

An Education Structuring Model in Vocational and Technical Education with The Orijins of Young Lecturers: Kaman Vocational School

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Abstract: In this study, it is discussed that a breakthrough approach to education with young faculty members in vocational technical education. Kaman Vocational School which was connected another university before, connected Kırşehir Ahi Evran University with a decision received in its foundation date in 2006. Continuing its training activities given 160 students three departments, two permanent faculty members and the others coming from nearby provinces; Kaman Vocational School has gained acceleration with a department at four years, students over 1700 and 48 faculty members and the radical decisions given by university management. Not only physical growth but while improving the quality of education with seminars, conferences, technical tours, modern laboratories, important scientific progress achieved by numerous scientific articles and reports, papers, original and alternative textbooks. Under European Union (EU) projects, it was participated with lots of faculty members and students to eight different countries and projects; the social integration increased with the EU higher education and youth arrangements. Successes in sporting activities held within the Vocational School and the university; higher artistic levels in light music, folk music, rock music concerts, theatres, musical and poetry nights prepared by student groups; publishing students' works that take a degree and honorable mention in story and poetry writing competitions are all provided with the contributions of young and dynamic academic staff. Among over 550 Vocational School in Turkey, Kaman Vocational School that catches on the tops in a short time, constituted a sample training model. In the study, in this model and the role of young teaching staff and the added value they provide within this model is discussed with the help of related data.

Key Words: Vocational and Technical Education, Vocational School, Education Model, Education Technology, Human Resources, Young Faculty Members.

Introduction

Kırşehir Faculty of Education which is considered to be the beginning of Ahi Evran University was opened as Male Teacher's Training School in 1961 and was transformed into an Institution of Education in 1974-1975 academic -year. In 1982, it was transformed into a (two- year) College of Education and became affiliated to the Gazi Faculty of Education of the University of Gazi. In 1988, the education period was increased to four years and in 1992 it became the Kırşehir Faculty of Education in accordance with the Law numbered 3837.

Kaman Vocational School of Higher Education (Kaman MYO) started its education life within the body of University of Hacettepe as per the decree of General Staff dated 23rd January, 1998 and numbered 8 and was affiliated to the University of Gazi in accordance with the protocol signed between University of Gazi and University of Hacettepe as per the decree of General Staff dated 4th April, 2003 and numbered 39. Kaman MYO was later affiliated to the newly established University of Ahi Evran as per the law dated 1st March, 2006 and numbered 5467. There are still 5 Faculties, 3 Colleges, 4 Vocational Schools of Higher Education, and 3 Institutes.

University of Ahi Evran still continues to its activities with its experienced staff who are devoted to the principles and revolutions of Atatürk, with its current physical conditions and with the excitement of being a newly established university.

In 1913 Kaman became a township centre and had a municipality. It became a district on September 1, 1944. It became affiliated to Ankara in 1954 when Kırşehir became a district itself. It again became affiliated to

Kırşehir after three years when Kırşehir received the status of a province again. According to the archeological excavations , Kaman and its round has been a settlement place since B.C. 3000.

Industry has been also improving in Kaman whose main source of living is agriculture and husbandry . The three local papers in Kaman (Kaman Akhaber, Yesil Kaman and Kaman Postası) are weekly issued. A Cultural Centre Building with its well-equipped, 500 people capacity conference hall and a Public Library with lots of books and reading halls are present for the service of all level-students and guests.

Although the population of Kaman is 22,000 people, the level of education is very high and it has a very high schooling level which is even much higher than the average in Turkey. The high schools which are generally the main source of the students of Kaman MYO and which are located in the town centre are Kaman Anatolian High School , Kaman Anatolian Teacher's Training High School, Kaman Anatolian Trade Vocational High School , Imam Hatip High School, Vocational School for Girls, Kaman High School and Kaman Medicine Vocational High School . Thanks to the quality of its education, Kaman is rapidly improving to be a training base and the role of Kaman MYO in this is crucial.

The historical Kalehoçuk, Archaeology Museum, Japon Botanic Garden, Hirfanlı Dam and HEP, Ostrich Farm, Closed sports centre, Atletism Stadium, Swimming Pool, Water Sports Centre, mausoleum of the great minstrel Dadaloçlu, Walnut tree gardens are some of the touristy, cultural and sporty facilities in Kaman or its round.

