

Apprenticeship Training in Turkey

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Introduction

Technology requires training quality human resources and this situation requires life long learning in order to determine countries' development levels. Some jobs are extinct now. Besides, the contents of almost all of the jobs have changed. For that reason, individuals should be updated on contemporary information, aptitude and skills in order to follow sufficient developments. Today's business life needs a qualified labour force which can directly access production processes. Nowadays unemployment is a big problem in Turkey as well as in other countries. The population in the working age grows, and more and more young people enter the job market. All of the employers and career foundations complain about the absence of workforce. There are specific jobs which are waiting for a workforce and there people who cannot find jobs (Erbesler,1987). Vocational and technical education can contribute providing a balance between sectors by training qualified human power (Kazu & Demirli, 2002).

Vocational and technical education in our country is a subject which has great importance and is considered a parallel target to the economy's aims. Especially in the beginning of the Turkish Republic, the problem of education for urban and rural population was the primary problem. In this period the vocational and technical education system was founded according to industrial policies of the state. Apprenticeship was ignored and stayed out of the education system. A school system for vocational and technical education is the most expensive system and it is not an appropriate means of education for the country which gives importance to economy.

According to some researchers education in these schools is based on theory and the needs of goods cannot be afforded (DPT, 1983; Düzenli, 1986). For that reason it is important that the model for vocational and technical education should be matched with the resources for education. Because of the need for a qualified workforce, the education of apprenticeship is vital in Turkey. The apprenticeship

education first appeared in the education system in 1997. After that the apprenticeship education became a part of Turkish education system under the law numbered 3308. Vocational and technical education was tried to unite with national education with this law. However, the expected impact could not be provided in apprenticeship education. The present situation is not good in apprenticeship, though there is a need for the vocational education (MEB, 2005). In our country, there are some factors which inhibit vocational and technical education's function, namely, the parental and personal refusal of apprenticeship education and the negative attitudes towards apprenticeship education. According to Kuzgun (2006) there are negative attitudes for this situation because people think that they will have a prestigious job by having education from a university. The most important task of the psychological counselors is to fix this wrong belief against apprenticeship education. Especially in elementary school years, wrong beliefs can be corrected because these years constitute a critical period according to children's personality development.

Method

The population of this research is made up of all primary school 8th grade students. The sample of this research is made up of the primary school 8th grade students in Zeliha and Lutfi Kulluk Primary School. This research was made with 452 primary school 8th grade students who are chosen randomly by a survey method. The reason for choosing the elementary schools is the sample with lower and middle academic achievement levels.

Data Collection Instruments

In order to determine the negative attitudes of elementary school students towards vocational education centers, Apprenticeship Education Evaluation Form-A (AEEF-A) and Apprenticeship Education Evaluation Form-B (AEEF-B) were used. AEEF-A consisted of 22 items; AEEF-B consisted of 24 items. "Do you want to enroll in apprenticeship?" as a "YES", "NO" question was asked to the students first, and the students who answered "YES" passed through AEEF-A and who answered "NO" passed through AEEF-B. Reliability of Apprenticeship Education Evaluation Form-A was found between $r = .97$ and $r = .77$ and Reliability of Apprenticeship Education Evaluation Form-B is found between $r = .49$ and $r = .25$. Validity of these instruments were datafied by the views of experts.

Findings

Table 1. The gender distribution of the students who choose or do not choose apprenticeship education

Do you want to enroll in apprenticeship education?						
	Yes		No		Total	
	N	%	N	%	N	%
Male	26	11,4	203	88,6	229	100
Female	53	23,8	170	76,2	223	100
Total	79	17,5	373	82,5	452	100

Examining the Table 1 total of 452 primary school students that are included in the sample comprise of 223 female and 229 male students. When examined in aspect of their answers to the question “Do you want to enroll apprenticeship education?” 26 (11,4%) of 229 male students answered “yes” and 203 (88,6%) answered “no” whereas 53 (23,8%) of 233 female students answered “yes” 173 (76,2%) answered “no”.

