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# ICQH2014

## International Conference on Quality in Higher Education

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Sakarya University
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# Proceedings Book

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**Foreword**

Dear Guests;

Welcome to the 2nd International Conference on Quality in Higher Education (ICQH). We are very plased to have you as our guests at Sakarya University. I hope that you all enjoy your stay in Sakarya and in Turkey.

As you know, higher education at the crossroads in almost every nation. At the one end there is high demand for access to higher education, and at the other the quality is questioned. In order to survive in the competetive world of globalization, all higher education institutions should pay special attention to quality in higher education.

As Sakarya University, we are organizing International Conference on Quality in Higher Education for the second time. Our conference is an attempt to define quality in higher education and discuss various issues related to understanding quality assurance, quality management, national assesment and accreditation in higher education.

As last year, our conference has got a worldwide attention and received many applications from different parts of the world. We have also a number of scholars who are specialized in the area of quality in higher education and they will share their knowledge, reaserch findings and practices about quality in higher education in their countries. There will be individual presentations on defining, examining and measuring quality and services of higher education institutions during three days. I hope that keynote presentations and presentations in each sessions help our efforts to increase quality standards of our higher education institutions and general satisfaction level of our students.

I hope that this conference will contribute to the quality process of higher education in general and that of Sakarya University in particular. I thank you for honoring us with your presence at this academic event and I wish a successful conference for all of us.

Prof. Dr. Muzaffer ELMAS

President of Sakarya University

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# A COMPREHENSIVE QA FRAMEWORK

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**Abstract**

Higher Education Commission (HEC) Pakistan was established to help national universities provide internationally competitive and compatible education. One of its core strategic aims is achieving excellence (Quality) in higher education. HEC's Quality Assurance (QA) Framework includes Internal Quality Assurance (IQA) and External Quality Assurance (EQA). IQA measures entail self-assessment of academic programs and university's internal quality audit whereas EQA practices include accreditation of programs by accreditation councils and universities' performance evaluation through HEC's Quality Assurance Agency (QAA). Author of this paper has first-hand experience of working for all four aspects of Framework. The paper gives an account of these aspects as being practiced in Pakistan for providing education that fulfills the expectations of stakeholders by meeting the threshold minimum requirements. The paper also describes various benefits accrued from the Framework exercises which are helping the universities to enhance quality of education as per national requirements and international standards.

## A COMPREHENSIVE QA FRAMEWORK

### Introduction

HEC has developed Quality Assurance Framework to assure quality of education in the Pakistani universities which is compatible with international standards. The framework caters to the External Quality Assurance and Internal Quality Assurance measures and practices.

EQA practices have been developed and implemented through Quality Assurance Agency (QAA) of Pakistan at the institutional level and through accreditation councils at program level. QAA Pakistan was established by HEC in 2005 as a policy making and monitoring body for maintenance and enhancement of quality in higher education. Quality Assurance policies are prepared by QAA under the guidance of National QA Committee (NQAC) for the purpose to enhance the quality of teaching, learning and research in higher education institutions. NQAC comprises of eminent educationists, heads of higher education institutions and quality professionals as its members. QAA engages in systematic implementation of quality enhancement procedures /criteria to attain improved levels of international compatibility and competitiveness at institutional level. It also facilitates the capacity building of the accreditation councils and oversees accreditation of programs by these councils [1].

Self-Assessment of programs and University's Internal Quality Audit are the two aspects of IQA which are implemented through Quality Enhancement Cells (QECs). The QECs are the field units established at different universities for implementing the quality assurance policies and programs with uniform pace and standards. In 2006-07, Batch-1 QECs were established at ten public sector universities. More QECs have been set-up in different phases and their number has grown to 130 (87 in public and 43 in private sector universities) [2].

### External Quality Assurance

An account of both the aspects of external quality assurance that is the Institutional Performance Evaluation of higher education institutions (HEIs) and the accreditation of programs is given below:

***Institutional performance evaluation of universities:*** HEC has initiated the process to review individual Pakistani universities for evaluation of the quality of teaching, learning, research and other relevant activities conducted by the universities. On-site visits for the purpose of Institutional Performance Evaluation (IPE) are undertaken by the review panels constituted by QAA. HEC's recognition of an institution is awarded only as a result of successful review and evaluation. For the purpose of conducting these visits, HEC has developed following *Performance Evaluation Standards for the HEIs* [3]:

- Mission and Goals
- Organization and Governance
- Planning and Evaluation
- Integrity
- Faculty
- Students
- Academic Programs and Curricula
- Public Disclosure and Transparency
- Institutional Resources
- Student Support Services, and
- Assessment and Quality Assurance

These standards outline major areas to be focused on by HEIs for evaluation of their effectiveness and future development.

**The IPE Process**

The Institutional Performance Evaluation is carried out through the on-site visit to the universities/Higher Education Institutions (HEIs). An overview of the activities before, during and after the on-site visit is given below[4] :

***Pre – visit activities:*** QAA nominates the members of the panel from the pool of experts who are generally senior university teachers, administrative officials and quality experts. Before the visit, university to be evaluated is asked to provide the University Portfolio Report (UPR) for the study of the panel before the visits. UPR is a kind of self-assessment report which includes the information and data related to the standards against which the university is required to be evaluated.

The university is also asked to make available some documents to be reviewed by the panel during the visit as evidence to verify the information provided in the UPR. The documents are placed in the room allocated for the use of the Review Panel.

Before proceeding on the visit, the panel holds coordination meeting and chalks out the plan for the duration of the visit. Panel leader is appointed and the members are allocated specific chapters (standards) of UPR to study with the purpose of identifying potential commendations, recommendations and affirmations. Besides, they are required to prepare the questions on the basis of the total contents of UPR and particularly the chapters allocated to them and also identify the university officials supposed to answer these questions. The executive officer from QAA consolidates the questions prepared by the members.

***The panels:*** The evaluation panels are constituted from the pool of local experts. Sometimes foreign experts are also associated with the panels. Some of the panel members already carry the experience of conducting the external reviews / evaluation at the national and international levels. The others are provided training with the help of local and foreign facilitators. Moreover, a batch of fourteen academics and the quality professionals have also been sent to UK for training from QAA, UK. An official of QAA assists each visiting panel as Executive Officer who coordinates with the panel members and the university volunteering to be reviewed. The Executive Officer also accompanies the panel during the review visit.

***On-site visit:*** During visits, the panel meets the university Vice-Chancellor/Rector at the beginning and then reviews the documents which university places in the Panel Room as per the requirement of Panel. The policies and processes, human and physical resources, programs and curricula are evaluated against the requirements of standards. If required, the panel may ask some additional information/documents to satisfy their queries. Then the panel conducts interviews of Deans, Heads of Departments, senior and junior faculty members, undergraduate and graduate students of different semesters / disciplines and administrative / technical staff for the purpose of getting confirmations, clarifications and additional information. The panel also visits classrooms to observe the teaching process besides visiting libraries and laboratories to observe their state and functioning. The panel also interacts with the relevant staff. After these activities, the panel conducts a private meeting to decide upon observations to be shared with the head of the institution during the exit meeting. Finally, the panel conducts the exit meeting with the VC/Rector to brief about the salient observations made during the visit.

***Post visit activities:*** The panel members send the reports regarding the chapters allocated to them before the visit to Executive Officer for consolidation. These reports mainly include the commendations for the strengths of the universities and recommendations / affirmations to make up the deficiencies with necessary rationale. The Executive Officer consolidates the visit report and ensures that there are no deficiencies or the duplications. The consolidated report is shared with the panel members for getting their comments for any further improvement. The final report, after the approval of the competent authority at HEC, is sent to the University for taking actions to make up the deficiencies in the light of affirmations/recommendations included in the report. The university is also asked to provide periodic progress reports to HEC about taking the remedial measures till the completion of the actions.

***The impact of IPE:*** Till date, thirty universities have been evaluated by the Panels of Experts. The author has been member of ten panels which conducted the institutional performance evaluation of different Pakistani universities. Heads of these universities generally felt indebted to the review panels for conducting the evaluation of their universities with positive approach and highlighting the areas for improvement. VCs/Rectors acknowledged the usefulness of this exercise. Some of them expressed during the exit meetings that although they were in knowledge of some of the areas (not all) requiring improvement but their identification by the panel has confirmed their point of view. This will provide them impetus to take the remedial measures with confidence. They intended to get benefit from the result of this exercise to make up their deficiencies by getting support from the HEC and their respective federal/provincial ministries to which they are associated with. EQA activity is certainly going to help these universities in enhancing the quality of education and research through improvement in the governance and management, different processes and procedures, human as well as physical resources, infrastructure, support system and quality assessment. The EQA exercise carried out in these universities, with a view point to bring in positive improvement and not for finding faults, has not only influenced them positively but has also encouraged the other universities to present themselves for the evaluation. Process of institutional performance evaluation is taking roots in Pakistan and is expected to make a discernable difference in the realm of quality assurance in higher education.

**Accreditation of Programs**

Program level EQA is achieved through the mandatory accreditation of the individual programs by their respective accreditation councils as per their Manuals. Currently, following thirteen such councils exist[5] :

***Accreditation councils existed before HEC:***

- Pakistan Bar Council (PBC)
- Pakistan Council for Architects and Town Planners (PCATP)
- Pakistan Engineering Council (PEC)
- Pakistan Medical & Dental Council (PMDC)
- Pakistan Nursing Council (PNC)
- Pakistan Pharmacy Council (PCP)
- Pakistan Veterinary Medical Council (PVMC)
- National Council for Homoeopathy (NCH)
- National Council for Tibb (NCT)

***Accreditation councils established by HEC:***

- National Accreditation Council for Teachers Education (NACTE)
- National Agricultural Education Accreditation Council (NAEAC)
- National Computing Education Accreditation Council (NCEAC)
- National Business Education Accreditation Council (NBEAC)

HEC is planning to establish more such councils to accredit programs related to natural, social, biosciences, and humanities etc.

***Accreditation process*:** The processes adopted for accreditation of programs by different accreditation councils are generally similar. Before initiating a new program, the institution / department has to apply for getting clearance/green-signal from the respective accreditation council by supplying the information specified by the Council. The on-site 'Zero Visit' to the proposed program is conducted by the Team of Experts constituted by the Council. If the level of preparedness for initiating the program is satisfactory and the institution/department has a plausible plan to develop the infrastructure/facilities as the program progresses through different semesters, the Team recommends granting the permission to start the program. Final decision is made by the accrediting committee.

After getting the clearance through Zero Visit, the program is required to apply for the Interim Visit as per the deadline set by the Council in the Zero Visit report. The program provides all the information as per the Council's questionnaire, along with the progress made on the zero visit observations, for critical analysis. The Interim visit report comments on the conformance of the requirements included in the zero visit report for adequate conduct of the program and identify any additional steps to be taken by the program before the accreditation visit.

For inviting the accreditation visit, the program forwards application to the Council along with self-assessment report. The visiting team prepares its report on findings/observations, which is sent to the program for its rejoinder. The report and the rejoinder received from the program are placed before the accreditation committee for the decision. The committee may decide for (i) no accreditation due to non-conformance to one or more criteria or serious deficiencies, (ii) pend the decision for removal of deficiencies, or (iii) award accreditation for a specified number of years. In case of pended decision, a confirmatory visit may be necessitated to confirm the removal of deficiencies indicated. The program accredited for a defined number of years has to apply to the respective council for its re-accreditation before the completion accreditation period.

During different visits related to the accreditation process, focus remains on the matters related to students, faculty, curriculum, processes, infrastructure/facilities and institutional support. All these visits by the accreditation councils are conducted on the same pattern as the Institutional Performance Review visits, as detailed above.

The programs in the country which are not covered by any accreditation council have to take permission for their initiation from the HEC. The permission to start a program is refused, deferred or granted on the basis of level of preparedness.

**Internal Quality Assurance**

Both the processes of Internal Quality Assurance, namely; self-assessment of programs and the university's internal quality audit are described below:

***Self-assessment of programs:*** QAA has made the *self-assessment (SA) of academic programs* mandatory as per the criteria, detailed in the HEC's Self-assessment Manual [6], which include; (1) Program mission, objectives and outcomes, (2) Curriculum design and organization, (3) Laboratories and computing facilities, (4) Student support and guidance, (5) Process control, (6) Faculty, (7) Institutional facilities, (8) Institutional support. University's QEC initiates the SA process through the office of Rector/Vice-Chancellor followed by the formation of Program Teams (PTs) by the programs. PT comprises of the competent faculty members who are expected to do justice with the task of report writing. Completion of the SAR requires collection of feedback from students, faculty, head of department (HoD), alumni and graduates' employers through prescribed feedback/survey forms. The feedback so received is required to be summarized to draw various conclusions which make part of the report. The department is required to facilitate the team for timely completion of the report by providing requisite resources; both human as well as material. PT prepares the SA Report (SAR) on the program for the review of QEC. If SAR is found complete and satisfactory, the QEC forms an Assessment Team (AT) of professionals, preferably from outside the university, which visits the program under evaluation to verify the data / information included in the SAR and carries out Rubric Evaluation of the Report. AT examines the program's facilities, interviews the faculty, administrative / technical staff and students and compiles its findings. The findings include strengths and weaknesses of the program. Based on the findings regarding the weaknesses of the program, respective HoD prepares an Assessment Results Implementation Plan Summary suggesting the measures to remove the deficiencies identified by AT. The QEC writes an executive summary of SAR and submits it along with the Implementation Plan for the perusal/approval of Rector/V C. Program is required to take action on approved implementation plan, while QEC follows up to ensure the completion of the required actions.

***Challenges for SA process**:* Some of the challenges faced in preparing the SARs and getting the feedback/survey forms filled by different stakeholders are listed below[7]:

- Lack of administrative / financial support to QECs by the institutions.
- General resistivity/reluctance of department faculty members to engage in the SA process on the basis of extra burden of additional work; collection/analysis of data, preparation of SAR
- Half-hearted or no cooperation of faculty in supporting the PT/AT in self-assessment process, provision of requisite information due to fear of exposing the weak areas of own department / program
- Limitations of program / assessment teams to undertake due to time constraint, lack of incentives, and possible lack of resources (human as well as financial)
- Lack of alumni and employers' feedback culture in the universities and the society.
- Lack of faculty/students' interest in providing realistic feedback.
- Hurdles by teachers' associations / student unions in some universities.

***Remedy:*** In order to counter the above mention challenges, the university administration is required to show a strong resolve and commitment to implement the quality assurance policies and programs across all the university activities. A clear and firm message from Rector/VC to the Deans and Heads of the Departments (HoDs) emphasizing introduction of the quality regime can pave the desired way. Deans/HoDs need to motivate their faculty members to undertake the SA process with the spirit of bringing improvement in the functioning of university. The administration needs to provide the required support to QEC for carrying out its responsibilities, effectively. Moreover, all necessary resources should be provided to the PT and AT for completing the SA process. Both the teams should show the commitment in preparing the realist self-assessment reports. Faculty and students should be motivated to provide realistic feedback and cooperate with PT and AT for further improving the processes at the university. A close liaison with the alumni and strong linkage with the industry/corporate sector needs to be maintained for getting their feedback about the university programs. All the stakeholders should be informed of the actions taken on the basis of their feedback. All these measures can be quite helpful in advancing the quality assurance program at the university.

***Capacity building for self-assessment process:*** HEC organizes seminars, conferences and workshops for the training of Heads of QECs to play their role as Quality Assurance managers effectively. For the purpose of providing QA awareness among the administrative and academic circles, QECs organize seminars, conferences, workshops and meetings at their own universities. Besides, workshops/seminars are arranged for the training of the members of program/assessment teams to efficiently participate in the SA process for the purpose of preparing SARs, carrying out their rubric evaluation and writing the AT reports and executive summaries. Some Heads of QECs conduct seminars/workshops as resource persons at national universities on the topics of QA awareness, SAR writing and roles of program/assessment teams, for the heads of the universities which established their QECs in later batches.

***University's internal quality audits:*** Although, HEC's QA Framework lists down the need to undertake Internal Quality Audits of different institutions/campuses of the universities after the completion of self-assessment of programs, but only a couple of universities (NUST being one of them) conduct these audits. An Internal Quality Audit is conducted by the university's Internal Panel with the purpose of removing any deficiencies at the institutional level and preparing the University for any External Review. University Quality Standards and Assessment Model[8] provides the guidelines to conduct Internal Quality Audit through on-site visit on the lines of external reviews.

***The process:*** QEC initiates the audit process after necessary approval from the university's competent authority and constitutes the Audit Panel comprising different directors from University's Main Office. Dates for the audit are fixed with necessary coordination with the panel members and institution to be reviewed. QEC asks the relevant institution/campus to provide an Institutional Portfolio Report (IPR) for a review by the QEC and the Panel. The panel members review the IPR and prepare questions to be asked during visit. It is also identified that which question is to be asked from whom. QAD consolidates these questions. The Institution/campus is also asked to place some documents in the Panel Room reserved for the Panel during the visit. Main activities during the Internal Quality audit are similar to those carried out during Institutional Performance Review such as meetings with heads of universities, review of documents, visit to institutional facilities and interviews with the students, faculty and administrative / technical staff.

After the visit, the panel members forward their observations and recommendations to QEC for consolidation. The post-visit report, comprising the good practices and observations along with recommendations is presented to Rector/VC for perusal/approval through all the panel members. The approved report is forwarded to the institution for taking actions on the recommendations of the panel.

Both the IQA exercises i.e. Self-assessment of programs and the internal quality audit help programs/institutions in improving governance, enhancing quality of teaching, learning, and research and developing infrastructure/facilities.

**Benefits of IQA**

NUST is fully involved in conducting both the IQA exercises. In year 2013-14, forty programs prepared the self-assessment reports while nineteen teaching institutions out of twenty two have been subjected to internal quality audit. These exercises have helped NUST in developing leadership, improving governance and processes, enhancing quality of teaching and learning and developing physical and technological infrastructure. The IQA has been possible at NUST because of the unconditional support and commitment of the NUST senior administration to make the quality of its educational provisions comparable to the best anywhere in the world. As a result of the IQA measures, the institutions were benefited in the following areas:

- Inducting additional faculty to make up deficiency
- Lab up-gradation
- Improving learning resources
- Implementing student advising system
- Introducing faculty orientation/mentoring system
- Improving internet facility in campuses/hostels
- Access of faculty to policy documents
- Reviewing / streamlining different processes
- Improving transport facility for faculty/students
- Introducing research culture
- Rationalization of faculty work load
- Ensuring implementation of various policies
- Taking effective QA measures
- Awareness and usage of digital library
- Gauging performance of the institution
- Preparation for the future accreditation visits
- Improvement in library facility
- Direct/true feedback from faculty / students
- Flow of information upto the Rector/Pro-Rector (Academics),
- Assuring the implementation of the policies of HEC and respective Council, etc.

***International recognition:*** NUST IQA program has received the international acclaim and Asia Pacific Quality Network (APQN) has bestowed upon NUST the APQN's Best/Model Internal QA Award 2014 during a ceremony held at Hanoi, Vietnam on March 7, 2014. The Award has been given to NUST for demonstrating a good practice that has potential of adaptation among APQN members.

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# A PROBE INTO THE DEVELOPMENT OF TEACHING MATERIALS AND QUALITY IN TEACHING CHINESE AS A FOREIGN LANGUAGE IN TURKEY

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**ABSTRAC:** To guarantee and improve the teaching quality, teaching material is one of the three main factors. In China the existing Chinese language textbooks for foreigners are almost universal, which can't meet the demands of learners from different countries. It's become a priority for us to prepare and compile country-specific teaching materials for local Chinese language learners. When we prepare textbooks, we may take these specific measures like changing the Chinese language-based perspective, highlighting the usefulness and relevance of teaching material; penetrating moderately cultural factors, adopting the way of international cooperation, which can make the learning process easier and more efficient.

Since 2009 China Hanban organized professors and experts to prepare a series of country-specific textbooks. However, most of these materials were only a translation of the original textbooks into different languages. They are not much used in Turkey as I know. My paper will search some solution to the real country-specific Chinese language textbooks for Turkish learners.

**KEYWORDS:** Chinese language, Country-specific Teaching materials, Turkish learners

## Introduction

An international symposium themed Country Specific Chinese Language Textbooks was held in December of 2009 at Xiamen University. Its aim was to "explore the country-specific teaching materials for learners from different countries to achieve sustainable development of Chinese language teaching materials", which attracted the attention of both domestic and foreign experts. Subsequently, China Hanban organized professors and experts to prepare a series of country-specific textbooks. Country-specific foreign language teaching material is also known as localized materials. Recently, with the "Chinese rush" and teaching activities of the Confucius Institute carried out abroad, the problem of country-specific foreign language teaching materials has become more prominent.

Currently, commonly used Chinese textbooks are basically in English and Chinese, which sets up an insurmountable obstacle for non-English speaking foreign students. Even though textbooks in other languages can be found, they are only a translation from the Chinese-English version and error cannot be avoided. In the first lesson of textbook of 当代汉语（Çağdaş Çince）, the topic of the dialog is 您贵姓(What's your name). In the Chinese-Turkish version, the topic in Turkish is "Sizin soyadınız", which is an imcomplete question

(Its proper Turkish translation should be: “Sizin soyadınız nedir?”) This is a very typical example of the fact that the country-specific textbook is only a translation from Chinese or English into a specific language. The compiler even did read the contents of the text. In recent years, there are articles about foreign language teaching materials, but quite few specifically about the problem of localization of teaching materials. Some teachers have tried writing country-specific teaching material and have made some achievements.

But what is the localization of textbooks? What are the principles? How will country-specific teaching materials highlight the characteristics of “country-specific”? There are some issues worthy of further exploration.

## 1. What are country-specific teaching materials

As the name implies, they are Chinese language teaching materials prepared specifically for different countries. The ‘country’ not only refers to a particular country, but also to countries speaking a similar language and share similar cultural backgrounds.

The significance of country-specific Chinese language teaching materials is self evident to the performance of the local Chinese teaching. Then what’s the relationship between country-specific and principles for the writing of Chinese textbooks?

*1.1 The features and pertinence of country-specific teaching materials*

In recent years, there are more articles on the principles of fun, *practicality and* pertinence in a Chinese language textbook. Fundamentally speaking, the user determines the principle to write a textbook, that is, it’s important to know to whom a textbook is prepared, which is the issue not to be avoided. Li Quan (2004) generalized pertinence of teaching Chinese as a foreign language (TCFL) into five aspects: to fit the natural and social characteristics of learners; to fit the needs and goals of learners; to fit the conditions and environment of language learning; to reflect the nature of the discipline and the characteristics of the type of course; to reflect the teaching emphasis and difficulty of the target language. This summary is quite comprehensive. In fact, country-specific is a concrete manifestation of the principle of pertinence in Chinese language teaching.

*1.2 The relationship between the feature of country-specific and universal*

The advocating of writing country-specific textbooks does not mean denying the writing of universal textbook. They differ only in the intention, the user, the contents, arrangement of style, choice of vocabulary, etc. If it does not reflect the principle for the preparation of teaching materials, a nominally country-specific Chinese language textbook may even less practical than one for general use. We studied some of the country-specific teaching textbooks and found that these teaching materials play a huge role in helping the local learners. Their common features are: (1) The “quantity” of the textbook coincides the local restrictive regulations for the school system, credit hours, which is easy to use; (2) The combination of text content with local circumstances and customs makes the teaching material attractive; (3) Grammar entry and choice of vocabulary is based on the language comparison in a specific range and as a result it is clearly targeted. (Zhao Jinming, 1992)

Although in recent years, manpower and material resources have been put in both domestically and abroad, the textbooks written appear “acclimatized.” Currently we are still lack of textbooks adaptable to all types and levels of learners. Country-specific teaching materials for specialized courses urgently need to be improved, such as textbooks for writing class and those for master programs of Chinese majors. Therefore, in order to compile a good localized textbook, we should not only compliance with the principles of localization, but also we follow the general rules to compile country-specific Chinese language teaching materials, such as following the principles of learner-centered, standing in the perspective of learners to design the structure, to select contents, to prepare exercises, to design the length of the text, etc. We should also follow the principles such as from easy to difficult, step by step, and recurring. All aspects of the past successful experience of compiling should be fully absorbed in the organization and lay out of a textbook and at the same time partial innovation should be made to enhance the characteristics and novelty of textbooks.

*1.3 The significance and necessity of country-specific teaching materials*

Since the teaching materials for general-purpose and for a specific country cannot replace each other, the country-specific teaching materials are indispensable. In particular, with the establishment of the Confucius Institute, Chinese language teaching has developed into two complementary wheels home and abroad. Now the number of Chinese language learners studying abroad even far exceeds the number coming into China to study. In many cases if we completely adopt teaching materials for general use for Chinese language teaching in a foreign country, the transformation is too large, too costly, which may be difficult for both learners and teachers to adapt. Thus it's necessary for local people to compile teaching materials that fit local education system, teaching philosophy, educational model, teaching content, etc. Or as what some universities have implemented, there should be a cooperation of Chinese and local teachers. Specifically speaking, emphasis should be laid on inter-university cooperation, regional cooperation and international cooperation. Universities should work together, break down barriers, and make full use of high-quality academic resources to construct successfully country-specific Chinese language teaching materials.

There's even a demand for country-specific teaching materials in China. Zhang Bo (2007) pointed out that due to the situation of little "United Nations" Chinese language learners with multi-native language speaking backgrounds has changed into the one with learners from different countries with a single-native language, the teaching pertinence quickly attracts attention of instructional circles. That means country-specific teaching materials also have a place in TCFL in China.

As to the language medium for universal teaching materials, Wang Hanwei (2007), after investigation, said that through consolidations of the composition of students of recent years and the findings of the survey, we can draw an important conclusion: TCFL teaching materials with English as its language medium provides service for different categories of foreign students to certain extents, but they mainly adapt about 16% of the native English speaker, not to approximately 84% of non English native speakers. Therefore, we believe that English cannot be used as the universal medium in TCFL and the language medium for country-specific teaching materials should be a local language, which means the preparations for country-specific teaching materials is essential.

## 2. Characteristics of country-specific Chinese language teaching materials

Country-specific Chinese language teaching materials are not simply a translation of the annotations of the existing textbooks into a certain local language, but they should be compiled concerning the language, culture, customs, and society of that country. Their characteristics can be of surface features and deep features.

*2.1 The surface features of country-specific teaching materials*

Surface feature is the surface characteristics, including: (1) Binding and design of textbooks. For example, the cover may be some familiar local landmarks, images of people, pictures of customs, etc. The user sees a brand new Chinese textbook, but there's something familiar to him or her which will bring about intimacy and will arouse the desire for the user to learn. (2) The annotation is in local language. Vocabulary and grammatical explanations leave clear traces of the local language. The user can accurately comprehend the learning content, rather than learn a completely unknown language through a foreign language which he or she does not fully understand. (3) The text should involve local phenomena, like culture, customs, architecture, nature and so on. For an example, in a text designed for Turkish learners of making self introduction, such words like"伊斯坦布尔人 (I'm from İstanbul)","安卡拉人(I'm from Ankara)"and"伊兹密尔人(I'm from İzmir)"should be provided; as to festivals, such words like "开斋节(Ramadan Festival)","宰牲节(Feast of Sacrifice)"; as to customs, we cannot do without mentioning "土耳其肉夹馍(döner)","烧烤(kebap)","清真寺(mosque)". While if a textbook for general purpose is used, it will be a teacher's job to supplement these words. Although that is only a presentative example, it's enough to make Turkish learners feel that this teaching material is entirely prepared for local learners, thus stimulating their enthusiasm to learn. (4) Lining with the actual situation of the local learners. Take the Department of Chinese Language and Literature of Erciyes University as an example, compared with 8-10 hours weekly for oral lessons (intensive course) in China, this university offers six hours. Besides, Turkish students, unlike Japanese and Korean students, spend less time in learning. So the capacity of a textbook for general purpose will seem excessive, which will result in a great blow to the confidence of the Turkish students.

*2.2 The deep features of country- specific teaching materials*

Deep features require that local learners' characteristics should be studied; the similarities and differences between the local and the target languages should be compared to reduce the negative transfer. Surface features are relatively easy to achieve, but a country-specific teaching material cannot be in the true sense only with the surface features. Deep features include: (1) Contrast and comparisons are necessary between Chinese and the learners' local language in order to improve their comprehensive level of Chinese language. For the learners learning Chinese as a foreign language, this contrast and comparison in their mind was inevitable and to a great extent the mistakes they make has something to do with the interference of their mother tongue. More importantly, if the advantage of the contrast and comparisons can be taken, the speed and efficiency of the learners can be greatly improved. Therefore, to compile good country-specific teaching materials with deep features, there should be teachers who know the local language to participate, especially the local Chinese language teachers, with their own Chinese language learning experience, coupled with their comparison of native and Chinese languages. As a result this teaching material can not only be more obviously targeted, but also help to improve the learning efficiency of learners. (2)

Learners' thinking and learning habits should be taken into considerations. The formation of learning habits is a long-term matter, and sometimes even with ethnic characteristics, so it's no easy if you want learners to change their habits. As to the learning habits, the Chinese people generally spend a lot of after-class time to learn, but it's rare for learners from the west, including those from Turkey. So the focus of the design of textbooks should be on classroom teaching. (3) Cultural contrasts and comparisons should be conducted to comply with the cultural identity of a specific country. In country-specific teaching materials, Chinese cultural phenomena can be appropriately explained. (4) Foreign language learning means should fit the specific country. If modern means can be found in a specific country, more practical network multi-media courseware and software should be developed.

### 3. The implementation for preparations of country-specific teaching materials

There are still some principles needed to be considered, such as the orientation of users, textbook category, context, vocabulary and grammar points.

Firstly, the organization of compiling team is important. Yang Qinghua (1995), said: "The characteristics of the country, the culture, the environment should be taken into considerations in the construction of a new generation of teaching materials, particularly for those to be use abroad. Chinese and foreign experts should cooperate. Only with a clear target will the teaching materials have better applicability and a higher effectiveness." Tang Shi hong (2004), said: "I would like to acknowledge once again: Sino-foreign cooperation is the only way to improve the *pertinence of TCFL* teaching materials. And 'cooperation' should be a comprehensive cooperation in contrasting and comparing the languages and cultures. I wish that TCFL teachers and experts to give due attention and concern to this issue." It can clearly be seen that the writers of country-specific teaching materials must be proficient in the actual situation of the two countries, languages, cultures, customs, educational system, educational philosophy, psychology of learning, learning stages and so on. The writer will either be local teachers who know Chinese or Chinese teachers who live and work for a long time locally, or a cooperation of two parties should be established. Textbooks with deep features should go through repeated trials, modification.

Secondly considerations should involve the implementation and enforcement of the principles to compile teaching materials. If deep features are to be embodied and to be implemented, at least the following work should be done: (1) After determining the general principles to write a textbook, the specific practices are to be established, such as those of how to allocate vocabulary, how to arrange grammar points, what is similar to the specific country. For example, we can change the sequence of Pinyin in phonetic learning stage by arranging those consonants and vowels that have the same or similar pronunciation to Turkish in the first few lessons. By doing so, learners' fear of difficulty can be reduced, thus mobilizing their enthusiasm for learning in their first stage of learning. For learners of non-Chinese characters circle, they have to spend more time on writing, which should be taken into account.(2) Local second language teaching materials should be collected and then analysis and comparison should be conducted so as to establish the philosophy for the preparations of textbooks. It's also important to analyze the advantages and disadvantages of these materials, listen to the feedback from the learners about these materials so as to fully absorb the strengths of other materials and avoid deficiency. (3) The preparation of country-specific textbooks is inseparable from the principles for the textbooks for general purpose. The only difference is the addition of country-specific characteristics. The second language teaching principles, such as from easy to difficult, from simple to complex and priority for urgent should also be observed. (4) An investigation of motivation, purpose, methods and means is necessary. Preparation of a country-specific textbook is a comprehensive and systematic work. Preparation of dictionaries, of textbooks for different types of class and for different users for a specific country takes greater efforts for development.

## 4. Conclusion

When we talk about country specific teaching materials, we don't mean in a strict sense to compile a textbook respectively for every specific country. We mean only when universal teaching materials cannot meet the local demand do we have to prepare teaching materials for a specific region or a country.

Even a country-specific textbook will be given up or ignored if it is not well designed and prepared. A translation of the previous textbook cannot be a real and good country-specific textbook.

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# Aktif Öğrenmede Bir Teknik; Metafor Uygulaması

# "Türkçe Öğretmen Adaylarının Türkçe Dersi Algıları Üzerine"

**Determining The Turkısh Lesson Perception Of The Students**

**In The Department Of Turkısh Education Through Metaphor**

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**SUMMARY**

The aim of this study is to explain the metaphor technique which is one of the active learning techniques by means of an example study, in addition to determining prospective teacher's perception of Turkish. Mersin University, Department of Education, Turkish Education students year 1, 2, 3 and 4 are the research space. The data were collected using a single question form requiring the students to fill in the blanks. People who contributed to this qualitative research were asked to fill in the blanks in the following sentence: "Turkish class is like …… because ……". The collected data is analysed using content analysis technique. According to our findings, 153 students who joined the research have developed 107 metaphors. These metaphors can be categorized into 9 categories. Four of these categories form the 75% of the overall: Turkish lessons containing diversity, Turkish lessons being valuable, Turkish lessons being encompassing and finally Turkish lessons being informative. This represents the fact that perception of Turkish lessons by Turkish Education students are positive in general and they do consider these lessons not only informative but also artistic.

***Key words***: *Türkish lesson, metaphor, Türkish teacher candidate,perception*

**ÖZET**

Bu çalışmanın amacı; aktif öğrenme tekniklerinden metafor tekniğini örneklendirerek açıklamaktır. Bu yolla öğretmen adaylarının Türkçe algılarını tespit etmektir. Araştırma evrenini Mersin Üniversitesi, Eğitim Fakültesi, Türkçe öğretmenliği 2013-2014 eğitim öğretim dönemi, 2. sınıf, 3. sınıf ve 4. sınıf öğrencileri oluşturmaktadır. Araştırmanın verileri boşluk doldurmayı gerektiren ve tek sorudan oluşan bir formla toplanmıştır. Nitel özellik taşıyan bu araştırmaya katılanlardan, "Türkçe Dersi ……… gibidir; çünkü ……" cümlesini tamamlamaları istenmiştir. Elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. Bulgularımıza göre araştırmaya katılan 103 öğrenci toplam 103 metafor geliştirmiştir. Bu metaforlar 9 kategoride toplanmaktadır. Bu kategorilerden sırasıyla şu 4'ü tüm metaforların % 70'ini temsil etmektedir: 1. Çeşitlilikleri İçinde Barındıran Türkçe Dersi 2. Değerli Oluşu Bakımından Türkçe Dersi 3. Kuşatıcı Olarak Türkçe Dersi 4. Bilgi Veren Unsur Olarak Türkçe Dersi. Bu durum öğrencilerin Türkçe bilgilerinin ve algılarının genel anlamda olumlu olduğunu göstermekle birlikte, Türkçe dersini sadece bilgi verme niteliğiyle değerlendirmeyip sanatsal ve duygusal yönünü ön plana çıkardıkları görülmüştür.

***Anahtar Kelimeler***: *Türkçe dersi, metafor, Türkçe öğretmen adayları, algı.*

## GİRİŞ

Öğrencide aktif öğrenmeyi sağlayan unsurlardan birisi de, öğrencinin düşünme sürecine dâhil edilerek, zihinsel kabiliyetini kullanmasıdır. Aktif öğrenme ile öğrenci pasif, gözlemci konumundan çıkar, etkin bir rol alır. Bu süreç içinde yer alan tekniklerden birisi de metafor (analiz) tekniğidir. *"Metafor (analoji) ne olduğu tam bilinmeyeni ya da yeni bir öğrenmeyi elde ederken, eldeki bilinen bilgilerden, kavramlardan yararlanıp, bilinmeyenle arada bir bağ oluşturmak, benzetmek ve yeni olanı daha kolay öğrenmeyi sağlamak olarak açıklanabilir. Son yıllarda geniş bir kullanım alanı bulunan ve çağrıştırıcı olarak da ifade edilen metaforlar bilimsel kuram geliştirmede, yönetim bilimlerinde ve eğitimde etkin biçimde kullanılmaktadır"(Taşpınar,2014)*

Metafor, Grekçe bir kelime olup, "Metapherein" kelimesinden türetilmiştir; meta (değiştirmek) ve pherein (taşımak) sözcüklerinin birleşmesiyle oluşturulmuştur. (Levine, 2005,s.172) Metafor sadece bir söz sanatı değil, aynı zamanda bireyin düşünme biçimin, kendini ifade edişini şekillendiren bir etkiye sahiptir. (Morgan, 1998,s.14) Bu konuda bilhassa Lakoff ve Johnson'un (1980-1999) geliştirdiği "Kavramsal Metafor Kuramı" olarak adlandırılan bakış açısına göre kavram sistemimizin çoğunlukla metaforlardan oluşur dolayısıyla günlük hayatta da düşünüş ve anlatış tarzımızda da metaforları kullanırız. Dolayısıyla başka bir ifadeyle, metafor bireylerin kişisel tecrübelerine anlam vermeleri bakımından tecrübelerin dilidir. (Miller,1987: 222).

Birbiriyle benzeşmeyen A kavramı ile B kavramı arasında ilişki kurarak, A kavramının B'ye benzer olduğunu örtülü ya da açık, belli bir zihinsel harita şeklinde verilmesidir. (Lakoff ve Johnson,1980; Saban 2009) Vadeboncoeur ve Torres (2003)'e göre metaforlar, öğretim alanında yaratıcı düşünmeyi geliştiren, öğrenciyi öğrenmeye teşvik eden bir araçtır. (Arslan ve Bayrakçı, 2006, s.100-106)

Öğretmen adaylarının alanlarıyla ilgili metafor geliştirmeleri, eğitimcilere değişik bakış açısı sağlarken, öğrencilerin bu bağlamda düşünsel süreç geliştirmelerine katkı sunar.

Öztürk (2007) tarafından yapılan çalışmada ilköğretim okullarında coğrafya konularına yönelik öğretimde bulunacak Sosyal Bilgiler, Sınıf ve Fen Bilgisi öğretmen adaylarının sahip oldukları "coğrafya" algılarının metaforlar yoluyla açığa çıkarılması amaçlanmıştır. Araştırma verilerini "Coğrafya… gibidir, çünkü…"cümlesini tamamlamaları yoluyla elde edilmiştir. Araştırmaya katılan öğrencilerin % 56'sının coğrafyayı yaşamın kendisi ile ilişkilendirdikleri çalışmacı tarafından belirlenmiştir.

Kılıç ve Arkan (2010), çalışmalarında birinci sınıf velilerinin veli eğitimine ve çocuklarının okula başlamalarına ilişkin algılarının metaforlar yardımıyla analiz etmiştir. Araştırma sonucunda velilerin veli eğitimi ve çocuklarının okula başlaması ile ilgili ürettikleri metaforların tümünün olumlu olduğu bulunmuştur.

Coşkun (2010) araştırmasında lise öğrencilerinin "İklim" kavramına ilişkin sahip oldukları metaforları belirlemeyi amaçlamıştır. Araştırmaya 2009-2010 eğitim-öğretim yılında Karabük şehrindeki iki lisede öğrenim gören öğrencilerden toplam108'i katılmıştır. Metaforlar 8 kategoriye toplanmıştır. Öğrencilerin % 45,45'i değişim ifadesi olarak algıladıklarını ortaya koydular.

Cerit (2008) öğretmen kavramına ilişkin öğretmen, öğrenci ve yöneticilerin sahip oldukları algıları metaforlar kullanarak analiz etmiş, Bolu ilinde okuyan 600 öğrenci, görev yapan 203 öğretmen ve 51 yönetici oluşturmuştur. Sonuç olarak, öğretmen kavramı üzerine oluşturulan metaforların daha çok olumlu anlam taşıdıkları görülmüştür.

Cortazzi ve Jin (1999), metafor kullanımının kültürel ve bilişsel unsurlarını araştırmak amacıyla yaptıkları çalışmada farklı kültürlerin öğretim ve dil üzerine düşüncelerini beş farklı ülkeden gelen yüksek lisans öğrencilerle tespit etmiştir. Metafor ilk kez Lakoff ve Johnson'ın (1980) çalışmalarında geliştirilmiş ve eğitim çalışmalarında kullanılmaya başlanmıştır.

Çalışmalar incelendiğinde, metaforların hem yurt içinde hem yurt dışında araştırmacıların kullandığı eğitim ve öğretim sürecinde uygulanan, aktif öğrenmede önemli bir teknik olduğu yargısına ulaşılabiliriz.

Araştırma problemini, Türkçe öğretmeni adaylarının "Türkçe Dersi" kavramına yönelik algılarını kavramsal metaforlar yoluyla açığa çıkarılması oluşturmaktadır. 1.sınıf öğrencilerinin araştırma dışında bırakılmasının nedeni öğrencilerin 2.sınıftan itibaren öğretmen olma yolunda hazır bulunuşluklarının biraz daha arttığı içindir.

Yapılan araştırmada,

1-Türkçe öğretmenliği öğrencilerinin "Türkçe Dersi" kavramına ilişkin algıları hangi kavramsal metaforlar yoluyla açıklanmaktadır?

2- Bu metaforlar ortak özellikleri bakımından hangi kavramsal kategoriler altında toplanmaktadır?

Yöntem:

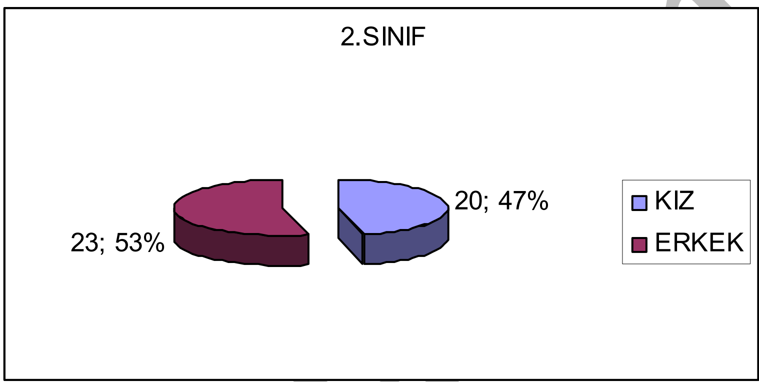
Araştırma, olgubilim deseni (fenemonoloji) kullanılarak yürütülmüştür. Bu çalışma deseninde bilinen; ancak aynı zamanda tam anlamıyla kavranamayan olguları araştırma amaçlanmaktadır. Olgubilim araştırmalarında algılar, yönelimler ve kavramlar araştırılır. Veri kaynakları, araştırmanın odaklandığı olguyu yaşayan ve bu olguyu dışa vurabilecek birey ya da gruplardır. Olgubilim desenine uygun araştırmalarda içerik analizi yöntemi kullanılır. Bu tür bir veri analizinde anlamları ortaya çıkarma esastır. Buradaki amaç, olguyu tanımlayabilecek temalara ulaşabilmektir (Yıldırım ve Şimşek, 2006)

Çalışma Grubu:

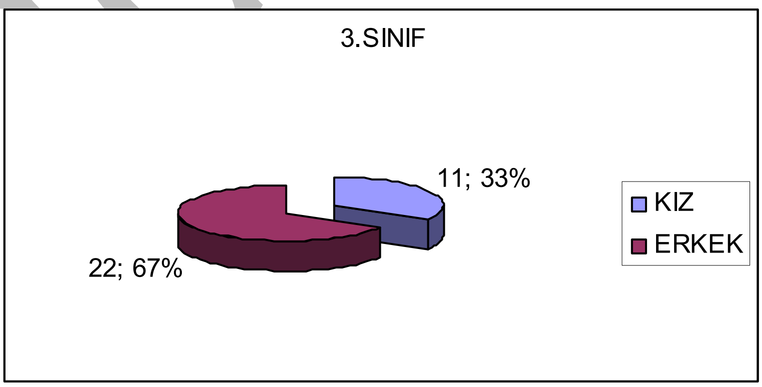
Araştırmanın çalışma grubunu, 2013-2014 eğitim-öğretim yılı Bahar yarıyılında Mersin Üniversitesi Eğitim Fakültesinin Türkçe Eğitimi bölümünde öğrenim gören öğretmen adayları oluşturmaktadır. Tablo 1, Tablo 2, Tablo 3'te araştırma kapsamındaki öğretmen adaylarının sınıflarına ilişkin kişisel bilgiler sunulmaktadır. Tablo 4'te ise bütün grupların genel verileri yer almaktadır.

"Çalışma grubunda bulunan öğretmen adaylarına ilişkin kişisel bilgiler"

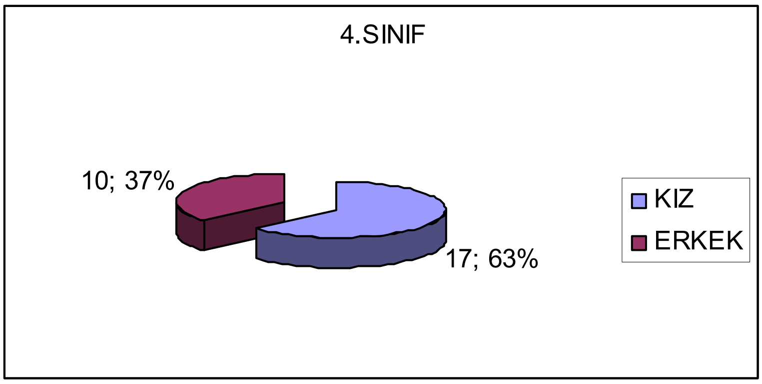
Tablo 1



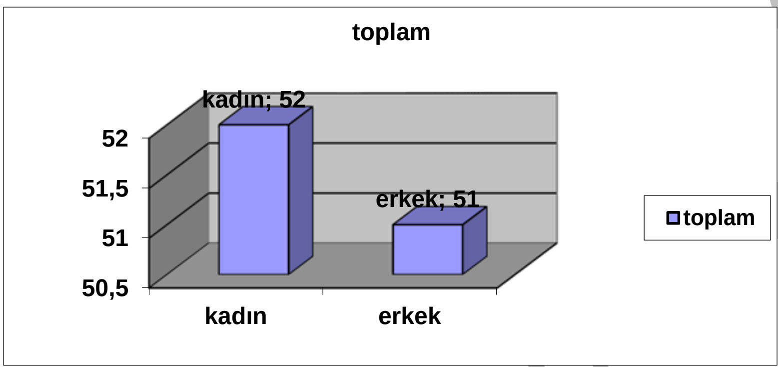

Tablo 2




Tablo 3




Tablo 4




Araştırma kapsamındaki öğretmen adaylarının 52'si kadın, 51'i de erkek öğretmen adayından oluşmaktadır. Araştırmaya katılmada gönüllülük dikkate alınmıştır. Araştırma grubunun belirlenmesinde kolay ulaşılabilir durum örneklemesi kullanılmıştır. Bu örnekleme türünde araştırmacıya yakın ve erişilmesi kolay olan bir durum seçilir (Yıldırım ve Şimşek, 2006).

**Veri Toplama Aracı ve Verilerin Toplanması**

Yapılan yazın incelemeleri sonucunda, Türkçe öğretmeni adaylarından "Türkçe dersi kavramı ile ilgili metaforlarını ortaya koymaları için; "Türkçe Dersi"….. gibidir. Çünkü…" ifadelerindeki boşlukları doldurmaları beklenmiştir. (Cortazzi ve Jin, 1999; Martinez, 2001; Saban 2005; Semerci, 2007) Öğretmen adaylarının Türkçe Dersi kavramına ilişkin algılarını ve bu algıların gerekçelerini yazmaları istenmiştir. Hazırlanan formlarda öğretmen adaylarının kişisel bilgiler bölümüne de yer verilmiştir.

Araştırma formları araştırmacı tarafından öğretmen adaylarına sınıflarında dağıtılmış, metaforla ilgili açıklamalar yapılmıştır. Ardından öğretmen adaylarından dağıtılan formlarda yer alan metafor örneklerini inceledikten sonra kendi metaforlarını oluşturmaları istenmiştir. Formları doldurmaları için gerekli süre verildikten sonra toplanmıştır. Öğretmen adaylarından veriler toplandıktan sonra verilerin analizi için içerik analiz yönteminden yararlanılmıştır. (Yıldırım ve Şimşek, 2008) Bu süreçte, metafor olmayan benzetmeler ayrıştırılıp, diğer metaforlar içinse kaynak alanlar oluşturuldu. Nicel veri analizi için frekans ve yüzde hesapları yapıldı.

**Verilerin Analizi:**

Metaforlar, öğretmen adaylarınca belirlenen bulgulardan yola çıkılıp içerik analizi tekniği kullanılarak sınıflandırılmıştır. Tema olarak birbirine yakın olan metaforlar aynı başlıklar altında toplanarak frekans değerleriyle birlikte tablolaştırılmıştır. Bu başlıklar:

1. Çeşitlilikleri İçinde Barındıran Türkçe Dersi
2. Değerli Oluşu Bakımından Türkçe Dersi
3. Kuşatıcı Olarak Türkçe Dersi
4. Bilgi Veren Unsur Olarak Türkçe Dersi.

**BULGULAR**

Bu bölümde öğretmen adayları tarafından "Türkçe Dersi" ile ilgili geliştirilen metaforlardan benzer olanlarını bir araya getirip aynı tema etrafında toplanan metaforların frekans değerleriyle birlikte şemalaştırılmıştır. Türkçeyle ilgili metaforların birbirleriyle benzer olma durumlarına karar verilirken benzetme yönlerinden esas alınmıştır. Belirlenen benzetme yönleri Türkçe Eğitimi alanında uzman iki öğretim üyesiyle değerlendirilmiş ve uzmanların benzetme yönleri üzerinde fikir birliği sağladıkları görülmüştür.

**1.GRUP:** Çalışma grubu olarak, 2.Sınıf Türkçe öğretmen adaylarının metafor algılarının incelendiği kısımdır. Bu gruptaki temalar, metaforların benzetme yönü değerlendirilerek oluşturulmuş, toplam 9 konu başlığı belirlenmiştir. Bunlar; Kuşatıcı Olarak Türkçe Dersi, Bilgi Veren Unsur Olarak Türkçe Dersi, Vazgeçilemez Unsur Olarak Türkçe Dersi, Tarihle Bağ Kuran Unsur Olarak Türkçe Dersi, Sonsuzluk Olarak Türkçe Dersi, Çeşitlilikleri İçinde Barındıran Türkçe Dersi, Değerli Oluşu Bakımından Türkçe Dersi, Bağımlılık Yapması Bakımından Türkçe Dersi ve Zevk Vermesi Bakımından Türkçe Dersi olarak sınıflandırılmıştır. Ana temalar altında metaforlar ve frekans değerleri aşağıda sıralanmıştır. Benzetme yönleri de açıklanmıştır.

**Kuşatıcı Olarak Türkçe Dersi ve Metaforlar (KOTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Aile | Birleştiricidir | 1 |
| Anne | İnsanı sarar, kuşatır/huzur verir/kucaklar | 3 |

| | | |
|---|---|---|
| Arkadaş | Hayatı paylaşır | 1 |
| Kardeş | Birleştiricidir | 1 |

**Bilgi Veren Unsur Olarak Türkçe Dersi ve Metaforlar (BVUOTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Ay | Işık saçar/ışık tutar | 2 |
| Fener | Aydınlatır | 1 |
| Güneş | Aydınlatır | 1 |
| Işık | Aydınlatır | 2 |

**Vazgeçilemez Unsur Olarak Türkçe Dersi ve Metaforlar( VUOTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Doktor | İyileştirir/tedavi eder | 1 |
| Su | Hayat verir/Olmazsa olmazdır | 2 |
| Nefes | Olmazsa olmazdır. | 2 |

**Tarihle Bağ Kuran Unsur Olarak Türkçe Dersi ve Metaforlar(TBKUO)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Müze | Geçmişi günümüze taşır. | 2 |
| Tarihi eser | Geçmişi günümüze taşır. | 1 |

**Sonsuzluk Olarak Türkçe Dersi ve Metaforlar(SOTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Nehir | Akıcıdır | 1 |
| Okyanus | Sınırsız | 4 |
| Deniz | Sonsuz | 1 |
| Evren | Sonsuz | 1 |

**Çeşitlilikleri İçinde Barındıran Türkçe Dersi ve Metaforlar(ÇİBTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Orman | Çeşitliliğe sahiptir | 1 |
| Pandoranın kutusu | Her çeşit duyguyu barındırır | 1 |
| Sandık | Farklılıkları barındır | 1 |
| Müzik | Çeşitliliğe sahiptir | 1 |
| Dünya | Çeşitlidir | 3 |
| Gökkuşağı | Renkleri barındırır | 1 |
| Hayat | Farklılıkları barındırır | 1 |

**Değerli Oluşu Bakımından Türkçe Dersi ve Metaforlar(DOBTD)**

| Metafor | Benzetme Yönü | f |
|---|---|---|

| | | |
|---|---|---|
| Benzin | Her geçen gün değerlenen | 1 |
| Mücevher | Değerlidir | 1 |
| Hazine sandığı | Değerlidir | 1 |
| Aşk | Sevilir | 1 |
| Öğüt | İyiliğe yönlendirir | 1 |

**Bağımlılık Yapması Bakımından Türkçe Dersi ve Metaforlar(BYBTD)**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Tatlı | Yedikçe isteriz | 1 |

**Zevk Vermesi Bakımından Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Gül | Güzellik estetik | 1 |

**2.GRUP:** Çalışma grubu olarak, 3.Sınıf Türkçe öğretmen adaylarının metafor algılarının incelendiği kısımdır. Bu gruptaki temalar, metaforların benzetme yönü değerlendirilerek oluşturulmuş, toplam 6 konu başlığı belirlenmiştir. Bunlar; Bilgi Veren Unsur Olarak Türkçe Dersi, Çeşitlilikleri İçinde Barındıran Türkçe Dersi, Değerli Oluşu Bakımından Türkçe Dersi, Bağımlılık Yapması Bakımından Türkçe Dersi ve Zevk Vermesi Bakımından Türkçe Dersi, Kuşatıcı Olarak Türkçe Dersi, olarak sınıflandırılmıştır. Ana temalar altında metaforlar ve frekans değerleri aşağıda sıralanmıştır. Benzetme yönleri de açıklanmıştır.

Vazgeçilemez Unsur Olarak Türkçe Dersi, Tarihle Bağ Kuran Unsur Olarak Türkçe Dersi, Sonsuzluk Olarak Türkçe Dersi bu çalışma grubunda görülmemiştir. Bunun dışında tespit edilen temalar, 1. grupla aynıdır.

**Çeşitlilikleri/Her türlü duyguyu İçinde Barındıran Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Bahar | Her rengi barındırır. | 1 |
| Çocuk | Çeşitliliği barındırır | 1 |
| Dünya | Her şeyi barındırır | 1 |
| Gökkuşağı | Bütün renkleri barındırır | 5 |
| İlkbahar | Her rengi barındırır | 1 |
| Kitap | Çeşitlidir | 2 |
| Hayat | Bize kesitler sunar | 4 |

| | | |
|---|---|---|
| Kalp | Bütün duyguları barındırır | 5 |
| Kadın çantası | Karışıktır, her şey bulunur | 1 |

**Değerli Oluşu Bakımından Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Hazine | İnsanı zenginleştirir | 1 |
| Kumbara | Birikim arttıkça değer kazanır | 1 |
| Maden | İşlendikçe değer kazanır | 1 |
| Pırlanta | Değerlidir | 1 |
| Kalp | Olmazsa olmazdır | 1 |
| Vatan | Kutsaldır | 1 |

**Zevk Vermesi Bakımından Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Müzik | Zevk uyandırır | 1 |

**Kuşatıcı Olarak Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Aile | Birleştiricidir | 1 |

**Bilgi Veren Unsur Olarak Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Yıldız | Aydınlatır | 1 |
| Güneş | Aydınlatır | 1 |

**Bağımlılık Yapması Bakımından Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Çikolata | Tadını aldıkça daha çok isteriz | 1 |
| Dondurma | Tadını aldıkça yine isteriz | 1 |

3.GRUP: Çalışma grubu olarak, 4.Sınıf Türkçe öğretmen adaylarının metafor algılarının incelendiği kısımdır. Bu gruptaki temalar, metaforların benzetme yönü değerlendirilerek oluşturulmuş, toplam 8 konu başlığı belirlenmiştir. Bunlar; Kuşatıcı Olarak Türkçe Dersi, Bilgi Veren Unsur Olarak Türkçe Dersi, Vazgeçilemez Unsur Olarak Türkçe Dersi, Sonsuzluk Olarak Türkçe Dersi, Çeşitlilikleri İçinde Barındıran Türkçe Dersi, Değerli Oluşu Bakımından Türkçe Dersi, Bağımlılık Yapması Bakımından Türkçe Dersi ve Zevk Vermesi Bakımından Türkçe Dersi olarak sınıflandırılmıştır. Ana temalar altında metaforlar ve frekans değerleri aşağıda sıralanmıştır. Benzetme yönleri de açıklanmıştır. Tarihle Bağ Kuran Unsur Olarak Türkçe Dersi, dışında 1.grupla aynı temalar yer almıştır.

**Değerli Oluşu Bakımından Türkçe Dersi ve Metaforlar**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Altın | Değerini yitirmez | 1 |
| Çölde açan çiçek | Çok değerlidir | 1 |
| İnci | Değerlidir | 1 |
| Maden | İşledikçe ışıldar | 1 |

**Kuşatıcı Olarak Türkçe Dersi ve Metaforlar**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Anne | Derleyici, toplayıcıdır/ İnsanları şartsız kucaklar | 4 |

**Vazgeçilemez Unsur Olarak Türkçe Dersi ve Metaforlar**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Hava | Vazgeçilmezdir | 1 |
| Kalp | Yokluğu ölümdür | 1 |
| Anne | Vazgeçilmezdir | 2 |
| Vatan | Vazgeçilmezdir | 1 |
| Sevgili | Vazgeçmek mümkün olamaz | 1 |
| Su | Hayat verir | 1 |

**Bağımlılık Yapması Bakımından Türkçe Dersi ve Metaforlar**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Aşk | Sevdikçe sevilir | 2 |
| Franbuazlı Pasta: | Yedikçe daha çok isteriz | 1 |

**Çeşitlilikleri/Her türlü duyguyu İçinde Barındıran Türkçe Dersi ve Metaforlar**

| Metafor | Benzetme Yönü | f |
|---|---|---|
| Müzik | Çok sesli, farklılıkları barındırır | 1 |
| Bavul | İçinde her şeyi barındırır | 1 |

| | | |
|---|---|---|
| Bukalemun | Her rengi barındırır | 1 |
| Çiçek | Her türlü renkte olur | 1 |
| Tiyatro | Her duyguyu barındırır | 1 |
| Kadın | Her türlü duyguyu taşır | 1 |

**Zevk Vermesi Bakımından Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Gül | Estetik zevk uyandırır | 1 |
| Ay ışığı | Estetik zevk uyandırır | 1 |

**Bilgi Veren Unsur Olarak Türkçe Dersi ve Metaforlar**

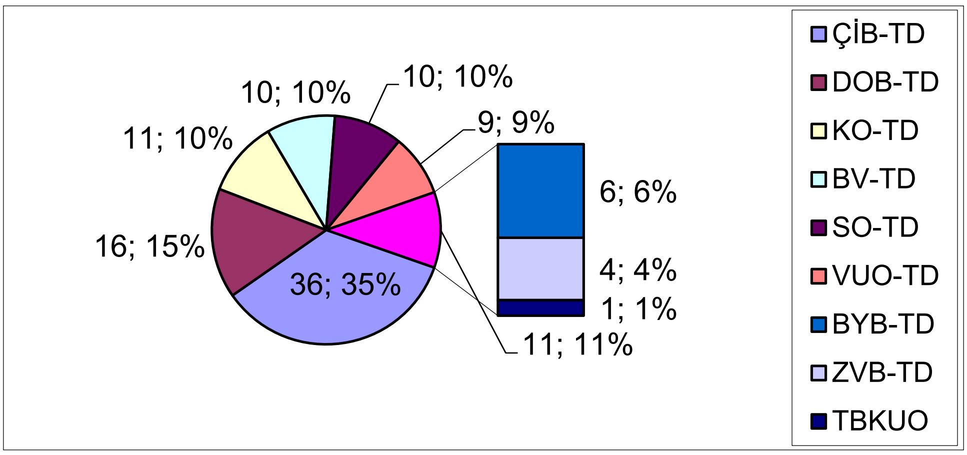
| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Aydınlık | Işık verir | 1 |
| Güneş | Aydınlatır | 2 |

**Sonsuzluk Olarak(Sürekli gelişir, durağan değildir) Türkçe Dersi ve Metaforlar**

| **Metafor** | **Benzetme Yönü** | **f** |
|---|---|---|
| Gökyüzü | Sınırı yoktur | 1 |
| Yol | Sonu yoktur, gidildikçe yenisi gelir | 1 |
| Okyanus | Sonu yok, sonsuzdur | 1 |

1.grup, 2.grup ve 3.grup kategorileri genel olarak değerlendirildiğinde, aşağıda verilen grafik ortaya çıkmıştır. Çalışma bulgularının genel toplamına bakılarak %'lik oranları ve frekans değerleri tabloda verilmiştir. Ayrıca tabloda kategoriler baş harfleri kullanılarak kısaltma yapılmıştır. Yüzdelik oranlar ve frekans değerleri belirlendikten sonra ilk dört kategori metaforlarıyla birlikte izah edilmiştir.

Bütün Kategorilerin "%" Değerleri ve "f" Değerleri



Aşağıda izah edilen ilk dört kategori en fazla metaforun oluşturulduğu temalardır. Çalışma bulgularının % 70'ini oluşturan kısımdır.

**1.Çeşitlilikleri İçinde Barındıran Türkçe Dersi Kategorisi**

Bütün çalışma grupları değerlendirildiğinde, Çeşitlikleri İçinde Barındıran Türkçe Dersi (ÇİBTD) kategorisinin, % 34 oranında (f:36) en fazla metafor üretilen tema olduğu görülmüştür.

| |
|---|
| Orman (f:1) Pandoranın Kutusu(f:1) Sandık(f:1) Müzik(f:1) Dünya (f:4) Gökkuşağı (f:6) Hayat (f:5) Bahar (f:2) Çocuk (f:1) Kitap (f:2) Kalp (f:5) Kadın Çantası (f:1) Bavul (f:1) Müzik (f:1) Bukalemun (f:1) Çiçek (f:1) Tiyatro (f:1) Kadın (f:1) |

Metaforlar değerlendirildiğinde, öğretmen adaylarının Türkçe dersinin içinde farklılıkları barındırdığı fikrine ulaşılır. Pandora'nın kutusu metaforunda, Yunan mitolojisinden yararlanılmıştır. Bu metafordan Türkçe dersinin insana bütün duyguları yaşatabileceğini ama en çok içinde umudu barındırdığı sonucu çıkarılmıştır. Kalp metaforu yine çeşitli duygular barındırmasıyla Pandora'nın kutusuna yakın bir metafor olarak değerlendirilmiştir. Hayat ve kadın metaforları da Türkçe dersi için paralel fikirleri öncelemektedir. Bunun yanında gökkuşağı metaforu renklilik benzetme yönüyle ön plana çıkmıştır. Bahar, çiçek, bukalemun da renk imgesini desteklemektedir. Türkçe dersinin şiir, masal, öykü, roman, tiyatro gibi çeşitli türleri içermesi bu renkliliğe işaret edebilir. Bavul, sandık, kadın çantası ise aslında bilinmeyeni vurgulaması ve derin anlamlar taşıması bakımından, içinde her şeyi barındırdığı düşüncesini ortaya koyar.

**2.Değerli Oluşu Bakımından Türkçe Dersi**

Bütün çalışma grupları değerlendirildiğinde, Değerli Oluşu Bakımından Türkçe Dersi (DOBTD) kategorisinin, % 15 oranında (f:16) metafor üretilen tema olduğu görülmüştür.

| |
|---|
| Benzin (1) Mücevher (1) Hazine Sandığı (1) Aşk (1) Öğüt (1)Vatan (1) Hazine (1) Kumbara(1) Maden (3) Pırlanta (1) Kalp (1) Altın (1) Çölde Çiçek(1) İnci (1) |

Çalışma grupları Türkçe dersi ile ilgili bu kategoride dersin ne kadar değerli olduğunu vurgulamışlardır. Bu kategorinin ikinci sırada yer almış olması, öğretmen adaylarının Türkçe dersine verdikleri önemi ortaya koymaları açısından sevindiricidir. Metaforların bir kısmı maddi değeri yüksek olan unsurlardır; altın, maden, hazine sandığı, mücevher, inci, pırlanta, hazine, benzin, kumbara gibi. Bir kısmı ise manevi değeri yüksek olan unsurlardır; kalp, vatan, öğüt, çölde çiçek gibi. Ancak manevi değeri olan metaforların azlığı öğretmen adayları için maddiyatın önemini de ortaya çıkaran bir husus olmuştur.

### 3.Kuşatıcı Olarak Türkçe Dersi

Bütün çalışma grupları değerlendirildiğinde, Kuşatıcı Olarak Türkçe Dersi (KOTD) kategorisinin, % 11 oranında (f:11) metafor üretilen tema olduğu görülmüştür. 3.sırada yer alır. Türkçe dersinin ebeveyn gibi sarıp sarmalayan, kuşatan, insanı etkisi altına alan yönleri vurgulanmak istenmiştir.

| |
|---|
| Aile (2), Anne (7), Arkadaş (1), Kardeş (1) |

Öğretmen adayları metafor olarak, insanoğlunun hayatında en kıymet verdiği bireyleri seçmiştir. Türkçe dersinin sarıp sarmalayan, yardımcı olan sosyal yönünü ortaya çıkarmıştır.

### 4.Bilgi Veren Unsur Olarak Türkçe Dersi

Çalışma grupları değerlendirildiğinde, Bilgi Veren Unsur Olarak Türkçe Dersi (BVUOTD) kategorisinin, % 10 oranında (f:1O) metafor üretilen tema olduğu görülmüştür. 4.sırada yer alır. Türkçe dersinin ebeveyn gibi sarıp sarmalayan, kuşatan, insanı etkisi altına alan yönleri vurgulanmak istenmiştir.

| Ay (2) Fener (1) Güneş (3) Işık(2) Yıldız (1) Aydınlık (1) |
|---|

Türkçe dersinin bilgi veren, insanı aydınlatan yönünün öğretmen adaylarınca dördüncü sırada yer alması dikkat çekicidir. Türkçe dersinin daha çok sosyal ve duygusal anlamda değer taşıdığı söylenebilir.

**SONUÇ**

Metafor tekniği aktif öğrenme tekniklerinden birisidir. Eğitim alanında çokça kullanılan bir teknik olan Metafor tekniği, bireylerin algılarını ortaya çıkarması bakımından, bilinmeyenden hareket ederek, benzetmeler yardımıyla öğrencilerin aktif olarak öğrenme sürecine dâhil edildiği süreci kapsar. Öğrenciler hayal güçlerini kullanarak öğrenmeyi kalıcı kılarken kendilerini, duygularını ifade etme olanağı bulurlar. Aynı zamanda problem çözme yeteneklerini de geliştiren bir yöntemdir.

Bu çalışmada, metafor tekniği kullanılarak Türkçe öğretmeni adaylarının, Türkçe Dersi algıları tespit edilmiştir. Araştırma bulguları sonucunda Türkçe dersinin kuşatıcı olması, bilgi vermesi, vazgeçilmez olması, tarihle bağ kurması, sonsuzluğu temsil etmesi, çeşitlilikleri bünyesinde barındırması, değerli olması, bağımlılık yapması, zevk vermesi gibi yönleri ortaya çıkmıştır.

Öğretmen adaylarının Türkçe Dersi ile ilgili olumlu düşünceler geliştirdikleri bulgulardan diğeridir. Metaforlar incelendiğinde olumsuz nitelik taşıyan metafor tespit edilmemiştir. Bu durum adayların Türkçe öğretmeni olmaya istekli oluşlarını, alanı sevdiklerini de ortaya çıkarmıştır.

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# AN APPROACH TO EVALUATING PROFESSIONALISM IN HEALTH PROFESSIONS EDUCATION

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**ABSTRACT**

The higher education system lays a great deal of emphasis on attainment of knowledge and skills, but professional skills have not been emphasized and are rarely included in the assessment process. This study was aimed at evaluating if the use of multiple modalities of reflective assessment will help to provide an insight into the professional attitudes of students in health professions education.

***Method***

Professional attitudes of 56 medical and 78 pharmaceutical students were evaluated using checklists and scenario interpretation.

***Result***

It was seen that 92.16% of medical students and 91.67% of pharmacy students adopted health profession due to compassion for humanity. 95.24% of medical students and 92.86% of pharmacy students rated knowledge, clinical skills, attitude, communication skills and professionalism as highly important for success. 92.84% and 85.71% knew basics of professionalism.

***Conclusion***

Professional attitudes can be measured by using surveys and scenario evaluation in the early phase of health professions education. There is a high standard of professional values among the newly admitted students in the two colleges studied.

***Keywords:*** **professionalism, attitudes, student assessment**

## INTRODUCTION

Until the last few years, there was a differential emphasis on knowledge and skills rather than attitudinal skills in higher education. The inherent belief that professionalism is caught and not taught has led to deterioration of values and behavior. This has been detrimental to the society's perception of professionals whether they are in the business, engineering, legal or medical sector.

Most institutions of higher education have reported that secondary education has to be overhauled to incorporate social skills so that they will be able to achieve sufficient employability skills during higher education. Many universities have included this in general education as Accreditation bodies have recognized the need for it. However, there is still a lack of emphasis on these issues which has created a gap in imparting professional behaviours and measuring performance.

It might seem tough to measure the subjective attributes that constitute desired professionalism and attitudes, but emphasis on these skills and values have to be factored into the assessment plan to ascertain the effectiveness of any program. This is more so in the case of health professions education and this was the reason for this study.

## BACKGROUND

Dubai Medical College and Dubai Pharmacy College have been every proactive in creating an environment which fosters high levels of knowledge and skills. While most universities rely heavily on acquisition of hard knowledge and career skills, recently most colleges have shifted their focus towards professionalism and communication skills.

At DMC and DPC, the students have low level of exposure to the sufferings of the poor and needy, creating a need for improving attitudes towards the destitute. Despite the desire to alleviate suffering, they have low tolerance for their own discomfort. They are unaware of the fact that it is the struggle and sacrifice involved that imparts such a high degree of nobility to health profession.

Their perception of their professional life is based on their limited experience, therefore when faced with difficult real life situations like stubborn colleagues or non-cooperative personalities, they have difficulties in coping with the situation.

## REVIEW OF LITERATURE

Studies have shown that freshmen join universities with very ambitious ideals. But later, the need for long hours of hard work to master the knowledge and skills makes them depressed.

A study in 2013 has reported that it is critically important for practicing physicians to understand professionalism in the context of the community. The researchers concluded that opportunities should be provided to reflect on professional behavior in a non-threatening and open forum to motivate physicians to assess themselves on their professional behavior at work. (Bernabeo, Holmboe, Ross, Chesluk, & Ginsburg, 2013)

Use of multiple methods may be the most valid mechanism for assessing professionalism as reported by some scholars. The validity of assessment of professionalism through Michael Kane's approach to validity have been described. (Clauser, Margolis, Holtman, Katsufrakis, & Hawkins, 2012) In an earlier paper, Holtman states that social networks drives the professional norms so that social reaction becomes the central element of professional conduct. Therefore, accounting of the social reaction to professional conduct of an individual is required to make a valid assessment of professionalism. (Holtman, 2008)

In community colleges, it has been proved that it is imperative to teach them to construct knowledge through reflective exercises from environment, experience and leadership. (Sullivan & Wiessner, 2010).

Rather than using a written examination, oral evaluation or scenario interpretation and feedback are seen to be powerful tools for assessment. (Huxham, Campbell, & Westwood, 2012) In the engineering field, it has been reported that a challenging scenario for examinations are expected to create broader learning from focused assessments. (Rossiter, 2013) These studies can be interpreted to point out that multiple modalities are required for a valid student assessment process.

It has been proved by empirical studies that learning from their peers have made an impact in their professional behavior. Constructive feedback from peer assessment has led to improved work habits and interpersonal skills in students of anatomy. (Spandorfer et al., 2014)

## AIM OF STUDY

This study was aimed at evaluating if the use of multiple modalities of reflective assessment will help to provide an insight into the professional attitudes of students in health professions education. This study also helps in evaluating the actual level of professional beliefs among students of health professions education.

## METHOD OF STUDY

The study involved evaluation of the scoring pattern of first year medical and pharmacy students in reaction to the day to day encounters in real life. Their perception of ideal behavior in a social context has been evaluated through3 sessions at intervals of 1 to 2 weeks.

The study included the population of students who were admitted to the colleges every year. The sample was the first year students of the batches admitted in 2012 in both colleges. The perceptions and beliefs of 56 medical and 78 pharmaceutical students of first year were evaluated using checklists and scenario evaluation.

The response rates have been shown in Table 1given below.

**Table 1 Response rates from both colleges**

Response rate From DMC

| | No of responses | Total Sample | Percentage response |
|---|---|---|---|
| Session 1 | 51 | 56 | 91.07 |
| Session 2 | 42 | 56 | 75.00 |
| Session 3 | 42 | 56 | 75.00 |
| Response rate from DPC | | | |
| | No of responses | Total Sample | Percentage response |
| Session 1 | 72 | 78 | 92.31 |
| Session 2 | 70 | 78 | 89.74 |
| Session 3 | 70 | 78 | 89.74 |

***Details of the Three Sessions***

The first session was done by an anonymous questionnaire on reasons of choosing health professions education. Students were asked to write a note on why they chose the health profession.

The second part of the study was done to evaluate and sensitize the students to the qualities required by health professionals. The students were required to rate the list of qualities provided among highly important-3, moderately important-2 and less important-1. This list was prepared from a reflective exercise on preferred qualities of health professionals. The percentage of students who rated each quality were now compared between the two groups.

In the third session, the students were asked to respond to questions related to multiple scenarios to assess if the students knew about professionalism and empathy as a concept. The scenarios were related to their emotions felt during the early classes in the Anatomy lab, how they thought a teacher should react to students with poor attitudes and how they would manage conflicts among colleagues in the hostel. It was clear that the students had gained an understanding about the importance of empathy.

The scenarios were related to

a. Their emotions felt during the early classes in the Anatomy lab
b. How they thought a teacher should react to students with poor attitudes
c. How they would manage conflicts among colleagues in the hostel.

## RESULTS

The results obtained have been provided separately for each session and then later summarized.

***Session 1***

92.2% of medical students and 91.6% of pharmacy students adopted health profession due to compassion for humanity.

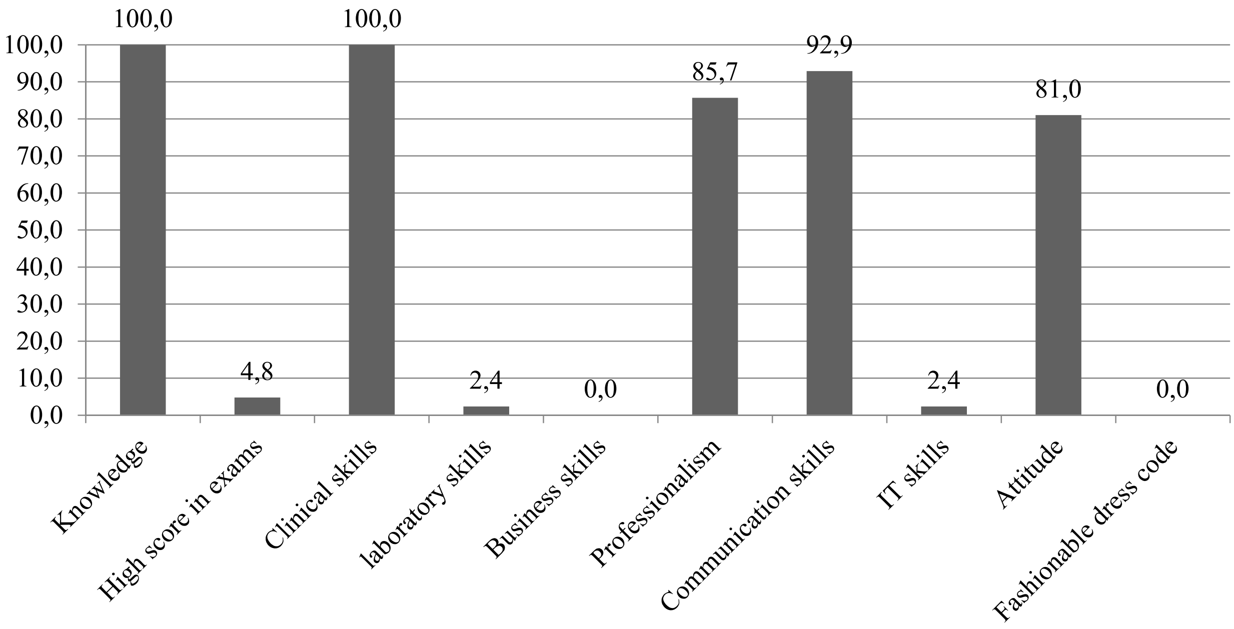
**Table 3 A sample of the tabulation of student response from Session 1**

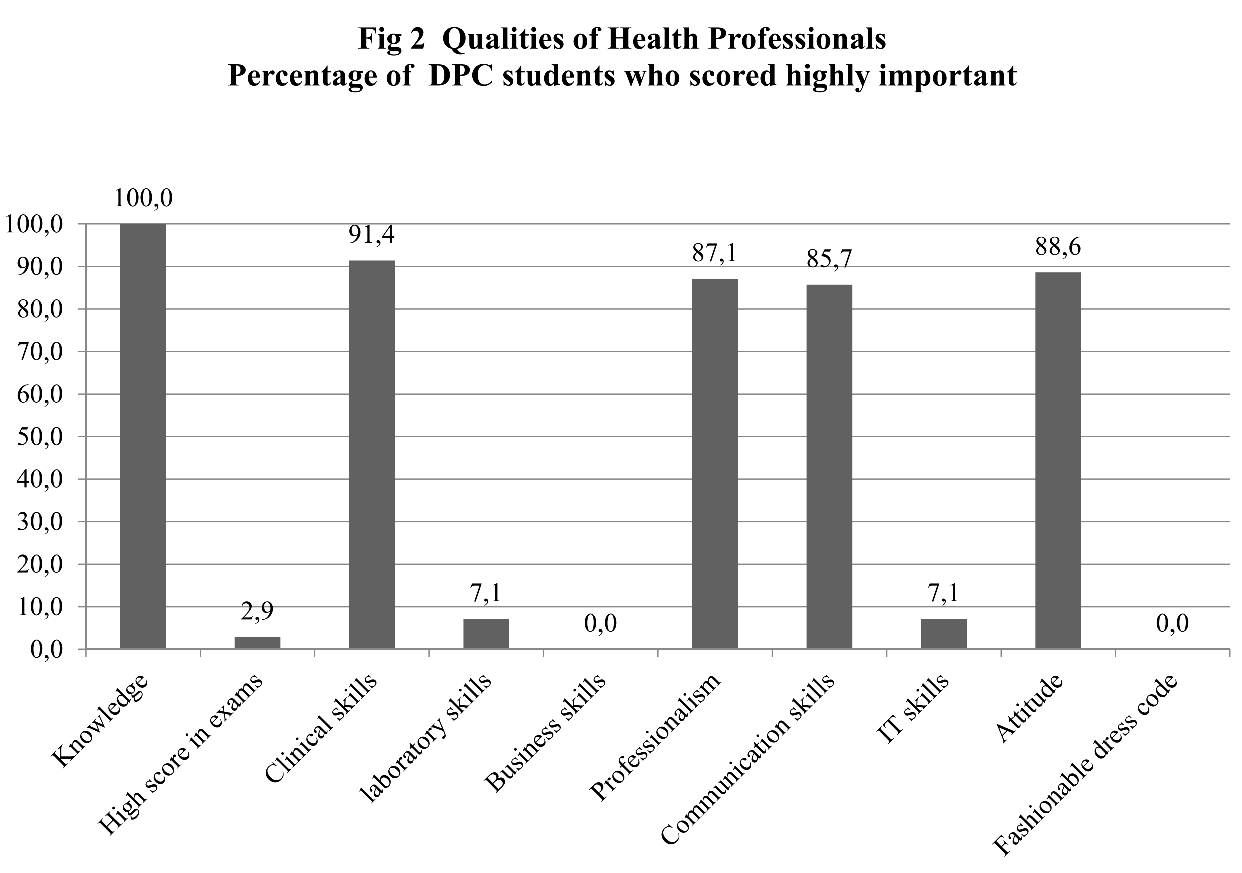
| What do you expect to achieve by being a health professional? ( **in their own words)** | No. of students |
|---|---|
| cure people, reduce pain | 7 |
| help poor and needy | 5 |
| community, Public Health | 2 |
| save people's lives | 2 |
| research, discover new treatment | 2 |
| Be successful | 1 |
| self satisfaction | 1 |
| Make my own hospital | 1 |
| awareness | 1 |
| my own country | 1 |
| Happiness, role model | 1 |

*Session 2*

95.2% of medical students and 92.8% of pharmacy students rated knowledge, clinical skills, attitude, communication skills and professionalism as highly important for success. The results are tabulated in the figures 1 and 2 below:

**Fig 1 Qualities of Health Professionals**
**Percentage of DMC students who scored highly important**






***Session 3***

92.8% and 85.7% of students knew basics of professionalism and empathy from DMC and DPC respectively.

***Comparison of Overall Results of Both Colleges***

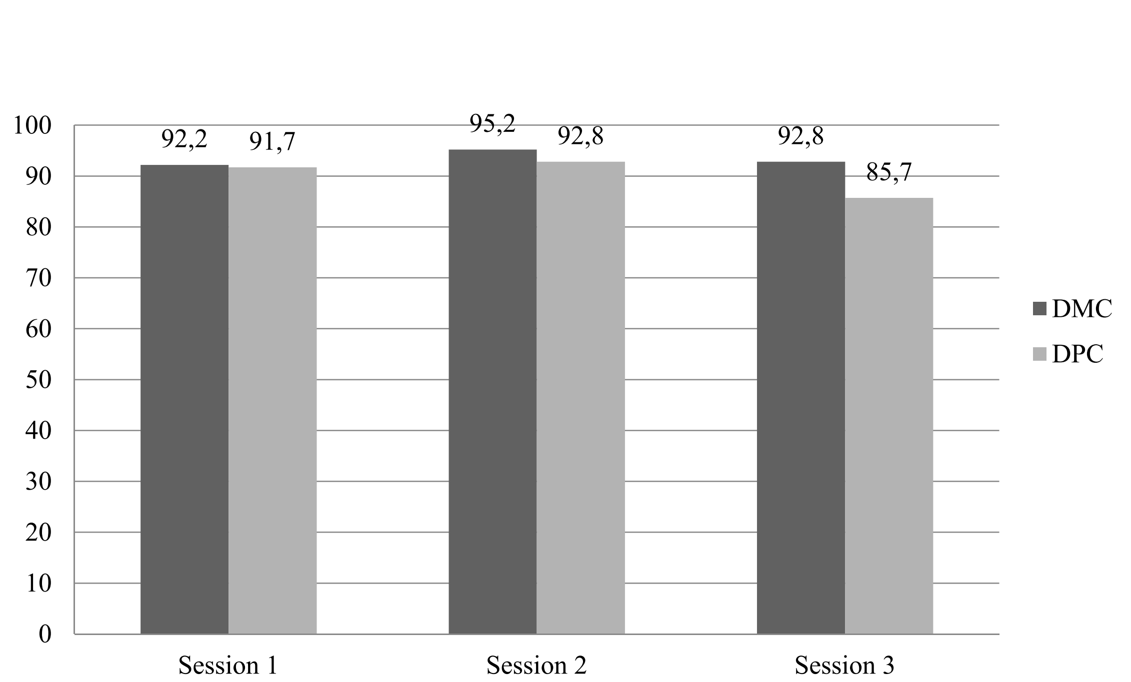
It was seen that 92.16% of medical students and 91.67% of pharmacy students adopted health profession due to compassion for humanity. 95.24% of medical students and 92.86% of pharmacy students rated knowledge, clinical skills, attitude, communication skills and professionalism as highly important for success. 92.84% and 85.71% knew basics of professionalism and empathy respectively as shown in Table 3 and Fig 3.

**Table 3 Comparison of overall results of DMC and DPC**

| | DMC | | | DPC | | |
|---|---|---|---|---|---|---|
| | % students with desired response | No of students with desired response | Total responses | % students with desired response | No of students with desired response | Total responses |
| Session 1 | 92.16 | 47 | 51 | 91.67 | 66 | 72 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Session 2 | 95.24 | 40 | 42 | 92.86 | 65 | 70 |
| Session 3 | 92.84 | 39 | 42 | 85.71 | 60 | 70 |

**Fig 3 Percentage of students of DMC and DPC who demonstrated desirable responses**




## DISCUSSION

Way back in 2006, Sethuraman stated that a professional is a person who belongs to a profession which possesses specialized knowledge, skills and attitudes which have been obtained after a long period of study and which are used to benefit other members of society. The term professionalism is used to describe those skills, attitudes and behaviors which we have come to expect from individuals during the practice of their profession and includes concepts such as maintenance of competence, ethical behavior, integrity, honesty, altruism, service to others, adherence to professional codes, justice, respect for others, self-regulation, etc. A professional is a person who belongs to a profession which possesses specialized knowledge, skills and attitudes which have been obtained after a long period of study and which are used to benefit other members of society. (Sethuraman, 2006)

The desirable attributes of health professionals as perceived by society are competence, ethical behavior, integrity, honesty, altruism, service to others, adherence to professional codes, justice, respect for others, self-regulation, etc.

Arnold and Stern defined medical professionalism in the context of expected skills and attributes as stated below:

> "Professionalism is demonstrated through the foundation of clinical competence, communication skills, and ethical and legal understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability and altruism." (Arnold & Stern, 2006)

An earlier study on assessment of professionalism has been conducted on first year medical students using multiple modalities, however the validity was confined to medical students. (Shersad, 2012). Expanding this to other health professions students has shown valid and reliable results, proving that the same could be applicable to other professions as well.

Discussion with self-reflection following assessment using examples of day-to-day behavior of students like absence and disturbing lectures due to mobile phones help them share ideas with their peers. It is clear that the priority for professionalism should be introduced into the students' minds early in the course as their enthusiasm is very high immediately after joining the course. Since assessment drives learning, such in-course assessment modalities will help instill values at this stage.

## CONCLUSION

This study shows that professional attitudes can be measured by using relevant surveys and scenario evaluation in the early phase of health professions education. Students are motivated to reflect and respond honestly as it is a low risk assessment. Continuous, multiple in-course assessment leads to sensitization to professional behaviour.

Both the groups of students show a high level of professional aptitude. There are no significant differences observed between the students of the two colleges. While indicating the validity of the assessment method, it could reflect the high standard of professional values among the newly admitted students in the two colleges studied.



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# ANALYSIS OF THE POST-GRADUATE THESES ON THE SUBJECT OF QUALITY IN THE FIELD OF EDUCATION

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**ABSTRACT**

The present study examines the post-graduate theses the subject field of which are coded as education by YOK (The Council of Higher Education) Head of Journal and Documentation Department based on the concept of quality; according to their publication years, universities, institutes, departments/programs, educational levels, subject fields, and purposes. The study was conducted on a total of 35 theses. Data were obtained via document review. Post-graduate theses on the subject of "Quality" in the work group were downloaded from the website of YOK Head of Journal and Documentation Department in .pdf format. Then, theses downloaded on the computer were analysed in accordance with sub-purposes. Descriptive analysis method was adopted for data analysis. Data obtained via document review were then arranged according to the themes formed by research questions, and were presented in tables. The findings revealed that most-frequently studied subject matter for post-graduate theses was total quality management.

**Key Words**: *quality. thesis analysis, graduate education, education.*

## 1. INTRODUCTION

Education has always played the most active role in the development of individuals and societies. Education has been an important investment tool for development for almost every society. The importance of education has become more prominent in 21st of century. Social, cultural, and economic developments, and technological changes in the world made education the most privileged subject. Because, equipped individuals who can accommodate with the developments and changes can only be raised via education.

Education plays a very important role in helping individuals and societies to keep pace with the social, economic, and cultural changes; and also supports the development of the capital required for economic growth. Education systems' performing these roles depends on some factors. These are; educational institutions' and teachers' adapting to the changes, and the content of the education being developed in accordance with the needs of today and citizens of tomorrow (OECD, 2001,1).

Quality in education should be provided for the educational institutions and teachers adapting to changes and development of educational content. A qualified and educated person can only be raised through a qualified education process.

The classical definition of quality is "compliance with standards". However, this definition is not adequate today, and quality is considered as the compliance with customer needs (Kavrakoglu, 1996, 9).

According to Arnold and Holler (1995,14), quality is compliance with the standards that are based on the customer needs and expectations that represent the basic features of products and services. Quality in education, on the other hand, refers to compliance with the needs of individuals who expect service from education. According to Senturk and Turkmen (2009,132), quality in education means that education system is appreciated, and perfect; and at the same time, people have the knowledge and skills to follow changes.

One of the founders of quality management philosophy; Dr. Deming defines the basic purpose of education as:" increasing positives, decreasing negatives, and so maintaining the students' desires to learn" (Doğan, 2014, 4).

Many countries are questioning their education systems. The starting point of this questioning is that education systems that produce stereotyped minds, don't have many benefits, and societies need thinking, producing, and problem solving minds. According to these opinions, societies try to put the students in a more active position in the education system. In short, students won't sit down silently and be content with just what is given. Students will see, hear, analyse, speak, do, participate, share and learn to learn (Ozden, 1998, 32). Individuals who can think critically, question, and produce knowledge can only be raised through a qualified education.

European Union determined four domains and 16 indicators related to these domains that indicate quality, in order to achieve its strategic objectives. These four domains and 16 indicators are as follows (European Commission, 2000): **1. Skills:** Mathematics, Reading, Science, Use of Knowledge and Communication Technologies, Foreign Language, Learning to Learn, Civics. **2. Achievement and Transition:** Rates of Leaving School, Rates of Completing Secondary Education, Domains of Transition to Higher Education. **3. Following of Education:** Management and Evaluation of Education, Parents Participation. **4. Sources and Structures:** Education and Training of Teachers, Participation in Pre-school Education, Number of Computers per Students, Budget of Education per Student. European Union member and candidate countries have focused on education. As a candidate country, Turkey is paying strict attention to education and trying to develop education in both qualitative and quantitative terms. According to Gultekin and Anagun (2006), considering the four domains related to education determined by European Union, Turkey is unfortunately behind European countries.

According to World Bank report (2011), the most important issue that Turkish citizens are worried about is education. Turkey started the education breakthrough with primary education, since primary education underpins education. Almost all citizens attend primary education in Turkey, and now she is in need of enhancing the quality of education. According to the report, another important issue is that, the present quality of primary education in Turkey is lower than many OECD countries; and there are no differences in the education between high and low performance students. The quality of teachers and education was also stated to be lower than international standards. Moreover, the quality varies according to the regions, and it is at a lower level in the eastern and further parts of Turkey. Quality is also not equal in the different types of schools countrywide.

Council of Higher Education (Yuksekogretım Kurulu (YOK)) founded the Council of Higher Education Commission of Qualification, Quality Assurance, and Accreditation (Yuksekogretım Kurulu Yeterlilikler, Kalite Guvencesi ve Akreditasyon (YOKAK )) in May, 2014 in order to determine the principles of quality studies and implementation. Among the primary duties of YOKAK is conducting the studies on the ultimate quality model of Turkish Higher Education for qualification, quality assurance, accreditation, and foreign quality agency (YOK, 2014)

Many studies are being conducted in order to achieve a better standard in education. But, these studies should be multi-systematic, and intended at the modern world requirements. As is the case in the past, quality studies in education are of critical importance for today's and future's world (Cafoglu, 1996, 1). From this point of view, the purpose of the present research is analysing the theses on quality in education.

### 1.1. Purpose of the Research

The purpose of the present research is analysing the post-graduate theses on quality in education, assessing the present situation, and shedding light on the further studies.

### 1.2. Sub-purposes

In accordance with the general purpose; we try to seek answers to the sub-purposes below:

- How do post-graduate theses on quality in education range by **years**?
- How do post-graduate theses on quality in education range by **universities**?
- How do post-graduate theses on quality in education range by **institutes**?
- How do post-graduate theses on quality in education range by **departments/programs**?
- How do post-graduate theses on quality in education range by **level of education**?
- How do post-graduate theses on quality in education range by **themes**?
- How do post-graduate theses on quality in education range by **purposes**?

### 1.3. The Importance of Research

We wanted to determine which themes were studied more frequently, while examining the post-graduate theses on quality in education. We consider that, findings to be obtained in the present research will guide and contribute to the further researches on the subject matter.

### 1.4. Limitations

The present research is limited with the theses on quality in education that are registered and accessible on the database of "Council of Higher Education, Department of Documentation National Thesis Centre".

## 2. METHOD

The present research adopted qualitative research method.

### 2.1. Work Group

The work group of the present research is formed by the MA and PhD theses on quality in education. The research is conducted on a total of 35 theses.

### 2.2. Data Collection and Analysis

Traditionally, there are three main data collection methods for qualitative researches. These are; interview, observation, and review of documents and publications (Merriam, 2013). The data in the present research is obtained via "document review". Document review comprises the analyses of the written materials that involve information about the target fact or facts to be researched. Document review alone can be a data collection in qualitative research or can as well be used with other data collection methods. The stages of document review are; accessing the documents, controlling the originality, understanding documents, analysing the data, and using the data (Yildirim & Simsek, 2011). Documents can be in a digital format, and obtained via computers or internet (Bas & Akturan, 2013). The postgraduate theses in the work group of the present research were obtained as follows: We accessed the Council of Higher Education, Department of Documentation National Thesis Centre database online and put in the "quality" term in search area. After the search, we accessed 2000 theses. Among these, we selected the postgraduate theses in the "education" field. Then, the ones that can be accessed via website were downloaded in *.pdf* format. Finally, these downloaded these were analysed in accordance with the sub-purposes mentioned above.

A qualitative research technique; ***descriptive analysis method*** was adopted for the analysis of the data. According to Yildirim and Simsek (2011), in descriptive analysis, obtained data are summarised and analysed in accordance with the themes determined before. Data can be arranged in accordance with the themes presented by the research questions, or they can also be presented considering the questions or dimensions used in interview or observation processes. The purpose is providing the readers with the obtained data in an arranged and interpreted way. With this purpose, obtained data are first described in a systematic and clear way. Then these descriptions are explained and interpreted, cause and effect relations are examined, and some results are obtained. The association, meaning, and prediction of the themes can also be involved among the dimension of the interpretations of the researchers. There are four stages of descriptive analysis. These are: forming a framework for descriptive analysis, processing of the data in accordance with the thematic framework, defining of the findings, interpretation of the findings.

The data of the present research were analysed in terms of the years, universities, institutes, departments/programs, educational levels, themes, and purposes of the postgraduate theses conducted.

## 3. FINDINGS

**Table 1: Distribution of the Postgraduate Theses on Quality in Education by the Years**

| Years | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| n | 1 | 1 | 0 | 0 | 0 | 3 | 2 | 2 | 1 | 3 | 6 | 10 | 3 | 3 |
| % | 2,85 | 2,85 | 0 | 0 | 0 | 8,57 | 5,71 | 5,71 | 2,85 | 8,57 | 17,14 | 28,57 | 8,57 | 8,57 |

As can be seen in Table 1, most of the postgraduate theses on quality in education were conducted in 2012.

**Table 2: Distribution of the Postgraduate Theses on Quality in Education by Universities**

| University | n | % |
|---|---|---|
| **Marmara University** | **4** | **11,42** |
| Yeditepe University | 4 | 11,42 |
| **Orta Dogu Teknik University** | **3** | **8,57** |
| Gazi University | 3 | 8,57 |
| **Selcuk University** | **3** | **8,57** |
| Bogazici University | 3 | 8,57 |
| **Abant Izzet Baysal University** | **2** | **5,71** |
| Ondokuz Mayis University | 2 | 5,71 |
| **Istanbul University** | **1** | **2,85** |
| Akdeniz University | 1 | 2,85 |
| **Ataturk University** | **1** | **2,85** |
| Dicle University | 1 | 2,85 |
| **Eskisehir Osman Gazi University** | **1** | **2,85** |
| Firat University | 1 | 2,85 |
| **Hacettepe University** | **1** | **2,85** |
| Sabanci University | 1 | 2,85 |
| **Pamukkale University** | **1** | **2,85** |
| Adnan Menderes **University** | 1 | 2,85 |
| **Anadolu University** | **1** | **2,85** |
| Total | 35 | 100 |

Table 2 presents the distribution of postgraduate theses on quality in education by the universities they were written in. The highest number of theses on the subject were written in Marmara and Yeditepe Universities.

**Table 3: Distribution of the Postgraduate Theses on Quality in Education by Institute**

| Institute | n | % |
|---|---|---|
| **Institute of Social Sciences** | **23** | **65,71** |
| **Institute of Educational Sciences** | 9 | **25,71** |
| **Institute of Science** | **2** | **5,71** |
| Institute of Health Sciences | 1 | 2,85 |
| **Total** | **35** | **100** |

Table 3 presents the distribution of theses on the subject by institutes they were written in. The highest number of theses were written on institutes of Social Sciences and Educational Sciences.

**Table 4: Distribution of the Postgraduate Theses on Quality in Education by Departments/Programs**

| Departments | n | % |
|---|---|---|
| **Educational Sciences** | **12** | **34,28** |
| Management | 6 | 17,14 |
| **Education Management and Supervision** | **3** | **8,57** |
| English Language Teaching | 2 | 5,71 |
| **Child Development and House Management Education** | **2** | **5,71** |
| Education Management and Planning | 1 | 2,85 |
| **Tourism Management** | **1** | **2,85** |
| Public Administration | 1 | 2,85 |
| **Physical Education and Sports** | **1** | **2,85** |
| Philosophy | 1 | 2,85 |
| **Economy** | **1** | **2,85** |
| European Studies | 1 | 2,85 |
| **Construction Education** | **1** | **2,85** |
| Primary School Science Education | 1 | 2,85 |
| **Technology Education** | **1** | **2,85** |
| Total | 35 | 100 |

Table 4 presents the distribution of postgraduate theses on quality in education by departments/programs. The highest number of theses were written by students of "Educational Sciences" and "Management" departments.

**Table 5: Distribution of the Postgraduate Theses on Quality in Education by Educational Level**

| **Postgraduate Education Level** | **MA** | **PhD** | **Total** |
|---|---|---|---|
| n | 26 | 9 | 35 |
| % | 74,28 | 25,72 | 100 |

Table 5 shows that the highest number of postgraduate theses on quality in education were written in Master's degree.

**Table 6: Distribution of the Postgraduate Theses on Quality in Education by Themes**

| Themes | n | % |
|---|---|---|
| **Total Quality Management and Application in the schools of MEB** | **8** | **22,85** |
| Life Quality | 5 | 14,28 |
| **Service Quality** | **3** | **8,57** |
| Enhancement and Development of Quality in Education | 3 | 8,57 |
| **Total Quality Management Applications in Higher Education** | **3** | **8,57** |
| Total Quality Attitudes of Grade Teachers | 1 | 2,85 |
| **Quality Criteria in English Language Teaching** | **1** | **2,85** |
| Quality Culture at Schools | 1 | 2,85 |
| **Concrete Quality of Construction** | **1** | **2,85** |
| **Setting Quality Standards** | **1** | **2,85** |
| Concepts of Quality and Qualified University | 1 | 2,85 |
| **Quality Dimension of a Certificate Education Program** | **1** | **2,85** |
| Marriage and Motherhood Quality of Women | 1 | 2,85 |
| **Scientific and Socio-scientific Argumentation Quality Related to Cloning** | **1** | **2,85** |
| Total Quality Management Applications in Teacher Unions | 1 | 2,85 |
| **Service Quality in Higher Education** | **1** | **2,85** |
| European Dimension of Quality Assurance in Higher Education | 1 | 2,85 |
| **Academic Evaluation and Quality Development** | **1** | **2,85** |
| Total | 35 | 100 |

Table 6 presents the themes and the distribution of the themes of the postgraduate theses on quality in education. Most studied theme was "Total Quality Management and Applications". Most of the studies on the subject were conducted in the schools of Ministry of Education (MEB).

**Table 7: Distribution of the Postgraduate Theses on Quality in Education by Purposes**

| Purposes | n | % |
|---|---|---|
| **Determining the Opinions Related to the Total Quality Management Applications in the Schools of MEB** | **8** | **22,85** |
| Researching the Total Quality Management Applications in Higher Education Institutions | 2 | 5,71 |
| **Giving ideas on the total quality management applications in teacher unions** | **1** | **2,85** |
| Determining the service quality perceptions of students who study at foreign language courses | 1 | 2,85 |
| **Examining the significance of the correlation between content knowledge of Science and Technology teacher candidates and socio-scientific argumentation quality** | **1** | **2,85** |
| Determining the correlation between social skill development of male children with Attention deficit/Hyperactivity disorder-Hyperactive-Impulsive and their perceived life quality | 1 | 2,85 |
| **Evaluation of the service quality at schools within the context of parents opinions** | **1** | **2, 85** |
| Evaluation of the Baskent University Vocational School of Social Sciences Program of Tourism and Hotel Management in accordance with the total quality management principles | 1 | 2,85 |
| **Determining the extent at which quality culture is experienced at schools and the variables that contribute to the formation of the quality culture in accordance with teacher perceptions** | **1** | **2,85** |
| Determining the concrete quality of the buildings | 1 | 2,85 |
| **Determining the depression levels of amputee individuals who do and don't do sports in terms of life quality by determining their depression and life quality levels** | **1** | **2,85** |
| Setting quality standards for distant education | 1 | 2,85 |
| **Preparing the higher education SERVQUAL scale** | **1** | **2,85** |
| Determining the opinions on the quality standards in pre-school education institutions | 1 | 2, 85 |
| **Examining the difference between children with and without learning disability in terms of perceived life quality** | **1** | **2,85** |
| Examining the university life quality of students in terms of some variables | 1 | 2,85 |
| **Examining the quality assurance studies on higher education in Europe** | **1** | **2,85** |
| Examining school life quality perceptions of primary school students | 1 | **2,85** |
| **Examining the quality level and quality enhancement studies of education services in Turkish higher education services** | **1** | **2,85** |
| Determining the perspectives on quality of the primary school with ISO 9001:2000 certificate of quality | 1 | 2,85 |
| **Examining the marriage quality, motherhood quality; and the correlation between marriage quality, and motherhood quality among women** | **1** | **2,85** |
| Evaluating the implementation of enhancing quality in education and career steps in terms of teachers' personal rights | 1 | 2,85 |
| **Determining the opinions related to the enhancement of quality in preschool education** | **1** | **2,85** |
| Defining students' perspectives related to the concepts of quality, qualified university, qualified education, qualified instructor | 1 | **2,85** |
| **Determining the applicability of accreditation system in the faculties of education** | **1** | **2,85** |
| Determining the perceived quality dimensions elated to the computed airport reservation and ticketing certificate program organized within the scope of commercial and ground services education | 1 | 2,85 |
| **Studying the extent to which quality criteria defined by EAQUALS (Evaluation & Accreditation of Quality in Language Services) are applied in the teaching of English language in secondary education institutions in Turkey** | **1** | **2,85** |
| Total | 35 | 100 |



Table 7 presents the distribution of the purposes of the postgraduate theses on quality in education. The most common purpose among these purposes is "Determining the Opinions Related to the Total Quality Management Applications in the Schools of MEB".

## DISCUSSION AND CONCLUSION

The highest number of theses on quality in education were written in 2012. The most commonly studied theme in the theses on quality in education was "Total Quality Management and Applications". Most of these theses were conducted in the schools of MEB.

Total Quality Management (TQM) perception aims at continuous development and enhancement of all processes, products and services via complete participation basing on quality. The most important five components of it are: internal and external customer satisfaction, continuous enhancement, basing on data, determination of management, and participation of all parties. The basic condition for success is the handling and applying of these five elements with a systematic approach (Ceylan, 1997). TQM perception affected educational institutions deeply, as it affected all organizations. Education systems are questioned, and their structure, operation, and whole education process is reviewed according to this perception (Ozdemir, 1996). Unlike traditional management understanding, TQM projects a close cooperation with other educational organizations that provide input (student, teacher, and educational material). Because, as long as the "input" is not qualified, education cannot be at the desired quality. One of the most important conditions for adapting with the changes in the world is qualified education (Yildiz & Ardic, 1999).

The introduction of Total Quality Management Model to Turkish education system was the Project of National Education Development, supported by the World Bank. The purpose of this project was re-structuring of education system through all dimensions. As a result of the studies for the application of TQM in education management that started in 1995, "Total Quality Management Application Directions" and the project for the application of these directions were put into force in 1999. In 2001, "MEB Field Service TQM Application Project " was put into force, to be applied in MEB field organization and educational institutions. As stimulants for the implementation, prizes in two categories were started to be awarded as 2005-2006 academic year, as "Qualified School/Institution of the Year", and "Qualified Team of the Year" (Aslan and Kucuker, 2011).

The highest number of theses on quality in education were written in 2012. The reason for this may be that after "MEB Field Service TQM Application Project" was put into force, prizes were started to be rewarded as of 2005-2006 academic year. And the theses on the subject matter could be completed only in 2012. The most frequently studies theme in the theses on quality in education was "Total Quality Management and Applications". Most of these studies were conducted in the schools of MEB. The reason for that may be that TQM Project was put into force as of 1999 in MEB Central Organization, and as of 2001 in field organization. The distribution of postgraduate theses on quality in education by year presents that, a thesis was written in 2001, and after 2006 to 2014, many studies were conducted on the subject matter.

Distribution of postgraduate theses on quality in education by institutes presents that the highest number of theses were written by students of Institutes of Social Sciences, which is followed by Institutes of Educational Sciences. The reason for Institutes of Social Sciences being in the first place is that, many theses written in institutes of educational sciences were completed in institutes of Social Sciences. The second reason is that, theses written in the departments such as Management, Tourism Management, Economy, Public Administration were also conducted in the institutes of Social Sciences. Moreover, most postgraduate theses on quality in education were written by the students of "Educational Sciences" and "Management" departments.

The importance of TQM in the field of Management is increasing day by day. Because, businesses today are in great competition because of the rapid changes in technology. In our time, following technological developments daily is difficult. In such a time, businesses can only succeed with different management styles and implementations. This fierce competition made businesses compete with the businesses that are not even in the same sector. Under this fierce competition, one of the most important developments that gave hope businesses is TQM philosophy (Kaya, 2009).

The distribution of postgraduate theses on quality in education by purposes reveals that, the most common purpose of these theses is "Determining the Opinions Related to Total Quality Management Implementations". Because, both schools of MEB, and higher education institutions place more emphasis on total quality management studies today.

As is the case with other countries, the demand for higher education is increasing everyday, which led to the increasing of studies for quality evaluation and forming an accreditation systems, since maintaining and enhancing the standards is getting more and more difficult (Kavak,1999).

Consequently, the highest number of postgraduate theses on quality in education were completed in 2012. The most common theme studied in these theses was “Total Quality Management and Implementations”. Most of these studies were conducted in the school of MEB and then universities. The most common purpose among these postgraduate theses on quality in education was “Determining the Opinions related to the Total Quality Management Implementations”. Determining the opinions related to service and life quality followed this as a purpose.

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# AUTHENTIC EVALUATION OF COMPETENCE

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## ABSTRACT

Describe competence is a problematic operation that depends on the context and, at school, on the disciplinary character involved. It is believed that the competence is inherent to individual and that this represents his knowledge, experiences and abilities (Le Boterf, 1992). According to social constructivist model, competence refers to the subject intimate mental processes, that allow to break a critical situation and then implement original strategies for solution. McClelland (1973) to whom is attributed the authorship of word, believes that the competence needs motivation , occurs in a context and is achieved by means of appropriate behaviors. Particularly at school, *active teaching* strategies using the competence to indicate the student's ability to independently solve a problem, deploying their knowledge in practice (Pellerey, 2004). To assess the competence you need to design tests of *authentic assessment* that encourage students to active their knowledge to solve complex tasks.

## INTRODUCTION

New demands of contemporary society, justified by compelling progress of science and technology have profoundly changed the dynamics of the interpersonal relationships. This has produced a significant change in the relational matrix in which individuals are included since childhood. Learning process is supposed to be re-designed and implemented including this transformation. To this day, knowledge is a resource that can be used for work or business, but it is also the basis of interpersonal relationship dynamics. Contemporary people need to have an expertise that distinguish the professional skillset, but also should be provided with greatest flexibility to easily adapt to the changing needs of working environment and social interactions. That being so, knowledge represent the essential structure in order to develop a multi-disciplinary field of knowledge, which allows to render the reality and as a result being able to deal consciously on it.

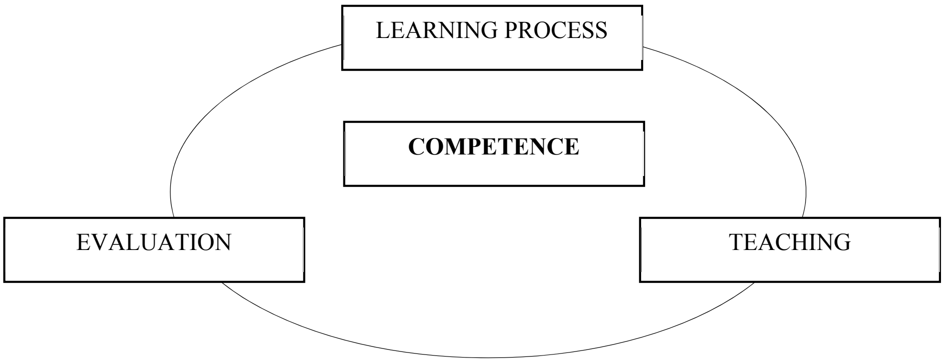
## RESEARCH

The gap that exists between school learning and out-door learning was discussed in a paper by Resnick (1995), where the author exposes the difference between academic knowledge and its impact on daily life.

1. Schoolwork requires individual performance while mental work outside is often shared socially;
2. the school requires a thought-free media, whereas outside we make use of cognitive tools or artifacts;
3. the school grow symbolic thought in the sense that working on symbols, while outside of the school the mind is always directly affected by objects and situations;
4. in school are taught skills and general knowledge, while in outdoor activities dominate specific skills related to the situation.

Most of the knowledge sent at school is theoretical and parted from context. The knowledge learned in real life situations, it is instead located and based on concrete action. The distance between these two types of knowledge do not replay the professional and working environment: that's why it is necessary think and promote a kind of learning not separated from the reality that students, who have become citizens, will have to compete. Castoldi (2009) believes that the most important innovation of the last fifteen years in teaching has been the introduction of the construct of competence. The term is not intended to replace existing terminologies, or added to the list of words used as mere labels. The construct of competence carries with it a substantial change in the learning, but also in the teaching going to affect the structure of the training model school (Fig. 1).
It is hard to define in a perfect and complete way the construct of competence: in fact, the use of the term in a lot of fields of knowledge influences its definition. Particular in education, competence refers to disciplinary character involved or at the specific task required. Based on etymology, the term competence derives from the late Latin *competentia*, which follows the verb c*ompetĕre*, composed of *con-* and *competĕ*, that properly means "go, ask together". In general, it indicates the individual ability owns by culture or by experience, to talk, to discuss, to comment on specific topics as well as the power of action that an individual can exercise.

**Fig. 1. Training model school based on competence**




Competence is characterized by two forms: on one side, it indicates the subjective capacity about a field of experience and on the other side, concurring with, it indicates the ability of the individual to make judgments freely. This second meaning of competence's term affects the administrative law area of interests. By the way Le Boterf (1992) believes that competence can be defined as a *conceptual chameleon*. Consider competence as a practical ability to solve problem it is intuitive for those who believe that in a performance are involved knowledge and skills, and on the other side exquisitely personal traits. In this particular case, the competence is realized after the individual has used appropriate strategies for the solution of a problem and its evaluation is therefore next to the result. Individual skills are commensurate with the context in which they are implemented, and context can influence the level of individual performance used.
Due to its complexity, the argument has led several definition in each specific subject, especially in work environment. Quaglino (1990) judges that competence can be understood as the professional quality of an individual, in terms of knowledge, talent and abilities, professional and personal skills. Le Boterf (1992) believes that the competence is the whole spectrum of knowledge, skills and behaviors who a person employ in a professional area. The first systematic definition in teaching about competence's construct can be ascribe to *behaviorism*. According to behaviorism's studies, competence has been identified as the result of action that can be observable and measurable. Since the 70s of the last century onwards, the study of the competence's concept has resulted in a large literature that, as proposed by Mulder, Weigel and Collins (2006), can be summarized in three main directions of evolution.

- *From the simple to the complex*. Competence is an improvement of the knowledge already owned by subject that involves the activation of knowledge, skills and dispositions. The process engage the cognitive, the motivational and the emotional dimension.
- *From outside to inside*. According to this process, knowledge draws attention to all those subjective dimensions that are not directly observable outside, but that form the basis of individual behavior.
- *From theoretical to pragmatic*. Competence is specifically assumed and it is related to a given context, losing its general sense. Competence is identified with the subject's ability to use operational strategies for the solution of the problem related to specific culture and contextual dimension.

It's still Le Boterf (1990) who provide a concise statement of the evolution of the competence's construct supporting that it manifests the transition from the *know-how* to the *be able to act*, underlining the indissoluble relation that competence has to the context of action in which it is fielded. It is possible to define competence as the ability to perform a task in a satisfactory way, to apply their knowledge in practical situations, problem solving, and/or produce new solutions or objects (Notti, 2002). To let someone know about the complexity of competence's construct and about the long tradition of researches that was interested on topic, it is needed to use a multi-dimensional approach and it has to consider all the dimensions involved in the cognitive skills training. First, the basis of the skills are situated in a solid and structured network of knowledge. The knowledge which occurs to individual is:

- *Declarative knowledge* that represent the *know-what* (names, meanings, etc.).
- *Knowledge of procedure* related to *know-how*, who describe the operational setting to perform specific tasks.

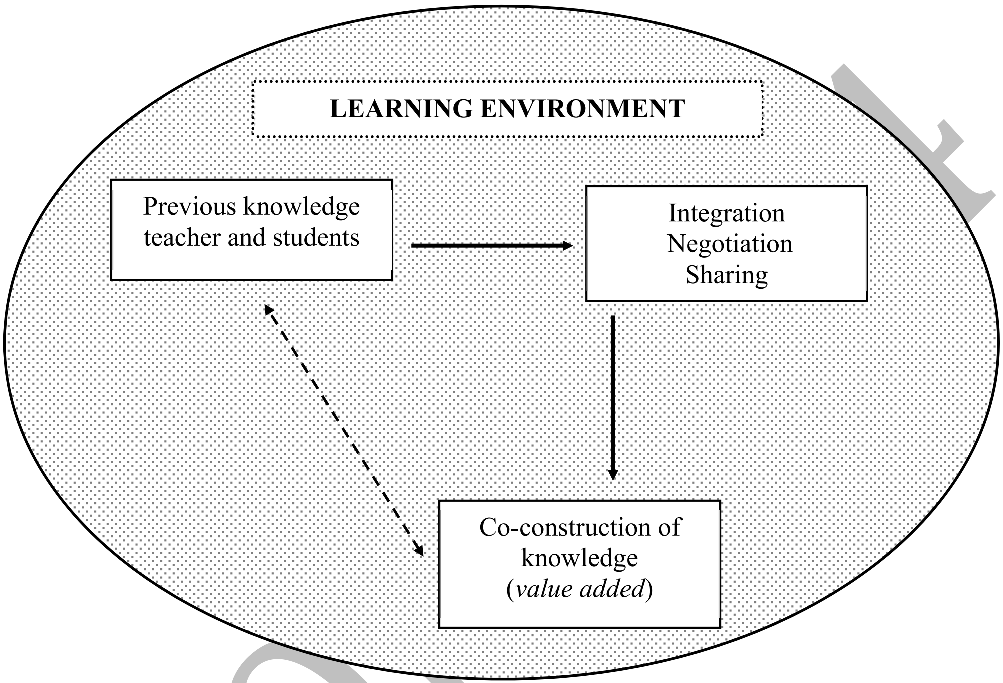
- *Conditional or contextual knowledge* who setting out how to coordinate the procedural and declarative knowledge.

In support of the knowledge's network that are acquired by the individual, whether in formal learning both natural ones, there are placed cognitive processes. Mason (1996) speaks in this connection of the *triple alliance* that is established between cognition, motivation and metacognition. Cognitive processes and knowledge allow the individual to break down, understand and solve problems in a consistent and effective way. It is interesting to note how the person, time to time, always in front of new problems, in specific contexts, is able to assess the existence or otherwise not, of characters common to experience already resolved. Wittgenstein (2009) spoke of *family resemblance* when he noted the "relationship" between linguists practices, related to each other by a network of analogies; in this case it is more appropriate to talk about *family of problems* (Gillet, 1998). That being so, the definition of competence proposed by Gillet (1998) seems to be suitable in this study framework. The author defines competence as a organized system of conceptual, procedural and contextual knowledge, also by metacognition, in operational response schemes constructed on base of experience and with exercise (script, action plans) designed to identify and solve family of problems with an efficient action (Gillet, 1998).
Because the construct of competence interest many subjects we believed that competence is inherent to individual and it represents his knowledge, experiences and abilities (Le Boterf, 1992). McClelland (1973) to whom is attributed the authorship of word, in his article *Testing for Competence Rather Than for Intelligence* (1973) says that the measurements in the professional environment, tend to be made by the intelligence tests that are not responsive to the needs of the real: "neither the tests nor school grades seem to have much power to predict real competence in many life outcomes, aside from the advantages that credentials convey on the individuals concerned" (McClelland, 1973, p. 11).
The American psychologist, discussing the need and the opportunity to use intelligence tests to assess the ability of a worker to reply the needs of its professional environment, he introduced the competence's concept. At the base of the construct McClelland puts motivation, capable of directing the actions/reactions of the individual to complete the performance that is required. Based on considerations of McClelland, many later writers have built their own theoretical framework about the construct of competence, providing interesting insights. Lyle and Signe Spencer (1993), for example, placed the competence in a *cause-effect* relationship, with reference to a performance in a determined context. The authors identify five factors that they consider constituent skills:

- *Motivation*: like McClelland, Lyle and Signe Spencer share the importance of motivation that moves a person to implement behaviors aimed toward a goal.
- *Traits*: show the propensity to action and allow you to select between the behaviors that best suits the situation/ problem.
- *Self-image*: it is the set of values, attitudes and evaluations that an individual has with respect to the cultural itself. This is a spring action that pushes to try to solve any problem.
- *Knowledge*: the form of declarative and procedural knowledge.
- *Skills*: These are skills needed to perform a task.

Some of the factors constituting the skills are explicit in nature; it is about to specific skills that the person uses in action. We can use a metaphor, trying to think a person like an iceberg: the knowledge and skills are the section of an iceberg that is observable in a subject. The other factors, self-image, traits and motivation concern the part of the iceberg that you can't see. It is the most secret and personal part in a person. The training interventions take precedence over components emerged, that is knowledge and skills, because more simple; but often training interventions ignore self-image, traits and motivation. In education, the concept of competence and its formal employment dates back into the educational model of the *active schools* which belong to *experimental pedagogy*. Active teaching strategies use a kind of learning process that is characterized by the creations of artificial and changeable conditions. This educational intervention can stimulate the learner's active participation in the training process. The model of active school is based on learner, who is consider the main actor of learning activities, able to develop personal strategies for thinking and able to mobilize his knowledge to solve concrete problems. The competence construct, as varied and complex as proposed, responds to a specific understanding of the learning process. The theoretical structure that introduces and supports the competence construct is *constructivism* which refers to the learning process how to re-build what student already knows, rethinking network of subject prior knowledge. *Social-constructivism* believes that each knowledge activity involves a process of *active structuring* and *interpersonal negotiating*: it is also enhanced the social and cultural dimension where learning takes place. The context action has a dual function: the context influence the learning process but it is in turn influenced. Furthermore, the context is not only the social and cultural frame in which the individual builds his knowledge, but it is an active resource of knowledge production. The quality and the quantity of interpersonal relationships distinguish the kind of learning. That's why the educational process is fitted on dialogical and reflective basis, on the student interaction and collaboration, on the possibility to produce shared meanings (Fig. 2).

**Fig. 2. Construction process of knowledge**




Just as the figure shows, the constructivist approach believes that learning processes are the result of interactions that people produce in a given context, talking or discussing about the meaning of cultural objects. The value of the knowledge already held by each are *re-processed* and *re-negotiated* in times of interaction and the *new competence* (the integrated knowledge) is the added value to the individual, but also to the whole learning community. According to the constructivist perspective, communication plays a key role. This is why the training process is carried out primarily by and in the educational and social interaction and communication and is built as a meaningful experience for people.

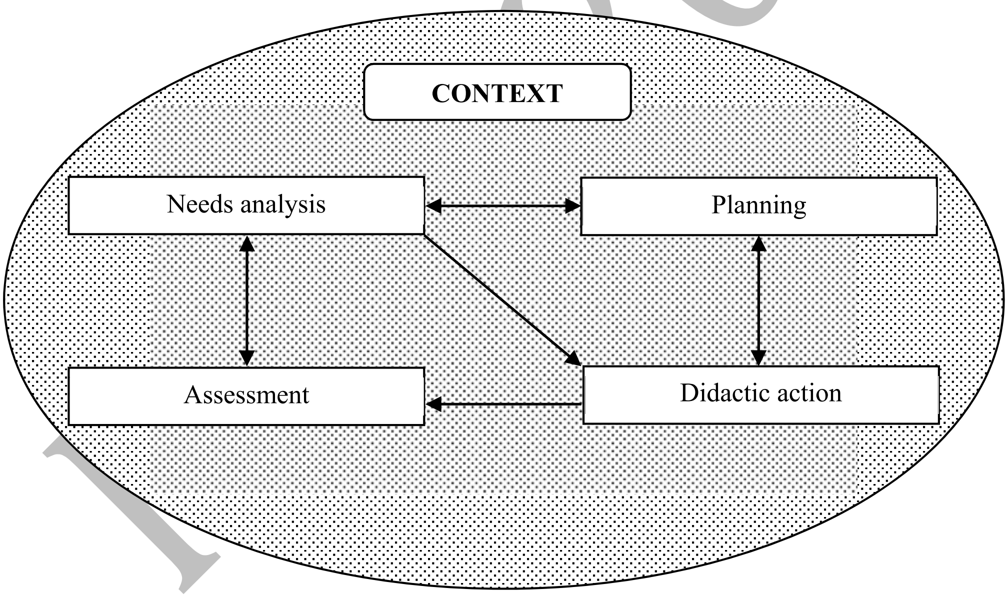
The design of teaching and training is crucial to link the meanings at the real products. The construct of competence fit for the process of learning based on *social-constructivist* theories, because competence support to solve practical tasks. The nature of competence is essentially cross as it is composed by a set of patterns of action that can be spent in different contexts to solve particular situations. The subject, on the basis of the learning process, is called to know how to act according to a purpose. In the national and international debate, a lot of organizations and research institutes interested on this branch were concerned to establish what skills will serve to promote the inclusion on the social and work environment. Precisely, the competence construct is at the heart of the redefinition of training at the school level. In a document edited by the 1993 World Health Organization (WHO), called *Life Skills Education in School*, we try to provide an answer to the demands of the international community about the strategies of social integration. The WHO sets out ten fundamental skills, anticipating, in fact, the identification of *key competencies*:

1. recognize their own emotions and those of others;
2. govern tensions;
3. analyze and evaluate situations;
4. make decisions;
5. solve problems;

6. flexibly cope with the various situations;
7. express themselves effectively;
8. understand others;
9. interact with others.

In Italy, the Institute for Development of Vocational Training (ISFOL) defines soft skills as the total assets of the personal resources that a person enforce to carry out a performance. The institute divides skills into three main areas: *basic skills* that are the minimum knowledge and the prerequisite of access to training; *soft skills*, that are not specifically related to a workplace or business, but testify the ability to adapt; and *technical* and *professional skills* to identify the knowledge needed at work (Isfol, 1997, p. 49-50). ISFOL definition focus on two fundamental dimensions of expertise: the *cognitive* one, about knowledge and motivation, and the *experiential* one generated in the cultural and educational context of generation. In these writers opinion, the most representative definition of the complexity of the competence construct is the one proposed by Pellerey (2004): "Competence is the ability to cope with a task or set of tasks, being able to start and to orchestrate their own, cognitive, affective and volitional skills, and use external ones in a consistent and fruitful way" (p. 7).
To explain the definition of Pellerey is possible to identify some key elements that define competence in a determined way. It refers to a specific task, in which the individual is required to carry out competent behavior, aimed at the solution of the task: this is its operational dimension, linked to action. Then, the competence requires the mobilization of personal resources. This refers to the holistic nature of the term (Mulder, Weigel, Collins, 2006), by consequence the resources are not exclusively attributable to the cognitive dimension, but also to the motivations, social and emotional components and metacognitive ones. Competence use resources available in the context of action (external resources), particularly of shared meanings, tools and everything that physically and culturally characterize the environment. In this sense that the construct of competence itself absorbs different dynamics of the learning process (Fig. 3).

**Fig. 3. The dimension of competent actions (Marzano, 2013, p. 209)**




In Italy, the Autonomy Regulations of 1999 (Presidential Decree No. 275), for the first time sets out the results of education, in terms of skills (the term used up to that time was "standard learning". The successive National Guidelines for the Custom Study Plan (Decree No. 56 of 19/02/04), and in particular its *Annex D* outlines the concept by defining what is called Educational, Cultural and Professional Profile of the student: what a learner should know at the end of the first cycle of education (6-14 years). To reconsider the learning process by introducing the construct of competence, involves a rethinking of the teaching action to allow the learner the possibility to use lessons assimilated. The student becomes the actor of the active and intentional learning, since the only way to be able to experience how to dispose of its competences. "As much as the learning acquired during the training processes are experienced, the more flexibility you can exercise your subject in adjusting or reorganizing the skills, needed to navigate within the cultural and professional mobility scenarios, in response to the demands placed on today young people and adults" (Melchiori, 2012, p. 12).
To encourage the *learning by competence* requires that action learning is reformulated in a particular way. The learning process should include activities that require direct and active involvement of the individual learner.

The design of the training setting must include the need for this type of teaching, allowing its implementation. The competence practice for the learner involves three dimensions: self-activation of personal skills, coordination of used skills and the focus on the specific problem solving (Maccario, 2012). The course has to provide the basic tools to enhance the process of building skills and to implement the relevant actions.
The whole learning process must be assessed by means of consistent and appropriate tools to achieve the training goal set the learning for competence. "The acquisition of knowledge and skills in the actual conversion of the pure administration" (Bruner, 1973, p. 172), that is to possess skills, and know how, is restricted to the use of new teaching methods.
Planning in education means insert contextual, cultural and social conditions in which it will be operate. In fact the teaching action is addressed, to achieve specific goals for each student, in relation to reality-school and school reference. Design situations and learning environments means finding answers to the subjective and objective needs (Marzano, 2013) in order to promote learning and to stimulate individual curiosity and continuous personal growth. Quaglino (2005) suggests that educational processes should:

> To take start from the specific needs and requests: a survey, therefore, more or less timely, accurate and thorough, but still sufficiently close to a reality of needs to be met, deficiencies to be addressed in relation to areas identified as realistically [...]. The next step will be the translation of what has been recognized as a need in specific directions as to the characteristics to be taken by the setting [...]. So it comes to specify learning objectives, to detail the contents of this knowledge, to choose the most appropriate for its transmission (p.14).

The importance of the competence construct in schools has an impact on the way to evaluate the goal set. The evaluation practices are inevitably mirror the didactic model, the base of which is a specific idea of learning and teaching. As well as, Pellerey (2004) supports that learning, teaching and assessment are closely intertwined: in recent past years teaching approach have had a profound cultural transformation that takes the concept of competence as a cornerstone. Indeed, the change is parked on assessment practices. It change the *significance* of the performance requested in accordance whit the learning project, it change the test *authenticity* reflecting the real world demands, it change the assessment *processuality*, that want capture the indissoluble links between the performance and the achievements, it change the student *responsibility* about the evaluation and the solution of the proposed task, it change the *promotion* of assessment activity in relation to the training process and expected results, it change the *dynamism* of the assessment because it is interpreted like a process aimed to promote the student skills, it change the *entirety* of evolution moment, seeing as all process dimension are studied (cognitive, social, affective and conative dimensions) and, at last, it change the *multidimensionality* of assessment because the reading occurrence is done by many perspectives (Galliani, 2009).
The assessment is divided into three parts: the choice of educational goals, the detection of performance and the judgment of results. Competence construct introduction speaks about authentic assessment. The authentic assessment is the evaluation that occurs in the context of a learning environment and reflects the real learning experiences and worthwhile that can be documented through observation, recording of facts, newspapers, journals, entries work, conferences, portfolios, writing, discussions, experiments, presentations, demonstrations, projects, and other methods. The real reviews can include individual or group tasks. The emphasis is on reflection, understanding and growth rather than answers based on recall of isolated facts. The purpose of authentic assessment is to engage students in tasks that require to apply the knowledge in real-world experiences. The authentic assessment discourages the evidence "paper-and-pen that are disconnected from the teaching and learning that takes place at the time. In authentic assessment, there is a personal intent, a reason to engage, and a true listening that are beyond the capacity/skills of the teacher (Crafton, 1991). To judge knowledge achieve it forces us to adopt a plural perspective of observation. Marzano (2014) believes that is possible basing on a Pellerey proposal (2004), to observe the development of learner's skills speaking about three dimensions: *objective*, *subjective*, *intersubjective*. The subjective dimension preserves the need to detect observable and measurable evidence. To meet this kind of testing, for example, *tasks of fact*, *cases study* or the manufacturer production. Then, the subjective dimension recalls the personal meanings that the student gives in their learning experience. This dimension implies the learner's self-rating process, with whom he establishes his involvement and his motivation to solve the proposed task. Part of the intersubjective dimension are the social matching and judgment of others over the course of the performance required. In the latter case it is possible to talk about an *hetero-assessment*, that involve all the actors committed in the process of co-construction of meanings. Each of the evaluation dimensions needs appropriate instruments according to their specificity, to compose, finally, an articulated and comprehensive framework's assessment. Wiggins supports that in the process of *authentic assessment* is not necessary to judge what the student knows, but what he can do with the things he knows (Wiggins, 1993, p.24). He believes that the *authentic assessment* possesses specific characteristics:

- It is realistic;

- It requires judgment and innovation;
- It requires to student to build the branch of Knowledge;
- Replay or simulate the context in which the student will be immersed when he became adult (we talk about professional environment, social and affective sphere);
- Judge student's ability to solve problem mobilizing his internal knowledge and those made available by the environment;
- Student can have instant *feed- back* that can be used for improve the performance.

How produce an authentic assessment for competence? It is important to note that the judgment can be inferred from competence manifestations, and not from a single performance; Bertagna (2004), in fact, believes that in order to assess the competence you need to consider a number of services, such that they assume the role of *information base* on which to establish the level achieved by the learner. In the construction of the tests of authentic assessment it is necessary to adopt a multi-dimensional approach in order to obtain evidence on the competence shown by the students. The tests of authentic assessment should enable the student to navigate in a complex and interdisciplinary situation, and should lead him to find the original solution strategies, starting from a experiential logic. Kline (1996) identifies on structured test and on semi-structured test "the kinds of questions useful to build test, that will measure the individual advancement in learning the competence" (p. 229).
The main feature of authentic assessment is to immerse the student in a critical condition, in a brief but effective way, to support the start of the test, when the learner has to break into different parts the problem. To help the student in this phase can be used: newspaper articles, essays, photographs or drawings. The documents are necessary to build the frame. The task involves the solution of questions about the problem: these are constructed in a commensurate way in respect with the student background. The test contains two elements: the *originality* and *complexity*. Originality and complexity are subjective in nature, since they depend on the age and on the student prior knowledge. This means that the same task, administered to students over the age would be subjectively less complex. Then the test should be measured to students who are asked to solve it. Test structure have to propose a simulation of the actual circumstances in which to use the acquired skills to extricate himself from the situation-problem.
An interesting example of authentic assessment used for competence evaluation is the PISA 2009 Project (International Programme for Student Assessment), sponsored by the Organization for Economic Cooperation and Development (OCSE), make to assess the competence of fifteen-schooled. The study is based on the assessment of competence in the areas of reading comprehension, mathematics and science. As provided in authentic tasks, the focus is not taken on curricular contents, but the attention is on the ability to use the skills acquired at school to solve problems that are encountered in everyday life, and also is important appreciate the students motivation in the spontaneous and continuous learning. Among the domains of interest of the OCSE-PISA 2009 tests is considered the *problem solving*, with which it identifies the ability of an individual to implement cognitive processes by finalizing the solution to a complex problem.

## CONCLUSION

Finally, the introduction of the competence construct in learning has deeply changed the way of understanding the process of formation. The action of education have to be directed to the new demands of contemporary society, where the knowledge should not only be acquired but also put into practice. The competence concept implies, on the one side, the active practice of knowledge to solve real problems, according to the demands, constraints and resources of the environment and, on the other side, competence requires the ability to reshape the knowledge in dealing with new situations and to respond to the challenges that they present themselves. Then teaching means integrate the learning in function of practical action. Learning by competence complies the needs of the contemporary paradigm and it is important to promote the application of this kind of learning more and more.

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# BENCHMARKING AS A QUALITY ASSURANCE TOOL AND IT'S APPLICATION TO HIGHER EDUCATION (A CONCEPTUAL FRAMEWORK)

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**Key Words: Benchmarking, Benchmarking Application, Quality Assurance, Higher Education**

The function of quality management to give "trust of quality" to outside "stakeholders" is what is understood under quality assurance. The purpose of quality assurance is to ensure accountability, yet it must also enhance the quality of Higher Education (HE) itself. However, there is often a perception that quality assurance has become too bureaucratised, failing to lead to real, deep changes in the sector. (Burguel, 2012, 6). Higher Education Institutions (HEIs) would need more explicit management tools for quality assurance and quality ipmrovement. This is where benchmarking comes in. Benchmarking is a systematic-ongoing process which aims to measure and improve the organization's performance by inter-organizational learning about possible improvements of its primary and/or support processes by investigating these processes in the better performing organizations (Alstete, 1996; McKinnon et al, 2000; Kwan, 2002; ESMU,et al, 2008).

The European Association for Quality Assurance in Higher Education (ENQA, 2002), states that the indispensable elements of benchmarking are; negotiation, collaboration, dialogue and developing a process for mutual understanding. In benchmarking exercise, the question is rather: How can we learn from others; how to get to where they are from here? Establishing or measuring externally visible performance through key performance indicators (KPIs), is only the beginning of benchmarking. Aim is to find out about good practices rather than only good performance (ESMU,et al 2008:6). Whatever its scope, benchmarking is an important elemet of the university's quality assurance cycle (http://www.Adelaide.edu.au/learning/staff/benchmarking/). More recently, the concept has been used at the level of single discipline or single management approach (Vlasceanu, et al, 2007: 19).

**Aim and Scope of the paper**: Concrete nature of benchmarking as a management tool to improve operational performance, is not always fully understood. It is often performed as a mere data collecting and rank-oriented exercise without interest in learning from each other and also lacking a systematic approach for quality improvement. In higher education, many people still confuse about benchmarking whether it is collecting statistics or performance indicators (ESMU, et al, 2008:6). Although it has been in use in many countries since early 1990s, relatively little has been written on how to apply benchmarking to HEIs ( ESMU, et al, 2010). And according to literature, its use is also too limited in Turkish HE sector. This study, therefore, focused on literature review into benchmarking concepts, principles, implementations and frameworks of collaborative benchmarking practices which have been conducted by HEIs in US, Australia, Canada, UK, Germany and other European countries.

**The underlying purpose** is to draw more attention to the benchmarking theme by describing what benchmarking is for HE, revealing its importance, components and application stages and discuss how to apply benchmarking to Turkish HE. **The study starts** describing benchmarking and its importance in HE; and then presents the relationship between benchmarking and quality assurance models (TQM, BALDRİGE and EFQM Models, ISO 9000, BPR). Finally, implementation stages and related issues relevant to literature findings are discussed.

**Main or Preliminary Results**: It is accepted to find proper answers to the following research questions:

- What is true benchmarking and why is benchmarking process vital for quality assurance cycle in HEIs?
- What is special about benchmarking with the quality assurance models?
- Where is benchmarking currently being used in HE sector?

- How to apply benchmarking to a higher education institution?

**Implications / Contributions for Researchers**: In this study, the author have reviewed HE benchmarking literature in order to make researchers and academicians gain beter understanding of the subject and take a closer look at importance and applicability of benchmarking in Turkish HEIs.

For the newcomer to benchmarking it may be difficult to have a clear idea of how to start and manage benchmarking exercise. Study would help with a clarification on concepts and practices of benchmarking. At the same time, the study will provide valuable information for HEIs which already have experience with some aspects of benchmarking and are willing to take their efforts a step further.

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# CARE AND SUPPORT FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS

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## Abstract

*Early identification of developmental disorders in infants and toddlers is critical for the well being of children. It is also an integral function of the primary care medical provider and the early care given in the home or crèche. This paper is focused at providing information on special need infants and toddlers and strategies to support them in developmental concern to cope with the challenges in and out of the classroom and to interact with their peers without stigmatization and inferiority complex. The target children are from birth through three years of age. There is a strong recommendation for developmental surveillance to be incorporated at every well child preventive care program in training and practical stage of formal school settings. The paper posits that any concerns raised during surveillance should be promptly addressed with standardized developmental screening by appropriate health service providers. In addition screening tests should be administered regularly at age 9+, 19+ and 30 months of these infants. The paper also establishes that the early identification of these developmental challenges of the infants and toddlers should lead to further developmental and medical evaluation, diagnosis and treatment, including early developmental school intervention, control and teaching and learning integration and inclusion for proper career build up. Children diagnosed with developmental disorders should be identified as children with special needs so that management is initiated and its underlying etiology may also drive a range of treatment of the child, to parents. Conselling and school integration as applicable to the child's specific need and care for sustenance in societal functioning.*


**Keywords:** Care, special need, support, infants and toddlers, management and developmental disorders.



**Introduction**

Every child is special and some children need special care and support because of developmental, physical, health, emotional or behavioural disorders or challenges. In order to meet the needs of the child, it is critical that parents and child care professionals create and maintain a partnership to help each other and also help the child reach his or her full potential. According to Cooper & Kuhithan (2009), a child with special needs is one who requires some form of special care due to physical, mental, emotional or health reasons. Because each child is unique and has unique needs, no single approach to caring for children with special needs can be applied to all children, even those with the same disability or special need. The practice of inclusion means including children of all abilities in the same classroom or child care programme. Inclusion means “a part” or not “apart”. The essence is to strengthen the capacity of the child care community to deliver appropriate inclusive high quality child care services to families of children with disabilities or other special needs. A collaboration framework between caregivers or teachers of children, parents and health professionals will promote and support parents and the child care network to provide inclusive services for children with special needs.

> *If you feel that your child or a child in your care is not developing or may not be developing at the same rate with other children of the same age, it may be timely to take a closer look. As a parent, this is a good time to mention your concern to your child’s caregiver or physician. As a provider, this is your opportunity to start a conversation with the parents about doing some informal observation. Parents and providers can work together to start an observation plan to record the child’s behaviour over time and in a variety of settings.*

American Academy of Pediatrics (2004) has it that this observation can help plan activities that the child will enjoy, match activities to the child’s skills and abilities and may serve to signal that a referral for formal assessment is needed. Whatever the family and parents decide, you as a provider have planted the seeds that will help them observe their child more carefully and think about what you have said. Here are some general suggestions to keep in mind when you are observing.

**Who is a Child with special need and what do you need to know about early intervention?**

Every child is a special person but some children may need special care due to physical, emotional, health or developmental need. The kinds of special need vary greatly. These range from simple allergies to developmental delays, a diagnosed disability or a series of illness. The categories of the special need as posited by Hirsh (2000) are;

- **Developmental disability**: A child with a developmental disability may grow and develop more slowly than other children. His or her physical, mental or emotional development may be affected.
- **Emotional/Behavioural needs:** This child may need help learning to follow daily routines or relating to others.
- **Exceptional health needs:** This child may require specialized care due to conditions such as allergies, asthma, diabetes, epilepsy, sickle cell anemia or because of a serious illness.
- **Language skill (communication disorder):** A child may have difficulty speaking or understanding speech. Expressing his or her needs or understanding rules and instructions may be difficult and frustrating for the child with this type of need.
- **Learning disability:** Children learn in different ways but some may need specialized care. He or she may have difficulty reading and therefore would need clear verbal instructions. A learning disability can be frustrating to a child leading to possible behavioural need.
- **Hearing impairment:** A child may have mild or significant hearing impairment or may be deaf.
- **Physical disability:** A child may have limited movement or require adoptive equipment such as braces, a walker or a wheel chair.
- **Vision impairment:** A child may have a mild or significant vision impairment or may be blind.

If you think your child needs help it is very important to get help early enough. This is known as “Early intervention”. The earlier intervention begins the more likely it will be beneficial to access available services.

The early intervention programme begins according to White (2002) from birth to three years of age in the teaching hospitals and at pediatric units. This programme serve infants and toddlers who may have a diagnosed disability a developmental delay or are at risk for a developmental delay and are eligible for services under regulations. Referrals are made from general practitioners to pediatricians base on specialization and need of the child.

The agencies are responsible for conducting confirmation assessment or addressing concerns regarding the child’s development. Input and concerns from parents and significant people like caregivers/teachers who are included in the assessment process is essential.

If a child is confirmed eligible for the ongoing services, a case manager is assigned to monitor the progress of the child on ongoing basis. The plan is reviewed at intervals to ensure that the child’s needs are being addressed and met. The manager ensure that infants and toddlers with disabilities and their families receive coordinated services early enough to make a difference in the child's societal functioning. A child with disabilities or other special needs require the same things that all other children need from you as a service provider to feel loved and nurtured to feel god about themselves and to reach their fullest potential in becoming independent beings.

**Ways to Identify A Child with Special Need**

Children vary a great deal in what they learn to do and when they learn. Robins Otero, Ferran & Dautenhatin (2007) has the following guidelines to follow when observing your child. If you notice some of these behaviours consistently you may have to contact or have the child screened by a professional as required:

**Vision:**

- Rubs eyes frequently and seems to have trouble following people or objects with eyes, has reddened, watering or crusty eyelids.
- Holds hands in a strained or awkward position, tilting it one side or the other or forward or backward when looking at an object. Has trouble focusing or making eye contact.
- Seems to have trouble picking up small objects from the floor
- Closes eyes when looking at distant objects.

**Hearing**

- May have frequent ear aches.
- May have frequent ear, nose or threat infections or allergies
- Does not look to the source of voices or react to hard noise by four months.
- Talks in a very hard or very soft voice.
- May have difficulty responding to a call from across a room.
- Does not use spoken language as expected for his or her age group.
- Has difficulty understanding what is being said.
- Breathes through the mouth.

**Thinking**

- By age one, does not respond to faces and objects or does not recognize familiar people.
- By age two, does not identify simple body parts by pointing, does not match similar objects or recognize self in a mirror. Cannot say simple words and name familiar objects.
- By age three, cannot follow simple directions and commands. Does not imitate adults.
- By age three, does not begin to participate in creative processes, drawing, blocks or platy in concrete terms. Cannot match colours and shapes and complete simple puzzles. Unable to pretend or make-believe play.
- By age four, cannot give correct answers to questions. Does not have an active imagination and cannot sit through a short story.
- By age five to six, does not understand the concepts of today, tomorrow or yesterday.
- By age five to six, cannot recite 1 – 10. Cannot stay with or complete tasks.

**Communication**

- Is unusually quiet.
- By six months, rarely make sounds like cooking or gurgling.
- By age one, does not understand first words such as mick, bottle or bye bye, mama or dada.
- By age two, rarely name family members or common objects and does not speak in two-words phrases. Does not point to objects or people to express want or need.
- By age three, does not follow simple directions or speak in sentences of three or four words.
- By age four, does not speak in sentences of four to five words to the understanding of adults.

**Moving**

- Has stiff arms or legs.
- Has floppy or limp body posture.
- By three to six months, does not have good control of head, arms and legs. Does not also explore fingers and objects with mouth and has not developed the ability to focus eyes on an object.
- By one year, has not crawled, sat up, picked up objects with thumb and first finger or stood with support.
- By two years, has difficulty walking without help

- ❖ By age three or four, does not walk up and down the stairs, frequently falls when running and cannot turn pages of book. Cannot draw lines and simple shapes.
- ❖ By age five, cannot get dressed with minimal help, difficulty skipping using alternate feet.

**Playing**

- ❖ By three months, does not coo or smile.
- ❖ By age 12 to 24 months, does not play games or wave bye bye.
- ❖ By age three, does not imitate parents or caregivers by doing routine tasks such as washing dishes, cooking or going to work as they play with peers.
- ❖ By age three, tends to play alone more than with other children. Does not engage in joint exploration and some peer play.
- ❖ By age three, does not play purposefully or imitate play through pushing or hitting.
- ❖ By age four, does not play make-believe games and group games such as hide and seek with other children.
- ❖ By age five, does not share and take turns
- ❖ By age five, does not show concern for a child who is crying or a distressed or empressed compassion.

**General Behaviour**

Some behaviours may be a cause for concern or they may just be part of the child's temperament or personality. It is necessary for parents and caregivers to bear the following in mind:

- ❖ By six months, avoids being helped or talked to or resist being soothed or comforted.
- ❖ Does not pay attention or stay focused on an activity for as long as other children of the same age do.
- ❖ Often acts out or appears to be very stubborn or aggressive.
- ❖ Avoids or rarely make eye contact with others.
- ❖ Unusually frustrated when trying to do simple tasks that most children of the same age can do.
- ❖ Acts extremely shy or withdrawn.
- ❖ Does not like being touched.
- ❖ Treats other children, animals or objects cruelly or destructively.
- ❖ Display violent behaviour such as fighting or torturing other children regularly.
- ❖ Does not recognize dangerous situations such as walking in traffic or jumping from high places.
- ❖ Has problem sleeping, eating or toileting.
- ❖ Has difficulty putting thoughts, actions and movements together
- ❖ Overtly impulsive, active and distractive.
- ❖ Does not respond to discipline as well as other children of the same age.

All these are issues that require attention by parents, caregivers and professionals as the case may be for proper child function in society and inclusive education practice.

**Strategies and Recommendations in Care and Support for Special need Infants and Toddlers**

After some specific observations or information about the child has been collected or observed, some questions to assist are put in perspective and easy to help in decision taking on whether the child is just developing at his or her own pace or is a child who may need an additional assistance. These questions are:

- ∗ Has the child made progress over time or is he or she stuck?
- ∗ Is the child ignored by other children because he or she cant keep up with them, doesn't get their jokes or doesn't understand the rules of the game?
- ∗ Are the expectations for the child realistic given everything you know?
- ∗ Does the child have trouble at specific times of the day such as meal times, nap time or specific adults.

When a parent or caregiver is convinced with answering these questions, then a change schedule will now be necessary to address these concerns. This is when a qualified service provider navigates the following strategies to redirect the child to curb the observed challenges as posited by American Speech Language Hearing Association (2008) & Osofisky (2011). The following strategies are to benefit the children and adults recognize that a child is a child first and also each child is different whether or not he or she has disability.

**Developmental Delays**

- ∗ Give clear directions, speak slowly using only a few words.
- ∗ Move the child physically through the task so that he or she can feel what to do.
- ∗ Stand or sit close to the child so you can help if needed.

* Help the child organize her words by providing structure and consistency examples. Label things with pictures and words.
* Avoid changing activities abruptly, allow time for adjustment.
* Teach in small steps.

**Speech and Language**

* Be a good listener.
* Give directions simply and in compete sentences.
* Talk about what you or the child is doing while you are doing it.
* Have the child practice to talk what he or she is doing by asking specific questions.
* Repeat what the child says and add missing words or ask the child to repeat what you are saying. Build on what the child says by adding new information.

**Vision Impairment**

* Ask first if the child need help. Don't assume that it is needed.
* Give specific directions and avoid words such as this, that, or other there.
* Call children by their names and address them directly.
* Increase or decrease the room light to avoid glare.
* Use simple, clear, uncluttered pictures that are easy to see.
* Encourage hard on experience, today holding and explorings

**Physical or Neurological disabilities**

* Know the child's strength and needs to help encourage independence.
* Assist the child with activities she may not be able to do alone such as kicking a ball.
* Be aware of proper position techniques.
* Learn how to use and care for any special equipment.
* Help other children understand the disability and stress what the child can do.
* Work closely with other service providers like therapists or psychologists.

**Hearing Impairment**

* Know the degree of hearing loss the child is experiencing
* Support the child socially.
* Be sure you have the child's attention before giving instructions
* Speak in complete sentences at normal speed while facing the child and smile.
* Use visual cites such as pictures or gestures when you talk.
* Encourage the child to let you know by a special signal if he or she does not understand what you are saying.
* If the child does not understand what you have said, rephrase rather than repeating what you have said.
* Provide opportunities for the child to talk.
* Learn sign language at all means.

**Social/Emotional**

* Establish routines and provide structure for the child.
* Use items such as timers or bells to signal the start and end of an activity.
* Do not change an activity suddenly but rather warn the child ahead of time what would be changed soon in the activity.
* Allow the child to watch new activities and practice them away from the group.
* Sit close to the child and give periodic verbal and physical reassurances.
* Let the child bring familiar objects when entering new situations.
* Help the child make choices by limiting the options.
* Allow the child to have a safe emotional outlet for anger or fear.

**Techniques for Managing Behaviour**

* Respect the child's feelings.
* Manage your own behaviour and model desired behaviour.
* Prevent problems when possible. Look at your schedule and environment.

* Focus on what the child can do and accentuate the positive.
* Follow through with realistic consequences.
* Help the child to verbalise, act and understand. Clarify statements and feelings.
* Teach the child appropriate behaviour.
* Give the child reasonable choices.
* Ignore negative behaviours if you can.
* Provide developmentally appropriate activities in a safe, nurturing environment.
* Have fun and ensure consistency with the family in handling behaviour and consequences.

Children naturally are curious about their environment and about people that look or act differently than what they are used to. Generally children accept different options when their needs are provided right away in a simple truthful and direct manner.

**Conclusion**

When talking about a child with special need, it is crucial to look at the whole child not just the disability. Remember to point out the way the child is like other children. Instead of focusing on the differences, all children are different from one another and all have different needs. Being sensitive about the language to use on the child will help you be more aware of all children whether you are a parent or a caregiver. Using sensitive language will help prevent hurt feelings and avoid unintentional insults. A child with disabilities or other special needs requires the same things that all of the children need from you; to feel loved and nurtured; to feel good about themselves and to reach their fullest potential in becoming independent beings. Children with special need may need a little more structure in the schedule or environment, a little more physical assistance or a little more encouragement than some of the other children in your programme. Keep in mind that the parents of a child with special needs can also benefit from your encouragement as they may be more anxious, frustrated and stressed than other parents.

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# Challenges Hindering Scientific Research Curriculum among the University Health Faculties in Palestine

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**Background:** Health research supports health systems in the delivery of better, fairer and more equitable care to people. It is extremely important to inform policy makers in health systems to tackle threats, to address priorities and focus on the most important health determinants. Scientific research course within the academic health faculties is considered one of the basic curriculum components. It should be designed and managed properly to promote the students' knowledge and practice in the technical field in the future to be applied effectively in their real life as well. In fact, there is a scarcity of knowledge and shortage of studies about this reasonable topic, where the university is the main nucleus which produces educated human resources to be able in developing the scientific research and practice it in all aspects especially in health sector, in term to keep up with progress and prosperity and good investment in it. Therefore, there are many challenges facing the development of health research in Palestine, the most prominent is the academic curriculum weaknesses within the health faculties represented in scientific research course. Essentially, it is crucial to advance them in their educational and career goals, in order not to be only after graduation job-oriented but research-oriented to contribute in research in all settings and their workplace in detecting problems and finding scientific solutions. This is the first national study, its aiming to investigate in depth the most important challenges that hindering the development of students and graduates knowledge, attitudes and practice within the university health faculties in Palestine, in order to get the most efficient and effective solutions. The graduate students knowledge and practice in research witness broad gap, weak of curriculum and qualified lecturers, as well as absence of opportunities and prospects for implementation.

**Design and methods:** The study design is cross-sectional with approaching a qualitative method beside reviewing different kinds of literature, conducting 8 in-depth interviews with

academicians at the Palestinian universities and national health, and 3 focus groups with the students and graduates who will be selected randomly based on the lists of their names will extracted from faculties for elaborating rich data and information about the phenomenon. 5 health faculties as follow: (2 medicines, 2 nursing and 1 public health) within the Palestinian universities.

**Implications:** This study will help to identify the challenges and gaps that facing the health faculty from side and the graduate and students from another side regarding to scientific research curriculum development, which will help the all relevant bodies to adopt the study findings and recommendations into policies, in order to enhance the faculties competencies and develop the students and graduates knowledge, attitudes and skills to practice it well after gradation phase. The study will suggest real solutions conducive for strategy to manage this topic effectively and efficiently to improve the health faculties graduate students in scientific health research.

**Keywords: Health research curriculum health research and policy Palestine**

# COGNITIVE ACTIVATION IN MASS LECTURES THROUGH VOTING SYSTEMS IN THE LECTURE THEATRE

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**ABSTRACT**

Communication plays an important role in life and especially in education. Nevertheless, most universities have to cope with large numbers of students. Therefore, many introduction courses focus on ex-cathedra teaching. Nowadays, we know that the learning success is limited by such a teaching method. In this paper, I would like to analyse the effects of a new e-learning-tool prepared for large lectures. This new interactive teaching technology allows students to interact with each other even in huge crowded lectures. This paper will compare the learning success of two different teaching methods based on the so-called peer instruction.

## 1.BACKGROUND AND AIMS

As we have known for some time, frontal instruction in mass lectures is ill-suited to conveying new knowledge. This is confirmed by current neuroscience research on teaching and learning processes (Günther, 2012). Yet most universities adhere to mass lectures. Surprisingly, the issue finds little resonance even in current debates on higher education didactics. Have we given up hope in the face of the sheer numbers of students in mass lectures, which render a teaching discourse or group discussions practically impossible? Have we accepted that the lecturer's role in such situations can only be that of a reader, and the students are merely passive consumers?

We must not rush to affirm these questions since methods for the cognitive activation of large audiences do exist. *Eric Mazur's* (2013) 'peer instruction' teaching method achieves interactive learning and the activation of large student bodies by encouraging the students to independently recognise factual mistakes and to help each other to correct them. Thanks to electronic voting systems in the lecture theatre, peer instruction can be integrated into mass lectures without consuming a lot of time.

The question remains, though, how exactly such a method is to be designed so as to achieve the best possible results. This issue will be examined in detail in the following.

## 2. METHODOLOGY

Two teaching methods, which rely on essential features of peer instruction, are to be compared using results from a large class of first term Business Administration students at the University of Hamburg. The heterogeneity of the student body – e.g. with respect to prior knowledge, cultural backgrounds and age – poses a particular challenge for the lecturers. How – especially in the well-attended introductory sessions – is one to deliver a sophisticated lecture without losing parts of the audience? The methods described below may offer some help.

Pursuant to **Method A**, the students are instructed to read a text on the foundations of business organisation in preparation for the next lecture. At the beginning of that lecture, so-called 'clickers', electronic voting devices, are distributed among the students, enabling them to respond to a test consisting of single-choice questions.

In a first iteration, the students are to answer a question individually within a time frame of one minute. Their responses are recorded electronically. In the second iteration, the same question is answered again, but this time following a period of one minute during which each student is to convince her or his neighbour of their answer. This method is broadly in accordance with Mazur's peer instruction.

This sequence of two iterations is repeated for each question of the test. Only if the vast majority of students answered the question correctly in the first iteration can the second pass be waived.

In contrast to Method A, according to **Method B** the students are not required to prepare for the lecture with the help of literature. Instead, the lecturer teaches a textbook chapter on Human Resources. Subsequently again a test of single-choice question is conducted in the exact same procedure of two iterations as in Method A.

## 3. SOME PRELIMINARY RESULTS

**Method A** was applied to a set of five single-choice questions on business organisation. 90 students participated. Below we list the questions, the answer choices and the results. The correct responses are highlighted.

*A1. The functional organisation is characterised by which advantage?*

A) avoidance of suboptimal outcomes

B) **gains from specialisation**

C) reduced strain on management

D) direct communication

E) promotion of holistic solutions

| Question A1 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | **B** | C | D | E |
| 1. individual responses | 9 | **51** | 10 | 19 | 11 |
| 2. responses after discussion | 2 | **64** | 9 | 13 | 12 |

*A2. The divisional organisation is characterised by which advantage?*

A) simple strategic control

B) low administrative effort

C) promotion of holistic solutions

D) **greater flexibility and speed**

E) reduced duplication of effort

| Question A2 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | B | C | **D** | E |
| 1. individual responses | 17 | 10 | 11 | **39** | 22 |
| 2. responses after discussion | 14 | 13 | 12 | **44** | 18 |

*A3. The divisional organisational form is particularly suited to…*

A) small and medium-sized enterprises with a relatively small and homogeneous range of goods and services that operate in a relatively stable business environment.

B) **medium-sized and large multi-product companies that operate in a dynamic business environment.**

C) large multi-product companies that operate in a relatively stable business environment.

| Question A3 – relative frequencies of responses | | | |
|---|---|---|---|
| Responses | A | **B** | C |
| 1. individual responses | 23 | **45** | 32 |
| 2. responses after discussion | 13 | **64** | 24 |

*A4. The matrix organisation is characterised by which advantage?*

A) strict delimitation of competences

B) low administrative effort

C) easy assignment of success and failure

D) fast decisions

E) **systematic incentives for innovation**

| Question A4 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | B | C | D | **E** |
| 1. individual responses | 15 | 6 | 18 | 28 | **33** |
| 2. responses after discussion | 15 | 7 | 14 | 16 | **47** |

*A5. The line-and-staff organisation is characterised by which weakness?*

A) The establishment of staffs requires extensive restructuring of the whole business.

B) **Staffs may influence line managers' decisions according to their preferences.**

C) There are no clear lines of communication and command.

| Question A5 – relative frequencies of responses | | | |
|---|---|---|---|
| Responses | A | **B** | C |
| 1. individual responses | 21 | **56** | 23 |
| 2. responses after discussion | 20 | **59** | 21 |

The results fundamentally show that the students had some issues answering the questions correctly. Remarkably though, the 'convince your neighbour' discussion in the second iteration served to improve the results throughout. The improvement across the five questions is in the range of 3 to 19 percentage points.

Looking at the range of relative frequencies of correct answers after the first and second iteration, respectively, the following picture emerges:

| all five questions on Organisation | relative frequencies of correct answers |
|---|---|
| 1. individual responses | 33 % - 56 % |
| 2. responses after discussion | 44 % - 64 % |

The results so far suggest that the peer instruction method can serve to stir interactive learning processes which in turn facilitate improved test results.

**Method B** likewise relies on five single-choice questions, which this time concern Human Resources. The level of difficulty is comparable to the questions used in Method A; however here the material is taught immediately prior to the test by the lecturer. 60 students participated in the test. The results are presented below.

