

## **Is There Any Difference In The Students' Perspectives To Training At Day Or Night Time? Technical Sciences Vocational High School Sampling of Harran University, Sanliurfa- Turkey**

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**Abstract:** Education has a crucial role in improving social development and prosperity. Education is a constitutional right and represents the country's human capital. In many countries, training can be given as night and day. The aim here is to present the right of night education and therefore educational equality to those who cannot have the opportunity to receive daytime education. One of the main aims of Harran University is to provide training to meet the needs of the agriculture and industry sectors that are expected to emerge as part of the GAP project. Sanliurfa Technical Sciences Vocational High School has departments that provide 11 days and 6 nights program trainings. About 3,000 students are studying in these sections. The main material of this research is the data obtained from the students who are studying at Harran University, Sanliurfa Technical Sciences Vocational School. Students were selected by simple random sampling and surveys were conducted by face-to-face interviews in 2015. According to the results of the test, it is found that there are statistically significant differences between the variables of type of education (day or night), gender, place of birth, average monthly income of the family, graduated high school of the student, the program in which the student is enrolled (department), placement style and preference order of the program. The results obtained from this study are useful and helpful to planners and decision makers in the context of increasing the satisfaction of students studying at vocational schools that provide day and night education.

**Keywords:** Day and Night Education, Effective factors, Harran University-Sanliurfa-Turkey, Students' Perspectives and Satisfaction, Technical Sciences Vocational High School

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### **I. Introduction**

Education has a crucial role in improving social development and prosperity. It is education again, if it is based on quality, competition, sustainable development and production in terms of countries. Education is a constitutional right and represents the country's human capital. The diversity, abundance and quality of educated individuals show the power of the country at the same time. In many countries, training can be given as night and day. The aim here is to present the right of night education and therefore educational equality to those who cannot have the opportunity to receive daytime education. Night education students mostly consist of the students who must work during the day and have a higher average age than daytime students' and who pay school tuition. Some of the qualities of students who attended night training differ from those of day students. The fee they pay for education, average age, level of income, profession and work, level of consciousness and perception, benefits to be obtained by graduation are important ones [1]. Education in general, vocational and technical education in particular has become more important in increasing global competitiveness [2]. Vocational and technical education takes place in different forms under different systems in different countries. In Turkey, vocational education is provided through vocational and technical education as well as non-formal education and apprenticeship education [3]. Vocational and technical education aims to provide intermediate human power in the structure that will meet needs in the direction of industry and sector demand on the basis of theory and practice. According to the Turkey higher education institution, (YÖK in Turkish) vocational high school is defined as a higher education institution that aims to train qualified human resources for certain professions, which maintains two or three semesters per year for two years of education and training [4]. With this definition of the higher education institution, the purpose of establishment of Vocational Schools can be said that it is necessary to train qualified human power with sufficient knowledge and skill in the fields of trade, industry and service sectors.

One of the main aims of Harran University is to provide training to meet the needs of the agriculture and industry sectors that are expected to emerge as part of the GAP project. The Southeastern Anatolia Project (GAP in Turkish) is an integrated regional development project implemented in Turkey's Southeast Anatolia Region based on water and land resources [5]. The GAP region is a less developed region than other regions of Turkey [6]. One of the most basic expectations of the GAP project is to eliminate the development and welfare difference between this region and the other regions of the country, using the potential that the region possesses [7]. Sanliurfa Vocational School of Technical Sciences was established in 1982 and is the first vocational school of Harran University. Approximately 3 thousand students are studying at the vocational school, in departments that offer 11 day and 6 night programs. Due to the fact that the college is made up of technical programs, field and workshop studies, it is generally preferred by male students and the number of female students is lower. Approximately 2 thousand of these students are daytime students and one thousand students are night time students. The departments are construction technology, electricity, map-cadastre, climate and cooling technologies, food technology, machinery, automotive, architectural restoration, agricultural machinery, computer technologies, transportation and traffic services.

