



ASSESSMENT OF MOTIVES STIMULATING ONE TO CHOOSE THE PROFESSION OF ARCHITECTURE AS A SECOND PROFESSION: THE CASE OF DİCLE UNIVERSITY

*F. Meral HALİFEOĞLU^{*1}, Y.Berivan ÖZBUDAK AKÇA², Derya ÇAKIR AYDIN³*

1Dicle University, Faculty of Architecture, Diyarbakır, Turkey

[*mhalife@gmail.com](mailto:mhalife@gmail.com)

In this study, it was aimed to find out the reasons why the students who completed another department except for the architecture one and went on their education in the architecture department, preferred that department. In this scope, a questionnaire study was performed to determine the factors which guided the students towards architecture as a second profession. The questionnaire was applied to the students preferring architecture as a second profession at the Department of Architecture depending on the Architecture Faculty of Dicle University. As a result of the study; the previous professional fields of the students who chose to study architecture as a second profession were classified. It was researched about why the participants opted for their first graduation programs and why they could not fulfill their expectations from these departments. Finally, the students opted for that one as a second profession since their first graduation departments did not meet their expectations, the architecture profession was their ideal occupation and its popularity was very high. The architecture profession did not lose its popularity with creative, technical, social and interactive aspects in the society within the process from the past until today, became among the mostly preferred professions for each period. The principal reason for choosing architecture as a second profession lies in the fact that the students attain insufficient points to win a place in the related institutions of higher education, even though most of them initially set sight on this profession as their primary goal.

Key words: *architecture, second choice of profession, Dicle University, architecture student*

1. The Place and Development of the Education of Architecture in Social Life

The choice of a profession, or rather a metier, a key element which determines the shape of one's future, is one of the most important milestones in one's life. The profession of architecture is a dynamic and innovation-centred profession which is subjected to continual changes. Contemplating and planning a structure or a space proper to live in and installing diverse mechanisms without overseeing the cultural and geographical values, while, at the same time, providing the comfort conditions can only be achieved by assuming diverse roles through a disciplined work style in a proper and progressive organisation. In this respect, the profession of architecture and consequently the education of architecture are exposed to a continual development and change. Architects and communities give life to the structures built in this ever-developing and ever-changing profession in accordance with the needs and expectations of the modern world.

1.1. Social Reflections of the Education of Architecture

Design education differs from educational methods applied in other disciplines. In the education of architecture, design is the most fundamental field in which the individual acquires the theoretical and practical knowledge and turns this knowledge into a design model with her/his own creative interpretation.

The purpose of the educational path of architecture is to endow the future architects with the abilities with regards to learning, researching, expressing, being open to critics, drawing positive conclusions from discussions and creating organisational entities. Every student of architecture is educated and trained to be open-minded and to use the state-of-the-art technologies. Besides, the education further aims to educate innovative architects who have sound professional knowledge, a design understanding and a theoretical sub-structure supported by other disciplines of social sciences. The architectural education has undergone such a great development that students can now make long-term contributions to the society through individual achievements, especially making use of PCs and electronic environments. On the other hand, the fields they have less success are social planning, protection and preservation of historical values and urban designing. In this respect, architecture students can, if equipped with social and civil values, be more influential and work more productively in their professional life [3].

Today, educational systems are based on a pluralistic structure which embraces innumerable concepts all together in one pot, a structure which, however, can show differences at home compared with the ones established in overseas countries. Nowadays, compared to the past architectural education has to cover a great variety of subject areas. Since the beginning of the current century, new concepts and approaches have been introduced in the field of education, in an ongoing discussion environment ever since. Both in Turkey and all around the world, students, academicians and implementers have been involved on a broad scale in this discussion [4].

The path of becoming an architect is a life-long learning process; in this sense the greatest part of the education of architecture concerns students already in development. Besides, in terms of developing learning habits, students are equipped, by means of both traditional and innovative methods, with knowledge with special focus on developing their skills in respect of exploring, integration, implementation and sharing. The educational path of architecture can sometimes be unnerving; the difficulties in this process can be overcome only when faculty administrations and professional educators can develop a proper syllabus for the students [5].

