

The Impact of Vocational Schools on the Regional Development Akören Ali Rıza Ercan Vocational School Example

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Abstract: The regional development difference which has globally become a major problem even for developing countries is one of important problems of Turkey's economy. The regional dualism in the country's economy brings with many economic and social problems such as the immigration, the income inequality, the unplanned urbanization etc. The vocational schools established generally in localities less than ten thousand people contribute to remove the development difference of these localities by providing social and economic benefits as well as by training skilled staff to the locality where they are located. In this study we investigated the impact of vocational schools in the removal of the regional development difference and we made use of primary and secondary sources. Firstly, we scanned the literatures concerning this study, then we made survey with the students which study in Akören Ali Rıza Ercan Vocational School. By taking the 5% significance level and the 5% margin of error into consideration in this study we used the SPSS for Windows statistics program in the evaluation of data taken as 317 students sample among the main body of 1,240 students. We tried to present solution proposals by studying the expectations and problems of the students as well as the contribution of the Akören Ali Rıza Ercan Vocational School to the development of Akören district.

Keywords: Vocational Schools; Regional Development; Education; Economic Development; Income Inequality

1. Introduction

In recent years the contribution of vocational schools to Turkey's economy has become undeniable. The students studying in vocational schools and having the consumer position contribute to revive the economic and social life of the regions

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having the underdeveloped and limited economic opportunities. The universities producing information which are important dynamics of the development play a great importance in the regional and general development process. The ways to support the region and the functions of employment creation and regional competitiveness development of The universities and vocational schools provide significant contributions to the process of regional development (Newland, 2013 pp. 1-20).

The materials related to this study, have been obtained from primary and secondary sources. The information concerning the vocational schools especially discussed in the theoretical framework and the history of vocational high schools were obtained by utilizing local resources and statistical documents, books, articles and websites. In the section where the Akören example has been taken, we referred to primary resources and conducted the survey on the general expenditure , social life of students studying in Akören Ali Riza Ercan Vocational School to measure their impact on the region. We used the Version 16:00 SPSS for Windows statistics program in the evaluation of data.

By considering the impact of Vocational Schools on the development we took as exemple Selcuk University Akören Ali Riza Ercan Vocational School. We tried to evaluate and measure the economic expenses and the opinions of the students on Akören district.

2. Economic Development Concept and Importance of Education in this Development

Economic development concept has been used in most general as an equivalent to the concept of economic growth defined as the increase in national income until the second world war. However, the economic development began to be treated as a separate discipline with the 1930 world economic crisis and has accelerated between 1939-1945 (Yavilioğlu, 2002, p. 63). The concept of economic development unlike the concept of economic growth has not only taking quantitatively, improvements in the economy but also the material and spiritual effects of the economic, social and political changes in the country on the life of individuals. In this context, economic development is a principle measuring the social welfare as well as quantitative criteria such as national income growth occurring in the economy, national income per person (Siverekli Demircan, 2003, p. 99).

Despite many different indices have been developed to measure Countries' economic development levels the today's most widely used index is the Human Development Index developed by Pakistani economist Mahbubul Haq in 1990 and implemented by United Nations Development Programme (UNDP) since 1993. Human Development Index (HDI), examines the development level of countries in three dimensions: health, education and living standards (Bolat and Çılan, p. 224).

The education being an important criterion to measure levels of human development plays a key role in economic development of countries. One of these roles is the human capital. The human capital started to be mentioned with Adam Smith, allows individual to participate in the production with their more productive and less error margin as a result of educational expenditure for them and to train individuals adapted more quickly to the technology and puttinf forward new ideas (Atalay, 2014, p. 970). Another important role of the education in the development is to developpe with its economic and social contributions to underdevelopped regions where the education has been given. The most important of these institutions are universities. In this context, many European countries have seen universities as a economic development tool from 1960s to today for underdevelopped regions (Kaşlı & Serel, 2008, p. 100).

