

Cultural Sensitiveness of School Goals and Students' Failure in Turkey

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Abstract

Education is the means by which society provides for the transmission or advancement of its culture and it is formally done at schools that are the arena of human interaction aimed at producing learning. But some people in that interaction aimed at producing learning cannot achieve as much as the others due to some social or individual factors especially when the society is not homogeneous in terms of culture, language, etc. All cultures do not require the same kinds of knowledge and all may have distinct goals and expectations in education. This study aims at presenting the consensus and conflict in perspectives of students of different ethnic origins on general goals of education and expectations from schools in East and Southeast Turkey. The results will be used to generate a rationale to assume that the failure of students in East and Southeast Turkey where majority of population is ethnically diverse, may be because of the lack of divergent goals and expectations set for school curriculum or that the failure of students is dependent on some other factors except the unique school curriculum unresponsive to cultural or ethnic diversity. For this purpose, the goals of general education (1973, Law number 1739, Item number 2), and school expectations developed by House (1973) were prepared as questionnaire items, piloted, validated and administered to 9373 secondary school students in east and southeast Turkey. The findings of this study were that the students of different ethnic origins value the goals and expectations set for school curriculum in Turkey in significantly different ways.

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Introduction

The school is an arena of human interaction aimed at producing learning. The amount and quality of the learning produced depends on the nature of the human give and take. All of us probably can remember school situations in which we learned well because the learning environment was favorable. Perhaps we can also recall times when we learned very little because there was something disruptive in the setting (Brembeck, 1971, p. 2).

Kneller (1971) defined education as the means by which society provides for the transmission or advancement of its culture, for without a viable culture there is no common life by which human beings are associated. He further defined education as the inculcation of knowledge, values, skills, and attitudes by means of institutions that have been created for this end. Kneller (1971, p.50) proposed that “in any large society there are usually a number of communities or subsocieties that feel themselves to be distinct. These groups may have or have developed certain values and practices and so possess their own subculture. These culturally different youngsters are enculturated by their families and friends and they are acculturated by the school. But when the enculturation and acculturation processes conflict, they may leave the youngster desperately unsure of himself.” Taba (1962) further argued that

Not all cultures require the same kinds of knowledge. Nor does the same culture need the same kinds of capacities, skills and intellect. An analysis of culture and society thus provides some guide for determining the main objectives of education, for the selection of content, and for deciding what to stress in learning activities. p. 11

Ballantine (1993) explained that each society has certain goals for its educational system that are put into practice in schools and classrooms. In homogeneous societies in terms of ethnicity, culture, religion, etc. as in some European countries or in Japan there is often consensus on key goals, and national education programs determine uniform curriculum and materials. But heterogeneous societies have constituencies with competing goals. And the goals of education reflect many of the functions of a school. “In a democratic society, establishment of the functions of schools and education is difficult by the fact that different layers of the society participate in the process of determining what education in general and public schools specifically should be and do” (Taba, 1962, p. 14).

In some parts of Turkey, especially Eastern and Southeastern, a majority of the population is of different ethnic origins than in other regions of the country. People of Kurdish origin in Eastern and Southeastern Anatolia live in a semi-closed community and keep their traditional cultural elements surviving. Şahin and Gülmez (2000, a) studied efficiency of education and the factors affecting success of students in both regions. They stated that illiteracy rates in the regions were significantly the highest compared with the other regions, that females were significantly less valued to have education and that secondary school students were significantly less successful in nation-wide examinations such as “ÖSS” and “ÖYS.” In order to be admitted to a university, a student must be successful in the university entrance examination, OSYS, which is typical of general proficiency examinations and determines the selection and placement procedure. OSYS used to have two levels; the first was called “Student Selection Examination” (ÖSS) and the next was called “Student Placement Examination.” Successful students in “ÖSS” were allowed to take “ÖYS.” So “ÖSS” was the examination in which the students were selected for “ÖYS” and was written to include easier questions than the questions in “ÖYS.” Şahin and Gülmez (2000, a) purported that the discordance between the culture emphasized in the curriculum and the culture of the society in both regions may well be one of the sources of higher failure rates on these examinations.

The Eastern and Southeastern regions are two of the seven geographical regions in Turkey. They are associated because of their proximity to each other and their similarity in terms of culture and

economy. Separatist terrorist activities, economic decline, unemployment, and geographical dispersion are stated to be some aspects of the problems for both regions (Ergil, 1995; Özdağ, 1995; RP, 1994; SHP, 1990). Lack of teachers especially in rural schools, limited budgets, inequality in schooling and failure of schools in ESE (East and Southeast Anatolia) were identified as the educational problems by many authorities in the report of the 14th Council of National Education (NEC) in 1993. In both regions, people are bilingual. They mostly communicate at home in different ethnic languages and most newborn children first learn these languages and then learn Turkish as a second language (Ergil, 1995; Ozdağ, 1995). Trueba (1994) proposed that language is the heart of culture. We often neglect the fact that when people move from one language to another, they are also in a transition from one cultural environment to another that is very different.