Even though a structure designed by an architect belongs to its landlord and user, its façade, its approach to the environment, its posture and its quality of being, or not being, in concord and harmony with nature concern the whole society [6]. In this sense, an architect and the education s/he acquires in the process of obtaining the necessary professional abilities, the range of visions in the design process, the approach to the needs and expectations of the society, the extent of sensitivity towards human health and the effort to make use of the state-of-the-art technology and to protect the cultural effects, all these

reflect the professional responsibility of an architect. In other words, an architect puts what s/he learns and acquires from the society into practice in structures s/he designs within her/his professional knowledge, ability and sensitivity. Influencing the architects with its structural preferences, tastes and concerns, creative-innovative ideas, approaches in favour of environment, expectations in respect of economic and functional solutions, the society, in turn, motivates the architects in terms of developing innovative approaches and solutions [7].

2. The Reasons to prefer the Profession of Architecture and Accessibility in Architectural Education

Sometimes, some profession groups, and consequently the education given in those professions, can come to the forefront in line with the needs, expectations as well as economic and social prestige of the period. Under the specific conditions of a period, social expectations and prestige can specifically come into prominence. With its creative, intellectual and artistic power of attraction, the profession of architecture, on the other hand, has always exercised a certain attraction on the majority of people in respect of profession preference. Thanks to the success resulting from a concrete product that is created, besides technical skills, by a creative power and appreciation elicited thereby, the profession of architecture, a branch of visual arts, has always been an attractive metier.

2.1. Attractive Features of Architecture in the Choice of Profession

In today's information era, it is an obvious fact that, parallel to the requirements of this specific era, individuals who questions, researches, interprets, criticizes, produces, finds solutions to the problems they face and judges are needed.

As a profession bound to economic, social and technological factors embracing all human activities, architecture is a field that has to renew itself under ever-changing environmental conditions [8]. Development of relations between countries parallel to the advances in communication and technology in recent years and the alternatives in material supply and construction technology in an on-going progressive market are factors which enhance the value of the profession of architecture at international level, with, in turn, people expecting and demanding more and more from architectural services.

It is a fact that architects have undertaken different missions over the course of history. This continual change in the profile of architects has also been the driving force in the elaboration of architectural education. In this day and age, on the other hand, in the face of the changes in their profession and changes in their relations with other sectors and professional disciplines, as well as the effects of globalisation, architects have come face-to-face with the necessity to redefine their own role. In line with these developments, knowledge and abilities the architects of today have to equip themselves with have also undergone a process of differentiation [9].

Such a transformation of the architectural education from past to present, its feature of being a field supported by technological developments, easier access to information, stationery equipment such as rulers, triangles, ink pens, templates, French curves etc. being alive only in the memories of colleagues educated in the past and its posture that facilitates the professional life in practice, all these are factors which have increased the attraction and popularity of the profession of architecture.

2.2. The Place of Architectural Departments in the Higher Education in Turkey

In Turkey there are 210 universities, 54 of which have Architectural Departments [10-11]. Examining the statistics about the departments of architecture in Turkey for the last 20 years (Figure 1), we see that the development of the architectural education and consequently that of departments in this field of study have shown an upward tendency, resulting from some factors which give charm to the professional life and education in this field. Besides a professional life mainly focusing on technical expertise, a design style which combines creative power with life spaces and the search of comfort in

their immediate environment come into prominence as factors that have increased the allure of the architectural education. The options of generous structures, spaces, materials, landscapes and decorative products provoked a parallel development of the desire of carrying further the creative spirit in the professional field and that of a competitive architectural understanding, all are developments which have brought into focus the positive and appealing side of profession of architecture, making it a popular study field in respect of preference among students.