3. Roles of Higher Education Institutions in Regional Development in Turkey

The basic element determining today the level of competition between countries is the labor force qualitatively increased by the education. Universities play the most important role in making the labor force qualified in terms of allowing people to become specialised and train them. Universities also contribute to the acceleration of the economy in underdevelopped regions as well as to train the labor force qualified. "In Turkey the idea that universities are established in relatively underdevelopped regions and these regions are developped by this way is a principle adopted in VIIth Turkish National Education Council" (Kaşlı & Serel, 2008, p. 100).

In Turkey Vocational Schools play the most role in developping the underdevelopped regions by means of universities because one of every three vocational schools in Turkey is established in the regions having a population less than ten thousand people (Alkan et al., 2014, p. 135).

The economic and social role of Higher education institutions in regional development can be summarized as follows (Yıldız & Talih, 2011, p. 277; Çetin, 2007, p. 219);

- Universities create employment in sectors related to university as well as provide employment to staff working within their body. the immigration which is one of the biggest problems of the economy can be decreased as a result of this case;
- Universities stimulate the economy with their own current expenses and expenses (housing, food, entertainment, etc.) done by students. Thus, they have an effect of forming income in the region;
- The increasing of young people in the regions in question encourages new investments by increasing expenditure and consumption. It also increases the diversity of marketed products by revealing new needs;
- Universities, also provide a stable regional development in the concerned regions to prepare the ground for sustainable development;
- Universities allowing to participate in the education increases the qualified labor force in underdeveloped regions;
- They accelerate the development in areas such as health, communication, transportation. They contribute to ameliorate the quality of life and the welfare of people in t underdeveloped regions.
- They contribute to the development of social life in the regions in question.

They also tarnsform the cities where they are located into the attraction centre and enable them to be brandized by contributing to the development of the polarized region under these university cities.

4. General Information about Akören District

The information related to Akören district is taken from Akören district governorship.

The history of Akören district which is one of districts of Konya dates back to the Neolithic era. People coming together from seven ruins located around it settled in the settlement area called today “Akviran” This name has been changed as

“Akören” in 1961. Akören district located 54 km far from Konya city became town on August 4, 1914 and founded its municipality in the same date. Akören town connected to Çumra in 1958 obtained the status of the district on 19.06.1987.

Today Akören district is composed of 10 quarters named Ahmediye, Süleymaniye, Orhaniye, Çatören, Alan, Karahüyük, Dutlu, Belkuyu, Avdan, Kayasu. According to Census Based on Address made in 2015 its total population is 6,390 residents and its center population is 3,129 residents. In this total there are 3070 men and 3320 women.

Konya city and Abaz Mountains are situated in the north of the Akören District located in the southwest of the Central Anatolia, Bozkır in its south, Çumra district in its east, and Seydisehir in its west. Although the tourism doesn't provide income to people, Akören District has much natural beauties. May Dam, Akören Lake, Çat Creek, Avdan Religious Monastery, Blue Strait, Big Mosque, Big Fountain are some historical and natural monuments.

The general livelihood of the people of the district is agriculture and animal stockbreeding. The agriculture cannot be developed because of unproductive land and irrigation problems. There is a small industrial zone in the district center but there isn't any manufacturing sector. For this reason employment possibilities in industrial and commercial areas are limited. Young people are orientated toward the education. The literacy rate is totally 90.50% in the district center: 91,56% for men; 89.44% for women. The limited availability of jobs causes the migration problem.

Akören District has totally 119 tax payers: 56 simple tax payers, 54 real tax payers 9 corporate tax payers. The number and the activity scopes of establishments in Akören District are shown in table 1.