*B1. Which of the following functions can be attributed to the provision of personnel?*

A) leadership

B) **personnel development**

C) personnel evaluation

D) personnel administration

E) personnel remuneration

| Question B1 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | **B** | C | D | E |
| 1. individual responses | 28 | **30** | 12 | 20 | 10 |
| 2. responses after discussion | 19 | **41** | 10 | 24 | 7 |

*B2. Complementary goals in human resources are ones…*

A) **where the achievement of one goal supports the achievement of the other.**

B) whose chances of success are independent of each other.

C) where the achievement of one goal interferes with the achievement of the other.

| Question B2 – relative frequencies of responses | | | |
|---|---|---|---|
| Responses | **A** | B | C |
| 1. individual responses | **78** | 7 | 15 |
| 2. responses after discussion | n.a. | | |

Due to the good results obtained in the first iteration, the second iteration was waived.

*B3. Incentive systems are…*

A) combinations of material incentive instruments that can jointly encourage desired actions and discourage undesired actions.

B) **combinations of incentive instruments that can jointly encourage desired actions and discourage undesired actions.**

C) combinations of incentive instruments that can jointly encourage desired actions.

| Question B3 – relative frequencies of responses | | | |
|---|---|---|---|
| Responses | A | **B** | C |
| 1. individual responses | 5 | **72** | 22 |
| 2. responses after discussion | 4 | **82** | 14 |

*B4. Which of the categories below refers to a classification of incentives according to the object of the incentive?*

A) extrinsic incentives

B) individual incentives

C) cotrinsic incentives

D) internal incentives

E) **immaterial incentives**

| Question B4 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | B | C | D | **E** |
| 1. individual responses | 40 | 29 | 4 | 8 | **19** |
| 2. responses after discussion | 33 | 14 | 2 | 4 | **47** |

*B5. External recruitment is characterised by which advantage?*

A) vacancies are quickly filled

B) low recruitment costs

C) **reduced organisational blindness**

D) compliance with the company's remuneration system

E) new positions open up for junior employees

| Question B5 – relative frequencies of responses | | | | | |
|---|---|---|---|---|---|
| Responses | A | B | **C** | D | E |
| 1. individual responses | 2 | 12 | **79** | 0 | 8 |
| 2. responses after discussion | n.a. | | | | |

Due to the good results obtained in the first iteration, the second iteration was waived.

For a **comparison** of the two methods, we first note that the students appear to perform better under Method B. Two questions received 78% and 79% correct answers respectively already in the first iteration, rendering a subsequent 'convince your neighbour' discussion superfluous.

A second iteration was, however, called for in the case of questions 1, 3 and 4. Similarly to Method A, we see the results improving in each case. The range of improvement under Method B is 10 to 28 percentage points, compared to 3 to 19 percentage points under Method A.

The range of relative frequencies of correct answers to all five questions under each method is:

| all five questions on Organisation/HR | relative frequencies of correct answers | |
|---|---|---|
| | Method A | Method B |
| 1. individual responses | 33 % - 56 % | 19 % - 79 % |
| 2. responses after discussion | 44 % - 64 % | 41 % - 82 % |

In particular the results after the second iteration speak in favour of Method B. The students were clearly informed about the great importance of preparatory reading for Method A, so it is unlikely that a substantial number of them did not read the text. Instead it appears that the first term students encountered difficulties with the reading task of Method A, even though the selected text was well suited for beginners and presumed no prior knowledge of the subject matter. Further research is clearly needed to substantiate these preliminary results.

## 4. CONCLUSION

We reiterate that peer instruction led to an improvement in the results under both methods, encouraging us to further pursue this central teaching tool. Further, more comprehensive studies should develop additional variants of peer instruction and test their effectiveness.

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# Common understanding of pedagogic practice to the new quality

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**Summary**

Global changes, its dynamism and unpredictability create necessity for consistent and competent corpus of kindergarten teachers. Despite the fact that the traditional approach in professionalization of kindergarten teachers gradually becomes weaker, it is still, to a large extent, present technical- rational model of creating its professionalism. Contemporary approach in professional advancement of kindergarten teachers is focused on the development of sophisticated procedures in understanding of pedagogic theory and its implementation and transfer to the pedagogic practice domain. Dissonance between contemporary professional epistemology and conventional approaches requires reconstruction of fundamental modes of their initial teaching and learning and the subsequent lifelong learning.



**Introduction**

Today's world is a world of changes that are occurring rapidly and unpredictably so, inter alia, from the upbringing and education (formal, non-formal and informal) it is required a continuous change and restructuring. Professional competences related to education undergo many transformations due to new ways of creating knowledge, changing of the learning environment, local and global social changes. This century is the century of an uncertainty which is ultimately better than the security that makes us inert and therefore hinders progress (Hentig, 2007, Fullan, 2008). Formal and informal preparation for the field of practical educational process must be an integral part of the initial and subsequent professional development and advancement of the educators. It is believed that the discontinuity between the initial education of practitioners and their subsequent professional development is still expressed. There may be at least two situations that hinder continuity, consistency and complementarity of formal (initial) education and the subsequent informal professional development of the educators. It is possible that the situation during initial education does not develop in students (future educators) those competences and capacities that will later with their entry into the educational practices, provide orientation in the complex conditions of the teaching practice and be relevant and adequate to the challenges of a particular environment. The practitioner does not entry the static and an already known area, so the path discrepancy between the expectations of future practitioners and their current capacities and capabilities can cause a range of interpersonal and intrapersonal conflicts. None of the learned techniques and strategies may not necessarily be effective in all practical situations (Schon, 1990; Neuweg, 2004; Fullan, 2008) because each particular action during the practical operation is unique and requires broad theoretical knowledge and practical professional skills at the same time. The range of factors that determine the approaches and actions in the professional field of activity is divergent and polyvalent. These decisions and variations, according to Zwozdiak - Myers (2008) are determined by, among other things, culture, sensibility and value system of the individual. The synergy of actions and reactions within concrete situations, their subsequent reflection in the context of a reflective process in which we focus on understanding of the individual actions make effective practice that is largely determined by the individual educator's biography.

Often the arrival in a traditional and rigid stimulating environment causes in a young professional many dilemmas, but not enough opportunities for his free-organizing, checking various strategies and steps, as well as participating in joint reflection with colleagues. "Practical situations are not determined and related to the pre-learned, recognized and fixed reactions ... but they are marked with their recognizing and responding to the same" (Oser, Achtenhagen, Renold 2006) or according to Neuweg (2004) it is a fact that teachers think about their own actions and their effectiveness. It can be expected a situation where teachers with the entrance in an educational institution continue an already intiated way of developing their technical and professional competences. Since there are a lot of discussions about building some new competences required for better orientation training of educators (and all other professionals) in the complex area of practice (especially the research and reflective type), it is expected that on a level of initial professional education the studens are intensively engaged in research activities where they will actively participate in the consideration, but also in changing of educational practices and on that basis build their own professional identity. The competency of the reflective approach (competency for reflective practice) is one of the core competencies and involves a high level of autonomy in making of professional decisions, ability of interactive assessment of practice and collective discourse.

## HOLISM AND DIALECTICS IN RELATION TO THE THEORY AND PRACTICE

The relationship between pedagogical theory and educational practice is viewed in the light of the integrative discourse in which the "declarative", "formal" and propositional knowledge (often decontextualised) is associated with procedural (know how), and the two segments have very significant tacit (hidden, intuitive , internal) knowledge that everything is processed in complex practical situations. Considerating ties and eventual dichotomy it is followed the nature of the relationship between internal processes and professional conduct and actions of educators, in other words, the successful implementation of new approaches, methods and techniques in the field of practice. Conceptual knowledge (which is theoretical or epistemological issue) will help the field of practice with dealing with everyday problems and ensuring the more adaptable and effective actions and strategies and that "externalization in communities of learning“ is updated when the learning group has a common (creative, innovative) target. Bolhuis (2006) points out that the professionalism is at the same time related to intentional, but also to spontaneous and senseless actions. He specifies the number of statements in the case when dominates the experiential knowledge (which often remains implicit):

- With discourse of different actors in this particular context it is necessary to create an understanding on the explicit level
- Experiential knowledge is often difficult to verbalize and communicate to other professionals who work in the same or different culture of the institution
- Experiential knowledge is impossible to replicate from one to another culture (consideration and concrete action is necessary), therefore, it is viewed from the perspective of the specific culture
- Collaborative approach in the development of professionalism creates awareness about the goals of the individual activities

In the light of perception of educator as the primary agent in questioning and realization of the institution's culture, his professionalism becomes a topical issue in the application of the new paradigm of education on the children of early and preschool age (Delors, 1998, Fullan, 2008). It is reflected in the active and constructive approach to building competencies and emphasizing the importance of the joint research and questioning of the current practice.

Bleach (2014) identifies two models of professionalism in the early and preschool education: social constructive model and individual reflective and active model. Partially, the development of professionalism of the educators may be considered as a part of the advancement in the context of intentional activities aimed at the joint construction of meaning (participants are various professionals responsible for the quality of teaching practice), but also of the spontaneous, intuitive and unconscious pedagogical actions. It is the willingness and ability of practitioners for a jointly collegial discourse which in the process of reflective practice creates an openness to alternative strategies and processes, and better understanding and curriculum building ("practical understanding"), that is a significant segment of the professional identity of educators.

The joint diagnosing of the educational reality (quality and features of its culture) by the practitioners and researchers is transferred into conceptual changes, resulting in scientifically based interventions and actions (Hargreaves, 2005). Action researches (researches of the practitioners, Bruce, 2006) are an integral part of the professional development of practitioners (Schon, 1990, Dahlberg and Moss, 2005, Fullan, 2008). The reaserches incorporate and simultaneously involve two processes: investigation and action that lead to a deeper and fuller understanding of the educational practice. Such participatory and integrative research paradigm promotes practitioner (direct holder of the educational process) as the creator and explorer of his own practice.

**PROFESSIONALISM OF THE EDUCATOR BASED ON THE RESEARCH CULTURE**

The postmodern society is focused on the divergent development of educational institutions and the creation of a specific culture, which correspondes to a personal educational philosophy of professionals who work in it, the value systems which dominate in it, the quality of interpersonal relations, etc., which are projected on the nature of learning, teaching and characteristics of the entire life of children in the institutional terms.

Professional autonomy is often contextually determined and is defined by fellowship (collaboration), as well as the support and connection of all the factors within the institution.

Interpersonal communication in each institution just as the professional and personal progress are a socially constructivist process and are an integrative part of the autonomy and emancipation of educators. An interactive process in which educators deliberate critically over their personal and others' actions, reflectively generates the necessary change and innovation, the large number of alternative responses and the expression of different ideas. Many studies show the importance of the collective discourse for the promotion and implementation of innovative strategies (Bleach, 2014), which leverages and builds the "collective intelligence" (Vecchi, 2010, 58), systematized change and its impacts on the quality of practice (MacNaughton & Hughes, 2008), and better interpretation and understanding of their own experiences.

The investigative approach of understanding the culture of the educational institution, joint and active resolution of problems and responsible directing of his own professionalism in the context of a lifelong learning and education make a significant segment of the competence approach in the development of practitioners. Traditional and rigid approaches to developing professionalism (how well we're doing with regard to standards) and professionalization (status that has a practitioner in a society) shows a high level of resistance to diverse ways of cultivating and updating practices.

The study of educational practice and the creation of professionalism of educators are indivisible, unique and complementary processes. The development of the professionalism of educators should be predominantly based on knowledge, skills, abilities and beliefs that are a result of experience, observation and research of practice. Practitioners who with the research of their practice develop their professionalism focused on the relevant issues of a specific culture which creates the conditions for the constitution of knowledge needed for future high-quality practice. Research-oriented construction and development of competencies, based on the highly cooperative actions of professionals from different levels and areas facilitate everyday decisions of the educators (Schon, 1999, Senge, 2003, Bergen, 2006). The joint diagnosing of educational reality (quality and features of its culture) by practitioners and researchers is transferred into conceptual changes, resulting in scientifically based interventions and actions (Hargreaves, 2005). The professional knowledge is developed by the critical reflection from the explicit to the implicit and from the individual autonomy to the construction of responsibility in a continuous process of dialogue and common action.

To ensure the necessary conditions for the education of the "new educators", it is necessary to engage every individual that in such a social interaction creates a communicational context and takes responsibility for the quality of the teaching practice. Educators should take a more active role in the research process because it is true that they are often outside those circles which participate in the creation of the educational policy. Therefore, it is increased the interest in a reflective practitioner and a reflective practice and the "research-based professional" (Schon, 1990) like an educator who continuously builds the capacity of theoretical reflection in practical terms, and vice versa, with practice and thinking about it builds a new theory. In the process, he critically analyzes his own and others' practices and the activities he does and discusses his ideas and the ideas of other professionals.

Reflective practitioner creates or builds a reflective practice on the basis of his own consideration of it - before and after the activities and operations of the course of action, which is characteristic of skilled (reflexive) practitioners. We could say that the process of development of a reflective practitioner means the process of elevating on a high level his educational activity, teaching and learning.

Reflective practice is a holistic process that represents a way of learning and research which integrates theory with reflection (thinking) and practice and in which reflection is the essence of the process of learning and changing. It is a dialogue between the objective and normative theoretical knowledge on the one side, and contextual and subjective practical experience which is the source of individual variation of educator's work on the other side. In that context, learning comes to its full expression as a dynamic and complex process that involves creative thinking, evaluation of the choice of decisions and exploration.

**INSTEAD OF CONCLUSION**

Action researches provide practitioners the opportunity to access professional development in an innovative way and to focus on the specifics of any professional environment. Participating in action researches, professionals from different areas of pedagogical theory and pedagogical practices are not only encouraged to become reflective practitioners, but they gain the posibility to use information in a meaningful and constructive way that develops the practice and it ultimately leads to an improved learning environment. Providing them with information about their own practice of teaching and learning, practitioners get the opportunity to act as researchers of their own practice and take responsibility for their own professional learning. At the same time, a systematic critical reflection leads them towards an understanding that learning is a continuous and reflective process that provides them an opportunity for a new understanding of the context in which to learn and teach. This allows them to make expert judgments about the best course of action that will lead to improvements in the environment and in educational outcomes. The stated is in contrast with the experiences of professional development through seminars or workshops that are traditionally performed and that support the idea of the professional development of the educator occuring outside of the school's culture.

Every culture of the educational institution requires a certain competence profile of practitioners and a level of professionalism that allows the synthesis of theoretical concepts and the practical specific achievements. To create such units it is required a stimulant and non hierarchical approach to the research and the changing of the culture of the educational institution. It is based on paradigms where teachers are seen as researchers and reflective practitioners, and their education is seen as a process based on research.

Dissatisfaction with the current quality of teaching practice leads to an analisis of the alternative solutions and to construction of new approaches that have been incorporated into immediate practice. Conceptual changes in culture within the educational institutions are caused by identifying previous conceptions and perspectives and with the comparison of the current practice, new information and designs are created, and a new concept is built and evaluated.

The professionalisation of practitioners includes not only an autonomous responsibility for the quality and nature of the culture of the institution, but also involves changes in the socio-cultural level, which presupposes the participation of all professionals in an institution. The creating and changing of the culture (as a very complex structure of an institution) assumes perception and reflection of its divergent dimensions.

Participation in action researches, the ability of continuous professional learning and improvement, reflecting their own work with children and the evaluation of their effectiveness in the collaboration with colleagues and participation in the preparation of future educators are some of the ways of developing professional competencies of educators.

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# Comparing The State And Foundation Universities In Turkey Through Basic Data From The Aspect Of Quality Standards

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**ABSTRACT**

A significant increase has been observed in the number of foundation universities in Turkey in recent years. But, it is another fact that these institutions couldn't achieve required advancement in scientific education and success. About these institutions, which have fallen behind in process of keeping up with structuring and technologic developments, their positions in proportion to global peers must be evaluated carefully, and also the results must be assessed in details. Foundation universities' ability of being active members of exchange programs and to what extent they can benefit from these programs are of great importance in terms of scientific interaction. Scientific comparisons are required in order to evaluate their positons in proportion to universities in Europe and USA. This is also important for comparing the state and foundation universities through actual data, and to determine what the insufficient aspects are. While determining the missions and visions, universities must consider the global standards. Hence, the difference can be determined via scientific data. In this study, it has been aimed to compare the quality standards of state and foundation universities in Turkey based on the data. In comparison standards, the national and international data have been used.

Key words: **State And Foundation Universities, Quality, Ranking**

**INTRODUCTION**

The news about the universities in Turkey falling behind the those in developed countries in scientific success lists are brought to agenda annually, and also they lead to many criticisms. In current period, it is required to re-evaluate the deficiencies of existing universities from the aspects of infrastructure, academic staff, and educational quality, and to determine the objectives that can find place in worldwide scientific rankings.

The quality of the universities is in close relationship with development level of the countries. The most important reason of that the scientific studies are at the desired levels in developed countries is the healthy and tangible policies on science, and the execution of scientific publications that can be accepted by scientific societies. For this reason, the countries need to develop a scientific and continuous publication policy in order to guarantee their future. Given the Turkish universities having place in scientific rankings, we can easily see that the state universities dominate the list, and foundation universities cannot even find a place in lists in many of the criteria.

It is understood that the high-quality and science-oriented education objectives couldn't be achieved as a result of rapid enlargement of higher education system. Especially when considering the number and opportunities of foundation universities, it is obviously seen that the economic policies are given the priority rather than scientific studies, and the international-scale contributions to the science are seen to be very low. It is known that both of state and foundation universities establish cooperation protocols with higher education institutions in many other countries. Although this helps universities establishing international relationships, the objective on the level of scientific publications and citations couldn't be achieved.

## The importance of university rankings

The most important benefit of both of national and international rankings is that universities have chance to compare their academic performances with performances of other universities. After these evaluations, every university achieves a significant advancement in determining its objectives and realized in which domains it has to remove its deficiencies. In addition, it provides an important path map for students and academic staff willing to continue their academic career in developed countries [1].

In world and our country, there are many corporations preparing rankings of universities based on scientific standards. Some of them are,

**Arwu;** It is published by Shanghai Jiaotong University, and is the number of articles in indexed journals, and the scientists possessing Nobel prize and working in these universities [2].

**Qs and Times;** It makes evaluations based on 4 criteria of scientific research quality, rate of employment of university graduates, international reputation, and quality of education [3,4].

**Webometrics;** It is the biggest research center of Spain. The universities and research centers having web domains are evaluated a process involving Web Impact Factor (WIF) links [5].

**Heeact;** The ranking is made by considering the Essential Science Indicators (ESI) data published by Higher Education Evaluation and Accreditation Council (HEETACT) in Taiwan. It covers only the universities and research centers [6].

**Leiden;** It is prepared in Leiden University of Holland by considering the articles and reviews published in Web of Science database [7].

**Scimago;** It makes evaluations by considering the total document number, international cooperation level, normalized effect, and the rate of highly-cited publications [8].

**Urap;** It makes evaluations based on the criteria of the number of article citations, total number of scientific document, and total number of articles scanned by SCI, SSCI and AHCI in last year [9].

According to these rankings, the universities set new objectives, establish new relationships with universities in higher ranks, and prefer to achieve scientific advancement by exchanging students and academic staff. There are some universities in our country that are not listing in world rankings but also can meet the ranking standards in terms of diversity of science branches. But since this situation doesn't reflect on the success in general ranking, many Turkish universities cannot take place in rankings.

In Table 1, the positions of Turkish state and foundations universities in global Top 100, Top 500, and Top 1000 rankings are presented. Moreover, the numbers of state and foundation universities taking place in rankings are given. When considering this ranking, it can be easily seen that foundation universities fall very behind the state universities, and that they also falls behind the scientific education and study standards of current days.

**Table 1. Place of Turkish universities in worldwide rankings**

| ENGAGED IN RANKINGS | STAFF UNIVERSITIES | | | FOUNDATION UNIVERSITIES | | |
|---|---|---|---|---|---|---|
| | First 100 | First 500 | First 1000 | First 100 | First 500 | First 1000 |
| **ARWU** (China) | 0 | 1 | - | 0 | 0 | - |
| QS (England) | 0 | 2 | - | 0 | 1 | - |
| **Times (THE)** (England) | 0 | 3 | - | 0 | 2 | - |
| **Webometrics** (Spain) | 0 | 0 | 8 | 0 | 0 | 2 |
| **HEEACT** (National Taiwan University) | 0 | 1 | - | 0 | 0 | - |
| **Leiden** (Nederlands) | 0 | 5 | 11 | 0 | 0 | 0 |
| **Scimago** (Spain) | 0 | 2 | 12 | 0 | 1 | 3 |
| **URAP** (Turkey) | 0 | 4 | 18 | 0 | 0 | 1 |

Especially the reasons of absence of state and foundation universities in Top 100 lists are an issue requiring significant investigation. Given the table indicating the lack of scientific studies in Turkey, it can easily be seen that there is no adequate and sustainable science policies in our country. In total, there are 18 state universities and 4 foundation universities in all of Top 500 lists. In all the Top 1000 lists, there is a total of 49 state and 6 foundation universities. This situation proves that most of foundation universities, which have been uncontrolledly and without sufficient infrastructure under the name of scientific education institutions, pursue only the commercial goals. In Figure 1, the state and foundation universities in Turkey are presented by years. Given the figure, it can be understood that the number of foundation universities has rapidly increased in recent years in proportion to state universities, and that it is most likely that this increase will continue in following years. Given that the scientific success of the universities is based on their deep-rooted and technology based structures, it seems clear that the foundation universities established in any place uncontrolledly and away from required audits, even in apartments, will not take place in world rankings for a very long time. Recovering from the failure of establishing universities in almost all of the districts is a necessity for improving the scientific success of the country.

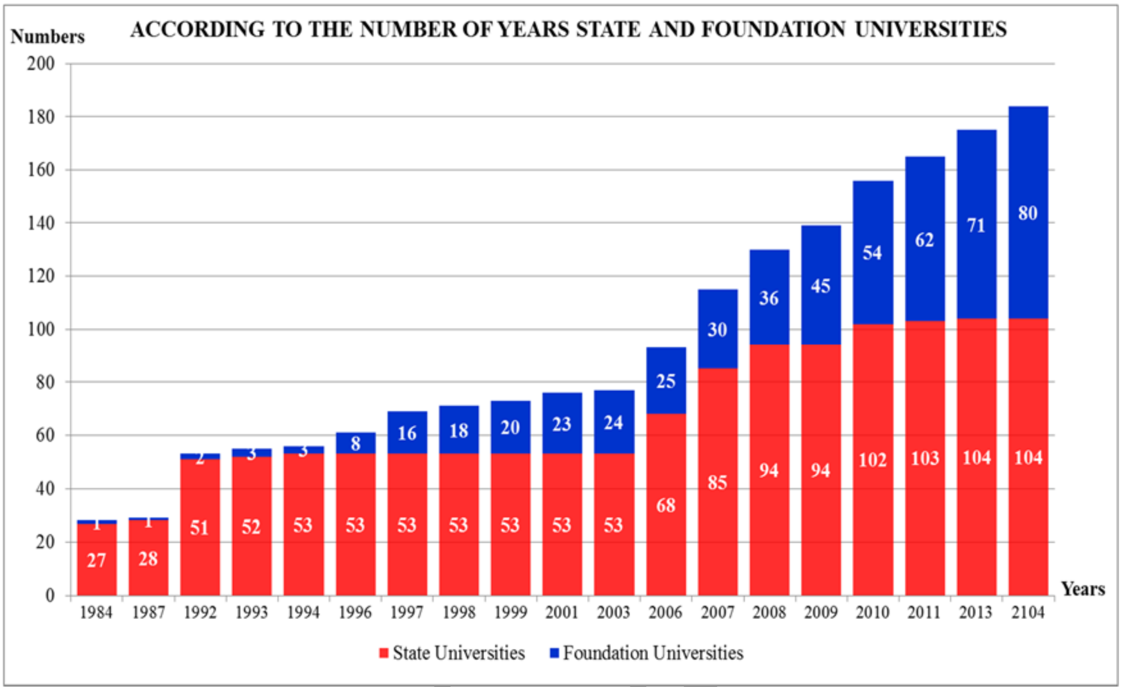


**Figure 1. The number of state and foundation universities established in Turkey by years (2014-Higher education institutions has formed the data) [10].**

In Turkey having high amount of young population, it is not possible to state that most of individuals planned to involve in university education can receive enough and science-based education. Especially due to the commercial objectives of foundation universities in metropolises, they prefer accepting more students rather than allocating higher amounts of financial sources to scientific studies.

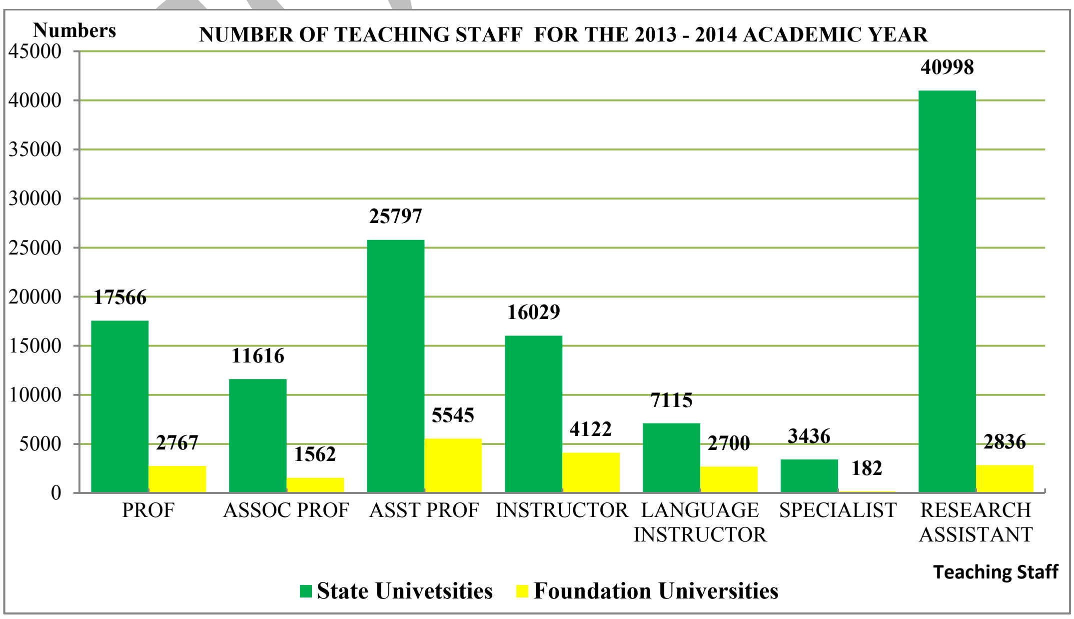


**Figure 2. The numbers of academic staff of the universities (2014-Higher education institutions has formed the data) [10].**

In Figure 2, the number of academic staff of Turkish universities is presented in accordance with their academic titles. Given the graphics, it can be seen that the number of academic staff in scientific research class in foundation universities is much lower than that in state universities. The most important factors at this point are the satisfaction of academic personnel requirements through retired faculty members, and meeting the need of other academic personnel requirements from newly-graduated individuals accepting to work hardly for low wages. This problem constitutes significant problem in unsatisfactory number of scientific studies.

**Table 2. The total number of universities' publications in Web of Science(2014-Higher education institutions has formed the data) [10].**

| The number of scientific publications | State Universities | Foundation Universities |
|---|---|---|
| **250 - 500** | 19 | 5 |
| **500 - 750** | 12 | 1 |
| **750 - 1000** | 7 | 0 |
| **1000 - 1250** | 1 | 0 |
| **1250 - 1500** | 3 | 0 |
| **1500 - 1750** | 1 | 0 |
| **1750 - 2000** | 1 | 0 |
| **2000 - 2250** | 1 | 0 |

In Table 2, the number of scientific publications of Turkish foundation and state universities is presented. Given that the most important factor affecting scientific rankings of the universities is the total number of international publication, the value of presented numbers can be understood better. In given table, the number of publications, and how many publications state and foundation universities have prepared are demonstrated. At this point, it can be understood that foundation universities fall behind the state universities in terms of international publications. It is interesting that there is no foundation university after the level of 750. The importance of academic publication and the number of scientific citation is known in all the developed countries. That the majority of foundation universities in Turkey fall behind the state universities in terms of academic staff and scientific publications means that they do not pursue a real educational policy.

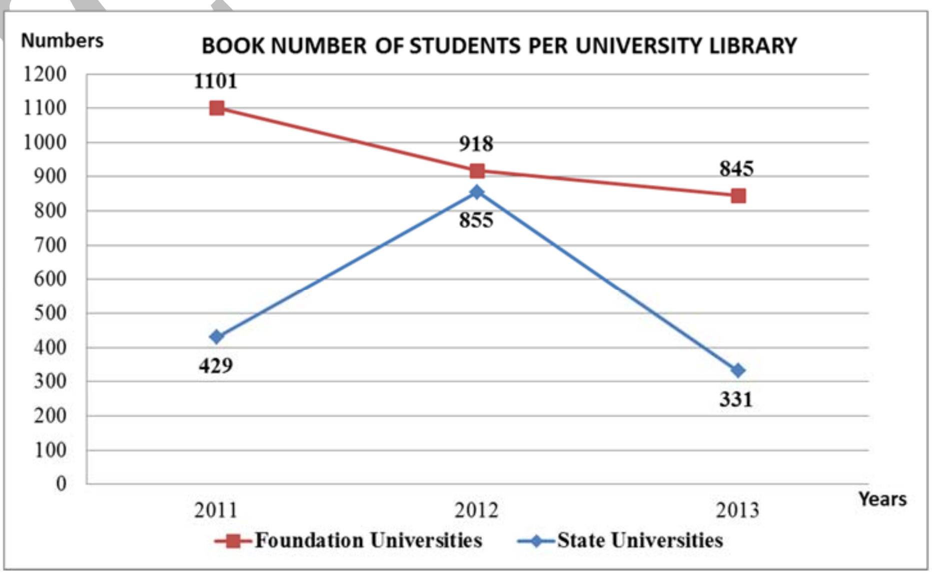

**Figure 3. The number of books per student in university libraries (2014-Higher education institutions has formed the data) [10]**

In Figure 3, the number of scientific books, the most important guides in keeping up with advancing technology and in executing scientific researches, is presented. The higher book/student ratio in foundation universities is caused by lower number of students in foundation universities in proportion to state universities. But in recent years, it has been observed that the number of books per student in foundation universities preferring to rapidly increase the number of students has decreased, and it is estimated that this decreasing will continue in following years. The university students must be provided with appropriate equipment and infrastructure in order to make scientific researches and literature review. Much lower exam scores of students in foundation universities than those in state universities also decreases the quality of researchers, and consequently the foundation universities cannot prepare enough number of scientific publications and cannot keep up with the technological advancements.

**Table 3. The number of student and academic staff participating in exchange programs(2014-Higher education institutions has formed the data) [10]**

| PROGRAM NAME | STUDENTS | | TEACHING STAFF | |
|---|---|---|---|---|
| | State | Foundation | State | Foundation |
| Farabi outgoing | 2607 | 6 | - | - |
| Farabi incoming | 2578 | 35 | - | - |
| Mevlana outgoing | 33 | 0 | 233 | 1 |
| Mevlana incoming | 93 | 0 | 105 | 1 |
| Erasmus outgoing | 1308 | 832 | 3398 | 708 |
| Erasmus incoming | 1821 | 2080 | 1103 | 357 |

In Table 3, the numbers of students and academic staff participating in international exchange programs from state and foundation universities are presented. The main aim of the exchange programs is the scientific exchange and to follow the scientific researches in developed countries. The programs are of great importance for evaluating the education in developed countries and for academic staff's self-renewal. Given the table, it can be seen that the number of student and academic staff exchanges in state universities is higher than that in foundation universities. In these exchange programs that are mainly supported by governments, the most important obstacle in front of desired success level of foundation universities is the lack of scientific follow-up tendencies of students and academic staff.

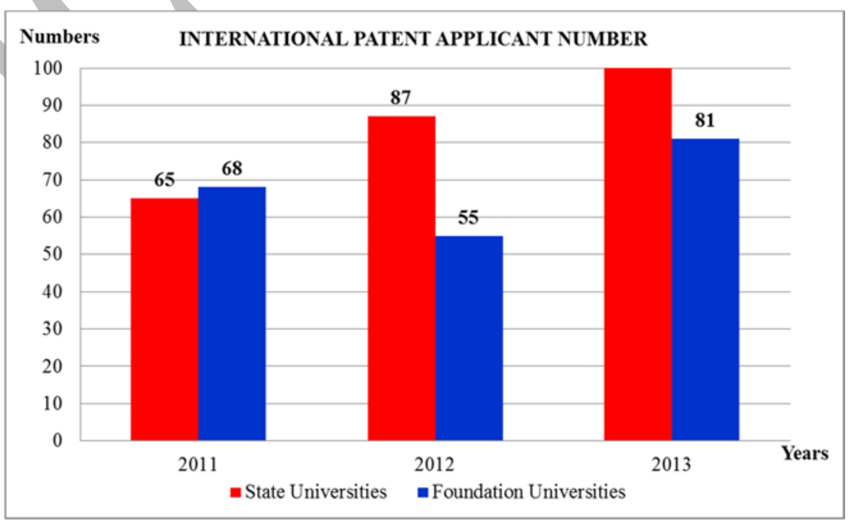


**Figure 4. International patent applications of universities in Turkey (2014-Higher education institutions has formed the data) [10]**

In Figure 4, the numbers of international patent applications of universities are presented. Given the graphics, it can be seen that the foundation universities are successful in obtaining utility model and new innovations. This is a promising advancement for promoting the names of universities in international society. But this must not be limited to big and deep-rooted foundation universities, and it must be improved and generalized.

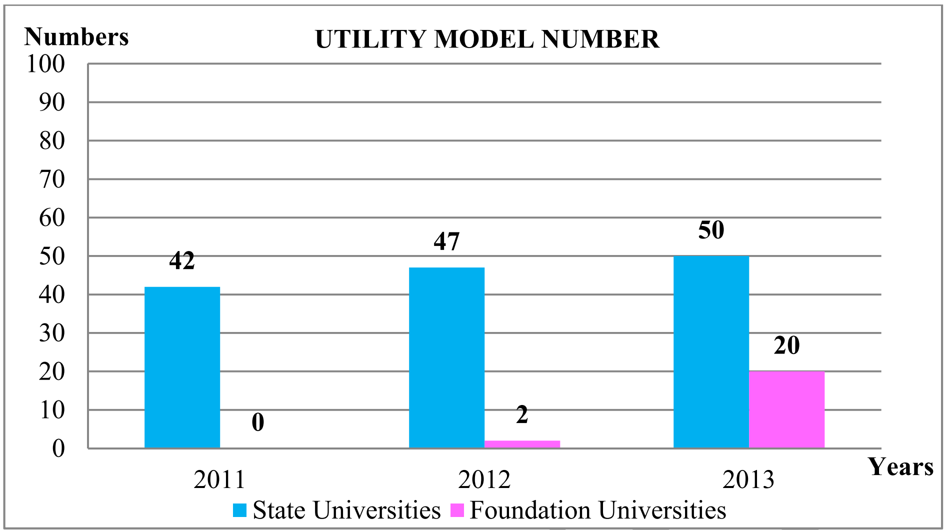


**Figure 5. The number of utility models of universities (2014-Higher education institutions has formed the data) [10]**

In Figure 5, there seems that the foundation universities fall behind the state universities in terms of developing utility models. Since development, planning, and research of utility models require high amount of financial source, the foundation universities avoid from making sufficient level of investment on this topic. In many foundation universities, where it is aimed to give as many diplomas to students as possible due to economic concerns, the sufficient amount of utility models couldn't be developed especially in engineering domain.

In Figure 6, the numbers of innovation in university-industry cooperation are given. From the results at this figure, it is understood that most of foundation universities fall behind in project development domain, and they cannot benefit from the opportunities of industry which they don't have. The research and development activities can be executed through costly and long-term scientific efforts. The desired results couldn't be achieves as a result of both of educational policies of foundation universities and the lack of students. Foundation universities are in contact with many industrial corporations, but they don't benefit from company opportunities. This problem arises from the lack of university-industry integration problems. As a result of that, either the relationships stay on the papers, or they cannot go further from being superficial

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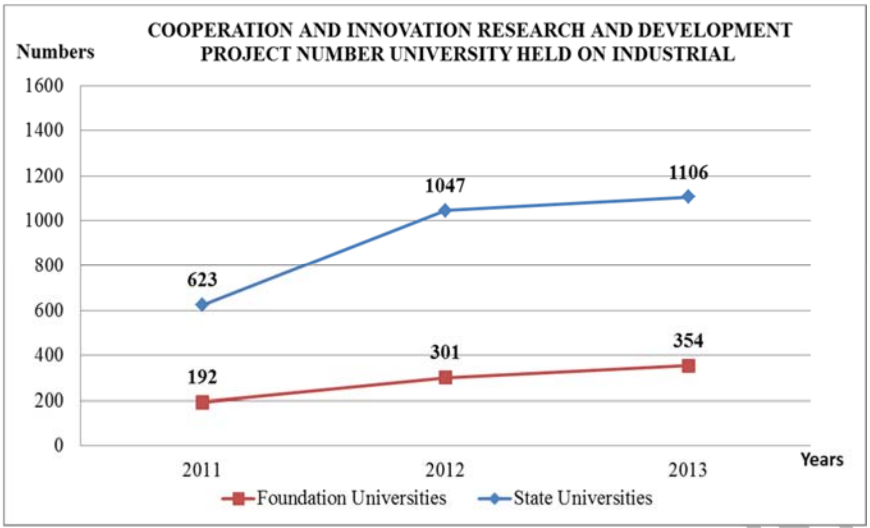


**Figure 6. The number of innovation projects prepared in cooperation of university and industry (2014-Higher education institutions has formed the data) [10]**

## RESULTS

Rapid changes are observed in higher education system. Without meeting academic staff and infrastructural requirements of the universities, they cannot keep up with these changes. Especially in foundation universities, it is observed that an education policy, where the objective of achieving a structure in parallel with ones in developed countries are pushed into the background.

104 state universities in Turkey provides approximately 5 million of students with education with 122,116 faculty members, while 80 foundation universities provides approximately 360,000 students with education with their 19,558 faculty members. Given these numbers, it is understood that the foundation universities cannot achieve the desired results in terms of contribution to international scientific studies, science, and humanity. Besides that, it is also seen that science-oriented and sustainable education policies are not implemented. The rapid and uncontrolled establishment of foundation universities through economic concerns has constituted important problems in achieving desired results in terms of scientific research and studies expected from universities. It can be seen that most of foundation universities fall behind the state universities from the aspects of international scientific studies, academic publications, number of citation, project development, and designing utility models. These aspects are very important for both of country development and achieving the standards of developed countries. There are many reasons bringing this result. These results can be exemplified with establishment and operation of most of foundation universities away from scientific bases, their staff having academic titles who are retired faculty members, the newly-graduated academic staff working for very low wages under very high workload, priority given to economic concerns, lower student profile in foundation universities in proportion to state universities, insufficient amount of financial resources allocated to scientific studies, lack of scientific promotions, lack of time for scientific studies due to high workload on faculty members.

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# CONTEXTS AND PROCESSES FOR THE DEVELOPMENT OF CONTENT TESTS TO ASSESS TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE

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**Abstract**

Pedagogical content knowledge (PCK) and content knowledge (CK) are considered key components that affect student success and teaching-learning transactions in the classroom. Recently, the Department of Education in the Philippines underwent crucial steps towards improving education in the country. With the enactment into law and full implementation of the K to 12 reform in the primary and secondary education, the country's education sector faces the crucial time to assess what the teachers know and can do in order to determine their professional development needs to implement the new curriculum. To date, there have been few large scales studies in the Philippines to determine teachers' preparedness to undertake curriculum reform. To address this, content tests based on the new curriculum were developed. The process undertaken in the development of these content tests is discussed in this paper. Further, the paper also offers insights into the theoretical framework used for the development of content tests as an assessment tool and on the importance of determining teachers' PCK as an integral component of enhancing teacher quality. Finally, recommendations for further development of the content test and on their use are discussed.

Key words: PCK, teacher quality, assessment of PCK, test development, curriculum reform

**Introduction**

The Philippines is an archipelago in South-East Asia. With a projected population of over 96 million inhabiting its 7,100 islands, the country faces challenges amidst international repositioning in the areas of economy, politics and education. Its education sector, for instance, is manned by an estimated 500,000 teachers supervised by one agency, the Department of Education (DepEd) with the head office based in Manila. DepEd faces challenges like shortage of classrooms and other infrastructure, insufficient textbooks, consistent decline in the performance of learners in national assessment, among others. There is also a growing concern over quality of teachers. The government continues to find ways to address these many challenges. Of late, DepEd initiated reforms that aim to address pressing concerns; foremost of this is the implementation of the K to 12 reform.

The enactment into law of the K to 12 curricular reform changes the landscape of education in the country by adding 2 years to the 10 years for primary and secondary education. The 12 year primary and secondary education is patterned after the curriculum of all countries in the ASEAN region and the world. Reports show that only Philippines, Angola and Djibouti have 10-year basis schooling system (news.inquirer.net; http://www.seameo.org/vl/library/DLWelcome/Publications/paper/india04.htm). The move is also in consonance with the launching of ASEAN 2015 which integrates, among others, the educational policies of member nations. The integration for education, for instance, establishes a system of equivalency of courses taken by students in any ASEAN countries.

The K to 12 curriculum, other than a response to the ASEAN 2015 is seen by the Philippine government as "designed to address the poor quality of basic education" (http://www.deped.gov.ph/k-to-12/About/features). The law enacts several reforms and has the following salient features:

a. Strengthening early childhood education or the Universal Kindergarten
b. Making the curriculum relevant to learners (contextualization and Enhancement)
c. Ensuing integrated and seamless learning or the spiral progression
d. Building proficiency through mother tongue based multilingual education
e. Nurturing the holistically developed Filipino or the College and Livelihood Readiness

(http://www.deped.gov.ph/k-to-12/About/features)

More than ever, the Philippine education moves towards giving 'a stronger foundation for the next generation' (http://www.philstar.com/opinion/2014/07/30/1351852/lets-push-k-12-program) Viewed from this perspective, the K to 12 reform enables the country's education group to mobilize all sectors of the society for its successful implementation. This initiative paved the way for the Department of Education to address the critical demand for effectiveness in all areas of the reform: curriculum and instruction, teachers, additional classroom and other infrastructure and system upgrade. Such demand for strengthening effectiveness is the country's open response to the global perspective that expansion in education, as documented in most countries in the world, has its link to the development of work force (Symaco, 2013.) For developing countries, like the Philippines, education development is even considered as indispensible for national development.

The development of content tests is part of one of the major research projects of the Philippine National Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University, the country's National Center for Teacher Education. The Center is established mainly to support the implementation of the K to 12 reform and is funded by the Department of Foreign Affairs and Trade (DFAT) of the Australian Government.

**Teacher Quality**

Many studies point to teacher quality as the most important gauge in determining success of educational policies. To Darling Hammond (2006), the quality of teachers remains to be the most important determiner of student outcome. In fact, teachers have more impact on student learning than any other factor controlled by the school system (Rivkin, Hanushek and Kain,2005).

Teacher quality is often measured using common indicators: teacher experience, possession of graduate degrees, and teacher certification (Jacob, 2012). In the Philippines, teacher quality is defined by DepEd's document called National Competency-based teacher Standards (NCBTS) that was developed in 2006. This set of standards is a self-assessment tool measuring the competence of teachers in the delivery of content knowledge and pedagogical content knowledge. International studies account for the importance of teacher quality as the most important variable in influencing student achievement. Again in the words of Darling-Hammond (2006), it is imperative to measure teachers' ability to deliver their field of specialization. While it is a nationally accepted assessment tool on teachers' knowledge, NCBTS could not gauge other indicators of teacher quality like student performance or achievement. In the OECD report (2005), one important examination was done on students' performance, through standardized tests, to assess teacher performance. The report indicates that the correlation between the two variables, it does not fully define teacher quality, however, but it certainly reflects comparisons.

The need to assess the teachers' 'actual' knowledge based on the current curriculum is leading to understanding teacher competence. Competence is best described as 'complex combination of knowledge, skills, understanding, values, attitudes and desires which lead to effective, embodied human action in the world, in a particular domain' (Hoskins, et al., 2008). This paper underscores the importance, if not relevance, of relying on an objective assessment tool, such as content test, to assess what teachers 'actually know'.

**Pedagogical Content Knowledge**

First introduced by Lee Shulman in 1986, pedagogical content knowledge (PCK) is described as "comprising an understanding of the content being taught, a mastery of the illustrations, examples and explanations that best support students' learning; and an understanding of what makes learning the content easy or difficult for students of different ages and backgrounds" (cited in MET report, 2010). Shulman further posits that pedagogical content knowledge is a form of practical knowledge that is utilized by teachers which help guide their actions and decisions in the classroom. Simply put, PCK is what teachers bring to the classroom, which mainly affect student learning.

Studies on PCK further account for the need to know the PCK knowledge of teachers. Krauss, et al. (2008) posited the need for teachers to have deep knowledge of how to teach their specific subject for effective practice while Williamson McDiarmid & Clevenger-Bright (2008) links teachers' PCK to students' learning.

The years after Shulman's seminal work, most scholars argue that such knowledge contribute fully on the students' success. Based on this notion, pre service programs and professional development opportunities input greatly on developing PCK and CK of teachers. Recent research on this topic try to record the level of PCK and CK of teachers of different subjects/specialization. Descriptions abound on what particular knowledge in English, for example, comprise a teacher's CK and PCK. The development of content tests, described in this paper, adds to the description of particular knowledge that teachers have.

**PCK in Philippine K to 12 curriculum**

The Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013 states that in order to fully and effectively implement the K to 12 curriculum reform, there is a need to conduct training of teachers in the areas of content and pedagogy. In fact, DepEd sponsors series of trainings on content and performance standards of the enhanced basic education curriculum for teachers. Presented below is an example of from the K to 12 curriculum document which shows the content and performance standards for English and the focus of the training programs for teachers.

Table 1 Sample of content and performance standards of the K to 12 curriculum for English

| Reading Comprehension (RC) | Listening Comprehension (LC) | Viewing Comprehension (VC) | Vocabulary Development (VD) | Literature (LT) | Writing and Composition (WC) | Oral Language and Fluency (F) | Grammar Awareness (G) |
|---|---|---|---|---|---|---|---|
| EN7RC-III-a-8:Use one's schema to better understand a text<br><br>EN7RC-III-a-8.1: Use one's schema as basis for conjectures made about a text | EN7LC-III-a-7:Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts<br><br>EN7LC-III-a-2.1/3.1: Note specific details of the text listened to | EN7VC-III-a-13:Determine the key message conveyed in the material viewed | EN7V-III-a-13.11:Categorize words or expressions according to shades of meaning<br><br>EN7V-III-a-13.11.1: Identify collocations used in a selection | EN7LT-III-a-5: Discover literature as a tool to assert one's unique identity and to better understand other people<br><br>EN7LT-III-a-5.1: Identify the distinguishing features of literature during the Period of Emergence | EN7WC-III-a-2.2: Compose simple narrative texts<br><br>EN7WC-III-a-2.2.12: Identify features of narrative writing | EN7OL-III-a-1.3: Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.<br><br>EN7OL-III-a-5: Use the appropriate prosodic features of speech during interviews, discussions and forums | EN7G-III-a-1:Link sentences using logical connectors that signal chronological and logical sequence and summation |

The K to 12 reform aims to decongest primary and secondary education to allow for mastery, and is learner centered for optimum development of every learner. The content and performance standards feature of the curriculum places much importance on the development of important skills and competencies among learners. In order to address this strong demand for learning, teachers must be trained to deliver efficiently and effectively the new curriculum. Training programs for teachers must be properly designed to emphasize on the specific needs of teachers. This paper argues that before any planning of training programs is conducted, there must be a thorough evaluation of the teachers' knowledge of the contents of the new curriculum. The gap however, is that in the Philippines, there is no existing tool, which aims to assess the content knowledge of teachers other than the Licensure Examination for Teachers (LET), which is administered by the Professional Regulation Commission (PRC). This examination, however, does not test the preservice teachers' content knowledge on K to 12, the latter being very new in the Philippine educational system.

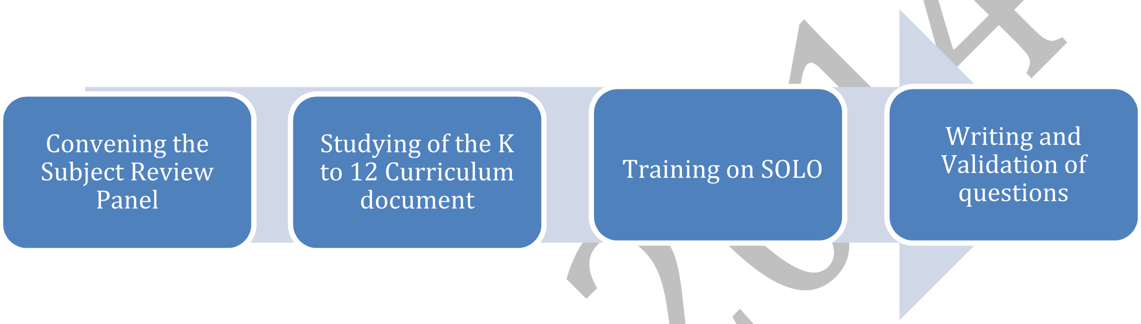
**Test Development Discussion**

This study used the descriptive-developmental research, which describes the process of developing content tools for assessing the content knowledge and pedagogical content knowledge of teachers in the

Philippines in the light of the K to 12 educational reform. This article chronicles the effort undertaken by the research team in the development of content tools in the hope that it can be used as a gauge in measuring the Filipino teachers' actual knowledge in the light of the new curriculum.

The main purpose of this study was to develop content tests to address the pedagogical content knowledge of teachers in the Philippines. The main intention of the development of the content tests is to determine teachers' actual knowledge of the new curriculum and also reflect information on the overall knowledge of teachers in the areas of focus (Mathematics, Science, English and Filipino) and the teaching profession in general.

The steps on the development of content tests is best summarized using the sequence of stages presented here:




**Convening the Subject Review Panel**

The process began with the convening of the Subject Review Panel, a group which led in the development of content test for the different subject areas. The members of the panels were chosen based on set criteria:

a. They have relevant degrees in the field of Mathematics, Science, English and Filipino.
b. They have been teaching the subject for the last 3 years.
c. They are involved in any work on curriculum inside or outside the University.

The members of the Subject Review Panel were from the Philippine Normal University, which has the mandate of helping quality in the country being the country's National Center for Teacher Education, and from other Higher Education Institutions (HEIs) from the National Capital Region (NCR).

**Studying the K to 12 curriculum document**

After convening the panels, the members met to read and thoroughly study the available recent K to 12 curriculum on the following subject areas: Mathematics, Science, English and Filipino. The documents used were downloaded from the DepEd website (www.deped.gov.ph). Each document was read with focus and emphasis on the following points:

1. The curriculum ensures that there is an integrated and seamless learning or the spiral progression. In context, this means that the basic/general concepts are learned before the more complex and sophisticated version of those basic/general concepts. Such progression is geared towards strengthening the retention and enhancing the mastery of topics and skills for students to learn topics and skills appropriate to their developmental and cognitive skills (http://www.deped.gov.ph/k-to-12/About/features
2. The curriculum is relevant to learners (contextualization and enhancements). All of the suggested activities, reading or listening materials, visual materials are all based on local culture, history and reality. This feature of the new curriculum allows for more in depth acquisition of knowledge, skills, values and attitude through continuity and consistency across levels and subjects. (http://www.deped.gov.ph/k-to-12/About/features

The study of the documents led to the writing of the Table of Specifications (TOS) which focused largely on:

1. what can be measured in a pen and paper test. Some competencies, expectedly, are oral in nature, i.e. oral language competencies for English. Such are not included in the TOS and not reflected in the content tools.
2. competencies which reflect the alignments of the subject to the outcomes expected of learners who had training under the new curriculum; i.e. *Buo at ganap na Filipino na may kapaki pakinabang na literasi* from the Filipino curriculum (translation in English holistic Filipino steeped with functional literacy).

**Training on SOLO**

An important feature of content test developed is the use of the SOLO framework. SOLO stands for Structure of Observed Learning Outcome developed by Collis and Biggs (1982). The framework focuses on the level of responses of the test taker on a given circumstance. Mainly, the model requires a consideration of the “working memory” at a given situation of the test taker. Not taken as a ‘penalizing model’, it carefully describes levels of complex understanding. Put simply, SOLO conceives understanding as an increase in the number and complexity of connections students make as they progress in learning. SOLO focuses on the most sophisticated response that a student can provide to a task do at a particular time. (Biggs & Collis, 1989; Biggs & Collis,1991).

The members of the review panel were trained on SOLO, as system to classify the quality of a response, in order to ascertain the level of responses the teachers would have in the questions in the content tests. SOLO accounts for four levels described as unistructural, multistructural, and relational. To address this, the developed content tests have multiple choice items and free response items.

**Writing and Validating of Test Questions**

In writing test items, primary concern is the representation of the competencies in the curriculum. The table below presents the different domains of competencies taken from the curriculum of the four target subject areas. These serve as the basis for the writing of the test questions written for each content test. Another important consideration is to test those competencies, which represent the grade level. The K to 12 reform articulates core learning standards, key stage standard, and grade level standards which reflect the spiral cumulative of the curriculum (www.deped.gov.ph). The goal is to be able to represent the more general competencies in the curriculum and those, which could be measured using pen and paper tests.

Table 2 Learning standards for the four subject area in focus

| Discipline | Domain | Sub strands |
|---|---|---|
| English | • Book and Print Knowledge<br>• Phonics and Word Recognition<br>• Writing and Composition<br>• Grammar Awareness and Structure<br>• Vocabulary Development<br>• Reading Comprehension<br>• Study Strategies | • Reading<br>• Reading<br>• Reading and Writing<br>• Reading and Writing<br>• Reading and Writing<br>• Reading |
| Filipino | • Gramatika at Kayarian ng Wika (Grammar and Language Structure)<br>• Pag unlad ng Talasalitaan (Vocabulary Development)<br>• Pagsulat at Komposisyon (Writing and Composition)<br>• Pag unawa sa Binasa (Reading Comprehension)<br>• Estratehiya sa Pag aaral (Study Strategies) | • Pagbasa at Pagsulat<br>• (Reading and Writing)<br>• Pagbasa at Pagsulat<br>• (Reading and Writing)<br>• Pagbasa at Pagsulat<br>• (Reading and Writing)<br>• Pagbasa<br>• (Reading)<br>• Pagbasa at Pagsulat<br>• (Reading and Writing) |
| Mathematics | • Number and Number Sense<br>• Geometry<br>• Patterns and Algebra<br>• Measurement<br>• Statistics and Probability | |
| Science | • Biology<br>• Chemistry<br>• Physics<br>• Earth Science | |

To sum up, the developed content tests aimed to assess these facets: knowledge of specific content, aptitude for teaching the subject, and knowledge of tasks relating to the subject matter. Literatures support these areas tested in each developed content tests. The separate categories reflect what Magnusson, Krajcik, & Borko (1999) and Gess-Newsome (1999) posited as transformative models of PCK.

Questions for knowledge of specific content (Content Knowledge) elicit test takers' knowledge on the demands of the curriculum on a specific subject area. Questions under this category can be directly mapped to the competencies present in the K to 12 curriculum. Put differently, inside the classroom, strong PCK paves the way for the acquisition of knowledge by students in ways that align with the intent of the curriculum reforms. The questions give us a glimpse of which in the content knowledge teachers know to teach.

Aptitude for teaching the subject area give reference to the over all ability of teachers to understand 'how to teach' the particular competency. Questions under this category relate the situation to the 'real classroom scenario'. Questions that relate to this category is supported by Shulman (1987) when he pointed to the PCK as the transformation of subject matter knowledge. So that it can be used effectively and flexibility in the interaction between teachers and learners in the classroom (Ball, et. al. 2001) .

Questions on knowledge of tasks relating to the subject matter allows the test takers to demonstrate their understanding of the different competencies of each subject area. Drawing on Grossman (1990) and Lortie (1975), the knowledge of tasks reflects the teachers' experiences coupled with their content knowledge. In this perspective, Grossman (2009) argues that teachers' knowledge is shaped by their own experiences.

**Pilot Testing**

The developed content tests were subjected to pilot testing to ensure that they respond well the curriculum and they offer good information and data to inform DepEd on the possible training programs to address teachers' needs. The series of pilot testing invited randomly selected schools in one region in the country.

The data were subjected to statistical analyses to determine the tools' psychometric characteristics. The members of the Subject Review Panel used the results of the analyses to review and revise the tools. Some items presented in the content tools were removed if they were found not having good psychometric characteristics, meaning, they wont provide much information to determine teachers' actual knowledge. Some questions were reworded in order to assist the teachers to respond correctly to the question. This strategy is consistent with the SOLO model's consideration of 'learners familiarity with the elements of operation, a pattern of response structure of increasing complexity becomes apparent according to the ease with which students process question cues (McPhan, 2008). Another round of iterative process was conducted to ensure that the tools is in the best form to give information on the PCK of teachers in the country.

Presented here are samples of test questions subjected to statistical analyses.

Table 3 Sample Test Question for English

| Competency | Question | SOLO Code |
|---|---|---|
| Draw conclusions from a set of details; organize notes taken from expository text | 54. Arrange the sentences in order to make a coherent paragraph:<br>(1) Changes in food preparation methods, for example, have improved our lives greatly.<br>(2) The twentieth century has brought with it many advances.<br>(3) In some ways life is worse, but mostly it is better.<br>(4) With those advances human lives have changed dramatically.<br>A. 4, 3, 2, B. 3, 1, 2, 4 C. 2, 3, 4, 1 D. 2, 4, 3,1 | A. 0<br>B. 1<br>C. 2<br>D. 3 |

Table 4 Rasch analysis of the sample item

Item 54 Infit MNSQ = 1.24
Disc = .27

| Categories | A | B | C | D | missing |
|---|---|---|---|---|---|
| Count | 1 | 9 | 37 | 9 | 0 |
| Percent (%) | 1.8 | 16.1 | 66.1 | 16.1 | |
| Pt-Biserial | -.18 | -.18 | .31 | -.16 | |
| p-value | .097 | .096 | .010 | .125 | |
| Mean Ability | .45 | .88 | 1.20 | .91 | NA |

| Step Labels | 1 | 2 | 3 |
|---|---|---|---|
| Thresholds | .27 | .33 | .66 |
| Error | .52 | .51 | .49 |

```
51 item 51      .      *|        .
52 item 52      .     * |        .
53 item 53      .      *|        .
54 item 54      .       |      * .
55 item 55      .       |   *    .
56 item 56      .       |      * .
```

The final form of the content tests includes multiple choice questions, free response questions and teacher survey. Final check was done on the format for visual consistency.

The process on the development of content test discussed here is in consonance to steps in test development according to Downing (2006). The table below shows the correspondence of the processes.

| Stages carried out in the development of content test to assess teachers' PCK | Effective Test Development (Dowing, 2006) | Specific steps followed |
|---|---|---|
| Planning | Over all plan | The researchers brainstormed on the need to asses teachers' PCK in the Philippines. This is part of the planning of research themes for RCTQ as advised by DepEd. |
| Detailing of activities in the development of the content test | Content definition | The specific steps on the development of content test were discussed. This included convening of the Subject Review Panel. |
| Writing of the Table of Specifications | Test Specifications | The Subject Review Panel (SRP) studied the most recent and available K to 12 curriculum document to write the Table of Specifications (TOS). The TOS was subjected to a series of validation. This step also included the decision on the choices of which competencies and standards will be tested. |
| Writing of Test Questions | Item development | The members of the Subject Review Panel held workshops to write test items. They followed an iterative process of validation, editing, and rewriting of items to meet the SOLO framework that the test follows. Clarifications on items for multiple choice and for the free response were also discussed. |
| Writing, validation, finalizing of Rubrics for free response | Test design and assembly | The SRP followed another iterative process in writing, validation and finalizing of the rubrics for free response part of the content tests. |
| Finalizing content tests for visual consistency | Test production | The content tests were subjected to final rounds of editing to achieve visual consistency before they are sent to a chosen printing press for production. |
| Pilot testing | Test Administration | The content tests were subjected to a series of pilot testing to address validity, reliability and their consistency with the SOLO framework. |
| Coding/marking of free response part of the test | Scoring test responses | The responses of teachers in the free response questions in all content tests were coded/marked using the prepared rubrics. The members of the SRP were trained on the process. |
| Rasch analysis of the content tests and the results of the pilot testing | Passing scores | All responses of teachers in the multiple choice and free response were analyzed using Racsh model/item response theory. The responses were compared to the over all ability of the teachers |
| Reporting test results | Reporting test results | The results of the pilot testing were reported and discussed with the stakeholders. |

**Implications to Philippine Education**

Teacher quality is one of the driving forces of Philippine education laws and reforms. Significant to the definition and subsequent realization of the teacher quality is knowledge of the current curriculum. The K to 12 mandates the whole education sector and stakeholders to focus attention and effort in bringing to the classroom the best learning experiences for both learners and teachers. The development of content tools provide for much needed evidence based policy advice on the possible training programs for teachers in the country by assessing the teachers' knowledge. The development of content tests to measure teachers Pedagogical Content Knowledge underscores a concrete basis for the desired intervention or solutions programs. Understanding the level of PCK knowledge of teachers will affect quality assurance on the deliver of the curriculum because the teacher remains to be the single most important success factor in the deliver of the curriculum (Darling-Hammond, 2006).

Further, since policies to ensure that the teaching workforce has the needed and necessary competencies to determine what a classroom teacher needs reflects a more diverse assessment of the important factors of the learning curve. Considered as an iterative process, any changes in the educational process, including the question on ownership of any plans and, measuring PCK and CK knowledge greatly signifies that it is a key to improving education. In fact, Glenn (2000) reported that in order to understand the PCK of teachers and its long-term improvement, there is a need to figure out how to generate, accumulate, and share professional knowledge. The developed content tools serve as good start in the hope of accumulating information from Filipino teachers in the entire country with the primary aim of bringing about change in the country's education sector. The assessment of PCK of teachers also ensures a deep understanding of the need to strengthen teaching and learning in the classroom, thereby ensuring that the students acquire understanding that align with the intent of curricular reforms.

The process followed in the development of content tests also impressed among all stakeholders involved the need to reach a common ground to help address the needs of the education sector especially of the teachers. The significance and relevance of using content tests to assess teachers' PCK is also underscored in the process. The results of the assessment of teachers using the developed content tests served as basis for all other major research projects of RCTQ: Pre service Teacher Development Needs Study (PTDNS), Developmental National Competency Based Teacher Standards (D-NCBTS), and a partnership with World Bank in a research on public expenditure, which are all focused on improving teacher quality and development. Lastly, this research and report on the process involved reiterates the importance of addressing the needs of what is considered the most important part of education- the teachers.

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# CONTRIBUTION OF MEVLANA EXCHANGE PROGRAM INTO INTERNATIONAL EDUCATION QUALITY-PRODUCTIVITY

## (SAMPLE OF ADIYAMAN AND RUSSIA UNIVERSITIES)

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**ABSTRACT**

Fast and intense developments in communication and transportation technologies in globalizing world affect all sectors, undoubtedly this situation reflects on educational institutions to large extent. High demand for the education felt in each sector reshapes structure of education institutions and society and market together with education. This change showing continuity causes education institutions to differentiate within the framework of obligation of educating more qualified human who is open for global values, contributes into information production and uses information actively and creatively and transforms these into investment.

Education quality and productivity of higher education institutions are indicators of development level of any country, thus efforts showed in this direction are of importance. "Mevlana Exchange Program" put into operation by Higher Education Institution (YOK) under the leadership of Turkey in 2013-2014 Academic Year gives students and instructors opportunity of exchanging education and training at international level.

This study is to convey information belonging to quantitative and qualitative observation with review of "Mevlana Exchange Program" which was realized by instructors and students coming from Eurasia to Adıyaman University together with instructors and students coming from Adıyaman University to Eurasia.

**Key Words:** Productivity, Quality, Higher Education, Project, Mevlana Exchange Program.

## 1. Introduction

Productivity is a proportional relation between product factors used in a good or service production system and emerging production amounts, and to use sources effectively. For mentioning about productivity in an organization, more outputs should have been realized with same inputs or the same output should have been realized with less inputs. While production factors are defined as labor, capital, nature, entrepreneur, since "time" factor is important in productivity, it should be added (Uğur,2013: 8,9).

Role of management has increased in economic development. Besides, increase in number of public officer and public expenditures entailed government offices to develop a measurement technique for productivity. There is a serious difference between productivity evaluation in public sector and productivity evaluation in private sector. Output of private sector is calculated in point of sale and it is directly related with labor used for obtaining output or another input. In public sector, there is a difference between output of an office and success of that office in its duty. Final output of an office which can be compared with input of that office is "effectiveness" of it. Impact provided with program of office is its "productivity" (MPM,2011: 44).

Rising in our life standard is considerably based on increase and increasing the quality and productivity in service sector (Deming, 1994). Education service included in service sector is both subject and object of the sector in terms of including into this sector and training personnel for service sector. Universities within education institutions are undoubtedly constituting the most important place in development and improvement of countries, providing sustainability of this process increasingly is possible with quality consciousness and practices.

Education is a service type. Universities that are higher-education institutions are organizations producing service. Universities included into education sector are competing both between each other and at international level today. Universities improving and developing service quality continuously come to the forefront of today's intense competition environment and are in the leader position (Güzel, 2006). Universities are subjected to ranking at international level by taking criteria such as elevation in educational level provided to students and rates of scientific publications of academicians into consideration and are perceived as qualified.

It was observed that developed countries determine quality standards in education and there is productivity increase in education as a result of implementation of these principles. Developing countries are striving for equipping education systems with contemporary standards in all aspects for keeping up with competition in today's world where elevation in education level has became indicator of development. Therefore, it is required to question compliance of standards continuously in our country and to develop these standards.

A business producing service is liable to explain service standards in line with customer's expectation and demands. Service standards are helpful in explaining personnel roles and conveying priorities of business and provide a measurement regarding which performance may be evaluated. Standards should not be too much. Establishing the most important ones of customer expectations and in small numbers brings about better results in management of expectations (Örs, 2007:190).

Attempts of establishing close bonds with European Union and integration process into this union have accelerated after 1995. It has been passed to "Bologna Process" progressively within the scope of standardization of process and systems of higher-education implemented in our country with European Union. Qualitative and quantitative increases in organizations show that importance given for quality standards in education has started to increase. Efforts for having more international student and personnel mobility among higher-education institutions and building balanced programs brought service production sector at an international level and competition, quality and increasing productivity became unavoidable in this field.

Activities of institutions in modern business management must become brand. While student and instructor mobility which Higher-Education Institutions conduct each other was realized under the name of **Erasmus** until 2014, now all European Union Projects are realized as Erasmus Plus. As is seen from here, a change and transformation process happens with a single brand image.

**Quality in Higher-Education**

The most important factor determining and affecting good manner, knowledge, culture, welfare and development level in short general qualifications of a society is knowledge and education level of that society. For this, all societies state expansion and maximizing mass education of its members as the main objective and define detailed targets intended for achieving these objective. For determining educational levels of countries, it is examined that how much young population in certain age ranges makes use of education stipulated to be given for that age range. For example; it is possible to compare schooling rates in elementary, secondary and higher education of countries each other by stating the rates (Köksoy, 1998:1). It is an indisputable fact that quality measurement and audit have many beneficial results in higher-education. They have most important two benefits as is in the other sectors. These are;

- ***First of which;*** is to help in introduction of quality product/services by ones benefiting from higher-education services directly (students and society) and ones using higher-education product/services (employers, institutions making use of science and technology and generally society),
- ***Second;*** is to involve higher-education institutions into a competition environment for offering more qualified product and service for the society and thus, to allow them to strive for removing vulnerabilities and strengthening them (Köksoy, 1998:1).

Mevlana Exchange Program is an opportunity for developing intercultural dialogue in higher-education, realizing technology and information transfer and monitoring, observing and evaluating which stage rivals are in the globalizing world. Thus, development and change of higher-education is provided in our country. Two-way transfer of mutual information, skill and good practice samples are realized.

Universities are big businesses spending excessively and having employees in large numbers in various levels and fields in our present day. Therefore, while production they made considers quality of these products, either science or trained student, they must consider costs of quality. Mevlana Exchange Program creates a certain cost and this situation is financed by Higher-Education Institution (YOK) by taking financial states of countries into account. It should be updated by taking annual inflation and country's economic developments as a basis.

Total Quality Management (TQM) should be built onto the framework of *"quality– cost– benefit– efficacy– productivity"*. System targeting at continuous improvement in the quality aims to increase productivity of organization instead of evaluating function and skills of individuals involved in the production. The faith regarding that quality will create an additional cost in this management type gives its place to the fact that quality increase in long-term may be produced less cheaply. Total Quality Management is a management system covering needs of customers or users ideally in terms of quality, price and service and lowering the cost at the same time. Philosophy implemented in Total Quality Management creates an organization culture based on improvement phenomenon within a participating management process in form of groups and centered in customer and user under the leadership of top management and in line with quality perceptions and expectations of its. Total Quality Management is a general concept and involves the following concepts (Köksoy, 1998:135);

- Quality Assurance
- Quality Control
- Quality Control

- Quality Assessment
- Accreditation
- Quality ranking.

The process should be provided to be effective and sustainable by taking the above-mentioned criteria as a reference within the scope of Mevlana Exchange Program.

**Mevlana Exchange Program**

A similar program to Erasmus program was put into operation by Higher-Education Institution (YOK) in 2013-2014 academic year, this program in which all higher-education institutions will be exchanged apart from member countries to European Union took a step with "Mevlana" name. Financial expenses of this program which will be an indicator of quality and productivity in education (expenses of student and instructors coming and going) are covered by YOK.

Mevlana Exchange Program is a program which allows student and instructor exchange between domestic higher-education institutions providing education and foreign higher-education institutions providing education. The way was paved for the exchange of student and instructor between foreign higher-education institutions and higher-education institutions in our country pursuant to Regulation published in Official Gazette dated 23 August 2011 and numbered 28034. Unlike other exchange programs, mobility in the body of exchange program covers all higher-education institutions all over the world without discriminating any geographical region. Higher-education institutions located at countries included into Erasmus Plus Program in 2013-2014 Academic year were excluded from the scope of Mevlana Exchange Program. Students willing to participate into exchange program can make use of program for at least one at most two half-semesters and instructors can make use of program for instructing in higher-education institutions in the world for at least 1 week and at most 3 months. In similar way, student and instructors from all regions of the world can come to higher-education institutions in Turkey (www.mevlana.yok.gov.tr, 2013).

Position of instructor is not a profession and title which can be acquired natively or passing from father to son. Just as at least 4-6 years of education is required above high school education for having a profession title and further education or profession experience is required for developing and specializing in the profession, a similar path is followed in growth of an instructor. Various stages which a young instructor candidate reaches to the highest education level (for example; professor) by maturing are examined and searched by trainers.

According to Peter KUGEL (1993), there are various stages differentiating from each other clearly in maturation of instructors. These are;

- Incubations (Zeroth) Stage
- Self, Instructor (First) Centered Stage
- Subject (Second) Centered Stage
- Passive Student (Third) Stage
- Active Student (Fourth) Stage
- Independent Student (Fifth) Stage
- Fine Tuning (Sixth) Stage

1st, 2nd and 3rd stages of instructors in terms of theirs students and relations in class are "*training weighted*" and 5th and 6th stages are "*education weighted*". In other words, as instructor gains experience and maturates, they foresees that research-practice should be more concentrated on rather than rote learning and training students better should be more concentrated than training many things. However, it cannot be possible to achieve this conscious in the beginning. Due to nature of the work, an instructor has to undergo these stages and live like compulsory stages which an organism has to undergo for further stages. Periods which some instructors will undergo at certain stages may be shortened, however they are regarded as a non-omissible nature. For some instructors, it is not possible to pass to next stages (Köksoy, 1998:75).

Mevlana Exchange Program is a national project encouraging and supporting this process for instructors. This project is an international exchange program contributing into professional development and increasing information, skill, experience and good manners of instructors. Result obtained from interviews made with instructors participating into this program is highly beneficial, efficient and positive.

Quality is a concept which is updated continuously and in parallel with today's conditions, needs and developing technologies. It is required to understand where higher-education goes in 2000's, see what sort of changes are expected in those years and understand who customer types of higher-education are and what their demands are in near future in order to adapting to rapidly changing and developing conditions in the world (Köksoy, 1998:6).

Higher-education systems are affected from changes in the society like every social organizations and adapt to these changes. YOK put an international project named "Mevlana Exchange Program" into effect within this scope.

Discussing the following four dimensions may be adequate for estimating reflections of changes in the society on higher-education.

1. Changes in production system in the world and changes of labor required for operation of new organization types of economy in the world in talent/ability composition,
2. Transition from mass production to flexible production systems revealed,
3. On-going communication revolution changes structure of public and private services' field,
4. While talent and its composition required for a production field change continuously, they have to renew talent and knowledge of employees continuously.

All these changes cause the tendency of generalization of higher-education, bringing it continuity and performing it in a democratic environment (Saatçioğlu, 1999:269).

Subjects mentioned above related with Mevlana Exchange Program are performed in practice for instructors and students. Participants see education system of the country they went closely, live personally and learn and teach by living in interaction.

**Subject of Research**

Experience sharing for international education's quality and productivity of Mevlana Exchange Program (Sample of Adıyaman University and Russia Universities where Mevlana Exchange Protocols are conducted).

**Method of Research**

"Scientific Research Projects with Adıyaman Universities and Russia Universities (**ARBAP**): To receive opinions of foreign instructors coming to 1st International Project Bazaar within the scope of research and instructors of Adıyaman University going to abroad with Mevlana Exchange Program and to evaluate their opinions qualitatively.

### Sampling of Research

12 foreign instructors coming from 5 different cities and 6 universities as Russia Federation located at Eurasia region and Republic of Tatarstan associated with Russia Federation and 18 instructors of Adıyaman University making use of Mevlana Exchange Program in 2013-2014 academic year; totally 30 instructors. 100% of academic staff coming from abroad and going to abroad in 2013-2014 Academic Year were interviewed.

## 2. Practices

### Practice 1

"Scientific Research Projects with Adıyaman Universities and Russia Universities **(ARBAP)**: 1st International Project Bazaar" Total 11 instructors presented their papers during the activity lasting for two days organized under the presidency of president advisor who is responsible from foreign affairs on 8-9 May 2013; 2 of whom came from Moscow State University located at Moscow, Nijni Novgorod, Kazan and Naberejniye Çelni cities of Russia, 2 from Moscow Human Sciences University, 2 from Laboçevskiy State University, 3 from Kazan Federal University Oriental and International Relations Institute and 2 from Naberejniye Çelni Pedagogy Institute. In the same way, total 22 papers were presented in Turkish and Russian; 1 of which belongs to 1 instructor coming from Istanbul University and 10 instructors coming from Adıyaman University.

As a result of interviews made between sessions and during the program, it was decided to conduct following common projects between instructors of Adıyaman University and Russia Universities:

- Research on liquid crystals
- Social problems and social policy research
- Project for Providing Opportunity for Recreational Activity
- Tourism-themed Turkish-Russian Textbook
- Turkish and Russian Textbook as Foreign Language
- Risk management in production systems
- Comparing the quality of Russia and Turkey Education Systems
- Study on amalgamations of two cities of poets; Kazan and K. Maraş
- Problems encountered in service quality
- Project of increasing education productivity in Russia and Turkey

Instructors stated their opinions related with activities intended for increasing quality and productivity in education by building collaborations in Higher-Education at the end of project bazaar held with foreign instructors:

**Associate Professor Doctor Asiye RAHİMOVA, (Kazan Federal University Oriental and International Relations Institute Head of Turcology Department):** "We admired the program. I would like to thank very much for everything. We came and saw here from far far away. We met with your university, instructors and you. Many thanks. We saw so many things within such a short period, believe me many times will pass and we will not forget these and we will want to come to Adıyaman again. We invite you to Kazan, Tatarstan and Russia. We will be glad to see you. I would like to present thank-you note of Prof.Dr. Dinar LATIPOV, Vice President of Kazan Federal University and Principal of International relations and Oriental Institute."

**Associate Professor Doctor Galina KUZNETSOVA, (Moscow State Social Sciences University Principal of International and Public Relations Department):** “It is a great pleasure to be here for us. I thank to all organizers for this excellent interview leaving really a positive impression on us. We think that this project we planned as "New Bridge" according to us will be starting center of civilization again upon development of universities for real development of region. It is a civilization which is full of tolerance and very sensitive relations. It is a civilization which is respectful for peace and culture of different people. In my opinion, very rapid development of university and being at international level do not play a minor role."

**Associate Professor Doctor Dmitry GRAMOKOV, (Moscow State University Instructor of Mathematics, Computer Teaching and Numerical Methods Department):** “I likes what I saw here very much. Turkey makes investment for development of education with a big sum of money and human creativity. Countries investing in increasing the quality in education have a huge future and develop more rapidly. Because trained people always mean development, development and development. I thank you very much. I am an expert in information technologies. This field has more international feature. I am ready for collaborating in training of experts particularly in this regard. Since every department of university uses information technology, it is not important which faculty gives this education. I thank you for your warm interest. Everything was organized at the highest level. I participated into many projects during my life and I can say that this is one of the best and warmest projects I participated."

**Associate Professor Doctor Alsu NİGMATULLİNA, (Kazan Federal University Oriental and International Relations Institute Instructor of Turcology Department):** “I was very pleasant due to international project bazaar program you organized. I thank you very much. We are waiting you to Kazan which is capital city of Tatarstan."

**Professor Doctor Alexander LYUBİMOV, (Laboçevskiy State University Dean of Physics-Mathematics Faculty):** “I and my colleagues liked the visiting to your nice university very much. Qualified education system shows development level of country from many aspects and connects country people each other. Relations to be established with education systems of our students and people will undoubtedly provide inter-communal dialogues living side by side for one thousand year to further develop and intensify. Thank you."

**Associate Professor Doctor Alexander GORYLEV, (Laboçevskiy State University Dean of Foreign Students Faculty):** “I would like to say that I am grateful to President of Adıyaman University for this warm interest and program. Professionalism of all university employees are felt. We admired your students very much. They are very good and very intelligent children. I am sure that we will develop our mutual relations with your university after this project bazaar organized. I hope that your President will visit our university and meet with our instructors and students. We will make our best for this. Thank you."

**Associate Professor Doctor Vyatcheslav KUZNETSOV, (Moscow State University Instructor of Mathematics, Computer Teaching and Numerical Methods Department):** “I would like to thank you for your nice invitation giving me opportunity for wandering Adıyaman, its counties and surrounding. Such conferences are organized in many places of the world. But, this is made with bilateral relations of Russian and Turkish people and with special relations in Turkey. Tendency of government and world is that this work is performed with certain persons and relations in good faith. These relations are at different planes and different field of interest. While these are cultural relations, scientific collaborations and collaboration in education field, relation complex among all these people allows us to develop, walk together. Even if there were a set of problems in historical development process, there is no problem which cannot be solved if there were interest in common field and we could see real persons who are able to achieve this work among our partners. The perfect Cendere Bridge which we saw and even touched symbolizes our relations on very different fields. I would like to thank to everybody realizing this great work and supporting us with their participations. We maybe saw a small part of this work. That is, we saw only end point of Iceberg. Organizing this activity only for meeting us is another face of the work. Thank you."

**Associate Professor Doctor Rustam GİBADULİN, (Moscow State Social Sciences University Principal of Perspective Research Institute):** “First of all, I would like to thank all organizers of this project bazaar and university president for their excellent and warm interests. We were highly affected from development of Adıyaman University and interviews made with your students and professional persons. I would like to convey wish of our president Vlademir NAÇAYEVA regarding development of your university and thanks of him for your invitation. We are sure that our universities will find many common points and collaborations will yield in near future. We have many common working areas, however we presented our some concrete offers within this file. Here, there are wishes from our students for your students to study like stars. Offers may be at ecology field, common master of science program field, student exchange field and instructors' exchange field. Thank you again and we invite you (your President) to Moscow at the first occasion. I am sure that this bridge established is a symbol of bilateral movement and collaboration. Thank you."

**Expert Gayda İNŞAROVNA, (Naberejniye Çelni Pedagogy Institute Instructor):** “In thank you for providing us opportunity of meeting at warm eastern land. You are very hospitable, your people always smile. We took great pleasure for presenting at your lands within these three days. I thank you for First International Project Bazaar you organized in your University. Our projects, projects offered by our colleagues and also Naberejnie Çelni Pedagogy University offer to expand its own broad borders and we hope that we can find opportunity of assessing our all questions in detail when you will come to us next time. I thank all organizers organizing this organization and my colleagues. We found opportunity of making friends with everybody. I would like to state that I am grateful to you (Mr. President) for this organization."

**Expert Cemile FAHRADOVNA, (Naberejniye Çelni Pedagogy Institute Head of Foreign Relations Unit):** “Hello everybody and thanks everybody for this warm interest. Also, I would like to thank very much for providing the opportunity of meeting with our colleagues in Moscow, Kazan, Nijniy Novgorod, Naberejniye Çelni cities. You provided opportunity not only for common projects to be held with Adıyaman University but also common Russia project in these lands. I thank you very much, but I do not say goodbye. Because, we will start our common project after 3 months. We would like to see your students in our pedagogy institute for education as of 1 September. We are waiting your students for pedagogic internship education this year. We are inviting for increasing occupational experiences of school principals and Kindergarten principals. We have common projects with your instructors and your academicians now.

**Research Assistant Mostafa KERULY, (Kazan Federal University Oriental and International Relations Institute Department of Turcology):** “I am greeting all of you with respect. I can say that I am happier than everybody as an employee working in Russia Federation and studying at Turkey. There is a word said for Yüriy GAGARIN who is the great astronaut of Russia. When he took his first step in the moon, it was a small step for himself but very big step for humanity. Today, what you saw here can be regarded as minor but they are very big steps on behalf of dialogue. If we reinforced these steps, we would take very big results in future. I thank all organization team organizing this organization on my behalf and wish them a continued success."

1st International Project Bazaar organized in Adıyaman University formed a basis for signing Mevlana Exchange Protocols with Russia Universities and it was provided to sign protocols with 6 Russia universities.

**Practice 2**

Mobility of lecturing and taking course of 17 instructors and one doctoral student were approved by YOK for 2013-2014 academic year, 3 instructors from Adıyaman University Economics and Administrative Sciences Faculty, 5 instructors from Faculty of Arts and Science, 3 from Tourism and Hotel Management College, 6 from Foreign Languages College realized lecturing mobility in range from one week to 1 month at universities where protocol was signed.

Activities conducted within the scope of Mevlana Exchange Program, observations and general opinions of other academicians performing mobility were presented in detail.

**Good Practice Sample within the Scope of Mevlana Exchange Program**

**Şolohov Moscow Human Sciences University Faculty of Law and Political Sciences**

Adıyaman University and Şolohov Moscow Human Sciences University cooperated within the scope of Mevlana Lecturing Mobility. Faculty of Law and Political Sciences of the said university was visited on 13-19 September 2013. It was passed from here to Şolohov Moscow Human Sciences University Perspective Research Institute dormitory. A budget amounting to 20 Million Euros was assigned by Russia Ministry of Education for the related university for research. Announcements were made for ones who want to make research at certain periods of the year and ones from different countries of the world whose projects are accepted in range of 3 months and 1 year are placed into dormitory of Perspective Research Institute. There are single rooms where researchers are able to conduct their projects and rest in these buildings which served as a sanatorium previously. Meals are served at three square in dining hall of the dormitory and guest researchers do not pay for meals. There are project offices and guest researchers are able to enter into international database for conducting research. There are volleyball and basketball courts in garden of dormitory for allow researchers to do exercise. Also, a Russia bath is available within health center located at side of dormitory.

**Mevlana Exchange Program Sample Activity Plan**

- As a result of interviews and correspondence with related university prior to visiting, 8 hours of independent seminar program was opened under the name of “Modern Entrepreneurship and Productivity” by executive board of Sholohov Moscow Human Sciences University Faculty of Law and Political Sciences. This seminar program was included into academic education program of related university.
- It was passed from Zaveti Ilicha station of Puskina city to Moscow where university presidency is located for recognizing the university on 14 September 2013 (50 minutes of distance). It was interviewed with Head of International Relations Department Vichislav VALERYEVİCH and necessary enrollment transactions were conducted, again ideas were exchanged with Dean of Faculty of Law and Political Sciences Associate Professor Doctor Vladimir LEONİDOVİCH regarding how, in which language and where the course will be taught.
- University and dormitory were not visited on 15 September 2013 since that day coincided with festive holiday.
- Seminars were given on 16-17-18 September 2013 at 09.00-12.00.
- 1 week of lecturing mobility was completed after seminar was given to researchers in dormitory of Sholohov Moscow Human Sciences University Perspective research Institute on 18 September 2013.

**Observations and Acquirements related with Mevlana Lecturing Mobility**

**Personal Acquirements**

- Primarily, this course given under the name of "Entrepreneurship" was explained in intensified way (in such way which will contain Turkish entrepreneurship and productivity).
- Course planning and lecturing experience were acquired within the scope of mobility.
- English articles and business texts related with the subject were supplied for teaching students during the course; a presentation consisting of 150 slides was prepared, course document was distributed to students. Thus, experience was obtained in regard to prepare course presentation in foreign language.
- English speaking, understanding and narration practices were increased with dialogues made during course process and interviews made with work friends.
- Opportunity of comparing Turkish and Russia entrepreneurs and businesses with Russian students emerged during the course process.
- Close friendship was established with instructors working in field of “Entrepreneurship and Productivity” and project preliminary interviews intended for collaboration in academic field in future were made.

**Corporate Acquirements**

- A faculty and an institute located at Russia were examined from various angles and observations were stored.
- Opinions were exchanged with Head of University International Relations Department Viçislav VALERYEVICH for conducting studies which will contain students and for developing Mevlana Mobility.
- Speculative information related with Turkey were explained more correctly as well as introduction of modern Turkish entrepreneurship.
- Promotions were performed in Turkey, Adıyaman, Komogene Civilization, Urfa and Diyarbakır and notably Adıyaman University. Introduction film of our university was distributed to different units.

**Observations for Faculty of Law and Political Sciences**

- There is a library in the faculty where students make use of.
- Library of faculty is open between 08:00 am and 18:00 pm. Students photocopy their documents by paid photocopy machines.
- In departments of instructors, they are entitled to photocopy and make use of library without limit.
- There are projectors and audio system in all of classes and seminar classes. Classrooms are closed out of course hours. Instructor having lesson requests key from security and locks at the end of lesson and delivers the key. Use of offices is limited and used until 22:00 pm.
- There are at least 3 persons in rooms of instructors and administrative personnel.
- Students have notebooks named “zachotka” in which mid-term exams and final grades are filled by instructors manually.
- There is a book for following absence of students and absences are recorded in this book by head of class during 4 years of education period. Then, it is signed by head of

department and dean of faculty.

- Mid-term exams and final exam questions are separate for each student. 50-100 questions are given to students prior to exams by the course, 2 of these questions are taken by student within envelope at exam day (paper on which there are 2 questions is called as ticket). Student firstly answers this question on paper in written and explains orally by going up to instructor respectively. Additional question is asked by instructor for the student who wants to take high grade.
- Grades are assessed out of 5.
- A canteen and a dining hall for 40 persons are available at university for lunch meal. Here, both students and employees eat their meals respectively.
- There are two fixed computers at building entrance and internet access is always available for accessing to any kind of information related with faculty.

**Administrative and Academic Activities Apart from Planned Lecturing within Mobility Process**

**Project Interviews with Perspective Research Institute Manager**

Project interviews were made with Rustem GIBADULIN, Manager of Perspective Research Institute established within the body of Sholohov Moscow Human Sciences University. Institute manager stated that they expect project particularly from Adıyaman University and they will support researchers within the scope of this interview. He addressed that Mevlana Mobility Program will create a basis for new projects.

**Interview with Moscow State University**

Presentation was made for İrina GENNADIYEVNA, New manager of International relations department Moscow State University, and two employees concerning Mevlana Exchange Program on 17 September 2013 in the process of Mobility. 3 Turkish students are doing Master Degree at Philology (Russian Language) department. İrina GENNADIYEVNA gave order to employees for putting Mevlana Program into effect immediately.

**Collaboration Interview with Petigorks State Language University**

A meeting lasting about one hour was held with Associate Prof. Dr. Liudmila PRAVIKOVA who is researcher coming from Petigorks city (in south of Russia) for collaboration on 18 September 2013 in the process of mobility. Departments were introduced with Adıyaman University mutually in the meeting; it was interviewed about opportunities and problems which students who will be subjected to exchange in form of collaboration may encounter in terms of social and education and how possible obstacles will be solved was addressed.

Eventually, the meeting ended with the opinion regarding that collaboration of two institutions will be beneficial for increasing quality and productivity in the education. Instructors of Adıyaman University were informed about this interview in turn of mobility. Also, presentation about subject was made for members of Adıyaman University Senate.

**Observations related with Russia and Moscow State University**

Russia Federation that is the biggest country in the world in terms of surface area has 11,5% part of world surface area with 17.098.242 square meters of area. Population of such a country having such broad lands is about 145 millions and it is a surprising fact. Number of child per family is one or none. While families cover all needs of child they have at maximum level, state mobilizes all opportunities in education field. Children start to engage in any sport, art or science branches as from early ages. A three year old child can skate, perform ballet, play guitar, play chess or count numbers from one to one hundred by twos. This nation which broke Olympiad records in different fields such as skate, ski, swimming, ballet, chess makes its name in scientific Olympiads. Mendelev Dmitriy İVANOVICH who is inventor of periodical table in chemistry, Çebışev Pavnutiy LIVOVICH who describes standard deviation in statistical science, mathematicians Grigori PERELMAN who clarifies Poincare assumption which is problem of century in mathematics and Manturov Oleg VASILYEVICH who is dealing with node theory on which small numbers of professor work in the world are among Russian scientists (Aşkın, 2012:39).

## Russia Higher-education System

While higher-education in Russia is similar to German System in terms of academic structuring in Communist regime period, there are great differences in line with objectives. The essential aim of higher-education in that period is to strengthen and spread communist regime on one hand and to increase production under statism structure on the other hand. There are courses themed "Marxism - Fundamentals of Leninism", "Scientific Communism", "Fundamentals of Scientific Atheism" among compulsory courses taught in universities. Higher-education model in communist Russia period which impressed a broad world geography and many states may be called as model centered "Ideological - State - Production". Today, university models affecting contemporary universities are as follows (Köksoy, 1998:6-7);

1. "Ideological- State-Production Centered University" *(Russia Ideological)*
2. "Society-Market Centered University" *(American Liberal)*
3. "Culture-Information Centered University" *(British Newmanian)*
4. "Science-Scientists Centered University" *(German Humboldtian)*
5. "State-Bureaucracy Centered University" *(French Napolyonik)*

Higher-education institutions in today's Russia maintain their education activities in 4 groups as universities, pedagogy institutes, technical colleges and social sciences colleges, as in Soviet Unions. Education periods of universities and institutes range from 4 and 6 years. Education period of colleges is 2 years. Although higher-education institutions are associated with different places partially, they are connected with Supreme Academic Commission which is called as VAK whose headquarter is located in Moscow corresponding to YOK in Turkey. While there are differences between Higher-education Institutions in Russia, didactics remained from former system are still continuing in our present day. While scientific searches are conducted in Higher-education institutions or occupational education is taken, philosophy and economics are among basic courses in all departments without exception on behalf of giving Marxist and Leninism opinions. While teaching philosophy course which is accepted as basis of science, a long time is assigned for life philosophy, works and activities of Lenin. In the same way, Marxism philosophy is explained in detail in Economics. Also, physical education, foreign language and pedagogy courses are among compulsory common courses of all faculties (Aşkın, 2012: 39).

## University Libraries

Libraries are divided into two parts as student library and academic library at universities. Students have the chance of finding any books here. There are thousands of book which they can read apart from course as sports, culture, art, literature, science, etc..[1] It is compulsory to teach books determined by state in courses of Russia universities. Textbooks of every period are available in student library by number of students enrolled in the university. Textbooks of courses are taken from the library by the courses determined in curriculum before semester starts. These textbooks are followed with instructor of course. When semester is completed, these textbooks are returned to library. Students pay a penalty fine per textbook which is never returned or not returned in time. In the next semester, that student cannot take textbook from university library. Student has to purchase textbooks from book stores. Mathematics and language teaching play very important role in secondary education. Student whose both courses are unsuccessful fails. For the student whose mathematics and Russia Language courses are very successful to pass the class, make-up exam is held in other unsuccessful courses. Mathematics and Russia Language that are compulsory courses of secondary education are among courses taught as a basic course in all institutions without exemption. We can conclude from here that it is impossible for an individual who does not know Mathematics and Russia Language to study at university (Aşkın, 2012:39).

## 4. Conclusion and Suggestions

The best sense of quality is based on determination of how much users of a product produced or service offered are pleased with this product and services in recent years. Accordingly, quality is shortly defined as "*customer satisfaction*". The same definition is valid for higher-education institutions. It is possible to primarily and mainly define customers of today's higher-education institutions for whom they offer service and product as follows;

- Student and student parents,
- Supreme education and research institutions,
- Various public and private sectors,
- National society and national state,
- Global society and global science.

Thus, it is an inevitable obligation to give importance for opinions of customers primarily and mainly in order to determine quality of a higher-education institution and services it gives (Köksoy, 1998:215).

Mevlana Exchange Program developed as a result and requirement of different demands, collaborations. However, sense of quality of customers is a concept which is ever changing in parallel to today's conditions, needs and developing technology. It is required to see what changes are expected in near future and consider and foresee what customer type and demands will be in near future not only current customers of higher-education in order to adapt to rapidly changing and developing conditions in the world.

The following were concluded in line with opinion and ideas of instructors of Adıyaman University participated into Mevlana Exchange Program and of foreign instructors participated into international project bazaar in practice part of the research:

- Lecturing mobility and student exchange is an activity which will provide very important experiences and acquirements in terms of instructors and students. Instructors and students should be encouraged for making use of this program and all Higher-education institutions should provide opportunity for all instructors to make use of this program as much as

[1] Rsearchers went to Aröl city whose population is about 200.000. Libraries were examined in Aröl State University in the city having ten universities. Library manager stated that there are about 600.000 book types in the academic library. Also, there are tens of books in every book type.

possible.

- Instructor mobility realized in the first stage should be absolutely continued with student exchange in the next stage for consolidating collaboration and make Mevlana mobility effective and productive.
- University legislation infrastructure should be prepared in order to open independent elective course or seminar on behalf of foreign instructors to be hosted under Mevlana lecturing mobility.
- Web addresses and other communication channels should be more easy accessible in departments of every faculty for providing Mevlana collaborations in time and in place more easily. Also, responsible person from Mevlana coordinatorship and contact details should be given clearly on web site of every department.
- Departments should be ready for hosting Mevlana students at any time. Particularly, adequate English and Russian documents should be prepared regarding the courses, English and Russian program should be offered to students who will prefer Adıyaman University as departments.
- Adıyaman University signed Mevlana protocol with 6 Russia Universities. Therefore, Russian elective course should be opened within the scope of "Occupational foreign language" elective discipline in course catalogues for our own students. Thus, our students will be able to make use of this program more easily.
- Eurasia universities are highly open for change collaborations. There are different opportunities for Turkish students to feel comfortable and to engage in social activities. It is important for students to see a broad geography, meet with people being present in Europe and Asia continents like Turkey and engage in culture interaction and education activity. Instructors and students may go to Eurasia Universities without any hesitation.
- Since languages being close to Turkish are spoken in some regions in this geography, serious problems are not experienced in taking course and lecturing.
- Russia is not a cheap country on contrary to what is supposed. On contrary, it is among the most expensive countries in the world. Therefore, folding grant amounts determined by YOK in two for Russia (for instructors and students) is important for increasing quality and productivity of mobility and not making ones going to Russia suffered financially.
- Rapid collaboration of all higher-education institutions with universities of 194 countries included into this scope is of importance for increasing international education quality and productivity of "Mevlana" program which is a national brand.



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# CONTRIBUTIONS OF ENGLISH LANGUAGE TEACHING ASSISTANTS TO UNIVERSITIES IN TURKEY: A CASE STUDY

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**ABSTRACT**

As a result of globalization and internationalization of universities, English language has become the dominant language taught and learnt almost all over the world. This dominance of English language has caused universities, schools, private institutions and various language teaching centres to hire native English-speaking teachers (NESTs) in order to offer quality language education for their students especially in English as a foreign language context (EFL). So as to meet this need, the Turkish Fullbright Commission and the Turkish Higher Education Council have initiated a cooperative program called The English Teaching Assistantship. Thanks to this program, English Teaching Assistants (ETA) have been placed to various Turkish universities in recent years. This case study investigates the contributions of ETAs to a state university from both the students and ETAs' point of views. Within this context, semi-structured interviews were administered to both ETAs and their students by the researcher. The results reveal that ETAs contribute to students' language development in that they provide authentic language, increase intercultural competence of the students, and constitute a good source and opportunity for a real communication in the class. In addition, most of the students stated that ETAs really helped them improve their speaking and pronunciation to a great extent, however; they complained about being too nervous while communicating with NESTs.

Keywords: English Language Assistants, intercultural competence, native English-speaking teachers



## INTRODUCTION

The number of people learning English has been increasing day by day in the world. Schools and other private institutions provide opportunities for students to learn English and other languages. According to recent statistics on primary and secondary schools in the EU Member States and candidate countries, a great majority of students choose to study English as a foreign or second language. In primary education, learning English is mandatory in several countries. Almost 100 % of students in the EU Member States learn English in primary schools. Foreign language learning statistics in 2013 revealed that 93,8 % of all EU students were studying English as a foreign language. Luxembourg and the Czech Republic were the countries with the highest proportion (100 %) of secondary education students learning two or more languages in 2011. When it comes to Turkey where English is taught as a foreign language, contrary to the situation in most of the EU countries, a dramatic increase can be noticed in the percentage of students learning English in general programmes between the years 2006 and 2011. In 2006, the proportion of students learning English was 67,3 %, but it increased to 99,4 % in secondary education level. This increase indicates the change in foreign language teaching and learning philosophy of the Ministry of National Education of Turkey. This change can also be observed in the tertiary level foreign language education. Most of the state and private universities in Turkey offer one year elective or compulsory language education for undergraduate students. The main objective of this language education, usually called preparatory class, prior to bachelor's degree is to present opportunities to the students for improving four language skills; reading, writing, listening and speaking. In addition, almost all of the departments of English Language Teaching (ELT), English Language and Literature, Translation and Interpreting Studies in English, and Linguistics offer one-year compulsory language education as well. Considering the number of students learning English in Preparatory classes and language-related departments in Turkish universities, the demand for qualified teachers has been increasing each passing day for enhancing the quality of language education. For this reason, proficiency of English Language Teachers is of great importance for the maintenance of the quality. In such a challenging process aiming at success, native English speaking teachers (NESTs) have been available on the stage in order to help non-native English speaking teachers (non-NESTs) cope with the difficulties they face in the English as a foreign language classrooms. With this aim in mind, Turkish Higher Education Council and Turkish Fullbright Commission have initiated a cooperative program called The English Teaching Assistantship. This program enables English Language Teaching Assistants (ETAs) to teach in various Turkish Universities for one or two years. It is estimated that ETAs contributions to language learning process are worth stating, but no research has been reported about them so far in the literature. Especially ETAs' opinions about language learning and teaching process in Turkish universities and how they are perceived from the students' point of views need to be explained in order for identifying their contribution to the improvement of language skills of Turkish EFL learners. To this end, it is thought that the answers of the following research questions will highlight the remarkable contributions of ETAs to a specific state university in Turkey in terms of identifying their weak and strong aspects. The research questions to clarify these points are as in the followings:

1. What are ETAs' educational and occupational backgrounds?
2. What are ETAs' opinions about language learning process in EFL context?
3. What are the potential contributions of ETAs to language learning process in the university?
4. What are the perceptions of students about ETAs and their contributions to their foreign language development?

**The English Teaching Assistantship**

The English Teaching Assistantship is a program which places newly graduates as English teaching assistants in primary, secondary schools, and universities all over the world. The main objective of the program is to help foreign students improve their English language skills together with the knowledge about the United States of America with the help of native speakers. The program also provides U.S. students with the opportunity of improving their language skills and cultural competence of the host countries. The program is sponsored by the Bureau of Educational and Cultural Affairs, U.S. Department of State. Most of Fullbright ETAs are sent to outside of the capital cities in order to make them integrate with the host community much which has limited interaction with Americans. The candidates can apply through a U. S. institution or At-large in which the candidates must submit their applications through the Embark online application system. The components of the ETA application consist of biographical data, statement of grant purpose, personal statement, foreign language forms, references, transcripts, and critical language enhancement award statement for select countries. The English Teaching Assistantship Program in Turkey has been administered since the 2010 - 2011 academic year with the cooperation of The Turkish Higher Education Council and the Turkish Fulbright Commission. The number of grantees and number of participating host universities have been increasing over the years. In the 2014-2015 academic year, seventy-two U.S. English Teaching Assistantship Grants have been awarded to teach at 36 different universities all around Turkey.

**Relevant Studies on NESTs**

Native and non-native dichotomy and main characteristic differences between two have remained on the agenda of English Language Teaching (ELT) Methodologists, linguists, and language researchers. However, it can not be said that they have reached a consensus on which one is more advantageous, better teachers, and more or less accomplished. Medgyes (2001:430) defines a native speakers as '... someone who speaks English as his or her native language, also called mother tongue, first language, or L1.' He also scrutinizes native and non-native dichotomy from the linguistic and educational perspectives. He maintains the discussion with the questions 'What are the criteria for native proficiency? What is the cut-off point between native proficiency and various levels of non non-native proficiency' (p.431). In the light of the potential answers to aforementioned questions, Medgyes carries out a survey including 325 teachers from 11 countries in order to validate his assumptions: 1. NESTs and non-Nests differ in terms of their language proficiency, 2. They differ in terms of their teaching behaviour, 3. The discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour, and 4. They can be equally good teachers on their own terms (p.434). According to the results of the survey, Medgyes states that non-NESTs are more or less handicapped with regards to their command of English. NESTs and non-NESTs can be considered as equally effective teachers in terms of their balance in their strengths and weaknesses. He also suggests that language teachers must be evaluated on the basis of their professional qualities rather than their language backgrounds.

The similar results have been reported in several research (e.g. Liu 1999; Kramsch 1997; Nemtchinova 2005; Canagrajah 1999) as well. As for the perceptions of students' about NESTs, most of the research focuses on opinions of students in English as a second language context (ESL). However, Rao's study (2010) highlights Chinese students' perceptions of NESTs in EFL teaching. The study reports the views of 20 Chinese EFL students on the strengths and weaknesses of NESTs in EFL context. According to the results of the study, the strong characteristics of NESTs were listed as: native language authenticity, cultural familiarity, and new methodological insights. As for the weak points, some students thought that NESTs were insensitive to students' linguistic problems and their learning styles. In addition, they were perceived as unfamiliar with local educational and cultural system. The writer suggests that NESTS are qualified as teachers, but they should improve their knowledge about the local cultures and some pedagogic issues related to learners. Another study conducted in an EFL context is by Chun (2014). The researcher administered a questionnaire to 125 Korean EFL university students. Results of the study revealed that Korean students perceived NESTs and non-NESTs as having both strengths and weaknesses. NESTs were judged more effective in linguistic competence while non-NESTs were more effective in understanding students' needs better and help them with linguistic difficulties they faced thanks to mother tongue use. The study suggests that students can benefit from both NESTs and non-NESTs from different aspects. Although there are numerous studies on NESTs and non-NESTs dichotomy both in ESL and EFL context, research on ETAs and their contributions to language learning and teaching process in periphery countries is very rare. Trent (2012) reports a qualitative study examining the identity construction experiences of six ETAs in an English medium university in Hong Kong. The contribution of ETAs to the internalization of the university was searched and the findings revealed that ETAs confronted important challenges in constructing their identities as teachers and that endangered ETAs' contributions to the internalization goals of the university.

## METHOD

The current study is a case study which was conducted in a state university in Turkey. Data collection instrument, procedure, participants, and data analysis parts are presented below.

### Data Collection Instrument and Procedure

For the current study, data were collected through semi-structured interviews which were carried out by the researcher. Semi-structures interview type, by its very nature, is commonly conducted in applied linguistic research. Dörnyei (2007:136) points out that ' Although there is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner.' For this reason, we preferred applying semi-structured interview in order not to limit ETAs and their students' opinions. The interview was administered in the fall term of 2014-2015 academic year in a state university in Turkey. The interview with ETAs was recorded and transcribed. As for the interviews with the students, we conducted focus group interviews which enable researchers to collect data from large number of participants.

### Participants

Participants of the study consist of two ETAs and sixty undergraduate prep class students. ETAs had been teaching in the university for nearly one semester when the study was initiated. They were teaching *Speaking Skills* course from two to four hours a week to prep class students with various English proficiency. Sixty undergraduate prep class students were chosen randomly and they were interviewed with groups of ten in six sessions. All of the students were attending elective or compulsory prep classes offered by the university. They were taught English from 22 to 26 hours a week by both ETAs and non-NESTs.

### Data Analysis

Data obtained with semi-structured interviews were transcribed first, and then they were analysed through pre-coding and coding processes. In the pre-coding process, the transcriptions were read several times by the researcher and some key words related to the topic were highlighted. In the coding process, multi- level procedure which contained open, axial, and selective coding was applied. Categorization was the last step followed in analysing the data.

## RESULTS

### Results based on the Data from ETAs' Point of Views

#### *ETAs' educational and occupational experiences*

One of the ETAs stated that she majored in Political Science. The other one had a BA in English and Theatre. As for their occupational experiences and teaching career, one stated that she had several internships relating to Political science. She maintained as:

"One was at a US non-profit as a fundraising coordinator, two internships abroad (one in Sarajevo and one in London) with development organizations; I have also had one internship with a Turkish think tank, the SETA

Foundation. The only teaching experience that I have had was teaching private violin lessons in high school and college as well as some volunteering at summer teaching program for disadvantaged youth."

The other ETA stated that she tutored students in English and Maths in College. She taught theatre to children, and assisted in homeschooling of her siblings. She also added that she worked as a waitress, costume designer, a hostess, and a stage manager.

***ETAs' opinions about teaching English to non-natives***

Each ETA had different perspectives about teaching English to non-natives. One stated that teaching English to non-native speakers allowed her to better understand her native language, English, offering her a fresh prospective for the students. On the other hand, the other ETA emphasized the importance of cultural immersion and learning a language within a country around the world, and she added:

"I think that it is really important to build relationships and understanding between Turks and Americans. I think that teaching English in the Universities is a great way to build this kind of understanding with young people. My motivation for specifically teaching English is honestly secondary; I have no future plans to teach."

***ETAs' opinions about their contributions to the university and prep-class students' proficiency***

Both ETAs agreed that the most important contribution they made was about improving students' use of idioms and colloquial phrases. They both complained about low-level students since it was difficult, they stated, to get to any kinds of conversation. One of them stated that:

"I think that the contributions that we can provide as native English speakers are with practical application (what native speakers really say versus what the textbooks teach), pronunciation and colloquial phrases. I think that these skills are best learned from a native speaker no matter which language you are teaching. However, it is difficult to use these skills in the low-level preparatory classes. Many of my students have such a low level of English that I can barely get to any kind of conversation because I must spend the class reviewing what they have learned in their main course or teaching them new vocabulary."

As it can be inferred from the excerpt, practical applications and improvement of pronunciation are accepted as the contributions of ETAs to speaking proficiency of the students. In addition, the other ETA focuses on making students' speech more natural by using the advantage of being native.

***ETAs' opinions about their contributions to language skills***

Helping the students with pronunciation, fluency, colloquial usages of English and target cultural issues was among the ones both ETAs agreed on. This means that ETAs contribute a lot to the improvement of students' speaking skills and sub-skills like pronunciation together with target culture-related problems. One of the ETAs pointed out that:

“I think fluency and pronunciation are the biggest areas I can help the students in. Because they always are encouraged in the classroom to try to speak, even if they do not know the exact words or grammar. Their fluency is already increasing.”

***ETAs' opinions about their contributions to students' intercultural competence***

One of the ETAs stated that most of the students were uninterested in American culture. However, she said that she would do her best to incorporate cultural issues into her classes. The other ETA was not so pessimist. She focused on the activities such as dialogues based on traditions and practices of another culture in the classroom. This main difference between ETAs' two different point of views can be attributed to the activities and dominance of American culture-specific issues in the classroom. For example, one of the ETAs stated that students were not interested in Halloween so much in one of her classes. That sounds quite natural when we think about Turkish traditions and culture. Instead, native teachers can try to balance Turkish and American culture teaching in classes in the form of exchanging information with their students. One of the ETAs ' complaints were like that:

"......whether or not they are willing to learn about another culture is hard to say. It is already clear to me that the vast majority of my students do not know much at all about other cultures. However, when I have tried to teach a lesson centered on certain American holidays (Halloween) the majority of my students have seemed very uninterested. I have and will continue to try to incorporate cultural aspects into my lessons for my students."

### *ETAs' opinions about potential increase in students' proficiency level*

Both ETAs were in the opinion that their students' reading and writing skills are poor. When it came to speaking skill, it was almost non-existent. One of the ETAs was quite optimist about a gradual increase in students' speaking skill till the end of the academic year while the other one did not think so because of low motivation of students to communicate. One stated that:

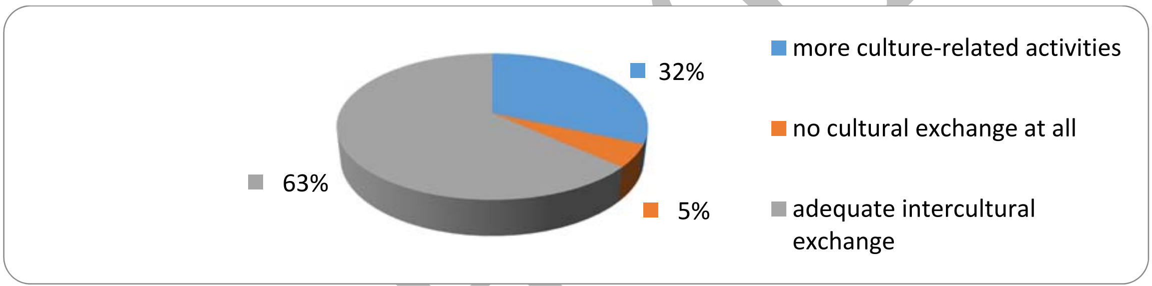
"The students' speaking skills are quite low, but they understand a lot about grammar. I can see the students' speaking skills growing with practice, trial and error. I think they can improve by the end of the year. The ELT classes are great listeners and are slowly gaining courage to try to speak in class."

## Results based on the Data from Students' Point of Views

Results based on the data from students' point of views can be divided into five main categories with regard to the in-depth analysis of the students' responses. These categories are issues related to intercultural competence, ETAs' use of authentic language, ETAs as good language models and sources, opportunity for a real communication for the students, and nervousness appearing in the course of communication with native speakers.

### *Intercultural Competence*

Thirty-eight out of sixty students stated that they were content with the intercultural exchange in the lessons. They pointed out that ETAs taught them about American culture and they taught them Turkish one. However, some students stated that culture related activities were not enough, and they needed more about American culture. Few students stated their speaking class did not contain any cultural exchange activities.




Graph 1. Percentage of the students' responses in relation with intercultural exchange

Graph 1 illustrates percentage of the students' responses about intercultural exchange in the speaking classes offered by ETAs. It is obvious that more than half of the students satisfy with the cultural issues taught in the class, but the percentage of the students demanding more culture-related activities cannot be underestimated. Therefore, it is suggested that ETAs include more culture-based activities in the classrooms.

### *Authentic Language*

The vast majority of students thought that one of the advantages of participating in ETAs' speaking class is to be exposed to the authentic language. Fifty-six students stated that they liked listening to ETAs in the class as they were producing authentic language of their own. They maintained that that was a great opportunity for them to get the message at first hand without having to refer to any materials since authenticity was always in their classes. Some of the excerpts from students are presented below;

Student A: "It was a great chance for us to be attending ETAs' class. Being exposed to real English in every speaking class was splendid."

Student B: "People we saw in the videos of our coursebooks were in our class. Their natural speech motivated us to use English more authentically."

Only four students stated that the language ETAs speak was complicated, and they had difficulty in understanding them properly. An example for this is as follows;

Student C: "I could barely understand what ETAs said in the class. That demotivated me and I did not want to attend their classes."

### *Good Sources and Models*

Thirty-five out of sixty students pointed out that ETAs were really good language sources for them. They stated that they could ask them every tiny detail about complex structures and some phrases that they had difficulty in comprehending their meaning by looking up the dictionaries. The rest of the students focused on ETAs' qualifications as Models. They stated that they took ETAs as good language user models in speaking classes. Some excerpts are as follows:

Student D: "I was trying to imitate ETAs after each speaking class, and I was trying to pronounce the words like them."

Student E: "They were real models for us. I would love to be like them."

Few students stated that they could not be like them even if they wanted, since they were native speakers of English. They also added that they did not want to be like them because of their accents and speed of speech. An example for this is as follows:

Student F: "I had difficulty in understanding ETAs due to their thick accents. That turned the lessons into a disaster for me"

***Opportunity for a Real Communication***

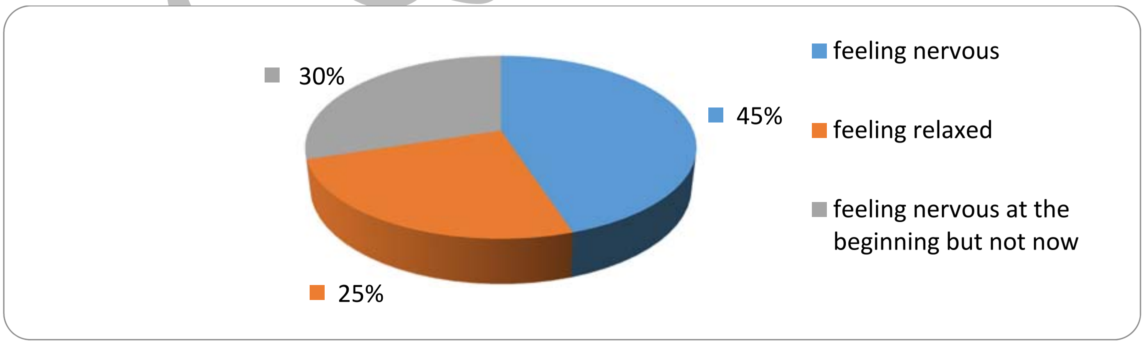
Fifty-one students stated that ETAs' presence in that school was really an opportunity for a real communication. They also pointed out that they felt as if they were communicating for nothing when they were dealing with the tasks in the coursebook. Non-native teachers' courses, they added, were also quite artificial as both the teachers and students could speak Turkish, but they had to communicate in English just for the sake of speaking activities in the coursebook. However, in the speaking courses conducted by ETAs, they needed to say something in English just for the sake of communication. Some excerpts are as follows:

Student G: "Why are we speaking in English in the class where we and the teacher are both Turkish? I think it is just because of course requirements."

Student H: "We had to speak in English in order to communicate with ETAs. Otherwise, they do not understand what we want to say"

***Nervousness***

Almost half of the students thought that they felt nervous while communicating with ETAs. Some complained about unfamiliar pronunciation, some about speed of their speech, and some about complexity of their speech. Some students stated that they felt nervous at the beginning since it was the first time they were communicating with a native speaker, but their nervousness gradually disappeared. Some other students stated that they felt quite relaxed in the course of communication with ETAs contrary to other students. Percentage of the students in relation with nervousness is illustrated in the graph below:




Graph 2. Percentage of the students' responses in relation with feeling nervous

As it can be illustrated in the graph above, 45 % of the students stated their nervousness in communicating with ETAs. 30 % of the students pointed out that they felt nervous, but it was temporary. They got used to speaking English with ETAs in the course of time. However, 25 % of the students felt relaxed while talking to ETAs. All in all, it can be inferred from these results that nervousness is a great problem in speaking classes of ETAs. Therefore, it is suggested that ETAs should do their best in order to cope with this emotional barrier in their classes.

## CONCLUSIONS

This case study was conducted to investigate the perceptions of Turkish EFL students about speaking classes offered by ETAs. The other aim of the study was to uncover the contributions of ETAs to a state university in Turkey. According to the data obtained from semi-structured interviews, ETAs contribute much to students' oral proficiency skills, their use of idioms and colloquial phrases, pronunciation skills, and intercultural competence. In addition, the students participating in the study regard ETAs as good language models and source and authentic language users. They also think that ETAs' availability in their school is really a good opportunity for a real communication. Nervousness in the course of communication is another focus of the students. In the light of all results, it can be concluded that ETAs help Turkish EFL learners improve their communication skills in English to a great extent. It is believed that universities in Turkey should try to find the ways of employing more ETAs in order to provide their students with a quality language education specifically focusing on improving oral communication skills. In this way, speaking which is accepted as a challenging skill in language learning process in Turkey can be improved to a great extent.

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# DIGITAL CITIZENSHIP IN TURKEY AND IN THE WORLD: EDUCATIONAL APPLICATIONS AND TECHNOLOGY

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## ABSTRACT

Technological developments and movement to the digital era necessitate redefining some concepts or updating existing definitions. While identifying new notions, a gap is observed in the educational and social structure of 21st century. Among the standards of national educational technology, it is emphasized that both student and the teacher are required to have digital citizenship characteristics. Thus, it is thought that the quality in education will be increased. While defining digital citizenship, some elements are essential to mention. These can be listed as digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security. The present study gives information about digital citizenship through introducing different definitions stated by several researchers in the literature and examined with the educational activities at schools. Furthermore, it is emphasized that investing money on expensive technologies and facilities is not enough to meet the needs for the education of these individuals.

**Keywords:** Digital citizenship, Digital identity, Digital technology, Educational applications.

## INTRODUCTION

Technological developments which are the centre of current information age move people to a digital era. This movement necessitates redefining some concepts or updating existing definitions. To illustrate, the concept of citizenship is defined as "the quality of an individual's response to membership in a community" (Arthur, Davies and Hahn, 2008). Through technological developments, this concept leads to occurrence of a new term as "digital citizenship." Digital is described as "using an electronic system that changes sounds or images into signals in the form of numbers before it stores them or sends them" (McIntosh, 2013).

The definitions including these two concepts together are expressed in different ways by authors in literature. Ribble (2011) states that digital citizenship is a new way to think about digital technologies. According to his definition, digital citizenship means using technology appropriately and responsibly. He expresses that focal point is to think about how technology should be used instead of considering about what technology can do. According to Mossberger (2007), this concept is defined as a competence of taking part in a society through an online environment. Çubukçu and Bayzan (2013) express that digital citizen refers to a person using digital technologies properly in digital platforms by knowing ethical rules and responsibilities. In the light of these facts, digital citizenship can be defined as all appropriate activities, ethical and responsible behaviours of a person on electronic media.

## DIGITAL CITIZENSHIP

Digital citizenship is a notion which arose from technological innovations and developments of globalising world. In District Administration (2014), it is pointed out that "You need a driver's license to drive. You need a pilot's license to fly." Then it is asserted, "Why don't you need a license to navigate digital technology?" Even though digital citizenship is considered for all individuals (Gülseçen, Özdemir, Çelik, Uğraş and Özcan, 2013), it is seen that the concept started to be mentioned with the use of personal computers and developing technology in 1980s (Prensky, 2001; Jones, Ramanau, Cross, and Healing, 2010; Palfrey and Gasser, 2008; Tapscott, 2009 and Oblinger, 2003). By the way, the computers started to have an important role in our lives increasingly. This situation caused a turning point in the lives of individuals. While they were not having enough experiences with the digital era as computers, technologies, social networks; they started to have more experiences on the digital era to supply their needs. Educational applications at school may help to individuals to get experiences around the developing technology.

In changing world, the individual's needs changed, too. These areas of needs include daily life but also the educational experiences. There are some sharers to supply the needs of individuals such as teachers, students, administrators, coaches, and computer science educators (Orhan, Kurt, Ozan, Vural, and Türkan, 2014). In this process teachers should be more oriented while acting the digital citizenship characters at the educational applications. Among the standards of national educational technology, it is emphasized that both student and the teacher are required to have digital citizenship characteristics. One of the performance indicators of National Educational Technology Standards for students is "digital citizenship." For the teachers, there are five performance indicators. These can be listed as "facilitating and inspiring student learning and creativity, designing and developing digital-age learning experiences and assessment, modelling digital-age work and learning, promoting and modelling digital citizenship and responsibility, and engaging in professional growth and leadership." (http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf) For this reason, teachers should carry these characters as define in the standards. Because these teachers who have these character as define in the standards have an important role in the education process. Their usage of technology, method, learning approaches will affect the quality of education. Teachers are also supposed to design materials and activities to meet the educational needs in order to carry digital citizenship characters. It is believed that this attitude enhances the quality. Correspondingly, numerous research and books on digital citizenship are available in national and international literature.

## DIGITAL CITIZENSHIP, EDUCATION AND TECHNOLOGY

Our educational activities are surrounded by the technology. Especially, the investment on the educational era is increasing in our country. However, the investment is not enough to supply the students' needs. Alkan (2011) discusses that the biggest mistake in our country is to establish expensive facilities and to invest for unnecessary technologies because of their results. Meanly, supplying technological environment to the students is not enough to support and encourage the digital citizenship in the schools. Today, expensive educational technologies are not enough for students who can define digital citizenship. However, the characteristics of digital citizenship can be thought as a special identity designed for individuals of the era. This identity provides competence for individuals to use technology in electronic media in an appropriate way. These competences include nine basic elements of digital citizenship. Ribble (2011) lists the elements of digital citizenship as; digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security. These elements form a basis for digital citizenship. Moreover, they create the digital identity of individuals who have these characteristics.

The schools have to supply the needs of students who define as digital citizenship and encourage them to be the characters of this platform. As listed in the study of Ribble (2011), the characters of digital citizenship are explained on the concept of educational activities at schools. In these concepts, the schools can sustain the educational activities by giving them **digital access** opportunities. For example, the students can be more active by using the web 2.0 tools and hyperlinks. Moreover, a digital citizen can be exposed to some damages like fraud, malware and plagiarism. For this reason, a digital citizen is able to make analysis on the information reached through online media. Based on **digital commerce,** use of online shopping and banking, and trading while using these systems are as important as protecting personal information and choosing secure webpages. A digital citizen is supposed to carry out commercial activities without losing any information and data. Otherwise, a person can face with many problems and commercial risk in online media.

The web 2.0 tools have been affecting the **digital communications**. Using internet in every phase of life has formed a basis for using web 2.0 tools. Widespread use of mobile technologies and improvements in mobile application software are among the developments are important in today's digital citizenships. Today, members of digital students can communicate through social networks almost everywhere, they can express themselves freely in an online community; they can learn autonomously and carry out several activities. The usage of social networks in the educational process may help them to work in community. However, communicating through internet technology in online media and social network may lead to some interaction problems. Sharing personal information with people who you do not know well during communication may cause violation of right of privacy. Also the students mostly explore the internet sources. The schools may help them to be careful while they are having experiences on the internet. **Digital literacy** also plays an important role to have digital citizenship. Shifting to the digital eras requires redefining the educational activities. Students who have digital literacy are able to access more easily to the knowledge looked for. Digital literacy has become to gain more importance than the generally known literacy since nowadays a child starts to use digital tools and has experience about these tools before educational activities. Digital literacy includes correct use of internet, effort for reaching right information, sharing the true information on internet and carrying out appropriate educational process based on these features.

**Digital etiquette** has an impact on the digital environment to define the behaviours of the students. It is essential to be respectful and responsible while using internet tools in online media. For example, an appropriate language and ethical behaviours in online media can be shown as ethical fact. When the ethical behaviours are not regarded, some problems like sharing provoker contents or cyber mobbing tend to occur. The necessity of **digital law** also should be considered among the educational activities. As in all digital environments, there are some rules on internet. A digital citizen needs to be aware that criminal acts in real life are also seen as crime on internet. Therefore, individuals who commit an illegal act should be reported. On the other hand, most of digital tools offer internet technology. Internet is an environment in which everyone expresses themselves freely. In addition, this freedom should be restricted in order not to bother other people. This balance point is formed through knowing **digital rights and responsibilities**. For example, there are some rules for using information which will be cited and some responsibilities are available for using this information. In a similar vein, there are some responsibilities of a digital citizen about injustice behaviours and illegal contents on internet. At that point, individuals have some digital rights and responsibilities in terms of all risk groups on internet.

Health factor in digital environment is mostly seen negatively. While digital citizens are using digital tools, online technologies and computers, they are exposed to physical, psychological and mental diseases. These diseases can be listed as musculoskeletal diseases and mental disorders (especially for children) which stem from internet addiction. It is clear that internet contents are among the factors affecting **digital health and wellness** in digital citizenship. In digital environment, security has become as important as physical security in daily life. It is predicted that some concepts like cyber security and cyber awareness will be used commonly in this decade. Cyber security gaps and increasing number of cyber-attacks can affect technological systems of countries and digital tools of individuals. Concepts of **digital security** or cyber security are increasing the prominence of the concepts like internet security and secured internet day by day. A digital citizen is supposed to be careful about personal information security and credibility of web pages on the internet. Furthermore, digital citizens should equip their computers with protective measures such as filtering and anti-virus programs. Otherwise, internet can cause risking elements in terms of security.

## STUDIES ON DIGITAL CITIZENSHIP

There are several studies, activities and application on digital citizenship in our country. A short time ago, "Gezi Park" protests showed that digital population in all groups with different standpoints came together in a virtual environment (Babaoğlu, 2013). Similarly, e-state application is a kind of digital citizenship application based on the principle of conducting works through a digital platform. Research assignments of students form an important part of digital citizenship identity as well. An individual analyses the reliability and validity of useful information on digital environment in which he searches for the assignment. He knows the ethical rules about who owns the information and behaves regarding this awareness. He contributes to development of digital culture and digital world with the conscious of rights and responsibilities. Correspondingly, numerous research and books on digital citizenship are available in national and international literature. Some of these studies can be summarized as below;

In their book "Digital Citizenship in Schools", Ribble and Bailey (2007) explain why educators, students and parents should care about digital citizenship. Using various technologies and our interaction with these technologies has created a digital society. This digital society provides its members opportunities for education, employment, entertainment, and social interaction. The authors emphasize the importance of digital citizenship. Moreover, they offer professional development activities to help educators for integrating digital citizenship concepts into the classroom.

Another source is "Teaching with Digital Images: Acquire, Analyse, Create, Communicate" written by Bull and Bell (2005). In the book, it is suggested that digital cameras provide new opportunities for the classroom. Students like the technology, and digital devices can be used for curricular objectives. The topics of the book include digital photography, digital images, curriculum design, technology integration and lesson plans. In consideration of this study, it can be said that the teacher can use these digital technologies to supply educational needs of students.

Nebell, Jamison and Bennett (2009), in their study entitled "Students as Digital Citizens on Web 2.0" examined how new technologies can be integrated into the curriculum and classroom environments. They designed learning experiences related to digital citizenship with the aim of preparing students for participating fully in the world of the Internet. The authors provide some examples of Internet sites and activities that a teacher can use to incorporate the skills, knowledge, and responsibilities of digital citizenship into an elementary classroom setting.

Farmer (2011), in the study entitled “Teaching Digital Citizenship”, highlights that educators need to teach the learning community about digital citizenship. In this way, according to the author, everyone can understand, address, and prevent technology abuse. In the light of these, the author gives definition of digital citizenship and discusses its effects on individuals and the learning community at large. Besides, the author makes some suggestions for strategies in digital citizenship education.

Kaya and Kaya (2014) also investigated Computer and Instructional Technology Education teacher candidates’ perceptions of digital citizenship in their study. The findings of the study showed that the majority of prospective teachers associated the concept of digital citizenship with digital technology as facilitating individual's life. It was apparent that the concept was perceived correctly. Findings revealed that teacher candidates mostly use digital technology for social networking, online shopping and searching something for their assignments. Digital commerce, one of the nine elements of digital citizenship, is used by all prospective teachers.

Bensghir (2000), in his study titled “Communication of Citizen and Government by E-mail” emphasized the effective role of digital communication between citizen and government. He also investigated the interactive communication, participatory and collaborative management between government and citizen. This study pointed that the e-mail may contribute to effective use of digital communication. This means the government is trying to encourage the citizen to use new digital technologies while communicating.

Aktürk, Yazıcı and Bulut (2013), in their study “The Effects of the Use of Animations and Digital Maps in Social Studies on Students’ Spatial Perception Skills” find out that students in the experimental group who were exposed to the use of animations and digital maps had higher academic performance than those did in the control group. These findings may bring light for teacher to use the digital technologies in their educational applications as an indicator of National Standards of Technology.

The studies on developing digital technologies are not limited to those studies. There are also some digital technologies to make easier the people’s lives in Turkey and in the world. According to Lu (2011) and Gonzales and Rossi (2011), there are smart cities applications in the world to economic regulation, social management and control in many areas of public services to the market by using Information and Communication Technology in the lives of individuals. For example, some traffic lamps have the smart system like sensor (Gülseçen, Özdemir, Çelik, Uğraş and Özcan, 2013). It helps people to make easier their lives. Meanly, it is clearly based on the digital technologies. These applications are the results of to be the citizen of digital decade. At the same time, school applications should be based on the digital applications to help the students’ digital citizenship.

## CONCLUSION

The present study gives information about digital citizenship through introducing different definitions stated by several researchers in the literature. It is emphasized that investing money on expensive technologies and facilities is not enough to meet the needs for the education of the individuals. Instead, the teachers are required to support education using related materials, activities and applications to enhance learning. In addition, the study summarizes particular studies about digital citizenship in the literature and focuses on the importance of the era we live in. As a conclusion, national educational technology standards for teachers (2008), shows us teacher should be digital model to the students (Orhan et al, 2014) at the educational experiences. The digital model of teachers should serve the components of digital citizenship, encourage them to carry the characters of digital citizenship, support their rights and responsibilities while being digital citizenship by using the technologies truly at the educational applications.

Looking at the afore-mentioned studies, it is possible to assert that increasing number of digital citizenship and new identities in the world is really striking fact. It is significant that educators and parents are required to be more sensitive about digital citizenship. They are responsible for raising students who have proper features for national educational technology standards.

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# Differentiation of higher military formation curriculum: The discipline of Military Organizational Culture

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## Abstract

Military formation is characterized by being a male domain, especially for risky activities, strength and disciplinary rigor. In the Navy of Brazil, the presence of female officers began in 1980 with the admission of professionals coming from the civilian universities, in different areas. In 2014, for the first time, was inserted in the barracks twelve female students at the undergraduate course of Naval Academy, representing about 1.5% of students in this institution. At the curriculum was inserted an exclusive discipline for them, called Organizational Military Culture (OMC). This study aims to present and analyze this discipline. Thus, the potential impacts of a particularly "feminine" curriculum will be identified within the academic space hitherto male. Understanding that the curriculum is not neutral because it binds to power, moving the possibilities of homogenization or differentiation of school, educators need to be alert to the sociological and cultural implications when structuring it. In this sense, it is up to this paper answering the question: what is the motivation to differentiate curriculum, just for a small group, including a new discipline? The question can be expanded, because the institution does not cover elective courses, consists of closed structure comprising four years of higher education and professional qualifications, on an annual basis and boarding school. An interview was performed with the OMC teacher, a reserve officer with over 30 years service to the Navy. This course was developed from the professional profile in order to meet the social demand and the specifically demand for labor. It is hoped that its contents not only contribute to consistent and healthy adaptation of the female military to the military-naval environment, but also encourage the internalization of values of the organization, facilitating the construction of the professional identity as military officers from the Navy of Brazil.

**Keywords:** Curriculum, Higher Education, Gender inclusion, Naval Academy, Organizational Military Culture.

# DİJİTAL EĞİTİM, GELİŞEN TEKNOLOJİ, GELENEKSEL EĞİTİM ARAÇLARI ve YENİ ÖĞRENCİYE ELEŞTİREL VE DENEYSEL BİR BAKIŞ

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## ÖZET

Geleneksel eğitim araçları, ilk kişisel bilgisayarın 1970'lerde (Paul, 2003:11) kullanılmaya başlanmasıyla hızlı bir şekilde değişmeye dönüşmeye başlamıştır. Bu engellenemez değişim dünyayı birey odaklı birbirinden haberdar ederken geleneksel eğitim araçlarını da değiştirmiştir.

Bu makalenin amacı gelişen ileri teknolojinin dijital eğitim üzerindeki dönüştürücü etkisinin olumlu olumsuz yönlerini ele almak; geleneksel yöntemlerle genel olarak kıyaslamak , dijital çağın eğitim üzerindeki etkisini öğrenci odaklı deneysel ve eleştirel bir bakışla anlamaya yöneliktir.

**Anahtar sözcükler:** Dijital Eğitim, Gelişen Teknoloji, İleri Teknoloji, Geleneksel Eğitim Araçları, Dijital Eğitim Araçları,Yeni Öğrenci, Deneysel, Eleştirel.



# A CRITICAL and EXPERIMENTAL LOOK on DIGITAL EDUCATION, EMERGING TECHNOLOGY, TRADITIONAL EDUCATION TOOLS and the NEW STUDENT

## ABSTRACT

Traditional educational tools, with the introduction on the first personal computer in 1975 began to expand quickly to change. This unavoidable change while aware of the world with each other has changed the traditional individual-based training tools also.

This article aims to discuss the positive and negative aspects of the transformative effect of emerging advanced technology on digital education; comparing with the traditional education tools, the impact of the digital age is intended to analyze and to understand insight an experimental and critical look as the student-centered.

**Keywords:** Digital Education , Emerging Technology , Advanced Technology , Traditional Education Tools , Digital Training Tools, New Student, Experimantal, Critical.



## GİRİŞ

Gelişen teknolojinin yaygınlaşmasıyla insanın/ insanlığın habitatı metamorfoza uğramaya başladı dense yeridir. Bu inanılmaz hızdaki öngörülemez değişim/dönüşüm sadece yetmiş sene öncesinde Televizyonun icadıyla ve yine sadece 1970'lerde ilk kişisel bilgisayarın ortaya çıkması 1983 tarhinde yaygın kullanıma sunulmasıyla bugünkü şekline evrileceğinin ilk işaretlerini belki de yalnızca yaratıcılarına sezdirdi( Paul, 2003:11). Yüzyüze iletişimi aile içinde kesintiye uğratan televizyon en azından bedenen aynı ortamı paylaşmayı gerektiriyordu. Derken, yatak odalarında kendine yer bulmasıyla, bu durum da değişti. Günümüzde ise hızla yerlerini tüm yeni yeknoloji versiyonlarına: tablet bilgisayarlar, akıllı telefonlar vb. gibi bırakmaya hızla devam ediyorlar. Bir ailede birey sayısı kadar hatta daha fazla olabilen yegâne aygıtlar haline gelmeye başladılar.

Yapılan çalışma, ailelerin yaklaşık yüzde doksanının evinde en az bir bilgisayarın olduğunu göstermektedir. Zengin ailerlerde bilgisayar sahiplik oranı yüzde yüzü bulurken, fakir ailerlerde yaklaşık herüç evden ikisinde bilgisayar bulunmaktadır. Bunun yanında, her dört ailenin üçünün evinde internet bağlantısnın olması, fakir ailelerde dahi bu oranın yüzde kırklar düzeyinde olması, e-posta ve facebook gibi internet ve adreslerine sahiplik oranının ilköğretim ikinci sınıf öğrencileri arasında dahi yüzde seksenler düzeyinde olması, ailelerin ve çocuaklarının teknoloji ile bağını ve teknolojiye bağımlılığını ortaya koymaktadır. Benzer bulguları cep telefonu içinde söylemek mümkündür. Cep telefonu sahiplik oranı ilköğretim ikinci sınıf öğrencileri arsaında yüzde yetmiş, lise öğrencileri arasıdna yüzde doksanyedi, düzeyindedir. Bunun yanında her üç lise öğrencisin ikisinde cep telefonuyla internet ulaşımı bulunmaktaıdr(Akyürek, 2011:80).

Dijital Eğitim derken kastedilen çoklu iletişim araçlarının kullanılmasıdır. Sabit bir dijital eğitim tanımı henüz hatlarını çizmemiştir. Tarihsel gelişimine baktımızda Eğitim-öğretim yaşamımızda ilköğretimden itibaren akıllı sınıflar adıyla eğitim-öğretim hayatına giren bilgisayarları görmekteyiz. Örneğin: 1998-1999 eğitim- öğretim yılında MEF Okulları'nda orta öğretimde hemen her sınıfta üç bilgisayar (kasalı masa üstü bilgisayarları) olduğunu görmekteyiz. Devlet okulları da hemen hemen benzer özelliklerle dijital olanakları eğitim ve öğretimeme katmaya başlamışlardı.

Geleneksel eğitim-öğretim araçlarımıza baktığımızda evrensel bizim kara (yeşil) tahtamız ve tozlu tozsuz tebeşirimizin yerini alan beyaz tahta ve tahta kalemi ile beraber sunum için kullanılan asetatlı kâğıtlar ve bu kâğıtları yansıtmaya yarayan tepegözün kullanıldğını görüyoruz.

Dijital iletişim çağının dijital eğitime evrilmesi kaçınılamaz gibi görünse de bu çağın olumsuzlukları üzerinde - eğitim alanında da- iyice düşünülüp manipule edilmesi gereği gelişmiş ülkeler tarafından anında görülmüş ve köklü eğitim gelenekleri dijital olanakları eğitimi tamamlayıcı unsurlar olarak devreye sokulmasını sağlamıştır.

Bu makale uzun uzadıya ne dijital ne de geleneksel eğitim araçlarından bahsetmeyecek. Eğitimde birlik olmamasından kaynaklı nedenlerle bunun da net bir tanımının olmadığını görüyoruz (Bkz. Tevhid-i Tedrisat Kanunu 1924). Onun yerine eğitim ve öğretimde izlediğimiz yolu irdeleyip dijital çağa hazır mıyız? Bu geçiş nasıl olmalıdır? Esk öğrenci nasıldır? Neden? Yeni öğrenci nasıl olacaktır?' ı anlamaya, kestirmeye ve sağlıklı öneriler oluşturmaya yönelik bir yol izlemiştir.

**Önce normal şartlarda öğrenme nasıl gerçekleşir ona bakalım:**

## Öğrenmenin koşulları:

Doğuştan sahip olduğun kapasiteni değiştiremezsin. Daha uygun ortam koşulları ile öğrenme başarını yükseltebilirsin. Çoğu kişinin şu andaki başarı düzeyi, var olan kapasitesinin altındadir. Bu kişiler, var olan kapasitelerine göre düşük olan başarı düzeyini nasıl yükseltebileceklerini bilmedikleri için, o düzeyi alınyazısı gibi kabullenmişler ve sonra da yapabileceklerinin, şimdiki başarı düzeyleri kadar olduğuna inanma noktasına gelmişlerdir.(Özakpınar, 2001:9)

İnsan öğrenme işine arzu ve azimle yanaşırsa öğrenecği içeriği büyük bir dikkatle algılar. İçeriğin önemli kısımlarını gözden kaçırmadan incelemeye alır. Heves ve azimle işe yönelen insanın zihni, sözcüklerle değil, onların taşıdığı anlamla uğraşır. Öğreneceği içeriğin anlamıyla uğraşan zihin, pasif bir alıcı sistem değildir; seçici, yorumlayıcı, organize edici, özümleyici bir sistemdir. Göz önünde tutulması gereken bir başka nokta da, istek ve azmi yapay olarak dışardan pompalamanın fayda etmeyeceğidir. İstek ve azim, öğrenme girişiminde bulunan zihnin, öğrenilecek içerikle ilşikinden kendilğpinden doğmalıdır. Zihne var olan bilgi yapısıyla kavrayabileceğin ve özümleyebileceği düzeyde içerikler sunulursa zihin hareketlenir. Zihni harekete geçirmenin sırrı, onu kucaklyacak kadar belirsizlik taşıyan, fakat yine de, onun biraz çabayla kavrayabileceği içerikler sunmaktır. gelmişlerdir.(Özakpınar, 2001:11)

Öğrenme içeriğinin seviyesi, zihnin kavrama yeteneğine ayarlanırsa, öğrenme arzusu ve azmi kendilğinden doğar. Zaten bir içerik biliniyorsa, öğrenme sorunu diye bir şey ortaya çıkmaz. Öte yandan içerik ne kadar çaba harcanırsa harcansın yine kavranamayacak zorluktaysa, o zaman da öğrenmeye uğraşmanın bir anlamı yoktur. Oysa zihin için bilmedği, fakat uğraşarak anlayabileceği bir içerik, ilgi uyandırır; öğrenme arzusunu kamçılar. Zihne hem meydan okuyan, hem de onun başarmasına olanak veren bir güçlük derecesi istendiktir.. En uygun seviyedeki içerik, ilk karşılaşıldığı anda belirsizlik Özakpınar, 2001:11) taşır. Fakat var olan bilgi yapısıyla kavranılabilir olduğunun işaretini verir. Kurcalanan fakat kavrayabileceğini sezen zihin, içeriği öğrenmek için arzu duyar. Burada aynı bulmaca çözme arzusu ile bulmacanın zorluk dereesi arasındaki gibi bir bağlantı vardır. Bulmaca çok kolaysa, onu çözmek zihne ne bir zevk verecek ne de ona yeteneğini gösterme şansı tanıyacaktır. Çok kolay bir bulmaca çözme arzusu uyandırmaz. Bulmaca çok zorsa mevcut bilgilerle bulmacayı çözme ümidi belirmez. Bu durumda, bulmaca bezginlik yaratır; arzu söner(Özakpınar, 2001:12)

Başarı seviyesi bu dinamiklerin yükseltilemsine bağlıdır: Çalışma planı, duygu etkeni, arzu ve azim, irade ve akıl (Özakpınar, 2001:21)

Ders çalışma işinin asıl faaliyetlerini oluşturan öğrenme, hafızada tutma ve düşünmeyle ilgili psikolojik prensiplere uygun çalışma yöntemi kazanılmamış ise, enerji boşa akar. İrade zaafa uğrar. Öğrenci hayal kırklığına uğrayıp ders çalışmaktan soğur. Bu yüzden arzu ve azim, disiplin ve çalışma programı faaliyetleriyle, öğrenme, hafızada tutma ve düşünme psikolojisine uygun çalışma yönteminin birleşmesi şarttır(Özakpınar, 2001:23).

**Peki Öğrenme nedir?**

**Öğrenme ve bellek:** Elimizin altında doyurucu bri öğrenme tanımı olsa da öğrenme çalışmalarında bu yazılı tanımla uyuşmayan bazı olgularla karşı karşıya gelmekteyiz. Bunlara gri bölgeler diyoruz. Bunlar sırasıyla: olgunlaşma ve öğrenme ile biyoloji ve çevre arasındaki ayrımlardır.

**Davranış değişikliğine neden olan çevre midir? Biyoloji midir?**

Öğrenme ile deneyime dayanan diğer değişiklikler arasındaki sınır her zaman çok açık ve net değildir. Örneğin deneyim yoluyla öğrendiğimizi söyleriz, ancak deneyimin beynin gelişiminden etkilendğini de biliriz. Olgunlaşmış rat yavruları, oyuncakalrın ve diğer rat yavrularının bulunduğu zenginleştirilmiş bir çevreye maruz bırakıldıklarında, öğrenmeden sorumlu beyin bölgesi olan hipokampusun gelişiminde (hem sinir hücrelerinin hem de bağlantılarının sayısında artış olduğu saptanmıştır. Zenginleştirlmiş çevresel koşullarda yetişrilen ratlar, yeni nesneleri tanıma, koklama gibi öğrenme görevleirnde, standart çevrelerde yetişen ratlara göre daha başarılı olmaktadırlar. Davranış literatüründe deneyime bağlı olarak oluşan uzun süreli değişiklikler, bazı hallerde öğrenmeyle tanımlarnırken, bazı durumlarda meydane gelen değşikliğe öğrenme demek zordur. Öğrenme tanımıyla ilgili bir diğer gri bölge: öğrenme ve olgunlaşam arasındnaki ayrımdır. Buradaki temel sorun öğrenme ve olgunlaşmanın birbirleriyle etkileşim halinde olmalarıdır. Bebekler gelişimsel olarak önce oturur. Sonra ayakta durur ve en sonmunda yürürler. Gesell ve Thompson, yaptıkları klasik bir deneyde, ikiz bebeklerden birine haftalarca merdiven çıkma egzersizleri yaptırmış, diğer bebeğe ise yaptırmamışlardır. Sonuçta egzersis yapmayan bebek, sadece bir haftalık bir araylaikiziyle eşit seviyede merdiven çıkabilir hale gelmiştir(Cangöz, 2012:15).

**Öğrenme** davranış ya da davranış literatüründe deneyime bağlı olarak meydana gelen, görece uzun süreli davranış değişiklikleri olarak tanımlanır. Dikkat, motivasyon ya da genel uyarılma düzeyindeki dalgalanmaların neden olduğu geçici davranış değişklikleri ise bu tamının dışında tutulmaktadır. Öğrenme çalışması yapan araştırmacıların yolu sık sık doğuştan getirilen veya olgunlaşma sonucu ortayaçıkan davranışlarla kesişmektedir. Buna rağmen öğrenme tanımnda davranış değişikliği öğrenmenin göstergesi olarak işaret edilirken, öte yandan öğrenmenin göstergesi olan davranışsal performans zaman zaman yanıltıcı olabilir (Cangöz, 2012:19.

Darwin'in 1859'da yayınlanan Türlerin Kökeni üzerine ( On The Origin of Species) isimli eseri sadece biyoloji alanında değil, öğrenme alanınında da büüyk ses getirmiştir. Bu kitabın özünü oluşturan evrim kuramında Darwin organizmaların değişen çevreye uyum sağlamak için nasıl değiştiklerini açıklamaktadır. Bu görüşünü desteklemek üzere bir türün üyeleri arasındaki bireysel farklılıklara dikkat çekmektedir. Anılan bu farklılıklar organizmanın hayatta kalma ve ve üreme yani soyunu devam ettirebilme olasılığnı arttırmaktadır. Bireysel farklılıklar gelecek kuşakalara aktarılırsa, uyum sağlamaaa yönelik özellikler evrimleşecektir(Cangöz, 2012:6).

**Dijital eğitim araçlarını araçsal koşullandırma aygıtları olarak değerlendirebiliriz.**

Araçsal koşullama daha büyük yaşlardaki çocuklar ya da üniversite öğrencileir için, araçsal tepki görevi, klavvyedeki belli harflere basmanın tepki olarak kullanıldığı bilgisayar oyunaları içerisine yerleştirileblir. Öğrneğin, öğrencilere boşluk tuşuna(sapce bar) her basışlarında paralarından bir kısmını yatırım için kullandıkları bir tür borsa oyunu oynadıkları söyleneblir; bilgisayar kazanılan Kâr yua da faizi arada bir 'ödül' olarak ekrana yansıtır (Cangöz, 2012:158)

"Üniversite öğrencileri yatırım oyunu oynadığı zaman, bir araçsal koşul boşluk tuşuna her bu ya da şu sayıdaki basışın gerçekleşmesinden sonra bir miktar kazancın ortaya çıkışını sağlayacak şekilde düzenlenmiştir (Cangöz, 2012: 160). Olumlu pekiştirmede, pekiştirel araç tepkinin gerçekleştirilmesine bağlıdır (Cangöz, 2012:159).

Bağlılığın olmadığı koşuldaki grupta aynı miktarda kazanç elde etmekte; ama bu kazanç bir bilgisayar programı tarafından rastgele dağıtılmaktadır ve tuşa basmaya bağlı değildir (Cangöz, 2012:160) . Ödüllendirilen grup, kazancı davranışa bağlı olmayan gruba göre tuşa çok daha fazla basacaktır. Eğer bu öğrencilere sorsanız ödül grubundaki denekler, ödüle davranışlarının neden olduğnu söyleyeceklerdir. Kontrol grubundaki denekler ise tepki ve ödül arasında bir bağlantı olduğunu algılamyacaktır. Davranışlar olarak pekiştireçler, bir öğrenme ilkesinin sistematik uygulamasıdır. İnsanda araçsal öğrenem ve farkındalık. Bilin dışı koşullanma ( Cangöz 2012:160-177-183).

**Peki ülkemizdeki eğitim-öğretimde öğrenme nasıl gerçekleşir?**

**Ana dilimizi öğrendiğimiz yöntem bütün hayatımızı etkiler mi?**

**Önce ana dilimizi nasıl öğreniyoruz?**

Gerçi bu konuda da sürekli değişen bir yaklaşım olmakla beraber; bu değişim içinde yer alan öğretmenlerin de ana dillerini nasıl öğrendikleri, öğretebilme yetileri açısından önem kazanacağından değerlendirmemiz de o yönde olacaktır. Noam Chomsky 'Dil ve Zihin' adlı eserinde şunu der: Beynimizde bir '*dil öğrenme merkezi vardır.'* Bebek ilk doğduğu sosyal çevre olan ailesinde ya da onun için 'anlamlı ötekiler'den ( ona bakan kimse) ***etkileşim*** yoluyla ana dilini öğrenir (Chomsky, 2001: 20). Tüme varım, bütünü kapsayıcı bir bakışla dile maruz kalır. Başka bir deyişle bir bebek söylenen bir cümlenin gerçek yaşamda karşılığını duyar, görür, hisseder, dokunur ve öğrenir. Oysa bu makalenin yazarı da dahil olmak üzere bizler anadilimizin okur-yazarlığını heceleyerek öğreniyoruz. Bir diğer deyişle tekten tüme gidiş yöntemiyle. Bu yüzden dilin doğal gelişimi okul hayatına başladığımızda sekteye uğramaktadır. Oysa insan beyni söz konusu dil öğrenme olduğunda bütünü tekten çok daha kolay öğrenebilecek şekilde tasarlanmıştır. Diğer bilim dallarının aksine dil öğrenirken tümden gelim yöntemi bu yüzden önem kazanmaktadır. Gene bu yüzden okuma yazmayı öğrenmek uzun bir süreç almakta ve azap haline gelebilmektedir(Kırmızı kurdela ile ödüllendirme vs.). Bu basit bir olay değildir. Dil düşünec arasında sıkı bir bağ vardır ve dili öğrenme biçimi sizin düşünme biçiminizi etkilemektedir. Koca bir toplum dilini öğrenme biçimi nedeniyle bütünü görememe alışkanlığı edinebilir. Dil dolayısıyla düşünce söz konusu olduğunda tümü kapsayıcı bir yaklaşımın olması kaçınılmazdır. Göstergebilimin yaklaşımlarından anlamlama gösterge bilimi dahi szö konusu olduğunda, işin içerisne semantik/anlam bilim söz konusu olduğunda tümü kapsayıcı, tümden gelimli bir yöntemle bakış şarttır (Rifat, 2009:13). Devlet liselerinde altı sene yabancı dil öğretilememesinin de nedeni budur. Basit bir dile indirgersek Çocuk ana dilinin okuryazarlığını da aynen konuşmanın gerçekleştiği koşullarda öğrenirse hem daha kolay hem de doğru bir yolla öğrenmiş olur. Her ne kadar ilkokullarda tümden gelim yöntemiyle ana dil okuryazarlığı öğretilmeye başlandıysa da unutulmamalıdır ki, bu alanda başarı ancak tümden gelim yoluyla anadilinin okuryazarlığını öğrenmiş eğitmenlerle gelecektir.

Vygotsky Sisteminde Dil zihinsel gelşimde önemli bir yere sahiptir (Haktanır 2010:14). Genel olarak dilin en büyük etkisinin bir insanın sahip oldğu bilginin içeriği ile ilgili olduğu düşünülür. Ne düşündğümüz ve ne bildiğimiz sahip oldğumuz sembol ve kavramlardan etkilenmektedir. Vygotsky, dilin biliş üzerinde daha büyü bir rol oynadığnı savunmaktadır. Dil, düşünme için gerçek bir mekanzimadır ve zihinsel bir araçtır. Dış deneyimin içsel anlamaya dönüştüğü bir süreçtir. *Dil, düşünmeyi daha soyut, esnek ve yakın çevredeki* uyaranlardan bağımsız hale getirir. Dil hatırlar ve gelecekler ilgili tahminleri yeni bir şekilde ifade etmeye yardımcı olur. Çocuklar düşünmek için sembol ve kavramlar kullandıkça, bir nesneyi düşünebilmek için onun varlığına ihtiyaç duymazlar. Dil çocuğu hayal etmesine, yeni fikirler yaratmasına, yönlendirmesine ve bu fikirleri diğerleriyle paylaşmasına imkân sağlar. Bu da zaten sosyal bilgi alışverişi yollarından biridi. Bu nedenle dilin iki rolü vardır: bilişin gelişmesinde bir araçtır ve ayrıca bilişsel sürecin br parçasıdır (Haktanır, 2010:22) Çocuk özümleme yaptığı için çocuğun kendiliğinden öğrenmesi kalıcıdır (Ökpınar, 2010:38).

Çocuk hayatın doğal akışı içinde dil ve gerçek arasında sıkı bir bağ /ilişki kurarak anadilini öğrenir. Dil, çocuk için, iletişim kurmaya ve dünyayı anlamaya yarayan sembolik bir, araçtır. Çocuk büyüklere isteklerini bildirmek, merak ettiği şeyleri onlara sormak ve onların yanıtlarına göre kendi düşünce ve gözlemlerine yön vermek için konuşur. Dikkatini çeken her şeyi, yetişkinlere kendi kanaatiyle birlikte, fakat sorgulama tonunda bildirir. Onların yantına göre (Özakpınar, 2010: 44) kendi düşüncelerini sınar. Yanıtı, kendi düşüncesine göre tam, yanıltıcı ya da doğru bulmadığı zaman, ardışık yeni sorular sorar. Kendi düşünce biçimine göre tatmin olmuşsa, verilen yanıtı kabul eder. Tatmin olmamışsa, fakat deneyimleri yeni sorular sormaya yetmiyor ise, o zaman susar ama bu susma, âdeta daha aydınlatıcı datalar gelinceye kadar sınama işlemini ertelemek demektir.

Çocuk gözlem yapar ve düşünür. Gerçeği anlamaya çalışan her bilim adamının sahip olduğu bu iki önemli unsuru titizlikle ve sonuna kadar kulllanır. Konuşmanın/seslerin gerçeği zihinde temsil etmeye yarayan semboler oldğunu bir defa keşfettikten sonra çocuk, karşılaştığı konuşma örneklerini, onların konuşulduğu ortamın geçeğiyle ilişkilendirir, ne anlatılmak istendiğini çıkarmaya çalışır(Özakpınar, 2010:45).

Çocuk gerçek bir dünyada gerçek bir varlıktır. Dünyayla ilişkisi de somut bir ilişkidir. Bilgilerini bu gerçekliğin gereklerine göre işlevsel olarak edinir. Onun öğrendiklerinde sahte, eğreti hiç bir şey yoktur. Dil sembolleriyle dış dünyayı zihninde temsil etmek ve yapacağı eylemleri sembolik planda tasarımlamak yoluyla dış etkilere bağımlı bilinçsiz bir varlık konumundan çıkmıştır (Özakpınar, 2010: 41).

Çocuk neye ne dendiğinin ötesinde o dilin yapısal özelliklerini bir diğer deyişle dilin kurallarını öğrenmemiştir; kendisinin de parçası olduğu gerçek ortamlarda karşılaştığı konuşma örneklerindeki anlamını (Özakpınar, 2010:41)çıkarmayı ve o konuşma örneklerindeki dil yapısına uygun cümleler kurma yeteneğini kazanmıştır. Onun dilbilgisi tam anlamıyla bir beceridir. Ne yapılması gerektiğini, yapılacak şeyin nasıl yapılacağını sözle ifade edebilmeyi bilmek, o şeyi yapabilmekten başka türlü bir bilgidir. Sadece sözle ifade etmeyi öğrenen kimse, beceriyi kazanmış değildir; beceriye ilişkin bilgiyi, edinmştir (Özakpınar, 2010:46).

Çocuğun bütün öğrenmeleri, gerçekle bağlantısı kurulamayan, havada asılı sözlerin ezberlenmesi değildir; kendisi ile kendi dışındaki olaylar arasındaki ***etkileşimlerden*** doğan deneyimlerdir(Özakpınar, 2010:51). Oysa anadilimiz okur yazarlığını öğrenirken geçtiğimiz yol budur ve bu da aynı zamanda ezberci öğretimin de temeli demektir çünkü *etkileşimde akıl* devrededir.

Yetişkinlerin kendi öğrenme süreçleri hakkında öğrenme yetileri bulunur. Kendi öğrenme süreçleri üzerine olan tartışma ve düşünümlerden yarar sağlarlar. Yetişkinler nasıl öğrenilebileceğini öğrenebilirler (Baron, Tustingi 2010:85). ***Ya çocuklar?***

Ezberci ve otoriter bir eğitim ve öğretimin yarattığı sorunların bilincinde olan her eğitimci, kendi olanakları ölçüsünde yeni arayışlara girecektir. Kuşkusuz (İpşiroğlu, 2002:11).

Yabancı dil bilmek demek bir yabancı kültürü az çok tanımak demektir. Gerek yabancı dil ve yazın dallarında gerek öteki bilim dallarında değişmeyen gerçek, yüksek öğretimin yaşamdan kopuk, soyut bir aktarmacılğın ötesine geçememesi. Yaşamında hiç kitap okumamış bir öğrenciye, yazın kuramları ve yöntemleri üzerine ne anlatırsanız anlatın, havada kalıyor. Bu nedenle öğrenciler dersten derse koşup harıl harıl not tutup ezberliyor, ilgisizlerse derslere girme gereksinimi bile duymuyor, başkalarının tuttuğu notlardan sınava hazırlanıyor ama sonuç aynı, ilgilisi de ilgisizi de, bir şeyler öğrenmek isteyeni de, istemeyeni de soyut bir bilgi yığmacası ve baskısı içinde tıkanıp kalıyorlar. (İpşiroğlu, 2002: 15). Sorunu temel bir kültür sorunu olarak değerlendirip bu durumda köklü değişiklikler yapılmadıkça öğrencinin kültür düzeyinin günde güne daha da düşeceği açık. Hazır bilgi aktarmacılığının ve ezberciliğin yerini düşünme ve okuma sevgisinin aldığı verimli bir ortamın sağlanabilmesi gerekmektedir (İpşiroğlu, 2002: 16).

"Adı olan ama kendisi olmayan üniversitelerimizn, düşünmenin yerini ezbercilğin, okumanın yerini bilgi yığmacasının aldığı çarpık bir öğretim sistemimin uzantısı olduğu bilinen bir gerçek. İlkokul çağından başlayarak yıllar yılı yaşamdan kopuk, gereksiz bilgilerle beyni doldurulan öğrenci, yüksek öğretimde de değişik bir tutumla karşılaşmıyor. Not tutma, ezberleme, vize, sınav döngüsü içinde bir kör dövüştür gidiyor. Ezbercilik sistemiyle *bağımsız düşünmenin* ne olduğunu bile bilmeyen gençlik sorunu. Türlü baskılarla kişiliğinin gelişmesi engellenen, ***bağımsız düşünce yetisinden*** yoksun olduğu için ucuz sloganların tuzaklarına açık hale gelen (İpşiroğlu, 2002:15).

