that they have been educated, through open admission. When the number of the students who are placed through open admission to the Vocational Schools is inadequate, the students who could not win the graduate programs of the universities are also admitted to the vocational high schools during additional quota terms.

In this survey, the graduate grade averages of the students who have been placed by examination during years 1996 – 2002 and placed through open admission during years 2002 – 2009 to Kocaeli Vocational Schools have been used.

Main Mass of Survey

The main mass of the survey is the students who have been graduated from Kocaeli Vocational School between the years 1996-2002 and 2002-2009. The departments taken under the scope of the survey and been assessed in terms of graduate success scores as well as the grade averages per years have been shown in Table 1 and Table 1. In Table 3, the success grade averages of the students who have been placed by examination between the years 1996-2002 and placed through open admission between the years 2002-2009 have been shown together.

In order to provide the reliability of the data, one course of the academicians who teaches the same course during the mentioned years has been selected for each program and the success status of such courses has been assessed. In addition to this, the students who could not win the universities' graduate programs after 2002 and have been admitted through additional quota have not been included to the main mass.

Table 1. Grade Averages of Students Placed by Examination per Years

Program	Course	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
CLIMATE AND COOLING TECH.	CLIMATE AND COOLING CONCEPT	55%	62%	50%	64%	67%	40%
ELEC. COMMUNICATION TECH.	NUMERICAL ELECTRONIC	56%	63%	58%	69%	75%	84%
ELECTRONIC TECHNOLOGY	DIRECT CURRENT CIRCUIT ANALYSIS	50%	55%	56%	50%	55%	53%
SOFTWARE PROGRAMMING	BASIC ELECTRONIC	74%	77%	82%	81%	85%	86%
CONSTRUCTION TECHNOLOGY	CONSTRUCTION STATIC I	49%	55%	51%	58%	38%	55%
PAPER TECHNOLOGY	CELLULOSE TECHNIQUE I	41%	48%	40%	32%	31%	51%
CONTROL AND AUTO. TECH.	NUMERICAL ELECTRONIC	42%	37%	48%	76%	53%	85%
ELECTRIC	ELECTRIC GENERATION, TRANSMISSION, DISTRIBUTION	65%	72%	81%	79%	76%	81%
REFINERY AND PETRO-CHEMICAL TECH.	INTRO TO PETRO-CHEMICAL TECHNOLOGY I	70%	77%	56%	54%	55%	80%
MACHINE	MACHINE SCIENCE TERMS	54%	45%	63%	73%	54%	82%
CHEMISTRY TECHNOLOGY	INTRO. TO CHEMISTRY TECHNOLOGY	92%	89%	74%	82%	87%	79%
BUSINESS MANAGEMENT	GENERAL MANAGEMENT	81%	77%	65%	47%	56%	55%
OFFICE MANAGEMENT AND SECRETARIAT	VOCATIONAL FOREIGN LANG I	46%	48%	39%	37%	38%	36%
ACCOUNTING AND TAX APPLICATIONS	COST ACCOUNTING I	72%	69%	70%	80%	92%	96%
MARKETING	PUBLIC RELATIONS	95%	91%	91%	90%	76%	75%
Annual Averages		63%	64%	62%	65%	63%	69%

Table 2. Grade Averages of Open Admitted Students per Years

Program	Course	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
CLIMATE AND COOLING TECH.	CLIMATE AND COOLING CONCEPT	22%	46%	16%	24%	7%	8%	28%
ELEC. COMMUNICATION TECH.	NUMERICAL ELECTRONIC	33%	52%	32%	40%	26%	22%	35%
ELECTRONIC TECHNOLOGY	DIRECT CURRENT CIRCUIT ANALYSIS	62%	23%	29%	28%	53%	39%	40%
SOFTWARE PROGRAMMING	BASIC ELECTRONIC	83%	75%	85%	70%	56%	75%	77%
CONSTRUCTION TECHNOLOGY	CONSTRUCTION STATIC I	31%	14%	15%	17%	21%	15%	23%
PAPER TECHNOLOGY	CELLULOSE TECHNIQUE I	20%	30%	29%	10%	25%	19%	33%
CONTROL AND AUTO. TECH.	NUMERICAL ELECTRONIC	55%	64%	57%	65%	54%	50%	73%
ELECTRIC	ELECTRIC GENERATION, TRANSMISSION, DISTRIBUTION	95%	61%	36%	28%	43%	18%	37%
REFINERY AND PETRO-CHEMICAL TECH.	INTRO TO PETRO-CHEMICAL TECHNOLOGY I	62%	57%	76%	93%	75%	76%	78%
MACHINE	MACHINE SCIENCE TERMS	73%	23%	31%	31%	50%	44%	65%
CHEMISTRY TECHNOLOGY	INTRO. TO CHEMISTRY TECHNOLOGY	94%	55%	66%	38%	32%	52%	38%
BUSINESS MANAGEMENT	GENERAL MANAGEMENT	33%	15%	5%	2%	37%	71%	77%
OFFICE MANAGEMENT AND SECRETARIAT	VOCATIONAL FOREIGN LANG I	43%	64%	30%	22%	37%	31%	32%
ACCOUNTING AND TAX APPLICATIONS	COST ACCOUNTING I	81%	45%	27%	26%	62%	37%	52%
MARKETING	PUBLIC RELATIONS	70%	48%	10%	5%	69%	62%	78%
Annual Averages			45%	36%	33%	43%	41%	51%