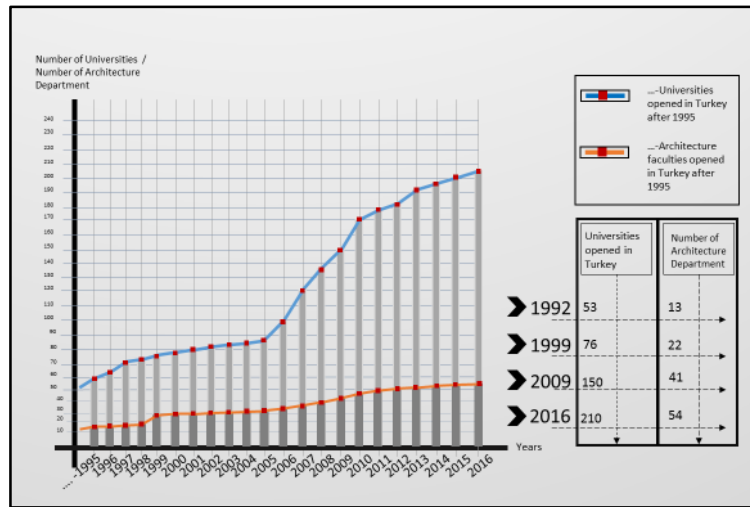


Figure 1: The relation of the increase in the number of universities and architectural departments in the last 20 years in Turkey [7].

3. An Investigation on the Students Studying at Dicle University in Terms of the Choice of the Architecture as a Second Profession

The interest and demand for education increases, all around the world and in Turkey as well, parallel to the significance and value attached to it. Increasing technological opportunities and easier access possibilities enable people to gain access more easily to education. An increase in the number of universities and academic departments, with students having more opportunities to successfully complete the programme of bachelor's degree, more programmes for post-graduate and doctorate degrees, the social prestige gained through education motivate individuals to give, as far as their possibilities allow it, priority to education.

In the Department of Architecture of Dicle University, we observed, talking to students in the lectures and activities during the phase of acquaintance after the matriculation that among the students studying in this department there was a remarkably high number of students who had graduated from another department. This observation motivated us to scrutinize and assess the reasons lying behind this phenomenon, as a result of which this survey has come about. First, in conversation with students in lecture rooms and social rooms, chosen as survey areas, they were asked about the reasons for their choice of architecture as a second profession and their expectations in this field. In the next phase, we reviewed the related previous research to fit the survey into a scientific framework. Then we designed the questionnaire, preparing the questions aiming to obtain sound results, tested them in pilot studies and then put it into practice tabling the questions to students.

In the questionnaire section of the survey, data concerning the ones among the students who chose architecture as a second profession and continued their studies were analysed. The questionnaire included questions about the departments they had graduated from and the reasons of preference of that department. The students were also asked whether or not the department they had graduated from met their expectations and those who answered 'no' were asked to define the reasons of this dissatisfaction. The participants were also asked why they chose the architectural department even though they already

have a profession. Besides, we also investigated the relation between the reasons for choosing the department they had graduated from and those for choosing the architectural department.

3.1. Evaluation of the Survey – Analysis on the Students of Dicle University’s Department of Architecture

This survey, which was initiated in August 2016 and evaluated on the basis of survey data obtained from 25 students, was presented at the Conference of INESEC, the International Engineering, Science and Education Conference, held in Dicle University. The results of the survey completed with the participation of 40 students have been evaluated and presented on the basis of analyses.

The students of the Department of Architecture of Dicle University’s Architectural Faculty were asked about the department they had graduated from and the reasons why they chose that department and the responses were classified in 3 groups: departments including technical fields, educational departments and departments of healthcare. The survey results show that the majority (60 per cent) of the participants are graduates of technical departments, followed by those (27.5 per cent) who graduated from educational departments and the graduates (12.5 per cent) of the departments providing programmes in healthcare field (Figure 2).