Table 1. The number and the activity scopes of establishments in Akören District

Activity area	Number of Establishments	Activity area	Number of Establishments
1. Private dormitory	5	22. Veterinary	2
2. Public dormitory	1	23. Pharmacy	1
3. Hostel	4	24. Tobacco Shop	2
4. Grocer	16	25. Notary	1
5. Market	5	26. Carpenter	3
6. Tea house / coffee shop	10	27. Transport / Shipping	11
7. Restaurant	3	28. Cellular Sales Repairs	3
8. Steak tartar a la turca Shop	2	29. Peddler	2

9. Internet Cafe	1	30. Harvester	2
10. Etli Ekmek bakery	1	31. Grain / Agricultural Production	3
11. Butcher	1	32. Agricultural Drug Sales	1
12. Grocer / Stallholder	3	33. Tire salling store	1
13. Baker / pastry cooker	3	34. Mill	2
14. Canteen	1	35. Solid Fuel	1
15. Cafeteria	1	36. Milk Gathering,	1
16. Barber	3	37. Electrician / Auto	3
17. Blacksmith	2	38. Electronics Repair Shop	1
18. Welder	2	39. Turner	1
19. Repairman	1	40. Cobbler	2
20. Building Materials Sales	3	41. Sales for Animal Feed	1
21. Photographer	1	42. Junkman/Car Dealer	1

Provided by Akören Govenorship

5. Methodology

In this study, we studied the economic contributions of the students studying at Selcuk University, Akören Ali Riza Vocational School to Akören district, their economic situation and their social life.

In this study we used the survey method and we benefited from an the closed and open questioning techniques. The main body of this study is composed of 1240 students registered in 2015-2016 years at Selcuk University Akören Ali Riza Ercan Vocational School according to official sources of the school. After having determined the area where the study will be done. 314 questionnaires had been realised in order to the main mass having the level of significance of 5% as a sample with a 5% margin of error. A questionnaire was applied to the students in Akören by random selection method to reach this figure. As a result of the questionnaire application, 320 people were reached. After having removed 3 incomplete and inconsistent questionnaires, 317 questionnaires were applied.

In April 2016, the survey was done by us by giving 15 minutes to each class in Akören Ali Riza Vocational School. In order to make the questionnaire more secure, we were tried to reach students in different departments and different professions as much as possible. The survey took approximately two weeks. The

16.0 version of the SPSS for Windows statistical program was used when the information was sorted and obtained.

6. Findings

The content of the work provides information on how to get out of the data obtained, the profile of the expenditure of consumption, the compliance status and studies on the expenditures of the students and the perceptions of the students about the general prices in the region.

Table 2. Gender distribution of survey participants

Sex	Number	Percentage
Female	184	58,04
Male	133	41,96
Total	317	100

When Table 2 is examined, it is found out that female students are more than male students in the gender distribution of the students in Akören Ali Riza Ercan Vocational School

Table 3. Age ranges of participants

Age range	Number	Percentage
0-16	0	0
16-20	146	46,05
20-24	158	49,85
24-30	13	4,10
30 and over	0	0
Total	317	100

Table 3 shows that a large majority of the age ranges are gathered in two groups when the age range of those participating in the survey is considered. The age range between 16-20 years of age is 46,05 %; the age range between 20-24 is 49,85.

Table 4. Regions of participants in this study

Region of residence	Number	Percentage
Marmara Region	37	11,67
Aegean Region	11	3,47
Central Anatolia Region	137	43,22
Black Sea region	24	7,57
Mediterranean region	70	22,08
Southeastern Anatolia Region	29	9,15
Eastern Anatolia Region	9	2,84
Total	317	100

Table 4 shows that the Central Anatolian region is the first with a ratio of 43.22 % with 137 people in the geographical regions where the survey participants came from. Later on, the Mediterranean Region with 22,08% and 70 people; Marmara Region with 11,67% and 37 people; Southeast Anatolia Region with 9,15% and 29 people; Black Sea Region with 7,57% and 24 people; Aegean Region with % 3,47 and 11 people; Eastern Anatolia Region with 2,84% and 9 people. The majority of the students who participated in the survey come from the Central Anatolia Region because Akören Ali Rıza Ercan Vocational School is located in this region.