Kaman MYO started giving education within the body of University of Hacettepe in the academic year of 1998-1999 . The programmes of Food Technology, Construction, Marble Processing and Drilling were opened within the Department of Technical Programmes during the period of foundation. Furthermore, new students have been accepted to the Department of Computer Technologies and Programming within the scope of Ministry of National Education (MEB) - Higher Education Council (YOK) Project of Improving the Vocational Schools of Higher Education since 2002-2003. The school continued its academic life by being transferred into the body of University of Gazi in accordance with the protocol signed between University of Gazi and University of Hacettepe in 2003. Halls of residence with a high capacity which can meet the accommodation needs of both female and male students have been built in Kaman by Credit and Dormitories Institution (YURTKUR) and the facilities of food, studies, internet connection and cafeterias are available in these residence halls. After graduation, it is possible for the students to be transferred to the faculties of four-year education through the External Transfer Exam. The course language is Turkish .

In the academic year which will start in September, 2010, the departments at Kaman MYO and their quotas are listed in Table 1.

Programmes	Quotas
Computer Programming	120
Computer Programming (E . E .)	120
Office Services and Executive Assistance	80
Office Services and Executive Assistance (E . E .)	40
Technology of Natural Building Stones	40
Electricity	40
Electricity (E . E .)	40
Electronic Correspondence Technologies	80
Electronic Correspondence Technologies (E . E .)	40
Technology of Electronics	40
Food Technology	100
Food Technology (E . E .)	100
Mapping and Cadastre	80
Mapping and Cadastre (E . E .)	60
Construction Technologies	60
Construction Technologies (E . E .)	60
Control and Automation Technologies	40
Control and Automation Technologies (E . E .)	40
Machining	40
Accountancy and Taxing Applications	40
Accountancy and Taxing Applications (E . E .)	40
Marketing	40
Drilling Technologies	80
Drilling Technologies (E . E .)	40

* E . E . = Evening Education

Table 1 : Kaman MYO, Programmes and the Quotas for 2010 (Source: [www://osym . gov . tr](http://www.osym.gov.tr)).

According to the foregoing data, the total quota is 1460 and in the event that all the quotas are full, the total number of the students will be nearly 2200 and will be almost 3000 a year later.

Literature Review

A group of people who come together to achieve a goal forms the organizations. To achieve the goals of the organizations is possible through the management activities. It goes without saying that the goals can be effectively and productively achieved thanks to the existence of the human factor. Akyol (2008)

The success of the human resources applications carried out in education organizations directly affect the quality, motivation and performance of the instructors which, as a result, plays an important role in forming the future of the society by directly affecting the quality of the individuals educated. Akyol (2008)

The human resources management, in the broadest term, can be defined as a strategic and consistent approach which is developed in order to manage the most important entity of an organization; that is the employees. The human resources management is the management of all activities made in order to acquire and improve a high work force in and organization, ensure and keep their motivation high. Barutçugil (2004)

The instructors at school are in a dynamic structure which is continuously changing, innovating, and improving. In the difficult process of becoming an information society, the movements towards a change based on information has also changed the expectations of people from the education. Today, the traditional way of education is insufficient; planning radical changes and transformations in the education policies, their goals, and the structure and functions of the education organizations and in education programmes have become an urgent need. Arslan and Eraslan (2003).

The function of the education system and realization of its functions as required are only possible with an organization with a sufficient capacity and quality. Balcı (2000)

Within the scope of the human resources management practices to be carried out in the education institutions, it should be first determined what kind of people and skills are required for the management of the school in an effective way and the conduct of the training activities in a successful way. The required human resources should be selected carefully and an effective method should be developed in order to carry out this selection successfully. The activities made at school should be analyzed, the content of the work, the requirement for them, and the order of operations should be determined in this respect. New systems should be created in order to increase the performance of the personnel at school. The professional future of personnel should be planned, thus their professional improvement should be guided. The human resources that the school has in it should be used in the fields where they can be successful, that is the right person should do the right thing. The personnel should continuously be ensured to improve themselves. In order for the human resources at school to be managed in an effective way, the school should keep in touch with other schools and institutions and should have information about their human resources as well. New plans should be made to meet the need for a human force for the future and the personnel should be educated for the needs of the future. Erdoğan (2003)