" ..ben ne hocayım ne bilim adamı sadece, düşünmeye çalışıyorum." Bilimle ya da hocalıkla düşünme çakışıyor muydu? Bilim adamlarının bilimsellikten, hocaların ansiklopedik bilgi aktarından, düşünmeye, sorunlara eleştirel açıdan bakmaya hiç zaman bulamadıkları bu dönemde çok iyi anlıyorum. Babamın zaman zaman umutlandırıcı zaman zaman acımasız eleştirilerinin ışığında, bir sorunun üzerinde enine boyuna nasıl düşünülebileceğini ve düşüncelerin bilimsel dilin kuruluğundan uzak bir biçimde nasıl dile getirilebileceğini öğrenmeye çalışıyordum. Bu arada aşılması gereken engeller vardı: *bunlardan* ilki *ne denli soyut ya da anlaşılamaz şeyler söyler ya da yazarsanız, o denli beğeniyle karşılanması ve bilimsel sayılması.* Diğeri *öğrencinin beynini ne denli çok ansiklopedik bilgiyle doldurursanız, öylesine saygınlık kazanmanız* ve de düşünmeye alışmamış bir toplumda, düşünmeyi öğrenme ve öğretme kolay değil. Yıllar yılı bilgi aktarcılığına (İPŞİROĞLU, 2002, 17) ve ezberciliğe alışmış olan öğrencilere, okudukları bir şiir öykü, vb. gibi üzerine kendi düşünceleri sorulduğunda şaşkına dönüyorlar. Düşünmeyi bilmediklerinden önemini ve gereğini kavramamış olduklarından, her dönem çoğunluğu yönlendiren birkaç düşünen çıkıyor, onların anlattıkları dinleniyor, notları ezberleniyor, düşünceleri benimseniyor. Bu *'düşünenler'* üniversite öğretiminin sanıldğı kadar umutsuz olmadığını gösteriyorsa da, ezbercilik geleneği büyük çoğunluklla etkisini sürdürmektedir (İpşiroğlu, 2002: 18).

Kitap okuma alışkanlığını kazandırma, eğitim seviyesini yükselterek ve küçük yaştan itibaren çocuklara okuma alışkanlığı kazanırarak olur (İpşiroğlu, 2002: 39).

**Önce Eğitimde yapılması gerekenler üzerine yeniden düşünmek ...**

**Eleştirel düşünme nasıl öğretilebilir?**

**Sağlıklı bir eğitime doğru.**

1. Öğrenciye okuma sevgisinin ve alışkanlığının aşılanması,
2. Düşünmeye ağırlık verilen bir ders programının düzenlenmesi.
3. Okuma alışkanlığını ilkokulda edinmemiş bir öğrencinin üniversite çağında aniden

okuma alışkanlığı kazanması biraz güçtür. Ama öğrencinin ilgisini çekebilecek bir konu buna yardımcı olabilir (İpşiroğlu, 2002:47).

Öğrencilerle yapılan deney ve soruşturmalar, okumayan okuduğunu anlamayan, düşünemeyen ve düşündüğünü korkusuzca dile getirmeyen bir gençliğe ayna tutuyor, türlü önyargılarla kafası doldurulmuış, türlü baskılarla sindirilmiş, ezilmiş, içi geçmiş ürkek bir gençliğe.. Azımsanmayacak bir kesim bu durumunfarkında. İçlerindeki yapıcı güçler, onca yıldır çarpık bir eğitim sistemiyle bastırılmış, körleştirilmiş olan düşünce yetileri, verimli bir ortamı bulduğu anda yeşerecektir kuşkusuz. Bu durumda üzerinde durulması gereken temel sorun, bu ortamın nasıl yaratılabileceğidir (İpşiroğlu, 2002: 46).

Bizim öğretim sistemimiz skolastik öğretime dayanır. Karl Jaspers skolastik öğretimi şöyle açıklar: Skolastik öğretimde öğretmen araştırmacı değil, aktarıcıdır.. Kullanılan belli kitaplar vardır. Öğretmen sadece bu kitapların sözcüsüdür. Bu bakımdan öğretmenin kişilği önem taşımaz, kolaylıkla bir başkası onun yerine geçebilir. Öğretilen malzeme belli kalıplarla dondurulmuştur. Amaç bu kalıpları özümsetip öğretmektir. Skolastik öğretim öğrencinin , öğretmeninin mutlak otoretisine kayıtsız şartsız boyun eğmesine dayanır. Bizim öğretim sistemimizin skolastik öğretime dayanması, İpsşiroğlu'lara göre İslam dininin etkisiyle yoğrulmuş olan medrese geleneğine bağlıdır.

**2.üniversite reformu sorunu:** Darülfunun kapatılıp İstanbul Üniversitesin ilk kurulduğu yıllarda gündemdeydi. Üniversitenin kuruluş hazırlıklarını için Prof. Mlache raporunu hazırlamadan önce, Türk gençleriyle konuştuğunu, gençlerin hocaların düşüncelerini yinelemekle yetindiklerini, bir sorunu açıkça tartışmaya yanaşmadıkalarını söylüyor. Bu gözle ona yeni kururlacak olan üniversitenin amacnın ne olabileceğini açıklığa kavuşturuyor. İstanbul üniversitesi Türk gençlerine özgür düşünmeyi öğretecekti. Öğretim soyut düzeyde sürdürülmeyecek, gerçeğe yönelecekti ve nakil geleneğine değil araştırmaya dayalı olacaktı (İpşiroğlu, 2002: 101).

Dünü bugünü hazırlayan ve yarınlara ışık tutan bir gelişim içinde göremediğimizden, kısır bir döngü içinde yuvarlanıp gidiyoruz(İpşiroğlu, 2002: 102).

Hal böyleyken, eğitim -öğretimin ilkokuldan başlayarak tablet bilgisayarlarla donanmasının, altında Türkiye'nin katıldığı AB programları yatıyor gibi gözüküyor çünkü Türkiye'nin katıldığı AB programlarından biri de : Hayat Boyu Öğrenme Programıdır. Hayat boyu öğrenme progmaı (LLP) özel amaçları şunlardır:

- Hayat boyu öğrenme kapasitesinin geliştirilmesi ile tüm sistem ve uygulamalarda yüksek performans, yenilikçilik ve Avrupa boyutunun güçlendirilmesi,

- Avrupa hayat boyu öğrenme alanının oluşturulması,
- Hayat boyu öğrenmenin, insan hakları ve demokrasi temelinde Avrupa vatandaşlığı duygusunu geliştirmesi ile toplumsal uzlaşma, kültürlerarası diyalog, cinsiyet eşitlği ve hoşgörünün güçlendirilmesine katkısının artrılması,
- *Eğitim sistemlerindeki yenilikç BİT ( Bilgi ve İşlem Teknolojileri) temelli bilimsel yaklaşımaları desteklenmesi ve dil öğrenimi ile dil çeşitliliğinin teşvik edilmesi,*
- Yukarıdaki hedeflere ulaşılabilemsi için her yaştan insanın, özel ihtiyaçları olanlar ve dezavanatajlı kesimler dâhil omak üzere, sosyo ekonomik geçmişlerine bakılmaksızın hayat boyu öğrenime katılmalarının desteklenmesi (Toygür, 2012:8).

Hayat boyu öğrenmede geçerli kiriter olan BİT yaklaşımı ilköğretimden başlayarak tüm eğitim-öğretim yaşamı için tasarlanmş olabilir. Oysa bizim bu topraklarda geçmişten bugüne süregelen adı geçen sorunlarımız var ve bunları fark edip, üstünde düşünmeden çözemeden bu uygulamalrı başlatmamız gerekirdi.

**Yüksek öğretimde de dijital iletişim araçlarının kullanımının çoğalması cazip bir sektör alanı olarak ekonomik güçlerin bu alanda sahne almasıyla başladı**. Yüksek Öğrenim ekonomik yarışın bir parçası oluverdi ( Portnoi, 2010: 17).

Eğitim örgütleri de sanayideki uygulamaların sonuçlarını inceleyerek 1990 lı yıllardan beri performanslarını artırmak amacıyla kıyaslamayı kulanmaktadırlar. Eğitim örğütlerindeki kıyaslama şimdiye kadar *okul performansı* ve mali planlama üzerinde yoğunlaşmıştır (Ensari, 2009: 95).

E-öğrenmede bunun bir parçasıdır. E- öğrenme, bireylere eğitsel metaryellerin, elektronik ortamda uygun ve esnek olarak yapılandırılabilmesi hızlı güncelelenebilmesi, farklı teknoljileri öğrenme sürecine katabilmesi, 7/24 uygun olan zamana göre alınabilmesini sağlarken kurumlar açısından da eğitimlerini sunabilecekleri, nakledebilecekleri önemli bir oluşumdur. E-öğrenme süreçlerinde e-bilişim teknolojileri giderek daha fazla etkinlik kazanmıştır. Özellikle internet üzerinden uzak eğitm sistemleri eğitimin her alanında ve iş dünyasında insan kaynağının eğitim/ öğretimin , bulunduğ yerden erişimle zaman mekan sınırlarını ortadan kaldırarak eğitim ve öğretimde en yüksek bir başarıya olanak sağlar (Demirci, Yamamoto, vd. 2011: ix).

Türkiye 1999 yılından ititbaren okullarımızda kaliteyi artırmak için toplam kalite yönetmi uygulma EFQM mükemmelik modeli uygulanmaya başlanmıştır. Dolayısyla Toplam Kalite

Yönetimi anlayışı yayıldıkça yönetsel bir araç olan kıyaslasmanın da önemi artmaktadır (Ensari, 2009: xii).

**Öte yandan bilgi işlem süreci dikkat ile başlar.** Dijital ileitşim araçlarıyla bu dikkat renkli/cezbedici ortamla sağlanabilir. Dikkatin yönelmediği uyarıcılar kaybolur. Birey içten ve çevrede gelen uyarıcıların bir kısmına bilinçli olarak , bir kısmına ise hiç çaba sarfetmeden, kendilğinden ayırdına varır. Başka bir deyişle, dikkat seçici ve kendilğinden olabilmektedir. Seçici dikkat bireyin denetimi altındadır. Bireyler, çevrede belirli bilgi kaynaklarına , bilişsel güçlerini yöneltme yeteneğine sahiptirler. Etkili öğrenme bireyin seçicilik yeteneğine dayanır (Ulusoy, 2007:377).

Bilgiyi kısa süreli bellekte saklama süresi yaklaşsık 20 saniyedir. Bu sürenin sonunda bilgi kaybolur. Kısa süreliğe bellleğe alınan bilgi; zaman sınırlılığı sürekli tekrar , yetiklği ise gruplama yapılarak artırılablir. Sürekli tekrar bilgiyi aktif hale getirecek ve bellekte var olan bilginin kullanılması sağlanacaktır. Araştırmalar kısa süreli bilgi yetkinliği 5-9 birimlik bilgi ile sınırlı olduğunu bildirmektedirler. Bilginin uzun süreli belleğe aktarılması; kullanılan süreç, açık ve örtülü tekrara bağlıdır. Bilgi yeterli sıklıkta tekralanırsa uzun süreli belleğe geçer. Tekrar iki biçimde sesli ve zihinde yer alır. Tekrar sürecinde bireyin rolü önemlidir. Tekrar süreci ile öğrenmede birey pasif değil etkin olmaldır. Ayrıca aralılı tekrar sürekli tekrardan daha etkilidir. Kodlama: Uzun süreli bellekte var olan bilgi ile kısa süreli bellekte ki bilginin ilişkilendirilerek transfer edilmesidir (Ulusoy, 2007:377). 1. Etkinlik: öğrenne kişinin etkin olmasıdır; Bilgi işleme kuramına göre , bilgi bireyin çekinik bir alıcısı değil, kendi öğrenme sorumluluğunu taşıyan etkin bir kişisidir. Birey bilgiyi bir sünger gibi içine çekmez, onun yerine uzun süreli belleğinde depolamak için bilgiyi düzenler ve yapılandırır. 2. Örgütleme: düzenelme ya da bilgiyi gruplama, tutarlı yapılar oluşturma, kodlamaya yardım eden önemli bir süreçtir (Ulusoy, 2007: 380). 3. Eklemleme: bilginin uzun süreli belleğe yerleştirilmesinde etkili strateji olan eklemleme, bilgi birimleri arasında ilişkiyi ve anlamdırmayı artırma sürecdir (Ulusoy, 2007:381).

4. Bellek destekleyici ipuçları: doğala olarak varolmayan ipuçları kurarak kodlamaya

yardımcı olurlar. Bir başka deyişle doğala bağlantıların varolmadığı durumlarda, çağrışımlar oluşturarak bağlantı yaratırlar (Ulusoy, 2007: 382).

Doğuştan getirdiğin potansiyelini değiştiremezsin. Daha uygun koşulları ayarlayarak öğrenme başarını yükseltebilirsin. Çoğu kişinin şu andaki başarı düzeyi, potansiyel kapasitesinin altındadir. Bu kişiler, potansiyel kapasitelerine göre düşük olan başarı düzeyini nasıl yükseltebileceklerini bilmedikleri için, o düzeyi alınyazısı gibi kabullenmişler ve sonra da kapasitelerinin, şimdiki başarı düzeyleri kadar olduğuna inanma noktasına gelmişlerdir (Özakpınar, 2001:9).

İnsan öğrenme işine istek ve azimle yanaşırsa öğreneciği içeriği büyük bir dikkatle algılar. İçeriğin önemli kısımlarını gözden kaçırmdan incelemeye alır. İstek ve azimle işe yönelen insanın zihni, sözcüklerle değil, onların anlamıyla uğraşır. Öğreneceği içeriğin anlamıyla uğraşan zihin, pasif bir alıcı sistem değildir; seçici, yorumlayıcı, organize edici, özümleyici bir sistemdir. Göz önünde tutulması gereken bir başka nokta da, istek ve azmi yapay olarak dışardan pompalamanın fayda etmeyeceğidir. İstek ve azim, öğrenme girişimnde bulunan zihnin, öğrenilecek içerikle ilşikinden kendilğpinden doğmalıdır. Zihne var olan bilgi yapısıyla kavrayabileceğin  ve özümleyebileceği düzeyde içerikler sunulursa zihin hareketlenir. Zihni harekete geçirmenin sırrı, onu kucaklyacak kadar belirsizlik taşıyan, fakat yine de, onun biraz çabayla kavrayabileceği içerikler sunmaktır. gelmişlerdir(Özakpınar, 2001:11).

Öğrenme içeriğinin düzeyi, zihnin kavrama kabiliyetine ayarlanırsa, öğrenme isteği ve azmi kendilğinden doğar. Şöyle ki, bir içerik biliniyorsa, zaten öğrenme sorunu diye bir şey ortaya çıkmaz. Öte yandan içerik ne kadar çaba harcanırsa harcansın yine kavranamayacak güçlükjteyse, o zaman da öğrenmeye girişmenin bir anlamı yoktur. Oysa zihin bilmedği, fakat çaba hracayark kavrayabileceği bir içerik, merak uyandırır; öğrenme azmini bileyler.  Zihne hem meydan okuyan, hem de onun başarmasına imkan veren bir güçlük derecsi idealdir. En uygun düzyedkei içerik, ilk  karşılaşıldığı anda belirsizlik gelmişlerdir. taşır (Özakpınar, 2001:11). Fakat var olan bilgi yapısıyla kavranilablir olduğunun sinyalini verir. Kurcalanan fakat kavrayabileceğini sezen zihin, içeriği öğrenmek için heves duyar. Burada tıpkı bulmaca çözme arzusu ile bulmacanın güçlük dereesi arasındaki gibi bir ilişki vardır. Bulmaca çok kolaysa, onu çözmek zihne ne bir zevk verecek ne de ona kabiliyetinigösterme şansı tanıyacaktır. Çok kolay bir bulmaca çözme hevesi uyandırmaz. Bulmaca çok zorsa var olan bilgileri kullanarak bulmacayı çözme ümidi belirmez. Ya hüküm vermek için gerekli ön bilgiler yoktur ya da o düzeydeki bir muhakeme için kapasite yetersizdir. Bu durumda, bulmaca yılgınlık yaratır; heves söner. Gelmişlerdir (Özakpınar, 2001:12). Başarı düzeyin yükseltilmesinde üç önemli etken:Çalışma planı,duygu etkeni,istek ve azim, irade etkeni, akıl etkeni gelmişlerdir (Özakpınar, 2001:21).

Ders çalışma işinin asıl etkinliklerini oluşturan öğrenme hafızada tutma ve düşünmeyle ilgili psikoloji prensiplerine uygun çalışma metodu kazanılmamış ise, enerji boşa akar. İrade zaafa uğrar. Hayal kırlığına uğrayan öğrenci ders çalışmaktan soğur. İşte bunun içindir ki, istek ve azim, disiplin ve çalışma programı etkenleriyle, öğrenme, hafızada tutma ve düşünme psikolojisine uygun çalışma metodunun mutlaka birleşmesi gerekir. Gelmişlerdir (Özakpınar, 2001:23).

*Bütün bu etkenleirn dijital iletişim araçlarının eğitim- öğretime katkı sunacağı yer,zaman, konu vb. gibi bölümlere göre düşünülüp denenip sunulması gerekliliği göze çarpmaktadır.Normal eğitm-öğretim şartlrı için ulaşılan bu bilgileirn aynen dijital iletişim araçlrı için de var olduğu saptanmış mıdır?*

**Bütün bu bilgi kazanım yollarına ait bilgiler eğer çoklu iletişim araçları ilköğretimden itibaren eğitm ve öğretimin baskın bir unsuru olarak kullanılacaksa dijital eğitim araçları için yeniden düşünülmesinin ve planlanmaısnın gerekliliği ortaya çıkmaktadır.**

***Normal eğitim-öğretim ortamı planlamasındaki süreçte:***

Çocukların doğuştan bir potansiyelle gelmelerinden daha çok, bu potansiyel gücün açığa çıkabileceği çevresel etkenlerle karşılaşıp karşılaşmayacakları önemlidir çünkü potansiyel büyük ölçüde kendiliğinden ortaya çıkmaz. Eğer çocuklar yanlış uyaranlarla karşılaşırlarsa, kendilerinin aptal olduğunu sanabilirler. Başarısızlığı sunulan metaryelden değil kendi hatalarından kaynaklanan bir sonuç olarak yorumlayabilirler. Bu düşünce bir kez çocuğun zihnine yerleştiğinde bu düşünceyi yok etmek oldukça güçtür (Selçuk, 2004:108).

Öğretmenlerin plan yaparken ya da bir dersi planlarken dikkate almaları gereken ilk hususlardan biri dikkat çekme basamağında ne yapılacağıdır. Dikkat çekme yolları: sınıfta sürekli olarak göz taraması yapmak, başlamak için hazır gibi cümleler kurmak, ders başlamadan önce dikkat dağıtan etkenleri ortadan kaldırmak gibi..

Soruları öğrencilere listeden rastlantısal sormak, sesin nasıl kullanılacağını bilmek , öğretmenin ses tonunun iniş çıkışları , anlatılan konuyla ilgili anahtar sözcükleri tahtaya yazmak, göz kontaktı kurmak, vb gibi bir sürü (Selçuk, 2004:178-179).

**İlköğretim beşinci sınıfta teknoloji destekli proje tabanlı öğrenme uygulamaları; ilköğretim beşinci sınıfta teknoloji destekli proje tabanlı öğrenme uygulamalarının nasıl gerçekleştirildiğine başlangıç yıllarından bir örnek:** 2005-2006 öğretim yılı güz döneminde Eskişehir ili Avukat Mail Büyükerman İlköğreitm okulunda gerçekleşmiştir (Ersoy, 2007: vi). Öğrenciler projelerini çoklu ortam öğelerini kulanarak Powerpoint sunusu biçiminde hazırlamışlar ve proje raporlarını birleştirerek ‘Eskişehir’i Tanıyalıma’dair bir kitap oluşturmuşlardır. Öğrenciler genelde projeleri beğendiklerini, diğer derslere oranla daha çok eğlendiklerini, arkadaşlarına ve ailelerine danıştıklarını belitmişlerdir. Öğrencilerden bazıları disketin bozulması, internette arama yapma, sunu hazırlama gibi konularda sorunlar yaşadıklarını ifade etmişlerdir. Öğretmen ‘PTÖ’ öncesi ilgi kaynakları kaygılı olduklarını belitmişlerdir. Ancak öğretmn ‘PTÖ’ yü uyguladıktan sonra ‘PTÖ’ nün kendisi ve öğrenciler için yararlı olduğunu düşündüğünü söylemiştir. Bilgisayar, internet, televizyon, dijital fotoğraf makinesi gibi araçlar kulanılmıştır. Öğrenci kaynaklı sorunlar: sınıfta gürültü, çalışılan disketin evde unutulmsıa, disketin bozulması, ders sırasında internette sohbet etme, oyun oynama, internette bulunan bilgilerin doğruluğunu kotrol edememe, öğretmen kaynaklı sorunlar: Kimi öğrencilere olumsuz eleştiride bulunma, öğrencilerin çalışmalarını sunumları sırasında yeterli dönüt verememe, kümeleri heterojen oluşturamama, ve değerlendirme bölümünü öğrencilere iyi açıklayamama. Okuldan kaynaklı sorunlar Bilgi Teknolojileri sınıfındaki bilgisayaların sayısının yetersizliği, Sınıf yerinin uygun bulunmaması ve bilgisayarların yeni teknoloji olmaması (Ersoy, 2007: vii).

**Günümüzde akıl, yeni bilgi ihtiyacı; sakin bir şekilde dikkatini odaklayabilen, ancak az bilginin sunulduğu bir yapıdan, kısa kopuk üst üste olan bir hale evrilmekte ve daha hızlı daha iyidir şekline dönüşmektedir. Ama Karp’ın 2008’ de dediği gibi bizler de oyunumuzu eski kurallar ve yeni kurallara göre oynamaya çalışıyoruz ama gerçekten de bu kurallara tam anlamıyla bağlı kalarak değil. Üstelik bağlı kalmama durumu hem eskisine hem yenisine** (Demirci, Yamamoto, vd. 2011: v). Bu bağlı kalma ve kalmama durumu eğitim öğretim arenası söz konusu olduğunda ince hesaplanıp, ülkemiz koşullarında sıkı dokunmalıdır.

## SONUÇ

*Eğitim çok yönlü ve bilinçli vatandaşlar yetiştirilmesini* ve birbirine bağlı ve katılımcı toplumlar inşa edilmesini sağlayan bir güçtür. Günümüzde insan sermayesine ve özel olarak eğitime yapılan yatırım; ekonomik büyüme, kalkınma ve refahın , tam istihdamın ve toplumsal birliğin sağlanmasına yönelik stratejilerin belirlenmesinde önemli bir konuma gelmiştir.

*Eğitim, öğrenim, öğretim çok boyutlu olgulardır*. Eğitimin ülkelerin kalkınmasında çok önemli bir yeri vardır. Eğitim, esas itibariyle ekonomik bir yatırımdır. *Eğitim yoluyla işgücünü, ülkenin gereksinimleri doğrultusudn hazırlamak, ekonominin yapısal gelişimini* *hızlandırmak , üretmde verimliliği artırmak ve daha yüksek istihdam olanakları oluştumakla mümkündür.*

*Eğitimin, işgücü doğrultusunda ekonomik* etkinliği artırması literatürde insan sermayesi ya da beşeri sermaye ile gerçekleşir. İnsan sermayesi üretimin bir anahtar faktörüdür.

*Genel olarak insan sermayesi bireyin* doğuştan sahip olduğu ve sonradan kazandığı niteliklerdir (Eby, Gülsen; Yamamoto, vd.,2012:23).

Kültürel ve toplumsal açıdan insan kaynağının geliştirilmesi çağdaş uygarlığa uzanan yolları açar. Küreselleşen dünyada eğitim faktörü; insan sermayesi, büyüme, kalkınma, istihdam, teknoloji, verimlilik, ücret, kazanç, ilişkisi ve kültür gibi birçok, değişkenle ekonomik bağlantısı olan bir kavramdır(Eby, Gülsen; Yamamoto, vd.,2012:24).

*İnsan Sermayesinden toplumumuz adına en üst biçimde faydalanabilmek toplumumuzun geleceğini ve sürekliliğini inşa etmek demektir.*

Bunun için bu çalışmada aktarılmaya çalışılan diğer tüm unsurlarla beraber 'educable time' dedikleri geleneksel eğitim araçlarıyla düzenlenen 'öğretilebilir zaman' için ortam hazırlığını dijital iletişim araçları için yeniden düşünülüp planlanması gerekiliği de hesaba katmalıdır. Önce bu çalışmalar yapılacak ardından dijital iletişim araçlarını kulanacak olan gençlere onu kullandıkları an hangi mecrada var olmaya başladıkları konusunsda da bilinçlendirici güncel bilgiler sürekli öğrenme yoluyla kazandırılacak ondan sonra ellerine bu tür aletler verilmeye gönül rahatlığıyla başlanabileck hale gelebilir o da yardımcı unsur olarak.

Ferit Edgü nün Türk politikacılarının 'Kültür ve Sanatla Olan İlişkileri' adlı makelesinden alıntı yaparak onu kastederek. Yazar toplum olarak bizim Avrua ülkelerinden daha kültürlü yetiştiğimizi söylemek istiyor ki, bence de öyledir. Teknik açıdan Avrupa ülkelerinden ileride olmadığımızdan, Avrupalılar bizi cahil olarak görüyorlar. Bence kısaca teknik açıdan biz cahil , kültür açısındna onlar bizden cahildir (İpşiroğlu, 2002: 23).

*Şimdi ilkokuldan başlayarak dijital iletişim araçları kullanılıyor olması acaba bizi teknik açıdan da üstün ülke konumuna getirecek midir?*

Bu makalemde dile getirmeye çalıştığım bulgularımdan biri de anadilin öğrenilme biçiminin ileride yetişkin düşünce biçimini de etkiliyor oluşuydu.Boğaziçi Üniversitesi YADYOK'ta hazırlık sınıfında pedogojik formasyonu olan Kanada'lı ve İngiliz öğretmenlerimizin biz devlet düz liseden çıkışlı arkadaşlarımıza sürekli dili bölmeyin parçalamayın deyişiyle tetiklenen araştırma arzum beni bu bilgilere ulaştırmıştır. Bağımsız düşünebilmenin anadilin okur yazarlığnı öğrenme biçimiyle de ilgisi olduğu bulgusuna oradan hareketle vardım ve bunu bu makalemde inşa etmeye çabaladım. Daha genişletilmiş bir biçimde bu alana olan ilgim sürmeye devam edecektir.

Bizim gibi gelişmekte olan ülkelerde gelişen teknolojiyi rant ve nema alanı olarak görüp özellikle eğitim gibi üstünde çok düşünülüp hareket edilmesi gerekli olan ve henüz tam oturtamadığmız ve sorunlarımızın süregeldiği böyle önemli alanda sonuçların önceden çok hesaplanıp çok düşünülmesi gerekmektedir.

Hala evlerde televizyon bir numaralı çocuk oyalayıcı unsur olaark görülüp nerdeyse sabah kalkar kalkmaz çoğunluk tarafındna kullanılan bir aletken buna ilave olarak artık bir çocuk ilköğretimden başlayarak üniversitenin bitimine kadar bedeninin bir uzvu gibi kitap yerine tablet bilgisayarlar, akıllı dijital aletlerle bilgi kazanmaya 'akıl' almaya 'akıllı' olmaya çalışacak gibi görünmektdir.

Bu tür dijital donanımların sürekli oturmaktan kaynaklanan obezite, dolaşım bozukluğu hastalıkları, asosyallik; bağımlılık gibi zararların yanı sıra çocukların, genç insanların bu tür donanımlardan alacakları radyasyon, led ekranların sebep olacağı zararlar, manyetik alan kirliliklerinin sonuçları da tartışılıp, hesaplanmış mıdır?

Avrupa ülkeleri yazılı ve sözel ifadeyi sekteye uğratan, kendine ait bir dille iletişime geçilen, tuşlamaya, sürüklemeye ve görmeye dayalı bir dünya kuran bu alanda gerekli tedbirleri alarak hareket etmektedirler ve üstelik eğitim-öğretim sistemleri ezberciliğe dayanmamasına rağmen bu alanı şiddetle tartışmaya başladır.

Sorgulamadan, insanlığın temeli olarak kabul ettiğimiz *'eleştirel, kendi kendine yön veren insan düşüncesi'* ancak ***okuma-yazma*** potasında gelişir. İnsan ***okur-yazarlığın*** ürünüdür. Yazılı kültürün çökmesi şiddetin yükselmesi anlamını taşır (Sanders, 2010:10).

Unutmmalıyız ki, "Gören göz yalnızca fiziksel bir organ değil, aynı zamanda ait olduğu kişinin içinde yetiştiği gelenek tarafından şartlandırılmuş bir algı aracıdır" (Mlodinov, 2013:47). Görme duyusunun baskın olduğu bu alan kendi dünya düzenini kumaktadır.

Eğitim ve öğretim alanında henüz düşünmeyi öğretme, bağımszı düşünebilen nesiller yetiştirebilme, ezbercilikten kurulma gibi ilkokuldan başlayan temel problemlerimiz varken dijital eğitim araçlarını eğitim-öğretim ortamlarında bu denli baskın kılmak gelecekte öngöremediğimiz sorunlarla da karşılaşabileceğimiz anlamını taşımaktadır.

Medya türlerinin aktardıkları iletiler ile değil, ama teknik anlamda araç olma vasıflarıyla sorgulanmaya başlanması gereken bir dönemin eşiğinde, ortaya çıkan yeni oluşumların öncekilerle karşılaştırılmak süretiyle tanımlanması zorunluluk arz eder ancak bu sayede diğer medyadan ayrılan nitelikleri bütünüyle ortaya konularak yenilikçi yönleri vurgulanabilir. Yani ortaya çıktıkları dönemin hemen ardından toplumda neden oldukları dönüşümler gözlenemeden yeni medyada bir takım açılımların yapılması doğru olmaz (Binark, Sütçü, vd.:209-247).

**Ya eğitim alanında?**

Darwin'in 1859'da yayınlanan Türlerin Kökeni üzerine ( On The Origin of Species) isimli eseri sadece biyoloji alanında değil, öğrenme alanınında da büyük ses getirmiştir. Bu kitabın özünü oluşturan evrim kuramında Darwin organizmaların değişen çevreye uyum sağlamak için nasıl değiştiklerini açıklamaktadır. Bu görüşünü desteklemek üzere bir türün üyeleri arasındaki bireysel farklılıklara dikkat çekmektedir. Anılan bu farklılıklar organizmanın hayatta kalma ve ve üreme yani soyunu devam ettirebilme olasılığnı arttırmaktadır. Bireysel farklılıklar gelecek kuşakalara aktarılırsa, uyum sağlamaaa yönelik özellikler evrimleşecektir (Cangöz, 2012:6). Sözün özü yeni öğrenciyi dijital araçlarla donatmadan önce çok iyi düşünmek gerektiğini tekrar vurgulamaktan geçer.

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# EDUCATION IN AN ECOLOGICAL-SYSTEMIC PERSPECTIVE

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**ABSTRACT**

The present work aims to track and support the need for a rethinking of the ways, often "dormant", to configure the process of teaching and learning, in order to promote an attitude of waiting between us and our knowledge, an hermeneutic capacity that goes beyond the pure description.

In other words, there is the need to develop new modalities to correlate the differentiation of identities to the symbolic and communication contexts, through correlation and recognition. Ecological-systemic education guarantees the diversities and supports the category of the possible and of the differences, exploring different horizon structures to build a methodology which is functional to a genuine process of inclusion.

It is an alternative trip that could lead to acquire a attitude to knowledge that demands humility and commitment, undertaking of responsibility in the encounter with the other, the construction of a interweaving of stories, that is the enhancement of the possibilities to experiment the answers to the problems, answers based on silence as a guarantee of words.

It is in particular in the work of Gregory Bateson that a new way of knowing is experimented. In this article this is the reference point: the mind connects different parts, captures relationships, relates to the educational dimension in an ecological perspective. Not to acquire a map that will replace another one, but as an opportunity to reflect on the actors involved in the educational relation and on the context in which this is actualized as a system.

## DISCUSSION

The cornerstone of the epistemological conception of Gregory Bateson is an ecology of mind understood as a new way of thinking about the order and organization in living systems. In its literal meaning, ecology is understood as the study of the mutual relations between living organisms and the environment and the consequences of those relationships. Bateson uses as an example the evolution of the horse. This, he says, cannot be the result of the adaptation of the life of the only Eohippus to the grassy plains life, because these in parallel have followed that of the hooves and teeth of the horse. It is the context, constituted by both the animal and the environment, which evolves: i.e. a constancy persists in the relationship between the two elements, through forms of adaptation towards one another and vice versa, moment by moment. In living systems, therefore, not only mechanisms of genetic order are traceable, but also properties of intelligent adaptation. The methodological key that is proposed is a circular model.

Manghi (1990) says: "*'My' Bateson has little to do with the current vulgate who attributes him the authorship of harmonious universal principles capable of explaining every phenomenon. The road through this Vulgate, projects toward new global visions of reality, that is towards answers alternative to those prevailing in order to what to do, it is not one of those where you can run into Bateson. The ecosystem is another thing. It eschews the "high road" of seeking answers, frequented by preachers, therapists and scientists who are working on to promise salvations, healings and certainties, in this life or after. It prefers cross streets, beaten by explorers of questions, the streets that you do not know, in the sense of St. John of the Cross, that you have to follow if you want to get to the place you do not know*".

To go through "cross streets" means taking the risk of challenging your own beliefs, your own mental habits: to abandon those that Bateson called "dormitive principles" because they do not leave room for questions; be aware of the limitations of our knowledge, without delegating to others the proposition of requests.

The eco-systemic perspective requires a rethinking of the destructive ways of conceiving the environment as well as our thinking, our mental habits. A so developed concept of ecology of mind is a harbinger of many educational implications. It emerges an idea of education as art, as a creative process that uses maps to not get lost in the unpredictable area of life, but also knows how to silence them to be able to meet a territory, to communicate with it. To educate and to be educated is a process that cannot find a pose and that shapes according to our way of thinking about life, which also includes the choices of aesthetic character, because the mental process operates through a "creative filter" whereby we attribute to things some forms rather than other ones. Demetrio (1996) says: "*A good and happy training will therefore be that one that puts the learning in a position to benefit from everything in its path, establishing linkages*". And only in the creation of connections, relations based on reciprocity, we can structure an ecology of ideas that will allow us to develop stories.

From an educational point of view it follows that isolating the child and the adult from the context in which they live is illusory, since biologically impossible, because you cannot isolate a single component without distorting the whole. If, in fact, on the one hand, to be a part in the complexity of a new system is a difficult and tiring task, sometimes daunting, on the other it offers endless combinations of elements that are part of it. This means being able to deal with a problem from multiple points of view, therefore to have more resources available means to create new situations through which the whole system can evolve, including teacher. And not just the child.

The educational relationship is ecological since it is able to correlate both the differentiation of identities and the structures of connection, symbolic and communication contexts within which there are encounter and growth. It is ecological when it is configured as a "*vital trajectory that corresponds to everything that we met by chance or by will (ours and others), but also to everything that we have been able to build with those found on the road*" (Demetrio, 1998).

Still it persists in educational environments an understanding of the educator, the teacher, just as the primary cause of the pupil's cognitive organization and behavioral changes, seen within a cause and effect relation; but, in reality, the process of teaching and learning has a recurrent nature and it is not possible to determine the process, but only to attend to it: "*Each of the participants in an interaction is both message and* *context for each other, and therefore takes part, with its settings with its interactive proposals, of a double stochastic combined process*" (De Monticelli, 2003).

Within a complex epistemology, due to many authors, other than Bateson, that here it is not possible to take promptly into account, we have not to contrast two perspectives (or / or), but to consider them as different recursive levels, partial ways to segment the realities that acquire meaning to the extent that we are able to connect them, to make them communicate (and / and).

Closed interactions, or negative feedback, like mental habits, stereotypes, prejudices that are not completely eliminated, become present in each of us, so that we can learn with difficulty to be aware, to strive to control them, putting into question every time we introduce the transition from the rule, from control to regulation to the cooperative construction. If the old sailor, as Bateson says, already knows what he is looking for, he will not lose time surfing the Antarctic seas. As a foundation of everything there is the awareness that every person, and thus also the person with disabilities, is a system capable of self-organizing, of a continuing re-equilibration of his/her strategy of building the reality and every self-organization is by itself a change, regardless of the form that it can and knows how to achieve.

The educator has a function that requires a great commitment and undertaking a strong sense of responsibility, that of being a director, facilitator of experiences, preparing situations that promote learning places, organize the environment, emerge problems, modulating its support and providing additional energy that can feed that energy already present in those who faces.

An education that wants to define itself ecological is not content to collect data; instead describes constructs, relationships; approaches itself to the structuring of the other, to his being significant, to his way of being smart that can really grow and appear only in an environment that knows how to welcome him, because it can embrace diversity and promote the differences. It is an environment characterized by recognizable and therefore sharable meanings, by situations that promote connections between different skills and, at the same time, positive interactions between different identities, where even those who are in distress, those who are disabled, can claim and satisfy their right to be the subject of education and not to be reduced to be subject of the intervention because we shortsightedly catch in his existence only elements of liabilities that, in turn, lead us to reduce the complexity of the design to a management technique.

Education, thus understood, is exchange, is the possibility of building an ensemble, growing together inside a physical and symbolic structure that allows the players (and everybody is a protagonist) to connect to each other as in a dance, rather than being isolated in a vain defense of the individual himself.

The search for knowledge does not mean the discrediting of common sense, of the daily activity of the senses, of the imagining, and cannot consist in placing oneself on the defensive, looking for the causes, so that the educational activity remains without the slightest reflection.

Each one's own being is certainly an intuitive knowledge too; it is a partial knowledge but, whilst we realize it, and though often aware of the difficulty to grasp the expression, we attribute a strong claim of truth, not immersing ourselves in the effort, in the journey of discovery, from which you cannot leave unchanged. Discovery that is substantiated and is legitimate by building a relationship through spontaneous and reworked ways, through words and through non-verbal communication that we can offer to each other, even when the other seems to be able to propose only fragments of his identity.

In addition, the awareness on the part of an educator of the infinity of variables which every day he has to manage, and being conscious that, in haste, these can be grasped only for a small part, means that, for example, the opposition of a parent becomes a resource to draw upon to create new modes of action and thoughts, instead of being an obstacle to delete or correct.

Throughout our lives we encounter people, but often the bump is not transformed, not structured in terms of the Encounter, which is an experience "originally bidder", in that it shows the other in its originality, in its carnality, in his thought; at the same time we are offered a way to make its knowledge, as long as we both open ourselves to the possibility of being available to the commitment that the encounter demands. "If you want to know, ask" says Pask. Commitment on the part of the educator, to modify, refining it, the modality to explore "another horizon structure", not stopping to a sensory perception, but promoting the transition from seeing to feeling, that gives the opportunity to build a bridge to the other structure, to the differences.

It is an attitude to suspension, to not presuming the knowledge of what it is shown, what appears, and this attitude is reflected in a waiting between us and our knowledge, it precedes and accompanies the undertaking of an interpretation vertex, and materializes in a listening skill of how the other asks us to be known, which does not dissociates the other pretending to explain him, that dilate the same concept of experience of how each person makes himself known as such, of what is essentially individual. The other does not show everything here and now, and asks us a very long time to get him known, to make a journey together where every destination is a starting point.

Therefore you need to assume an attitude that is embodied in the search for what unites us, to better understand what distinguishes us, a knowledge attitude that somehow the Id demands. But how can we become aware with humility and patience of the cognitive path that it offers us? Putting us on the road to build a real relationship where roles are not fixed, unchangeable: to qualify an educational relationship that, although characterized by asymmetry, does not make us arrogant, thinking of being able to accomplish the knowledge of a person. This knowledge does not end in the relation, but assumes it as an essential condition to start the building of a path of knowledge, where the encounter with the other means also encounter with yourself.

The first requirement, then, cannot be "what to do", but "where to start" to build an encounter, a common language, to learn to think. Even the child with disabilities, like any other person, is part of a story, is within a circuit where relations mingle and preferences are expressed, basic as well as specific needs. Consciousness of belonging becomes central, the common point to start so that these stories can in turn intertwine to give rise to a new path, full of meanings. To ask "where" means to "steal" time for making; this, when not improvised, yet takes account the subject, but too seldom the subject placed in a context. The questions relevant to "what to do" and "where", both legitimate, articulate two different times and the more attention is aimed to what to do, the more you risk to lose the sensitivity for the learning contexts, the ability to feel a creative part of a dispute and not determined by this. Many times, the more we engage in an action, the lesser time we reserve to thinking, because the times of a certain action are the restricted times of the immediate response, of the instant solution, of the short and straightforward explanation. The times of thinking are the long times of doubt, of the uncertainty in contrast to action, of questions which have not been answered, of theories to be validated, of the expectations that are disillusioned to create other ones more relevant. Yet often any doubt and waiting procure anxiety, the anxiety of wanting to show, and on the other hand test, your "special" knowledge; the anxiety of not having to waste time, indeed, to have to recover that time "lost", that every person with disability seems to impose on us.

Instead the uncertainty, the doubt that assails us at the beginning of a journey must bring forth a kind of reassurance, because it means that we are moving with respect to our intelligence, and to the one of others, which in turn experiences the doubt and the uncertainty.

When we bump into a new problem, often we act by instinct, and successively, if the experience had a positive outcome, those which were initially insights, become habits: other times, but also in new situations, the same patterns are repeatedly applied, compressing the originality of the other in attitudes typical of the category where we believe we can put him in. Thus even educators end up taking on well known and stereotyped behaviors, almost mechanically; and they interpret the actions of the other, providing explanations without having looked for them. To silence the "basics", the basic assumptions with which we are used to segment the reality, perhaps means to give ourselves the ability to catch not limited information about the system to which we belong, to select not only what can be immediately inserted in our maps, thus thinking that we have a clear view of reality; and it is in this silence that the possibility of the encounter emerges.

The encounter not only "is made" but "makes us", changes us; it is an adventure from which there is no unscathed escape; it is also the location of errors and illusions. The error is inherent to the process of knowledge; who is on the way is wrong, and it is untenable to separate knowledge from error because it is a constitutive element; it is the formulation of hypotheses that substantiate it because they prevent it from ending if we endure the discomfort, the cognitive and emotional suffering of having to abandon them, to be able to propose other ones, to refine the ability of listening, to be able to serenely listen, not thinking that always one must have the answer, but learning how to increase the possibility of response. It is so that the silence, the waiting, is "an essential possibility of talking", and allows us to begin to enter into the present of the other, in a story, not bewildered by the anxiety of the future.

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# EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN SOSYAL KAÇIŞ MOTİVASYONU OLARAK FACEBOOK KULLANIMLARININ FACEBOOK TUTUMLARINA VE BAĞIMLILIĞINA ETKİSİ

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**Özet**

Bu çalışmanın amacı, 21. yüzyılın başlangıcında hayatımıza giren ve bugün en popüler sosyal paylaşım sitelerinin başında gelen Facebook'un nasıl hayatımızın bir parçası olduğunu, bireylerde onu kullanmaya motive eden faktörleri ve bağımlılık yaratıp yaratmadığını tespit etmektir. Hayatımıza bu denli hızlı bir şekilde giren ve günlük rutinin bir parçası haline gelen Facebook, bireyleri kendine bağlayabilmekte ve onların sosyal ve psikolojik davranışlarını etkileyebilmektedir. Günümüzde bireylerin, Facebook'u kullanarak sosyal yaşamlarında bir an olsun dertlerini unuttuğu, dertlerine çözüm aradığı, yeni bir çevre edinerek, günlük hayatlarında yaşayamadıkları tutkuları ve hazları almaya çalışmaları kısacası gerçek hayatta yapamadıkları ve yaşayamadıkları bir çok farklı olayları Facebook aracılığı ile korkusuzca daha rahat yaşayabildikleri gözlenmektedir. Sosyal kaçış kavramı olarak bilinen bu tür olayların özellikle üniversite öğrenimi gören gençlerde daha çok yaşandığı ilgili araştırmalarca tespit edilmiş ve çalışmada da bu gruba yönelim tercih edilmiştir.

**Anahtar Kelimler:** *sosyal paylaşım siteleri, facebook bağımlılığı, sosyal kaçış motivasyonu.*

## 1. Giriş

İnternetin giderek yaygınlaştığı ve gündelik hayatımızın önemli bir parçası haline geldiği günümüzde bireyin sosyalleşme ve sosyal iletişime geçme şekli değişime ve gelişime uğramıştır. İnternet, önceleri sadece kişisel iletişimle sınırlı kalırken günümüzde bireylerin sosyalleştiği ve sosyal paylaşımlarda bulunduğu bir platform halini almıştır. Bu değişimin en önemli nedenlerinden biri de şüphesiz ki geliştirilen ve yaygınlaştırılan sosyal paylaşım siteleridir. Sadece tek bir ülke ile sınırlı kalmayan, kullanım alanları giderek artıp, küresel bir nitelik kazanan sosyal paylaşım sitelerinin Türkiye'de en tanınmışı ve en çok kullanılanı Facebook'tur (Göker, Demir, Doğan, 2010). Facebook, bireylerin arkadaşlarıyla iletişim kurmasını bunun yanında tüm dünyayla bilgi alış verişinde bulunmasını amaçlayan sosyal paylaşım sitesidir. Facebook her geçen gün kullanıcı sayısını arttırırken birçok yeniliğe de kapılarını açarak hem mevcut kullanıcılarını elinde tutmakta hem de yeni kullanıcılar elde etmektedir.

Global Digital Statistics (2014)'ün yaptığı araştırmaya göre Dünya üzerinde 2.5 milyar insan internet kullanıyor. Bu kullanıcıların 1.8 milyarının sosyal medya ağlarında hesabı var.

Kıtalar arası bazda internet kullanımında Kuzey Amerika, % 81'lik bir oranla başı çekiyor. İnternet kullanımının en az yaygın olduğu bölge ise Güney Asya (% 12). Yalnızca 2013'te, 135 milyon insan daha sosyal ağlarda hesap oluşturmuş. Sosyal medya aktif kullanıcı sayıları her geçen yıl artıyor. Facebook, 1,184 milyarlık güncel aktif kullanıcı sayısı ile sosyal ağlar arasındaki liderliğini koruyor. Aktif kullanıcı istatistiklerine göre en popüler ilk 10 sosyal medya platformları ise şöyle:

- Facebook (1,184 milyar)
- QQ (Tencent) (816 milyon)
- Qzone (632 milyon)
- Whatsapp (400 milyon)
- Google+ (300 milyon)
- Wechat (272 milyon)
- LinkedIn (259 milyon)
- Twitter (232 milyon)
- Tumblr (230 milyon)
- Tencent Weibo (220 milyon)

1,184 milyar kullanıcıya sahip olan Facebook'u 816 milyon kullanıcıyla QQ (Tencent) takip ediyor.

Yapılan araştırmalara bakıldığında; Türkiye'deki Facebook kullanıcılarının %34.5'ini 18-24 yaş aralığındaki üniversite öğrencilerinin de içinde yer aldığı gençler oluşturmaktadır (Socialbakers, 2013, Akt: Özgür, 2013). Facebook, üniversite öğrencilerinin sosyal paylaşım sitesi olarak tercih ettikleri ve artan sayıdaki üniversite öğrencilerinin sıklıkla giriş yaptığı en popüler sosyal paylaşım sitesi olarak nitelendirilmektedir (Kabilan, Ahmad ve Abidin, 2010; Lin ve Lu, 2011; Socialbakers, 2013). Facebook'un bu denli yaygınlaşması, sosyal paylaşım olgusunun popülerleşmesine bağlı bir süreç olarak değerlendirilebilir; ancak diğer sosyal paylaşım sitelerine oranla Facebook'un daha çok ilgi görmesi kullanıcılarına sunduğu interaktif kullanım özelliği ve çeşitliliği ile ilişkili olduğu düşünülmektedir.

Sosyal ağ sitelerinin kullanımındaki bu hızlı artış, beraberinde bireyler arasında iletişim, etkileşim, paylaşım, işbirliği ve sosyalleşme gibi olumlu sonuçları doğururken aynı zamanda yüz yüze iletişimin azalması (Das ve Sahoo, 2011; İşbulan, 2011), yalnızlık (Sheldon, 2012; Tracii ve Sophia, 2011), sosyalleşme kaygısı (Şahin, İşleyen ve Özdemir, 2012), narsizm (Tracii ve Sophia, 2011) ve bağımlılık (Wilson, Fornasier ve White, 2010) gibi problemli ve patolojik sonuçların ortaya çıkmasına da sebep olmuştur (Kabilan vd., 2010; Kim, Jeong ve Lee, 2010).

Sosyal ağ bağımlılığı, bireylerin sosyal ağ sitelerinde mesajlaşma, çevrimiçi oyunlar ve diğer etkileşimli faaliyetleri sebebiyle çok uzun süre internete bağlı kalmasından dolayı problemli internet kullanımı, internet bağımlılığı veya teknoloji bağımlılığı gibi sonuçları da beraberinde getirmektedir (Das ve Sahoo, 2011; Karaiskos, Tzavellas, Balta ve Paparrigopoulos, 2010). California Üniversitesi'nde klinik psikolog Dr. Joanna Lipari, sosyal ağ sitesi (Facebook) bağımlılık göstergelerinin şu beş önemli ipucunda saklı olduğunu belirtmektedir. Bunlar ("Are you suffering", 2010): sosyal ağ sitesi kullanımından dolayı uykusuzluk çekmek ve günlük aktiviteleri yerine getirememek, sosyal ağ sitesinde bir saatten fazla zaman harcamak, eski ilişkileri saplantı haline getirmek, onların profillerini sık sık ziyaret etmek, işleri aksatma eğilimi göstermek ve mesai saatlerinde sosyal ağ sitesi kullanmak, sosyal ağ sitesi kullanmadan geçirilen günün stres ve kaygı yaratması şeklinde sıralanmıştır.

Sosyal ağlar özellikle gençleri önemli ölçüde etkilemektedir. Gençler bu tür ağları sağlıklı ve akıllı bir şekilde kullanmayı öğrenebilmelidir (Brown & Bobkowski, 2011). Yapılan araştırmalarda sosyal uyum problemi yaşayan, yüz yüze iletişimi tercih etmeyen, sosyal beceri sorunları olan ve arkadaş edinme beklentisi içerisinde olan gençlerin çevrimiçi (online) iletişimi daha çok tercih ettikleri ortaya konulmuştur (Mikami, Szwedo, Allen, Evans, Hare, 2010). Günlük ziyaretinin 250 milyon kullanıcıya ulaştığı Facebook, sosyal ağlar içerisinde en yaygın olarak kullanılan paylaşım sitesidir. Yapılan araştırmalarda Facebook'un en çok üniversite öğrencileri tarafından ziyaret edilen bir sosyal paylaşım sitesi olduğu ortaya konulmuştur (Effendi, 2011). Facebook birçok kullanıcıyı aynı zamanda bir araya toplayıp bireylerin daha verimli bir iletişim kurabilmelerine yardımcı olmaktadır; fakat bunun yanında birçok kullanıcı zamanının büyük bir kısmını Facebook'ta öldürmektedir.

Sheldon (2012) tarafından gerçekleştirilen bir başka araştırmada, Facebook kullanıcısı ile Facebook kullanıcısı olmayan bireyler karşılaştırılmıştır. Araştırmanın bulguları, Facebook kullanıcısı olmayan bireylerin ortalama bir Facebook kullanıcılarına göre daha utangaç, daha yalnız ve sosyal açıdan daha pasif olduğunu göstermiştir. Öte yandan, Skues, Williams ve Wise (2012) tarafından gerçekleştirilen bir diğer araştırmada ise, dışa dönük öğrencilerin Facebook sosyal ağ sitesinde daha fazla vakit geçirdikleri ve yalnızlık çeken bireylerin yalnızlıklarından kurtulabilmek amacıyla daha fazla arkadaş edindikleri ortaya çıkmıştır.

Avustralya'da 201 üniversite öğrencisi ile gerçekleştirilen ve kişilik özellikleri ile bağımlılık eğilimi arasındaki ilişkinin incelendiği çalışmalarında Wilson ve diğerleri (2010), dışa dönük ve vicdan muhasebesi yapma eğiliminde olmayan öğrencilerin sosyal ağ sitelerini daha sık kullandıkları ve daha yüksek düzeyde bağımlılık eğilimi gösterdiklerini ortaya çıkarmışlardır.

Çin sosyal ağ sitelerini kullanan öğrencilerin algıladıkları doyum, yalnızlık ve bireylerin bu sitelere olan bağımlılığını incelediği çalışmasında Wang (2009), yalnızlığın sosyal ağ sitesi bağımlılığını etkileyen bir değişken olduğunu ortaya çıkarmıştır. Aynı çalışmada, sosyal paylaşım sitelerine bağımlılık belirtisi gösteren öğrencilerin, sosyal ağ sitelerini daha uzun süre kullanan ve daha sık ziyaret eden genç kız öğrencilerden oluştuğu sonucu ortaya çıkmıştır. Çin'deki öğrencilerin yoğun İnternet kullanıcısı oldukları ve %34 oranında sosyal ağ sitesi bağımlısı oldukları da araştırmada ortaya çıkan bir diğer sonuçtur.

Lightspeed Research tarafından gerçekleştirilen ve 18 ile 34 yaşları arasındaki bayan sosyal ağ sitesi kullanıcılarının katıldığı diğer bir çalışmada ise katılımcıların %34'ünün sabah uyanır uyanmaz diğer ihtiyaçlarından önce sosyal ağ sitelerini açtıkları ve katılımcıların %39'unun da kendilerini Facebook bağımlısı olarak tanımladıkları ortaya çıkmıştır. Ayrıca katılımcıların %49'u, erkek arkadaşlarının hesaplarını illegal yollarla ele geçirmenin ve kontrol etmenin normal bir davranış olduğunu belirtmiştir (Abhijit, 2011). Bu sonuçlar problemli internet kullanımı gibi patolojik sonuçlara sebebiyet vermektedir.

Alan yazın araştırmaları, sosyal ağ sitelerinin kullanımındaki hızlı artışın, ortamın kullanıcılarının psikolojilerine ve kişilik özelliklerine olan doğrudan ve dolaylı etkilerinin tespit edilmesini daha da önemli hale getirdiğini belirtmektedir (Kuss ve Griffiths, 2011; Kuss ve Griffiths, 2011; Sheldon, 2012; Wilson, Fornasier ve White, 2010). Öte yandan ilgili alan yazın araştırmaları, sosyal ağ kullanımının kültürden kültüre değişiklik gösterdiği üzerinde durmakta ve sosyal ağ kullanımı veya bu ağa ilişkin bağımlılık sorunlarının belirlenmesinde farklı kültürleri inceleyen çalışmalara ihtiyaç duyulduğunu dile getirmektedir (Ji vd., 2010; Kuss ve Griffiths, 2011).

### 1.1. Amaç

Bu çalışmada, Sakarya Üniversitesi Eğitim Fakültesi öğrencilerinin sosyal kaçış motivasyonuna bağlı olarak Facebook kullanımlarının, Facebook tutumlarına ve bağımlılığına etkisini araştırmak amaçlanmıştır.

### 1.2. Problem

Sakarya Üniversitesi Eğitim Fakültesi öğrencilerinin sosyal kaçış motivasyonuna bağlı olarak Facebook kullanımlarının, Facebook tutumlarına ve bağımlılığına etkisi var mıdır?

### 1.3. Alt Problemler:

1. Sosyal kaçış motivasyonu öğrencilerin;

a. Cinsiyetine

b. Bölümüne

göre anlamlı bir farklılık göstermekte midir?

2. Öğrencileri Facebook kullanımına yönelten ve Facebook'a bağlayan etkenler nelerdir?

3. Öğrencileri Facebook bağımlılığına yönelten etkenler nelerdir?

4. Haftalık Facebook kullanım süresi ile sosyal kaçış motivasyonu arasında anlamlı bir ilişki var mıdır?

5. Facebook'ta sahip olunan arkadaş sayısı ile sosyal kaçış motivasyonu arasında anlamlı bir ilişki var mıdır?

### 1.4. Önem

Günlük hayatın içine, yeni kavramlar ve sunduğu yeni iletişim olanakları ile birlikte dahil olan internet, hayatımızın vazgeçilmez bir parçası haline gelmiştir. Günümüzde, internet denilince çoğu kişinin aklına belli sosyal paylaşım siteleri gelmektedir. Öyle ki kişiler interneti çoğu zaman sadece bu sosyal paylaşım sitelerine bakmak amacıyla kullanmaktadır. Özellikle Facebook, sosyal paylaşım sitelerinin içerisinde en yaygın olarak kullanılanıdır. Bireylerin Facebook ile bir an olsun dertlerini unuttuğu, dertlerine çözüm aradığı, yeni bir çevre edinerek, günlük hayatlarında yaşayamadıkları tutkuları ve hazları almaya çalıştığı kısacası gerçek hayatta yapamadıkları ve yaşayamadıkları bir çok farklı olayları Facebook ile korkusuzca daha rahat yaşayabildikleri durumu göze çarpmaktadır. Bu durum bireylerde sosyal kaçışı beraberinde getirmektedir. Tabi ki gençlerde, sosyal kaçış kavramı olarak bilinen bu tür olayların daha çok yaşandığı bilinen bir gerçektir. Bu durumun nedeni gençlerin bilgisayar ve internet kullanımı ile birlikte yeni ufukları görüp keşfetmeleri, sanal dünyanın çekiciliğine kapılıp yeni arkadaşlar edinerek farklı hazları yaşamak istemeleridir. Sosyal uyum problemi yaşayan, yüz yüze iletişimi tercih etmeyen, sosyal beceri sorunları olan ve arkadaş edinme beklentisi içerisinde olan gençlerin çevrimiçi (online) iletişimi daha çok tercih ettikleri ortaya konulmuştur. (Mikami, 2010). Facebook bu imkanı gençlere sunmakla birlikte gençlerin zamanının büyük bir kısmını öldürmelerine sebep olmaktadır. Bu noktadan yola çıkarak Sakarya Üniversitesi Eğitim Fakültesi öğrencilerinin, sosyal kaçış motivasyonuna bağlı olarak Facebook kullanımlarının, Facebook tutumlarına ve bağımlılığına etkisini araştırmak amaçlanmıştır, edinilen bulguların ve ortaya çıkan sonuçların alan yazınına katkıda bulunacağı düşünülmektedir.

## 2. Yöntem

**Bu araştırma Sakarya Üniversitesi Eğitim Fakültesine bağlı, Bilgisayar ve Öğretim Teknolojileri Öğretmenliği, Okul Öncesi Öğretmenliği, Rehberlik ve Psikolojik Danışmanlık ve Uzaktan Eğitim (BÖTE) bölümlerinde öğrenim gören öğrenciler üzerinde uygulanmıştır. Çalışmada tarama yöntemi kullanılmıştır. Tesadüfi örneklem yoluyla seçilen 251 öğrenci üzerinde Facebook kullanımı, öğrencileri Facebook'a bağlayan nedenler ve buna paralel olarak Facebook bağımlılığı ile sosyal kaçış motivasyonu durumlarını sınayan 4 bölüm test edilmiştir. Bu amaçları karşılamak üzere, Balcı ve Ayhan (2007) tarafından geliştirilen sosyal kaçış anketi uygulanmıştır (cronbach's α= .93). Toplamda 50 soruluk 5'li Likert tipi ölçek (tamamen katılıyorum, katılıyorum, kararsızım, katılmıyorum, tamamen katılmıyorum) araştırmaya katılan gönüllü katılımcılar üzerinde uygulanmıştır. Uygulama sonucunda, veriler SPSS 16 programı kullanılarak analiz edilmiştir ve çıkan sonuçlara göre yorumlanmıştır.**

### 2.1. Evren ve Örneklem

Araştırma evrenini, Sakarya Üniversitesi Eğitim Fakültesine bağlı bölümlerde öğrenim gören öğrenciler oluşturmaktadır. Örneklem grubunu ise, Sakarya Üniversitesi Eğitim Fakültesinde öğrenim görmekte olan Bilgisayar ve Öğretim Teknolojileri Öğretmenliği, Okul Öncesi Öğretmenliği, Rehberlik ve Psikolojik Danışmanlık ve Uzaktan Eğitim (BÖTE) bölümlerinde öğrenim gören 1. 2. 3. ve 4. sınıfta okuyan öğrenciler oluşturmaktadır; ancak ölçeğin hatalı ya da eksik doldurulması, doldurulmak istenmemesi gibi nedenlerle uygulama 251 öğrenci ile gerçekleştirilmiştir.

### 2.2. Geçerlik ve Güvenirlik Çalışması

**Tablo 2.1.**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| **,930** | ,931 | 50 |

**0.80 ≤ α ≤ 1.00** ise ölçek yüksek güvenirliktedir (Field, 2000). Cronbach's Alpha değerine bakılacak olursa **.93** değeri ölçeğin güvenirliğinin yüksek olduğunu göstermektedir. Psikolojik bir test için hesaplanan güvenirlik katsayısının .70 ve daha yüksek olması test puanlarının güvenirliği için genel olarak yeterli görülmektedir (Büyüköztürk, 2011).

## 2.3. Faktör Analizi

Faktör analizinin uygulanacağı örneklemin yeterliliğinin ölçülmesi Kaiser-Meyer-Olkin (KMO) ölçümü ile yapılır. Bu değer 1'e ne kadar yakın ise veri grubuna faktör analizi yapılmasının uygun olduğu söylenir. KMO değeri .60'dan küçük ise ilgili veri grubuna faktör analizi yapılamaz. Faktör analizinin uygunluğu için, KMO .60'nın üzerinde olmasının yanı sıra Barlett test sonuçlarının geçerliliği ve anlamlı olması da gerekmektedir (Büyüköztürk, 2004). Ölçek öğelerinin belirlenmesinde Varimax rotation analizi sonucu faktör yükünün en az. 30 ve tek faktör altında yer alması (maddenin iki ayrı faktör altında yüksek faktör yükü alması durumunda farkın en az. 10 olması) ölçütü esas alınmıştır. Bu değerler literatürde farklılıklar göstermekte ve genellikle .30 ve .40 değerleri sınır değer olarak alınmaktadır (Tsai ve Liu, 2005). Bu çalışmada KMO'nun örneklem uygunluk katsayısı hesaplanmış ve değeri .86 olarak hesaplanmıştır. Dolayısıyla KMO değeri yeterlidir ve anlamlı olduğu için faktör analizine uygundur ifadesi kullanılabilir.

**Tablo 2.2. KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | **,860** |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 7,866E3 |
| | df | 1225 |
| | **Sig.** | **,000** |

**Tablo 2.3. Total Variance Explained**

| | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| Component | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| **1** | **13,659** | **27,317** | **27,317** | **13,659** | **27,317** | **27,317** | **8,044** | **16,089** | **16,089** |
| **2** | **5,111** | **10,222** | **37,540** | **5,111** | **10,222** | **37,540** | **7,180** | **14,359** | **30,448** |
| **3** | **3,021** | **6,041** | **43,581** | **3,021** | **6,041** | **43,581** | **6,566** | **13,133** | **43,581** |
| 4 | 2,304 | 4,607 | 48,188 | | | | | | |
| 5 | 1,936 | 3,871 | 52,059 | | | | | | |
| 6 | 1,556 | 3,112 | 55,171 | | | | | | |
| 7 | 1,371 | 2,743 | 57,914 | | | | | | |
| 8 | 1,331 | 2,662 | 60,576 | | | | | | |
| 9 | 1,218 | 2,436 | 63,012 | | | | | | |
| 10 | 1,081 | 2,162 | 65,174 | | | | | | |
| 11 | 1,040 | 2,079 | 67,253 | | | | | | |
| 12 | 1,014 | 2,028 | 69,281 | | | | | | |
| 13 | ,912 | 1,824 | 71,105 | | | | | | |
| 14 | ,905 | 1,809 | 72,915 | | | | | | |
| 15 | ,855 | 1,711 | 74,626 | | | | | | |
| 16 | ,827 | 1,654 | 76,279 | | | | | | |
| 17 | ,774 | 1,549 | 77,828 | | | | | | |
| 18 | ,720 | 1,441 | 79,269 | | | | | | |
| 19 | ,687 | 1,374 | 80,643 | | | | | | |
| 20 | ,626 | 1,252 | 81,895 | | | | | | |
| 21 | ,588 | 1,176 | 83,071 | | | | | | |
| 22 | ,575 | 1,149 | 84,221 | | | | | | |
| 23 | ,524 | 1,047 | 85,268 | | | | | | |
| 24 | ,520 | 1,039 | 86,307 | | | | | | |
| 25 | ,477 | ,954 | 87,261 | | | | | | |
| 26 | ,470 | ,941 | 88,202 | | | | | | |
| 27 | ,444 | ,888 | 89,091 | | | | | | |
| 28 | ,428 | ,856 | 89,947 | | | | | | |
| 29 | ,399 | ,799 | 90,746 | | | | | | |
| 30 | ,373 | ,746 | 91,491 | | | | | | |
| 31 | ,360 | ,721 | 92,212 | | | | | | |
| 32 | ,347 | ,695 | 92,907 | | | | | | |
| 33 | ,328 | ,657 | 93,564 | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 34 | ,320 | ,639 | 94,203 | | | | | | |
| 35 | ,292 | ,584 | 94,787 | | | | | | |
| 36 | ,283 | ,565 | 95,352 | | | | | | |
| 37 | ,243 | ,487 | 95,839 | | | | | | |
| 38 | ,239 | ,477 | 96,316 | | | | | | |
| 39 | ,215 | ,429 | 96,745 | | | | | | |
| 40 | ,203 | ,406 | 97,151 | | | | | | |
| 41 | ,194 | ,387 | 97,538 | | | | | | |
| 42 | ,187 | ,374 | 97,913 | | | | | | |
| 43 | ,177 | ,354 | 98,266 | | | | | | |
| 44 | ,158 | ,316 | 98,582 | | | | | | |
| 45 | ,149 | ,297 | 98,879 | | | | | | |
| 46 | ,143 | ,287 | 99,166 | | | | | | |
| 47 | ,122 | ,244 | 99,411 | | | | | | |
| 48 | ,110 | ,220 | 99,631 | | | | | | |
| 49 | ,103 | ,206 | 99,837 | | | | | | |
| 50 | ,082 | ,163 | 100,000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Tablo 2.4. Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| F48 | ,760 | ,104 | -,061 |
| F47 | ,675 | ,237 | ,074 |
| F46 | ,646 | ,317 | ,014 |
| F44 | ,626 | ,062 | ,322 |
| F36 | ,608 | ,093 | ,367 |
| F43 | ,603 | ,358 | ,266 |
| F24 | ,598 | ,251 | ,278 |
| F29 | ,591 | ,272 | ,316 |
| F3 | ,584 | -,082 | ,304 |
| F9 | ,547 | ,411 | ,098 |
| F49 | ,531 | -,149 | -,178 |
| F7 | ,512 | ,123 | ,246 |
| F42 | ,512 | ,325 | ,318 |
| F2 | ,504 | -,173 | ,127 |

| | | | |
|---|---|---|---|
| F50 | ,496 | ,393 | ,054 |
| F45 | ,480 | ,365 | ,085 |
| F8 | ,463 | -,254 | ,377 |
| F4 | ,458 | ,403 | ,029 |
| F21 | ,452 | ,252 | ,370 |
| F40 | ,437 | ,257 | ,282 |
| F41 | ,411 | ,280 | ,199 |
| F20 | -,230 | ,113 | ,050 |
| F14 | ,085 | ,759 | -,012 |
| F12 | ,413 | ,712 | -,011 |
| f10 | ,251 | ,707 | -,038 |
| F11 | ,341 | ,673 | -,022 |
| F16 | ,194 | ,660 | -,011 |
| F17 | -,110 | ,653 | ,086 |
| F13 | ,016 | ,617 | -,013 |
| F6 | ,221 | ,572 | ,202 |
| F1 | -,198 | ,554 | -,015 |
| F22 | -,028 | ,506 | ,172 |
| F18 | -,034 | ,490 | ,111 |
| F5 | ,283 | ,477 | ,166 |
| F15 | ,056 | ,438 | -,069 |
| F38 | ,197 | ,390 | ,256 |
| F27 | -,126 | -,279 | -,010 |
| F32 | ,130 | -,026 | ,855 |
| F33 | ,124 | -,037 | ,822 |
| F26 | ,199 | ,127 | ,796 |
| F25 | ,237 | ,160 | ,679 |
| F23 | ,249 | ,144 | ,658 |
| F30 | ,310 | ,219 | ,657 |
| F31 | -,140 | -,347 | ,622 |
| F19 | ,341 | ,257 | ,553 |
| F37 | ,411 | ,241 | ,515 |
| F28 | -,049 | -,046 | ,512 |
| F34 | ,315 | ,410 | ,510 |
| F35 | ,451 | ,220 | ,509 |
| F39 | -,113 | -,127 | ,225 |

Yapılan faktör analizi sonucunda ölçeğin üç boyutlu olduğu tespit edilmiştir; sarı olanlar birinci boyut, mavi olanlar ikinci boyut, kırmızı olanlar üçüncü boyut ve mor olanlar ölçekten çıkarılması gerekenler. Mor olanlar uygun olmadığı için Buna göre;

**Tablo 2.5. KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | ,866 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 7,329E3 |
| | df | 1035 |
| | Sig. | ,000 |

**Tablo 2.6. Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 13,285 | 28,880 | 28,880 | 13,285 | 28,880 | 28,880 | 8,024 | 17,444 | 17,444 |
| 2 | 4,992 | 10,852 | 39,733 | 4,992 | 10,852 | 39,733 | 6,701 | 14,568 | 32,012 |
| 3 | 2,955 | 6,425 | 46,157 | 2,955 | 6,425 | 46,157 | 6,507 | 14,145 | 46,157 |
| 4 | 2,181 | 4,741 | 50,898 | | | | | | |
| 5 | 1,796 | 3,905 | 54,803 | | | | | | |
| 6 | 1,316 | 2,860 | 57,663 | | | | | | |
| 7 | 1,246 | 2,710 | 60,373 | | | | | | |
| 8 | 1,209 | 2,629 | 63,002 | | | | | | |
| 9 | 1,101 | 2,394 | 65,396 | | | | | | |
| 10 | 1,022 | 2,222 | 67,618 | | | | | | |
| 11 | ,974 | 2,118 | 69,736 | | | | | | |
| 12 | ,907 | 1,973 | 71,709 | | | | | | |
| 13 | ,865 | 1,880 | 73,589 | | | | | | |
| 14 | ,794 | 1,725 | 75,314 | | | | | | |
| 15 | ,770 | 1,674 | 76,988 | | | | | | |
| 16 | ,691 | 1,503 | 78,491 | | | | | | |
| 17 | ,677 | 1,471 | 79,962 | | | | | | |
| 18 | ,665 | 1,445 | 81,407 | | | | | | |
| 19 | ,580 | 1,260 | 82,667 | | | | | | |
| 20 | ,557 | 1,212 | 83,879 | | | | | | |
| 21 | ,518 | 1,127 | 85,006 | | | | | | |
| 22 | ,499 | 1,085 | 86,091 | | | | | | |
| 23 | ,475 | 1,032 | 87,123 | | | | | | |
| 24 | ,460 | ,999 | 88,123 | | | | | | |
| 25 | ,440 | ,956 | 89,079 | | | | | | |
| 26 | ,421 | ,916 | 89,995 | | | | | | |
| 27 | ,400 | ,870 | 90,865 | | | | | | |
| 28 | ,382 | ,832 | 91,696 | | | | | | |
| 29 | ,360 | ,783 | 92,479 | | | | | | |
| 30 | ,339 | ,737 | 93,216 | | | | | | |
| 31 | ,311 | ,677 | 93,893 | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 32 | ,296 | ,644 | 94,537 | | | | | | |
| 33 | ,274 | ,597 | 95,133 | | | | | | |
| 34 | ,254 | ,552 | 95,686 | | | | | | |
| 35 | ,243 | ,529 | 96,214 | | | | | | |
| 36 | ,233 | ,507 | 96,722 | | | | | | |
| 37 | ,209 | ,455 | 97,176 | | | | | | |
| 38 | ,201 | ,436 | 97,613 | | | | | | |
| 39 | ,183 | ,397 | 98,010 | | | | | | |
| 40 | ,174 | ,378 | 98,388 | | | | | | |
| 41 | ,152 | ,331 | 98,719 | | | | | | |
| 42 | ,151 | ,328 | 99,047 | | | | | | |
| 43 | ,124 | ,270 | 99,317 | | | | | | |
| 44 | ,118 | ,256 | 99,573 | | | | | | |
| 45 | ,111 | ,242 | 99,815 | | | | | | |
| 46 | ,085 | ,185 | 100,000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Tablo 2.7. Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| F48 | ,773 | ,081 | -,078 |
| F47 | ,684 | ,219 | ,067 |
| F46 | ,643 | ,307 | ,017 |
| F44 | ,632 | ,039 | ,314 |
| F24 | ,629 | ,224 | ,258 |
| F36 | ,622 | ,072 | ,362 |
| F29 | ,615 | ,246 | ,303 |
| F43 | ,600 | ,353 | ,275 |
| F3 | ,598 | -,101 | ,289 |
| F9 | ,584 | ,389 | ,080 |
| F7 | ,558 | ,098 | ,212 |
| F49 | ,512 | -,150 | -,181 |
| F2 | ,496 | -,185 | ,125 |
| F42 | ,494 | ,319 | ,339 |
| F8 | ,492 | -,279 | ,343 |

| | | | |
|---|---|---|---|
| F21 | ,489 | ,216 | ,356 |
| F45 | ,464 | ,358 | ,096 |
| F4 | ,463 | ,396 | ,032 |
| F40 | ,416 | ,245 | ,311 |
| F41 | ,398 | ,272 | ,221 |
| F14 | ,110 | ,755 | -,003 |
| f10 | ,265 | ,705 | -,024 |
| F12 | ,423 | ,696 | ,006 |
| F11 | ,331 | ,667 | ,007 |
| F17 | -,095 | ,665 | ,095 |
| F16 | ,202 | ,655 | ,009 |
| F13 | ,020 | ,627 | ,006 |
| F6 | ,246 | ,570 | ,203 |
| F1 | -,167 | ,552 | -,021 |
| F18 | -,011 | ,497 | ,106 |
| F22 | ,026 | ,494 | ,149 |
| F5 | ,328 | ,457 | ,142 |
| F15 | ,074 | ,438 | -,061 |
| F38 | ,223 | ,375 | ,246 |
| F32 | ,129 | -,040 | ,858 |
| F33 | ,126 | -,051 | ,824 |
| F26 | ,202 | ,112 | ,805 |
| F25 | ,224 | ,139 | ,705 |
| F23 | ,236 | ,129 | ,679 |
| F30 | ,317 | ,196 | ,662 |
| F31 | -,145 | -,350 | ,614 |
| F19 | ,348 | ,244 | ,559 |
| F34 | ,334 | ,391 | ,511 |
| F28 | -,042 | -,056 | ,503 |
| F37 | ,439 | ,210 | ,501 |
| F35 | ,468 | ,203 | ,500 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

| Cinsiyet | F | % |
| --- | --- | --- |

## 2.4. Katılımcıların Demografik Özellikleri

**Tablo 2.8. Demografik Veriler**

| | | |
|---|---|---|
| Kız | 133 | 53.0 |
| Erkek | 118 | 47.0 |
| **Toplam** | **251** | **100.0** |

| **Facebook'u kullanmaya başladım** | **F** | **%** |
|---|---|---|
| 1 yıldan az | 5 | 2.0 |
| 1 yıl önce | 7 | 2.8 |
| 2 yıl önce | 21 | 8.4 |

| **Bölüm** | **F** | **%** |
|---|---|---|
| Okul Öncesi | 50 | 19.9 |
| Uzaktan Eğitim (BÖTE) | 20 | 8.0 |
| PDR | 76 | 30.3 |
| BÖTE | 105 | 41.8 |
| **Toplam** | **251** | **100.0** |

| **Sınıf** | **F** | **%** |
|---|---|---|
| 2 | 165 | 65.7 |
| 3 | 64 | 25.5 |
| 4 | 22 | 8.8 |
| **Toplam** | **251** | **100** |



## 2.5. Katılımcıların Facebook Kullanım Durumları

**Tablo 2.9. Facebook Kullanım İle İlgili Bulgular**

| | | |
|---|---|---|
| 3 yıl önce | 48 | 19.1 |
| 4 yıldan fazla | 170 | 67.7 |

| **Facebook'u haftada ne kadar kullanıyorsunuz?** | **F** | **%** |
|---|---|---|
| Haftada 1 gün | 19 | 7.6 |
| Haftada 2-3 gün | 29 | 11.6 |
| Haftada 4-6 gün | 40 | 15.9 |
| Hergün | 163 | 64.9 |

| **Facebook'taki arkadaş sayım;** | **F** | **%** |
|---|---|---|
| 100'den az | 22 | 8.8 |
| 101-300 | 100 | 39.8 |
| 301-500 | 77 | 30.7 |
| 501-700 | 26 | 10.4 |
| 701-900 | 13 | 5.2 |
| 900'den fazla | 13 | 5.2 |

| Diğer sosyal paylaşım sitelerine üyelik; | F | % |
|---|---|---|
| Yahoo | 22 | 8.8 |
| Twitter | 155 | 61.8 |
| My Space | 6 | 2.4 |
| Diğer (foursquare, instagram) | 11 | 4.4 |
| Yok | 57 | 22.7 |

## 2.6. Sosyal Kaçış Motivasyonunun Öğrencilerin Cinsiyet ve Bölümlerine Göre Değerlendirilmesi

| | | Levene's Test for Equality of Variances | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| F40 | Ev, okul ve arkadaş çevremdeki dertlerimi unutturuyor. | ,462 | ,497 | -,616 | 248,581 | ,538 | -,09195 | ,14917 |
| F41 | Bir an olsun problemlerinden uzaklaşmak için. | ,662 | ,416 | -,085 | 249 | ,932 | -,01249 | ,14647 |
| | | | | -,085 | 243,030 | ,932 | -,01249 | ,14679 |
| F42 | Kendimi daha az yalnız hissetmemi sağladığı için. | ,166 | ,684 | -1,363 | 249 | ,174 | -,18542 | ,13603 |
| | | | | -1,367 | 247,566 | ,173 | -,18542 | ,13567 |
| F43 | İçimdeki farklı duygu ve heyecanları açığa çıkardığı için. | ,298 | ,586 | -1,467 | 249 | ,144 | -,19581 | ,13345 |
| | | | | -1,462 | 241,485 | ,145 | -,19581 | ,13390 |
| F44 | Bir gruba aitmiş duygusunu hissedebilmek için. | ,061 | ,805 | -1,023 | 249 | ,308 | -,14961 | ,14632 |
| | | | | -1,022 | 244,773 | ,308 | -,14961 | ,14641 |
| F45 | Dinlenmeme yardımcı olduğu için. | ,517 | ,473 | ,340 | 249 | ,734 | ,04798 | ,14108 |
| | | | | ,340 | 244,936 | ,734 | ,04798 | ,14115 |
| F46 | Beni başka bir dünyaya götürdüğü için. | ,532 | ,467 | -,996 | 249 | ,320 | -,15299 | ,15361 |
| | | | | -,993 | 242,104 | ,322 | -,15299 | ,15406 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| F47 | Başkalarıyla nasıl anlaşabileceğimi gösterdiği için. | ,361 | ,549 | -,384 | 249 | ,701 | -,05990 | ,15597 |
| | | | | -,385 | 247,534 | ,701 | -,05990 | ,15557 |
| F48 | Arkadaş bulmak yeni insanlarla tanışmak için. | ,031 | ,860 | -2,422 | 249 | **,016** | -,36721 | ,15159 |
| | | | | -2,420 | 244,618 | **,016** | -,36721 | ,15172 |
| F49 | Farklı ülkelerden yeni insanlarla tanışmak bana heyecan veriyor. | ,340 | ,560 | -1,600 | 249 | ,111 | -,25417 | ,15885 |
| | | | | -1,606 | 248,269 | ,109 | -,25417 | ,15823 |

## a. Cinsiyete Göre

**Tablo 2.11.**

| | cinsiyet | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| F40 | Kız | 133 | 2,3233 | 1,22814 | ,10649 |
| | Erkek | 118 | 2,4153 | 1,13474 | ,10446 |
| F41 | Kız | 133 | 2,6316 | 1,13801 | ,09868 |
| | Erkek | 118 | 2,6441 | 1,18051 | ,10867 |
| F42 | Kız | 133 | 2,4586 | 1,09760 | ,09517 |
| | Erkek | 118 | 2,6441 | 1,05024 | ,09668 |
| F43 | Kız | 133 | 2,4737 | 1,02676 | ,08903 |
| | Erkek | 118 | 2,6695 | 1,08648 | ,10002 |
| F44 | Kız | 133 | 2,4436 | 1,15085 | ,09979 |
| | Erkek | 118 | 2,5932 | 1,16382 | ,10714 |
| F45 | Kız | 133 | 3,0226 | 1,11101 | ,09634 |
| | Erkek | 118 | 2,9746 | 1,12061 | ,10316 |
| F46 | Kız | 133 | 2,7368 | 1,18638 | ,10287 |
| | Erkek | 118 | 2,8898 | 1,24574 | ,11468 |
| F47 | Kız | 133 | 2,8045 | 1,25806 | ,10909 |
| | Erkek | 118 | 2,8644 | 1,20480 | ,11091 |
| F48 | Kız | 133 | 2,4887 | 1,19098 | ,10327 |
| | Erkek | 118 | 2,8559 | 1,20735 | ,11115 |
| F49 | Kız | 133 | 2,4662 | 1,29421 | ,11222 |
| | Erkek | 118 | 2,7203 | 1,21166 | ,11154 |

Yapılan analizlerde öğrencilerin cinsiyet faktörüne göre sosyal kaçış motivasyonları durumu karşılaştırılmıştır. Arkadaş bulmak yeni insanlarla tanışmak için (F48) anket maddesinde erkek öğrenciler lehine anlamlı bir farklılık görülmüştür ($p < 0,05$).

**b. Bölümlere Göre**

**Tablo 2.12.**

| | | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|---|
| F40 | Okul Öncesi | 50 | 2,2000 | 1,10657 | ,15649 |
| | **Uzaktan Eğitim** | 20 | **2,7500** | 1,29269 | ,28905 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,2105 | 1,18114 | ,13549 |
| | **Böte** | 105 | **2,4857** | 1,18577 | ,11572 |
| | Total | 251 | 2,3665 | 1,18369 | ,07471 |
| F41 | Okul Öncesi | 50 | 2,5400 | 1,11043 | ,15704 |
| | **Uzaktan Eğitim** | 20 | **2,8500** | 1,13671 | ,25418 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,5395 | 1,12476 | ,12902 |
| | **Böte** | 105 | **2,7143** | 1,20667 | ,11776 |
| | Total | 251 | 2,6375 | 1,15587 | ,07296 |
| F42 | Okul Öncesi | 50 | 2,3000 | 1,07381 | ,15186 |
| | **Uzaktan Eğitim** | 20 | **2,5500** | ,88704 | ,19835 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,5263 | 1,10120 | ,12632 |
| | **Böte** | 105 | **2,6762** | 1,08747 | ,10613 |
| | Total | 251 | 2,5458 | 1,07745 | ,06801 |
| F43 | Okul Öncesi | 50 | 2,3400 | 1,09935 | ,15547 |
| | **Uzaktan Eğitim** | 20 | **2,7000** | ,97872 | ,21885 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,5132 | 1,07695 | ,12353 |
| | **Böte** | 105 | **2,6857** | 1,03138 | ,10065 |
| | Total | 251 | 2,5657 | 1,05767 | ,06676 |

| | | | | | |
|---|---|---|---|---|---|
| F44 | Okul Öncesi | 50 | 2,3000 | 1,14731 | ,16225 |
| | **Uzaktan Eğitim** | 20 | **2,9000** | 1,11921 | ,25026 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,3421 | 1,08999 | ,12503 |
| | **Böte** | 105 | **2,6667** | 1,19024 | ,11616 |
| | Total | 251 | 2,5139 | 1,15707 | ,07303 |
| F45 | Okul Öncesi | 50 | 2,9400 | 1,11410 | ,15756 |
| | **Uzaktan Eğitim** | 20 | **3,2000** | 1,05631 | ,23620 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,7105 | 1,17548 | ,13484 |
| | **Böte** | 105 | **3,2000** | 1,04145 | ,10163 |
| | Total | 251 | 3,0000 | 1,11355 | ,07029 |
| F46 | Okul Öncesi | 50 | 2,2000 | 1,10657 | ,15649 |
| | **Uzaktan Eğitim** | 20 | **3,1000** | 1,02084 | ,22827 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,7895 | 1,20350 | ,13805 |
| | **Böte** | 105 | **3,0571** | 1,21551 | ,11862 |
| | Total | 251 | 2,8088 | 1,21461 | ,07667 |
| F47 | Okul Öncesi | 50 | 2,3400 | 1,22241 | ,17287 |
| | **Uzaktan Eğitim** | 20 | **3,3500** | ,81273 | ,18173 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,7763 | 1,21763 | ,13967 |
| | **Böte** | 105 | **3,0095** | 1,24418 | ,12142 |
| | Total | 251 | 2,8327 | 1,23121 | ,07771 |
| F48 | Okul Öncesi | 50 | 2,2200 | 1,29819 | ,18359 |
| | **Uzaktan Eğitim** | 20 | **3,3500** | ,87509 | ,19568 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,4079 | 1,10969 | ,12729 |
| | **Böte** | 105 | **2,9238** | 1,18236 | ,11539 |
| | Total | 251 | 2,6614 | 1,21031 | ,07639 |
| F49 | Okul Öncesi | 50 | 1,9800 | 1,25340 | ,17726 |
| | **Uzaktan Eğitim** | 20 | **3,3000** | ,97872 | ,21885 |
| | Rehberlik ve Psikolojik Danışmanlık | 76 | 2,6184 | 1,29581 | ,14864 |
| | **Böte** | 105 | **2,7143** | 1,18252 | ,11540 |
| | Total | 251 | 2,5857 | 1,26001 | ,07953 |

Tablo 2.12'de görüldüğü gibi öğrencilerin bölümlerine göre sosyal kaçış motivasyonları

durumu karşılaştırılmıştır. Tablo 2.11 'e göre sosyal kaçış motivasyonunun **Uzaktan Eğitim (BÖTE)** ve **Bilgisayar ve Öğretim Teknolojileri Öğretmenliği** bölümleri lehine olduğu görülmektedir.

## 2.7. Facebook Kullanımları ve Facebook'a Bağlanma Nedenleri

**Tablo 2.13. Facebook Kullanımları**

| | $\overline{X}$ | SS |
|---|---|---|
| Facebook'a, taşınabilir aletlerle her yerden kolayca erişirim. | 4.23 | 1.08 |
| Facebook iletişim açısından hayatımı oldukça kolaylaştırdı | 3.55 | 1.00 |
| Facebook özellikleri açısından diğer paylaşım sitelerinden daha üstündür. | 3.17 | 1.16 |
| Genellikle gün içinde yakın arkadaşlarımın profillerini ziyaret ederim. | 3.08 | 1.19 |
| Facebook sayesinde yaratılmış olan sanal sosyal ortam kendimi rahat ifade edebilmem için bana imkan sunar. | 2.96 | 1.22 |
| Facebook'taki reklamlar dikkatimi çeker. | 2.55 | 1.29 |
| Facebook'ta bana gelen arkadaş tekliflerinin hepsini kabul ederim. | 1.77 | .92 |
| Facebook'un önerdiği kişileri arkadaş olarak eklerim. | 1.77 | .92 |
| Facebook'taki reklamları yapılan ürünlerden satın aldığım olur. | 1.72 | .92 |

Tablo 2.12'e göre öğrencilerin facebook kullanımlarında öne çıkan maddeler; Facebook'a, taşınabilir aletlerle her yerden kolayca erişirim. Facebook özellikleri açısından diğer paylaşım sitelerinden daha üstündür. Genellikle gün içinde yakın arkadaşlarımın profillerini ziyaret ederim ve facebook iletişim açısından hayatımı oldukça kolaylaştırdı maddeleridir.

**Tablo 2.14. Facebook'a Bağlanma Nedenleri**

| | $\overline{X}$ | SS |
|---|---|---|

| | | |
|---|---|---|
| Facebook'ta iletişim kurarken kendimi dışarıdakinden daha güvende hissediyorum. | 4.09 | .73 |
| Bilgisayar ile iç içe büyüdüm bu yüzden diğer online iletişim araçlarını ve Facebook'u kullanmak hoşuma gidiyor. | 4.03 | .71 |
| Arkadaşlarımın bir çatı altında toplanması | 3.86 | .86 |
| Merak | 3.81 | .19 |
| Bedava iletişim ortamı sunması | 3.79 | .82 |
| Duygularımı paylaşmak | 3.66 | .95 |
| Uzaktaki arkadaşlarım | 3.53 | 1.07 |
| Haberler | 3.39 | 1.29 |
| Tanıdıklarımla sürekli iletişim halinde kalıyorum | 3.35 | 1.09 |

Tablo 2.13'e bakıldığında öğrencileri Facebook'a bağlayan nedenleri tespit eden anket maddelerinin hepsi yüksek oranda katılım görmüştür.

## 2.8. Facebook Bağımlılığı

**Tablo 2.15. Facebook Bağımlılığı**

| | $\overline{X}$ | SS |
|---|---|---|
| Hem yüz yüze hem de Facebook ile iletişim kurmak hoşuma gidiyor. | 3.84 | .75 |
| Facebook'u kullanmasam da arka planda açık kalıyor ara sıra girip kim, ne yazmış merak edip bakıyorum. | 3.25 | 1.21 |
| Dışarıdayken Facebook'ta olup bitenleri merak ediyorum. | 2.76 | 1.24 |

| | | |
|---|---|---|
| Facebook'u kapattım tekrar açtım. | 2.51 | 1.45 |
| Facebook'u gereğinden fazla kullandığımı düşünüyorum. | 2.47 | 1.21 |
| Facebook zamanımı alsa da kendimi mutlu hissedip sorunlarımı unutuyorum. | 2.41 | 1.13 |
| Yüz yüze iletişim yerine Facebook ile iletişim kurmaktan daha çok hoşlanıyorum. | 2.41 | 1.33 |
| Facebook sayesinde dışarıda, yüz yüze arkadaşlıklardan daha çok yeni arkadaşlar ediniyorum. | 2.37 | 1.19 |
| Yapacak birçok işim varken Facebook'a sık sık girme ihtiyacı duyuyorum. | 2.36 | 1.21 |
| Facebook'ta harcadığım zamandan dolayı ödevlerim aksıyor. | 2.26 | 1.13 |
| Facebook kullanımından dolayı günlük sosyal aktivitelerimi aksatmaya başladığımı düşünüyorum. | 2.25 | 1.13 |
| Facebookla yalnızlığımı gideriyorum. | 2.21 | 1.03 |
| Facebook'u kapatmak istiyorum. | 2.19 | 1.10 |
| Facebook kapansa kendimi dünya ile iletişimim kesilmiş gibi hissederim. | 2.14 | 1.13 |
| Facebook kullanma zamanımı kısaltmayı denedim ama başaramadım. | 2.09 | 1.17 |
| Facebook'u kapatmak istediğim halde vazgeçemiyorum. | 2.03 | 1.04 |
| Facebook'u kapatmayı denedim ama başaramadım. | 2.02 | 1.17 |
| Herhangi bir nedenden dolayı Facebook'a | | |

| | | |
|---|---|---|
| giremediğim zaman keyifsiz ve hırçın oluyorum. | 1.94 | .99 |

Yukarıdaki tabloya göre Facebook bağımlılığına yönelik öne çıkan maddeler; Hem yüz yüze hem de Facebook ile iletişim kurmak hoşuma gidiyor. Facebook'u kullanmasam da arka planda açık kalıyor ara sıra girip kim, ne yazmış merak edip bakıyorum maddeleridir.

### 2.9. Haftalık Facebook Kullanım Süresi ile Sosyal Kaçış Motivasyonu Arasındaki İlişki

**Tablo 2.16. Correlations**

| | | s6 | sosyalkacis |
|---|---|---|---|
| Haftalık Facebook Kullanımı | Pearson Correlation | 1 | ,253** |
| | Sig. (2-tailed) | | ,000 |
| | N | 251 | 251 |
| sosyalkacis | Pearson Correlation | ,253** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 251 | 251 |

**. Correlation is significant at the 0.01 level (2-tailed).

Tablo 2.16'daki 0,253 değeri zayıf da olsa haftalık Facebook kullanım süresi ile sosyal kaçış motivasyonu arasında pozitif doğrusal bir ilişki olduğunu göstermektedir.

### 2.10. Facebook'ta Sahip Olunan Arkadaş Sayısı ile Sosyal Kaçış Motivasyonu Arasındaki İlişki

**Tablo 2.17. Correlations**

| | | s7 | sosyalkacis |
|---|---|---|---|
| Facebook'ta sahip olunan arkadaş sayısı | Pearson Correlation | 1 | ,297** |
| | Sig. (2-tailed) | | ,000 |
| | N | 251 | 251 |
| sosyalkacis | Pearson Correlation | ,297** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 251 | 251 |

**. Correlation is significant at the 0.01 level (2-tailed).

Tablo 2.17'deki 0,297 değeri zayıf da olsa Facebook'ta sahip olunan arkadaş sayısı ile sosyal kaçış motivasyonu arasında pozitif doğrusal bir ilişki olduğunu göstermektedir.

**3. Sonuçlar**

Araştırmadan elde edilen sonuçlar alt amaç ve bulgularla tutarlı olacak şekilde sırasıyla açıklanmıştır.

Yapılan analizlerde araştırma kapsamına dahil edilen öğrencilerin büyük çoğunluğunun Facebook'u 4 yıldan fazla bir süredir kullandıkları, yine büyük çoğunluğunun Facebook'ta her gün vakit geçirdikleri ortaya konulmuştur. Ayrıca katılımcıların çoğunun Facebook'taki arkadaş sayılarının 101-300 arasında olduğu tespit edilmiştir. Bilen, Ercan, Gülmez (2014)'ün yaptığı çalışmada ise öğrencilerin büyük çoğunluğunun facebook'u genelde günde 1-3 saat arasında kullandıkları ve yine büyük çoğunluğunun sahip olduğu arkadaş sayısının 300'ün üzerinde olduğu ortaya konulmuştur. Bir diğer bulgu öğrencilerin en çok kullandıkları diğer sosyal paylaşım sitelerine bakıldığında öne çıkanlar sırasıyla twitter, yahoo, diğer (foursquare, instagram) ve Myspace'tir. Karşılaştırmalı bir çalışma olarak Global Digital Statistics (2014)'ün yaptığı araştırmaya göre; 1,184 milyar kullanıcıya sahip olan Facebook'u 816 milyon kullanıcıyla QQ (Tencent) takip ettiği görülmektedir.

Sosyal kaçış motivasyonunun öğrencilerin cinsiyet ve bölümlerine göre değerlendirilmesi incelendiğinde öğrencilerin cinsiyetlerine göre anlamlı bir farklılık görülmemiştir; fakat arkadaş bulmak yeni insanlarla tanışmak için anket maddesinde erkek öğrenciler lehine anlamlı bir farklılık görülmüştür. Alanyazın incelendiğinde, erkeklerin sosyal ağ sitesi bağımlılıklarının kadınlara oranla daha fazla olduğunu belirten araştırma sonuçlarına ulaşmak mümkündür (Çam ve İşbulan, 2012). Benzer bir çalışma Tektaş (2014)'ün araştırmasında elde ettiği sonuç; sosyal ağ-paylaşım sitelerinde kadın öğrencilerin erkek öğrencilere göre daha fazla zaman geçirdikleri yönündedir. Alanyazın ile ortaya çıkan benzerlik veya farkın Türk toplumunun erkeklerin hakimiyetinde, ataerkil toplum oluşu ve kadınların, kurallara erkeklere kıyasla daha fazla uyma eğilimi göstermesinden (Akbulut ve Eristi, 2011) kaynaklanabileceği düşünülmektedir. Aynı durum bölüm bazında incelendiğinde; sosyal kaçış motivasyonunun Uzaktan Eğitim (BÖTE) ve Bilgisayar ve Öğretim Teknolojileri Öğretmenliği bölümleri lehine olduğu tespit edilmiştir. Bu durumun sonucu olarak her iki bölümün de teknoloji temelli yapılanması, internetin ve bilgisayarın kullanımının daha üst düzeyde öğrenilmesi ve dolayısıyla öğrencilerin yeni ufukları keşfedip sanal dünyanın cazibesine kapılmaları bu durumun nedeni olarak gösterilebilir (Yıldız, 2014).

Yapılan analizlerde öğrencilerin Facebook kullanım ve Facebook'a bağlanma nedenlerine bakıldığında kullanım boyutunda; Facebook'a, taşınabilir aletlerle her yerden kolayca erişirim maddesine katılım diğerlerine oranla yoğunluk göstermektedir. Facebook özellikleri açısından diğer paylaşım sitelerinden daha üstündür. Genellikle gün içinde yakın arkadaşlarımın profillerini ziyaret ederim ve Facebook iletişim açısından hayatımı oldukça kolaylaştırdı maddelerine katılımın daha yüksek olduğu görülmüştür. Bağlanma nedenleri boyutunda ise; anket maddelerinin hepsi yüksek oranda katılım görmüştür. Özellikle Facebook'ta iletişim kurarken kendimi dışarıdakinden daha güvende hissediyorum maddesi öne çıkmaktadır.

Facebook bağımlılığı boyutuna bakıldığında en fazla katılım; hem yüz yüze hem de Facebook ile iletişim kurmak hoşuma gidiyor. Facebook'u kullanmasam da arka planda açık kalıyor ara sıra girip kim, ne yazmış merak edip bakıyorum maddeleridir.

Elde edilen sonuçlara göre haftalık facebook kullanım süresi ile sosyal kaçış motivasyonu arasında pozitif doğrusal bir ilişki olduğu tespit edilmiştir.

Çalışmadan elde edilen bir diğer sonuç ise, Facebook'ta sahip olunan arkadaş sayısı ile sosyal kaçış motivasyonu arasında da pozitif doğrusal bir ilişki olduğudur.

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# Enhancing Graduate Attributes and Employability through Standards Aligned Curriculum Delivery

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**Abstract**

In this study curriculum delivery at the Wisconsin International University College (WIUC) in Ghana was examined in relationship to employability of students graduating from the university over a twelve year period from the year 2000 to 2012. An online based survey was placed on the University College's website and graduates from 2000 to 2012 were invited through e-mail message to visit the website and complete the survey. The survey instrument comprised 27 items and addressed three research questions. Two hundred and thirty eight (238) graduates completed the survey for this paper. Results indicated that, time taken by graduates to find employment averaged one year from year of graduation. Most of graduates (55%) who explained that their current job was not their first also indicated that they had work before graduating from the University College. Respondents pointed to a strong relevance of WIUC-Ghana Curriculum delivery to graduate job responsibilities. Eighty-six (86%) of graduates indicated that the curriculum experienced at WIUC-Ghana had relevance to their job responsibilities. A significant proportion of respondents confirmed that they realized their career goals and expectations from their current employment and felt satisfied with their use of qualifications obtained from the WIUC-Ghana. This work should extend the knowledge that, putting the right (aligned) curriculum in place and effectively delivering, will equip graduates with the skills they need for advancement and in achieving employment related outcomes. Effective curriculum delivery should build upon skills and knowledge acquired by students through the various levels of their university experiences. Such a curriculum should extend graduates' knowledge through an emphasis on consistent programme evaluation, effective supervision and leadership.

## Introduction

Universities and institutions of higher learning are no longer expected to simply prepare graduates for a world of work, but to continuously support the learning and professional development of working people. It is therefore important for these institutions to develop more flexible and creative models of delivery in order to support the development of autonomous, lifelong learners who are skilled in reflecting on their learning (both formal and informal) and planning for their personal, educational and professional development (Gray and Knight, 2013). Against this backdrop, the Wisconsin International University College, a private University College (WIUC) in Ghana embarked on a standards aligned curriculum delivery effort providing internal quality assurance, teaching and learning support, advice, guidance, coaching and mentorship, peer and collaborative learning, assessment and feedback, personal development planning and tutoring, skills development and practice and enabling access to curriculum resources such as technology and state of the art library facilities.

According to Tweed (2007), standards are statements that define what all students need to know, understand and be able to do and that standards form the framework of the curriculum by stating the most important big ideas, concepts and skills. Curriculum was referred to as lessons and courses or whole year frameworks in a subject. Curriculum delivery, according to Gray & Knight (2013), is the many ways in which learners are empowered to achieve the outcomes offered to them by a curriculum. In this context, curriculum delivery is meant to embody the many diverse ways in which learners are enabled to achieve the outcomes offered to them by a curriculum. Teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development planning and tutoring, skills development and practice, and enabling access to curriculum resources are all processes that might be involved in this context is meant to embody the many diverse ways in which learners are enabled to achieve the outcomes offered to them by a curriculum.

The interplay among standards, assessments, content, and instruction and describes activities that will lead students to understand the knowledge and skills they should acquire. Furthermore, Tweed (2007) shows that, the subject area curriculum combines standards with themes or subject area topics in an orderly sequence alongside instructional methods that give students ample opportunities to learn content and skills. When content, assessment and instruction are aligned, it means that the three become coherent across grade/credit levels and courses (Tweed, 2007) to impact positively on graduate attributes. Bowden et al (2000) define graduate attributes as the qualities, skills and understandings a university community expects its students to develop during their time with the institution. They further note that these attributes go beyond the disciplinary expertise and technical knowledge that has traditionally formed the core of most university courses and show that graduate attributes are the qualities that also prepare graduates as agents of social good and change in an unknown future.

Flinders University has adopted seven graduate attributes and aims to produce graduates of bachelor's degrees who are knowledgeable, can apply their knowledge, communicate effectively, can work independently, are collaborative, value ethical behaviour and connect across boundaries (Flinders.edu, 2014). Graduate attributes are thus linked to learning and pedagogy and provide opportunities to develop specific skills such as team work, problem-solving, critical thinking and support experiential and work-integrated learning referred to as generic skills. Bridgstock, (2009), observes that, in the context of a rapidly changing information and knowledge-intensive economies, workers must be both immediately and sustainably employable. In order to do so, they must not only maintain and develop knowledge and skills that are specific to their own discipline or occupation, but must also possess 'generic' skills, dispositions and attributes that are transferable to many occupational situations and areas. Kearns (2001) defined generic skills as 'those transferable skills which are essential for employability at some level for most'and Mayor (1992), identified generic skills as 'core skills', 'key competencies', 'transferable skills' or 'under-pinning skills essential for employment.

As a matter of fact they possession of generic skills or graduate attributes may also influence the way the University is perceived and marketed by its students and others. Barrie (2004), writes that "the skills, knowledge and abilities of university graduates, beyond disciplinary content knowledge, which are applicable to a range of contexts." Applying graduate attributes to different contexts shows how students' and graduates' lives are shaped. To academia, graduate attributes may show the type of students and researchers they are, can be and are going to be in future. To society and the community, they demonstrate their contribution to the job market, their employability. Employability therefore reflects the outcome of applying graduate attributes in the context of work and career (University of Edinburgh, 2011).

The development of student attributes is constantly featured in the WIUC's standards aligned curriculum delivery drive and strategic plan whether talking about research, teaching and learning. However, there has not been any study as yet to assess the impact of the WIUC's standards aligned curriculum delivery mode on graduate attributes and their employability. A tracer study was therefore carried out in 2013 to examine the impacts of standards aligned mode of curriculum delivery at the Wisconsin International University College (WIUC) on graduate attributes and employability of its graduating students over a twelve year period.

## Literature Review

### Internal Quality Assurance

The WIUC, received its Interim Accreditation in January 2000 under the name University College of Wisconsin International University - Ghana (UCWIU-Gh). It was thus one of the first private universities to receive accreditation. It began its operations in August 2000. The WIUC's vision is to provide the opportunity for young men and women from Ghana, as well as the rest of Africa, to acquire the knowledge and skills relevant to successful careers and fulfillment in an increasingly globalizing and competitive world. It is affiliated with the University of Ghana, Legon, and the University of the Cape Coast.

It offers Bachelor's degrees in Computer Science, Management and Business Studies. Graduate programmes include an MA degree in Adult Education with emphasis on Human Resource Management and Community Development and an MBA with specializations in Human Resource Management, Marketing, Finance, Accounting, Project Management, Entrepreneurial Management and Management Information Systems. The University also offers an MA in Global Leadership through Azusa Pacific University in California. Currently the university college has 4000 undergraduate students and 500 graduate students. About 30% of students come from outside Ghana, mainly from Nigeria and 11 other Africa countries.

The University's commitment to the assurance of the quality of its academic programmes was broadly expressed in its mission statement. The mission of the University is to "develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination (Boateng, 2012)".

1. Activities of the Quality Assurance and Institutional Relations Unit include:

2. Curriculum audits to make sure that what is taught by instructors is consistent between WIUC and benchmarked Universities (affiliated Universities)

3. Aligned curriculum to standards enforced by the National Accreditation Board

4. Audit course outlines to make sure they are created and properly aligned groups of instructors of common course taught

5. Audit course descriptions to be sure that course outlines are properly aligned

The overall goal of the Quality Assurance Policy (QAP) of the University College is to demonstrate that WIUC's responsibility as enshrined in the vision and mission statement is being satisfactorily discharged. Specifically, quality assurance at the University College worked to ensure a guaranteed and viable curriculum by:

1. Identifying and communicating the content considered essential for all students

2. Ensuring that the essential content can be addressed in the amount of time available for instruction
3. Sequencing and organizing the essential content in such a way that students have ample opportunity to learn

4. Ensuring that teachers address the essential content
5. Protecting the instructional time that is available (Marzano (2003; cited by Tweed, 2007)

**Transition from higher education to work**

***Teaching and Learning Support***

A number of scholars have examined the relationship between the effectiveness of teaching and learning support provided to students in the last three decades. Some of these scholars have studied instructional communication (Frymier & Thompson, 1992; Thweatt & McCroskey, 1998) in conjunction with others writing on learning theories have provided a pedagogical and andragogical basis for understanding how students learn. Keesee (2011), writing on learning theories agrees that a theoretical perspective offers benefits to designers but the perspectives must be taken into context depending upon the situation, performance goals and ability of learners. He argues that since the context in which the learning takes place can be dynamic and multi-dimensional, some combination of the three learning theories and perhaps others should be considered and incorporated into the instructional design process to provide optimal learning for students.

At the Wisconsin International University College, teaching is facilitated by seasoned academic faculty supported by experts drawn from industry, banking and administration. Courses taught combined theory with practice, thus providing students with employable skills and manageable student numbers in uncongested classrooms and serene and conducive environment meant that students are supported to do serious academic work. In addition, the university college's strategic location at North Legon, near Haatso offers freedom from the hustle and bustle of the city, and proximity to other tertiary educational institutions like the University of Ghana and the University of Professional Studies, Accra, meant that students always had access to facilities that were not available on site. Moreover, flexible study options such as day or evening undergraduate programmes and evening and weekend modular MBA, MA programmes. Flexible payment plan for students and assistance with immigration and other services for international students so that students can access trouble free learning experience at WIUC.

A number of researchers have shown that teacher clarity can support student learning (Hooker, Simonds, Hunt, & Comadena, 2004; Powell & Harville, 1990). Others have also shown that improving communication with students improve their learning (Ellis, 1995; Frymier, 1993). The Registry at WIUC acts as the custodian for student records and academic information at the university interacting with both students and faculty to provide services areas that include, student online information system (OSIS), academic calendars, admissions and semester course registrations, orientation and enforcement of academic policies, course auditing, faculty and staff support, graduation planning and certification, integrity, access and security of academic records, enrollment verification, transcripts requests, student database support and answering all questions related to academics.

All students in their final years (undergraduates and graduates alike) are required by a policy of the university college to carry out project work attracting six course credits. Students are assigned to supervisors who provide advice, guidance, coaching, mentorship for students to write and present their project work to a panel of internal and external examiners. Other support areas provided to support teaching and learning in the University College include peer and collaborative learning where outstanding students are paired up with not so good students, so that students can engage in peer and collaborative learning. Students are provided with full access to state-of-the art curriculum resources including ultra-modern library and computing facilities to support student learning.

***Skills Development and Practice***

Christophel & Gorham, (1995); Frymier, (1994) and Jaasma & Koper, (1999); all underscore the importance of sufficient motivation of students to support their learning. According to Sternberg (1994) and Stipek (1988), there are a variety of reasons why individuals may lack in motivation. Stipek gave a list of specific behaviours that are connected to academic achievement. These include a variety of specific actions that teachers can pursue to increase motivation (categories of extrinsic and intrinsic motivations) on classroom tasks (Huitt, 2005).

Examples of intrinsic motivation include cognition, emotion and self-regulation and that of extrinsic motivation in education is social and ecological aspect learning. Huitt (2005) notes that, teachers must focus much on the intrinsic motivators while also recognizing the importance of the extrinsic motivators for effective skills development and practice. At the Wisconsin International University College, skills development and practice as well as effective personal development planning and tutoring are achieved through the services rendered by the writing Centre and the career services centre. Through the activities of these two centers, students build essential skills in communication, teamwork, interpersonal relationships, writing and presentation skills.

***Attachments, Internships and Practicum***

According to Arroyo, (2010), **t**he level of implementation of attachments, practicums or internships programmes in a hospitality industry significantly influenced the level of job performance of the graduates The longer the period of implementation of the programme, the better the level of job performance of the graduates was also. At the WIUC, **t**he attachment, internship and practicum experience provides opportunity for students to apply some of the theory learned in class to the actual workplace while working under the supervision of professionals.

The field mentor, faculty supervisor, faculty advisor, and internship, practicum or attachment coordinator all work hard towards the success of the student completing the attachment experience. The attachment experience is one of the most important career enhancing choices the students makes. The students' get the opportunity to creatively build his or her resume and develop a professional portfolio by carefully choosing an employer for the attachment, field mentor, and special project. Reasons for which students from WIUC have chosen attachments include the following:

- Experiencing the general aspects of work in an information setting
- Completing a special project with a unique learning experience
- Understanding different types of information-providing agencies
- Developing an area of expertise with a large project

The attachment experience can propel the student into a career path or help develop an expertise in a particular area. It can open doors to a special experience in a particular institution. It can also provide an opportunity to work closely with an expert in the field.

***Jobs and Career Fair***

Career fairs are critical events for graduate employability. According to Hanover Research (2012), they offer students and employers the opportunity to develop networks and gain knowledge of available job opportunities. The Students Representative Council (SRC), the public relations office and the Placement Centre of the University College collaborate in conducting annual jobs and careers fair and job seeking related workshop. The aim is to orient graduating students on job-search processes. Graduating students are given the opportunity to gain first-hand experience on job application, interview, and online job search. Occasionally officials and resource speakers from government agencies and other private companies such as those in the fields of telecommunications, health, education, business, information technology, banking, hospitality, business and trade are invited to give presentations about jobs issues and answer employment related questions students might have.

**Assessments, Feedback and Evaluations**

Allen, Witt, & Wheeless, (2006); Andersen, (1979); Christophel, (1990) examined student learning and its assessments. Similarly, Beatty & Zahn, (1990); McCroskey, Richmond, Sallinen, Fayer, & Barraclough, (1995) and Moore, Masterson, Christophel, & Shea, (1996) wrote on students' evaluation of teachers. Assessments of student learning and students' evaluations of teachers are two categories of activities that generate necessary feedback necessary for improving student teaching and learning.

Student assessment at the WIUC is an essential component of quality assurance and as such rules governing examinations including moderation of questions, students' assessment and examination grading are strictly enforced. Every effort is made to guarantee the credibility and integrity of the assessment of student learning. Examination Committees made up of senior and experienced members of the teaching staff are in place for various departments and hold departmental meetings for examination moderation. Procedures such as the system of Invigilators, Chief Invigilators and the Examination Superintending Committees are maintained. Similarly, the University College strictly enforced its policy on the collection and evaluation of feedback from students on teaching by lecturers and the content of courses (Boateng, 2012).

## Methodology

### *Survey Instruments*

The study consisted of online based questionnaire that was placed on the University College's website. An SMS message was relayed to all students who have graduated with the University College from 2000 to 2012 using their phone numbers stored in the College's database. The SMS messages informed graduates about the Tracer Study and invited them to visit the University's website and complete the survey. The survey instrument comprised 27 items that addressed the four research questions as follows:

a. how was the process of transition of WIUC graduates from higher education to work?

b. what factors accounted for professional success of graduates (graduate attributes/qualities) taking into account personal factors like gender, work motivation, acquired qualification during course of study and labour market conditions?

c. was the curriculum delivery at WIUC-Ghana of good quality and relevant to the job market?

### *Population and Sample Design*

The survey targeted a population of about 1415 graduates (818 males and 597 females) who had graduated with various qualifications since year 2000 up to 2012. The online survey is still ongoing. However, this report is based on a sample size of 238 graduates (comprising 88 females and 150 males) who had heeded the call to complete the online survey by August 2013. The list comprises graduates from undergraduate and post graduate programmes. The programmes were (undergraduate): B.A. Computer Science with Management, B.Sc. Management with Computer Studies, BA Business Studies with options in Banking and Finance, Human Resource Management, Accounting and Marketing, Diploma in Information Technology. The graduate programmes include MBA with options in Marketing, Finance, Human Resource Management, Project Management and Entrepreneurship, MA Global Leadership in partnership with Azuza Pacific University, MA Adult Education.

### *Survey Implementation*

The survey was launched in the second week of August 2012. The questionnaire was placed on the WIUC-Ghana website and several SMS messages were sent out to graduates through their telephone numbers stored in the universities database to remind them to go and complete the survey online. First reminder was sent in September 2012 followed by a second reminder in December 2012 then subsequently in February, April and June of 2013. In July 2013, responses to date were collated, coded, inputted and analyzed in SPSS. Some data cleaning was necessary where responses received were left unattended or were missing.

## Results and Discussion

***Transition from Higher Education to Work***

Table 1 shows the graduate characteristics in terms of gender. The table establishes that of the 238 respondents completing the online survey, 37% of respondents were females and 63% were males.

**Table 1. Respondent Characteristics in terms of gender**

| Gender | Frequency | Percent (%) |
|---|---|---|
| Female | 88 | 37 |
| Male | 150 | 63 |
| Total | 238 | 100 |

In terms of year of graduation, Table 2 summarizes the graduate characteristics as follows:

Only 2.5% of graduates of 2000 completed the survey; below 1% of graduates of 2006 completed the survey and 0nly 1.7% of graduates of 2007 completed the survey. About 12% of graduates of 2008 completed whereas 11%, 25%, 32%, 15% completed the survey respectively for graduates of academic years 2009, 2010, 2011 and 2012.

**Table 2. Graduate characteristics in terms of year of completion**

| Year | Frequency | Percent | Valid Percent |
|---|---|---|---|
| 2000 | 6 | 2.5 | 2.5 |
| 2006 | 2 | .8 | .8 |
| 2007 | 4 | 1.7 | 1.7 |
| 2008 | 29 | 12.0 | 12.2 |
| 2009 | 26 | 10.8 | 11.0 |
| 2010 | 59 | 24.5 | 24.9 |
| 2011 | 76 | 31.5 | 32.1 |
| 2012 | 35 | 14.5 | 14.8 |
| Total | 237 | 98.3 | 100.0 |

***Graduates in employment***

Table 3 reveals that 2.5% of respondents have never since graduation been employed but 84% are affirmed that they are employed and 13.4 says that they are not employed at the time of completing the questionnaire.

**Table 3. Graduates in employment**

| Employment Status | Frequency | Percent (%) |
|---|---|---|
| Never since graduation | 6 | 2.5 |
| Not Employed | 32 | 13.4 |

| | | |
|---|---|---|
| Employed | 200 | 84.0 |
| Total | 238 | 100.0 |

Table 4 shows that 55% of graduates said that their current job is not their first, whereas 45% said that their current job is their first job after graduation. The study revealed that in general it took two years for graduates to find the first job irrespective of the field of study and gender.

**Table 4. Graduates finding job within first year of Graduation**

| Year of employment | Frequency | Percent (%) |
|---|---|---|
| First year | 90 | 45.2 |
| Subsequent years | 109 | 54.8 |
| Total | 199 | 100.0 |

It is noted that the time taken by graduates to find employment averaged one year from year of graduation. Most of graduates who explained that their current job was not their first also indicated that they had work before graduating from the University College. It appeared that some fields of study commanded a higher demand on the labour market than others. The computer field is one of these. Most students graduating with specialization in computer studies, Finance and accounting found job quicker than those in other disciplines. A number of reasons were given by students for explaining the time gap between their graduation and their first employment. Some of the reasons included, jobs not up to expectation, no response from employers, field saturated, graduates not having the right contacts with people in higher places and time lag between application and interviews.

**Table 5. How graduates found their employment**

| **Paths to employment** | **Frequency** | **Percent (%)** |
|---|---|---|
| After national service | 10 | 5.9 |
| Family business | 12 | 7.1 |
| On recommendation | 40 | 23.5 |
| Response to advertisement | 34 | 20.0 |
| Through a friend | 32 | 18.8 |
| Walk-in application | 31 | 18.2 |
| Other | 11 | 6.5 |
| Total | 170 | 100.0 |

Further questions on how graduates landed their first employment revealed the following (Table 5): National Service accounted for 6%, Family businesses made up of 7%, graduates following up on jobs after recommendations from people they know constituted 24% and those responding to advertisement were 20%. Nineteen percent (19%) said they found work through their friends and 18% just by walking in to ask for places whereas all other reasons made up 6%. Some of the fields mentioned include teaching, administration and management, IT profession, Accounting, Banking and Finance, Clerical. Other occupations held by graduates included marketing, public relations and communications among others.

**Table 6. Employment status of graduates**

| Status in employment | Frequency | Percent (%) |
|---|---|---|
| Casual | 3 | 1.4 |
| Contractual | 29 | 13.1 |
| Permanent | 154 | 69.7 |
| Self employed | 22 | 10.0 |
| Temporal | 13 | 5.9 |
| Total | 221 | 100.0 |

Table 6 above shows graduates employment status. Casual (1.4%); Contractual (13%); Permanent (70%); Self-employed 10%, and those with temporary status constituted 6%. It is observed that self-employment stood at 10%. Whereas permanent employment stood at 70%. While this may not be bad in itself, lack of initial capital to start own business, lack of confidence and risk taking to venture into self employment as well as parents' expectation to be supported after they have done their part in educating their wards may be reasons compelling graduates to seek permanent jobs (70%) as opposed to creating their own business (10%) as Table 6 have shown.

**Table 7. Classification of position in employment in terms of hierarchy**

| Classification of Position | Frequency | Percent (%) |
|---|---|---|
| First-line Manager | 30 | 13.9 |
| Mid-Level Manager | 86 | 39.8 |
| Non Managerial | 63 | 29.2 |
| Top-Level Manager | 37 | 17.1 |
| Total | 216 | 100.0 |

***Attributes/qualities important for professional success of graduates***

Eighty-eight (88%) of graduates indicated that WIUC-Ghana programme was useful to the execution of their job responsibilities in terms of having equipped them with appropriate communication skills (Table 8)

**Table 8. Usefulness of WIUC-Ghana curriculum delivery to job execution in terms of possession of generic skills**

| Degree of Usefulness | Communication Skills (%) | Critical Thinking Skills (%) | Problem Solving Skills (%) | Computer Skills (%) | Human Relations Skills (%) |
|---|---|---|---|---|---|
| Very High | 41 | 33 | 34 | 35 | 45 |
| High | 48 | 52 | 52 | 42 | 43 |
| Fair | 10 | 11 | 11 | 20 | 11 |
| Low | 1 | 4 | 3 | 3 | 1 |
| Poor | 0 | 0 | 0 | 0 | 0 |

Ninety-seven percent (97%) graduates respondents indicated that the WIUC-Ghana curriculum is useful in terms of offering them critical thinking skills in the execution of their job responsibilities (Table 8).
In terms of the extent to which WIUC-Ghana programmes empowered graduates to apply problem solving skills to address problems at their workplace 97% of graduates indicated that WIUC-Ghana programmes were useful (Table 8). On computer skills also, 97% of graduate respondents indicated that the programmes at were useful in helping them execute their job responsibilities (Table 8).
Likewise 99% of graduate respondents indicated the WIUC-Ghana curriculum delivery helped them meet their job responsibilities involving the employment of human relations skills (Table 8). Ninety-six (96%) students indicated that the programmes at WIUC-Ghana were useful in helping them execute their job responsibilities regarding employment of their entrepreneurial skills (Table 8).

***Strength of programmes taught at WIUC-Ghana***

Eighty-six percent (86%) of graduate respondents indicated that the programme at WIUC-Ghana was strong in the quality of teaching and learning (Table 9); only 12% indicated that the courses on offer were weak in quality and in meeting the needs of the job market (Table 9);

**Table 9. Teaching quality at WIUC-Ghana**

| Teaching Quality | Frequency | Valid Percent | Cumulative Percent |
|---|---|---|---|
| Strong | 203 | 85.7 | 85.7 |
| Weak | 28 | 11.8 | 97.5 |
| Does not apply | 6 | 2.5 | 100.0 |
| Total | 237 | 100.0 | |

There was a strong relevance of WIUC-Ghana Curriculum delivery to graduate job responsibilities. Eighty-six (86%) of graduates indicated that the curriculum experienced at WIUC-Ghana had relevance to their job responsibilities (Table 10)

**Table 10. Relevance of WIUC-Ghana Curriculum delivery to job responsibilities**

| Relevance of Course Delivery | Frequency | Percent (%) |
|---|---|---|
| No, it is not related (but my choice) | 22 | 9.3 |
| No, it is not related (not my choice) | 12 | 5.1 |
| Yes it is related to my field of study | 203 | 85.6 |
| Total | 237 | 100.0 |

## Conclusion

Generally graduates of the WIUC-Ghana were satisfied with their professional situations and endeavors. They were satisfied in their use of the qualifications obtained, working in demanding positions, job security and opportunity to benefit the Ghanaian society at large. From their responses it was clear that most graduates irrespective of year of graduation and sector of employment were satisfied with the education they received at the WIUC-Ghana. These graduates attached great importance to certain characteristics of their occupation, including good career prospects, opportunities for pursuing further studies and professional development, good working atmosphere and working with people. Graduates indicated relatively good connection and contact with the University College. Since this was the first study of its kind at the University College, there was no benchmark to compare results with. However, in future studies it would be possible to compare, for instance, whether the period spent seeking employment will decrease or increase with time. A good number of students have changed jobs once or twice during the period under study (2000 – 2012). A high percentage of those who had changed jobs are those who graduated around 2000 – 2007. It appeared a good number of those changing jobs went into self-employment putting the percentage of graduates on self-employment to 10%. The number of graduates in full time permanent employment was significant.

Majority of WIUC-Ghana graduates were employed in the private sector followed by the multinationals and then the public sector. For those in the public sector, it seemed majority were in teaching and education. The use of professional knowledge and skills acquired during studies at the WIUC-Ghana was a very important factor expressed for job satisfaction. The usage may have varied from one degree to another but in general, graduates confirmed that, the use of professional skills and knowledge such as communication skills, computer skills, problems solving skills, critical thinking skills, team work and human relations skills improved their effectiveness in the execution of their job responsibilities. The course content and selection of courses were considered relevant by graduates in the execution of their job responsibilities. A significant proportion of graduates confirmed that they were able to realize the career they expected and that they were generally satisfied in their use of qualifications obtained from the WIUC-Ghana.

Taken it all together, it is inferred from Kemmis (1998), that generic skills such as problem solving skills, critical thinking skills, investigative skills, team communication, presentation skills, time management and negotiation skills in higher education are of importance in helping to develop well educated persons who are both employable and capable of contributing to civil society. As findings from this study may have confirmed, reasons cited by Kemmis in 1998 to support his arguments for the importance of generic skills for graduate employability holds true for the situation in Ghana today as possession of generic skills continue to experience growing significance of generic skills as more traditional jobs give way in the face of stiff competition and that prospective applicants entering the job market must have different attributes to remain competitive. Also there has been increasing pressure on the world of business and employer organizations to go for graduates who possesses generic skills and other economic, technological and educational attainments all of which have helped to bring arguments for generic skills ahead of others.

It is important to note, however, that as much as generic skills are needed to secure graduates the attributes that are required for employment, without an effective quality assurance and auditing practices in place, work done will be nothing. Therefore as Woodhouse (2013), observed, students would want to know which institution to choose; institutions would want confirmation of their standing in quality assurance and accreditation; employers want to know that graduates they are employing are those that have the right set of generic skills that can hit the ground running; governments want to know that their money is well spent and that the external quality agencies (in the case of Ghana NAB) have done their work well to drive institutions (such as WIUC) in the right directions; society wants a prestigious local and international institution where they can be assured that, their sons and daughters will receive first class education and be gainfully employed after their studies. Certainly, these aspirations can best be met when institutions make the right quality decisions and generate outputs that are intelligible and useful.

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# ESTABLISHMENT OF COOPERATION AND COLLABORATION PLATFORMS BETWEEN UNIVERSITIES AND INDUSTRY TO IMPROVE EDUCATION QUALITY

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**Abstract**

Although education is the primary mission of universities, research activities in support of businesses and industries are quite important as well. The education aims to provide qualified manpower for industry in addition to create scientists for the future of our civilization. Such an aim requires coordination, cooperation and collaboration with industry to fully understand and meet the requirements of the business. Today, techno-parks which provide opportunities for industry and university cooperation have many deficiencies in terms of efficiency and effectiveness. Additionally, many countries established vocational qualification systems to realize the qualification requirements and provided a full spectrum education system to meet industrial requirements. The study is to be conducted in three steps. In the first step, capabilities of possible platforms and eligibility of them to meet the coordination requirements of universities and industries will be investigated. The second step is dedicated to investigate effectiveness of the use of different platforms. Finally possible solutions will be summarized and associated to propose an effective and applicable solution for better coordination, cooperation and collaboration.

**Key Words:** Coordination, Cooperation and Collaboration between University and Industry, Vocational Qualification System, Education and Research, Techno-park.

## 1. INTRODUCTION

Due to the state's conservative bureaucratic structure, state universities in Turkey have long been reluctant to establish cooperation with industry and just a few state universities have had links with state-owned industrial corporations. After the foundation of a private university system in the Turkish academic world, the situation has changed.

Although the first private university was founded only couple of decades ago, in 1984, private universities have become effective on cooperation issues with industry by increasing their numbers in Turkish academic life in the 2000s. Since then, University-industry collaboration has been a foregoing issue in academic planning because most of the board of trustees' members of foundation universities were coming from the business world and they have already had links to start cooperation with the industry

As a result of the new opportunities provided by university-industry cooperation and encouragement by the state, the research function of universities in addition to the routine educational function has started to gain more value. Research is not only a scientific inquiry but also a business for private universities. Moving from this point of view, private universities have also assumed the research cooperation with industry as a significant tool to increase their incomes to secure flow of their revenues. Meanwhile, decreasing government support to state universities due to the increasing number of universities in the country made the universities search for new resources to support their research activities. Accordingly, they have also started to look for cooperation with industry as a new asset to expand their limited resources allocated for research.

Both Turkish industry and universities do not have an enhanced expertise on research projects and development of innovation, and, unfortunatelly, most of them are still reluctant on the matter. Despite the state's developing interest and encouragement, university-industry collaboration could not gain sufficient momentum. There is a threat to reduce getting benefit from the young and educated population in the country. This gap may slow down the improvement of research activities and lose innovation efforts which are vital for the development of the country. In order to fulfil this gap, the European Union funded research projects may be an opportunity as being a suitable tool. The cooperation and collaborations of Turkish universities with some EU universites on these kind of projects would facilitate improvement of practice and lead to start similar projects in home. Even though some universities have already been participated in EU funded projects, their numbers are still inadequate and project sharing level is low.

Nowadays industry and university cooperation moved another dimension from cooperation to collaboration. Collaboration means the action of working with someone to produce something and it differs from cooperation which means the association of person or business for common, usually economic benefit. The co-works in the university-industry activities mainly resemble the collaboration rather than cooperation as a nature of the work. An important part of information exchange process requires with a series of jobs which should be done together as synchronized movements. So we should consider also collaboration beyond coordination and cooperation. This makes us consider collaboration when we study on the relations of university and industry.

This paper will introduce the current situation on university and industry collaboration in Turkey and look for new opportunities.

## 2. METHODOLOGY

The aim of this study is to determine current problem areas in the university and industry interactions in Turkey and to define probable solutions in establishing platforms for effective coordination, cooperation and coordination issues especially in improving education quality. The study is to be limited with university and industry relations to have an effective applications of collaboration activities for the benefit of not only the industry but also for benefit of universities.

The study has been conducted in three phases. In the first phase, intention was to gather detailed information and present a full view of current situation in Turkey on university and industry cooperation, collaboration and coordination issues. The second phase covers study of data related to the subject. In the third and final phase the findings are categorised, grouped and associated for a further deeper study that is necessary for formulating possible/probable model solutions which may overcome the possible problems directly affecting the success of a mutual collaboration. In this phase, proposals are also prepared and summarized to be discussed in related/respected forums.

This paper is designed to provide discussion items on possible solutions especially for cooperation, collaboration and coordination requirements to be taken into account in establishment of platforms/mechanisms aiming to improve university and industry relations. Accordingly, having introduced to the subject and determination of research methodology respectively in the first and second sections, then, issues related with education and research possibilities and cooperation and collaboration opportunities both for universities and industry are to be discussed in detail in the third section and results are to be presented in the last section.

The results of this study will provide possible solutions to establish effective platforms in providing reliable, acceptable and applicable coordination, cooperation and collaboration between universities and industries.

## 3. DISCUSSION

### 3.1. The University-Industry Collaboration:

The university–industry collaboration is one of the most important means of embedding accumulated knowledge into production. University-industry mutual collaboration is a special multidisciplinary process using basic and theoretical knowledge that are obtained from universities for the benefit of industry. It is not only a commercial factor, but also a routine practice necessary for innovation and economic development.

Etzkowitz (2002) adds government contributions into university-industry collaboration activities and defines three different types of university, industry and government collaboration in his study. Triple Helix is the most welcomed model stationed in the core of his theory. The concept of the Triple Helix of university-industry-government relationships initiated in the 1990s (Etzkowitz and Leydesdorff, 1997), interprets the shift from a dominating industry-government dyad in the Industrial Society to a growing triadic relationship between university-industry-government in the Knowledge Society. The Triple Helix thesis is that the potential for innovation and economic development in a knowledge society lies in a more prominent role for the university and in the hybridisation of elements from university, industry and government to generate new institutional and social formats for the production, transfer and application of knowledge. Triple Helix Thesis has evolved over time to its neo-institutional and neo-evolutionary perspectives.

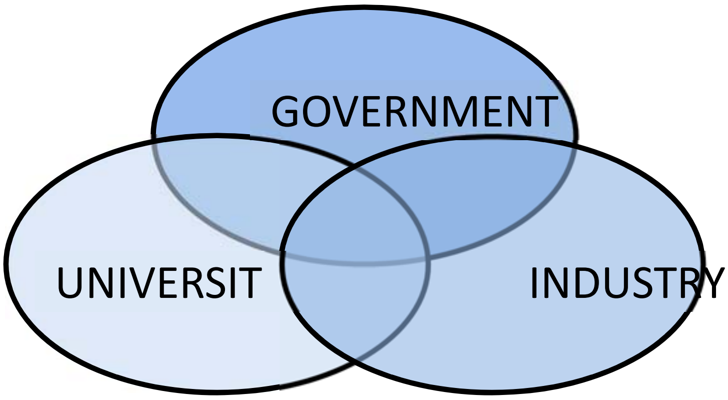


**Figure 1: Triple Helix; Government, University, Industry Collaboration.**

A (neo) institutional perspective examines the growing prominence of the university among innovation actors. University has gained a 'third mission' as commercialization of academic research and involvement in socio-economic development, such as forms, stakeholders, drivers, barriers, benefits and impact, university technology transfer and entrepreneurship, contribution to regional development. A (neo) evolutionary perspective sees the university, industry and government as co-evolving sub-sets of social systems that interact through an overlay of recursive networks and organizations. These interactions are part of two processes of communication and differentiation*:* a functional one, between science and markets, and an institutional *one, between* private and public control at the level of universities, industries and government (Etzkowitz and Leydesdorff, 2000).

The Entrepreneurial University is a central concept to the Triple Helix. It takes a pro-active stance in putting knowledge to use and in creating new knowledge. The academic 'third mission' - involvement in socio-economic development, next to the traditional missions of teaching and research, is most salient in the Entrepreneurial University. Collaborative links with the other innovation actors have enhanced the central presence of universities in the production of scientific research over time. The Entrepreneurial University also has an enhanced capacity to provide students with new ideas, skills and entrepreneurial talent. Students are not only the new generations of professionals in various scientific disciplines, business, culture etc., but they can also be trained and encouraged to become entrepreneurs and firm founders, contributing to economic growth and job creation in a society that needs such outcomes more than ever. Moreover, entrepreneurial universities are also extending their capabilities of educating individuals to educating organizations, through entrepreneurship and incubation programmes and new training modules at venues such as inter-disciplinary centres, science parks, academic spin-offs, incubators and venture capital firms. Entrepreneurial universities also have an enhanced capacity to generate technology that has changed their position, from a traditional source of human resources and knowledge to a new source of technology generation and transfer. Rather than only serving as a source of new ideas for existing firms, universities are combining their research and teaching capabilities in new formats to become a source of new firm formation, especially in advanced areas of science and technology. Universities increasingly become the source of regional economic development and academic institutions are re-oriented or founded for this purpose (The European Commission, 2012).

The Enterprise Concept focuses upon the development of the 'enterprising person and entrepreneurial mindset'. The former constitutes a set of personal skills, attributes, behavioural and motivational capacities (associated with those of the entrepreneur) but which can be used in any context (social, work, leisure etc). Prominent among these are; intuitive decision making, capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking, and self efficacy. The 'Mindset' concept focuses not just upon the notion of 'being your own boss' in a business context but upon the ability of an individual to cope with an unpredictable external environment and the associated entrepreneurial ways of doing, thinking, feeling, communicating, organising and learning (Gibb, 2013).

The university has a place in the main core in collaboration. Science and innovation policy is directly linked with the university and industry. Universities have several functions related with industrial requirements such as to educate qualified staff of growing business, to increase their knowledge and to find solutions for the business world (Hughes, 2003).

University industry collaboration was having problems because of approaches sceptical of the industry and hesitant of academicians initially. Developments in science and also with the participation of state later achieved great progress and have established stronger links (Etzkowitz, 2010).

The basic motivation behind university–industry collaboration in research is to increase development capability and innovative potential of the companies (Geisler et al, 1990). This collaboration leads the way to an increase in country's competition power as well.

According to Carayannis (Carayannis et al, 2000), university–industry relations gained new perspectives especially in the field of research and development in industrialized countries. Today, many countries all over the world are getting benefits of social and technological knowledge and research capabilities of universities in developing their wealth and prosperity in collaboration with their industrial capacity.

### 3.2. Considerations for the Effective Collaborations:

The gradual, transparent and clear procedures and step by step relationship instead of intertwined relationships have gained importance due to the difficulty in cooperation issues in collaboration.

Each university has a reputation on one or two specific subjects. The industry searches integrated capabilities to support their enhanced and mostly complex research requirements. To meet industrial requirements, universities require to merge their abilities and to achieve that they should establish cooperation to enhance their capabilities for research. Such consolidated universities are more attractive for industry which looks for competent partners for their large scale comprehensive research projects. Therefore, the first step should focus on university-university collaborations. A university which forecasts the future cooperation field (under a practice, policy and system environment) should estimate of the situation and should be in an effort to fill its gaps in capability by looking for collaboration with an available university.

The large scale projects also require cooperation with the government and society. That means achieving a comprehensive research study additionally needs cooperation with government and society. The best practice is to provide such cooperation in a single platform, if not additional platforms should be establish a strong cooperation with all three elements. Three main elements will also provide a link to understand "real life practice, policies, systems and environmental issues" which key elements directly affect research studies (See Figure 2).

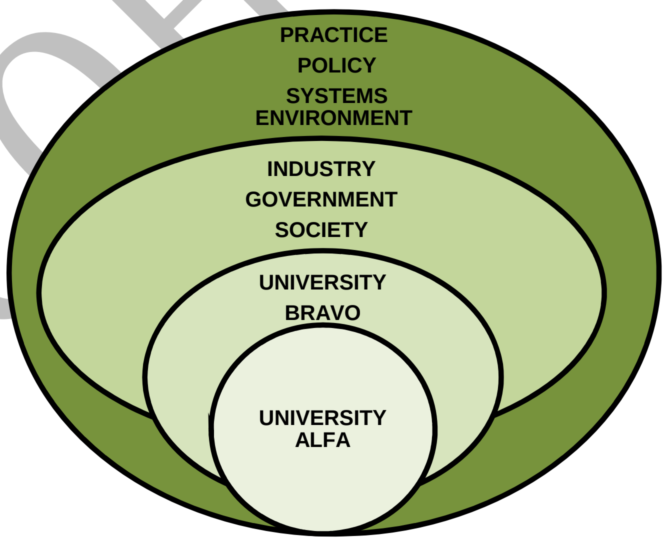


**Figure 2: Interlinked Echelon for an effective cooperation**

Environmental opportunities provides not only practice, policy and systems but also available and suitable platforms for collaboration issues such as techno parks, technology transfer offices and alike.

University-university collaboration requires coordination and sometime cooperation and collaboration of different units of each university as well. Collaboration efforts of vocational units should be focused on meeting of industrial requirement precisely and effectively.

The cooperation and collaboration is a complex activity and needs to be handled in a strategic perspective and should be led by upper management. David (2011) considers that "Strategic planning is an involved, intricate, and complex process that takes an organization into uncharted territory. It does not provide a ready-to-use prescription for success; instead, it takes the organization through a journey and offers a framework for addressing questions and solving problems". To achieve such a complex mission strategic management concept should be taken into consideration. So the formation of the upper management (Board of the Trustees, Board of the Managers) should be redesigned under this concept which is based on stakeholders who are from the institutions which has close relations with university. Actually this is already being actualized by the private universities having many trustees form business and industry, but not for the state universities.

### 3.3. University-Industry Collaboration in Turkey:

The knowledge and technology transfer between universities and companies in Turkey, has recently gained impetus in recent years. Under the conditions of unwillingness of private companies for R&D (research and development) investments and their desire to exploit more intensively external knowledge sources whereas there is only a slight increase in public funds devoted to scientific research, there is an improvement in interaction between universities and industry in Turkey in 2000's due to the rise of knowledge economy which is mainly based on new developments in science-based technologies.

The investigations prove that cooperation between educational institutions and the business world is still insufficient and suggests that more comprehensive measures should be taken to improve existing situation. As an example, we can introduce a comprehensive survey conducted by the World Bank in 2007. The survey proved that of a large segment of the business sector (55%) were not satisfied with the education given in the universities and only half (48%) of the universities is reported to be willing to cooperate with the business sector. The cooperation between the business sector research and development organizations are recognized as less than 10% (World Bank, 2007).

Joint research and developments programs of university and industry have also been supported by governments with legal regulations. In recent years, important regulations were introduced in this direction are as follows;

- ✓ The Law numbered 4691 provided important incentives for technology development zones (Official Gazette, 2001).
- ✓ The law numbered 5746 brought about the support procedures of R&D activities (Official Gazette, 2008).
- ✓ The programme for the establishment of University-Industry joint Research Centres (USAM) by TUBITAK provided new opportunities. University-industry Joint Research Centre was closed in on the base of TUBITAK Science Board Decision. From that time, Centre for University-Industry Collaboration Platform (USIMP) as a non-governmental organization has taken the role of USAM and the responsibility on coordination of university-industry collaboration issues (USIMP, 2006).
- ✓ In the recent Development Program of State Planning Organization (SPO-DPT) for the period of 2014-2018, it is emphasized that "structure and functioning of the technology development zones will be made more active and effective in order to maximize the level of innovative entrepreneurship, university-industry collaboration, inter-enterprise collaborative research and development and innovation activities (Para.632)" and "further facilitating and encouraging measures on the university and private sector cooperation will be brought into force. Additionally, R & D and entrepreneurship activities will be encouraged in restructuring of higher education (Para.634)" (Onuncu Kalkınma Planı, 2013).

Despite the incentives mentioned above to build up and improve connections between universities and firms, the interactions are still limited. The main reasons could be the lack of resources at universities as well as the lack of resources and skills on the firm side or insufficient mechanisms to facilitate knowledge and technology transfer between universities and firms. Even if the number of research centres, master and PhD programs, and researchers especially in emerging fields required by the industry's media has significantly increased in the recent years; the rising awareness of universities, firms and government bodies; but how knowledge and technology transfer between academia and industry be increased still stands as an important issue (Beyhan and Fındık, 2010).

#### 3.3.1. Technology Development Zone Practises In Turkey:

The main purpose of "Technology Development Zones" is to contribute to the development of export oriented technology and worldwide competitiveness of the country's industry according to the law numbered 4691. Technology development zones have been given a legal structure in Turkey as in the first time in year 2001 with the Law Numbered 4691.

Government-University-Industry Collaboration Assessment Report, Strategy and Action Plan (2015-2019) (Draft) prepared under coordination of Science, Industry and Technology Ministry and promulgated to public in 2014. According to that document, as of April 2014, 55 technology development zones (TDZ's) have been established in Turkey. Such technology development zones, as platforms to facilitate the process of public universities and industry collaboration, are among the leading institutions of technological development. Technology transfer offices (TTO's) in those technological development zones are established to ensure the collaborations between academics and enterprises.

TTO's carry out many tasks, such as the devise venture capital for the realization of joint projects between the business world and academia, the commercialization of research results to the business requirements and to provide counselling both for university and for industry.

A very wide incentive mechanism exists for the establishment of a public, university and industry cooperation schemes offered by public support. Those incentives are detailed in the Government-University-Industry Collaboration Assessment Report, Strategy and Action Plan (2015-2019).

Technology transfer offices, technological development zones and public, university and industry collaboration issues were analyzed in total and weakness items presented in the aforementioned report. Some of the deficiencies stated in the report are listed herewith.

- ✓ The communication channels between the public, the university and the industry is not functional,
- ✓ A common institutional framework and a sustainable dialogue systematic could not be established,
- ✓ Firms do not know the procedure on how to contact the university will be,
- ✓ Lack of full-time employment of qualified personnel in technology transfer offices,
- ✓ Many machines and test equipment obtained by state support cannot be used because of lack of technical staff,
- ✓ Despite the increase in quantity of universities in Turkey, namely the nature of the quality problem continues,
- ✓ Local / regional problems and needs of the industry are not to be among priorities of the university's research,
- ✓ Lack of industry-focused scientific research projects,
- ✓ Inadequate number of teaching staff does not provide solutions to the problems of industry,
- ✓ The teaching staff does not have the experience enough to respond to the problems of industry,
- ✓ The registration number of domestic patent applications remains low,
- ✓ Cooperation between academic researchers and firms in techno parks are extremely low.

As it is seen, although wide support is provided by many means, the system for public, university and industry collaboration which was created by the state does not work well. The report provides an action plan effective for the period of 2014-2019 to make the deficiencies in the current system corrected as well.

**3.3.2. Vocational Education and Training System:**

The main aim of the vocational education and training (VET) is to provide qualified people to support industry. In order to achieve this aim the provision of cooperation between business sector and vocational education and training institutions is strictly necessary.

The operating methods and requirements of industry and VET are generally different as a nature of their modus operandi. How those requirements are combined is the main question of business and academy collaboration efforts today.

It is clear that we cannot undermine the education philosophy and techniques as well as the requirements of the industry which is the reality of economic life. We may satisfy both sides if we can define over-sections of the requirements of two parties which depend on each other.

A significant evolution has happened in the vocational education system recently. Higher vocational schools / community colleges/polytechnic schools became a part of the universities and universities started an important player in the VET. This change has created a positive transformation in meeting the requirements of industry because university provided a suitable platform for collaboration. Not only the organizations but also programme structures has drastically changed with the inclusion of universities into the VET system.

Industry has started to demand more specific manpower with additional qualifications and many new job descriptions rose in 2000s. Unfortunately education institutions could not fully support these new manpower requirements. To meet these requirements, many new institutions have been established to provide special courses to support the industry. Some companies established their own schools and training departments to meet their specific manpower needs. The countries which realized this problem have formed special platforms consisting of the representatives of the education institutions and industry to improve a suitable system to meet mutual requirements. The role and the mission of such platforms became more significant after vocational qualification systems became an important area of concern in the Western World.

The European Union has established many qualification standards and institution for the VET. The European Quality Assurance Reference Framework (EQAVET) and work based learning are good examples of European Union's effort to make VET coordinated well. Those regulations are designed to meet the industrial requirements in the European Union Areas specifically based on defined lessons learned after the economic crisis of 2008.

The European Quality Assurance Reference Framework (EQAVET) is a reference instrument designed to help EU countries promote and monitor the continuous improvement of their vocational education and training systems on the basis of commonly agreed references. The framework should not only contribute to quality improvement in VET but also, by building mutual trust between the VET systems, make it easier for a country to accept and recognise the skills and competencies acquired by learners in different countries and learning environments.

Work-based learning (WBL) is another tool and a fundamental aspect of vocational training for the European Union. It is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life.

In many countries bilateral links between industry and government have been established to improve the vocational education and training system, but it could not worked as expected because of missing elements for providing inputs for feeding the system better. The regulatory authority, the government is the key element of the system with its respective bodies such as Standardization, Vocational Qualification, Education, and different Industry Departments.

Vocational education in Turkey is carried out at many levels such as apprenticeship practices in industry, common education in society, formal education in schools of different levels and so on. Higher vocational education and training is coordinated and supervised by the Council of Higher Education (CoHE). Associate's programs are executed in post-secondary vocational schools which are institutions of higher education that is aimed at training human capacity in specific profession and provides instruction lasting four semesters. The associate degree programs may require a period of on-the-job training specifically aimed to meet the industry requirements. As of September 2014, there are 176 universities in Turkey. There are also eight independent post-secondary vocational schools not attached to any university. According to statistics of CoHE, total number of students in post secondary vocational schools is 1,750,133 in the education year of 2013-2014 (The Council of Higher Education, 2014).

The project under the name of "Development of Vocational and Technical Education Quality Project (METEK)" has been underway since 2009. Within this project, vocational education needs are determined and executed under the coordination of a group composed of vocational schools faculty members, industry and civil society organizations.

## 4. CONCLUSION

Although many supportive and incentive means are provided by states, the current system for public, university and industry collaboration does not meet the today's industrial requirements. There are a lot of deficiencies in collaboration in many areas from the communication channels to the inadequate cultural infrastructure both in academy and industrial community. Incapability and unavailability of universities on research issues has a special importance in shortages list of the current system.

Both universities and industry need to make coordination, cooperation and collaborations to enhance their scientific and commercial capabilities. Universities need to establish a special board to assess the research capabilities and possible cooperation opportunities taking into account existing and future requirements. Such association also requires establishment of permanent units to handle the planning, execution and controlling all respective activities. In addition to these permanent units, common platforms such as scheduled meetings, regular boards, and research conferences should be arranged. Therefore, a special unit which may be organized as a section or department to assume the responsibility of coordination, cooperation and collaboration activities needs to be established and manned by suitable academic and administrative personnel. Pending upon the size and content of the research project Ad Hoc committees may be activated.

University-university collaboration has also started playing an important role in the core of the university-industry collaboration efforts. The universities may enhance their research capabilities taking benefits from the experiment of each other. The above mentioned special unit should also handle the cooperation and collaboration activities among the universities in all state and private universities.

The cooperation between university and industry is also assist to improve the Vocational Education and Training System which is a vital element for economic development. The higher education institutions need to establish links with industry to improve their education quality in particular post-secondary vocational schools.

Innovation requirements created a “research projects market” which commands great amount of values. All projects need a detailed study on the cost evaluation, feasibility, manpower, budgeting, finance and planning to complete the work on a timely manner. Unfortunately the academicians are not expert on the pricing not being actors of the real economic life. To solve this problem most of the universities which continuously conduct cooperation with industry and business world, should also establish their own office for project evaluation and pricing manned with experts on the procurement, budgeting and finance.

The management boards of the state university generally consist of academicians. The new era enforces the universities for close cooperation with business and industry. To achieve this complex task the state universities should apply strategic management concept and configure their management boards under stake- holder approach which facilitates establishment of close links with business and industry.

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# EVALUATION OF THE IMPLEMENTATION OF THE READING COMPONENT OF THE NIGERIA CERTIFICATE IN EDUCATION (NCE) ENGLISH LANGUAGE CURRICULUM: IMPLICATION FOR QUALITY TEACHER EDUCATION

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**ABSTRACT**

*The study was aimed at evaluating the implementation of the Reading Component of the Nigeria Certificate in Education (NCE) English Language Curriculum for colleges of Education. This study was carried out using some colleges of Education in Kaduna, Nigeria. Twenty (20) teachers and fifty (50) students i.e (teachers-in-training) were used for the study. A questionnaire tagged "Evaluation of the Implementation of the Reading Component of the Nigeria Certificate in Education English Language Curriculum (EIRCNCEELC) was used to collect data from respondents. Data obtained was analysed using frequency counts and percentages. The findings revealed that the reading component of the NCE English Language Curriculum does not seem to be robust enough to train NCE students to become functional readers and effective reading instructors at the primary and secondary school level. The implementation of the curriculum was not efficiently and effectively done. In order to improve the quality of teachers in Teacher Education Programmes in Nigeria, the reading component of the NCE English language curriculum should be reviewed. The content should include topics/activities that will make NCE students become functional, competent, effective and efficient reading instructors at all levels of Education.*


**Keywords:** Evaluation, Implementation, Reading, Curriculum, Teacher Education, Certificate

## INTRODUCTION/BACKGROUND TO THE STUDY

Bright and McGregor (1973) refers to reading as "the core of the syllabus". Reading provides most students with the situations in which learning takes place. Where there is little reading, there will be little language learning. It is only by reading that learners can acquire the speed and skills needed for practical purposes when they leave school. Reading is the key to success in life, both in and out of school. Further education, especially in general knowledge will largely depend on the quantity and quality of reading. The more students read, the more background knowledge they acquire of other ways of life, behaviour and thought; and the more books they also find they can understand.

Besides these values derived from reading and understanding words in print, Bright and McGregor (1973) are of the opinion that reading sharpens sight and insight, widens experience and provides occasions for the exercise of judgment about man and his condition. It helps with the main business of education, the production of men and women capable of appropriate response to life, which includes response to examinations. It does this by making the mind work, re-create, at a level otherwise unattainable.

Reading and comprehension of written passages are essential part of education. They raise the level at which the mind can function, giving form and meaning to the data of experience, widen and deepen experience itself, offer attitudes, set out moral issues and deal with the matters of truth, goodness and beauty.

The Curriculum of the Nigeria Certificate in Education is known as the Minimum Standards for NCE. The extent to which the objectives of the curriculum are attained every year by the graduates of the colleges is in doubt. As Olaofe (2013) noted that the teaching of English is defective in schools (primary and secondary) and teachers are not proficient in the four language skills viz listening, speaking, reading and writing. There has also been a call for the review of the curriculum. Ajayi and Emoruwa (2012) discovered in their study that students' academic performance was poor and there was the need for a review of the curriculum.

One of the important consequences of the vital role of English language (which reading is a part of) in our national life is that it has been learnt consistently at school over a long period of time by every school child more than any other subject. Other subjects have to be taught, learnt and evaluated using the medium of English language. Thus, success at each level of the educational system depends largely on competence in English and this puts additional heavy responsibility on the English teacher who incidentally, is also the Reading teacher. He/she should not only be interested in the teaching of general 'English' but also reading skills and reading instruction. It is in view of the foregoing that this study sets out to evaluate the implementation of the reading component of the Nigeria Certificate in Education (NCE) English language curriculum.

## REVIEW OF RELATED LITERATURE

Teacher education is designed to produce highly motivated, sensitive, conscientious and successful classroom teachers that will handle students academically and professionally for better educational achievement. The objectives of the NCE programme are to:

a) Develop the four English language skills; listening; speaking, reading, and writing for communicative purposes;
b) Make students to become confident and competent in the use of spoken and written English for various purposes.
c) Equip students to teach English effectively at the J.S.S. level; and
d) Prepare students for further studies in the subject.

In any country, the quality of education cannot surpass the teachers' quality. Teacher quality is an important variable in the achievement of students as research (Bamber and Mourshed, 2007) has shown that the outcome of students' performance is dependent on teacher quality. Teacher quality is an indicator of the importance of teacher training (Mohammed and Yusuf, 2014). The different achievement levels of students are majorly dependent on the quality of teachers as research confirms that a positive difference in the achievement level of students is mainly traceable to teachers (Gbenu, 2012). It has been asserted by the Science and Engineering Indicators that the index of teacher quality are the academic capabilities of the entrants into the teaching workforce, the education and preparation of teachers in teaching, consistency or inconsistency between teachers' schooling and subject content allocated each teacher and the experience level of the teachers.

The prosperity of the economy of a nation is dependent on the quality of the teaching workforce. It has been affirmed that the quality and quantity of education provided is the rationale for the distinctiveness in the economies of developed and undeveloped nations. In addition, Olulobe (2006) contends that "a country can only develop significantly and attain greater heights in the committee of nations through a comprehensive teacher education programme". In some countries, such as Finland, the teaching profession is an enviable one, as one out of every 10 selective candidate is accepted into teacher training programmes after two processes of selection. In Singapore also, potential teachers are chosen from the best students in the secondary schools.

In Nigeria, Nigeria Certificate in Education (NCE) is stated as the minimum entry qualification into teaching. With these laudable objectives, it would be expected that only the intellectually promising and qualified persons should be trained as teachers. Unfortunately, most of the students admitted into our Teacher Education institutions are usually the worst academically. Better qualified youths prefer to seek admission into other departments and faculties different from education. Gbenu (2012) reported that about 23% of the over 400,000 teachers employed to teach in the nation's primary schools do not possess the Teachers' Grade Two Certificate, even when the minimum educational requirement to teach in the nation's primary schools had been upgraded to NCE.

In a study conducted by Akinbote (2007) to investigate the entry qualifications of colleges of education students and their reasons for enrolling in the colleges, it was revealed that most of the students admitted into the colleges were the "dregs of the society". Students admitted usually had no other admission option and it was also reported that just 24% of the sample studied met the requirements of good students (i.e students, who got 5 credits at one sitting) from secondary schools; the colleges had intended at their inception to admit brilliant students of secondary schools and teacher training colleges.

According to Yoloye (1978), the major role of educational evaluation may be to inform the producers about the worth of what they are producing considering the energy, the time and the money invested. Educational Evaluation helps in producing a worthwhile material. It also helps in the selling of a programme to involve the policy makers to produce or improve the quality of the competing programmes initiated by the ministries.

Obanya (1985) suggested that one of the purposes of evaluation in education is to identify some of the problems that the students may need to overcome in order to progress in learning. Evaluation facilitates the identification of what is left to be learned. It produces feedback on students' achievement and encourages men to learn more and progress faster in the instructional programmes.

At this point, it is important to explain the concepts of Evaluation and Implementation. Evaluation in Education provides adequate and effective feed back on students' achievement not only in the cognitive area, but also in the areas of interest and manipulative skills. It provides feed-back from students to the teacher about the effect of the teacher's teaching method. It also provides feedback from the teachers to the parents about their ward's performance. It provides feed-back from school administrators to the policy makers to determine the success of the programme. Continual educational evaluation provides valuable information about the students' progress and comparison with other students in the class. Adequate educational evaluation also acts as an incentive to students' studies.

Implementation on the other hand is an interaction between those who have created the programme and those who are charged to deliver it. Implementation requires educators to shift from the current programme which they are familiar with to the new or modified programme. Implementation involves changes in the knowledge, actions and attitudes of people (Yusuf, 2012).

Curriculum needs to be implemented with the help of teachers in an actual school setting to find out if the curriculum achieved its goals. Implementation refers to the actual use of the curriculum or syllabus or what it consists of in practice. Implementation is a critical phase in the cycles of planning and teaching a curriculum.

Implementation of the curriculum does not focus on the actual use but also on the attitudes of those who implement it. These attitudinal dispositions are partially important in educational systems where teachers and principals have the opportunity to choose among competing curriculum packages.

According to Oyetunde (2002), curriculum implementation at the classroom level is the responsibility of the teacher. It is the teacher who translates the objectives, concepts and topics in the curriculum into activities that are meaningful to the learners. Oyetunde (2009) holds tenaciously that, the teacher must have a good knowledge of the curriculum and be able to decide the depth to which a subject should be studied at the different levels of education.

Yunusa (2008), states that in particular, it is important that the teacher should know how to reduce the different topics of the curriculum to specific lesson plans. Doing this requires not only a knowledge of the curriculum but also an understanding of what is involved in teaching and learning. Teachers, for example, need to see themselves as both facilitators of knowledge and encouragers of learners. In other words, they are both planners and mediators of learning, who teach not only the content but also the strategies required by the content to make learning meaningful, integrated, and transferable.

There are several components in the curriculum that make implementation easier, simpler and realizable. The teacher who is the implementer of the curriculum must as a matter of fact know what constitutes effective teaching on his own side. The teacher must organize and explain the content in ways appropriate to students' abilities and must as a matter of fact, create a conducive environment for learning. It is against all of the foregoing that this study was undertaken to evaluate the implementation of the reading component of the NCE curriculum in English language.

## OBJECTIVE OF THE STUDY

To evaluate the level of implementation of the reading component of the Nigeria Certificate in Education (NCE)English language curriculum.

## RESEARCH QUESTION

What is the level of implementation of the reading component of the Nigeria Certificate in Education (NCE) English language curriculum?

## METHODOLOGY

Descriptive survey design was used in this study. The study was carried out using the two Colleges of Education available in Kaduna state i.e Federal college of Education, Zaria and College of Education, Gidan waya. Twenty (20) teachers and fifty (50) students were used for the study. A questionnaire tagged " Evaluation of the implementation of the reading component of the Nigeria certificate in Education English language curriculum (EIRCNCEELC) was used to collect data from respondents. The study also made use of classroom observation schedule in order to assess the implementation of the curriculum. The instrument was designed to take on the spot record of what happens in the classroom during a typical reading lesson. The method adopted by teachers in teaching reading, activities of both teachers and students during the lesson, as well as the mode or technique adopted by the teachers are also captured in the instrument. Each observation lasted the duration of the lesson. Data obtained was analysed using frequency counts and percentages.

## DATA PRESENTATION AND ANALYSIS OF FINDINGS

**Table 1: categorization of teachers by their highest educational qualification**

| Highest qualification | Frequency | Percentage |
|---|---|---|
| NCE English | NIL | 0 |
| NCE (other subjects) | Nil | 0 |
| BA Ed/BA | 5 | 25 |
| MA/M.Ed | 12 | 60 |
| PhD | 3 | 15 |

Table 1 indicates that none of the teachers had NCE as highest qualification. Though some of them had NCE and B.Ed. 25% had BA.Ed/BA, 60% had MA/M.Ed and 15% had PhD. This implies that majority of the teachers are qualified to teach in Colleges of Education in Kaduna State.

**Table 2: Categorization of teachers by their years of experience on the job**

| Years of teaching experience | Frequency | Percentage |
|---|---|---|
| 0 – 5 | 10 | 50 |
| 6 – 10 | 8 | 40 |
| 11 – 15 | 2 | 10 |
| 16 – 20 | NIL | 0 |
| Above 20 years | NIL | 0 |

Table 2 shows that majority of the teachers had between 1 – 10 years experience. Only 10% had between 11 – 15 years experience. None of the teachers had above 16 years experience. This implies that majority of teachers had reasonable years of teaching experience to teach effectively in the colleges of Education.

The observed implementation levels of the reading component of the NCE English Language Curriculum were assessed on a four point Likert scale. These were very well implemented (VW), well implemented (W), poorly implemented (P) and very poorly (VP) implemented.

