



International Journal of Innovative Research in Education



Volume 4, Issue 4, (2017) 195-201

www.ijire.eu

The transition to architecture from a different professional field in profession search

Derya Cakir Aydin*, Faculty of Architecture, Dicle University, 21280 Diyarbakir, Turkey.

Y. Berivan Ozbudak Akca, Faculty of Architecture, Dicle University, 21280 Diyarbakir, Turkey.

F. Meral Halifeoglu, Faculty of Architecture, Dicle University, 21280 Diyarbakir, Turkey.

Suggested Citation:

Aydin, D. C., Akca, Y. B. O., & Halifeoglu, F. M. (2017). The transition to architecture from a different professional field in profession search. *International Journal of Innovative Research in Education*. 4(4), 195–201.

Received from October 06, 2017; revised from November 08, 2017; accepted from November 28, 2017.

Selection and peer review under responsibility of Assoc. Prof. Dr. Zehra Ozcinar, Ataturk Teacher Training Academy, Cyprus.

© 2017 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

To determine the reasons for choosing architecture as a second profession, this study was initiated with students who already had another profession and continued their education in architecture or graduated from an architecture department. A survey study was conducted with these two groups of students to determine the factors that lead students to architecture as a second profession. This study presents the findings and evaluations on the reasons for choosing architecture as a second profession and whether the expectations are met. The study was designed as a two-stage study and conducted with 33 participants. The first stage investigated their reasons for choosing the first department from which they graduated and why this department did not meet their expectations. The second stage examined the participants' reasons for choosing architecture. Their professions after graduation and their satisfaction with the profession of architecture were also examined.

Keywords: Profession search, architecture, Dicle University.

* ADDRESS FOR CORRESPONDENCE: **Derya Cakir Aydin**, Faculty of Architecture, Dicle University, 21280 Diyarbakir, Turkey.
E-mail address: dryckr@gmail.com / Tel.: +90-412-2488001/372

1. The Importance of Choosing a Profession in Human Life and Its Benefits

People's professions, their satisfaction with and success in them, relationships with colleagues and their effects on mental health are among the topics of heated debates in contemporary societies. It is hard for people who cannot succeed in their profession and do not like it to find happiness (Gulbahce, 2007). Choosing a profession is one of the life's most important decisions (Kilicci, 1992) because this choice has lifelong effects. Success in life depends on making the right choices. This indicates that the choice of profession is one of the people's most important decisions.

Choosing a profession has multiple effects on people's lives. It is of critical importance not only from an individualistic perspective but also from a social perspective. Importance is attributed to the choice of profession in order to use individuals in a balanced way according to both the needs of the society and their interest and abilities and to use human resources in the most positive and efficient way (Gulbahce, 2007).

It is sometimes necessary to overcome complex obstacles and make great efforts to find a place in a desirable profession. In our country, students' university educations are determined by their scores on the university entrance examinations. This sometimes blocks them from fulfilling their ideals, using their talents or achieving professional success. The transition to the profession of architecture is another complex obstacle after education for different professions.

2. The Definitions of Architecture, Architect and Their Place in the Social Life

Architecture is the job of designing places. Architecture is the art of making buildings with aesthetic creativity by reconciling functional necessities with economic and technical opportunities in order to enable people to live their lives and to carry out actions such as sheltering, resting, working and enjoying life. In other words, it is the art and science of designing and constructing buildings and the physical environment (Kuban, 1998). The etymon of architecture in Turkish originates from the verb, *umr*, in Arabic. *Umr* means developing, enriching and thriving by making buildings in Arabic language (Alsac, 1997).

Architecture is a universal profession, and architects have been influential throughout the history of humankind. An architecture designs all kinds of open and closed places constituting the urban texture, including religious buildings, palaces symbolising power, buildings for culture, education, health care and social life. A place is a physical environment where life takes place. For the formation and production of a place, there is a need for structures and a physical environment that is structured in complex relationships. As these explanations indicate, architecture is a concept which has various meanings both literally and professionally according to the people who use it and according to whom it serves (Oguz, Ozyilmaz, & Dagtekin, 2008).

The profession of architecture is dynamic and always subject to change. Thinking, planning and providing comfortable conditions by ensuring many settings without dismissing cultural and geographical values can be achieved by means of progressive organisation, discipline and the ability to take on different roles. Therefore, like the profession of architecture, so the architectural education is in a state of continuous development and change. The architect and society create buildings that are constructed in this development and change with the needs and expectations of the age (Halifeoglu, Ozbudak, & Cakir, 2016).