In this study, it was aimed to determine whether there are any differences in terms of factors that affect students' satisfaction who are studying at day time and night time with the courses they have taken, contributions to the professional development of the courses they have taken, the educational and the social conditions of the high school and considerations about the teaching staff of the courses. The results obtained from this study are useful and helpful for planners and decision makers within the scope of increasing the satisfaction of day and night time students in Vocational Schools.

## **II. Material And Method**

The main material of this research is the data obtained from the students who are studying at Harran University, Sanliurfa Technical Sciences Vocational School. In this research, 264 students from day time and 213 students from night time education departments', 477 students in total were selected by simple random sampling and surveys were conducted by face to face interviews in 2015. The obtained data were processed in Excel according to a specific code plan and then analyzed in SPSS. In the questionnaires, Likert with 5 options' scale was used which is widely used in such studies [8]. The questions were asked to measure the attitudes and perceptions of the students, which are completely between strongly agree to strongly disagree. In this study, it has been taken as basis to give the judgments about the subjects which are investigated to the satisfaction of students and to determine the concentration of the students' on these judgments. When this scale is used, satisfaction judgments with the basic approaches are given to the students about the topics investigated in an order and for each judgment sentence they are asked to indicate the degree of participation by marking the option which seems appropriate to them. At the end of the study, the numerical distribution of the participation levels of the students constituting each group of judgment was determined and a numerical average was calculated according to the final value obtained by multiplying the numerical value of the participation options with the option coefficient. These mean values were taken as the option value of the group and compared with the option value found, the effect on the attitude of the judgments was determined. The Chi-Square test is a widely used test for nonparametric tests and measures whether the distribution of the values in the sample group is consistent with the main mass distribution proposed in the hypothesis [9]. This test is used to examine whether there is statistical significance between two or more variable groups. And also categorical variables measured by classifier or sequencer scale are used [10].

## **III. The Results And Discussions**

The 28.7% of those surveyed were female and 71.3% male students. In the study, they were asked about the factors that may affect attitudes and perceptions of students to determine their point of view. In such measures, it's necessary to determine internal consistency, scale consistency and whether it measures the same basic theory. The statistical reliability of the responses to these factors was measured by the Cronbach's alpha coefficient and was found to be 0.71. If the Cronbach's alpha coefficient is greater than 0.6, it is accepted that reliability is provided [11, 12, 13]. In addition, the intra-group correlation coefficient with 95% confidence interval and significance of F test was found as  $p < 1\%$ . These values indicate that the data used in this research is reliable. The descriptive statistics of the participants are given in Table 1.

The ratio of those who knowingly and willingly choose the part they read is 72.48%, indicating that the students have made a conscious choice. In this choice, the rate of influences of parents, teachers and acquaintances on students is 63.66%, and it seems that the preferences of the adults are influential in these preferences. Another research is also showed that, 60.6% of the students willingly choose the program that they studied in technical sciences vocational high school [14]. The percentage of those who did not regret their choices was 54.41%. The 44.2% of the students who participated in the survey stated that they are not happy in the sections where they read and they want to change their departments if they have opportunities. While

34.87% of the students stated that they did not have any expectations, they came to the Vocational High School to continue their studies and 22.9% stated that being a student would give them an advantage in terms of working life. The percentage of those who believe that having education in technical sciences school contributes to professional development is 39.09%. The percentage of people who believe that a good education is necessary is 73.95%, in order to have a good job in the future. The percentage of those who choose to be a student here and meet their future expectations is 57.98%. The percentage of those who indicated that they wanted to work in the field of education they received after graduation was 53.15%. The rate of students who have anxiety about not being able to work after graduation is 16.60%. These results show that initially more students' satisfaction is gradually diminishing after the beginning of the education by the years.

In this study, 16 factors were organized as 4 groups in order to determine the differences in the students' views of night and daytime education. These are independent variables. These variables are: FCTR1: Satisfaction of the department that the student study, "Yes" if satisfied, "No" if not satisfied. FCTR2: Satisfaction with the contribution of the lectures to the personal development of the student where he/she is study, "Yes" if satisfied, "No" if not satisfied.