Sahin and Gülmez (2000, b) also studied the social sources of failure in education in both districts and stated that culture may be one of the factors causing failure. Though the presence of different ethnic origins was often pronounced, no recent official reports or documents have calculated the number or size of different ethnic groups except for some religious minorities and immigrants in Turkey. A report prepared by the Social Democratic Populist Party in 1990 proclaimed that “Most of the population in some parts of ESE regions are ethnically Kurdish” (p. 28), and further stated that “Turkey is pluralistic according to ethnicity. The presence of different ethnic groups, sects and languages can not be denied” (p. 29). In addition, in studies conducted by Ergil (1995) and Özdağ (1995), when respondents were asked to identify themselves ethnically, a majority of the samples distinguished themselves as Kurdish and a moderate percentage identified themselves as ethnically Zaza, Kırmançi and Arabic in origin.

Clearly, if the curriculum is dominated by the culture of an ethnic majority, students of the same origin perceive that the behaviors, ideas, customs, and values of others are illegitimate or unimportant. The curriculum should take into account cultural realities of all students and the cultural backgrounds of all students must be reflected in the curriculum as Assante, 1991; Banks, 1981; Dewey, 1938; Gay, 1990; Nobles, 1990; Office of Minority Affairs, 1988; Wyman, 1993 noted.

On the other hand, Massailas (1971) depict the characteristics of the Turkish education as follows:

The Ministry of Education supervises and controls all public education in Turkey. The minister of education has almost absolute power over decisions affecting the administration of all schools. There are virtually no variations in the course of study in primary schools throughout the country. The weekly timetables which are based on the curriculum are uniformly applied to schools in all the provinces; no deviation is allowed. The curriculum of the schools as a whole sought to implement the principles of the revolution by making Turks more conscious than they were under the Ottomans of their unique cultural heritage and pre-Islamic past. The emphasis on Turkish language and culture was not unrealistic, especially since the reforms of Kemalist revolution sought to "Turkicize" the people by providing a new set of Turkish ideals (not Ottoman), by eliminating religion from state-related activity, and by introducing a new Turkish Latin alphabet to replace the Arabic script. (pp. 281-283)

Şahin (2001) further analyzed the cultural responsiveness of school curriculum and students' failure in ESE. He explored the similarities and differences in the perceptions of students in terms of cultural values set by Carter and Helms (1984) and curriculum and material related issues. The perceptions of the students of different ethnic origins demonstrated significant differences with regard to cultural values, curriculum and materials. This may be taken as evidence of the impact of ethnic and cultural differences. Thus, the results indicate the fact that students of different ethnic origins seem to

disregard a curriculum that is not based on their own values and norms. Şahin (2001) also stated that cultural differences are not only obvious in cultural values but also in many aspects of social life such as languages spoken, rituals, traditions, clothing and so on. But further analyses may help to generate a rationale to assume that the failure of students explained by Şahin and Gülmez (2000, b) in East and Southeast Turkey may be because of cultural differences or that the failure of students is dependent on some other factors.

Sönmez (1991) argued that goals are desired characteristics which are planned to occur in individuals as outcomes of education such as knowledge, talent, value, interest, attitude, motivation, personality and so on. The main concept in the definition of goals is "desired." Definition of the things or behavior desired is the work of philosophy with respect to the understanding of human, subject, nature and society. So goals of education for a society are defined with respect to their philosophical beliefs about human, subject, nature and society. Sönmez also (1991) proposed that the philosophy of education in Turkey is pragmatic in theory but it is realist and idealist in practice.

In summary, depending on the understanding of human, nature, subject, and society, the desired outcomes or goals of education may vary from society to society. This can be generalized for subsocieties if their understanding of human, nature, subject and society is distinct. Cultural and social differences may cause different expectations and different objectives in education. As Kneller explained (1971; 50) "for youngsters from a strong subculture, education becomes a process of acculturation in which they are confronted with a way of life they do not feel to be theirs" when cultural differences are not recognized by the school or curriculum. And when the efforts to assimilate are excessive, students of different cultural groups develop resistance to efforts to assimilate. The learner who feels dissatisfaction with his/her needs and goals in an educational environment may lose motivation and develop negative attitudes. Such conditions may result in inequality in educational opportunity and thus, establishment of appropriate national educational goals that are valued by any subculture or subsociety (community) is very important for providing equality.

Findings of a field study by Şahin and Gülmez (2000, a and b) put forward that schools, as a whole in both regions, could not achieve their goals. Students could not achieve as much as the students in the other regions. It was clear that some factors connected with these schools impeded them from achieving their goals. The current study focuses on differences or proximities in the importance given to educational goals and expectations by students of different ethnic origins in ESE, where a majority of the population is of different ethnic origins, where Sahin and Gulmez (2000a) have observed school failure of students to be significant higher, and where one of the factor causing this failure is asserted to be cultural differences (Şahin, 2001). The study of differences and similarities in the importance given to the goals and expectations by the students of different ethnic origins is alone an important issue. Furthermore, if the importance given to the goals and expectations set by the ministry is observed to be significantly different between the students of different ethnic origins, the results, then, may be considered to form the rationale to assume that divergent goals and expectations of the students of different ethnic origin as expressed by Şahin and Gülmez (2000, a) may result in "divergent success in ESE" (Şahin and Gülmez, 2000, b).