Table 3. Grade Averages of Open Admitted Students Per Years

Students Replaced by Examination		Open Admitted Students	
Academic Term	Success Average (%)	Academic Term	Success Average (%)
1996-1997	63	2002-2003	57
1997-1998	64	2003-2004	45
1998-1999	62	2004-2005	36
1999-2000	65	2005-2006	33
2000-2001	63	2006-2007	43
2001-2002	69	2007-2008	41
		2008-2009	51

Hypothesis Testing

Since no difference had been detected between the placement of the students to the Vocational Schools by examination or open admission and due to this, had been continued to place student to those schools through open admission, following essential and opposite hypothesis have been formed for the issue.

H_0 : There is no difference between the success status of the students placed through open admission and the success status of the students placed by examination.

H_1 : The students placed by examination are more successful than the students placed through open admission.

Importance Level

Since the importance level that is commonly used in such types of surveys is 5%, the importance level in this survey has also been accepted as 5%.

Verification Statistics Technique

It has been determined through the normal allocation verification of the SPSS package program that the grade averages of all terms from the first term 1996-1997 to the last term 2008-2009 have normal allocation.

Since the sample mass numbers were less than 30 and both two sample masses were independent, t-statistics technique in this SPSS package program has been used for this verification.

Rejection Zone

In the proceeding performed with SPSS, if the Sig. Value, which is calculated according to the given 0,05 importance level and 5 degree of freedom, is smaller than the accepted importance level, then H_0 will be rejected, otherwise will be accepted.

Calculation of Verification Statistics

When the data given in the Table 3 are entered to the SPSS package program, the Paired Samples Statistics and Paired Samples Test tables have been obtained.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	SiNAVLA	64,33	6	2,503	1,022
1	SiNAVSİZ	42,50	6	8,385	3,423

Sınavla – Placement by Examination / Sınavsız – Open Admission

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	SiNAVLA - SiNAVSİZ	21,83	9,174	3,745	12,21	31,46	5,829	5	,002

Decision and Interpretation

As shown in the Paired Samples Statistics, it is seen how different are the success averages, standard deviation and standard error means of the students who have been placed through open admission.

According to the Paired Samples Test table, since $0,002 < 0,05$, in other words Sig. Value, which has been calculated according to the 5 degree of freedom and 0,05 importance level in SPSS, is 0,002 and the importance level given in the problem is smaller than 0,05, H_0 will be rejected and H_1 will be accepted. As a conclusion, with 95% reliability, the students who have been placed by examination are more successful than the students placed through open admission.

Conclusion

While developed countries pay more importance to the vocational schools, these schools are accepted as secondary class educational entities in Turkey. While all universities and high schools accept students through examination, the open admission to the Vocational Schools has dropped the success level of the students.

This case has been clearly observed through the comparison of the success status of the students who have been placed by examination and through open admission during those periods. Everybody is aware of the fact that there is a general public opinion, the students who graduate from the vocational high schools do not have proper education at these schools. The deficiency revealing from the non-receipt of adequate education by the students at secondary schools is removed by the private training centers throughout the country and the students who are placed to the Vocational Schools through open admission do not work, go to the private training centers with the idea that they can even register without been subjected to an examination and so they are admitted such schools with inadequate knowledge. In addition to the lack of education of the students, their admission to such schools without any effort causes the non-recognition such schools' values.

While the universities and schools throughout the country accept students by examination, the Vocational Schools should also place student by examination. Therefore, the students will able to determine an objective for themselves and they will spend effort to achieve these objectives. So the students registered to these schools will sit on the chairs they deserve, continue their education with willingness and will be successful.

As a conclusion, the open admission to the Vocational Schools should be removed and like in the other university and schools, all Vocational Schools should place students by examination.

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