Table 2. The percentages of students about the reasons to enroll apprenticeship education

(AEEF-A) (YES)	<u>unimportant</u>		A little Important		Important		Very Important	
	N	%	N	%	N	%	N	%
1- Opportunity of working in Europe after graduation from apprenticeship education	11	13,9	16	20,3	24	30,4	28	35,4
2- Opportunity of having a job at an early age via apprenticeship education	2	2,5	13	16,5	26	32,9	38	48,1
3- Being able to grasp the value of money at an early age while learning a craft as an apprentice	9	11,4	13	16,5	22	27,8	35	44,3
4- Being able to acquire sense of responsibility during apprenticeship education	7	8,9	10	12,7	20	25,3	42	53,2
5- Being able to valuate spare time and holidays with apprenticeship education	9	11,4	13	16,5	33	41,8	24	30,4
6-Being able to use handcraft better via apprenticeship education	7	8,9	5	6,3	29	36,7	38	48,1
7- Readiness of job before the end of apprenticeship education	5	6,3	14	17,7	28	35,4	32	40,5
8- Opportunity of opening a workshop after apprenticeship education	3	3,8	7	8,9	27	34,2	42	53,2

9- Having health insurance at an early age via apprenticeship education	3	3,8	12	15,2	25	31,6	39	49,4
10- Being able to learn the working conditions better via apprenticeship education	9	11,4	13	16,5	31	39,2	26	32,9
11- Keeping away from bad friends' environment	5	6,3	8	10,1	18	22,8	48	60,8
12- Being confident about the future via apprenticeship education	8	10,1	9	11,4	19	24,1	43	54,4
13-Supporting my family economically at an early age	6	7,6	19	24,1	21	26,6	33	41,8
14-Girl's opportunity of having a job as well via apprenticeship education	10	12,7	14	17,7	26	32,9	29	36,7
15- Having the opportunity of working independently via apprenticeship education	4	5,1	17	21,5	29	36,7	29	36,7
16- Maintaining our family work via apprenticeship education	16	20,3	10	12,7	31	39,2	22	27,8
17- Being able to trade	5	6,3	17	21,5	27	34,2	30	38,0
18-Regulating my life via apprenticeship	3	3,8	10	12,7	28	35,4	38	48,1
19- High amounts of earnings of the jobs acquired via apprenticeship	5	6,3	8	10,1	30	38,0	36	45,6
20-Having all rights of being a student	5	6,3	9	11,4	24	30,4	41	51,9
21-Postponing the military service	11	13,9	8	10,1	27	34,2	33	41,8
22-Being valuable in private sector	4	5,1	6	7,6	27	34,2	42	53,2

Examining the table 2, 17,15 % of the 452 eight grade students in primary school answered yes to the question of "Do you want to enroll apprenticeship education?" 84,8 % of the students who said "Yes" "I want to enroll apprenticeship education" marked the item of "Being able to use handcraft better via apprenticeship education" as important and very important. This item was viewed by the students as one of the most important among the reasons of why they want to enroll apprenticeship education.

87,4 % of the students who said "I want to enroll in apprenticeship education" chose the item "Opportunity of opening a workshop after apprenticeship education", 83,5 of them chose the item of "Regulating my life via apprenticeship", 83,6 % of them chose the item "Keeping away from bad friend's' environment ", 78,5 of them chose the item of "Being confident about the future via apprenticeship education", 68,4 % of them chose the item of "Supporting my family economically

at an early age”, 69,6 of them chose the item of “Girl’s opportunity of having a job as well through apprenticeship education”, 73,4 of them chose the item of “ Having the opportunity of working independently via apprenticeship education”, 72,2 % of them chose the item of “Being able to trade” 83,6 of them chose the item of “High amounts of earnings of the jobs acquired through apprenticeship” as important and very important as a reason of their high preference. It can be concluded that the students who has a positive attitude towards apprenticeship education view apprentice education as an alternative in their choice of profession by highly agreeing with these items.