Method

Sampling

The population of the study is the students in ESE. The total number of students in both regions was about 2,000,000. The number of secondary school students was about 620,000. Since the population was too large, only 2% of the student population was calculated to compose the sample size, a rough estimate of 13,000. There are 21 cities in both regions. The sampling procedure was started by random

selection of 10 cities as sample cities for the study. The randomly selected cities were Şanlıurfa, Diyarbakır, Mardin, Siirt, Şırnak, Bitlis, Van, Ağrı, Erzurum, and Bingöl. After random selection of the cities, schools of different types in those cities were selected as clusters for the study. Those schools of different types are general junior and senior high schools, Anatolian junior and senior high schools, vocational junior and senior high schools, and Imam Hatip junior and senior high schools (Religious schools). In the cities where there was more than one school of the same type, the school for the study was selected randomly. A total of 41 schools were selected for the study.

Instrument

The general goals of Turkish national education as defined in the law of national education (1973, Law number 1739, item 2) were inserted in a questionnaire as seen in Table I and the students were asked to rate the general goals of education as to the importance to them. They were directed to choose “Very Important” if the goal is very important, “Somehow Important” if the goal is partly important and “Not Important at all” if the goal is not important at all for them in order to find out the priorities of the goals for the students. Therefore, it would be possible to compare the priorities of the goals for the students identifying themselves ethnically different.

The goals of schools or education reflect what the state or society expects schools to do or to develop in individuals. But what an individual expect to have from schools is something different and doesn't necessarily comply with what the state or schools want to develop in that individual. Significant differences in school expectations, if any, of different ethnic groups may be another indicator of cultural differences. In order to study students' expectations from schools, 9 items developed by House (1973) were translated and inserted in a questionnaire as seen in Table II together with the general goals of education and piloted.

The number of respondents in the piloting study was 184. All the items were found to be valid as seen in Table 2 and 3 and were included in the final version of the questionnaires. The number of students of Arabic origin involved in the piloting was 8, of Kurdish origin was 45 and of Turkish origin was 157. The data obtained were loaded on a computer and Varimax Rotated Factor loads of the items after Principal Component Analysis for each part has been computed to validate the inventory using a statistics software called SPSS.

[Table I. The Factor Matrix Of The Items Concerning the General Goals Of Education should be inserted somewhere here]

The factor structure and factor loads for the items regarding the expectations from schools developed by House (1973) were demonstrated in Table 3 below.

[Table II. The Factor Matrix Of the Items Concerning the School Goals should be inserted somewhere here]

A factor analysis procedure was run upon Principal component analysis which suggested only one factor for goals and expectation related items. As seen in table 2 and 3, “percent variance” is 100% for the general goals of education and 83.7% for the school expectations. “Percent variance” refers to how much of the factor is measured by the items analyzed. So, 100% for the goals means that the items questioning the goals measure all aspects of the factor. And all the items have more than .30 factor loadings so none of the items were eliminated. The reliability of the questionnaire in which the goals and school expectation related items were inserted was estimated using Cronbach Alpha procedure and the coefficient obtained was .79.

Procedure

The researcher visited all the schools. The teachers of psychological guidance and counseling and the assistant principals were oriented about the administration of the questionnaires. The class teachers were briefed about the administration of the questionnaires with the help of the teachers of psychological guidance and counseling and the assistant principals. Moreover, detailed instructions printed separately were handed to class teachers to be read to the students before the administration of the questionnaires. Students were informed that their responses would be kept confidential and they should not write their names, numbers or any other specific information about themselves on the questionnaires.

Except for the items for personal and family related information, all the other items were designed in a Likert-Thurston type scale in order of importance, agreement or level of proficiency. The items on the goals and school expectations had response alternatives ranked in order of importance as “very important”, “somehow important”, “not important” and “do not know”. The alternatives were read as A, B, C, or D by the optical reader. The data were loaded on a computer and the alternatives A, B, C, or D as to their associations were assigned increasing or decreasing numerical values from 3 to 0 with respect to the level of importance or agreement. Thus, the scores of each item and the sum of the item scores were used to study the perceptions of the samples. A statistics software called SPSS version 7.5 was used for analysis.

Results and Discussion

The study was conducted on 9373 junior and senior high school students at 41 schools selected through cluster sampling from 10 randomly selected provinces of both districts. They were 13 to 18 years old students of different ethnic origins. The number of students identifying themselves as of Turkish origin was 5053 (27% of whom were female), as of Kurdish origin 3076 (13% females, 87% males), as of Arabic origin 660 (15% females, 85% males), as “others” 228 (16% females, 84% males) and as “mixed” 356 (16% females, 84% males). Compared to other groups, the students of Turkish origin had a larger proportion of females, although in all groups they constituted less than one third of the sample.

The students of “mixed” origin are those who selected more than one alternative such as Turkish and Kurdish, Arabic and Kurdish or Turkish, Arabic and Kurdish. The students of “others” origin are those for whom none of the alternatives was applicable.

Almost 60% of Turkish families, 78% of Kurdish families, 75% of Arabic families, 72% of “others” and 75% of “mixed” earned less than 300 USD a month. The value of analysis of variance “F= 82.15” was statistically significant ($p < .01$) indicating that average income of Turkish families significantly varied from the average income of all other subgroups. The least amount of the average income was for the students of Kurdish origin.