While aiming for human happiness, architecture is the art of creating the nexus between the physical environment where people reside and the social environment (Ergul, 2015). Therefore, with reference to the object–subject relationship, place mediates between human needs and establishing a connection with the place where they live. For this reason, architecture provides a human–place relation, and it is a bridge between the past and the future. Architecture has always been chosen as a profession that is regarded as an art, a technical formation and a profession with social prestige due to

both its balancing role in relations between humans, place and nature, and its sensitivity to social and emotional connections.

3. A different Search in the Accessibility to Architecture Profession

Professional one is an important decision because it determines not only about what kind of job we will do, but also what kind of life we will live. The professional choice becomes a complex problem as the number of choices increases, the need for professions changes based on the technological advances and as the idea that people have the right to decide their lifestyles is adopted. Rather than a momentary decision, choice of profession is a developmental process that is lifelong. In a sense, the choice of profession is a decision that is made as a result of experiences. Even though professional consultants initially find a solution based on individuals' interests, talents, values and psychological perceptions, parental attitudes or unsatisfied psychological needs that constitutes the inner world as much as individuals' social and cultural experience are among the factors that affect their choice of profession.

Economy, politics, social life and culture have become the common interest of the entire world. One of these common interests is education. It is the keystone of culture. The second is directly related to humans and is the profession of architecture, which deals with humans and their needs. The profession of architecture is related to producing any kind of designed living environment and is one of earliest professions in human history. Every subject that is related to humanity and every phenomenon that changes it has also affected architecture. The effect of globalisation on architecture has been primarily due to easy access to information through technology. Knowledge acquisition and mutual knowledge and project development are facilitated throughout the world, thanks to publications related to architecture and digital media (programs, the Internet, etc.). The international mobility of architects has increased with globalisation. Professional safety, human rights and law have started to gain more importance (Nalcakan & Polatoglu, 2008).

Like many professions that require a university education, it is necessary to obtain a high enough score on the relevant part of university entrance and placement exam for architecture. When students' scores are not high enough for architecture, they can willingly or reluctantly enroll in a different department. This can end up with a satisfying education and profession or lead to a transition to a second effort that is sometimes sad, but non-deterrent. Many candidates who did not obtain high enough scores for architecture enroll in different two- or four-year technical programmes. Some also choose the transition to architecture from departments of health or education through examination or by vertical transfer.

4. Methodology

To determine the reasons for choosing architecture as a second profession, this study was initiated with students who already had another profession and continued their education in the architecture department at Dicle University or graduated from this department. A survey study was conducted with these two groups of students to determine the factors that led students to choose architecture as a second profession. The study was conducted with 33 architects who were graduated from the architecture department at Dicle University. It deals with the reasons for choosing their previous professions, whether these professions met their expectations, the reasons for choosing the architecture department, which profession they prefer after graduation and their satisfaction with architecture.

5. Results

This study asked 33 individuals, who were graduates from the architecture department at Dicle University, about their reasons for choosing their initial departments. Of them, 33.4% indicated that

they chose their previous departments in order to transfer to the architecture department. Of the participants, 84.6% who chose the transition to architecture had graduated from technical departments. The second reason for this choice was seeing it as the ideal option at 30.3%. Of the participants, 24.2% said that they chose their departments based on their examination scores, and 24.2% of the participants cited the economic advantages that their previous departments provided. Family/environment referral was in the last place with 18.2% (Figure 1).

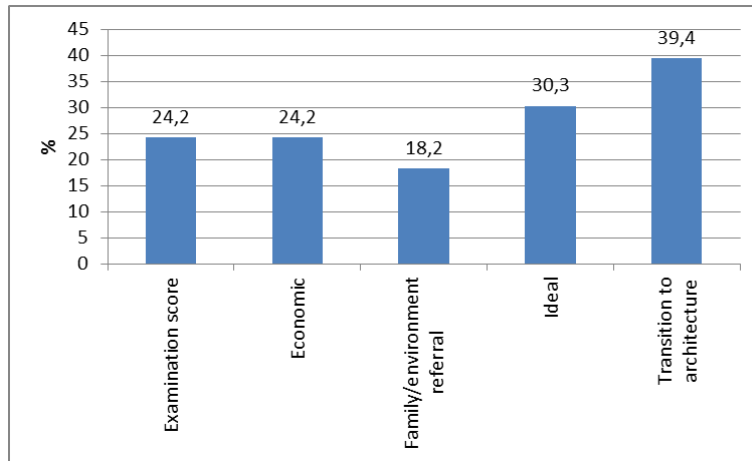


Figure 1. The participants' reasons for choosing their previous departments

The participants were asked whether their previous departments met their expectations, and 78.8% said that their previous departments did not meet their expectations. Economic insufficiency was most often cited as their reason at 45.5%. Not finding the previous profession prestigious (33.3%) and not being satisfied with these professions (33.3%) were in the second place. Difficult work conditions were mentioned by 30.3% of the participants, while limited employment opportunities were mentioned by 27.3%, and 24.2% indicated that they did not find their previous professions prestigious (Figure 2).