On the other hand, of eight grade students in primary school who said yes to the question of “Do you want to enroll in apprentice education?” 34,2 % chose the item of “Opportunity of working in Europe after graduation from apprenticeship education”, 27,9 % chose the item of “Being able to grasp the value of money at an early age while learning a craft as an apprentice”, 27,9 % chose the item of “Being able to learn the working conditions better via apprenticeship education”, and 24,2 % chose the item of “Postponing the military service” as unimportant or little important. It is observed that the students who want to enroll in apprenticeship education by marking Form-A have a positive attitude towards apprenticeship education.

Table 3. The percentages of students about the reasons not to enroll apprenticeship education

(AEEF-B) (NO)	Unimportant		A little important		Important		Very important	
	N	%	N	%	N	%	N	%
1. Learning a profession in apprentice education lasts longer than in vocational high school	208	55,8	93	24,9	53	14,2	19	5,1
2. The ones who aren’t successful at school enroll in apprenticeship education	24	6,4	35	9,4	107	28,7	207	55,5
3. Obligation of working at an early age	189	50,7	72	19,3	67	18,0	45	12,1
4. Obligation of wearing boiler suit	232	62,2	64	17,2	47	12,6	30	8,0
5-There will be no respect felt against the profession I earn via apprenticeship education	122	32,7	101	27,1	88	23,6	62	16,6
6- Profession is chosen by my family in apprenticeship education	157	42,1	93	24,9	72	19,3	51	13,7
7- There is no possibility of producing creative thoughts in apprentice education	125	33,5	70	18,8	105	28,2	73	19,6

8- Obligation of doing the same things again and again in apprenticeship education	124	33,2	91	24,4	99	26,5	59	15,8
9- Master always controls the work done by apprentices	101	27,1	75	20,1	119	31,9	78	20,9
10- Apprentice education requires tiring and long working	101	27,1	73	19,6	108	29,0	91	24,4
11- The professions in apprenticeship education require handicrafts	95	25,5	71	19,0	103	27,6	104	27,9
12- Not being able to live my childhood and youth freely due to apprentice education	84	22,5	65	17,4	77	20,6	147	39,4
13-The word Apprenticeship sounds standoffish	140	37,5	79	21,2	67	18,0	87	23,3
14- Obligation of wearing old and oily clothing in apprenticeship education	121	32,4	78	20,9	81	21,7	93	24,9
15-Obligation of working in very cold and very hot environments	92	24,7	93	24,9	111	29,8	77	20,6
16- Probability of suffering professional illnesses in apprenticeship education	69	18,5	71	19,0	111	29,8	122	32,7
17- Obligation of working on foot until evening in apprenticeship education	82	22,0	89	23,9	111	29,8	91	24,4
18- The professions that are gained via apprenticeship education aren't open to development	57	15,3	87	23,3	125	33,5	104	27,9
19- The price gained is very little in the apprenticeship education	41	11,0	63	16,9	122	32,7	147	39,4
20- Bad treatment to apprentices	51	13,7	61	16,4	106	28,4	155	41,6
21- Degree of apprenticeship is lower level than a high school degree	91	24,4	49	13,1	100	26,8	133	35,7
22-Girls' not enrolling in apprenticeship education	152	40,8	42	11,3	69	18,5	110	29,5

Examining Table 3, 82,5 % of the 452 eight grade students in primary school included in the survey indicated their attitudes towards their unwillingness to enroll apprenticeship education by answering "No" to the question of " Do you want to enroll apprenticeship education? The apprenticeship evaluation Form-B was applied to the students who don't want to enroll apprenticeship education. The item "The ones who aren't successful at school enroll in apprenticeship education" was

chosen at the level of 84,2 % and was determined as the most important one of the reasons for not preferring apprenticeship education.