Priorities Given to the General Goals of Turkish Education

The keywords emphasized in the first goal describe the characteristics desired for a member of the Turkish nation relevant to the Turkish nationalism, cultural values of the Turkish nation, and the principles mentioned in the constitution of the Turkish Republic. Those characteristics may be listed as follows:

1. Being people who are faithful to the revolutions of Atatürk and Turkish nationalism
2. Being people who adopt, preserve, and develop the national, moral, humanistic, spiritual and cultural values of the Turkish nation
3. Being people who always love and exalt his family, country and nation;

4. Being people who are aware of their duties and responsibilities to Turkish Republic and behave accordingly.

Table III. Frequencies and ANOVA Statistics for the Students of Different Ethnic Origin Regarding Their Perceptions of the General Educational Goals (Part 1) should be inserted somewhere here.

Table 4, 5 and 6 contain frequencies and chi square statistics in detail on the left side, ANOVA statistics and Tukey-B tests on the right side. The choice of alternatives for different importance levels was coded from 1 to 3 as continuous data and used for the analysis of variance. ANOVA and Tukey-B (post hoc or multiple range test) were used, in addition to chi square statistics, to demonstrate the significant group differences or proximities as seen in the Tukey-B chart.

The proportion of the students rating the first general goal of education as very important was almost 59% as seen in table 4. It meant that 41% of the students did not find it very important. Compared with the value given to the other goals of education, the first general goal of education was valued the least. About 11% of the students indicated that the first goal of national education is not important at all and almost 15% found it partly important. Another interesting finding was that 15% of them preferred to choose “do not know”. It is interesting because it was almost twice the rate of students choosing “do not know” for the other goals.

About 72% of Turkish origin students, much higher than all the other groups, affirmed that the first goal was very important. The lowest percentage of students who found the goal very important (35,8%) were students who identified themselves as “others.” About 41% of Kurdish origin students rated the goal as very important. The proportions of the students who affirmed that the goal was not important at all was the highest for students who identified themselves as “others” (20.8%) and for students of Kurdish origin (19.7%). Differences between the students of Turkish origin and all the others were significant as according to the Tukey-B test, as shown in Table 4. Furthermore, the means of Arabic origin and “mixed” students were significantly different from the means of Kurdish origin and “others.” Moreover, the difference between students of Kurdish origin and students who identified themselves as “others” was statistically significant. The results indicate the significant differences in levels of importance between almost all groups except Arabic and “mixed.” About 20% of Kurdish and “others” origin students stated that the first goal was not important at all.

Turkish origin students, not surprisingly given the wording of the goals, rated the first part of the general goals of education more important than all the other subgroups. In addition, students of Arabic origin and those students who are ethnically “mixed” valued the first part of the general goals of education more highly than students of Kurdish origin and “others.” Kurdish origin students also valued the goal more than “others.” The student who classified themselves as “others” and Kurdish origin students rated the goal much lower than the other sub groups.

Table IV. Frequencies and ANOVA Statistics for the Students of Different Ethnic Origin Regarding Their Perceptions of the General Educational Goals (Part 2) should be inserted somewhere here.

The second part of the general goals of national education is to train all members of the Turkish nation as positive, creative and productive people who have the characteristics and personality of a person who grows up as mentally, morally, spiritually, and physically healthy; who have the ability to think freely and scientifically; who have the broad world view; who are respectful to human rights; who value individuality and initiative, and who feel responsibility to society.

The ratio of concordance with the importance of the second goal tends to be higher than the first goal for all groups. The ratio of the students who found the second goal “very important” was 79%, “not important at all” was 3.4%, and the rate of students who chose “do not know” was 6.7%.

The value of the Pearson chi-square for this item, as seen in table 5, is statistically significant suggesting that the students of different ethnic origin value the second goals of education at different levels. Almost 84% of Turkish origin students indicated that the second goal was also very important. The proportion of the students who identified themselves as “others” was the lowest (67.5%) in favor of agreement with the importance of the goal. The differences between the students of Turkish origin and those of Kurdish, Arabic and “others” origins were significant. In addition, the differences between the students who named themselves as “others” and those who were Kurdish, Arabic and “mixed” were also significant as demonstrated in Table 5. The second part of the general goals was valued the most (83.5%) by Turkish origin students and the least (67.5%) by “others.” The findings for the second part of the general goals of education are more positive compared with the findings obtained for the first part of the general goals.

The third and last part of the general goals of national education is to train all members of the Turkish nation as people who are prepared for their lives and who have professions, which contribute to individual and social prosperity, by improving their interests, talents and aptitudes by means of knowledge, ability, attitude and habits of co-operation.

The percentage of the students approving the importance of the third goal was almost 78%. Only 3.5% of the students stated that the last part of the general goals of education was “not important at all.” The value of the Pearson chi-square was 135.01 and was statistically significant, indicating the differential values submitted to the last part of the general goals by the students of different ethnic origin. The proportion of the students who approved the goal as very important was also highest for the students of Turkish extraction (82.2%). And differences between the students of Turkish origin and all the others were significant. Turkish origin students valued the third goal the most as for all other goals. The students who named themselves as “others” rated the goal the lowest, as for the other goals, as displayed in Table 6.

Table V. Frequencies and ANOVA Statistics for the Students of Different Ethnic Origin Regarding Their Perceptions of the General Educational Goals (Part 3) should be inserted somewhere here.