**Table 3: Implementation of the reading component of the NCE curriculum in English language as perceived by teachers.**

| **Curriculum contents** | **VW** | **W** | **P** | **VP** |
|---|---|---|---|---|
| Reading challenges | 8(40%) | 12(60%) | 0(0%) | 0(0%) |
| Eye regression | 15(75%) | 5(25%) | 0(0%) | 0(0%) |
| Training with fingers | 7(35%) | 10(50%) | 3(15%) | 0(0%) |
| Repetition (in oral reading) | 9(45%) | 9(45%) | 2(10%) | 0(0%) |
| Word recognition/analysis | 13(65%) | 5(25%) | 2(10%) | 0(0%) |
| Word comprehension | 8(40%) | 12(60%) | 0(0%) | 0(0%) |
| Sentence comprehension | 13(65%) | 7(35%) | 0(0%) | 0(0%) |
| Paragraph comprehension | 5(25%) | 15(75%) | 0(0%) | 0(0%) |
| Text comprehension for areas such as inferential reading and critical reading | 4(20%) | 8(40%) | 7(35%) | 1(5%) |
| Reading for sequence | 5(25%) | 10(50%) | 5(25%) | 0(0%) |
| Intensive and extensive reading practice including poetry and prose | 5(25%) | 12(60%) | 2(10%) | 1(5%) |
| Drama passages involving narration of real life stories and exposing students to diverse texts. | 7(35%) | 8(40%) | 4(20%) | 1(5%) |

Table 3 revealed that most teachers (more than 85%) are of the opinion that the reading component of the NCE curriculum in English language is well implemented in their colleges of Education. The only area they have difficulty in implementing is inferential reading and critical reading.

**Table 4: Implementation of the reading component of the curriculum as perceived by teachers-in-training.**

| **Curriculum contents** | VW | W | P | VP |
|---|---|---|---|---|
| Reading challenges | 0(0%) | 5(10%) | 35(70%) | 10(20%) |
| Eye regression | 0(0%) | 10(20%) | 23(46%) | 17(34%) |
| Training with fingers | 0(0%) | 5(10%) | 27(54%) | 18(36%) |
| Repetition ( in oral reading) | 0(0%) | 3(6%) | 25(50%) | 12(24%) |
| Word recognition / analysis | 0(0%) | 5(10%) | 35(70%) | 10(20%) |
| Word comprehension | 0(0%) | 8(16%) | 33(66%) | 9(18%) |
| Sentence comprehension | 0(0%) | 10(20%) | 29(58%) | 11(22%) |
| Paragraph comprehension | 0(0%) | 3(6%) | 37(74%) | 10(20%) |
| Text comprehension for areas such as inferential reading and critical | 0(0%) | 5(10%) | 30(60%) | 15(30%) |
| Reading for sequence | 0(0%) | 7(14%) | 23(46%) | 20(20%) |
| Intensive and Extensive reading practice to include poetry, prose and | 0(0%) | 5(10%) | 35(70%) | 10(20%) |
| Drama passages involving narration of real life stories expose students to diverse texts | 0(0%) | 4(8%) | 30(60%) | 16(32%) |

Most teachers as perceived by the students in training have much difficulty in implementing text comprehension such as inferential reading and critical reading. They often tend to ignore such areas rather teach them.

The classroom observation of the actual implementation of the reading component of the English language curriculum is presented in table 5 and 6. The scores in the tables were converted into percentages to enable even comparison of the actual implementation of the curriculum in the selected colleges.

**Table 5: Classroom Observation**

| **Curriculum contents** | **Level of implementation in COE 1** | **Method of teaching** | |
|---|---|---|---|
| | **%** | **Lecture method** | **Modified lecture method** |
| Reading challenges | 50 | 93 | 7 |
| Word recognition / analysis | 53 | 95 | 5 |
| Word comprehension | 72 | 98 | 0 |
| Sentence comprehension | 70 | 95 | 5 |
| Paragraph comprehension | 65 | 91 | 9 |
| Text comprehension for inferential | 50 | 100 | 0 |
| And critical reading | 50 | 100 | 0 |
| Reading for sequence | 55 | 98 | 1 |
| Intensive and Extensive Reading | 62 | 99 | 1 |
| Drama passages | 50 | 97 | 3 |

Table 5 indicates that most of the curriculum contents were implemented at the level of 50-70%. Extra effort needs to be put in by teachers to raise the level of implementation. The methods used by most teachers (over 90%) in teaching the reading component of the NCE curriculum is purely lecture method. The implication of this is that it does not make teaching learner based on student centred but rather teacher based or teacher centred. This may not be a favourable trend. Most of the teachers use oral questions for evaluation and students activities.

**Table 6: Classroom Observation**

| Curriculum contents | Level of implementation in COE 2 | Method of teaching | |
|---|---|---|---|
| | % | Lecture method | Modified method |
| Reading challenges | 50 | 98 | 2 |
| Word recognition / analysis | 55 | 96 | 4 |
| Word comprehension | 80 | 99 | 1 |
| Sentence comprehension | 78 | 100 | 0 |
| Paragraph comprehension | 75 | 99 | 1 |
| Text comprehension for inferential | 51 | 92 | 8 |
| And critical reading | 50 | 97 | 3 |
| Reading for sequence | 60 | 99 | 1 |
| Intensive and Extensive Reading | 52 | 98 | 2 |
| Drama passages | 50 | 100 | 0 |

Table 6 indicates that most of the curriculum contents were implemented at the level of 50-80% Extra effort needs to be put in by the teachers to raise the level of implementation to 100%. More than 90% of teachers use lecture method to teach the curriculum contents and they use oral questions for evaluation and as a technique for students' activities.

## DISCUSSION OF FINDINGS

The study has indentified challenges implementation of the reading component of the NCE English language curriculum. The observation carried out revealed poor interpretation of the curriculum and monotonous lecture method as probably the main cause of ineffective implementation. The teacher trainees complained that they are not really taught all of the content of the reading component of the curriculum and the curriculum is inadequate in terms of content. Teacher trainees are not adequately equipped and oriented to prepare teachers meaningfully for reading instruction at the primary or JSS level. Teachers confessed that most often, they tend to ignore or poorly teach reading as a component of the English language curriculum as a matter of fact teachers said they pay more attention to other language skills such as listening, speaking and writing more than reading. Most teachers are however of the opinion that the curriculum is well implemented, whereas, the teacher trainees are of the opinion that teachers have difficulty in implementing the curriculum. Teachers observed demonstrated very limited understanding of the basic principles of reading instruction. This study is in line with Olaofe (2013) Ajayi & Emoruwa (2012) and Ololube (2006) who emphasized the need to improve the quality of teachers in our teacher training colleges in order to improve the quality of Education in Nigeria.

## CONCLUSION

The study had revealed the vital role of teachers in curriculum implementation. The implementation of the reading component of the NCE English language curriculum has not been efficiently and effectively done by teachers due to poor interpretation of the, overcrowded classrooms, and monotonous teaching method. Teachers need to create environment that are conducive for learning for quality teacher education as no nation can rise above the standard or quality of her teachers. The respondents data revealed that both NCE students and teachers want a review of the curriculum from time to time. They also want to be involved in the curriculum development process. Teachers should not be merely implementers of the curriculum alone, they should be partners in the process of development. There is no doubt that promoting teacher quality is a key element in improving primary, secondary and tertiary education in Nigeria.

**Recommendations**

- In order to improve the quality of teachers in Teacher Education Programmes in Nigeria, the reading component of the NCE English language Curriculum should be reviewed to include the basic principles of reading instruction.
- The content of the reading component of the English language Curriculum should include topics/activities that will make NCE students (would-be teachers or teacher trainees) become functional, competent, effective and efficient reading instructors at all levels of Education. Such topics could include the concept skills nature and process of reading, how children learn to read, methods of teaching reading, etc. such topics if included in the curriculum will help to make it robust and make NCE would-be teachers to become functional readers and effective reading instructors at the primary and secondary levels of education.
- Ineffective implementation of the reading component of the NCE English language Curriculum could be attributed to the lack of some basic facilities such as reading rooms, well-equipped library, large classrooms that

can accommodate large group of students, audio visual materials, ICT facilities etc. These basic facilities should be provided to facilitate the smooth implementation of the curriculum.

- The methodology of teaching reading should be taught intensively and extensively in all Colleges of Education throughout the 3 years duration of the NCE programme.
- Teachers need to present their lessons in ways that are meaningful for learning and in ways that will encourage students to take notes. This will help to arouse their interest and also make them more attentive and alert in class.

**Implication for Quality Teacher Education**

- Colleges of Education and other tertiary institutions should offer courses in Reading in order to produce quality reading specialists.
- Teachers of English language should ensure that their activities do not always dominate those of the students in any given lesson because for the teaching/learning to be meaningful and result oriented both teachers and students must be actively involved. Teaching should be learner centred not teacher centred.
- It is often said that no country or nation can rise above the standard and quality of its teachers. Therefore, in order to improve the economy of the Nation and to improve the quality of teachers nationwide, teachers should constantly be trained and retrained through workshops, seminars/conferences to improve their teaching methodology for quality curriculum content delivery.
- Teachers need to constantly reflect and evaluate their teaching in order to improve on the quality of their teaching.
- Teachers who do not have teaching qualification, masters degree or doctorate degrees should be encouraged to enrol for such programmes in order to upgrade their qualification.

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# FACTORS INFLUENCING MALAYSIAN STUDENTS' CHOICE OF MAJOR IN UNIVERSITIES IN THE UNITED KINGDOM

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ABSTRACT

The purpose of this study is to identify factors that influence students' choice of academic majors such as Medicine, Engineering, Law, Architecture and Accountancy, which students believe will lead them towards a better life. These professional majors will change the students' future position in terms of social stratification. This study attempts to determine which social background variables predominantly influences the students' major by examining which social background was most successful in enrolling in universities in the United Kingdom. This study is also meant to investigate students' intentionality of enrolling into British universities and specializing in particular areas. A survey garnering the response of a total of 360 students was administered to assess factors that influence the choice of their majors. The study designed was cross-sectional and comparative in nature, and the instruments used were a self-administered questionnaire and a semi-structured interview. The findings show that the level of education attained by fathers and mothers have strong relationship with the choice of major. For instance, the father's income has strong associations with the choice of major while the level of the mother's qualification plays the most significant role in 'having a proper plan towards higher education' and 'seeking information regarding further studies'. The findings reveal that majority of Malaysian students studying abroad come from those of higher socio-economic statuses. The effort to narrow this widening income disparity between the various income groups between urban and rural households have yet to succeed.

**Keywords**: Socio Economic Status, choice of major, professional courses, social stratification

## INTRODUCTION

Malaysia has sent about 15,015 students to universities in the United Kingdom universities in 2012 (HESA Student Record, 2012/2013). The purpose of sending students abroad is to expose students to scientific and technological advancements with the hope that these students will turn up to be a professional workforce that can help develop the nation. Therefore, the Malaysian government allocated a substantial amount of financial capital for the purpose of sending students abroad, particularly to the United Kingdom. According to United Nations, Malaysia ranked first for education spending at 8.1% of its GDP amongst emerging market in 2002 (http://www.NationMaster.com/InternationalStatistic/2014).

Higher education has been valued as an avenue for individuals to improve their socio-economic status, and it becomes an instrument for the achievement of national development objectives, especially the promotion of social cohesion among its multiethnic population and the creation of a dynamic workforce.

In the Malaysian society, tertiary education is highly valued as one of the channels for self-advancement. A degree is regarded as a passport to lifelong security, comfort and status. Sarjit Singh (1987) wrote that higher education in Malaysia had been valued as an avenue for individual and group socio-economic advancement as well as an instrument for the achieving national development objectives, especially the promotion of social cohesion among its multi-ethnic population and the creation of a dynamic workforce. Overseas training is viewed as an appropriate education investment for the human capital needs especially in developing countries where high-level skilled work force is in demand (Altbach et al., 1984). Studying overseas is also a 'process of developing essential human capital' (Goodman, 1985), especially in highly specialized fields that developing countries were unable to supply but urgently require. The development of any society lies in the improvement of its population, through the contribution of education, which provides the force necessary for industrial development and economic growth (Fagerlind; Saha, 1983). The vast majority of students graduate from high school and aspire to achieve much higher educational goals (Schneider; Stenvenson, 1999). Dalton Conley (2001) emphasizes that parents' educational level affects the socioeconomic outcomes of offspring, particularly the offspring's educational attainment.

Socioeconomic attainment is strongly linked to educational attainment (Sewell et al, 1970). Trajectory through an educational system might be one of the key issues to understanding the pathways by which social and economic background lead to future inequalities in education. Institutionalized cultural capital, e.g. formal education, plays a crucial role, but appears to be strongly dependant on the availability of sufficient incorporated cultural capital (an affinity for higher education, the motivation to invest in educational degrees), which is provided by parents via transmitting the attitudes and knowledge needed to succeed in the existing educational system. Educational aspirations or educational expectations might be a good proxy measure of a more hidden element of cultural capital. Therefore, understanding the role of educational aspirations in the social reproduction of education inequalities might be an important clue for strategies aiming to reduce inequalities in education. Evidence on the association between socioeconomic background and educational aspirations of offspring are somewhat conflicting, indicating direct as well as indirect pathways. The strong influence of socioeconomic background (parents' education, occupation, family income) on educational expectations was reported by Trusty (1998) in his study of American adolescents.

Meanwhile, Carpenter and Hayden (1987) and Dalton Conley (2001) have concluded a similar finding, that parental education affects the offspring's educational attainment. Furthermore, Tinklin et al. (2003) claimed that there was a strong relationship between social advantage and high attainment. Those with fathers in non-manual occupations, who were more educated, owned homes and attended independent schools were more likely than others to leave school with high educational achievement. In contrast, Demie et al. (2002) confirms that schools with a higher number of disadvantaged families do less well than schools where, a smaller proportion of their pupils come from disadvantaged families.

In Marjoribanks's (2002) analysis on the relationship of family background entitled "Individual and Environmental Influences on Adolescents' Aspiration" in Australia indicated that girls tend to have educational aspirations that are higher than those boys whereas boys have higher occupational aspirations.

In a series of studies, Stevenson and Stigler (1992) proposed that a major difference between the United States and Asian countries (China, Japan, and Taiwan) was that Asian parents generally have much higher academic expectations than American parents. In contrast, Asian American parents have high educational expectations of their children at school. Hence they push their children to attain as high an education as possible. Like Asian American parents, Malaysian parents have similar educational expectations of their children too. Parental support is further emphasized by Sherri Turner et al. (2002) who suggested that in order to participate in an intentional and self-directed means of developing one's own career, young adolescents need both the support and involvement of their parents in a comprehensive school-based guidance programme that develops confidence around career-related competencies such as through career planning and occupational exploration.

A study conducted in Malaysia by Swee (2000) identified the level of career maturity in the urban and suburban schools. She found that students in urban schools are more equipped with information about the world of careers and would therefore, be more vocationally matured. It also indicated that students with parents who are more highly educated and earned higher incomes then to be more vocationally matured.

Proficiency in English is an important factor in determining educational attainment. In investigating the relationship between educational inequality and academic achievement in England and France, Lees (1994: 81) suggests that doing well at the upper levels of both systems usually requires the acquisition of sophisticated patterns of speech and literary culture most which are easily acquired in high-status families.

The main concern that became a key question of the research is regarding the influence of students' social class on their majors because specializing in prestigious majors will lead individuals to professional careers. The profound impact when students work in professional careers will further affect many aspects of people's lives such as labour market outcomes and social mobility (Sarjit Singh, 1989; Breen, & Goldthorpe, 1997). Also it improves the standard of living or at least the continuation of individuals into the social class that is similar to their parents (Bourdieu, & Passeron, 1977) but above all it contributes for strong implications for policy making (Alasdair Forsyth, & Andy Furlong, 2003). From the exploration of past research, it can be concluded that education has been one of the routes to succeed in the world of employment as educational attainment provides students access to particular jobs.

The purpose of this study is to explore the association between socioeconomic background, parents' educational aspiration, school-related factors, English proficiency, and gender factors that influence students' choice of academic major such as in Medicine, Pharmacy, Engineering, Law, Architecture and Accountancy, which students believe will lead them towards a more stable and better life. These professional majors will change the students' future position in terms of social stratification. This study also attempts to determine which social background variables predominantly influences students' choice of major and also to examine which social background is most successful in in enrolling students to universities in the United Kingdom. Moreover, this study also investigates students' intentionality of coming to British universities to specialize in particular areas. It was found that different social backgrounds that led to different choice of academic majors was influenced by parents' knowledge on students' educational aspirations and also by policy makers such as the Ministry of Higher Education in planning the social reproduction over educational inequalities among students.

Based on Bourdieu's theories on cultural and economic capital constraints on achievement (Bourdieu, 1977), together with Gambetta's model of educational choices and intentionality (Gambetta, 1987), this study hypothesized that students' educational attainment which determines students' choice of major consist of inter-related factors as shown in Figure 1.

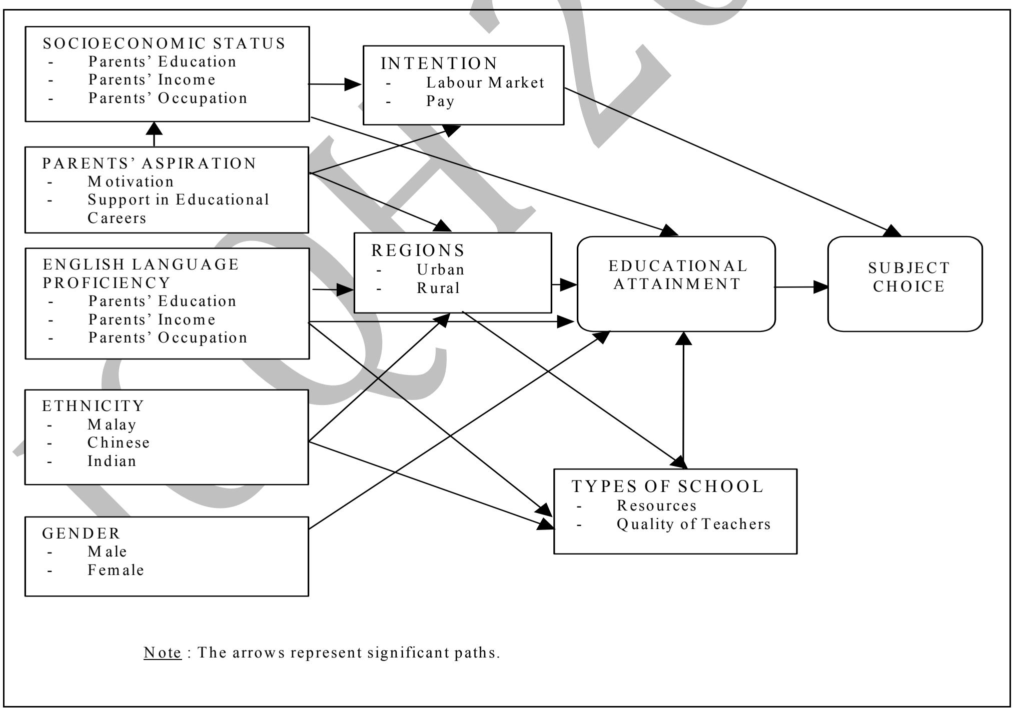


Figure 1: Research Framework of Factors Affect Students' Choice of Majors

## METHODS

### Sample

The sample for this study comprises of Malaysian undergraduate and postgraduate students who were pursuing their studies at six universities in the East Midlands areas of the United Kingdom. Three hundred and sixty (360) students were randomly selected from the target population. The sample consists of all the ethnic groups who were pursuing various courses at different faculties or departments. To ensure that the coverage of the study was extensive, different ethnic groups were represented in the study, and resulted in a sample population comprising of 248 (68.9%) Malays or Bumiputeras, 87 (24.2%) Chinese, and 25 (6.9%) Indians students. The data was collected in the winter of 2006.

The six universities in the East Midlands area was selected to ensure a representative sample. The six universities are as follows: the University of Nottingham, the University of Leicester, the University of Loughborough, Trent Nottingham University, De Monfort University and Derby University. In Nottingham University alone in 2006, there were over 350 Malaysian undergraduate and postgraduate students.

The degree of reliability (Cronbach alpha) of the instruments used in this study was $\alpha = 0.87$. This research used a descriptive statistical percentage, frequency, mean and standard deviation and inferential statistics, including Pearson-r. The study designed is cross-sectional and comparative in nature, and the instruments used are in the form of: (a) a self-administered questionnaire or survey (b) semi-structured interviews of the Malaysian students in the United Kingdom.

Data analysis was done using Statistical Package for Social Science Program Version (SPSS for Windows Version 14). Descriptive statistics was used to determine the respondents' demographic data in the study. In this research, the analysis utilizes statistical tools - frequency, percentage, mean, T-test and Pearson- correlation r or Chi-square distribution.

**Choice of Major**

The eight main categories of choices of major are: Accounting, Architecture, Education, Engineering, Law, Medicine, Science and Food Science, Social Science and Arts.

## Measuring Instruments

This study attempts to examine the effects of eight main independent variables, namely the parents' Socio-economic Status (also known as SES - which includes income, occupational status and academic qualification of parents), ethnic group, urban-rural distribution, gender, types of school, parents' aspiration, English language proficiency and the intentionality of undertaking the specialisation as a major.

**The Eight Student's Background Variables**

The Socio-Economic Status (SES) variables, that is parental income, qualification and occupation chosen in this study requires the Interval Scale for the ordinal level of measurement. Parental income is measured on a monthly basis and it is assumed that the gross income comes from father. The values 1 to 7 are given with 7 being the 'highest income', and 1 for 'no income'.The three educational levels that were highlighted are university education, secondary school education and primary school education. The educational level of the parents had a scale of 1 - 7. '1' meant "no schooling", '6' equated to having a university degree while 7 meant owning higher qualifications such as a post-graduate (master's or doctoral) degree or other professional qualifications such as being a member of the Association of

Chartered Certified Accountants (ACCA), Chartered Institute of Management Accountants (CIMA) or others.

Respondents were also asked to indicate whether their father and mother were in the professional and managerial group; skilled or semi-skilled workers; and either unemployed or if their mothers were housewives. The researcher went through all 360 responses and gave each a value of 1 to 6, 1 being the highest. The measure of parents' occupational status included six pre-coded response categories: (1) Professional, (2) Managerial, (3) Skilled Worker, (4) Trade and Commerce, (5) Semi-skilled or (6) Unskilled workers. The parents' occupational categories were also simplified from 6 categories to 5 categories, which were 'Professional and Managerial'; 'Skilled Worker'; 'Trade and Commerce'; 'Semi-skilled' and 'Unemployed'.

From the student's questionnaires, information about the possession of wealth and other means of income from other sources such as bonuses or the rental of properties was obtained through the Nominal Scale of 'Yes' or 'No' questions. The scale for parental level of wealth was constructed through an Interval Scale whereby students were required to specify their financial background as very poor, poor, average, above average and rich. Different individuals have a different perception of defining parental wealth. This scale portrays how each individual chooses to indicate level of parents' wealth.

The 'Urban-Rural' distribution of the area of residence was designed to explore the relationship of this variable to the preference in choice of major. In the urban-rural scale, 1 represents urban living conditions while 2 represents rural living conditions. It is worth noting that the Urban-Rural area distribution variable was determined by the place of residence before the respondents entered universities in the United Kingdom. Respondents were asked to classify the urban-rural areas themselves through open-ended question. Furthermore, they were asked to add details of their residential area by giving the names of their villages, hometowns and cities. The sample in the study was made up of 74.4% urban areas and 25.6% rural areas.

There are three main ethnic groups in Malaysia – the Bumiputera or Malays, Chinese and Indians. The question for ethnicity was designed in the form of nominal scale and this ethic group variable was coded as follows: 1 for Bumiputera, 2 for Chinese and 3 for Indians.

The gender variable was coded 1 for males and 2 for females in the original study. This dichotomous variable, which comprises of only 2 categories, employed the Mann-Whitney statistical test to see its correlation with the choices of majors. The sample in the study comprised of 54.2% male students and 45.8% female students.

Different types of school provide different educational resources. Among school-related variables, the researcher measured school library books, school buildings, laboratories and ICT facilities. Respondents were asked to assess their schools educational resources as (1) excellent, (2) very good, (3) good, (4) fairly good or (5) bad. In Malaysia, ambitious but culturally ill-equipped parents would prefer their children to go to a certain type of school, as Gambetta (1987) said "if not accompanied by an adequate amount of 'cultural-capital', may lead the children to a high risk of failure and of abandoning high school before completion."

The parents' aspiration and educational strategies that they have for their children's achievement in their career choice is manifested in different forms and ways, and at varying degrees of intensity. Higher parents' aspirations would of course mean more readiness to spend capital investment on the child's education. In this questionnaire design, the parents' aspiration was measured in two stages. First, the strategies used by parents to keep track of school progress were measured. This included strategies like frequency of consultation between parents and teachers, providing educational material like books, computers and managing the children's homework. The second stage that was measured was parents' educational motivation and encouragement towards higher education. The motivation could be in the form of giving advice and support, seeking information regarding further studies, having proper planning towards higher education and having interest in children' school progress. The parents' aspiration for their children's higher education was measures using a Likert scale, with scores from 1 to 5. Respondents were asked to assess their schools educational resources as (1) most important, (2) very important, (3) important, (4) lesser important (5) not important at all.

English proficiency is examined through English usage with family and community. Students who speak English at home with their family or even with their surrounding community would have a better foundation in English. The English proficiency variable is considered in the study because it is an important medium of instruction that can lead to higher academic progress.

The intentionality of undertaking a particular major was considered in the design to see if there is an association between the students' intention to specialise in a specific area and their choice of major. Open-ended questions were designed for students to explain why they have decided to come to the United Kingdom to specialise in a particular major. The students for example may intend to meet the market demand after considering the prospects of employment once they have completed their studies and gone back to Malaysia. Financial rewards and career benefits may also be taken into consideration. Details of their intentions and reasons for choosing a particular area was further asked in the form of a Likert Scale of 1 to 5.

**The Interview Survey**

The Interview data-gathering technique was used to comprehend and supplement the questionnaire mode of enquiry. It was also intended to support the questionnaire survey project since certain aspects of the research inquiry might not have captured the initial survey adequately. It is expected that this interview survey would provide additional evidence to assess the reasons for their choice of major. Via the semi-structured interviews, useful information regarding the reasons for the selection of major was attained from 38 interviewees, while the sponsors provided information on the scholarships policy, and the preferences of courses and methods of selecting the students.

## RESULTS

Three hundred and sixty students participated in this survey. The specialization or majors that show a high percentage score are Engineering 92(25.6%), Accounting 66(18.3%), Medicine 52(14.4%), Law 40(11.1%), Education 28(7.8%), Sciences 25(6.9%), Architecture 17(4.7%), Social Sciences 16(4.4%), Food Science 12(3.3%) and Arts 12(3.3%). More than half of the sample population

(58.9%) were from the 21-25 age groups, the second largest group (6.4%) were undergraduate students below the age of 20. The third largest group, whose age ranged from 36 to 40 were the post-graduate students. There were 195 (54.2%) male students and 165(45.8%) female students.

**Table 1: Demographics of University Students Who Participated in the Study to Identify Factors Influencing Choice of Major**

| Variable | Frequency | % |
|---|---|---|
| Sex of Respondent | | |
| Male | 195 | 54.2% |
| Female | 165 | 45.8% |
| Area of residence | | |
| Urban | 265 | 73.6% |
| Rural | 94 | 26.1% |
| Ethics Groups | | |
| Malay | 248 | 68.9% |
| Chinese | 87 | 24.4% |
| Indians | 25 | 6.9% |

More than 75% of the population are Malay or Bumiputera students. Most of the Bumiputera students specialise in Accountancy (26%), Engineering (17%) and Medicine (14%). The Chinese students prefer Engineering (45%), Law (21%) and Medicine (16%). The Indians prefer Engineering (40%), to Education & TESL (20%) and Law (16%). The relationships between each ethnic group and SES, type of schools, financial support and sponsorships have different significant values.

**Table 2: Mean and Standard Deviation of Major Choice and Fathers' Income**

| Choice of Major | Mean | Std. Dev | Frequency (%) |
|---|---|---|---|
| For Entire Population | 4.5284 | 1.7368 | 335 |

| | | | |
|---|---|---|---|
| Law | 6.2368 | .9982 | 40(11.1%) |
| Medicine | 5.0714 | 1.5266 | 52(14.4%) |
| Engineering | 4.6279 | 1.7852 | 92(25.6%) |
| Architecture | 4.5714 | 1.8273 | 17(4.7%) |
| Accounting | 4.2031 | 1.3003 | 66(18.3%) |
| Social Science & Arts | 3.6875 | 1.8154 | 16(4.4%) |
| Food Science | 3.6667 | .8876 | 12(3.3%) |
| Sciences | 3.6400 | 1.6299 | 25(6.9%) |
| Education | 3.5926 | 1.4212 | 28(7.8%) |

Table 2 provides an interesting way to compare group means and standard deviation for major choice and the fathers' income variable. The highest mean is for Law (6.24) followed by Medicine (5.07), Engineering (4.63), Architecture (4.57), and Accounting (4.20). Highest mean for Law students reveal that the fathers earning the highest income amongst the sample of population.

**Socio-Economic Status as Determinant of Major Choice**

Socio-economic status (SES) was selected as a variable for analysis because a number of studies have suggested that it is the most important influence on students' educational attainment (Burnhill *et al*., 1990; Paterson, 1991; Sammons, 1995; Biggart, 2000). High SES is associated with high levels of education and job attainment (Sewell *et al.*, 1976). The four prestigious major choices, which are popular among Malaysian students in the six universities in the East Midlands of the United Kingdom, are medicine, law, engineering and accountancy. In this study, the SES measured is composed of a combination of factors: parents' education, parents' occupation, parents' income, as well as wealth.

The majority of the students who gained entry into the universities came from higher SES backgrounds. Major choices such as medicine, law, engineering and accountancy have strong associations with SES. Although all relationships are statistically significant, the strength of association varies for each factor.

Fathers' income and subject choice is strongly associated at $p< 0.0000$. The study notes that 32% of the fathers, whose income is more than RM3001, have 28% of their children specialising in Law, 25% in Engineering, 17% in Medicine and 15% in Accountancy. This finding clearly answers the hypothesis of the study that fathers' income has a significant influence on students' subject choice. It is found that mothers' income has a negligible relationship with major choice as more than 56% of the mothers are housewives.

The level of education attained by fathers for the whole population is considered high. There is a statistically high significance between parents' education and major choice. 25% of the fathers have tertiary education or have obtained professional qualifications. The fathers with tertiary education have their children specialising in Engineering (28%), Law (25%), Medicine (20%) and Accounting (13%). Apparently, the frequency and percentage of the four prestigious major choices are higher for fathers in the professional and managerial groups. It is important to note that for law, there are no students with fathers in the unemployed or lower occupational category.

Parents' aspiration influences students' subject choice. Parents' qualification is the most important variable in enforcing strategies to keep track with the school progress of their children. The parents' aspiration towards their children's education and future career is seen through two academic strategies. The first strategy is by providing material possessions such as books, computers and other educational resources. The second strategy is the constant visitation of parents to their children's schools' to consult with the teachers regarding the progress of their children.

The level of mothers' education is crucial in inspiring the career choices of their children. Mothers' level of education has the most significant role in giving motivation and encouragement to their children in their pursuit of higher education. Two most effective ways of giving motivation are 'having proper planning towards higher education' and 'seeking information regarding further studies'.

More than 75% of the population are Bumiputera students. Most of the Bumiputera students specialise in Accountancy (26%), Engineering (17%) and Medicine (14%). The Chinese students prefer Engineering (45%), Law (21%) and Medicine (16%). The Indians prefer Engineering (40%), Education & TESL (20%) and Law (16%). The relationships between each ethnic group and SES, type of schools, financial support and sponsorships have different significant values.

In examining the SES within the ethnic groups, the study observes that the majority of fathers (69%) from the three ethnic groups worked as professionals and in managerial capacities. In terms of income, the Chinese fathers earn better compared to the Bumiputera and Indian fathers. The level of fathers' education among the three ethnic groups is high. The reason why 82% Bumiputera students receive grants from the government is related to the government's employment restructuring which is one of the National Economic Policy targets. These sponsorships have enabled Bumiputera students to come to the UK universities to pursue various courses even though their parents' income is the lowest among the three ethnic groups.

**Urban-Rural Distribution and English Usage with the Family**

The urban-rural distribution factor affects the level of English proficiency among the Malaysian students. Students who live in urban areas have better opportunities to communicate in English through their daily activities, with urban communities and through the multi-media. The majority of the students in this study are from the urban areas and the association between urban-rural distribution and English usage does exist.

**Table 3: Urban-Rural Distribution and English Usage with the Family**

| REGION | Speak English "Yes" | Do Not Speak English "No" | ROW TOTAL |
|---|---|---|---|
| Urban | 193 | 72 | 265 |

| | | | |
|---|---|---|---|
| | 72.9% | 27.2% | 73.8% |
| Rural | 54<br>57.4% | 40<br>42.6% | 94<br>26.2% |
| COLUMN TOTAL | 247<br>68.8% | 112<br>31.2% | 359<br>100% |

Pearson x 2 = 7.89, df = 2, p < 0.01927

Table 3 shows the cross-tabulation between urban-rural regions and students' English usage at home. Among the urban students, 193 (73%) speak English at home compared to 72 (27%) who do not. For students in rural areas, 54 (57%) speak English and 40 (43%) do not. The data reveals that the urban dwellers speak more English than their rural counterparts. Therefore, it is not surprising that more urban students qualify to enter professional courses.

Of the total population, 74% of the sample in this study comes from urban areas. Nearly 95% of the students who specialise in Law and 81% who are Architecture students come from urban areas. Therefore, there is an obvious urban-rural distribution on subject choice. The level of parents' SES is higher in urban areas than in the rural areas. Parents with high SES are found in urban areas. Therefore, more urban students are eligible to specialise in the four professional prestigious courses.

**Key Personal Role in Students' Educational Career from School to University**

The question in the questionnaire on "who plays the most important role in determining the success in the students' educational career", pans throughout their schooling and their current university life. Who exactly was the most influential person in their life that helped them to achieve well in their educational career?

**Table 4: Key Personal Role for Educational Career**

| KEY PERSON | Value of Score | Frequency | Mean | Std. Dev. |
|---|---|---|---|---|
| 1.Myself | 5 | 257 | 4.668 | .628 |
| 2.Mother | 5 | 196 | 4.320 | .915 |
| 3.Father | 5 | 184 | 4.176 | 1.102 |
| 4.Teacher | 5 | 125 | 3.574 | 1.098 |
| 5.Friends | 5 | 103 | 3.470 | 1.070 |
| 6.Siblings | 5 | 66 | 3.400 | 1.244 |
| 7.Community | 5 | 37 | 2.956 | 1.215 |

Students themselves play the key role for their achievement in their educational career with the mean score of 4.668, the highest score. Mothers are second in importance with mean score 4.320 and fathers third with the mean score of 4.176. Besides the social background factors, the students themselves and their mothers are the two strongest factors in determining their major choice.

**Factors Influencing Students' Choice of Major**

Among the factors listed are Type of School, Family Background, Parents' Interest towards Higher Education, School Resources, Availability of Finance, Own Aspiration, Own Ability and Peer Group Influence. However, this question investigates the students' own judgement of the impact of these factors on their choice of major.

The frequency for the item' own aspiration' is the highest, 285, with a mean of 4.759. When one has the aspiration to achieve something, one has the ability to excel or to qualify for certain subjects. 'Own ability', has the second highest score, 227 students and with a mean of 4.545. The parents' interest plays an important role in their educational progress. For example, parents may have shown their interest in their children's progress in school, in their child's higher education options or in their choice of major. The frequency score for the item parents' interest is 146 and with a mean of 4.017. The respondents claim that family background is the fourth factor in pursuing their subject choice. The frequency score for respondents who rated family background as 5 in the scale is a total of 139, with a mean of 3.994. The availability of finance is the fifth most important factor that has enabled them to pursue a particular subject. This is because without the finance, even students who qualify for entry are unable to further their studies in the United Kingdom. The frequency score for respondents who rated availability of finance at 5 is 131, with a mean of 3.911.

**Table 5: Factors Influencing Student's Major Choice**

| FACTORS | Value of Score | Frequency | Mean | Std. Dev. |
|---|---|---|---|---|
| 1.Own Aspiration | 5 | 285 | 4.759 | .517 |
| 2.Own Ability | 5 | 227 | 4.545 | .693 |
| 3.Parents' Interest | 5 | 146 | 4.017 | 1.042 |
| 4.Family Background | 5 | 139 | 3.994 | 1.068 |
| 5.Availability of Finance | 5 | 131 | 3.911 | 1.074 |
| 6.Type of School | 5 | 110 | 3.801 | 1.102 |
| 7.Peer Group Influence | 5 | 77 | 3.655 | 1.063 |
| 8.School Resources | 5 | 66 | 3.449 | 1.131 |

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Among the factors listed are Types of School, Family Background, Parents' interest towards Higher Education, School Resources, Availability of Finance, Own Aspiration, Own Ability and Peer Group Influence. However, this question investigates the students' own judgement of the impact of these factors on their major choice.

**Table 6: Factors Influencing Student's Major Choice**

| FACTORS | Value of Score | Frequency | Mean | Std.Dev. |
|---|---|---|---|---|
| 1.Own Aspiration | 5 | 285 | 4.759 | .517 |
| 2.Own Ability | 5 | 227 | 4.545 | .693 |
| 3.Parents' Interest | 5 | 146 | 4.017 | 1.042 |
| 4.Family Background | 5 | 139 | 3.994 | 1.068 |
| 5.Availability of Finance | 5 | 131 | 3.911 | 1.074 |
| 6.Type of School | 5 | 110 | 3.801 | 1.102 |
| 7.Peer Group Influence | 5 | 77 | 3.655 | 1.063 |

The frequency for the item' own aspiration' is the highest, 285, with a mean of 4.759. When one has the aspiration to achieve something, one has the ability to excel or to qualify for certain subjects. 'Own ability', has the second highest score, 227 students and with a mean of 4.545. The frequency score for the item parents' interest is 146 and with a mean of 4.017. The respondents claim that family background is the fourth factor in pursuing their subject choice. The frequency score for family background at rate 5 in the scale is 139, with a mean of 3.994. The availability of finance is the fifth most important factor that has enabled them to pursue a particular major. The frequency score for the item availability of finance is 131 at rate 5 with a mean of 3.911.

**Students' Intentionality and Major Choice**

**Table 7: Reasons Why Students Decided to Go to Universities in the UK and Reasons Why Students Chose a Particular Major**

| REASONS FOR CHOOSING MAJOR | Score Value | Frequency | Mean |
|---|---|---|---|
| 1.To get a qualification | 1 | 287 | 1.244 |
| 2.To help me get a job | 1 | 231 | 1.443 |
| 3.To learn something new | 1 | 207 | 1.531 |
| 4.It interests me | 1 | 197 | 1.541 |
| 5.To give me more confidence | 1 | 157 | 1.808 |
| 6.To benefit my parents | 1 | 140 | 1.980 |
| 7.Because of labour market prospects | 1 | 117 | 2.081 |
| 8.It is sponsored | 1 | 105 | 2.345 |
| 9.To get a better job than the present one | 1 | 86 | 2.542 |

The most important reason that the respondents rated among the 10 reasons is 'to get a qualification.' The intention in pursuing a particular subject 'to get the qualification' was important with a mean score of 1.244, which means that the average score is close to 1 or Very Important. The second most important reason is 'to get a job' with a mean of 1.443. Students rated 'to learn something new' as the third most important. The frequency score for students under this category is 207 for the value of 1 with a mean of 1.541.

Like mothers, the variable of fathers' qualification have a significant relationship with items like 'Parents provided material possessions such as books and computer' and 'Parents provided educational in-house activities' (Table 8), where the strength of association are at probability levels $p< 0.00003$ and $p< 0.00005$ respectively. Therefore, it can be said that the higher the parents' qualification, the more the provision of material possessions such as books and computers for their children. Moreover, it was found that highly educated parents also organized in-house activities such as extra coaching, revision or homework.

**Table 8: Level of Significance between SES Variables and Parents' Strategies to Keep Track of School Progress**

| VARIABLES | ITEMS ON PARENTS' STRATEGIES FOR SCHOOL PROGRESS | LEVEL OF SIGNIFICANCE |
|---|---|---|
| Mothers' Qualification | Parents provided material possessions e.g. books & ICT | 0.00000 |
| Fathers' Qualification | Parents provided material possessions e.g. books & ICT | 0.00003 |
| Fathers' Qualification | Parents provided educational in house activities | 0.00005 |
| Mothers' Qualification | Parents used to visit schools | 0.00001 |
| Mothers' Qualification | Parents used to consult teachers | 0.00150 |
| Mothers' Qualification | Parents provided educational in-house activities | 0.00251 |
| Mothers' Income | Parents provided materials e.g. books, IT | 0.00215 |
| Fathers' Qualification | Parents used to consult teachers | 0.00566 |
| Fathers' Occupation | Parents provided material possessions e.g. books, computers etc. | 0.00079 |
| Mothers' Income | Parents provided educational in-house activities | 0.05562 |

**Relationship between Socio Economic Status (SES) Variables and Parents' Motivation towards Higher Education**

The association between parents' SES and the motivation variables towards higher education is presented in Table 9. Among all the relationships, level of mothers' education played the most significant role in providing motivation and encouragement towards their children's higher education. The most effective way of giving motivation was achieved through 'having proper planning towards higher education' and at the same time by 'seeking information regarding further studies' with Chi-sq. $p<.0000$ and $p<.0000$ respectively. Both educated mothers and fathers motivated their children in the same way.

**Table 9: Relationship between SES Variables and Motivation towards Higher Education**

| VARIABLE | ITEMS IN PARENTS' MOTIVATION | SIGNIFICANT LEVEL |
|---|---|---|
| Mothers' Qualification | Having A Proper Planning Towards Higher Education | 0.00000 |
| Mothers' Qualification | Seeking Information regarding Further Studies | 0.00000 |
| Fathers' Qualification | Seeking Information regarding Further Studies | 0.00000 |
| Fathers' Qualification | Having A Proper Planning Towards Higher Education | 0.00000 |
| Fathers' Income | Seeking Information Regarding Further Studies | 0.00004 |
| Fathers' Qualification | Having Interest In School Progress | 0.00009 |
| Fathers' Income | Giving Advice and Support Towards Higher Education | 0.00010 |
| Fathers' Occupation | Having A Proper Planning Towards Higher Education | 0.00001 |
| Fathers' Income | Having A Proper Planning Towards Higher Education | 0.00025 |
| Mothers' Income | Seeking Information regarding Further Studies | 0.00068 |

## DISCUSSION

The findings obtained from the analyses of the data are:

Socio Economic Status or the professional class are more likely to enter the prestigious fields of medicine, law, engineering and accountancy compared to children of unskilled manual workers. The higher SES groups represent the majority of the students qualified to enter the six universities in the East Midlands of the UK. Furthermore, students whose parents are doctors and lawyers may be more likely to be inspired to do medicine and law since this would allow them to maintain the social class status of their parents. No working-class children were found to do law in this study. Specialising in the four professional majors would more or less determine one's place in the social strata.

The socioeconomic status of parents does have a significant influence on subject choice. There is a stark relationship between the income of fathers and subject choice. The majority of students who were successful in gaining admittance into universities in the UK came from families whose fathers' income is high. The study observes that the higher the fathers' income, the greater the tendency for the children to specialise in the four aforementioned professional courses. Financial resource or *economic capital* that comes solely from the father is crucial to bear the rising cost of educational resources as well as the high fee of any one of the professional courses especially the cost to study Medicine.

With that being said, the qualification of a mother is as equally important as fathers' income. An educated mother plays a significant role in investing in the *cultural capital* of her child's schooling management. Professional mothers also have a higher percentage of enrolling their children to study the abovementioned professional courses.

Parents' aspiration is crucial in motivating and supporting their children towards educational success. Among the SES variables, parents' level of qualification is the most important variable with regard to parental motivation towards higher education. Mothers' level of education remains the most important variable in 'keeping track of the children's school progress'. Professional mothers have higher expectations on the inspiration of their children's educational careers.

Accounting is the main choice of major among the Bumiputera students because they are mainly government sponsored students. The strategy of the government is to increase the number of Bumiputeras in the commercial and business sector. Engineering is popular among the Chinese and Indians as they are mostly self-sponsored students and are free to choose their subjects. The Chinese and the Indian students who attend the Twinning Programmes that are franchised with universities in the UK find such courses affordable.

More males specialise in engineering while more females do the same in medicine and law. Male students fare better than females in Physics and Mathematics. Hence, most of them are capable of specialising in engineering. Medicine seems to befit the nature of women. Overall, girls outperformed boys in public examinations and this academic excellence has qualified them to take up medicine and law. Nevertheless, due to the expansion of educational opportunities for women and equal career opportunities in Malaysia, some females have started to specialise in male dominated careers such as civil engineering.

The majority of the sample population come from urban areas. Since these students reside in urban areas, they come mainly from the higher SES group and in turn are able to specialise in the four aforementioned prestigious subjects. They have benefited from a better *economic and cultural capital* provided by their parents which eventually affects their educational outcomes. They are also well equipped with educational resources and facilities found in the urban areas.

Types of schools have a significant influence on subject choice. The majority of the students attended schools in urban areas. Hence, they are more likely to specialise in the four prestigious subjects. Most Malay students attended boarding schools while most of the Chinese and Indian students attended day schools.

Proficiency in English has a significant impact on subject choice. Students from professional groups speak English more frequently and use English with their families. Mothers' level of qualification and fathers' income also has a significant relationship with English language proficiency. 98% of law students and 54% of medical students communicate in English with their families.

The students' intentions for specialising in their subject choices are to get the necessary qualifications, to get jobs in the labour market, and to learn something new.

**Contributions of the Study**

This research contributes the latest statistics and information regarding Malaysian students pursuing their tertiary education overseas particularly at universities in the UK.

Material and research on Malaysian students abroad is scarce. This study enriches to the pool of documented literature on the subject and further enhances the understanding of the social background of Malaysian students in universities in the UK. It also enriches the study on the disciplines of education and sociology and provides new perspectives for a developing country such as Malaysia.

This study provides information and guidelines for students as well as parents on higher education prospects in universities in the UK. In short, this study could provide some knowledge for students to develop interest in specific subjects as well as the pursuit of their ambitions. This study also provides guidance for parents on how to enforce effective strategies in preparing for their children's future education. It enlightens them of their role in seeking information and how they can successfully ensure their children's tertiary education. The findings of this study clearly indicates that a parent's ability to plan in advance significantly influences their children ability to specialise in professional courses.

Most importantly, this study provides recommendations and implications for policy makers in implementing the education policy with fair education opportunities for all.

## CONCLUSION

Based on the evidence discussed in this study, it can be concluded that a student's subject choice is determined by his/her family's socio-economic position. Professional parents from higher socio-economic status (SES) provide better *economic and cultural capitals* for their children and hence affect their choice of majors e.g. medicine, law, engineering and accountancy. Specialising in these four professional courses in turn determine more or less a Malaysian's place in the social strata. The most outstanding result is the level of parents' qualification. Mothers' education particularly plays a significant role in inspiring their children towards higher education.

The findings of this research contribute to enrich the academic literature in education. It could probably help with the formulation of new ideas in the process of implementing educational policies. Undoubtedly, this study provides valuable information to policy makers in the Ministry of Higher Education. It would create awareness as to the need for equal opportunities in higher education overseas for students from all walks of life. The study has important implications for the authorities and policy-makers as it reveals which status group of students benefit most from a tertiary education from universities in the UK.

Malaysia would need to urgently build a critical mass of creative and innovative professionals. The education system had been reviewed to produce the required skilled professionals. A system of lifelong learning and skills had been introduced upgraded and strengthened to support the development of a learning society. A coordinated program to attract highly skilled and talented Malaysians living abroad must be initiated.

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# Factors of Women Engineering Students' Dropouts in South Korea

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**Abstract**

In this study we conducted a factor analysis on the patterns and reasons of women engineering students' dropout phenomena through interviews and questionnaires carried out on the women students majoring in engineering at P University. The analytical results of the questionnaires indicate that a broad socio-cultural factor, the industry's negative gender cognition and the male-dominant atmosphere of the college of engineering are the three major factors that influence the women engineering students' decisions to drop out. In addition, the women engineering students' physical strength and machine-tool maneuvering ability that are by and large inferior to male engineering students, have greater influence than their academic competence or age. Parents' moral support also plays an influential role. Another important factor is the lack of gender cognitive lectures and gender cognitive job hunting projects for women students. It is recommended that the findings of this study be considered as basic materials in developing a gender cognitive engineering curriculum for women students that befits the environment of the college of engineering.

*Keywords : Women Students, Dropout, Engineering Education*



## I. Introduction

Recently, Korea has been emphasizing creative economy, and one of the emerging important tasks is promoting and supporting female human resources in the workforce and job market as a means of realizing the goal of creative economy. In addition to the barriers that hinder women's advancement to

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high positions and interrupt their work careers, the measures of fostering and supporting women in science and engineering have become a big issue. However, women students are still facing a glass wall of male-dominant culture and curricula, the male favoring environment, and women's mental and physical differences from men in the college of engineering. As a result, many women students fail to break through the glass wall and end up in taking a leave of absence, or changing their majors from engineering and science to some other fields, or dropping out from the college of engineering completely.

Development of female human resources is an important task not only for the next generation growth power resources but also for enhancing the quality of women's lives. The OECD Mid-to-Long Term Economic Outlook Report (2010. 05. 31) had predicted that the potential growth rate of Korean economy for 2010-2011 would reach 4.0%, which is the highest among the 30 member nations observed; however, they also predicted that the growth rate of Korean economy would rapidly fall as low as 2.4% per annum by 2025. Moreover, they predicted that the new trend of avoiding engineering fields would bring about shortage of manpower in R&D and production lines, which would result in a setback in basic research in science and engineering, ultimately weakening the technological capability of Korea. To resolve these problems, the Korean government enacted a law of Fostering and Supporting Women Scientists and Engineers, establishing various government supporting policies (H. Y. Park, 2008: 151). Despite these government support policies, female students continue to experience much more difficulty than male students in the science and engineering fields. Differences between male and female students are not just physiological. Women students are being discriminated against not only at the university but, directly or indirectly, they are all experiencing prejudice and condescending attitude at home and society at all the sociocultural levels. These experiences can strongly influence women students individually.

Therefore, it is necessary to examine how women students' experiences differ from those of male students and why more women students drop out of college. To find out the factors that contribute to the decision to drop out, we conducted interviews and a questionnaire survey. The survey questions were made on the basis of the thoughts and remembrances which women students have had in their campus life about dropping out of school.

After the factors contributing to women students' dropout were defined and the content validity was verified by the experts, the women students majoring in engineering were surveyed. The subject of the survey is P University whose women students majoring in engineering constitute 23% of the student body of the college of engineering as of 2014, which is the nation's highest women student ratio. The purpose of this study is to apply the analytical result of the survey of the factors contributing to women student dropouts in developing a women students engineering education program that befits the engineering college.

## II. Theoretical Background

### 1. Definition of Dropout

In general, dropping out refers to the act of discontinuing the coursework of regular school or college. Morrow (1986) classified dropouts into five types: (1) the push-outs who got pushed out of school after being judged as disqualified students; (2) the unaffiliated students who refuse to associate with others; (3) the capable dropouts who quit school despite their capability because the school and the family demand different values from the students; (4) the educational mortalities who are incapable of completing the coursework, and (5) the stop-outs who return to school. In other words, dropouts are those who stop going to school for various reasons either of their own will or against their will.

For quantitative analysis of the factors contributing to women students' dropout decisions in this study, the measurement standard is the women students who initially enrolled in engineering departments but dropped out to transfer to some other fields. Although the women engineering students on leave of absence can also be a dropout factor that contributes to changes in the major field, they are excluded in this study for they will be the subject of our next research project. The academically outstanding women engineering students' transfer to other major fields is a big loss in engineering human resources since they are highly demanded in the industry, and thus it is a dropout type that has an important significance.

## 2. Factors of Women Engineering Students Dropouts

Dropout phenomenon is attributed not just to one factor but to the combined effects of multiple factors (Y. S. Cho, 2070: 10). Boshier (1973) wrote that chances of dropping out increase when the internal harmony with one's self does not match the harmony of the self with the environment. Garrison's (1987) more macroscopic analysis offered nine factors of dropout: the idealistic self, the self-trust, adequacy of the process, the level of achievement, support for individual students, control by the educational institution, mismatch of the ego with the super-ego, clarity of the objectives, and finally the academic competence. Table 1 gives a thematic summary of researches on dropout phenomena.

Table 1. A thematic summary of researches on dropout phenomena

| Factors | Detailed Content |
|---|---|
| Personal Factor | Concept of self / Self trust |
| | Classwork performance capability |
| | Academic ability |
| | Affiliation with Classmates and faculty members |
| | Single or married |
| | Age |
| Domestic Factor | Housework situation |
| Sociocultural Factor | Position, Regional background |
| University Factor | Major field |
| | How well does the content of education agree with the learner's goal |
| | Difficulty of coursework |

| | |
|---|---|
| | Satisfaction level of the educational environment |
| | Satisfaction level of the coursework |

Source: Bae Kyung Suk, 2004: 21 Reorganized

Based on the research results reviewed above, the dropout factors are classified into four categories. (1) In the personal factor, variables are personal inclinations and high schools graduated from. (2) In the domestic factor, household conditions are the main variables. (3) In the sociocultural factor, the economic power of the region and the society are important variables. (4) In the university factor, match or mismatch with the majoring field and the environment are the main variables. (H. M. Park, 2009: 26-35). Research on dropout factors can also be conducted by focusing on differences between continuation and discontinuation of coursework of a college or a majoring field. (Y. J. Oh, 2006) However, the research target of this study is the women engineering students at a coeducational college of engineering. Women engineering students in different majoring fields will be the subject of future research.

## III. Research Method

### 1. Research Procedures

For a factor analysis of women dropouts from an engineering college, we conducted a literature survey, in-depth interviews and a questionnaire survey. A quantitative measurement tool was developed on the basis of the factors reflecting the characteristic features of women engineering students' drop-out phenomena, which are extracted from the interviews. The validity and reliability of the measurement tool were confirmed by applying SPSS 18.

### 2. Research Target

A. In-depth Interview

In this study we interviewed 20 women engineering students who are attending P University. The in-depth interview refers to a kind of non-structured face-to-face interview that is capable of accurately drawing out the feelings and thoughts of the interviewees (Boyce & Neale, 2006). The P University is selected as the best engineering college to study women dropout problems since it has a relatively large number of women engineering students in terms of gender ratio. Interviews, which lasted about an hour, were conducted from November 1, 2013 to December 10, 2013 at the P University campus where interviewees felt comfortable. The interviews were recorded with the permission of the interviewees. The questionnaire was written on the basis of the information obtained from the interviews.

B. Questionnaire

The questionnaire survey was conducted on 276 women engineering students. The measurement tool was extracted from the interviews of women engineering students, and its validity was confirmed by three professors of engineering, one Ph.D. in education, two graduate students majoring in education.

The questionnaire consisting of a total of 56 questions was written, including the personal factor (14 items), the familial factor (5 items), the University factor (14 items), the socio-cultural factor (18 items) and the basic questions (5 items). See Table 2. To prevent the tendency of respondents to check the middle point, a 5 point scale was designed (Very much, Somewhat, So and so, Not very, Absolutely no.)

Table 2. Frame of questionnaire for the four factors

| Items | Personal Factors |
|---|---|
| 1 | Intention to transfer to other major or drop out of college as of now |
| 2 | Intention to drop out due to the influence of students around you |
| 3 | Your response to students who transferred to other major or who dropped out |
| 4 | Does your major agree with your aptitude and your interests |
| 5 | Relation between the degree of agreement with your major and dropping out |
| 6 | Anxiety about getting a job |
| 7 | Difficulty level of coursework in the majoring field |
| 8 | Timing of selecting the major |
| 9 | Available information about engineering college at the time of selecting the major |
| 10 | Dissatisfaction about the curriculum of the major |
| 11 | Availability of consultants (mentors) to discuss your troubles about the major and future career |
| 12 | Possibility of landing a job in the field you are majoring in. |
| 13 | Inner conflict about your major |
| 14 | The main agent that decides your career and your satisfaction |
| **Items** | **Domestic Factors** |
| 15 | Parents' perception of women engineering students |
| 16 | Financial conditions of your family |
| 17 | Part time work and payment of your school expenses |
| 18 | Problems encountered when your school work and part time work are simultaneously carried out |
| 19 | Parents' occupations |

| Items | Sociocultural factors |
|---|---|
| 1 | Society's prejudice against women engineering students. |
| 2 | Gender differences in the job hunting competition |
| 3 | Business owners' perception of women workers |
| 4 | Gender differences experienced during one's career as a worker |
| 5 | Businesses' preference for men or women |
| 6 | Comparison of engineering fields with liberal arts fields in terms of job landing and success |
| 7 | Gender differences in terms of culture |
| 8 | Role model in the engineering fields |
| 9 | Job landing for men and women in terms of culture |
| 10 | Average number of years the job is held by men and women after getting the job (marriage, child birth, etc.) |
| 11 | Male-dominant culture in businesses |
| 12 | Gender differences in preparations for job hunting |
| 13 | Does the female culture agree with business culture |
| 14 | Culture of workplace and barriers |
| 15 | Gender differences for the environment of career jobs |
| 16 | Unconscious sex discrimination due to culture differences |

| Items | College Education Factor |
|---|---|
| 1 | Distance between the college and your residence |
| 2 | Gender cognitive teaching methods |
| 3 | Gender cognition in the coursework of the majoring field |
| 4 | Ratio of female professors in engineering college |
| 5 | Atmosphere of engineering college for a particular gender |
| 6 | Gender differences in Lab classes |
| 7 | Leaders in the team projects and classroom work |
| 8 | Level of gender cognitive lectures |
| 9 | Supplementary training for women students |
| 10 | Courses directly related to employment of women |
| 11 | Effects of supporting and fostering projects for education of women |
| 12 | University's special attention for women engineering students |

## 3. Data Processing and Analysis

### A. In-depth interviews

The recorded interviews were transcribed as soon as possible, and while reading over the transcribed content, the phrases and sentences related to dropout factors were jotted down. Comparing notes on these phrases and sentences, the participating researchers derived the tentative dropout factors that had a high degree of agreement. The data containing the factors thus derived were analyzed, and they were compared with the factors that had been derived earlier, and they were revised and combined. Through repeated feedback, conceptualization of data, and categorization, the factors of women engineering students' dropout phenomena were finally defined.

### B. Questionnaire Survey

We conducted a descriptive statistical analysis, a reliability analysis, and a validity analysis on the data collected through the questionnaire survey. First, in the descriptive statistical analysis, we sorted out the questions whose standard deviations are below .10, the questions whose skewness and kutosis are above ±2.0, and the questions with weak discrimination capacity whose response rate is biased more than 50%. Second, in the reliability analysis, we used Cronbach`s α coefficient which is capable of evaluating the internal consistency of the items. Cronbach`s α values are useful in identifying and eliminating the items that hinder the reliability. If the α value increases when a variable is removed, removal of that variable enhances the reliability of the item. In other words, at the early research stage, the α value of 0.5~0.6 is considered as relatively good and the α value of above 0.7 is good enough to be accepted (Nunnally, C., 1976). According to Y. J. Lee(1991), the α value of above 0.7 is good in general. Third, the factor analysis is a method of identifying the components that make up the items which are found by the reliability analysis to be appropriate. In this study, we conducted a factor analysis for each of the four factors. Specifically, our four factors were determined by conducting a principal component analysis. Varimax of the right angle rotation method is used for the rotation method. The number of factors was determined by using the scree test, eigen value, gross dispersion rate of more than 60%, and interpretation potentials. Finally, the validity of the factors was confirmed through the eigen value, the common dispersion versus gross dispersion rate, and the interpretation of the content.



## IV. Research Results

### 1. Extraction of Dropout Factors through In-depth Interviews

The analytical results of the in-depth interviews revealed four major differences from the previous research on dropout factors.

First, the previously defined social factors were found in this study to include more comprehensive ranges of socio-cultural factors because women engineering students gave significant responses to cultural factors such as the culture of male students attending the college of engineering and its difference from that of women engineering students. In addition, the negative cognition about women engineering students perceived in business and industry and the male-dominant atmosphere of the engineering college were the sub-factors found in their responses instead of the conventional research sub-factors of position and regionalism. Many interviewees opined that although the male-preferring attitude of society is said to have improved much, it is still there and annoying to them.

Second, the personal physical strength and personal ability to maneuver machine-tools, which aid their academic performance, are added to the conventional research sub-factors of academic performance and age. The most dominant opinion in the interview content is that women engineering students felt they are limited in their physical strength when participating in the engineering lab work and lab assignments. This reveals the physical difficulty experienced by women students in carrying out their study in the majoring fields is greater than that of male students.

Third, along with the conventional research sub-factor of household situation, parents' support was derived as a new sub-factor. This indicates that parents' support gives strong motivation to women engineering students.

Fourth, for the factors related to college education, sub-factors that are more specific than the conventional research sub-factors were derived, such as gender cognitive lectures and instructions and university's support for job hunting. Many interviewees commented on the need to eradicate sexism from lectures and classroom work and the need of University' support for various minority students. These comments indicate that women engineering students are influenced greatly by how the university plays its roles.

## 2. Analysis of Dropout Factors Through Questionnaire Survey

### A. Descriptive Statistical Analysis

Examination of the standard deviation, skewness and kutosis of the four major factors yielded the following data: The averages of the personal factor, the family factor, the university education factor, and the socio-cultural factor are 2.21~3.61, 2.52~3.25, 2.12~2.93, 2.72~3.31, respectively, and the answers are by and large evenly distributed. The standard deviations for the questions for the four factors are distributed between 0.89~1.35, 0.92~1.21, 0.85~1.14, 0.98~1.41, respectively, which indicates that the answers for all the questions given by the interviewees are properly distributed. The skewness is distributed between –1.31~0.38 and the kutosis between –0.68~1.78 on the average, which also shows that the answers given by the respondents to all the questions are not biased but evenly distributed.

### B. Reliability Test

The test score of the reliability of the dropout factors of the women engineering students in this study ranged between .620 and .857. This is a relatively high score for the results of social science research. See Table 3.

Table 3. Reliability analysis

| Factors | Cronbach` α |
|---|---|
| Personal Factor | .857 |
| Domestic Factor | .620 |
| University Education Factor | .633 |
| Sociocultural Factor | .816 |

## C. Factor Analysis

A factor analysis was conducted to measure the variable factors accurately by using the principal components analysis and the vari-max of the right angle rotation. In this study, the results of interviews were classified into the personal factor, the domestic factor, the University-education factor, and the socio-cultural factor, and the factor analysis was conducted on these four factors. Since the extracted samples explain the population clearly, similar questions were classified as belonging to the same factor. As shown in Table 4, for the personal factor, an item is classified into new factors (sub-factors?) depending the nature of the question.

Factor 1 was named "dissatisfaction about selection of the major" because Item 9 (information on college of engineering at the time of selecting the major) and Item 8 (time to select the major) showed the highest score, respectively. Factor 2 is entitled "influence of the surrounding situations". Item 3 (response about students who transferred to other fields and about students who took a leave of absence) showed a value of .805. Factor 3 is named "networking with classmates and professors" because it is a factor that belongs to the same item that deals with consulting on the anxiety about the major field and employment. Factor 4 is named "anxiety about employment". We also calculated the percentage variance and eigen value for each factor. Variance is a value which informs whether each item is included in the relevant factor. Percentage variance is the ratio each factor possesses out of the whole 100%. The Eigen value informs whether the number of factors is appropriate, and the value is effective if it is greater than 1. Using the same method, the domestic factor is composed of 5 items. Factor 1 refers to "financial conditions" and Factor 2 is named "parents' support".

Table 4. Analysis of Individual Factors .

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 |
|---|---|---|---|---|
| Item 9 | .856 | .121 | -.054 | .113 |
| Item 8 | .837 | .246 | -.049 | -.047 |
| Item 10 | .695 | .168 | .278 | .276 |
| Item 13 | .474 | .205 | .298 | .471 |
| Item 7 | .420 | .381 | .056 | -.169 |
| Item 3 | .092 | .805 | .103 | .384 |

| | | | | |
|---|---|---|---|---|
| Item 1 | .148 | .774 | .318 | .159 |
| Item 2 | .165 | .708 | -.109 | .071 |
| Item 5 | .463 | .632 | .349 | -.106 |
| Item 11 | -.150 | .106 | .791 | .109 |
| Item 14 | .492 | .002 | .577 | .235 |
| Item 4 | .520 | .302 | .553 | -.220 |
| Item 6 | -.103 | .141 | -.069 | .818 |
| Item 12 | .288 | .086 | .398 | .658 |
| Eigen Value | 3.218 | 2.570 | 1.847 | 1.749 |
| Percentage Variance | 22.985 | 18.354 | 13.194 | 12.491 |

Table 5. Analysis of Domestic Factors

| | Factor 1 | Factor 2 |
|---|---|---|
| Item 18 | .884 | -.145 |
| Item 17 | .847 | -.027 |
| Item 16 | .762 | .186 |
| Item 19 | -.159 | .871 |
| Item 15 | .469 | .528 |
| Eigen Value | 2.325 | 1.095 |
| Percentage Variance | 46.491 | 21.892 |

Table 6. Analysis of Sociocultural Factors

| | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 |
|---|---|---|---|---|---|
| Item 2 | .764 | .148 | .069 | .038 | -.012 |
| Item 3 | .761 | .053 | .135 | .246 | -.174 |
| Item 1 | .700 | .126 | -.126 | .154 | -.252 |
| Item 5 | .689 | .173 | .115 | .096 | .191 |
| Item 11 | .653 | .131 | .164 | .098 | .323 |
| Item 14 | .138 | .748 | .017 | -.021 | .214 |
| Item 15 | .238 | .711 | .025 | .122 | .070 |

| | | | | | |
|---|---|---|---|---|---|
| Item 16 | .070 | .683 | .096 | .330 | -.076 |
| Item 13 | .016 | .554 | .518 | -.136 | -.211 |
| Item 9 | .013 | .103 | .801 | .200 | -.048 |
| Item 4 | .467 | -.162 | .560 | -.001 | .150 |
| Item 6 | .136 | .046 | .035 | .803 | .047 |
| Item 7 | .239 | .250 | .318 | .470 | .139 |
| Item 12 | .165 | .306 | .413 | .414 | -.076 |
| Item 8 | -.075 | .032 | -.111 | .115 | .829 |
| Item 10 | .502 | .243 | .187 | -.182 | .511 |
| Eigen Value | 3.212 | 2.181 | 1.633 | 1.370 | 1.337 |
| Percentage Variance | 20.074 | 13.629 | 10.206 | 8.563 | 8.354 |

Table 7. Analysis of University Factors

| | Factor 1 | Factor 2 | Factor 3 |
|---|---|---|---|
| Item 2 | .704 | -.049 | .057 |
| Item 4 | .676 | .090 | .068 |
| Item 5 | .623 | .037 | .100 |
| Item 6 | .585 | .436 | .037 |
| Item 3 | .529 | -.103 | .437 |
| Item 12 | -.184 | .674 | .269 |
| Item 9 | -.002 | .649 | -.038 |
| Item 10 | .373 | .591 | -.393 |
| Item 8 | .166 | .508 | .016 |
| Item 1 | .256 | -.188 | .587 |
| Item 7 | .167 | .167 | .569 |
| Item 11 | -.289 | .422 | .518 |
| Eigen Value | 2.341 | 1.936 | 1.375 |
| Percentage Variance | 19.508 | 16.130 | 11.460 |

The socio-cultural factor in Table 6 combines the two separate factors (social and cultural factors) into one factor. The socio-cultural factor is divided into five factors. Factor 1 is named "the negative perception held by businesses about women engineering students" because Item 2 (gender difference in competition for employment) and Item 3 (Business owners' perception of women" played the role of the biggest factor. Factor 2 was named "Discrimination against women employees", and the items about workplace culture and the barrier factors showed a high value of .748. Factor 3 was named "Getting a job and life at workplace"; Factor 4 was named "Preparation for employment and gender differences"; Factor 5 was named "Absence of Role Model". Item 8 is a question about the role model in engineering fields, and the responses to Item 8 indicated that the women engineering students strongly feel the absence of role models and they demand improvement.

As shown in Table 7, University Education Factor is classified into three categories. Factor 1 is involved with Item 2 through Item 6, and it is named "The atmosphere of engineering college and male professors' absolute majority". Factor 1 is composed of Items on gender cognitive teaching method and gender cognition in major engineering fields. Factor 2 is composed of Items on the University's special considerations for women students and supplementary training for women students, and it is named "Lack of gender cognitive lectures". Factor 3 is named "Lack of University support for Women Engineering Students", and here the sociological question of prejudice against women engineering students showed the highest value of .587.

## V. Conclusions

Our findings from the in-depth interviews and the questionnaire survey conducted on P University women engineering students led us to make the following conclusions on the patterns and causes of women engineering students' dropout phenomena. We developed a measurement tool capable of grasping the reasons why women engineering students are dropping out, and the questionnaire survey based on this tool enabled us to discover significant factors that produce women student dropouts. First, the most important factor that causes women engineering students to drop out is the lack of information and absence of mentors at the time they decide their majoring field as well as the reactions they saw the other women engineering students make as they transfer to other majoring fields. Second, the sociocultural factor, much broader in scope than the social factor, is at work as an influencing factor. The negative perception against women engineering students and the male-dominant atmosphere are felt in the businesses and industries. This is a factor more influential than the influence of position or regionalism. More than in any other fields, the women engineering students are aware of the influence of a role model, especially examples of women who succeeded in engineering fields. Third, women engineering students' physical strength and machine-tool maneuvering ability, which are inferior to those of male students, are also an influencing factor. Fourth, we also learned that the domestic factor of household chores and parents' support plays an important role. Fifth, the analysis of the University Education Factor informs us that gender cognitive education and the institutional consideration for the minority students are important. In other words, women engineering students' dropout phenomena are greatly influenced by the university's policies as in gender cognitive education and support in their employment after graduation.

It is expected that the results of this factor analysis may be used for basic materials in developing a women engineering student education program. Developing an engineering education methodology that reduces the dropout rate of women engineering students is an important issue not only for the next generation growth power but also for upgrading the quality of women's lives. Therefore, it is urgently needed to accurately grasp the women engineering students' dropout factors and develop a women engineering education program that is suitable for the environment of the college of engineering.

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# FACULTY SUPPORT FOR QUALITY ENHANCEMENT ACTIVITIES AT HIGHER EDUCATION INSTITUTIONS IN CAPPADOCIA REGION

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## ABSTRACT

In this presentation, we would like to discuss the findings of a research project (NEUBAP13S20) about the faculty support for quality enhancement activities at nine universities around Cappadocia region. 233 questionnaires were gathered from faculty members who are employed at four year faculties. The question form included three seven-point Likert style sub-scales which were used to measure the expected institutional and individual benefits of the quality enhancement activities (12 items), opinions about the establishment and employment of quality and performance indicators (13 items), and the existence of an internal/external assessment culture (11 items). Group comparison tests show that support for quality enhancement activities are significantly different among faculty members according to academic titles, disciplinary differences, gender, and administrative roles. We believe these findings should be considered in efforts to strengthen organizational support for quality enhancement policies.

**Key words:** Quality enhancement, faculty support, Cappadocia

## INTRODUCTION

Since the late 1970s and 1980s, higher education institutions have had to meet the challenges of adapting to the changing environment on a global scale. The multi-faceted challenges brought about by massification, democratization, and decreasing public funding were to be solved by diversifying income sources and efficiency on the one hand, while on the other hand being responsive to the demands of stakeholders including the economic institutions, the students, and the governments of the countries concerned (Altbach et al., 2009; Trow, 1996). All of the stakeholders had their own agendas besides the commonly shared desire for quality. Governments aimed to assert greater control, employers demanded more qualified and skilled employees, national and international institutions such as UNESCO, WTO, WB, IMF, EU and OECD were encouraging global competitiveness, the students wanted to be equipped with the necessary skills to have a chance in an increasingly tough labour market, and the invisible hand of supply side economics demanded further marketization of higher education (ie. Barkholt, 2004; Gayle et al., 2003; OECD, 1999; Johnstone et al., 1998).

The reforms which took place as a response to the above mentioned challenges, to varying degrees, created spaces outside the traditional exchanges between states and universities (as well as between governments and public administration) which had previously not existed in the Humboltian university model. However, the background rhetoric posed problems of accountability, auditability, transparency, quality assurance, efficiency, and governance, all flourishing within this unexplored area, and constructed differently in various higher education systems depending on the power relations both between and within the political, economic, and social structures (Power, 1996; Rose, 1991; Braun, 1999). The outcomes of this interplay among actors were manifested in new higher education laws, new governmental and nongovernmental buffer bodies (Huisman & Currie, 2004), new organizational structures, bylaws, funding mechanisms, guidelines of quality assurance and standardization and not the least, local resistances (Marginson & Considine, 2000: 64; Hansen & Borum, 1999).

Throughout the 1980s and 1990s, almost all OECD countries reformed their higher education systems in order to include external actors in university governance, while also strengthening the managerial capacities of leaders.

Some of the Turkish higher education institutions also responded to external pressures by introducing quality assurance systems in early 1990s (Gürüz, 1999). The first significant attempt at establishing a quality system emerged among the engineering faculties, which was based on external assessment and accreditation of the American ABET (Accreditation Board for Engineering and Technology). During 1994-2004, 33 Engineering programs at three universities have been accredited by this institution. Some medical faculties soon established their own accreditation council and between 2002 and 2014, 33 universities applied for external evaluation within the frame of EUA's Institutional Evaluation Programme (EUA, 2014). Since 1990s, there have also been efforts to establish quality assurance systems on departmental or faculty level, mainly within the frame of industrial models (e.g. ISO standards, EFQM).

The second important initiative was an attempt to import the British model of higher education in 1997. A pilot project was carried out in 13 departments from 8 universities in collaboration with the British Council with the aim of establishing a national external quality assessment mechanism. The project was funded by a loan from the World Bank, and the emphasis was on ensuring quality in teaching and research in relation to increased accountability. The aim of the project was 'to raise academic standards in the universities, and to establish a system based on departmental self-evaluations for teaching and submission in agreed formats to expert panels for research'. Furthermore, there were plans to link this system to a 'demand–driven formula-funding mechanism for higher education'. It was planned to implement the main project, which was to be improved with the help of the results of the pilot, with the help of another loan from the World Bank (Billing & Thomas, 2000). However, this did not happen.

After five years, in 2002, a bylaw prepared by the CHE for Academic Evaluation and Quality Control at Institutions of Higher Education, was put into force. However, these regulations were based on self-evaluation only, and the universities were left to decide their own evaluation procedures. There were no signs of external assessment or peer review. Although there was a super-commission elected by the Inter University Board (IUB) to set minimum requirements, the consequences of negative reports were almost negligible, and were even not mentioned in the section on quality assurance in the draft report of CHE 2006. The bylaw was much weaker than one would anticipate considering the experiences of accreditation and the 1997 project.

Finally, in 2005, the 'Academic Assessment and Quality Enhancement in Higher Education Institutions' regulation was enacted, envisioning a quality assurance system required by the Bologna Process by 2007. The Guide Book of the Commission of Academic Assessment and Quality Enhancement in Higher Education Institutions (abbr. CAAQDHE) illustrates the "strategic quality management" scheme which was to be built. According to afore mentioned regulation, the universities have to prepare their strategic plans within the frame of the strategic plan of the Council of Higher Education (abbr. CHE), which in turn should be in line with higher level governmental policy documents. Strategic plans of higher education institutions blend strategies, quality enhancement processes, performance monitoring, and finally budget allocations (CAAQDHE, 2007). These connections can be seen on Figure 1 which shows the main frame of strategic planning and quality enhancement activities at the higher education institutions (CAAQDHE, 2007).

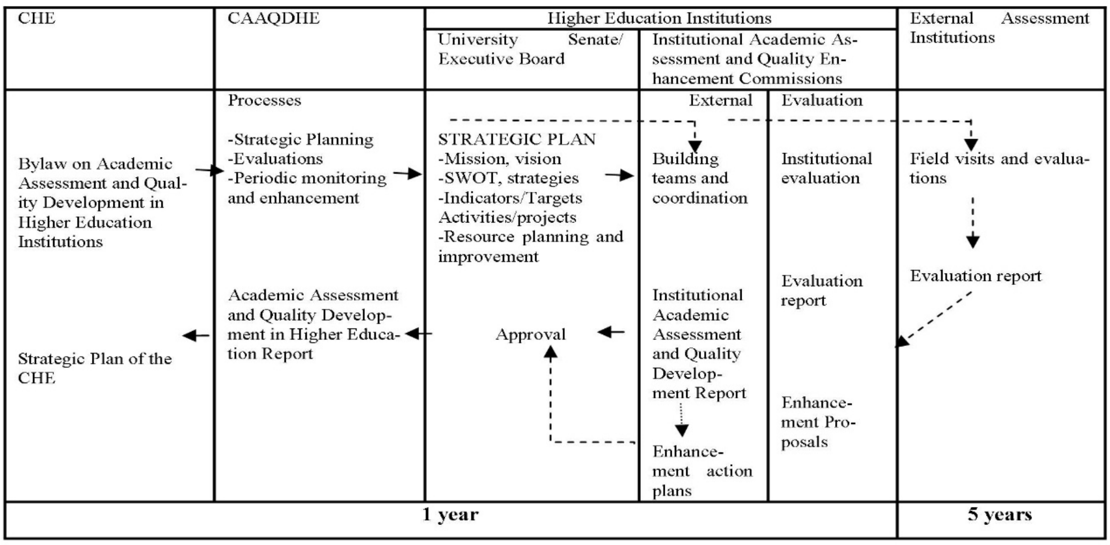

Figure 1 Road Map of Academic Assessment and Quality Enhancement in Higher Education Institutions

The implications of this top-down "strategic quality management" approach remain to be seen, and there seem to be uncertainties and reluctance among the universities about how to establish a quality assurance system which is tightly interwoven in strategic plans. There are also uncertainties at higher levels of higher education system. After our survey was finished, CHE decided to abolish CAAQDHE and to establish a new commission within the CHE called the Qualifications, Quality Assurance and Accreditation Commission. According to the chairman of the CHE, there is need to establish an administrative and functional structure within CHE to summon all activities about quality under a single umbrella (www.aa.com.tr, 2014). This commission is now preparing another bylaw in line with the EU Standards and Guidelines (ESG). Whether the above presented road map will still be effective is not clear yet.

Although legal and institutional design of quality enhancement and assurance is still in the making in Turkey, there is also need to pay attention to other dimensions of establishing a quality culture in higher education institutions. Among other big problems of organizational change, one of the most important problems about embedding a quality assurance system at higher education institutions may be considered as the possible lack of institutional and individual support for quality enhancement/assurance activities.

An overview of literature about quality enhancement and assessment provides clues about institutional and individual resistances against introduction and implementation of quality related processes. In case of Turkey, one can also add country specific problems about establishing a quality assurance system. For instance, David Billing and Harold Thomas (2000), members of the UK consultant group for the project, provided an overview of the main challenges facing the application of a foreign quality system in a very different national setting. They categorized three main groups of practical difficulties. The first group consisted of cultural differences which included, among others, the lack of prior quality culture, and the nature of the relationships among academics. They noted that academics were not used to peer assessment and, in some cases, this was seen as an erosion of academic autonomy. Another cultural restraint was that personal acquaintance played an important role in the processes of assessments and expert panels. Thus critical objectivity was hard to achieve. The second group of problems included structural and political issues. The strict line-item budgeting and non-participatory decision making caused reluctance to internalize quality measures or to put efforts on a staff level and the role of the CHE in the process was met with some degree of resistance. The authors have called the third group technical issues. But the cited problems are more than purely technical, including the suspicions against the CHE, the establishment of a quality system, the definition of standardised objectives which would allow national comparison and restrict diversity, or dependence on performance indicators. In a later study, Tonbul (2008:656) stated that the faculty members were critical of the role of CHE, IUB, and purely administrative boards in determining quality assessment and planning activities.

This paper deals with the faculty members' support for quality enhancement activities at higher education institutions. We believe there is lack of empirical findings in the literature about the institutional support for quality related activities on faculty level in Turkey, and we hope our study may provide a small contribution to fill this gap. In the following sections we explain the methodology of our study and present the key findings of the analysis.

## Methodology

In this paper, we would like to discuss the findings of a research project (NEUBAP13S20) about the faculty support for quality enhancement activities in nine universities around Cappadocia region. Within the frame of this project, 233 questionnaires (out of 1638 faculty members) were gathered from faculty members who are employed at four year faculties around Cappadocia Region. The questionnaire included a Support for Quality Enhancement Activities scale which was developed by the authors. The scale included three seven-point Likert style sub-scales which were used to measure the expected institutional and individual benefits of the quality enhancement activities (12 items), opinions about the establishment and employment of quality and performance indicators (13 items), and the existence of an internal/external assessment culture (11 items). The scale items were derived from the literature about the resistances against quality assurance/enhancement activities, and the findings of the prior studies about quality assurance activities at the Turkish higher education institutions. Data were weighted according to academic titles to better reflect the population. Weighted descriptive statistics of the scales are presented in Table 1, the descriptive statistics of the scale items are provided in Table 3.

Table 1Descriptive Statistics and Cronbach's Alpha Values of the Scales

| | Items | Mean | SD | α |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| ***Support for quality enhancement activities(Total)*** | 36 | 4,86 | ,70491 | ,910 |
| Expected institutional and individual benefits of the quality enhancement activities | 12 | 5,29 | ,91486 | ,880 |
| Opinions about establishment and employment of quality and performance indicators | 13 | 4,68 | ,76255 | ,788 |
| Existence of an internal/external assessment culture | 11 | 4,62 | ,78282 | ,737 |

Mean age of the respondents is 43. Average duration of service in academy is 17 years, while average service length in the affiliated institution is approximately 10 years. Information about the respondents can be seen in Table 2.

Table 2 Properties of the Respondents

| GENDER | Frequency | Percent | Weighted Percent |
|---|---|---|---|
| Female | 40 | 17,2 | 21,9 |
| Male | 193 | 82,8 | 78,1 |
| **TITLE** | | | |
| Professor | 69 | 29,6 | 15,4 |
| Assoc. Prof. | 69 | 29,6 | 16,7 |
| Assist. Prof. | 95 | 40,8 | 67,9 |
| **ADMINISTRATOR** | | | |
| Yes | 108 | 46,4 | 42,5 |
| No | 125 | 53,6 | 57,5 |
| **ACTİVE ROLE IN QUALİTY ENHANCEMENT** | | | |
| Yes | 51 | 22,1 | 19,8 |
| No | 180 | 77,9 | 80,2 |

## RESULTS

Means, standard deviations and frequency statistics of scale items are provided in Table 3. The findings are discussed in the discussion section. (1=Totally disagree, 2= Disagree to a great extend, 3=Disagree, 4=Neither disagree or disagree, 5=Agree, 6=Agree to a great extend, 7=Totally agree)

Table 3 Descriptive Statistics of the Scale Items

| Expected Benefits | Mean | SD | 1(%) | 2(%) | 3(%) | 4(%) | 5(%) | 6(%) | 7(%) |
|---|---|---|---|---|---|---|---|---|---|
| Quality enhancement activities increase the motivation of the faculty to develop themselves. | 5,1013 | 1,60015 | 3,1 | 4,4 | 10,1 | 11,5 | 27,3 | 19,8 | 23,8 |
| Faculty works more productively with the quality enhancement activities. | 5,1542 | 1,43534 | 1,3 | 3,1 | 9,3 | 15,4 | 28,2 | 21,6 | 21,1 |
| Quality enhancement activities produce positive results for the students. | 5,4159 | 1,39029 | 2,2 | 1,8 | 4,4 | 12,8 | 26,5 | 27,0 | 25,2 |
| These activities only increase the faculty's administrative work load. | 3,7920 | 1,75528 | 13,3 | 12,4 | 17,3 | 20,8 | 18,6 | 10,6 | 7,1 |
| Quality enhancement activities develop international relations of my institution. | 5,3839 | 1,24379 | ,4 | 1,3 | 5,4 | 15,6 | 27,7 | 28,6 | 21,0 |
| Quality enhancement activities increase international student mobility at my institution. | 5,4071 | 1,29366 | ,9 | 3,1 | 4,0 | 11,5 | 27,9 | 32,3 | 20,4 |
| Quality enhancement activities develop relations with the external share holders. | 5,4185 | 1,29540 | 1,3 | 1,3 | 5,3 | 12,8 | 26,4 | 31,3 | 21,6 |
| Quality enhancement activities nourish social bonds among the faculty members. | 5,2301 | 1,34996 | 1,8 | 2,2 | 5,3 | 17,3 | 26,5 | 29,2 | 17,7 |
| The efforts about quality enhancement activities are not worth of the possible benefits. | 2,8546 | 1,80486 | 31,7 | 18,9 | 18,5 | 9,3 | 10,1 | 7,5 | 4,0 |
| Quality enhancement activities provide important contributions in the long term. | 5,6933 | 1,21347 | ,4 | 1,3 | 3,6 | 8,4 | 26,7 | 28,4 | 31,1 |
| Quality enhancement activities increase the competitiveness of my institution. | 5,4444 | 1,52882 | 2,2 | 2,2 | 8,4 | 9,8 | 24,0 | 20,0 | 33,3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| These activities cause conflict among faculty members. | 3,1013 | 1,78076 | 26,9 | 14,5 | 19,4 | 15,4 | 11,9 | 8,4 | 3,5 |
| **Indicators** | | | **1(%)** | **2(%)** | **3(%)** | **4(%)** | **5(%)** | **6(%)** | **7(%)** |
| Faculty must be evaluated with quality assessment and performance indicators. | 4,9912 | 1,58883 | 4,0 | 4,4 | 7,5 | 18,1 | 23,5 | 23,5 | 19,0 |
| Faculty should feel responsibility to achieve quality and performance targets. | 5,3894 | 1,39481 | ,9 | 3,5 | 6,2 | 11,5 | 25,7 | 27,4 | 24,8 |
| It is difficult to develop quality and performance indicators in my discipline. | 4,0356 | 1,73426 | 7,6 | 16,4 | 13,8 | 20,0 | 20,4 | 12,9 | 8,9 |
| I do not think that quality and performance indicators are fair. | 4,3214 | 1,51355 | 6,7 | 4,9 | 12,5 | 30,4 | 23,2 | 15,6 | 6,7 |
| Quality and performance indicators guide the studies of the faculty. | 5,2054 | 1,29945 | 2,7 | 1,3 | 4,5 | 15,2 | 29,5 | 34,4 | 12,5 |
| Quality and performance indicators help to institutional development. | 5,3857 | 1,26426 | ,4 | 1,8 | 6,7 | 12,6 | 26,5 | 32,3 | 19,7 |
| The administrators arrange activities to explain quality and performance aims to the faculty. | 4,4711 | 1,50899 | 5,3 | 5,8 | 11,6 | 22,7 | 31,6 | 14,7 | 8,4 |
| The students would not be objective when evaluating education activities. | 3,9367 | 1,50622 | 8,6 | 9,0 | 14,5 | 33,5 | 22,2 | 6,8 | 5,4 |
| A consensus is sought to develop quality and performance indicators. | 4,3991 | 1,46349 | 6,7 | 4,0 | 9,9 | 28,3 | 29,6 | 16,1 | 5,4 |
| Faculty members adopt the employment of quality and performance indicators for assessment. | 4,4664 | 1,43868 | 5,4 | 4,9 | 10,8 | 23,8 | 31,4 | 19,3 | 4,5 |
| It is fair to use quality and performance indicators to distribute resources. | 4,4622 | 1,48494 | 5,8 | 4,4 | 11,6 | 24,9 | 29,8 | 16,4 | 7,1 |
| I develop proposals in developing quality and performance indicators. | 4,6771 | 1,46852 | 4,0 | 4,0 | 11,7 | 18,8 | 33,6 | 17,5 | 10,3 |
| Quality and performance indicators may be used to keep the faculty under control. | 3,6009 | 1,76997 | 16,1 | 15,2 | 13,9 | 22,9 | 17,0 | 8,5 | 6,3 |
| **Internal and External Assessment Culture** | | | **1(%)** | **2(%)** | **3(%)** | **4(%)** | **5(%)** | **6(%)** | **7(%)** |
| Monitoring faculty members may provide positive results. | 4,8705 | 1,57224 | 4,0 | 4,5 | 8,9 | 20,1 | 24,6 | 21,4 | 16,5 |
| Internal and external assessments damages academic autonomy. | 3,1429 | 1,61193 | 21,4 | 13,8 | 24,6 | 21,0 | 10,3 | 6,3 | 2,7 |
| The faculties in my institutions are used to being evaluated. | 3,7768 | 1,58304 | 10,3 | 12,9 | 16,1 | 28,6 | 17,4 | 11,2 | 3,6 |
| Quality assurance activities harm the privacy between the faculty and the students. | 3,1467 | 1,63685 | 21,3 | 15,6 | 20,4 | 26,2 | 6,2 | 6,7 | 3,6 |
| Evaluation of the faculty members by external agents is important to provide objectiveness. | 4,8978 | 1,44952 | 1,8 | 5,3 | 8,0 | 21,8 | 27,1 | 21,3 | 14,7 |
| I would not like being assessed by a colleague. | 3,8259 | 1,80459 | 15,6 | 8,5 | 16,5 | 24,1 | 16,5 | 9,8 | 8,9 |
| I would not be bothered to have my activities evaluated. | 5,2800 | 1,61101 | 2,7 | 3,6 | 9,3 | 13,3 | 19,6 | 21,8 | 29,8 |
| Uncertainties about how the results of internal and external assessments are wide spread. | 4,4711 | 1,45783 | 2,7 | 8,0 | 8,4 | 36,0 | 20,4 | 14,2 | 10,2 |
| Academic profession is not suitable for constant monitoring. | 3,5893 | 1,68376 | 13,4 | 16,5 | 17,0 | 22,8 | 16,1 | 9,8 | 4,5 |
| It is natural that the activities of the faculty to be monitored. | 5,0578 | 1,41776 | 1,3 | 3,1 | 10,7 | 16,0 | 28,4 | 23,1 | 17,3 |
| Evaluation by international agencies is not appropriate. | 3,5938 | 1,62109 | 17,4 | 7,6 | 14,7 | 33,5 | 14,7 | 9,4 | 2,7 |

In the second step of analysis, the data acquired from the questionnaires were analyzed with independent t tests and ANOVA tests to identify significant differences among respondent groups. Tests results are presented in the following sub-sections.

**Academic Titles**

The findings of the one way ANOVA test which was used to examine differences among respondents based on academic titles suggest that there is significant effect of academic title on support for quality enhancement activities[F (2,1695)= 16.65, p=.00]. Dunnet T3 test was used for post hoc comparison of support for quality assurance activities. It was found that the assistant professors (M=4.87, SD=0.63) supported quality assurance activities more than professors (M=4.68, SD=0.70) and associate professors (M=4.66, SD=0.73).

**Disciplinary Differences**

Differences among academics who worked at different faculties were also examined with one way ANOVA test. Six types of faculties were included in this analysis: faculty of economics and administrative sciences, faculty of education, faculty of science and letters, faculty of architecture and engineering, medical sciences (medicine, pharmacy, and dentistry were combined), and faculty of theology. Medicine faculty of Erciyes University was excluded due to administrative reasons. Approximately 90% of the respondents were employed at these faculties. Results showed that the type of faculty has a significant effect on the responses of the faculty members about support for quality enhancement activities [$F(5, 1520)= 22.87$, $p=.00$]. Results revealed that the academics who were employed at the medical sciences faculties (M=5, SD=0.62) supported quality assurance activities more than those at the other faculties while the members of theology faculties (M=4.26, SD=0.59) had the lowest scores in support for quality assurance activities.

**Gender**

Independent samples t-test results showed that there were significant differences between female and male respondents about support for quality assurance activities. Females (M=4.73, SD= 0.50) reported lower level of support for quality assurance activities than males (M=4.82, SD= 0.70); $t(1697)= -2.30$, $p= .022$.

**Administrators versus non-administrators**

The independent samples t-tests which aimed to compare the answers of the administrators and non-administrators showed that the administrators differed significantly from non-administrator faculty members. They had more support for quality assurance activities (M=4.92, SD= 0.68) than non-administrators (M=4.72, SD= 0.64).

**Active Role in Determining Quality Enhancement Policies**

The test result revealed that those who play an active role in determining quality enhancement policies differed significantly from those who do not. Their support is higher (M=5,07, SD=0,80) than faculty members who are not part of quality enhancement activities (M=4,73, SD=0,61).

**DISCUSSION**

The findings of the study show that faculty members have positive views about quality enhancement activities at their institutions. This is most evident in the responds about expected individual and institutional benefits. For example 86% of the respondents agreed with the expression “Quality enhancement activities provide important contributions in the long term”. Almost 81% of the respondents thought that quality enhancement activities may increase international student mobility, while 79% agreed that these activities may improve relations with external shareholders. In addition to students and the institution, the respondents also believed that quality enhancement activities may support individual development. 71% of the respondents agreed that quality enhancement activities may increase motivation and productivity. However, it should also be emphasized that, when neutral responses are included, 57% on the respondents also believe that these activities only increase administrative workload.

The responses to the items on the scale about development and employment of quality and/or performance indicators require closer attention. Actually, a great number of the faculty members agree that the faculty should feel responsibility to achieve quality and performance targets (78%). They also think that the quality/performance indicators may act as a guide for academic studies (76%), and may contribute institutional development (78%). However, there seem to be problems associated with development and employment of quality and/or performance indicators. 42% of the respondents think that it is difficult to develop these indicators in their own discipline. When combined with neutral answers, this percentage increases to 62%. More importantly, there seem to be largely shared concern about the fairness of indicators. 45% of the respondents did not think that indicators are fair, while this percentage is 76% when combined with neutral answers. Student evaluations also seem to lack confidence. When combined with neutral answers 66% does not agree that the students may be objective in evaluating faculty members.

An examination of the sub-scale on internal and external assessment culture reveals important issues. The items on this scale produced higher numbers of neutral answers than the other two sub-scale items. On the hand the majority of the respondents (71%) do not feel uncomfortable about being evaluated, and they think it is natural to have their activities be monitored (69%). 62% of the respondents also agreed that monitoring faculty members activities may provide positive outcomes. External evaluation agents are considered beneficial in providing objective assessments (63%), although international agencies seem to suffer a lower degree of acceptance with 40% of the respondents. These findings suggest that the faculty members are not hostile about internal / external assessments. But there also seem to be widespread uncertainties about how the results of internal and external assessments will be used. 45% of the respondents agreed that there are uncertainties about the employment of assessment, while this percentage increases to 81% with neutral answers. It seems there is need to better communicate with the faculty members on quality enhancement activities. With neutral answers included, 45% does not feel they are well informed about quality and performance targets, while 49% of the respondents do not agree that quality enhancement activities were based on mutual consensus.

The statistical analysis of the data revealed significant differences based on academic titles, disciplinary differences, gender, role in determining quality enhancement policies, and administrative role among the faculty members. According to the test results, it could be claimed that the assistant professors support quality enhancement activities more than their senior colleagues. We believe that this is an important finding, since assistant professors make up almost %65 of the study's population. One could argue that the attitudes of assistant professors may facilitate quality enhancement activities. But, it should be reminded that senior faculty members, and especially the professors, are more powerful and influential in administrative and academic boards of higher education institutions. From this perspective, we believe that it is important to involve senior faculty members in identifying quality enhancement policies.

Disciplinary differences should also be considered in building institutional support for quality enhancement activities. The findings of this study indicate that faculties of medical sciences, architecture and engineering are more supportive about quality enhancement activities. It could be recommended to introduce new or revised quality enhancement activities at these faculties first.

The differences between the administrators and non-administrators are significant. It is evident that the faculty members who have administrative roles have more positive views about their institutions. This could simply be the result of the bias of the administrators who believe it is a part of their role to support quality assurance activities. Although one could argue that the high ratio of administrators (46%) may be considered as favorable for building institutional support, the discrepancy between the administrators and non-administrators may also indicate an adverse effect of the top-down approach. This top-down approach is also evident in the ratio of those who have active roles (22%) in determining quality enhancement policies.

Although the findings of this study provide clues which could be beneficial in determining institutional strategies to foster support for quality enhancement activities, it must be reminded that this study was limited to nine universities and only included professors, associate professors, and assistant professors who are employed at four year faculties. Higher education institutions in Turkey vary to a great extent with older and younger universities which have different priorities, budget sizes, number of students, legal status, and numbers of academic and administrative staff. So, there is need to increase the number of empirical studies about the factors effecting the attitudes of the faculty members to achieve informed progress in building institutional support for quality enhancement activities.

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# Foundation for Quality Management EFQM model feasibility Europe (EFQM) in education institutions, Lorestan Province, Iran

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## Introduction:

Human species gradually learned the value of work and participation. Initially, only members of the tribe and his people helped, without regard to the problems other people have. Gradually it became clear that the problem can not work alone helpsGradually the "aspiration of human basic means working with others for a common goal of world and have been extended so that communication and fast shipping nations closer together has made." (Cohen, 1995, p 15). "The industrialized countries in the mid-1950s onwards, a new form of production and service provision within the saw Attitude of introspection spent outward-looking community and interact with other nations, according to the wishes of the people concerned. "Rapid and continuous changes in the era of the thoughts and attitudes of the managers at the time appeared in industrial societies. Place to management remark leadership. "(Alavi, Farshid, 1999, p 49).

Export orders, enforcing decisions from the top down instead of their kind cooperation and empathy with the management staff, the organization of this movement oriented to what the customer likes a bit of lead one of the most exciting challenges Vtba in modern society the challenge of managing government and industry factors that strongly in balance with each other, such as: management, population growth, population structure, all forms of crises facing society in a way that is not

Management roles, which means the efficient use of resources towards a pillar unmatched and undeniable in terms of social and economic, and even politics, culture has become "(Gray, 1998, p 64.) New theories management of which is referred to as science. dimensions of labor (salaries and working conditions) will be satisfied as long as a person is intrinsically motivated

Move forward without stopping communities in the turbulent current caused by trying to tout it as he likes it covers "(Gvyl Cohen, 1995, p 23).
Today, the quality of the various organizations and has the last word first. Thus, the higher the quality of the sublime, a transcendent agency, a mutual organization and management as well as administrative systems of organs is a complex process which is controlled at the Business Excellence model.

Given the quality and efficiency in the administration of the activities of each organization and institution critical factor in achieving the goals and development programs that the institution is.

Nowadays as low as the low level of effectiveness and efficiency of the service and products, the Iranian companies and organizations in this direction has led to greater attention to this issue and have discovered the causes of low quality

Also, according to the results and goals, continuous improvement of product or service quality and satisfaction of stakeholders, organizations convinced to pay more attention to performance management and evaluation has

Indeed, organizations improve the efficient use of resources at their disposal to achieve the twin objectives of efficiency and effectiveness of the organization in a manner to attempt to evaluate the performance

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Review and evaluate its performance by some sort of effort in troubleshooting processes and work products instead of hiding the imperfections of sharp vision of our customers Predict future customer and market needs and demands of the provisions, and requirements regarding the environment, and also considering the benefits and interests of all stakeholders, all require a reasonable approach, it manages to beConsidering all aspects of quality assessment requires a comprehensive model of quality and development. Research seeks to investigate the matter and what will be the end of an analysis of the possible establishment of a model of excellence (EFQM) excellence the Move education of the province.

## Problem:

Control and quality assurance organizations today are structured in two main
Why the need to understand customer requirements, we can understand the gradual change in various contexts, technological, social, political, moral, and trying to adapt to and anticipate future needs and surpass their products and services as well as increase the quality of the corners management quality.

The major challenge facing managers today is based on compliance with competition rules in the current market environment variable is based on performance evaluation. "

Management evaluates the performance of an organization to measure the conductivity of a plane without a navigation system, the monitoring and evaluation of particular importance to manage the function among the top five (Prvkvynkv, 1998, P. 15). Performance evaluation of an organization's activities and processes, it is not only efficacy but also involves monitoring the effectiveness of the organization to achieve long-term goals and develop a long-term strategy

One of the efficient models to evaluate the quality performance of the organization, the Foundation for Quality Management model in Europe (EFQM), which these days in many organizations in the world and simultaneously deployed and evaluated its performance has led So many people use this model as the evaluation model. The method to measure the success of any organization's performance improvement brought together various organizations and provides comparable performance. Discover strengths and areas to be improved Based on the preparation of a data base amount applicable to the current situation in the organization with the ideal conditions for a master key goal of this research is in accordance with the standard format, the model contains 9 criteria and 32 sub-criteria which are detailed in later stages will be presented

Investigation of the structure follows the model but its localization and adaptation to the conditions and requirements of education model province minor changes have been made on the following criteria Nowadays organizations to achieve quality, then it must be the path of organizational maturity, and the path to the stakeholder's satisfaction is going Leaders of organizations have learned from experience in organizational development depends on the development and characteristics of working and creating a favorable impression Noting the growing consumer society is to view Identify areas for improvement and organizational strengths in education Model province around 9 main criteria considered in this research is the. Assessment of stakeholder perceptions and performance measures for the employees, community and customers as well as key evaluation results, a fundamental step is to identify the strengths and areas of improvement, as well as to identify the reasons and the main drivers of the pillars of the status quo is research. Obviously, based on what was mentioned above familiar with the strengths and weaknesses in different areas of management to make proper plans Collection efforts in identifying and responding to what the Kurds, is particularly important Thus, with regard to the existing conditions governing the province feasibility Education Business Excellence Model EFQM)) as an issue and will be reviewed.

### The necessity and importance of performance:

Areas of higher organizations, regardless of size, maturity, organizational structure and success requires strong management tool is appropriate. In order to assess the position of the organization on the path of excellence and help to understand the gap between aspirations and reality and encourage organizations to find solutions to improve

And also the basis for establishing a common language and thinking in all dimensions and in all areas of the organization, the Foundation for Quality Management Excellence Model Enterprise Services Europe.

Performance improvement of education in the province and how it depends on the current status of the unit is detected.

To evaluate the performance of the organization can improve the level of development plans and thus better performance and their knowledge of the groups to measure the performance of military In addition, the amount of research results in different fields is the successful implementation of education policies and how subordinate units HIGHLIGHTS province, thereby providing a measure compare the performance of subordinate units, other organizations the best models In addition, through this research can be inefficient and ineffective to identify areas to focus improvement activities on the In other words, the productivity of the organization's activities and deepen the policy implications of this research can be crucial.
Given the capabilities of the model (EFQM) in identifying strengths and areas for improvement and the need to identify areas for performance improvement planning any subsidiaries of Education Lorestan necessarily subject to identify areas of strength and weakness is

Given the level of strategy and vision, as well as the successful implementation of development policies and programs in all three areas of approach, deployment and review of requirements and prerequisites are planned,

The model EFQM)) has the ability to monitor it well. Assessment including evaluation of various aspects of the policies and objectives, strategies, resources, facilities Necessary staff and management processes in organizations. Unfortunately, no assessment or evaluation reports of the disease in the modern ills of the country.

With this survey on the expected outcomes of the provincial education can be measured or identified Satisfaction of employees, customers or the extent to which the functioning of the organization or is primarily due to measurement or not?

The results of this research may lead to the desired behavior is to motivate people at different levels in order to evaluate policies that are of particular importance in the organizations they are depends on the measurements. In general, the importance of research in the study of compliance and performance results of all office activities with a global acceptance as a standard model. Organizational behavior, absolute compliance behavior.

## Research objectives:

The objectives of this study are separable as follows:
1 - Pathology of the existing state of conscious planning.
2 - Improve the conditions of the decision.

3 - Promoting Empowerment through Education province Productivity main purpose Feasibility of the Business Excellence Model Business Excellence Foundation for Quality Management Europe based on EFQM)) in the province of Education.

4-- The effectiveness of each measure 9 persons in leadership, policy and strategy, people management, resources, processes, customers, results, employees, community, key performance results, the move towards excellence in education province to determine .

5-Provide recommendations based on research findings and their practical applications in education province.
6 - identify strengths and areas of significant subsidiaries provincial education departments.

7 - Provide clear and transparent picture of the status of subordinate units based on documentation of education.
8 - Providing Pyshnhdaty for other organizations in the province.

## Research questions:

The research questions are:
1 - Current state education agencies province in terms of features, the Business Excellence Model (EFQM) How so?
2 - the main factors affecting the implementation of the Business Excellence Model (EFQM) What are the province?
3 - Models (EFQM) for education agencies, what province should have the features and requirements?
4 - Operational and structural changes in the direction of substrate preparation and implementation model (EFQM) How Vty what steps should be implemented in the province education institutions?

## Materials and Methods :

This study feasibility Foundation for Quality Management EFQM model Europe (EFQM) in the province includes education organizations In the meantime we have tried to select the appropriate statistical methods of sampling and data collection and analysis, they would Therefore, this chapter introduces the methods of statistical analysis, data collection, community, Nmvnhamary are introduced.

Given the scope and breadth of the subject matter of this study and the possibility of collecting data from all of the directors and officers and staff of the Department of Education not possible
Staff and sufficient information regarding the Business Excellence Model (EFQM) have conducted research on the other hand, the major provisions of the Feasibility of implementing the Business Excellence Model (EFQM) and a practical obligation of all members of the organization, so Jamhamary considered in this study for managers and professionals working in the educational institutions of the province.

The research method was descriptive - survey because of the efforts of this study, the relationship between the independent and dependent variables is that it examines the factors that affect performance and show that, Including leadership, policy, strategy, personnel, resources, processes, customers, employees results, society results, key performance results) above is effective in improving education, province or not? Besides paying attention to their implementation and improve the quality of education in the province of performance It is also the researcher to determine the effect of independent variables on the dependent variables and were not involved in dealing with the status quo is simply to measure The aim of this study was to measure the correlation between test was used to compare mean values, and hence engage the questionnaire for all managers and officers of Education is.

## Jamhamary and how to introduce sampling:

Since this study has attempted to investigate the possibility of implementing the Business Excellence Model Europe Foundation for Quality Management (EFQM) in education and training organizations and pay attention to the possibility of the most important pre-requisite for Assessing the implementation of the Business Excellence Model (EFQM) model based on these factors is, therefore, desired Jamhamary contains 22 areas of education administrators province, general manager, coaches and experts working in the department is engaged in 2008 years were used The amount is based on 1,100 Jamhamary due to large and unpredictable availability, sampling is taking over distribution units in the province of Education through stratified random sampling to select a sample taken Indeed, the first stage random sampling of departments, offices, centers of education in the province do. The form of all top managers, middle, supervisors and officers and employees of all the departments of education in the province are currently employed in the sample is taken

The size of this group has been collected form 345. Sampling is performed as follows:

$$In = \frac{2t_c s}{\sqrt{n}} \qquad \mathrm{Im} = 2k^{-1}\,\bar{x}$$

$$if \quad n = 1100 \qquad k = 0/05 \qquad \alpha = \%5$$

$$t(v,\alpha) = t(1100,0/05) \qquad n = 350$$

$$In = \frac{2t_c s}{\sqrt{n}} = \frac{2\times 1/96 \times 12}{\sqrt{1100}} = \%\ 28 \qquad \%\ 28 \prec 0/25$$

## Validity of data collection tools:

Credit to argue whether the instrument has been selected to form the same question if another researcher doing research in a similar environment to achieve similar results. Validity deals with the issue of whether it is related to methods and approaches to the problems explored in the study?

Measure the degree of validity of the present study fulfills. Reliability and validity is a necessary condition for the validity of the instrument can not be valid unless validity (Kazemi, 1999, p 222.) In this study, Cronbach's alpha coefficient was used to assess reliability, Cronbach's alpha coefficient for the scale of 9879/0 which is indicative of high precision measuring tools. Using SPSS Processor alpha value as described

| Statistics | Mean | Variance | Stdder | Nof |
|---|---|---|---|---|
| SCALE | 80/008 | 476/13 | 21/82 | 30 |

**Nofcases=350**

**Alpha=0/9879**

## Data characteristics:

Given that this study is considering the feasibility of implementing the Business Excellence Model (EFQM) is a province in education organizations. Therefore, a survey has as a response to the questionnaire, the feasibility of the implementation organizational excellence in management education will be examined. questionnaire about the criteria and sub-criteria with respect to the Business Excellence Model (EFQM) were designed.

## Zyrmyarhay criteria model EFQM)):

**Leadership:**

Transcendent Leaders of establishing clear goals, values and quality corporate purposes and to provide the necessary structure to ensure. Develop and clarify their vision and strategy of the organization and its emphasis on participation and action.

In fact, as the driving force and guiding leadership of the organization is on the path to excellence Approach and their performance is thus influence their fate. Managers transcendent in terms of organizational change and organizational purposes are consistent.

## Method of data analysis:

Desired method of cross - sectional is. Therefore the most common questions and the most common technique used in this method. Like many other research methods should be analyzed by the method specified.
Data will be analyzed from two perspectives:

1- The quality and content perspective and a little other words, the theoretical analysis
2 - a little perspective and some other words, technical analysis
Quantitative point of view looks like that all the data will be analyzed by it. Method of procedure is to take place at the median, standard deviation, and other distributional indexes are calculated. Then, by virtue of inferential statistics and hypothesis testing proportions and means are analyzed. According to four research questions in this study is derived from the questionnaire
The data were analyzed with descriptive and analytical consideration of research methods, frequency tables, and indexes of central distribution (...(Mean, median) for the results of the test statistic Tyastvdnt average for statistical analysis and inferential statistics are used in the Questionnaire as a tool for assessment and collection is presented based on questions derived from the research questions and concepts that have been established The relative importance of each of these questions, the questionnaire is different with SAI. Questions presented in the questionnaire is 30 questions regarding the implications of the research questions, a questionnaire has been prepared It's so descriptive and analytic survey methods in order to obtain basic data for the frequency table and index of dispersion (mean) will be used The degrees of freedom for any questions regarding methods of Cronbach's alpha level of the test statistics and Tyastvdnt and got the final analysis to analyze the perceptions described.

After Tyastvdnt statistics calculated by comparing the mean results for each comparison test hypotheses by comparing them to prioritize the action After determining hypotheses by comparing the mean of questions were the most important factors to be determined. Thus, without doing any additional testing mean any of the questions were from large to small in the table above will mean for the second research question, factor analysis was used to test

$$X^2=-[n-\frac{2p+5}{6}]LOG|R|$$

After collecting the questionnaires and data collected will be analyzed using SPSS software. Astvndt and test hypotheses using t-test results in relation to the four research questions can be found that the basis of performance excellence model is possible or not.

After each question the formal analysis of the Business Excellence Model (EFQM) and the research questions were formed to investigate the bias and the lack of a single question about the displacement of the questionnaire was Nsnjndaqdam. The analysis of each of the questions on fit test was carried out of the question.

## Analysis of Research Question 1:

1 - Current state education agencies province in terms of features, the Business Excellence Model (EFQM) How so?
The survey questions categorized in relation to the components of the Business Excellence Model (EFQM arose that were presented as follows.

| No | questions | no component |
|---|---|---|
| 1 | led | 1-7-9-13-19-23-28 |
| **2** | Staff results | 3-8-15-18-20-25-26 |

| | | |
|---|---|---|
| 3 | Policy and Customer Results | 2-10-11-14-29 |
| 4 | Msharkthav community | 5-17-22-30 |
| 5 | Process | 4-6-12-16 |

Table 1-2-4 component classification model based on questions

Tables related to the above components are offered separately. Provide tables that indicate which of the following components of the data obtained have been more important.

**Table 2.2.4 Components of Leadership**

| No | question | Description | mean | variance |
|---|---|---|---|---|
| **1** | **1** | To what extent senior managers in developing and providing education and training goals are involved in the move from forward and implement the correct? | **2.28** | **1.014** |
| **2** | **7** | To what degree Master of Education in developing and implementing programs to monitor and participate in organizational structure are divided into? | **3.08** | **1.18** |
| **3** | **13** | To what extent senior managers of the organization's values, according to Providing support for the organizations to deploy it? | **2.62** | **0.89** |
| **4** | **19** | To what extent senior managers in the private and public efforts to stress the unwillingness to acknowledge and reward employees? | **2.74** | **0.84** |
| **5** | **23** | To what extent senior managers to solve problems that are associated with other institutions and organizations? | **3.14** | **0.91** |
| **6** | **28** | To what extent senior managers of the organization's activities in order to meet with clients and stakeholders to consider the importance of solving their problems? | **2.15** | **0.56** |

Average dimensions of leadership which consists of 6 questions are numbered in the table equal to the same number, 2/66 shows that this reflects the fact that the staff and directors of education to the importance of the essential role of effective excellence model (EFQM).

**Table 3-2-4 component of policy and strategy, and customer results**.

| no | question | Description | **mean** | variance |
|---|---|---|---|---|
| 1 | 3 | To what extent the current state of education in individual and team skills of employees in the organization utilize? | **2.90** | **0.81** |
| 2 | 8 | To what extent desired values of workers and patients are supported by existing policies? | **2.33** | **0.93** |
| 3 | 15 | To what extent organizational values and needs of the hiring process consistent? | 2.88 | 0.68 |
| 4 | 18 | To what extent senior managers had knowledge of job satisfaction and are working to improve it? | 2.75 | 0.48 |
| 5 | 20 | To what extent employees are familiar with its scope and goals based on their work? | 2.02 | 1.05 |
| 6 | 25 | Extent of employee participation in the organization's competencies and increase their confidence is strengthened? | 1.84 | 0.75 |
| 7 | 26 | What level of education in the training of personnel issues such as employee absenteeism rate is given to encourage and appreciate them? | 3.42 | 0.83 |

The average obtained from the table of the 66/2 is larger than the model parameters and the results ofstaff Organizational Excellence, the average equal to 58/2 can therefore be concluded that the implementation of the Business Excellence Model to employees of particular importance in order to run a successful model can be.

**Table 5.2.4 Participation of components and resources**

| no | question | Description | mean | variance |
|---|---|---|---|---|
| 1 | 5 | To what extent the education agency to ensure optimum service delivery to beneficiaries is based on the monitoring necessary to do Ndardhay? | 2.39 | 0.752 |
| 2 | 17 | To what extent the education agency response to the problems and needs of stakeholders in the system is applicable? | 2.35 | 1 |
| 3 | 22 | To what extent administrative activities of water (to support, administrative, financial and process improvements are in order? | 3.02 | 0.737 |
| 4 | 30 | How much to change the laws relating to information circulars and update stakeholders on appropriate methods are applicable? | 2.10 | 0.536 |

Equal to the average of 78/2 which is greater than table numbers so much preparedness resources are getting quality. And this is possible with the participation of resource allocation.

**Table 6.2.4 Components of the Process**

| no | question | Description | mean | variance |
|---|---|---|---|---|
| 1 | 4 | To what extent will focus on providing services to stakeholders of education? | 2.40 | 0.615 |
| 2 | 6 | To what extent the education agency to determine clients' satisfaction towards services provided by regular surveys are used? | 3.29 | 0.799 |
| 3 | 12 | To what extent the level of education of an ongoing survey to improve the use of the act? | 2.9 | 0.931 |
| 4 | 16 | Community funds granted to the extent of education success In order to ensure that the specified goals? | 3.11 | 1.04 |

Average Total questions about the Business Excellence Model (EFQM) 2/91 and the component 2/66, so we can conclude the process excellence model is of particular importance.The best way to detect measurement statistical above question of T student can use the best practices for measuring and testing the hypothesized relationships in the questionnaire are based on and with reference to the methods of the present statistical software spss for acceleration work as well as the table is calculated as follows.

| N | mean | Std.deviation | Std.errormean |
|---|---|---|---|
| 10500 | 206660 | 094824 | 000925 |

| فرضيه ها | t | df | sig | Mean diffrence | 95%Confidenceinteral .fthedinece | |
|---|---|---|---|---|---|---|
| | 198.288 | 10499 | 000 | | lower | Veper |
| | | | | | 2.6488 | 2.6851 |

Accordingly, in relation to the first question is to investigate the significant 0005/0 value for the test 198/288 was calculated according to the sample size table, the critical value critical value 291/3 is so because 3/291 <198 / 288 is much larger than the critical value table.

Current Status of Education province to implement the EFQM Excellence Model or the model according to the features possible. The reliability of the results obtained, it can be said that the research question First, an examination of the current state of education, province, according to the characteristics of the EFQM model to implement the model Yadh suited to the characteristics of the model learned so far to implementation and follow up its implementation in the province of Education there.

## Analysis of the second research question:

**2 - The fundamental factors influencing the province which are implementing EFQM Excellence Model?**

With regard to the question of identifying the factors affecting the implementation of the Business Excellence Model is used to determine the clusters and grouping related variables Variables associated with each factor based on the amount of genetic variance and the total variance explained by each factor is. The factor analysis Used First should be noted that the principle factor analysis is required before running the following assumptions be observed.

1- kom sampling adequacy index of at least 7% and above is preferred.
2 - the result of Bartlett's test of sphericity should be statistically significant.
3 - Matrix of factor loadings for each question should be at least 3/0, preferably above it.
Kom sampling adequacy index value equal to the questionnaire, 941/0, and the meaning of the characteristics Bartlett's test of sphericity less than 0001/0 is. Therefore, based on two criteria, it can be concluded that the implementation of the results of factor analysis based on the correlation matrix of the sample would be justified Besides basic computer output shows that he Dnzmynan of the correlation matrix for the non-zero value indicates that the questionnaire is based on the data Can be extracted to determine the factors that ensure that the research tool of significant factors, saturated, three major characteristics considered

## Equity

2 - the proportion of variance explained by each factor
3 - Graph rotated special value called the scree. In this study, principal components analysis Principal componet and a Varimax rotation was used In the questionnaire analysis, three factors were extracted from the results of the factor analysis showed that the first factor after rotation of 925/76 and the second factor of 289/7, and the third factor of 532/4% and a total of 743/88% of the total variance of measures . the following table loadings have questions or special value

**Table 7-2-4 The first factor – Stakeholders**

| no | Number of Questions | Questions related to the managing stakeholders | Baramly |
|---|---|---|---|
| 29 | 1 | Education and training in how to communicate with clients through correct and timely response to them the attention does? | 0.818 |
| 10 | 2 | Up the extent of the resource (information), financial, material, human interests and goals are? | 0.777 |
| 26 | 3 | Efforts to improve and expand how employees are recognized for the success of the organization and this will be value? | 0755 |
| 4 | 4 | To what extent does the organization provide services to beneficiaries should be given up? | 0.754 |
| 21 | 5 | To what extent employees are satisfied with their administrative workload and activities? | 0.750 |
| 2 | 6 | Up to issues such as the extent of absenteeism of employees, their training and their level of interest is encouraged and appreciated? | 0.745 |
| 27 | 7 | To what extent the values of employees and clients are supported by existing policy? | 0.715 |
| 8 | 8 | To what extent the values of employees and clients will be supported by existing policy? | 0.695 |
| 17 | 9 | Senior executives to develop and produce up to what extent the overall objective path forward and implemented correctly, it involved? | 0.691 |
| 12 | 10 | Senior executives of the extent of the value given environment will support and expand the organization? | 0.690 |

| | | | |
|---|---|---|---|
| 6 | 11 | How to set up the users are satisfied with respect to the services provided by regular surveys are used? | 0.687 |
| 24 | 12 | To what extent are the objectives of the capacity to make changes? | 0.668 |

The first name given to the 29 highest loadings on the first factor that has destroyed other questions, call the stakeholders. Course, other factors are also important. Here are just called by a top agent named Stakeholder.

**Table 8.2.4 the second factor – management**

| no | Questions | Questions of the second factor | Baramlyq uestion |
|---|---|---|---|
| 1 | 18 | Chief Executive Officer Job satisfaction to the extent that the reform efforts to improve it? | 0.898 |
| 2 | 5 | Up to what extent the organization to ensure quality services to beneficiaries according to the monitor to do? | 0.833 |
| 3 | 11 | Up to what extent the views and needs of stakeholders based on comprehensive and reliable method to apply to? | 0.798 |
| 4 | 19 | How much a person or a group of senior managers and encourage the efforts of those employees? | 0.784 |
| 5 | 17 | How much water in comparison to respond to the problems and needs of Zynfal system applicable there? | 0.766 |
| 6 | 9 | To what extent senior managers up to solve the problems of clients and employees interact and collaborate. | 0.758 |
| 7 | 23 | Chief Executive Officer on how to solve problems that are associated with other institutions and organizations? | 0.713 |
| 8 | 16 | How financial and resource allocations Asayy up the success of the organization in order to achieve specified goals will guarantee it? | 0.699 |
| 9 | 7 | How much money and credit granted to that organization? | 0.672 |
| 10 | 3 | Up to what extent the current state of the abilities of the individual and team level employees of the organization are.? | 0.636 |
| 11 | 22 | How much water enforcement activities (support, administrative, financial and process improvement in the development of the organization.? | 0.621 |
| 12 | 12 | To what extent the water level of ongoing surveys are used to improve the? | 0.591 |

The second factor is the highest factor loadings to question 18 relating to the management agent was identified It is also important to note that other factors also play a role in developing questions are important, and only model Asasydr significant is important because above loadings.

**Table 9.2.4 The third factor - structure**

| Order | Number of Questions | More Questions | Baramlyq uestion |
|---|---|---|---|
| 1 | 30 | Related information such as the extent of Regulations, Sections A and stakeholders Rvzbvdh according to proper procedures are applicable? | 0.888 |
| 2 | 28 | How much senior executives of organizations or activities in order to meet with clients and stakeholders to solve their problems they care? | 0.847 |
| 3 | 14 | To what extent employees are familiar with the overall goals of the organization? | 0.758 |
| 4 | 20 | To what extent staff with the relevant objectives and scope Khvdashnayy serve basis? | 0.698 |
| 5 | 15 | How much organizational needs, values and organizational level consistent with the hiring process? | 0.650 |

**Svmbar agent named agent in question has been more than 30 of the other questions on here, it is important to note that only through the factor loading is named after the respondents answer.**

**Table 10-2-4 loadings questions particularly valuable**

| Equity | factor after rotation |
|---|---|
| 1 | 23.078 |
| 2 | 2.186 |
| 3 | 1.36 |

As seen in the table, three main research questions were segregated. The questions are based on research questions and synthesis of the Business Excellence Model (EFQM) and the reliability and validity of measurement has been proposed For inquiries and selection of appropriate statistical methods for the separation of the three factors was obtained. The questions were based on three factors, the first factor can be named beneficiaries of the second factor, termed the Management Agent.

Also, in connection with which the employee has been given, it can be the greatest beneficiaries of the organization - called. Should mention that all the numbers and calculations in connection with the. Conducted by the department of computer known as factor analysis. In this regard can be obtained from the variance and the second factor, which we have called the structure factor 28/7 is obtained in connection with the third factor, which we have named the organization structure of variance yielded 53/4, so that the.

## Analysis of Research Question 3:

### Model (EFQM) for education agencies, what province should be having the features and requirements?

Question 3 Brvyzhgy and requirements of the appropriate model for the organization of education province insists., Which is based on analysis of questions 1 and 2 research results, the components of this model largely with education coordination. Means that the model Business Excellence (EFQM) components of leadership, staff, the policies and strategies, resources and partnerships, processes, personnel, customer results, society results and key performance configuration of the original concept of organizational excellence model The expression characteristics of an appropriate model for the province, according to the Department of Education in the country to focus on education is in transition.'s To run in the form of an effort to be decentralized.In the past few years with delegated some powers of the central administration offices to change the name of the saw.

The model according to the model (EFQM), which could have implications in terms of the realities in education as an effective model to use. After stating that it can be appropriate to run the model adequately educated according to the heads of jurisdiction and the resources used and the objectives of macro and micro-enterprises you need to consider be Vyzhgyhadr organization must implement the appropriate model to be expressed in such a way that all current and future state of the organization is.

Component model is considered the leader in management education, we are The idea is to use the model of leadership is not power, but the aim is to influence people to run things.

While this point we face in education is the use of legal powers. The mother expressed the appropriate model should consider the fact that each component of the model we follow certain that we have the right model with the education to take into consideration object.

## Analysis of Research Question 4:

**Bed preparation and structural changes in the direction and implementation of the model (EFQM) How and in what steps must be implemented in the province education institutions?**

In connection with the preparation of the form should also be considered to be all inclusive model. Given a point in the organization structure of the Department of Education and abilities of employees,

resources, and organizational goals and requirements it is Due to the quality of the human is always one of our concerns. Accordingly ready to implement any model or plan to do a series of operations that can be successful in that field.
In this regard, beginning with the results of the current study is the first to implement the model considers the provincial education Consequently, the second question that was relevant factors and three factors were taken into account.
The third question is what should be the appropriate model with the characteristics and requirements of environmental and social conditions of the society is considered .
This question also be used to run any clues as to the causes and effects of additional measures Thus, it is possible preparation according to the concepts of highest and closest analogies to run must first be found and then the changes in the organization embarked on .
Mva and resistance changing with the least resistance to forward facing , we must be able to justify action to minimize resistance .

## Summary of Findings for Research Question 1:

In this context , with regard to the number of responses given to the questions, and select the t-student test to analyze relevant data collected and the various stages of the value of t obtained with regard to the degree of freedom 1, ie 1 =with the value obtained from the table it can be deduced that the 29/3 < 99/288 , thus implementing the EFQM Excellence Model in the province of education is approved .

customers, community partnerships and resources and processes are classified . component parts in this process , having a mean of 91/2 having the highest share of policy and strategy 44/2 minimum contribution and importance in the model. data relevant ones. , one can conclude that most of the population in the process of education is the most important lever to execute model (EFQM) has the education agency .

After the procedure , component sharing resources and stakeholders with an average of 71/2 is located. Then cited two factors led with an average of 66/2 located in the following are components of the staff and community . On the order of the components of the policy and strategy, with an average of 44/2 is located. In relation to the first question, the present state of research and education organizations in the province in terms of properties of the Business Excellence Model (EFQM) How so?whether there is a possibility of model whether it can be said that this is possible given the size T of the critical value in the table for the implementation of the model (EFQM) is appropriate given the current situation .

## 2 - Summary of Findings for Research Question 2:

Analysis of the data associated with the two main factors influencing the implementation of research excellence model (EFQM) which are in the province ? With regard to the question analysis Statistical analysis was performed using a very great extent in the factors were obtained by running the model .each question should be a factor of 3 / 0 is not less than the amount of the note indicates that the index was above the 941 / 0 level of significance test is less than 0.0001 is.

The calculation of the factor analysis of the questionnaire revealed that three basic factors identified and were classified according to the type of question formation. This means that the questions were based on a factor analysis was conducted in three categories, respectively managerial factors1- LED 2 - 3 strategic structural factors - cultural factors, according to the research staff of the fundamental factors affecting the implementation of the Business Excellence Model (EFQM) in the province which are the three factors identified above and in relation to each of these factors Turning attention to questions of equity and different loadings on the first factor, which we call operating stakeholders in the review of all Question factor loadings to the 078 / twenty-three with average 33/77 Now, according to obtained the babes in our study we used the t test Astvnt these are the questions of reliability and validity for the implementation of the Business Excellence Model (EFQM) in the province are up to the review of the questions the second factor which we call management spin inquiries 186/2 , and the out obtained the t we set this equal to 30/77 is that it also represents the amount of t obtained from t table at the rate third factor which we structure factor have named values of rotation and the average obtained from these sets of questions 77 / 77 is that it also represents a greater proportion of the table is In general it can be said in its place are three categories of factors Makh questions are valid and thus the underlying factors identified in this study were obtained In other words, this is the second question of this research was approved.

According to the obtained data, it is important The Business Excellence Model (EFQM) is an important factor influencing the administration - led by the main framework of deformable important and irreplaceable role implementations .

The first model is the central role of responsible leadership. So we can conclude that the main factor in determining an organization's management system of education can Lorestan province in line with the implementation and execution of the Business Excellence Model (EFQM) they contribute Surely management insights and innovative approach to design and quality systems can move forward and the thruster is flourishing every day .In this regard, according to the Business Excellence Model can be said that there are supplements that aid in leadership roles are The model is referred to as an enabler of the results of our inquiries are also two important factors that affect stakeholders and structural factors. In this respect, it represents a model or drawing attention to factors such as our results. In fact all the above mentioned model has 4 main pillars Leadership, people, policy and strategy, partnerships Vnab the elements of a specified process has several results Grdndkh form model ((EFQM makes our obtained factors such as each of the according to specified process towards a single goal, but the results are different.

**Summary of Findings for Research Question 3:**

In relation to the third research question of the appropriate Model (EFQM) for the education of the province should be having the features and requirements? Be Stating that according to the previous two questions, and the results obtained from the model fit with the structure of education of the province should be features circumstances Environmental characteristics of the human, social and moral conditions of the province so as to be consistent with results obtained by a suitable qualified means that the structure of our education governance structure means that the direct role.

But if they are in the administration and management of the above mentioned models offer the best in the province's water must be changes in the structure of the Department of Education. This means that education in the provinces and centrally run separately from the standard administration of the Ministry of Education in their oversight role and All relevant matters are delegated to the directors of the most effective and important strides in recent years in this field has been removed Office of Education as provincial organizations have changed the name and role of the organization and somehow run the separate.

But in practice the commands issued from the center of a precedent that So we can gather that this organization has become just as much of a name for this is The implementation of quality systems in the province is faced with many problems.

1- mentioned models should be consistent with the cultural
2 - These models should be such that we consider all environmental conditions.

Of course there should be a point of Lost did and that model ((EFQM at the beginning of the creation, only to run on industrial organization established but little attention to the functionality of the model was very high place in other other community organizations will also be opened and slowly made its wayBased on this model as a model of quality in education has also been used .

In our country several years to set up offices in the organization and methods of education to implement a model of excellence (EFQM) qualitative of models (hrnhl) hasOn the same basis can be a model for Quality Education Excellence Model (EFQM) Excellence Model provides a greater understanding of the subject ((EFQM for drawing reminds us once again. Had given model ((EFQM should bear in mind that the model for industrial organization, and social and human approach to model the characteristics of the organization such as: education was carefully considered.

On this basis, the appropriate model for the Education should be a model for the proper implementation of a series of compelling features and step by step model for education is more organized Excellence Thus we can say that the education of the administrative system of centralized, top-down bureaucratic hierarchy management isThe management of the organization is headed in the same direction, leadership (management) must be such that a key role is the connection between the various componentsAs in all matters related to the education of students and the education they are flourish so involved staff, including administrative, educational, faculty, and administrative should be sombrousIn this regard, management must make efforts to satisfy both employees' job security, welfare, and provide to be trying to growth and prosperity of The role of management is unmatched staff Vkhtyr important here given that the situation in our country is very differentThe informal organization of departments and institutions including education occurs very quickly, so management should make every effort to align to the administration classes of unofficial departments the organization's goals planning accurately do willIn conjunction with the error object in this country, has focused on education and the education of our political **institutions** is However, this structure is the same in all countries, in line with government efforts to educate children, young people wanted the government to be Hamy So in general, and whether the object is a strategy that is integrated into the strategy previously adopted.

If, however, the factors that we have said so far Excellence Model (EFQM) to implement. It can be found that this model can largely be in line with the characteristics of our country. Other models such as gradually .. then turn the words above sources is that the education we provide all the resources to serve the state and its After the necessary funds and the overall state education agencies must provide So that the words have been said above is incompatible with the model that the model should be based on two things change, the more they participate in all Participation in government programs are the first letter of the contributions may be financial, or educational Or atmosphere for education. The model can therefore be given. Based on the above mentioned issues .It can be said that the characteristics of the education agency model in addition to the above can be of Lorestan native Social conditions and economic model for the management of the organization as well as the political Lorestani is selected It can be noted that the features mentioned above is in line with the fact that in any organization or institution that we want to project, and the systemic off The characteristics of the economic, social, financial, human, consider the area where you want to change, then we have We have always been high points and features two regions. Now, according to the Excellence Model (EFQM) and the description of the localization of these models can be used for education model provided on the next page:

## Summary of Findings for Research Question 4 :

In connection with the preparation and structural changes Drrastay 4 research operations - building and running the model - how Vty what steps should be implemented within organizations to teach and nurture the province ?

Here it should be said that any change will require prior planning, target selection , feasibility is. After the operation we can do in terms of preparation .

So the first step of the process that is important in relation to the feasibility of the changes must go through the steps to begin a feasibility study of resources for the management of ... In this research, we are trying to sort it the feasibility in implementing the Business Excellence Model (EFQM) do We understand that project fourth research question the implementation of the Business Excellence Model - in the province and the provincial education organization exists or not.opposed to change their routines. Thus, according to the research questions that arose from within the model - have been implemented as well as the research questions posed in the questionnaire derived from the research questions and research excellence model EFQM)) have been. Can take steps to prepare for structural changes were noted.

The aims of education in our country at large Change every province according to the characteristics of the minority, environmental, social, strong Relevant regional programs to develop long-term goals of the organization is that it is not a regional property management butEvery organization should be someone familiar with the area problem.

On the other senior executives of leading organizations have the need to develop their own goals to the needs of its stakeholders Surely as the linchpin of students and staff in the next phase of special note have indeed in any enterprise that requires stakeholder satisfaction Is .

Thus, the area must first correct program and then monitor and control reasonably sensitive and precise so that we can have a small change in organizational structure have The breaking of the problems and barriers in this study more emphasis on stimulating and strengthening stakeholder organizations as agents of change is So that we can structure the changes and the conditions for the implementation of the Excellence Model (EFQM) in the province of Education to provide Stakeholders will need special attention and plentiful. Because the shape of their organization. As mentioned in the previous .

Education agencies, organizations and offices as the methods that have been The main task field offices to review the implementation of the provincial education quality models to improve performance and improve the efficiency of the is Consequently the province of this office is trying. The main task of the Office of the feasibility study, requirements, programs for qualitative models.

xecution Excellence Model ((EFQM province-based organizations, education and infrastructure for a given structural model. Province, according to the aforementioned model has 9 main criteria and 32 sub-criteria in the following order offered. enabler of leadership - policy - and strategy - human resources - partnerships and resources.

## Processes:

Criteria enabling an organization to do what it does cover. Results Customer Results - Results HR community - key results, performance criteria enabling the implementation of the results obtained. The basic organizational excellence model (EFQM) Total Quality Management (tqm), so if you run the model (EFQM) model applied in the organization of education in the province of Lorestan province that can be presented.

1- leadership so that the system of education based on Model (EFQM) is applied.
2- Head of Department of Education based on the native place of service and education to the Editor accordance with the objectives and responsibilities of the model gradually implement. to recognize its employees' performance and the ability to update their abilities to try.
3- always doing things to improve your employees know to update their skills to the effort.
4- always doing things to try and improve the situation.

Policy and Strategy
Here are the system administrator Yate in education based on Model (EFQM) is applied. 1 - based on information from their organization's performance evaluation agencies are required to prepare strategies. 2 - Always try to be objective and strategy to be updated. 3 - In order to convey and implement new strategies to try.
Human Resources (Personnel) 1 - Management and planning of human resources is done. 2 - Identify staff competencies and attributes are supported. 3 - Employees working on improving and they are encouraged to contribute. 4 - There is always discussion between the employee and the organization. 5 - Employees are rewarded for doing things, and they feel safer.

rtnerships and Resources Here's management of financial resources, staff from outside the organization, materials, equipment, buildings, ... apply.

Processes:
1 - responsible for monitoring the work done systematically and their quality programs.
2 - To create value and satisfaction and employee productivity are considered.
3 - Education and training services based on the needs of students is planned.

4 - the better the relationship between employees and customers (students and other patrons) are emphasized.

Customer results:
1 - Use customer surveys, employee for improvement.
2 -results in better communication with clients (students and other patrons, the better things are measured. HR results: State education officials and management tools Bzarhayy make such surveys, field research, interviews with stakeholders, the assessment of the administrative activities and personnel are used.

## The results:

Education officials are working imaginations and desires of the community to address issues like the amount of calls, as an extractor, an entity in charge of creating equal opportunity, and consequently national impact on the local economy, the behavior of moral, humanitarian efforts, communication with authorities to gain the necessary knowledge.

## Key performance results:

Authorities are trying to take advantage of the goals of the organization should be able to charge fees taken transparency The Department of Education and declare measure.
According to the theoretical model presented in Lorestan Province Education
Possible to say that the implementation of Quality Management Foundation Europe Business Excellence Model (EFQM) it can be done as above

It is hoped that some small part of the service organization's most valuable quality is the main task of nurturing and educating our future generations is taken.

## Discussion and general conclusions :

Rapid and dramatic changes in today 's turbulent world every day always occurs in the meantime social organizations has always been the focus changes . Changes that are due to the presence of human beings in the womb . Caused by the affairs of consecutive everyday efforts Accordingly, humans are continually seeking to improve the quality of it is. organizational Excellence model (EFQM)One of the ways that improve the quality of it is. These models in the industry in Europe by preventing Model (TQM) in 1988 was conducted with the participation of 14 European power companies to rapidly model took place around the world .In this model Manyz Industrial Development and Renovation Organization of Iran in 1380 with the approval of the cycle in Mashd Quality . Concept of this model has been implemented and conducted in industrial organizations . , But according to the type and the model complies with other organizations Bashrayt there are also quickly replaced in the quality assessment organizations opened.
Based on the above, my thesis, particularly given the importance of EFQM quality model (EFQM) Business Excellence Model is a possibility of implementing Seiji Europe Foundation for Quality Management (EFQM) in educational institutions of the province was conducted on interpretations of the formation of the dissertation topic selection model (EFQM) are concepts that are vital and important. concepts using a logical presentation of the concepts of logic model called (RADAR). research question 4 begins, each of the questions are kind of complementarymodels are facing .and of course, differences in cultural , environmental , economic and expectations are very high in our country with them . , so long as we succeed in that, we run our model with local conditions , ie, if for example we provided the leadership component Bashrayt temporal and spatial model of leadership in organizations is different from ours . because the purpose of our organization is led by the same management . then we move forward , we are headed in which individuals are able to lead . thus component the staff essential to play . because each employee's progress and success is possible , we must attempt to move towards the employees and their needs , both personal and special attention must Yaadary .

## Research limitations:

Limitations of the research topic can be divided into two categories. A batch can be controlled. The subject of extensive research, including the need for a comprehensive review of the implementation of the model - have been. Another category of constraints, which are outside the control of the researcher in this study were comprised of the following:

1 - The main limitations of this study, some respondents did not know enough about the system model (EFQM) and the benefits for the organization in this regard was the justification offered by the prospectus .
2 - Another problem is the unwillingness of some members of the sample was time-consuming to answer the questions .

3 - Delay in responding to questions by members of the sample.
4 - Bvrvkrvasy large scale distributed systems provide organizations orient in organizations .
5 - One of the most fundamental limitations of the political nature of education is a major obstacle in creating a macro level and the changes in it.
6 - Lack of understanding with the authorities to improve the reproducibility of Education

## Suggestions:

Since the main objective of this thesis is the implementation of the Feasibility of the Business Excellence Model (EFQM) in the province of education in this context that the underlying fundamental factors for the implementation of the model.
1-Factor Model Management - Leadership - structural - Strategy
2 - Cultural workers .2 - In order to make efforts to improve quality control and evaluation of the process should pay special attention .
3 - to try to establish committees to improve the organization and in a scientific manner and pursue more programs to follow the progress of these committees .
4 - Results of the Quality Improvement Organization to convey clearly and regularly publicized .
5 - to generate enough information staff inservice classes , workshops build on the broad
6 - To make qualitative changes such as excessive leverage rewarding to use .
7 - Always be supportive of quality programs that support senior managers in the organization, is one of the greatest sources of progress in the program .

8 - the creativity of employees and creating appropriate cultural context for the creation and updating of employees actively in the efforts.
9 - Always try and mutual cooperation with staff in the implementation and improvement of the organization's activities are carried out .
10 - To implement the model - the organization requires an appropriate cultural context , we must make efforts to create a more favorable environment with proper planning ie to improve the quality Msmtr culture would not be possible unless we improve .
11 - to measure stakeholder satisfaction, provide an appropriate manner .
12 - always a crowd Zynfal satisfaction with the support of various plans and programs to verify the results of compilation it was common graphs and tables .
13 - The need for staff training should be considered as the more need to be resolved for the good of the organization will .
14 - To implement the Business Excellence Model in the QC organization structure , employee surveys , collect suggestions Stakeholders , special attention .

15 - It should be noted that the organizational structure conducive to accurate information on the opinions of staff training programs to improve quality and meet the needs of the staff will be noted that theHowever, due to the characteristics of leadership - leadership - structural - Strategy - Cultural workers feasibility and implementation of the Business Excellence Model EFQM))Education in the province, there are organizations , but only indicate that the necessary conditions for the implementation of the Business Excellence Model EFQM)) is.In this regard, continuous quality improvement , the overall activity of the organization is essential that continuous pattern of managerial and leadership - requires a new management structure and culture .

## Resources:

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33 - parent, Jenny, Alan, Derek, Andrew Burns, 1383, a comprehensive quality control of translation doctor A. tetanus, Tehran, publications management organization and planning

Questionnaire:

Dear Colleagues:
Baslam desire Divine Grace. Question you have is a tool for running the MSc thesis titled feasibility of implementing EFQM model for Europe Foundation for Quality Management (EFQM) in the province of education organizations. Since obtaining data

Thank you in advance for your cooperation

The MORADZADEH V.

A) demographic

1 - role of gender in organizational

Expert

Department of Women

Head Office

Director

2 - Education

Diploma

Diploma

Bachelor

MA

Years old ...........

Years work experience ..........

B) Detailed questions

| no | More Questions | Very high | High | Moderate | Low | Very Low |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | To what extent senior managers in developing and providing education and training goals are involved in the move from forward and implement the correct.? | | | | | |
| 2 | To what extent are the objectives of the organization to meet the needs of stakeholders? | | | | | |
| 3 | To what extent the current state education agencies are now taking advantage of the capabilities of the individual and team level employees? | | | | | |
| 4 | To what extent will focus on providing services to stakeholders of education? | | | | | |
| 5 | To what extent the education agency to ensure optimum service delivery to beneficiaries is based on the monitoring necessary to do Ndardhay? | | | | | |
| 6 | To what extent the education agency to determine clients' satisfaction towards services provided by regular surveys are used? | | | | | |
| 7 | To what degree Master of Education in developing and implementing programs to monitor and participate in organizational structure are divided into? | | | | | |
| 8 | To what extent desired values refer workers and organizations are supported by existing policies? | | | | | |
| 9 | To what extent senior managers to solve problems in the education of clients and staff to interact and cooperate? | | | | | |
| 10 | To what extent the education agency resources (informational, financial, material, human) in line with their interests and goals for the organization use? | | | | | |
| 11 | What level of education based on the views and needs of stakeholders will implement comprehensive and reliable method? | | | | | |
| 12 | To what extent the level of education of an ongoing survey to improve the use of the act? | | | | | |
| 13 | To what extent employees are familiar with the organization's goals? | | | | | |
| 14 | To what extent organizational needs, values and organizational level consistent with the hiring process? | | | | | |

| no | More Questions | Very high | High | Moderate | Low | Very Low |
|---|---|---|---|---|---|---|
| 15 | o what extent organizational needs, values and organizational level consistent with the hiring process? | | | | | |
| 16 | Community funds granted to the extent of the success of education in order to ensure that the specified goals? | | | | | |
| 17 | To what extent the education agency response to the problems and needs of stakeholders in the system is applicable? | | | | | |
| 18 | To what extent senior managers aware of job satisfaction and are working to improve it? | | | | | |
| 19 | To what extent senior managers in the private and public efforts to stress the unwillingness to acknowledge and reward employees? | | | | | |
| 20 | o what extent employees are familiar with its scope and goals based on their work? | | | | | |
| 21 | To what extent employees are satisfied with their workload? | | | | | |
| 22 | To what extent administrative activities of water (to support, administrative, financial and process improvements are in order? | | | | | |
| 23 | o what extent senior managers to solve problems that are associated with other institutions and organizations? | | | | | |
| 24 | To what extent are the objectives of the organization the ability to make changes at various levels? | | | | | |
| 25 | Extent of employee participation in the organization's competencies and increase their confidence is strengthened? | | | | | |
| 26 | To what extent employees' efforts in creating and improving and expanding the organization's success, and this may appreciated in the organization and are considered as? | | | | | |
| 27 | What level of education in the training of personnel issues such as employee absenteeism rate is given to encourage and appreciate them? | | | | | |
| 28 | To what extent senior managers of the organization's activities in order to meet with clients and stakeholders to consider the importance of solving their problems? | | | | | |
| 29 | To what extent the organization to communicate with clients through the ups and timely response to their requests are considering? | | | | | |
| 30 | How much to change the laws relating to information circulars and update stakeholders on appropriate methods are applicable? | | | | | |

This part of their time to complete this questionnaire thank you sincerely

# GENDER GAP IN HIGHER EDUCATION: PERSPECTIVE ON FACTORS INFLUENCING ENROLMENT IN MALAYSIAN UNIVERSITIES: A UNIVERSITY OF MALAYA SAMPLE

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**Abstract:**

This study aims to identify why academic performance differs between male and female students at a school level that leads them to qualify for entrance into universities. Entrance qualification to university is based on the meritocracy system of their academic achievement. More female students have always outperformed the male students in their educational attainment. The inequality of gender in the enrolment of students into universities has become a serious phenomenon for the past decades. This qualitative and quantitative method of research utilizes data analysis from University Malaya samples. The findings revealed that female students have different characteristics and inspiration that influence their educational achievement. More male students are represented in subject choices like Engineering. The outcome from gender imbalance will hinder the country's development if more females dominated in the job market. In light of these results, several suggestions have been proposed for the solution and implication to increase the number of male students in tertiary institutions.

**Key words:** gender inequalities, gender characteristics, educational attainment, subject choice, enrolment



## 1. INTRODUCTION

In Malaysia, female students are currently over-represented in most public universities and nowadays females have outperformed male students in the examination at school level which then qualifies them for university entrance. As expected, the imbalance of ratio between male and female students enrolled at the universities is becoming a serious phenomenon from year to year as there is no indication showed that precaution had been taken. According to Department of Statistics Malaysia, in 2010, the ratio of females enrolled in public universities was 64.8% or 26,229 out of 46,506 places offered, compared to male students with only 35.2 %.

Generally, Malaysian women's contribution to the country is high and significant, particularly in the sector of education, where females formed the majority as teachers with 72.3% compared with males, 27.7%. Statistics shows that about 38.1 % female students pursuing PhD; 52.9 % in Master degree; 61.9 % in undergraduate and 64.8 % at Diploma level (Quick Facts, 2012).

Is the phenomenon a problem that should be subjected to valid debate? There are education experts who say that this is a global trend that cannot be escaped from and it is not something to be worried about. There are also some who are apprehensive that this eminent problem that has been seen since the last two decades is not a healthy development and it will bring about effects to the community that are yet to be fully comprehended.

According to Article 8 (2) of the Federal Constitution of Malaysia (2001), the constitution guarantees gender equality particularly from the perspective of employment in the private sector, pregnancy and gender discrimination. However, the equal opportunity and rights given to women in making decision or as policy makers at work place are still imbalanced.

Therefore, the Malaysian Cabinet approved a policy that set a target of 30% of women representation in decision making positions across all Malaysian public listed companies by 2016. The importance of improving the gender balance of corporate boards is increasingly recognized across the world. This figure indicates that, a number of women at companies as corporate leaders are still low compared to men. Why are there more men as leaders at corporate boards, organisation or companies when their number is smaller at tertiary institution?

A research study that has analysed and documented these gender inequalities in different countries include Africa, Grace W. Buny I (2003) entitled "The Interventions that Increase Enrolment of Women in African Tertiary Institutions".

According to Dweck, and Licht (1980), gender characteristics determine how well boys and girls adapt to their academic tasks. They suggested that certain academic tasks and areas in general may possess characteristics that are compatibility with girls' cognitive orientation and that is likely to facilitate their performance. Similarly, boys' achievement orientations may make them better suited for certain academic pursuits. For instance, they found that mathematics is an area that, in general, possesses the characteristics that best fit the male cognition, whilst language-based subjects seem to possess those qualities that best fit the female cognition.

Borg E. (2013) examined how working hard in school contributes to explaining gender differences in academic achievement between students in Norwegian (n=8,002) and Pakistani (n=862) descent in secondary schools in Oslo.

In Indonesia, it appears that women have been acquiring secondary and tertiary education in relatively larger numbers than men in recent years, perhaps in response to the greater relative returns to female higher education (Deolalikar, 1993).

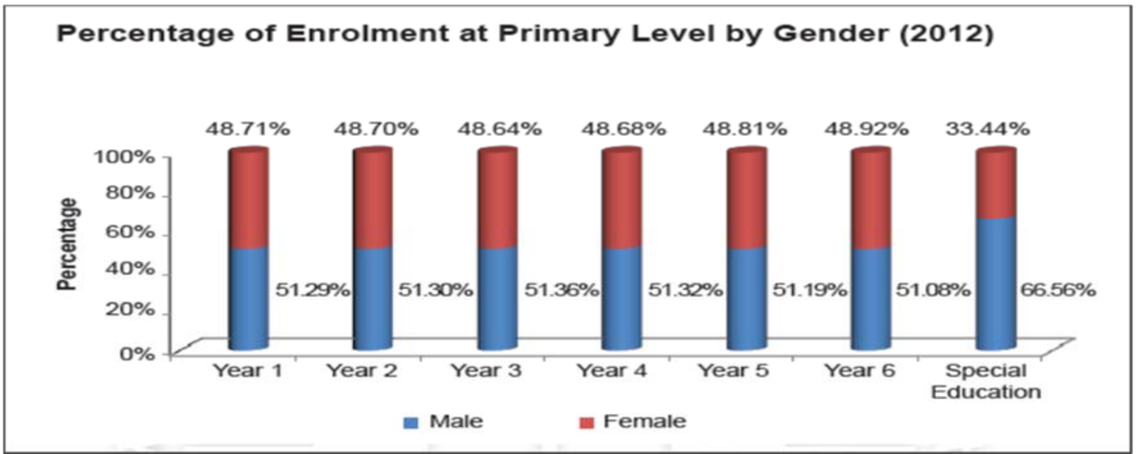
Pickering (1997) and Bleach (1998) claimed that one of the reasons boys in the United Kingdom did less well than girls is that boys considered schooling and the selection of stereotypically female subjects as unfair and biased. As a result, British boys tend to be less motivated to do well in schools. Wong, et al (2002:827) examined gender differences in educational achievements based on a longitudinal sample of more than 45,000 secondary school students in Hong Kong who took a public examination in 1997. The results coincided with the findings from Britain supporting the idea (Pickering, 1997; Bleach, 1998) that boys do less well than girls in all areas of the school curriculum. The multilevel analyses of the effects of schooling, after controlling initial ability, indicated that schooling does have effect on gender differences. Girls achieved better results studying in single-sex schools whereas boys achieve better in co-educational schools.

In Australia, gender differences in many areas of participation in school are receding, but the gap favouring males in mathematics study in senior secondary school persists (Lamb, 1997).

University of Sussex had investigated the key determinants of degree performance. The modest raw gender differential in first class degree rates favoured women but was found to be attributed to their better endowments, particularly pre-entry qualifications (Barrow, 2009).

## 2. BACKGROUND OF THE STUDY

**Table 1: Percentage of Enrolment at Primary Level by Gender**




Source: QUICK FACTS 2012

Table 1 shows the distribution of female students at Primary Schools from year 1 to year 6, which is never more than 50% of boys. It reveals that, since at Primary school level, the claimed made on more girls than boys entered schools is wrong.

**Table 2: Distribution of Teachers at Pre-school, Primary and Secondary School**

Number of Schools, Enrolment and Teachers (2012)

| Schools | | Enrolment | | | Teachers | | |
|---|---|---|---|---|---|---|---|
| | | Male | Female | Total | Male | Female | Total |
| Pre-school | 5,857 | 94,338 | 91,960 | 186,298 | 971 | 7,198 | 8,169 |
| Primary | 7,723 | 1,441,522 | 1,362,883 | 2,804,405 | 72,266 | 164,047 | 236,313 |
| Secondary | 2,296 | 2,326,049 | 2,296,034 | 2,281,775 | 55,155 | 121,252 | 176,407 |
| **TOTAL** | **10,019** | **3,767,571** | **3,658,917** | **5,086,180** | **127,421** | **285,299** | **412,720** |

Source : EPRD - MOE (Data as of 31 January)

In 2012, the number of female teachers at Pre-School, Primary School and Secondary School is high, with 285,299(69.1%), compared to male teachers, 127,421 (30.9%). This data indicates that only one third from the total number of Malaysian teachers is represented by male teachers.

**Table 3: Distribution of Teachers at Secondary School**

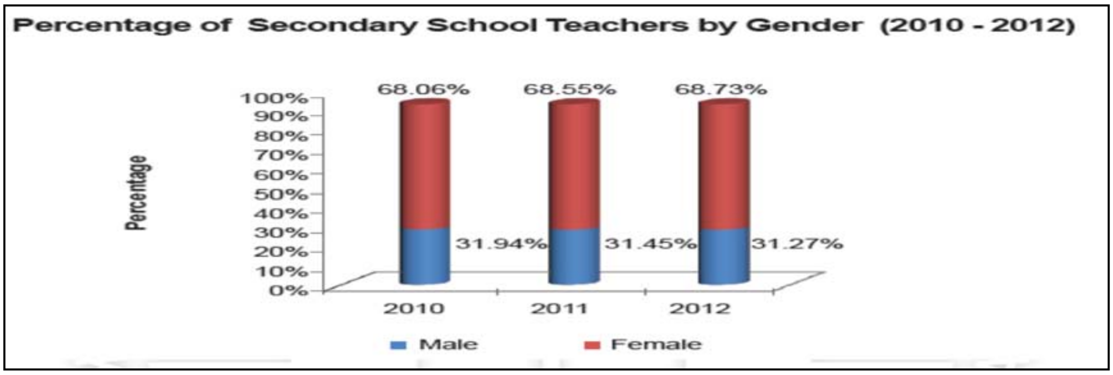



**Table 4: Enrolment of Female Students in Matriculation (Pre-University)**

Table 3.5 Post Secondary : Matriculation Level (2008 - 2011)

| | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|
| Number of Matriculation Colleges | 11 | 13 | 13 | 13 |
| Total Enrolment | 23,340 | 18,850 | 22,375 | 21,473 |
| % Female | 66.3 | 68.0 | 69.1 | 68.0 |
| No. of Academic Personnel | 1,464 | 2,045 | 2,228 | 2,264 |
| % Female | 65.8 | 67.1 | 66.9 | 65.7 |

Source : Matriculation Division, MOE (Data as of 15 March 2012)

For years, the number of female students always exceed male students in Matriculation Colleges. Matriculation is a stepping stone for students to qualify themselves for entrance to universities. As the number is already big for female at this level, therefore it is no surprise why more females qualify for university entrances.

**Table 5: Enrolment by Gender in Government and Government Assisted Educational Institutions in 2012**

| Level | Male | Female | Total |
|---|---|---|---|
| Secondary School | 965 054 (49.5%) | 985 692 (50.5%) | 1 950 746 |
| Post-Secondary School | 15 334 (32.0%) | 32 664 (68.0%) | 47 998 |
| Matriculation | 7 425 (37.5%) | 12 407 (62.6%) | 19 832 |
| College/Polytechnics | 44 847 (53.1%) | 39 688 (46.9%) | 84 535 |
| University | 215,900 (39.5%) | 331,087 (60.5%) | 546,987 |

| Total | 2 619 690 | 2 602 128 | 5 221 818 |
|---|---|---|---|

Source: QUICK FACTS 2012

Table 5 shows the overall figures of students' enrolment which reveals that female is mainly represented at Secondary School level with 50.5%, Post-Secondary School where they prepare for the examination for entrance to university with 68.0%, Matriculation with 62.6%, and university with 60.5%. While at Polytechnics, where technical and vocational subjects are being offered, male students dominate the population in this type of school with 53.1%.

**Table 6: Distribution of Gender by Subject Choice at Public University**

**14 : TERTIARY EDUCATION - MINISTRY OF HIGHER EDUCATION**

**Table 14.2 Entrants and Enrolment of Public University Students by Fields of Study and Gender**

| | | Entrants (Sept 2011) | | Enrolment (Oct 2011) | | Graduate (Jan-Oct 2011) | |
|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female |
| 1 | SOCIAL SCIENCES, BUSINESS AND LAW | 15,711 | 34,112 | 65,314 | 134,460 | 7,428 | 15,615 |
| 2 | ENGINEERING, MANUFACTURING AND CONSTRUCTION | 18,162 | 13,583 | 70,800 | 51,535 | 9,554 | 7,467 |
| 3 | SCIENCE, MATHEMATICS & COMPUTER | 8,405 | 14,562 | 27,732 | 45,925 | 4,005 | 6,979 |
| 4 | ARTS AND HUMANITIES | 4,412 | 7,723 | 17,659 | 29,711 | 2,329 | 4,696 |
| 5 | HEALTH AND WELFARE | 2,170 | 5,670 | 9,299 | 22,342 | 1,029 | 2,811 |
| 6 | EDUCATION | 1,979 | 5,300 | 12,890 | 30,017 | 2,274 | 5,072 |
| 7 | SERVICES | 1,502 | 2,617 | 6,721 | 10,397 | 897 | 1,083 |
| 8 | AGRICULTURE & VETERINARY | 1,471 | 1,889 | 5,485 | 6,700 | 559 | 756 |
| | **TOTAL** | **53,812** | **85,456** | **215,900** | **331,087** | **28,075** | **44,479** |

Source : Fakta Ringkas IPTA 2011 - Ministry of Higher Education Malaysia (MOHE)
(Data as of November 2011)

Table 6 shows that female students specialise more in the field of Social Science, Business and Law, Humanities, Health and Welfare and Education. Meanwhile, male students mostly specialise in Engineering, Manufacturing and Construction sectors.

## 3. THE OBJECTIVES OF THE STUDY

This study aims:

i. to identify why academic performance differs between male and female students

ii. to investigate factors contributing to the imbalance of gender in tertiary institutions

iii. to identify differences of subject choices between male and female students

iv. to find solutions and implications for the increase of male students in tertiary institutions

## 4. METHODOLOGY

The data obtained was accessed using Program of *Statistical Package for Social Science Version 16.0 (SPSS for Windows Version 16.0).* A descriptive statistic is used for the data on demography of respondents. Data analysis in descriptive form such as frequency, percentage, mean, std. deviation and statistical inference like chi-square will be used for research analysis.

The instruments used are self-administered questionnaire and semi-structured interviews, where the open- ended questions were also included.

The sample for the quantitative method comprises of (167) of University of Malaya students, were randomly selected. A set of questionnaire asking questions on their perception on the imbalance gender at the university was constructed to obtain data and information.

Other than quantitative method, the qualitative method is applied to 70 Matriculation students at the Center for Foundation Studies in Science of the University of Malaya. The open ended questions and interview are used to examine different factors that contribute to different educational attainment between male and female students from upper secondary schools to pre-university level.

The category of question asked is based on the previous study which indicated the major constraints for gender's unequal achievement in education as follows:

- Secrets of successful behaviors between male and female students
- Different characteristics and positive values between male and female students towards success in education
- Time management, self- management and attitudes towards their studies
- Motivation, vision, inspiration, aspiration in accomplishing them
- Different level of maturity between male and female students

Due to gender differences in their characteristics and behaviors, therefore these factors affect their Sijil Pelajaran Malaysia (SPM or equivalent to O-Level), and their matriculation examination results and their entry qualification and requirements to enter tertiary institutions.

## 4. RESULTS

The demography of sample of population from the questionnaire is shown in Table 7.