The students chose the item “Not being able to live my childhood and youth freely due to apprentice education” at the level of 60.00 %, the item of “The price gained is very little in the apprenticeship education” at the level of 72.1 %, the item of “Bad treatment to apprentices” at the level of 70.0%, the item of “Degree of apprenticeship is not at high school level” at the level of 62.25%, and the item of “Not being a cultured person in apprenticeship education” at the level of 69.1% and indicated these items a important and very important among the reasons that they don't want to enroll in apprenticeship education. In addition, the students who don't want to enroll in apprenticeship education marked the item of “Learning a profession in apprentice education lasts longer than in vocational high school“ at the level of 80.7 %, the item of “Obligation of wearing boiler suit ” at the level of 79.4, the item of “Profession is chosen by my family in apprenticeship education” at the level of 67.0 % and regarded them as unimportant and a little important.

Discussion

There are important results of this study. The insufficiency in the number of the apprenticeship enrollers is based on not choosing the apprenticeship education by youngsters. The most important indicator of this situation is that the students of the sample gave the answer of “No” to the question “Do you want to enroll to apprenticeship education?” (82,5%).

The other most important subject of this research is why students don't want to enroll in apprenticeship education. The most noticeable reason is “The ones who aren't successful at school enroll in apprenticeship education” with 84,2%, then “The price gained is very little in the apprenticeship education” with 72,1%, “Bad treatment to apprentices” with 70%, “Degree of apprenticeship is a lower level then a high school degree” with 69,1%, “Not being a sophisticated individual” with 62,5% and “Not living my childhood and adolescence in a good way” with 60%. The students in the sample have role complexity according to social development in their identity.

This period is complex against the accomplishment of Erikson's. In this period the children want to be appreciated by others for accomplishing tasks. For that reason, they avoid situations in which they become unsuccessful. In this socialization period the school and family are the most important agents. Indeed MacCulloch and Henley (2002) determined that the young individuals would rather enroll in

colleges than these apprenticeship and vocational/technical schools in their research because the parents think that if they enroll these schools, they will be considered unsuccessful. İsmailoğlu (1991) found that the social environment plays a great role in choosing schools. In a research made by Atlin and Pond-White (2000), they determined that the unsuccessful students were guided to apprenticeship while the successful ones were guided to colleges.

According to Sussman (2002), the introduction of the jobs acquired by apprenticeship education is a bit weaker than the other jobs. The negative attitude towards apprenticeship education can be classified as losing prestige in the social environment. This finding is supported by other research (CLFDB, 1994). Hypatia Project (2002) made a research with families in order to clear the obstacles to apprenticeship education and found supportive results to the abovementioned findings. In this research, the families' thoughts about apprenticeship were shaped by the negative thoughts such as that jobs are second class which are gained by apprenticeship education, it is not a quality education, or better opportunities are provided by other fields. On the other hand, the students who do not want to enroll in apprenticeship education do not choose this education because of long duration with 80,7% and do not want to wear a boiler suit with 79,4%. This shows that there is an absence of information about the apprenticeship education as in some researches (Ball & Freeland, 2001; Sweet & Gallagher, 1997; Viswanathan, 2002).

Dancey (2002) determined that the role of the counselors was very important to give information about apprenticeship education to families and students. In addition, the individuals have negative attitudes towards apprenticeship because of misleading information by counselors. The awareness should be increased by the counselors by telling the families and the students about positive features of apprenticeship. There is some research (Kerka, 1999; MacCulloch & Henley, 2002; Madsen, 1999; Rubenson & Schuetze, 2000; Steedman, Gospel & Ryan, 1998) about negative attitudes. In this research, gender discrimination is also an important reason for negative attitudes towards apprenticeship because this field is accepted as masculine.

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Summary
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The aim of this research is to examine the negative attitudes of primary school eighth grade students. This research was done with 452 elementary school students by a survey method. The data collection instrument was applied to the sample by random sampling method. The insufficiency in the number of the apprenticeship enrollers is reason for not choosing the apprenticeship education by youngsters. The most important indicator of this situation is the percentage of the students of the sample who gave the answer of “NO” to the question “Do you want to enroll in apprenticeship education?” (82,5%).

Keywords: Apprenticeship, Apprenticeship Education, Apprenticeship Education Evaluation Form-A-B