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Evaluation on textile-apparel education by Swot analysis

Nuriye Çevik İşgören^{a*}, Candan Ayla^a

^a*Marmara University Vocational School of Technical Sciences, Istanbul, Goztepe 3472, Turkey*

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Abstract

Evaluating and feed backing about educations that have been given in higher education institutions is important according to the belief of the economical and technical process can only achieved with the labor quality.

In this study; the education given in undergraduate and graduate schools has been evaluated by the surveys done with department-heads of the schools, with graduates of these schools who are working in different positions in different working fields, and with managers of textile-apparel industry in Turkey. Data gained from these surveys have been evaluated by using SWOT analysis.

As a result of this study; in order to cover requirements of the textile-apparel industry some suggestions are given to the higher education institutions which have textile-apparel education.

Keywords: Textile-apparel education; swot analysis.

1. Introduction

Vocational and technical education is one of the most important education areas in Turkish Education System. Today; about one million students (1264870 students in high schools and 42319 students in universities -34399 technical, 7920 vocational-) are having vocational and technical education. [1] [2]

The main purpose of the vocational education is to educate sub-workers qualified for the industry, trade, and service sector. Due to this purpose; the vocational education can be stated as the main artery of the industry. Today's business world expects well educated and experienced employees. However; the rates about achieving these expectations are too low in Turkey. [3]

Vocational technical education has been explained as educating qualified people who can; turn information to production, be familiar to innovations, be aware of modern and scientific methods, good at making comments, find solutions to the problems, take responsibility and position in production and development of the goods and services.

* Nuri Çevik İşgören; Tel.: +90-216-418-2504 ; fax: +90-216-418-2505
E-mail address: nisgoren@marmara.edu.tr

The subjects that are significant on planning a vocational and technical education are stated as; clarifying country's needs and opportunities on vocational and technical education field, putting out the portrait of the educatable labor quality, evaluation of the inactive capacity, and switching the corporation with industry from theory to practices. [4]

In our country the higher education institutions are gathered under universities as institutes, faculties, under graduate schools and vocational undergraduate schools. Practical based education is held in vocational undergraduate schools, undergraduate schools, faculties, and institutes. [5]

2. The Purpose, Scope and Method of the Research

On the research which is the main part of this paper, it is goaled to question the textile-apparel education given in the higher education institutions (undergraduate and graduate schools) in Turkey. For this matter; basing on the opinions received from employees*, department-heads**, and industrial managers*** are suggested to the higher education institutions in order to clarify the weaknesses and strength parts of the education, including opportunities and threats that education provides.

In this study; the stratified sampling method is used to make the sample group. For the data collection technique the survey method is preferred. In the surveys the open-ended question type is used.

By using the Marmara University Survey Website data-collection goaled surveys are reached to sample group and made answered by using internet. The SWOT analysis has been done to the achieved data from the website. (SWOT -Strengths, Weaknesses, Opportunities, Threats-)

3. The Evaluation of the Research Symptoms

In this section; the evaluation symptoms and comments of the textile-apparel education done by the department-heads, industrial managers, and employees take place.

The evaluation of the textile-apparel education's strengths, weaknesses, provided opportunities, and formed threats is done by; the textile-apparel department-heads of the higher education institutions*, industrial managers***, and the employees who took textile-apparel education**. The SWOT analysis has been done to the achieved data. (Figure 1) (Figure 2) (Figure 3)

3.1. Department-head's evaluation on education

In the figure 1; department-heads are evaluating the strengths of the textile-apparel education which they are giving and they trust themselves on developing information and accomplishments (35%) about work. On the other hand; they think that they are powerful at practical education (23%) and sufficiency on senior lecturer (18%). However; it is being understood from the research symptoms that department-heads see themselves less powerful at university-industry cooperation (6%).

The importance given to education (32%) is one of the main subjects on evaluating the weak sides of education. Technological deficiencies, financial limitations, lack of senior lecturers, and over population of students build up this rate. University-industry cooperation (26%) and practical education (19%) is stated as the other weak points of the education.

According to the department-heads the evaluation about textile-apparel education is appeared on employment opportunities, identification of universities, and developing information and accomplishments about work and labor qualities as 25%, 18%, and 14% respectively.

When it is analyzed basing on the threats, unfortunately the identification of the universities (24%) is at the very first place. Also; university-industry cooperation and employment opportunities (19%) have a significant role as being threats provided by the education. In the content of the "other" which has 19% percentage, there are department-heads who don't see themselves as the interlocutor of the problem and stated that the threats are sourced because of the wrong educational system. On the other hand; the people who didn't want to answer the questions are involved in the other content.

Figure 1. Department-head's evaluation on education

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