The most important factor which leads the way to the success or failure of an education organization is the determination of the instructors in the right way, in the right time and with the right qualifications and the selection of the most useful one among them is individually an important issue. Therefore, finding, selecting and placing an employee which is a dynamic function of the human resources management, which is the employment is the hardest but the most important function of the process. Akyol (2008)

The most general and suitable definition for career can be summarized as this: "Career is the experience gained and the series of attitudes and behaviours about activities that a person has acquired all his life". The process to achieve the goals that individuals determined in their professional or social lives and the experiences which came along through the programmes they applied in this process play an important role in terms of structuring their career. insankaynaklari.com (2008).

Career development is the collection of all activities that individuals made in order to achieve their career goals all their lives. Barutçugil (2004)

According to the results of a survey conducted among the instructors, although their needs and expectations are different, these common facts play an important role in motivation and job satisfaction. Ataklı (1996):

- A good and fair salary
- Good working conditions
- Promotion and improvement opportunities
- Appraisal of success
- A job guarantee
- Understanding of personal problems
- The nature of the job as interesting and meaningful.

The key factor in increasing the motivation of the instructors is to ensure the efficacy at school . The school management should lead the instructors to cooperation and to increase the quality of the education in their departments or classes. Increasing the responsibility for education, decreasing the loss of a job, developing objective standards and encouraging groups are the main fields that are required for being successful. The school managements should create a bond between the super-units and subunits. Emmanuel (1998)

Method (The Structure of the Model Created)

Within the scope of the human resource practices to be realized in the education organizations , it has been determined what kind of people and skills are required in order to manage the Kaman MYO effectively and carry out the educational activities successfully and thus the main philosophy has been formed .

In order to apply for the exam of being an instructor at a Vocational School of Higher Education in Turkey , one needs to finish a four year degree with a higher score than the average , and to work in his/her field for at least two years or to do a master's degree programme . In addition, one is required to receive a score over a minimum passing score from the Academic Personnel Master's Degree Exam (ALES) and to have a good score from the foreign language exams that are conducted with a centralized system. The candidates who can meet these requirements are subject to a written exam and an interview and then they are employed.

In the process of recruitment , in addition to the requirements for being an instructor , the applicants are told that the ones who want to make an academic career will be preferred , and therefore they will have an off day in a week for their master's degree or doctorate's degree studies , and the ones who finish their doctorate's studies will be an instructor (as an associate professor) as practicable as possible . As we believe that "Only going into the classroom and teaching" is obsolete even at secondary education institutions , we have paid attention to choose the applicants who may do academic studies , participate in social and group activities , and hence contribute to the vision of Kaman MYO .

In order to realize our aims , it is considered that the most productive choice is to combine the efforts of an experienced academic staff that is devoted to the vision of Kaman MYO and has high academic values with the efforts of a junior personnel who can achieve high motivation by learning the goals and thus a good training structure has been planned for the junior staff .

Since Kaman MYO is affiliated to a state university, the charges are determined as per the public regulations. As good working conditions are required for the highly qualified staff employment, lodgings are provided for most of our academicians who come out of Kaman. New office furniture, telephone and internet connections have been supplied in their offices which are clean and spacious; ring services are also available from the lodgings to the school buildings.

The rewarding of the instructors has been paid great attention. All the instructors have been guaranteed that they will have their jobs on condition that they improve themselves scientifically and educationally. All kinds of academic studies either in Turkey or abroad have been supported. The new instructors have also been informed that their personal problems will be tried to be overcome in Kaman MYO where we try to build close relationships.

We state that the relationship between the academicians and the students is warm but the factor of respect shall never be forgotten. We also state that Kaman MYO is a model school and is known as mentioned in its vision and will have a wide range of products which is highly prestigious and preferred. Therefore, the instructors who will contribute to the provision of these products will be also highly respected and demanded. This great target has been internalized by all staff, and the academic and administrative studies have continued and will continue until late at nights.

New systems have been created for increasing the performances of the young instructors, their professional futures have been planned, and therefore their improvements in their careers have been guided. The current human resources have been led to activities where they can use and improve their skills. The personnel should always be ensured that they will improve themselves. Other institutions and schools have been contacted and cooperative opportunities have been created. Plans for meeting the human force which is required for the future have been made; the academic staff has been trained for the future needs.