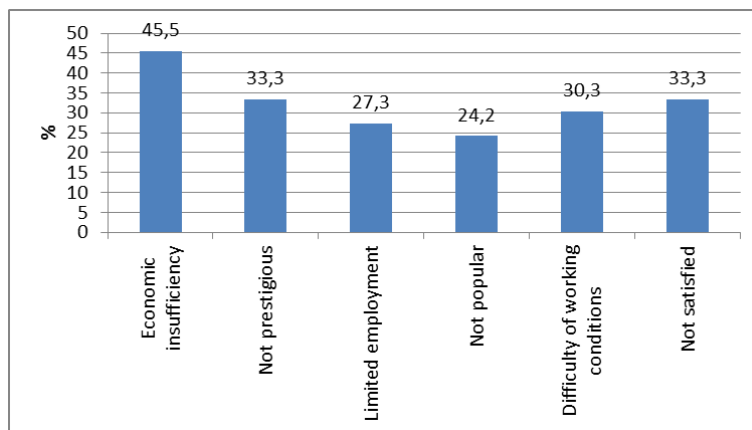


Figure 2. The reasons why their previous departments did not meet their expectations

When the reasons for choosing the profession of architecture were investigated, the majority (81.8%) indicated that they chose architecture because it was the profession they desired most. Finding the profession of architecture prestigious (42.4%) and employment opportunities were also among the important reasons. The idea that a good economic level can be achieved with this profession influenced the choice of 36.4% of the participants. The popularity of profession of

architecture (21.2%), the search for a profession (21.2%) and the referral of family/environment (12.1%) were also listed as reasons (Figure 3).

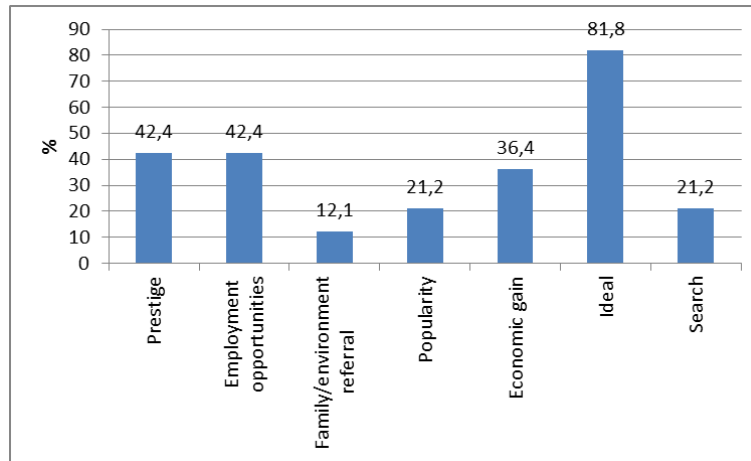


Figure 3. Reasons for choosing architecture

When the current professions of the students who chose architecture as a second profession and graduated were investigated, it was found that the vast majority (72.7%) work as architects. Only 9.1% work in their previous professions. While 12.1% of the participants work in different professions, 6.1% were unemployed (Figure 4).

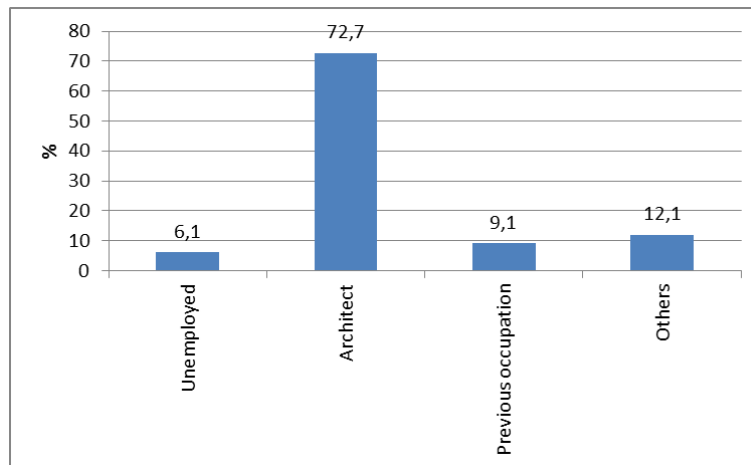


Figure 4. The current professions of the graduates

The participants who work as architects were asked about their satisfaction level with the profession of architecture. When the satisfaction levels obtained by 5-point Likert-type scale (1-not satisfactory, 5-satisfactory) were investigated, participants who marked 4 or 5 were the majority (75.8%) (Figure 5).