Overall Assessment of General Goals

A total score of importance given to all goals was estimated by summing up the assigned numerical values to each option as to its importance. The respond alternative “do not know” was assigned “0”, “Not important” was assigned “1”, “Somehow important” was assigned “2” and “Very important” was assigned “3.” The total scores stood for the students’ overall assessment of goals that might also be associated with the level of consonance of the goals with the general expectations of the students in education. The means of each group were compared using one-way ANOVA. The obtained value of ‘F’ of 89.96 demonstrates that the differences between groups are significant at .01 probability level. The *Levene* test score of 20.55 is significant, showing that the assumption underlying ANOVA about the homogeneity of subgroup variance is confirmed. Furthermore, the multiple range test (Tukey-B) indicates significant differences between subgroups. The multiple range test (Tukey-B) shows the differences between the students of Turkish origin and all the others, the differences between the students defined themselves as “others” and all the others were statistically significant, too. Likewise, the difference between the students of Arabic and Kurdish origin was also significant.

The level of importance given to general goals was the highest for the students of Turkish extraction and lowest for the students who identified themselves as “others.” After “others” the second lowest level of importance given to general goals was for the students of Kurdish origin.

The results show that Turkish origin students’ consonance with the general goals of national education was the highest. Even though the higher proportions of other sub groups indicated their agreement with the importance of the general goals, the levels of importance given to each goal by the sub groups were significantly different from the importance given by Turkish students. In general, the first goal, in which the behavior or characteristics that were required for a member of the Turkish nation relevant to the Turkish nationalism and the cultural values of the Turkish nation are emphasized, was given less importance than the other goals.

Furthermore, a cluster analysis procedure was run with overall scores of general goals of education in order to examine the distances between students of different ethnic origin. The results, as demonstrated in table 7, suggested that the students of Arabic and “mixed” origin were the closest to each other and form the first cluster. The students of Kurdish origin join them in the second stage, which shows proximity of them to each other. The jump in coefficients is observed on stage 3. Thus, the students of “Others” and Turkish origin may be considered to form separate clusters alone. The results obtained via cluster analysis are harmonious with the results of the ANOVA and Tukey-B. As seen in both statistics, the students of Turkish origin value the goals of education the most. The students of Turkish origin are significantly different from all the other groups and form a cluster alone. On the other hand, the students of “others” origin value the goals the least, are significantly different from all the others, and form a cluster alone.

Table VI. Cluster Analysis Procedure in Investigation of Distances between Ethnical Groups for General Goals of Education should be inserted somewhere here.

The students of Turkish origin, as the members of the dominant cultural group in Turkey, were observed to be significantly more approving than the other groups of the goals set for the national education system by the ministry. The students of Arabic origin were also quite approving, whereas the least the approving were the students who identified themselves as “others” and Kurdish in terms of ethnic origin.

Priorities Given to the School Expectations

The students were asked to rate the school expectations as to their importance to them. The level of importance given to each expectation was used to develop a vision of student purposes regarding the schools. Moreover, differences between groups might also be observed in terms of the expectations they value more. The statements regarding the school expectations are ethnically neutral, in contrast with the general goals. The items were examined one by one and the results are presented in table 8 below.

Table VII. The Order of Priorities Given to School Expectations and ANOVA Statistics by the Students of Different Ethnic Origin should be inserted somewhere here.

As seen in table 8, the order of priorities defined by the students of different ethnic origin seems divergent. But examined thoroughly, resemblance rather than difference is more obvious.

The teaching of basic skills such as communication, computation and problem solving were indicated to be 4th important by the students of all ethnic origins except “mixed.” The students of “mixed” origin valued it more and ranked it 3rd.

The students of Turkish and Arabic origin found students’ demonstrating a positive attitude toward learning the most important. The students of Kurdish origin ranked it the 2nd important, the students in the “others” category ranked it 3rd, and the students of “mixed” origins ranked it 4th in importance.

The students of “mixed” origin found students’ demonstrating a feeling of self-worth the most important. The students of “others” found it the 2nd most important and the students of Turkish, Kurdish, and Arabic origin found it the 3rd most important school purpose.

Students’ freedom to express the full extent of their creativity was assessed to be the 8th in importance order (one of the least important) by almost all groups.

The students of Turkish, Kurdish, and Arabic origin indicated students’ having positive attitudes toward persons and cultures different from their own to be the 6th important. It was rated the 5th important by the students labeled “others” and 8th by the students of “mixed” origin.

The students of Kurdish and “others” origin students perceived the students’ having equal educational opportunity the most important. The students of Turkish and Arabic indicated it to be the 2nd important. The students of “mixed” found it the 5th important.

Students’ receiving opportunity in training for the world of work, somehow, received low importance by almost all sub groups. The acquisition of habits and attitudes of good citizenship was also assessed to be the 5th by most except the students of “mixed” origin. They assessed it to be the 2nd important.

Students’ having experience in adapting to the changing world was assessed to be almost the least important of all by most sub groups.

Rank orders for each school expectation (1st, 2nd, or 3rd) represent the level of importance or value given to them and can be converted to continuous data by assigning asymmetrical rank orders. Should there be 8 items ranked, for instance, the 1st gets the most (8) and the last gets the least (1). Thus, both average level of importance given to each expectations within group and between groups can be studied comparatively by ANOVA and Tukey-B.

The level of importance given to each school purpose by students of different ethnic origin was studied and the differences, except for the students’ freedom to express the full extent of their creativity and students’ receiving opportunity in training for the world of work, were found to be statistically significant. The significant differences were apparent especially between the students of Turkish and Kurdish origin, as seen in Table 8.