FCTR3: "Yes" if the student is satisfied, "No" if the student is not satisfied that is satisfaction with the physical condition, classrooms, laboratory, etc.

FCTR 4: The view of the students to the instructors who give them to the lectures, "Yes" if satisfied, "No" if not satisfied.

The dependent variables are: type of education, gender, place of birth of the student, the part of the student's studying and the education class grade, the average monthly income of the family, the average monthly expenditure of the student, the basic livelihood of the family, the type of division placement and the order of preference of the student are taken. Table 2 summarizes the average of these ranks.

Night time students are more likely to approach FCTR1 and FCTR4 than daytime students. As opposed to these, Daytime students are more likely to approach FCTR2 and FCTR3 than night time students. In terms of gender, female students are more positive towards FCTR1, FCTR2 and FCTR4 than male students whereas male students are more positive towards FCTR3. Births of Sanliurfa are more favorable to all factors than those who are not born in Sanliurfa. Students who study in the first year class grade have a more positive attitude than all those who study in the second year class grade. In terms of average monthly income, the Gr.4 is more favorable for FCTR1, while Gr.2 has more positive attitudes to FCTR2, FCTR3 and FCTR4 as opposed to the other income groups. In terms of the attitude and perception influence of the monthly expenditure of the students on the factors, Gr.4 has more positive effect on FCTR1, while Gr.1 has more positive approaches to the other factors which are FCTR2, FCTR3 and FCTR4 as compared with the other groups. Those who are tradesmen in terms of the basic livelihood of the family have more positive perceptions on FCTR1, the farmers to FCTR2 and FCTR4 and the self-employed has a more positive view on FCTR3. In terms of the type of high school to which the student has graduated, high school graduates have a more positive perception towards FCTR1 and FCTR2, vocational school graduates to FCTR3 and those who graduated from other high schools have a more positive perception to FCTR4 as opposed to the others. The students who were studying at architectural restoration have most negative perceptions while the students who were studying at air-conditioning and cooling technologies have the most positive perceptions to all given factors in terms of the program that the students studied. According to the divisional placement pattern of the students, the students with the most positive perceptions are the ones with FCTR1 and FCTR4 who are placed with the additional quota and those with the examinations having the most positive perception against FCTR2 and FCTR3. While Gr.3 has the most favorable perceptions against FCTR1, FCTR2 and FCTR4 according to the order of preference, Gr. 1 is the group with the most favorable hold against FCTR3.

The test statistics of the variables linked to the factors are given in Table 3. Mann-Whitney U and Chi-square tests were applied to the factors and it was interpreted that has at least one statistical significance. There are statistically significant differences in all factors in the types of education, night and daytime education. This significance is at  $p < 1\%$  for FCTR1, FCTR3 and FCTR4 and at  $p < 5\%$  for FCTR2. In terms of gender variable, FCTR1 and FCTR4 have significant differences at importance level of  $p < 5\%$ . The significant differences were found in FCTR1 and FCTR4 in terms of place of birth variables, with  $p < 1\%$  in FCTR1 and  $p < 5\%$  in FCTR4. No statistically significant differences were found in terms of the class that the student's study. There is a statistically significant differences exist in FCTR1 in terms of monthly income of the family, with  $p < 1\%$  significance level. No statistically significant differences were found on the factors in terms of the monthly expenditure of the students and the basic livelihood of the family. In the high school type variable where the students are graduated, FCTR1 has statistically significant differences at  $p < 10\%$  importance level. Statistically significant differences were found on all the factors of the variables where the students studies program at  $p < 1\%$  importance level. There are statistically significant differences exist in all variables between the variables of placement of students in the education programs. These significant differences are at  $p < 5\%$  significance level in FCTR1 and FCTR2, and at  $p < 10\%$  significance level in FCTR3 and FCTR4. The statistically significant

differences were found between the order of preference of the students where the students were educated and the factors, which is significant in FCTR3 and at  $p < 1\%$  of significance level.