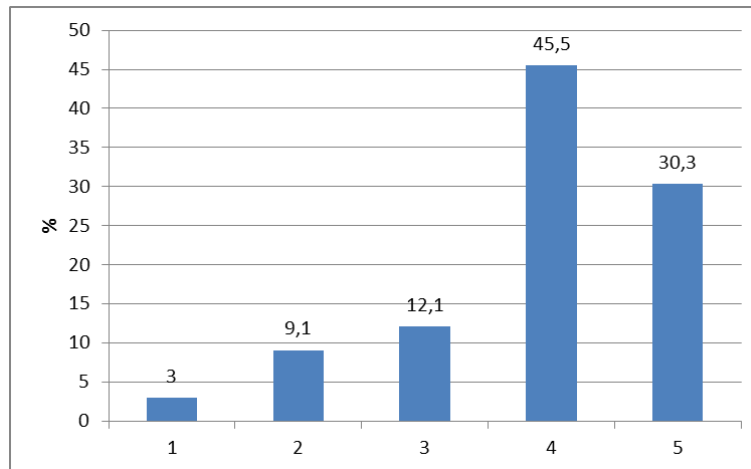


Figure 5. The participants' satisfaction levels with the profession of architecture

6. Conclusion

Today, the aim of the education in every profession is to teach individuals who have the ability to learn knowledge and to think critically based on current knowledge. From this perspective, architectural education is a matter of creating the learning habit that is necessary for discovering, integrating, sharing and implementing lifelong learning and an environment that nurtures mental structures. The basic aim of university education is to raise conscious professionals and scientists who can accommodate themselves to technological advancements and produce and guide knowledge.

A review of the related literature did not reveal a concrete study on why architecture was chosen by graduates of different higher education programmes. In recent years, a significant number of students from the architecture department in Dide University were found to have graduated from different departments. This study aims to determine the reasons for choosing architecture as a second profession and the factors that lead students to choose architecture. Its results are:

- Of the 33 participants who chose architecture as a second profession and graduated from the department, 78.8% indicated that their previous profession did not meet their expectations. Economic insufficiency was cited most often (45.5%) as the reason for the failure to meet expectations.
- The majority (81.8%) indicated that they chose architecture because this was the profession they desired most.
- The vast majority of the participants were graduates and work as architects, while only 9.1% work in their previous professions.
- A significant majority (75.8%) of the participants who work as architects indicated that they are satisfied with the profession of architecture.

The profession of architecture dates back to the existence of humankind. It has never lost its popularity among the society with the creative, technical, social and communicative aspects; it has displayed up to now and has always been among the most popular professions. Architecture's rapid development is beyond the age and supported by technology. The variety of design trends, cultural effects and the massive configuration of life has always excited architect candidates and those who want to be architects and has increased the charm of this profession. In this respect, based on the determined factors, it is considered a natural consequence for the individuals to prefer architecture as a second profession and to make efforts to make it their profession.

References

- Alsac, U. (1997). *Theoretical observations on architecture*. Gazimagusa, Turkey: Dogu Akdeniz University Press.
- Ergul, H. (2015, June 3–5). *Mimarligin ihmal edilen sosyal ve toplumsal yonu*. 3rd International Symposium on Innovative Technologies in Engineering and Science, Valencia, Spain.
- Gulbahce, A. (2007). *Mesleki olgunluk duzeyleri farkli olan ogrencilerin sosyal karsilastirma ve benlik imgelerinin incelenmesi* (Unpublished Doctoral thesis). Ataturk University, Social Sciences Institute, Erzurum, Turkey.
- Halifeoglu, F. M., Ozbudak, A. Y. B., & Cakir, A. D. (2016). Evaluation of reasons to prefer architecture department as a second profession. In *Proceedings of the International Engineering, Science and Education Conference* (pp. 149–155). Diyarbakir, Turkey: Dicle University.
- Kilicci, Y. (1992). *Okulda ruh sagligi*. Ankara, Turkey: Safak Press.
- Kuban, D. (1998). *Mimarlik sozlugu*. Istanbul, Turkey: YEM Press.
- Nalcakan, H., & Polatoglu, C. (2008). Turkiye'deki ve dunyadaki mimarlik egitiminin karsilastirmali analizi ile kuresellesmenin mimarlik egitimine etkisinin irdelenmesi. *Megaron YTU Mim. Fak. E-Dergisi*, 3(1), 79–103.
- Oguz, G., Ozyilmaz, H., & Dagtekin, E. (2008). Dicle Universitesinde mimarlik egitimi. *Uludag University, Muhendislik-Mimarlik Fakultesi Dergisi*, 13(2), 1–13.