**Table 7: Demografy of Respondents**

| Respondence Profile | Category | % | (f) |
|---|---|---|---|
| Gender | Male | 19.4 | 32 |
| | Female | 80.6 | 133 |
| Education Status | Matriculation | 2.4 | 4 |
| | Diploma | 1.2 | 2 |
| | Degree | 19.4 | 156 |
| | Master | 0.6 | 1 |
| | Total | 19.8 | 163 |
| | Missing Value | 2 | 1.2 |
| *N=165* | | | |

Table 7 shows that 80.6% (133) of respondents were males and 19.4% (32) were females. Most of the respondents were the undergraduates with a total of 19.4% (156).

Table 10 shows the evaluation made by the respondents on factors that have impact on the enrolment or entry to the university in Malaysia. The highest mean is shown in Item 2:'Different characteristic between male and female students affect their educational attainment and thus their entry requirement to universities (M=4.12, SD=.96); followed by Item 14:'It does not mean men without high academic achievement, have no job prospects' (M=4.08), SD=1.00); Item 11: Composition of subject choice is different between gender (M3.90, SD=.87); Item 17: Malaysian women are dedicated towards work (M=3.6,SD.90) and so on.

According to Kuebler and Smith (1976), mean score between 3.51- 4.50 shows the factors have high impact or influence on the enrolment of Malaysian students to the universities.

**Table 8: Factors Influence Imbalance Enrolment in University**

| Item STATEMENT | Scale 1 (Less *) | 2 | 3 | 4 | 5 (Most*) | M | SD |
|---|---|---|---|---|---|---|---|
| 1 Different characteristics between male & female affect their educational attainment & thus their entry requirement to universities | 9<br>5.5% | 17<br>10.3% | 56<br>33.9% | 57<br>34.5% | 26<br>15.8% | 3.45 | 1.05 |
| 2 School examination results affect entry requirement to university | 4<br>2.4% | 6<br>3.6% | 25<br>15.2% | 62<br>37.6% | 68<br>41.2% | 4.12 | .96 |
| 3 Career planning is different between genders | 6<br>3.6% | 16<br>9.7% | 48<br>29.1% | 57<br>34.5% | 38<br>23.0% | 3.64 | 1.05 |
| 4 Female put priority in academic achievement, Male focus on vocational skills | 9<br>5.5% | 14<br>8.5% | 32<br>19.4% | 58<br>35.2% | 52<br>31.5% | 3.79 | 1.14 |
| 5 Female are more hardworking, dedicated & | 3 | 13 | 31 | 62 | 56 | 3.94 | 1.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ambitious | 1.8% | 7.9% | 18.8% | 37.6% | 33.9% | | |
| 6'Future educational decision' of male & | 6 | 14 | 42 | 72 | 30 | 3.65 | 1.00 |
| Female influence imbalance enrolment | 3.6% | 8.5% | 25.5% | 43.6% | 18.2% | | |
| 7 Enrolment of girls in schools level is more | 12 | 14 | 52 | 49 | 36 | 3.51 | 1.15 |
| than boys | 7.3% | 8.5% | 31.5% | 29.7% | 21.8% | | |
| 8 Male students aim to be engineers while | 3 | 10 | 26 | 76 | 50 | 3.97 | .93 |
| females aim for careers in education | 1.8% | 6.1% | 15.8% | 46.1% | 30.3% | | |
| 9 'Job consideration' for their future careers | 5 | 13 | 48 | 66 | 32 | 3.65 | .98 |
| influence their academic achievement | 3.0% | 7.9% | 29.1% | 40.0% | 19.4% | | |
| 10 Ladies have high 'occupational aspiration' | 10 | 14 | 49 | 65 | 27 | 3.52 | 1.06 |
| | 6.1% | 8.5% | 29.7% | 39.4% | 16.4% | | |
| 11 Composition of subject choice is different | 3 | 4 | 41 | 76 | 41 | 3.90 | .87 |
| between genders | 1.8% | 2.4% | 24.8% | 46.1% | 24.8% | | |
| 12 Girls frequently outperform boys in public | 12 | 19 | 47 | 54 | 33 | 3.47 | 1.15 |
| examination | 7.3% | 11.5% | 28.5% | 32.7% | 20.0% | | |
| 13 Ministry of Education should interfere in | 12 | 22 | 54 | 48 | 28 | 3.35 | 1.13 |
| for boys to enter residential schools | 7.3% | 13.3% | 32.7% | 29.1% | 17.0% | | |
| 14 It does not mean that men without high | 3 | 4 | 30 | 67 | 61 | 4.08 | .90 |
| achievement have no job opportunities | 1.8% | 2.4% | 18.2% | 40.6% | 37.0% | | |
| 15 Since women highly educated, they hold | 5 | 13 | 33 | 77 | 36 | 3.77 | .98 |
| higher post at work place | 3.0% | 7.9% | 20.0% | 46.7% | 21.8% | | |
| 16 If more women are highly educated, it will | 13 | 34 | 39 | 44 | 34 | 3.32 | 1.24 |
| lead to social instability in a household | 7.9% | 20.7% | 23.6% | 26.7% | 20.6% | | |
| 17 Malaysian women are dedicated and | 3 | 6 | 43 | 72 | 41 | 3.86 | .90 |
| determine towards work | 1.8% | 3.6% | 26.1% | 43.6% | 24.8% | | |
| 18 There is no gender discrimination | 4 | 3 | 23 | 80 | 55 | 4.08 | .87 |
| in Malaysia | 2.4 | 1.8 | 13.9 | 48.5 | 33.3% | | |
| 19 The government should take drastic action | 8 | 9 | 42 | 56 | 50 | 3.79 | 1.08 |
| to overcome this phenomenon | 4.8% | 5.5% | 25.5% | 33.9% | 30.3% | | |

N=167, 1-Not important at all, 2- Not important, 3-Average, 4-Important, 5-Very Important

M-Mean, SD-Standard Deviation



**Table 9: Results of chi-square test of association for comparing opinion on issues related to gender disparity in higher education in Malaysia**

| Statement | Factor |
|---|---|

| | Gender | School Type | Income |
|---|---|---|---|
| 1 Do you agree that female students exceed male students at Public & Private Universities? | 0.256 (*0.613*) | 0.903 (*0.342*) | 0.985(*0.321)* |
| 2 Do you agree the imbalance of gender will hinder job opportunities for males | 1.242 (*0.265*) | 2.215 (*0.137*) | **3.960 (*0.047*)** |
| 3 Difference of enrolment happen from Primary School, Secondary School and university | 0.017 (*0.896*) | 0.833 (*0.361*) | 0.508 (*0.476*) |
| 4 Do you think Educational Policy should give special priority for men to enter university | 2.833 (0.092) | 0.740 (*0.390*) | 0.020 (*0.887*) |
| 5 Do you think meritocracy system should be implemented in the university admittance? | 0.011 (0.918) | 0.005 (*0.945*) | 0.032 (*0.857*) |
| 6 There are more female students are in Education, Linguistics & Social Science while there are more men in Engineering, Mathematics and Physics | **4.013 (*0.045*)*** | 1.324 (*0.250*) | 0.533 (*0.465*) |
| 7 Do you agree that male students are slow to mature, tend to not work hard, and not motivated as compared to females | 0.019 (*0.889*) | 2.822 (*0.093*) | 0.013 (*0.909*) |
| 8 This phenomenon does not affect the nation's development and the country's leadership | 2.991 (*0.084*) | 2.584 (*0.108*) | **4.367 (*0.037*)** |
| 9 Male and female have different attitude, vision and inspiration towards education | 0.011 (*0.916*) | **9.571 (*0.002*)** | <0.001 (1.000) |
| 10 Although there are more females at universities, their output at work is less than men | 0.153 (*0.697*) | 0.714 (*0.398*) | 0.089 (*0.765*) |

*Figures in parentheses are the *p*-values

Table 9 shows the cross-tabulation results of factors that influence enrolment to the university and gender male and female. Of the total sample of 167 respondents, the association between factor 'There are more females students in Education, Linguistic and Social Science, while male students are more in Engineering, Mathematics and Physics' is supported by the Chi-square results at p< is 0.045. Since it is significant, we can conclude that there is relationship between gender and subject choices.

The relationship between types of school that the students attended has an association with factor that 'male and female students have different attitude, vision and inspiration towards educational achievement' with Chi-square results at p< is 0.002.

And there is a relationship between 'Income Status of Student' with 'The phenomenon does not affect the nation's development and the country leadership' with Chi-square result at p< is 0.037.

**Table 10: Perception on the factors associated with gender disparity in higher learning**

| Statement | Factor | |
|---|---|---|
| | Gender | School Location |
| 11 Different characteristics between male and female affect their educational attainment and thus their entry requirement to universities | -0.017 (*0.986*) | -0.136 (*0.892*) |
| 12 School examination results affect entry requirement to university | -0.093 (*0.926*) | -1.492 (*0.136*) |
| 13 Career planning is different between the genders | -0.938 (*0.348*) | -0.150 (*0.881*) |
| 14 Female put priority in academic achievement. While male focus on vocational and technical skills | -0.960 (*0.337*) | -1.727 (*0.084*) |
| 15 Female are more hardworking, dedicated and ambitious | **-2.907 (*0.004**)** | -1.043 (*0.297*) |
| 16 'Future educational decision of male and female influence imbalance enrolment | -0.053 (*0.958*) | **-2.142 (*0.032**)** |
| 17 Enrolment of girls in schools level is more than boys. | **-3.176 (*0.001**)** | -0.732 (*0.464*) |
| 18 Male students aim to be engineers while females aim for careers in education | -1.350 (*0.177*) | -0.158 (*0.875*) |
| 19 'Job consideration' for their future careers influences their academic achievement | **-4.054 (*<0.001**)** | -0.423 (*0.672*) |
| 20 Ladies have high 'occupational aspiration' | -1.404 (*0.160*) | -0.996 (*0.319*) |
| 21 Composition of subject choice is different between genders | -1.170 (*0.242*) | -1.084 (*0.279*) |
| 22 Girls frequently outperform boys in public examinations | **-2.636 (*0.008**)** | -1.368 (*0.171*) |

| | | |
|---|---|---|
| 23 Ministry of Education should interfere in order for boys to enter residential schools | **-2.115 (*0.034)*** | -1.202 (*0.230*) |

*Number in parentheses is the p-value*

**Significant at the 5% level of significance*

Table 10 shows there is a significant relationship between variables 'gender' and 'enrolment of girls in schools level is more than boys', with Chi-square result at p< is 0.001; and also between 'gender' and 'female are more hard -working, dedicated and ambitious' with Chi-square results of p< is 0.004.

**Table 11: Perception on the impact of academic excellence**

| Statement | Factor | | | |
|---|---|---|---|---|
| | Gender | School Type | Income | Area of Study |
| 24 Academic achievement determine the imbalance in university enrolment | -0.172 (*0.864*) | -0.192 (*0.848*) | 1.083 (*0.582*) | 1.083 (*0.582*) |
| 25 It does not mean that men who are not highly educated will hinder from job opportunities | **-2.201 (*0.028**)** | -0.965 (*0.335*) | 2.928 (*0.231*) | 2.928 (*0.231*) |
| 26 Since women are highly educated, therefore they hold higher posts at work place | -1.577 (*0.115*) | **-2.201 (*0.028**)** | 2.929 (*0.231*) | 2.929 (*0.231*) |
| 27 If more women are highly educated, it will lead to social instability in the household | -1.031 (*0.303*) | -1.260 (*0.208*) | .344 (*0.842*) | 0.344 (*0.842*) |
| 28 It is true that Malaysian women are dedicated and determined in their academic achievements and employment | **-3.763 (*<0.001***)** | -0.021 (*0.984*) | **6.611 (*0.037**)** | **6.611 (*0.037*)** |
| 29 There is no gender discrimination in Malaysia | ***-2.043 (0.041*)*** | -0.916 (*0.360*) | 5.459 (*0.065*) | 5.459 (*0.065*) |
| 30 The government should take drastic action to overcome this phenomenon | -1.057 (*0.291*) | -0.290 (*0.771*) | 4.453 (*0.108*) | 4.453 (*0.108*) |

*Number in parentheses is the p-value*

**Significant at the 5% level of significance; ** Significant at the 1% level of significance*

Table 11 shows there is a significant relationship between variables 'gender' and 'It is true that Malaysian women are dedicated, determine in academic achievement and employment', with Chi-square result at p< is 0.001; and also between 'gender' and 'There is no gender discrimination in Malaysia' with Chi-square results of p< is 0.041.

From the open ended survey of questionnaire and interviews, various reasons and factors were indicated that contributed and influenced the success in educational attainment. Table 8 and 9 show the different characteristics between genders that lead students' attainment in education. Most of the Matriculation students who identified on gender characteristics that influence academic achievement were from Center for Foundation Studies in Science, of University Malaya. Their answers were sorted to the following factors:

| **Table 12 : The Female Students Characteristics that Contribute for their Success in Educational Attainment** |
|---|
| 1. Females students are hard working in their studies. |
| 2. Female students are very determined in achieving their visions. |
| 3. Female students are more serious in their work and pay more attention in class. |
| 4. Female students have better self- discipline. |
| 5. Female students listen to advises and highly motivated. |
| 6. Female students are more dedicated. |
| 7. Female students have long sighted views. |
| 8. Female students give priorities to their studies |
| 9. Female students getting matured faster than male students |

| **Table 13: The Reasons Why Male Students do not Perform Well in Educational Attainment** |
|---|
| 1. Most male students are not serious in their studies. |
| 2. Most male students are not determined in their work. |
| 3. Most male students are not aware of the life goals. |
| 4. Some male students prefer to work earlier rather than pursuing their tertiary education. |
| 5. Male students prefer technical work and specialize in engineering. |
| 7. Male students spend more time in sports. |
| 8. Male students' maturity growth is slower than females. |

| **Table 14: The Outcomes if More Females than Males are Highly Educated** |
|---|
| 1. More females will become leaders for the country. |
| 2. More highly educated females will not marry. |
| 3. Females are superior to males either at home or at work place. |
| 4. Males in exchange play as female roles at home. |
| 5. More Males need not go to work. Instead wives play vital roles to find money. |

| **Table 15: Implication and Overcoming the Phenomenon for Balance Gender Enrolment at University** |
|---|
| 1. The government should set up a balance quota for male and female students, for entry to university. |
| 2. The Ministry of Education should set up motivational programs to make male students aware of their lagging in educational attainment. |
| 3. The policy of university intakes should give priority and flexibility to male students. |
| 4. The entry requirement into university is not based entirely on academic merit. Consideration |

should be given more to students' co-curriculum activities and leadership abilities.

Table 12 and 13 show the different characteristics of gender that contribute for the imbalance of enrolment in Malaysian universities. Table 14 reveals the outcome if more females dominated in tertiary education. Table 14 shows the implications and solutions to create a more balanced gender enrolment at the university.

## 5. FINDINGS

Academic performance differs between male and female students. Different characteristics become the determinant factors that affect the educational attainment. Among the important characters found in this study is that female are more hard working, determine, dedicated, high ambitious in their studies as well as at work. Females formed the majority in subject choice like Education, Linguistic, and Social Science while male incline toward vocational and technical subjects such as Engineering, Mathematics and Physics. However, male are better leaders and good decision makers. As more women are highly educated, they hold higher posts at work place and earning higher pays. This scenario creates an unhealthy social trend where many females tend not to marry or cause social instability in the household. Both male and female students have agreed that, academic achievement as a key factor that determines the unequal of enrolment in university.

## 6. CONCLUSION

Malaysia needs a balanced enrolment of male and female students at tertiary institutional levels. In order to achieve the objectives of Vision 2020 to be a developed country, Malaysia needs quality human resource in Science and Technology. In Malaysia, it is obvious that men play a more vital role in leaderships and decision makings. If men were not as highly educated as females, and lagging behind women in terms of academic achievement, then these phenomena would destruct the social harmony and stability of Malaysian society. Effective measures should be taken in order to overcome the trends where females are more superiors than males in terms of the educational attainment.



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# HEMŞİRELİK LİSANS ÖĞRENİMİNDE KAN TRANSFÜZYON UYGULAMA VE REAKSİYONLARI EĞİTİMİ

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**ÖZET**
Tüm teknolojik gelişmelere rağmen kan transfüzyonları hala ciddi komplikasyon riskleri taşımaktadır. Transfüzyon komplikasyonlarının önemli bir bölümü "insan kaynaklı"dır. Bu çalışmada meslek yaşantılarında kan transfüzyonu ve reaksiyonları ile direkt muhatap olacak hemşirelik lisans öğrencilerinin kan ürünü, transfüzyon uygulamaları ve reaksiyonlarıyla ilgili bilgi düzeylerinin belirlenmesi amaçlanmıştır.

Araştırma, Sakarya Üniversitesi Sağlık Yüksek Okulu Hemşirelik Bölümü son sınıfında okuyan toplam 107 hemşireye "kan ürünleri, kan saklama koşulları ve transfüzyon esnasında gelişebilecek komplikasyonlara" yönelik dikkat edilmesi/bilinmesi gereken hususları test eden bir anket uygulanarak verilerin toparlanması ile yapılmıştır.

Hemşirelik öğrencilerinin kan saklama derecesini doğru bilme oranları %30,8, kan verme setinin doğru kullanımı bilme oranı %52,4, transfüzyon zamanıyla alakalı soruyu doğru yanıtlama oranı % 25,2, kullanılmayan kanın kan bankasına iadesi edilme zamanı ile alakalı soruyu doğru yanıtlama oranları %60,2 olarak belirlenmiş, transfüzyon reaksiyonları belirtileriyle alakalı soruya %5,6 ve kan transfüzyonu öncesi doğru hastaya doğru kanı verme ile alakalı soruya % 7,5şeklinde oldukça düşük oranlarda yanıtlar alınmıştır.

Sonuçta hemşirelik öğrencilerinin; kanı saklama koşulları ve kan transfüzyon reaksiyonlarını gözlemlemede yeterince bilgi sahibi olamadıkları, mümkünse müfredat ve ders içeriklerinde kan transfüzyon uygulama ve reaksiyonlarının da yer alması, değilse staj ve meslek yaşamlarına başlamadan özellikle transfüzyon reaksiyonları ile ilgili uygulamalar için çeşitli seminerlerle bilgilendirilmesi gerektiği kanısına varılmıştır.

**Anahtar Kelimeler:** Hemşirelik öğrenimi, Kan Transfüzyonu, transfüzyon reaksiyonları, bilgi düzeyi

## ABSTRACT

### TRAINING AND PRACTICE OF BLOOD TRANSFUSION REACTIONS IN NURSING UNDERGRADUATE EDUCATION

In spite of all the technological development, blood transfusion is still carrying serious risk. The important part of the transfusion complications are source of human being. In this study/work our aim is about nursing undergraduate students and people whose job life will be effected by blood transfusion and reaction level.

This research applied at Sakarya University the fourth year health departments undergraduate student totally 107 nurses. Blood, and keeping blood conditions and during blood transfusion complication can be occurred. The survey was done to the nursing students about paying attention and the knowledge which is known.

The percentage of nursing students who know keeping blood degrees is 30.8%, know giving blood set and using night percentage is 52.4%, the question about time of transfusion give right answer percentage is 25.2%, the question about non-using blood to give the blood bank time 60.2% of the students gave right answer, The question about transfusion reaction 5.6% of the students give right answer. The question about before blood transfusion accurate blood was given to the night patient the percentage is 7.5% and it is very low ratio they answer.

As a result, nursing students, who don't have enough knowledge about observing blood keeping conditions and blood transfusion. If it is possible the content of the lesson (subject) should be contained/covered blood transfusion applying and reaction. If it isn't possible before they start their probation period and their job they should join different conference and seminars.


**Key words:** Nursing undergraduate education, Blood transfusion reaction, knowledge level.

## GİRİŞ

Kaybedilen kanın yerine konması olan kan transfüzyonun hayat kurtarıcı olduğu belirtilmektedir. Transfüzyon kararı verilirken sağlanacak yarar ve doğuracağı sorunlar iyice değerlendirilmelidir. Alıcıyı metabolik ve endokrin sorunlarla karşı karşıya bırakır.Çoğu kez hayat kurtarıcı iken bazen gereksiz yere uygulanarak öldürücü bir nitelikte kazanabilir.

Modern anlamda transfüzyon; Tam kan yerine, kanın sadece hastaya gerekli bileşenlerinin belirlenip uygulanmasıdır.

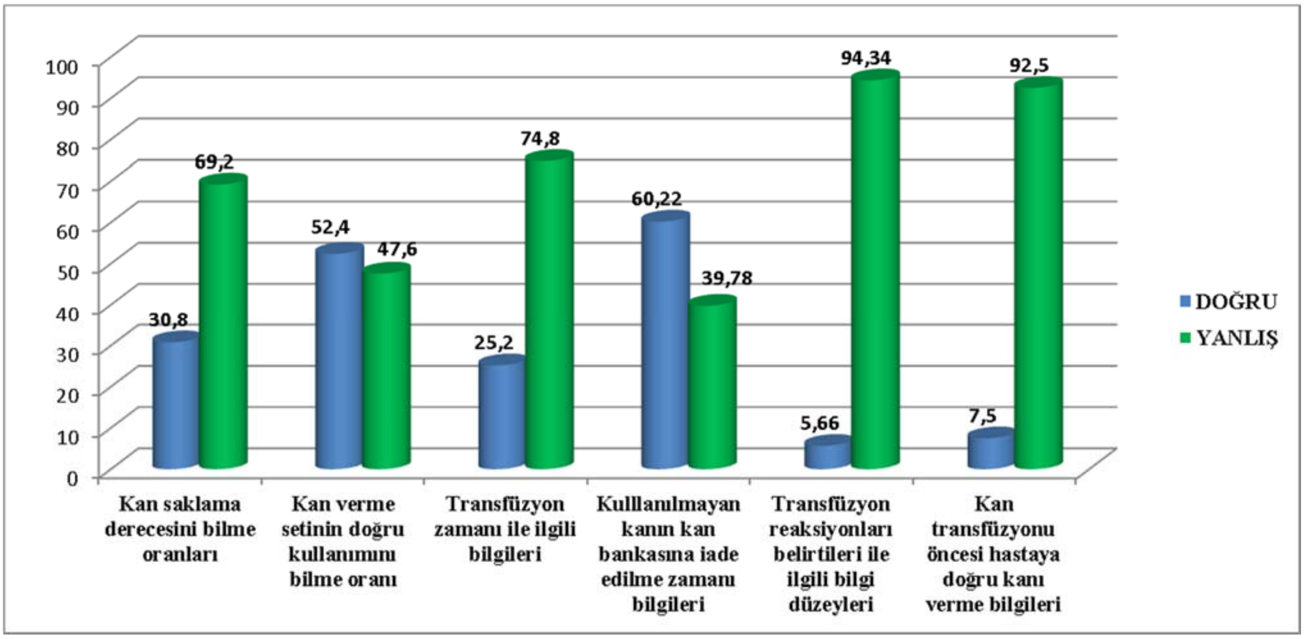
Bu çalışmanın amacı transfüzyonu yapan hemşire adaylarının görev ve sorumluluklarının farkındalığını ortaya koymak ve hastaya minumum zararla, maksimum yarar sağlamayı hedeflemektir.

**METOD**

Çalışma 2014 yılı Kasım ayında; Sakarya Üniversitesi Sağlık Yüksek Okulu Son Sınıfta Okuyan 107 Hemşirelik ve Ebelik Öğrencisinin katılımıyla gerçekleşmiştir. Öğrencilerin Kan Transfüzyonu uygulama ve Reaksiyonları Konusundaki Bilgi verileri Araştırmacılar tarafından geliştirilen anket formu aracılığı ile elde edilmiştir. Değerlendirmede SPSS programı uygulanmıştır.

**BULGULAR**

Sakarya Üniversitesi Sağlık Yüksek Okulu Son Sınıfta Okuyan öğrencilerin Kan saklama derecesini bilme oranı % 30.8, Kan verme setinin doğru kullanımı bilme oranı %52.4,Transfüzyon zamanı ile ilgili bilgileri bilme oranı %25.2, Kullanılmayan kanın kan bankasına iade edilme zamanı bilgileri %60.2, Transfüzyon Reaksiyonları Belirtileri ile ilgili bilgi düzeyleri % 5.6, Kan Transfüzyonu öncesi hastaya doğru kanı verme bilgileri %7.5 gibi bir oranda oluğu saptanmıştır.




**TARTIŞMA**

Pehlivanoğlu ve ark. yaptıkları çalışmada; kan transfüzyonu öncesi yazılı olarak hasta onayı alınması gerekli iken hemşirelerin %20'si bunu kontrol etmediğini bildirmediği, transfüze edilecek kanı uygun sıcaklığa getirmek için %18'i koltuk altında veya sıcak suda ısıtırım gibi uygunsuz seçenekleri işaretlediği, %74'ü kanı sıcak, soğuk, bulanık, köpüklü, farklı renkte, pıhtılı ve torba bütünlüğü bozulmuş iken asla vermem demişken %26'sıtransfüze edilecek kanın yapısı konusunda tereddüt yaşadıkları bildirilmiştir.

Uygun bir şekilde temin edilen kan ve kan ürünlerinin, transfüzyonunun temel ilkelerine sadık kalarak hastaya naklinin gerçekleştirilmesi tüm sağlık personelinin hem mesleki hem de yasal sorumlukları açısından değerlidir. Bu sorumlukların kısaca sıralamasına baktığımızda;

1. Hasta ve/veya hasta yakınlarından onam formu alınması
2. Kayıt ve etiketleme (mutlaka hasta başında ve dikkatli bir sorgulama ile yapılmalı).
3. Laboratuvar ve defter kayıtlarının kontrolü
4. Kan ve kan ürünlerinin uygun ortamda transfüzyona uygun ısıya getirilmesi
5. Nakil için uygun damar yolu açılması ve hastanın vital bulgularının (genel durumu, vücut ısısı, tansiyon arteryel, solunum sayısı) kaydedilmesi
6. Kan ve kan ürünlerine uygun setler ile (filtre, kateter vb.) hastaya transfüzyon işleminin başlanması ve ilk 15 dakikada ciddi transfüzyon reaksiyonlarının görülme sıklığı nedeni ile hastanın gözlem altında kalması, bu süreci takiben vital bulgularının yeniden alınarak kaydının yapılması gereklidir. Bu sürenin sonunda transfüzyon hızı gözden geçirilebilir.
7. Her 30 dakikada bir ve transfüzyon bitiminden 1 saat sonra hastanın vital bulgularının takibi ve kaydı tekrar yapılmalıdır. Bütün bu süreçte hemşirelerin hastanın şikâyetleri olduğunda (terleme, ateş, nefes darlığı, sırt ve göğüs ağrısı vb.) acil olarak hekime haber vermeleri ve acil müdahele seti ile hasta başında olmaları gerekmektedir.

Anketten elde edilen verilere göre hemşirelerin; kanı saklama koşulları ve kan transfüzyon reaksiyonlarını gözlemlemede yeterince bilgi sahibi olamadıkları, özellikle transfüzyon ile ilgili hemşirelik yüksekokul öğrencilerinin dersler ve çeşitli seminerlerle bilgilendirilmesi gerektiği kanısına varılmıştır.

Öğrencilerin Kan Transfüzyonu ve Reaksiyonları nelerdir, Kan Transfüzyonu seyri konusunda bilgi ve becerilerinin artırılması gerektiği kanısına varılmıştır.

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# IMPACT APPRAISAL OF ACADEMIC STAFF UNION OF UNIVERSITIES (ASUU) STRIKE ON QUALITY OF UNIVERSITY EDUCATION IN NIGERIA

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Abstract

*This paper examined the effect of ASUU strike on quality of education in Nigeria. The study has five objectives and five null hypotheses. Descriptive survey design was adopted for the study. The researchers targeted 450 undergraduate students from three federal universities in the North-West Geo-political zone in the country. Four rating scale structured questionnaire titled, ASUU Strike and Quality of Education in Nigeria (ASQEN) was used for data collection. The researchers assisted by two research assistants distributed the instruments. Three hundred and eighty four copies of questionnaire were properly completed. Data collected were coded in to SPSS; the package was used to run multiple regression models to determine the five null hypotheses. In all the tests of the hypotheses, the .05 confidence level was used for determining statistical significance. The result revealed that, ASUU strike has negative effect on the quality of university graduates that the country produces. In view of this, it was recommended among others that, government should develop actions that will help to check incessant industrial action in Nigerian educational sector.*

**Keywords**: Effects, Academic Staff Union of Universities, Strike, Quality, University, Education, Nigeria

**Introduction**

Academic Staff Union of Universities (ASUU) was formed in 1978. It is an offspring of Nigerian Association of University Teachers formed in 1965. The union aim at assisting: - the stake holders in achieving its high profile in education and in development and promoting sustainable management of education by providing high-quality services in Education. In addition the union also supports the struggle for the improvement of the social, economic professional situation of the members, safeguard their interests and work for their success. In Nigeria as in other countries, trade unions do use various strategies to achieve their goals. Tahir (2014), reported that, trade union such as ASUU, usually embark on various actions over agitations for improvement of their welfare, teaching and research facilities and university autonomy.

Since the formation of the Academic Staff Union of Universities (ASUU) in 1978, the union is generally considered strike as the last option to influence government decision. The action involves one of the followings: - (i) suspension of work; (ii) refusal to work; (iii) continue to work under certain conditions; or (iv) slow down of work. The first strike action reported by Olusegun (2014), was organised in 1988 during General Ibrahim Badamasi Babangida for fair wages and university autonomy. The situation worsened during late General Sani Abacha when the union embarked on strike in 1994 and 1996 protesting against the dismissal of their members. During President Olusegun Obasanjo, the struggle for improvement of salary, teaching and research facilities, university autonomy and reinstatement of forty-nine lecturers from university of Ilorin led to another strike in 2007, 2008 and 2009. The strike was suspended when late President Umaru Musa Yar'Adua came to power. With the coming of an academician as the president of the country (Dr. Goodluck Jonathan), it was hoped that the regime will bring lasting solution to ASUU problem.

Unfortunately, failure of the Federal Government to implement the 2009 agreement led to another strike action which disrupted the activities of universities for another six months. The persistent strikes have definitely affected the stability of university calendar in Nigeria. Suleiman (2013), reported in his research that the perennial disputes between ASUU and the government over the last fourteen years had made universities to loose three years of academic study.

Despite the importance of stability on school calendar on education, the incessant ASUU strikes action in the country has become worrisome and destabilized the programme of educational sector. It is on record that, from 1988 to 2013, the national body of the union had embarked on 16 strike actions. Abdulsalam (2013) reported that ASUU organised strike in 1988, 1992, 1994 and 1996. Aghatise (2013) reported that in the present dispensation ASUU had organised strikes in 1999, 2001, 2002, 2003, 2005, 2006, 2007, 2008, 2009, 2010, 2011-2012 and 2013. Beside these, local chapters also do organise their branch strike actions from time to time.

The persistent ASUU strikes in Nigeria have disrupting school academic, left academic activities of universities disjointed, and distract the normal learning process. According to Kazeem and Ige (2010), disruption in academic program resulting from strike led to closure of universities for a period of time thereby affecting the academic activity of universities. Edinyang & Ubi (2013), and Olusegun (2014), maintained that instability in school calendar through strike elongate study period and hamper their academic activities. Considering the impact of strike actions on school calendar and academic activities, the researchers examined the impact of ASUU strike on:- (i) implementation of school curricula in Nigeria; (ii) quality of teaching in universities in Nigeria; (iii) acquisition of requisite skills in Nigeria; and (iv) students learning habit in Nigeria

**Null hypotheses**

1. ASUU strike has no significant impact on implementation of curricula in Nigeria.
2. ASUU strike has no significant impact on quality of teaching in universities in Nigeria
3. ASUU strike has no significant impact on students acquisition of requisite skills in Nigeria
4. ASUU strike has no significant impact on students learning habit in Nigeria

**METHODOLOGY**

**Research design**

The design used for this study was descriptive design method. The design was considered the most convenient way to obtain facts from respondents in which the results of the analyses were used for decision- taking and generalization. Amechi (2003) stated that, when a study involves a population or a sample of respondents from whom information is obtained either verbally or through questionnaire, the ideal design method to be adopted is the descriptive survey design.

**Population of the study**

The total population was 450 undergraduate students from three federal universities in Nigeria, namely:- Ahmadu Bello University Zaria, Bayero University Kano and Usman Danfodio University, Sokoto located in the in North-west geo-political zone in the country. The researchers randomly selected 150 students from each university.

**Research instrument**

The instrument used for this study was a self-constructed structured questionnaire titled, ASUU Strike and Quality of Education in Nigeria (ASQEN). The instrument has section A and B. Section A elicits bio-data information of respondents. Section B contains 20 items that generate data used for test of the null hypotheses raised. The researchers used the idea of Likert to construct in a four (4) rating scale structured questionnaire of Strongly Agree 4 points, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point.

The instrument was validated by experts in education and research methodology who were of the ranks of senior lecturers and above in Ahmadu Bello University, Zaria. The suggestions and criticisms were put into consideration in the final copy of the instrument. Twenty copies of questionnaire were distributed to undergraduate students in Kaduna state university, Kaduna for pilot study. Data collected were subjected to statistical analysis using Cronbach's alpha, the analysis gave a correlation-coefficient of 0.75. A reliability co-efficient of this value is high enough for studies of this nature as reported by Uzosike (2008), who stated that, the average value of correlation co-efficient should not be less than 0.50 .

**Data collection**

The data was personally administered by the researchers, assisted by two research assistants. The questionnaire were administered to students during the general courses in their respective institutions. Face to face method of data administration was used. This method enabled a high retrieve rate of the data. The respondents were required to indicate their relative agreement with each item based on the scale.

**Result of the Study**

All the data collected were analyzed using multiple regression analysis. In the analysis, when calculated value was greater than table value or ($P \geq \alpha$,), the null hypothesis was retained and on the other hand when the calculated value of null hypotheses was less than the table value or the *(P* ≤ α,), the null hypothesis was not retained. In all the tests of the hypotheses, the .05 confidence level was used for determining statistical significance.

**Table 3: Summary of Multiple regression result used to test the null hypotheses**

| Variables | Coefficient | | |
|---|---|---|---|
| | B | B | t-value |
| Implementation of curricula | 0.58 | 0.387 | 2.266* |
| Quality of teaching | 0.56 | 0.381 | 2.251* |
| Students Acquisition of Requisite skills | 0.64 | 0.413 | 4.146* |
| Learning habit | 0.68 | 0.444 | 4.217* |
| **Test results** | | | |
| F- value | 3.112* | | |
| R | 0.805 | | |
| $R^2$ | 0.648 | | |
| Constant | 0.779 | | 2.764* |
| DF | 3/178 | | |

Result of data analysis is as presented in the Table showed that there was high association (0.805) between independent variables and quality of university education in Nigeria. The coefficient of $R^2$ value shows that ASUU strike has 65 percent negative effect on quality of university graduates in the country. This further revealed in the result of ANOVA which revealed F value was 3.112, p<0.05 indicates that implementation of curricula, quality of teaching, students acquisition of requisite skills and students learning habit significantly affect the quality of education in Nigerian Universities. The significance effect of the variables indicates that the four sets of independent variables with "t" values of 2.251 & 4.146, p<0.05) have high effect on quality of universities graduates in Nigeria.

**Discussion of the findings**

The study revealed that ASUU strike had negative impact on implementation of universities curricula. The finding agreed with that of Bello (2008), who reported that, during strike action, universities curriculums were not fully implemented. As a result, students struggled to acquire certificates at all cost without actually fulfilling the required educative process. Kazeem and Ige (2010), earlier noted that, during strike action no academic activity takes place at the institutions and upon resumption students at most times are not given the opportunity to make up for lost times. Similarly, Edinyang and Ubi (2013) stressed that, effective learning was always hampered by inability to successful implementation of curriculum and or of syllabus timely before the examination. In supporting this, Adesulu (2014), maintained that ASUU strike has affect the quality of graduates from Nigerian universities since time lost due to strikes that should be used for delivering the curriculum was not gained after the strike. Similarly, Olusegun (2014) reported that one of the negative impacts of ASUU strike was the lowering of quality of graduates from Nigerian universities since time that should have been used for teaching the curriculum was lost during the strikes. He added that, the typical scenario was to condense content that should have been taught by rushing students to examinations thereafter. This scenario led to half-baked products of university graduates in Nigeria.

The second finding of the study showed that, strike action affected the quality of teaching in Universities. This results agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (Ifinedo, 2003, 2004; Ladebo, 2005; Ubom & Joshua, 2004; Ubom, 2001), who all stated that job performance of teachers depended on job satisfaction. Nwachukwu (2006) reported that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers. Asuquo (2010), who reported that good human relations are important to teachers and students' well being as well as effective teaching and learning in universities. Sommer (2014) stressed that, when a group of employees voluntarily joins a labor union or other formal organizations, and this group goes on strike, the overall employee performance will suffer.

The study also revealed that ASUU strike affected the learning habit of students. The outcome of the study was similar with that of Iheanacho (2002) and Isangedighi (2007), who reported that effective learning was achieved when students were emotionally and psychologically stable. They stressed that during strike action, students become emotionally and psychologically unstable especially on the perception that it would cause them to stay at the institution longer than expected, hence affecting their learning habit. Edinyang and Ubi (2013) also reported that, disruption in academic programme from strike action affect the quality and quantity of students' learning habit. They added that such disruption affected their concentration, interaction with fellow students and teachers. Isangedighi (2011), believed strike action had negative effect on students' learning ability. He added that, students lost preparedness and readiness to learn at time of strike hence their educational attainment becomes adversely affected. Similarly, Edinyang and Ubi (2013) reported that disruptions in academic programmes served as non-motivational factor to the students as it discouraged their learning habit. The view of Gabriel (2014), also showed that, during strike, the enthusiasm of reading habit of students would be lost.

**Conclusion**

Based on the findings of the study, it was concluded that:-

ASUU strike action destabilized calendar of universities education in Nigeria. The disruption affects the followings, curriculum implementation, quality of lesson delivery, period of graduation, hampered students' performance and quality of education in the country.

The National Policy on Education specified standard and goals of higher education in Nigeria as enunciated will not be easily achieved. As a result, graduates will not be adequately prepared to face the challenges of labour market and this would increase the rate of graduate youth unemployment in the country. In addition, the pass glory and enviable standard of Nigeria universities locally and globally would be lost.

**Recommendations**

Based on the findings, it was recommended that:-

1. government should develop actions such as organizing meetings and interaction; this will help to check incessant industrial action in educational sector in Nigeria.

2. there should be reduction of bureaucracies to enhance effective personal communication between ASUU officials and government bodies.

3. ASUU officials also should be calm in any of their decisions that will lead to strike actions which will hamper the academics activities of schools

4. students should cultivate the habit of studying at home during strike, this will help to improve their performance when strike is called off.

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# IMPROVING THE TEACHING EFFECTIVENESS: AN EXPERIENCE IN AN ITALIAN MECHANICAL ENGINEERING DEGREE

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**ABSTRACT**

The implementation in Italy of the so called "3+2" system, in adoption of the Bologna process, led to an initial increase of the efficiency of the overall results, in terms of the ratio of the number of students who completed the degree over the number of the students enrolled. These findings are measured in the first cycle (BS level) in a mechanical engineering University degree. After a several years tendency to increase, the data show a relevant change of the slope, that became negative. In this poster the actions implemented to face this situation and revert the tendency to a positive behaviour are described.



## THE NEED FOR A CHANGE

At the end of the 20th century, the overall results of the Italian universities, in terms of the number of graduate with respect to the number of enrolled students, and of the duration of their academic careers, where dramatically unsatisfactory. The problem of dropouts is of course worldwide present; as is reported, for example, by Meyer M. and Marx *S.* (2014), notwithstanding this, in Italy it reached a particular high level of severity. If the data were integrated over all the universities and all the branches of knowledge, about only one third of the total number of students enrolled concluded the studies, furthermore in a greater time with respect to the regular duration of the course. This, together with the need of complying to the statements of the Bologna process to harmonize *"the architecture of the European Higher Education system*", led to the adoption of the so-called "3+2" system.

The main characteristic of the reform is the organization of the courses in three cycles: first degree (similar to a BS) that lasts three years, and degree, that lasts two years, even id particular courses are planned as single-cycle five or six years degree courses. The course of first degree aims to provide students with an adequate command of general scientific methods and contents as well as the acquisition of specific professional skills, while degree program aims to provide students with an advanced level of education for the exercise of highly qualified activity in specific areas. The third cycle is provided as a 3-year doctoral research (after obtaining the degree). Other possibilities that are offered consist in 1 year university masters of first and second level (which you can sign up with the title, respectively, of the first degree and master's degree).

Another reason for the reform was to allow individual universities to have to some extent a teaching autonomy: the reform aimed to ensure the freedom to each university to build curricula tailored to the needs of the local economic and social reality. In any case, the courses of study designed by each university must meet certain general criteria in terms of objectives and of the general aspects of the training activities, defined at the national level. This autonomy regarded:

- the name and training objectives that characterize the courses of study;
- the criteria of access (free access, limited number of students, assessment of initial competencies);
- the type of educational activities and the corresponding number of Credits (complying with "ECTS" European Credit Transfer System);
- the identification of alternative forms of teaching, such as those at a distance;
- the mode of conducting curricular activities of professionalizing;
- the characteristics of the final test to achieve the qualification.

## THE OUTCOMES

The data that show the time evolution of the number of freshmen enrolled at the mechanical engineering degree, the total number of students and the number of graduate, are reported in the table. The ratio of the number of students graduated in the prescribed time with respect to the number of the students that had enrolled, is assumed in the first instance as a measure of the efficiency of the course of study. At a glance, it is evident that the total number of graduate, ranging from 40% to 60%, greatly exceeds the 1/3 ratio found before the reform, thus it can be stated that the adoption of the 3+2 system had a positive effect.

Similar results have been obtained by Chiandotto B. and Giusti C. (2006) on a national scale; defining a *duration index* as

*duration index = 1 + delay / legal duration*

where the delay is the number of days elapsed between the end of the last academic year "in progress" and graduation, while the legal duration of the course refers to the one where the student has enrolled. The index therefore allows to compare the graduates in different courses and is also easy to interpret since it increases with the delay and takes values greater than or equal to one. It has been found that the duration index, which was equal to 1.62 for the pre-reform graduates, decreased to 1.59 (thus showing an increased efficiency of the system) in the years immediately after the reform (when students that had

| Academic year | Freshmen | Total enrolled | Graduate | Ratio |
|---|---|---|---|---|
| 2003-2004 | 179 | 552 | 39 | |
| 2004-2005 | 184 | 625 | 82 | |
| 2005-2006 | 125 | 580 | 72 | 0,40 |
| 2006-2007 | 131 | 584 | 73 | 0,40 |
| 2007-2008 | 134 | 597 | 70 | 0,56 |
| 2008-2009 | 159 | 610 | 65 | 0,50 |

| | | | | |
|---|---|---|---|---|
| 2009-2010 | 157 | 632 | 82 | 0,61 |
| 2010-2011 | 185 | 659 | 76 | 0,48 |
| 2011-2012 | 160 | 677 | 88 | 0,56 |
| 2012-2013 | 139 | 639 | 99 | 0,54 |
| 2013-2014 | 104 | 567 | | |

*Table: Number of freshmen, of all the students enrolled in the first level degree and of the graduate for the academic years from 2003-2004 to 2013-2014. The number of graduate for the current academic year is not reported as the exams will terminate next February The ratio is the number of graduate with respect to the students which enrolled two years before.*

enrolled before the reform switched to the new organization), with a further slight decrease in the successive years.

Returning to the local data, reporting them on a graph, it results that the ratio has two different temporal behaviors: from the academic year 2005/2006, till the a.y. 2009-2010, the slope of the regression line is positive, showing an increasing efficiency of the system (as long as the above mentioned ratio can be assumed as a measure of it), whilst in the following years the same slope becomes negative. Similar data were obtained in other courses. The data must be analyzed more critically, because they could be affected by other factors. but in any case they warn about the need of improving the efficiency of teaching.

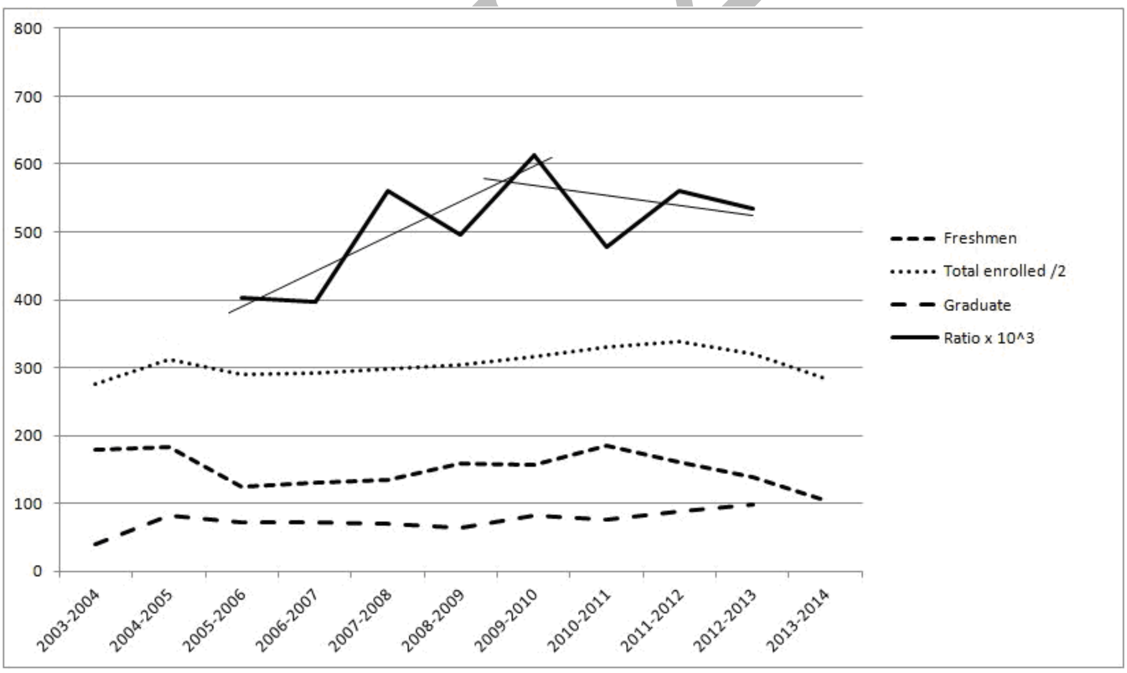


*Figure: the graphs represent the data reported in the table. The ratio (above) is defined as in the table caption. Two regression lines are drawn for the periods 2005-2010 and 2010-2013 respectively, showing two different tendencies.*

**THE ACTION**

The quality of teaching, the efficiency of the organization and the satisfaction of the students is a constant concern at the University of Perugia. As data similar to the ones shown above were observed in various courses, some actions were devised and implemented to face what could possibly be a decrease in the performance of the system.

- The number of monitored courses raised to nearly 90% in the a.y. 2011/2012, a 5% higher than in the previous year. The monitoring concerns indicators which measure the degree of achievement of the objectives of teaching at the level of individual structures.
- The University decided to appoint the Joint Teachers/Student Committees, that are established in every course, to perform an analysis of the issues / observations / considerations more directly related to the experience of students, who are the first recipients of the services of the University. This was performed examining the data relating to the recognition of students' opinions.

From this analysis, some particular actions were performed in the BS degree in mechanical engineering:

- A first measure consists of a careful analysis and evaluation, in particular, of the classes that are the most critical. This work has already been started during the academic year. 2012-2013, and will be further developed.
- A second proposal seeks to address the other most critical element found from the students' evaluation: their consideration that the workload is too heavy. This examination goes hand in hand with the need for a better organization of the classes.
- To address these two aspects of the proposal a process of examination and re-definition of the overall degree programs and classes has been started. This review should aim at the optimization of the various programs to a better synchronization, in order to reduce the workload for the student without compromising the quality and quantity of teaching.

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# MESLEK YÜKSEKOKULU ÖĞRENCİLERİNİN OKULLARI VE GELECEĞE YÖNELİK DÜŞÜNCELERİ

## THOUGHTS OF JUNIOR TECHNICAL COLLEGE STUDENTS ABOUT THEIR SCHOOLS AND THEIR FUTURE

Yrd. Doç. Dr. Ali KAYA[4]


## ÖZET

Bu çalışmanın amacı, meslek yüksekokulu öğrencilerinin okullarına ve geleceğe yönelik düşüncelerini belirlemektir. Bu amaçla literatürden yararlanarak hazırlanan bir anket 108 meslek yüksekokulu öğrencisine uygulanmıştır. Ayrıca, on öğrenci ile yarı yapılandırılmış mülakatlar yürütülerek veriler elde edilmiştir. Elde edilen bulgulara göre; öğrencilerin yüzde on sekizi okula kendi istekleriyle gelmediklerini ve yüzde on dokuzu da derslerde başarılı olamayacaklarını ifade etmişlerdir. Öğrenciler okullarının donanım (Laboratuvar, Atölye, vb.), öğretim elemanı ve verilen eğitimin açısından yetersiz olduğunu ifade etmişlerdir. Öğrenciler, meslek yüksekokullarına önem verilmemesi, derslerle ilgili uygulama yetersizliğini ve sosyal ve kültürel etkinliklerin az olmasını en önemli sorunlar olarak görmektedir.

Sınavsız geçiş sistemi ve kendi istekleri dışında okula gelen öğrencilerin eğitim öğretimi olumsuz etkiledikleri tespit edilmiştir. Meslek yüksekokullarının, öğretim elemanı ve donanım eksikliğinin olduğu belirlendi. Bu okullara sınavsız geçiş kaldırılmalıdır. Teorik eğitimden çok uygulamalı eğitime yer verilmesi için gerekli mevzuat değişiklikleri ve alt yapı çalışmaları yapılmalıdır. Araştırma, öğrencilerin okulları ve geleceğe yönelik görüşlerinin ilişkilendirildiği önerilerle bitirilmiştir.


**Anahtar Kelimeler:** Meslek Yüksekokulu, Öğrenci Görüşleri, Öğrencilerin Geleceğe Bakışı


## ABSTRACT

The aim of this study is to define the thoughts of the junior technical college students in relation to their schools and their future. Upon consultation of the present literature on the subject, survey and face to face interviews have been designed and conducted on 108 junior technical college students**.** Further data has been collected by semi-structured interviews on ten students. The obtained findings revealed that 18 % of the students declared that they did not enroll the school willingly and 19 % said that they did not expect success in their classes. The students noted to the incapacities they perceived of equipment and facilities –labs and workshops etc.- and of the school staff and the training in general. The students further complained as important problems over the lack importance junior technical colleges received, over insufficient practice in the classes, and over scarce social and cultural activities.

It has also been found that the exam-less enrolling system and the students, who attended to the school unwillingly, comprised negative impacts on the education. Also the perceived incapacities of teaching staff and equipment have been affirmed. As a result, it is strongly recommended that exam-fewer enrollments should be ceased. Required regulations and infrastructure for the replacement of theoretical training by practical training should be created. The study has been concluded with students' suggestions in relation to their schools and their views towards the future.


**Key words:** Junior Technical College, Students' Opinions, Future Views of Students.

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**GİRİŞ**

Ülkemizde, yükseköğretim kapısında bekleyen öğrenci sayısı ve yükseköğretimi bitirdiği halde iş bulamayan gençler büyük bir sorun oluşturmaktadır. Hâlbuki birçok alanda yetişmiş ara kademe insan gücüne ihtiyaç duyulmaktadır. Bu sorunu çözmede meslek yüksekokullarının etkili bir şekilde devreye sokulması gerekmektedir.

Mesleki eğitim, bireylere iş hayatında geçerliliği olan bir meslek için gerekli bilgi, beceri ve iş alışkanlıkları kazandırma ve bireyin yeteneklerini, işi bir araç olarak kullanarak çeşitli yönleri ile geliştirme sürecidir. Dünyada mesleki ve teknik eğitim de üç farklı sistem uygulanmaktadır. Bunlar; okul-işyeri temeline dayalı eğitim uygulayanlar, sadece okula dayalı eğitim uygulayanlar ve her iki anlayışı da benimseyen ama sürekli arayışlar içerisinde olan ülkelerdir. Türkiye genç ve dinamik nüfusuyla gelişmiş ülkelere göre önemli bir avantaja sahiptir. Bu nedenle, Türkiye her iki anlayışın benimsendiği, fakat sürekli yeni arayışlarında mevcut olduğu sistemi uygulanmaktadır.

Meslek yüksekokulları yeterli bilgi ve beceriye sahip ticaret, sanayi ve hizmet sektörlerinin rekabet gücünü artıracak ara kademe insan gücü (tekniker ve meslek elemanı) yetiştirmektedir. Meslek yüksekokullarını bitirenlere tekniker veya meslek elemanı unvanı verilmektedir. Tekniker/meslek elemanı, çalışma alanındaki görevi itibariyle üst düzey yönetici mühendis veya uzman ile teknisyen arasında bulunan, teknisyenden daha fazla teorik bilgiye mühendisten daha fazla uygulama becerisine sahip bir ara elemandır. Tekniker endüstride görev itibarı ile profesyonel mühendis veya diğer yöneticiler, teknoloji uzmanları ile ekseriyetle yakın bir çalışma içinde olan yüksek düzeyde bir kimsedir. Bazı küçük ve orta büyüklükteki işletmelerde firmanın kıdemli teknik elemanı olabilir ve dolayısıyla liderlik ve yöneticilik rolünü üstlenebilirler. Bu açıdan teknikerin endüstri konusunda kuvvetli bir teorik bilgi ve bu bilgiyi uygulama kabiliyeti ve becerisine sahip olması gerekir. Ancak meslek yüksekokullarının önemi günümüzde yeterince anlaşılamamış ve bu nedenle okullardan yeterince verim alınamadığı belirtilmektedir (Sevinç, 2000). Meslek Yüksekokulları öğrencileri bu özelliklerde yetiştirebiliyor mu? Bu sorunun cevabı araştırılmalıdır. Meslek yüksekokullarında eğitim öğretim açısında bir kısım sorunların olduğu bilinmektedir. Bu sorunların iş dünyasının talepleri göz önüne alınarak araştırılması ve gereken önlemlerin alınması gerekir.

Günümüzde Meslek Yüksekokullarının değişik sorunlara sahip olduğu yapılan araştırmalar sonucunda ortaya konulmuştur (Brint and Karabel, 1989; Sevinç, 2000; Ergin ve Yağcı, 2003; Binici ve Arı, 2004; Tok, Sontay ,2006; Özpınar, 2006; Erdem, Uzal, Yamaç ve Hüyük, 2007; Eşme, 2007; Şen, Mısırdalı, 2007; Nursoy, 2008; Şener, Özşahin ve İçli, 2009; Yaprak ve Bostancı, 2009; Erdem ve Şanlıbaba, 2009; URL1). Ergin ve Yağcı (2003) yaptıkları araştırmada meslek yüksekokulları ile ilgili sorunları şu genel başlıklar altında toplamıştır; yasal çerçeve organizasyondan kaynaklanan sorunlar, eğitimde fiziksel donanıma bağlı olarak ortaya çıkan sorunlar, öğretim elemanı nicelik ve nitelik sorunları, ders programlarına yönelik sorunlar, öğrenci yerleştirme sınav ve yaklaşımlarına yönelik sorunlar, iş gücü piyasası özellikleri ve işverenlerin tutumuna yönelik sorunlar. Binici ve Arı, 2004 mesleki ve teknik eğitimde arayışlar başlıklı araştırmalarında meslek yüksekokullarında yaşanan sorunları şöyle sıralamışlardır; donanım eksiklikleri, mezun öğrencilerin kendi alanında istihdam edilememesi, meslek yüksekokullarının kazandırdığı yeterliliklerle sanayinin ihtiyaç duyduğu yeterliliklerin arasında ciddi farklılıkların olması, öğretim elemanlarının sayıca yetersiz olması yanında bir kısmının pedagojik eğitim almamış olmaları, staj eğitiminin yasal bir zemine oturtulmaması, okulların uygulamalı eğitim için gerekli olan donanıma sahip olmamaları gibi sorunlar tespit etmişlerdir. Erdem ve arkadaşları da yaptıkları araştırmada benzer sorunları dile getirmişlerdir. Şener ve arkadaşları (2009) yürüttükleri araştırmada meslek yüksekokulu öğrencilerinin % 46,4 nün mesleklerinin geleceği ile ilgili kaygılarının olduğunu tespit etmişlerdir. Yaprak ve Bostancı (2009) yaptıkları araştırmada MYO öğrencilerinin mezun olduktan sonra iş bulma kaygısı yaşadıklarını ve okulların yeterli sayıda öğretim elemanı ve donanıma sahip olmamasından dolayı yeterli uygulama eğitimi alamadıkları için kendilerine güven duygusunu oluşturamadıklarını tespit etmiştir. Erdem ve Şanlıbaba, 2009 yaptıkları araştırmada, Öğrencilerimizin % 69'u gelecekten umutlu olduğunu ve alanıyla ilgili bir işte çalışabileceğini belirtmişlerdir. Şener, Özşahin ve İçli (2009) yaptığı araştırmada MYO öğrencilerinin okullarının yürüttüğü sosyal etkinliklerden ve okulda verilen öğretim konusunda memnuniyet düzeylerinin düşük olduğunu tespit etmişlerdir. Ülkemizde olduğu gibi yurtdışında da MYO ekonomiye katkı sağlama yanında farklı sorunlarla da karşılaşabilmektedir. MYO Amerika Birleşik Devletlerinde yerel sanayi ve tarımsal iş gücüne ara elemanı kazandırmak amacıyla lise eğitiminden sonra iki yıllık yüksekokullar olarak kurulmuştur. Bu okullar geçtiğimiz yüzyılda Amerika birleşik devletlerinde farklı bir ülke yaratma konusunda başarılı olduğu belirtilmektedir (URL 1). Ancak orada da bu okulların sorunları olduğu ifade edilmektedir. Baylor Üniversitesi başkanı JM Carroll, bu okullara ayrılar fonların yeterli olmadığı ve bu nedenle gereken eğitimin verilmesinde sorunlar yaşandığını belirterek, çözüm olarak bu okullara gelmeden önce Meslek liselerinin son iki yarıyılında öğrencilerin kendi verecekleri eğitime altyapı oluşturacak belli derslerin önceden verilmesinin yararlı olacağını vurgulamıştır. Böylece daha az kaynakla öğrencilerin iki yıllık mesleki eğitim ve fakülte eğitimi almalarına imkân sağlanabileceğini belirtmiştir (Brint and Karabel, 1989). Görüldüğü gibi meslek yüksekokullarının birçok sorunları olup, bunlar öğrenciler üzerinde bir takım olumsuz yansımalar oluşturmaktadır.

Bu sorunlardan öğrencilerin nasıl etkilendiği ve onların aldıkları eğitim öğretim ve okullarına bakış açıları dikkate alınarak durumun incelenmesi mesleki eğitimin geliştirilmesi açısından önemli olduğu düşünülmektedir. Bu araştırma ile Meslek Yüksekokulu öğrencilerinin okulları ve okulda verilen eğitim öğretimle ilgili düşüncelerinin ortaya çıkarması amaçlanmıştır.

## YÖNTEM

Bu araştırmada tarama yöntemi kullanılmıştır. Tarama modelinde amaç var olan ancak görülemeyen bilgiyi ortaya çıkarmaktır. Yapılacak ikincil ve birincil kaynak araştırmaları hep bu amaca yöneliktir. Örneğin yaptığı anket çalışması ile bir öğretim programı hakkında öğretmen görüşlerinin tespit eden bir araştırmacı aslında var olan bir bilgiyi bulup çıkarmıştır (Gülcü, Aydın ve Aydın, 2013). Bu bağlamda mevcut çalışmada MYO öğrencilerinin okulları ve geleceğe yönelik görüşlerinin belirlenmesinde bu yöntem uygun bulunarak uygulanmıştır.

### Evren ve Örneklem

Araştırmanın evreni Ülkemiz Meslek Yüksekokulları olup örneklemini Refahiye Meslek Yüksekokulu Elektrik ve Muhasebe programlarında öğrenim gören 108 öğrenci oluşturmaktadır. Ülkemiz Meslek Yüksekokulları genelde benzer yapılanmaya sahip olduklarından örneklemimizin evreni temsil ettiği düşünülmektedir.

### Araştırmada Kullanılan Veri Toplama Aracı ve Verilerin Toplanması

Araştırma verileri geliştirilen bir anket ve yarı yapılandırılmış mülakatlar yoluyla toplanmıştır. Anket, öğrencilerin okullarını tercih etme durumlarını, okuldaki eğitim öğretim ilişkin görüşlerini, okuldan beklentilerini ve geleceğe yönelik düşüncelerini ortaya çıkaracak “Evet” ve “Hayır” cevapları verebilecekleri iki sütundan oluşturulmuştur. Anket önce 12 soru olarak hazırlanmış ve on öğrenciye pilot uygulaması yapıldıktan sonra bazı soruların öğrenciler tarafından diğer soruları içerecek şekilde anlaşılması nedeniyle çıkarılmasına karar verilerek anlaşılmayan sorular da gerekli düzenlemeler yapılarak soru sayısı 8 indirilerek son şekli verilmiştir. Anket, 108 öğrenciye öğretim elemanları ve araştırmacı tarafından uygulanmıştır.

Elektrik ve Muhasebe programlarından eşit miktarda olmak üzere birinci ve ikinci sınıfta öğrenim gören toplam 10 öğrenci ile yarı yapılandırılmış mülakatlar yürütülmüştür. Mülakatla, öğrencilerin okulları ve geleceğe yönelik düşüncelerini daha ayrıntılı belirlemek ve anketten elde edilen bulguların güvenilirliğinin artırılması amaçlanmıştır. Sorular öğrencilere araştırmacı tarafından sorularak cevapların önemli kısımları kayıt edilmiştir.

### Verilerin Analizi ve Yorumlanması

Anket verilerinin analizi soruların her biri için verilen cevapların frekansları ve yüzde değerleri alınmak suretiyle yapılmıştır.

Mülakat verileri öğrencilerin verdikleri cevapların benzer olanlarının sayıları ve belirtikleri görüşler birlikte verilmek suretiyle analiz edilmiştir.

## BULGULAR

Araştırma bulguları, anketten ve mülakatlardan elde edilen bulgular olmak üzere iki başlık altında verilmiştir.

### Anketten elde edilen bulgular:

Anketten elde edilen bulgular elektrik ve muhasebe programlarının her bir için ayrı ve bunların toplamları alınarak genel durum için her bir soruya verilen cevapların frekans ve yüzde değerleri aşağıda Tablo 1’de verilmiştir.

**Tablo 1. Öğrencilerin Anket Sorularına Verdikleri Cevaplar**

| Sorular | ELEKTRİK | | | | MUHASEBE | | | | TOPLAM | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Evet | | Hayır | | Evet | | Hayır | | Evet | | Hayır | |
| | f | % | f | % | f | % | f | % | f | % | f | % |
| 1. Bu okula kendi isteğinizle mi geldiniz? | 41 | **85** | 48 | **80** | 12 | **20** | 7 | **15** | 89 | **82** | 19 | **18** |
| 2. Okulda verilen eğitim öğretimden memnun musunuz? | 27 | **56** | 27 | **45** | 33 | **55** | 21 | **44** | 54 | **50** | 54 | **50** |
| 3. Okul ders donanımı (Laboratuvar, Atölye, Kütüphane, vb.) açısından yeterli mi? | 13 | **27** | 24 | **40** | 36 | **60** | 35 | **73** | 37 | **34** | 71 | **66** |
| 4. Okulunuzda aldığınız eğitimin mezun olduktan sonra alanınızla ilgili gireceğiniz bir iş için yeterli olacağına inanıyor musunuz? | 17 | **35** | 23 | **38** | 37 | **62** | 31 | **65** | 40 | **37** | 68 | **63** |
| 5. Okulunuzu bitirdiğinizde programınızla ilgili bir iş bulacağınıza inanıyor musunuz? | 34 | **71** | 46 | **77** | 14 | **23** | 14 | **29** | 80 | **74** | 28 | **26** |
| 6. Okulunuzu bitirdiğinizde programınızla ilgili bir iş yapmayı düşünüyor musunuz? | 38 | **79** | 51 | **85** | 9 | **15** | 10 | **21** | 89 | **82** | 19 | **18** |
| 7. Dersleri, derste öğretim elemanını dinleyerek ve sonrasında kendi çalışmanızla başarabileceğinize inanıyor musunuz? | 33 | **69** | 44 | **73** | 16 | **27** | 15 | **31** | 77 | **71** | 31 | **29** |
| 8. Danışmanlarınızdan yeterli danışmanlık hizmeti alabiliyor musunuz? | 17 | **35** | 24 | **40** | 36 | **60** | 31 | **65** | 41 | **38** | 67 | **62** |

Tabloda görüldüğü gibi elektrik programı öğrencilerinin %85'i okula kendi istekleri ile geldiklerini, %73'ü okulu donamım açısından yetersiz bulduklarını, %71'i mezun olduktan sonra alanları ile ilgili bir iş bulabileceğini, %65'ide danışmanlık hizmetlerinden memnun olmadıklarını ve okulda aldıkları eğitimin gelecekte yapmayı planladıkları iş için yetersiz olduğunu, % 44'ü okulda verilen eğitim-öğretimden memnun olmadıklarını ve %31'i ise kendi çalışmaları ile derslerde başarılı olamayacaklarını ifade etmişlerdir.

Muhasebe programı öğrencilerinin %80'i okula kendi istekleri ile geldiklerini, %77'i mezun olduktan sonra alanları ile ilgili bir iş bulabileceğini %60 okulu donamım açısından yetersiz bulduklarını, %62'i okulda aldıkları eğitimin gelecekte yapmayı planladıkları iş için yetersiz olduğunu, %60'ı da danışmanlık hizmetlerinden memnun olmadıklarını, % 45'i okulda verilen eğitim-öğretimden memnun olmadıklarını ve %27'si ise kendi çalışmaları ile derslerde başarılı olamayacaklarını ifade etmişlerdir.

Tablodan görüldüğü gibi toplamda öğrencilerin %82'i okula kendi istekleri ile geldiklerini, %74'i mezun olduktan sonra alanları ile ilgili bir iş bulabileceğini, %66'sı okulu donamım açısından yetersiz bulduklarını, %63'i okulda aldıkları eğitimin gelecekte yapmayı planladıkları iş için yetersiz olduğunu, %62'i danışmanlık hizmetlerinden memnun olmadıklarını, % 50'si okulda verilen eğitim-öğretimden memnun olmadıklarını ve %29'u ise kendi çalışmaları ile derslerde başarılı olamayacaklarını ifade etmişlerdir.

**Mülakatlardan Elde Edilen Bulgular:**

Öğrencilere okullarında karşılaştıkları sorunlar ve mezun olduktan sonrası için beklentileri konusunda sorulan sorulara aşağıdaki cevaplar alınmıştır.

1. Okulunuzla ilgili sizce en önemli gördüğünüz sorunları ve beklentilerinizi lütfen sıralayınız.

Öğrencilerin tamamına yakını meslek yüksekokullarına önem verilmemesi, derslerle ilgili uygulama yetersizliğini ve sosyal ve kültürel etkinliklerin az olmasının en önemli sorunları olduğunu ifade etmişlerdir. Öğrencilerin çoğu bir öğretim elemanın bir yarıyılda birden çok derslerine girdiğini ve bazı günler sürekli aynı öğretim elemanı ile ders yapıyor olmanın kendilerini sıktığını ifade ettiler. Dört öğrenci bazı derslere ders dışı alandan öğretim elemanlarının girmesi nedeniyle bu dersleri anlamakta güçlük çektiklerini ifade ettiler. Bundan dolayı öğrenciler, okulda öğretim elemanı sayısının artırılması ve bir öğretim elemanının birden çok derse girmesinin önlenmesi gerektiğini ifade ettiler.

Öğrencilerin yarısı sınıf geçme, burs, kredi, dikey geçiş, vb. konularda sorularına okullarındaki yetkililerden yeterli cevap almadıklarını ifade etmişlerdir. İki öğrenci dersler de bazı öğrencilerin eğitim öğretimi engelleyici davranışlarda bulunduklarını ve bu durumdan rahatsız olduklarını belirtmiştir. Elektrik programı öğrencilerinin çoğunluğu derslerde öğrendikleri teorik bilgilerin uygulamasını bilmediklerini ve pratikte yapılanların ayrı bir eğitim ve deneyim gerektirdiğini bu alanda yetersiz olduklarını ifade ettiler. Öğrencilerden ikisi ise derslerinde başarılı olamayacakları kaygısını taşıdıklarını belirtmiştir.

2. Bu okula geliş amacınız nedir?

Öğrencilerden sekiz'i "Bir meslek sahibi olmak için" geldim derken, iki öğrencide "Ailemin hayallerini gerçekleştirmek, üniversite okumuş desinler" diye geldiğini ifade etmişlerdir.

3. Okulunuzdan mezun olduktan sonra iş için girmeniz gereken Kamu Personeli Seçme Sınavı (KPSS) ve bir üst eğitim kurumlarına devam edebilmeniz için girmeniz gereken Dikey Geçiş Sınavı (DGS) hakkında yeterli bilgiye sahip misiniz?

Öğrencilerin üç tanesi Dikey Geçiş Sınavı (DGS) ve Kamu Personeli Seçme Sınavı (KPSS) haberdar olduklarını ve bu sınavlara hazırlandıklarını ifade etmiştir. Öğrencilerden beş tanesi bu sınavları duyduklarını fakat yeterli bilgi sahibi olmadıklarını belirtirken diğer iki öğrenci ise bu sınavlardan haberdar olmadıklarını belirtmişlerdir. Üç öğrenci dikey geçiş yapabilecekleri fakültelerin kontenjanlarını artırılmasını istediklerini ifade etmişlerdir.

4. Gelecekle ilgili beklentileriniz ve kaygılarınız nelerdir?

Öğrencilerin tamamı askerliklerini yedek subay veya kısa dönem olarak yapma hakkının kendilerine verilmesini beklediklerini ifade etmişlerdir. Öğrencilerin sekizi mezun oldukları alanla ilgili bir iş bulmayı umut ediyor. Diğerleri ise, iş bulamama ve okulu bitirememe kaygısı yaşadıklarını ifade ettiler.

**SONUÇ VE TARTIŞMA**

Elde edilen bulgular doğrultusunda aşağıda belirtilen sonuçlara ulaşılmıştır.

Tablo 1'den görüldüğü gibi öğrencilerin yüzde on sekizi okula kendi istekleriyle gelmediklerini ve yüzde on dokuzu da derslerde başarılı olamayacakları tespit edilmiştir. Bu oranların birbirine yakın olması bu öğrencilerin aile baskısı ve sınavsız geçişle okula geldiklerini düşündürmektedir. Meslek liselerinde herhangi bir yükseköğrenim kurumuna yerleşemeyen başarısız öğrenciler sınavsız geçiş sistemi ile bu okullara gelmektedir. Bu öğrenciler derslere katılamamakta ve sınıf disiplinini bozucu hareketlerde bulunmalarından dolayı eğitim öğretim olumsuz etkilemektedir. Erdem ve Şanlıbaba (2009) yaptıkları araştırmada benzer sonuçlar elde etmişlerdir. Bu durumda bu tür bir problemin yaygın olduğunu göstermektedir. Öğrencilerin yarıdan çoğunun okullarında verilen eğitim öğretimden memnun olmadıkları görülmektedir. Bunun nedeni mülakat verilerinden elde edilen bulgularda da görüldüğü gibi öğretim elemanı sayısının yetersiz oluşu ve alanlarında uzman olmayışları, sınavsız geçişlerden dolayı bir kısım öğrencilerin eğitim için yeterli bilgi ve beceri düzeyine sahip olmamaları, okullardaki donanım eksiklikleri ve uygulamalı eğitimin yetersiz oluşu olarak belirtebiliriz. Birinci ve Arı (2004), Erdem ve Şanlıbaba (2009) yaptıkları araştırmalarda benzer sorunları tespit etmişler ve gerekçeleri de bizimkilerle örtüşmektedir.

Öğrencilerinin % 66'sı okulu donanım açısından yetersiz buldukları tespit edilmiştir (Tablo 1). Bu okulların bir kısmında donanım eksikliği gerçeği olabilir. Ancak, birçok okulda da öğretim elemanlarının uygulama için ek ücret almamaları, bu alanda kendilerini yeterli görmeme gibi durumlardan dolayı uygulama yapmada isteksiz davranmaları, okulların fiziki mekânlarının yeterli olmayışı gibi nedenlerle de bu okullarda laboratuvarlar ve atölyelerin kullanılmadığı bir gerçektir. Böylece de öğrenciler bu araç gereçleri kullanamadıklarından okullarını donanım açısından yetersiz görmektedirler. Birinci ve Arı (2004), Ergin ve Yağcı (2003) ve Erdem ve arkadaşları (2007) araştırmacılarda yaptıkları çalışmalarda benzer sonuçlar elde etmişlerdir. Bu araştırmacılarda benzer gerekçeler öne sürülerek ortak görüş olarak bu durumun eğitim ve öğretimi olumsuz etkilediği vurgulanmaktadır.

Öğrencilerin % 63'ü okulda aldıkları eğitimin mezun olduktan sonra yapacakları iş için yetersiz olduğunu belirttikleri tespit edilmiştir. Bunun nedeni bu okuldaki öğretim elemanı eksikliğinden dolayı alanın uzmanı olmayan öğretim elemanlarının derslere girmeleri ve yeterli uygulamanın okulda yapılamaması gibi nedenlerin olabileceği düşünülmektedir.

Öğrencilerin çoğunluğu mezun olduktan sonra alanları ile ilgili bir iş bulabileceklerini ifade ettikleri tespit edilmiştir. Bu durum öğrencilerin çoğunluğunun bu okullara bu bilinçle kendi istekleriyle geldiklerini göstermesi açısından önemlidir. Erdem ve Şanlıbaba, 2009 yaptıkları araştırmada benzer sonuca ulaşmışlardır. Ülkemizde yetişmiş ara elemana olan ihtiyacın fazla olması bunu desteklemektedir. Bundan dolayı MYO'na gereken önem verilmelidir.

Öğrencilerin % 62'sinin danışmanlık hizmetlerinden memnun olmadıkları tespit edilmiştir. MYO'larında yeterli sayıda öğretim elemanı olmamasından dolayı bir öğretim elemanı çok sayıda öğrenciye danışmanlık yapması ve ders yükünün fazla olmasından dolayı danışmanlık hizmetlerine zaman ayıramamaları buna neden olabileceği düşünülmektedir.

Mülakatlardan elde edilen bulgulardan öğrencilerin tamamına yakını meslek yüksekokullarına önem verilmemesi, derslerle ilgili uygulama yetersizliğini ve sosyal ve kültürel etkinliklerin az olmasının en önemli sorunları olduğu tespit edilmiştir. Şener, Özşahin ve İçli (2009), yaptıkları araştırmada benzer sonuçlara ulaşmıştır. Bunların nedeni olarak bu okulların ve öğrenci sayılarının fazla olmaları ve okulların çoğunlukla ilçelerde olmalarını gösterebiliriz.

Öğrencilerin çoğu mezun olduktan sonra Kamu Personeli Seçme Sınavı'nda (KPSS) başarılı olarak alanları ile ilgili bir işe girmeyi ümit etmektedirler.

Öğrencilerden az bir kısmı ise Dikey Geçiş Sınav'ında (DGS) başarılı olarak alanları ile ilgili dört yıllık bir lisans programına devam etmeyi planlamaktadır.

**ÖNERİLER**

Araştırma sonuçlarına bağlı olarak aşağıdaki önerilerde bulunulmuştur.

MYO'larına sınavsız geçişten dolayı öğrencilerin bir kısmı aile zoruyla bu okullara belli bir bilgi birikimine sahip olmadan gelmektedir. Bu öğrenciler eğitim öğretime katılmaları mümkün olamamakta ve eğitimin yürütülmesinde olumsuz etki yapmaktadırlar. Bu nedenle Meslek Yüksekokullarına sınavsız geçişler kaldırılmalı,

MYO'da sosyal etkinliklere daha çok yer verilmeli,

MYO'rına eğitim öğretim açısından gerekli donanımlar sağlanmalı,

Öğretim elemanı sayısı artırılmalı ve öğretim elemanlarının alan dışı derslere girmeleri önlenmeli,

MYO da uygulamalı eğitim temel alınması mesleki alanda iş bulma ve başarılı olma açısından büyük önem arz etmektedir. Teorik eğitimden çok uygulamalı eğitime yer verilmesi için gerekli mevzuat değişiklikleri ve alt yapı çalışmaları yapılmalı,

Öğrencilerin bir kısmı iş bulamama kaygısı yaşamaktadır. Bu okulların bölümleri yöresel ihtiyaçlar ve sanayi kuruluşlarının ihtiyaçları belirlenerek açılmasıyla bu kaygılar ortadan kaldırılabilir. Gelişmiş ülkelerde okul ve sanayi destekli projeler daha fazla ilgi görmektedir. Bu sistemlerde okulu bitiren elemana destek veren sanayici anında iş vermektedir. Bu tür uygulamanın pilot çalışmaları ülkemizde de Avrupa birliği tarafından desteklenen projelerle uygulanmaktadır. Böylece, mesleki eğitim alan gençler alanları ile ilgili kısa sürede iş imkânına kavuşmuş olmaktadırlar. Bu tür uygulamaları yurt geneline yaygınlaştırılmalıdır.

MYO öğrencilerinin dikey geçiş yapacağı lisans programlarının sayısı ve kontenjanı artırılarak okullardaki başarıya olumlu katkı yapılabilir. Ayrıca yine bu okulları bitiren öğrencilere lisans mezunu öğrencilere tanınan kısa dönem veya yedek subay olarak askerlik yapma gibi haklar tanınarak bu okullara olan ilginin artırılması ve daha yetenekli öğrencilerin buralara gelmeleri sağlanabilir.

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# TITLE: PHILIPPINES' K TO 12 EDUCATION: A LOOK INTO M. ADLER'S PAIDEIA PROGRAM

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**Abstract**

Every educational system entails a philosophy of education. Although it is not for philosophy to dictate in setting up its system, philosophy according to Dr. Villaba, supplies the principles expected to guide educational theory and practice, aims and objectives, content and method as well as teacher training. He further said that it is philosophy that furnishes the criteria for intelligent interpretation of educational end and means. Regarding its end, one can observe that educational institutions had evolved through time. Its philosophy has been affected as universities develop into what they are today. However, most of the trend today in our institutions are geared to what Aristotle calls the technical dimension of education.

Adler, in his time, refuted five errors in education. He believed that everyone has the right to be educated in all forms and sense of the word. He opposed the idea that no one can be educated immediately in the early years of his life. He did not agree that teachers are the sole, primary or principal cause of the learning of students. He was not adherent to the kind of learning that is solely based on lecture or what the students can learn from the textbooks. And lastly, he opposed the idea that basic or advance education is primarily a preparation for earning a living.

In the Philippines, K +12 education is a concrete example of this new trend. It prepares students for job security after finishing the K +12 program. The idea behind the change of the program is that our students may be able to compete globally. The government believes that this will help solve the problem in education. It is in this connection that this paper tries to reflect Philippines' K +12 education with Adler's *Paideia* program in view of the Philippines' road to national development.

# Presenting a Model for Promoting Quality Of Life among Dormitory

# Students

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**Abstract**

Goal of the present research is to give a model for promoting quality of life of the dormitory students in district 12 of Islamic Azad University.

The population of this research included all students of different educational levels in dormitories of District 12 of Islamic Azad University in academic year of 2013-2014. The sample included 350 students in dormitories who were selected with multistage cluster sampling method. The research method was applied in terms of goal and fact-finding method was used. Information collection instruments in this research was researcher-made questionnaire which measured factors affecting quality of life of the dormitory students in the present and ideal situation. Frequency distribution tables, bar chart, mean and standard deviation were used to describe data and Kolmogorov–Smirnov test was used to answer the research questions and exploratory factor analysis was used to identify components with principle component analysis method and structural equation modeling method was used to present the model. The obtained results included technology, sociocultural, psychological, human force, physical and hygienic factors as the principle components of quality of life among the dormitory students. Technology is effective on quality of life directly and through sociocultural components and human force is also effective on quality of life directly or through sociocultural component. Psychological factor is also effective directly on quality of life and also plays intermediary role and hygienic, technology and physical factors are also related to quality of life. Sociocultural factor is also effective directly on quality of life and plays intermediary role and relates all components to quality of life. Hygienic factor is not directly effective on quality of life and is effective on quality of life through sociocultural and psychological components. Physical factor is not directly effective on quality of life but is effective on quality of life through sociocultural and psychological components.

**Key words:** quality of dormitory life, students, Islamic Azad University.

## Introduction

No comprehensive framework has been presented for studying quality of life coherently and holistically based on physical, spatial and social indices(Kamp et al., 2009). Today, quality of life is a complex concept and many scientists cannot give a comprehensive definition for it because understanding of this concept by different classes of society clarifies different meaning (George & Bearon, 1980). The obtained scientific results in the field of quality of life indicate that its terms are hardly definable showing disagreement in this field (Morris and Kamanho, 2010). Some factors such as health, physical environment, individual growth and safety have been mentioned in some methods such as the method proposed by Michel et al

and even researchers have regarded economy as one of the three main elements of quality (Kamp et al., 2003) but efforts to reach a common definition indicate that the absence of general framework for quality of life prevents from progress in this field (Pacione, 2003). The above facts led some researchers to regard quality of life as subjective concept, for example, the definition given by who-qol group in 1993 which regards quality of life as person's perception of his/her situation in the cultural fields and evaluation systems which depend on goals, expectations, standards etc. (Kamp et al., 2003). Some other researchers define quality of life as satisfaction with life as the degree to which a person enjoys the provided facilities (Kamp et al. 2003 and Seifoddini, 2010). Quality of life is defined as a concept which has multiple dimensions and included different fields in two micro level (individual level as objective –subjective) and macro level (social, objective and semantic) (aesthetic). Micro level includes some indices such as perceptions of individual quality of life which is directly dependent on person and his/her minds and macro level includes income, employment, house, education and other living conditions and environment. In the practical approach, quality of life is defined as a general concept which encompasses all biological dimensions including material satisfaction, vital needs in addition to transitional aspects of life such as individual development, self-knowledge and ecosystem health (Baldwin et al., 1994).
In fact, quality of life is a personal feeling which originates from personal values or is the cause of objective conditions. It means economic –social-political-cultural situation of the society in which person lives or both of them. Therefore, the models and techniques which measure objective and subjective aspects of quality of life should be used. In recent years, some studies have been conducted on quality of life of the dormitories and each one of them has studied different dimensions of student life, for example, anxiety and quality of life (Salehi and Nayeri, 2010), stress and quality of life (Nayeri and Haj Bagheri, 2006), stress with hopelessness in students of dormitory, Mesbah and Abedian(2004), mental health condition of the students in overcrowded and under- crowded rooms (Rahimi, 2006), deviant behaviors in dormitories (Mathnavi et al., 2005), physical activities, resistance against stress, smoking , nutrition (Bakhtiari et al., 2007), economic and social factors of students in dormitory(Navabi Nejad , 2006), emotional issues (Karimi, 2008), physical and environmental issues of dormitory(Tavangar, 2010), health issues and inattention to health and cleaning standards of the kitchens ,toilets, type of drinking water (Hashemi, 2009), behavioral problems , cursing, short messages and long Bluetooth playing (Red et al., 2007; Abedi et al., 2008), safety, mental and emotional issues and the absence of recreational and cultural facilities(Saberi, 2004), comparison of depression, anxiety, stress and quality of life of male and female students of dormitories (Rezaei and Azadi (2007), studying relationship between welfare and educational performance of native and nonnative students of Dehdasht and Ahankoob Nejad(2010), studying attitude of dormitory students toward deviant behaviors (Mathnavi and Sam Aram)(2005), studying stress and compatibility in students of girls dormitories (Yavarian and Golshan, 2006), effect of settlement conditions of the students on problem solving skills (Osella and Gorgin , 2010).
Rostami in charge of consultation center of Tehran University of Medical Sciences has regarded the absence of recreational and sport facilities, the absence of enough facilities for study by the students etc. as the major problems of dormitory students and mentions that mobility and happiness in dormitory students, increase of responsibility, activation and responsibility for the student gatherings, promotion of public sports and expansion of student consultation services in dormitories can reduce problems of students in student's dormitories. On the other hand, student dormitory is the living place of students who have gathered with cultural differences, social class, culture, tradition and different beliefs, high income to low income and the people who are highly interested in science and knowledge and research and self-training or the indifferent people who only want to receive degree have gathered .

Naturally, these differences can cause growth, excellence and dynamism and also lead to friction and unreasonable behavior in dormitory environment (Hakimia, 2002; Mathnavi, 2004; Vakili Zadeh, 2001). Therefore, loss of happy, exultant, sensitive and responsible force will result in large damage for the country in future. Considering the mentioned cases and failure to identify main components of promotion of quality of dormitory life, this research intends to identify dormitory lifestyle of students in dormitories and present a model for promoting quality of life of students in dormitory. Considering goals of the research, Frequency distribution tables, bar chart, mean and standard deviation were used to describe data and Kolmogorov–Smirnov test was used to study normality of the variables and exploratory factor analysis was used to identify components with principle component analysis method and structural equation modeling method was used to present the model.

Method

The research method was applied in terms of goal and fact-finding method was used. The population of this research included all students of different educational levels in dormitories of District 12 of Islamic Azad University in academic year of 2013-2014. The sample size was specified 350 students considering KREJCIE and MORGAN Table who were selected with multistage cluster sampling method among the students studying the technical fields, basic sciences , management , accounting , biomedical engineering , physical education, agronomy and food industries. After participation of the students, the researcher-made questionnaire which measured factors affecting quality of dormitory life in the present and ideal situation was performed in the group.

The researcher-made questionnaire considered quality of life in human resources, psychological, physical, sociocultural, technology and health dimensions. Cronbach's alpha coefficient obtained reliability of components as 0.788 for hygienic dimension to 0.935 for the entire questionnaire in the present situation and 0.775 for the human resources to 0.842 for the entire questionnaire in the ideal situation. All coefficients are acceptable and significant. To study validity of the questionnaire, content validity was used. Agreement of 5 professors on the question that if six components mentioned above encompass quality of life and how the mentioned items for each component reflect that component was measured from very high to very low. The professors agreed that firstly, six mentioned components encompass quality of life and secondly, the mentioned items for each component can be effective in measurement of that component. Validity coefficient was 0.81 for cultural and social dimension to 0.89 for psychological dimension.

Findings

1- Mean age of the students in this research was 23.01 years with standard deviation of 3.42, the minimum age was 18 years and the maximum age was 38 years. Mean term of residence of dormitory is 3.1 terms with standard deviation of 2.40, the minimum term of residence in dormitory is 1 term and the maximum term was 10 terms. 32% were men and 68% were women.
2- 44.85% of the respondents studied technical fields, 22.85% studied basic sciences and 32.86% studied biomedical engineering, physical education and food industries.
3- What are the main dimensions of quality of life of dormitories? To answer this question, Principle component (pc) analysis was used. To recognize the factors which form infrastructure of 31 items of the researcher for quality of life and also its simple structure, varimax rotation method with the minimum factor loading of 0.40 was used. The performed calculations showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy is equal to 0.918 and significance level of Bartlett's ***Test*** of Sphericity is also lower than 0.001. Therefore, based on both criteria, it can be concluded that execution of factor analysis was justifiable based on the resulting correlation matrix in the studied sample group. To determine that quality of life was studied from some saturated factors, three

indices of special value, variance explanation percent and screen special values rotated diagram. Based on three indices, 6 factors which had special value of above 1 and explained 66.35% of total variance were extracted from the data relating to quality of life. The first factor with special value of 11.57 explains 37.31% of total variance and sixth factor explains 1.13% of total variance of quality of life. Table 1 shows factor loading of items on factor 1 to 6 after varimax rotation.

Table 1: factor loading of items on factor 1 to 6 after varimax rotation

| Alpha | Factor loading | **Factors and items** |
|---|---|---|
| | | First factor: technology |
| | .824 | 1- Conditions of free access to reliable scientific sites |
| | .820 | 2- Supplying enough number of computer in dormitory |
| | .817 | 3- Increasing bandwidth and wireless equipment |
| 0.918 | .546 | 4- Considering leisure time space inside dormitory (coffee net, ***Cafeteria, Café game etc.)*** |
| | .511 | 5- Educational presentation of sound sexual relations skills (pathology of unsound sexual relations) |
| | .465 | 6- Holding student sessions in dormitory for studying political , social and economic issues |
| | .416 | 7- Holding gatherings by supervisor of dormitory for interaction of the people from different tribes and groups in dormitory |
| | .406 | 8- Procurement of food(breakfast, lunch and dinner ) |
| | | Second factor: sociocultural |
| 0.905 | .703 | 1- Considering suitable green space for recreation and study |
| | .687 | 2- Considering sport space (football field , pool, sport club ) |
| | .640 | 3- Considering parking space for each person |
| | .594 | 4- Creating conditions for broadcasting film and criticism sessions |
| | .508 | 4- Holding sport , scientific –cultural competitions among dormitory students |
| | | Third factor: psychological |
| 0.830 | .746 | 1- The presence of consultant for solving personal problems of the student |

| | | |
|---|---|---|
| | .609 | 2- The presence of medical-therapeutic team |
| | .600 | 3- Forming dormitory supervision group comprising of students in dormitory for self-regulation of dormitory |
| | .481 | 4- Presenting brochures and trainings for learning independent life far from family |
| | .466 | 5- Collecting and recording important and special experiences of students in dormitory life and presenting it to others |
| | .449 | 6- Training social life skills(such as group interaction, forgiveness , cooperation ,collective life skills) |
| | .433 | 7- Formulation of formal manual and bylaw of order in dormitory life(entrance and exist, sleep and eating hours) |
| | | Fourth factor: human force |
| 0.758 | .762 | 11- Continual attendance of the dormitory supervisor |
| | .755 | 2- Sincere and respectful communication of the supervisor and personnel of the dormitory |
| | .590 | 3- the presence of cleaner and service force |
| | .565 | 5- Supervision on transportation and accurate record of the presence and absence of the dormitory students |
| | | fifth factor: physical |
| 0.747 | .608 | 1- Creation of conditions for right of selecting roommates by the students (field , level, tribe) |
| | .578 | 2- Possibility of selecting space of rooms with different expenses (private , 2-bed, 4-bed rooms etc.) |
| | .570 | 33- Considering study saloon without time limitation |
| | .529 | 3- Prevention of sound pollution ((noise, transportation of cars , installations etc.) |
| | | fifth factor: hygienic |
| 0.691 | .843 | 1- cleaning the dormitory by students (to strengthen personal responsibility feeling) |
| | .551 | 2- providing hygiene and refinement quality standard (color, ceramic, cleaning) |
| | .402 | 4- Providing quantitative standards (number of kitchen, stove, refrigerator , |

| | | |
|---|---|---|
| | | bathroom , WC) |

Results of the above Table show that technology, sociocultural, psychological, human force, physical and hygienic factors were the main factors of quality of life of dormitory students and effect of technology on quality of life of students was 37.31%, sociocultural effect was 10.78%, psychological factor was 6.20%, human force effect was 4.38% , physical effect was 4.10% and hygienic factor was 3.6%.

5- Presenting a model for promotion of quality of life level among dormitory students:

To study the model, Structural Equation Modeling (SEM) was used. To fit the said model, LISREL, version 8/7 was used. The obtained conceptual model plus path coefficients are shown in Figure 1.

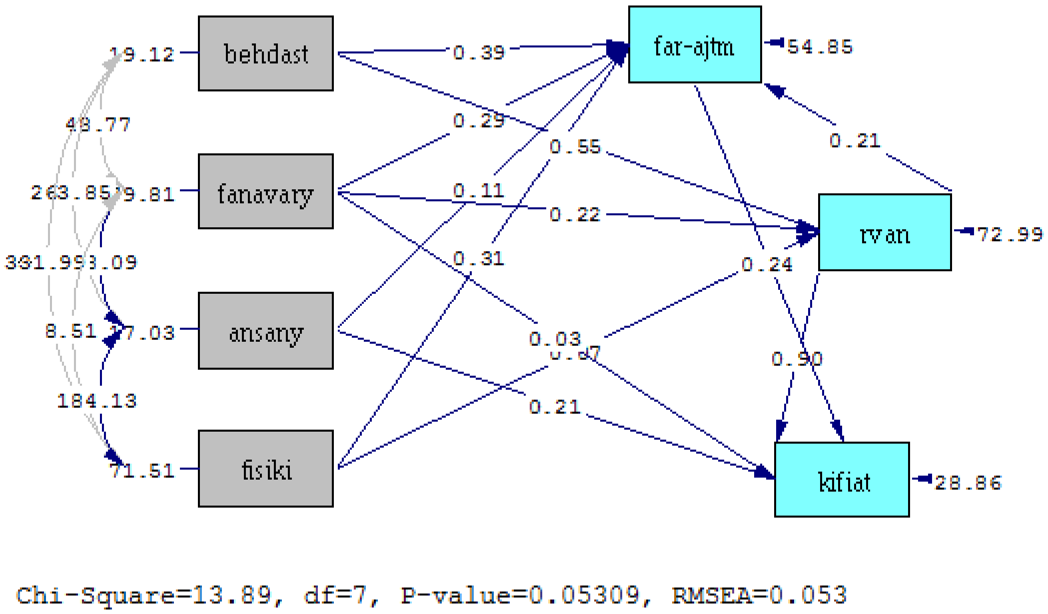


Figure 1: Conceptual model plus path coefficients

Fitting indices are shown in Table 2 where chi square is equal to 13.89 and significance level is more than 0.05 indicating good fitness of the model with data. Normalized chi square for the measurement model in this research is 1.98 and most theorists believe that the normalized chi square smaller than 3 indicates good fitness of the model (Giles, 2002). Comparative fitting index (CFI) was above 0.9 and fitting index (GFI) was equal to 0.99 and the adjusted fitting index (AGFI) was also 0.98 and also RMSEA was equal to 0.053. Based on the obtained values, it can be said that the present study model has good fitting with data.

Table 2- Model fitting indices

| CFI | AGFI | GFI | RMSEA | $\chi^2$/df | sig | $\chi$**2** | Fitting indices |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0.96 | 0.98 | 0.99 | 0.053 | 1.98 | 0.053 | 13.89 | Value of indices |

Coefficients in all paths were positive and significant. The results obtained from the model include:

- Technology is effective on quality of life directly and through sociocultural and Psychological components.
- Human force is also effective on quality of life directly or through sociocultural component.
- Psychological factor is also effective directly on quality of life and also plays intermediary role and hygienic, technology and physical factors are also related to quality of life.
- Sociocultural factor is also effective directly on quality of life and plays intermediary role and relates all components to quality of life.
- Hygienic factor is not directly effective on quality of life but is effective on quality of life through sociocultural and psychological components.
- Physical factor is not directly effective on quality of life but is effective on quality of life through sociocultural and psychological components.
- Hygienic, technology, human force, physical and psychological factors explain 70% of variance of the sociocultural component of quality of life in students.
- Hygienic, technology and physical factors explain 56% of variance of the psychological component of quality of life in students.
- Sociocultural, technology, human force and psychological factors explain 93% of variance of quality of life in students.

Discussion and conclusion

Considering that limited and dispersed researches have been conducted on quality of life of dormitory students in Iran, goal of the present study is to identify main components of quality of life of dormitory students and present a model for promotion of quality of life of students in dormitory. Results of exploratory factor with principle component analysis method (Table 1) showed that quality of life of dormitory students was multi-factor. On this basis, six technology, sociocultural, psychological, human force, physical and hygienic factors were extracted.

The obtained results were in line with findings of Abedi et al. (2008), Hashemi(2009), Red et al. (2007), Nohi(2004), Rahimi(2006), Mesbah and Abedian(2004), Dehghani and Khodapanahi(2009), Omidian and Sayad(2010), Rastgar Khaled(2010), Khozaei(2010), Ghoorchain and Tansaz(1995), Valizadeh(2004), Mathnavi et al.(2005), Mahmoudi Rad (2004), Moradian(2012) and Bakers (2007).

Baldwin et al. mention that quality of life is regarded as a concept with multiple dimensions which included different fields.

In the practical approaches, quality of life is defined as a general concept which encompasses all biological dimensions including material satisfaction, vital needs in addition to transitional aspects of life such as individual development, self-knowledge and ecosystem health. In fact, quality of life is a personal feeling which originates from personal values and objective conditions i.e. economic –social-political-cultural situation of the society in which person lives.

Researches show that farness from house and family and loss of support by the family, friends and relatives for the students who are in special age condition and developmental and growth changes cause emotional problems. Relatively different conditions of the dormitory and native students are effective on their evaluation.

The students who live with their family not only have more proper condition and feel few limitations in terms of fulfilling financial needs and living expenses but also they are supported more and separation from family, separation from friends and social communication network and coming from university to home, access to faculty, university, self-service and public library and important city centers , compatibility with sociocultural condition of new city and effort to manage an independent living are of the factors which have negative effect on nonnative students. On the other hand, unawareness with collective living conditions in dormitories at the beginning of separation from family and long-term residence in dormitory cause emergence or acceptance of deviant behaviors contradictory with social norms. Osella and Gorgin (2010) also showed that settlement conditions of students are effective on their problem solving skills and if the conditions are suitable, the effort which the students make to cook, clean, heat their living place and their social life helps them promote their problem solving skills and may have positive effect on them.

Lee et al. (2007) also showed that students want a dormitory which are suitable in terms of strategic position, nearness of classrooms to dormitory and suitable access to internet, dormitory expense, distance to facilities of the university, safety of rooms, safety of dormitory size of rooms and other main facilities in camp. In fact, not only goal of establishing dormitory is to accommodate nonnative students but also provision of dormitory is the state's commitment to provide house to people. In fact, it aims to train human resources.

Since major training activities such as living training, loving training etc. are performed in a space which is out of the conventional educational spaces and the most suitable locations of these spaces are adjacent to spaces for leisure time of students and naturally adjacent to the dormitories in which students spend their leisure time, space planning of a dormitory is not possible wihout considering general goals and educational polices and manpower training in the country is not possible wihout clarifying functional and applied functions or recognizing behavioral and social behaviors of the young.

To conclude the question that what model can be presented for promoting quality of life of the students in dormitories of the university, Table 2 and Figure 1 show that sociocultural technology, human force and psychological factors are effective on quality of life and explain 93% of the variance of quality of life of the dormitory students. Sociocultural component is affected by hygienic, technology, human force, physical and psychological factors by 70%. Psychological component is affected by hygienic, technology and physical factors by 56%. Technology is effective on quality of life directly and through sociocultural components and sociocultural and psychological component. Attention to extensive and deep effect of digital revolution on all individual and collective living fields such as leisure time , education , social relations , research and learning and all social activities , it can be said that there is no condition for dormitory life in the present era which is based on dignity of the student without gifts of information society . In other words, quality of life cannot be promoted without utilizing scientific –technological gifts. It is not possible for the students to feel enjoyment of life without concordance with these scientific and technological progresses. Therefore, it is natural that students prefer to have computer in dormitory in suitable number, create conditions for free access to scientific reliable sites, increase bandwidth and wireless equipment, consider leisure time space inside dormitory (net cafe, Cafeteria, game Café etc.), organize student meetings in dormitory to study political , social and economic issues. There should be condition in the dormitory which students feel that they live in a safe and secure place while enjoying gifts of scientific and technological progresses and feel comfortable. It is right of the dormitory students to make comment and participate in economic, social, political, cultural processes, human development, continual progress, assume responsibility which is sensitive to cultural, attitudinal and behavioral variety of student and regard it as capital. Vaez et al. (2004) also mention in a study that quality of life of the students is lower than their non-student peers with significant difference.

Bakers (2007) also mentions that the conducted studies have shown that condition of the good dormitories and its equipment in university camps have positive effect on role of students. Therefore, higher education should make serious effort in this field. To design the ideal dormitory environment and spaces, training planning should be done based on the curriculum actions.

Performance of the students training efforts requires training of knowledgeable team which has proper knowledge and understanding of the duty while it requires construction of suitable spaces. This team may be more vital and crucial than educational team. If a homogenous condition cannot be considered for residents of a room, a privacy can be selected for each student. Design and organization of spaces can be done considering functions and general determining indices of each person's privacy so that the student feels that he/she can find him/her to some extent and feel more comfortable in small social environments and this will not be possible unless all theorists, planners and authorities of dormitory affairs make continual efforts.

Vakil Zadeh(2001) also mentions that planners and managers of student dormitories can play effective role through proper planning in coordination of student coexistence environments. Eskandari (2007) mentions that one of the major frustration of living in dormitories and crowded situations is that the person is not able to regulate or control time and type of communication under such conditions. This hypothesis is rooted in Learned Helplessness theory. According to this theory, ability of person to control his/her environment leads to feeling of hopelessness and feeling of hopelessness causes the person to give up and regard effort useless even in other situations.

Applied recommendations of this research

Results of the present research indicate that current situation of dormitories is lower than the medium level in most cases and reaching ideal situation requires serious effort of the universities' authorities. Therefore, the following recommendations are given to improve the current situation level in all components until reaching the ideal situation:

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Human dimension:

To increase quality of life level in human dimension, the following cases are recommended:

Human dimension

1- The dormitory authorities should be constantly present to respond to needs of students in their working fields and are ready to provide services.
2- There should be sincere and respectful relation between students and dormitory authorities.
3- Employing and increasing the number of obliged consultants and physicians in dormitory to solve problems of students.

4- Observing proportion between the number of servicing personnel and students in dormitories

Psychological dimension

To increase quality of life level in psychological dimension, the following recommendations are mentioned:

1- Establishing dormitory supervision self-regulating groups comprised of resident students
2- Organizing classes, workshops and presenting book and written and verbal guides to increase independent living skills far from family
3- Recording storage and sharing dormitory life experiences among the students
4- Providing opportunity for selection of roommates optionally and based on field and level of education
5- Organizing workshop, classes and meetings for training of living skills in collective communication skills

Physical dimension

To increase quality of life level in physical dimension, the following recommendations are mentioned:

1- Preparing and procuring special rooms (private , suite etc.) with different payments at option of the student
2- Creating suitable green space for recreation and study
3- Providing suitable sport equipment for filling leisure time in dormitory
4- Establishing study saloons without time limitation
5- Reducing sound pollution in dormitory by constructing dormitory in non-crowded environments , standardizing installations , insulating wall and windows
6- Creating suitable space for parking students' cars

Sociocultural

To increase quality of life level in sociocultural dimension, the following recommendations are mentioned:

1- Creating necessary conditions for holding sessions and meetings for broadcasting and criticizing film
2- Organizing sport and scientific-cultural competitions inside dormitory
3- Sociability of students by organizing dormitory meetings to increase interaction and get familiar with traditions of different tribes
4- Organizing different exhibits and festivals about familiarity with tribal-local achievements inside dormitory
5- Creating suitable space such as net café, Cafeteria, game Café etc.)
6- Organizing political and social meetings by inviting political and social theorists and authorities inside student dormitories

Technology

To improve quality of life in technology dimension, the following cases are suggested:

1- Increasing the number of computer to accelerate use of computer services
2- Creating user accounts for access to electronic sources and digital library
3- Increasing and providing suitable bandwidth and access to wireless internet with suitable speed

Hygiene

To improve quality of life in hygienic dimension, the following cases are suggested:

1- Encouraging the authorities to make students interfere and participate in cleaning of dormitory

2- Formulating manual , regulations and instructions relating to hygiene and cleanness of dormitory space and supervising on their good performance
3- Observing the proportion between number of students and number of WC services and kitchen
4- Creating and providing suitable dining saloons in student dormitories
5- Presenting educational workshop and speeches for making students familiar with sound sexual relations skills and aware with damages resulting from failure to observe it

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# PROCESS IN ARCHITECTURAL DESIGN EDUCATION: A CASE STUDY ON HOW TO CONDUCT A FOUNDATIONAL STUDIO?

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**ABSTRACT**

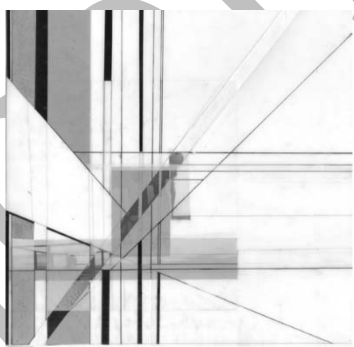
A perennial question for architectural education, especially the design studio education, has been the degree of narrativity and conceptuality of philosophical, psychological, and social thinking in the design process versus the concreteness of built environment. While architecture is always concrete as to its built form, the questions of its relevance -cultural, experiential, social, temporal, etc.- hinge on the thinking processes that bring about the concrete end result. Arguments for the narrativity and conceptuality of design process are formed around this open-endedness of architectural thinking in the making of culture as a mode of production. However, they also run the risk of falling short of addressing the complexity of architecture as viable built form. On the other hand, the arguments for comprehensive building studies as the core of architectural design studio, while addressing the complex issues of realizing buildings, fall short of advancing critical thinking in the making of architecture as a cultural catalyst. Because, comprehensive building studies usually, necessarily, rely on conventional ways of making buildings without integrating a speculative design process, which, while unfolding experiential, tectonic, spatial possibilities beyond cultural habits, is hard to achieve end results with in the limited time of a design studio. The following study presents a foundational design studio that aims at bringing the explorative design process and concrete tectonic spatial constructs in close proximity in a generative process of *thinking* and *making* architecture beyond habitual ways of making. The curricular approach presented here also aims to establish the notion of process as a research method that links various acts of making in the continuum of iterative experiments.

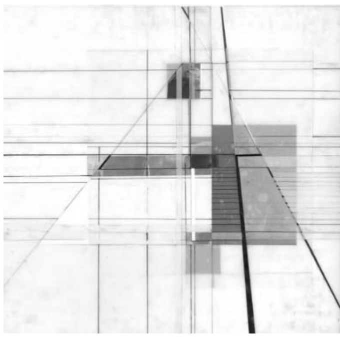
## INTRODUCTION

The following studio is conducted at the University of South Florida School of Architecture and Community Design in Fall 2013. In the studio sequence, this studio is the first Core studio of the 4 year Masters program. The students usually come to this studio having one or two introductory studios from different venues including community colleges and other universities. USF also has an undergraduate program with two introductory studios. The curricular objective of the studio is first to establish a rigorous tectonic understanding in the service of space making in different modalities and gradually introduce the idea of occupation and program in relative scale constructs that explore and discuss various architectural typologies (See Angelil 2003 and Frenzen 1999 for further understanding of this pedagogical approach, and Benedikt 1987 for resultant architectural qualities). To this end, the semester starts with diagrammatic analysis as a way for new design iterations that progressively move from two and three dimensional studies into fragmented space studies with some kind of occupational, experiential, and tectonic programming. During the semester, ideas of context and intervention are also introduced in various forms from armature constructs with relative scalar hierarchy to the idea of making in the city. By the end of the semester, the students are expected to have a strong sense of a process of making and detailing of space at various scales through continuous iterations and be ready to tackle with more complex architectural programs in the following studios.

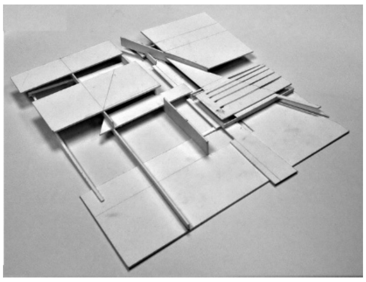
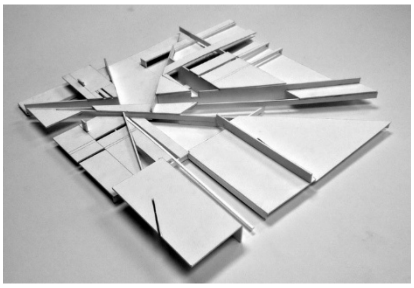
**BEGINNINGS: FROM NARRATIVE STRUCTURES TO CONSTRUCTED EXPANSIONS**

We started the semester by analyzing a film in terms of constructed surface collages. The objective of the first part of the semester is to develop a way of making that would allow tectonic decisions to unfold through various iterations from two dimensional studies to three dimensional volumetry in the continuity of a process that explores experiential possibilities of systemic architectural constructs. In order to distance the students from a thinking based on internally closed geometrical systems, we gave them a film as a generative device that would let them think in terms of visual and narrative structures of the moving image. We asked the students to focus and study certain aspects like the camera movements, the subject movements, the relations between gaze, movement, and space, light conditions, horizontality and verticality, and map these on a collage that tectonically iterates these conditions in the construction of an expanded field.

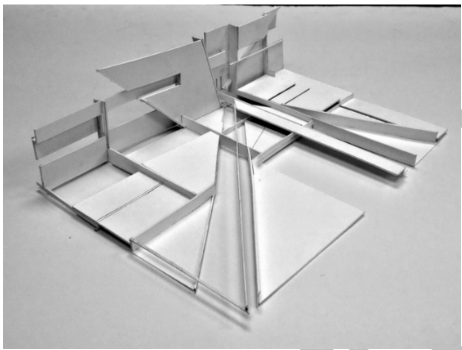
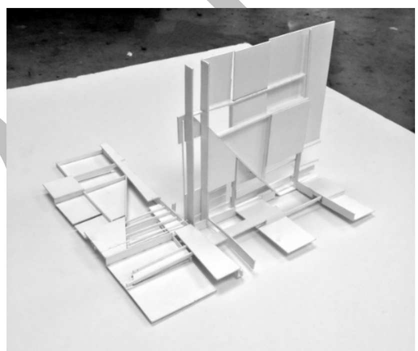




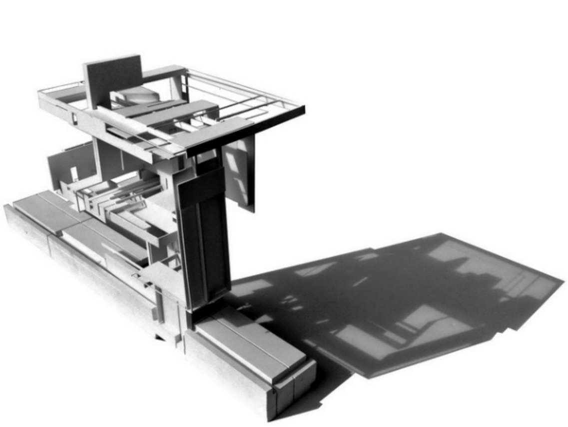
Each student is asked to produce two of these collages which carry the memory of the film, but make space also beyond the filmic conditions as systemically constructed surfaces with various layers of information. Juxtaposition of different layers is used as a device to enable students to think about not only the planar spatiality, but the sectional possibilities for the forthcoming step. In accordance with the objective of moving from two dimensional studies to controlled and programmed volumetry, we then asked the students to construct thick surface structures with particular sectional qualities. Using the collages as a starting point, the constructed surfaces further iterate on the filmic analysis in terms of its experiential and spatial findings. While the collages utilized color, toning, and imagery in terms of materiality, the surface constructions muted this materiality to focus on basic elemental conditions of nodes, vectors, and fields, in a carefully controlled systemic hierarchy to make planar and sectional space.

The next iteration is to explore the volumetric possibilities of the constructed surface studies. To this end, we started folding the constructed surfaces on one axis, but with different cuts. As each student have two surface studies, one is cut by 1/3 and folded, the other is cut by 1/3 and 1/2 and folded. The discussion on the folds focused on turning a corner with a continuous tectonic strategy that will achieve a carefully calibrated degree of spatial enclosure. This intermediary step of folding the surfaces lead to the next step of constructing a volumetric device by bringing the two folded surface conditions into a kind of dialogue in a three dimensional configuration.

Because each surface was constructed independently from the other, the initial exercise for the volumetric construct is just to simply hold the two surfaces in various relations and analyze potential moments to weave space between them. Unlike the folding exercise, where the iterated relations emerge form an initial unity, the unity for the volumetry between two different entities has to be constructed by using implications from each surface. Eventually, the surfaces started the volumetric conversation, and finally are transformed in the unity of a volumetric device that carries only their traces as generative ideas. In the process of constructing the volumetric study, another parameter is added to the discussion. With the next phase of the studio in mind, the volumetry question is introduced with a context in the form of a horizontal armature and a vertical scaffold holding the volumetric entity. Held by this horizontal / vertical context, the volumetric study not only discussed internal tectonic and spatial programming, but also the notion of being situated in another scale, with a critical dialogue to it.

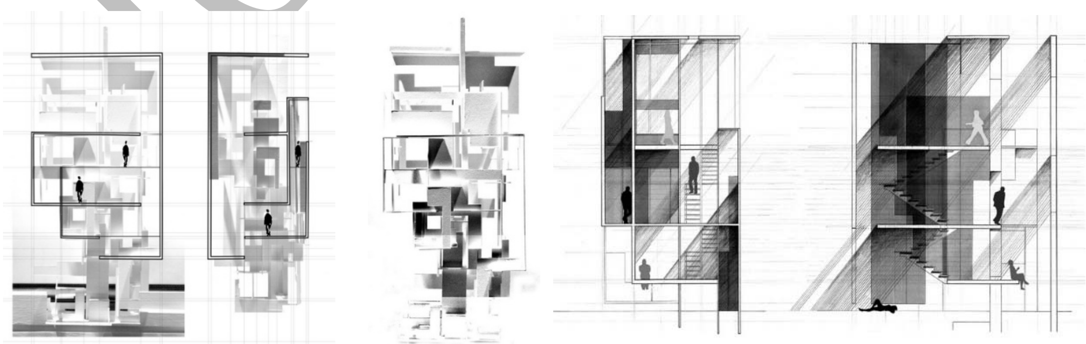


**MOVING FORWARD, PHASE 1: FROM IN-THE-ABSTRACT TO ARCHITECTURAL EXPERIENCE**

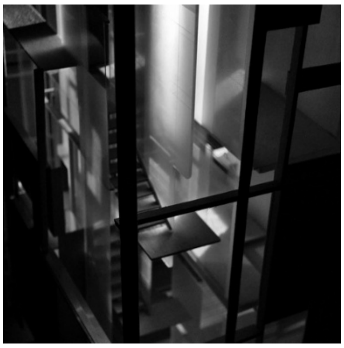
From the very start, the dimensions for each exercise are chosen so that the volumetric study would end up in a construct that is about 18 x 6-8 x 11-13 volumetric device held by about 25-30 inches long and about 18-20 inches tall armature structure. These final dimensions are chosen to fit to the following phase of the semester which is a 1/8ths of an inch equal to 1 foot scale study of architectural space and promenade discussing thresholds, boundaries, degrees of enclosure and transparency, vertical and horizontal movement, light in the form of a model that is large enough to calibrate a rigorous sense of materiality, scale, and detail in the service of lived architectural experience.

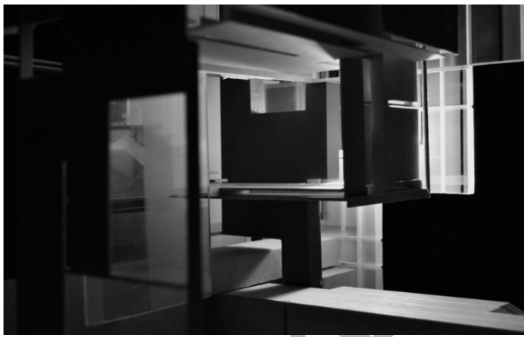
In the final presentation of the volumetric construct, which are scaleless relative to human body, we introduce 1/8"=1' scale figures into the models and ask the students 'what if?' While these constructs are scaleless relative to human body, their mode of construction, and the actual dimensions immediately start to resonate possibilities of occupying these as more concrete architectural spaces once they are seen with the scale figures in them.

Following this initial play of scale figures in the constructs, the students are asked to take elevational photographs of their models, print them 1-1 scale, and start using these as a template for sectional studies of a habitable construct that would have 2-5 distinct spaces with scalar and experiential hierarchy and the movement between these spaces in the continuity of an architectural promenade. At this point, they are also reminded of the film that started the process. In order to program this habitable construct, they are asked to go back to the film and bring particular aspects of the filmic narrative into space making and architectural experience.



The final results are achieved in about 4 weeks and presented as a model, a section drawing, and occupational photographs that analyze the model as to its potentials for distinct architectural experiences. This exercise, with its focus on space, movement, and tectonic detail becomes of keystone in the overall school program as it allows the students to study issues of surface construction as part of space making, experience of light and visibility, degrees of enclosure and transparency in a very concentrated occupational scale without the burdens of a social program other than an experiential narrative. What is also exciting is that these models carry the traces of the initial surface constructions which are now much more controlled and systemically constructed in the service an architectural narrative based on 1-1 occupation.



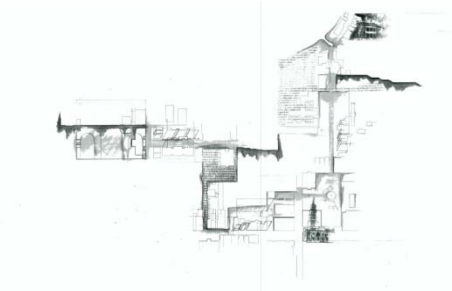


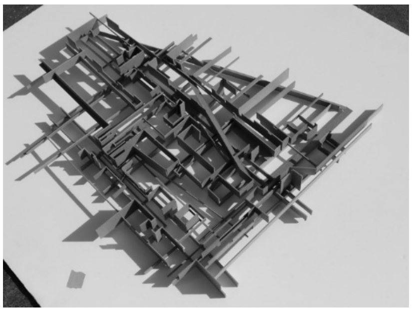
**PHASE TWO, ENDING THE SEMESTER: CONTEXTS AND INTERVENTIONS**

One of the objectives of the studio is introducing the idea of making in the city, and cultivating a sense for urban civic space. While the students are not ready to fully operate in the context of a given city with a certain architectural program, the last phase of the studio focuses on the idea of how to look at urban space and how to think about operating in it in the form of an abstracted spatial and experiential condition (See Casey 1993 for this understanding of urban in its abstracted spatial and experiential form).

A week long studio trip takes the students to Savannah GA, and Charleston SC, where the students are exposed to the two cities with strategic walks, sketching exercises, diagramming and mapping. While history, typologies, ways of living, etc. [more prominent urban questions] are discussed on the trip, the focus is more on how the built fabric constructs a sense of lived urban experience, and regulates a distinct sense of place in the architectural experience. Highly different in character, seeing both cities start a healthy discussion on ways of making public space in the city. An anecdote from the previous phase, the habitable construct, is in order: At the final presentation of the habitable construct, which is after the trip, only 10 minutes before their presentation, the students are asked to come up with an urban program for their model, locate it in a particular place in Savannah or Charleston, and talk about it in these terms. Being forced to come up with a story different from their initial story, the students have to make an imaginative leap here, in 10 minutes. Whether they come up with something successful or not is not the key issue here, it is that they are introduced the idea of a different program and had to see their models under a new light.

Thus, provided a glimpse of what is next at the presentation, the students are asked to think about a 'memory city' where some places from Savannah and Charleston with distinct urban characters are to be brought together with an idea of moving between them in the sequence of an urban walk. The initial study is to make a drawing that will carry a sense of 'urban' to some generic degree and have more identifiable moments in its construction of this texture. This initial study is about capturing an 'idea force' that Steven Holl emphasizes in the design process (See Holl 1996, 2007) In the form of a collage, the drawing uses existing maps, line and shade work, and even imagery to construct a kind of urban experience mostly explored on plan. It deals with invisible structures of temporality and modulation along with the edge, surface, and volumetric conditions that make place. This initial collage evolves into a model, which is more or less without a determined scale, which can have multiple scales, but specifies an experiential unity in the third dimension. Mixed in materiality, this model unfolds the drawing into more specific spatiality.

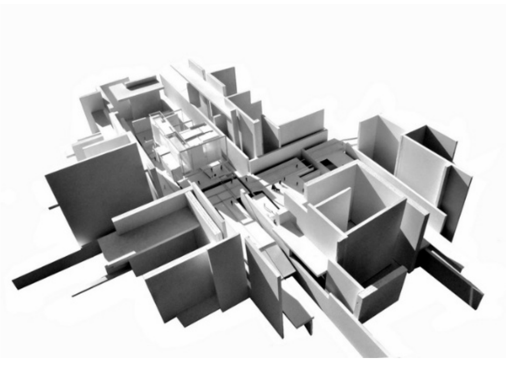


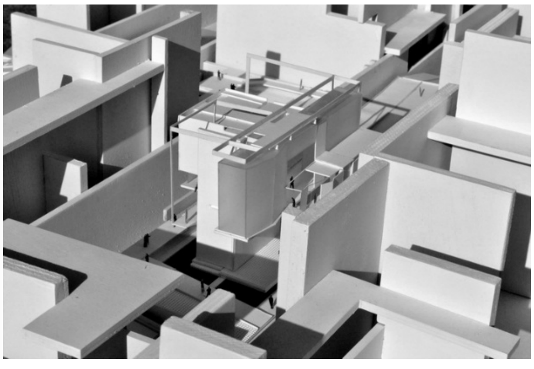


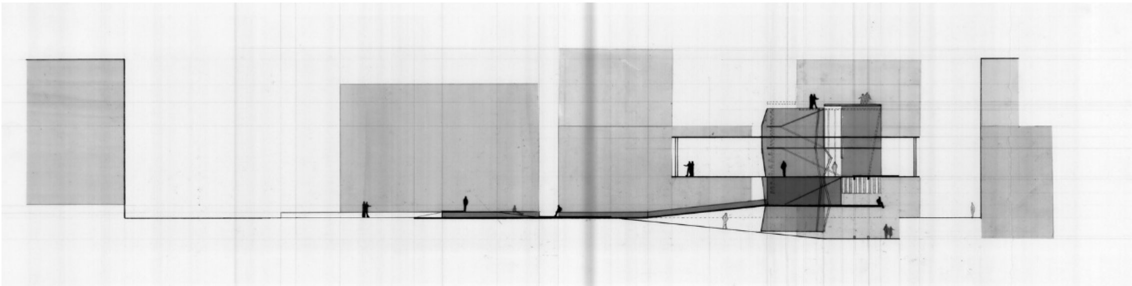
Determined at the very start in accordance with the objectives of the studio, the final project of the term is an urban intervention in a constructed 'city'. The scale decided is 1/16"=1', and the idea is to use the habitable constructs at 1/8"=1' as a generative device for the urban intervention. As the habitable construct is distinctively vertical, it allows a viable introduction into making in the city. Just like the chosen dimensions for the beginning volumetric study are to allow it to unfold into the habitable construct at the given scale, the volumetric and experiential character of the habitable construct is driven with an eye on the coming phase of urban intervention. Most importantly, the vertical movement studied in detail in the habitable construct becomes a key conceptual armature for the urban study, along with the notions of tectonic complexity which is hard to cultivate a sense for at small scale studies. Once the students construct a 1/8 scale architectural fragment, they become more capable of exploring experiential qualities in terms of tectonic making and systemic volumetric unity at smaller scales.

Because the initial 'city' drawing and model are scaleless, and the objective scale is 1/16, in the next iteration after the 'memory' model, the students are asked first to construct a diagrammatic model of habitable structure in 1/16 scale, and then start constructing the 'city' around it, to control the scale of transformation of the 'memory' model. The focus in this step is to carry the qualities explored in the 'memory' constructs into an imagined urban condition with a particular scale and a strategy of intervention. Once a proper scale is achieved, the habitable structure diagrams are evolved into urban interventions with some civic program of students' choice. These programs include work and display spaces, reading rooms, art exhibitions, etc. The common aspect of the programs is that the intervention becomes a frequent node of visit for the city lover. The interventions focus on degrees of publicness, vertical and horizontal programming, ground as city, grounding in the city, degrees of interior vs. exterior, the constant dialogue between the urban volume and the intervention in terms of movement and visibility, scales of approach, entry, being-in, being-out, etc.

The final results are achieved in about five weeks and presented in the form of a model, section and plan drawings, and occupational photographs with varying scales of proximity, along with the process work of constructing a 'memory city'. Without the complexities of working in the city, this exercise sets the tone for future studios by establishing a sense of urban experience, the urban civic space, grounding in the city, and programming a larger sense of experience extending beyond the confines of the individual building.







**DISCUSSION**

This studio experience shows that it is possible to run a series of exercises that lead to each other in the continuity of a design process where students produce tectonic and spatial constructs in various forms and scales by using a set of tools that they themselves develop along the journey (See Pressman 2012, and Yee 2012 for the importance of flexibility of design tools). The variety of assigned formal properties and varying scales ensure that the students do not repeat, but iterate on earlier findings expanding their vocabulary and understanding of space making. Also important is that the students cultivate a structural sense of tectonic engagement and materiality that is able to generate distinctively rich architectural experience. From generative devices that are scaleless to lived architectural space, these iterations set the tone for an understanding of architectural design process in terms forming meaning without reverting back to habitual ways of making (See Gregotti 1996 and Kipnis 1992 for further discussion on design process). Thus, architectural making becomes a research in the immediacy of here and now, able to think the particular in the making by its own determinations.

While the complexity of realizing buildings in real world is much more that the exercises presented here, once the students are equipped with this understanding of tectonic and formal flexibility, and the ability to think in various forms and modalities, they establish a much richer and explorative repertoire in their future education.

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# PROFESSIONAL LEARNING COMMUNITY IN EDUCATION: LITERATURE REVIEW

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Abstract

Professional learning communities enable teachers to collaborate and upgrade their skills to enhance student learning. Nevertheless, professional learning communities vary widely in practice, especially between the developed and developing countries. This review paper discusses the background and development of professional learning communities. It begins with the various definitions of professional learning communities. It then goes into developments and practices in Britain and the United States of America. It then focuses on three models of PLCs: the Senge model, the DuFour model and the Hord model. The similarities and differences in aspects of the three major models are discussed. This paper also covers some differences in practice of PLCs in developed and developing countries, with particular reference to the Asian experience. Finally the role of technology in developing professional learning communities is discussed, and some suggestions for future consideration are given.

Key Words: Professional Learning Community, Literature Review, Professional Learning Development, Three models, Common Core Curriculum Standards

## 1.0 Introduction

With the development of professional learning communities (PLCs) of teachers, scholars have studied the formation, function, system, positive effect related with this area. Bryk, Camburn, and Louis(1999) raise their view "The classroom is the fixed place in which teachers deal with regular work that is paid close attention to, but their work also have other contents" (Bulkley & Hicks, 2005). The interactions of teacher peers are very necessary and very important to perfect the process and outcomes of teaching and learning. In this situation, the PLCs become the important tool to meet teachers' new knowledge and other requirements continually to help teachers adapt and improve their visual field which is helpful for both the teachers and the whole organization. Professional learning communities have the positive function of joint professional learning and fulfilling teachers' immediate needs (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).

### 1.1 Definition of Professional Learning Communities

Following the development of professional learning communities, many researchers and scholars give their definitions on the topic of professional learning communities in different periods.

In 1983, after the publication of "A Nation at Risk", teacher professionalization and teacher development have become significant issues to discuss in the school development field(Scribner, Cockrell, Cockrell, & Valentine, 1999). Barth described learning communities as "a place where students and adults alike are engaged as active learners in matters of special importance to them and where everyone is thereby encouraging everyone else's learning" (Roberts & Pruitt, 2008). Newmann (1996) gave his conception of professional learning community which including five main elements. The professional learning community is a team, in which teachers have universal views on collaborating, sharing, reflecting, and the needs of their teaching and learning practice (Hord, Roussin, & Sommers, 2009). Hord (1997) indicated the conception of professional learning communities in schools that refers to teachers and staff following the five dimensions steadily: supportive and shared leadership; shared values and vision; collective learning and application of learning; supportive conditions, and shared personal practice.

Myers and Simpson(1998) represented learning communities as a cultural system for learners to learn as an entirety that is helpful for learning and other good aspects to interact with other participants (Roberts & Pruitt, 2008). Collay et al. (Collay, Dunlap, Enloe, & Gagnon, 1998) posited that all the learners, the ensemble development of learning communities and the procedures are significant.

In 1999, Speck explained that the school learning community is a continuous procedure of collaborative interactions among teachers, students, leaders, staff, parents by the way of conversation to develop learning and life in school. The community helps individuals in learning and makes them contribute to the learning community (Roberts & Pruitt, 2008). Cochran-Smith and Lytle in 1999 suggested that professional learning communities make teachers get more formal knowledge combining with practice knowledge. Professional learning communities provide the conversation and writing to establish close relationship between the contextualized knowledge and application. According to Fernandez (2002), PLCs are defined by two aspects: teachers have frequent interactions between their teaching and learning. They can plan and discuss the contents, forms, teaching methods and all the activities of peers' observation; teachers should do research to explore new knowledge and publish (Cochran-Smith & Lytle, 1999).

Seashore Louis and colleagues (2003) developed their view of professional learning community to help teachers to expand their sights and goals from sharing individuals' actions to build a common culture which develop continued collaboration in more substantiated, knowledgeable ways. In PLCs, teachers pay more attention to students' outcomes by testing and examining their own ideas. Moreover, going into depth on topic of teachers' performance connections with others outside classrooms is very important; as important as ensuring their performance and actions in their classrooms by the evaluation and measurement of students' results and teacher professional learning (McLaughlin & Talbert, 2006).

In 2007, Stoll and Seashore Louis published their conception of Professional Learning Community of schools which had four key points: professional learning; the paradigmatic group or team; collective knowledge; create the atmosphere with moral caring on leaders, teachers, and students. In the opinion of Speck, the school learning community needs leaders, teachers, students, parents and other community members together to establish and develop. They should apply appropriate dialogues and conversations on topics related to school community improvement (Roberts & Pruitt, 2008). Many other researchers described the PLC as a positive environment where teachers work and interact with others to achieve the common goal of student accomplishments under the powerful system led by an effective school leader (Hord et al., 2009). But are professional learning communities sustainable in the long run? Stoll et al. (2006) concluded that changes in senior leadership ofschools appear to be a factor, so increasing attention is being paid to thepotential of leadership succession planning to help promote PLC sustainability.

This paper will discuss the emergence of Professional Learning Communities in the US and the UK and then consider in detail three teacher professional learning models: Senge's Model, DuFour's Model and Hord's model.

**1.2 Studies of the Emergence of Professional Learning Community of UK and US**

Traditionally teachers used to work in isolation much like independent contractors within a school. During the late 1980s the focus of reform within schools started to shift from this traditional approach to a modern approach focusing more on accountability, collaboration and teacher efficacy. Rosenholtz (1989) brought attention to this topic through her empirical research on workplace condition of the teachers. She identified that effective school workplace is an important prerequisite to encourage teacher collaboration – where teacher can share and analyze with each other their institutional practices and share ideas to improve the quality of instruction.

Rosenholtz also found that student achievement and success is positively correlated with the teachers' sharing ideas and improving institutional practices. She conducted the study on 78 schools to examine the teachers' workplace and found two types of schools based on the workplace conditions – learning enriched schools and learning impoverished schools. In learning impoverished schools, teachers used to work in isolation and their belief in their capability to bring meaningful change is greatly diminished. In learning enriched schools, the teachers work in collaboration through creating shared goals and focus on improving teaching and learning. The study found that this sort of collaboration among the teachers led to increased level of teacher efficacy and commitment which resulted in increased student achievement. Rosenholtz (1989, p. 430) also noted that in most traditional school settings"..... *teachers function as individuals in isolation who rarely share ideas; who don't seek or offer professional assistance; who insulate themselves from self-disclosure of inadequacies; and who convince themselves that their problems are particular only to them -- teachers avoid help seeking if they view it as potentially embarrassing or stigmatizing and if it again threatens their sense of professional adequacy."*(p. 430).

In contrast, Senge (1990) in the book “The Fifth Discipline” focused on systems thinking in a learning organization:*".....where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together…."* (p. 3). The book focused on the idea of engaging teachers in teams to create and develop a shared vision that will direct them to guide their work, and improve their teaching. The book became a driving force in the school districts and educational settings due to its focus on the development of professional learning community.

School administrators and teachers are the interconnected subsets of a larger system where each element of the system is supposed to work collectively to resolve problems and continually improve and utilize the expertise of other team members. This sort of system took shape in many forms across the USA. Later the practice became known by the term “learning communities”. Astuto et al. (1993) named this process of the teachers coming together to share knowledge and bring improvements to their practice as Professional Community of Learners. Hord (1997) later coined the practice as professional learning communities and positioned it as a focal point of education discussions.

The professional learning community (PLC) approach to teaching shifted the focus from an isolated teacher-centered approach to instruction to a student-centered approach where teachers work interdependently and collaboratively and focus on a shared mission of collective capacity building, identify learning gaps and develop effective institutional practices to fulfill the needs of all students. The school administrators began to understand the effectiveness of PLCs and started to invest resources and time into it by restructuring institutional systems so that teachers can gather and discuss on enhancing curriculum knowledge, share ideas and develop local standards and assessments (Darling-Hammond, 1996).

At the Center of Organization and Restructuring of Schools at the University of Wisconsin-Madison researchers identified the most effective way to restructure schools to improve student achievement. The data were collected over the period 1990 to 1995, and from over 1500 elementary, middle and high schools throughout the United States, as well as field research in 44 schools in 16 states. They found no unique simple way of improvement that could be implemented nationwide consistently (Newmann&Wehlage, 1995). However, they showed that the most successful schools were those which introduced professional learning communities and concentrated on higher level collaboration among teachers and enhanced student achievement. They also identified that building these PLCs require certain specific workplace conditions and a well-defined mission.

In 1995, Lee et al., working for the Center on Organization and Restructuring of Schools released a report on successful school restructuring efforts which spread over 11,000 students from 820 schools across the United States. They found that the schools characterized as PLCs showed increased student achievement, and both their teachers and students are more committed to the school goals and mission and the administrators work in unison with the teachers and students to improve classroom instruction.

DuFour et al. (2006) defined the term professional learning communities as – "Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve" (p. 217). They also explained that effective professional learning communities are structured under the assumption that: A structure of ongoing, job-embedded learning for educators needs to be ensured to achieve sustained improved learning for students; This approach focuses on results-oriented goal setting for each member of the organization in order to achieve high levels of learning for all students; Members of the PLC are expected to work inter-dependently to achieve agreed upon common goals that are focused primarily on student learning.

From this perspective teacher collaboration is not the only key to success of PLCs; rather the key is that the collaboration is focused on classroom practices which will lead to improved student learning. The success of PLC largely depends on collective enquiry, reducing isolation among teachers, reflection on current institutional practices, sharing responsibility for the learning of all students and creating a capacity for learning. Student success becomes the only institutional priority and the focus moves away from excuses and blame, to an approach focused on learner individual needs (DuFour et al., 2006).

Reeves (2010) analyzed the effects of professional development on student achievement gains. He found that student achievement gains were significant when schools come together in PLCs to engage in deep discussions about planning, implementing instructional strategies, and monitoring student results. His analysis of schools implementing PLCs from the United States and Canada unearthed that the deeper the implementation, the more dramatic the student achievement. Yet too often schools fail to develop a process to adequately support teacher professional growth. Given the importance of a collaborative culture with a focus on learning for all (DuFour et al., 2006) it would seem that teachers can no longer work in a completely autonomous classroom, using concepts and principles of the 20th century factory model but instead must have a systematic way to collaborate with peers to share proven effective practices (DuFour &Eaker, 1998).Teachers are not only expected to develop a list of strategies, they also need to monitor the growth and development of each individual student and adjust their teaching to the individual needs of each. DuFour et al. (2004) argued that a school truly committed to the concept of learning for each student will develop consistent, systematic procedures for responding when students do not learn. Schools and classrooms should be results-focused and develop a plan for continuous improvement through aligned assessment and data analysis. This use of data emphasizes a collaborative approach to continual improvement and research into best practices.

**2.0Senge's Model**

Peter Senge is a very famous scholar who contributed in the two areas of business world and the education community. In the field of education, he proposed his significant visions of the learning organization. He wrote the book The Fifth Discipline, and another one is "Schools that Learn: A Fifth Discipline Field book for Educators, Parents, and Everyone Who Cares about Education" for explaining and improving the important conceptions.

Senge et al. (1990) published The Fifth Discipline Field book that offers a simple dynamic set of structures and useful material five disciplines for leaders to set up the effective school learning organizations. The five disciplines are personal mastery, systems thinking, mental models, shared vision, and team learning. Each discipline includes the principles that can guide us to learn, master, practice, and test in our lives to get success of work (Cochran-Smith & Lytle, 1999).

In his view, the five disciplines make the members in the organization add new elements in their minds. The change of minds arouses the members to improve their knowledge and abilities through the learning process (Hughes & Kritsonis, 2006). In these five disciplines, the first one is personal mastery. On the basis of Senge's view (1990), personal mastery''…is a procedure. It is a discipline for long time to learn and practice. "When people have high level of personal mastery, they will have the ability of understanding their ignorance, incompetence" (p.142). "Only individuals learn that can stimulate the whole organizational learning .If the organizational members do not learn, organizational learning will not happen (Senge, 1990, p. 139). Personal mastery is the discipline which needs the long sustained time to realize and go deep into personal vision which stress on individuals' vigours, patience, the realistic conceptions, the abilities and skills. Moreover, it means that personal mastery is the process of spiritual growth (ibid.141).

The discipline of personal mastery builds the forms of self-development and individual learning (Caldwell, 2012).It is the theory on individual development which help distinguish the significant things for individuals and focus on the interrelation and mutual responsibilities of individuals and their organizations. When workers consider that their organization has positive influence on their individual development, they will try their best to make contribution to the organization by working hard (Wells &Feun, 2007). Personal mastery application brings the way in which we go access our life as the creative work process with the perceptions of innovation and continuation. This is the practice process including we should discriminate the important tentative ideas and how to achieve the goals from the realistic circumstances following the steps in practices of growing progressing with the development of related actions (Lloyd Raines,2009).

In Sage's five disciplines, systems thinking is the conceptual cornerstone.Systems thinking refers to the way we see interrelationship links, and connections existing in things. It is unique because it combines other disciplines, and coalesces them into the entirety of theory and practice (ibid.: 12).According to Senge, systems thinking conjoins the other four supporting disciplines for seeing the wholes. Systems thinking focus on revealing interrelationships and change patterns (Senge 1990a, p. 23).

Not only seeing parts and pieces, systems thinking indicates the process of observe the whole, but also studying the relationship of each main element of the system such as how make decision, the perceptions, the outcoming quality, hierarchical relationships and so on (Lioyd Raines,2009).The contents of systems thinking include two parts: one part emphasis on the whole entirety, the other part is focusing on the individuals.

The third discipline is mental models. According to Senge(1997), mental models are our views, mindsets, and assumptions even pictures and images which impact our comprehensions of the world effectively and how to do our behaviors. Mental models can use the learningful dialogues to maintain people's needs and requirements which relates to their effective thinking and their thinking impact on other people. In organizations, mental models have significance to guide members to decide new orientations and improve their work skills which bring the new changes. "Mental models should be strengthened and systems thinking can arrest changes sometimes". According to Senge (1997), the discipline of mental models need openness and honesty. Mental models emphasize understanding and learning others' feelings, thoughts and what they want to express. Openness is useful for people to know saying the appropriate words in different situations, and absorb more power information to build up their mental models.

Moreover, the practice of mental models can break people's inherent wrong perceptions including the areas of business and education. Sometimes people do not ask questions when they do not know the answers. To everything, people usually have their own certain views or predefinitions about how things work .In other words, mental models produce the effect on setting the way how people perceive reality (Senge, 1997).

The discipline of shared vision is important for people to expand and integrate their visions that can make organizations achieve. According to Senge (2000) the discipline of shared vision has the ability of aligning disparate aspirations among people (p.72). For organizations, shared visions bring the experimentation and innovation to improve the organizational quality. In organizations, every member has his or her own personal aims or goals which they want to achieve. However, all members belong to their organizations, and shared visions are useful to combine individuals' purposes to bring experimentation and creativity to the organizations to work for the same goals (Cochran-Smith & Lytle, 1999).

"Team learning" as discipline focuses on "the process of arranging and improving teams' abilities to attain the goals of members' and the whole organizations' (Senge, 1990, p. 236).According to Senge, the learning organization needs teams working together and argued that team learning can give members a set of resources, information, feedback, fundamental values, general thinking, and help members to solve their problems in creative ways. With global changes, job pressures, fierce competition, new technological skills, we need new conceptions and behaviors as bases to set up and develop learning organizations (Hughes & Kritsonis, 2006).

**2.1 DuFour's Model**

According to DuFour's views, as an organization, the foundation of professional learning communities is the development of teachers' cooperative work which focuses on improving the abilities of dealing with complicated work of teachers although helping students narrows the gaps of learning to achieve their learning goals. DuFour argues that the PLC should pay more attention to learning not teaching, cooperative working only to get individuals' achievements (DuFour, 2004).

To DuFour, the learning community should contain the basic characteristics: shared vision, mission, values, and aims; learning is the primer of the cooperative teams; the cooperative team needs practical and realistic traits; the action orientation should be clear for members to achieve in application; duties for sustained development of learning teams; and the learning teams should have the outcome orientation.

"Shared mission" means that each school has its own tasks or missions related to educating students, developing the quality of school to attain their stated goals and so on. The premier issue of cooperative teams is learning. Schools should offer support to students that can meet their needs in regular sequence to reach the high level, not educational chaos (DuFour, 2004). The collaborative teams in schools emphasize on ensuring students learn. Every teacher should understand how to guide students to learn in the best way. The staff also need to be aware of how to create harmony to adjust learning phases and the support for students in learning. Hence collaborative teams need the best practice and current reality (Shipley, 2006) with the foundation of basic resource, universal standards, evolution systems of outcomes, students' performances and so on. In DuFour's view, although every member has their individual district work, they all work in coordination with each other to achieve the common goal in collaborative teams.

In order to get the same goals to gain outcomes, members in the collaborative team should have the orientation conducting their actions and behaviors (Shipley, 2006). As teachers, they must keep open minds to accept new ideas and conceptions which can help them achieve their aims. In collaborative teams, the evaluation measurements need to be applied for their outcomes. Dufour used six reasons for learning communities to need evaluation measurements: Efficiency, Fairness, Effective monitoring, Informs individual teacher practice, Team capacity, and Collective response (Shipley, 2006).

Richard DuFour raises the "Big Ideas" of stating the topic of "Professional Learning Community". DuFour (2004) proposed that "The key point of building is learning not teaching, working cooperatively for designed aims" (p.6).In schools, the prime task is to help students and to ensure they learn. This is the core conception of the first big idea. Form the conception of "teaching" to "learning", this is the great change in learning organizations. All members in learning communities should understand about student learning: communicating teachers' wants to students, the ways of knowing whether students learn or not, and the methods of solving students' difficulties in the learning process (DuFour, 2004).

According to DuFour, the second "Big Idea" is culture collaboration. In the PLCs, the members including teachers and staff need work cooperatively to build and develop the cultural systems in their organizations. When teachers are belonging to one entirety, they also want to need to work individually sometimes. In addition, some staff members have the limitations of understanding "collaboration" only exist the camaraderie in organization. Someone only focus on one aspect of school's operation such as discipline, technology, social climate, not the whole perception of professional learning community.

Professional learning community must have the strong organizational procure of improving the collaboration of culture system for teachers' working together to help students get more progress through the high levels of learning. In addition, in the process of collaborating school improvement, teachers should pay more attention to supervise each student's main outcomes. As teachers, they should make different beneficent standards or goals for different students to achieve. They also have the rules or benchmarks to evaluate qualities of students' work. By these useful methods, teachers can know the time to manage the measurements of students 'work.

The measurements of students' work are important for teachers in professional learning communities to analyze their students' advantages and disadvantages in the learning process and adopt suitable tactics to improve student learning. This is the best way for the ensemble to expand new minds and new ideas in building the professional learning community.

DuFour proposes that the third "Big Idea" is results focus. Effectiveness of the professional learning community or not depend on the results. In schools, the common work for teachers is teaching knowledge to students to make students get developments by working together. Usually, according to students' current learning situations, teacher groups should analyze the learning levels to formulate the specific plans to attain their designed goal for make the progress periodically. Teachers in cooperative work groups must change their goals to raise students' percentage or decrease student failure.

Teachers in the professional learning communities need more useful information about their students' performances compared to other students. In PLCs, every teacher can get the materials, minds, and tactics with other colleagues (DuFour, 2004). The teachers should be required master the more useful data to analyze the students' successful performances overall not only by the average rates. Teachers and staff stress the important goals of students' learning, and share their information, thoughts, and tactics for working together to improve students' progress instead of working isolated. The PLC needs hard work to build and maintain progress. The members in PLCs should pay more attention to learning, and do everything which has relationships with learning to collaborative work for the sustainable progress.

**2.2Hord's Model**

Hord (1997, 2004) describes the professional learning community by five characteristics or dimensions: supportive and shared leadership; collective creativity; shared values and vision; shared personal practices; and supportive conditions for sustaining the learning community (Feger & Arruda, 2008).

According to Hord, the first characteristic is shared beliefs, vision, and values. Hord (1997) argues that in the process of improving PLCs the key point is a shared mind, universal goals, and the same central value system for sustained learning. In the PLC, the main belief must be learned by students. The main values can be advanced to encourage teachers to share their visions to develop their students' learning (Cormier & Olivier, 2009). In professional learning communities, teachers have the responsibilities to build their value mechanism by working together to attain individual goals.

Hord (2004) states that school visions can connect school's tasks as vivid figure with the school's main direction and principles including decision-making, activities of guidance and management, and professional improvement. Hord (1997) argues that teaching methods must change that contain thoughts and professional practice for improving shared visions.

In professional learning communities, Isaacson and Bamburg (1992) suggest that vision is the old topic which means tasks, aims, goals, objectives, and the papers in the leader's office. For staff, the shared vision means it is the general conduction to make decisions in the procedure of teaching and learning. More important, staff should create positive surroundings and atmosphere to improve students' learning. DuFour and Eaker (2008) stated that an effective professional learning community should know the school's interest as the orientation that is related students' leaning and the aims of the whole organization.

According to Hord(1997), the second dimension is supportive and shared leadership. Hord (1997) raises her view that school principals and teachers share their specific duties and responsibilities have the positive effects on leadership in PLCs .She also says that leadership is the important content in professional learning community as it has the positive influence for leaders and teachers to share their authorities, ideas and determines for attaining the school's vision (Cormier & Olivier, 2009). The positive leadership ability should be built in professional learning community has six main advantages pertinent to stressing on leadership for interactions; relations of teachers' supports and involvements; taking the school's visions as the regular actions; arousing goal professional culture developments; the methods of dealing with difficulties and clashes; and the entirety of organizations. According to Kleine-Kracht (1993) the leaders, the teachers and the staff must learn how to find questions, how to do surveys, and how to find the suitable ways to overcome the difficulties to develop the good quality of school (Hord, 1997).

As Hoerr (1996, p.381) says, the leaders and teachers should develop shared and collegial leadership which help them to know they are a whole for working to achieve their universal goal. Leithwood and his team's researches (1997) reveal that the leaders should give teachers high respect to work together with them as professionals, peers, and colleagues.

Louis and Kruse (1995) indicate that leaders or principals need supportive leadership because it is the basic element of human resources for professional communities with school-based which make the leaders understand they have the responsibilities to construct their effective schools(p. 234).According to Prestine, in order to build more effective professional learning communities of schools, three main factors are needed that include the capabilities of sharing authority, the capabilities of offering convenience to their teachers and staff, and the capabilities of attending actives without privilege (Hord,1997).

In Hord's views, leaders should decentralize their authority that stimulates the successfulness of shared leadership, but it is decided by the leaders' perceptions and minds. The point is explained by Hord and Sommers (2008) "Professional learning Communities must have the important and necessary factors including authority, power, and decision making to be shared and inspired"(p.10). However, Hord admits leaders change their minds or conceptions of sharing leadership exists many difficulties, and some teachers also think it is more difficult. Huffman puts forward the view that the faculty should play the function of advocating and applying the teachers' suggestions when they are considered significant. In conclusion, the leaders of schools need to develop their democratic conceptions and behaviors to share power, make decisions, and adopt the valuable suggestions form their teachers and staffs which are contributed for the effective leadership (Cormier & Olivier, 2009).

In Hord's five dimensions, the third one is "collective learning and the application of that learning". It refers to how leaders and teachers need the way of inquiring to build up the community (Hord, 1997).She thinks the forming of professional community is a process of ongoing and collective learning in school faculty (Hord&Sommers, 2008). In addition, she adds the implementations; the collective learning is very significant to the professional learning communities because it includes getting new knowledge and the process of practicing knowledge in classroom which has the close relation with the school's perceptive of students' learning goals (Hord, 1997).

In the PLC, applying of systemic model which guide the ongoing and cyclic process to form the abilities to explore new knowledge and get the professional reflection for schools. Six elements are comprised: study, select, plan, implement, analyze and adjust (Cormier & Olivier, 2009), Hord also provided the evidence to prove the professional Learning Cycle by her views of collective learning.

Actually, collective learning is an ongoing process including leading student learning and dealing with the school's specific problems (R. P. Dufour, 1999).The collective learning process can help teachers develop their subject matter knowledge and teaching skills and practice these in classroom in order to improve students' learning results and the professional qualities of schools as the regular activities and interactions (Cormier & Olivier, 2009).

The fourth dimension of Hord's (1997) is supportive conditions contains specific organizational structural and relational supports (Pitman, 2008). According to Hord(1997), supportive conditions means interpersonal relationships and physical resources (Cormier & Olivier, 2009). In fact, the supportive conditions contain the two main parts: human capacities and structural resources. In addition, in order to maintain and develop the PLC, structural supports have the different dimensions of meeting times, sizes of schools, the necessary resources, money for supporting schools and teachers' activities.

In Hord's thoughts, the physical conditions and human abilities have the positive influences to school's running. Human capacities should play the effective role in the professional learning social procedure as a contributing member. The human capacities include the contents of collective learning, shared leadership, and shared professional practices.

In the supports of structures, Hord (1997) thinks communication structures are very important with the foundation of school size and constructions. Communication structures need the depth of feedback and reflection. The range of communication structures is wide including staff meetings, email, information boards, and mailboxes. These tools are helpful for effective schools. Usually, Email is very important for teachers and leaders to share available resources, inquiring questions, and shared practices (Pitman, 2008).
Huffman(2003)argues that the faculty or subareas are fit for developing and applying shared leadership containing small groups, grade gradations, and partition teams how to set up and develop the abilities of settling the problems in students' learning.

The last dimension of Hord's (1997) model is shared personal practice. Hord(1997)says that the individuals' behaviors have the direct influences for setting up group capacities which are important for professional learning community (Cormier & Olivier, 2009).Shared practice is the hinge element of classroom pedagogy used that can develop schools' qualities. Louis and Kruse (1995) state their views that in professional learning community, teacher's actions are formed through the process of peers' helping and cooperative influences (Hord, 1997).Midgley and Wood (1993, p.25) proposed that teachers need the suitable and encouraging environment to provide the support for their specific and complex tasks, risks and challenges to improve the PLC.

Shared practice is the process of teachers' reciprocal actions comprehension including teacher peer's observation, peer's coaching, peer supporting, encouragements, peer's trust, and shared feedback and results from students' work and explore the best ways to help them. Leaders must emphasize the formal classroom observations which help teachers build their individual perceptions for developing professional abilities that foster the collective capabilities. According to Hord (1997), schools should create the norm of school culture which means the helps among teacher peer's work-doing, judgments and effective reflections of their tasks. Huffman and Hipp(2003) think that the foundation of building the culture of shared practices which need the procure of experience repeating many times and this is the necessary stages (Cormier & Olivier, 2009).

### 2.3. Antecedents of Professional Learning community

We will now discuss briefly the antecedents of the Professional Learning community, among them leadership and culture.

### 2.3.1. Leadership

The goal of building a professional learning community is student learning. In the process of building and sustaining professional learning, much of the literature from many researchers and scholars consider that leadership is very important to set up and support the professional learning community. Good leadership has the positive effects on students learning performances and make for great progress in student learning(Bryk et al., 1999).According to Beck and Murphy (1994), the leadership styles which have the characteristics of "principal as follower" or "the leader-centered" are helpful.

According to Louis and Kruse (1995), the school leadership plays the key part to improve and strength the professional learning community defining the six main features: Leaders put themselves in the center of teachers and staff not the top of the team; teacher's classroom supports help PLCs because one teacher's problem can bring out all teachers' group discussion and solutions and develop teaching cooperation, and duties for mutual help; good leaders are aware of creating the culture of inquiring and absorbing the new knowledge, new ideas and the reflections of teaching practices; Leader build the form of actions and make the culture more easily recognized; Leaders have the abilities to deal with conflict including querying and discussing in schools; leaders should build school as more wide PLCs which shows solicitude for all teachers in the ensemble.

Good leadership is the significant catalyzer for developing PLCs to attain the goals by shared knowledge and developing the qualities of every aspect of the PLC(Shipley, 2006). According to Harris (2008), distributed leadership has the ability of enhancing the professional learning communities of schools (Harris & Jones, 2010). In addition, Harris (2009) states that the main trait of distributed leadership is that teachers have cooperative working with shared equipment. Valentine,Clark, Hackmann, and Petzko (2004) suggested that good leadership must ensure leaders and teachers share common values, goals of their programs and practices to lead all students to success in their coherent curriculum with the student-centered guidance; school leaders need to provide more opportunities for attending more teaching activities with their teachers; leaders play various roles in making decisions, coordinating and guiding the whole classroom teaching; leaders should create and maintain the school systems which service the teachers' and students' learning and set up healthy relationships of teachers to teacher, students to teachers, and students to students (Valentine, 2006). According to Dantow (2005), schools maintain the systems due to the good persistence leadership. Valentine considered that if the school does not have good leadership, the good school does not exist (Valentine, 2006). In other words, the positive school leadership can develop the professional learning community.

### 2.3.2. Culture

School culture encompasses institutions including norms, values and beliefs, rituals and ceremonies, symbols and stories which build up the school's "persona" (Peterson, 2002). The school culture impacts on the members' thoughts, perceptions, feelings, behaviors, and the ways to solve problems that can lead to school success because the good culture needs all the leaders, teachers, and staff to shape, identify, and follow to carry out improvements. In good culture, the characteristics can be strengthened to reinforce school members to learn together, get commitment and motivation. According to Deal and Peterson (1998), good school culture has direct positive effects on the improvement of schools with the members' conceptions and attitudes (Boyd, 1992, p.1). Fullan (1992) stated that many researchers considered that school culture is always ignored because it is easy to change. Schein (1985) said that we always depict the contents of school culture as the organizational members' common assumptions and beliefs, but school culture is determined by the school's perception, goals, and surroundings.

As Schein (1985) articulated, school leaders must have the abilities responsibilities, and skills to create, manage, and maintain school culture and make all the school members work in common. They should learn the history of their school, and make the comparison to the prior schools' development plans to learn the merits and study the experiences to get real ways to help the whole school members to improve. School leaders must adopt some effective ways to shape the good school culture.

Good culture should emphasize learning, and it refers to make the balance between interests and stakeholders, pay more attention to people not only the school system, help school members to build up confidence to change the surroundings, provide more time for members to learn and communicate, arouse their enthusiasm for teamwork, and create effective ways to solve problems. It can facilitate the learning at all levels. In the PLC, learning is the most significant issue. Learning is not only referring to the students' learning, but also the leaders, teachers, and staff in the whole organization, in short, community learning. Good culture has positive influence on PLCs when teachers agree with professional development is very important, valued, and the set of rules for leading school members do all the things to accord. When school culture has the effective professional learning, the professional development is being perfected and improved. Teachers with the good culture conceptions must be focused on: collaboration, a focus on student learning, teacher authority, and continuous teacher learning that belong to the professional learning community. Newman and Wehlage (1995) argued that teachers with the good culture seek the clear shared aim to work cooperatively and undertake the universal responsibilities for students' learning. Teachers' culture includes the tasks and missions. Teachers' strong universal value can construct the safe and stable surroundings for teachers and can form the powerful leadership (Peterson, 1990). Fullan (1993) stated that the good school culture can inspire power for teacher learning through the process of teaching students' learning and the cooperation of working with other teachers and managers (Valentine, 2006). Gruenert (2005) concluded that good school culture has positive influence on students' achievements. In conclusion, the positive school culture promotes the professional learning community.

## 2.4 Motivation

### 2.4.1 Motivation Theory

According to Beltman (2005), motivation means people have guarantee, attendance, and sustainment of their activities. People must have motivation to help them to insist on their continuous professional learning in their daily life. To the perceptions of learning and motivation, individuals have the conviction that the self and learning activities must match. People also have the clear awareness of their conceptions, behaviors and practices which should be harmonious in the working environment. There are two main motivation theories applied to guide the continuous study. One is the expectancy value theory which emphasized on the self and the learning actions to people; the other theory is goal theory which focuses on motivation beliefs of the social context.Many dominant theoretical approaches to motivation pay more attention to students' learning and school performance which including Expectancy- value, Achievement Goals, Interest, and cost relating to the Emotional filed. However, we focus on the relationship between teacher motivation and professional learning community.

### 2.4.2 Expectancy-Value Theory

Richardson and Watt (2006) and Watt and Richardson (2007) gave the framework of expectancy-value theory to prove the relations of teachers 'motivation, their grantee, commitment and the continual teaching in professional development. Motivation has many influences on teacher efficacy including their self-perceptions abilities interfering with their achievements. To students, teachers' efficacy and skeptical consciousness have impacts on students' in enthusiasm, work guarantee, and conductive actions (e g. Tachannen Moran& Woolfolk Hoy, 2001).

Teacher efficacy use teachers' conductive actions to influence student achievement (Ashton & Webb, 1986; Tschannen-Moran et al., 1998; Turner et al., in press; Woolfolk Hoy & Davis, 2006). Teacher's confidences are also very important to apply in instructional strategies. Four elements make up the values (Wigfield& Eccles, 2000) which are interest value, utility value, attainment value and cost.

Interest value means that people can attain happiness from performing the mission; utility value refers to how the mission build up the relationship with their goals; attainment value emphasizes on significance of completing work well with teacher identity, and cost means work also has negative respects concluding anticipated emotions and the great efforts leading to success in missions. Watt and Richardson (2006, 2007, 2008) investigated teachers' work as related to intrinsic value, personal utility value and social utility value. They also paid attention to professional learning community and gave the frameworks for evaluating value to efficacy and how teachers integrate the PLCs to get motivation and benefits.

### 2.4.3 Achievement Goal Theory

In conclusion, we can understand that students' achievements and their self-regulation and accomplishment must be coordinated. Teachers' activities, their structures of success have great impacts on students' achievements. Teachers use the structures to manage their students and classes, get the feedback to students' good or bad results, and put the key point to systematic performance and the comparative capacities of developments and undertaking hazard in study. In these years, more and more researchers began to attach importance to teachers' emotions and students' emotions in academic learning. Pekrun's control-value theory is applied to sort out emotions by the two dimensional system. Teacher emotions contain anger and frustration that have the close relation with their identities, conceptions, and aims in the classroom. They also have the influences on teachers' professional learning community.

### 2.4.4 How motivation affects professional learning community

Motivation affects students' learning and behavior in a number of ways. First of all, motivation can influence students' behavior towards specific goals. It helps students to identify the specific goals and strive for it, and thus affecting the students' choices.

Theoretical literature on teachers' motivation in context of developing countries is sparse, but certain psychological theories offer relevant applications for the developing country context. According to Maslow's Need Hierarchy Theory (1943), individual's lower order needs (i.e., basic needs e.g. food, clothing, shelter etc., safety and security, belonging and self-esteem needs) are to be fulfilled prior to motivate to fulfill the higher-order need of self-actualization. In the context of teaching, self-actualization need can be depicted as personal achievement of a teacher, which is also a key component in teacher motivation. As basic needs of the people are always neglected in the developing countries, Maslow's need hierarchy theory is pertinent to an investigation of teacher motivation in developing countries.