The satisfaction of students from the department they are educated on, the effects of other variables on FCTR1, and their aggregates are shown in Fig. 1. Fig. 2 shows the effects of other variables on the FCTR2, the satisfaction of professional development in the department where students are educated, and their aggregate representation. The satisfaction of the students in the physical environment, the effects of other variables on FCTR3, and their aggregates are shown in Fig. 3. The satisfaction of faculty members in the department where the students are educated, the effects of other variables on FCTR4, and their aggregates are shown in Fig. 4.

#### IV. Figures and Tables

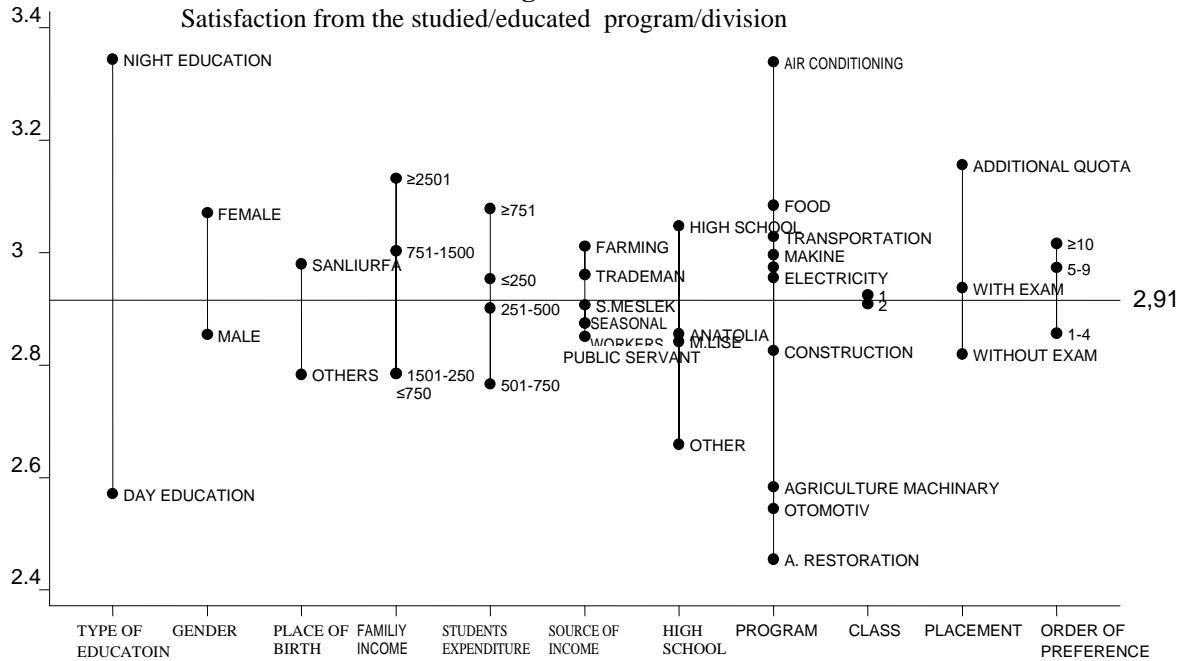


Figure 1. The satisfaction of the students from the studied/educated program/division