The ages, and the rates of finishing master's and doctorate's degree of the academic staff of Kaman MYO are listed in Table 2.

No	Name , Family Name	Age	MS	PhD
1	Ali İhsan KARAYIĞIT	52	OK	OK
2	Orhan ÇAKIRER	55	OK	OK
3	Engin YÜKSEL	35	OK	
4	Ebubekir KILIÇ	44	OK	OK
5	Latif Onur UĞUR	42	OK	OK
6	Zeynel BAŞIBÜYÜK	34	OK	OK
7	Ahmet AKSOY	27	OK	
8	Kadir Can BURÇAK	28	OK	
9	Muhammed ARSLAN	28	OK	
10	Mustafa KILIÇ	27	OK	
11	Mehmet Fatih TEFEK	29	OK	
12	Serdar KORKMAZ	26	OK	
13	İlknur BEKEM	25	OK	
14	Emel Elif YARDIMCI	30	OK	
15	Yasemin TAŞKIRDI	26	OK	
16	Sertan AYTAC	33	OK	OK
17	Göktürk ÖZTÜRK	29	OK	
18	Gökhan ÖZEN	29	OK	OK
19	Serap YALÇIN	28	OK	OK
20	Berna ÖZALP ÖZEN	27	OK	OK
21	Ediz Sadık KANBİR	29	OK	OK
22	Engin EKDUR	28	OK	
23	Faiih BALLI	31	OK	
24	Yasin KAPLAN	29	OK	
25	Emre İNCE	30	OK	
26	Gökhan HEPYÖRÜK	33	OK	
27	Şekip Esat HAYBER	28	OK	
28	Barış Gürcan HAKANOĞLU	33	OK	
29	Bekir YURDUGÜZEL	32	OK	
30	Serkan KESER	30	OK	
31	Mücella ÖZBAY	26	OK	
32	Ali ÖZTÜRK	26	OK	
33	Gökhan EKİNCİOĞLU	29	OK	
34	Halil Özcan ÖZDEMİR	33	OK	OK
35	Fatih KESKİNKILIÇ	27	OK	
36	Başar ALTUNTAŞ	32	OK	
37	Mustafa Halid KARAARSLAN	27	OK	
38	Öznur ŞAKLAK	28	OK	OK
39	Ramazan LEYLEK	33	OK	
40	Murat AVAN	39	OK	
41	Mehmet GÜCÜYETMEZ	30	OK	
42	Nilüfer KAMAN	28	OK	
43	M . Akif ALKAYA	44	OK	OK
44	Ceyda ZERENAY	24	OK	
45	Yasin YAYLAR	27	OK	
46	Suzan ERTÜRK	31	OK	
47	Filiz GEMİCİ	28	OK	OK
48	Tuğba AKKOYUN	28	OK	
Total		1497		
Average		31.2		

Table 2 : Education and Ages of the academic staff of Kaman MYO.

According to these data, there aren't any academicians who did not do their master's degree and the average age level (together with the instructors) is 31.2 .

Creation of a free working environment where all kinds of positive efforts put forth by the young instructors in the educational, cultural, arts, sport and social fields, is supported .

Applications and Acquisitions

Some of the applications made in approach origin in the method section and some of the improvements and acquisitions have been listed as follows:

Kaman MYO Total Quality Management System

Kaman MYO has created and certified a Total Quality Management System since 2007. The system which is dynamically improving with the detection and development efforts made every year and which is applied in a wide range of fields can be found in many different departments of a great number of universities in Turkey. The vision of Kaman MYO is: “To be a vocational school of higher education which is a leader in Turkey and which is known all over the world”. Its mission is: “To train the technicians whose level of knowledge and skills is very high, who received a modern education, who are required in both public and private sector in the market needs, and who can fulfil their duties at a demanded quality level and on time”. See (Fig. 1)



Figure 1: Certificates of Total Quality Management System.