According to Maslow fulfillment of basic needs is necessary to lay the foundation for teachers to motivate them to improve their professional behavior and achievement, whereas other theories indicate fulfillment of basic needs as a mere extrinsic incentive. Benabou and Tirole (2000) noted that these extrinsic incentives are weak reinforcers of motivation in the short run and negative reinforcers in the long run. According to Herzberg (1966), achievement, recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay. Most of the incentives to teachers' motivation are related to job satisfaction rather than teachers' classroom practices (Chapman et al. 1993). Thus, it appears that while teachers need housing, food, safety, belonging, and so forth to be professionally motivated, providing these needs is not considered to be a sustainable driver of teacher motivation. Instead intrinsic motivation such as achievement, recognition, career development are considered to be important drivers in teachers' motivation.

The relationship between extrinsic and intrinsic motivation and their relative effectiveness is an important issue in teacher motivation in the context of developing countries, where literature is very scarce on teachers' motivation through extrinsic incentives. Identifying specific goals, teachers' participation and self-efficacy may be considered as source of intrinsic motivation for the teachers. Goals that are specific, challenging, formed through teachers' participation and reinforced by feedback are the most effective in motivating employees (Locke, 1966). In developing countries, goals are mostly not so clearly defined and often determined through a participatory process incorporating teacher feedback.

Self-efficacy or belief in one's ability to realize goals is also an important determinant of motivation according to Social Cognitive theory (Bandura, 1966). According to Bandura (1966), self-efficacy is the combination of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences. These four components are strongly related to Maslow's Need Hierarchy model and the relationship between intrinsic and extrinsic sources of motivation as discussed earlier.

Several other studies found that teachers' motivation in developing countries mostly depend on incorporating new teaching methods into their strategies to help students learn. In Egypt, it was found that teachers are struggling to implement new learning techniques due to unsupportive school administration, lack of resources, and a mechanical curriculum (Johnson et al., 2000). Johnson et al. (2000) also draw from Beeby's (1966) hierarchy of teacher development and suggest that teachers will be demotivated and uninterested in applying new techniques in the classroom unless their environment is supportive of more advanced teaching styles. Moreover, teachers' different levels of professional development may require different levels of support. It is evident that teachers' self-efficacy and personal achievement can only be attained by ensuring appropriate training and resolving the constraints of the school environment.

Empirical studies on teacher motivation in developing countries shows that level of motivation is considerably low among formal public school teachers. This situation varies from country to country. For example, a study on the teachers of Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal shows that more than 50 percent of the fifth grade teachers seems to prefer any other profession than teaching; over 40 percent of them liked their profession and do not want to change (Michaelowa, 2002). On the other hand, Ethiopia exhibits nearly all of the causes and symptoms of low teacher motivation.

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. So teachers' motivation is very important as it directly affects the students. Teacher motivation is affected by many factors. Amongst them are: Personal/social factors; Classroom environment ; Socio economic status; student's behavior; Examination stress; Rewards/incentives; Self-confidence/personality of the teacher and so forth

A study conducted on the factors affecting the motivational level of teachers at secondary school level in Rawalpindi shows that (Alam & Farid, 2011) most teachers were not satisfied with their salaries and it was concluded that low salaries of the teachers affected their teaching; Most teachers were not fully satisfied with their economic states. They wanted to upgrade the standard of life but they could not manage to do so; A good number of teachers felt that they had more capabilities than others; most of teachers were opined that students should be held responsible for their low results and not teachers; A number of teachers suggested that teachers should be given incentives and rewarded on showing good results.

In short, development of PLCs in developing countries is still a work in progress. For more robust PLCs in such countries teacher working conditions and motivation have to improve first.

**3.0 Suggestions for Future Research**

In recent two years, many studies continued to explore the essences and positive effects of Professional Learning Community (PLCs). Some researchers paid attention to the educational framework application to lead meetings, the implantation of Common Core Curriculum Standards (CCCS) which gave the common understanding of what students are expected to learn. The standards help in arranging the contents of textbooks or educational materials to help teachers notice disparity between their students' performance and the new standards. It requires the new changes of instruction. In fact, the obstacle for meeting students' CCCS is that teachers lack enough opportunities to work collaboratively and consistently to narrow the gap between the existing long established curriculum and the new standards.

According to Fisher, Frey, and Uline (2013), educators should face the challenges of making the changes of instruction and culture in applying to make the CCCS progress (p. x). The Professional Learning Communities provide the ideal structure to meet the demands of professional development with implementation of the standards requiring daily practices in schools (DuFour & Marzano, 2011). As the model of Professional Learning community, CCCS can make teachers work in collaborate and coordinate environment fitting for the educational changes to build consummate plans in order to make great progress

When CCCS application became the essential requirements in teaching, some researches indicated that students achieved learning success from more effective instruction (DuFour & Marzano, 2011). PLCs offer the container to make learning development through understanding the adequate subject knowledge to make the lessons significant and challenging. The latest reform of PLCs involve new programs application such as reading programs or chemistry programs for colleagues to partake which is regarded as the positive school plan to make PLCs attain progress. The teachers from the PLCs discuss and inquire into some new programs to build the new plan for implementation, and then the feedback is discussed in PLCs again. Teachers can maintain high quality instruction which is the most important advantage of the program.

Technology developments have led to the rise of massive open online courses or MOOCs offering teacher education programs. Some online offerings, for example those on coursera.org, edx.org, Open2Study.com have active virtual discussion boards where teachers can pose problems for discussion. Other MOOCs such as Stanford Online offer academic writing courses where teachers have made substantial contributions to the online interaction and some have continued discussion in other virtual spaces. These are equivalent to transient PLCs and deserve further research to determine their effectiveness.

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# Quality Indicators in Higher Education Institutions: Implications to Global Competitiveness

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**Abstract**: Higher Education Institutions (HEIs) in the Philippines are at the crossroad with respect to quality indicators set by local accrediting organizations and the international sectors that conduct annual world university ranking. In spite of the Education Criteria for Performance Excellence set by the local accrediting bodies, still HEIs in the Philippines did not make it in the ranking of Times Higher Education (THE). Only the four leading schools in the country which include University of the Philippines (UP), Ateneo de Manila University (ADMU), University of Santo (UST) and De La Salle University (DLSU) made it to Quacquarelli Symonds (QS) Top 500. This paper examined the criteria used by local accrediting bodies and international agencies. Major findings revealed that local accrediting bodies and international sectors use different assessment criteria, resulting to Philippine HEIs lagging behind rankings for universities in Asia and worldwide. Local accrediting agencies such as Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) gave more attention to the following quality indicators such as the physical facilities of the institution, its contribution to the local community and the credentials of the professors and administrators. On the other hand, international accrediting agencies such as Times Higher Education (THE) and Quacquarelli Symonds (QS) gave a huge percentage on the institution's popularity based on academic peer review and the international exchange of faculty and students. This juxtaposition indicates the discrepancy in defining the quality in higher education. Country can achieve global competitiveness by improving its quality of education system in higher education which is one of the efficiency enhancers (World Economic Forum). Philippines is currently between the factor-driven and efficiency-driven stage of development. Quality of higher education is crucial for economies that want to move up the value chain beyond simple production processes and products (Kremer, 1993).

**Keywords**: Quality Indicators, Quality Assurance, Accreditation, Global Competitiveness, Higher Education Institutions



## Introduction

Quality of education is defined by UNICEF (2000) as outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. Quality in higher education is a multidimensional concept (Brennan, Vries, Williams, 1997) that looks at the quality of a whole institution. Educational quality can be measured by means of indicators (Scheerens et al., 2011) which include educational input, process, outcome and context indicators. Education indicators provide information about the health of the educational system (Kaagan and Smith, 1985).

Higher Education Institutions (HEI) are regarded as one of the crucial factors in developing excellent manpower in a country. HEIs in the Philippines are either public or private colleges and universities which are licensed, controlled and supervised by the Commission of Higher Education (CHED). It is the government agency responsible for the formulation and implementation of plans, policies and program for the development and efficient operation of higher education system in the Philippines.

Most HEIs in the Philippines were subjected to the process of voluntary self-regulation carried out by local accrediting. Educational accreditation is a type of quality assurance process under which services and operations of an educational institution or program are evaluated by an external body to determine if applicable standards are met. Should standards be met, accredited status is granted by the agency (PAASCU, 2008). In the Philippines, two major accrediting agencies exist – Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). These accrediting agencies are under one umbrella – The Federation of Accrediting Agencies of the Philippines (FAAP).

Aside from the local accrediting bodies, some HEIs opted to obtain accreditation and certification for Quality management system (QMS) through ISO. Quality management system (QMS) is a set of policies, processes and procedures required for planning and execution (production/development/service) in the core business area of an organization. It integrates the various internal processes within the organization and provides a process approach for project execution. It enables the organizations to identify measure, control and improve the various core business processes that will ultimately lead to improved business performance (Baldridge, 2008). Unlike ISO, educational accreditation is a "formal recognition of an educational program as possessing high level of quality excellence based on the analysis of the merits of its educational operations in attaining its objectives and its role in the community it serves" (PACU-COA Manual of Regulation, 2006).

International organizations such as Times Higher Education and Quacquarelli Symonds provide ranking to the HEIs from all over the world that met their criteria. Based from the data of world rankings, Philippine HEIs did not make it to the top 100 Universities in the world, not even the top 10 in Asia, still HEIs in the Philippines did not make it in the ranking of Times Higher Education (THE). Very few of these schools made it to Quacquarelli Symonds (QS) Top 500.

**The Problem**

With the aim of understanding the gap between the quality indicators used by local and international agencies in evaluating the performance of HEIs, this paper sought to answer the following questions:

• What are the objectives of the local and international agencies and organizations in conducting accreditation and university ranking?
• What are the criteria used by the local and international agencies in evaluating the HEIs?
• What is the methodology used by the local and international agencies in assessing the HEIs?

**Philippine Accrediting Agencies**

**Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).** PAASCU is a private, voluntary, non-profit, non-stock corporation and service organization that accredits academic programs which meet standards of quality education. It is also one of the three founding members of the Federation of Accrediting Agencies of the Philippines (FAAP), which was established in 1977 and is authorized by the Commission on Higher Education (CHED) to certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits.

PAASCU has been a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). As of 2005, INQAAHE is composed of 150 accrediting agencies coming from over 60 different countries. These agencies have also created regional networks, one of which is the Asia-Pacific Quality Network (APQN), with PAASCU being one of its active members. PAASCU also has linkages with the Council for Higher Education Accreditation (CHEA), a private, non-profit national organization that coordinates accreditation activity in the United States, as well as with the National Committee on Foreign Medical Education and Accreditation (NCFMEA), which is based in Washington, D.C.

**PAASCU'S Objectives**:

1. To stimulate and integrate the efforts of institutions in elevating the standards of education in the Philippines.
2. To strengthen the capabilities of educational institutions in providing service to the nation.
3. To identify educational institutions which meet or exceed the stated educational quality criteria.
4. To encourage and assist institutions which have the potential and interest to improve through continuing evaluation and self-surveys.

5. To provide counsel and assistance to developing institutions and programs.
6. To provide basis for institutional relationships, particularly in the transfer of students
7. To provide guidance to students and parents on their choice of institutions and programs.
8. To attract financial aid from government and other sources intended for schools applying for accreditation and accredited programs.
9. To assist schools in their quest for local and international recognition of their academic programs.
10. To create network with national and international organizations involved in quality assurance.

**PAASCU'S Standards**. The Association does not impose arbitrary standards. The survey forms developed by PAASCU identify principles and practices which are found in excellent institutions. The statements in the survey forms are more qualitative rather than quantitative. The Association does not have specific formulas to apply or particular patterns of organization to follow. The criteria and survey instruments are merely tools to help the school measure educational quality. They are intended to serve as a guide for institutions as they strive for excellence and for accreditors as they assess institutional achievement. The standards reflect a realistic appraisal of the school's resources and their efficient utilization to help the institution achieve its goals.

Much emphasis is placed on the formulation of the school's purposes and objectives. Only when its goals are clear can the school discover the extent to which such purposes and objectives are being achieved. The self-made survey by an institution applying for accreditation is essential in the accreditation process. The said survey is an analysis by the institution's own staff, educational resources and effectiveness in relation to its purposes and objectives. PAASCU judges an institution not by comparison with other institutions but primarily by the degree to which each institution's avowed purposes are matched by actual practice in various areas being evaluated. Thus, a school is judged on the basis of the "total pattern" presented.

During the survey visits, the following areas are evaluated: (1) College/School Community Involvement, (2) Faculty, (3) Curriculum and Instruction, (4) Library, (5) Laboratories, (6) Physical Plant, (7) Student Services and (8) Administration. (PAASCU Primer)

**Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).** The Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) is a private accrediting agency which gives formal recognition to an educational institution by attesting that its academic program maintains excellent standards in its educational operations, in the context of its aims and objectives.

**PACUCOA's Objectives:**

1. To identify schools whose competence and performance in a particular field warrant public and professional recognition.
2. To guide students in choosing quality schools, colleges and universities that will meet their individual needs.
3. To help learning institutions achieve maximum educational effectiveness through self-evaluation and self-discipline.
4. To enlist the cooperation of learning institutions and professional associations in the mission of advancing the interest of education.

**PACUCOA Accreditation**. Accreditation is a concept of self-regulation which focuses on self-study and evaluation and on the continuing improvement of educational quality. It is both a process and a result. As a process, it is a form of peer review in which an association of schools and colleges establishes sets of criteria and procedures to encourage high maintenance of standards of education among its affiliate members. As a result, it is a form of certification granted by a recognized and authorized accrediting agency to an educational program or to an educational institution as possessing certain standards of quality which are over and above those prescribed as minimum requirements for government recognition. Accreditation is based upon an analysis of the merits of educational operations in the context of the institution's philosophy and objectives. Areas evaluated by PACUCOA accrediting team are (1) Purposes and Objectives; (2) Faculty); (3) Instruction; (4) Library; (5) Laboratories; (6) Physical Plant & Facilities; (7) Student Personnel Services; (8) Social Orientation and Community Involvement; and (9) Organization and Administration. (http://www.pacucoa.ph/about_pacucoa.htm)

**International Standards**

**Times Higher Education (THE) World University Ranking.** The Times Higher Education World University Rankings conduct international ranking of the world's top universities published by Times Higher Education (THE). The Times Higher Education (THE), formerly Times Higher Education Supplement (THES), is a weekly British magazine based in London reporting specifically on news and other issues related to higher education. Figure 1 shows the weighting scheme used by Times Higher Education to produce World University Ranking. It can be gleaned that there were 13 indicators used group into five broader categories.

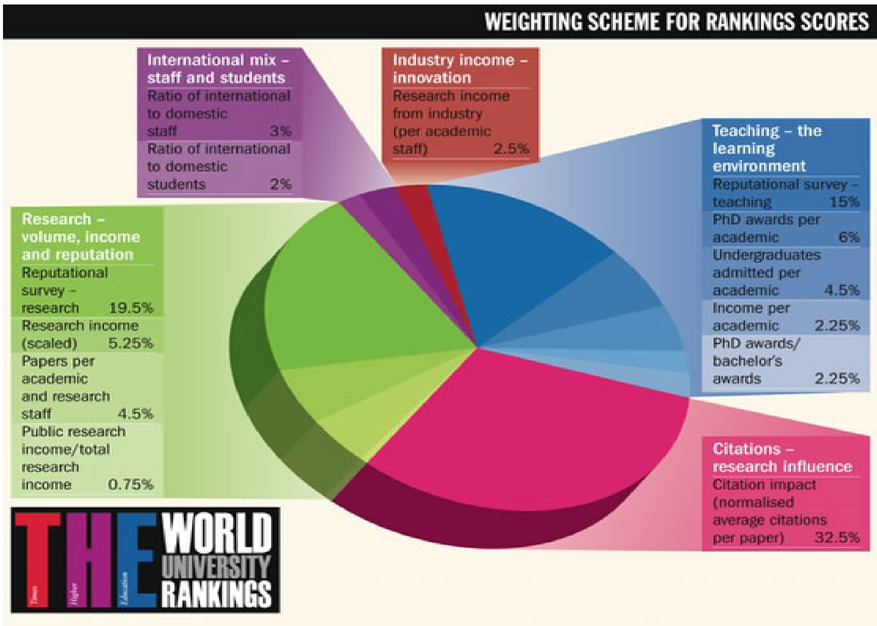


**Figure 1. Times Higher Education (THE) Weighting Scheme for Ranking Scores**
(http://www.timeshighereducation.co.uk/world-university-rankings/2010-11/world-ranking/analysis/methodology

**THE Weighting Scheme for Ranking Scores**. High weightings are given where consultation has shown unmistakable enthusiasm for the indicator as a valuable proxy and clear confidence in the data we have. Lower weightings are employed where confidence in the data or the usefulness of the indicator is less pronounced.

**1. Industry income** — innovation (2.5 percent of the overall ranking score). This category is designed to cover an institution's knowledge-transfer activity. It is determined by just a single indicator: a simple figure giving an institution's research income from industry scaled against the number of academic staff.

**2. Teaching** — the learning environment (30 percent). This broad category employs five separate indicators designed to provide a clear sense of the teaching and learning environment of each institution, from both the student and academic perspective. The flagship indicator for this category uses the results of a reputational survey on teaching. This broad category also measures the number of undergraduates admitted by an institution scaled against the number of academic staff. A form of staff-to-student ratio is essential. This measure is employed as a proxy for teaching quality — suggesting that where there is a low ratio of students to staff, the former will get the personal attention they require from the institution's faculty. The teaching category also examines the ratio of PhD to bachelor's degrees awarded by each institution. The final indicator in this category is a simple measure of institutional income scaled against academic staff numbers.

**3. Citations** — research influence (32.5 percent). This is measured by the number of times its published work is cited by academics. It has the largest of the broad rankings categories which reflects the relatively high level of confidence that the global academic community have in the indicator as a proxy for research quality.

**4. Research** — volume, income and reputation (30 percent). The most prominent indicator in research volume, income and reputation is based on the results of reputational survey. The research environment category includes a simple measure of research volume scaled against staff numbers.

**5. International mix** — staff and students (5 per cent). This category looks at diversity on campus — a sign of how global an institution is. The ability of a university to attract the very best staff from across the world is the key to global success. The market for academic and administrative jobs is international in scope, and this indicator suggests global competitiveness. The ratio of international to domestic students is a sign of an institution's global competitiveness and its commitment to globalization.

Universities were excluded from the World University Rankings tables if they do not teach undergraduates; if their research output amounts to less than 50 articles per year; or if they teach only a single narrow subject (http://www.timeshighereducation.co.uk/world-university-rankings/). With these criteria, most HEIs in the Philippines are excluded because their research output is less than 50 articles per year. A study on the status of research outputs in various HEIs in the Philippines showed a low turnout (13,859 research reports submitted to the ZRCs from 1996-2001). Among these studies, those conducted by individuals (72%) far exceeded collaborative and institutional research. About 69% of these individual studies were done by graduate students (master's and doctoral) as part of their degree requirements (Vicencio, Bualat, et.al, as cited in Salazar-Clemeña and Almonte-Acosta, 2007).

**Quacquarelli Symonds World University Ranking.** Quacquarelli Symonds (QS) is a company specializing in education and study abroad. The company was founded in 1990 by Wharton School MBA graduate Nunzio Quacquarelli. QS launched the World University Rankings in 2004, in cooperation with the Times Higher Education Supplement. QS and THE ceased their business relationship after the publication of the 2009 Rankings.

**Quality Indicators**

**1. Academic peer review** (40%). This is the most controversial part of the QS World University Rankings. Using a combination of purchased mailing lists and applications and suggestions, this survey asks active academics across the world about the top universities in fields they know about.

**2. Recruiter review** (10%). This part of the ranking is obtained by a similar method to the Academic Peer Review, except that it samples recruiters who hire graduates on a global scale.

**3. Faculty student ratio** (20%). These indicators attempt to measure teaching commitment.

**4. Citations per faculty** (20%). Citations of published research are among the most widely used inputs to national and global university rankings. The QS World University Rankings used citations data from Thomson (now Thomson Reuters) from 2004 to 2007, and since then uses data from Scopus, part of Elsevier. The total number of citations for a five-year period is divided by the number of academic staff in a university to yield the score for this measure, which accounts for 20 percent of a university's possible score in the Rankings.

**5. International orientation** (10%). This indicator is intended to capture their internationalism: 5 percent from their percentage of international students, and another 5 percent from their percentage of international staff. (http://www.topuniversities.com/university-rankings/world-university-rankings)

**Comparative Analysis**

Standards and criteria are defined and explicated by local accrediting agencies and international bodies in different ways. Figure 2 shows the comparison of the assessment criteria used by local and international agencies.

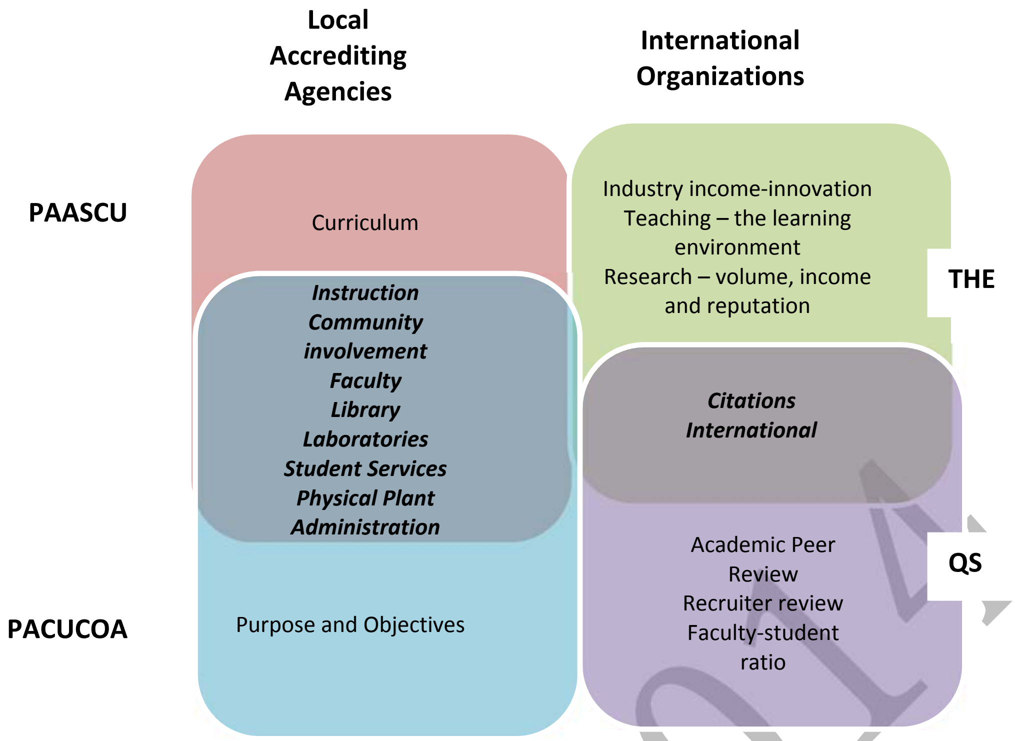


**Figure 2. Venn Diagram showing the Comparison of Local and International Assessment Criteria**

It can be gleaned from the Venn diagram that Philippine accrediting agencies (such as PAASCU and PACUCOA) have their own set of established performance criteria that universities or colleges need to meet in order to qualify and gain recognition. These criteria are far different from the indicators used by international organizations such as THE and QS. Based on the above presentation, local accrediting agencies focused more on the instruction, community involvement, faculty profile, library collections, laboratory facilities and administration. On the other hand, international organizations such as THE and QS give more emphasis on the citations of published research articles and international aspects. Apparently, local and international agencies have different set of criteria used in their assessment.

**Status of HEIs in the Philippines**

The Commission on Higher Education (CHED) defined a higher education institution (HEI) as an institution of higher learning that primarily offers degree program which leads to a specific academic credential such as a bachelor's degree, a master's degree, or doctorate degree (The Revised CHED Data Element Manual, 2005). The HEIs in the Philippines are classified into State University/College (SUCs), Local University and College (LUCs), Other Government School (OGS) and Private HEIs. State University/College (SUCs) - State University/College (SUCs) is a chartered public higher education institution established by law, administered, and financially subsidized by the government. Local University and College (LUCs) is a public higher education institution established by the local government through an appropriate resolution/ordinance and financially supported by the local government concerned. Other Government School (OGS) is any public secondary and post-secondary education institution, which is usually a technical-vocational education institution that offers higher education programs. Private HEIs are classified into private non-sectarian and private sectarian. Private non-sectarian (PN) is any private higher education institution duly incorporated, owned and operated by private entities, which are not affiliated to any religious organization. Private Sectarian (PS) is any private higher education institution, usually non-stock, non-profit, duly incorporated, owned and operated by a religious organization (Glossary of Commonly Used Terms in Education Statistics). Figure 3 shows the distribution of HEIs in the Philippines.

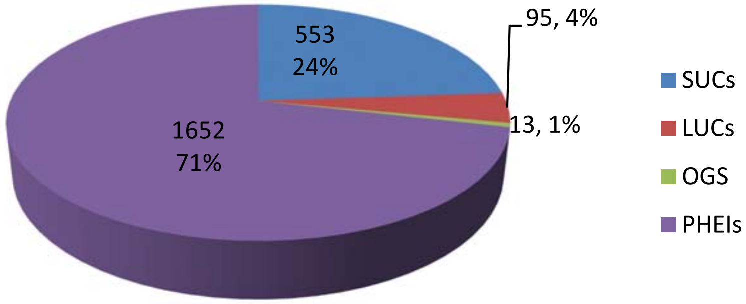


**Figure 3. Distribution of HEIs in the Philippines**
(http://data.gov.ph/infographics/ched-higher-education/d1/2/2012/2013)

The leading universities in the Philippines include University of the Philippines (UP), Ateneo de Manila University (ADMU), University of Santo (UST) and De La Salle University (DLSU) are included in international academic circles based from the ratings done by Quacquarelli Symonds (QS). Except for UP, these top universities are considered private catholic HEIs. Figure 4 shows the ranking of these leading universities in the QS University Ranking in Asia from 2011-2014. Both UP and UST have PACUCOA accredited programs as of April, 2013 (http://www.pacucoa.ph/accredited%20institutions/ncr/ncr.htm) while DLSU and ADMU have PAASCU accredited programs. The Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) awarded De La Salle University-Manila (DLSU-M) Level IV status. DLSU-M is the first university to be given the highest accreditation (http://www.dlsu.edu.ph/offices/iaa/articles/dlsu_paascu.asp).

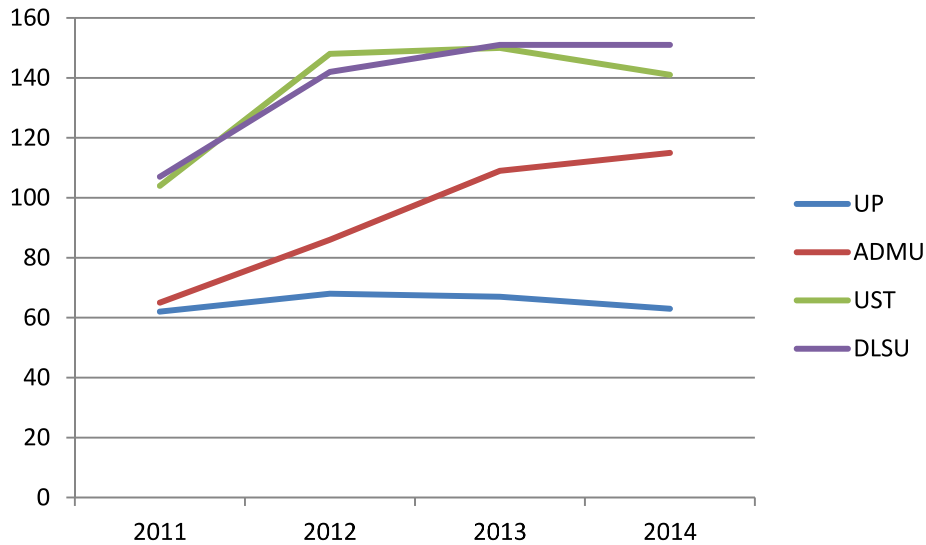


**Figure 4. Philippine HEIs included in the QS University Ranking in Asia from 2011-2014**
(Data from http://www.topuniversities.com/university-rankings/asian-university-rankings)

**Global Competitiveness**

In the World Economic Forum, global competitiveness is defined as the set of institutions, policies and factors that determine the level of productivity of a country. The level of productivity, in turn, sets the level of prosperity that can be earned by an economy. Global competitiveness have 12 pillars (Figure 5) which is clustered into three categories such as basic requirements, efficiency enhancers and innovations and sophistication factors. Among the six pillars included in the efficiency enhancers is the higher education and training which is one of the key factors for efficiency-driven economies. Quality of higher education is crucial for economies that want to move up the value chain beyond simple production processes and products (Kremer, 1993).

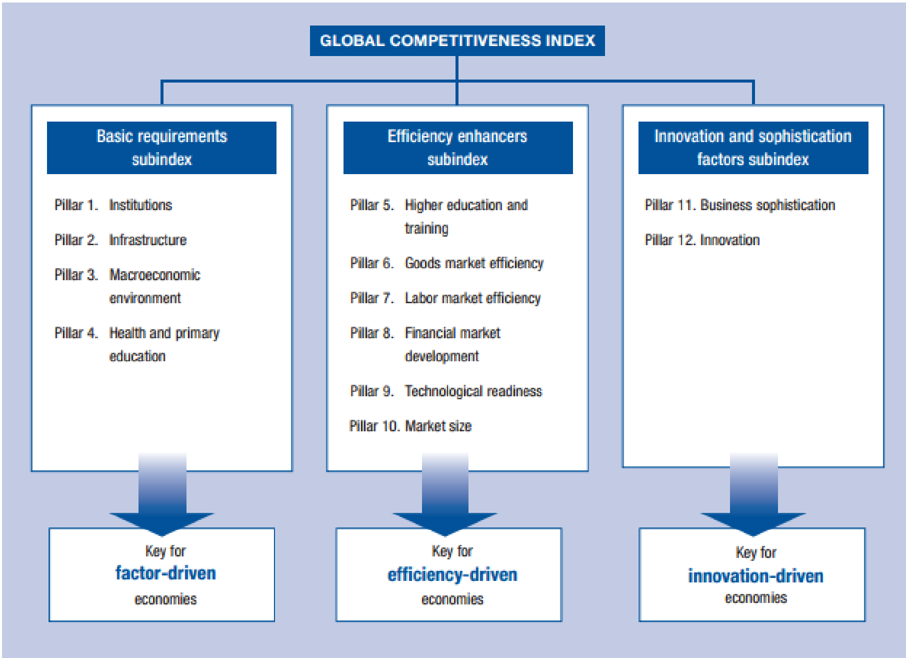


**Figure 5. The 12 Pillars of Competitiveness**
(http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2014-15.pdf)

The Philippines is the "most improved country overall" in terms of global competitiveness in the last four years wherein it climbed 33 notches since 2010 (Rivera, 2014). The country's gain of 33 places since 2010 (Figure 6) is the largest over that period among all countries studied. The results suggest that the reforms of the past four years have bolstered the country's economic fundamentals. Nevertheless, Philippines is between the economies which is factor-driven and efficiency-driven stage of development. Quality of higher education is one of the pillars in efficiency enhancers.

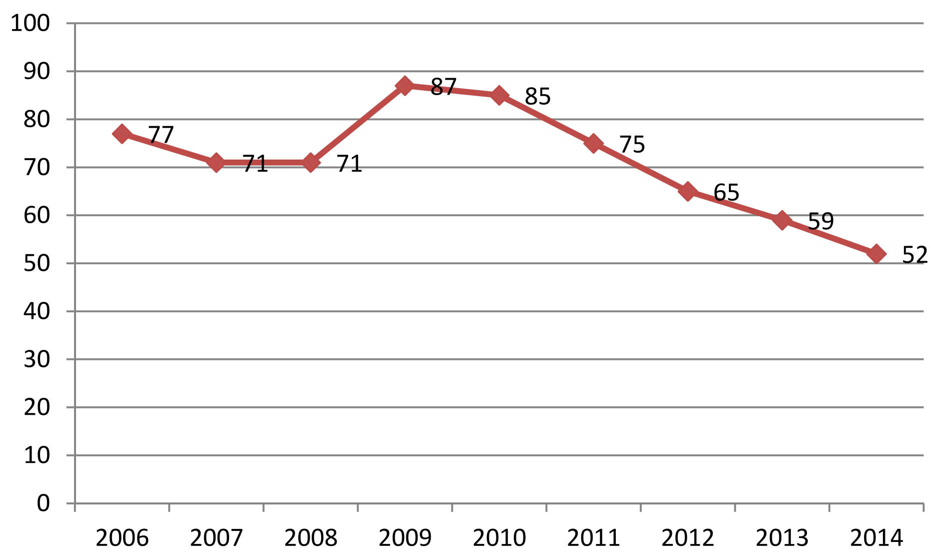


**Figure 6. Philippines Global Competitiveness Index 2006-2014**
(http://reports.weforum.org/global-competitiveness-report)

**Conclusion**

Accrediting agencies are established to ensure quality education and student satisfaction among institutions worldwide. Major findings revealed that local accrediting bodies and international sectors use different assessment criteria, resulting to Philippine HEIs lagging behind world rankings for universities in Asia and worldwide. Local accrediting agencies (such as PAASCU and PACUCOA) gave more attention on the physical facilities of the institution, its community contribution, and, credentials of faculty and administrators. On the other hand, international accrediting agencies (such as THE and QS) gave a huge percentage on an institution's popularity based on academic peer review and its international exchange of faculty and students. With the mentioned juxtaposition, it leads to the conclusion that Philippine HEIs do not meet the emerging challenges for global competencies of graduates-professionals due to differences of performance criteria. More importantly, an urgent recommendation should be addressed immediately by the Commission on Higher Education to close the growing gap in terms of educational standards.

**Recommendations**

The annual Global Competitiveness Report (GCR) published by the World Economic Forum includes higher education institutions (HEIs) as one of the 12 pillars of competitiveness, providing a comprehensive picture of the competitiveness landscape in countries around the world at all stages of development (http://www.weforum.org/issues/global-competitiveness). Thus, it is imperative for every nation to develop an excellent higher education system that will improve knowledge of the labor force to become globally competitive. Grassroots efforts should start from each HEI in the Philippines by repositioning their strategies to the concept of globalization. Furthermore, local accrediting agencies for Philippine HEIs may consider the performance indicators used by the international agencies such as THE and QS. This may help in preparing Filipino graduates to be globally competitive.

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# REFLECTIONS OF THE MUSEUM OF THE HISTORY OF SCIENCE AND TECHNOLOGY IN ISLAM ON HIGHER EDUCATION

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ABSTRACT

In this study, the role of "Museum of the History of Science and Technology in Islam" and its founder in developing an education setting, will be discussed and assessed. A copy of the museum named "Science and Technology in Islam" which took years to be established by Goethe University in Germany was established in Istanbul in 2008. In addition to eight hundred objects in the museum in Germany and five hundred objects in the similar museum in Istanbul, research methods of inventors are also displayed. Questioning "Museum of the History of Science and Technology in Islam" and exemplary thoughts of scholars who have works in this museum, their research methods, and professional personalities, the findings are evaluated for the development of science and technology in today's world and betterment of education system.

Prof. Dr. Sezgin, who is an internationally-known and efficient science historian and opinions of chosen scientists in the history of science and technology, their research methods, scientific personalities and their qualities of being a role model will be discussed and assessed. The life of chosen scientist, his works, awards, the museum he established and publications about him will be analyzed; his professional goals and argument of scientific civilization will be discussed and interpreted according to Kuhn's concept of "war of paradigms".

**Key Words**: history of science and technology, science and technology in Islam, science and technology museum, teacher and engineer training

## Introduction

Most of the orientalists, studying current and historical culture of the east, ignore developments in eastern cultures and civilizations and continue making negative assessments. Although they accept a thousand-year dark age between ancient age and renaissance, they disregard the effect and contribution of "Islamic Civilization" to Europe in the dark age (Bayraktar, 2012, p:8-12; Sezgin, 2009, p:9-19; Turan, 2010 p:37-38; Yılmaz, 2009, p:45-52;Yıldırım, 2003).

Turkish intellectuals have difficulty in believing the contributions that their society could have made to today's civilizations, because they don't know and don't investigate the historical contributions our society made to the development of western culture (Sezgin, 2009, p:9-19; Turan, 2010, p:37-38; Yılmaz, 2009, p:45-52). Most of the Turkish intellectuals are shy to produce shared projects with their westerner colleagues or lack self-confidence (Sezgin,2009 p:9-19; Hocaoğlu, 1995 p:425-435). Turkish intellectuals are too far from having a purpose and grief in their hearts and life visions to establish a new civilization (Hocaoğlu, 1995 p:434-435). .

Prof. Dr. Sezgin's academic characteristic, his personal development, the background of the first production process of the cars in his museum and scientific principles of his way of thinking will lead to new developments and new dimensions for education system. The way how we can reflect Dr. Sezgin's historical and outstanding skills, experiences and opinions on today's education system should be discussed.

## Method of this Study

The methodology of this study consists of analyses of different publications, including five-volume book "Science and Technology in Islam". In the analyses of documents, distinct features in scientific characteristics of scientists, their important qualifications are reviewed as case studies (Cohen, 2000 p:181-190). Dr. F. Sezgin's life, academic development and works have been chosen as a role model in education. Dr. F. Sezgin's life, works, academic development, characteristics which can be role model, are discussed and evaluated through qualitative method (Creswell, 2014. p:23). Research methods of talented historical figures, whose works are exhibited in this museum, their thoughts, suggestions, their contributions to their own civilizations are investigated, and their reflections on today's education are discussed and assessed (Cohen, 2000 p:181-190 ).

Parallel similarities between Dr. Sezgin's life, academic pesonality, methodology and historical figures he studied are remarkable. Like his predecessors Biruni and his PhD advisor Prof. Ritter, Dr. Sezgin's principle of learning the language of the field he was studying, similar to archaeological excavations, refers to qualitative research methodology (Creswell, 2014. p:23; Cohen, 2000 p:137-156; Sezgin, 2010, p:9-19; Turan, 2010 p:46, 52; Yılmaz, 2009, p:14-15).

## Dr. Sezgin's Biography

F. Sezgin was born in Bitlis, Turkey and came to Istanbul for higher education in science-engineering. One of his friends took him to a seminar given by orientalist Professor Hellmut Ritter. What German professor said in the seminar overwhelmed Fuat Sezgin. Although Turkish intellectuals despised their own history of science, German Ritter claimed the contrary. After this seminar, Fuat Sezgin decided to pursue his field and academic studies with Ritter. However, it wasn't easy to catch up with Ritter's work pace, and his pace of language learning (Yılmaz, 2009. p:14). His advisor Ritter told his student Sezgin that he wouldn't be a scientist with 13-hour work pace and he had to increase this (Yılmaz, 2009. p:13). Fuat Sezgin, who gave a great importance to planning time like his advisor Ritter, stated that he had been late only for three appointments throughout his life and he had never been able to forget the grief (Turan, S. 2009 s:14).

He internalized the virtues and high merits of summit personalities he encountered in "History of Science"; he preferred to understand the article, which he was studying, learning the writer's original language (Sezgin, 2010. p:17-27; Yılmaz, 2009. p:13-14). When needed, there was no country that Dr. Sezgin didn't travel, and there was no language that he didn't learn.

In his PhD, he gave the first signals of his thesis "The Bridge of Islamic Civilization". In opposition to the claims of western orientalists, in his associate professorship thesis "The Sources of Buhari", he proves that the hadiths and their bases are nourished from written sources. He was an associated professor who was suspended from the university in 1960 military coup and was among the professors known as 147s. He was smeared and became unemployed during those times http://www.dunyabulteni.net/haber/134407/147likler-neden-universiteden-atildi-)..

## Dr. Sezgin's Scientific Personality

Dr. F. Sezgin who became unemployed in Turkey chose Germany to continue his research career abroad. With the studies he conducted in Germany, firstly, he renewed his associate professorship, and then became the professor of the history of science. He founded a research institute, a department, a foundation and a museum and so gained an international reputation.

In UNESCO meetings, it was believed that, available "Arabic Handwritings Archive" (Geschichte der Arabischen Schrifttum/GAS), could be renewed only by a commission of experts. Dr. Sezgin published the first volume of his studies that he conducted on this issue and the commission dispersed (Yılmaz, 2009 p:29). Dr. Sezgin's Arabic-German AHA publications, of which 21st volume will be published in 2014, remind of the function of Kasgarli Mahmut's "Divan-i Lugat-i Turk" which was the first Arabic-Turkish book and they are also appreciated by Arabic professors (Turan, 2011, p.8-9; Turan,2010,p.18). (http://ekitap.kulturturizm.gov.tr/Eklenti/10825,123pdf.pdf?0).

After working six months, Dr. Sezgin discovered that his employment in Germany was temporary. With his reply to the administrator of the department, he proved his belief: "Please don't be upset! I have planned all my career steps respectively and I have achieved all of them. Planning and achieving must have spoiled me; this is why this has happened to me. I don't know what to do tomorrow" (Turan, 2011).

## Dr.Sezgin'sMethodology ,Civilization Argument

Parallel similarities between Dr. Sezgin's life, academic personality, research methodology and historical figures he has studied are remarkable. Before commencing a study, Dr. Sezgin, like Biruni, learns the language of the target subject; and supports the principle that original thoughts should stay connected with their essence (Bayraktar, 2012, p:24-37; Sezgin, 2010. p:17-27). This principle indicates that he has adopted ethnographic research methodology in archeological excavations (Cohen, 2000 p: 137-156; Bayraktar, 2012, p:24-37)..

He commemorates prior western scientists who studied the positive contributions of Islam civilization to western culture and referred to these contributions in their publications. Dr. Sezgin states that most of the western scholars disregard Islam civilization as result of the sense of superiority; that scholars in Islam don't know Islam civilization at all and have a sense of inferiority. (http://www.ibttm.org/TR/media/konusma.pdf)..

As being a science historian, instead of "inferiority /superiority argument", he defends "The Bridge of Civilization Argument" in his studies of "Science and Technology in Islam". Sezgin's "The Argument of the Bridge of Islam Civilization" was supported, before him, in the studies of European historians of the science, Herder, Goethe, Humboldt and others with documents (cited from Sezgin, 2010 p 24). The claim which Dr. Sezgin cites from science historian Franz Rosenthal is also remarkable: "If Islam civilization had defined the science only in terms of practical benefit and scientific curiosity, it couldn't have developed so fast and efficiently. The understanding of the science in the beginning of Islam covers the whole life; it is the impulse of the life and in the center." (Cohen, 2000 p:137-156; Sezgin, 2018 Volume-I p: 5).

Dr. Sezgin's "The Bridge of Islam Civilization Argument", at the present time, is also supported by Kuhn's work "The Structure of Scientific Revolutions" and his concept of "war of paradigms" (http://www.theodor-rieh.de/heinrich/Kuhn.pdf).

Before Dr. Sezgin, another successful advocate of the same research method was a German named Eilhard Wiedeman. Five of the tools belonging to Islam civilization which Wiedeman, who had more than two hundred publications, produced are in the inventory of Deutsches Museum, today. (http://www.ibttm.org/TR/media/konusma.pdf ).

## The Museum of History of Science and Technology in Islam

"Museum of History of Science and Technology in Islam" was opened in Gulhane district by Istanbul Municipality on 26th of May,

2008. It covers an area of 3500 square meters. Approximately five hundred tools from different disciplines, such as astronomy, geography and cartography, medicine and pharmacy, mathematics, physics and technology, chemistry, botanic, mineralogy and hours, are exhibited in showcases in Turkey (eight hundreds in Germany). There are also publications related to research methods of important scholars in history, their advisory thoughts and museum (Cohen, 2000 p:137-156) (http://www.igaiw.de) (http://www.ibttm.gov.tr).

In international famous museums, the models of tools which are considered to be important for the developments in the history of science, are also displayed similarly (e.g. Deutsches Museum, British Museum). In this field, half open-air museum in the famous research institute in CERN in Switzerland was designed for a different function. While huge vehicles retired from the accelerator in the CERN, their functions and services in open-air and their contributions to technological developments (MR and PET in medicine, http://www protocol in communication etc.) are introduced and displayed in open-air, students are allowed to wander through the copy of research tunnel and to conduct experiments inside the facility (Corlu, 2009; tour and observation records, course materials). Schools are encouraged for education trips as groups and they are supplied with the support of education guidance. University students and instructors are encouraged to participate in summer education programs in CERN with expert guides in their own languages (including Turkish) (http://home.web.cern.ch/students-educators/summer-student-programme).

## Findings, Results and Suggestions

Explaining the structure of scientific revolutions, Kuhn also criticizes the understanding of research and science in the form of "solving puzzle" (Kuhn, 2014). With their puzzle-solving understanding functioning as "a screw in the machine of western civilization", researchers from the countries, which are outside Europe and aren't regarded within the scope of civilization, couldn't produce a genuine and valid civilization argument and an understanding of shared science-technology, and it seems that they won't be able to.

The ones, who shaped the history of science and the development of technology in eastern cultures, dedicated their lives to the development of science and technology with compassion and high motivation. İbni Batuta, departing from Morocco and traveling to 44 countries (at the present time) in three continents, recorded his tours which lasted 29 years in his book (Al Hassani, 2010 p 256-261; Everett and Reid, 2001 s 4-5; Sezgin, 2012 VI p:61 and VIII p:8). Biruni, Evliya Celebi, Katip Celebi, Khwarizmi conveyed their studies, lifelong observations, findings, problem solutions to today, recording them in their books (Sezgin, 2012; Bayraktar, 2012 p.28-79). Abdus Salam (Salam, 1988) and Franz Rosenthal explain the source of impulse that motivated distinguished, high quality scholars who are famous in the history of science to dedicate all their lives to science working night and day, with the real science paradigm in the beginning of Islam (Sezgin, 2003 volume-I p:5). An advanced civilization argument, a universal science understanding and an education system, which could gain such a high motivation and impulse for scientific research, had borders with Europe and kept in touch with Europe, remaining at the top for eight hundred years

(Kuhn, 2014; Sezgin, 2008; Sezgin, 2010; Sezgin, 2012; Salam, 1984; Salam, 1988)..

The genuine copy of the book "Museum of the History of Science and Technology in Islam", which Dr. Sezgin summarizes, consists of five volumes (http://www.igaiw.de). With expertise museums reflecting the developments in the history of science and technology and "education support programs" which they organize, they contribute to the formation of science-technology culture in the society. In the museum established in Istanbul, scientific understandings of these outstanding and talented people who had important contributions in the history, their research methods, techniques of experiment, assessment and observation, their advices on the development of science and science history preserve their actuality for today's education (Cohen, 2000 p:137-156; Sezgin, 2010 p:17-27). .

Scholars, teachers, trainers, engineers, scientists and politicians of the countries, which are not regarded as a part of the culture of western civilization, investigating and learning their own history of science, can look for understanding of shared science and civilization arguments where they lost them.

**Note :** Subjects in Museum of the History of Science and Technology in Islam were presented as assignments of "History of Science" course by students at Mathematics Department of Istanbul Commerce University.

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# RELIABILITY AND VALIDITY OF THE MULTICULTURAL EDUCATION AND DEMOCRACY PERCEPTION SCALE: A SCALE DEVELOPMENT STUDY[5]

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**ABSTRACT**

The importance of education on social transformation, on modernization, and on realization of the values democracy conveys on individuals which cannot be ignored. As part of equality of opportunity, the role of the realization of the purposes of multicultural education on individuals, that emphasizes people of different cultures benefit from education coequally, will also certainly be assumed by education. To fulfill this duty that needs to be carried out by education, the attitudes, perceptions and interpretations of individuals towards democracy should be known. This required information will ensure that educational activities and it will be carried out more consciously and deliberately. In this vein, the purpose of this study is to develop Turkish Culture specific "Multicultural Education and Democracy Perception Scale" (MEDPS). It is predicted that this scale will help data collection on multicultural education, and with the results it provides, it will also contribute to the planning of education. In consequence of the exploratory and confirmatory factor analysis, it was determined that MEDPS has a five-factor structure. Through to the Cronbach Alpha internal consistency and reliability coefficient, it proves to be a reliable scale.

**Keywords**: Multiculturalism, multicultural education, democracy, perception, scale development

## INTRODUCTION

Multicultural education is an important phenomenon which has recently attracted more attention in academic community (Aydin, 2013). Banks (2009) defines multiculturalism as social and cultural diversity structured by people of different ethnicity, culture, language, and religion. Similarly, one other definition by Parekh (2002) is that multiculturalism is simply the existence of different cultures living together. In a broader sense, "it represents that in a society other cultures have the opportunity to grow by themselves and protects their entity" (Aydin, 2013 p.3). In addition, Banks and Banks (2004) emphasizes that multiculturalism aims to build a society where nobody has any advantages or disadvantages because of their differences, and everybody lives in peace having equal rights without any discrimination. Aydin (2013) also argues that the essence of multiculturalism lays the purpose of reducing discrimination and increasing open-mindedness.

Multicultural education, it is the awareness of cultural, religious, educational, social class, being disabled, age, gender, sexual orientation, lingual, ethnic and racial dimensions (APA, 2002). In addition, several researchers, including Gay (2004) defines multicultural education as an educational philosophy that provides equal opportunities for all students in the path of success and enables to live with diversity and cultural differences. By setting equal opportunities, Castagno (2009) stresses, the process of education will be based on preparing the environment according to pluralistic values. Moreover, multiculturalist underline that multicultural education develops social justice principles. For instance, Banks (2002), Bennett (2001), and Gay (1994), argue that the basic principles of teaching and learning in multicultural education are the end of prejudice, gender discrimination and any type of discrimination; allowing different cultures in to learning environment; the

[5] This article is composed from Süleyman Çelik's thesis study titled "Multicultural Education And Democracy Perceptions of Undergraduate Students in Turkey", in 2014 at Yildiz Technical University, Institute of Educational Science, Curriculum and Instructional Studies Department by Süleyman Çelik with Assistant Professor Hasan Aydin (The thesis advisor) and Çetin Toraman

integration of different cultures, inheritance, experience and perspective; setting connections between school life and real life experiences for culturally different students (as cited in Cirik, 2008).

Furthermore, Nieto (1996) indicates that multicultural education accepts and supports positive ethnic characteristics in the class environment. She suggests that multicultural education is a comprehensive school reform and fundamental education process. Thus, it objects and declines any sort of discrimination in schools and societies and develops social justice principles. Nieto (1996) mentions 7 basic principles of multicultural education:

1. Multicultural education is an *anti-racist education.*
2. Multicultural education is *basic education.*
3. Multicultural education is *vital for all students.*
4. Multicultural education is *common.*
5. Multicultural education is *the education for social justice.*
6. Multicultural education is a *process*
7. Multicultural education is *critical pedagogy.*

Nieto further argues that multicultural education is against the idea that one race is superior or interior to others while supporting equal opportunities for all individuals. Besides, multicultural education incorporates humanistic initiatives for understanding different cultures (Banks, 2008), providing learning of differences for students (Gay, 1994), and stressing freedom, justice, equality and human honor (Aydin, 2013).

As diversity in the world grows, it becomes increasingly important for students all over the world to acquire the knowledge, skills, and values essential for functioning in cross-racial, cross-ethnic, and cross-cultural situations (Salili & Hoosain, 2001). For democracy to function in a pluralistic nation-state, its citizens must be able to transcend their ethnic and cultural boundaries in order to participate in public discussions and actions (NCSS, 1991). Researchers define democracy in a different perspective. For example, Zimmermann (2012) define democracy as "rule by the people" while Becker and Raveloson (2008), as “government by majority, and Erturk (1981) as “not just being a type of governing, is a philosophy and life style. From the definitions, it is clear that democracy is in relation with education and in turn with multicultural education.

According to Halvorsen and Wilson (2010), and Schugurensky (2010), multicultural education is an area of study with the goals of helping all students develop knowledge and skills, and participate effectively in a democratic society. Parker (2003) states, all entities of a society such as the media, corporations, social forces or educators are responsible for helping to create a democratic living, but educators are “the primary stewards of democracy”. In this context, Dewey (1916) stresses that ‘‘Democracy cannot merely ‘tolerate’ diversity; it alone of all forms of civilization requires diversity’’ (p. 76). In addition, Seltzer-Kelly et al. (2010) stresses that without the variety offered by pluralism, human experience would be bereft of the consciousness of that variety and the opportunity to encounter and consider it critically—a prerequisite for democratic citizenship (p.444).

Many studies conducted on the effects of multicultural education on democracy indicate that employing multicultural components in the education program helps students develop more democratic attitudes, and in turn, create a more democratic society. A study by Shirley (1988) concludes that multicultural activities added in the curriculum made white skinned students have more positive attitudes towards non-white skinned students. Lee’s (1993) study on African-American students also showed positive results as to the effects of culturally responsive teaching on student learning. Furthermore, in their study on African-American students studying at a culturally different school, Fleming, Guo, Mahmood, and Gooden of Texas Southern University (2004) found that presenting culturally-relevant materials to African-American students proved 112% more effective in improving their reading performance. In short, it seems plausible to think that the creators of a democratic living in the society are educators themselves.

There are diverse studies to measure the perceptions and attitudes (of teachers, teacher candidates, students and academicians) towards multicultural education and democracy. Among these are *The Multicultural Attitudes and Competencies Among Student Scale* by Guyton and Weshe (2005) measuring knowledge, attitudes and behaviors towards multicultural efficacy, *Multicultural Beliefs Scale* by Reiff and Carnella (1992) measuring beliefs and attitudes towards multiculturalism and *Teacher Multicultural Attitude Survey* by Ponterotto, Baluch, Greid ve Rivere (1998) measuring teachers attitude towards multiculturalism. Besides, Multicultural Personality Questionnaire by Van der Zee & Van Oudenhoven (2002) measures cultural empathy, openness, social initiation, emotional balance and flexibility. Likewise, *Multicultural Attitude Scale* by Damgaci (2013) investigates the attitudes of academicians in Turkey towards the necessity and application of multicultural education in Turkey. In addition, Basbay and Kagnici (2011) developed *Multicultural Efficacy Perception Scale* to indicate academicians' perceptions towards the issue of multiculturalism. *The Multicultural Education and Democracy Perception Scale*, on the other hand, aims to indicate Democratic perception towards culture, multicultural education and democracy perception in educational environment, negative perception toward multicultural education and education's presenting opportunities for multicultural education.

Research has shown that there are several scale development studies on multicultural education and democracy. However, it has been found out that these studies are mostly towards teachers and academicians. There is no scale developed for undergraduate students' perception on multicultural education and democracy. In this vein, the purpose of this study is to develop a scale (Multicultural Education and Democracy Perception Scale [MEDPS]) to determine undergraduate students' perceptions of multicultural education and democracy. Throughout, the following research questions are sought to answer:

1. What are the exploratory factor analysis results of MEDPS?
2. What are the confirmatory factor analysis results of MEDPS?
3. What are the internal consistency reliability analysis results of MEDPS?

## METHOD

### Research Design

This research is a descriptive research. In the study, it was aimed that Multicultural Education and Democracy Perception Scale (MEDPS) determining undergraduate students' perceptions of multicultural education and democracy be developed. A trial application was carried out, and the technical features (reliability and validity) of the scale were described.

### Scale Development Group

MEDPS is a scale developed towards undergraduate students. In the development of MEDPS, inquiries were made from two different groups. These groups can be defined as:

*Data Collection Group for Exploratory Factor Analysis and Reliability:* This group is the one that was formed to determine the technical features of the scale: the construct validity (exploratory factor analysis) and reliability (Cronbach Alpha reliability coefficient in the meaning of internal consistency). In this group, there were undergraduate students studying in two universities from the cities of Anatolian Center and from one of the largest metropolitan city in the Marmara region. These were undergraduate students that were registered in their universities and studied in the Fall semester of 2013-2014. Applications were made in November 2013. The scale was applied to 143 students of different grade levels (32 first year, 41 second year, 48 third year, and 22 fourth year), and different genders (78 females, 65 males).

*Data Collection Group for Confirmatory Factor Analysis*: This group is the one that was formed to determine whether the structure acquired in the construct validity (exploratory factor analysis) is confirmed with data obtained from another group. In this group, there were undergraduate students studying in two universities from the cities of Anatolian Center and from one of the largest metropolitan city in the Marmara region. These were undergraduate students that were registered in their universities and studied in the Fall semester of 2013-2014. Applications were made in December 2013. The scale was applied to 186 students of different grade levels (48 first year, 42 second year, 56 third year, and 40 fourth year), and different genders (97 females, 89 males).

### Scale Development Procedure

In the development of MEDPS, the steps listed below have been followed:

1. Determining the aim of the scale (determining the perception of multicultural education and democracy)
2. Defining the target group to apply the scale on (undergraduate students)
3. Determining the nature and scope of the features (perception) intended to be specified in the scale (In this process, literature review has been taken as a reference)
4. Deciding on the types of items in the scale in the context of the features intended to be determined (perception)
5. Writing test items in the type of items decided
6. Revision of the items and forming a questionnaire
7. Asking domain experts' opinions about the legibility of the scale to measure the intended features
8. In accordance with the domain experts' opinions, giving the scale its final form before the trial application
9. Determining how to grade the items
10. Presentation of the technical features of the scale (reliability and validity) at the end of the trial application
11. Presentation of the scale in line with the acquired results

### Multicultural Education and Democracy Perception Scale and Its Features

MEDPS, before the determination of its technical features (reliability and validity), was developed as a 5-scale likert type scale (strongly disagree, disagree, partially agree, agree, strongly agree) consisting 25 items. Before the development of the scale, the researchers reviewed the literature on multicultural education and democracy. The scale developed in accordance with the reference from the literature was presented to domain experts' opinions before being used in a trial application. Domain experts consisted of four educational sciences academicians that studied on multicultural education and one doctorate student in the field of assessment and evaluation. In accordance with the feedback from domain experts, the scale was given its final form and the trial application was carried out.

At the end of the trial application, it was found out that 8 items in the scale (items 3, 6, 8, 9, 14, 15, 18 and 25) showed a load on multiple factors. These items that showed a load on multiple factors were eliminated from the scale. As a result of these operations, there remained 17 items in the scale. The remaining 17 items were renumbered.

The remaining 17 items in the scale were grouped under four factors (components). Names of these factors and their sub-items are listed as the following:

- *Democratic Perception towards Culture (DPTC)*: This is the factor that analyzes whether the participants look at/perceive different cultures from a democratic point of view. Items of this sub-component are 3, 4, 5, 6, 7, and 13. The highest possible score is 36. A high score indicates a positive and democratic perception towards different cultures.
- *Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)*: This is the factor that analyzes the perception towards the consideration of multicultural education in the education environment. In this sub-component, the items are 8, 9, 10, 12 and 14. The highest possible score is 25. A high score indicates the perception towards the consideration of multicultural education in the education environment.
- *Negative Perception towards Multicultural Education (NPTME):* This is the factor based on the perception that inclusion of multicultural education in the education environment causes conflicts and some states of distress. In this sub-component, items are 15, 16, and 17. The highest possible score is 15. Items in this sub-component should be scored by coding reversely since they are of negative meaning. A high score indicates the perception that multicultural education will bear negative results.
- *Perception of Education's Presenting Opportunities for Multicultural Education (PEPOME)*: This is the factor that analyzes the perception that education should focus on various cultures. In this sub-component, items are 1, 2, and 11. The highest possible score is 15. A high score indicates the perception that education gives opportunity to various cultures.

## FINDINGS

### Exploratory Factor Analysis

Data were converted to IBM-SPSS 21 package program. Exploratory Factor Analysis (EFA) is an analysis applied to uncover how the construction of a scale is, and to reveal the factorial construction of a scale, developed to find the characteristics/relations between measured variables. Within the scope of EFA, principle components analysis (PCA) was applied to data set from 143 individuals. In the content of this analysis, before starting the analysis whether it is proper for the data set to be subjected to factor analysis, in short, for the compliance of the data set Kaiser Meyer Olkin (KMO) and Bartlett's Test should be applied (Büyüköztürk, 2003; Özdamar, 2013). In the analysis, KMO value was found 0.852. This rate being more that 0.50 showed that the data set was appropriate for factor analysis application. Likewise, the result of Bartlett's Test was ($X^2$= 962.290; df=136, p<0.01). This rate's being significant showed that factor analysis could be applied.

MEDPS's 3, 6, 8, 9, 14, 15, 18 and 25 items, after exploratory factor analysis, showed high correlation in diverse factors. These items, showing load under more than one factor, were extracted from the scale. The remaining 17 items showed a four factor structure. The load value of the remaining 17 items, items total correlations, how much the four factor scale explained the variance of significant characteristics and reliability values are in Table 1.

**Table 1**.
Factor analysis initial factor load values and item total correlation results

| Item No | Initial Factor Load Value | Item Total Correlation | If Item Deleted | Item No | Initial Factor Load Value | Item Total Correlation | If Item Deleted |
|---|---|---|---|---|---|---|---|
| **I1** | 0.692 | 0.444 | 0.877 | **I16** | 0.582 | 0.566 | 0.870 |
| **I2** | 0.683 | 0.652 | 0.867 | **I17** | 0.632 | 0.643 | 0.867 |
| **I4** | 0.444 | 0.467 | 0.874 | **I19** | 0.491 | 0.513 | 0.872 |
| **I5** | 0.630 | 0.519 | 0.873 | **I20** | 0.347 | 0.421 | 0.876 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **I7** | 0.584 | 0.467 | 0.875 | **I21** | 0.685 | 0.597 | 0.869 |
| **I10** | 0.374 | 0.397 | 0.877 | **I22** | 0.845 | 0.617 | 0.868 |
| **I11** | 0.602 | 0.556 | 0.872 | **I23** | 0.853 | 0.567 | 0.870 |
| **I12** | 0.478 | 0.489 | 0.873 | **I24** | 0.632 | 0.543 | 0.871 |
| **I13** | 0.580 | 0.431 | 0.876 | | | | |
| **Four Factors' Variance** = % 59.604 | | | | | | | |
| **Cronbach Alpha** = 0.879 | | | | | | | |

As seen from the Table 1, items initial load values vary between 0.374 and 0.853. Besides, item total correlations vary between 0.397 and 0.652. With the remaining items, the scale explains %59.604 the variance in the perception for multi cultural education and democracy under four factors. When taken as a whole, the scale's Cronbach-Alpha internal consistency coefficient for reliability is found 0.879. In the Cronbach-Alfa reliability analysis in "Cronbach's Alpha if Item Deleted" division, if any item is extracted from the scale the Cronbach-Alpha falls below 0.879. In this situation, it can be said that all items coefficients of reliability is high (Büyüköztürk, 2003; Özdamar, 2013).

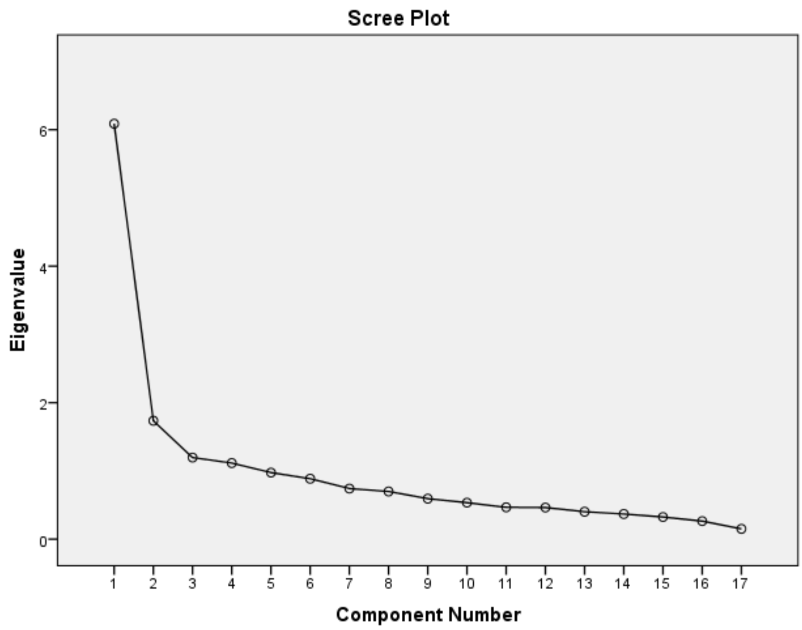
Principal components analysis shows whether there are sub-components in the develepod scale. In order to indicate sub-components in a proper way, "Varimax" rotation method was applied to the data collected from 143 individuals (Büyüköztürk, 2003; Özdamar, 2013). The results of the Varimax rotation application are shown in Table 2

**Table 2**.
factors after varimax rotation and items under the factors

| | **Component** | | | |
|---|---|---|---|---|
| | **1** | **2** | **3** | **4** |
| **I7** | ,743 | | | |
| **I11** | ,712 | | | |
| **I5** | ,670 | | | |
| **I10** | ,580 | | | |
| **I4** | ,494 | | | |
| **I20** | ,481 | | | |
| **I13** | | ,673 | | |
| **I16** | | ,655 | | |
| **I21** | | ,636 | | |
| **I19** | | ,633 | | |
| **I12** | | ,627 | | |
| **I23** | | | ,878 | |
| **I22** | | | ,868 | |
| **I24** | | | ,664 | |
| **I1** | | | | ,813 |
| **I2** | | | | ,680 |
| **I17** | | | | ,592 |

Table 2 shows that items 4, 5, 7, 10, 11, and 20 form a component. When items in this component are examined, it is decided that the component can be named as *"Democratic Perception towards Culture (DPTC)"*. In addition, it is determined that items 12, 13, 16, 19 and 21 form another component. This component is concluded to be named as *"Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)"*. One other component is named as *"Negative Perception towards Multicultural Education (NPTME)"*, consisting of items 22, 23 and 24. The last component is named "*Perception of Education's Presenting Opportunities for Multicultural Education* (*PEPOME)",* consisting of items 1, 2 and 17.

The components can be followed visually in figure 1 within Scree Plot.




Figur 1. Sub-components of MEDPS as Scree Plot

In the Scree Plot, after the four components, it is viewed that factors go plain. This vision can be evidence for the fact that the scale is composed of four components.

The reliability of the scale is calculated over the whole scale in Table 1. Besides, reliability is examined through the four components of severally. The results are summarized in Table 4.

**Confirmatory Factor Analysis**

So as to determine whether the structure of MEDPS as a result of exploratory factor analysis could be confirmed or not, confirmatory factor analysis was applied via IBM–AMOS 21 program to the data set gathered from 186 individuals. The model emerged as a result of the analysis is shown in figure 2.

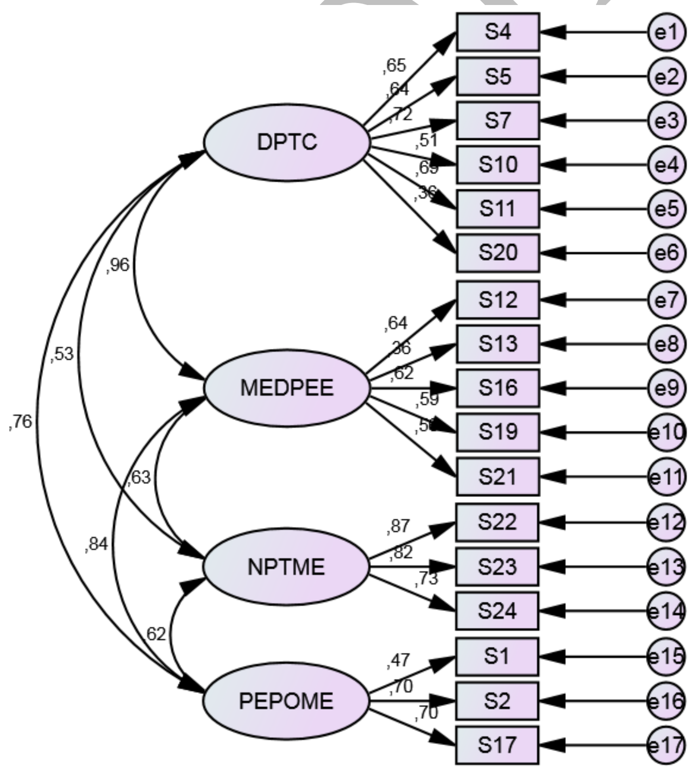


**Figure 2**. Diagram of confirmatory factor analysis of sub-components of MEDPS

Fit indices obtained as a result of confirmatory factor analysis are summarized in Table 3

**Table 3.**
Confirmatory factor analysis fit indices

| Fit index | Value |
|---|---|
| Chi-Square ($X^2$) | 223.825 |
| Degree of Fredoom (df) | 113 |
| $X^2$/sd | 1.98 |
| Goodness of Fit Index (GFI) | 0.879 |
| Adjusted Goodness of Fit Index (AGFI) | 0.836 |
| Root Mean Square Error of Approximation (RMSEA) | 0.073 |
| Root Mean Square Residual (RMR) | 0.066 |

The chi-square and degree of fredoom values as a result of confirmatory factor analysis were $X^2$ = 223.825, (df = 113, p<.01) and $X^2$/df = 1.98 value was obtained. This value obtained from the selected sample being below 3 indicates perfect consistency (Jöreskog ve Sörbom, 1993; Kline, 2005; Sümer, 2000). In this study, the concistancy between the model and the data obtained via confirmatory factor analysis can be said to match the perfect fit.

GFI values' being such close to 1 shows that the factor model explains the data observed to a high extent, that the model is proper. GFI's being above 0.70 shows that the factor model explains original variance sufficiently well, that the model can be used and that the model can be mentioned as a good model. With a 0.90 GFI or a higher value, perfect fit can be mentioned (Özdamar, 2013). The GFI value obtained from the analysis is close to perfect level.

AGFI value's being over 0.80 means that the model is acceptable for consistency with authentic data (Şimşek, 2007). AGFI value obtained from the analysis is at an acceptable level.

RMSEA value between 0 and 0.05 indicates ideal consistency level. Yet, a value between 0.05 and 0.09 shows an acceptable consistency level (Özdamar, 2013). RMSEA value obtaine from the analysis is at an acceptable level.

RMR value's being below 0.10 shows that the model is acceptable for consistency with authentic data (Şimşek, 2007). RMR value obtained from the analysis is at an acceptable level.

According to the confirmatory factor analyses results summarized above, it can be said that "MEDPS"s four component structure is confirmed with fit statistics.

**Reliability Analysis**

Cronbach Alpha analysis was made to indicate the degree of reliability in the meaning of internal consistency with data gathered from 143 individuals for exploratory factor analysis. The cronbach-alpha value calculated for the whole scale is given in Table 1 and it is interpreted.

**Table 4**.
Cronbach-alpha reliability test results for sub-components

| Items | Cronbach Alpha |
|---|---|
| 4, 5, 7, 10, 11 and 20 (DPTC sub-component) | 0.740 |
| 12, 13, 16, 19 and 21 (MEDPEE sub-component) | 0.752 |
| 22, 23 and 24 (NPTME sub-component) | 0.838 |
| 1, 2 and 17 (PEPOME sub-component) | 0.742 |

Table 4 showes;

- Reliability coefficient of the first sub component (Democratic Perception towards Culture [DPTC]) is 0.740,
- Reliability coefficient of the second sub component (Multicultural Education and Democracy Perception in an Educational Environment [MEDPEE])" is 0.752,
- Reliability coefficient of the third sub component (Negative Perception towards Multicultural Education [NPTME]) is 0.838,
- Reliability coefficient of the fourth sub component (Perception of Education's Presenting Opportunities for Multicultural Education [PEPOME]) is 0.742.

For scales, reliability coefficiencies between 0.70 and 0,90 are accepted to be highly reliable (Özdamar, 2013). These sub-scales are highly reliable scales.

## RESULTS AND RECOMMENDATIONS

At the end of these operations, sub-scales of MEDPS and the remaining items in the scale were renumbered and the scale was given its final form with the following titles and item numbers below:

- *Democratic Perception towards Culture (DPTC):* In its renumbered form, this sub-component consists of the items 3, 4, 5, 6, 7 and 13.
- *Multicultural Education and Democracy Perception in an Educational Environment (MEDPEE)*: In its renumbered form, this sub-component consists of items 8, 9, 10, 12 and 14.
- *Negative Perception towards Multicultural Education (NPTME):* In its renumbered form, this sub-component consists of items 15, 16 and 17.
- *Perception of Education's Presenting Opportunities for Multicultural Education (PEPOME)*: In its renumbered form, this sub-component consists of items 1, 2 and 11.

Supporting the findings of this research with other studies carried out with the use of these scales, and calculating the technical features (reliability and validity) again with other samples will increase the reliability and validity of the scale.

Employment of MEDPS in the future research studies along with other data collection instruments of multicultural education and interpretation of the findings together are suggested both to increase the strength of the study and contribute to the development process of the MEDPS.

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**Ek 1**

**LİSANS ÖĞRENCİLERİ İÇİN ÇOKKÜLTÜRLÜ EĞİTİM VE DEMOKRASİ ALGISI ÖLÇEĞİ**

Bu ölçek çokkültürlü eğitimle ilgili algıları belirlemeye yöneliktir. Bu ölçekle ulaşılacak sonuçlar, Eğitim Bilimlerinde yapılacak çalışmalara yardımcı olacak; program geliştirme çalışmalarında referans görevi üstlenecektir. Lütfen görüşlerinizi aşağıda verilen her bir maddeyi dikkatle okuyarak, kendinize en uygun olan durumun, diğer bir deyişle, sizin düşüncenizi en iyi yansıtan kutunun içine **X** işareti koyarak belirtiniz. Lütfen, **hiç bir maddeyi boş bırakmayınız ve her madde için yalnızca bir tek kutuyu işaretleyiniz.**

Vereceğiniz cevaplar kesinlikle gizli tutulacak ve bu çalışmadan elde edilen verilerle yapılacak yayınlarda kimliğinizi belirten bir bilgi kullanılmayacaktır.

Size verilen bu ölçek toplam 17 sorudan oluşmaktadır. Sorulara vereceğiniz içten cevaplar, araştırma sonuçlarının doğruluğu ve araştırmanın amacına ulaşması için son derece önemlidir. Katkılarınız ve ayıracağınız zaman için şimdiden teşekkür ederiz**.**

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**Örnek Yanıtlama**

| | **Kesinlikle Katılıyorum** | **Katılıyorum** | **Kısmen Katılıyorum** | **Katılmıyorm** | **Kesinlikle Katılmıyorum** |
|---|---|---|---|---|---|
| | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| "Demokrasi Eğitimi" demokratik yaşam için önemlidir. | **X** | | | | |

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Çokkültürlü eğitim, tüm öğrenciler için temel eğitimi hedefleyen kapsamlı bir okul reformu sürecidir. Bu eğitim türü, okullarda ve toplumda ırkçılık ve ayrımcılığın her türlü biçimini reddederken, toplumun üyelerinin çeşitliliğini destekler (Aydın, 2012). Bu tür bir eğitimde hedef; eğitimde fırsat eşitliği sağlamak, kültürel çatışmalardan doğan sorunları çözmek, öğrencilerin birbirlerine karşı empati kurmalarını desteklemek, birbirlerinin kültürlerini tanımak ve içerisinde çalışarak akademik başarılarını artırmaktır (Banks, 2013).

| | **Maddeler** | **Kesinlikle katılıyorum** | **Katılıyorum** | **Kısmen Katılıyorum** | **Katılmıyorum** | **Kesinlikle katılmıyorum** |
|---|---|---|---|---|---|---|
| | | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **1** | Eğitim kültürel farklılıklara odaklanmalıdır. | | | | | |
| **2** | Farklı kültürlerin eğitim programında yer almasını yararlı buluyorum. | | | | | |
| **3** | Öğretmenler farklı etnik kökenden olan öğrencilerine saygı göstermelidir. | | | | | |
| **4** | Etnik kökeni ne olursa olsun, bütün öğrenciler eşit muamele | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | görmelidir. | | | | | |
| **5** | İnsanların birbirlerinin kültürlerine saygı duyması gerekir. | | | | | |
| **6** | Hiç bir kültür diğerinden üstün değildir. | | | | | |
| **7** | İnsanların yetiştiği bölge ya da yörelerden dolayı farklı kültürlere sahip olması doğaldır. | | | | | |
| **8** | Öğretmenlerin toplumdaki farklı kültürler hakkında bilgi sahibi olması demokrasiye hizmet eder. | | | | | |
| **9** | Eğitim programı farklı kültürdeki öğrencilerin eğitim ihtiyaçlarına cevap verecek şekilde düzenlenmesi demokrasinin gereğidir. | | | | | |
| **10** | Farklı kültürlere sahip olan insanlara eğitim ortamında empati ile yaklaşılmalıdır. | | | | | |
| **11** | Kültürel farklılıklara odaklanmış bir eğitim akademik başarıyı olumlu yönde etkiler. | | | | | |
| **12** | Ülkemizdeki eğitim sistemi farklı dil ve kültürdeki etnik gruplara eşit imkân sağlamalıdır. | | | | | |
| **13** | Her birey kültürünü ve etnik kökenini çekinmeden ifade edebilmelidir. | | | | | |
| **14** | Demokrasinin getirdiği değerlerin toplumda yaşanabilmesi için demokratik bir sınıf ortamı şarttır. | | | | | |
| **15** | Çokkültürlü eğitim toplumda bölünmelere neden olur. | | | | | |
| **16** | Çokkültürlü eğitim sınıf içi çatışmalara sebep olur. | | | | | |
| **17** | Çokkültürlü eğitimin önemi abartılmaktadır. | | | | | |

# RESOURCE-ADVANTAGE (R-A) THEORY OF COMPETITION: IMPLICATION OF PUBLIC HIGHER EDUCATION INSTITUTIONS IN TURKEY.

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**ABSTRACT**

Turkish Higher Education Institutions (HEIs) have been increasingly competing against each other for the best students, the highest quality staff and funds from the Turkish government. During the last decades new public and private HEIs were founded, some of them has not been completed their structuring; in the proper sense when they join the competition, it will become perceivable and intense among the HEIs. The purpose of this paper to examine the public Turkish HEIs strategic management implications of the R-A Theory of Competition which is proposed by Hunt (1995). According to Hunt (1995),firms learn through competition as a result of feedback from relative financial performance “signaling” relative market position, which in turn signals relative resources. Comparative advantages in resources can lead to marketplace positions of competitive advantage, then lead to a superior performance. This study take into account that HEIs do not conform to the simple profit-maximizing assumption of the R-A theory; meaning and relevance of this definition reinterpreted in HEI context. According to public HEIs relative resource-produced value and relative resource cost to one another were compared, determined competitive position matrix and their positions along the last four years.

**Key words:** R-A Theory of Competition, Higher Education, Competition.

**INTRODUCTION**

The strategy concept has previously been applied almost exclusively in a private sector context, in sense of marketing Turkish HEIs unfamiliar with this. In strategy development literature, sustainable competitive advantage has become an important concept to explore. One (but not only) method of examine competitive advantage increasingly proposed over the last twenty years is the R-A theory of competition for strategy development. If we accept that Turkish HEIs competing with each other then we can ask these following questions; “why do some Universities perform better than others?” and “what are the implications for Turkish HEIs management?” We accept that HEIs do not conform to the simple profit-maximizing assumption of the R-A theory. So, the meaning and relevance of such questions need to be reinterpreted in a HEIs concept (Lynch &

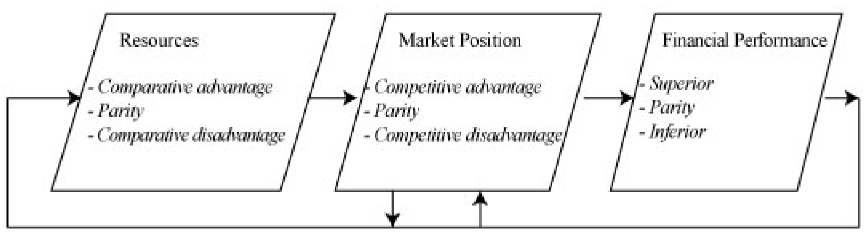


Figure 1: A schematic of the R-A theory of competition (Hunt, 1995)

Baines, 2004).

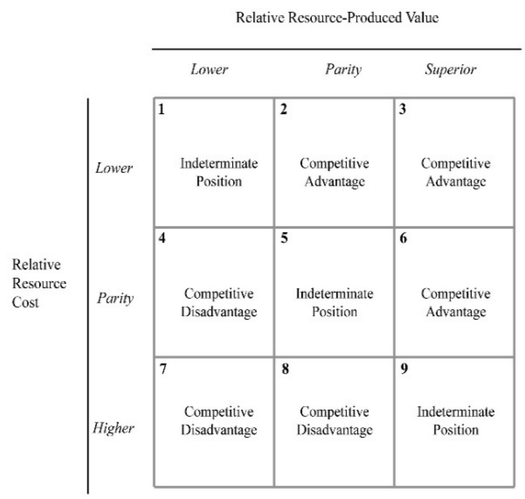


Figure 2: Competitive position matrix (Hunt, 1995)

As per R-A theory of competition; in Figures 1 and 2, stresses the importance of resources, that is, the tangible and intangible entities available to the firm that enable it to produce efficiently and/or effectively a market offering that has value for some market segment(s). Competition, then, consists of the constant struggle among firms for a comparative advantage in resources that will yield a marketplace position of competitive advantage and, thereby, superior financial performance (Hunt, 1995).

In this study we positioned public HEIs in competitive position matrix which is shown in Figure 2. It has nine possible competitive positions for the various combinations of HEIs relative (to competitors) resource-produced value for some segments and relative resource costs for producing such value. In order to interpret R-A theory of competition context into HEIs, we used total academic performance points generated by each of HEIs is take into account as produced value and unit cost of academic point generated as resource costs. In competitive position matrix HEIs would prefer the competitive position of cell 3, where its comparative advantage in resources produces superior value at lower cost. Positions identified as cells 2 and 6 also bring competitive advantage and superior financial returns, whereas cell 5, the parity position, produces average returns. But HEIs occupying positions 1 and 9, though having a comparative advantage in either value or costs, may or may not have superior returns (Goh, 2003).

## METHODOLOGY

R-A theory can provide different perspective to understand of how some of HEIs produce relative (compare to others) better value. In this study, we positioned public HEIs by academic performance scores and their personnel expenditure budget; administrative staff not excluded because of holistic approach to organization. Academic performance scores collected from University Ranking by Academic Performance (URAP). This score includes articles, citations, and doctorate students, ratio of students per faculty member and total document points which is calculated periodically and announced by Informatics Institute of Middle East Technical University (IMETU). In order to find relative resources-produced value by each public HEIs, academic performance scores are ordered by higher to lower. Public HEIs personnel expenditures are collected from Republic of Turkey Ministry of Finance General Directorate of Budget and Fiscal Control. By using personnel expenditures, we calculated ratios how much score created with unit cost. To find relative cost of each public HEIs, calculated ratios are ordered highest to lowest; highest ratio created by unit cost mean that lowest resource cost, and ordering them gives us relative resource costs compare to others. This variables determinate each of HEIs position in competitive position matrix in this study. With purpose of analyzing HEIs positions along the years, 26 out of 94 Public HEIs selected based on the year 2010 which has competitive advantage relative to others. These were positioned in cell 3, 6 and 2 as shown in Figure 2.

## FINDINGS

In Figure 3 is illustrated that 26 HEIs those have competitive position in 2010 and we tracked their position in competitive position matrix among the years 2010 through 2014. Through the 5 years period 8 HEIs have maintained their comparative advantage in resources and so their competitive advantage position. İzmir Institute Of Technology, Gebze Institute Of Technology have comparative advantage, with this resources they have competitive market position and so superior financial performance compare to other public HEIs.

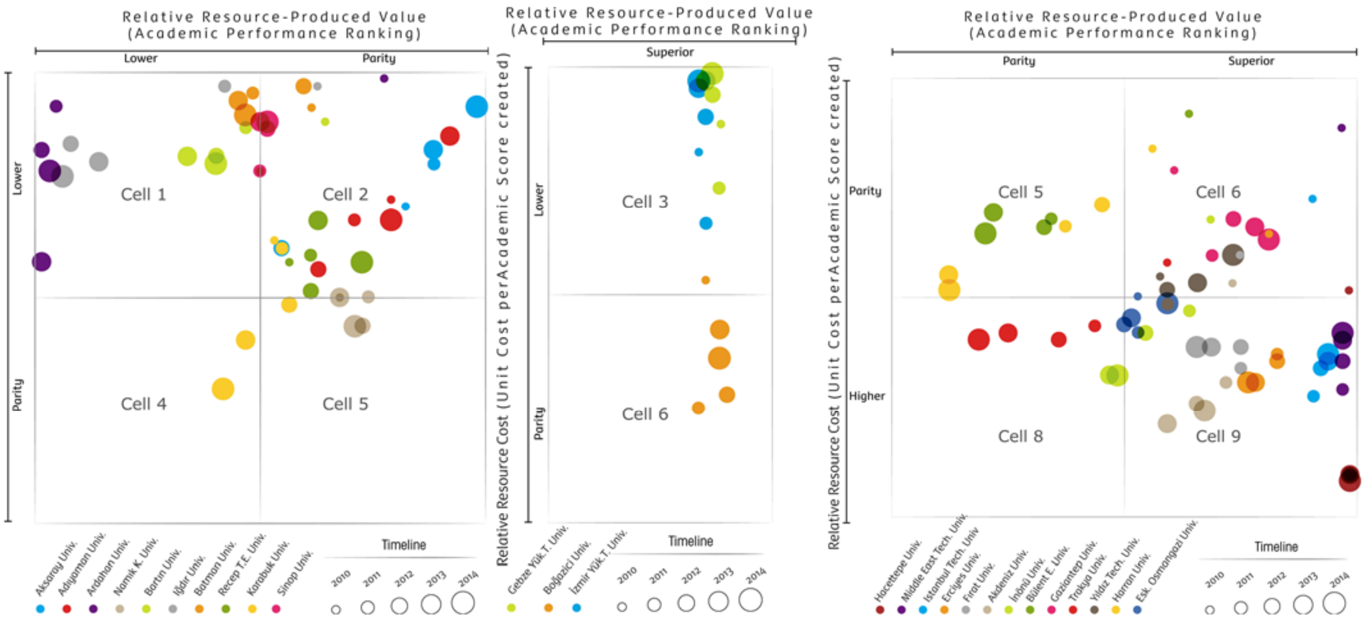


Figure 3. 26 Public HEIs Comparative Competitive Position Matrix 2010-2014

## CONCLUSION

HEIs possess different kinds of competitive resources, building new opportunities from existing resource strengths is most efficient than creating new resources (Lynch & Baines, 2004). Considering importance of resources, HEIs need to analyze their resource strengths, as per R-A theory, HEIs need to target growth objectives either teaching or research or both according to comparative resources that gives advantage to be able to gain superior performance.

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# SAVING OUR PLANET THROUGH SUSTAINABILITY-LITERATE ACADEMIC RESEARCH IN BUSINESS

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## ABSTRACT

**Primary purpose**: To delineate academic research in business as a means to provide answers/solutions to the global challenges of attaining sustainable development for planetary well-being.
**Design/methodology/approach**: Critical discursive research based on a wide range of published works to identify the gap between contemporary business research that is dissociated from the biosphere, and the imperative of promoting sustainability-centred business research in higher educational institutions (HEIs).
**Findings:** The ensuing discourse supports the claim that business research in HEIs across the world ought to, and can be undertaken by sustainability-literate and sustainability focused academia through trans-disciplinary, enactive research.
**Research limitations and implications**: The focus of the paper and the literature survey is narrowly scoped to include only business research conducted by academics.
**Practical implications**: The study helps build a strong case for mainstreaming sustainability-literate business research in academic institutions for addressing the global challenge to preserve natural and social systems through creative business practice.
**Originality/value:** This paper represents a unique attempt to redirect business practice in a meaningful manner towards sustainability through the pathway of academic learning of business researchers.
**Paper type**: Conceptual and critical

## INTRODUCTION

***"The world we have created today as a result of our thinking thus far has problems which cannot be solved by thinking the way we thought when we created them."…Albert Einstein***

Business management is, inherently, an integrative academic discipline that ought to be based upon a world-view of business entities and communities nested within a wide-ranging socio-ecological context. Historically, the reductionist world-view of business as a self-contained, self-regulating and separable stand-alone entity has prevailed, indicative of a serious "nature-deficit disorder" (Louv, 2005) in the mind-set of researchers, educators, consultants, leaders, and practitioners in the business community. Progressively, with the dawning realization about planetary stewardship and preservation, alternative conceptions of the relationship among business, society and nature (B-S-N) are emerging. Currently, three discrete perspectives are discernible in management literature (Marcus et al., 2010: 402), namely, (i) the traditional atomistic *disparate* perspective, (ii) the systemic *intertwined* perspective, and (iii) the holarchical *embedded* perspective (Table 1). The adoption of a specific perspective can lead to very different strategic aspirations and choices regarding value creation in business for coping with contemporary global environmental, social and economic challenges.

**Table 1: Three alternative perspectives of the business, society and nature (B-S-N) interface**

| Perspective / B-S-N Relationships | Disparate (Atomistic) | Intertwined (Systemic) | Embedded (Holarchical) |
|---|---|---|---|
| 1. **Business (B)** | Separable; self-contained and self-regulating | Partially separable; has relatively equal status to society and nature | Inseparable; a sub-system that contribute to social welfare within the biosphere |
| 2. **Society (S)** | Is an aggregation of individual interests; exogenous to business | Interfaces with business through networks of stakeholder | Includes all human systems and activities across various levels of analysis |
| 3. **Nature (N)** | Unrelated and exogenous to business | Interfaces with business to enhance business value and natural capital | Finite; manifests as all-embracing life-support system |
| 4. **Relevant value domains** | Economic value only | Multi-form, but unordered—usually ranked in order of priority as economic, social and environmental | Multi-form and ordered—nature, society and business exist in a holistic hierarchy, i.e., a "*holarchy*" |
| 5. **Relationship of B to S and N** | Independence | Interdependence | Dependence |

*Source*: Marcus et al. (2010) (adapted)

The atomistic *disparate* perspective governing mainstream business management thought and practice, provokes a conception of the central role of a business system as the maximization of financial wealth while satisfying human needs (Friedman, 1971; Jensen, 2002). Accordingly, the adverse impacts of business on nature and society are externalized in market transactions (Crouch, 2006). Acceptance of the less popular systemic *intertwined* perspective yields mixed results—on the one hand, we witness support for unprecedented economic growth in many parts of the world (e.g., the BRICS economies) and ruinous mega-corporate scandals, devastating ecosystem impacts, social inequity and conflict; on the other, we also observe a parallel trend in the business community's wider acceptance of sustainable development as a global ethic, fostering more environmentally benign business practices. It is worth noting that the intertwined perspective is ill-equipped to resolve the critical dilemmas subsumed in the multiple dimensions of the global sustainability challenge. What is imperative today is a "more robust understanding of the B-S-N interface" in terms of the embedded perspective (Marcus et al., 2010: 419), which advocates a redefining-reorganizing *"holarchical"* (holistically hierarchical) perspective of the B-S-N interface (Marcus et al., 2010: 402). B-S-N are seen as nested systems (Porritt, 2006; Victor, 2008), so that business, like all other systems (e.g., religious, moral and legal) of human creation, is seen as a component embedded within the larger societal system, and society is considered completely nested within the natural environment. The eco-centric *embedded* view is alien to, and generally lacks support from business researchers, although it appears to be the most appropriate in addressing today's planetary-scale, global socio-ecological challenges. The *embedded* perspective of business affords a logical ordering of the three meta-systems (i.e., macro-systems made up of smaller sub-systems), and underscores the critical dependency of society and economy on nature.

## SCOPE, BACKGROUND, OBJECTIVES, AND DESIGN OF THE STUDY

The ideas proposed in this paper stand on the central premise that institutionalization of the embedded view of the B-S-N interface is indispensable, and that this is achievable only if higher educational institutions (HEIs) committed to business research shape up increasingly as “learning organizations” (Senge, 1990, 1996) to embrace a spiritual perspective of organizational life and purpose, and to enjoin the sacredness of organizational work performed by creative individuals who pursue self-mastery through their self-directed visions within this intrinsic spiritual foundation (Stead et al., 2004).

Business research is a term connoting a systematized, data (primary or secondary) intensive process of scientific inquiry (critical, interpretive or objective) dwelling upon specific business-related questions, issues, and/or problems. The purpose of such research is to propose/ find answers/ solutions that can guide informed business (strategic or operational) problem-solving. Business research can help create a rich action-oriented interface among researchers, educators, entrepreneurs, business leaders, managers and consultants for supporting innovation, collaborative value networks, identification of new bases of competitive advantage, improvement in decision-making tools, increase in investment quality and cost effectiveness, risk reduction, and reputation management.

It is possible to identify two types of business research, namely, (i) fundamental and (ii) applied research. Fundamental/basic/pure business research is driven by the researcher’s curiosity or interest to comprehend and answer scientific research questions with the intention to contribute to knowledge expansion in some aspect of business, rather than to create or invent a product/service/ process/system having direct commercial business value. Its societal value emanating through publications, pure knowledge-creation and reputation-building is more qualitative in nature. No matter what the academic worth of the research outcomes, the market value of fundamental business research is perceived to be either non-existent or not directly traceable to improving the human condition through need fulfilment. Fundamental business research is usually the forte of academic researchers in HEIs, and could be mono-disciplinary, multi-disciplinary or inter-disciplinary. It can be undertaken by individual researchers working in “ivory tower” university settings or through researchers working in cross-disciplinary teams on collaborative research projects. On the contrary, applied business research addresses practical problems arising in the business world, often within given work settings, and seeks solutions with some notion to improve the human condition (improved lifestyles, comfortable living, health, product quality, product development, service delivery, process safety, etc.). To acquire knowledge as an end in itself is not the primary motivation. Applied business research takes the form of industry-academia collaborative research in addition to corporate research and development (R&D), corporate training and development (T&D), and consultancy-based research. The value of corporate-funded collaborative, project team-based business research in academic institutions could be transaction based, relation-based, cost-based, market-based, or income-based. Thus, both fundamental and applied business research typify academic research in business (i.e., business research undertaken by the academia within HEIs).

By way of this paper, the author’s major contention is articulated from an explicit ethically positive stand-point, as a basis for developing a social critique of the current state of business research pursued in institutions of learning dedicated to higher education. The primary endeavour constitutes a reflection on the constraints and distortions created by the business academe in the way of promoting sustainability-literacy among researchers, and a challenge of the status quo in terms of extant social, psychological and economic conditions deterring the achievement of enlightenment, excellence, equity, and environmental improvement by the business community to expedite humankind’s journey towards a sustainable future. The explicit ethical basis, characteristic of critical research (Myers, 2009), which buttresses the thesis of the paper, opens up opportunities to suggest substantial improvements for mainstreaming sustainability-literate business research in academia.

To this end, the key objective of this paper is to underscore the role of planetary stewardship of higher education institutions (HEIs) facilitating business research, and to explore why and how scholarly academic research in business could be relevant to preserving and protecting Planet Earth. Accordingly, there are two important ontological assumptions that require clarification. Firstly, we perceive sustainability as neither the antithesis of crude competition under free market capitalism, nor as a euphemism for charity and socialism. Instead, sustainability is a basic ingredient of sustainable value creation (Friedman, 2009: 54) crucial for corporate survival in the future. Sustainability is construed both as an *end* (i.e., an outcome of individual, organizational, corporate and governance activities) and as a *means to the end* (practices founded upon the principles of sustainable natural systems). Secondly, we posit that an alignment of evocative business research outcomes of academic researchers culminating from pure theorization, with the global imperative of holistic (i.e., environmental, social and economic) sustainability of business practices is the fountain-head for strategic thinking about planetary well-being because for (i) the discovery of *creative business opportunities*, (ii) their embodiment in *dynamic organisational capabilities*, and (iii) the generation of *radical and disruptive sustainable innovations* for customer satisfaction, societal progress, environmental preservation, and long-term business profitability (Chatterjee, 2009: 2).

## NEW PATHWAYS OF SUSTAINABILITY FOR ACADEMIC RESEARCH IN BUSINESS

It is worth noting that *sustainability* serves as a core value for making actionable the embedded view of the B-S-N interface, because it enables us to "transcend the divergent dilemma facing humankind today" (Stead et al., 2004: 133) of balancing economic activity with the thresholds of social system and ecosystem viability. Sustainability needs to be implemented through human decision and action by means of eight instrumental values (Stead et al., 2004: 133-9) , namely, (i) *wholeness* (denoting interconnectedness, relatedness, mutual causality and balance), (ii) *posterity* (signifying future generations of human beings and other species as key stakeholders in present-day human decision-making), (iii) *community* (fostering the notion of individuals and organizations for collective good in place of radical individualism), (iv) *appropriate scale* (focusing human organizational efforts on resource and materials reduction, energy efficiency, recyclability and reusability that is attuned to our planet's source and sink 'carrying capacity'), (v) *diversity* (highlighting the need for supporting life through social and cultural survival in global relationships, for maintaining ecosystems), (vi) *quality* (valuing collaborative networks over hegemony, future over the present, and better over more in order to integrate wholeness, posterity, scale, and community), (vii) *stakeholder engagement via dialogue* (creating interactive patterns to reveal, question and assess implicit assumptions, perceptions and values regarding various stakeholders) and (viii) spiritual well-being (contributing to quality of life in the larger community through peacefulness, love, joy, happiness, enlightenment, satisfaction, accomplishment, and creative expression). The adoption of such sustainability-centred value systems helps organizations reveal their assumption-based cognitive frameworks that "stand for sustainability" (Stead et al., 2004: 140), frame strategic decisions, and measure effectiveness in ecological, social and economic terms.

The holistic, spiritual dimension of a learning HEI, dedicated to academic research in business, can be instrumental in unleashing the potential of business research in several interdisciplinary areas, positioned at the confluence of strategic management, sustainability science and sustainability ethics that could vary somewhat in nomenclature, but would be quite similar in scope (Chatterjee, 2009: 8). For instance, the business academia could contemplate new research avenues in the fields of "strategic sustainability management", "strategic sustainable development", "strategic management for sustainability", "sustainable strategic management", "corporate sustainability management", "sustainable value creation with bio-mimicry", "sustainopreneurship", and "corporate sustainability reporting", to name a few. These fertile research areas would be germane sub-disciplines of both sustainability science and strategic management, committed to caring for the Earth as the ultimate corporate stakeholder. Hence, their acceptance and adoption could effectively reorient classical strategic management from profit-maximizing business behaviour in free-market economies towards the critical requirement of obeying planetary "carrying capacity" constraints, and reducing humanity's ecological footprint through meaningful planetary stewardship under natural capitalism (Lovins et. al., 1999).

**Figure 1: Emerging Sustainability-centred Business Research Possibilities**

Whatever, the nomenclature, the common ground for such upcoming research is the necessary focus on five major directions of concern (Parnell, 2008): (i) integration of near-term, long-term, and very long-term perspectives (e.g. climate change, climate justice and climate ethics) on the business strategy-performance relationship; (ii) examination of linkages among contemporary perspectives of business ethics, corporate responsibility, corporate governance, and moral leadership; (iii) development of robust models that can facilitate effective planetary resource management from ecological and societal perspectives while upholding the concept of capitalism; (iv) adaptation and integration of current strategic management models to a sustainability management perspective; and (v) redefinition of organizational crises and risks to improve built-in resistance to the effects of crisis from natural disasters, disruptive technological innovations, and global terrorism.

## THE CASE FOR "SUSTAINABLE" ACADEMIC RESEARCH IN BUSINESS

Like most academic disciplines with a pragmatic basis, contemporary academic business research is "unsustainable", given the cognitive and psychological barriers that prevent researchers from adopting an eco-centric "systems view" of life. 'The 21st century finds academia moving steadily from a position characterized by continual crisis towards one of epochal catastrophe. In a world in which global industrial systems have clearly emerged as major powers, thereby generating unprecedented historical outcomes of planetary genocide, ecocide, zoöcide—and likewise, epistemicide (see McLaren, 2012)—the idea of "sustainability" must thus strive to take rigorously oppositional and tactically concrete forms both on and off campus, if it is to transcend greenwashing by the public relations industry as purchased by the "power complex" (Best et al., 2011) of said systems. Sustainability cannot simply be handed over to STEM (science, technology, engineering and mathematics) programs to coordinate as a field of endeavour without being falsified'(Fassbinder et al., 2012: xvi). To serve the needs of an overly financialized industrial society, higher education systems around the world are servile to reductionism as the dominant scientific paradigm; consequently, researchers are reduced to inert cogs of a dysfunctional techno-economic machine, thoroughly oblivious of the broader socio-ecological implications of their well-funded research outcomes, on the fragile web of life (Capra, 2003: 180). Reductionism is anthropocentric; so, it assumes that humankind has an inherent right to disrespect life, to over-exploit other life forms, and to display arrogance in capricious deployment of planetary resources. As a knower, the researcher is a "cognitively privileged being" (Barfield, 1987) who can take possession of the world that is known. Barfield (1987: 71-72) maintains: 'The real world, the whole world, does not consist only of the things of which we are conscious; it consists also of the consciousness and sub-consciousness that are correlative to them. They are the immaterial component of the world. But today the only immaterial element our mental habit acknowledges is our own little spark of self-consciousness. That is why we feel detached, isolated, cut off not only from the world as it really is, but also from those other little sparks of detached self-consciousness we acknowledge in our fellow human beings'. Agreed, that researchers have a strong sense of belongingness to their respective intellectual communities, but, this should not incite them to abandon critical thinking, and cower from knowing the truth. Ivan Illich (1991) laments: 'The university… has become a service for sale, ever more ready to hire itself out to governments or multinationals. It makes itself important through communal navel-gazing. Pedagogues and astronomers, gene researchers and sociologists, all work to process data and present them for verification to a management committee of peers, that is, likeminded data producers. What goes on in the lab has lost all but a tenuous tie to sense and meaning, let alone truth. Why is it…that so few of those who share our conviction are willing to come out and confess this?

Academic business researchers must realise sooner rather than later that they are wrong in their belief that what is not known does not harm; in fact, what is not known and eludes our visibility harms us, others, and the planet at large. Therefore, research skills must include the "ecological intelligence" (Goleman, 2009: 30), which is typified by conscious experiential learning of the principles of ecology (networks, cycles, solar energy, partnership, diversity, and dynamic balance), cultivation of non-human sensibilities such as rights of unborn generations (Singer, 1975), animal rights, and plant rights for engaging both human and non-human stakeholders, systemic understanding of the interactions between human and ecological systems, and rendering such cognition into a set of principles of business organization for the attainment of planetary well-being, i.e., sustenance of all living systems, both human and non-human communities, through a process of dynamic co-evolution (Capra, 2003: 201).

"Well-being" as a goal suggests a complex construct focused on positive functioning (Ryan and Deci, 2001: 14; Seligman, 2011), and demonstrates three essential attributes (Dewe and Cooper, 2012: 67): (i) a qualitative notion capturing the twin eudaimonic ideas of happiness and harmony, (ii) a subjective notion, allowing individuals to judge the parameters and priorities in the interplay of happiness and harmony (i.e., whether at the material, psychological, psycho-social, social or ecological level), and (iii) a positive notion (not merely the absence of the negative) of the psychological human condition (Diener, 1984; Seligman and Csikzentmihalyi, 2000: 5-14; Diener et al., 2003; Alexandrova, 2005; Kesebir and Diener, 2008) conveyed through positive life-experiences (Simonton and Baumeister, 2005), positive human traits and capacities (Luthans, 2002), positive health (Seligman, 2008), positive responses such as "eustress" (Nelson and Simmons, 2003), positive deviance (Parkin, 2010), positive organizational behaviour (Nelson and Cooper, 2007: 3-4; Luthans and Avolio, 2009), positive organizational scholarship (Cameron et al., 2003; Roberts, 2006), authentic transformational leadership (Price, 2003), positive appraisals (Aldwin, 2009), positive psychological capital as competitive advantage (Luthans and Youssef, 2004) and positive corporate citizenship (Waddock, 2005). Positivity is essentially linked with a notion of balance, a state of harmony in the parts of a whole, about a sustainability of equilibrium, and is associated with issues concerning a "good and healthy work agenda" (Coats and Lekhi, 2008). The ideas of balance, health, and good work encompass emotional, social, ecological, spiritual and ethical dimensions, rather than merely the body-mind split (Quick and Macik-Frey, 2007).

In this paper, we draw upon four major sources of inspiration to lead us to establish a case for "sustainability-literate" academic business research. Firstly, Capra (2003: 200-1) avers that ecological sustainability is a core value essential for reshaping globalization; therefore, educational institutions and centres of learning in the new global civil society have to choose 'sustainability as their explicit focus'. He asserts that the creation of 'sustainable communities is the great challenge of our time'. However, in order to make ecological sustainability operational, it is not necessary to invent sustainable human communities from scratch but to realize that they can be modelled after nature's ecosystems where sustainable communities are inhabited by plants, animals and micro-organisms. Hence, the first step towards building sustainable (learning) communities is to become sustainability-literate and develop a comprehensive system of education for sustainable living, based on sustainability literacy at all levels—from primary and secondary schools to colleges, universities, and the continuing education and training of professionals. This entails pedagogy that places biophilia, i.e., an understanding and respect for life, at the core, and emphasizes experiential learning in the real world (e.g., restoring wetlands, organic farming, exploring a watershed) to closely understand living systems and overcomes our nature-deficit disorder.

Secondly, *Goal 8* enshrined in the United Nations Millennium Development Goals, 2005, calls for developing a global partnership, including government, business and the social sector, for catalysing progress towards sustainable development (United Nations, 2011). Given the complex structure of global dilemmas humankind faces, both in terms of gravity and scale, finding business solutions that "stand for sustainability" to address poverty, environmental protection and sustainable consumption hinges largely upon the creation of networks of partnerships among business enterprises themselves, governments as regulators, and HEIs as representative of civil society interests to develop new skills and competences by which sustainable development can be the key to business thinking for coping with the urgency of social and environmental challenges (WBCSD, 2005: 5-6 www.wbcsd.org/web/sustainableworldandyou).

Thirdly, the UN Global Compact Principles for Responsible Management Education (PRME) documented in 2007, aimed at promoting responsible management education, research and thought leadership globally, provides a set of six guiding principles as 'an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research' (www.unprme.org, 2007). Since research is a core mission of universities and many business schools, Principle #4 states: 'We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value' (www.unprme.org, 2007). The collective and global nature of research implies that it is instrumental in shaping the thought process of professors, advancing the public body of knowledge through pedagogy, and influence the academic content of curricula within HEIs. Furthermore, Ghoshal (2005) and researchers at the Aspen Institute (2002) have affirmed that research deeply impacts the managerial values. The current business curriculum is not value neutral. Today's dominant theories and frameworks (e.g., shareholder value maximization and agency theory) have contributed to creating, reinforcing and perpetuating harmful values among business faculty, deans, and graduate students. A transformation towards socially and environmentally responsible management education depends heavily upon robust, respected and influential research paradigms that address the global sustainability challenge as an aspect of management that has been neglected and not been adequately addressed. Responsible academic business research can also ensure that the inaccuracy of one-size-fits-all theories and tools is reduced by studies conducted in diverse cultural, institutional and political settings.

Fourthly, Goleman et al., (2013) identify eco-literacy or sustainability literacy as a new integration of emotional, social and ecological intelligence directed towards the understanding of natural systems that students, researchers and educators should learn to take a long-term view when making decisions about how to live.

Development of eco- literacy through educational systems helps cultivate the knowledge, empathy and action necessary for practising sustainable living and creating positive relationships with the natural world.

## "SUSTAINABILITY LITERATE" ACADEMIC BUSINESS RESEARCH PARADIGM

It may be generalized that all manifestation of unsustainable human activity eventuates from the mechanistic reductionist world-view of the universe endorsing man's domination of nature and an over-emphasis on rational, analytic thinking. 'The understanding of ecosystems is hindered by the very nature of the rational mind' Capra (1982: 24-34). Rational thinking is linear, whereas ecological thinking is systemic and cyclical. The mechanistic-reductionist paradigm is unable to capture the subtlety of nature's interconnectedness, and hence, is cognitively inadequate to address problems posed by nature. The holistic, ecological paradigm, by contrast, involves an integration of intuition and rationality as complementary modes of an elevated human consciousness that can transform reason into ordered intuition (Sri Aurobindo, 1920: 3). In this context, the academic business researcher must be imbued with an expansive "4-E vision", combining scenarios of the ethicist, the ecologist, the economist, and the entrepreneur, because the identifiable characteristics of a "sustainability-literate" research paradigm differ immensely from the voguish reductionist research paradigm. This is evident from Table 2 below.

**Table 2: Characteristics of unsustainable versus sustainable business research paradigms**

| Descriptors/ Characteristics | "Unsustainable" Mechanistic Reductionist Paradigm | "Sustainable" Holistic Ecological Paradigm |
|---|---|---|
| Basic quality | Mechanistic and reductionist | Organic and holistic |
| Focus | Anthropocentric and technocentric | Ecocentric and biophilic |
| Characteristics of knowledge | Divisible, value-free, empirical, controlling | Indivisible, value-driven, empirical, empathic |
| Process of knowledge creation | Understanding through rational analysis | Rational and intuitive synthesis |
| Concern with measurement | Emphasis on the quantitative | Emphasis on the qualitative |
| Recognition of constraints | Few or no technical and ecological limits | Ecological limits determine technical limits |
| Perception of reality | Emphasis on material reality | Concern with physical and metaphysical reality |
| Recognition of values | Only instrumental values are recognized | Intrinsic values are integrated with the instrumental through systemic values |
| Conception of Nature | Nature is made up of discrete parts; the whole is not more than the sum of the parts | Nature consists of interrelated wholes, which are greater than the sum of their parts |
| Time and causation | Linear concepts of time and causation | Cyclical concepts of time and causation |
| Fact and value linkage | Fact and value are unrelated | Fact and value are closely related |
| Integration of ethics | Ethics and ordinary life are separated | Ethics is integrated into ordinary life |
| Subject and object linkage | Subject and object are separate | Subject and object are interactive |
| Conception of well-being | The power of a unit—money, resources, influence | The quality of interrelationships between systems equated with well-being |
| Locus of organizational control | Centralization of power | Decentralization of power; participation |
| Work organization | Individualized and Specialized | Multi-dimensional and collaborative |
| Relationship of participants | Competitive | Cooperative |
| Human system design | Homogeneity and disintegration | Diversity and integration |
| Goal of economic system | Undifferentiated, short-term quantitative growth in a financialized economy | Qualitative long-term sustainable development in an economic biosphere |
| Corporate goal | Profit maximization | Value creation |
| Human values | Individualism; self-interest; independence | Communitarianism; community interest; interdependence |
| Corporate values | Profit, growth, control | Trust, learning, value creation through service |
| Corporate outlook | Self-preservation | Cooperative alliances |
| Organizational structure and human relationships | Authoritarian hierarchies | Interactive networks |
| Attitudes towards nature | Nature is inanimate, external, exploitable, and commoditized | Nature is a living system, and symbiotic with human communities |
| Relation of Nature and humans | People and nature are separate; humans dominate nature | The relationship of humans and nature is systemic and synergic; humans preserve nature |
| Work environment | Fear, stress, anxiety, resistance to change | Trust, openness, inclusiveness |
| Attitude to problem-solving | Focus on cure as solution | Focus on prevention as solution |
| Notion of accountability | To shareholders | To stakeholders |
| Key managerial role | Decision-maker | Facilitator, servant, advocate |
| Notion of cost | Measurable internal costs | Total life-cycle costs (internal and external) |
| Environmental preservation | A problem | A Challenge |
| Environmental opportunity | None found | Potential recognised |
| Competitive challenge | Competing for market share | Competing for opportunity share |
| Nature of competition | Competing as a single entity within existing industry structure | Competing as a coalition to shape future industry structure |
| Role of corporate strategy | Strategy as positioning | Strategy as foresight |
| Mobilizing for the future | Strategy as fit | Strategy as stretch |

| | | |
|---|---|---|
| Strategic leadership | Transactional | Transformational and transcendent |

By embracing the sustainability-literate research paradigm, a business researcher in academe can inject many latent competences into the research process when delineating the various elements, namely, research opportunities, the research problem, the research philosophy (articulation of ontology, epistemology and axiology), the research strategy, and the research design, and the research methodology of a study. These new researcher competences are as under:

- Recognizing the centrality of ethical behaviour to the effectiveness of a post-corporate market economy;
- Respecting life and using life as the measure for evaluating economic choices and performance;
- Encouraging stakeholder identification, engagement and management by rendering inclusive research outcomes that encompass need fulfilment of economic stakeholders, direct and indirect social stakeholders, silent stakeholders, and Earth as the ultimate business stakeholder;
- Promoting humanistic (i.e., whole-being), dignified, and intrinsically satisfying production processes;
- Assuming pro-active responsibility for business impacts on the natural world and human society;
- Advocating identification and management of the full costs of decisions to guide decision-makers in making socially and environmentally responsible choices;
- Recognition and maintenance of five capitals—critical and renewable natural capital, social capital, human capital, manufactured capital, and lastly financial capital;
- Engendering the development of low-carbon, multi-functional and durable product-service systems characterized with low material-intensity, low energy-intensity, and bio-degradability;
- Facilitating the notion of shared ownership collaborative consumption, having durability and long-term utility, the use or disposition of which will not jeopardize the health of future generations;
- Transforming consumerist customers to ecologically conscious customers by educating them about their unarticulated intrinsic needs that business must serve;
- Redirecting the focus of members of the business community towards sustainable value creation across the ecological value chain; and
- Explore the dynamics of human-scale firms and nature-inspired innovations so that participants can maintain living relationships founded upon trust and caring.

"Sustainability-literate" academic business research, which partakes the nature of "use-inspired basic research" (Stokes, 1997), would, thus, evolve into a novel "enactive" approach, characterized as a theoretical and methodological foundation of focusing on a core set of ideas, including autonomy, sense-making, emergence, embodiment, and experience (Varela et al., 1991, Torrance, 2005, 2007; Di Paolo et al., 2011). The enactive approach can combine and confront some of the most difficult questions in philosophy and science, such as: What is meaning and what is its source? What defines cognition? What is the relationship between life and mind? What defines agency? What is special about social forms of interaction? What is the role of culture for human consciousness? This research framework is inherently trans-disciplinary. The trans-disciplinary epistemological perspective seeks to provide 'a platform of knowledge' (Komiyama and Takeuchi, 2006: 4) that can integrate disparate fields of inquiry (geology, climatology, life sciences, ecology, geography, engineering, technology, political science, psychology, sociology, ethics, economics, management, and finance). Trans-disciplinary research examines issues between, across and beyond all disciplines to develop an understanding of the complexities of contemporary global problems, instead of only focusing on a part of it (Nicolescu, 2001). Hence, enactive research is fertile ground for generating a discourse that can integrate diverse and wide-ranging phenomena from the single cell organism to human society (Thompson, 2007), which are otherwise separated by mono-disciplinary discontinuities. This trans-disciplinary integration has to forge a delicate balance between eliminative reductionism and abstruse dualism, so that observations draw from distinct levels of phenomena retain a relative independence with respect to each other, while revealing interdependencies.

**Sustainability-literate business research can open up numerous corporate social opportunities (Grayson and Hodges, 2004) in the uncharted "blue oceans" (Kim and Mauborgne, 2005) of sustainability innovations in business. Particularly, the following benefits are discernible:**

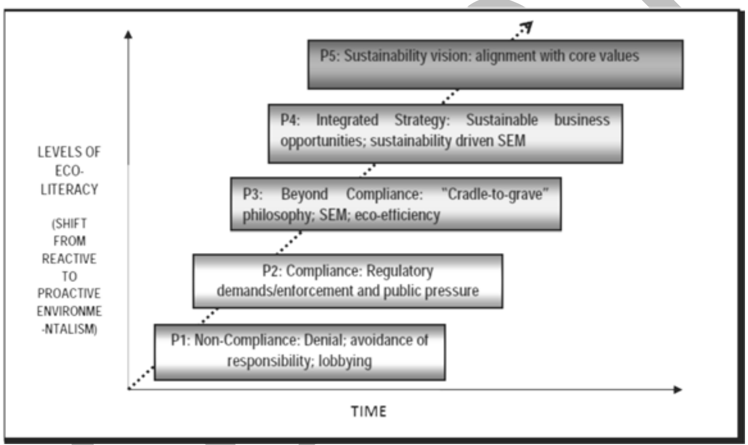
1. A system-oriented, network approach leading to a new value system where the natural environment cannot be construed as an asset or resource that can be used free of charge;
2. An evolved system of higher level organisational structure and objectives to match environmental complexities and interdependencies;
3. Integration of environmental protection into organisational objectives through a system of learning and unlearning, since this area creates the greatest value discrepancy between the general public and the world of business;
4. Design of information systems capable of recording non-monetary variables (that reveal value changes due to environmental impacts) and communicating the environmental advantages of products;

5. Efficient organisational performance with respect to horizontal tasks requiring flat hierarchies, cross-functional teams, decentralised decision-making and open communication; and
6. Innovation management for the successful introduction of integrated environmental technologies aimed at pollution prevention [P2], as the most strategic variable that can optimise ecology, globalisation, technology, complexity, values and information.

## QUALITIES OF SUSTAINABILITY-LITERATE ACADEMIC BUSINESS RESEARCH

Sustainability-literate business research in academia symbolizes an evolutionary process occurring within the business community in terms of increasing levels of eco-literacy across 5 stages (P1 through to P5 in Figure 2). The ultimate goal is to reach the apex, i.e., "P5: Sustainability vision and alignment with core values" as a living reality. Then, business research by academics comes to be (i) a life-long, participatory, experiential learning process, plus (ii) a pro-actively responsible way of living, (iii) an approach to holistic education, trans-disciplinary in its application, (iv) encouraging the development of an environmental ethic alongside sensitivity, awareness, understanding, critical thinking, and problem solving, (v) construing the environment in totality (including spiritual, aesthetic, moral, social, political, economic and technological aspects) to reveal the connectedness between human and natural systems, (vi) integrating  local to global space as well as past, present and future temporal dimensions .

**Figure 2: Evolutionary path of eco-literacy within the business community**




## MAJOR FINDINGS

The major findings emanating from the discourse generated in the paper are:

- The *embedded* holarchical perspective of the B-S-N interface appears to be the most appropriate in addressing today's planetary-scale, global socio-ecological challenges.
- *Sustainability* serves as a core value (along with eight instrumental values) for making actionable the embedded view of the B-S-N interface, because it enables us to "transcend the divergent dilemma facing humankind today".
- The holistic, spiritual dimension of a learning HEI, dedicated to academic research in business, can be instrumental in unleashing the potential of business research in several interdisciplinary areas, positioned at the confluence of strategic management, sustainability science and sustainability ethics .
- Contemporary academic business research is "unsustainable", given the cognitive and psychological barriers that prevent researchers from adopting an eco-centric "systems view" of life.
- Academic business research skills must include "ecological intelligence" and seek attainment of planetary well-being.
- A strong case for "sustainability-literate" academic business research stands on four arguments: (1) Ecological sustainability is a core value essential for reshaping globalization; therefore, educational institutions and centres of learning in the new global civil society have to choose 'sustainability as their explicit focus'; (2) *Goal 8* of the Millennium Development Goals calls for developing a global partnership,

including government, business and the social sector, for catalysing progress towards sustainable development; (3) Principle #4 of the UN PRME, 2007 espouses engagement in conceptual and empirical research that advances understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value; and (4) Eco-literacy or sustainability literacy as a new integration of emotional, social and ecological intelligence directed towards the understanding of natural systems that students, researchers and educators should learn to take a long-term view when making decisions about how to live.

- Identifiable characteristics of a "sustainability-literate" research paradigm differ immensely from the voguish reductionist research paradigm
- By embracing the sustainability-literate research paradigm, a business researcher in academe can inject many latent competences into the research process when delineating the various elements, namely, research opportunities, the research problem, the research philosophy (articulation of ontology, epistemology and axiology), the research strategy, and the research design, and the research methodology of a study.
- Sustainability-literate academic business research, is "use-inspired basic research" and can evolve meaningfully into a novel "enactive" trans-disciplinary approach.
- Sustainability-literate business research can open up numerous corporate social opportunities (Grayson and Hodges, 2004) in the uncharted "blue oceans" (Kim and Mauborgne, 2005) of sustainability innovations in business.

## CONCLUSION

In conclusion, we acknowledge that all research is ultimately rooted in philosophy because it offers the most profound ideas of inquiring into the nature of knowledge. Given this, sustainability-literate business research in academic circles will come to represent an endeavour in "experimental philosophy" (Appiah, 2008) dwelling on the three classical philosophical virtues—*true, beautiful and good* by making an entry into the sub-fields of philosophy—epistemology for truth, aesthetics for beauty, and ethics for goodness (Gardner, 2011: 203). For a sustainable future, Ending on a note of optimism, this paper was a humble way to open the window of opportunity for the rapid emergence of a truly global phenomenon—a responsible and sustainable academic business research community possessing all the five minds of the future (Gardner, 2008)—the disciplined mind contributing to expertise, the synthesizing mind integrating information from diverse and disparate sources, the creating mind engaging in out-of-the-box ideation, the respectful mind accepting and embracing biological and cultural diversity, and the ethical mind transcending the narrowness of self-interest and self-preservation in favour of intra-generational and inter-generational equity.

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# SERAMİK SANATI EĞİTİMİNDE SELÇUKLU SERAMİĞİNİN YERİ

## SITUATION OF SELJUKIAN CERAMIC IN EDUCATION OF CERAMIC ART

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**ÖZET**

Çağdaş seramik sanatının tarihi gelişimi günümüze ulaşan çeşitli kültürlerin sanatsal birikimi üzerine kuruludur. Farklı süreçler, teknikler, tarz ve ekoller içeren bu birikim içinde Selçuklu Seramik Sanatının müstesna yeri vardır. Erken İslam seramik sanatının mirasını devralarak devam ettiren bu sanat içinde sadece önceki buluş ve gelişmelerini barındırmakla kalmamış, çok sayıda yeni teknik ve uygulamaların ortaya çıkmasına zemin sağlayarak Orta Asya Türk kültür geleneğini seramik malzemesiyle buluşturarak Selçuklu tarzı adlandırılan ekolü tüm İslam coğrafyasında yerleştirmiştir. 11-13.yy. arasında İran başta olmakla Horasan, Anadolu ve Suriye topraklarında var olan bu ekolün ortaya koyduğu ürünler seramik imalatı kap kacak yapımı halinden çıkarak sanatsal üretim düzeyine yükselttiğini sergiler. Bu dönemde Selçuklu coğrafyasında imal edilen seramik ve çiniler arasında minai, lüster, sıratlı süsleme, kabartmalı dekor, düz sırlama, akıtmalı-kazımalı gibi çeşitli teknikler uygulanmış, daha sonraki dönem Anadolu'sunda ise sadece sıratlı boyama benimsenerek diğerleri tarihin sayfalarına terk edilmiştir.

Bugün sanat okullarındaki uygulanan programlarda tarihimizin Selçuklu sayfası yeterince ışıklandırılmadığı görülür. Bu durum sadece teknik yelpazemizin sınırlı kalmasıyla değil, estetik değer çerçevesinin de tek yönlü gelişmesine neden olmakta, sıratlı boyama ise "tek çini üslubu" olarak görülebilmektedir. Bildiride Selçuklu dönemi seramik teknikleri örnekleriyle irdelenecek, bu ekolün günümüz seramik eğitimine kazandırabilecekleri sıralanacaktır.

ANAHTAR SÖZLER: Selçuklu Seramik sanatı, Seramik teknikler, sanat eğitimi.

**ABSTRACT**

Historical evolution of contemporary ceramic art situated over art accumulation of reach nowadays various cultures. There is special situation of Seljukian ceramic art in this accumulation which is including different duration, techniques, style and schools. This art which is keep heritage of early Islam ceramic art going not only shelter previous discovery and developments but also provide appearance a great number of new techniques and practices, Central Asia Turk culture tradition piece together with materials of ceramic and accommodate school which is call as Seljukian style in Islam geopraphy. Products of this school which was existed at territory of especially Persia, Khorassan, Anatolia and Syria between 11. – 13. Century was arised on art production level change from ceramic production pot. Various techniques like minai, luster, under glaze painting, mould decoration, monokrom glazed, splashed ware and others were performed among ceramics and tiles which were produced in Seljukian geopraphy in this period. Unfortunatle just under glaze painting was took in next times like single dekor tekniks, others was abandoned in Anatolia history.

Seljukian situation of our history occur poorly in practical schedule at art schools today. This situation cause not only poorly our technique various but also one way development of aesthetics value and under glaze painting seems as the "single tile techniqs". Ceramic techniques of Seljukian period will be investigated with samples and contribution of this school to nowadays ceramic education will be arranged.

KEY WORDS : Seljukian Ceramic Art, Ceramic Techniques, Art Education.

## GİRİŞ

En kuvvetli dönemlerinde İslam coğrafyasının büyük bölümüne hüküm eden Selçuklu devletinin tarihi Tuğrul Bey ve çağrı Beyin Gaznelileri yenmesi ve Horasan'da bağımsız devlet ilan etmesi ile başlar; Anadolu topraklarındaki son Selçuklu devletinin Moğollara yenilmesiyle son bulur (Koymen, 1963). Devletlerin ve beyliklerin eş zamanlı olmayan yükseliş ve çöküşlerinden oluşan bu süreç içinde Selçuklu sanatı adlandırdığımız ekol tüm İslam kültürünü derinden etkileyerek yerleşmiş, kendini minyatür sanatı, maden işçiliği, taş ve ahşap oymacılığı, çini ve seramik sanatı gibi pek çok dalda aks ettirmiştir.

Bu dönemin sanat gelişmeleri arasında seramik sanatında ortaya çıkan yenilikler çeşitli teknik ve sanatsal buluşlarla kendini göstermekte, yeni silisli çamur bünye Selçuklu ustalarının elinde tüm zenginlik ve güzelliğiyle adeta parlamaktadır. Selçuklu seramik sanatının gözde malzemesi olan bu çamurun kesin olarak ne zaman ve nerde ortaya çıktığı bilinmiyor. İlk Eski Mısır topraklarında ortaya çıkan silisli çamur bünyenin uzun bir aradan sonra yeniden buluşu büyük ihtimalle Çin porselenine benzer beyaz bünye arayışlarının sonucu olmuştur (Fehervari, 2000: 95; Jenkins, 1983; 1-4, 52). Bu hamurdan yapılmış ve günümüze ulaşmış en erken İslam örnekleri Suriye ve Mısır topraklarında eş zamanlı olarak üretilmiş olabileceğini akla getirir. Bilim adamlarına göre bu buluş 11. yy. son çeyreğine gerçekleşmiş olmalıydı (Redford ve Blackman, 1997: 233-247). Bu tarihlerden sonra hızlı bir şekilde yaygınlaşan yeni teknoloji tüm Selçuklu merkezlerinde uygulamaya konulmuş, lüks ürün olarak tanımlanan imalatta ana çamur haline gelmiştir.

Bilimsel literatürde 2. Seramik devrimi olarak adlandırılan bu buluş İslam coğrafyasındaki seramik üretimi seramik alanındaki dünya devi olan Çin'den sonra ikinci sıraya yerleştirmiştir (Rosser-Owen, 2001; Watson, 2004: 56; Wilson, 1991: 13). Artık beyaz bünye seramik ustaların hayal dünyasından çıkarak atölye içinde kullanılabilen bir çamur şekline dönüşmüştür. Geniş toprakları kapsayan Selçuklu coğrafyasında üretilmiş olan tüm silisli seramik ve çinilerin malzemesi aynı kalitede ve beyazlıkta değildir. Bu durum elde olan kuvars ve beyaz plastik kil kaynaklarının niteliğinden kaynaklanmaktadır. Selçuklu çağının en güzel silisli ürünlerinin İran'ın Kaşan kentinde imal edildiği düşünülür. Kaynaklarda bu kentin yanı sıra Rey, Gürgan, Save gibi merkezlerin de ismi dile getirilse de belli ki Kaşan'ın o tarihlerdeki konumu ve ünü bambaşka olmuştur. Selçuklu çağında mimari seramiklerin "kaşi", Rusça yayınlarda ise tüm silisli ürünlerin "kaşin" adlandırılması belli ki tesadüfî değildir. Günümüz Azerbaycan sanat terminolojisinde sırlı mimari seramiklere hala *kaşi* denilmektedir (Efendiev, 1980: res. 13).

Büyük Selçuklunun merkezi olan İran toprakları sadece nitelikli silisli çamurla değil, son derece yüksek sanatsal değere sahip yapım ve süslemeyle de diğer bölge ve merkezlerden seçilmiştir. Bu anlamda Selçuklu İran seramik ve çinileri Selçuklu seramik sanatının en zirve örneklerini temsil eder, tarz ve ekolün belirleyici unsuru olarak öne çıkmaktadır. Merkeziyetçi devlet düzenine uygun olan bu durum sonucu Selçuklu beylerinin İran'daki Rey, İsfahan saraylarının donanımı ve süslemesine bakarak kendi saraylarını düzenlemeğe çalışmaları anlamlı ve doğal bir haldir (Hillenbrand, 2005: 93, res.64).

## SELÇUKLU SERAMİK SANATI

Selçuklu seramik üretiminde iki farklı çamur türü kullanılmış, her biri kendine özgü teknik ve uygulamalarla farklı merkezlerde sürdürülmüştür. Hükümdar ailesi, saray ileri gelenleri ve zengin kesimin beğenisine sunulan lüks seramikler bu dönemde sadece silisli çamurdan yapılıyor, bazıları astarsız, bazıları ise astarlanarak süsleniyordu. İslam dünyasında kompozit çini çamurunun ortaya çıkmasıyla seramik üretiminde iş ayrışımına gidildiği anlaşılmaktadır (İskenderzade, 2005, YDT). Günümüze kadar devam eden bu düzende kalıp ve gövde yapımı ile boyamalar bu alanlarda uzmanlaşan ustalar tarafından gerçekleştirilmektedir. Bu durum kendini kaba yapılmış gövde üzerindeki son derece yüksek boyama işçiliğine sahip süsleme ve tam tersi gibi hallerle ortaya koymaktadır.

Selçuklu teknikleri arasında kabartmalı süsleme daha önceki çağlardan devralınan mirastır. Erken İslam çağından günümüze, bu tekniğin son derece teferruatlı örnekleri ulaşmış, mevcut kalıplar yapım şekli ve aşamaları hakkında bilgi sağlanmaktadır (Пугаченкова, 1967: res. 108-109). Araştırmacılara göre maden kapların formlarından esinlenerek ortaya çıkan kabartmalı seramik tekniğinin Horasan bölgesi örnekleri Erken İslam cağının en başarılı örneklerindendir. Açık yeşilimsi tonda kırmızı çamurdan yapılan bu ürünlerde ustalık çok yüksek düzeydedir (Айни , 1980: res. 189; Пугаченкова, 1967: res. 110-117 ).

Selçuklunun büyük merkezlerinde ise kabartmalı seramiklerin sadece çini çamurundan yapıldığı bilinir. Bunlar hem boya süslemeli, hem monokrom sırlı olarak üretilmiştir. Süslemeler genellikle sır altına kobalt mavisi ve siyah boyalar ile yapılmış, sır olarak ise saydam ve türkuaz dışında kobalt mavisi, sarı ve mor renkler kullanılmıştır. Monokrom sırlı örneklerde ayrıntılı veya yalın kabartmalı desene yapılan vurgu formların ışık gölgeyle ortaya çıkmasını sağlamış, motif olarak kullanılan figüratif süsleme ise dönemin ikonografisini yansıtmaktadır. (Foto.1)

Foto. 1. Tukuaz sırlı kabartma bezeli vazo. Selçuklu İran, 12yy-13.yy. başı. H=38,2 cm. E-kaynak (http://www.christies.com/lotfinder/lot/a-turquoise-glazed-moulded-pottery-jar-seljuk-5358693-details.aspx?pos=8&intObjectID=5358693&sid=&page=7&lid=1)

Özel hazırlanmış kalıplarda şekillendirilerek yapılan kabartmalı süslemeye Selçuklu çağı hem seramik hem de çinilerde rastlanmaktadır. Bu tarz İran örneklerinde bitkisel, figüratif ve yazı motifleri eşit ağırlıklı dağılıma sahiptir (Айни, 1980: res. 186). Anadolu'da ise kabartmalı çinilere genellikle yazılı göbek ve bordürlerde rastlanmaktadır. Buradaki kabartma şeklindeki harfler kimi zaman beyaz, düz zemin ise kobalt mavisi renginde, kimi zaman ise tüm yüzey tek renkte boyanmıştır (Erdemir, 2009: 155, res.98; Şimşek vb., 2007: res. 29, 52).

Kabartma tekniğinin daha komplike bir uzantısı sayılabilen ajur dekoru çift cidarlı seramik kaplarda uygulanmıştır. Son derece zorlu bir işçilik ve yüksek ustalıkla yapılan bu kaplar Selçuklu seramik sanatının zirve ürünlerini temsil eder, kullanıma pek elverişli olmayan formlarıyla dönem inansının estetik ihtiyaçlarının ve sanatsal beklentilerinin düzeyini ve niteliğini ortaya koyar (Watson, 2004: 341)

Kimi zaman kabartma desenli, kimi zaman düz yapılmış bir diğer grup Selçuklu seramiği ise etkileyici beyazlığından dolayı araştırmacılar tarafından "Selçuklu Beyazları" olarak adlandırılan özel grup içine dâhil edilmiştir (Watson, 2004: 321, 329). Bunlar genellikle boyasız beyaz, bazen ise kobalt mavisi veya mangan moru boya akıtmalıdır. Bazı örneklerde ise sadece bu mallara özgü "pirinç delikleri" olarak bilinen delikli dekora rastlanır. (Foto.2) Transparant sırla kaplanan bu delikler gövdenin su geçirmemesini önlemekle yanı sıra ışığın süzülmesini sağlamakta ve gövdeye porselensi bir saydamlık ve zarafet kazandırmaktadır. Günümüze ulaşan benzer örnekler arasında türkuaz ve yeşil sırlı olanları da vardır (Watson, 2004: 320-321, Cat. L. 19, 20, 22)

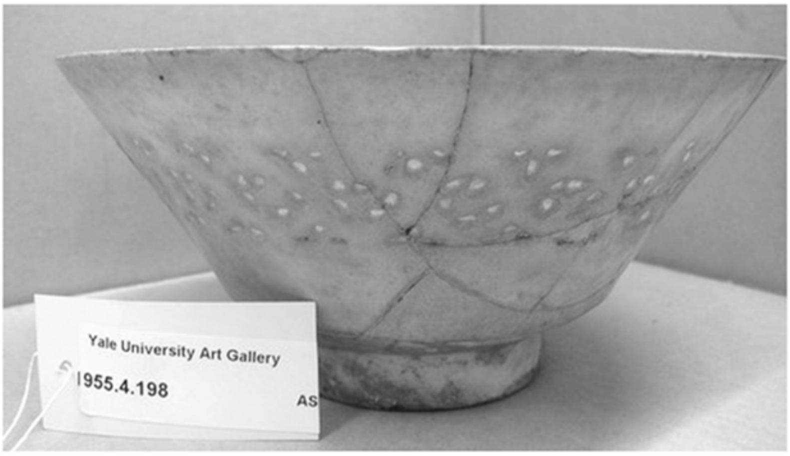


**Foto.2. "Selçuklu beyazı" kase, Silisli bünye, alkali transparant sır, 12.yy. Yale Üniversitesi Sanat Galerisi, Envanter No: 1955.4.198, E-kaynak ( http://artgallery.yale.edu/collections/objects/bowl-seljuk-white-ware).**

Yine miras olarak alınan bir başka teknik lüster, sır üstü boyamadır. İlk 9.yy. Abbasi merkezlerinde ortaya çıkan bu teknik altın kapların parıltısını anımsattığı için olsa gerek, büyük rağbet görerek benimsenmiş, lüsterli kapların eve uğur ve mutluluk getirdiğine olan inançtan dolayı kullanılmaya pek uygun olmayan formlar yaygın tüketim bulmuştur. Selçuklu seramik lüster süslemelerinde yeni sanat ekolünün tüm ayrıntıları en yüksek ustalıkla uygulanmış, bazı örneklerdeki usta imzaları süslemelerin minyatür sanatçıları tarafından yapıldığını ortaya koymuştur (Watson, 1994: 170-180; Bahrami, 1945: 1-6). Selçuklu çağında lüsterli boyamalar hem kap kacak hem de mimari seramikler üzerinde uygulanmış, bu anlamda Anadolu Selçuklu yapılarından Alaeddin Keykubad'ın Kubadabad sarayı zengin malzemeyi günümüze ulaştırabilmiştir. (Foto.3)

Foto. 3. Kubadabad sarayı lüster çinisi. Karatay Medresesi Çini Eserler Müzesi, Konya.

İslam seramik sanatında sır altı süsleme tekniği uzun gelişim sürecinden geçerek olgunlaşmıştır. Horasan'da astar boyalarla başlayan bu süreç astarlar ve maden oksitlerin karışımıyla devam etmiş, paralel olarak Abbasi ustalar saf oksitleri kırmızı bünye ve beyaz opak sır üzerinde uygulamağı denemişlerdir (Watson, 2004: 166-174). Tüm bu birikim görsel açıdan olumlu veya olumsuz olarak değerlendirilebilecek yönleriyle Selçuklu ustaları tarafından benimsenmiş ve günümüze kadar yaygın kullanılmağa devam eden sır altı süsleme tekniği, son hatlarıyla geliştirilmiştir. Sır altında sabit duran boyaların yanı sıra yayılarak özel sulu boya efekti oluşturan oksitlerin bilinçli kullanımı sır altı süslemeli Selçuklu seramik ve çinilerine kendine has bir görünüm ve albeni kazandırmaktadır (Atıl, 1973: 126-7). Ne yazık, iyice araştırılmadan yüzeysel algılanan bu tarz uygulamaların günümüzdeki tekrarlar, belli nedenlerden dolayı aynı etki vermemekte ve bazen tek "doğru" olarak lanse edilmektedir.

Tüm araştırmacılar tarafından Selçuklu ustalarının bağımsız buluşu olarak kabul gören minai tekniği de kendine özgü alt yapısı sayesinde ortaya çıkabilmiştir. Bu temel Abbasi çağı beyaz opak sırın buluşuyla oluşmağa başlamış, sır üzerine, sır içine ve sır altına sürülen çeşitli maden oksitlerin davranış gözlemiyle vuku bulmuştur. İster kap kacak ister ise mimari seramiklerde seve seve uygulanan minai dekorlarda figüratif motiflerin ağırlığı inkâr edilemez. Bunların arasında ay yüzlü, çekik gözlü, badem ağızlı Selçuklu prens ve prensesleri, kimi zaman tahtta bağdaş kurarak oturmuş, kimi zaman hayat ağacının altında, bazen ise at üzerinde ava giderek canlandırılmıştır. Bu tasvirlerde Selçuklu çağının gündelik yaşam sahneleri giyim kuşam, masa ve saç düzeni, koşum aksesuarları gibi detaylarla karşımızı çıkmakta, Selçuklu insanının hayal ve inanç dünyasının zenginliğini yansıtmaktadır. (Foto. 4) Anadolu'da ele geçen minai çini örneklerinin Konya Kılıç Aslan Köşkü süslemesinde kullanılmış olduğu kabul edilir. Çeşitli çokgen formlardan oluşan bu yapının çini kompozisyonlarında düz beyaz, mavi veya lacivert sırlı minai parçalar mevcuttur. Son derece ender bulunan kabartmalı minai çini örnekler ise yakın zamana kadar sadece İran coğrafyasında ele geçmiştir (R.Arık ve O. Arık, 2007: 230-232).

Foto.4. Taht sahnesi tasvirli minai kase. Selçuklu Dönemi İran, 12.yy. sonu-13.yy. bası. Silisli gövde, beyaz opak sır, yaldızlama. Ölçüler: 8.1 x 21 cm. Brooklyn Müzesi, Envanter NO: 86.227.61, E-kaynak (http://www.brooklynmuseum.org/exhibitions/arts_of_islamic_world/bowl.php)

Sanat sevenler arasında çok iyi bilinmeyen "Siluet boyamalı" seramiklerin üretimi Selçuklu çağıyla sınırlı kalsa da görsel etkinliği, süsleme işçiliği ve motif zenginliği vurgulanmağa değerdir (Watson, 2004: 333; Maslenitsyna, 1975: Res. 21,22). Watson'un da dikkati çektiği gibi, bu teknik kırmızı çamurdan silisli beyaz çamura geçiş sürecini temsil etmekte ve üretimi sadece 1200'e kadar devam etmektedir. Kanaatimizce kalın siyah astarın kazımasından oluşan bu süsleme şeklinin devamı sır altı boyama görülse de, temelinde kırmızı çamur üzerinde yapılan champleve astar kazıma tekniğinin durduğu tartışılmazdır. (Foto.5)

Foto. 5. Tek kulplu siluet kazımalı teknikte testi, Selçuk Dönemi İran, muhtemelen Kaşan (1150-1220), fritli bünye, The Cleveland Museum Of Art, Gallery 16.

Bu dönemin imalatında daha geride kalmağa zorlanan kırmızı çamurun tamamen kaba ürün yapımına terk edilmemesi de çok önemli bir gerçektir. Yabancı kaynaklarda *sgraffito, champleve, splashed ware* gibi terimlere tanımlanan bir grup kaplarda astar kazıma kimi zaman tek başına, kimi zaman ise boya akıtmayla bir arada kullanılmaktadır. Türkçe Akıtmalı-kazımalı adlandırdığımız bu tekniğin Selçuklu çağında büyük rağbet gördüğü yaygın ve yoğun üretiminden anlaşılır. Bu tarz seramiklerin çeşitli alt grupları Amol, Ağkent, Gabri-Garrus olarak tanımlanmış, süslemelerinde sgraffito ve champleve astar kazıma dışında bakır yeşili, mangan moru ve muhtemelen demir oksit sarısı boyalar kullanılmıştır (M. Avşar ve L.Avşar, 2014;  Efendiev, 1980, res. 11).

Yukarıda da görüldüğü gibi zengin teknik yelpazesine sahip Selçuklu seramik sanatında ikonografi ve motifler de Türk sanatı açısından büyük önem taşımaktadır. İslam Öncesi Orta Asya kültür birikimiyle İslam Dünyasına dâhil olan Selçuklular İslam sanatının kaynağı olarak kabul edilen İran ve Mezopotamya kültürüne Orta Asya Türk geleneklerini de eklemiş oldular. Selçuklu döneminde çok baskın ve belirgin olan bu etkinin İslam sanatı üzerinden hiç kalkmadığı, onunla harmanlaşarak zenginlik ve çeşitlilik kazandırdığı söylenebilir.

Selçuklu çağı İslam seramik sanatında karşımıza çıkan süslemelerde Türk tipi olarak bilinen insan figürleri, Türk oturuşu olarak kabul edilen bağdaş kurma ve Avrasya inanç sisteminin uzantısı olan elinde bardak tutma gibi belirgin detaylar dışında giyim kuşam ve kompozisyon düzeninde İslam Öncesi Türk kültürüne ait pek çok detay mevcuttur. İster sahnelerin anlamı, ister yazılı süslemelerin içeriği, ister ise çeşitli detaylarda Türk mitolojisi ve Selçuklu Dönemi edebiyatının etki veya izlerine rastlanır. Büyük sanat dünyasının yansıması olan bu eserlerin görsel dili okunduğu halde belge niteliğinde verilere ulaşmak mümkündür. Bunlar Selçuklu kültür çevresinin malzemeyle özleştirilmiş aynasıdır.

## SERAMİK SANATI EĞİTİMİNDE SELÇUKLU SERAMİĞİ

Çağdaş seramik sanatının temelinde duran çeşitli yapım ve süsleme teknikleri, malzeme ve araç gereçlerin tümü büyük tarihsel gelişimden geçerek şekillenen, sayısız tecrübelerden geçerek arındırılan, çağdaş bilim ve teknolojinin buluşlarıyla harmanlaşan birikimdir. Bu birikimin içinde Selçuklu çağının seramik gelişmeleri ister teknik yenilikler, ister ise estetik içerik açısından önemli sayfa oluşturmakta, zengin ihtivası ve arka planıyla faydalanması tükenmeyecek kültürel katmanı temsil etmektedir. Seramik sanatı eğitimi açısından büyük değer taşıyan bu geleneğin araştırılması ve tedris edilmesinin çok yönlü olumlu etkileri kendini uygulamayla ilgili olan resim, teknoloji ve kompozisyon gibi teknik alanlar dışında, Ortaçağ Türk edebiyatı ve mitolojisi gibi genel kültür alanlarındaki bilgi edinmeyle gösterebilir. Bu her yönlü gelişim çini sanatı olarak bilinen ve adeta milli gelenek olarak benimsenen sanat dalının daha derin ve geniş algılanmasına, bu alanda yapılan çalışmaların tarihi gerçeğe dayalı ilerlemesine ve bunun sonucu daha büyük potansiyel elde etmesine neden olacaktır.

Selçuklu seramikleri arasında lüster, sıratlı ve minai süslemelerde minyatür ustalarının da eli olduğuna dair yukarıda bilgi verilmiştir. Mevcut usta imzaları sayesinde seramik ile diğer sanat dalları arasındaki yakın etkileşimin şekli ortaya çıkmış, bu durumun seramik sanatı gelişimi üzerindeki tesirinin mantığı aşikâr olmuştur. Görsel sanatların bir dalı olan seramiğin resim, heykel ve grafik gibi temel sanat alanlarından koparılması onu malzeme hudutlarına hapsetmek, derin ve kapsamlı Sanat anlayışından uzak tutmak anlamına gelmektedir. Ortaçağın resim geleneğini temsil eden minyatür ustalarının seramiğe el atması Picasso’nun seramikler üzerinde süsleme yapmasıyla aynı niteliktedir. Bu hal çamuru bir amaç öğesinden malzeme unsuruna indirgendirmekte, onu vasıta olarak kullanılan diğer malzemelerle aynı listeye oturtmaktadır. Tasarım olarak gündeme gelen görsel düşünce oluşturmanın ilk kademesi görsel sanatın genel içeriği ve felsefesi, uygulamayla ilgili olan sıradaki adımı ise malzemeyle ilişkilidir. Seramik sanatı resim ve diğer temel sanat dallarından koparıldığı zaman bu ana fikre karşı tutum sergilenmiş oluyor, kendimiz da farkında olmadan seramik sanatı malzemeyle sınırlı kalan zanaata doğru itiliyor.

Selçuklu seramik sanatında karşımıza çıkan süsleme şemaları usta çırak sistemi olarak bilinen ve devletin büyük merkezlerinden daha küçüklere doğru yayılan merkeziyetçi sistem içinde gelişmiştir. Başta saray atölyelerin durduğu bu piramitte minyatür ustaları ister ikonografi, ister ise tasvir düzenlenmesi veya başka değişle kompozisyonları belirlemiş, onların ortaya koydukları tarz devletin resmi sanat dili olarak benimsenmiştir. Bu durumda seramik sanatçıların elinde bulunan süsleme şemaları ve motifler belli kıstasları yansıtan ve içeren görsel öğeler olarak görülmeli, temelinde rastgele bir ustanın o an ortaya attığı yorumu veya tutumu şeklinde algılanmamalıdır.

Selçuklu seramikleri arasında özellikle açık formlar zengin tasvir programıyla seçilir. Gündelik yaşamdan alınan ve minyatürleri aratmayacak yoğunlukta çok figürlü gerçekçi tarz sahnelerden tutun mitolojik arketipleri andıran yalın formül halindeki insan-kuş ve ağaç kompozisyonlarına kadar bol malzeme sunmaktadır. Bu çeşitlilik içinde düzenleme şeması şeklinde tanımlanabilen birkaç temel kompozisyon şekli mevcuttur. Bunlar göbek ve su, merkezi simetri, dörtlü simetri, ışınlar, serbest düzenleme olarak kısaca tanımlanabilir. Erken çağlardan itibaren çeşitli kültür ve coğrafyalarda işlenerek arındırılan bu şemaların eğitilmesi ve benimsenmesi, süsleme uygulamalarında daha profesyonel ve bilinçli davranılmasına yol açacak, dün, bugün ve yarının sanatı arasındaki ortak paydayı ortaya koyacaktır.

Selçuklu seramik sanatının teknik çeşitliği de önem arz eden hususlardandır. Bu dönem ustaların yaratıcı tutumu sayesinde gelişen uygulama şekilleri aynı tekniğin birkaç uygulama varyasyonuyla zenginleşmesine neden olmuş, sade ve önemsiz gözüken değişikliklerde farklı görselliğin elde edilmesi sağlanmıştır. Bu sanatın yakından irdelenmesi sözü geçen teknik inceliklerinin tanınmasını, malzeme ile uygulama arasındaki ince bağın görsel veriler üzerinden benimsenmesine zemin oluşturacak, sanat eğitiminin daha verimli ve dolgun içerikli olmasına vesile olacaktır.

Selçuklu sanatının incelenmesi görsel sanat ve sözlü gelenek, ikonografi ve mitoloji arasındaki bağların daha bariz şekilde algılanması yolunda da bol malzeme sunmaktadır (Балашова, 1972: 91-106). Kaynağı Türk mitolojisine dayanan pek çok Selçuklu dönemi canlı ve cansız motiflerin ister oluşum ve gelişim süreçleri, ister ise ikonografisi kökleriyle Avrasya’nın Paleolitik çağına kadar inen büyük ve zengin kültür birikiminin gelişim ve dönüşüm süreçlerinin birer yansımasıdır. Bunları inceleyerek kendi kültürümüzün içeriği, şekli ve gelişim safhalarını tanımış, Türk tasvir dilinin anahtarını çözmüş olacağız.

Diğer taraftan Selçuklu döneminde yaygın okunan ve dillerde ezber olan edebi eserlerin ve kahramanların da görsel sanatlarda aksettirilmesi bir gelenek halini almıştır. Bunların arasında Firdevsi’nin Şehname’si belki de en sık başvurulan kaynak olmuştur. Daha çok minyatürlü yazma eserlerde illüstrasyon halinde canlandırılan sahneler daha sonra maden ve seramik gibi malzemeler üzerinde de uygulanmağa devam etmiş, bilinen ve sevilen kahramanlarla toplum üzerinde etkili ve faydalı olabilecek meziyet ve vasıflar takdir edilmeğe çalışılmıştır (Robinson, 2005: 9). Bu anlamda Ortaçağ lüster ve sıratlı seramiklerde özellikle yaygın görülen Arap yazılı süslemeler de büyük önem arz etmektedir. Bunların okunması Selçuklu çağına ait büyük bir kültürel katmanın üzerindeki perdeyi kaldırarak toplumda takip edilmesi gereken manevi gelişim yollarına yönelik tavsiye, not ve değerlendirme niteliğinde metinlerin tanınmasına imkân yaratmış oldu (Pancaroğlu, 2007: 27-35).

## SONUÇ

Evrensel sanat ortamında gelişen çağdaş eğitim sisteminde kaynaklardan kopma tehlikesi diğer zamanlardan çok daha yakın ve kabildir. Bu kopma denizde yelkensiz gemi misali dolaşmak ve anlamsız idare olunmaz şekilde çeşitli yönlere savrulmak anlamına gelir. Kültür alanında benzer durumun ortaya çıkması elimize ulaşan mirasın içinde seçici davranarak daha önemli ve daha az değerli derecelendirmesi yapmaktan veya mevcut malzemeyi üstünkörü tanımaktan da kaynaklanabilir. Kendi anlatım diline sahip görsel sanatın içerdiği her ekol kendine özgü değerler bikrimi ve çeşitliliğinden oluşur. Tarihte var olmuş her kültür ekolü kendi zamanının estetik tercihlerini yansıtan, çok sayıda sanatsal niceliklerin toplu birikiminin yeni nitelik oluşumu kazanmış bir olgudur. Arkasında sayısız olumlu ve olumsuz deneyimleri, halk gözüyle yapılan tartmaları, eleme ve arınmışlıkları barındırır. Vasıf olarak tekrar olunmaz ve değiştirilemez bir varlıktır. Bu nedenle kültürünü tanımak kendini tanımak, kendini oluşturan nitelikleri, vasıf ve meziyetleri, köklerini ve kaynaklarını, potansiyelini ve birikimini tanımaktadır. Bu bilgi günümüz gerçekleri arasında değerlendirme yapmağı ve geleceğe yönelik tahmin yürütmeyi de daha sağlam zemine oturtabilecek türdendir.

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# SKILLS PERCEIVED NEEDED AND CONFIDENCE LEVEL AMONG THE ELDERLY IN THE KLANG VALLEY,MALAYSIA

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This study aims to identify the skills that exist in the elderly and also the level of confidence that exists among the elderly to share their expertise with students in schools. Data collection was conducted through a survey questionnaire to 618 senior citizens around Petaling Jaya and Kuala Lumpur . The findings showed that the elderly were willing to share their skills and time with pupils at schools. The skill elderly are confident in training students. They also have the confidence to accept the comments from the students and join academic visit. However, the elderly seem to be less confident to speak in front of an audience of students.While seniors have skills in the academic subjects, in handyman skills, music, art and crafts, they are less proficient in computer. Result showed that they want to learn new skills,mainly in using the computer. There is a need for a module to meet the needs of the elderly and as well as for the elderly to contribute to the intergenerational program

Keywords:Skills,Confidence level,elderly, intergenerational programs.

## INTRODUCTION

In Malaysia, the percentage of senior citizens above the age of 65 and over has increased dramatically in recent years. The percentage of elderly in total population in Malaysia has increased from 3.2% (1970) to 5.0% in 2010 and is expected to reach 11.4% by 2040. This phenomenon will continue to increase with increasing life expectancy in this country. The life expectancy of Malaysia in 2000 was 70.0 years for men and 74.7 years for females. However, this figure had increased to 71.7 years for men and 76.6 years for females in 2010 (Malaysian Quality Of Life, 2011).

Intergenerational program can increase cooperation, interaction or partnership between different generations. This form of program involves the sharing of skills, knowledge and experience between two,or more generations. Erderly who are still healthy, experienced and knowledgeable can still actively contribute to society through their participation in the intergenerational program.. Therefore intergenerational program which aims to address the generation gap may promote positive interaction between different generations ( Chorn Dunham & Casadonte , 2009; Powers, Gray, & Garver, 2013).

## LITERATURE REVIEW

### The Studies of the Intergenerational Program

There are many studies of intergenerational program. The researches carried out by many foreign researchers on intergenerational program has focus on four shown various findings. The first focus involves the interest, needs and risk of the intergenerational program for the elderly and young children (Ames, 2006; Beynon et al, 2013; Bostrom.2011; Escolar Chua & Guzman, 2014; Holmes, 2009; Goff, 2004; Goodman, 2013; Jarrott & Bruno, 2007; MacCallum, 2010; Mannion, 2012; Marx et al, 2005; Middlemiss & Meyer, 2004; Peacock,Flythe & Jones,2006; Perry & Weather, 2011; Whiteland, 2013; Zucchero, 2011).

The second focus on perceptions and attitudes of the childrens towards the elderly and the elderly's negative perception of young people ( Casadonte Dunham & Casadonte, 2009; Dorfman et al., 2004; Hernandez & Gonzalez 20008; Holmes, 2009; Gilbert & Ricketts, 2008, Knapp and Stubblefield, 2000; Lynott & Merola, 2007; Middlemiss & Meyer, 2004; Schwalbach & Kiernan, 2002; Shedletsky, 2012; Stubblefield, 2000; ; Zucchero, 2011).

The third focus is on the reciprocal mutual learning between elderly and young people (Bostrom, 2011; Breytspraak, Arnold & Hogan, 2008; Chung, 2009; Knight, Skouteris , Townsend & Hooley, 2014, Mannion, 2012; MacCallum et al, 2010; Savishinsky, 2011; Weaver, 2014).

The fourth focus is on the profile of the managers of the intergenerational program ( Kakuma & Kusanao, 2009; Sanchez, Diaz, & Pinazo Saez, 2014).

Similarly, there seems to be a lack of research about the intergenerational program in Malaysia . The main focus of the local studies involving facilities that can be enjoyed by the elderly (Ahmad Syahrin, 2001; Lim, 2005; Sanmargaraja, 2012). The second focus is on the study of social and emotional support to the elderly (Ma'rof, Zahid, Abdul, & Wan Ahmad, 2009). The third focus is on the welfare and quality of life of seniors (Eshah & Rostam, 2012; Maria Justine, 2010; Sidiah Ak John Siop, 2008). The fourth focus is on elderly health (Cheng & Suzana Shahar, 2012; Lee, 2008; Subramaniam, 2009) and the last focus is on knowledge and perception towards the elderly (Husna & Roaiyah & Tanti, 2009).

So far, there is very little local and abroad focusing on the skills and confidence level of the elderly necessary for the implementationof the intergenerations program. Thus, this study aims to determine the types of skills and confidence levels when elders involved in intergenerational program later.

## PURPOSE

This paper aims to look at and identify the types of skills and confidence levels seniors to contribute to intergenerational program. This study aims to answer the following research questions.

1: Are the elders are willing to share their expertise and time with the pupils in the school?

2: What are the skills that existed in the elders that can contribute to the intergenerational program?

3: What are the level of confidence that existed in the elders that can contribute to the intergenerational program?

4.What are the new skills that elders want to learn?

## METHODOLOGY

### Study Site and Selection

To address the question of this inquiry, the survey design was employed. The study was conducted in a large metropolitan city in Malaysia. A total of 618 elderly, 318 females and 300 males, who were 60 years old and above, retired, without any cognitive impairmentor terminal illness, without any physical disability, and who had the ability to understand English and Malay, were invited to participate in the study. Data collection was done from Jun 2013 to May 2014.

## INSTRUMENTATION

The instrument has been used for this study was developed by Husaina Banu Kenayathula, Norlidah Alias and Saedah Siraj (2014). The questionnaire was tested for validity and reliability by researchers on 80 elderly volunteers in the same area . This questionnaire has the Cronbach alpha .697. The questionnaire consists of 30 items covering two dimensions: the level of confidence and the skill. The purpose of the questionnaire was to obtain data on the level of confidence in the elderly and different types of skills in the elderly.

## FINDINGS

### Wiliingness of the elders to share skills and time with childrens.

The willingness of the elders in sharing their skills and time with the school childrens was surveyed and analysed(see Table 4.1). The findings showed that 68.44% of 423 senior citizens are willing to share their expertise and time with the pupils in the school. 31.56% senior citizens do not agree and are not willing to share their skills and time with pupils at the school

**Table 4.1**

***Wiliingness of the elders to share skills and time with childerns***

| Wiliingness of the elders to share skills and time with childerns | Frequency | Percentage(%) |
|---|---|---|
| Agree | 423 | 68.44 |
| Not Agree | 195 | 31.56 |
| Total | 618 | 100 |

### Skilled perceived needed by elders to contribute to the intergenerational Program

The skills of the elderly were surveyed and analysed as in Table 4.2. Table 4.2 indicates that the elderly master academic skills subjects which is 32.7% (202 people). It is followed by the handylman skills with 20.2% (125 people), indoor sports activities skill with 16.2% (100 people), music skills with 11.7% (72 persons), craft skills with 11.4% (71 people), arts skills with 10.0% (62 people), computer skills with 9.7% (60 people), and ends with outdoor sports activities skills by 8.6% (53 people) as in table 4.2.