Table 5. Reasons of Akören District preference of those who participated in the survey

Preference Reason	Number	Percentage
Nearness to the city where my family lives	41	12,94
For recommendation	8	2,52
Physical facilities of the school	4	1,26
The beauty of the natural environment	3	0,95
My university examination score	149	47,00
Other	112	35,33
Total	317	100

Table 5 shows the reasons why the participants in the survey preferred Akören Ali Rıza Ercan Vocational School. Those who gave the answer: Nearness to the city where my family lives are 12,94% with 41 people; those who gave the answer: for recommendation are 2,52 % with 8 people; those who gave the answer: Physical facilities of the school are 1,26 % with 4 people; those who gave the answer: The beauty of the natural environment are 0,95 % with 3 people; those who gave the answer: My university examination score are 47,00% with 149 people; those who gave the answer: Other are 35,33% with 112 people. When the students who participated in the survey pointed to the other option, they were asked to specify the cause and the answers they have given seem to have made the wrong choice

and the misconception that Akören Ali Rıza Ercan Vocational School is at the center.

Table 6. The type of residence in Akören of the participants in the survey

Type of residence	Number	Percentage
Apartment house	24	7,57
Detached house	20	6,31
Public dormitory	162	51,20
Private dormitory	61	19,24
Hostel	41	12,93
Other	9	2,84
Total	317	100

Table 6 shows the types of residences where students live in Akören. According to the answers given, the apartment house is 7.5% with 24 people; the detached house is 6,31% with 20 people; the public dormitory is 51,20% with 162 people; the private dormitory is 19,24% with 61 people; the hostel is 12, 93%, with 41 people; the other is 2.84% with 9 people.

Table 7. Monthly average incomes of participants in the survey

Monthly Average Incomes	Number	Percentage
0-150 TL	14	4,41
150-250 TL	47	14,83
250-400 TL	111	35,01
400-500 TL	78	24,70
500 TL and more	67	21,14
Total	317	100

Table 7 shows the monthly average incomes of the survey participants. According to the answers given by the students, the ratio of those who have monthly 0-150 TL is 4,41 % with 14 people, the ratio of those who have monthly 150-250 TL is 14,83 % with 47 people, the ratio of those who have monthly 250-400 TL is 35,01% with 111 people, the ratio of those who have monthly 400-500 TL is 24,70% with 78 and the rate of those who have monthly 500 TL or more is 21,14% with 67.

Table 8. Source of incomes of participants in the survey

Source of incomes	Number	Percentage
I take it from my family	166	52,37
I receive credit-scholarship	202	63,7
I work at a job	13	4,1
Other	9	2,83
Total (answered more than one)	+317	+100

The source of the incomes of the participants in the survey is shown in table 8. The opportunity to answer more than one question in this question was given to the students participating in the survey. According to their answers, it is noteworthy that students receive a large portion of their income from credit and / or scholarships. The proportion of those who receive income from my family is 16,36% with 52,37%, the ratio of those who provide credit-scholarship is 63,7% with 202 people, the ratio of those who work in one job is 4.1% and the rate of others marking 9 2.83% with the species.

Table 9. Monthly average expenditures of participants in the survey at Akören district

Average expenditure in Akören district	Number	Percentage
0-100 TL	33	10,41
100-200 TL	57	17,98
200-300 TL	53	16,76
300-400 TL	99	31,25
500 TL and over	75	23,60
Total	317	100

Table 9 shows the average monthly expenditures of those who participated in the survey in the Akören district. The ratio of those who gave the answer of 0-100 TL was %10,41 with 33 people. The ratio of those who gave the answer of 10,41,100-200 TL was %17,98, with 57 people. The rate of those who gave the answer of 200-300 TL was 17,98 % with 53 people. The ratio of those who gave the answer of 300-400 TL was %31,25 with 99 . The rate of those who gave a answer of 500TL or more was 23,60% with 75 people. It can be said from the data that some of the students have survived their lives through negative savings.