Summary and Conclusions

The results of this study show that there is no consensus in the importance of the general goals of education in the perceptions of the students of different ethnic origins. Also, their priorities in school expectations are diverse. The differences are especially evident for the first part of the general educational goals that emphasizes the characteristics required for a member of the Turkish nation relevant to the Turkish nationalism, cultural values of the Turkish nation, and the principles mentioned in the constitution of Turkish Republic. The students gave the lowest importance to the first goal. The

proportion of the samples indicating "not important at all" was the highest (10.7%) for all the students. It is questionable that the ratio of the students who marked "do not know" was also the highest (15%).

The analysis of the values given to the first goals of general education by the students of different ethnic origin is notable. Almost all groups valued the first goal of national significantly different from the others. The students of Turkish origin valued the first goal of national the most and the students of Kurdish origin the least. The students of Turkish origin merited all the goals of national education more than the students of all ethnic origins. The students of "others" origin valued all the goals of national education the least.

The level of importance given to each school expectation or school purpose by students of different ethnic origin was also studied, and the differences except for the students' freedom to express the full extent of their creativity and students' receiving opportunity in training for the world of work were found to be statistically significant. The significant differences were apparent especially between the students of Turkish and Kurdish origin.

As a summary, it is clear that the students of different ethnic or cultural origin value the school goals different and have diverse expectations, which indicates that the goals of national education and expectations for schools set for the system are not highly responsive to cultural differences. Such conditions, according to the literature, are likely to cause failure of non-dominant students.

May the educational conditions in the regions in this study briefly be summarized as "educationally and socially unjust, inefficient, wasteful and divisive" as Crosland, secretary of State for Education and Science, stated in his speech indicting the British Education system in 1966 at the North of England Education Conference? Except the concept "divisive" in the summary, the others are beyond doubt. Kneller (1971) criticized cultural ideals fostered by the system in Britain as being dominated by the upper classes and saw this as the cause of inefficiency, by creating educational disadvantages for certain groups, especially working classes. Such conditions contribute to social division, inequality, economic disparities, competitive antagonism and human alienation. The dominance of a certain culture in an educational system, then may be considered to be the factor which causes inefficiency by creating educational disadvantages for non-dominant groups, contributing to social division, inequality, economic disparity and human alienation.

The educational system in Turkey has the main objectives of developing the scientific, technical and cultural knowledge of the Turkish people to the level of modern civilization within an environment of freethinking; fostering the national, moral and humanitarian values of the nation and rendering Turkish citizens creative members of the modern world (SYT-SIS, 1994). It may be reasoned that the students who do not feel the culture which is fostered in education to be theirs, may develop antipathy and may not value being educated which may enhance inequality, social division, economic disparity and human alienation.

The question "what should be done to overcome the problems in education in ESE?" can be answered mainly by altering the school curriculum as proposed by Hilliard (1990), who argues that the curriculum of schools should reflect the diversity of the school population. Content in the school curriculum should identify generic goals for the process of infusing multicultural content into a traditional, Eurocentric curriculum as follows:

1. The general history of the cultural group must be understood so that students can answer the questions "Who in the world am I?" and "How in the world did I get here?"

2. Teachers must proficiently grasp the histories of the non-majority group or groups to decide how to best use curriculum materials.
3. Curriculum materials must be developed for all disciplines so that students can acquire an interdisciplinary understanding of the diverse groups.
4. Schools must acquire curriculum materials such as books, videotapes, maps, artifacts, and films that support curriculum infusion.
5. Community members must be made aware of the curriculum infusion endeavors and their participation encouraged. Students and community members can create curriculum resources.

This study makes clear that the degree of agreement or the level of importance that students of different ethnic origin give to the goals of education and school purposes are significantly different. They value the goals at different levels, which means that their level of effort or devotion to pursue these goals will certainly be different. This may cause inequality in educational outcomes. In the age of information in which post modern thought is dominant, Turkey is changing very rapidly and willingly. Newer visions, ideals and procedures are being proposed for education, to overcome deficiencies in the values of old, industrial and behaviorist educational theories and practices. Reform expectations and efforts are getting bigger and larger each day and very soon a new constructivist primary curriculum will be introduced in which each subculture may feel free to express themselves and their values.

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TABLES

Table I. The Factor Matrix of The Items Concerning the General Goals Of Education

| Principal Component Analysis, Pairwise Deletion of missing values, Communality estimates used, Varimax Rotated Factor Matrix; | |
|--|--------------|
| Eigenvalue | .99247 |
| Percent Variance | 100.0 |
| General goals of national education is to train all members of the Turkish nation; | Factor Loads |
| 1.-to be citizens who are fateful to the revolutions of Atatürk and Turkish nationalism which is explained at the beginning of the Constitution; who adopt, preserve, and develop the national, moral, humanistic, spiritual and cultural values of the Turkish nation; who always love and exalt his family, country and nation; who are aware of his duties and responsibilities and behaves accordingly to Turkish Republic which is a democratic, secular, and a social jurisprudient country that is based on the fundamental principles defined at the beginning of the Constitution and human rights; | .59 |
| 2.-to be positive, creative and productive people who have the characteristics and personality of a person who grows up as mentally, morally, spiritually, sensationally healthy; who have the ability to think freely and scientifically; who have a broad world view; who are respectful to human rights; who value individuality and initiative and who feels responsibility to society; | .64 |
| 3.-to be people who are prepared for their lives and who have professions, which contribute to individual and social prosperity, by improving their interests , talents and aptitudes by means of knowledge, ability, attitude and habits of co-operation. | .46 |