**Table 4.2**

***Skilled perceived needed by elders to contribute to the intergenerational Program***

| Types of Skills | Frequency | Percentage(%) |
|---|---|---|
| Academic(subject) | 202 | 32.7 |
| Handyman Skills | 125 | 20.2 |
| Indoor Games | 100 | 16.2 |
| Music | 72 | 11.7 |
| Craf | 71 | 11.4 |
| Arts | 62 | 10.0 |
| Computers | 60 | 9.7 |
| Outdoor Games | 53 | 8.6 |
| Total | 618 | 100 |

### The Confidence level of the elders

***(I) Confidence level of elders to speak in front of students***

**Table 4.3**

***Confidence level of elders to speak***

| Confidence Level | Frequency | % |
|---|---|---|
| Strongly disagree | 73 | 12.2 |
| Disagree | 171 | 28.5 |
| Neutral | 80 | 12.9 |

| | | |
|---|---|---|
| Agree | 153 | 25.5 |
| Strongly agree | 141 | 23.5 |
| Total | 618 | 100 |

The findings(Table 4.3) show that only 294 people at 49% only agreed to speak in front of students. 51% of 305 elderly people are not confident to speak in front of a crowd.

*(II) Confidence level of elders to join students in an educational day trip*

**Table 4.4**

*Confidence level of elders to join students in an educational day trip*

| Confidence Level | Frequency | % |
|---|---|---|
| Strongly disagree | 45 | 7.5 |
| Disagree | 158 | 26.4 |
| Neutral | 70 | 11.3 |
| Agree | 218 | 36.4 |
| Strongly agree | 127 | 21.2 |
| Total | 618 | 100 |

The findings(Table 4.4) indicate that 345 elderly(57.6%) have the confidence to participate in academic visits with students. Only 254 elderly people (42.4%) are not sure about participating in academic visits with students.

*(III) Confidence Level of elders to coach students*

**Table 4.5**

*Confidence Level of elders to coach students*

| Confidence Level | Frequency | % |
|---|---|---|
| Strongly disagree | 50 | 8.4 |
| Disagree | 155 | 25.9 |
| Neutral | 76 | 12.1 |
| Agree | 195 | 32.6 |
| Strongly agree | 142 | 23.7 |
| Total | 618 | 100 |

The findings(Table 4.5) indicate that 337 elderly (57.3%) have the confidence to coach students. Only 261 elderly people (43.7%) are not sure about coaching students.

*(IV) Confidence Levels of elders to accept comments and Feebacks*

**Table 4.6**

*Confidence Levels of elders to accept comments and Feebacks*

| Confidence Level | Frequency | % |
|---|---|---|
| Strongly disagree | 11 | 1.8 |
| Disagree | 50 | 8.4 |
| Neutral | 58 | 9.4 |
| Agree | 314 | 52.8 |
| Strongly agree | 184 | 30.9 |
| Total | 618 | 100 |

The findings(Table 4.6) indicate that the elderly who have the confidence to receive comments and feedback is a total of 498 patients (83.7%). Only 97 elderly people (16.3%) are not sure about receiving comments and feedback from students.

**Wiliingness of the elders to learn new skills**

**Table 4.7**

***Wiliingness of the elders to learn new skills***

| Wiliingness of the elders to learn the new skills | Frequency | Percentage(%) |
|---|---|---|
| Not Agree | 299 | 48.4 |
| Agree | 319 | 51.6 |
| Total | 618 | 100 |

The willingness of the elders to learn new skills was surveyed and analyse. 51.6%(319 elders) wishing to learn the new skills(Table 4.7)

**New Skilled perceived needed by elders to contribute to the intergenerational Program**

**Table 4.8**

***New skills perceived needed by elders to contribute to the intergenerational program*** .

The findings showed that most of the elderly perceived needed of the ict skills to perform the intergenerational program (see Table 4.7).

| Types of Skills | Frequency | Percentage(%) |
|---|---|---|
| Computers | 188 | 30.4 |
| Academic(subject) | 92 | 14.9 |
| Craf | 70 | 113 |
| Music | 67 | 10.8 |
| Arts | 63 | 10.2 |
| Handyman Skills | 59 | 9.5 |
| Outdoor Games | 32 | 5.2 |
| Indoor Games | 27 | 4.4 |
| Total | 618 | 100 |

## DISCUSSION

The findings showed that the elderly have the confidence to coach students with the skills that they have. They also have the confidence to accept comments from the students and to participate in student academic visits. In contrast, the elderly are less confident to speak in front of an audience of students. These findings are consistent with a study by Hutchison & Beynon (2014) that the elderly have the confidence to teach students to sing, but their physical condition has caused them to lack the confidence to sing solo in a crowd.

This study found that senior citizen have skills in academic subjects, sports skills, crafts, music and crafts but they are less proficient in computer field. This finding is consistent with a study by Parisi et al (2009) that the ability of seniors to teach students to use the knowledge and skills available through intergenerational community-based program to meet social and academic needs of students. It also supports the theory of Erikson (1962) on generativity requirements that must be met when the elderly can contribute to society (Sanders, Sullivan, DeBurra & Fedner, 2013).

The study also found that seniors want to learn new skills and computer skills are the skills they most want to learn. These findings are congruent with those of other studies done by various authors (Boulton-Lewis, 2010; Erisen, 2010; Erisen, Sahin, & Kapicioglu, 2008; Escolar Chua & Guzman,2014) that the desire to learn by the seniors are diverse and cover the areas of health, language, hobbies, and learning opportunities in the field of technology . This shows that even in their later life, they still have the urge to learn and want to take advantage of the educational opportunities that can help them to adapt in a rapidly changing world. This finding is contrary to the study by Purdie & Boulton-Lewis (2003) that the elderly do not like to learn technological skills.

## CONCLUSION

The main objective of this study was to determine the types of skills and confidence levels that exist in the elderly so that they can contribute meaningfully to the intergenerational program. The findings generated in this study provides some implications for educators. Firstly, educational programmes for intergenerational fail because of improper planning, which led to the failure of the implementation of the programme. Although there are a lot of literatures that emphasize the importance of involving seniors in intergenerational education programme planning, previous research results indicate it is still an important issue that must be addressed ( Escolar Chua & Guzman, 2014). Intergenerational education programmes should be designed for seniors to help them become more productive. Intergenerational education programmes should take into account the needs of senior citizens not only in terms of their satisfaction, but must take into account the seniors' requirement for personal growth and serving the community (Villar & Celdran, 2012).

Secondly, the strategy to encourage the elderly and young people in intergenerational education programmes should also be arranged so that both generations benefit from each other and also encourage mutual learning (Breytspraak,Arnold & Hogan,2008; Chung,2009; Mannion,2012; Savishinsky,2011; Weaver,2014). This study reviewed the population around Klang Valley,future studies should include rural population with experimental methods for reviewing the effectiveness of intergenerational education programme on the quality of life of the elders.

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# SOME SUGGESTIONS TO ENHANCE THE QUALITY OF THE ENGLISH LANGUAGE TEACHING PROGRAMS IN TURKEY

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**ABSTRACT**

The teaching of English language is attached so much importance in the Turkish educational system that it is currently started at the very beginning of the primary education, as of the second grade in the new 4+4+4 system. This high importance of the issue necessitates a satisfying level of quality in English education at all levels ranging from primary to tertiary phase. Under this framework, the training of the English language teachers undertakes a quite significant role. Therefore, the available English language teaching (ELT) programs at Turkish universities take on the serious responsibility of educating the future English language teachers who are expected to teach the future generations. However, it is not possible to say that everything about these programs goes flawless. In this study we present some suggestions to enhance the quality of education in the ELT programs. The major points covered as part of these suggestions range from additions to and extractions from the eight-semester curriculum, the (non)employment of native speaker instructors considering especially the development of oral skills, and the broadening of the alternatives provided under the student exchange program to the specialization alternatives to be provided for the undergraduate ELT students who want to specialize in teaching English to very young learners. In accordance with the presented broad-range suggestions this study aims to contribute to the elevation of the standards of the training of prospective English language teachers and thus, in the long run, the whole English language education in Turkey.

**Keywords:** English language teaching programs, quality, native instructors, Erasmus, curriculum

## 1. Introduction

The status of the English language as the lingua franca all over the world renders it the most important foreign language among others. Thus the teaching of English to the speakers of other languages has gained an ever-growing gravity in almost all of the developing countries. If they want to keep pace with the recent developments in many fields ranging from technology to education, it appears to be a must for them to have English-knowing qualified citizens. This high importance attached to the English language shows itself in many contexts in Turkey. For example, most of the job vacancies demand a good command of English as a prerequisite. This can be easily observed even in the ordinary vacancy announcements on the daily newspapers. Likewise, the appointment of other language teachers like German and French account for only a limited percentage of the whole language teacher appointment rate in the Turkish Ministry of Education in September 2013 and 2014. An overwhelming majority of the appointed language teachers belong to the English branch. Table 1 below shows the distribution of the language branches in the September-2013 and September-2014 teacher appointment by the Ministry of Education:

Table 1. Distribution of the branches in the September-2013 and September-2014 teacher appointment by the Ministry of Education

| **Branch** | English | German | Arabic | Russian | Chinese | Italian | Spanish | French | **Total** |
|---|---|---|---|---|---|---|---|---|---|
| **Number (September 2013)** | 5034 | 420 | 128 | 11 | 3 | 1 | - | - | 5597 |
| **Number (September 2014)** | 3931 | 254 | 203 | 3 | 1 | - | 1 | 5 | 4398 |

(www.meb.gov.tr)

As it is clear from the Table 1, the English branch dominates the foreign language teacher appointments in Turkey. Even only this numerical datum is enough to demonstrate the significance of the English language and its teaching in Turkish education system. As for the education of these English language teachers, there are distinct programs centrally based on the English language in the Turkish university education system. These are English language teaching (ELT) which aims to carry out the training of the prospective English language teachers, English translation and interpreting, English linguistics, English language and literature, and American culture and literature. Although the ELT programs constitute the only pure source of English language teachers, the graduates of the other mentioned programs become English language teachers provided that they complete a pedagogical formation program successfully.

The leading universities considering the field of ELT in Turkey are those like Bosporus University, Middle East Technical University, Hacettepe University, İstanbul University, and Gazi University. Currently, the number of the universities with an active ELT program has reached 55 according to the 2014-data by the Student Selection and Placement Center in Turkey (www.osym.gov.tr). According to the 2004-data of OSYM, the total number of the active ELT programs in Turkish universities appears to be 28 (www.osym.gov.tr). These figures apparently show that the number of the programs has doubled in the last decade and this figure is expected to rise in the coming years with the opening of new state and foundation universities.

As the quantity of universities and ELT programs increases, the quality and standards of education are also expected to increase with each passing day. There has certainly been a considerable amount of progress; however, there are undeniable problems and shortcomings embedded in the running system of these programs. The main question here is whether quality accompanies quantity or not. In this paper, the main points of suggestions are shaped considering issues like additions to and extractions from the eight-semester curriculum of the ELT programs, the (non)employment of native speaker instructors at undergraduate level, the broadening of the country alternatives provided under the exchange programs like Erasmus, Mevlana, and Farabi, the specialization alternatives to be provided for the undergraduate ELT students who want to specialize in teaching English to very young learners.

## 2. Suggestions for English Language Teaching Programs in Turkey

The first suggestion comes as to the curriculum followed in the ELT programs throughout eight semesters. All of the programs in Turkish universities follow a framework curriculum determined by the Higher Education Council (YOK); and this brings a certain level of standardization. However, there are two major problems about the current application of the curriculum. The first problem is the existence of courses delivered in Turkish by the instructors of the Department of Educational Sciences. Courses like Introduction to Educational Science, Educational Psychology, Classroom Management, Guidance, and Turkish Education

System and School Management are among these. Likewise, the course Assessment and Evaluation is delivered in Turkish in the 6th semester and the similar course Assessment and Evaluation in Foreign Language Teaching is delivered in English in the 8th semester, which gives the impression that testing is carried out in different ways in both languages. The language of instruction in ELT programs is automatically English. Therefore, there is no need to deliver such courses in Turkish. The teaching staff in the ELT programs is specialized in the field of education and can readily offer these courses in English. This will also raise the extent to which the undergraduate students are exposed to the English language, which is also expected to enhance their professional development. Thus, the course Assessment and Evaluation that is normally offered in Turkish can be extracted from the curriculum and Assessment and Evaluation in Foreign Language Teaching can be extended to two semesters. In addition to these points, the curriculum should be enriched with the participation of new elective courses. Elective courses should be open to change and they should be named and shaped in accordance with the changing conditions. For instance, an elective course on the Common European Framework (CEF) can be a good complementary tool for the related courses on materials design and course development. Again related with the curriculum followed in the ELT programs, we suggest the period allocated to school experience and teaching practice be extended. In the current system, school experience is covered in the 7th semester and teaching practice is covered in the 8th semester. Instead of being left to the last year of the undergraduate education, these two highly important opportunities of practicum should be increased and covered as of the 3rd or 4th semester. No matter what they learn as a university student, every teacher develops a personal teaching style in the classroom where they are in front of their students. Therefore, ELT students as prospective English language teachers should be given broader opportunities to breath the air of the classroom and should be enabled to shape their original styles through first-hand observations and subsequent teaching practices.

As Turkey is an EFL country, it is quite normal to encounter problems about authenticity in the process of developing language skills. This disadvantage can somehow be compensated in terms of reading, writing, and listening skills especially with the help of internet. However, speaking skill is more demanding to develop in EFL contexts and it is really hard for non-native English-speaking teachers to motivate students to speak in English even in ELT programs. At this point, the popular dichotomy of NESTs (Native English-speaking teacher) and Non-NESTs (Non-native English-speaking teacher) comes to the agenda. Medgyes (2001: 434) states the following differences between NESTs and Non-NESTs:

- NESTs and Non-NESTs differ in terms of their language proficiency;
- They differ in terms of their teaching behavior;
- The discrepancy in language proficiency accounts for most of the differences found in their teaching behavior;
- They can be equally good teachers on their own terms.

NESTs and Non-NESTs naturally differ from each other remarkably in many respects. The important thing here is making utmost use of the strengths of both parties. Therefore, the employment of native speaker instructors can bring serious advantages considering especially the development of oral skills. Native speaker instructors can not only constitute an ideal model in view of speaking but also pose a good helper in developing intercultural competence. In most of the ELT programs in Turkish universities, there are Fullbright assistants or short-term-working native speaker instructors. Instead of short-term native instructors, ELT programs can make better use of long-term-working native speaker instructors who are familiar with the Turkish educational system and the characteristics, needs, and expectations of the students. Briefly, ELT programs in Turkey need at least one experienced native speaker instructor to raise the potential of the offered education.

Authentic experiences are quite important in terms of broadening the horizons of the students. A new university, a new city, and a new country can offer many plus points for ELT students. Accordingly, student exchange programs like Farabi, Mevlana, and Erasmus hold a strong potential of rich opportunities. The country and university alternatives provided under especially international Erasmus and Mevlana exchange programs should be broadened each year to address as many students as possible. This is important for the students of all programs; however, as prospective language teachers ELT students need an overseas experience much more than other students.

As of the 2012-2013 school year, the 4+4+4 system was launched in the Turkish primary, elementary, and secondary education. According to this new system English course begins in the 2nd grade of the primary education. This means that English language teachers are expected to address children of ages 7 and 8. Naturally, teaching English to a child at the age of 7 and an adolescent at the age of 17 shows radical differences. Communicating with little children and teaching a totally new language to them requires a special talent and flexibility. Therefore, at the undergraduate level, specialization alternatives can be provided for ELT students who want to specialize in teaching English to very young learners. This can be achieved through offering extra courses for those who are volunteers to teach English to little children when they begin professional life. It does not seem possible to divide the ELT program into two as is the case with the two different mathematics education programs in Turkey, elementary mathematics education program and secondary mathematics education program. However, at least some extra elective courses on how to teach English to very young learners and accordingly shaped extra teaching practice opportunities at primary schools can be offered to the voluntary undergraduate ELT students.

The last point we cover as a part of our suggestions is the professional efficacy of the teaching staff in the ELT programs. The number of both state and foundation universities and the active ELT programs (see Appendix) is on the increase. Nevertheless, quantity should not be allowed to shadow quality. The quality of the offered education should be always maximized. To this end, the professional development of the academic staff should be strongly encouraged and supported. Their regular participation in the academic events like national and international symposiums, conferences, and workshops is quite important. Likewise, being an active part of professional organizations like INGED, IATEFL, and TESOL can bring many benefits professionally. Similarly, they should be encouraged to produce scholarly publications on a regular basis. Such academic activities will not only help academic staff develop themselves personally and professionally but also contribute to their command of the lessons and classroom management.

## 3. Conclusion

In this study, we have identified some specific problems posing a barrier for the quality of the ELT programs at Turkish universities. In terms of focusing on physical problems, we have tried to put the human factor in the very center of the issue. Therefore, our suggestions are presented with the aim of helping both students and academic staff throughout the whole education process. Their personal and professional development should be attached utmost importance. Under this framework, the presented suggestions about the curriculum, the employment of native speaker instructors, student exchange programs, teaching English to very young learners, and the participation of the academic staff in academic events are expected to make contributions to the quality standards of the ELT programs at Tukish universities.

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**Appendix**

**Alphabetical List of the Universities in Turkey with an Active ELT Program**

| University Name | Status | City |
|---|---|---|
| Abant İzzet Baysal University | State | Bolu |
| Akdeniz University | State | Antalya |
| Aksaray University | State | Aksaray |
| Amasya University | State | Amasya |
| Anadolu University | State | Eskişehir |
| Atatürk University | State | Erzurum |
| Bahçeşehir University | Foundation | İstanbul |
| Balıkesir University | State | Balıkesir |
| Başkent University | Foundation | Ankara |
| Boğaziçi University | State | İstanbul |
| Canik Başarı University | Foundation | Samsun |
| Cumhuriyet University | State | Sivas |
| Çağ University | Foundation | Mersin |
| Çanakkale Onsekiz Mart University | State | Çanakkale |
| Çukurova University | State | Adana |
| Dicle University | State | Diyarbakır |
| Dokuz Eylül University | State | İzmir |
| Erciyes University | State | Kayseri |
| Eskişehir Osmangazi University | State | Eskişehir |
| Fatih University | Foundation | İstanbul |
| Gazi University | State | Ankara |
| Gaziantep University | State | Gaziantep |
| Hacettepe University | State | Ankara |
| Hakkari University | State | Hakkari |
| İnönü University | State | Malatya |
| İstanbul Aydın University | Foundation | İstanbul |

| | | |
|---|---|---|
| İstanbul Bilgi University | Foundation | İstanbul |
| İstanbul Kültür University | Foundation | İstanbul |
| İstanbul Sabahattin Zaim University | Foundation | İstanbul |
| İstanbul University | State | İstanbul |
| İzmir University | Foundation | İzmir |
| Karadeniz Technical University | State | Trabzon |
| Kocaeli University | State | Kocaeli |
| Maltepe University | Foundation | İstanbul |
| Marmara University | State | İstanbul |
| Mehmet Akif Ersoy University | State | Burdur |
| Mersin University | State | Mersin |
| Mevlana University | Foundation | Konya |
| Muğla Sıtkı Koçman University | State | Muğla |
| Mustafa Kemal University | State | Hatay |
| Necmettin Erbakan University | State | Ankara |
| Nevşehir Hacı Bektaş Veli University | State | Nevşehir |
| Middle East Technical University | State | Ankara |
| Okan University | Foundation | İstanbul |
| Ondokuz Mayıs University | State | Samsun |
| Pamukkale University | State | Denizli |
| Sakarya University | State | Sakarya |
| Süleyman Demirel University | State | Isparta |
| Trakya University | State | Edirne |
| Ufuk University | Foundation | Ankara |
| Uludağ University | State | Bursa |
| Yeditepe University | Foundation | İstanbul |
| Yıldız Technical University | State | İstanbul |
| Yüzüncü Yıl University | State | Van |
| Zirve University | Foundation | Gaziantep |

# Stakeholders Involvement in Quality Assurance of Academic Programmes

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**Abstract:**

Academic quality assurance involves various processes and groups of people. Stakeholders such as parents, potential employers, sponsors and sometimes students will insist on having internal and external quality assurance processes in place for academic programs that are offered. Generally, academic institutions will solicit the inputs form other academicians or peers, potential employers and sometimes parents in the QA process. Students and former students (alumni) are seldom involved, often due the institutions' perception that the students do not know what they want. However, in the present scenario where students and recent graduates are often very well aware of the needs and shortcomings of academic programs, their input is equally valuable and could serve as the most current feedback from the ground level. In this paper, the author will share his proposed mechanism of eliciting students and alumni response in academic program development and review.

Keywords:
Quality Assurance, Stakeholders Involvement, Tertiary Education

# SUPER-EGO AN INHIBITION OF STUDENTS TO SPEAK ENGLISH IN COLLEGES IN KERALA

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**Abstract**

This paper analyses few factors that leads to inhibition of college students to speak English in Kerala, India. In this paper a field study is done to show how Freud's "superego" can lead to inhibition in the mind of the students to speak English in colleges in Kerala. Data collected through field analysis is done to show that spoken English training can overcome the "superego" which creates the inhibition to speak English .In this project, I advocate that if we can overcome negative impact of "superego" then we can overcome the inhibition to speak English. I justify my project with the help of statistics and data collected through random interviews among the college students in Kerala. The aim of the project is to help Government Organizations and Parent Teacher Associations to promote speaking of English in college campuses, so inhibition among students can be removed to speak English.

**Keywords:** *English, Higher Education, Kerala, Inhibition, Communication*

**Introduction**

"Education should bring to light the ideal of the individual." J.P Richter.

Inhibition to speak in English stands as an obstacle for the development of personality among college students in Kerala. Kerala is hailed as the second highest literary state in India with 93.91% (Times of India, Sep 8,2013). Kerala is an educational hub for higher education in India. In Kerala high importance is usually given for reading and writing, but the speech form in English medium of instruction is often neglected and often the mother tongue Malayalam is used as a medium of instruction by the instructors. If we analyse from Francis Bacon's point of view and if we neglect reading or conference (speaking) or writing, then a person cannot be perfect or complete (Bacon).

The main objective of the Collegiate Education Department, Govt. of Kerala is to impart best quality higher education to the eligible students of the State who complete their higher secondary level education. (Collegiateedu.kerala.gov.in) If proper "spoken form" of training is not given to College students when the medium of instruction is English then how can the objective of Collegiate Education Department, Kerala be full filled? If there is no proper training on spoken form then it will be one of the factors responsible for inhibition from student's part to speak in English.

To master the spoken form of English Language, one must have exposure to the Language. As the old adage says practice makes perfect, inhibition to speak in English can create a sense of fear and is one of the major factors that leads towards hatred in speaking English, without speaking English, we cannot master the spoken form.

Exposure to English can reduce inhibition to speak English up to a certain extend. In Kerala, usually students in colleges prefer to speak in native language Malayalam rather than in English. If their classmates speak in English, then there is a general tendency to mock at the person who speaks in English. The famous psychologist Sigmund Freud coined the term "Super Ego" (Freud, 1932).

Merriam Webster dictionary defines super ego as "a part of a person's mind that relates to attitudes about what is right and wrong and to feelings of guilt" (Merriam-Webster Dictionary). In colleges when classmates mock their friends when they speak in English, in the mind of the speaker a sense of barricade develops and he feels that he is going against the norms of his classmate, even though the medium of education is in English and even it can have a positive impact in his life, the fear of "others" (friends) develops a guilt in the mind of the speaker and super ego a moralizing agent develops an inhibition in the mind of the speaker (student) and it can prevent him in speaking English and later the inhibition can lead to fear in speaking and hatred towards spoken English .

**Method**

In this paper the method of data collection is done through field study and personal interviews. Data collected through interviews and questionnaire shows that there is inhibition among college students to speak in English.

**Field Analysis**

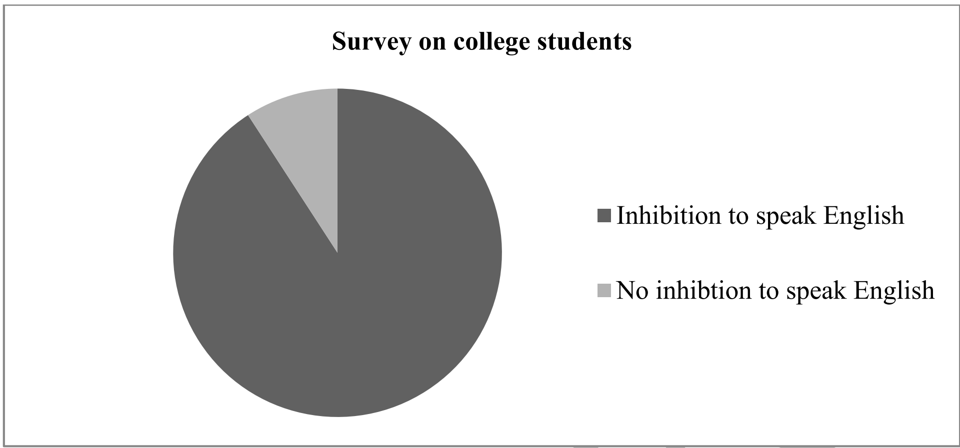


**Figure 2.**

In Figure 1, after rigorous survey we got the information that 80% of the students felt that there is inhibition among college students to speak English. Only 20% were of the opinion that there was no inhibition among college students to speak English.

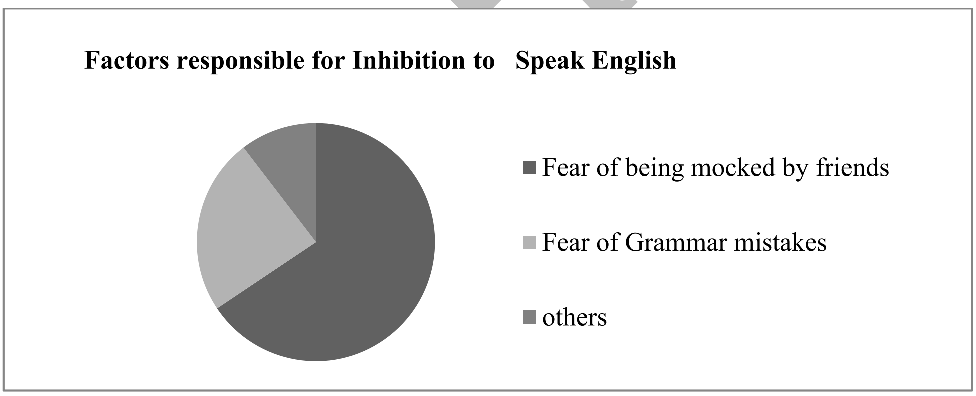


**Figure 2.**

In Figure 2, through field analysis we come to a conclusion that 60% of the students had fear of being mocked by classmates if they communicated in English.

30% of students had fear of grammar mistakes if they communicated in English and others who had lack of fluency in speaking English because of various other factors.

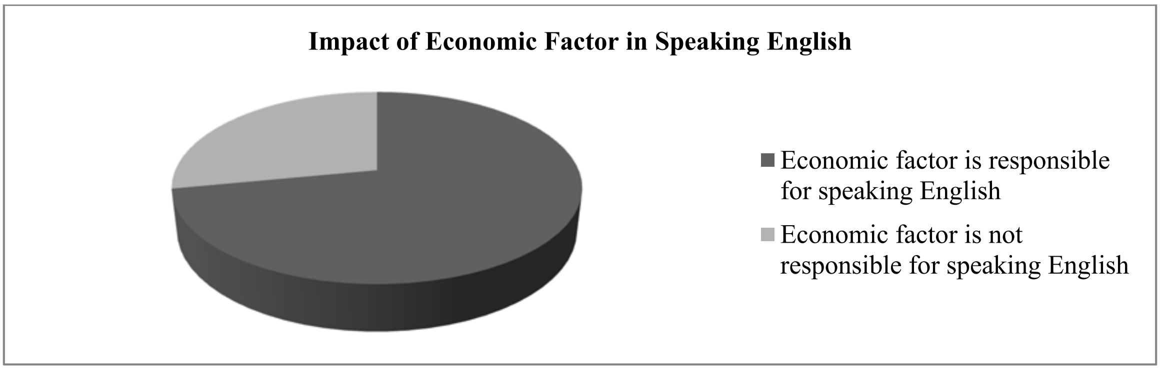


**Figure 3.**

In the Figure 3, we come to an argument that Economic factor is also one of the responsible factors for speaking English among college students (75%). Students hailing from rich families speak English fluently than those from other backgrounds, because most of the rich students get their primary education from private English medium schools have more exposure to English language and they also speak to their parents in English. Speaking English is considered as a status symbol in Kerala. Those with less economic background might not speak English frequently at home and in colleges and prefer to use mother tongue Malayalam, they mostly develop an inhibition to speak in English.

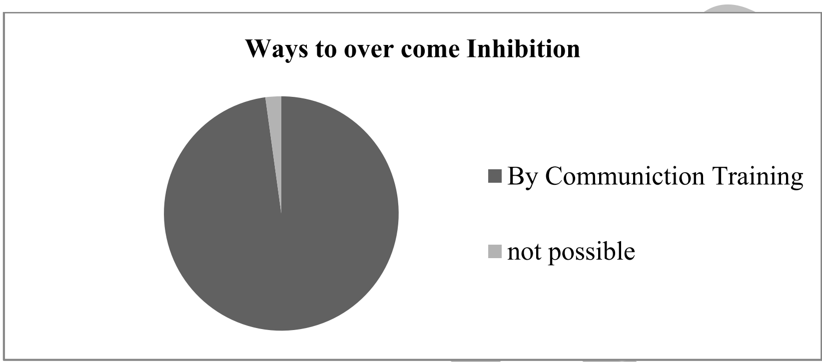


**Figure 4.**

In figure 4, through field analysis we got the information that 97% of the students felt that through Communication Training they can overcome the inhibition to speak in English.

**Result**

According to the survey in Figure 1, 80 % of the students had inhibition to speak English in colleges in Kerala. In Figure 2, 60% of the students had fear of being mocked by classmates if they communicated in English. In Figure 3, 75% of students felt that economic factor is responsible for speaking of English among students. In Figure 4, 97% of students had the view that by communication training can overcome inhibition to speak English.

**Various Factors Leading to Inhibition as Recorded from the Survey**

- Shyness among students is one of the factors that lead to inhibition among college students to speak in English.
- Fear of grammar mistakes.
- Inferiority complex.
- Lack of fluency.
- Lack of exposure.
- Fear of alienation - The students usually prefer to use mother tongue Malayalam in colleges , when they hear some one speaking in English, they try to alienate that person, this is one of the factors that leads to inhibition among students to speak English.
- Preference for Malayalam.

- Suppression and lack of encouragement by teachers / professors is one of the factors that lead to inhibition. The teachers / professors might not be well versed in spoken English; they naturally try to suppress the one who speaks English well.
- Fear of being mocked.
- Professors / teachers advise students that speaking English is necessary, but they (teachers/professors) themselves are comfortable with their mother tongue Malayalam, and do not act as a role model in speaking English. The students imitate the teachers / professors and will naturally show inhibition towards speaking English.

**Suggestions from the Students**

Grace marks must be given to those students who speak English well; this can create an urge in the mind of the students to speak English. Introduce scholarships to promote English language and conduct training programmes for students to speak in English.

**Conclusion:**

One of the biggest drawbacks is that in English medium schools and colleges in Kerala, even though the medium of instruction is in English, the explanation of subjects such as English, Science, Mathematics and History are in the mother tongue Malayalam. The diversion of teacher's medium of instruction from English to Malayalam is one of the factors that can lead to inhibition of students to speak English. Even as teachers prefer to speak Malayalam in schools and colleges, there is also a tendency for students to follow and imitate the teacher. The students cannot be blamed for the inhibition they have, it is the system of education that has to be reviewed.

As a result from this field study we come to a conclusion that the fear of the "others" can be considered the most important factor that leads to inhibition among students in Kerala, and the only way to overcome "Super Ego" which stands as an inhibition agent among college students to speak English is through good communication training and exposure to spoken English Language. Taking tests like IELTS and TOEFL etc can improve the confidence level of students and they can assess their own level of communication. Having gained international recognized certificates, it can boost students to overcome the fear of "others" (friends) and the fear of Super Ego can be removed. Parents must also encourage their kids to speak in English. The Education Department must ensure that for English medium schools and colleges, the medium of instruction by teachers / professors must be in English. If speaking of English is promoted, then the fear of the Super Ego and inhibition to speak English by students will be removed.

Having frequent debates in English, spoken English courses and training sessions taught by native English Speakers can have a positive impact on the students to speak English in colleges in Kerala.

Special thanks to the students who took part in this survey from various affiliated Colleges under Government Universities in Kerala.

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# TEACHING READING FLUENCY TO HAUSA ADULT LEARNERS USING GRADUAL RELEASE OF RESPONSIBILTY MODEL

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## INTRODUCTION

Effective instruction for struggling adolescent readers is currently at the forefront of literacy. Teaching reading is a complex undertaking, especially when the learner is an adult. Unlike children, adult learners cannot spend several hours in a classroom every day. Most adults learning to read find it difficult to attend classes at all; those who enroll in a basic education program can spend, at most, a few hours a week working on their reading.

When adult students arrive in the classroom, they can be at just about any level in their reading development, from beginning readers working on the fundamentals to more advanced readers ready to begin study for a high school level equivalency diploma. Emotional factors such as motivation, engagement, and fear of failure play a major role in reading success. These feelings can be especially intense for adults, particularly for learners who have spent years struggling with reading and hiding their inability to read from family members, friends, coworkers, and employers. Given the complexity of the task, what methods should educators use to help adult learners make substantial gains in their reading skill?

## READING FLUENCY

Fluency is the ability to read with efficiency and ease. Fluent readers can read quickly and accurately and with appropriate rhythm, intonation, and expression. Individuals who are learning to read often are not fluent. Their reading is choppy and filled with hesitations. They make false starts and mistakes in pronunciation. But even mature readers may read less fluently if they try to read texts that contain many unfamiliar words. Their reading may slow down and be characterized by more hesitations and mispronunciations than usual.

Without fluency, readers attend more to decoding than to understanding the meaning of what they are reading. Fluency promotes comprehension by freeing cognitive resources for interpretation. Fluent reading also signals that readers are pausing at appropriate points to make sense of the text. When a reader can reproduce the rhythm intended by the author, he or she can grasp the meaning more easily.

There are activities that a teacher can use to improve fluency such as: Choral reading, learners read a portion of text together. Tape reading, in this activity, the teacher tapes the learners reading individually. This can be done with the microphone on an interactive whiteboard or a tape recorder. The learners then listen back to what they have read, self-assess their own reading. The teacher may work with a small group or the whole class to model fluent reading and the learners repeat the reading back to the teacher. They echo the teacher's expressions and intonation. Fluency is an issue for adult beginning readers, intermediate readers, and for some who read at more advanced Adult Basic Education levels. In a large-scale assessment of over one thousand young adults, those with poor fluency had a silent reading rate of about 145 or fewer words per minute almost 100 words per minute slower than the fluent readers. The oral reading rate and accuracy of adult beginning readers closely resembles those of children who are beginning to read (Curtis and Kruidenier, 2005). In Nigeria the situation is more than that, some adults read not more than ten words per minute even in their first language. This is the rationale for the study to see how literacy rate can be enhanced.

Reading fluency can be measured formally with standardized tests, or informally with reading inventories, miscue analyses, pausing indices, or measures of rate. Typically, a student reads aloud while the teacher observes and records reading accuracy and reading rate. Reading accuracy is the number or percentage of words read correctly in a text. Reading rate or speed is the number of words read in a given amount of time, such as the number of words read in a minute, or the average number of words read per minute.

Sometimes measures of oral reading accuracy and rate are combined, as in determining the average number of words read correctly in a minute. Fluency can also be estimated by timing how long it takes to read a passage of text silently.

Another way to assess fluency is by the rhythm a reader has while reading. Some researchers developed a four-point fluency scale based on pauses. Level one on the scale represents readers who read word by word, while level four represents those who pause only at the boundaries of meaningful phrases and clauses.

Although most researchers consider prosody important, the subjectivity of judging students' prosody makes it a difficult component of fluency to study. Many researchers have focused on the more easily quantifiable components of fluency (rate and accuracy) and, therefore, some basic questions about prosody — like what should be expected in second grade versus sixth grade — have not been answered. Nevertheless, students' prosody is an extra piece of information for making instructional decisions. When students' speed and accuracy are at appropriate levels, reading with proper phrasing, expression, and intonation should be the next goal.

To measure students' oral reading speed and accuracy, researchers have developed a simple and very brief procedure that uses regular classroom texts to determine the number of words that students can read correctly in one minute. To obtain a words-correct-per-minute (WCPM) score, students are assessed individually as they read aloud for one minute from an unpracticed passage of text.

To calculate the WCPM score, the examiner subtracts the total number of errors from the total number of words read in one minute. An error includes any word that is omitted, mispronounced, or substituted for another word. Words transposed in a phrase count as two errors (e.g., reading "laughed and played" instead of "played and laughed"). Each time a word is read incorrectly it is counted as an error. Words read correctly that are repeated more than once, errors self-corrected by the student, words inserted by the student that do not appear in the text, and words mispronounced due to dialect or speech impairments are not counted as errors. They do, however, impact the final score since they slow the student down and, therefore, reduce the number of words that are read correctly in one minute.

If the passage is randomly selected from a text or trade book, an average score should be taken from readings of two or three different passages to account for any text-based differences. If standardized passages are used (in which the text has been carefully controlled for difficulty), a score from a single passage may be sufficient.

## GRADUAL RELEASE OF RESPONSIBILITY MODEL

Research on what motivates and engages less-effective readers is accumulating rapidly. It is expected that struggling learners need purposeful instruction in reading skills and strategies, access to a wide variety of texts, motivation to read, and authentic opportunities to read and write both inside and outside of school (Alvermann, 2001; Ivey, 1999; Paterson & Elliott, 2006; Williams, 2001). One way teachers can provide more targeted, individualized instruction is to use the Gradual Release of Responsibility Model(GRR) (Pearson & Gallagher, 1983). This instructional model requires that the teacher, by design, transition from assuming all the responsibility for performing a task to a situation in which the students assume all of the responsibility (Duke & Pearson, 2002). The gradual release may occur over a day, a week, or months. The gradual release of responsibility emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005).

One element which is crucial to the success of the GRR model is the notion related to instructional scaffolding which is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, wholegroup delivery to student-centered collaboration and independent practice. The model is grounded in Vygotsky’s(1978) concept of the "Zone of Proximal Development." This is described as the distance between the actual developmental level of a learner as determined by their independent problem solving abilities and the level of potential development through problem-solving under adult guidance or in collaboration with more capable peers. That is, the distance between what the learners can do without assistance and what they can accomplish with the assistance of more capable peers. The Zone of Proximal Development can be applied as an umbrella over the Gradual Release of Responsibility Model (GRR). Learners are given support in the form of scaffolding and differentiate instruction throughout all four phases of the process. Teachers can offer more challenging material to high-achieving learners, and assist lower-achieving learners in needs-based groups. Teachers support students as needed throughout the four steps and finally allowing for the eventual independence of each student. The GRR model, assumes that the learners will need some guidance in reaching that stage of independence and that it is precisely the teacher’s role to provide such guidance.

Although the GRR model is based on the work of Piaget (1952) ,the influence of Vygotsky's constructivist theory and learning in the classroom has become more popular because it considers the influence of group processes and social contexts that are, in themselves, influenced by such constructs as cultural diversity and stages of development. The GRR model emphasizes instruction that supports and mentors students into becoming capable thinkers and learners when handling tasks with which they have yet to develop expertise in. It is a successful model and has been documented as an effective approach in teaching many subject areas and a variety of content, from writing achievement, reading comprehension, and literacy outcomes for English language learners (Kong & Pearson, 2003) The present study tested the model by teaching reading fluency in Hausa language to adult learners.

The GRR model has four steps. The focus Lessons component allows teachers to model their own metacognitive processes as active readers. This is usually brief in nature; focus lessons establish purposes for reading and clue students into important learning objectives. The next stage is the guided instruction stage where teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular text.

The collaborative learning component in the gradual release of responsibility model, students consolidate their understanding of the content and explore opportunities to solve problems, discuss the content negotiate meaning, and think with their peers. Independent learning addresses the most important goal of instruction which provides students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and

solidify their understanding. They become active readers and capable learners. The gradual release of responsibility instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner (Pearson & Gallagher, 1983).

The model stipulates that the teacher moves from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). Graves and Fitzgerald (2003) note that "effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners. The gradual release of responsibility framework, the model from the onset was developed for reading instruction, reflects the intersection of several theories, it is now being used for teaching writing and mathematics.

## STATEMENT OF THE PROBLEM

The ultimate goal of instruction is that students be able to independently apply information, ideas, content, skills, and strategies in unique situations. We want to create learners who are not dependent on others for information and ideas. As such, learners need practice completing independent tasks and learning from those tasks. Among the Hausa speakers especially adults, there is difficulty in teaching them to read. This may be due to lack of motivation on the part of the learners. Therefore the research set out to teach reading fluency to adult learners of reading in Hausa using the gradual release of responsibility model in order to see if it could motivate them to read with fluency.

## THE OBJECTIVES

The objectives of the research are to:

a) Determine the usefulness of gradual release of responsibility model in teaching reading fluency among adult learners
b) Find out if the gradual release of responsibility model can motivate adult learners to read.

## INSTRUMENT

The instruments for the research were a collection of Hausa folktales titled Hikayoyin Kaifafa Zukata written by Malam Aminu Kano and Ingantattun Magungunan Zuma by Muhammad Khamis Kibiya which is a book on the benefits of honey. These books were chosen to vary the reading content. All the books have other volumes. Only the first volumes were used for the research.

## THE PARTICIPANTS

The participants were 30 adults who scored between the third and fifth grade levels on the Letter-Word Identification .The participants attend the Ahmadu Bello University adult literacy programs which I am a volunteer teacher. Majority of the participants were between 25- 30 years and possessing an average educational attainment level of primary six equivalent to Hasbrouck and Tindal's grade level seven (7). Twenty-five percent of the sample were full-time house-wives, with the 5% working as casual workers.

## PROCEDURE

The teacher introduces the lesson by setting the goals of the lesson, telling the learners the intention of making them become fluent readers within eight weeks. The books selected were of the level the students have reached. They could combine the letters of the alphabets to form words and combine the words into simple sentences. At the focus level, the teacher reads two of the stories from the book to capture the interests of the learners. The teacher reads and the learners read after her. This she did three times during each lesson. The learners were told what is meant by fluency and its components. They were told to look out for any that is lacking in their reading.

During guided lesson the learners were asked to write some of the words that the teacher felt would be difficult for the learners to read on their own on the board. The teacher demonstrates reading the words using the phonic method. Then were instructed to read the words as the teacher listens, and corrected those that could not produce the words correctly. Each of the participants about 10-15 were asked to write a word from a text and read in a day. Those that did not read were allowed to do the same with different words the next day. This approach was followed for three weeks. During the fourth week, the teacher read one passage fluently while the learners listen, then were each required to read the sentences in the stories, or one of the benefits of honey while the other learners listened. After reading the passage, the reader was asked to stay in front of the class where the rest of the class pointed out what she did wrong in relation to accuracy, rate and prosody.

The next step is the collaborative stage. This was done by allowing the learners to open any page they liked to read one of stories or the texts on benefits of honey one after the other. The learners were instructed to read while others listen to correct any mistake by the reader at the level of accuracy, rate and prosody. Then the teacher asked the learners to discuss the story to find out its purpose and meaning.

The last stage of the research consisted of the respondents reading the passage among themselves with the teacher going round to observe what they are doing. Eventually the teacher asked each of the students to read the full stories individually as the teacher assessed them. It was discovered that the subsequently the respondents were able to read the passages on their own. They even wanted to get the other volumes to read.

**ANALYSIS**

The analysis was done using a modified National Assessment of Educational Progress Fluency scale. The level one the non-fluent reader is one that read 5- 7 words per minute (WCPM) which do not preserve meaningful syntax. By the second phase the non-fluent respondents have improved their level of of reading by getting more than 12- 15 (WCPM) word groupings were awkward and unrelated to larger contexts of the passages.

Level three and four are classified as the fluent levels were the phrasings were accurate and preserved the syntax of the authors with prosody present. Level for was the stage that majority of the respondents were able to read the texts with accurate fluency. The respondents were able to bring out the meanings of the stories and the lessons they were supposed to teach. The respondents used some proverbs to show their understanding of the stories.

The texts on the benefits of honey were seen as more interesting because most of them wanted to know the other uses than the ones they already know. The uses also included the step by step procedures of using honey for the treatment of simple ailments.

**CONCLUSION**

In conclusion the paper feels that the gradual release of responsibility model is a very good way to teach adults to read due to its simplicity of use. Also the gradual withdrawal of the teacher makes the learners more reliant on collaborative learning which breeds learning independence. The model is flexible because it does not have a set time of stopping, it can be used continuously.

**RECOMMENDATIONS**

The paper recommends that the gradual release of responsibility should be used by teachers for teaching all aspects of language such as, listening, speaking, reading and writing.

The model should not be used for teaching English language only other Nigerian languages could be taught using the model.

The collaborative aspect of the model should be emphasized for learners to draw strength and be able to work in groups. This would enable the strong learners to draw the weaker ones.

The constructivist approach to learning is being emphasized this can help especially the Nigerian teacher to relax a little from the rigours of large classes.

**The Scales Used for Assessing the Readers Fluency**

**Hasbrouck and Tindal's Oral Reading Fluency Norms for Grades 1-8**

| | FALL | WINTER | SPRING | | | FALL | WINTER | SPRING | |
|---|---|---|---|---|---|---|---|---|---|
| PERCENTILE | WCPM | WCPM | WCPM | AWI | PERCENTILE | WCPM | WCPM | WCPM | AWI |
| GRADE 1 | | | | | GRADE 5 | | | | |
| 90 | – | 81 | 111 | 1.9 | 90 | 166 | 182 | 194 | 0.9 |
| 75 | – | 47 | 82 | 2.2 | 75 | 139 | 156 | 168 | 0.9 |
| 50 | – | 23 | 53 | 1.9 | 50 | 110 | 127 | 139 | 0.9 |
| 25 | – | 12 | 28 | 1.0 | 25 | 85 | 99 | 109 | 0.8 |
| 10 | – | 6 | 15 | 0.6 | 10 | 61 | 74 | 83 | 0.7 |
| GRADE 2 | | | | | GRADE 6 | | | | |
| 90 | 106 | 125 | 142 | 1.1 | 90 | 177 | 195 | 204 | 0.8 |
| 75 | 79 | 100 | 117 | 1.2 | 75 | 153 | 167 | 177 | 0.8 |
| 50 | 51 | 72 | 89 | 1.2 | 50 | 127 | 140 | 150 | 0.7 |
| 25 | 25 | 42 | 61 | 1.1 | 25 | 98 | 111 | 122 | 0.8 |
| 10 | 11 | 18 | 31 | 0.6 | 10 | 68 | 82 | 93 | 0.8 |
| GRADE 3 | | | | | GRADE 7 | | | | |
| 90 | 128 | 146 | 162 | 1.1 | 90 | 180 | 192 | 202 | 0.7 |
| 75 | 99 | 120 | 137 | 1.2 | 75 | 156 | 165 | 177 | 0.7 |
| 50 | 71 | 92 | 107 | 1.1 | 50 | 128 | 136 | 150 | 0.7 |
| 25 | 44 | 62 | 78 | 1.1 | 25 | 102 | 109 | 123 | 0.7 |
| 10 | 21 | 36 | 48 | 0.8 | 10 | 79 | 88 | 98 | 0.6 |
| GRADE 4 | | | | | GRADE 8 | | | | |
| 90 | 145 | 166 | 180 | 1.1 | 90 | 185 | 199 | 199 | 0.4 |
| 75 | 119 | 139 | 152 | 1.0 | 75 | 161 | 173 | 177 | 0.5 |
| 50 | 94 | 112 | 123 | 0.9 | 50 | 133 | 146 | 151 | 0.6 |
| 25 | 68 | 87 | 98 | 0.9 | 25 | 106 | 115 | 127 | 0.6 |
| 10 | 45 | 61 | 72 | 0.8 | 10 | 77 | 84 | 97 | 0.6 |

*WCPM: Words Correct Per Minute* *AWI: Average Weekly Improvement*

*Hasbrouck and Tindal, 2006*

| National Assessment of Educational Progress Fluency Scale | | |
|---|---|---|
| Fluent | Level 4 | Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. some or most of the story is read with expressive interpretation. |
| Fluent | Level 3 | Reads primarily in three- or four-word phrase groups. Some small groupings may be present. however, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. |
| Non-Fluent | Level 2 | Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage |
| Non-Fluent | Level 1 | Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax. |

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# Teaching Performance of Novice Teachers:

# Its Relationship with Academic Achievement and Teacher Testing

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**Abstract**

This study discusses the relationship of Teaching Performance with Academic Performance and Teacher Testing Scores of the novice teachers who graduated from a sampled institution in the years 2007-2010.The respondents are novice teachers or those who have 0-5 years of teaching experience. Their teaching performance has been gauged using a common tool adopted from the Philippine Association of State Universities and Colleges (PASUC) accomplished by their Immediate Supervisor in private and public academic institutions from regions where they teach. The teacher test scores were obtained from the Professional Regulation Commission (PRC). The results indicate that there is a negligible link between the Teaching Performance and Academic Achievement; and between Teaching Performance and Teacher Testing Scores of the respondents. The "Very Satisfactory" or "Outstanding" teaching performance evaluation rating earned by the respondents indicates the knowledge, skills and philosophies learned during the pre-service training. Finally, this research posits that an emerging paradigm of teaching performance must be progressively developed.

**Keywords:** academic performance, teaching performance, teacher testing, novice teachers

**Introduction**

Studies on novice teachers, who they are and what they can do, abound. Research looked into their teaching styles, pedagogical content knowledge (PCK) and their teaching efficacy, to name a few (NCCTQ issue no. 3, 2008). Some efforts on documenting training programs and mentoring sessions to aid them in their teaching practices are also available (http://www.nola.com/news/index.ssf/2009/01/novice_teachers_trained_under). Over all, literatures talk about the level of preparedness of novice teachers to manage classroom teaching-learning experience, which include their knowledge of the pedagogical content knowledge (PCK) (Villani, 2009; Williamson, McDiarmid & Clevenger-Bright, 2008). This paper adds to the growing discussion on how selected novice teachers conduct classroom learning experiences and which specific component of their training as preservice teachers aided them in their becoming 'good' teachers. Descriptions and connections of teaching performance with quality is also underscored.

**Teacher Quality and Teaching Performance**

Many studies point to teacher quality as the most important gauge in determining success of educational policies. To Darling Hammond (2006), the quality of teachers remains to be the most important determiner of student outcome. In fact, teachers have more impact on student learning than any other factor controlled by the school system (Rivkin, Hanushek and Kain,2005). While it cannot be denied that there are other important factors such as curriculum, assessment, congested classrooms, high student teacher ratios, poor infrastructure, availability and quality of teaching and learning materials, student nutrition, and student home and community environment influence quality of learning (Berlinner, 2014; Fantuzzo, LeBoeuf, & Rouse, 2014), instructional quality is widely recognized as a strong determinant. To put simply, students learn because their teachers want them to learn. Thus, it is important to begin discussions with a reminder of the reality of what teaching and learning looks like inside the different classrooms. Such clarification points to the teacher as not only the main source of learning but also the only point by which the 'control' for the learning process takes into force.

When teachers are better prepared, they are more effective teachers (Ball & Bass,2000). In fact, Ball & Cohen (1999), and Hill, Rowan and Ball (2005) all agree that better prepared teachers are more effective. As summarized by Baturo and Nason (1994), effective teaching emerges from extensive repertoire of three core areas of knowledge: content knowledge, pedagogical content knowledge and lesson structure knowledge.Teacher quality and teacher performance, therefore, are interrelated. Understanding one may possibly lead to a clear comprehension of the other. The variable of teacher quality, in this study, is a reflection of the teaching performance, which is influenced by academic achievement and teacher testing.

The relationship of three variables in determining quality: academic achievement, teacher testing and teaching performance is anchored on this framework:

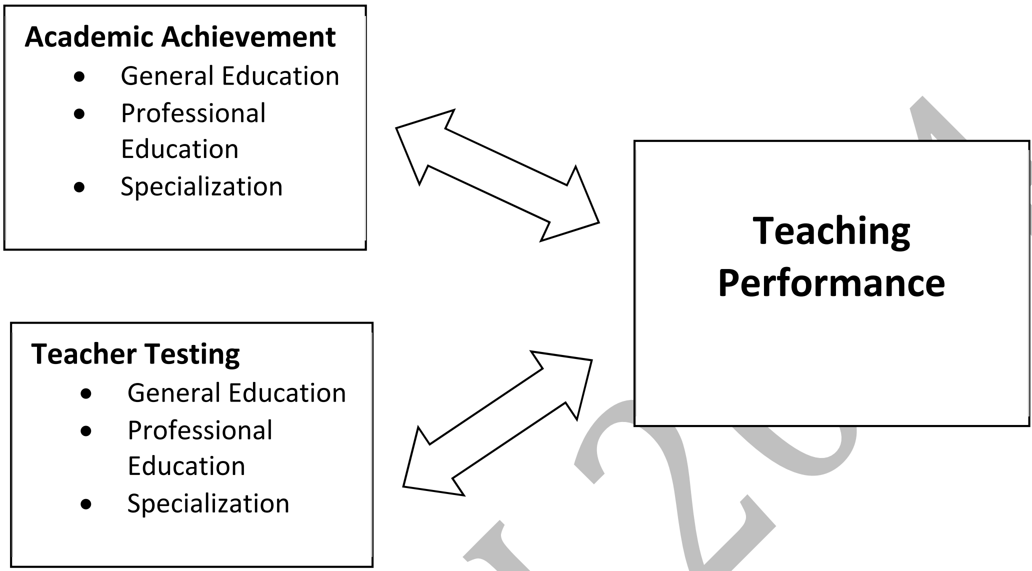


Figure 1

The framework shows the relatedness of the two variables: academic performance and teacher testing with the teaching performance. This study gives emphasis on the specific roles each variable has on the over all description of the teaching performance of novice teachers.

**Novice Teachers and the K to 12 reform**

Several factors may prod the need to assess novice teachers in relation totheir teaching processes. In the Philippines, one of the important factors is the enactment into law of the K to 12 curricular reform. More than ever, there is a great need to revisit all factors that affect teacher quality and teaching performance because teachers are considered as the most vital part of the delivery of the new curriculum. The importance of the government's K to 12 agenda to the economic development and the social and cultural life of the Philippines is as enormous as the challenge it represents. Schools and teachers are confronted with the need to understand and be able to implement well the curriculum reform.

Novice teachers, as defined in this study, are those who have 0-5 years of teaching experience. They are expected to enter the teaching profession with knowledge of the new curriculum. This study looked into the possible variables which may help understand who they are and what they can offer in the classroom.

**Methodology**

This study was intended to underscore the relationship of academic achievement and teacher testing with teaching performance of the respondents. Specifically, the study sought answers to the following questions:

1. What is the teaching performance of the respondents?

2. Is there a relationship between the teaching performance evaluation results and academic performance of the novice teacher-respondents?
3. Is there a relationship between the teaching performance evaluation results and teacher testing scores of the novice teacher-respondents?
4. Are academic achievement and teacher testing scores predictors of success of teaching performance of the respondents?

The respondents of this study were 405 novice teachers who graduated from a sampled institution in the years 2007-2010. Their academic achievement, as shown by their average grades in the courses taken in the pre service training, was computed. The academic courses are classified under General Education (GE) courses, Professional Education (PE) courses, and Specialization courses.

The Teacher Testing Score, on the other hand, was derived from the scores in the three sub-components of the Licensure Examination for Teachers (LET) mandated by the Philippine government through the Professional Regulation Commission (PRC). The sub components are General Education Professional Education and Specialization.

The Teaching Performance Evaluation Result was derived from the evaluation ratings given by the Immediate Supervisors of the respondents. A common tool prescribed by the Philippine Association of State Universities and Colleges (PASUC) was used for the purpose.

A team of field researchers traced the 405 novice teachers to 256 private and public schools in Regions 3,4,5 and NCR, and obtained the consent of the said novice teachers to be participants of this study. Then, a novice teacher, together with a field researcher requested the novice teacher's Immediate Supervisor to rate him/her using a Teaching Performance Evaluation Tool. In some cases, the Immediate Supervisor rated the novice teacher and gave the filled up rating sheet right away to the Field researcher. In some cases, the immediate supervisor requested that the filled up instrument, in a sealed envelope, be picked up on an agreed time.

To describe the teaching performance of the novice teachers, the mean score of their teaching performance evaluation results, as rated by their immediate supervisors, were computed and interpreted using the following continuum:

Table 1. Continuum of Teaching Performance

| Mean Rating | Interpretation |
|---|---|
| 4.51 – 5.00 | Outstanding |
| 3.51 – 4.50 | Very Satisfactory |
| 2.51 – 3.50 | Satisfactory |
| 1.51 – 2.50 | Fair |
| 1.00 – 1.50 | Poor |

To determine the coefficients of correlations of teaching performance with academic achievement and with teaching testing, Pearson r was used. While in determining if academic achievement and teacher testing are good predictors of success of teaching performance, linear regression is used. All computations were done using SPSS software.

**Results and Discussions**

The Teaching Performance of the respondents

This section presents the results of the immediate supervisors' evaluation of the respondents' teaching performance.

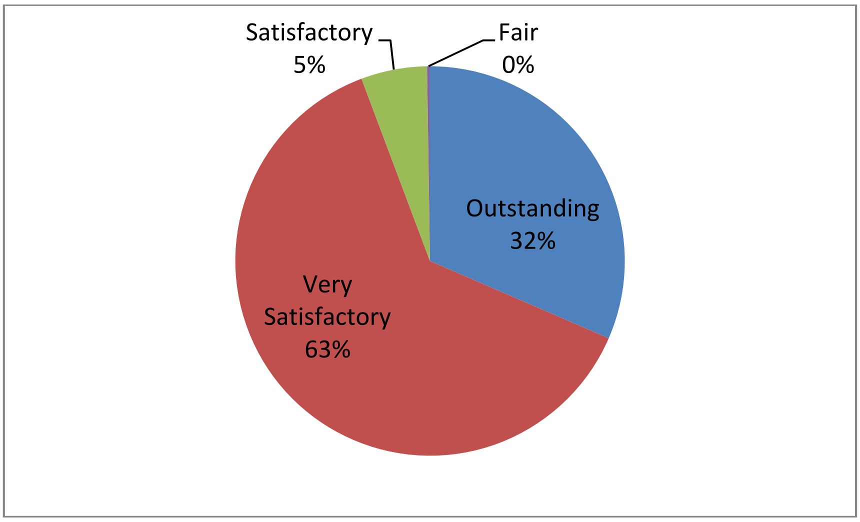


Figure 2. Teaching performance

Figure 2 shows that just less than one-third of the respondents were evaluated as "Outstanding" while about 63% were evaluated as "Very Satisfactory (VS)." This implies that the Immediate Supervisors of the 256 private and public schools where the respondents were employed, are generally satisfied with the performance of the novice teachers, all graduates of a sampled institution. This further implies that despite being new in the profession, almost all of the respondents are performing well as teachers in their respective schools. Their competence maybe attributed on the kind of training that they received during their pre service training.

**Relationship of Teaching Performance (TP) and Academic Achievement**

Coefficients of correlation between Teaching Performance (TP) and the average grades in General Education (GE), Professional Education (PE), Specialization, and General Weighted Average (GWA) were computed.

**Table 2. Correlation between Teaching Performance and Average Grades**

| Respondents | Scores | r | p-value |
|---|---|---|---|
| Novice teachers (N = 405) | TP and Average in GE | 0.083 | 0.096 |
| | TP and Average in PE | 0.082 | 0.099 |
| | TP and Average in Specialization | 0.059 | 0.234 |
| | Teaching Performance and Average Grade | 0.134 | **0.007**** |

** correlation is significant at the 0.01 level (two-tailed)

***Legend:*** *TP – teaching performance*
*Average GE – average grade in General Education courses*
*Average PE – average grade in Professional Education courses*
*Average Spec – average grade in Specialization courses*
*Average Grade – average grade in all academic courses*

It can be inferred from Table 2 that for all 405 respondents, there is negligible correlation between the Teaching Performance and any of the Average Grades in either General Education (GE), Professional Education

(PE) and Specialization. However, there is a weak but significant positive correlation between the Teaching Performance and General Weighted Average ($r = 0.134, p = 0.007$).This means that only about 1.8% of the Teaching Performance Evaluation score of the respondents can be explained by their Academic Achievement.

The positive significant correlation, although weak, between the Teaching Performance and GWA, which is not found when the TP is correlated with any of the sub-component of Academic Achievement, seems to suggest that teaching should be taken wholistically and not as a compartmentalized combination of GE, PE and specialization.

**Relationship of Teaching Performance and Teacher Testing Scores**

Coefficients of correlation between Teaching Performance (TP) and the Teacher Testing (TT) score in General Education (GE), Professional Education (PE), Specialization, and Over all TT scores (TTS) were computed.

**Table 3. Correlation betweenTeaching Performance and Teacher Testing scores**

| | Scores | r | p-value |
|---|---|---|---|
| Novice teachers (N = 405) | TPand TT Gen. Ed. | 0.070 | 0.160 |
| | TPand TT Prof. Ed. | 0.074 | 0.136 |
| | TP and TT Specialization | 0.029 | 0.578 |
| | Teaching Performance and Over-all TTS | 0.067 | 0.176 |

***Legend:*** *TP – teaching performance*
*TT GE – Teacher Testing score in General Education component*
*TT PE – Teacher Testing score in Professional Education component*
*TT Spec – Teacher Testing score in Specialization component*
*TTS – over all Teacher Testing score*

The results reveal that there is negligible correlation between the Teaching Performance and any of the TT components. This could be attributed to the homogeneity of this group of respondents where almost all have very satisfactory rating in their teaching performance as revealed in the previous discussion.

**Academic Achievement and Teacher Testing as Predictors of Teaching Performance**

To determine if academic achievement and teacher testing are good predictors of success of teaching performance, linear regression was used. The linear regression equation is $y = 0.022\ x_1 - 0.001\ x_2 + 2.444$ where $y$ – teaching performance, $x_1$ – academic performance and $x_2$ – teacher testing. It can be inferred from the equation that the very small coefficients of the variables representing academic performance and teacher testing suggest very small contributions from the said variables. This is further supported by the table below.

Table 4. **Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .116(a) | .013 | .008 | .35561 |

a Predictors: (Constant), Teaching Testing Score, Grade Weighted Average

It can be inferred from Table 4, that only1.3% of the Teaching Performance can be attributed to the Academic Performance and Teacher Testing and around 99% can be explained by other variables which are not included in this study. That is, in the case of Filipino novice teachers, their Undergraduate Academic Achievement and Teacher Testing Scores are not significant predictors of their Teaching Performance.

**Implications**

In the growing discussion of what predicts or what contributes for good teaching performance, this study found out that among the Filipino novice teacher-respondents, academic performance and teacher testing are not the main "contributors" of their good teaching performance. This result supports Shulman's (1986) observation that "there is a possibility that teachers' knowledge is not necessarily translated into teaching practices."

As a way of recommendation, further studies be conducted that may probe the added contribution of in-service or induction programs over the knowledge and skills that beginning teachers bring with them; and how do these programs contribute to the quality of teaching performance. Other factors need to be considered to really examine what really contributes to good teaching performance of novice teachers.

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# THE COOPERATIVE LEARNING IN THE INTERCULTURAL CONTEXT

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**ABSTRACT**

Within the multi-ethnic society in which we live the interaction and cohabitation between different people for ethnic and cultural aspects is an important key driver to exchange and share behaviours, values and rules for mutual enrichment as well as for individual and collective growth. So the “intercultural education” is an important way to drive and strengthen the process of teaching/learning. In this context research, knowledge and experience are the main pillars that attribute to the cooperative learning the meaning of “intercultural context”, allowing at the same time to validate this approach by means of criteria related to academic success, personal well-being and the quality of relationships in the classroom. The aim of the paper is to discuss about the birth, structure and development of the Cooperative Learning (CL) in order to analyze methodologies able to improve the learning outcomes of the members of a working group by using the effective teaching method.

**INTRODUCTION**

The multi-ethnicity wich characterize the present historical-cultural scenery, invites us to reflect on the possible bases on which to found a life in common of mutual respect and of reciprocal identity recognition.
In a multi-ethnic society as the one in which at present we actually live, the identity concept in, in fact, so strongly felt as to form a sort of blockhouse into which one can take refuge to defend one-self from the others. It seems that the identity concept refers to the protection of one own’s individuality, as if in the relationship with the others, this should assure one own’s survival, by representing the place where the world of values, denoting the belonging to own’s place of origin, traditions and way of being, is contained this way of express.
This concept of identity, however, includes a great misunderstanding. The identity in , in fact, not a sign of isolation, but of relation. You cannot speak about identity without referring actually to something which is other in regard to which the definition of the identity of something is determined. (A. Fabbris, 2011).
It is a question of reconsider the terms with which this relation is established. In order to do that it is necessary for us to recover the sense of man’s condition as constitutionally relational (A. Harendt, 1964), and to be able to found this relationality on a concept of “open identity”.
This consists in the conviction that we are what we are only since, we are connected with the others. In other terms, we are not isolated and monolithic individual that only secondly relate to others, as much isolated and monolithic. Instead we are already part of a precise relational dynamics, which connects us to the others from the beginnings. Otherwise, we would be mere things, not human beings. So, we are structurally open to the other people and our identity develops through the relation with the others ( A. Fabbris, 2011).
In order to acquire this awareness, one need simply to be educated. In this direction, education has had and still has a crucial role, since it is the institutional sphere incharge of granting the effectiveness of the socialization processes the future citizen’s formation, the production of the official knowledge and the cultural heritage of the groups forming the society, and the construction of the cultural picture within which a peaceful way of living together must occur.
Nevertheless, the task of such education, from the point of view of a peaceful coexistence among culturally and ethnically different people, and of the consequent enlargement of knowledge horizons and of the construction of the basis for a critical reflection on one own’s and others identities and life styles, needs to the develop towards the facing up of new pedagocical challenges.
The introduction of the intercultural logic into schools, is among these, since it requires:
- The curricula replanning;
- A trans-curricular pedagocical practice, particularly careful for the global aspects of single disciplines and a specific utilization of projects or extra-curricular programmes;
- Methodologies which combine emotion, thinking and doing and at the same time, balance the learning process, living the learner the status of an actor who learns and operates by beginning from processes of construction and sharing of the knowledge.

The intercultural logic must not be meant as a new chapter of pedagogy, or a branch of a special pedagogy, but must be considered an innovative perspective for general pedagogy. This as a consequence, should mean an innovative way of everybody’s education, above all for that concerns the formation of personal identity and

socio-cultural identity. It should be meant as qualifying in the innovative sense the general pedagogy in its entirety (Nanni, 1998).
This way of thinking of interculture, can develop only when the interculture does not take place at school or on the textbooks, but it becomes an event in the subjects cognitive system, in the subjects' cognitive experience when they carry out a synthetic experience, which re-interprets various cultures.
In this sense, "the interculture as an experience takes place when one perceives that in the other culture narration there is a divergent thought which can be accepted or refused" (Nanni, 1998, pp. 47-48).
In this sphere, the following principles are identified:
- To express recognition;
- To promote the confidence;
- To develop the communicative competence;
- The didactic principle of concreteness.

To them, one must add the aims that on the cognitive plan consist on activating the didactic paths which encourage the decentralized dimension of knowledge and on the affective-relational planrecall the ability to engage the conflict and to get over the fear of the different. In this sense, the most effective and appropriate indications of the intercultural logic need to permeate the reflection within the single disciplines (Portera, 2000).
The affirmation of an intercultural perspective implies the interpretation of the multiculture as a by now structural and distinctive fact of contemporary society and, in consequence, it aims to a rethinking of educational processes on the basis of the principles of recognition and enhancement of diversity, and aims to the construction of an educational system which favours a peaceful and democratic living together.
The concept of interculture which derives from this perspective, is not satisfied with formative results which concern only the cognitive sphere, but it refers to the entirety of the possible educational results: awareness, knowledge, empathy, attitudes and abilities.
This implies that, by the assumption of an educational principle like that, one arrives to a connotation of intercultural education which, founding its methods on reinterpreting experience of subjects different cultures, can be defined a multi-dimensional process of interaction between individual of different cultural identities, who, trough the intercultural meeting, experience something deep and complex a conflict/reception which is a precious opportunity of growth for everybody's personal culture, in tehe perspective to remove all obstacles from the construction of a new civil living together, also trough the chancing of school system (the same opportunities, remaking of textbooks, adoption of active techniques and multimedial instruments) and the requalification of the educationists.
In this terms, school, as an educational community can and must perform the task to generate a propulsion to the relationship shaped with affective and emotional languages, and the task to promote the sharing of those values which enable all the pupils to feel as members of an only and real society.
In this sense, school can be the place the task of teaching can be placed side by side with the one of teaching to be (N. Lupoli, 2010.), on the basts of the principle that every kind of education derives from the participation of the individual to the civil conscience of human species, without any distinction of culture and ethnicity, by considering the act of growing a socialization, process which begins unawares from his/her birth and goes on as a constant experience through the social life, and so, with the other individuals (J. Dewey, 1954).
A perspective like that, open to social dimension, enables to project positive effects not only into learning how to live with the others but even into learning the learning processes, into learning through the direct experience of doing, and into learning to be subjects ethically inspired (J. Delors, 1997).
From this it derives that one needs to conceive the class as a group of people, to pay attention to its relational dynamics, promoting the cooperative bonds among its members and to be able to conduct the inevitable conflicts caused by socialization.
The concept of school as a life community, by assuming the concept of intercultural education, must aim to respect of everybody's natural and active involvement, and must develop into pupils the processes of real reflection able to give foundation to the gradual achievements into the various fields of knowledge and social life; assuming the core of socio-cultural constructivism, which means the learning as an active process of knowledge construction.
According to this paradigm, pupils construct their knowledge and through this construction they learn as well as they construct, in the same time, their competences and their attitudes, that is: to know, to know how to do, to know how to be.
In this perspective, knowledge as a construction of meanings is characterized by the interaction of three polarities which refers to the context within which the relations with the learning area are formed; to the collaboration which instead concerns then relation with the other members of the community of learning; to the construction which, in the end, consist into activating the modalities of reflection and negotiations.

**DISCUSSION ABOUT METHOD**

The Cooperative Learning (CL) moves in this direction, since it can be defined a teaching/learning methodology which involves the structuring and restructuring of the class into cooperative groups.
After spread throughout American schools, in the sixties of last century, it has been part of the Italian school context since the end of the eighties.
In didactical terms, the CL is above all a method opposing to the traditional view of teaching to pupils and is concretely a set of techniques of conducting the class in which pupils work in small groups of learning activities and get assessment on the basis of the achieved results. Secondly, the CL express itself within a precise orientation choose in favour of the activity promoted by pupils, therefore it can be defined a strategy with a social mediation, opposed to the others aiming to the teacher's mediation ( Felisatti, 2006, p. 117).
The conceptual fabric on which the CL is rooted can be traced in some guidance-ideas common to arious educational-psychology theories, which, re-examined from a socio-constructivist point of view, assert that learning is influenced in a manner that cannot be disregarded, by the context within which it takes place and by the interactions which are carried out in it.
One of the first perspective which indicates the centrality of the social interaction role in learning is linked to the Piaget's concept according to which the interaction among equals, by promoting turbulent socio-cognitive situations, simulates into the subjects the attempt to construct new interpretations of reality, able to get over the conflicts and the contrasts (Piaget 1974). As Dewey asserts " implicitly in the class and at school, as in the society, the permitted or forbidden actions, the possibility of discovery, the beliefs of who conducts or manages the context through resources and restrictions, influence the formation of mental and emotional dispositions, of attitudes such as the participation and the democracy, the creativity and the (J. Dewey, 1922).
In learning, the central role of social interaction is also present in the concept of proximate development zone proposed by Vyigotskij according to: the social interaction can have a function of which its own since a more expert subject, through an action defined "scaffolding", can be as a guide, for beginner, in facing a problem (Vyigotskij, 1974).
The concept of a guided participation to the community practices, as a privileged path for the development and the learning of the individual is present in the point of view of Rogoff, who asserts that an educational modality like that is rooted in all cultural contexts within which adults take care of children ( B. Rogoff, 1990).
From a contextual point of view, the social interaction becomes a support for learning, when the context where it takes place is structured by following the condition of positive inter-dependence defined by Lewin and Deutsch's research (1948-1949).
On the base of these conceptual knots, the CL is already to be considered a context where the perspective of intercultural pedagogy are expressed.
The features which distinguish it are, in fact, already able to narrate the principles which by analogy are at the basis of the intercultural education. In this sense, the intercultural pedagogy aims to delineate the best strategies from the organizational point of view as well as the purposes, in order that the subjects who refer to different origins and cultures may learn how to communicate among them leaving language, behaviours, cultures and beliefs apart ( E. Pellerani, 2007).
From this point of view it is possible to cannot the term CL as a "mantle" term used to provide a twofold meaning used for beliefs: on the one hand a pedagogical meaning, which concerns the philosophy of cooperation and the appreciation of individual differences; on the other hand a didactic one, which considers a whole of methodologies of knowledges achieved cooperatively and pluralistically constructed around the work of pupils organized in groups. These pupils, in fact, work together in sufficiently small and etherogeneus groups so that everyone can take actively part into the carring out of the tasks assigned by the teacher ( E. Cohen, 2/1992, p.4).
On this subject, we'd better highlight that the CL is above all a whole of educational principles which proposes a richer complexity than a simple utilization of groups in the daily school practice, and, as we have said in advance, it is not a learning theory or a teaching theory, but a method and a theory which originates a formative pattern and a whole of working techniques.
The CL is a whole of educative perspective, define the way the students can adopt in order to learn reciprocally while working together in the carrying out of school works (Hijzen, Boekaerts, Vedder, 2006).
On the basis of these principles, the CL has carried out a whole of class organization techniques by which situations are generated in which groups of students work together as a team, in order to face a task, solve a problem or develop a common competence (Artz, Newman, 1990).
In this way, that is by inviting the students to work in group and as a group, the CL simulated a cognitive and social development. From this point of view, of reciprocal sharing of their knowledge and working for a common objective, the students benefit from the knowledge distributed in the group, where the competence of a student compensates for the deficit of the other and everyone improves his/her preparation ( Hargraves,1994; Kagan, 2000).
The CL gives to the interpersonal relation a strategic function which is so intense that it becomes the fulcrum around which all other learning variables, as the motivation, cognitive processes, class organization and evaluation revolve.

In order that the CL may represent a successful experience, it's necessary that:
- The students think that the cooperation is efficacious and they feel, as a consequence, responsible of their work within the group, and aware of the competences to be used, as well as the neceddity of developing them;
- the teachers share with the students, the responsibility of development of these competences, in the learning context.

With regard to that, the teacher's role, in the CL, finds expression into four main actions such as: the activities project, the learning context management, the competences and the work group assessment, the consolidation and the individual assessment of the specific competences through opportune formative paths which have to occur in different phases of the teachers' professional lives.

In the field, the point of reference which are important in the organization of this formation refer to the cognitive apprenticeship ( Collins, Brown, Newman, 1995) on the basis of which , teachers can personally experiment with modalities of CL under the supervision of expert, and then reflect on their utilization at school; and on the institution of a research community on the basis of which teachers are included to rethink of themselves as a community of researchers, oriented into the development of new patterns of CL and new techniques for the class activities organization.

Working according this modality implies a remarkable change in the way teacher operate in the class. They, in fact, do not play anymore, thanks to this methodology, the main guidance role during the lesson, insofar as the guidance carries out in various learning and self-regulated work centres corresponding to single groups where collective planning are created, derived from a multidirectional communication and mutual help forms.

In spite of all that, the teacher does not lose his7her leading role, according to Lewin (1948) or rather he is an essential point of reference for the group's objectives realization, as well as the promoter of the positive interdependence. In this sense, the author defines the teacher as a democratic and directorial leader since she/he discusses the decision referend to the activities with the groups. Encourages the communication, the members participation to the school life, and more over creates the conditions in order that the pupils' tasks may be qualitatively effective.

The conflict are regulated by the teacher her/himself, negotiated by pupils and capable to promote the development of social knowledge and abilities.

The teacher is not only ready to help, he also fixes the fundamental rules, controls and evaluates the carrying out of the task and the learning levels.

The teacher's role is therefore essential for the promotion of the individual and social dynamics and a positive learning atmosphere.

In other terms a work group can be successful not only when is members are bond together by an interdependent relationship, but even when they manifest their pleasure to work together , by knowing the others' and their own qualities and flaws, by the reciprocal appreciation and by bringing out own's abilities, encouraging one another in the moments of difficulty; these are the behaviours which promote the achievement of common aims.

Following these directions, the difference between group work and cooperative work can be identified in the modality by which the condition for activating the cooperation are constructed.

In the most ordinary organization of group work with the class in generally associated to the behaviours of positive interaction between pupils, founded on the basis of mutual help concept, of collaboration, of respect that the teacher encourages. In the cooperative organization of the lesson, pupils are stimulated by an opportune work planning concerning the groups and in other circumstances explicitly indicated through specific formative paths.

As a consequence, in order to carry out a CL activity and not simple group works, one needs to create specific organizing condition, that have been described by Johnson and Johnson, in five planning criteria, and are still considered particularly effective in order to create a context of cooperative learning. They are:
- Positive interdependence;
- Individual and collective responsibility;
- Promotional interaction face-to-face;
- Teaching and use of social competences;
- Group assessment.

The positive interdependence is one of the main elements at the basis of the cooperative didactis.

M. Deutsch and K. Lewin define this concept as follows: the group is a dynamic whole with a structure of its own, peculiar aims and particular relations; that means that a changing in one of its parts concerns the other parts. The group interdependence is every member's consciousness to be related to the others, and to depend on them to achieve a common objective.

This relationship is positive when there is cooperation and bond connecting the individuals, become a factor which encourages everyone's development. From this point of view, the inefficacious actions promote a compensation action into the others, which reduces the negative effects and prevents their repetition.

On the other hand, the effective actions cause a positive psychological involvement and stimulate motivation and participation. The success of the single individuals becomes the success of all individuals., whereas the failure of one member contributes to the everybody's failure. That's why "the positive interdependences

promotes communication, help, information exchange, acceptation, since everyone can offer one own's resources and is fully aware that his contribution is important for the common success" (M. Comoglio, A.M. Cardoso, 1996).
From this point of view, the group members predispose, create and promote the conditions which allow the individual to achieve abilities which are hard to achieve on one's own. The individual and group responsibility relates to the danger, often present in traditional groups, to take responsibility away from single members. In cooperative work, the group is responsible of the achievement of its objectives but each member must be responsible as far as he/she is concerned and for the whole group.
It would be deleterious, in fact, as well as counter- productive for the group's activity and for the individual themselves if the group dimension became the place where somebody hides her/himself or exploits other people's work to cover his/her inactivity. It is visual, in fact, that in a group-work organization, some dynamics characterized by delegation mechanisms are generate by some students.
They are usually delegation workings operated by less and motivate students in favour of other and more clever students. In this way, however, the group, exploiting the students who dedicate themselves to work and crushing the ones who are successful, is transformed from a resources to an instrument which damages both the most gifted pupils, who will commit themselves less, and the least gifted ones, that, on turns, will not catch the opportunity of learning.
To avoid this eventuality, Kagan (1986) sets out the two principles which are to be applied to the group work organization and which correspond to the highest level of participation possible by everyone and to an equal level of participation by everyone. If the first principle insist on the importance of the highest level of commitment and involvement, and of participation of the members, to avoid undesirable phenomena such as the loss of resources, the slowness of work.
The second insist on the importance of everybody's participation with the same vigour in the common work.
The CL can foresee, therefore, a crucial variable for this accomplishment. Represented by development of students' sense of responsibility in the carrying out of group objectives, it is realized by the individual assignment of a different and precise role. Thanks to this assignment, it is possible to promote the assumption of responsabilities facing the task. Not with standing, it is not a question of being responsible only of one own's role but also of stimulating one own's mates to assume the responsibility of their own's tasks.
It is right to tell that the choose to introduce the roles into the group can have a double value. On one hand, it allows an evaluation of the single member's work and of his responsibility, on the other hand it allows a group assessment for the work outcome and therefore the achievement of the foreseen objective.
The aim of the cooperative warning groups is, in fact, that of reinforcing the individual competence of every member too, insofar as the students learn together and then singly provide better performances.
When the sense of responsibility develops the cooperative situation turns into an experience which is an occasion for personal growing, for expressing one own's originality. A possibility to unite one own's efforts with those of the other people to achieve better result than the ones one could achieve acting on his own.
The promotional interaction face-to-face, also defined direct constructive interaction, develops "vis-à-vis" and aims to increase the reciprocal knowledge among the members of group and favour a pleasant atmosphere. One which allows everybody to feel at ease and comfortable in that group.
Since it is right that the groups work in a learning community, the creation of a pleasant class atmosphere is the first objective which a teacher must have at heart when she/he wants to introduce a cooperative learning experience with her/his students. A good atmosphere is realized by the assistance, the openness and the reciprocal knowledge, the recognition of the others' competences and qualities, the sense of confidence and dependence towards the partners and is fostered by behaviours through which the group's members express deep feeling of esteem, respect and reciprocal acceptance.
Therefore, it requires a long time for its construction, but it can be distributed with little: it is a very frail and precarious condition which can be easily altered even by the slightest reactions of defense, lacking of communication antagonism and rivalry. The atmosphere can be thought as a condition which is distributed on various organizing levels in which different levels of attention are established in order to facilitate the common commitment promoting attitudes and condition of encouragement esteem, confidence, acceptance, communication and collaboration.
We can adopt a distinction among a school atmosphere, a class atmosphere and a group atmosphere. They enjoy a certain autonomy but there are some connections among them which assure support and development.
To promote a condition of constructive direct interaction implies that the teacher aims to favour the development into students of the awareness of the importance of the mutual help for achieving the objective, trough various levels of helpfulness: to help and to be helped, to support one other, to encourage and improve one other, to accept constructive criticism, supply feedback on the procedure (Felisatti, 2006, p.131).
In this sense, we can affirm that the promotional interaction face-to-face, in the introductive phases of the CL, is to be promoted before starting the work on the objective to achieve and before introducing the utilizable structures of positive interdependence.

The teaching and the use of the social competence are fundamental for an effective and a positive interaction in groups, since they meet the working requirements of the group. In this perspective, they have been defined as an integrated system of cognitive function and vaebal and non verbal behaviours activated by an individual when the interacts with the other people (Cacciamani, 2008).
Johnson, Johnson and Holubec divide them into two groups: those aiming to conduct an effective interpersonal relationship, and the ones linked to the cooperative group work.
The first ones can be defined relational basic competences. They concern:
- The reciprocal knowledge and confidence;
- The clear and accurate communication;
- The mutual acceptance and support;
- The solution of the conflicts.

To know and to trust the other people are the basic elements which favour the emerging of the students' willingness to cooperate and avoid the ridk that the least gifted students are excluded, they are just represented by a reciprocal knowledge and by the development of a climate of confidence. To communicate clearly and accurately instead, implies the capability to express ones' own thought effectively, and to be able to listen to the other's thought is a fundamental aspect for arriving to a shared comprehension of the themes which are to be faced, and for getting ready for the adoption of new and negotiated work strategies (Cacciamani, 2008). To accept and to support one another are the crucial elements which create a good climate, a context culture at the basis of the direct constructive interaction principle. They are represent by the capacity to recognize the problematic aspects of the relation and to accept them, to ask for help without embarrassment and to help without taking the other's place. To solve the conflicts refers to the datum of group activity, since in it some conflicts of a socio-cognitive or relational nature can require opportune listening modalities, from the point of view of the other and negotiation of the solutions. The competences of group cooperation instead are divide into:
- Competences for the formation and the starting off of the group;
- Competences of functioning;
- Competences of learning;
- Competences of stimulus for the meta-cognitive reflection.

The competences for the group's formation and starting off are "necessary for the starting off of the CL group's formation, in the most effective way, as, for example, to move noiselessly to form the group or to speak softly, or to avoid waste of time" (Cacciamani, 2008, p. 40).
The competences for the functioning of the group are those which allow the organization and the carrying out of the task and the maintenance of efficacious work relations among the members, such as the recapitulation of the assigned tasks, the common strategy planning, the group work guidance, at a given point, the recording of the decision taken. The learning competences allow a shared comprehension of the contents which are the object of study, the promotion of strategies, the strengthening of content's mastery and memorization, objects of the common work.
The competences of stimulus to the meta-cognitive reflection concern the promotion of the reflection on the work strategies effectiveness used by the group, the critical discussion, the search for further solutions to problems and the transfer of strategies to new context (Cacciamani, 2008).
In the cooperative learning groups, students have to learn the contents of school subjects as well as the interpersonal abilities and those of a small group to operate profitably, everyone as part of the group.
The CL is in itself complex, since students have to look after their task, and the same time, the group work. The group's members must be able to play efficacious-a-guidance role, to make decision, to create a climate of confidence, to communicate, to control the conflicts and to be motivated in using the requested skills. These social abilities, moreover, are to be taught with the same consciousness and accuracy than school abilities.
In effect, at school, the cooperative interaction requires a specific learning training, to be united to activities of utilization of the formative contents, and cognitive strategie usefull for the organization of the knowledge which has been dealt with. For this reason , the social competences can be also defined capacities to organizing cognition and behavior in action, whose social effects are recognized on the cultural and interpersonal level.
The research in this field has identified some constitutive elements of social competences:
- A cognitive component concerning one's own knowledge and its utilization as regards to the objective to achieve;
- A verbal and non-verbal behavior component , linked to the modalities of communication;
- A motivational, pro-social component in view of the objective to achieve;
- A meta-cognitive component which is able to activate the reflection on the processes "in fieri" or those which have been achieved (Felisatti, 2006, p.133).

The CL does not suppose that the members of a cooperative group have already these competences; it starts from the idea that the group work encourages their acquisition, above all after a careful examination (Comoglio, Cardoso, 1996).

That is why the social competences are gradually acquired, and requirepositive models of reference as well as their accomplishment. In this sense, the inclusion of students who have not any social competences into a group and the request of their cooperation, is not a guarantee in itself of their ability in doing that effectively. On this purpose, the teacher not only must promote into students the development of basic relational competences and of cooperative competences aiming to an effective collaboration, but she/his must also motivate them to their utilization.
The group assessment (or evaluation) can be considered, in the field of the CL, a co-evaluation since spaces of confrontation between the student's self-assessment and the teacher's assessment are forecast.
In these terms, the cognitive responsibility of the students carries out firstly by the engagement in the development of the evaluation criteria; this is an important element, since students generally do not know the elements which characterize their performances (Cacciamani, 2008). Moreover, students take part in the decision-making process about the validity of a product or its efficacy, rather than to depend exclusively and passively from the expert adult's tudgement.
The confrontation between the assessment of the students and the assessment of the teacher is therefore fundamental since it allows the pupils to learn the more refined way for the evaluation of their product and their strategies. Thanks to the awareness of the necessity of their engagement students can use the formative role of evaluation in order to construct paths of progressive improvement of their learning. Finally, as regards to the work modality evaluation, the CL provides for spaces and modality for the revision of work, in order to allow a continue improvement of the strategie used by the group and the social competences which are put into practice.
Given the complexity of the factors which come into play in the cooperative activity, two effective modalities of group revision must be taken into account: the monitoring and the processing (Cacciamani, 2008).
The former is used in the progress of work; the latter is used at the conclusion of the process.
Monitoring is based on the collection of information through the observation which takes place during the group work. In this phase, the teacher must determine the aim of the observation and the person who will be the observer, who might be the teacher her/himself or a student from the group, or a person outside the group. Moreover, the most suitable modality of observation must be chosen, either free or structured. The free observation is orientated into the recognition of the most significant elements of the group without resorting to grids: the observer's attention is guided by elements which emerge spontaneously from the context. The structured observation, instead, provides for the utilization of observation grids which have pre-defined categories of behavior to observe.
The processing, instead, indicates the feedback, attributed to the class after a work session, therefore it indicates a revision or a work reflection assigned to a group. In order to give efficacy to this form of revision, the focus of attention must not be put on the subjects but on the concrete objects such as the behavior and the way of working.
In this phase, students and teachers must linger on the description of what has be done concretely, without judgements and interpretations.
The objective of this phase is that of improving the work of the group's members and support their engagement; therefore the discussion must arrive at concrete decisions, shared with all the group.
It is useful to find a form of recording of the progress achieved in regard to the previous meeting. To be effective, the duration of the revision phase must be limited to short times. The processing, moreover, can develop by utilizing the observations in the monitoring, in a group discussion, or just through the group discussion (Cacciamani, 2006, p.44).
The work scheme of processing provides for three more phases:
- A feedback on the evaluation object, concerning strategies or social competences;
- A reflection on this feedback;
- The recognition of the aims for improvement which are to be pursued in the immediate future.
We think it right to remember that evaluation carried out at the end of a work-group depends notably from the quality of monitoring realized in "itinere". Moreover, the interdependence between the two forms of evaluation, the individual evaluation and the group evaluation, promotes a greater collaboration among the students and supports the helping process toward those who are most in troubles; on the whole the evaluation cannot be exempted from the consideration of the development levels of the single individual or of the group at the synchronic and diachronic level.
In the group evaluation, the members discuss and verify their progress towards the achievement of the objectives and the efficacy of their work relationship. The groups must identify and describe what actions of the members have been positive or negative and decide what kinds a behavior must be maintained or modified. In order to improve progressively the learning process, the modalities of the collective group work and the possibility of improving its efficacy, must be carefully analyzed.
The contribution of all subjects must converge:
The pupil, the peers the teacher, who all have contributed to the learning progress; in conclusion, it is useful to remember that the realization of a CL gains efficacy through the disciplined action.

The five base-elements are not only the features of a good group of CL, they are also the principles to be applied rigorously to obtain an efficacious collaborative action.
In these terms, the CL techniques put the students of different ethnic groups into cooperative groups, in which each member is given a role on equal terms to help the group itself o achieve its aims. In this way, through the utilization of the CL the recovery of the ethical dimension of education is attained. In the cooperative work, it is easy to recognize categories which are traditionally absent from the frontal didactic process such as: the participation of the student in his learning process; the responsibility towards it own student work and also towards his mates; the reflection on his acting endowed with sense and on his student role, the sharing of his ideas, information, data, materials, his taking care of the others.
These categories tend to the reinforcement the didactic models founded on the structured work-group and on the team. Their application, in fact, strengthens the productivity of work, the student's identity and self esteem, as well as the altruism and the recognition of the other and the different. The elaboration of cognitive objectives in team produces cognitive abilities of a superior nature and, which is much more important at the beginning of the 3rd millennium, some social abilities which are more and more appreciated in social and work context.
These abilities, defined "social skills" concern; communication; problem-solving; decision; confidence; conflict resolution; leadership; group learning and inter-ethnic relations. The last skill constitutes an interesting point in favour of the cooperative group work, since it allow to lend oneself ideally to the process of acceptance and integration of the foreign pupils in the class group. With regard to that, a number of researcher, has highlighted that the students educated in cooperative learning context, have achieved not only an improvement in the strictly academic field, but they have changed their attitude towards the various ethnic groups, they have become more "pro-social".
Moreover, these researches have put in evidence another important result attainable by using the cooperative work and refer to the improvement into the proficiency of the minorities' pupils, in the cooperative classes. The researches led by john Hopkins group, in Baltimora, still unsurpassed, state the superiority of the group learning for the overcoming of racial prejudices in school setting (Chiari, 2011).
The reasons for this superiority, in particular as concerns the pupils of social disadvantaged minorities, ethnic and linguistic, are to be attributed to the differences existing in the academic task nature, in the structure of the recompense given to students, in the teacher's role, and in the cultural compatibility encouraged by the cooperative climate to which everybody contributes most of the researches which have studied the relations in the class open to the various groups as a function of the interaction and help towards the group-mates have recorded a general positive evaluation , recognizing that the CL promotes the inter-ethinc contacts.
That is made possible by a democratic management of the class based on etherogeneous and constructive work groups, on the positive interdependence of roles and on equal chances of success for everyone.
Therefore the task of school is teaching the complex art of a cooperative living together , through a monitored path able to develop everybody's talents, in the view of the group's enrichment.
The fundamental aim of the CL is therefore, the increase of cognitive processes and of social competences, in a non-competitive context, which is, moreover, responsible and collaborative.
The education towards a capacity of collaborative learning is very relevant in our complex society, where the individual work, not anymore sufficient, operates in a climate of interdependence in every social field.
The motivational, cognitive and social theories agree upon, the recognition that only in the cooperative learning structure, the efforts centred on every pupil's objective contribute to the achievement of the aims also by the mates.
Each student wishes that her/his mates do well, for the possible relapses on the common work, and adopt a "pro-social" attitude which will probably tend to spread. Therefore, the CL means working together to achieve common objectives, either didactic or social, and operating in a context where every pupil, as the one who lives a difficult condition or is member of a ethnic minority, perceives the importance of her/his contribution. The reciprocal help and the interdependence, as cohesion agents, have a remarkable role, since working together, learning through cognitive conflicts, recognizing that the to individual success corresponds the collective success, have positive aspects.
The CL must have the following effects: the recovery of the students who are not motivated and have social, affective and cognitive problems; the integration of the maladjusted and disable students, with the contemporaneous enhancement of the good pupils, thanks to the development of social skills, public spirit, respect for the others, participation, responsibility and interdependence.

**MATERIALS OF METHOD**

On this purpose, the CL utilizes the following models:
- The Jigsaw Model; The TGT; The STAD, The Learning Together and The Small Group Teaching Method. The first three models are defined methods of peer-tutoring, the other two are defined group-investigation (G-I)

approaches. In the classification operated by S Sharan, the experimentations done with the two groups of methods are referred to their effects on:
- Academic achievements that is the cognitive and socio-relational aspects of learning, referred to the scholastic proficiency;
- Attitudes, that is the students' attitudes;
- Ethnic relations that is the ethnic relations in the desegregated classes, where the ethnic-racial segregation was abolished.

On the basis of Sharan's classification, peer-touring techniques maintain many forms of traditional education characterized by the whole class, such as:
- The emphasis on the information and basic abilities acquisition thanks to the materials presented by the teacher and the pupil review;
- The individual report by means of test or other more equalitarian means of evaluation;
- The scarce or absent open discussion about ideas, since everything is based on the content, even if the peer-tutoring tends to improve considerably the bilateral communication.

The peer-touring class can turn from the aggregation of individuals, as in the education of the whole class, into aggregation of groups (Chiari, 2011).

Nevertheless, neither the groups nor the whole class have a collective academic objective and so peer-touring methods do not apply the cooperation in the aims, and do not define the learning objectives.

The corollary of this approach is that all the groups in the class are engaged in the same task, that is to see again the same materials presented by the teacher. The groups can compete for the recompense, but they have no reason the coordinating their work. As a consequences, the class has not an emergent function as a social unit and does not produce any products apart from the one realized by a common team (Chiari, 2011).

The G-I model works differently. It is centred on the fact that the students collect information from a large spectre of sources, in collaboration with their school fellows. The learning tasks are relatively complex, including cognitive process of superior level, among which we find the selection and the critical interpretation of information, the problem solving and the production of a collective synthesis of ideas.

This model utilizes the assignment of roles into the groups and among the groups, so that the single pupil may contribute to the creation of unique products for the integration into the common group project, and in teams, can explore various aspects of one or more subjects.

The student team learning, elaborated by Robert Slavin, from John Hopkins University of Baltimora, is based, instead, on three main elements:
- The reward for everybody;
- The individual responsibility for oneself and for the others;
- The same chances of success for everybody.

On the basis of these propositions the S.T.L. differs for five techniques, applicable to each level of school: the Student Team Achievement Division (STAD), the Teams-Games-Tournament (TGT), the Jigsaw, the Team Assisted Individualization (TAI) and the cooperative Integrated Reading and Composition (CIRC).

The STAD model is applicable to any school content, and in its experimentations, proved efficacious both for the disciplinary contents learning and the solution of problem on a relational level, as the inclusion cultures into the class (Cacciamani, 2008).

The application of the STAD consist in the following sequences:

1) The presentation of a new subject-theme by the teacher, through a brief lesson: the STAD moves from the weekly presentation of a subject of study. After tracing together with the class the knowledge in possession of the students.

The teacher explains the new subject through a lesson. By means of causal question, the teacher evaluates the comprehension of the students as regard the presented subject-theme and makes explicit to the class the following phases of the work, which will be carried out by groups of four or five members.

2) The formation of groups for which "it is important to consider the criterion of the heterogeneity of the competence levels referred to the task, since the integration of the various levels allows the improvement of learning and encourages the sharing of the individual resources" (Cacciamani, 2008, p.47).

The duration of the group work is of one or two lessons at most and students must assimilate the contents presented and take care of whom is in trouble.

3 – the work group or mastering implies that within the group in pairs students ask questions and discuss with the help of work sheets which can require a synthesis of the subject theme the construction of a semantic map, the realization of tables or exercises. Through the reciprocal questioning, learning is checked "in itinere"; at the end of work, all the group's members must have achieved a complete mastering of the object of study.

4 – the check tests concern the individual verification which takes place through the work itself and lasts half an hour; students are not allowed to interact. In fact, in this phase, everyone must test the accuracy of this wearning and feel responsible of it. The correction of the tests can be done by the teacher or by pupils' interchanging. A score is assigned on the basis of the correct answers and the wrong answers and each pupil is evaluated

according his/her improvement in comparison with a preceding evaluation, based on the same content in which a base-score has been previously established.

5 – group rewards and evaluations on the individual empovement concern the utilization to base – scores which point out the initial level of competence of every student, as regard the object of study. That allows a group and an individual evaluation based on personal competence rather than on the confrontation with others. Every subject gets a score indicating the improvement of competence compared with one's own base-score; all the group's improvements are added up in order to get the group score, also considered according the number of the members, through conversation tables. Finally, a list of the groups is drafted on the bases of improvement score obtained and the teacher cares for bringing out the results, through the class newsletter for example.

Giving publicity to the results achieved by the groups is the rewarding element, which has a function of reinforcement. This assessment modality intends to structurate a competition among groups that, according Slavin, should stimulates a cooperative behavior among groups, orientated to encourage the competences of every member to realize an increment in the group's score.

In this CL technique, the emphasis in on the survey of the materials' taught by the teacher through the assistance of the school fellows and on the distribution of the recompenses to the group's members, through a recording system carred out by the teacher which excludes the face to face competition among students.

The teacher assigns the students to one of the various achievement divisions, based on a "equal status achievement membership", considering the results previously achieved. The important thing is the recording of the scores obtained by every pupil in the various tests repeated for a given subject-matter, in order to evaluate the improvement (or not) and construct the criterion for the assignment of improvement points.

The score of each student on weekly tests are confronted only with the ones of one's own group (division members). That increases the motivation and every one's changes of a high score. The STAD, finally, requires an highly structured card of didactic activities and relative tests and quizzes (Chiari, 2011, p. 34).

The cycle is carried out twice a week:

- brief lesson: forty minutes of reading;
- discussion: discussion teacher/student;
- mastering: forty minutes of group study on work sheets;
- testing: a twenty minutes quiz.

The model TGT is similar to the STAD. It shares with the initial explanation of the teacher, the formation of heterogeneous starting groups and a period of group work learning. The student are assigned by the teacher to 4-5 members groups. The composition of the groups intends to reflect a transversal section of the class' levels of academic ability and represents the social levels and the ethnic groups as well as both the genres (Chiari, 2011).

The function of these group is that to prepare their members, through a peer tutoring, to take part into a fair tournament – learning play, repeating the materials previously presented by the teacher.

These particular activities, the "tournament" of school plays, are based on questions about the contents of the lesson, in which a representative of each group takes part, competing with other representatives of the same level of competence. The learning groups work for six weeks in a row and their activity aims to the acquisition of the knowledge which is the object of the plays. Every week students are divided into tournament tables, composed of three participant: the assignment to the tournament tables, therefore, puts together three students of the same competence (comparable academic achievement) as it results from previous tests of the same disciplinary area (Chiari, 2011).

A tournament usually ends after 40 minutes and consists in questions with brief answers related to curricular subjects. The material used in the TGT are the same utilized in the STAD but 30 numbered cards are added.

Every 3 students each containing a question relating to the studied subject matter.

"Every tournament table has a sheet with one with the answer and thirty cards marked by a number corresponding to the written questions. Once the numbered cards are shuffled, the first player chooses one at random and reads the question in a loud voice, trying to answer correctly. Then the player on his left gives her/his answer; if she/he thinks that her/his friend's answer is incorrect if he/she renounces the third player can express her/his opinion. At the end of this phase, the third player reads in a loud voice the answer written on the sheet of the solutions. The one who has answered correctly can keep the numbered card. In the case of no right answers, the numbered card is put again into the pack, on the table. The game goes on until all cards are finished then the students sum up the scores and write down the total of the day. During the game, the teacher's task is that of moving among the groups and give help if the procedures are not clear" (Cacciamani, 2008, p. 48).

When the game is over the three contestants are put in gerarchic order and are assigned a score (the best of them gets 6 scores, the medium 4, the lowest 2). The group scores are obtained, then, summing up the single member's scores, each for every tournament table, creating a reward interdependence in the analysis group. The more the students help one another, the more the gaining of scores in the tournament is probable. At the end of every week, the game tables are changed on the basis of the score received in the preceding performance: the player with the highest score is promoted to a table of higher competence, the second remain at the same and the third recedes to the table with an inferior levels of competences. Every week the teacher presents a report on the

scores received by the grouped express appreciation for the efforts of every member, underlining the progress in comparison with the previous week and through a classroom newsletter he/she announces everyone's situation in the class with the comments on the winner of each table.
While the composition of the tournament groups of the various table changes continually (a values overturning of the players, called dumping) after each tournament, according to the results of the various contests and the scores gained by the contestants, viceversa, the composition of the learning group, the base-groups, remains constant for a period which goes from 6 to 10 weeks, in order to develop heterogeneity in the levels of competence and positive relations (Chiari, 2011). The jigsaw model has three variables, called respectively I II and III. The first Jigsaw, the original version proposed by Elliott Aronson provides for four phases of work:
1) The contest preparation: the teaches introduces the subject-matter of study, divides the theme into under-subject which assigns to the students, with the textual work materials.
2) The base groups and requires an exploratory reading to the students.
3) The experts groups formation: they are formed by the students who have read the same part of didactic materials; they discuss on the contents of the material clearing up the less simple points.
4) Socialization of the knowledge in the base-groups: once the materials have been discussed and interiorized the experts come back to the former groups and everyone presents one's own undersubject to her/his school fellows sharing the acquired knowledge.
The Jigsaw II created by Slavin, as a variable of the original Jigsaw, overcomes an important limit of the latter: each student, in the first version of the technique risks to acquire completely only the first part of the content of which he must become expert, while she/he proves to be not much prepared on the remaining materials this further version, therefore, provides for the following five phases:
1) The context preparation: the variable consists in the fact that teacher also presents the evaluation tests under the form of questionnaire or written or oral report, proposed to the students at the end of the phase of the group-work.
2) Formation of base-groups: they are formed and in every group each student is given different parts of the materials of study, with the request of examining them individually; the experts-groups will be formed only when everybody will have read one's own part of text.
3) Experts groups formation: the students discuss and develop the materials assigned and focus on the central information of their part; the experts can elaborate some question in order to verify if their base-groups fellows have well understood the explanation which they will provide to them in the following phase.
4) Socialization of the knowledge in the base-groups: each students comes back to the starting point and explains the theme he dealt with, being very careful to do a clear exposition which everyone can comprehend thoroughly. At the end of the presentation, each expert proposes the questions to control if the exposition has been effective; otherwise, she/he will offer further explanations.
5) Individual evaluation test: it is the phase in which each student undergoes some tests which must be resolved without the help of the schoolfellows, for the control of the real and personal comprehension of all the materials presented during the group discussion. At the end of the test, the recognition of group is offered.
In the Jigsaw III the procedure is the same of Jigsaw II, enriched with a further intermediate phase, which follows the number 4 of version II, where students meet in the various initial base-groups, after a few weeks, to revise the subject and help one another on the obscure points in view of the individual final test, which represents the last phase of this technique (Cacciamani, 2008).
Beyond the technical aspect of the various versions, we can affirm that the Jigsow provides an interesting alternative to the transmitting lesson by allowing the student to become the researcher in the phase of the experts and the teacher towards his/her school fellows.
In this way, the student not only learns but he even teaches helping the others to acquire information previously internalized. In the Jigsaw, every student plays an essential role, just at the piece of a puzzle (from which the name of the technique derives) for the global completion and comprehension (Cacciamni, 2008).

**RESULTS**

The experiment-model of the research inspected by S. Sharan on the result of the Jigsaw pattern is: pupils involved in the experiment varied from a minimum number of 120 to a maximum of 304, divided into groups of work, verification, discussion and feedback (Sharan, 1980).
All cooperative groups studied the same materials identically subdivised among the groups' members.
After receiving the information about the cards or document prepared in advance, the Jigsaw group separated temporarily to form new groups of "experts" including all the pupils which had received the same card or document. In these groups pupils helped one other to learn the materials and prepare their presentation to their group of origin. In this kind of model, pupils have a clear task to perform, defined by a number of information, and they have to teach what they have learned, which is a very effective motivational technique. "It is a good thing that also the jigsaw group are composed by a base of heterogeneity of achievement, genre, ethnic and

sociometric background: anyway, neither the best friends nor the worts enemies should be together" (Sharan, 1980, p. 244).
Pupils of different ethnic/racial background (from 50/50 to 20/80) with 576 "experimental" teachers, took part into the experiment for 45 minutes a day, every day, for 2 or 3 weeks, with control-groups of classes (5/6) traditionally managed with the whole class the dependent variables were the achievement levels, obtained by a test of 37 items, including multiple-choice questions, of the kind true/false concorded by class teachers.
The results: they reported a remarkable advantage for the experimental group's pupils, belonging to the group of the ethnic minorities, but no disadvantage for the pupils of the whites' group. The 60 pupils of the minority group got 56% of correct answer (20.9 items) in the experimental group, in regard to 49.7 of percentage of correct answers (18.4) items in traditional classes.
We can concluded that the utilization of the CL can be considered efficacious not only on the level of scholastic success but even for the students personal wellbeing and the quality of their relationships.
On support of this conclusion, the effectiveness of the CL has been widely demonstrated by research, particularly by authors like David W. Johnson and Roger J. Johnson, who, working in the field of didactic method, have provided one of the most significant contributions to the development of the cooperative approach.
In their numerous publications on this technique, one of which is called emblematically "Learning together and alone: cooperative, competitive and individualistic learning", they have led a complete analysis of hundreds' of researches on cooperative, competitive and individualistic work, particularly examinating three aspects: committent and motivation in working, positive interpersonal relations and psychological wellbeing.
" The research shows that cooperation, in comparison with competitive and individualistic work, usually allows the achievement of the following results:
- Students achieve better results: all the students, of various learning abilities, work more and achieve better results; memorize better and for a longer time develop a greater intrinsic motivation, reflect more on the task and develop highest levels of reasoning and critical ability;
- More positive relations among the students: a team spirit, friendship and mutual support arise, the diversity is respected and appreciated, and the group works together well.
- A greater psychological well being: the psychological adaptation of the students is better as their sense of self-effectiveness, self-esteem and self-image; students develop social competences and the ability to face stress and difficulties.
Thanks to the great impact which the CL operates on so many aspects of students' school experience, this teaching method is one of the most important instruments of didactics (Johnson, Johnson, Holubec, 1999, pp.19-20).
Therefore, the CL promotes the attainment of a number of important goals, such as:
- Raising the level of all students, whatever they school result may be; constructing positive relations among the students, essential for the construction of a learning community which accept and respect the diversity;
- Provide the students with the experiences they need for a good cognitive, psychological and social development.

**CONCLUSIONS**

In this terms, assuming that the primary objective of the school formative action is that of give a form to the identity of a person, supporting the full development of the subjective potentialities, and assuming that the achievement of this objective implies the involvement of three factors, which at school must be of quality, that is teaching, context and learning, we can affirm that CL can be considered an excellent formative process, in which the educational quality is in itself transforming ( E. Becchi, 2000), since it assumes the co-presence of various subjects, since they have to confront different knowledge and point of view, these subjects, through the CL, learn to interact and negotiate, in order to unite the specificity of their individual needs with the perspective of a sustained growth on the social ground, that in its variety of cultures and ethnicities, through the CL, comes belong to everybody.

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# THE EFFECTS OF PROFICIENCY LEVEL ON THE COMMUNICATION STRATEGIES AMONG KOSOVAN AND BOSNIANS STUDENTS AT SAKARYA UNIVERSITY

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**Abstract:** This article reports the communication strategies employed by Kosovan and Bosnian speakers of English as their second language in oral communication tasks outside the classroom. The participants were 18 university students of different departments whose native languages were Albanian and Bosnian. The goal of the study was to determine the effects of English language proficiency (i.e., Elementary and Intermediate levels) on the use of communication strategies while performing the same oral tasks. The data of the oral discussions came from the audio and video-recordings of the tasks. In the current study we applied the taxonomy of communication strategies employed by Tarone (1977; 1981). We analyzed and compared the uses of communication strategies in different occasions. Analysis of the data revealed that the participants dominantly used two types of communication strategies: lower level students used L1 strategies more often and higher level students employed L2 strategies more commonly compared by their lower level peers regardless of the ethnic group.

***Keywords:*** Communication strategies, language proficiency, linguistic background oral communication tasks

## 1. Introduction

One of the most important goals for most of the people is how to develop their communicative skills and to be able to communicate with their peers or interlocutors. It is now clear that no individual's linguistic repertoire is perfect. Many studies have proven that both, non-native and native speakers of any language sometimes struggle to find an appropriate grammatical construction or expression when trying to communicate or convey their meaning. Thus, there is a gap created among individuals of what they want to communicate and the directly available linguistic resources. So, the ways in which they are attempting to fill this gap and manage to compensate it are known as communication strategies (CS). However, many researchers are not on agreement about the exact definition of the communication strategies; in fact, there is one widely accepted definition pointed out by Kasper and Faerch (1983, 36) "Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal".

Another important issue regarding communication strategies is the development of learners' communicative competence. In this way, language proficiency plays an important role because learners stop speaking and hardly know what to say when they try to ask questions in English or discuss any topic. Generally, the concern of the early studies was to define, classify, and identify communication strategies. On the other side, later studies were more concentrated on empirical research to continue with data collections. In this study, we examined the use of the communication strategies in task base activities including: picture description, picture narration, and ten minutes of natural conversation employed by two groups of students (i.e., Elementary and Intermediate levels).

## 2. Communicative competence

Communicative competence is generally based on the rules of language use, appropriateness, and acceptability rather than on grammaticality itself, as is the case of cognitive explanation of competence. The first to introduce the term of communicative competence was Hymes (e.g. 1972; 1979). For a person to say he or she knows a language, therefore, s/he must know "when to speak, when not, …what to talk about with whom, where in what manner" (Hymes, 1972: 277). Communicative competence is also concerned with students' performances in real communication. Canale and Swain mentioned Chomsky's competence arguing about the same communicative points, that is, the students' expressions in conveying ideas in real communicative situations. The four areas of communicative competence they defined are briefly categorized below:

> *Grammatical competence.* Mastering L2 phonological and lexicogrammatical rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances (e.g., acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, correct spelling, etc).
>
> *Sociolinguistics competence*. Mastering L2 appropriately using sociocultural rules, that is, how utterance are produced and understood in different sociolinguistic contexts (e. g., understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)
>
> *Discourse competence.* Mastering L2 rules concerning coherence of various kinds of discourse in L2 (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topi-comment sequences, etc.)
>
> *Strategic competence.* Mastering L2 verbal and non-verbal communication strategies when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g., paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.)
>
> (Canale and Swain, 1980)

Strategic competence has also been defined as a tool of repairing communicative problems and developing communication in general. Therefore, it is considered that communication strategy may also influence learning strategies. Communication strategies are based on students' communication command in the target language, that is, how to convey a meaning to peers or interlocutor, whereas, learning strategies are based on students' linguistic knowledge. Some researchers believe that communication strategies may influence learning strategies as well.

*2.1 Communication strategies: definitions and classifications*

The need to communicate an idea in the target language when learners face problems in conveying their intended meaning because of their insufficient linguistic command and the usage of various strategies to make the most of their potential for communicating in L2 (Second Language) including these strategies are called communication strategies (Vardi, 1983). The focus on the interaction between the speakers adopted by Tarone (1980) and it's interactional approach, defined communication strategies as "mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures are not share" (p. 288). According to coder (1983), communications strategies are transmitted to the relationship between ends and means. Likewise, students sometimes wish to convey messages to their peers but because of their limited linguistic resources do not consent them to express their messages successfully. In such cases, students have two ways, ether to modify their meanings with their resources in disposition, or to try to increase their resources in order to grasp their communicative intentions.

The effect of proficiency level on communication strategies is also a focus of this study. Here, Hyde (1982) investigated that lower level students make more frequent use of communications strategies than higher or more proficient ones. Here, they usually face more problems in conveying their messages to their interlocutors or peers due to their insufficient command of the target language. On the other hand, Bialystok and Frohlich (1980) and Bialystok (1983) confirmed verification of a relationship between the learner's choice of specific types of communication strategies and their proficiency level. In more details, the authors called these strategies as: L1-based and L2-based strategies. Thus, low level students in order to overcome their linguistic deficiencies they usually borrow lexical items from their mother tongue more often than high level students who significantly make more use of L2 strategies based on their communicative manipulation and their linguistic command in the target langauge.

According to interactionists and psycholinguistics perspectives, most of the analysis of the communication strategies is concerned on a study of learner language. Therefore, these scholars relied on interlanguage data for the intentions of their investigations. Most of the studies according to these scholars are based on the identification of different types of communication strategies. The effects of proficiency level on specific types of communication strategies investigated by (Tarone 1977; Bialystok 1983; Jourdain 2000; Poulisse et al. 1990), investigation of communication strategies based on native language (Palmberg 1979; Si-Qing 1990), personality and learning or cognitive style (Haastrup and

Phillipson 1983; Littlemore 2001), and task related features (Poulisse et al. 1990). Considering these objectives in mind, interactionist and psycholinguistics proponents have mainly focused on learner's language production.

According to interactionist approach Tarone (1997; 1981) identified communication strategies based on its Taxonomy. This taxonomy is considered to be one of the most widely used in the field of communication strategies. Another typology of communication strategy is that of Faerch and Kasper (1984), Coder's (1983), Bialystok's (1983), Paribakht's (1985), Oxford's (1990) and Dornyei and Scott's taxonomy (1995; 1997). Tarone's taxonomy seems to be simpler compared to Dornyei's because of the number of the categories.

The table below shows Tarone's categories of communication strategies.

**Tarone's typology of communication strategies**

(Tarone, 1977; 1981)

1. Avoidance
   a Topic avoidance
   b Message abandonment
2. Paraphrase
   a Approximation
   b Word coinage
   c Circumlocution
3. Conscious transfer
   a Literal translation
   b Language switch
4. Appeal for assistance
5. Mime

The following research questions guided the study:

1. What is the frequency use of the communication strategies employed by Kosovan and Bosnian speakers of English language as their second language in oral communication tasks?
2. Do higher and lower level students employ more L1 based or L2 based strategies?

## 3. Methodology

3.1. *Setting and participant*

The current study took place at the objects of the University of Sakarya. The participants in this study were Kosovan and Bosnians students whose native languages are Albanian and Bosnian. They come from different departments pursuing their undergraduate and graduate levels and use English language as their second language. The data of the participants comes from two groups based on their language proficiency (i.e. Elementary and Intermediate) levels. To summarize, 18 regular students from different departments participated in the present study and their ages ranged between 20 to 29 years old.

3.2. *Data collection procedure and tools*

In this study we examined the use of communication strategies of lower and higher level students and their preferences on the choice of the communication strategies according to their proficiency level. To examine, transcribe, and decode the data of the participants we used the audio and video-recorder as our data collection. The advantage of audio and video-recorder is that we analyzed students' performances in many perspectives by repeatedly playing back the video-recorder. In the current study we used task based activity to collect our data, such tasks included: the picture narration, the photograph description and the ten minutes conversation between students and interlocutor, in this case me as a novice researcher. In the first two task students were asked to narrate and describe the pictures as much as possible arranged in the dyadic study. Here, most of the time we observed our students and took part in the interaction only when necessary, whereas in the last task we interacted with our participants as an active interlocutors throughout the conversation. Finally, the data collection instruments, in this case audio and video-recorder were examined in different perspectives, the audio and video effects of the camera, and the students' attitudes toward researcher were studied as well.

## 4. Findings

4.1 *Findings based on the qualitative data*

Table 1 presents the frequency of the communication strategies employed by Kosovan and Bosnian students during the task based activities including: oral discussion, picture narration, and picture description task. The data in table 1 presents the use of the communication strategies compared among two different groups of the students (i.e., Elementary and Intermediate levels), and the strategies were classified using the taxonomy applied by Tarone (1977; 1981). The present result make possible to answer our first question developed at the beginning of the study.

Question 1. What is the frequency use of the communication strategies employed by Kosovan and Bosnian speakers of English language as their second language in oral communication tasks?

The frequency of numbers counted on the use of communication strategies employed by two groups of the students was investigated. Here, the results verify the difference of the number of the communication strategies among two groups while trying to complete the oral tasks.

Table 1. PROFICIENCY LEVEL AND NUMBER OF CS

| | Elementary Students | Intermediate Students |
|---|---|---|
| Number of CS | 458 | 370 |

The results of the data shown in table 1 clearly meet the agreement of previous studies on the use of the communication strategies, that is, that low level group of students, elementary students will encounter a greater number of communication strategies compared to high level, Intermediate group of students. Moreover, the results also answer our first questions that, low level students because of their insufficient command of the target language vocabulary will come across greater language difficulties, in this case make more use of CS than their high level peers. On the other side, the nature of communicative tasks enables high level students to use more complex sentences and encounter greater lexical difficulties. Here, the proficiency students not only produced more language structures while trying to complete the given tasks, but they also used more accurate language instances to convey their messages or ideas.

Except the frequency of the communication strategies encountered among the two different levels of the students, this study also reveals the amount of the words students used to accomplish the given tasks. Table 2 shows that Intermediate level of the students used a large number of language instances than Elementary level of the students. Based on the ratio of CS to words, the amount of CS is less frequent in more proficient participants. The results shown on table 2 also confirm the difference of the amount of the language and the words used among the two levels of the students.

Table 2. NUMBER OF WORDS AND NUMBER OF CS

| | Elementary Students | Intermediate Students |
|---|---|---|
| Number of Words | 2, 846 | 3, 937 |
| Number of CS | 458 | 370 |
| Ratio of CS to words | 1:62 | 1:10 |

As we can see in the data revealed on table 2, more proficient students not only encountered greater use of the language utterances and the words but they also produced more accurate and more completed messages while interacting with their peers compared to less proficient ones. Thus, the amount of the words and the language used by more proficient students, also affected the use of communication strategies, that is, they encountered more complex sentences in order to convey their meanings, describe the actions and the objects given in the task base activity.

In an attempt to complete their tasks successfully, high and low level students used different strategies to describe and narrate the actions and the objects provided on the tasks. The tasks also made possible for more proficient students to use complex and accurate language structure, in this case, make more use of different referential explanations to name the particular action, object, and convey the meanings. Furthermore, in each task performance, more proficient students tried to narrate and make more reference to different objects and actions than less proficient students. In this point, we can argue that high level students were more successful and detailed in the completion of narrative and descriptive tasks.

Question 2. Do higher and lower level students employ more L1 based or L2 based strategies?

The second questions concerns whether elementary and intermediate levels of the students will use more L1 based strategies or L2 based strategies. We considered that the participants will be able to use all the categories of the strategies based on the given taxonomy. Table 3 clearly verifies the strategies two groups of the students employed.

Table 3. PROFICIENCY LEVEL AND THE CHOICE OF CS

| | Elementary Students | | Intermediate Students | | Total CS |
|---|---|---|---|---|---|
| | NO | % | NO | % | Number of CS |
| Avoidance strategies | 76 | 47% | 84 | 52% | 160 |
| Paraphrase strategies | 200 | 47% | 224 | 52% | 424 |
| Conscious transfer strategies | 182 | 74% | 62 | 25% | 244 |

| | | | |
|---|---|---|---|
| **TOTAL** | **458 168%** | **370 129%** | **828** |

Based on the present results, low-level students depended more on conscious transfer strategies (74%), whereas high-level students accounted avoidance (52%) and paraphrasing (52%) more often to convey their original meanings and appropriate language structures. Table 3 shows that high proficient students used avoidance and paraphrase strategies more often compared to low proficient students who made use of conscious transfer strategies because of their limited command of the target language, that is, they were not able to manipulate the language or develop different means to convey their intended information or ideas, as did the more proficient ones. Table 3, also answers our second questions that low level students make more frequents use of L1 based strategies compared to high level students who made use of L2 based strategies more frequently. Moreover, when using paraphrase strategies, students usually try to manipulate with their interlanguage without using any other languages but the target one. Thus, these strategies have a positive effect in interactions with other students because they convey original meanings and are not likely to mislead the communication. Paraphrase strategies are also more difficult strategies because students try to describe object or actions using their interlangauge resources, therefore they encountered more complex language structures. On the other side, low level students were more reluctant to use these strategies because they are more demanding and difficult, thus, avoidance and paraphrasing strategies are less frequent compared to conscious transfer strategies. The following extract presents the use of these strategies on three tasks, including: avoidance, paraphrase, and conscious strategies.

(1) EXTRACT: “football league around Europe”
INTERLANGAUGE SENTENCE: “ so I::: try to read as much as possible to learn about the (.) a::: last weekend’s result you know the (.) leagues (1) around Europe”.
CS ANALYSIS: topic avoidance: student wanted to say “league” but lacking the necessary vocabulary avoided it.

(2) EXTRACT: “University of Sakarya”
INTERLANGUAGE SENTENCE: “ I stay in the dormitory of a::: of::: the Turkish government”.
CS ANALYSIS: topic avoidance: student wanted to say “University of Sakarya” but lacking the necessary vocabulary avoided it.

(3) EXTRACT: “Plan”
INTERLANGAUGE SENTENCE: “ like I said depents (.) what, I what I (.) mo(-) from my schedule.
CS ANALYSIS: topic avoidance: student wanted to say “plan”, but lacking the necessary vocabulary avoided it.

(4) EXTRACT: “father or dad”
INTERLANGUAGE SENTENCE: well (.) the younger guy (.) how do I say (.) how can I say (.) is calling him for help or something like that (.) there is (.) grandparent or…

CS ANALYSIS: topic avoidance: student wanted to say "father or dad", but lacking the necessary vocabulary avoided it.

(5) EXTRACT: "the child was hit"
INTERLANGUAGE SENTENCE: " ok. In the very first picture (.) we see a man who is sitting in armchair (1) and a(.) the child who probably (.) it seems to be his grandson (1) is crying and going to call him (.) a:::: about the situation".
CS ANALYSIS: approximation: the student uses "situation" for "hit", this lexical item seems to be incorrect but shares enough semantic features to be selected as a correct one.

(6) EXTRACT: "baby-bed"
INTERLANGUAGE SENTENCE: "Right (.) here (1) there is like (.) a::: baby chair (1) not chair".
CS ANALYSIS: circumlocution: the student tried to describe "the baby-bed" in the lack of using the appropriate target item.

These extracts show that more and less proficient students try to avoid the topics when they lacked the necessary target language vocabulary. However, more proficient students used a large number of language structures when they tried to use paraphrasing strategies. Here, the present study substantiate that students used more communication strategies in oral task discussions than in the two other tasks, that is, because students had more freedom to use their natural talk among their participants. Here, less proficient students made us of a higher amount of conscious transfer strategies while trying to narrate and describe the items on the pictures. The following sample of extracts illustrates the instances less proficient students used in their task accomplishments.

(7) EXTRACT: "go on"
INTERLANGUAGE SENTENCE: "vazhdo, vazhdo"
CS ANALYSIS: language switch: the student In this case switched to his mother because he could not think of the English item "go on".

(8) EXTRACT: "noddy"
INTERLANGUAGE SENTECNE: "…and is klloshari (laughing)
CS ANALYSIS: language switch: the students switched in his mother tounge because he could not find the appropriate word in English for that item.

(9) EXTRACT: "explain"
INTERLANGUAGE SENTENCE: "how I telling (laughing)…
CS ANALYSIS: literal translation: the student wanted to convey more Original explanation, but used conscious transfer strategy, literal translation of the Albanian expression "si ta them".

(10) EXTRACT: "corpulent boy"
INTERLANGUE SENTENCE: "A:: the main object is:: this one was you are not the strongest man in the world (.) a:: you have more, a::: they have more powerful mass (.) before you".
CS ANALYSIS: literal translation: the student wanted to convey original exp -lanation, but used conscious transfer strategy, literal translation of the Albani

-an expression as "Qellimi I tij kryesore ishte ky; ti nuk je njeriu me I fort ne bote, ne jemi me te fuqishem para jush".

(11) EXTRACT: "standing"
INTERLANGUAGE SENTENCE: "kako se kazhe stojat"?
CS ANALYSIS: appeal for assistance: the student asked his peer for help. In this case, he used the Bosnian expression "how do we say standing"?

(12) EXTRACT: "scared"
INTERLANGUAGE SENTENCE: "a:: he is knocking the door (1) and:: waiting for a somebody opened the door (.) and his child (.) is so (.) a::: preplasen?
CS ANALYSIS: appeal for assistance: the student not able to continue on conveying the original meaning asked his peer for help. In the example, he used the Bosnian expression referring to "scared".

(13) EXTRACT: "have fun"
INTERLANGAUE SENTENCE: "is, is ha(-) is::: the happy day::
CS ANALYSIS: word coinage: the student used "happy day" instead of "having fun" to create a description which he thought was appropriate for the meaning he wanted to express. The student hesitated to continue speaking, therefore he looked at his peer to get the help, in this case appeal for assistance.

(14) EXTRACT: "No energy"
INTERLANGUAGE SENTECNE: "after the day you are like, hh".
CS ANALYSIS: mime: the student used gestures simultaneously with the use of words to emphasize what s/he wanted to convey. The student in this case performed the of act non-energized person.

As we can see from the extract samples, less proficient students made a greater use of conscious transfer strategies. It is also known from previous studies that low level students would make more use of these strategies because they feel unable to find other language means in their interlanguage to convey their messages successfully to their peers.

## 5. Conclusion

The present study validates that Albanian and Bosnian speakers of English as their second language make us of communication strategies based on their proficiency level, but in terms of the frequency and the types of the communication strategies they choose. The measurements of our data show that low proficient students greatly used more communication strategies compared to more proficient participants. However, the results also show that high level students in attempt to complete their natural communicative tasks such as; picture narration and picture description faced more lexical difficulties. Thus, the results of the previous studies validate that the types of the communication strategies used by low and high level students are also influenced by the types of oral tasks and their performances on these tasks. Therefore, students' proficiency level plays a great role in the task accomplishment. The results, also confirm that low level students used more L1 based strategies while high level students used more L2 based strategies. Further studies using a bigger population with different degrees of proficiency levels are needed to provide additional comprehensive understanding regarding the present examination. However, when conducting the study regarding CS, it is necessary to bear in mind the effects of proficiency levels and the types of communication strategies. Here, different factors should be considered such as: the types of the tasks provided to students, the arrangement of the settings, and the qualitative and quantitative measurements of the communication strategies.

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# Transformational and Servant Leadership: Evidence from Indian Higher Education

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**ABSTRACT**

*The emergence and impact of leadership dates back to the ancient days of war and conquest. Over time, leadership evolved to accomplish goals. The guiding thoughts of a mission and vision are the essence of new millennium leadership. The modern business companies aim for continuous identification and understanding about the wide array of the global perspectives of leadership. This paper discusses organisational leadership, leaders' traits and habits; leadership competencies to manage workplace crises; transformational and servant leadership; the importance of towards transformational leadership; and the unification of leadership and business culture. The paper concludes with an appeal for global leadership that builds sustainability in a dynamic global business environment.*

**Keywords**: Leadership, Capabilities, Transformational, Servant, Organisation, Higher education



**INTRODUCTION**

Business leaders emphasise the necessity of leadership in an increasingly turbulent and complex organisational environment. The role of an organiser has shifted from being a 'leader' to 'leading' the organisational hemisphere. Leadership is the role which an individual occupies at a given time in a given group (Gouldner, 1950). The accomplishment of organisational goals is illuminated by the visionary leader. The power supplemented by authority has been replaced by guidance, coordination and integration in resolving organisational issues. The organisational success is led by the leader in confronting the hindrances with confidence coupled with a deeper sense of belongingness, foresightedness and creativity. Leadership is the ability to attract willing followers and to effect change (Mamoria & Gankar, 2007).

The purpose of this paper is to cast light on organisational crises and leadership capabilities, leading organisations through transformational and servant leadership, urgency for transformational leaders for organisational prosperity and anchoring organisations with global leadership. The empirical part of the paper describes transformational and servant leadership in Indian higher education. The paper ends by reiterating the value of global leadership for organisational growth and prosperity.

The crisis is an inevitable phenomenon in the context global leadership behaviour. The leadership styles create the central theme in the story of leadership success and leadership failure. The uncertainty in the leadership emerge as the major concern in organisations. The traits and the behavioural attributes of leadership behaviour of successful crisis leaders may be comprehended as the perception of the reality, the comprehensive approach to tasks and functions, multiple alternatives for the organisation building, decisiveness, collaboration at work, calm and positive composure, the risk taking attitude, rule-centred behaviour and accepting criticism concerned with mistakes (Pearson & Mitroff, 1993).

Common leadership capabilities for crises management can be understood in terms of typical competencies such as initiating groundwork, management of loss, revival of trade and enhancement of knowledge. Such competencies of a leader go a long way in addressing the visible crises in the organisational hemisphere: the creation of faith, the innovative outlook, identifying vulnerability, speedy decision making and introduction of new learning (Pearson & Clair, 1998).

Thus there is a positive relationship between leadership capabilities and crises management in the global context towards building an optimistic change in the real sense of the term. To combat the storms of organisational catastrophe a leader should adhere to the directives of crisis management in the sphere of over-viewing the actual situation with prompt action compounded through management of expectations and assuming control action supplemented by a liberal outlook. A leader's perspective is often measured during catastrophic conditions to keep a distinguishing mark of insight, vision and ability amidst the underlying waves of divergent upheaval for organisational survival and sustenance (Nurdan, 2003).

## TRANSFORMATIONAL AND SERVANT LEARDERSHIP

A common paradigm is often cited between transformation and service to blend the shades of human nature which enrich the lives of individuals for building better organisations. Blending the philosophies of servant leadership which enriches organisations through its concept of epitomising servant value over leadership phenomenon with the ever-changing shades of transformation in leadership styles is quite apparent and inevitable exercise in the organisational hemisphere.

Following the path of effective leadership with visionary views supplemented by the intellectual stimulation and with spirited motivation amidst the waves of transformational leadership behaviour strengthens the relationships and trust between the leader and followers (Segil, Goldsmith & Belasco, 2003). Transformational leadership is the product of past experience to future course of action through innovative ideas, views and intellect. Servant leadership encompasses collective force, power, collaboration and the empowerment of followers.

### Attributes of transformational leadership

The process of renovation takes the form of transformational leadership through the phases of transition substituting older views of leader-centred ideals to the innovative views designed with the varied dimensions of leadership theory (Bauers Joslin, 1996; Burns, 1978; Drew & Coulson-Thomas 1996; Lea, 2004). The new avenues of transformational leadership step forward with fresh considerations within Watters' (2004) four-dimensional construct that includes:

- idealised authority
- inspirational motivation
- intellectual stimulation
- individualised contemplation

In the arena of idealised influence, transformational leaders are internally driven visionaries who look beyond technical competencies and political exchange. A transformational leader focuses on vision realisation and acts within the frame of the moral system gaining the strength of control in the spectrum of values, behavioural oneness and self-generating ideals. The qualitative aspect of a transformational leader can be visualised in the context of adaptability and realign their perspective amidst ever-changing environment. The storehouse of strength is the epicentre of potential of transformational leaders paving the way for the future followers in the organisational hemisphere.

The waves of encouragement join with inspirational motivation where a transformational leader takes part in the organisational makeover through actions, modelling, decision-making and personal attitude all revitalising for a refresh organisational culture. The hymn of inspiration enlightens the true spirit within the employees as they constitute the realistic foundation of freedom, fruitfulness and fraternity.

The wideness of intellect touches the feat of attainment where the transformational leader encourages a follower's innovation and creativity and steps forward to shoulder risks and uncertainties for organisational benefit in the long run. A universal mindset is crafted by the transformational leader to participate, promote and promise for the sake of organisational upliftment united within the wings of rights, responsibilities and reward. The decision making mechanism runs through all the layers of the organisational hierarchy where all the members possess the right to participate.

The significance of individualised consideration takes part in individual endeavour through assimilation of employees' cultural perceptions, shared values, beliefs and norms. The transformational leader attempts to recreate an understanding between employee perception, performance and productivity.

**Attributes of servant leadership**

The proponents of servant leadership could not penetrate deep into the levels of the organisational surface with the constraints as the field is not broad based. Servant leadership contemplates on greater mutual power and influence, emphasises collective and collaborative follower participation and promotes follower learning and empowerment. The source behind servant leadership has its root in the theory of complexity and chaos. The wheels of servant leadership encircle decentralisation, the differentiation of tasks, collaboration, flexibility and adaptability of structures and processes, participation and autonomy.

The images of servant leadership can be visualised within the perspectives of individual, cultural, decision-making and organisational change (Banutu-Gomez, 2004; Hamilton & Bean, 2005). Servant leaders are signified by their traditional component. Servant leaders believe in and selflessly serve their people. The goodness of a follower is the distinctive feature of the servant leaders which postulates the significance of a good leader.

The phases of growth, learning, encouragement and affirmation provide the cultural perspective of the servant leaders. The knot of well-built relationships complemented with collaboration, value opinion, openness, willingness to learn, development of integrity and trust all contributes the cultural magnitude of servant leaders. Regardless of their own concern, servant leaders step forward to contribute to the cultural enhancement and wellbeing of people (Pepper, 2003; Rowe, 2003).

Visualising the decision making domain where a true servant leader takes decision focusing on renovating their followers to elevate to the level of greatness at the cost of sacrificing their own acknowledgment and recognition. The trueness of servant leaders chases the progression to pursue their follower's finest interest, to create a psychological and social platform with their followers and to expand and extend the tangible and intangible relationships with the followers.

The assessments of the effectiveness of a servant leader need to be initiated from the perspective of an organisational changeover. The multi-angled phenomenon of efficacy comprising skill, future foresight, the visionary goal all attributes of servant leaders conglomerated during the organisational transformational process promotes an add on value in developing an exemplary organisational culture. The servant leaders strive amidst the phases of organisational change shares status, vision and power with the aim of supporting the followers to adapt and focus on the advent of new ethnicity at the organisational hemisphere (Salopek, 2004; Whetstone, 2002).

**Comparative understanding of transformational leadership and servant leadership**

Figure 1 depicts the attributes underlying transformational and servant leadership styles. The notion behind the comparative analysis between transformational leadership and servant leadership rests on leadership behaviour on the individual and organisational perspective. With regard to intellectual stimulation transformational leaders have a stronger focus than servant leaders. Transformational leaders emphasise employee innovation. Servant leaders give priority to individualised enhancement. The proposition behind the transformational leader is centred on confronting wider organisational success. The prominence of emotional element is significant among the servant leaders. The spotlight on the prime objective of the transformational leader vests on the attainment of the organisational goal and servant leaders follow the principles of self-enhancement and employee promotion (Avolio & Yammarino, 2002; Washington, 2007).

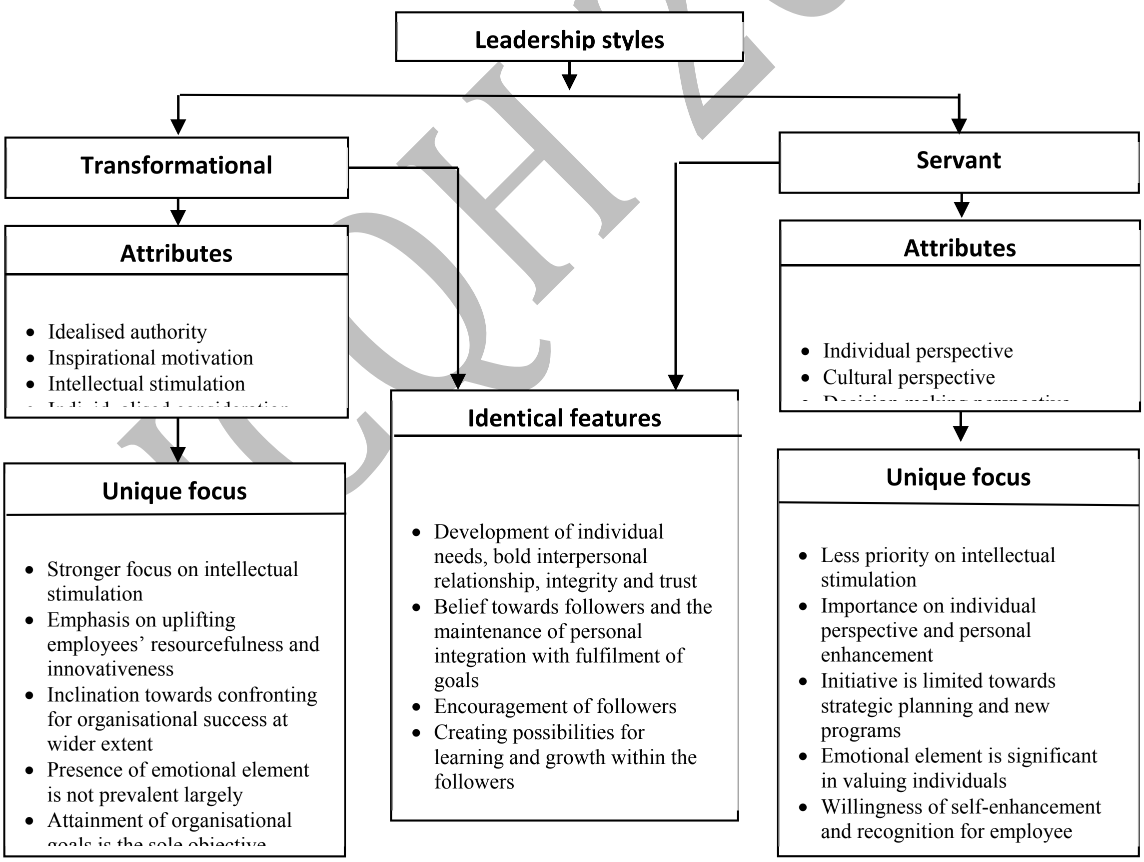


Figure 1. An outlook of transformational and servant leadership styles

**NEED FOR TRANSFORMATIONAL LEARDER FOR ORGANISATIONAL PROSPERITY**

Figure 2 identifies the fundamental aspects of transformational leadership. The requirement of basic ingredients in the creation of an ideal transformational leader is rooted within skill and behavioural characteristics. In today's organisation, development can occur with the changing waves and positive vibes of transformational leaders disseminated throughout various organisational cells in the form of individuals, groups and teams. The three core elements of transformational leadership can be determined with recognition, creation and institutionalisation whereby assimilation between organisation development and transformational leadership is viewed with a self-renewal perspective and organisational effectiveness (Bennis, 2006).

Strategic management involves planning for the long term with clearly articulated mission, direction and values. Strategic management helps the organisation to lead their personnel towards the fulfilment of objectives. The questions of who is involved in the strategy process, how the process is taking place and how to motivate personnel receive different answers in each organisation. The involvement of management, personnel and other stakeholders is important in the process. The strategy process creates commitment to achieve the strategic objectives. The communication and implementation of the strategic plan are typically much more important than the plain strategy document (Kettunen, 2006, 2008; Kettunen & Chaudhuri, 2011).

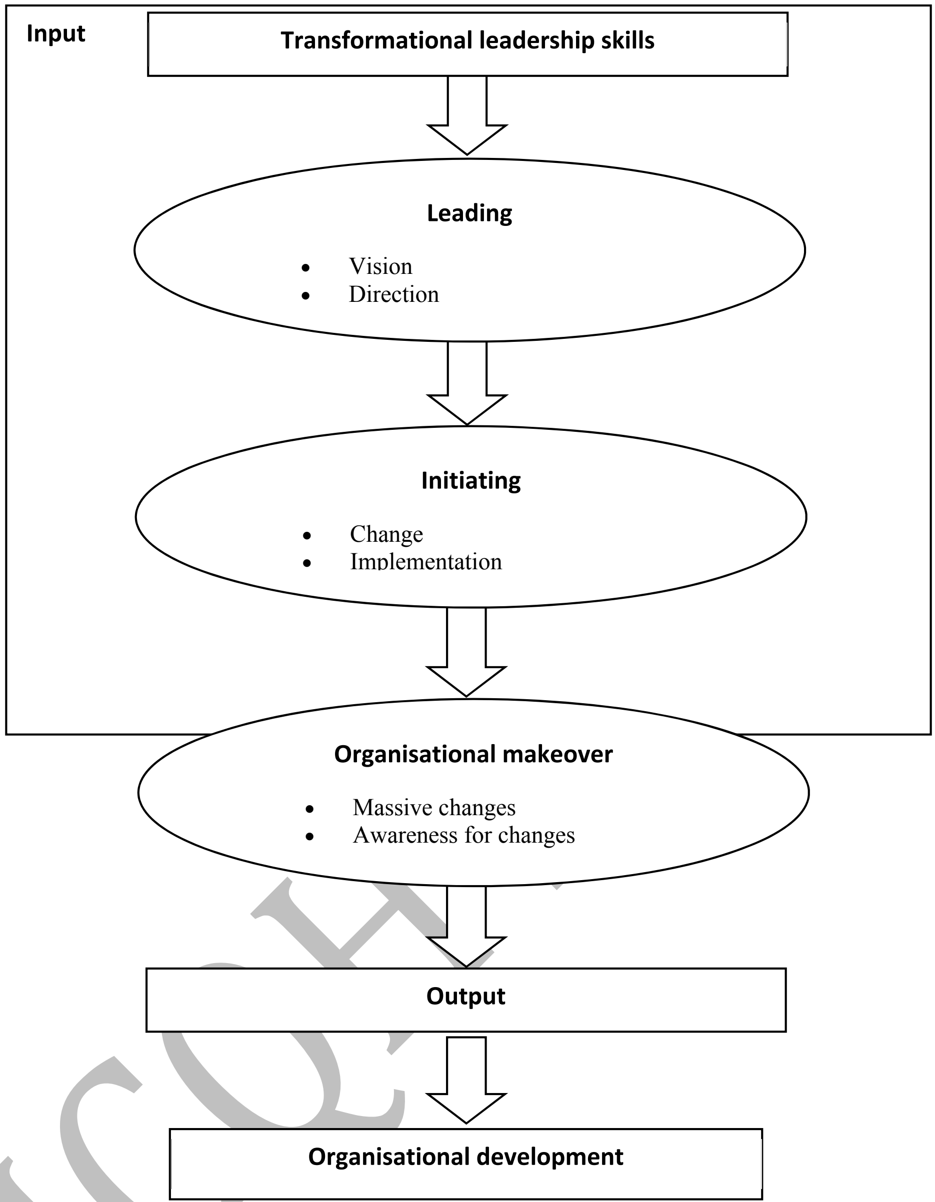


Figure 2. Transformational process

The need for transformational leaders can be visualised with vision, personified with personality and strengthened with strategies. The makeover component of transformational leaders truly inspires the followers to change their perceptions, personality and performance through passion, morale and motivation propounded by the reformatory leaders. Transformational leadership is embedded in three core concepts of leading, initiating and organisational makeover. The leader behaviour in this pattern of leadership interacts with the organisation as an input mechanism towards creating the apt and timely output towards organisational development. This output refers to the end results and outcomes of an effective transformational leadership skill set geared towards overall organisational prosperity as time passes (Jung, Chow & Wu, 2003).

**EMPIRICAL EVIDENCE FROM LEARDERS IN HIGHER EDUCATION IN EASTERN INDIA**

Leadership can be continuously improved following Deming's (1986) Plan-Do-Check-Act sequence. At the first stake, the objectives of leadership are planned. The plans are then implemented. The third stage is the evaluation of the achievement of objectives and the conformance to processes. Based on the results of the evaluation leadership can be improved. Once leadership has been amended, improved results can be expected.

Table 1 depicts the empirical evidence on transformational leadership in Indian higher education. A random sample of 23 leaders in higher education institutions in Eastern India shared their view of transformational and servant leadership. An open-ended discussion generated the following responses describing the elements of transformational leadership. The table supports the evidence that transformational leadership is extremely relevant in higher education. Development steps can be taken in leadership using these results.

Table 1: Empirical evidence on transformational leadership

| ***Elements of transformational leadership*** | ***Summary of responses*** |
|---|---|
| Idealised authority | Extremely significant for top leaders |
| Inspirational motivation | Relevant in day-to-day work processes |
| Intellectual stimulation | Relevant to nurturing novelty |
| Individualised consideration | Significant for building effective teams |
| Being resourceful | Effective for crafting a learning organisation |
| Being innovative and creative | Extremely effective to build on sustainability |
| Confrontation for organisational success | Significant in brainstorming meets |
| Empathy and emotion | Effective to create organisational citizenship |
| Leadership for cultural change | Helps in building on self-efficacy and adaptability |
| Ability to attract followers | Significant in group dynamics and cohesion |
| Crises handler | Relevant in generating trust on leaders |

Table 2 depicts the empirical evidence of servant leadership in Indian higher education. The summary of responses shows that many elements of servant leadership are relevant supporting the fact that both leadership styles are relevant and needed in higher education institutions. The leadership styles must be balanced in each organisation to find an appropriate combination of leaders to achieve the desired objectives.

Table 2: Empirical evidence on servant leadership

| ***Elements of servant leadership*** | ***Summary of responses*** |
|---|---|
| Individual perspective | Significant for situational analysis |
| Cultural orientation | Helps in adhering to cultural norms |
| Ability to decide | Significant in fostering sustainability |

| | |
|---|---|
| Clarity in organisational change | Effective in embracing novelty |
| Goal of personal enhancement | Effective for creating a learning organisation |
| Belief in strategic planning | Extremely effective to build on sustainability |
| Ability to value individuals | Significant in team building |
| Recognition of employee development | Effective to create superior performers |

Table 1 and Table 2 depict what practitioners in the field of higher education think about the core elements of both transformational and servant leadership. Both approaches build on organisational success; however, it remains in the demands of the situation being handled and the profile of the leadership position that ultimately dictates a choice between transformational and servant leadership.

## DISCUSSION

Amidst the ever-changing phases of the global environment, the urge for leadership competencies confronts multifaceted complications worldwide. The leading assignment designed with interactions and fabricated by the cultural interconnectedness encircles the prospects and dynamics of leadership. The leaders of the new millennium have laid the cornerstone of global leadership development with the combination of the trio level of intelligence patterns. The magnitude of leadership expertise compounded by diverse complexities results in increasing inconsistency in leadership behaviour among the twenty-first century leaders (Begley & Byod, 2003).

The varied attributes of way of life in the form of language, race, gender, ethnicity, experience, knowledge and other allied elements characterises the effectiveness of future leaders across the globe. The progression of leadership development equipped with creative coaching, methodical mentoring, systematised schedules and potential personality assignments lead the way to reach the elevation of success and sustenance. The scale of valiant leadership confidence engulfed with diversities and differences can truly be termed as the global leadership footprint in the organisational landscape.

Adapting a global mindset with the inherent influential ability to think, appreciate, develop, share and synthesise the framework of international standards, all have driven global leadership competencies across the world-wide diversity. The prominent clusters or anchors in identifying global leadership skills viz. diversity strategies, diversity tools, diversity competence, diversity dimensions and cultural bias and real life situations cumulatively constitute the vital fundamentals of leadership effectiveness in a global framework. Crossing the constraints of time, overcoming the limitations of fund, shaping the uncurbed into formations through the journey filled with inadequacy, insufficiency and uncertainty, leaders reinvent the ways and means which postulates the best chance of maximising returns to strengthening global leadership potential (Bartlett & Ghoshal, 1992).

## CONCLUSIONS

Leadership has distinct capabilities and competencies, manages crises effectively, upholds typical traits like transformational and servant leadership, handholds the organisation towards long run prosperity, generates profitable end-results for the business and unifies complexities towards building strong organisations in the real sense of the term. The eternal Vedic hymns of the Vedas, spreading the light of oneness "*Busudhava Kutumbakam*", which means "The whole universe is your family", truly reflects the images of global leadership.

It is the universal leadership foresight which postulates all the facets of vibrant leadership terrain to identify, welcome and admire for the acceleration of worldwide leadership experience on a global stage. Following the words of Peter F. Druker (2001) “management is doing things right; leadership is doing the right things”. A true manager is always born from a true leader, whether it is crisis or smooth sailing in the workplace, whereby goes a long way for creating global organisational success in the real sense of the term.

Leadership is the most crucial for organisational operations and it can be evaluated and developed using the principle of continuous improvement in quality assurance. The empirical results support the argument that transformational leadership is necessary in higher education for organisational development and prosperity. It must be balanced with servant leadership, which contemplates greater mutual power and influence. Both leadership styles build on organisational success, but their balance remains in the demands of the situation being handled.

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# Türkiye'de Edebiyatın Bilimleşme Süreci: Sanatsal Eleştiriden Akademik Eleştiriye

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**ÖZET**

Çalışmada öncelikle Türkiye'de edebiyat biliminin bir sosyal bilim ya da bir sanat bilimi olarak ortaya çıkışı tarihsel olarak ele alınmıştır. Edebiyat sanatını kendine inceleme nesnesi olarak seçmiş olan edebiyat biliminin sanatsal edebi eleştiriden farklılaşan bir analitik etkinliğe dönüşme süreci, akademik olarak üniversitelerde kurumsallaşması bu kısımda öncelenmiştir. Ardından eş zamanlı bir yöntemle Türkiye'de edebiyat biliminin mevcut durumu ve öne çıkan sorunları disiplinlerarasılık eksikliği, çağı takip edememe, müfredatla ilgili sorunlar, akademik örgütlenme, edebiyat çalışmalarının sınırları meselesi, metodolojik sorunlar, eleştiride kültürel ve ideolojik bağlardan kopamama ve terminoloji problemi gibi alt başlıklar çerçevesinde ele alınmıştır.

**Anahtar kelimeler**: Türkoloji, edebiyat bilimi, metodoloji, edebiyat sanatı

### 1. Tarihsel Süreç

Türklerin ilk yazılı eserlerinin 8. yüzyıla tarihlenmesi, edebiyat üzerine bilimsel etkinliği de geciktirir. Dolayısıyla edebiyata ve edebi eleştiriye şu veya bu şekilde ilk temas eden eserler, Türklerin İslam dini ile tanışmasından sonrasına aittir. *Divanu Lügatit-Türk* ve *Atabetül-Hakayık* gibi eserler, zengin bir edebi geleneğe sahip olan Arapların bu birikimini nakleden kitaplardır. İlkinde Türk dilinin ifade imkânları, yapısı ve karakterini taşıyan metinlerde belâgat unsurlarına yer verilir. İkincisi ise bizzat kendi yapısı itibariyle bu geleneğin 12. yüzyılda nasıl yerleşmeye başladığının bir göstergesidir.

Arap etkisi altında gelişen Türk belagati, 19. yüzyıl başlarına ait Batılılaşma sürecine dek etkindir. Tanzimat'la başlayan edebi yenileşme ise kısmen de olsa eleştirel bir yenileşmedir. Cumhuriyet ise bilgi üreten kurumların Osmanlı bilim metodolojisinden koparak dönem dönem Fransız, Alman ve Amerikan bilim metodolojilerinin tesiri altına giriş sürecidir.

Şimdi bu sürece yakından bakılacaktır.

Türk retoriğindeki Arap etkisi, yüzyıllar boyunca Türk medreselerinde Sirâceddin Sekkâmî'nin (1160-1299) *Miftâhul-Ulûm*, Kazvînî'nin (ö. 1338) *Telhîsul-Miftâh*'ı veya Saadettin Taftazanî'nin (ö. 1390) *Mutavvel* ve *Muhtasar*'ı okutulmasıyla aşikârdır. Bu alandaki kitap denemeleri de anılan eserlerin bir şerhi haşiyesi veya özeti mahiyetini aşamamıştır. Bu denemelere ilaveten klâsik edebiyat devrinde edebî tenkit konularını şuara tezkirelerinden, münşeatlardan, mecmualardan ve hatta mesnevî, kaside, gazel gibi tür ve şekillerin bazı bölüm ve beyitlerinden takip etmek mümkün olabilmektedir. Özellikle şuara tezkireleri, şairlerin mensup oldukları sosyokültürel çevreleri, mizaç ve ahlâkî özellikleri, eserlerinin etkilediği sahayı, en çok beğenilen eserleri ve bunlardan bazı pasajları kaydeden ilk edebiyat tarihleri ve ilk edebi tenkitlerdir.

Yenileşme döneminde ise edebiyat bilimi Tanzimat neslinin klasik edebiyatın katı ve kuralcı belagatine karşı çıkması ile başlar. Şinasi'nin Fatin Tezkiresi'ni tekrar düzenleyerek yayınlaması bu konuda bir kırılmadır. Ara Nesil'i takip eden ve Edebiyat-ı Cedide'ye ulaşan devirde yazılan eserler genelde Klasik belagat geleneğinin bilgilerini tekrarlar. Mehmet Mihrî, *Fenn-i Bedî* (1872), Ali Cemalüddin, *Arûz-ı Türkî* (1874), *Sanayi-i Şiâriyye ve İlm-i Bedî*, Ahmed Hamdi, *Belâgat-ı Lisân-ı Osmânî* (1876), Mehmet Nüzhet, *Mugnil-Küttâb* (1869), Selim

Sabit, *Miâyârul-Kelâm* (1870), Süleyman Paşa, *Mebânil-İnşâ* (1871) gibi eserler bunların başlıcalarıdır. Bu listeye Münif Paşa'nın yarım kalmış ve basılamamış *İlm-i Belâgat* adlı eseri de eklenebilir.

Ancak Türkiye'de edebiyat sanatı ile edebiyat biliminin iki ayrı alan olduğu oldukça geç kavranır. Tanzimat yıllarında Fransızcadaki *litterature*'nin karşılığı olarak Arapça *edeb*'den türetilen edebiyat kelimesi, edebiyat sanatını karşılar. Keza bu dönemde manzum metinler için kullanılan *şiir* ve mensur metinler için kullanılan *inşâ*'nın (Çetişli, 2011: 69) bir araya getirilmesiyle yapılan *şiir ve inşa* terkibi de edebiyat sanatını ifade eder.

Bu alandaki bir başka kırılma da Recaizade M. Ekrem'in Arap belagat geleneği ile Fransız edebiyatı kaynaklı yeni edebiyat bilgilerini sentezlemeye çalışan *Talim-i Edebiyye*'sidir (1879). Lefranc'ın *Traité Théorique et Pratique de Litterature* adlı eserinden yararlanılarak yazılan bu eserdeRecaizade, Lefranc'ın görüşlerine paralel olarak edebî eserleri "fikir, his, hayal, hafıza gibi genel; deha, hüsn-i tabiat, zerâfet yahut nüktedanlık gibi daha özel" psikolojik kategoriler içinde analiz eder.

Ondan sonra edebiyat bilgileri, zaman zaman bir eski-yeni tartışması olarak hükümetin müdahale ettiği popüler bir tartışmaya biledönüşmüştür. Devamında Bazıları belagat geleneği çizgisinde "eski"nin; bazıları da "yeni"nin yanında çok miktarda eser kaleme alınır. Mihalicî Mustafa Efendi, *Zübdetül-Beyân* (1880), El-Hâc İbrahim, *Hadîkatül-Beyân* (1881), Ahmed Mithat, *Belâgat-ı Lisân-ı Osmânî* (1881), Ahmed Cevdet Paşa, *Belâgat-ı Osmaniyye* (1885), Diyarbekirli Said Paşa, *Mîzanül-Edeb* (1887), Mehmed Celâl, *Osmanlı Edebiyatı Numûneleri* (1894), Mehmed Abdurrahman, *Belâgat-ı Osmaniyye* (1891), Menemenli-zâde Tâhir, *Osmanlı Edebiyatı* (1896), İsmail Hakkı, *Esrâr-ı Belâga* (1900), Süleyman Fehmi, *Edebiyyat* (1902), Muallim Nâci, *Istılâhât-ı Edebiyye* (1889), Ahmed Reşid, *Nazariyât-ı Edebiyye* (1910),Köprülü-zâde Fuat ve Şehabettin Süleyman, *Malûmat-ı Edebiyye* (1911) gibi eserleri bu cümledendir.

Öte yandan döneme ait metinlerde *ilm-i edeb*, *fenn-i belagat*, *fenn-i edebiyat* sözleriyle edebiyat biliminin değil daha çok edebi eser yazma becerilerinin kastedildiği; *"merâmın hüsn-i sûretle düzgün ve musanna sözlerle ifadesi*" anlamındaki *belagat*le ise daha çok batı dillerindeki *retorik*in kastedildiği görülür (Şemseddin Sâmî, H.1317: 301).

Muallim Naci'ye göre belagat bir "fen"dir. Recaizade ise*Talim-i Edebiyat*'ta "*mahsulatı-ı efkârın kâffesine şamil tutmak iktiza eder. Çünkü her nevi mahsulat-ı fikriyeyi bir zabıta ve rabıta tahtına alacak şey, fenn-i kitaptır*" sözleriyle alanı bir bilim olarak tanımlar. Recaizade (R.1229: 11,12) edebiyat sanatı ve edebiyat fennini ayrı ayrı alanlar olarak görür. Buna göre bir fen olarak "*edebiyat, elfâz ve meânînin ve kelâm ile muktezâ-yı hâl ve makamın imtizacından mütevellid bir âheng-i mahsus-ı manevîdir ki bunun kavâid ve emsalinden bahseden şeye de fenn-i edeb derler*". Sanat olarak edebiyat ise (1311: 58) "*bir halkın ahlâk ve adâtını efkar ve hissiyatını.. her türlü ahval ve etvâr ve muamelat ve mahsulâtını ekseriya yalancı bir lisan ile doğruca olarak tarif ve tasvir eden külliyat-ı asârdır*".

Tahirü'l Mevlevî de *Edebiyat Lügati*'nde (1973: 40) "*manzum olsun mensur olsun güzel sözler; bir de bunlardan bahseden ilim*" demektir diyerek bu görüşü devam ettirir.

Nitekim bu klasik belagat geleneği, cumhuriyetten sonra da etkisini sürdürmüştür. Öyle ki Kaya Bilgegil'in (1986: 428) "*yazma sanatı ile ilgili kaidelerin bütünü*" ve "*bu kaidelere uygun*" eserler kaleme alma şeklindeki edebiyat tanımı, anılan çizginin bir türevi şeklinde okunabilir.

Türkiye'de edebiyata belli bir kuramla bakılması gerektiği fikri ise Servet-i Fünûn münekkidi Ahmet Şuayb'ın çalışmalarıyla başlar. O, 19. yüzyıl Avrupa'sında diğer sosyal bilimler gibi kendi sistemini hızla kurmaya başlayan edebiyat biliminin yaklaşımlarını Türk edebiyatına ve edebi eleştirisine taşıyan isimdir. Onun daha çok dergi sayfalarında kalan tenkitleri, edebiyata yönelik analitik tutumun öncülerinden olur.