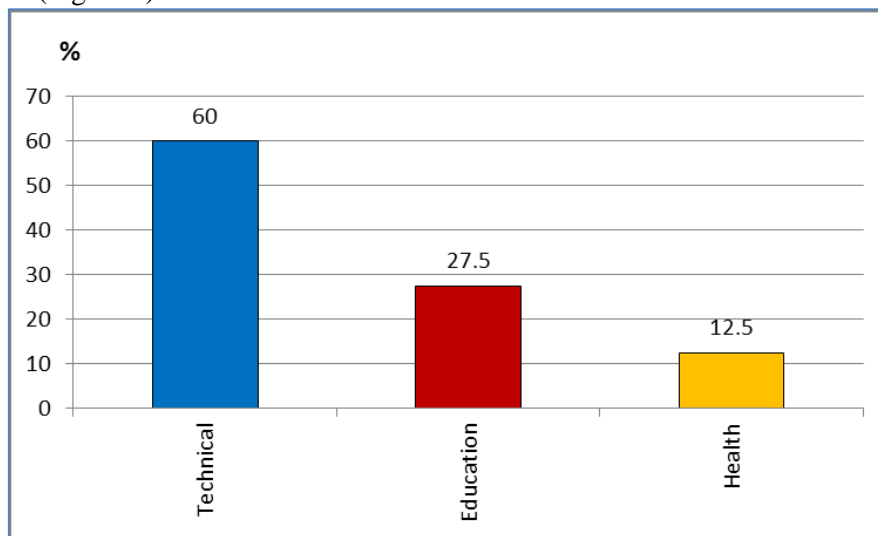


Figure 2: Distribution of the previously Completed Departments

The participants were asked the reasons why they preferred the department they had graduated from. Figure 3 shows that family/social circle played an important role in the choice of the majority of participants (32.5 per cent), followed by those who made their preference on the basis of ÖSYM points. The third group includes the students who stated that the department they preferred was their ideal choice (27.5 per cent) and saw it as a spring board for the architectural education. Of the participants, 17.5 per cent stated that their choice in favour of the previous department mainly based on economic reasons (Figure 3).

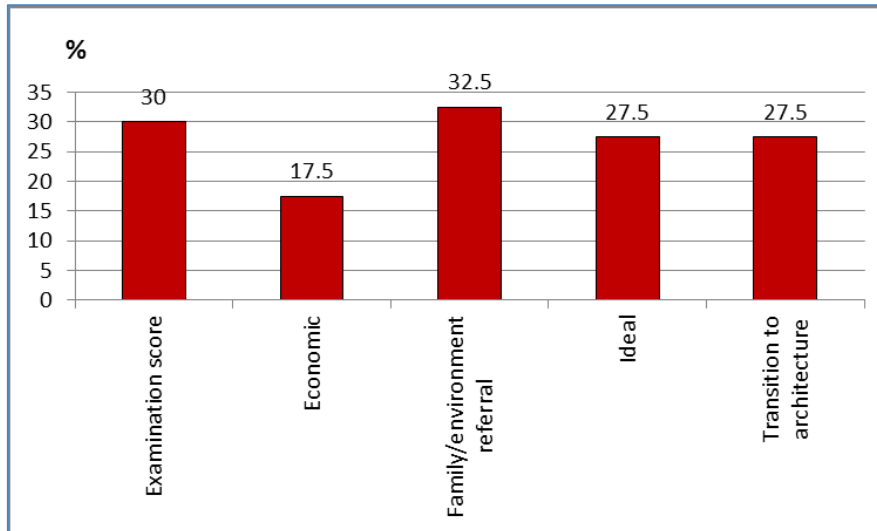


Figure 3: Motives of Participants in Favour of the Previous Department

The participants were asked whether or not the department they graduated from before having matriculated at the department of architecture met their expectations. All of the 40 participants told that it did not satisfy their expectations. Asked about the reasons, 42.5 percent indicated economic insufficiency as a reason, while 47.5 per cent told that it enjoyed no prestige. On the other hand, 30 per cent stated that difficult employment possibilities and unpopularity of the study field discouraged them. For 22.5 per cent, unsatisfactory work and difficult working conditions were the main reason, while 5 per cent told that family/social circle played the main role in their decision (Figure 4).