Table 10. Spending areas of participants in the survey

Spending area	Number	Percentage
Housing	69	21,77
Nutrition	157	49,53
Entertainment	5	1,58
Stationery-Book	7	2,21
Transportation	14	4,41
Personal needs	59	18,61
Other	6	1,89
Total	317	100

The Table 10 shows the areas where the survey participants spent the most. From the answers given, it appears that a large part of the expenditures are collected on basic consumption means. In the question about the area you spend the most in Akören, the proportion of those who answer "Housing" was 21.77% with 69 people; the proportion of those who answer "Nutrition" was 49,53 % with 157 people; the proportion of those who answer "Entertainment" was 1.58% with 5 people; the proportion of those who answer "Stationery-Book" was 2,21% with 7 people; the proportion of those who answer "Transportation" was 4,41% with 14 people; the proportion of those who answer "Personal Needs" was 18,61% with 59 people; the proportion of those who answer "Other" was 1.89% with 6 people.

Table 11. Thoughts of the survey participants about the costs of living in Akören

Costs of living	Number	Percentage
Very high	39	12,30
High	95	29,96
Normal	139	43,86
Low	25	7,89
Very Low	19	5,99
Total	317	100

Table 11 shows the views of the students on living costs in the Akören. When asked about the cost of living in the Akören district, the answers given by the students were as follows: the proportion of those who answer "Very High" was 12,30% with 39 people; the proportion of those who answer "High" was 29,96 % with 95 people; the proportion of those who answer "Normal" was 43,86% with 139 people; the proportion of those who answer "Low" was 7,89% with 25 people; the proportion of those who answer "Very Low" was 5,99% with 19 people.

the respondents who gave high answers to 95% to 29,96%, the people who gave the normal answer to 43% to 43% 86, the ratio of those who gave low answers is 25% and 7.89%, the rate of those who give very low answers is 19.99%

Table 12. Thoughts of the survey participants about leisure time evaluation areas

Leisure Aktivty	Number	Percentage
I study my classes	62	19,56
I participate in social activities	46	14,51
I work at a job	7	2,21
I go to cafe or restoran	74	23,34
I evaluate my leisure at school	21	6,63
Other	107	33,75
Total	317	100

Table 12 shows the answers the survey participants gave to the question about how they evaluate their leisure time. The ratio of those who answer “I study my classes” was 19.56% with 62 people; the ratio of those who answer “I participate in social activities” was 14.51% with 46 people; the ratio of those who answer “I work at a job” was 2,21% with 7 people; the ratio of those who answer “I go to cafe or restaurant ” was 23,34 % with 74 people; the ratio of those who answer “I evaluate my leisure at school” was 6,63 % with 21 people; The ratio of those who answer “Other ” was 33,75 % with 107 people; All of the students answered that they had stayed with their friends or rested where they had lived leisure time.

Table 13. Money Spending Places of Survey Participants

Money Spending Places	Number	Percentage
Akören district	196	61,82
Konya city	119	37,55
Surrounding cities and districts	2	0,63
Total	317	100

The contribution of the students to the economics of the Akören district is an irrefutable fact. The answers that students have made about to the question “where do you spend their expenditures more frequently are seen in Table 13. 196 people have spent more money in Akören. This ratio was 61.82%. 119 people have spent money in Konya. Their ratio was 37,55. 2 people have spent money in surrounding cities and districts. Their ratio was 0,63.

