A Research about Vocational School Students’ Satisfaction in Ankara

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Educational organizations, like other firms, take into account some implications in order to be able to satisfy the needs and wants of their consumers (students). Technical and vocational education is described in different ways according to the decades when these concepts are used. Vocational education can be described as educations in which the students are equipped with vocational information, talent and confidence in order to conduct their jobs in special and different fields. Vocational education consists of three components; individual, profession, and education process.

Education is known as pure service in related field. Service is an act or performance that creates benefits for customers by bringing about a desired change in-or on behalf of the receipt. Especially in vocational education, characteristics of services and service quality subjects gain more importance. Characteristics of services are intangibility, inseparability, heterogeneity, and perishability. Unlike physical products, services cannot be seen, tasted, felt, heard, or smelled before they are purchased. Service inseparability means that customers (students) are part of the product. Services are highly variable and their quality depends on who provides them and when and where they are provided. Perishability means that services cannot be stored. Service quality is customers’ long-term, cognitive evaluations of a firm’s service delivery. Dimensions of service quality are reliability, tangibles, responsiveness, assurance, and empathy according to Grönroos, two components of service quality are technical and functional.

In light of this information, this study aims to measure satisfaction of vocational school students by using a scale. The scale that used in this research is rendered from different scales like service quality and service performance scales, and adapted to the educational service field. Survey was conducted to 107 students in four different programs. The result of the exploratory factor analysis on Student Satisfaction Questionnaire indicates four dimensions. These are satisfaction from school, satisfaction from university, satisfaction from personal development, and satisfaction from vocational education. The reliability and validity dimensions of the scale were taken into consideration, so as to be capable of obtaining reasonable results and making contribution to literature, and arithmetic means are also investigated. Moreover in this study, independent t-test and analysis of variance tests were used to investigate
differences among types of satisfaction dimensions in terms of respondents’ gender and educational programs.

The results demonstrated several significant differences among types of satisfaction dimensions in terms of gender, and programs at the 0.05 significance level. Independent t-test shows that satisfactions of female students are a little bit higher than males, but there is no significant difference excluding satisfaction from vocational education. In terms of programs, satisfaction from school, satisfaction from university, satisfaction from personal development, and satisfaction from vocational education is higher in Bureau Management students. On the contrary, satisfaction of the Management Program students is the lowest. Research indicates some problems in educational service quality especially about food and beverage facilities and also social and cultural activities. They believe that the prices of the food and beverage items are too high and not satisfactory. They also compare the social and cultural activities in their university with other universities. They are all about satisfaction from university. Students are satisfied from their instructors, school, and their programs according to the survey results.