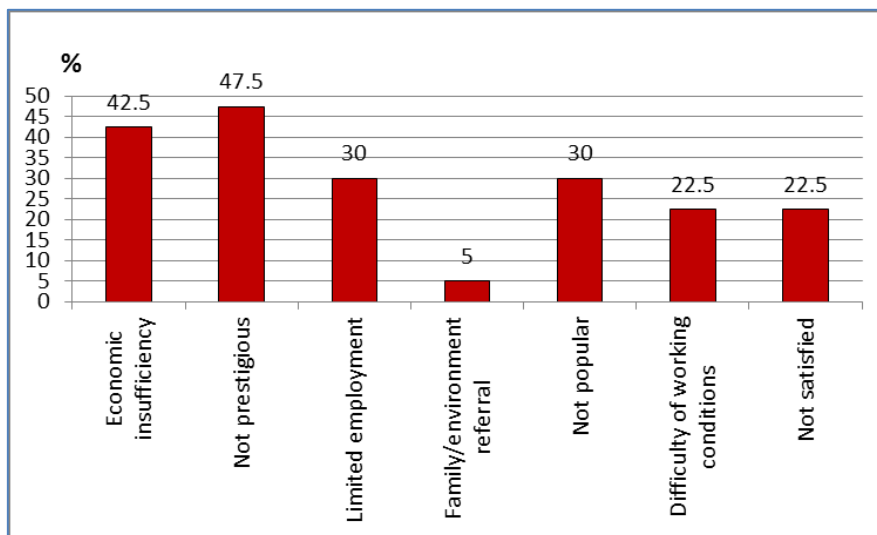


Figure 4: Motives in Disfavour of the Previous Department

Examining the motives encouraging these 40 students, who are graduates from another department, to choose the department of architecture, we see that the majority of the participants (7.5 per cent) stated that it was the profession they dreamed of, followed by those who were motivated by income possibilities in the first place (35 per cent). Another group (32.5 per cent) considered architecture as a popular profession where one can have better employment possibilities. Another motive is the prestige of the field (27.5 per cent). Another group consisted of those who were oriented by family/social circle and others who were in search of another challenge (12.5 per cent) (Figure 5).

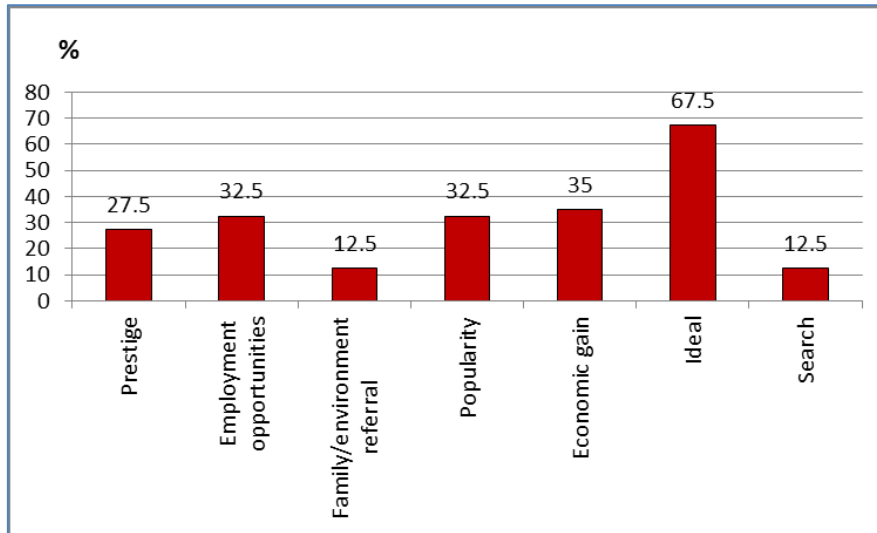


Figure 5: Motives in Favour of the Architectural Department

A comparison of the motives for the choice of their previous departments and the department of architecture reveals that popularity, prestige, better income and employment possibilities play the main role for the graduates from technical departments. Most of the graduates from educational departments were oriented in this respect by their family members/social circle, followed by motives such as employment possibilities and the quality of being an ideal/dream job. While the graduates from technical departments express their choice motives in an explicit way, it is seen that those who have graduated from departments of education and healthcare are rather on a quest on a broader basis (Figure 6).