Publications: Handouts, posters, articles, reports, books

Over the last 3 years, the academicians at Kaman MYO have had 7 papers that are browsed at Science Situation Index, 9 international congress notices, 36 articles in national scientific journals with referees, 8 national congress poster notices, 4 national sector reports and three scientific course books published. The instructors of Kaman MYO Construction Programme have prepared a book which has been published by Turkish Technicians Association and which is based on “The Profession of Civil Technician and Training of Civil Technicians” as a precedent in Turkey; and they have been given a letter of appreciation for their efforts by the Turkish Technicians Association .

Courses, seminars, conferences, and interviews outside Kaman MYO

The academicians at Kaman MYO have given training courses through conferences and seminars at the Ankara, Kayseri and Eskisehir branches of Chamber of Civil Engineers, at the central office of Turkish Contractors Association (TMB), at the central office of Turkish Employers’ Association of Construction Industries (INTES). They have also held conferences at Cicekdagi MYO University of Ahi Evran and at Ministry of Justice Kaman Prison.

Courses, seminars, conferences, and interviews at Kaman MYO

In addition to the training courses in the fields of AutoCad , Net Cad , DGS Mathematics , Total Quality Management , MS Project and planning , a great number of seminars , conferences , and interviews were organized with the participation of experts in the sectors , public servants and the managers of professional unions . Among these comes the Branch Manger of Building Control by Ministry of Housing, Chairman of Ankara Project Management Association, Chairman of Union of Building Control Institutions, and the members of the Executive Committee of Turkish Technicians Association.

Theatre Club, Novel Club

In addition to the stage plays that the Theatre and Novel Clubs at Kaman MYO have in Kaman, they have successfully performed 4 different plays and poem concerts with 6 different themes and contents at Performance Hall of University of Ahi Evran, Mucur MYO, Cicekdagi MYO, Kirsehir Governorship, Kirsehir Prison and Kaman Prison many times. See (Fig. 2)



Figure 2: Views from different performances, news from newspapers etc.

Performances of Turkish Folk Music Club, Rock Music Club, Folk Dances Club

After the regular concerts the Turkish Folk Music and Rock Music groups which were established in 2009 give in Kaman, they were asked to take the stage in the Spring Festivals and Graduation Ceremonies of University of Ahi Evran and they also passed the elections for the Rock Music Festival to be held among all universities in Turkey and a competition organized by a national music television. The Folk Dances Club performed waltz as well as the Azerbaijani and Caucasian dances.

Celebration programmes of the national days

With the performances of the art groups at Kaman MYO have so far presented and will present Kaman MYO at the celebration programmes for the national days/festivals (such as 18th March , 19th May , 23rd April 29th October) prepared within the body of Kaman MYO and University of Ahi Evran , Kaman Governorship , Kirsehir Governorship and Kirsehir Municipality .

Scientific, cultural and social expeditions abroad

Academicians and students at Kaman MYO have participated to represent Turkey and the University of Ahi Evran in academic, cultural and social activities held in Italy, Poland, Slovakia, Austria, Belgium and Netherlands for the last two years and have contributed to the cultural integration activities. Furthermore, the

academicians of Kaman MYO made speeches about disarmament, decreasing the drug abuse, and nuclear wastes at Headquarters of the European Union.

Technical Excursions in Turkey

A great number of vocational and technical excursions have been organized to a lot of production plants, industrial plants, administrative centres, application units and fairs at local and international level so that the students have been given the opportunity to learn more about the fields they are studying and the production stages and to meet the experts in the professional sector practices. Among the places which have been visited so far comes Hirfanlı Hydroelectricity Plant , Kaman-Ankara Divided Highway Constructions, Karabuk Iron and Steel Plant , Kayseri Organized Industrial Site, Tuyap Istanbul Electronics Fair, Ankara Construction Fair, Izmir Natural Stones Fair, Production Plants of Milk, Meat and Oil, Cement factories, Ready Mixed Concrete Plants, and numerous construction sites. See (Fig. 3)



Figure 3: Technical Excursions.

Social and cultural excursions

Excursions based on architectural history of Safranbolu Historical Houses, on culture of Nevsehir Hacibektas Veli Mausoleum and on history of Kaman Archaeological Museum; trips to near touristy and natural places have been held on holidays.