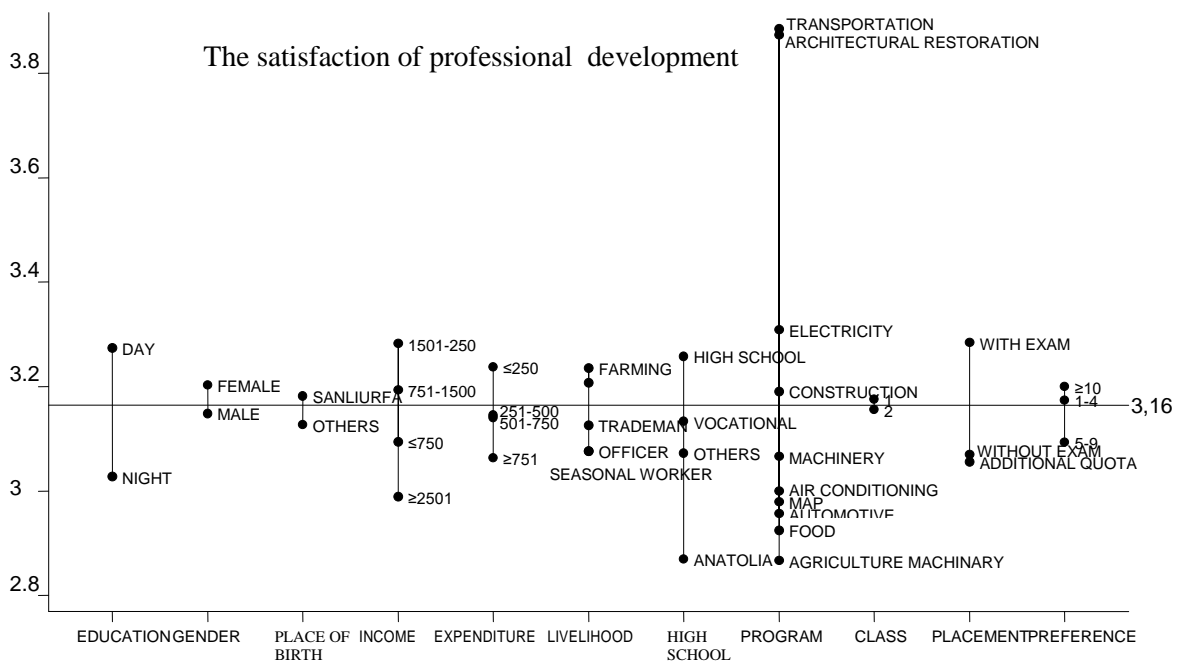


Figure 2. The satisfaction of professional development in the department where students are educated