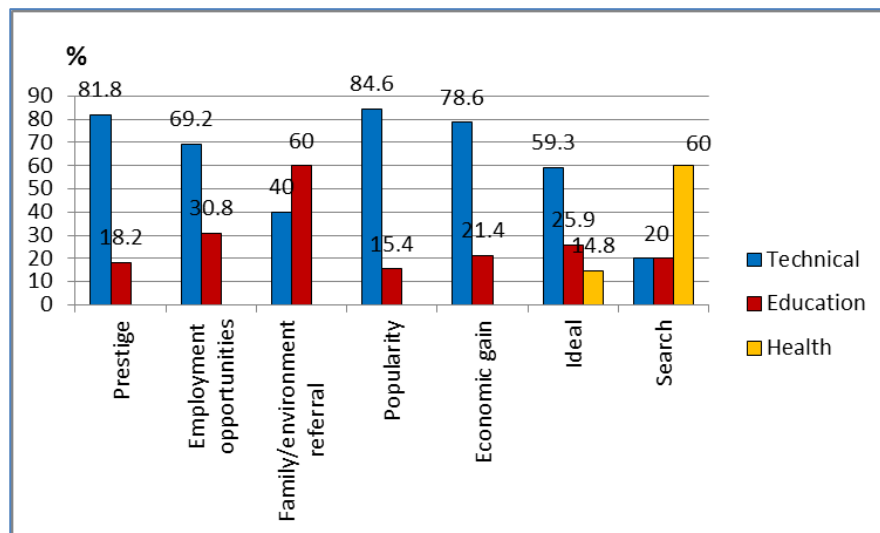


Figure 6: Relation between the motives for choosing the previous departments and the department of architecture

4. Conclusion:

Architects have always been interested, both theoretically and practically, in the dynamics of the environment they are in, providing insights into issues in their own way and proposing solutions to problems.

Reviewing the previous research addressing the field, we have found no studies which exclusively investigated the motives of persons who graduate from a higher education programme and have a

profession, but choose the field of architecture as a second profession. In recent years, we have been observing a considerable number of students who further study in the Department of Architecture in Dicle University after being graduated from another department. The survey aims to investigate, find out and group the related motives, arguments about the choice of architecture as a second profession, expectations, points of view and the factors motivating students to further study architecture.

The survey investigated the previous professions of the students who chose architecture as a second profession even though they already had a profession, their motives of preference, expectations, the problems they face and reasons why they prefer the department of architecture. The results of the survey show that;

- The students who chose architecture as a second profession previously studied in the technical, educational and healthcare departments;
- The students who previously studied in technical departments preferred the department of architecture more than the ones who graduated from educational and healthcare departments (60 per cent).
- The participants preferred to matriculate in the departments they previously graduated from as a result of, and in conformity with, the results they obtained in the placement examination for higher education and/or orientation of family/social circle.
- non-prestigious profession, insufficient income and dissatisfaction in terms of expectations were stated as the main problems in association with the departments they previously graduated from;
- even though they already had a profession, the students preferred architecture as a second profession because, as they suggested, it was their ideal/dream profession, being a profession of great popularity and also one in which they could earn a better income;
- While the graduates from educational and healthcare departments preferred this department in search for another challenge, those graduated from technical departments gave concrete reasons for their preference such as better income, prestige and popularity.

In conclusion, the results show that the increase in the number of universities and that of architectural departments occurs in a parallel tendency. This indicates that the department of architecture is a popular department which has no difficulty in attracting new students. All the students have to compete for places at higher educational institutes and get the sufficient points for the preferred department at the placement examination of ÖSYM, which also applies to the departments of architecture. Those who obtain insufficient points or study in another department and have a profession continue their efforts, for certain reasons, to further study in the department of architecture. The fact that the students who have completed, based on their ÖSYM points, a two-year or a four-year technical programme prefer to further study in the department of architecture more than the graduates of other departments can be attributed to the complementary quality and the technical aspect of architecture.

With its technical and social features and communicative qualities, the profession of architecture, the history of which dates back to age-old times, has always been a popular profession, in fact one of the most preferred ones, in human societies. The advances in architecture, a field always ahead of time with the support of technology, variability in the modes of structure, the cultural effects and formation of life in masses have always excited the future architects and those who wish to study in this field and increased the charm of this profession. In this sense, it is considered to be normal, due to numerous reasons specified, that individuals already having a profession choose architecture as a second profession and make efforts to this end.

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