MYO and MYO Student congresses/ symposiums

For the first time in Turkey, two Kaman MYO students presented their notices which they had previously prepared with their instructors in front of more than 600 scientists at an international symposium, and this was on the news both on television and in the newspapers and Mayor of Kaman and the District Governor of Kaman received the notices of appraisal from Kirsehir Governor and District Governor of Izmir Seferihisar where one of the students reside. These two students at Kaman MYO also made presentations at the MYO congress which was held in Inegol, Bursa in 2009. Ten of the abstract presentations which they had prepared with their instructors were accepted for the National MYO Students Congress to be held in Duzce in November, 2010 which is the first of these congresses. The contributions of the instructors who take part in the organization of these congresses and symposiums as well as the science councils and who spend their time with their students so that they can improve themselves and produce on scientific and social fields at an international level are of great importance .

Laboratories

The laboratories which are required by the departments giving technical training and they are still being improved. Among these comes the Microbiological Food, Chemical Food, Natural Structural Stones, Construction Material, Concrete, Electronics and Correspondence, Printed Circuit, PLC, Electronic laboratories. See (Fig. 4)



Figure 4: Different laboratories.

School buildings, Structure of Cultural Centre, new TOKI building

Kaman MYO, which continued its educational activities in an old building which used to be a pensioner house until two years ago, in line with its growth in the number of departments, instructors and students, had a new school building of 12 classrooms in February, 2008 and had a bigger building of 24 classrooms (TOKI Building) in April, 2010 as a result of giving the first building back to the Ministry of National Education and still continues its activities in these buildings . In addition to these buildings, thanks to the protocol signed, the operation rights of the Kaman Culture Centre were transferred to Kaman MYO. See (Fig. 5)



Figure 5: School buildings.

News in the newspapers (at local and national levels)

The local press makes significant contributions to Kaman MYO and makes news on the local, national and international success, social, cultural, artistic and sports activities of Kaman MYO. This news takes part in the press of Kirsehir and national press.

Columns at local newspapers

The academicians at Kaman MYO continue their activities in order to open up the horizon of people in Kaman and Kirsehir, widen their scope of perspective and increase their intellectual level. Various academicians write literature critics on the column titled “Why should we read, and what should we read?” by taking turns and try to increase the level of reading habits and quality of critics.

E-student newspaper

On the Kaman MYO web site, an e-student newspaper, named “Sesimiz (Our Voice)” which includes the news and columns of students and the interviews with their instructors is published on a monthly basis.

Academic studies about Kaman

The instructors of Kaman MYO make and publish scientific researches not only in their fields of expertise but also local elections , production of walnuts and milk , housing constructions of the construction firms and their marketing activities , relationships between the Kaman public and Kaman MYO . These

activities receive great attention and support by both Kaman and Kirsehir community, Kirsehir governorship, Municipality and Chamber of Commerce, and the fields of study can be broadened.

Publication of scientific journal (Ahi Evran University, Journal of Vocational Sciences)

Kaman MYO is trying to complete the works related to the publication of a refereed, periodical, and scientific journal (Ahi Evran University, Journal of Vocational Sciences) which will be published within the body of Kaman MYO and it will soon be published. Therefore a dynamic platform which the publications both from Turkey and from all over the world will be met on can be formed, the developments and researches particularly from Vocational Technical Training will be contributed.

Competitions for Poems and Stories, books issued

Competitions for writing and reading poems and writing stories are organized open to the participation of all students of Kaman MYO, the creators of the works which are placed are awarded with a ceremony and their works are issued in books. Therefore, we try to improve the cultural and artistic capabilities of our students and try to eternalize their works by publishing them.

Sports activities

In addition to the football, basketball and volleyball matches organized within the body of Kaman MYO every year, the students take part in the championships held among the faculties, Vocational Schools of Higher Education and Vocational Schools within the body of University of Ahi Evran.

Protocols signed with the industry

The protocols signed with the industrial firms are for the aim of contributing to the internship and employment of students. All of the students of department of drilling works are ready even while they are studying; and the training places of the students of the departments of construction, food and computing programmes and employment of some of them will be realized based on the agreements made. We still continue our efforts to make new protocols with different industrial firms for the other departments.