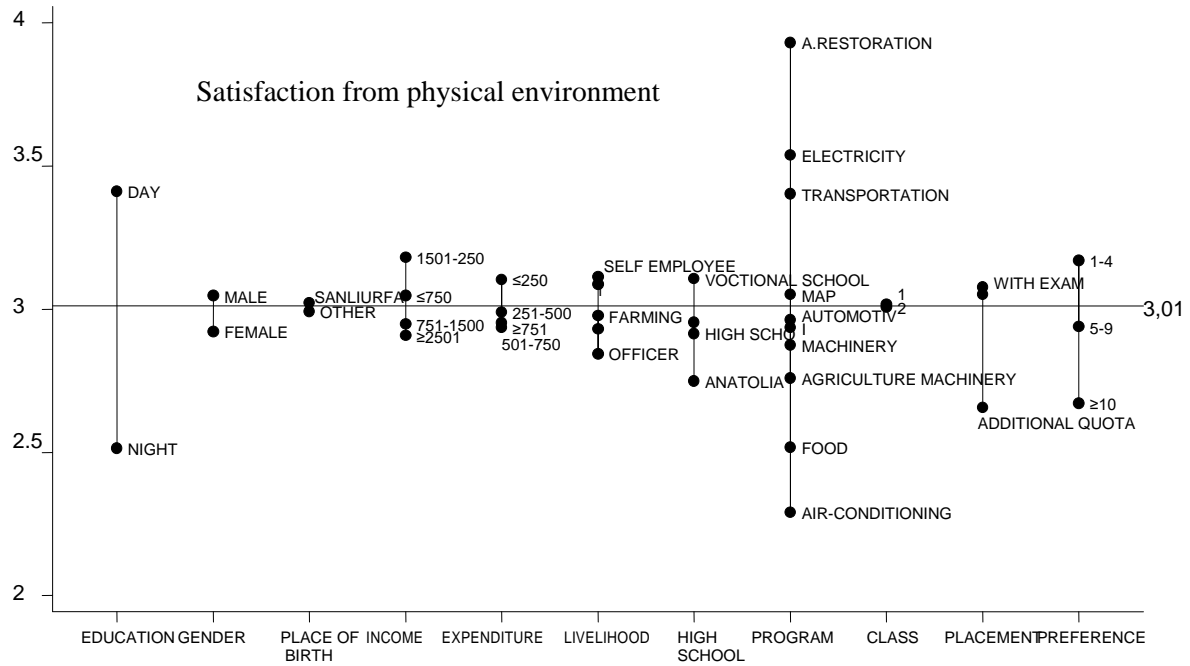


Figure 3. The satisfaction of the students in the physical environment

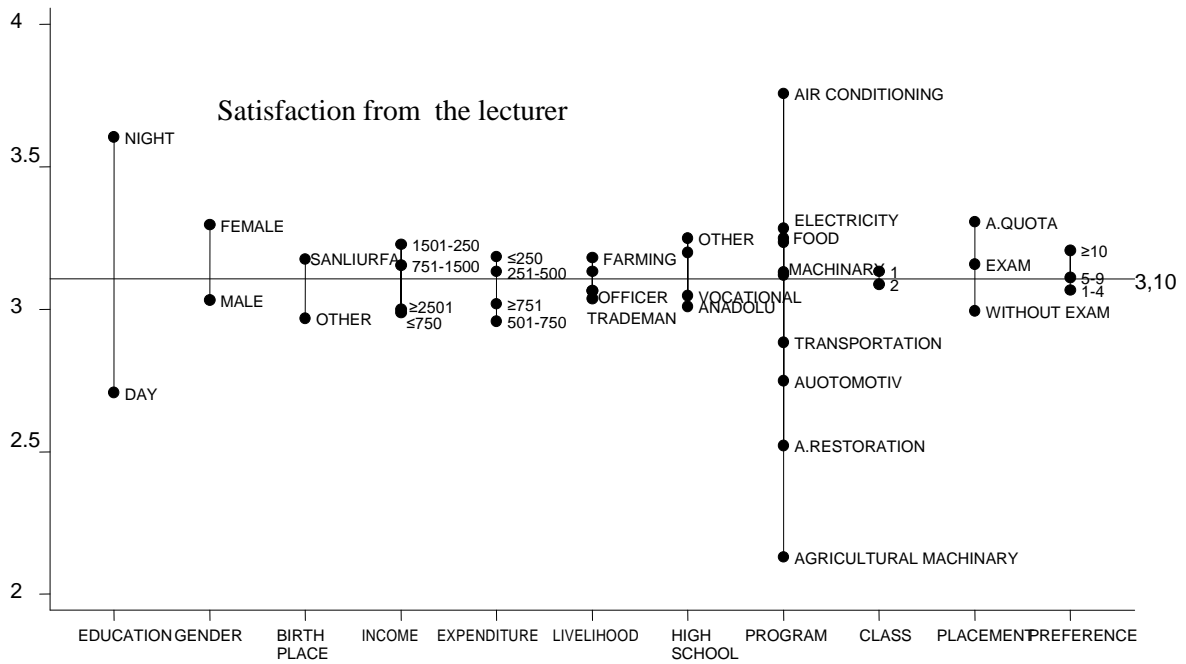


Figure 4. The satisfaction of the students from lecturer at program

Table 1. Descriptive statistics of the participants

Variables	The Students participating in the survey	Mean Value	Standard deviation
Type of education	If day time 1, night time 2	1,45	0,498
Gender	If female 1, male 2	1,72	0,451
Place of birth	If Şanlıurfa 1, if not 2	1,33	0,471
Family income	If the average monthly income of the family is 750 TL or less, it is 1; it is 2, if it is between 751-1500 TL; it is 3, if it is between 1501-2500 TL and it is 4 if it is more than 2501 TL	2,05	0,877
Monthly Expenditure	If the amount of monthly expenditure is 250 TL and the amount is less 1, between 251-500 TL is 2, between 501-750 TL is 3, 751 TL and above is 4	2,08	0,963
Basic Livelihood of	If, Agriculture is 1, Self-employed (Tradesman) is 2, Seasonal	3,67	1,499