Table 14. Opinions of survey participants about attitudes of Aköre's inhabitants

People's attitudes	Number	Percentage
Very bad	46	14,51
Bad	52	16,40
Normal	132	41,65
Good	70	22,08
Very good	17	5,36
Total	317	100

The attitudes of Akören' people to the question: how the attitudes of the Akören's people against you are given in Table 14. The ratio of those who answered that the attitudes of the people are very bad was % 14,51 with 46 people; the ratio of those who answered that the attitudes of the people are bad was % 16,40 with 52 people; the ratio of those who answered that the attitudes of the people are normal was % 41,65 with 132 people; the ratio of those who answered that the attitudes of the people are good was % 22,08 with 70 people; the ratio of those who answered that the attitudes of the people are very good was % 5,36 with 17 people.

Table 15. What survey participants desire the most in Akören

Activity	Number	Percentage
Shopping center	205	64,66
Movie	11	3,46
İnternet Cafe	1	0,31
Restaurant etc	26	8,20
Cultural Center	3	0,94
Spor salon	23	7,24
Transportation activities	9	2,83
Course Activities	20	6,31
Other	19	5,6
Total	317	100

Table 15 shows the answers of the survey participants when they are asked about what they feel the most lacking in Akören. When the table 15 is examined, a large majority of the participants gave the answer to the shopping center. Their ratio was 64.66% with 205 people; the ratio of those who gave the answer to the movie was 3.44 % with 11 people; the ratio of those who gave the answer to internet café is 0,31% with 1 person; the rate of those who gave the cultural central answer was 0.94% with 3 people; the rate of those who gave the answer to the spor salon was 23.27 %; the ration of those3 who gave the answers to the transportation activities 122

were 2.83% with 9 people; the ratio of those who gave courses activity etc. 20 persons and 6.31% , The ratio of the other respondents was 5.6% 19 with persons.

Table 16. Adaptation status of participants in the study

Adaptation	Number	Percentage
Yes	101	31,86
No	76	23,98
Partially	140	44,16
Total	317	100

In Turkey, one of the most important problems of the students is the adaptation to the cities where they went for their education. Students may come to the point of dropping out of school in case of adaptation problems where they are educated. The table 16 shows the answers about students adaptation to Akören district. The proportion of students who gave the answer: Yes 31,86% with 101 students; the rate of those who gave the answer: No was 23,98% with 76 students; the rate of those who gave the answer: Partially was 44,16% with 140 students.

7. Conclusions and Propositions

It is seen that the vocational colleges established in the regions where the development is not fully realized have important functions in increasing the level of economic and social development of the region. This study aiming to make the data about the expenditures of the university students is found to be a great contribution to the district economics but it is remarkable that this contribution is below the ideal levels. The most important reason of this problem is the insufficient social areas and limited spending areas. A considerable student population prefers to shop in Konya instead of shopping in the district because the opportunities in the district don't meet their needs. In this context, the survey indicated that 64.46% of the students stated that the biggest deficit of Akören District is the shopping center.

The action of entrepreneurs, local governments or non-governmental organizations for eliminating the deficiencies would not only allow more students to come to the district but also reduce the number of students going out of the district. The 35,33% of the students who participated in the research answered that they came to Akören because of wrong choice. They think that Akören Ali Rıza Ercan is the vocational school located in the center of Konya. The 43.22% of the participants have come

from Central Anatolia region and the major reason is that their families are close to where they live. When looking at the income of the students in the Akören district, it is seen that the majority of students comes from the middle income families. When examining their income sources it is seen that the 63.7% of students scholarship-credit incomes are living with scholarship-loan income they have received and the 51,20% of the students stay in the public dormitory. For this reason, the state, non-governmental organizations and charitable organizations should make a big contribution to the students without increasing the burden on their families. It has been seen that the behavior of the local people is influential on the students' adaptation to the city. It was found that 23.98% of the students who participated in the survey didn't adapt to Akören and 44.16% of them adapted partially. It was seen that the low level of adaptation of the students was the effect of the local people living in the district. For this purpose, the adaptation of the students would be easier if the people of the district were more positive towards the students.

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