Construction of a Hotel and the University Campus; Technical consultancy services and concrete tests

The Construction Programme within the body of Kaman MYO, thanks to both its modern laboratories and the experience and knowledge of its academicians, gives technical consultancy service in the construction of a five star thermal hotel whose construction is still being made in Kirsehir as well as conducts and reports a great number of tests –foremost among these comes the concrete tests- within the scope of the construction of the Ahi Evran University Campus which is still being carried out in Kirsehir. In addition it gives consultancy in the planning and control of construction projects.

Establishment of a Graduate Supervision System

Efforts to set up a graduate supervision system within Kaman MYO is still being made with great speed; a new vice-director is going to be appointed and a new computer software is going to be prepared in this respect.

Getting the experts in Kaman and near towns to give lectures

Kaman MYO is also benefitting from the knowledge and experience of the experts in technical and administrative fields. Professional pragmatics and administrators give lectures for a term in different programmes. That the students know more about their sectors and the qualities they are required to have is aimed. This has also become very prestigious among the professionals in Kaman and Kirsehir and the demand for giving lectures has continuously increasing.

Kaman MYO's role in the administration of the township of Kaman

The academicians of Kaman MYO take part in various councils in the administration of Kaman. In addition to their roles in education, they continue to give support to the local administrations. Some of these councils are Human Rights Council, Public Education Commission, Kaman Strategic Planning Council, etc.

Library

Kaman MYO, which has a big library, is continuously improving this library where both the academicians and the students can benefit from national and international publications. With an agreement made with the Kaman Central Library, all the students have become a member of this library and benefit from this library and its good conditions for their studies and social activities . See (Fig. 6)



Figure 6: Library

Teaching Foreign Languages

The official foreign language which is being taught at state universities in Turkey is the English language. However, other than English, Kaman MYO is providing German, Russian and Japanese classes and courses either within the curriculum or additional courses. The students are aimed to be versatile and know the values of different cultures.

Students' opinions

As a result of the polls carried out about equipments, education, social facilities, personal development, etc. , a vast majority of the students expressed that they are satisfied with their school, instructors and the level of the education they are receiving. The number of students who responded to the question whether they would like to study at a different Vocational school of higher education does not exceed 5% of the total number of students. Since the age gap between the instructors and the students is not very big, the students express that they are happy with their brother-sister relationship they have with their instructors and with their instructors' efforts.

Supporters

Deputies of province of Kirsehir , Kirsehir Governorship , Kaman Municipality , Kaman District Governorship, Rectorship of University of Ahi Evran, Ministry of National Education (MEB), local press, Kaman Chamber of Commerce and benefactors support the development of Kaman MYO and contribute its becoming well-equipped, construction of new residence halls , improvement of social and cultural facilities with great satisfaction .

Results and Evaluation

While the quality of the education is being improved through not only the physical development but also the seminars, conferences and technical excursions organized, and the modern laboratories established, a great number of scientific articles, notices, scientific reports, original and supplementary course books produced contributed to the scientific development of the school. Within the scope of the European Union grant projects, numerous instructors and students participated in eight different countries and projects, and social integration has been increased thanks to the EU higher education and youth projects. The success gained in the sports activities within the vocational school of higher education and the university , the soft music , folk music and rock music

concerts prepared by the student groups , high artistic values at theatre plays , musicals , and poem concerts , publication of the works of the students who were placed and got an honourable mention in the story and poem writing competitions, have all been realized thanks to the young and dynamic academic staff . Kaman MYO, which is at the top of the list among the 550 vocational schools of higher education in Turkey in a short period of time, has created a good education model.

In order to achieve its goal “to be a leader in Turkey and widely known in the world”, the combination of an experienced academic staff that is devoted to the vision of Kaman MYO and has high academic values with the efforts of a junior personnel whose career goals have been clarified is deemed to be the best choice, in addition to the training of the junior staff together with the aforementioned acquisitions, we believe that the choice made and applications conducted are suitable.

All kinds of achievements we made are thanks to the great efforts and devoted approach of the young academic staff. That this brings positive results to Kaman MYO as a model is well appreciated. Undoubtedly, all the achievements we have made so far have an important role but they are not sufficient for our goal. The progress we have made should be improved with the development efforts.

It is expected that the development of this model with a sustainable sense of quality and taking it into account in the structuring to be carried out by other higher education institutions will have positive contributions to the global vocational and technical training efforts.

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