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the family	works (Temporary work) is 3, Public duty (Officer) is 4, The Others are 5		
Graduated high school	If, Vocational high school is 1, high school is 2, Anatolian high school is 3, the other high school is 4	1,55	0,704
Studied program	If, Construction is 1, Electricity is 2, Map is 3, Air Conditioning is 4, Food is 5, Machine is 6, Automotive is 7, Architectural Restoration is 8, Agricultural Machinery is 9, Transportation is 10	4,43	2,762
Studied class	If, first class is 1, second class is 2	1,57	0,496
Type of placement	If it is settled with the exam 1, if it is settled without examination 2, if it is settled with additional quota 3	1,68	0,689
Department preference order	If, within the first 4 preferences, 1; if between 5 and 9, 2; if preferred, 10 and over is 3	1,65	0,827

Table 2. Mean rank values of dependent variables on independent variables

Variables	Sub-groups	FCTR1	FCTR2	FCTR3	FCTR4
		Mean Rank	Mean Rank	Mean Rank	Mean Rank
Type of Education	Day time	184,56	252,29	281,79	186,69
	Night time	305,67	221,32	184,59	303,02
Gender	Female	263,05	242,78	228,65	263,43
	Male	228,78	236,80	242,40	228,63
Place of the birth	Sanliurfa	251,13	239,84	239,33	247,32
	The others (besides Sanliurfa)	212,84	235,77	236,82	220,57
Education level	1. year class	240,66	239,46	239,38	242,50
	2. year class	236,86	237,77	237,83	235,45
Average Monthly Income of the Family (TL/month)	Less than 750 TL (Gr.1)	213,66	229,31	242,25	222,09
	Between 751 TL-1500TL (Gr.2)	253,38	242,08	232,09	243,90
	Between 1501 TL-2500TL (Gr.3)	220,40	255,09	256,30	255,61
	More than 2501 TL (Gr.4)	276,49	214,86	225,61	228,53
Average Monthly expenditure of Student (TL/month)	Less than 250 TL (Gr.1)	241,98	247,04	248,97	247,10
	Between 251 TL-500 TL (Gr.2)	236,91	235,95	235,40	241,64
	Between 501 TL-750 TL (Gr.3)	216,88	235,72	229,81	220,47
	More than 751 TL (Gr.4)	265,87	228,15	233,38	229,46
Main Source of the Income of the Family	Farming and agriculture	245,90	247,40	235,48	245,26
	Tradesman	248,22	229,72	226,92	231,47
	Seasonal worker	227,41	225,75	243,12	232,82
	Public employee	230,71	224,60	221,24	232,78
	Self employee	238,49	246,74	250,18	242,01
Graduated school	Vocational School	225,36	234,10	248,87	231,28
	High School	260,32	251,54	227,87	249,93
	Anatolia High School	231,50	196,44	210,40	226,85
	The Other High Schools	213,73	231,32	231,05	252,36
Students' Training Division (program)	Construction Technology	233,87	233,87	233,87	233,87
	Electricity	241,58	241,58	241,58	241,58
	Map Cadastre	242,46	242,46	242,46	242,46
	Air Conditioning and Cooling	304,42	304,42	304,42	304,42
	Food Technology	265,27	265,27	265,27	265,27
	Machine	251,78	251,78	251,78	251,78
	Automotive Technology	177,43	177,43	177,43	177,43
	Architectural Restoration	155,11	155,11	155,11	155,11
	Agricultural Machinery	189,69	189,69	189,69	189,69
	Transportation and Traffic Services	252,17	252,17	252,17	252,17
Type of placement	With the exam	242,89	255,25	244,84	243,44
	Without examination	221,63	226,39	243,34	224,64
	Additional quota	279,05	220,10	200,34	267,16
The Order of preference	1-4. preference between (Gr.1)	230,25	238,42	255,72	233,17
	5-9. preference between (Gr.2)	242,12	228,81	232,15	238,21
	10 and over the order of preference (Gr.3)	256,50	246,95	199,90	252,37