Türkiye'de edebiyat biliminin kurumsallaşmasında bir Türk filolojisi olan Türkoloji'nin payı büyüktür (Gelekçi, 2006: 31). İlk olarak Türkiye dışındaki diğer ülkelerde gelişen *Türklük bilimi* ya da *Türk Çalışmaları* (Bennigsen, 1987) 19.yüzyıl sonlarına kadar Avrupalı oryantalist filologlarca yürütülür. Filolojinin bir milletin dili, edebiyatı hatta tarih ve kültürünü bir bütün olarak inceleme eğilimi Alman, Rus, İngiliz ve Danimarkalı ilk Türkologların araştırmalarında da belirleyicidir. 1730'da 8. yüzyıl Kök Türk abidelerini keşfeden Finli Strahlenberg, bu yazıtlardaki Türk runik alfabesini çözen Danimarkalı Thomsen, Türk lehçeleri lügatini yazan Prusyalı Radloff ve Avrupa tarihinde Türklerin yeri üzerine en yetkin eserleri yazan Barthold bu batılı oryantalistlerin önde gelenlerindendir(İnalcık, 2002: 23).

Türkiye Türkoloji'sinde Ahmet Vefik Paşa ve Süleyman Paşa gibi öncü isimler elbette vardır. Ancak bunlarsadece Batıda yazılmış Türkoloji çalışmalarının açtığı yoldan giden heveskâr entelektüellerdir. Gerçi ilk Osmanlı üniversitesi olan Fatih Külliyesi (1470) ardından Beyazıt, Yavuz ve Kanuni medreselerinde Türk edebiyatı eğitimi verilmiştir; ancak millet bilincinin gelişmediği dönemlerdeki bu faaliyetler, modern Türkoloji içinde değerlendirilemez (Özdemir, 2006: 13).

Türkoloji'nin Türkiye'de bir üniversite çatısı altında akademik program ve bağımsız bir bilim dalı olabilmesi için ise 20. asrın ilk çeyreğini beklemek gerekecektir. Nitekim Türk Dili ve Edebiyatı bölümleri sosyal bilimlerin en temel şubelerinden biri olarak ilkin 20. yüzyılın ilk çeyreğinde İstanbul Darülfünun'unda açılmış ve hızla örgütlenmiştir.

"*1933 yılında Edebiyat Fakültesi içinde kurulan Türk Dili ve Edebiyatı Bölümü, Türk Dili Filolojisi ve Türk Edebiyatı kürsülerinden oluşmaktaydı. Türk Dili Kürsüsü'nde Reşit R. Arat, Ragıp H. Özdem ve Ahmet Caferoğlu, Türk Edebiyatı Kürsüsü'nde ise İsmail H. Ertaylan, Ali N.Tarlan gibi öğretim üyeleri görev yapıyordu. 1939 yılında Tanzimat'ın 100. yılı nedeniyle bu bölümde, başkanlığını Ahmet H. Tanpınar'ın yaptığı, Yeni Türk Edebiyatı Anabilim Dalı da açılmıştır. Bu tarihe bölüm, Türk Dili, Eski Türk Edebiyatı, Yeni Türk Edebiyatı olmak üzere üç anabilim dalından oluşuyordu. 1950 yılında Türk Dili Anabilim Dalı, Yeni ve Eski Türk Dili olmak üzere ikiye ayrılmıştır. 1981 yılındaki düzenlemeyle, Yeni Türk Dili, Eski Türk Dili, Yeni Türk Edebiyatı, Eski Türk Edebiyatı Anabilim Dallarına Türk Halk Edebiyatı Anabilim Dalı da eklenmiştir.*" (Özdemir, 2006: 14) Bu kadroya halk edebiyatı ve folklorda Pertev N. Boratav ve Orhan Ş. Gökyay'ı; din tarihinde Abdülbâki Gölpınarlı ve Abdulkadir İnan'ı; Türk tarihinde Osman Turan, M.A. Köymen ve İbrahim Kafesoğlu'nu eklemek gerekir (İnalcık, 2002: 35).

Bu, fen bilimlerinde kullanılan Pozitivist Rasyonalist metodun deney, analiz ve sentez gibi basamaklarının sosyal bilimlerde ve edebiyatta birtakım uyarlamalarla kullanılmasıdır (Ülgener, 1983: 27).

Nitekim Türkiye Türkoloji'sinin kurucusu Mehmet F. Köprülü, 1913 yılında *Bilgi Mecmuası*'nı çıkarmaya başlar. 1915'de kendisi gibi Darülfünun muallimlerinden Ziya Gökalp ile birlikte *Âsâr-i İslâmiyye ve Milliye Encümeni*'nin kurulmasına ve bir *Millî TetebbularMecmuası* çıkarılmasını kararlaştırır. 1919'da ilmi ve kısmen idari özerklik verilen Edebiyat Fakültesi, Doğu ve Batı edebiyatları olmak üzere ikiye ayrılır

Esas ilerleme ise Cumhuriyetin ilanından sonra Atatürk'ün yeni devletin temelini millî kültür üzerine oturtması ile sağlanır. Cumhuriyet'ten sonra Atatürk'ün talimatıyla Köprülü tarafından İstanbul Darülfünûn'una bağlı bir birim olarak kurulan ilk araştırma kurumu Türkiyat Enstitüsü'dür (1924). Amacı Türk kültürünü geçmişteki ve bugünki unsurları ile ilgili araştırmak olan enstitü, *Türkiyat Mecmuası* adında bir süreli yayın da çıkarır (Gelekçi, 2006: 32). Adından 1926'da Türkoloji ile ilgili ilk ilmi çalışma olan ve "hâlâ aşılamamış" muamelesi gören "Türk Edebiyatı Tarihinde Usûl" adlı makale yayımlanır. Bu dönemde *Türkiyat* adı verilen Türklük Bilimi, Hüseyin N. Orkun'a göre (1977: 30) "*Türk'ün tarihi, dili etnografyası, antropolojisi ve bir bütün olarak her şeyi ile ilmi bir surette uğraşır*". Türkoloji'nin bu dönemdeki ana etkinliğini dil ve edebiyat çalışmaları oluştursa da Gökalp-Köprülü ekolünün tesiriyle millî kültür temelli bir sentez olarak tüm sosyal bilimlerde etkindir (İnalcık 2002: 34).

Öte yandan Cumhuriyetin bu erken yıllarında edebiyat bilimi bir üniversite imkânına kavuşmasına rağmen, edebiyat bilgileri çoğu lise ders kitabı seviyesini aşamamış kitaplarla temsil edilir. Ali C. Yöntem, *Edebiyat* (1926), Tâhirül-Mevlevi, *Edebiyat Lügatı* (1935), Mehmet Karaca, *İzahlı Edebî Sanatlar Antolojisi* (1960), Habib Sevük, *Edebiyat Bilgileri* (1942), Agâh S. Levend, *Divan Edebiyatı: Kelimeler, Remizler, Mazmunlar ve Rumuzlar* (1943), Saadettin N. Ergun, *Edebiyat ve Edebiyat Tarihi Özü*, Ali N. Tarlan, *Edebî Sanatlar* (1947), Mehmet Karaca, *İzahlı Edebî Sanatlar Antolojisi* (1960), Kemal Gariboğlu, *Edebiyat Bilgileri* (1965), Seyit K. Karaalioğlu, *Edebî Sanatlar* (1969), Cem Dilçin, *Örneklerle Türk Şiir Bilgisi* (1981), Rıfkı Yazıcı, *Örneklerle Edebî Sanatlar* (1976), Kaya Bilgegil, *Edebiyat Bilgi ve Teorileri* (1980), Cevdet Kudret, *Örneklerle Edebiyat Bilgileri* (1980), Rauf Mutluay, *100 Soruda Edebî Bilgiler* (1972) bunların bazılarıdır.

1932 yılında, İsviçreli Profesör Alfred Malche'nin Atatürk'e Türk üniversiteleri ile ilgili sunduğu raporun ardından girişilen üniversite reformundan Darülfünun da nasibini alır ve 1933'te İstanbul Üniversitesi adıyla yeniden kurulur. Nitekim bu reformun bir uzantısı olarak Türkiye'de 1930'lardan sonra Nazi idaresinden kaçan Alman Şarkiyatçılar istihdam edilir. Onların tesiriyle Türkoloji dünyaya açılmaya Avrupa merkezli Altayistik, Asya araştırmaları ve doğu dilleri bölümlerine benzer bir şekilde örgütlenmeye başlar. Bölüm bu dönemde temelinde Türkiye Türkçesi ve onun edebiyatı olmak üzere, Türk dillerinin lehçe ve şivelerini tarihi ve coğrafi bir düzlemde ele alan bir müfredat takip eder.

İstanbul Üniversitesi'nde önce Romanoloji sonra Alman filolojisini kuran Henning Brinkmann, Walter Kranz, Leo Spitzer, Traugott Fuchs ve Gerhard gibi isimler hem yetiştirdikleri öğrencilerle hem de modern edebiyat incelemelerine ve yöntembilime dair katkılarla edebiyat bilimini geliştirirler. Türkiye'de edebiyatın bilimleşme süreci, Ankara'da 1935'te açılan DTCF ile uzun bir aradan sonra Anadolu'ya da taşınır. Sümerce, Hititçe, Latince ve Yunanca gibi antik doğu ve batı dilleri yanında modern diller ve edebiyatları da Türk akademiyasını zenginleştirecektir.

Böylece batı bilimine 19. yüzyıldan itibaren damgasını vuran ve ekonomik olarak Kapitalist, siyasal olarak da Liberal bir vasatın ürününü olan nominalist, özcü ve evrenselci yaklaşım, erken Cumhuriyet biliminin de belirleyicisi olmuştur. Bu yaklaşım ise bilimde batı merkezli bir küreselleşmeye hizmet eden bir tutumdur.

Nitekim çok geçmeden yabancı filoloji kökenli akademisyenlerin sundukları perspektif Türkoloji'ye de olumlu olarka yansır. İlk olarak İngiliz filolojisi kökenli Berna Moran'ın kuramsal katkısıyla başlayan bu etki, Alman filoloğu Gürsel Aytaç'la devam eder. Moran'ın bir başka katkısı da edebi eleştiriye bir sosyal boyut getirmiş olmasıdır. Ne var ki ondan sonra fazla önemsenmemiş olan bu boyut, 1990'lardan sonra baskın Postmodern eleştirel eğilimlerle batı kaynaklı yeni kuramlara yönelik denemelerle dağılmış gitmiştir (Kayalı, 2004: 172).

Türkiye'de 1990'larda edebiyat bilimi ile ilgili ilk çalışmalar kaleme alınmaya başlandığında edebiyatın bilimi olup olamayacağına dair bir tartışma da başlar. Daha yorumcu bir tavırdan yana olanlara göre esas olan edebi eseri analitik bir yaklaşımla değil, daha okur odaklı ve sanatkârla özdeşleşmeye çalışan bir çaba ile okumaktır. Aksini savunanlara göre ise böyle bir tutumdaki eleştirmenin esere dair söyleyecekleri sübjektif hükümlerden ibaret kalacaktır (Çetişli, 2011:290).

Nitekim bugün daha çok Alman ve Fransız filolojisi kökenli akademisyenlerin tesiriyle Türkologlar arasında da "edebiyat bilimi" ifadesi yaygınlık kazanmaya başlamıştır. Sadık Tural da (1999: 58) bu noktada "*edebiyat bilimi, edebiyat eserini en yüksek seviyede anlama*", yorulama, değerlendirme ve benzerleri arasındaki yerini belirterek "*çağı içindeki yerine oturtma*" olarak sözleriyle edebiyat bilimi tanımını kullanır.

Öte yandan edebiyat üzerine analitik bir etkinlik olarak edebiyat çalışmalarının bilim olma vasfı, genel kabul görmüş de değildir. Öyle ki ille de bir bilimsel taraf vurgulanacaksa bu birikime *edebiyat bilimi* değil; *edebiyat çalışması* denmesi gerektiği konusunda da bir görüş vardır (Önal, 1999: 53). Özellikle 1980'lerden sonra oldukça geç bir şekilde Türk bilimine giren Postmodern paradigma ile Nominalizme vePozitivizme yönelik itirazlar da yükselir. Postmodern paradigmanın tesiriyle edebiyat çalışmalarının bilimliği konusu da zaman zaman aktüel bir tartışma konusu haline gelir.

**Sanatsal edebi tenkit** geleneği, Türk edebiyatına yönelik dikkatte akademiyanın dışında cereyan eden bir kanaldır. Bu görüşe göre her eleştiri bir okumaya dayanır. Okumanın öznel ve nesnel olmak üzere iki temel yönü eleştirinin mahiyetini de belirler. Cumhuriyet döneminde Nurullah Ataç gibi öcülerin elinde gelişen izlenimci gelenek, eleştiriyi bilimsel bir analiz değil, ikinci bir yaratma olarak görür. Bunlara daha sonra Mehmet Fuat, Mehmet H. Doğan, Doğan Hızlan ve Ramis Dara gibi isimler de eklenir. Ancak 1960'lardan sonra bilimsel eleştiriyle yaptığı alışverişler nedeniyle sanatsal edebi eleştiri, bütünüyle öznel ve yöntemsiz olmaktan çıkmaya başlar. Öznel eleştirinin karşısına Amerikan *Yeni Eleştiri*sine dayanan kendi eleştirel tavrı ile çıkan Hüseyin Contürk başta olmak üzere Oğuz Demiralp ve Orhan Koçak gibi isimlerle daha kuramlı ve metodik olmaya başlar (Dumanlı-Kadızade; 2011: 190-195). Asım Bezirci, Eser Günson ve Kemal Bayıldıran gibi isimlerden oluşan bir başka grup ise daha belgesel bir tavırla monografi tarzında ama ideolojik bir konumdan uzak da kalamayan bir eleştiri çizgisi oluştururlar.

Esasında bu sanatsal edebi eleştirinin kökleri, II. Meşrutiyete hatta Tanzimat yıllarına kadar götürülebilir. Yahya Kemal, Behçet Necatigil, Turgut Uyar, Hilmi Yavuz, Haydar Ergülen gibi şairler kendi sanat birikimlerinden hareketle eleştiri yazıları kaleme almışlardır. Bunlara Tanpınar'dan başlayarak Ahmet Oktay, Cemal Süreya, Enis Batur, Ebubekir Eroğlu gibilerin fikir ve kuram dozu daha yüksek çizgisi de dahil edilebilir. Hatta yeni çıkan genç ediplere yazılan takriz yazıları ve "*özellikle gazetelerin kitap ekleri ve edebiyat dergilerinde yayımlanan eleştiri yazılarının çoğu deneme benzeri bir tür 'reklam' metinleri*" (Şevki, 2009: 301) de bu birikime eklendiğinde zengin ve oylumlu bir eleştiri geleneği ile karşı karşıya olunduğu anlaşılır.

Bugün hala üniversite dışındaki edebi kamuda ikinci bir ekseni olarak yaygın olan bu eleştirel yaklaşım, ürünlerini bilimsel dergilerde değil; "sıcak edebiyat" dergilerinde sergilemektedirler.

## 2. Türkiye'de Edebi Akademinin Bugünkü Durumu

### Disiplinlerarasılık Eksikliği

Postmodern bilim paradigmasının etkin olmaya başladığı 1980'lerden sonra edebiyat çalışmaları tüm dünyada diğer sosyal bilimlerle yoğun bir alışverişe girmiştir. Dilbilim, sosyoloji, antropoloji, eğitimbilim, kültür bilim, iletişim bilim ve onun alt disiplinleriyle girdiği ilişkiden çağın ilgilerine uygun yeni ve pragmatik çalışma alanları doğmuştur. Kaldı ki Modernizmin normatif ve mikro uzmanlıkları öne çıkaran lineer yöntemleri yerine daha çoklu ve heterojen yöntemler öneren Postmodernizm (Emre, 2012: 248); disiplinlerarasılığa bir metot karmaşası olarak değil; yaşanılan dünyanın çok yönlülüğünü anlamanın en iyi yolu olarak bakar. Bu durum, çalışmaların amaç ve konularının bir gereğidir aynı zaman da. Nitekim "*günümüz edebiyat eleştirisinde, tarih, siyaset, sosyoloji, iktisat, psikoloji, felsefe gibi bilim ya da bilgi dallarını kuşatan, disiplinler-arası bir ilgi ve yaklaşımdan söz edil*"mekte (Aksoy, 1997: 33).

Türkiye'deki akademik kabullere göre "*sosyal bilim merkezli*" bir disiplin kabul edilmesine rağmen edebiyat bilimi (Emre, 2012: 88); diğer sosyal bilimlerle etkili bir işbirliği içinde değildir. Türk Dili ve Edebiyatı programlarının daha çok "*metin incelemesi, dil ve edebiyat tarihi*" temelinde oluşturulmuş olması, "*bağlam merkezli, disiplinler arası karşılaştırmalı araştırmalar*"ı da alanı yeterince geliştirememiştir (Özdemir, 2006: 23). Meselelere tek bir disiplin perspektifinden bakma ısrarı, onu kalıplaşma gibi sadece sanatı değil bilimi de tehdit eden bir tehlike ile de karşı karşıya bırakır. Gerçekten de Türkiye Türkoloji'si "*dil ve edebiyatla sınırlandırılmış gibidir. Bu nedenle de Türkiye'de Türkoloji'den çok, Türk dili ve edebiyatı araştırmalarından söz edilebilir. Türkiye'de Türkoloji'den söz edilebilmesi için, sosyal tarih, sözel tarih, politik kültür, uluslar arası ilişkiler, ekonomi, teknoloji, kentleşme, medya, iletişim gibi konularda da Türkoloji kapsamında yeterli ve yetkin araştırmaların yapılması gereklidir. Disiplinler arası çalışmalar dahi hala Türk edebiyatı türleri ve yaratılarıyla sınırlıdır.*" (Özdemir, 2006: 24). Hâlbuki kendi kalıplarına mahkûm olmuş bir disiplin, giderek "*dinamizmini, yaratıcılığını, verimliliğini ve işlevselliğini kaybed*"ecek; "*geçerliliğini yitirmiş teori ve yöntemlere*" kendini tekrar edip duracaktır(Özdemir, 2011: 102).

Türkiye Türkoloji'sinde bugün yaşanan şey, çoğu ardıllarıyla geçerliliğini yitirmiş teorilere dayanan bir çalışmalar karmaşasıdır. Arkası da getirilemeyen bu çalışmalar, -pek çok gelişmekte olan ülkede de görüldüğü üzere- "*yıllanmış… batılı yöntem ve teorileri*" yerli malzemeye uyarlayarakyeniymiş gibi sunan "bilimsel faaliyetler"dir. Oysaki "*kendi teori ve yaklaşımlarını geliştirmek yerine, emanet bilgi ve yaklaşımlara dayanmak veya onlarla yetinmek en azından yetersizlik, temelli hazırcılıktır*" (Özdemir, 2011: 102).

Kaldı ki Türk kültürüne disiplinler arası perspektiften bakmayı onun sahip olduğu tarihsel ve coğrafi şartlar mahkûm etmektedir. Sadece ilişki kurduğu diller, kültürler, etnik yapılar değil; kendi çok katmanlı yapısı da multidisipliner bakışla aydınlatılmayı bekleyen pek çok gizi barındırmaktadır (Gelekçi, 2006: 41). "*Tüm dünyada disiplinlerarası çalışmaların giderek arttığına, disiplinlerarası kuramların üretildiğine tanık olurken, Türkoloji ve Türk dilbilimi alanlarının neden birbirlerine yeterince yaklaşamadıklarını, neden el ele vererek Türkçe üzerine daha verimli çalışmalar yapamadıklarını anlamak ilk başta gerçekten zor görünüyor.*" (Büyükkantarcıoğlu, 2006: 48).

Aslınsa bu durum, sadece Türkoloji'nin sorunu değildir. Tüm dünya üniversiteleri, özellikle kendi milli filolojilerini mukayeseli çalışmalara ve disiplinler arası araştırmalara yaklaştıramamışlardır. Kurumsal yapı, müfredat ve yorumdaki kalıplaşmalar, onların disiplinler arası dinamizmini bozmuş ve donmuş bilgiler öğreten kurumlara dönüştürmüştür (Özdemir, 2006: 12).

Esnek ve geçişken dokulu bir bilgi akışının egemen olduğu bir epistemolojik mantıkla gerçekleştirilecek bir müfredat revizyonuyla edebiyat çalışmaları "*durağan, mekanik, donuk kimliğinden çık*"ıp "*çağın esnek ruhuna uygun*" bir işlevselliğe kavuşmalıdır.Bu da onun diğer sosyal bilimlerle arasındaki kesitte çiçeklenmiş disiplinler arası çalışma alanlarına kapısını açmakla mümkün olacaktır(Emre, 2012: 126). "*Sonuçta değişen yaşam yeni ve farklı yöntem ve yaklaşımlarla, özgün bağlantıların kurulması ve sorgulanmasıyla, disiplinler arası çalışmalarla çözümlenebilir*" (Özdemir, 2011: 102). Politika ve medya gibi alanlarda karşılaştırmalı araştırmalara yönelerek bilimsel tıkanıklık aşılabilir. Seminerler, tezler, toplantılar ve yayınlarla Türkoloji disiplinler arası bir üst alan haline getirilebilir. Örneğin geleneksel halk edebiyatı dersi sanayileşme, kentleşme, kitleselleşme, küreselleşme gibi dinamiğin etkisiyle farklılaşan yaşam ve kültür meselelerini içine alarak folklorun dar giysilerinden kurtulabilir.

Disiplinlerarasılık Türkoloji'ye "*bilginin, ekonomik değeri olan mal ya da hizmete dönüştürülmesi*" olarak tanımlanan *innovation* olarak geri dönecek bu da mezunların çağın yeni mesleklerine kolayaca adapte olmalarını sağlayacaktır. Böylelikle daha donanımlı olacak olan Türkologlar, arşivler için değil bireyi ve toplumu geçmişten geleceğe taşıyacak projeler için; geçmişi değil bu günü incelemek ve sorunlara çözümler önermek için yetişecektir. Aksi takdirde "*ciddi bir felsefe veya düşünce ve kültür tarihi zeminine oturmamış bir Türkiye Türkoloji'si, bazı bilgi alanlarında yer yer komikleşen çalışma şemalarıyla akademik bir satranç ve vasat bir istihdam yöntemi olmaktan öteye gitmeyecektir.*" (Çobanoğlu, 2006: 6-7).

**Kendini Yenileyememe ve Çağı Takip Edememe**

Bir üniversite eğitimi *öğretme* (teaching), *araştırma* (research) ve *yayma* (extension) olmak üzere üç ana işleve odaklanır. İlki bilgiyi yeni nesillere aktarmak, ikincisi mevcut bilgi hazinesine yenilerini ilave etmek, üçüncüsü ise onları sosyal ve kültürel hayatın geliştirilmesi için işlevsel hale getirmektir (Sinha, 2005: 6).

Türkiye'de edebiyat çalışmaları, edebiyat sanatını yorumlamak ve ona az çok bilimsel bir dikkatle yaklaşmak amacıyla kurulmuştur. Ne var ki Cumhuriyetin erken döneminde pek çok ülkeden çok daha ilerde bir başlangıç yapan edebiyat çalışmaları, neredeyse hiç değişmeden ve çağın doğasına ve bilim anlayışına göre bir revizyondan geçmeden bugünlere gelmiştir. "*Hem müfredat hem ders içerikleri hem de bölümlerin toplumda bulduğu yankı ve işlevleri oldukça statik, yan bilim ve alanlarla ilişki kuramayan, kendi içine kapalı bir sistem olarak varlığını devam ettirmektedir. Oysa çağın kültürel dokusu, bilim ve teknoloji algısı böylesine korunaklı, kendi dışındaki alanlarla tepkiye girmeyen durağan yapılara hayat hakkı vermemekte; bunun yerine daha esnek, daha dışa açık, daha modüler sistemlere şans tanımaktadır*." (Emre, 2012: 246).

Yekta Saraç bu durumu "*Türk dili ve edebiyatı bölümleri olarak, siyasî anlamın dışında söylüyorum, 'çok muhafazakâr' bir yapımız var. Adacıklar oluşturmuşuz, krallıklar kurmuşuz*." sözleriyle özetler (akt. Altun, 04.04.2013). Menderes Coşkun da (2006: 57, 58) Türk Dili ve Edebiyatı öğretimini yabancı üniversitelerle karşılaştırarak incelediği çalışmasında oldukça karamsar bir tablo çizer: "*Türk dili ve edebiyatı eğitiminin yeterince berrak, tutarlı, bütüncül ve faydacı olmadığı aşikârdır. Üniversiteler, öğrenciye eğitim, bilgi ve yetenek kazandıran kurumlar değil, mesleğe giriş için vize (diploma) veren kurumlar haline gelmiştir*." (…) "*Eğer bir ülkede hazırlanan tezlerde iddia edilen fikirler ve buluşlar yurt dışında yankı bulmuyorsa, tezlerin bir kısmı yabancı dillere çevrilmiyorsa, akademisyenler kendi araştırma sonuçlarını uluslararası dergilerde ve bilim çevrelerinde yazılı ve sözlü olarak sunamıyorlarsa ve kendi millî tarihleri, siyasetleri ve kültürleri konusunda uluslararası bilgi akışını yönlendiremiyorlarsa, o ülkenin üniversiteleri, evrensel olamıyorlar ve üstlerine düşen görevi yapamıyorlar demektir*."

Bu bölümler her yıl verdiği binlerce mezuna rağmen "*nitelikli insan, öğretmen, araştırmacı, aydın, şair, romancı, hikâyeci, tiyatro veya film yazarının yetiş*"tirme noktasında etkisizdir. Türkiye'deki Türkologların sayıları binleri bulan lisansüstü tezleri ve diğer çalışmaları başta dil engeli nedeniyle okunmamakta ve yabancı üniversitelerde yetişen bir avuç Türkolog'un yayınlarıdaha çok tercih edilmektedir (Coşkun, 2006: 58).Bu atalet, "*Türkoloji'nin, çağdaş ülkelerdeki paralelleri gibi merkezi ve doğurgan bir bilim olması ve diğer sosyal bilimlerin merkezi olmasını engeller*." (Özdemir, 2006: 24).Oysaki bir akademik kurum, kendisini aktüel toplumsal ihtiyaçlara göre güncellemeli, mezunlarını iş hayatına atılacağı toplumun beklentilerine uygun bir donanımla yetiştirmeye gayret etmeli ve böylece cazibesini korumaya devam etmelidir.

Yabancı dilleri işlevsel kullanamama ve dolayısıyla uluslar arası işbirliğine yatkın olamama da önemli bir sorundur. Dünyadaki bilimsel gelişmeleri yakından takip etmek ve ortak projelerle disiplinler arası işbirliğini sağlamak, çağdaş metotları bütünlüğü içinde tanımak, bilim dallarımızın gelişmesi için çok yararlı olacaktır.

**Müfredat Problemi**

Türkoloji'nin bir başka meselesi de müfredattır. Temelleri Darülfünun'da atılıp DTCF ve Atatürk Üniversitesi'nde geliştirilmiş olan müfredatın omurgasını ise Osmanlıca, Halk Edebiyatı, Eski ve Yeni Türk Edebiyatı ders serileri oluşturur (Özdemir, 2006: 15). Ancak bu programın temel sorunu basitten karmaşığa doğru dikey yükselen bir ilerleme değil; yan yana ve yatay gelişen bir yapıya sahipolmasıdır (Coşkun, 2006: 58). Öyle ki çıktıları ve işlevselliği dışlayan bu seçkinci yapı, bir kalıplaşmayı da beraberinde getirir.

1930'larda Alman Şarkiyatçıların etkisiyle Türkiye Türkçesi ve TürkiyeEdebiyatı odağında kurulan bu bölümler, Türk diyalektlerini diyakronik ve karşılaştırmalı olarak ele alan bir müfredat takip ederler. Ne var ki yüzyılın ikinci yarısında gerçekleşen dilbilimsel kırılmadan (linguistic turn) sonra hızla gelişen edimbilim, sosyolengüistik, bilgisayar dilbilimi gibi yeni uygulamalı dilbilim (applied linguistics) şubelerine fazla yer vermezler. Keza edebiyat sosyolojisi, edebi antropoloji, edebi psikoloji gibi disiplinler arası edebiyat çalışma alanları da bu programlarda kendine hemen hiç yer bulamaz.Bu sebepledir ki farklı kuramsal yaklaşımlar ve bunların pratik cephesini oluşturan metotlarla dile ve edebiyata eğilen çalışmaların sayısı (son yıllarda artan bir ivme gösterse de) henüz yeterli değildir. Yaşamdaki değişmelere ve dönüşümlere göre biçimlenen esnek programlar oluşturamayan Türkoloji'nin boş bıraktığı bu alanlar; çoğu kez iletişim, yönetim ve ekonomi disiplinlerinin araştırmalarıyla giderilmeye çalışılmaktadır.

Nitekim Şerif Aktaş da (2005: 35) müfredat sorununa şöyle işaret eder:

"*Türk kültürünü tarihî akış içinde yazılı eserlerden hareketle incelemek için Farsça, Arapça, Göktürkçe, Uygurca, Çince, İngilizce bilmek; Türk tarihi uzmanı olmak, sanat tarihi ve sosyal antropoloji alanlarında bilgi* *sahibi olmayı gerektirir... Bizim Türk Dili ve Edebiyatı bölümlerimizin öğretim programı, bizim Türkoloji ilmine hizmet edebilecek insanı yetiştirmeye niyetli olmadığımızı açıkça ortaya kor. Türkoloji ciddî bir iştir, bilgi birikimi, sabır ve sözü edilen yardımcı bilgilerle donatılmayı gerektirir. Kütüphanesiz üniversitelerin Fen-Edebiyat Fakültelerinde Türkoloji yapmak mümkün mü*?".

Talat S. Halman ise (2004: 16-28) "Türkiye'de Eleştiri ve Özgün Kuramlar" başlıklı bildirisinde konuya dair şunları ifade eder:

"*Birçok üniversitemiz hâlâ, ne yazık ki, sadece bilgi hamalları yetiştirmeye çalışıyor. Hocalar bilgi aktarıyor, öğrenciler alıp ezberliyor, not alıyor, diploma kazanıyorlar. ... Öğretim üyesi olduklarında onlar da bilgi aktarıyor, bilgi işportacılığı yapıyorlar... En özgün düşünce ve eserler, bize Türk edebiyatını okumuş; ama kimisinin Türkçesi kıt olan yabancı bilim adamlarından geliyor. Hâlâ bir iki Amerikalı Divan edebiyatı uzmanının etkisi altındayız; hâlâ birkaç İngiliz'in, birkaç Fransız'ın, birkaç Alman'ın doğrultusunda kendi edebiyatımızı değerlendirmeye çalışıyoruz*".

Türk üniversitelerinin akademik ilgileri arasındaki farklılıklar bölümlerin ve anabilim dallarının adlarına, çalışma alanlarına, lisans ve lisansüstü müfredatlarına da yansımıştır. Bazı üniversiteler batı üniversitelerin akademik çalışma konularını belli bir aktüalite içinde takip eden bir müfredata sahipken; geri kalan büyük çoğunluğun teorik eksikliği ve güncel edebiyat çalışmalarına uzaklığı bu bölümlerinin müfredatlarına da yansır.

Ne var ki üniversitelerin müfredatlarını oluşturan ana eksen, daha ziyade Türkoloji'nin yapısına yönelik bilgilerin sunulduğu betimsel derslerden oluşmaktadır. Edebiyat biliminin evrensel omurgasını veren bir Genel Edebiyat, Türk edebiyatını dünya edebiyatı ile ilişkilendiren bir Karşılaştırmalı Edebiyat Tarihi, söylem çözümlemesi gibi yeni yöntemlerden hareket eden Edebi Eleştiri gibi dersler henüz eksiktir (Büyükkantarcoğlu, 2006: 46).

Programlara yönelik bir başka sorun da içeriklerinin değiştirilmesini zorlaştıran uzun bürokratik süreç ve çok yönlü bakamama donanımsızlığıdır. Öyleki bu da "*programların ve ders içeriklerinin ve kur tanımlanın belirli aralıklarla yenilenmemesi*"ne sebep olmaktadır (Özdemir, 2006: 23).

Halbuki en altta bütün edebî dönemlere ve edebiyat teorilerini içeren temel derslerin yer aldığı piramit şeklinde genelden özele bir müfredat düzenlemek gerekir. Bu ilk evrede o bilime ait bir bakış ve bir terminoloji kazandırılmalıdır. Ardından daha spesifik ama yine de genel edebiyat bilimi kapsamındaki derslere ve o bilime ait metodoloji verilmelidir. Takip eden aşamada ise öğrenci, etkin bir danışman desteğiyle daha spesifik ve müstakil çalışmalar için belli bir yazar, dönem veya temaya odaklanmış seçmeli derslere yönelmelidir.

İlaveten mevcut geleneksel derslerin içerikleri, işlevsel hâle getirilmelidir. Örneğin Türk Edebiyatı Tarihi dersi, Türk edebiyatının özel tarihsel ve coğrafi dağılımına uygun bir müfredatla yeniden düzenlenmelidir. İçerikleri ve ders saatleri değiştirilen mevcut derslerin yerine kültür girişimciliği, redaktörlük gibi dersler konulmalıdır.

Şu halde Türkiye'de edebiyat çalışmaları Türk Dili ve Edebiyatı gibi ulusal edebiyat odaklı değil; daha genel planda ve karşılaştırmalı edebiyat odaklı yapılanmalıdır. Keza edebiyat çalışmalarının filoloji mantığında dilbilim çalışmalarıyla birlikte düşünülmesine son verilmeli, iki alanın ortak çalışma alanları netleştirilerek bu iki bilimin kesişimindeki çalışmalar, disiplinler arası bir bakışla sürdürülmelidir. Dünyadaki edebiyat çalışmalarında olduğu gibi metindilbilim, göstergebilim, edimbilim, toplumdilbilim, stilistik gibi dilbilimin edebiyat çalışmalarına teorik ve metodik yakınlığı bulunan alanlarına öncelik verilmelidir. Bu noktada dil-edebiyat ilişkilerinin teorik ve pratik zeminlerini değerlendiren, dil-edebiyat-kültür bağlamlarına yönelik seçmeli derslere de ağırlık verilmelidir.

**Akademik etkinliği sadece lisanstan ibaret sanmak** diğer alanlarda bir kısırlığa sebep olmaktadır. Üniversite eğitimi sadece sınıf dersleri şeklinde değil, seminerler, grup çalışmaları ve workshopları da içermelidir. Batı üniversitelerinde eğitiminin temel boyutunu oluşturan bu etkinlikler, öğrencinin eleştiri ve ifade yeteneğinin geliştirir. Alanındaki güncel konulara dair aktif bir ilgi duymasını sağlar.

Türkiye'de özellikle sosyal bilimlerde ders anlatmaya dayalı bir öğretim metodu belirgindir. Oysaki öğretim "*anlatma, laboratuvar çalışması, projeler, elektronik eğitim, seminerler ve çalışma grupları, problem tabanlı eğitim, alan gezileri*" ile çeşitlendirilmeli; sınavlar tek motivasyon kaynağı ve yegâne ölçüt olmamalıdır. Öğrenci başarısı konu testleri, ders içi uygulamalar, web kullanma tecrübesi, sözlü sunuş yeteneği gibi alanlarda da ölçülmelidir. Sınav için "*sorular hazırlanırken dersin konuları değil, bu konularla öğrenciye kazandırılmak istenen bilgi ve yetenek, yani dersin hedefi, göz önünde bulundurulmalıdır*" (Coşkun, 2006: 69).

Bugün Türk Dili ve Edebiyatı bölümlerinin sorunlarının çözümü, edebiyat biliminin Türkiye'de sağlıklı bir şekilde gelişmesine de katkı sunacaktır. Türk edebiyatı kanonununtüm tali damarlarını kucaklayan, "sıcak edebiyat"a yakın, dünyada yürütülen güncel çalışmaları yakından takip eden, kültürbilime ve sosyolojiye kapılarını açmış kürsüler haline gelecektir. Nitekim kaliteli bir edebiyat eğitimi, "*öğrencilere, ulusal ve* *uluslararası bilgi kaynaklarına hızlıca ulaşabilme tecrübesi; edebiyat tarihi, teorisi ve tenkidi ile ilgili sağlam bir bilgi birikimi; en azından belli bir döneme ait edebî metinleri orijinallerinden okuyup çözümleyebilme kabiliyeti; araştırma, bilgi, duygu ve düşüncelerini edebî ve bilimsel bir üslûpla yazılı ve sözlü olarak sunabilme ve herhangi bir konuda orijinal bir eser üretebilme becerisi" kazandırabilmelidir*" (Coşkun, 2006: 64).

Sonuç olarak edebiyat biliminde araştırma yapabilecek, orijinal bilgi üretebilecek, ürettiği bilgiyi doğru ve etkili bir şekilde kullanabilecek araştırmacılar yetiştirmek, edebiyat bilimini çağın gereklerine uyarlamaktan geçer. Böylesi çok yönlü bir edebiyat eğitimiyle öğrenciler, tıpkı dünyadaki diğer üniversitelerinde olduğu gibi sadece eğitim-öğretim hizmetlerinde değil, basım-yayın, medya, reklamcılık ya da hukuk gibi pe çok iş alanlarında da iş bulabilirler.

**Akademik Örgütlenme ve Edebiyat Çalışmalarının Sınırları Meselesi**

Türkiye'de edebiyat çalışmalarının birincil sorunu "sınırlandırma meselesi"dir. Türkiye'de edebiyatın mahiyetine ve sınırlarına dair bir uzlaşı oluşmadığı için edebiyat çalışmalarının analitik dikkatini yönelteceği alan da muğlak kalmıştır. Aynı durum Türk Dili ve Edebiyatı bölümlerinin kapsamında da görülür. Aslında "alan tanımı" sorununun temelinde, Türkiye'de Türkoloji'nin ve dilbilimin kuruluş ve gelişim süreci önemli bir rol oynamıştır. Kuruluş dönemleri için gerekli ve geçerli olan alanlar, bugün revize edilmeye muhtaçtır. Heveskar edebiyatı, çocuk edebiyatı, ergen edebiyatı, popüler edebiyat gibi yeni alanlar kucaklanmalı; edebiyatın diğer disiplinlerle ilişkisinden doğmuş yeni çalışma alanları bölümlerin müfredatlarına dahil edilidir. Dünyada tutucu kapsam tartışmalarının çoktan geride kaldığı günümüzde kendine sınırlı bir çalışma alanı çizip bunda ısrar etmek edebiyat biliminin önünü kesmektedir.

Dünya üniversitelerinde milli ve yabancı filolojiler, beşeri bilimler fakültelerinin (Humanities) bünyesindedir. Türkiye'de ise daha ziyade edebiyat fakülteleri içinde yer alır. Fen bilimlerini ve sosyal bilimleri kabaca bir araya toplayan bu yapı, artık nitelikli bilim üretilmesinde sorunlar çıkarmaktadır.

Esasında Türk edebiyatının akademik örgütlenmesinin filoloji temelli olması, alt programlarının Türkoloji'nin çalışma alanlarına göre oluşmasına sebep olur. Bu da onun edebiyatı Türkoloji'nin meseleleri zaviyesinden görmesine ve uluslar arası edebiyat bilimine entegre olamamasının nedenidir. Halbuki Türk edebiyatı incelemelerine karşılaştırmalı bir bakışla eğilmek ve karşılaştırmalı çalışmalar için ayrı bir bölüm açmamak gerekir. Zira hiçbir edebiyat, etrafını çeviren milletlerden izole bir şekilde gelişmez. Şimdiye kadar daha çok milli edebiyatı öne çıkaran bir tavırda incelenmiş olan ve akademik örgütlenmesini de bu şekilde gerçekleştirmiş olan Türk edebiyatının karşılaştırmalı bir bakışa sadece başka edebiyatların tesiri bağlamında değil, kuramsal ve metodik uygulamalar bağlamında da geçmesi gerekir. Öyle ki edebiyat tarihlerinin Türk edebiyatının tarihsel devirlerine dair belirlemelerinde bile "İslamiyet öncesi devir, İslami devir, Batı tesirinde gelişen devir" gibi açık olan bu etki, edebiyat biliminde de önemle vurgulanmalıdır.

Türkoloji, Türklük bilimi demek olduğu halde Türkiye'de Anadolu sahası merkezli yapılmaktadır. Gerek tarihsel olarak yayıldığı Asya'nın gerekse bugün önemli Türk diasporalarının yaşadığı "*Avustralya, Amerika Birleşik Devletleri, Almanya, Fransa gibi ülkelerdeki Türklerin kültürlerini de içine alacak şekilde sınırlarını genişlet*"mesi çağın getirdiği bir zorunluluk olarak durmaktadır (Özdemir, 2006: 25). Kaldı ki milli filolojiler tarih kültür ve etnik gibi geniş bir portföyle çalışırlar. O halde Türkiye'de "*Türkoloji'yi sadece 'Türk Dili ve Edebiyatı'na indirgeyen filolojik bir yapıdan, Türk kültür ve uygarlığını bütün cepheleriyle bir arada ve bir çatı altında ele alan disiplinler arası bir yapıya*" kavuşturmak gerekmektedir (Çobanoğlu, 2006: 1-8).

Akademik örgütlenmeye dair bir başka sorun ise edebiyat çalışmalarının istikametini daha işlevsel ve verimli alanlara sevk edebilecek bir yapı veya kurumun bulunmayışıdır. Sonuç olarak çoğu kütüphane raflarında kalacak binlerce çalışma ve onlara ayrılmış zaman ve emek zayi olmaktadır.

2000'li yıllardan sonra artmaya başlayan diğer sosyal bilimlere açılma ve buna eşlik eden metot, kuram ve terminoloji transferini içeren etkileşimsel çaba, henüz istenilen düzeyde değildir. Bölümlerin çağın ruhuna uygun olmayan yapıları, eski ile yeni arasında sağlıklı bir dengeyi; Türk edebiyatının kendine özgü doğasını göz önünde bulunduran, sentezci bir yapılanmayı gerekli kılmaktadır. Öğrenciler, disiplinler arası bir anlayışla "*tarih, sosyoloji, dilbilimi, yabancı filolojiler gibi farklı bölümlerden de sınırlı sayıda ders seçebilmelidir*." (Coşkun, 2006: 66). Bu şekilde kazanılacak çoklu perspektiflerle yazarı, eseri, sosyal ve kültürel bağlamları ve okurun alımlama süreçlerini ihmal etmeyen çok yönlü bir kuramsal bakışı kazanabileceklerdir.

Özdemir'e göre (2006: 28) edebiyat çalışmaları artık geleneksel olarak uzak durduğu pek çok yeni çalışma konularını araştırma ve inceleme portföyüne katmalıdır. "*Karikatür, siyasal kültür, siyaset folkloru, kültür ekonomisi, kültür turizmi, medya, diziler, radyo laf ebeleri, spor basını, ekonomi basını dili, reklam, futbol folkloru, çocuk dili, kent yaşamı, teknolojik gelişmeler, uluslar arası ilişkiler, müze, kamusal alan, popüler kültür, magazin dergileri, film senaryoları, marka, moda, kültür patronajlığı, internet, internette Türkçe öğretimi, karşılaştırmalı kültür, sanal sözlük ve ansiklopediler, sanal müze, pazarlama teknikleri, köşe yazıları, mizah dergileri, Türkçe hip hop ve rap, yayın sembolleri, yaşlı kültürü, cinsiyete dayalı kimlikler, şiddet, töre cinayetleri, göç, Avrupa Birliği- Türkiye İlişkileri, İnternetteki kitap eleştirileri, Türk sineması, Almanya Türk (işçi) edebiyatı, gençlik edebiyatı, çocuk dili, sıradan insanın öz yaşam anlatıları, sosyal tarih, meydan kaymaları, bilişim teknolojileri, dijital okur-yazarlık, i-eğitim, Dansın Sultanları, okumanın tarihi, kitabın tarihi, kültür bilimi, sosyal tarih, yeşil pop, beden folkloru, fotoğraf, kültür felsefesi vb*." gibi konular, diğer pek çok sosyal bilimin keşfedemeyeceği ve ancak edebiyat bilimsel çözümlemelerle ortaya konabilecek bilgiler içermektedir.

**Metodolojik Sorunlar**

Tüm dünyada olduğu gibi Türkiye'de de sosyal bilimlerde yöntem, hala tartışmalı bir alandır. Bunun sebebi hem sosyal bilimlerin görece genç bilimler olması hem de bu bilimlerin Türkiye'deki kuruluşunun çok daha geç tarihlerde gerçekleşmesidir.

Mehmet Kaplan'ın da belirttiği gibi "*nazariye bilmeden ameliye mümkün değildir*." Ne var ki "*kendisini en az yenileyen ve bu alanın araştırmacıları tarafından kendisine en az rağbet edilen bahis 'edebî araştırma yöntem'leridir. Edebî metot ve eleştiri bahsindeki yeterince gelişip olgunlaşamama problemine, bir de edebiyatın diğer sosyal bilimlerle olan iletişim eksikliği eklenince ortaya günümüzün sosyal bilimlerdeki en önemli meselelerinden birisi olan 'sığlık ve yöntemsizlik' çıkmaktadır. Bu 'sığlık'ı aşmanın yolu edebiyatın; tarih, sosyoloji, coğrafya, psikoloji, felsefe ve antropoloji gibi diğer sosyal bilimlerden; 'yöntemsizlik'i bertaraf etmenin yolu da değişik edebiyat yöntem ve eleştirilerinden yararlanmaktan geçer*." (Dayanç, 2009: 1876).

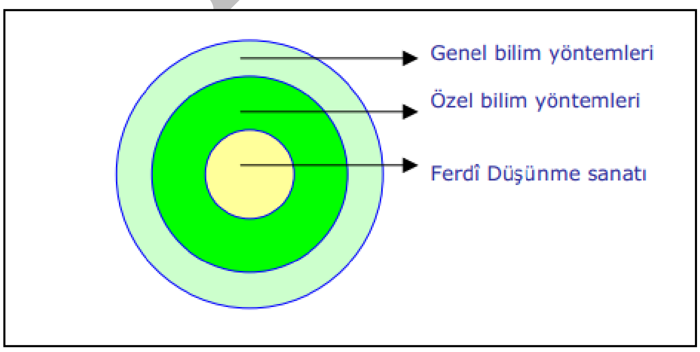
20. yüzyıl tüm dünyada edebiyat biliminin başta dilbilim olmak üzere ilişkide olduğu diğer sosyal bilimlerle girdiği alışverişlerle edebi eser inceleme yöntemlerini zenginleştirdiği bir dönem olmuştur. Başta dilbilim ve alt branşları olmak üzere pek çok sosyal bilim, edebiyat biliminin metnin çözümleme sürecine perspektif derinlikler kazandırmıştır.

Ancak Türk edebiyat bilimi, hala edebiyat kuramlarının araştırmalarda uygulaması demek olan metodolojiyeyeterince açık değildir. Bu maluliyetin sebepleri ise şu şekilde özetlenebilir:

Edebiyat çalışmaları özelinde bir bilim tarihi veya metodoloji tarihi ile ilgili yeterli kaynak yoktur. Türkiye'de edebiyat metodu ile ilgili ilk kaynak olarak 1990'larda Maren-Grisebach'tan çevrilen *Edebiyat Biliminin Yöntemleri* ise birtakım çeviri sorunları sebebiyle beklenen katkıyı yapamamıştır.

Edebiyat metodolojisini tarihsel süreç içinde veren kaynakların yokluğu, mevcut metotların sosyal bilim paradigmaları içinde nereye oturduğunun bilinmemesine neden olmaktadır. Hâlbuki önce genel olarak bilimsel disiplinin mahiyeti ve bilimsel metodolojinin doğasını bir bütün olarak tanıtan ardından konu edindiği spesifik disiplinin metot tarihine ve metotlar setine yönelen bir kitap, o disiplinde araştırmalar üretecek birinin ilk okuması gereken kaynak olmalıdır.

Kapsam bakımından bilim yöntemleri




Diğer bir deyişle bir metodu kuramsal arka planını tanımadan, dayandıkları bilim geleneği içinde kavrayamadan ithal ederek yapılan analizler metodik sorunların kaynağıdır. "*Türk edebiyat biliminin edebiyat* *sözlükleri yok, yöntem kitapları yok, işaret yahut gösterge teorimiz yok, fakat Postmodern incelemelerimiz var. Bu nasıl mümkündür?*" haklı serzenişinde de ifade edildiği üzere metodik birikimden yoksun bilim, okurlarına da bir anlam sunamayacaktır (Dumantepe-Üstün, 10.11. 2012).

Kuram, metot ya da yaklaşım duyarsızlığı ise yeterli kuramsal altyapıya sahip olamamaktan kaynaklanan bir yöntemsizlik hatta zaman zaman bir yöntem karşıtlığı şeklindekendini gösterir. Edebiyata bir kurama dayalı bir metot dahilinde yaklaşmayı batılı bir olgu kabul eden araştırmacılar, çalışmalarınınrasyonel düşünüşe doğuştan sahip olduğunu varsayarak metotsuz çalışmalar ortaya koymaktadırlar.

Metotla kuramı biri birine karıştırmak ve bunun sonucunda edebi kuramların ilkelerini bir metot gibi anlayıpmetne uygulamaya çalışmak da sıklıkla karşılaşılan bir başka sorundur. Nitekim Biçimcilik, Psikanalitik Eleştiri veya Yeni Eleştiri bir metot değil; bir kuram, hatta bunların bir kısmı spesifik bir kuram değil bir kuramlar demetinin genel adıdır.

Edebiyat araştırmalarında bir başka sorun da edebi çözümlemede her biri adına izafe edildiği bir edebiyat bilimcisinin seçkinliğine sahip metodik yaklaşımlara dair tutuculuktur. Öyleki Yeni Türk Edebiyatı'nda Mehmet Kaplan'ın Psikanalitik eleştiri, Arketip eleştirisi veya Yapısalcı eleştiri yaklaşımlarının eklektik bir sentezi olan *metin tahlili* metodu alanın yegâne metodu zannedilmiştir. Sonuçta bu durum, edebi metne farklı perspektiflerden bakılmasını ve metnin farklı katmanlarının anlaşılmasını önleyen bir kendinden eminliğe sebep olmaktadır.

Türk edebiyatı bölümlerinin müfredatlarında edebiyat metodolojisi ile ilgili derslerin çok az olması bir başka sebeptir. 2000'li yıllara kadar bu konuda temel başvuru kaynakları İngiliz ve Alman filolojisi kökenli kalemlerce yazılmış olan ve aslında birer metodoloji kitabı olmayan genel edebiyat teorisi kitapları olmuştur. Nitekim edebi kuramlar ve yöntemlere yönelik ilk lisans ve lisansüstü dersler özellikle 2000 yılından itibaren görülmeye başlanır. "Edebiyat Metodolojisi-I" (KTÜFen-Edebiyat Fakültesi), "Nesir Metodolojisi" (SAÜ Fen-Edebiyat Fakültesi), "Yeni Türk Edebiyatı Araştırmalarında Metot" (Bozok Ün. SBE DR. Prgr.) gibi dersler, Türkiye'de edebiyat metodolojisine yer veren derslere örnektir.

Kuram ve dolayısıyla metot üretmedeki yerli katkı eksikliği de bir başka sorundur. 1990'lardan sonra sosyal bilimler terim, kavram ve metot bakımından azımsanamayacak ölçüde yerli ve milli muhakemeyle zenginleşse de (Tural, 1995: III);bugün tamamı yabancı kültür ve edebiyatların incelenmesinden çıkarılmış olan edebiyat kuramları Türk edebiyatı metinlerini çözümlemede iğreti durmaktadırlar.

Sonuç olarak edebiyat alanında hazırlanmış pek çok çalışmada metot kısmı yeterince dikkatli ve özenli bir şekilde ele alınmamakta ve gerekli kuramsal temellendirmeler yapılamamaktadır.

**Eleştiride Kültürel ve İdeolojik Bağlardan Kopamama**

Türkiye'deki edebiyat araştırma ve incelemelerinde en önemli sorunlardan biri kişisel görüş, düşünce ve ideolojik yaklaşımların metinden rastgele seçilen örneklemlerin tanıklığıyla dile getirmesi gayretkeşliğidir. *İdeolojik özcülük* denilebilecek bu tavır, çalışmaların objektifliğini ve dolayısıyla sonuçların güvenilirliğini de etkilemektedir.

Hemen her dönemde ve ülkede olduğu gibi ülkemizde de hala geçerli olan bu sorun, bilimin çok özgün soru, veri, değerlendirme ve yargılarla gelişmesine engeldir. Nasıl ki eleştirel pedagoji çalışmaları, eğitim programlamanın nötr bir eğitim-öğretim müfredatı çabası değil, içinde geleceğe yönelik ideolojik projeksiyonlar içeren bir tasarım olduğunu ortaya koymuştur; sosyal bilim araştırmaları da kimi zaman yanlı bir tasarımdolabilmektedir. Hâlbuki "*tarafsızlık ilkesi bilimsel etik, gereklilik, yetkinlik ve tutarlılık açısından vazgeçilmezdir. Örneğin edebiyatın tarafı veya taraftarı olarak edebiyat bilimi araştırmaları gerçekleştirilemez*" (Özdemir, 2011: 102).

Güdümlü ya da ideolojik eleştiri, kendini sadece analiz aşamasında değil, seçme ve düzenleme aşamasında da gösterebilir. Araştırmacı kendi düşüncelerine yakın yazarlara öncelik verip, diğerlerine soğuk durabilir. Oysaki bilim adamı, belli bir siyasi görüsün savunucusu değil, bilimsel gerçekliğin peşinde olan kişidir. "*İşlevsellik ve ekonomik verimlilik ile duygusallık ve siyasallaşarak akademik tarafsızlığın terkedilmesi arasında ters orantılı bir ilişki bulunmaktadır. Bu durumun olumsuz örneklemeleri, Türkoloji sahasında geçmişte çok sık olarak ortaya çıkmıştır. Bu türden olumsuzlukların zamanla bilim dalının saygınlığını zedeleyebileceğine dikkat edilmelidir*." (Özdemir, 2006: 26).

Edward Said ise meseleye farklı bir açıdan bakar. Ona göre insan sadece ve öylesine yazmaz, bir iktidar ilişkisinden bağımsız hiç bir insan eylemi ve eser üretimi olamaz. Edebi eleştiri de en akademik olanları da dahil olmak üzere bir "iktidar basıncı"ndan uzak kalamaz. Öyle ki akademisyenler değil, akademik sınırların dışında kalan eleştirmenler göreli bir özgürlük içindedirler. Kaldı ki akademisyen eleştirmenlerin ele aldığı konu ile ilgili bir "alıntı yağmalaması"na dönüşen çalışmaları piyasanın taleplerini gözeten, eklektik ve post modern bilim paradigmalarının "her şey uyar" mottosuna uygun bir analitik tutumdur (akt. Yener, 2006: 10).

Çözüm, bilim insanlarının araştırmalarında böylesi tutumlara ve kalıplara karşı akademik mesafeyi koruyan bir duyarlılıkla hareket etmelerinden geçmektedir.

## Terminoloji Problemi

Bilimin doğası gereği tüm bilimler, nesnel ölçütlerle nesnel sonuçlara ulaşma prensibine göre hareket eder. Ancak edebiyat için belli anlamlara refere eden, sınırlarının belli ve evrensel bir terminolojiye ulaşmak daima büyük bir güçlük olmuştur. Bir sanat bilimi olması ve bilimleşmesinin diğer sosyal bilimlere nispeten daha geç olması edebiyat biliminin kendi estetiğinin ortaya çıkardığı kavramları belli bir uzlaşıyla tanımlamasına engel olmaktadır. Edebiyat tarihi, edebi eleştiri, edebiyat eğitimi, edebiyat sosyolojisi, edebiyat psikolojisi, karşılaştırmalı edebiyat, çocuk ve gençlik edebiyatı gibi pek çok çalışma alanında kendi terminolojisinden çok ilişkili olduğu sosyal bilimlerden alınıp uyarlanmış bir terminolojiyle çalışmaktadır.

Türk edebiyat biliminde de terim problemi, pek çok edebiyat bilimcinin ifade ettiği popüler bir şikâyet konusudur. Gerçekten de Türkçeye yabancı filolojilerde yapılan çalışmaların çoğu çeviri kokan terimleri, diğer sosyal bilimlerden edebiyat çalışmalarına akan terminoloji önemli bir sorundur. Bu sorunun aşılmamış olması, edebiyat çalışmalarına yeni başlayanları tedirgin eder, çalışmaların anlaşılmamasını, aynı kavramın faklı terimlerle ifade edilmesine sebep olur.

Akademik eğitimde sadece bilgiye ulaşma becerilerine odaklanılması, bir "akademik dil ve söylem üretme becerisi kazandıramamıştır. Oysaki akademik eğitimin "kişiye, bilimsel araştırmalarını, duygu ve düşüncelerini yazılı ve sözlü olarak edebî bir şekilde sunabilme yeteneği kazandırmak" olmalıdır (Coşkun, 2006: 64).

Terim probleminin en mühim sebeplerinden biri de Türk bilim dilinin biri Doğu, biri Batı, biri de öztürkçeci üç ayrı etimolojik geleneğe sahip olmasıdır. Kendini bu geleneklerden birine yakın hisseden araştırmacılar, söz konusu terminolojik yarılmayı devam ettirmektedirler. "*Türk edebiyatı araştırmalarında ve eleştiri eserlerinde yüz yılı aşkın bir zamandır iki farklı terim anlayışıyla karşı karşıyayız. Özellikle son elli yıldır iki farklı dil ve terim anlayışına dayanan pek çok eleştiri eseri yazılmış, bunun sonucunda iki farklı anlatım tarzı doğmuştur.*" (Filizok ve Saltık, 2013: VIII). Nitekim bu da genç okurlar için bir kavram karmaşasına neden olmaktadır.

Türk edebiyatı araştırmaları özelinde özellikle "edebi devir", "edebi dönem", "edebiyat akımı", "edebiyat topluluğu", "edebi hareket", "edebi nesil", "edebi kuşak", "bağımsız kişiler" gibi adlandırmalar bu karışıklığı en iyi şekilde örnekler (Emre, 2012: 207). Keza aralarındaki anlam yakınlığından dolayı belli bir birliktelik içindeki edebi oluşumlar için bazı edebiyat bilimcilerin *akım*, bazılarının *hareket*, bir başkasının da *topluluk* kelimesini tercih etmesi de bir başka örnektir (Emiroğlu, 2008: 11).

Bu konuda bir başka örnek de metot ile metodik yaklaşım kavramlarının birbiriyle karıştırılmasıdır. Örneğin metne bağlı eleştiri anlayışı bir metot değildir. "*Metne bağlı inceleme yöntemi, incelenecek olan eserin içinden hareket ederek çözümleme, eleştirme; kendi içinden anlaşılır hale getirme ve değerlendirme yöntemidir*." (Arak, 2007: 167-177).

Sorunun bir başka sebebi de genç araştırmacıların alanlarıyla ilgili uluslararası terminolojiye hakim olamamaları ve doğu edebiyatından gelen terimlerle batılı terminolojiyi örtüştürmemeleridir. Onlar da hem batılı hem doğulu terminoloji birikimine sahip olmama eksikliğini öztürkçeci bir tavırla terim üretme kolaycılığıyla örtemeye çalışmaktadırlar. Oysaki alanda önceden üretilmiş terimlerden haberli olmak bilimsel devamlılığın bir gereğidir.

Çözüm ise ilk elden bir transfer çabasına girmeden önce terimin Türkçenin ifade dağarcığı içindeki karşılığını aramak yapılması gereken ilk iştir. Bir karşılık bulunamamışsa, söz konusu anlamı en iyi ifade edecek kelime veya kelime gruplarını belirlemek gerekebilir. Bu noktada Türkçenin türetme kaidelerini ve semantik ve fonetik imkânlarını zorlayan örneklerden kaçınmak, uzun yıllar bir bilim dalında kullanılabilecek bir ifade üretirken gereken sorumluğu göstermek gerekir.

Terim sorununu çözmede yapılacak bir diğer şey, edebiyat bilimcilerin kendi alanlarıyla ilgili uluslar arası ve ulusal düzeyde yapılmış yayınları aktüel olarak takip etmeleri ve alanlarına ait terim sözlüklerine sık sık müracaat etmeleridir. Terminoloji probleminin bir başka çözümü de öznellikten uzak bir terminolojiye sahip olmaktan geçer.

Sonuç olarak yukarıda altı çizilen tüm bu hususlar, yeterli nicelik ve nitelikte uluslar arası yayın yapılamamasına sebep olmaktadır. Tüm bunlar Türkoloji'nin imajını olumsuz etkilemektedir. Oysaki imaj devrinde, imaj her şeydir.

# Türkiye'de Muhasebe Eğitiminde Akreditasyon

# Accounting Education Accreditation in Turkey

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**ÖZET**

Uluslararası ekonomik entegrasyonlar neticesinde değişim ve etkileşim, bilginin hızlı üretilmesi ve kullanıcılara kolay ulaşması sonucunu da doğurmuştur. Hızlı üretilen ve kolay ulaşılan bilgi rekabeti arttırmakta ve rekabet kaliteyi öne çıkarmaktadır. İşletmeler rekabet güçlerini arttırabilmek için yalnızca sundukları ürünün kalitesiyle değil, işgücü ve diğer kaynakların kalitesiyle de ilgilenmeye başlamışlardır.

İşletme içinde finansal bilgiyi üreten muhasebe sistemi insan faktörüne dayanmaktadır. Finansal bilgi üretilmesinde eğitimli, nitelikli, kaliteli işgücünün önemi yadsınamaz hale gelmiştir. Bu ihtiyacı karşılayabilmek için muhasebe eğitiminin kalitesinin arttırılması kaçınılmaz olmuştur. Muhasebe eğitiminin kalitesini mesleğe ilişkin bilgi ve becerinin verildiği ders programları, ders içerikleri, ders verme şekli ve araçları, öğretim elemanları ve öğrenciler belirleyecektir. En önemlisi ise alınan yükseköğretim de verilen 'muhasebe eğitiminin' uluslararası geçerlilikte olmasıdır.

Çalışmadaki amaç, dünya' da ve Türkiye'de mevcut yükseköğretim akreditasyon çalışmalarını ortaya koymak ve bu bağlamda yapılması gereken çalışmaların 'Muhasebe Eğitiminde' olabilirliğini tartışmak. Türkiye'de ulusal veya uluslararası 'Muhasebe Eğitimi Akreditasyon' sağlanması halinde yükseköğretime katkısı ve oluşumuna yönelik genel bir bakış açısı kazandırmak çalışmanın temelini oluşturmaktadır.

**Anahtar Kelimeler**: Muhasebe Eğitimi, Akreditasyon, Toplam Kalite

**ABSTRACT**

Change and interaction brought about by increasing international economic integration has resulted in the rapid production of information while simplifying the means of conveying such information to end users. Rapidly produced and easily accessible information serves to increase

competition and competition itself is the driving force behind quality. In order to increase competitiveness; businesses are not only concerned about the quality of the products and services they offer, but also the quality of their workforce and other available resources.

Accounting systems that produce financial information within businesses rely on the human factor. The significance of an educated, qualified, premium workforce has become undeniable. It has become inevitable to increase the quality of accounting education in order to fulfill this requirement. The quality of accounting education will be determined by course programs aimed at providing students the necessary vocational information and skills, the content taught in such courses, teaching methods and tools, teaching staff and students. The most important factor to be considered is that the 'accounting education' provided to students must be recognized internationally.

The purpose of this study is to examine the accreditation practices carried out both around the world and in Turkey and to discuss the feasibility of the work that that must be conducted with regards to ‘Accounting Education’. Providing a general perspective on the contribution and development of tertiary education in Turkey in the event that national and international ‘Accounting Education Accreditation’ is provided, forms the basis of this study.

**Key Words**: Accounting Education, Accreditation, Total Quality

## GİRİŞ

İşletmelerin içinde bulunduğu çevre, yaşanan teknolojik gelişmeler, küreselleşme, rekabet ve piyasa koşullan nedeniyle sürekli değişim içindedir. Bu değişim ve etkileşim bilginin hızlı üretilmesi ve kullanıcılara kolay ulaşması sonucunu da doğurmuştur. Hızlı üretilen ve kolay ulaşılan bilgi rekabeti arttırmakta ve rekabet kaliteyi öne çıkarmaktadır. İşletmeler rekabet güçlerini arttırabilmek için yalnızca sundukları ürünün kalitesiyle değil, işgücü ve diğer kaynakların kalitesiyle de ilgilenmeye başlamışlardır. (Ayanoğlu&Zaif 2007)

İşletmelerde finansal bilgiler muhasebe sistemi tarafından sağlanmaktadır. Muhasebe sistemi ise temelde insan faktörüne dayanmaktadır. Finansal bilgi üretilmesinde eğitimli, nitelikli, kaliteli işgücünün önemi yadsınamaz hale gelmiştir. Bu ihtiyacı karşılayabilmek için muhasebe eğitiminde kalitenin arttırılması zorunluluk haline gelmiştir. Kalite, bir şeyin iyi veya kötü olma özelliği olarak tanımlanabilir. (Türk Dil Kurumu Sözlüğü) İyi ya da kötü göreceli olup çok yönlü verileri içermektedir. Eğitimde kalite ise çevresinde yaşanan bu gelişim ve rekabet ortamına ayak uydurma becerisi olarak tanımlayabiliriz. Muhasebe eğitiminin kalitesini mesleğe ilişkin bilgi ve becerinin verildiği ders programları, ders içerikleri, ders verme şekli ve araçları, öğretim elemanları ve öğrenciler belirleyecektir. En önemlisi ise alınan muhasebe eğitiminin uluslararası geçerlilikte olmasıdır.

Akreditasyon genel anlamda topluma sunulan mal ve hizmetlerin belirli mükemmeliyet standartlarında sunulduğunu güvence altına almaya yönelik bir sistemdir. Globalleşme ile birlikte her gün giderek artan yükseköğrenim hizmetlerinde çeşitliliğin beraberinde kalite özelliklerinin güvence altına alınmasını kaçınılmaz kılmıştır. Yükseköğrenimde akreditasyon; bir yükseköğrenim kurumunun ya da uygulana her hangi bir programın, ulusal/uluslararası düzeyde belirli bir performans standartlarına (kalite, verimlilik, etkinlik vs.) sahip olduğunu ortaya koymaya amaçlayan ve böylece yükseköğrenim de talepte bulunanların ve aynı zamanda kamuoyunda kendi nezdinde güven tesis etmeye yönelik bir sistemdir. Akreditasyon yükseköğrenim kurumunun kendi kendini dönemsel olarak değerlendirmesine (kurumsal öz değerlendirme) hem de yükseköğretim kurumunun kurum dışı bağımsız akreditasyon ajansları tarafından dönemsel değerlendirmesine imkân veren bir gönüllü kalite güvence sistemidir. Bir başka ifade ile yükseköğretimde akreditasyon, akademik kalitenin iyileştirilmesi, saydamlık ve hesap verme sorumluluğunun aracıdır.

Muhasebe öğretiminde asıl amaç, öğrenciye, mesleğin gerektirdiği hem teorik bilgiyi hem de uygulama becerisini kazandırmaktır. Elbette bu amacın gerçekleştirilmesinde, eğitim/öğretim ortamında yer alan öğreten, öğrenen ve uygulayan olarak isimlendirilebilen üç tarafın kendine düşen görevleri vardır. Dolayısıyla verimli bir muhasebe öğretiminden söz edebilmek için; (Demir 2013:25)

*Öğreticinin, bilgi aktarımı konusunda etkili olması ve konu hakkındaki gelişmeleri, değişimleri takip edip bunları öğrencileriyle paylaşması,

*Öğrenenin, teorik bilgileri anlamaya ve uygulama safhasına aktarmaya yönelik gayret ve yeteneğinin olması ve

*Uygulayıcının, (meslek mensubunun) öğretici titizliğinde ve sabrında, öğrenenleri desteklemesi ve onları meslek hayatına hazırlama konusunda istekli olması gerekmektedir.

Muhasebe eğitiminden beklenti, öğrencilerin dinamik bir alan olan ve çevresinden etkilenen muhasebe mesleğinin gerektiği bilgi ve becerinin edinilmesidir. Mesleğin gerektirdiği bilgi ve beceri Amerika Muhasebeciler Birliği (American Accounting Association (AAA), Uluslararası Muhasebeciler Federasyonu (International Federation of Accountants (IFAC) ve Avrupa Birliğinin çeşitli düzenlemeleriyle şekillenmiştir.

Bu düzenlemeler çerçevesinde, birçok üniversite, beklentinin hangi düzey eğitimle (lisans veya yüksek lisans) gerçekleşeceğini belirleyip, ders programlarını ve ders içeriklerini gözden geçirerek bir standart sağlamaya çalışmıştır. Örneğin Amerikan üniversiteleri bu standardizasyon için ulusal düzenlemelerini AACSB 'Accounting Accreditation Standarts' ile yapmaktadır.

Bu standarda göre profesyonel muhasebe eğitimi temelde üç başlık altında toplanmaktadır. Bunlar; (Muhasebe Eğitimine Giriş Şartlan Standartları, IES 2, md.14)

- Muhasebe Finans ve ilgili konular
- Organizasyon ve İşletme Bilgisi
- Bilgi Teknolojileri Bilgisi.

Muhasebe - Finans başlığı altında: Muhasebe tarihi; raporlama yapısı, kapsamı ve finansal tabloların analizi; karar almada muhasebenin rolü; muhasebe ve denetim standartları; bütçeleme, maliyet ve yönetim muhasebesi; vergi; denetim; sermaye piyasaları; finansal araçlar; mesleki ahlak gibi konulara yer verilmektedir.

Organizasyon ve İşletme Bilgisi: İktisat; Sayısal ve İstatistik Bilgisi; İşletme; Kurumsal Yönetim; Proje Yönetimi; İnsan Kaynakları Yönetimi; Uluslararası Ticaret; Hukuk gibi konuları içermektedir.

Bilgi Teknolojileri Bilgisi ise: Yönetim Bilgi Sistemleri; Muhasebe Bilgi Sistemleri ve Bilgisayarlı Muhasebe gibi konulan kapsamakta ve meslek mensupları, teknolojik gelişmelerin gerisinde kalmayacak şekilde güncellenmelidir.

Muhasebe meslek mensuplarından beklenen yalnızca mesleğin gerektirdiği bilgi birikimine sahip olmak değil, aynı zamanda bu bilgileri kullanma, analiz etme, yorumlama, karar alma, rakamlar ve olaylar arasında bağlantılar kurma gibi mesleki becerilere de sahip olması gerekliliği üzerinde durulmaktadır. (Muhasebe Eğitim Programlarının İçeriği Standartları, IES 3, md.13) Elde edilen bu bilgilerin uluslararası arena da kullanılabilmesi ve belgelenmesi zorunlu hale gelmektedir.

## Literatür Taraması

Küreselleşme kavramı; ticaret ve finansman, iletişim ve bilişim teknolojileri, bireylerin uluslararası dolaşımı, küresel toplumların oluşumu, dil-kültür ve ideolojik bakımdan oluşumlar ve ortak sembollerin-imajların oluşumunu kapsar. (Marginson,1999) Dünya ülkeleri; nüfus artışı, ekonomik gelişmeler, yeni teknolojilerin gelişmesi ve insanların yaşam standardını artırma talebi gibi çeşitli nedenlerden dolayı ya farklı iş gücüne ya da kendi nüfus fazlalıklarını diğer ülkelere göndermeye ihtiyaç duymaktadırlar. Diğer yandan ülkelerin gelişmişlik düzeylerindeki farklılıklar eğitim sistemlerine de yansıdığından çeşitli mesleklerin bazı ülkelerde yoğunlaştığı görülmektedir. (MESTEK, 2013) Çek Cumhuriyeti cam ustaları ile Hindistan ise bilgisayar uzmanları ile bilinen ülkelere örnek oluşturmaktadırlar.

Küreselleşen dünyada bilgi ve bilgi teknolojileri hızla önem kazanmaya başlamıştır. Bir bilgi sistemi olan muhasebe de çeşitli karar alıcılara iletmek üzere finansal verileri bilgiye dönüştürmek için tasarlanan insan, süreçler ve donanım gibi kaynaklar toplamıdır. (Bodner&Hopwood, 1993:2) Son zamanlarda yaşanan gelişmeler muhasebe bilgi sisteminin önemini daha da arttırmıştır. Özellikle Enron olayı ve bu olayın yansımaları işletme yönetiminden, muhasebeye, denetime, raporlamaya ve muhasebe standartlarına kadar birçok alanı kalitenin artırılması açısından olumlu olarak etkilemiştir. (Erişim Tarihi:5 Ekim 2014 www.ekodialog.com/Makaleler/enron_skandali) Muhasebe salt kayıt sistemi veya vergi yasaları çerçevesinde bilgi hazırlayan bir sistem olarak düşünülmemelidir. Muhasebe işletmenin içinde bulunduğu çevredeki değişimlerden doğrudan etkilenen ve kendini sürekli güncelleyen bir bilgi sistemidir. Bu bütün içinde yalnızca muhasebe bilgisi yeterli olmayıp, iktisat, maliye, hukuk, işletmecilik gibi bilgilerle muhasebecilerin donanması gerekmektedir. Bu nedenle muhasebe eğitimin amacı muhasebe bilgisinin kazandırılmasının yanı sıra, bu bilgileri yorumlama, analiz etme ve karar almada kullanmasına yardımcı olacak diğer disiplinlerden faydalanmaktır.

Uluslararası mal ve hizmet ticareti eski bir ekonomik faaliyet olmakla birlikte küreselleşen ekonomik ilişkilere bağlı olarak giderek karmaşıklaşmakta ve uzmanlık gerektirmektedir. Dış ticaretin finansmanını sağlamak üzere uluslararası finansal piyasalarda çok sayıda farklı büyüklüklerde yabancı sermayeli şirketler kendilerine iş alanı oluşturmaktalar. Firmaların, modern dış ticaret işlemlerini, çeşitli belgelerini, finansman usullerini bilen uzmanlara büyük gereksinimleri vardır. Diğer taraftan günümüz ekonomik ilişkilerinde ve muhasebe finans uygulamaları da büyük önem kazanmıştır.

Firmaların maliyetleri içinde muhasebe ve finans masrafları büyük oranlara ulaşmıştır. Bu alanın uzmanlık gerektirmesinden dolayı firmalar giderek bu faaliyetlerini profesyonel danışmanlık şirketlerine devretmektedirler. Ancak yoğun rekabet nedeniyle şirketler muhasebe ve finans bilgilerinin dışarı verilmesinden yanı değiller. Bu nedenlerle, uluslararası ticaret alanlarında faaliyet gösteren firmalar muhasebe ve finans alanında uzmanlık kesinlikle bugünün ve geleceğin revaçta meslekleri arasında görülmektedir. Dünya üzerinde sadece mal ve bilgi dolaşımı olmamakta özelikle iş gücünün dolaşımı konusu, ticari hayatta gün geçtikçe önemini artırmaktadır.

Bir mal veya hizmetin ulusal veya uluslararası standartları sağlamakta olduğunun tescili ve düzenli aralıklarla denetlenerek sürekliliğinin sağlanması sürecine 'akreditasyon' adı verilmektedir. Akreditasyonun temelini Toplam Kalite Yönetimi ilkeleri çerçevesinde tanımlanmış süreçlerin ve standartların uygulanması ve sağlanan faydanın ispatı oluşturmaktadır. Mesleki eğitimde akreditasyon, bir eğitim kurumunda verilmekte olan mesleki eğitimin, uluslararası kabul görmüş standartları sağlamakta olduğunun belgelenmesi ve sürekliliğinin sağlanması sürecidir. (Tunç, 2008)

Mesleki eğitim alanında akreditasyon kavramı;
* Eğitim kalitesinin tescilinde,
* Diploma denkliğinde,
* Mesleklerin icrasında, mesleki yeterlilik kapsamında,
* Mesleklere ait verilen eğitimlerin yetki/yetkinlik ifadelerinde, yer bulmaktadır.

Akreditasyon, eğitim kurumlarının kendilerini değerlendirmede kullandıkları en önemli araçtır. Ulusal eğitim politikaları akreditasyonu şart koşabilmektedir; örneğin ABD'de geçerli bir diploma veren tüm okullar akredite olmak zorundadır. Kurs ve uzaktan eğitim diplomaları, diploma veren kurumun akredite olması durumunda tüm ülkelerde geçerli olmaktadır. Ülkemizde eğitim ile ilgili akreditasyon çalışmaları Türk Akreditasyon Kurumu tarafından yürütülmektedir. Uluslararası niteliklere sahip, en yetkin mezunları yetiştirmek misyonuyla hareket eden ülkemizdeki bazı vakıf üniversiteleri, küresel çapta tanınmış, saygın kurumlarla işbirlikleri gerçekleştirmektedir. (Erişim Tarihi: 11 Kasım 2014: www.ku.edu.tr/tr/about-ku/international) Aralık 2009'da bu vakıf üniversitelerden biri İktisadi ve İdari Bilimler Fakültesi ve İşletme Yüksek Okulu ile GBSN'e (The Global Business School Network-Global İşletme Okulu Ağı) katılan ilk üniversite olmuştur. Üniversite akreditasyonlar kazanmakta, stratejik ortaklıklar kurmakta ve seçkin birliklere üye olmaktadır. Sosyal sorumluluk bilinci ile hareket bu vakıf üniversiteleri, uluslararası sözleşme ve standartlara bağlılığıyla bir dünya vatandaşı olduğunu kanıtlamaktadır.

Muhasebe eğitim programları yaşanan değişimle ihtiyacı karşılayacak şekilde yapılandırılmalı ve öğrencilere, uluslararası düzeyde iletişim becerileri, bilgiyi oluşturma ve kullanma becerileri, karar alma becerileri, muhasebe, denetim ve vergi bilgileri, işletmecilik ve ilgili bilgileri ve liderlik becerileri kazandırılmalıdır. (Deppe&Stice,1991:260) Ders programlarında yer alacak muhasebe derslerinde ise, muhasebe temel kavram ve ilkelerinin öğrencilere kazandırılması ve finansal bilgilerin analiz edilerek karar almada kullanılması hedeflenmelidir.

Muhasebenin ürettiği finansal bilginin karar almada kullanılabilmesi için öğrencilerin muhasebe sürecini çok iyi kavraması ve muhasebe ilke ve kavramlarının bu sürece etkisi ve doğru ve güvenilir finansal bilginin üretilmesindeki etkisi aktarılmalıdır. Güçlü ve global bir vizyona sahip bir mesleki eğitim, mesleğin gerektirdiği teknik becerilerle birlikte meslek ahlâkının da öğrencilere kazandırılması halinde mümkün olacaktır. (Ayanoğlu&Zaif, 2007:118) Bu nedenle eğitimin kalitesi, öğretim elemanı, öğrenci ve ders programlarının bu hedefe eş zamanlı yönlenmesine bağlıdır.

Ders programları ve ders içerikleri belirlenirken, uluslararası bir bakış açısı ile muhasebe eğitiminin hedeflerinin yanı sıra, öğrenilen bilgilerin öğrenciler tarafından bütün uluslararası arenada faaliyet gösteren firmalarda uygulanabilirliğinin görülmesi sağlanmalıdır. Böylece kalıcı öğrenme de gerçekleşecek ve ülkemizde muhasebe ve finans eğitimi almış olan mezunlarımızın uluslararası iş hacmi olan firmalarda istidam edilmesi tercih edilen bir neden olacaktır. İstihdam edilen muhasebe personeli her zaman dinamik ve açık bir vizyon ile mesleki bilgi ve becerilerini yerine getirecektir.

## Yurt Dışında Muhasebe Eğitimi Akreditasyonu

Yükseköğretimde kalite konusu 19.yüzyılın sonunda A.B.D.'de akreditasyon kuruluşlarının ortaya çıkması ile başlamıştır. Dünya da yükseköğretim seçkinlere eğitim vermekten kitle eğitimine doğru verildikçe, yani yükseköğretim kurumları ve öğrenci sayılarında belirgin artışlar başlayınca karar vericiler kalite güvencesine daha fazla önem vermeye başlamışlardır.

Uluslararası bir bakış kazandırmak amacıyla bazı ülkelerde yapılan eğitim akreditasyonu faaliyetlerinden örnek verilmesi mümkündür. Mesela A.B.D.'de 1916 yılında kurulan ve akreditasyon işlemlerini yürüten AACSB International (The Association to Advance Collegiate Schools of Business) uluslararası geçerliliği olan bir kurum olarak faaliyet göstermektedir. Dünya'da giderek artan ve şu anda toplam 13.000 den fazla işletme yüksekokulu mevcuttur. Bunların içerisinde toplam %5'i AACSB tarafından akreditedir. Nisan 2014 itibariyle tüm dünyada 732 kurum AACSB akreditasyonu almış durumda. Bu kurumların çok önemli bir bölümü ise ABD'de yer alıyor.

İngiltere'deki üniversiteler kamu kaynaklarıyla desteklenen özerk kurumlardır. Akreditasyon İngiliz yükseköğretimde yaygın kullanılan bir terim değildir. (Brennan&Williams, 2007) Akreditasyon daha ziyade bazı meslek kuruluşlarının çalışmalarında ve derece verme yetkisi olmayan kuruluşların üniversite adına kullanabilmesiyle ilişkili olarak kullanılır. Meslek kuruluşları tarafından yapılan akreditasyon, mezunların mesleki unvan kullanacak akademik programlar (hukuk, tıp ve mühendislik) için söz konusudur. İngiltere'de üniversite ve diğer yükseköğretim kurumlarının dış değerlemesi 1997 yılında bağımsız bir statüde kurulan QAA (Quality Assurance Agency for Higher Education) yani Kalite Güvence Ajansı tarafından sağlanmaktadır.

Almanya'da eğitim eyaletlerin sorumluluğunda olup federal hükümetin sınırlı yetkileri ile belirlenmektedir. Eğitim kalitesinin geliştirilmesi Eyalet Eğitim ve Kültür Bakanları KMK sorumluluğundadır. Eyaletler arası yapılan koordinasyon ile akreditasyon faaliyetleri için 2004 yılında Akreditasyon Konseyi kurulmuştur. Konsey akreditasyon ajanslarını onaylamakta ve lisans ve yüksek lisans programları için akreditasyon ölçütlerini belirlemektedir. Konsey kararlarının kanunen ne derece bağlayıcı olduğu konusunda hala belirsizlikler vardır. (Kehm, 2010:236) Program akreditasyonu pahalı ve kurumlara ek maliyet getirmektedir. Bunun yanı sıra akreditasyon sisteminin yavaş işlemesi Almanya'daki yükseköğretim reformlarının gerisinde kalmaktadır. Lisans ve yüksek lisans sistemine geçen programlarının büyük bir kısmı akreditasyonu olmadan eğitime başlamışlardır. (Kehm, 2010:236)

İsveç'de yükseköğretimden sorumlu Yükseköğretim Ulusal Ajansı 2001 yılında faaliyete başlamıştır. Ajansın en önemli özelliği kalite güvencesi ile ilgili yükseköğretim kurumlarına daha fazla sorumluluk vermesidir. Böylece Ajans kendi iş yükünü azaltmış olmaktadır. Yükseköğretim kurumlarından istenilen, kalite güvence prosedürleri için hedefler koymaları ve hedeflere ulaşıp ulaşmadığının izlenebilir/kanıtlanabilir olmasıdır. ( Högskoleverket, 2008a/2008b)

Yunanistan anayasası sadece devlet üniversitelerinin kurulmasına izin vermesinin yanı sıra kalite güvence prosedürlerini 2005 yılında yürürlüğe koyan en son ülkeler arasında bulunmaktadır. Yükseköğretim için Yunan Kalite Güvence Ajansı kurulmuştur. Ajansın hazırlamış olduğu ülkedeki genel durumu belirten yükseköğretim raporu her yıl Yunan parlamentosuna sunulmaktadır. İlgili rapor hükümete yapılabilecek olan tavsiyeleri içermektedir. (ENQA 2009) Avrupa Konseyi 2005 yılında Bologna konferansında Avrupa Yükseköğretim Alanında Kalite Güvence Standartları ve Kılavuzu (ASK) ortaya koymuştur. (ENQA 2007)

Genel anlamda dünya'da 'işletme ve muhasebe' alanında toplam 168 üniversite akreditasyon almıştır. Bunların 158'i A.B.D., 5'i Çin, 1'i İngiltere, 1'i Avustralya, 1'i Singapur, 1'i Birleşik Arap Emirlikleri ve 1 tanesi de Yeni Zelanda'ya ait üniversitelerde bulunmaktadır. (Erişim Tarihi: 12 Kasım 2014, www.aacsb.edu/accreditation)

Görüldüğü gibi ülkelerde Akreditasyon Sistemi ve Kalite Güvence işlemleri kendi kurumları dışında birçok etkene bağlı olarak faaliyet göstermektedir. Bağımsız olarak hareket ettikleri ve mevcut sistemle her zaman uyumlu işlediklerini söylemek zordur.

## Türkiye'de Muhasebe Eğitimi ve Akreditasyon

Türkiye'de mevcut yükseköğretim sistemi, 1981 yılında çıkarılan 2547 sayılı Yüksek Öğrenim Kanunu ile 1982 sayılı Anayasa tarafından belirlenmiştir. Söz konusu kanun ile birlikte YÖK, ülkedeki yükseköğretimin planlamasını ve yönetimden sorumlu hale gelmiştir.

YÖK'ün kalite denetiminde kullandığı en önemli araç, bölüm ve program açma ile öğrenci alımının YÖK'ün onayına tabi olmasıdır. Programlar açıldıktan sonra, açılan programların açılma ölçütlerine ne derece uygun şekilde ilerlediği yeterince denetlenememektedir. 1990'lı yıllardan itibaren YÖK, Türkiye'de yükseköğretimde akreditasyona geçilmesini adına bir takım çalışmalar yapmış ve ancak ciddi anlamda düzenlemeler olmamıştır.

YÖK 2005 yılında "Yükseköğretim Kurumlarında Akademik Değerlendirme ve Kalite Geliştirme" başlıklı bir yönetmelik yayınlamış ve "Yüksek Akademik Değerleme ve Kalite Geliştirme Komisyonu" (YÖDEK) oluşturmuştur. Yönetmelik yükseköğrenim kurumlarında kalitenin artırılması konusunda ilkeler belirlemiştir. YÖDEK' nin Avrupa Yükseköğretimde Kalite Güvence Birliği (ENQA)' ne yapmış olduğu (Associate Status) üyelik başvurusu 15 Haziran 2007 tarihinde ENQA Kurulunca kabul edilmiştir. YÖDEK tarafından getirilen öneriler dikkate alınarak bazı eğitim alanlarında akreditasyon kurumları yasal olarak faaliyete başlamıştır. Bunlar Mühendislik Eğitim Programları Değerleme ve Akreditasyon Derneği (MÜDEK), Ulusal Tıp Eğitimi Akreditasyon Kurulu (UTEAK), Mimarlık Okulları Akreditasyon Kurulu (MİAK) ve Ulusal Eczacılık Eğitimi Akreditasyon Kurulu (ECZAK). Bu kurumlar kendi alanlarında sunulan yükseköğretim programlarını akredite etmektedirler. Hepsinde temel amaç uzmanlık alanlarında verilen yükseköğretim kalitenin geliştirilmesi ve kalite güvencesinin sağlanması.

Diğer yandan, Türkiye'de mesleki eğitim alanında akreditasyon yapılabilmesi için birincil mevzuat oluşturulmuş, Mesleki Yeterlilik Kurumu (MYK) kurularak çalışmalara başlamış, ancak uygulamayı sağlayacak ikincil mevzuat çalışması maalesef henüz tamamlanamamıştır. Bu çalışmaların kısa sürede sonuçlandırılması beklenmektedir. Ancak muhasebe alanındaki akreditasyon için ilk şart bu alandaki mesleki standartların ve yeterliliklerin hazırlanmasıdır. Bu çerçevede de MYK tarafından Ulusal Meslek Standartları (UMS) ve Ulusal Yeterlilik (UY) çalışmaları yürütülmekte olup, gelişmeleri Kurumun web sitesinden (www.myk.gov.tr) yayınlanmaktadır. MYK tarafından belgelendirme kuruluşlarının yetkilendirilmesi kapsamında yürütülen çalışmalarda genel çerçevenin İskoç yaklaşımı olduğu görüldüğünden eğitim akreditasyonunda da İskoç yaklaşımına yakın bir metodoloji kullanılabileceği değerlendirilebilir.

Standart ve yeterliliklerin hazırlanmasını müteakip, ikincil mevzuatında tamamlanması varsayımıyla, MYK tarafından belirlenecek kuruluşlar başvuru yaparak eğitim kurumlarını akredite etmek için yetkilendirme talep edecekler, onayın ardından yetki alan kuruluşlar istekli eğitim kurumlarını uluslararası normlar ve MYK tarafından belirlenen kriterler çerçevesinde akredite etmek için çalışmalar yürüteceklerdir.

Bunların yanı sıra ulusal anlamda akreditasyon faaliyetlerinde bulunmak üzere EKYA (Eğitimde Kalite Yeterlilik ve Akreditasyon Derneği) 2012 tarihinde Ankara'da faaliyet başlamıştır. Derneğin temel amacı dünyadaki iyi uygulamaları dikkate alarak ülkemizde istihdam, eğitim ve yeterlilik sistemlerinin uyumlu hale getirilmesini sağlamak ve bu çerçevede Türkiye'de eğitim akreditasyonu yapmaktır. (Erişim Tarihi: 12Kasım 2014 www.ekya.org.tr)

Türkiye'de bazı yükseköğretim programları uluslararası kalite güvence kuruluşları tarafından akredite edilmiştir Mühendislik alanları haricinde şimdiye kadar ülkemizde toplam 3 üniversite 'işletme eğitimi' alanında ABD'den AASCB akreditasyonu almıştır. Bunlar ise; vakıf üniversitelerinden Bilkent Üniversitesi 2006 ve Sabancı Üniversitesi 2011'de, devlet üniversitelerinden ise sadece İstanbul Üniversitesi 2012 yılında akredite olmuşlardır. Bu üniversitelerin faaliyetleri AASCB tarafından 5 yılda bir denetlenerek akreditasyonun devam edip etmediğine karar verilmektedir.

## Sonuç ve Öneriler

2013 yıllında dünya genelinde yükseköğretimde okullaşma oranı ABD'de %83, İngiltere'de %58, Yunanistan'da %91 olmasına rağmen Türkiye'de bu oran sadece %40,74 olarak kalmıştır. (Erişim Tarihi: 12 Kasım 2014, www.higheredu-sci.beun.edu.tr) Ülkemizde yükseköğretim kurum sayısının artırılması ve mevcut kurumlarda kalitenin iyileştirilmesi için uluslararası standartların sağlanması ve çeşitliliğin artırılması kaçınılmaz olmuştur.

Sunulan bir hizmetin ulusal veya uluslararası standartları sağlamakta olduğunun tescili ve düzenli aralıklarla denetlenerek sürekliliğinin sağlanması sürecine 'eğitimde akreditasyon' adı verilmektedir. Akreditasyonun temelini Toplam Kalite Yönetimi ilkeleri oluşturmaktadır. Mesleki eğitimde akreditasyon, bir eğitim kurumunda verilmekte olan mesleki eğitimin, uluslararası kabul görmüş standartları sağlamakta olduğunun belgelenmesi ve sürekliliğinin sağlanması sürecidir.

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Dünya'da 'işletme ve muhasebe' alanında toplam 168 üniversite akreditasyon almıştır. Bunların 158'i A.B.D., 5'i Çin, 1'i İngiltere, 1'i Avustralya, 1'i Singapur, 1'i Birleşik Arap Emirlikleri ve 1 tanesi de Yeni Zelanda'ya ait üniversitelerde bulunmaktadır. (Erişim Tarihi: 12 Kasım 2014, www.aacsb.edu/accreditation) Fakat Türkiye'de sadece 1 devlet ve 2 vakıf üniversitesi tek yönlü olarak 'işletme eğitimi' alanında akredite olmuştur. Ülkemizde 'muhasebe eğitimi' alanında henüz akredite olmuş bir kurum bulunmamaktadır.

Muhasebe Eğitimi Akreditasyon için gerekli çalışmaların ve düzenlemelerin yapılması kaçınılmaz bir sonuçtur. Bunun için Mesleki Yeterlilik Kurumunun muhasebe eğitimi ile ilgili standart, yeterlilikleri ve ikincil mevzuatı oluşturulması çalışmalarına hız vermelidir.

Unutulmamalı ki; muhasebe eğitiminde akreditasyona gidilmesi halinde;

- Uluslararası derece ve diplomaların kalitesini ve geçerliliğini kolaylaştırır,
- Ulusal ve kültürel değerlerin transferini destekler,
- Yükseköğrenimden mezun olan gençlerimizin ulusal muhasebe eğitim sistemi ile uluslararası sistemde yaşanabilecek uyum sorunlarını ortadan kaldırır.

Sonuç olarak;

- Ülkemizde verilen muhasebe eğitiminin global muhasebe eğitimi ile rekabet edebilecek duruma gelebilmesi için önemli adımların atılması,
- Mezun gençlerimizin uluslararası şirketlerde istihdam sayılarını artırmak, atıl kalmalarını önlemek için eğitimde akreditasyona gidilmesi ve
- Muhasebe eğitimi almış olan gençlerimize aynı zamanda her ülkede ya da her uluslararası şirkette istihdam edilecek bir vizyon ve misyonun kazandırılması gerekmektedir.

Ülkemizde verilen muhasebe mesleği eğitimi öğrencileri, mezunları ve fakültelerin global tanınırlık kazanması araştırmanın yapılmasına temel teşkil etmektedir. Özellikle ülkemizde muhasebe eğitimi alınmasının yurt dışındaki öğrenciler tarafından tercih edilmesi ve uluslararası geçerliliğinin olması her zaman hedeflenmelidir.

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# ÜNİVERSİTE ÖĞRENCİLERİNİN GENEL MATEMATİK DERSİNDE SERGİLEDİKLERİ BAZI ÖNEMLİ YANLIŞLAR

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**ÖZET :**

Bu çalışmanın amacı Üniversitelerimiz birinci sınıflarında ; Genel Matematik dersinde , sergilenen bazı önemli matematik yanlışlarını tespit etmek ve sergilemektir. Üniversite birinci sınıf müfredatlarında yer alan ; Fen, Mühendislik, Sosyal ve Doğa Bilimlerinde zorunlu derslerden biri olan ,Genel Matematik dersinin öğretiminde çok fazla kavram yanılgılarına ve yanlışlara rastlanmaktadır. Genel Matematikte yanlışları erken tespit etmek ve ilk tespit edildiği sınıfta düzeltmek çok önemlidir. Bu çalışmanın deseni ,araştırıcının müdahalesi olmadan , değişken kendi ortamında araştırıldığından keşfedici araştırma deseni ( exploratory study ) olarak isimlendirilebilir. Bu araştırmada sınıf ortamında gözlemlenen ; yazılı sınav ve ödevlerden elde edilen yanlışlar kayıt edilerek, gruplandırılmış ve genel olarak yanlışların değerlendirmesi yapılmıştır.

**Anahtar kelimeler**: Matematik öğretimi , öğrenci yanlışları , kavram yanılgıları , genel matematik

## SOME IMPORTANT ERRORS OF UNIVERSITY STUDENTS IN GENERAL MATHEMATICS COURSE

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**ABSTRACT:**

The aim of this study is to investigate the errors in General Mathematics Course at the University Level . General Mathematics Course is the one of the most widely common subject of freshman students where misconceptions and errors ocur. It is a compulsory course at the freshman level in most of the Faculties such as Engineering, Commerce , Economics and Life sciences. In General Mathematıcs course, to identify student's mistakes earlier and to correct them at the first occurence is very crucial. The research design of this study can be named ‘ exploratory study ‘ where we observed the mistakes during the class time and find out the mistakes from the written exams and homeworks and recorded and grouped them . Besides, a general evaluation of errors has given.

**Key words** : Mathematics instruction, mistakes, misconcepts, calculus

## Giriş

Üniversite birinci sınıflarında yer alan ; Fen, Mühendislik , Sosyal ve Doğa Bilimlerinde çok kullanılan derslerden biri olan , Genel Matematik ( Calculus , Analiz ) dersinin öğretiminde çok fazla kavram yanılgılarına ve yanlışlara rastlanır. Genel Matematik , Üniversitelerimizde servis dersi olarak ;Mühendislik, İktisadi ve İdari Bilimler, Ticari Bilimler Fakülteleri öğrencileri başta olmak üzere Üniversite Birinci sınıflarında zorunlu derstir. Bu Fakülteler için Matematik bir araç olarak kabul edilmektetir. Bu sebeble , bu Fakültelerin öğrencileri tarafından ; Matematiği bir Disiplin olduğu için öğrenmeye , pek heves edilmemektedir.

Literatürdeki çalışmalar matematik eğitiminde kavram yanılgılarının ve yanlışların çok yaygın olduğunu göstermektedir. ( Tatar ve Dikici , 2008 ; Sandır, H. , Ubuz, B., Argun,Z. 2002; Spooner, M. 2002 ; Çiltaş, A. ve Tatar E. 2011) Bu yanılgıların ve yanlışların bir sebebi , öğrencilerin sınıflara ; daha önceki öğrenmelerinde kafalarında tamamlanmamış halde oluşturdukları yarım yamalak bazı kavram ve algılarla gelmeleridir. Kazanılmış bu tür noksan kavramsal ilişkiler genel duruma uymayıp birer kavram yanılgısıdır. Kavram yanılgısı , uzmanların üzerinde hemfikir oldukları görüşten uzak kalan , algı

yada kavrayıştır. Yani bireyin doğru kabul edip birçok beceriyi sergilemede kaynak olarak kullandığı yanlış kavram yada kavramlamalardır.( Bingölbalı ve Özmantar 2010 )

Yanlışları gruplara ayırabilir miyiz ? Hangi tür yanlışlar hangi stratejilerle önlenebilir ? Bu soruların kapsamı ve büyüklüğü , matematik konularının çokluğundan dolayı oldukca geniştir. Herbir matematik konusunda genel olarak yapılan ortak yanlışlar ayrı ayrı gözlemlenerek tespit edilebilirse ve herbir yanlışın düzeltme yolu belirlenirse yukarıdaki sorularımız cevaplanmış olur. Matematik konuları ; ana sınıflarından başlayıp, doktoraya kadar uzanan; nerede ise yirmi yıl sürede okutulan tüm Matematik derslerini kapsar. Bu derslerin sayısı yüzleri bulur. Her bir derste ve her bir sınıf seviyesinde genelde yapılan yanlışları gözlemleyip tespit etmek ve bu yanlışların çıkış sebeplerini ortaya koyarak ve onları ortadan kaldırmak için çözüm stratejileri önermek gerekir.

Matematik öğretiminde öğretmenler öğrenci yanlışlarına dikkat etmezlerse, inşa etmekte olduğumuz çok katlı ‘Matematik Bina’ mızın; temeli dahil birçok katında noksanlıklar oluşacaktır. Bunlar çimento , demir, tuğla gibi; malzeme noksanlığı olabileceği gibi, katları taşıyan ana kolon noksanlığı da olabilir. Bunlardan eğri kolon, ince kolon gibi noksanlıklar;

binamızın inşa edeceğimiz üst katlarının da sağlam olmasını engeller. Böylece yanlış üzerine yanlış bindikçe; inşa ettiğimiz kısımlar ya anında çöker( öğrenci öğrenmekten vazgeçer ), ya da daha sonra ufak bir depremde (girdiği bir Matematik sınavında başarısız olur ) hasar görür. Binamızınn inşa halinde çökmesi demek öğrencinin Matematikten kopması, soğuması , matematik öğrenmekten vazgeçmesi demektir.

Çocuklar neden Matematikten ve genel olarak Bilimden kaçıyor? sorusunun kısmi cevabı burada yatıyor. Ülkemizde , Temel Bilimlerini ( Üniversitelerin Matematik ve Fen Bölümleri ) ; Üniversite sınavını yüksek puanla kazanan ilk 50.000 e giren öğrenciler arasından neden 500 kişi dahi seçmiyor? Üniversitelerimiz 180 taban puanı ile bile Matematik Bölümlerine öğrenci bulamıyor. 2013 yılında mevcut 160 adet Matematik Bölümünden 55 adet Matematik Bölümü kapanmıştır. ( Günay,D., Günay, A. ve Atatekin, E. ) Aslında Temel Bilimlere gelecek öğrencinin Üniversiteyi kazananların ilk 1000 içinde olması veya daha bir toleransla ilk 10 000 içinde olması gerekir. Ancak bu puanlara sahip öğrenciler arasından, değerli bilim insanı yetişebilir. Aksi halde Temel Bilimler de dünyada söz sahibi olamayız. Teknolojide ithalattan veya taklitten kurtulamayız

Matematik ders kitabı yazarları , matematik öğreticileri hangi konuda , ne tür yanlışlar yapıldığını ; bu yanlışların yapılış sebeplerini ve en iyi nasıl düzeltileceğini bilmelidirler. Tecrübeli matematik öğretmenlerimiz özellikle bu konulara derinlemesine vakıf olduklarından , öğrenme sürecinde çıkan ve çıkabilecek yanlışları ve bu yanlışları nasıl ortadan kaldıracaklarını iyi bilirler. Yeni mezun olup öğretmenliğe yeni başlayacak stajyer öğretmenlerimizin bazen teorik bilgi noksanlığı veya tecrübesizlikleri sebebiyle hangi konuda ne tür yanlış kavram algılamaları doğduğunu , ne tür yanlışlar yapıldığını bilmeleri zordur. Öğreteceği konuya tam vakıf olmayan, derse hazırlıksız giren öğreticiler için yanlışlar öğreticiye zor anlar yaşatabilir. Öğreteceği konuda yapılabilecek yanlışları önceden öngöremeyen veya yalnışı ayırt edemeyen öğretici ,güç durumda kalabilir. Yanlış öğretmeye kalkışma , o anda kararsız kalma ; yanlışın; yanlış olduğunu söyleyememe; bocalama ,soruyu cevaplayamama , heyecana kapılma ve zamanı iyi kullanamama, konu veya yanlış hakkında şüpheli kalma gibi olumsuzluklar yaşayabilir.

Öğretmenin derste açıklaması zor olan birkaç soru aşağıdadır.

**Soru :** $1!= 1$ ve $2!=2$ iken $0!= 0$ midir ? Neden ?

**Soru :** $1^0 =1$ , $1^1 =1$ , $1^2 = 1$ , … , $1^{100}= 1$ iken 1 in sonsuzuncu kuvveti 1 midir ? Neden ?

**Soru:** + ile -- nin çarpımı eksidir . Neden?

Eğer öğreticinin önceden bir hazırlığı yoksa; yukaridaki sorulara benzer sorular sınıf ortamında öğreticiyi zor durumda bırakabilir. Bir öğrenme ortamında öğretmen yanlışlarla yüz yüze gelineceğini bilmeli ve doğal olmalıdır.

Matematik Eğitimi Alanyazınında hangi matematik konusunda , hangi tür yanlışlar yapılmaktadir? sorusuna cevap verecek yayınlar pek yoktur. Bunlar OLAY TAKDİMİ ( Case Study ) olarak veya KAVRAM KARİKATÜRLERİ şeklinde öğretmenlere sunulmalıdır.( Şengül ve Aydın, 2013 ).Herbir yanlış için bu yanlışı örnekleyecek örnek diyaloglar ve dersler ne yazık ki henüz çoğaltılarak öğretmenlere sunulmamıştır. Öğretmen adaylarının yetiştirilmesinde Öğretmen klavuzlarında veya öğretmenlerin Hizmetiçi Kurs ve Seminerlerinde bu skeçler , video gösterimleri, yazılı metinler yer almalıdır. Öğretmenlere yanlışlarla başedebilme yolları öğretilmelidir. Örneğin, yapılandırmacı matematik öğretiminde öğretmen öğrencinin yanlışını bulduğunda , öğrenciye. doğrudan cevap vermemeli, öğrenciye çeşitli sorular sorarak ,doğru cevaba ulaşması için öğrencinin düşünmesini sağlamalı , araştırma yapmasını , sınamasını ve zıt örnekler yaratmasını temin etmelidir.

## Üniversiteye Hazır Oluşluluk Açısından Yanlışlar

Üniversiteki Birinci Sınıf öğrencileri Genel Matematik dersine, hazır oluşluluk yönünden incelendiğinde ; ne tür kavram yanılgılarına ve yanlışlara sahipler ? Derslerimizde ders işlenirken ; yazılı sınav ve ödev kağıtlarını değerlendirirken tespit ettiğimiz ve gruplara ayırdığımız birkaç vahim örnek aşağıdadır.

### *Rakamlarla işlemlerde parantezlerin işleme sıralamasını karıştırma

Örnek : $--a[\ 2 + 9(\ -b\ )\ ] = -2a -9b$ ve $2(\ ½ - ¼\ )= 1- 1/4$ şeklinde parantezleri açabiliyorlar.

### *Üslü kemiyetlerle işlem yapamama

Örnek : $2x^2+ 2x = 4x^{3}$ olarak yazılabiliyor.

### *Kesirlerde kavram yanılgıları

Örnek: $1/ x = 3/4 + 3/5$ ifadesini $x = 4/3 + 5 /3$ yazarak x in değerine $x=4+5\ /\ 3 = 9/3$ olarak ulaşıyorlar.

### *Özdeşliklerde kavram yanılgıları.

Örnek : $(\ a \pm b\ )^2 = a^2 \pm b^2$ ; $(\ x \pm y\ )^3 = x^3 \pm y^3$ olarak yazılabiliyor.

### *Cebirsel toplama.

Örnek : $2a + a = 2aa$ olabiliyor.

### *Köklü ifadelerde kavram yanılgı ve işlem yanlışları.

Örnek: $x^{½} = x^1/x^2 =1/x$ ve $x^{½} =x/ x^2 =1/x$ veya $(\ a^3 \pm b^3\ )^{1/3} = a \pm b$ olabiliyor .

* İntegral ve trigonometri kavramları örnek

∫ 4x ( x + 1 ) dx = ∫4 x . ∫ ( x + 1 ) ∫dx ve 1/x. ( sin x ) = sin olabiliyor.

## Tartışma

Öncelikle Ortaöğretim Matematik derslerinin kalitesini yükselterek Üniversiteye iyi ve tam yetişmiş olarak girecek öğrencilerin sayılarını arttırmak gereklidir. Bunu yalnız Ortaöğretim Matematik öğretmenlerinden bekleyemeyiz . Milli Eğitim Bakanlığı, Yükseköğretim Kurumu , Eğitim ve Fen Fakülteleri, Okullarımız, Veliler ve Öğrencilerin kendileri bu konuda gayret sarfetmelidir. Bu toplum olarak birlikte yapılacak bir görevdir. Böylelikle ,PISA başarımızın yükselmesi, iyi yetişmiş Lise mezunlarıyla Üniversite sınıflarının dolması , sınıfların öğrenci kalitesinin yükselmesi yanında; Üniversite ye girmeyen veya giremeyen , Ekonomiye beyin gücüyle katılacak olan, mezun öğrencilerin Ülke kalkınmasına daha fazla olumlu getirisi sağlanmış olacaktır.

Matematik öğretmenleri ve öğretmen adayları hangi matematik konusunda bilgi ve kavram yanılgısı ve hangi tür işlem yanlışlarıyla nasıl baş edeceğini önceden yazılı kaynaklardan , tecrübeli meslekdaşlarından öğrenmeli, bunları şansa bırakmamalıdır. Öğretmen adaylarına yapılandırmacı matematik öğretimi ortamında yanlışlarla nasıl başa çıkması gerektiği iyi öğretilmelidir. Yapılandırmacı matematik öğretiminde yanlış yapmak olağan olup , bu hatalar doğruyu öğrenme şansı yaratırlar. Yapılan hatanın incelenmesiyle öğrencinin nasıl düşündüğüne ulaşılır. Kavramların nasıl algılandığı, oluştuğu ortaya çıkarılır. Bu bilgiler daha sonraki öğrenme ortamlarının geliştirilmesinde önemli temel taşlarıdır. Ayrıca yanlışların sebepleri önemlidir. Yanlışların kökleri, oluş sebepleri, nereden kaynaklandığı araştırılarak bulunmalıdır.

## Sonuç

Genel olarak , Üniversite Genel Matematik derslerinde öğrencilerin hazır oluşlulukları çok noksandır. Sahip oldukları kavram yanılgıları ve yanlışları oldukça çoktur. Bu öğrencilere Konferans Yöntemi ile Genel Matematik öğretmek verimli olmamaktadır. Yapılandırmacı Matematik Öğretimi Yaklaşımı , çeşitli etkinliklerle birlikte , bu etkinliklerde öğrencilerin alanlarıyla ilgili güncel reel hazır problemler seçilerek veya oluşturarak ; probleme dayalı gruplandırılmış Matematik Öğretimi uygulandığında Kavram öğretiminde ve yanlışların ortadan kaldırılmasında başarılı sonuçlar alınmaktadır.

Okullarımızda Matematik Öğretiminde Yapılandırmacı Matematik Öğretimi Uygulaması uzun zamandan beri yürürlüktedir**.** Yapılandırmacı Matematik Öğretimi yaklaşımında ; diğer öğretim metodlarına göre , öğrencilerin Matematik konularını öğrenirken sahip oldukları kavram yanılgılarını ve sergiledikleri yanlışları tespit etmek , Öğretmen için daha kolaydır. Matematik Öğretmeni ; öğrencilerin sergiledikleri kavram yanılgılarını ve yanlışları hemen keşfedebilmelidir. Matematik Öğretmeni öğrettiği her konuda olası sergilenebilecek ortak kavram yanılgılarını ve yanlışları ve bunların kaynağını önceden tahminen bilebilmelidir. Ayrıca Matematik Öğretmeni ; dersinde sergilenen her türlü kavram yanılgısını ve yanlışları pedagojik yolla nasıl düzelteceğini iyi bilen bir Profesyonel Uzman olmalıdır.

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# YÜKSEK ÖĞRETİMDE ÖĞRENCİLERİN HİZMET KALİTESİNE YÖNELİK ALGILAMALARI

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## ÖZET

Hizmet sektörü birçok ülkede olduğu gibi Kırgızistan ekonomisi için de önemli yere sahiptir. Küresel rekabet koşullarında işletmelerin ve kurumların uzun dönemli başarıları kaliteli hizmet ve müşteri odaklı pazarlama anlayışına dayanmaktadır. Hizmet sektöründeki bu gelişmeler eğitim kurumları için de geçerlidir. Eğitim kurumlarının etkinliği hizmet kalitesinin değerlendirilmesi ve geliştirilmesine bağlıdır. Bu bağlamda, çalışmanın amacı yüksek öğretimde hizmet kalitesini değerlendirmek şeklinde belirlenmiştir. Literatürde hizmet kalitesinin belirlenmesine yönelik çeşitli araştırmalar yapılmış, SERVQUAL, SERVPERF gibi ölçme araçları önerilmiştir. Bu çalışmada Kırgızistan – Türkiye Manas Üniversitesi öğrencileri arasında gerçekleştirilen araştırmanın sonuçları sunulmaktadır.

**Anahtar kelimeler:** Yüksek öğretim, hizmet kalitesi, öğrenci algılamaları



# STUDENTS' PERCEPTIONS TOWARD SERVICE QUALITY IN HIGHER EDUCATION

## ABSTRACT

The service sector is the main field of economy in Kyrgyzstan as in many other countries. Under global competitive conditions the basis of long-term success of the service enterprises is made by quality and the modern concept of marketing. Higher educational institutions as one of the service sectors are not exception. The effectiveness of educational institutions depends on evaluating and providing of high service quality. In this context, this study aims to define quality for service in higher education. Empirical research on this field has been provided by various researchers across the world and different measurement instruments such as SERVQUAL, SERVPERF are suggested. This paper presents results of the survey carried out among students of Kyrgyzstan-Turkey Manas University.

**Key Words:** Higher education, service quality, students' perceptions

## GİRİŞ

Günümüzde işletmeler yoğun bir rekabet içerisinde faaliyet göstermektedir ve bu koşullarda işletmelerin tüketici zevk ve isteklerine göre hareket etmesi, toplum çıkarlarını göz önünde bulundurması zorunluluk haline gelmektedir. Küresel rekabette işletmeleri müşteri odaklı olmaya zorlayan belli başlı faktörler söz konusu olmaktadır. Bilindiği gibi piyasaya arz edilen mal ve hizmetler hem sayı olarak hem çeşit bakımından her geçen gün artmaktadır. Bu durumda, tüketicilerin seçim şansları yükselmekte, ayrıca her geçen gün tüketicilerin alım güçleri ve tüketim bilinçleri artmakta, neticede tüketiciler güçlü konuma gelmektedir. Dolayısıyla, kalitenin belirlenmesinde tüketicilerin beklenti ve algılamalarının esas alınması zorunlu olmaktadır. Kalite düzeyinin yükseltilmesi ile rekabet üstünlüğü kazanılmakta, firma pazar payını artırmakta ve prestij sağlamaktadır. Tüm bu eğilimler işletme yönetiminin alması gereken kararları sağlam bir bilgiye dayandırmasını zorunlu kılmakta ve bu açıdan araştırma faaliyetleri ön plana çıkmaktadır. Bu durum hizmet sektöründe faaliyet gösteren kurum ve kuruluşlar açısından da geçerliliğini korumaktadır (Аристов, 2009: 11-18).

Hizmet sektörü içerisinde önemli yeri olan eğitim kurumları, özellikle yüksek öğretim kurumları son zamanlarda sunulan hizmetin kalitesi üzerinde önemle durmakta, kalite yönetimi alanında meydana gelen uluslararası gelişmeleri takip etmekte ve uygulamaktadırlar. Yoğun rekabet karşısında yüksek öğretim kurumları ulusal ve uluslararası kurumların ortaya koyduğu standartları benimsemekte ve uygulamaktadırlar. Uluslararası Standardizasyon Teşkilatı (İSO)'nın önerdiği Kalite Güvence Sistemi Standartlarını benimsemek önemli bir gösterge olarak kabul edilmektedir. Ayrıca, iç ve dış müşterilerin yüksek öğretim kurumundan beklentilerini tespit etmeye yönelik çalışmalara öncelik verildiği görülmektedir. Özellikle, yüksek öğretim kurumlarının iç müşterisi olan öğrencilerin memnuniyeti üzerine farklı ülkelerde, farklı kurumlarda yapılan araştırmalar bu durumu açıklamaktadır.

Bu çerçevede, çalışmada öncelikle, hizmet ve kalite kavramları üzerinde durulmakta, hizmet kalitesini ölçmeye yönelik geliştirilmiş farklı yöntemler ve konu ile ilgili yapılmış araştırmaların sonuçları değerlendirilmektedir. Çalışmanın amacı, yüksek öğretim kurumlarında hizmet kalitesine yönelik öğrenci algılarını ortaya koymak ve algılamaya etki eden faktörleri tespit etmektir.

## LİTERATÜR İNCELEMESİ

Hizmet, insan veya makineler tarafından insan gayretiyle üretilen ve tüketicilere doğrudan fayda sağlayan, fiziksel olmayan ürünler şeklinde tanımlanmaktadır (Karahan, 2006:27). Hizmet sektöründe sunulan ürünleri somut ürünlerden ayırt eden dört temel özellik bulunmaktadır. Bu özellikler hizmetin soyutluğu, hizmetin bölünmezliği, hizmetin dayanıksızlığı ve hizmetin değişkenliğidir (Rust vd., 1996:7-10). Son özellik, hizmet sektöründe standart kalite düzeyinin tutturulmasının zor olduğuna işaret etmektedir. Hizmetler soyut nitelikte olduğu için, hizmet kalitesi de soyut bir yapıya sahiptir. Bu nedenle, hizmet kalitesi yerine "algılanan hizmet kalitesi" terimi kullanılmaktadır (Parasuraman vd., 1988).

Literatürde kalite ile ilgili ilk girişim ve çalışmaların XIX. y.y.da başladığı görülmektedir Bilindiği gibi, ilk zamanlar kalitenin tanımlanması ve ölçülmesine yönelik çalışmalarda kalite kavramı daha ziyade somut ürünlerin özellikleri dikkate alınarak tanımlanmıştır. Fakat 1970'lerden sonra dünyada hizmet sektörünün hızla gelişmesine paralel olarak hizmet kalitesi de sık sık tartışılmaya başlamıştır.

Kalite subjektif bir kavramdır. En basit şekliyle müşteri gereksinimlerinin tatmini olarak tanımlanmaktadır. Yani, kalite bir anlamda tüketicinin işletmeden beklenti düzeyini ifade etmektedir (Хаксевер, Ж., vd., 2002:437-438). Kalite belirlenen standartlara uygunluktan çok, müşteri memnuniyetini esas alan, yani düzeyi müşteriler tarafından belirlenmesi gereken bir değişken olarak karşımıza çıkmaktadır (www.asq.org, 26.01.2014).

Hizmet sektörü içerisinde eğitim sektörü diğer alt sektörlerden farklı bir yapıya sahip olduğu için, eğitim sektöründe tüketici tanımı çok karmaşık bir kavram olarak ortaya çıkmaktadır. Diğer bir ifadeyle, yükseköğretim kurumları için müşteri öğrenciler başta olmak üzere, akademik personel, işveren konumunda olan kurum ve kuruluşlar, aileler ve devlet kurumları olabilmektedir (Bektaş ve Akman, 2013:123).

Hizmet kalitesinin yönetiminde ilk adım, algılanan kalitenin tespit edilmesidir. Yüksek öğretimde hizmet kalitesinin belirlenmesi, sunulan hizmetin kullanıcıları olan öğrencilerin memnuniyet derecelerinin belirlenmesi ile ilgilidir. Bu anlamda, literatürde farklı ölçeklerin ortaya atıldığı görülmektedir.

Hizmet kalitesinin ölçümüne ilişkin ilk model Grönroos (1984) tarafından önerilmiştir. Gronroos hizmet kalitesinin boyutlarını üçe ayırmıştır: Birincisi kurumsal imaj, yani tüketiciler hizmet kalitesini değerlendirirken işletme imajını dikkate almaktadırlar. İkincisi teknik kalite, bir hizmetin göreceli olarak nicel yönlerine işaret eder. Üçüncüsü ise teknik kalitenin tüketici tarafından nasıl aldığına dair izleniminden oluşan fonksiyonel kalitedir.

Daha sonra Parasuraman, Berry ve Zeithaml (1988) tarafından SERVQUAL ve Cronin ve Taylor (1992) tarafından SERPERF modeli geliştirilmiş ve ikisi de literatürde yaygın kabul görmüştür. Söz konusu iki model hizmet kalitesini ölçmek için 22 sorudan oluşan bir ölçek kullanmaktadır. Fakat, SERPERF modeline göre hizmet kalitesi algılamanın bir fonksiyonu olduğunu ve ölçeğin tek boyutlu olduğunu savunmaktadır. Buna karşılık, SERVQUAL ölçeği 22 soru ve beş temel boyuttan oluşmaktadır. Bunlar; fiziksel görünüm, güvenilirlik, heveslilik, güvence ve empatidir. Bunun yanı sıra, hizmet kalitesini ölçmeye yönelik yapılan çalışmalarda bu beş boyutun dışında fiyat, imaj gibi faktörlerin de eklendiğine rastlanmaktadır (Nimako, 2009, Zhang, Feng, 2009).

Yukarıda belirtilen ölçeklerin her alanda kullanılabilir, evrensel ölçek olarak tanımlanmalarına rağmen, hizmet sektörü içerisinde farklı alanların kendine özgü bir takım özelliklerinin olabileceği tartışılmakta ve her alt sektörle ilgili ayrı ölçek kullanılması uygun olacağı dile getirilmektedir. Bu bağlamda, Dabholkar, Thorpe ve Rentz (1996) tarafından perakendecilik sektöründe hizmet kalitesini ölçmeye yönelik DTR ölçeğini geliştirmişlerdir (Dabholkar vd., 1996). Sözkonusu öçlekte yine beş boyut ele alınmaktadır. Bunlar: işletmenin iç ve dış görünümü, uygunluk, işletme politikası, kişisel etkileşim ve problem çözme şeklinde sıralanmaktadır. Bu alanda önerilen diğer bir ölçek yükseköğretim kurumlarında, hizmet kalitesi ile ilgili olarak Firdaus (2005) tarafından geliştirilmiş HEdPERF ölçeğidir (Bektaş ve Akman, 2013:124). HEdPERF ölçeği hizmet kalitesini yükseköğretim kurumunun akademik olmayan özellikleri, akademik özellikleri, erişilebilirliği, imajı, sunduğu programlar ve empati kurabilme yeteneği olmak üzere altı boyutta ele almaktadır. Ayrıntılı olarak incelendiğinde, önerilen ölçeklerin ağrılıklı olarak ya SERPERF, ya da SERVQUAL ölçeğine dayandırıldığı görülür. Bu alanda yapılan araştırmalarda genellikle bu ölçeklerden yararlanılmıştır (Firdaus, 2005, akt: Bektaş ve Akman, 2013:124)

Yousapronpaiboon (2014) tarafından SERVQUAL ölçeği kullanılarak Tayland'da 350 Lisans öğrencisi üzerine bir araştırma yapılmıştır. Araştırmanın sonuçları adı geçen ülkede Yüksek Öğretim kalitesinin öğrencilerin beklediği düzeyin altında olduğunu, özellikle heveslilik ve fiziksel imkanlar boyutlarında kurumların ciddi iyileştirmeye gitmeleri gerektiği önerilmiştir (Yousapronpaiboon, 2014). Bu konuda bir diğer araştırma Chopra ve diğ., (2014) tarafından Hindistan'ın 10 farklı üniversitesinde eğitim görmekte olan 500 öğrenci üzerinde gerçekleştirilmiştir. Araştırma sonuçları hizmet kalitesinin tüm boyutlarında algılanan kalite düzeyinin beklentilerin altında olduğunu, öğrencilerin genel olarak memnun olmadıklarını ortaya koymuştur (Chopra ve diğ., 2014). Min ve Khoon (2013) tarafından Singapur'da yabancı öğrenciler üzerinde yapılan başka bir araştırmada ortaya çıkan sonuçlara göre, cinsiyet, milliyet ve sınıflara göre sunulan hizmetin algılanan kalite düzeyleri arasında farklılıklar bulunduğu görülmüştür (Min ve Khoon, 2013). Tayyar ve Dilşeker (2012) tarafından devlet ve vakıf üniversitelerinde hizmet kalitesini karşılaştırmak amacıyla Türkiye'nin Ege, Uşak ve Yaşar Üniversitelerinde yapılan araştırmada, devlet üniversitelerine nazaran vakıf üniversitesinde algılanan hizmet kalitesinin daha yüksek olduğu ortaya konulmuştur (Tayyar ve Dilşeker, 2012). Farklı ülkelerde yapılan araştırmalar incelendiğinde, hizmet kalitesinin beklenen ile algılanan hizmet kalitesi düzeyinin bir fonksiyonu olduğuna vurgu yapıldığı, hizmet kalitesinin boyutları olarak da SERVQUAL ölçeğinin boyutlarının doğrulandığı görülmektedir. Ayrıca, algılanan hizmet ile beklenen hizmet düzeyi arasında farklar bulunduğu, algılama düzeylerinde öğrencilerin demografik özelliklerine ve yüksek öğretim kurumlarının sahiplik biçimlerine göre farklılıklar olduğu görülmektedir.



## ARAŞTIRMANIN YÖNTEMİ

Araştırma, temel olarak tanımlayıcı bir araştırma niteliğindedir. Öncelikle literatür araştırmasına dayalı olarak hizmet kalitesini belirleyen değişkenler tespit edilmiştir. Daha sonra tespit edilen değişkenlere bağlı ve amaca yönelik olarak bir anket formu oluşturulmuştur. Anket formu demografik özellikler ve hizmet kalitesine yönelik ifadelere göre yapılandırılmıştır. Anket formunda verilerin türüne uygun olarak ifadeler, Likert türü beşli ölçekle düzenlenmiştir. Anket formları, belirli sayıdaki öğrenci üzerinde pilot çalışmaya tabi tutulmuş; eksiklikler ve yanlış anlaşılabilecek sorular düzeltilmiştir. Daha sonra anket soruşturması gerçekleştirilmiştir.

Araştırma için çalışma alanı olarak Kırgızistan – Türkiye Manas Üniversitesi (KTMÜ) seçilmiştir. KTMÜ'nin seçilmesinde, KTMÜ'nin Kırgızistan'ın Yüksek Öğretim kurumları içerisinde kalite konusunda önderlik pozisyonuna sahip olması, altyapı, eğitim-öğretim kadrosu ve öğrenci profili etkili olmuştur. KTMÜ'de 2013 Eğitim – Öğretim yılı itibariyle mevcut önlisans-lisans öğrenci sayısı (araştırmanın ana kütlesi) 3.549'dur. Tespit edilen anakütleden 0,95 güven aralığı ve 0,05 hata payına göre örneklem sayısı 347 olarak hesaplanmıştır (http://www.surveysystem.com/sscalc.htm, 20.03.2014). Ancak, çalışmanın sağlıklı ve örneklemin temsil yeterliliğinin yüksek olması gerektiği düşüncesinden hareketle çalışma 419 denek üzerinden yürütülmüştür.

Anket çalışması, KTMÜ öğrencileri arasında yüz yüze görüşülerek Mart – Nisan 2014 döneminde fakülteler arasında mümkün olduğunca eş zamanlı olarak gerçekleştirilmiştir. Daha sonra veriler uygun şekilde kodlanmış, bilgisayar ortamına aktarılmış ve amaca yönelik istatistiksel analizlere tabi tutulmuştur. Aşağıda, uygulanan analizlerden elde edilen bulgular değerlendirilmektedir.

## ARAŞTIRMANIN BULGULARI

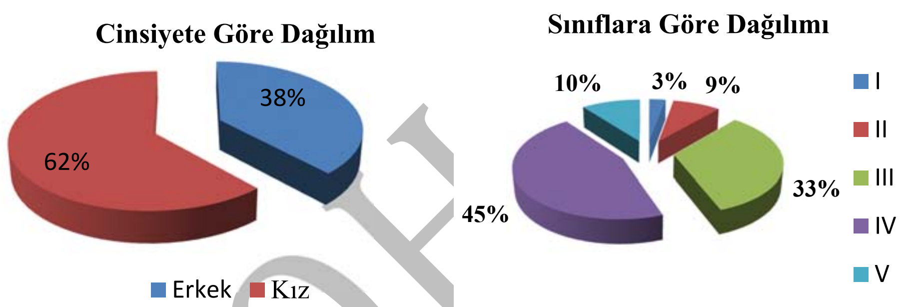
Verilerin elde edilmesinde kullanılan ölçeğin güvenilirliği genel olarak test edilmiştir. Güvenilirlik katsayısı (Cronbach's Alpha) toplam 35 değişken üzerinde hesaplanmıştır. Çalışmaya ilişkin güvenilirlik katsayıları aşağıda Tablo 1'de sunulmaktadır.

**Tablo 1.** Güvenilirlik Analizi Sonuçları

| Cronbach's Alpha | Cronbach's Alpha (Standartlaştırılmış Değişkenlere Göre) | Değişken Sayısı |
|---|---|---|
| .960 | .961 | 35 |

Elde edilen güvenilirlik katsayısı (Alpha değeri) 0.960 olduğu tabloda görülmektedir. Sosyal Bilimler alanındaki çalışmalarda güvenilirlik katsayısının 0.65'in üzerine olması beklenmekte ve genel olarak yeterli kabul edilmektedir. Dolayısıyla, elde edilen verilerin rassal dağıldığını ve güvenilir olduğunu söylemek mümkündür.

Araştırmanın örneklemini oluşturan öğrencilerin demografik özelliklerine bakıldığında, örneklemin %62 oranında kız ve %38 oranında erkek öğrencilerden oluştuğu görülmektedir.




**Grafik 1.** Öğrencilerin Cinsiyet ve Sınıflara Göre Dağılımı

Lisans düzeyinde eğitim görmekte olan öğrencilerin oranı %90, lisansüstü düzeyde eğitim görmekte olan öğrencilerin oranı %10 civarındadır. Bu dağılım KTMÜ'de öğrencilerin Lisans ve Lisansüstü öğrenci dağılımına uygun olduğu, dolayısıyla anakitleyi temsil yeteneğinin yüksek olduğu söylenebilir.

Araştırmaya katılan öğrencilerin bölümlere göre dağılımına baktığımızda, en çok Finans ve Bankacılık bölümü (%10), ardından Türkoloji bölümü ve Lisansüstü eğitim görmekte olan öğrenciler (%9,8) takip etmektedir.

**Tablo 2.** Öğrencilerin Bölümlere Göre Dağılımı

| Bölümler | Frekans | Yüzde |
|---|---|---|
| Finans ve Bankacılık | 42 | 10,0 |
| Türkoloji | 41 | 9,8 |
| Lisansüstü | 41 | 9,8 |
| İktisat | 35 | 8,4 |
| Turizm ve Otelcilik | 35 | 8,4 |
| İşletme | 34 | 8,1 |
| Seyahat ve Rehberlik | 31 | 7,4 |
| Yiyecek ve İçecek İşletmeciliği | 27 | 6,4 |
| Bilgisayar Mühendisliği | 23 | 5,5 |
| Uluslararası İlişkiler | 20 | 4,8 |

| | | |
|---|---|---|
| Halkla İlişkiler | 19 | 4,5 |
| Radio, Televizyon ve Sinema | 15 | 3,6 |
| Gazetecilik | 14 | 3,3 |
| Gıda Mühendisliği | 10 | 2,4 |
| Matematik | 10 | 2,4 |
| Çevre Mühendisliği | 8 | 1,9 |
| Kimya Mühendisliği | 7 | 1,7 |
| Bioloji | 7 | 1,7 |
| **Toplam** | **419** | **100,0** |

Anket çalışmasına en az katlım Bioloji ve Kimya Mühendisliği bölümlerinde (%1,7) öğrenim gören öğrencilerden olduğu görülmektedir. Bu dağılım KTMÜ'de öğrencilerin bölümlere göre dağılımına paralellik göstermektedir. Ayrıca, öğrencilerin yaş ortalaması 22 ve genel akademik not ortalaması 2,94 civarında olduğu görülmüştür.

Hizmet kalitesinin değerlendirilmesi amacıyla oluşturulan başta SERVQUAL olmak üzere farklı ölçekler esas alınarak hazırlanan tutum ölçeği ile elde edilen veriler açıklayıcı faktör analizine tabi tutulmuştur. Faktör yükleri 0.50'nin altında bulunan maddeler analizden çıkartılarak, faktör analizi 35 madde üzerinde tekrarlanmıştır. Analiz sonucunda, elde edilen Bartlett Küresellik Testi (Bartlett's Test of Sphericity) değerleri değişkenler arasında faktör analizi yapmaya yeterli düzeyde ilişki olduğunu göstermektedir (p=.000). Ayrıca Kaiser-Meyer-Olkin Örneklem Yeterliliği Ölçüsü (0,955) toplanan veri setinin faktör analizi yapmaya uygun olduğunu göstermektedir. Faktör analizi sonucunda algılanan hizmet kalitesini açıklayan, özdeğeri 1'den büyük 6 faktör/boyut ortaya çıkmıştır ve bu 6 faktör toplam varyansın %64,81'ni açıklamaktadır. Güvenirlik değerleri (Cronbach alpha) 0,95 ile 0,70 arasında değişen bu faktörler sırasıyla; *heveslilik (toplam varyansın %25,09'nu), Güvenirlilik (toplam varyansın %11,37'ni), Hijyen ve Çevre Temizliği (toplam varyansın %8,26'nı), Fiziksel İmkanlar (toplam varyansın %7,94'nü),Ulaşım Kolaylığı(toplam varyansın %6,96'nı), Empati (toplam varyansın%5,17'ni açıklamaktadır)* şeklinde isimlendirilmiştir. Aşağıdaki tablolarda söz konusu faktör analizinin sonuçları verilmiştir.

**Tablo 3:** Faktör Analizi Sonuçları

| Faktörler | Faktör Yükü | Özdeğer | Açıklanan Vayrans | Alpha |
|---|---|---|---|---|
| **Faktör 1: Heveslilik** | | **15,490** | **25,094** | **0,955** |
| Ders hocalarımız bizlere daha çok faydalı ve verimli olmak için isteklidir | ,742 | | | |
| Üniversite/fakülte yöneticileri, hocalarımız işlerini severek yapmaktadırlar | ,737 | | | |
| Ders hocalarımız yeni akademik çalışmalar yapma konusunda isteklidir | ,732 | | | |
| Üniversite/fakülte yöneticileri, hocaları bizlerle daha iyi iletişim kurmak konusunda isteklidir | ,722 | | | |
| Üniversite/fakülte yöneticileri ve hocaları sorunların çözümünde isteklidir | ,713 | | | |
| Hocalarımız bizlere en iyi faydayı sağlamak için sürekli kendilerini yenilerler | ,711 | | | |
| Üniversite/fakülte yöneticileri, hocaları yeniliklerin kazandırılması konusunda isteklidir | ,708 | | | |
| Hocalarımız derslerde bizlere yeterli kaynak, doküman, soru ve örnekler verme konusunda hassasiyet göstermektedirler | ,704 | | | |
| Hocalarımız dersleri zamanında ve özenle ile yürütürler | ,677 | | | |
| Üniversite/fakülte yöneticileri ve hocaları bizlerin en iyi yetişmesi için isteklidir | ,677 | | | |
| Okul çalışanları bizlere gereken özeni göstermekte ve ihtiyaç olduğunda yeterli zaman ayırmaktadırlar | ,649 | | | |
| Üniversite yönetimi, çalışanlar, hocalarımız ve bizler bir aile gibiyiz | ,633 | | | |
| Üniversite/fakülte yönetimi ve hocalarımız bizlerle bilgi paylaşımı ve sorunlarımızın dinlenmesi gibi konularda heveslidir | ,629 | | | |
| Okul çalışanları kendilerini geliştirme konusunda isteklidir | ,600 | | | |
| Okul çalışanları titiz çalışmaları ile bizlere güven vermektedirler | ,579 | | | |
| Derslerde ve ders dışı etkinliklerde başarılarımız okul yönetimi ve hocalarımızca ödüllendirilir /desteklenir | ,558 | | | |
| **Faktör 2: Güvenirlilik** | | **1,934** | **11,371** | **0,889** |
| Yine tercihte bulunsam aynı üniversiteyi seçerdim. | ,707 | | | |
| Alacağım diplomanın iyi bir gelecek için bana faydalı/yeterli olacağını düşünmekteyim | ,696 | | | |
| Üniversitenin bizlere verdiği eğitim hayatımızın sonraki aşamaları için güven vermektedir | ,679 | | | |

| | | | | |
|---|---|---|---|---|
| Mezun olduğumda almış olduğum eğitim, bilgi düzeyi ve vizyon iyi bir iş bulmamda yeterlidir | ,661 | | | |
| Üniversitem bana yeterli bilgi ve formasyonu kazandırır | ,631 | | | |
| Bu üniversitede olmaktan gurur duymaktayım | ,623 | | | |
| **Faktör 3: Hijyen ve Çevre Temizliği** | | **1,628** | **8,261** | **0,803** |
| Üniversitemizde WC ve lavaboların bakımları bizlerin sağlığı düşünülerek temiz ve itina ile sağlanmaktadır | ,755 | | | |
| Fakültede tuvalet ve lavabolar yeterlidir | ,690 | | | |
| Üniversite/fakülte yönetimi çevre kirliliğinin (gürültü,temizlik vb) önlenmesi konusunda duyarlıdır | ,675 | | | |
| Üniversite/fakültemiz temizlik, sağlık ve güvenlik konularında bizlere güvenilir bir çevre sunmaktadırlar | ,643 | | | |
| **Faktör 4: Fiziksel İmkanlar** | | **1,336** | **7,948** | **0,773** |
| Üniversitenin sosyal paylaşım, dinlenme vb. mekânları yeterlidir | ,727 | | | |
| Kampüs dışına çıkmadan yeme, içme, alışveriş, bankacılık, haberleşme, dinlenme vb. ihtiyaçlarımı karşılayabiliyorum | ,708 | | | |
| Fakültede sosyal paylaşım, dinlenme vb. mekânları yeterlidir | ,686 | | | |
| Dersliklerin aydınlanma, ısıtma-soğutma gibi sorunları bulunmamaktadır | ,611 | | | |
| **Faktör 5: Ulaşım Kolaylığı** | | **1,259** | **6,964** | **0,779** |
| Üniversite kampüsünde fakülteme kolay ulaşılır | ,794 | | | |
| Kampüs içerisinde ulaşım kolaydır | ,766 | | | |
| Üniversiteye şehir merkezinden kolay ulaşılır | ,675 | | | |
| **Faktör 6: Empati** | | **1,038** | **5,174** | **0,707** |
| Fakültemiz ders saatleri bütün öğrencilere uygun olacak şekilde düzenlenmiştir | ,723 | | | |
| Üniversite çalışma saatleri / eğitim saatleri biz öğrencilerin en iyi eğitim almamızı sağlayacak şekilde düzenlenmiştir | ,719 | | | |
| **Toplam Varyans (%)** | **64,812** | | | |
| **Kaiser-Meyer-Olkin Örnekleme Yeterliliği Ölçüsü** | **0,955** | | | |
| **Bartlett Küresellik Testi** | p değeri .000 | Ki Kare | **7.740E3** | |

Hizmet kalitesinin ölçümlenmesi ile ilgili önermelerin algılanan ortalama değerlerine baktığımızda en yüksek değer temizlik ve hijyen ile ilgili konulara denk gelmektedir. Maksimum değerle (5) kıyaslandığında en az fark, "fakültede tuvalet ve lavabovarlar yeterlidir" (-0,9 fark) ile "Üniversite/fakültemiz temizlik, sağlık ve güvenlik konularında bizlere güvenilir bir çevre sunmaktadırlar" (-1) boyutlarına denk gelmektedir. Diğer taraftan en çok fark, fiziksel imkanlarla ilgili boyutlarda ortaya çıkmaktadır. "Fakültede sosyal paylaşım, dinlenme vb. mekânları yeterlidir" ifadesinde algılanan değer -1,8 farkla maksimum düzeyin altında gerçekleşmiştir. Ayrıntıları aşağıdaki tabloda sunulmuştur.

**Tablo 4:** Önerilen Değişkenlere İlişkin Ortalamalar

| Önerilen İfadeler | Algılanan | Max Düz | Fark |
|---|---|---|---|
| **Faktör 1: Heveslilik** | **3,55** | **5,00** | **-1,45** |
| Ders hocalarımız bizlere daha çok faydalı ve verimli olmak için isteklidir | 3,7 | 5,0 | -1,3 |
| Üniversite/fakülte yöneticileri, hocalarımız işlerini severek yapmaktadırlar | 3,6 | 5,0 | -1,4 |
| Ders hocalarımız yeni akademik çalışmalar yapma konusunda isteklidir | 3,5 | 5,0 | -1,5 |
| Üniversite/fakülte yöneticileri, hocaları bizlerle daha iyi iletişim kurmak konusunda isteklidir | 3,6 | 5,0 | -1,4 |
| Üniversite/fakülte yöneticileri ve hocaları sorunların çözümünde isteklidir | 3,5 | 5,0 | -1,5 |
| Hocalarımız bizlere en iyi faydayı sağlamak için sürekli kendilerini yenilerler | 3,4 | 5,0 | -1,6 |
| Üniversite/fakülte yöneticileri, hocaları yeniliklerin kazandırılması konusunda isteklidir | 3,6 | 5,0 | -1,4 |
| Hocalarımız derslerde bizlere yeterli kaynak, doküman, soru ve örnekler verme konusunda hassasiyet göstermektedirler | 3,6 | 5,0 | -1,4 |
| Hocalarımız dersleri zamanında ve özenle ile yürütürler | 3,7 | 5,0 | -1,3 |
| Üniversite/fakülte yöneticileri ve hocaları bizlerin en iyi yetişmesi için isteklidir | 3,7 | 5,0 | -1,3 |
| Okul çalışanları bizlere gereken özeni göstermekte ve ihtiyaç olduğunda yeterli zaman ayırmaktadırlar | 3,5 | 5,0 | -1,5 |

| | | | |
|---|---|---|---|
| Üniversite yönetimi, çalışanlar, hocalarımız ve bizler bir aile gibiyiz | 3,3 | 5,0 | -1,7 |
| Üniversite/fakülte yönetimi ve hocalarımız bizlerle bilgi paylaşımı ve sorunlarımızın dinlenmesi gibi konularda heveslidir | 3,6 | 5,0 | -1,4 |
| Okul çalışanları kendilerini geliştirme konusunda isteklidir | 3,5 | 5,0 | -1,5 |
| Okul çalışanları titiz çalışmaları ile bizlere güven vermektedirler | 3,7 | 5,0 | -1,3 |
| Derslerde ve ders dışı etkinliklerde başarılarımız okul yönetimi ve hocalarımızca ödüllendirilir /desteklenir | 3,3 | 5,0 | -1,7 |
| **Faktör 2: Güvenirlilik** | **3,53** | **5,00** | **-1,47** |
| Yine tercihte bulunsam aynı üniversiteyi seçerdim. | 3,4 | 5,0 | -1,6 |
| Alacağım diplomanın iyi bir gelecek için bana faydalı/yeterli olacağını düşünmekteyim | 3,6 | 5,0 | -1,4 |
| Üniversitenin bizlere verdiği eğitim hayatımızın sonraki aşamaları için güven vermektedir | 3,5 | 5,0 | -1,5 |
| Mezun olduğumda almış olduğum eğitim, bilgi düzeyi ve vizyon iyi bir iş bulmamda yeterlidir | 3,2 | 5,0 | -1,8 |
| Üniversitem bana yeterli bilgi ve formasyonu kazandırır | 3,6 | 5,0 | -1,4 |
| Bu üniversitede olmaktan gurur duymaktayım | 3,9 | 5,0 | -1,1 |
| **Faktör 3: Hijyen ve Çevre Temizliği** | **3,95** | **5,00** | **-1,05** |
| Üniversitemizde WC ve lavaboların bakımları bizlerin sağlığı düşünülerek temiz ve itina ile sağlanmaktadır | 3,8 | 5,0 | -1,2 |
| Fakültede tuvalet ve lavabolar yeterlidir | 4,1 | 5,0 | -0,9 |
| Üniversite/fakülte yönetimi çevre kirliliğinin (gürültü,temizlik vb) önlenmesi konusunda duyarlıdır | 3,9 | 5,0 | -1,1 |
| Üniversite/fakültemiz temizlik, sağlık ve güvenlik konularında bizlere güvenilir bir çevre sunmaktadırlar | 4,0 | 5,0 | -1,0 |
| **Faktör 4: Fiziksel İmkanlar** | **3,27** | **5,00** | **-1,73** |
| Üniversitenin sosyal paylaşım, dinlenme vb. mekânları yeterlidir | 3,2 | 5,0 | -1,8 |
| Kampüs dışına çıkmadan yeme, içme, alışveriş, bankacılık, haberleşme, dinlenme vb. ihtiyaçlarımı karşılayabiliyorum | 3,2 | 5,0 | -1,8 |
| Fakültede sosyal paylaşım, dinlenme vb. mekânları yeterlidir | 3,2 | 5,0 | -1,8 |
| Dersliklerin aydınlanma, ısıtma-soğutma gibi sorunları bulunmamaktadır | 3,5 | 5,0 | -1,5 |
| **Faktör 5: Ulaşım Kolaylığı** | **3,60** | **5,00** | **-1,40** |
| Üniversite kampüsünde fakülteme kolay ulaşılır | 3,7 | 5,0 | -1,3 |
| Kampüs içerisinde ulaşım kolaydır | 3,5 | 5,0 | -1,5 |
| Üniversiteye şehir merkezinden kolay ulaşılır | 3,6 | 5,0 | -1,4 |
| **Faktör 6: Empati** | **3,30** | **5,00** | **-1,70** |
| Fakültemiz ders saatleri bütün öğrencilere uygun olacak şekilde düzenlenmiştir | 3,2 | 5,0 | -1,8 |
| Üniversite çalışma saatleri / eğitim saatleri biz öğrencilerin en iyi eğitim almamızı sağlayacak şekilde düzenlenmiştir | 3,4 | 5,0 | -1,6 |

Faktörlerin ortalamalarına baktığımızda ise en yüksek değer, hijyen ve temizlik boyutu (3,95) ile ilgili olduğu, ardından ulaşım kolaylığı (3,6) ve heveslilik (3,55) takip ettiği görülmektedir. Diğer taraftan fiziksel imkanlar (3,27) ve empati (3,3) boyutları olması gerekn düzeyden daha fazla uzakta olduğu ortaya çıkmıştır. Bunun yanısıra, boyutlara yönelik algılanan düzey, öğrencilerin cinsiyetine göre farklılık gösterip göstermedikleri bağımsız örneklem t testi ile test edilmiştir. Sonuç tablosu aşağıda verilmiştir.

**Tablo 5: Boyutlarla İlgili Algılamaların Cinsiyete Göre Faklılığı**

| Faktörler | Cinsiyet | N | Ort. | Std. Sap. | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Heveslilik | Erkek | 160 | 3,39 | ,85487 | **,002** |
| | Kız | 259 | 3,63 | ,76695 | |
| Güvenirlilik | Erkek | 160 | 3,33 | 1,00232 | **,000** |
| | Kız | 259 | 3,69 | ,86409 | |

| | | | | | |
|---|---|---|---|---|---|
| Hijyen ve Çevre Temizliği | Erkek | 160 | 3,84 | ,93959 | ,088 |
| | Kız | 259 | 3,98 | ,75877 | |
| Fiziksel İmkanlar | Erkek | 160 | 3,19 | ,98574 | ,183 |
| | Kız | 259 | 3,32 | ,95806 | |
| Ulaşım Kolaylığı | Erkek | 160 | 3,62 | 1,06526 | ,979 |
| | Kız | 259 | 3,63 | ,97479 | |
| Empati | Erkek | 153 | 3,26 | 1,11665 | ,586 |
| | Kız | 249 | 3,33 | 1,11817 | |

Tablodaki sonuçlara baktığımızda, hijyen ve çevre temizliği, fiziksel imkanlar, ulaşım kolaylığı ve empati boyutlarında cinsiyete göre farklılık olmadığı (Sig. › 0,05) görülmüştür. Diğer taraftan, heveslilik ve güvenirlilik (Sig. ‹ 0,05) boyutlarında anlamlı fark olduğu ortaya çıkmıştır. Her iki boyutta da kız öğrencilerin algılamaları erkek öğrencilere göre yüksek çıkmıştır ve aralarındaki fark istatistiki olarak anlamlı olduğu görülmüştür. Ayrıca, hizmet kalitesinin boyutlarına ilişkin öğrenci algıları sınıflara göre farklılık gösterip göstermediği Tek yönlü varyans analizi ile test edilmiş ve istatistiki olarak anlamlı fark bulunmamıştır.

## SONUÇ

Hizmet sektörü içerisinde yüksek öğretim kurumlarının eğitim-öğretim, araştırma ve topluma hizmet olmak üzere başlıca üç temel işlevi bulunmaktadır. Yoğun bir rekabet karşısında varlığını sürdürebilmek için yüksek öğretim kurumları kendi işlevlerini en iyi şekilde yerine getirmek zorundadır. Bu süreçte başlangıç adım durum tespiti, yani sunulan hizmetin kullanıcılar tarafından nasıl algılandığının ölçümlenmesi ile ilgilidir.

Yapılan alan araştırmasının sonuçlarına göre hizmet kalitesinin boyutları; heveslilik, güvenirlilik, çevre temizliği ve hijyen, fiziksel imkanlar, ulaşım kolaylığı ve empati şeklinde sıralanabilir. Literatürde yapılan alan araştırmalarında da genellikle bu boyutların ele alındığı görülür. Sunulan hizmetin kalitesine yönelik öğrenci algılamaları genel olarak orta düzeyin üzerinde, özellikle çevre temizliği ve hijyen boyutunda yüksek olduğu ortaya çıkmıştır. Fiziksel imkanlar boyutunu oluşturan Üniversitenin ve Fakültenin sosyal paylaşım, dinlenme vb. mekânlarının, kampüs dışına çıkmadan yeme, içme, alışveriş, bankacılık, haberleşme, dinlenme vb. ihtiyaçları karşılayabilme imkanlarının yeterliliği konusundaki algılamaları maksimum düzeyden farkı en fazla olan boyut olarak belirlenmiştir. Ayrıca, yüksek öğretimde hizmet kalitesine ilişkin boyutlarda öğrencilerin algılamaları cinsiyete göre farklılık göstermektedir. Bu konuda, kız öğrencilerin algılamaları tüm boyutlarda daha yüksek çıkmıştır. Diğer taraftan, öğrencilerin algılamaları sınıflara göre değişmemektedir.

Bu çalışma, soyut özelliği olan eğitim hizmetinin kalitesini ölçmeye yönelik bir ön araştırmanın bulgularını içermektedir. Bilindiği gibi, yüksek öğretim kurumlarının hizmetlerinin kullanıcıları öğrencilerle sınırlı değildir. Dolayısıyla, bü tür araştırmaların öğrenciler dışında diğer kesimlere de yapılması, kurum içerisinde kalite yönetimi için önemli bilgi sağlayabilir. Ayrıca, bu tür çalışmaların Kırgızistan'ın diğer Yüksek öğretim kurumlarında da yapılması yüksek öğretimde kalite geliştirme çabalarına ışık tutacaktır.

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# THE ROLE OF ACCREDITATION STANDARDS IN DELIVERING A QUALITY ASSURED PROGRAM - EXPERIENCE IN THE UAE

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**ABSTRACT**

In an era where higher education institutions aspire to gain a reputation of quality, accreditation bodies have been restructuring their standards to match the needs of the education community. This study aims to evaluate the extent to which the accreditation body, viz. Commission of Academic Accreditation (CAA) in the UAE has achieved this goal; using the experience of two HEI's in the country. The study of the accreditation history especially for the last two decades of the Dubai Medical College and Dubai Pharmacy College has been evaluated. The improved commitment and loyalty of the faculty, improved communication channels and structured reporting has made it easy to detect problems before they lead to undesirable effects. Leadership support has led to mobilization of resources and expansion based on the needs of the community. The mission driven outcomes based assessment based on the CAA standards have led to remarkable improved in student satisfaction rates and in proactively mitigation of risks.

**Keywords: quality assurance, higher education, accreditation standards**

## INTRODUCTION

One of the functions of accreditation is to provide medical and health science schools an opportunity for critical self-analysis which leads to significant improvement in quality. In the present day, higher education institutions (HEI) aspire to gain academic excellence that will give them a reputation of quality. This has led accreditation bodies to review their credibility due to which they have been restructuring their standards to match the needs of the education community.

### Aim of Study

a. To evaluate how accreditation standards lead to a quality assurance of a higher education program.

b. To assess which areas are benefited by accreditation standards.

The experience of the accreditation process for last 8 years of two colleges were studied and evaluated for the effects.

**Background:**

In UAE, the Ministry of Higher Education and Scientific Research's licensing agency and accrediting body, the Commission for Academic Accreditation (CAA), has strict guidelines and regulations covering areas such as Mission, Organization and Governance, Quality Assurance, Educational Program, Faculty and Professional Staff, Students, Learning Resources, Physical Resources, Fiscal Resources, Public Disclosure and Integrity, Research and Scholarly Activities and Community Engagement. These are the areas where the commission takes an active role in evaluating programs offered in the UAE. Since 2011, Community Engagement has received a lot of importance in the CAA standards.

For program accreditation, the CAA invites a team of visiting international experts (the Evaluation Review Team or ERT) to evaluate specific areas related to curriculum of the specified profession. This has helped them keep the standards more generic and applicable to a wide variety of HEI. All HEI within the country are mandatorily accredited by the Commission of Academic Accreditation (CAA) under the Ministry of Higher Education in accordance with its compliance to the latest Standards 2011 for Licensure and Accreditation.

For example, it has been reported that this does not affect the quality in medical education, as they use an external review team composed of expert team from international arena as a crucial part of the accreditation process.(Ahmed & Shersad, 2010). In addition to creation of systematic processes, this accreditation also provides opportunities for learning across different sectors of higher education.

## REVIEW OF LITERATURE

It was noted that in order to ensure quality of educational programs HEI should have an institution level performance appraisal system in place and this process should be evaluated by an accreditation body which provides incentives through grading so that the quality does not deteriorate with time.(Stella & Gnanam, 2003)

Multiple levels of analysis are done in most institutions and these standards vary from region to region. Every country has a particular set of values and norms which have to be reflected in the standards. These standards should be aligned with international standards and use of specific international standard can be due to attributes related to individual like information type, adaptation of standards) and by country-level attributes (i.e., absorptive capacity, linguistic distance, incentives for adoption of standards). (Popescu, 2010) It is evident that Standards have been improved by time with a holistic approach while distinguishing the supply side and the demand side of the knowledge economy.(Brink, 2010)

In the UAE, though the public higher education sector provides free education to the national students, the private sector has grown steadily since 1997. But even while the economy was booming, many scholars reported that it was the low level of trust by the employees and employers in the higher education system that has been a challenge in meeting the needs of the economy (Hijazi, Zoubeidi, Abdalla, Al-Waqfi, & Harb, 2008). A great deal of effort has been reported in the higher education sector and it has gone a long way in improving higher education in the country. (Parikh, 2010)

Past researchers have reported that the accreditation paradigm of health professions education has to change according to the move towards outcome-based education, so that it builds competence related to context of society. (Davis & Ringsted, 2006) The CAA has introduced the national qualifications framework in order to bring all levels of education under the ambit of a single structured format and this has been mandated by every institution since 2010.

Several other studies in Europe and USA have pondered over this topic of benefits of accreditation standards in medical and paramedical programs. Several studies evaluated the way different accreditation bodies affect education institutions by comparing the effects of two different accreditation bodies in controlled circumstances. The study comparing the effects of the different accrediting bodies on medical and osteopathic schools failed to prove that accreditation bodies make any difference in the quality. (Wood & Hahn, 2009) However, if we look an individual institution it will definitely show a positive impact.

Studies in the Asia-Pacific regions have shown that India and China have excelled in a broad spectrum of access, quality, and delivery indicators (Goldman, Kumar, & Liu, 2008). While the higher education sector has been assured quality by accreditation bodies, non-conformance indicates that more than two thirds are below quality (Gupta & Gupta, 2012).

## RESULTS

Evaluation was done on the accreditation and the effects of the process on two bachelor's programs viz. Bachelor Pharmacy of Dubai Pharmacy College and Bachelor of Medicine and Surgery of Dubai Medical College. Currently both colleges are licensed and accredited by the Commission of Academic Accreditation. Both colleges have also achieved laurels for their strong programs from organizations like GCC Pharmaceutical Congress, Dubai Quality Award and Mohammed Bin Rashid Al Maktoum (MRM) Excellence Award.

**Desirable effects of the accreditation process:**

The benefits of the process as delineated from the effects in the colleges and the programs as reported in the annual reports and the feedback of faculty are given below:

1. Evolution of culture of self-assessment at the individual unit and institutional level
2. Development of a common language
3. Greater faculty professional development
4. Creation of standardized institution-wide indicators
5. Streamlining of data through the *Centre for Higher Education Data and Statistics* (CHEDS)
6. Creation of a holistic framework where every aspect is systematically and regularly assessed and improved

7. Integration of the framework of output of each unit to align with the mission and vision of the entire organization.

**1. Evolution of culture of self-assessment at the individual unit and institutional level**

Since the CAA insisted on submitting clearly delineated self-assessment document, it became imperative for the two institutions to perform a systematic outcome based self-assessment annually. This was the reason why the institutional effectiveness unit was put in place. In Dubai Medical college, the institutional effectiveness unit had put in place a self assessment model for each unit individually and then the annual reports from each department was channeled through the unit to obtain results. The results are fed into the strategic plan for the next year for improvement activities. Processes were identified and committees were formed to ensure proper implementation and evaluation of these processes. Each committee formulated their own intended outcomes. Then the strategic plan was built based on this input and the overall mission.

In Dubai Pharmacy College, the institutional effectiveness unit started from strategic plan and intended outcomes were distributed by IE to functional units which were responsible for major areas of the plan. IE prepares the indicators and results of the indicators for each unit. At the end of every year, each unit prepares their assessment based on the results.

Remarkably, both institutions created a culture of self-assessment, which was applauded by external reviewers of accreditation team and other organizations.

**2. Development of a common language**

Language improvement was in three strata

1. International terms related to IQA system.
2. Terms used in day to day management where faculty and staff refer to different parts or functions.
3. Understanding what each of the terms entail. It also helps in the application of key terms of the institution, like mission, vision, values, priorities, strategic plan etc.

The terminology related to quality assurance like indicators, learning outcomes, benchmarking, key enablers and stakeholders developed. The terms used for day to day activities became clear for all and unified across the institutions. Even the definition of unit level and institutional level activities became clear to all members. This is in spite of the fact that the terms were coined specifically for the institution or whether international terms were used.

Some of the first steps involved were mission vision exercises where all members were made familiar with a common mission, vision and values. This translated into improved efficiency of all processes.

**3. Creation of standardized institution-wide indicators**

As the criteria for improvement were analyzed, several indicators emerged. These indicators were gradually benchmarked with international institutions and refined. These now were standardized indicators for the entire institution. During this process, a clear and standardized institution wide indicator system developed.

**4. Greater emphasis on faculty development:**

One of greatest advantages of having an accreditation body is perhaps the focus on developing faculty. Both colleges show the high level of satisfaction rates for their own professional growth and development. A systematic process to assess the needs and to meet the needs has been in place in both colleges. The difference is that while DMC has focused on training and workshops, DPC has a majority of efforts towards research. The presence of evaluation system meant that all members used all the resources available to them to perform research and to publish. The linkage to promotion has also helped in achieving this target.

**5. Streamlining of data through the *Centre for Higher Education Data and Statistics* (CHEDS)**

When the CAA introduced the database system which evolved into the CHEDS initiative, the colleges conformed to the regulatory needs. The data was now possible to be benchmarked with similar institutions and this made a valuable external target for the individual institutions to aim for. Therefore, collection of data is streamlined and funneled through the Centre for Higher Education Data and Statistics (CHEDS).

**5. Creation of a holistic framework where every aspect is systematically and regularly assessed and improved**

Since the CAA insisted on alignment of the institutional strategy with that of each unit. This meant that all units followed the same overarching goals at the level of the institution. The CAA 2011 criteria stressed on the need for program goals and institutional goals over and above the unit level goals or targets. These had to show linkages with the individual departments goals as well. This meant that the improvement was synergistic and all parts followed the same path. The micro level as well as macro level improvements was all aimed at achieving the mission and vision of the college. The next level of the program level indicators and strategic priorities were now clearly communicated and understood by all involved.

**6. Integration of the framework of output of each unit to align with the mission and vision of the entire organization**

Every course file contains the institutional mission and goals. The outcomes assessment matrix requested by the CAA, meant that the department outcomes should be derived from the institutional goals.

## DISCUSSION

The majority of the benefits are related to the improved motivation and commitment of the faculty members. The synergistic processes and clear responsibilities led to clear job descriptions and efficiency of time. Leaders ensured resource mobilization and improvement which would have otherwise taken years was now done in a very short span of time. Time constraints now became time efficient.

The enhanced reputation attracted better faculty which in turn led to improved pedagogy. The reputation also led to higher quality of applicants and better outcomes. Faculty benefits of professional development led to improved efficiency, commitment, accountability and satisfaction.

Process improvement, involvement of leaders and commitment of faculty led to increased commitment and innovation. Regular assessment has shown major benefits in alignment of the mission and vision to the activities of individual units leading to improved effectiveness.

**Conclusion**

The multiple benefits of individual indicators lead to better achievement of the mission and vision. This alignment in turn encourages involvement and commitment of all stakeholders. Such a comprehensive drive for the better produces overall benefit to the program and the institution.

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