Table II. The Factor Matrix of the Items Concerning the School Goals

| Principal Component Analysis, Pairwise Deletion of missing values, Communality estimates used, Varimax Rotated Factor Matrix; | |
|--|--------------|
| Eigenvalue | 2.3071 |
| Percent Variance | 83.7 |
| | Factor Loads |
| 1. Students should master the basic skills of reading, communication, computation, and problem solving | .48 |
| 2. Student should demonstrate a positive attitude toward learning | .49 |
| 3. Students should demonstrate a feeling of adequacy and self-worth | .38 |
| 4. Students should be given the freedom to express the full extent of their creativity. | .50 |
| 5. Students should acquire positive attitudes toward persons and cultures different from their own. | .63 |
| 6. Students should have equal educational opportunity. | .45 |
| 7. Students should receive opportunity in training for the world of work | .37 |
| 8. Students should acquire habits and attitudes of good citizenship | .57 |
| 9. Students should have experience in adopting to a changing world. | .59 |

Table III. FREQUENCIES & ANOVA Statistics for the Students of Different Ethnic Origin concerning the Importance given to General Goals of Education (1)

| FREQUENCIES | | | | | | STATISTICS | | | | | |
|-------------|-----------------------------------|---------------|-------------------|----------------|-------|-------------------|----------------|--|--|--|--|
| Option | Pearson Chi Square | | | | | ANOVA AND TUKEY-B | | | | | |
| Count - % | $\chi^2=908,52$ - d.f=12- p.<.001 | | | | | Anova F= | 200,68 | | | | |
| | | | | | Row | F-Prob.= | p<.001 | | | | |
| Ethnicity | Do not know | Not important | Somehow important | Very important | Total | Levene = | 142,75 | | | | |
| | | | | | | Lev.Prob.= | p<.001 | | | | |
| | | | | | | Label | Mean | | | | |
| Turkish | 485-10,1% | 254-5,3% | 603 -12,5% | 3472-72,1% | 4814 | Others | 1,6038 | | | | |
| Kurdish | 621-21,3% | 573-19,7% | 527 -18,1% | 1193-40,9% | 2914 | Kurdish | 1,7865 ☆ | | | | |
| Arabic | 100-17,3% | 74-2,8% | 95 -16,5% | 308-53,4% | 577 | Mixed | 2,0209 ☆ ☆ | | | | |
| Others | 58-27,4% | 44-20,8% | 34 -16,0% | 76-35,8% | 212 | Arabic | 2,0589 ☆ ☆ | | | | |
| Mixed | 35-18,3% | 25-13,1% | 32 -16,8% | 99-51,9% | 191 | Turkish | 2,4671 ☆ ☆ ☆ ☆ | | | | |
| Total | 1299-15% | 970-11,1% | 1291-14,8% | 5148-59,2% | 8708 | | | | | | |

Table IV. FREQUENCIES & ANOVA Statistics for the Students of Different Ethnic Origin concerning the Importance given to General Goals of Education (2)

| FREQUENCIES | | | | | | STATISTICS | | | | | | |
|-------------|-----------------------------------|---------------|-------------------|----------------|-----------|-------------------|--------|--------|---------|--------|-------|---------|
| Option | Pearson Chi Square | | | | | ANOVA AND TUKEY-B | | | | | | |
| Count - % | $\chi^2=184,20$ - d.f=12- p.<.001 | | | | | Anova F= | 33,018 | | | | | |
| Ethnicity | Do not know | Not important | Somehow important | Very Important | Row Total | F-Prob. = | p<.001 | | | | | |
| | | | | | | Levene = | 91,135 | | | | | |
| | | | | | | Lev.Prob. = | p<.001 | | | | | |
| | | | | | | Label | Mean | Others | Kurdish | Arabic | Mixed | Turkish |
| Turkish | 260-5,4% | 91-1,9% | 439-9,2% | 4004-83,5% | 4794 | Others | 2,3161 | | | | | |
| Kurdish | 246-8,4% | 159-5,5% | 362-12,4% | 2150-73,7% | 2917 | Kurdish | 2,5139 | ☆ | | | | |
| Arabic | 43-7,5% | 21-3,7% | 88-15,4% | 421-73,5% | 573 | Arabic | 2,5481 | ☆ | | | | |
| Others | 30-14,2% | 16-7,5% | 23-10,8% | 143-67,5% | 212 | Mixed | 2,6178 | ☆ | | | | |
| Mixed | 8-4,2% | 10-5,2% | 29-15,2% | 144-75,4% | 191 | Turkish | 2,7078 | ☆ | ☆ | ☆ | | |
| Total | 587-6,7% | 297-3,4% | 941-10,9% | 6862-79% | 8687 | | | | | | | |