Table 3. Test statistic of variables dependent on factors

Variables	Groups	FCTR1	FCTR2	FCTR3	FCTR4
Type of Education (Day or Night)	Mann-Whitney U	13743,000	24342,500	16554,500	14305,000
	Wilcoxon W	48723,000	46920,500	39132,500	49285,000
	Z	-9,591	-2,447	-7,737	-9,194
	p value	0,000*	0,014**	0,000*	0,000*
Gender	Mann-Whitney U	19703,000	22439,500	21688,000	19652,000
	Wilcoxon W	78014,000	80750,500	30868,000	77963,000
	Z	-2,461	-0,428	-0,992	-2,494
	p value	0,014**	0,669	0,321	0,013**
Place of Birth	Mann-Whitney U	21012,500	24613,000	24777,500	22227,000
	Wilcoxon W	33415,500	37016,000	37180,500	34630,000
	Z	-2,869	-0,304	-0,189	-2,000

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	p value	0,004*	0,761	0,850	0,046**
Education level (In terms grade class)	Mann-Whitney U	27366,000	27613,000	27629,000	26986,000
	Wilcoxon W	63951,000	64198,000	64214,000	63571,000
	Z	-0,300	-0,133	-0,123	-0,556
	p value	0,764	0,894	0,902	0,578
Average Monthly Income of the Family	Chi-square	11,377	3,051	2,304	3,710
	df	3	3	3	3
	p value	0,010*	0,384	0,512	0,295
Average monthly expenditure of Student	Chi-square	4,225	0,984	1,374	2,268
	df	3	3	3	3
	p value	0,238	0,805	0,712	0,519
Main Source of the Income of the Family	Chi-square	1,063	2,603	3,657	0,701
	df	4	4	4	4
	p value	0,900	0,626	0,454	0,951
Graduated High school of the Student	Chi-square	7,353	4,346	3,735	2,257
	df	3	3	3	3
	p value	0,061***	0,226	0,292	0,521
Students' Training Division (program)	Chi-square	27,524	35,791	48,831	48,149
	df	9	9	9	9
	p value	0,001*	0,000*	0,000*	0,000*
Type of placement	Chi-square	8,636	5,841	5,504	5,001
	df	2	2	2	2
	p value	0,013**	0,054**	0,064***	0,082***
The Order of preference	Chi-square	2,933	0,868	13,283	1,521
	df	2	2	2	2
	p value	0,231	0,648	0,001*	0,467

\* represents 1%, \*\* represents 5% and \*\*\* represents 10% of significance

## V. Conclusion

It is seen that the education type, whether it is day or night, is effective on student satisfaction. Night time education students are more satisfied with the programs and departments they are enrolled in and the lecturers who teach them, but they are not very satisfied with their professional development satisfaction and the physical conditions of the program they are enrolled in. Nighttime students are more conscious and expectant than daytime students. The most of these students are already employed and are studying for professional development and a better career. While those who prefer daytime education are less satisfied with the programs they are registered with and with the departments, their contributions to their professional development and the satisfaction of the physical conditions of the programs and departments they are enrolled are more.

Satisfaction affects the attitudes and perceptions of individuals, which are investigated, and is being explored extensively. In a similar study for Harran University Agricultural Faculty students, the relationship between the classes they have studied and their professional development has been investigated [15]. One of the important factors that can be effective in the success of the students is satisfaction. Within both groups, students were generally less satisfied with the physical conditions of the programs and departments they were enrolled in. Similar results were found in a study for Harran University Agricultural Faculty students. According to this study, the rate of dissatisfaction with physical facilities and social conditions was measured as 66% [16]. This study showed that there is a significant difference between the students' views, satisfaction, expectations and perception of day and night time education. In general, they are satisfied with the section they are studying, but they are not very satisfied with their contributions to their professional development. The contribution of professional development is related to the lectures and its contents given in the department. The buildings of the Technical Sciences Vocational School are old and need continually renovation, maintenance and repair. There is a need for new and modern constructions, but this is a matter of budget. In all variables, students are positively approaching at the teaching staff, in others words, teaching staff is found as satisfactory in terms of giving lectures. This situation directly affects the success of the students. On the other hand, additional improvements to the teaching staff's working environment and conditions will further enhance the success. The results obtained without this study include beneficial results for decision makers on education type.

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