Table V. FREQUENCIES & ANOVA Statistics for the Students of Different Ethnic Origin concerning the Importance given to General Goals of Education (3)

| FREQUENCIES | | | | | | STATISTICS | | | | | |
|-------------|-----------------------------------|---------------|-------------------|----------------|-------|-------------------|-------------|--|--|--|--|
| Option | Pearson Chi Square | | | | | ANOVA AND TUKEY-B | | | | | |
| | $\chi^2=135,01$ - d.f=12- p.<.001 | | | | | Anova F= | 31,952 | | | | |
| Count - % | | | | | Row | F-Prob.= | p<.001 | | | | |
| Ethnicity | Do not know | Not important | Somehow important | Very important | Total | Levene = | 95,056 | | | | |
| | | | | | | Lev.Prob.= | p<.001 | | | | |
| | | | | | | Label | Mean | | | | |
| Turkish | 253-5,3% | 120-2,5% | 479-10,0% | 3935-82,2% | 4787 | Others | 2,3726 | | | | |
| Kurdish | 298-10,2% | 129-4,4% | 355-12,2% | 2127-73,1% | 2909 | Kurdish | 2,4821 | | | | |
| Arabic | 51-8,9% | 20-3,5% | 64-11,2% | 438-76,4% | 573 | Mixed | 2,4895 | | | | |
| Others | 25-11,8% | 14-6,6% | 30-14,2% | 143-67,5% | 212 | Arabic | 2,5515 | | | | |
| Mixed | 17-8,9% | 13-6,8% | 20-10,5% | 140-73,7% | 190 | Turkish | 2,6912 ☆☆☆☆ | | | | |
| Total | 644-7,5% | 296-3,5% | 948-11% | 6783-78% | 8671 | | | | | | |

Table VI. Cluster Analysis Procedure in Investigation of Distances between Ethnical Groups for the Alternatives regarding General Goals of Education

| Agglomeration Schedule using Complete Linkage Euclidean Measure Used / Standardised by Z- Scores | | | | | | |
|---|-------------------|-----------|-------------|---------------------------|-----------|------------|
| Stage | Clusters Combined | | Coefficient | Stage Cluster 1st Appear: | | Next Stage |
| | Cluster 1 | Cluster 2 | | Cluster 1 | Cluster 2 | |
| 1 | 3 | 5 | 0,264 | 0 | 0 | 2 |
| 2 | 2 | 3 | 1,083 | 0 | 1 | 3 |
| 3 | 2 | 4 | 6,764 | 2 | 0 | 4 |
| 4 | 1 | 2 | 22,393 | 0 | 3 | 0 |

DENDOGRAM USING COMPLETE LINKAGE

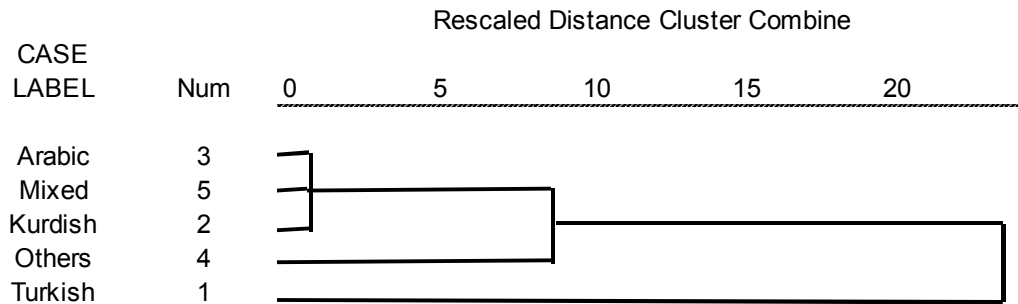


Table VII. The Order of Priorities Given to School Expectations and Anova Statistics by the Students of Different Ethnic Origin.

| School Purposes | Order of priorities given to school purposes | | | | | STATISTICS | | |
|---|--|------|------------------------|--------|-------|------------|-----------------|---|
| | Turk | Kurd | <i>Ara</i> <i>b</i> | Others | Mixed | F | P | <i>Tukey-B</i> |
| 1. Students should master the basic skills of reading, communication, computation, and problem solving. | 4 | 4 | 4 | 4 | 3 | 5,910 | p<.05 | Turk # Arab, "Mixed" Kurd # "Mixed" |
| 2. Student should demonstrate a positive attitude toward learning. | 1 | 2 | 1 | 3 | 4 | 8,834 | p<.05 | Turk # Kurd, "Others" "Mixed" # Kurd, Arab |
| 3. Students should demonstrate a feeling of adequacy and self-worth. | 3 | 3 | 3 | 2 | 1 | 2,645 | p<.05 | Turk # Kurd |
| 4. Students should be given the freedom to express the full extent of their creativity. | 8 | 8 | 7 | 8 | 8 | 2,178 | <u>p>.05</u> | |
| 5. Students should acquire positive attitudes toward persons and cultures different from their own. | 6 | 6 | 6 | 5 | 7 | 5,291 | p<.05 | Turk, Kurd # Arab |
| 6. Students should have equal educational opportunity. | 2 | 1 | 2 | 1 | 5 | 4,954 | p<.05 | "Mixed" # Turk, Kurd, "Others" |
| 7. Students should receive opportunity in training for the world of work. | 9 | 7 | 8 | 7 | 6 | 1,542 | p>.05 | |
| 8. Students should acquire habits and attitudes of good citizenship. | 5 | 5 | 5 | 6 | 2 | 12,415 | p<.05 | Turk # Kurd, Arab |
| 9. Students should have experience in adopting to a changing world. | 7 | 9 | 9 | 9 | 9 | 8,969 | p<.05 | Turk # Kurd, Arab, "Others" |
| Number of cases | 4576 | 2745 | 534 | 206 | 173 | | | |