

School Principals' and Teachers' Views on Reasons for the Decrease of Success in Turkish University Entrance Exams (Case of Malatya)

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ABSTRACT

High schools' success in Malatya province decreased during 2011-2012 in the Turkish National University Entrance Exams. The mean of high schools' success in Turkey was higher for different score types than Malatya. The reasons for the decrease in success in the University Entrance Exams were researched based on school principals' and teachers' evaluations. One Science High School, one Anatolian High School, four General High Schools and two Vocational High Schools constitute the sample. In total, six school principals and 47 teachers voluntarily participated in the study. Findings were constructed into three categories as 'Factors affecting Turkey', 'Factors affecting Malatya', and 'Solution Proposals'. The first category is composed of five themes; the 'Problems originating from elementary education', 'Reduced authority and loss of respect for teachers', 'Rapid and frequent changes in the educational system', 'The exams not being perceived as a process by students', and 'Technological developments and failure in time-management'. The second category focused on Malatya City, and has six themes; 'Immigration', 'Gangs', 'Partisan attitudes', 'Overuse of official complaint / request line (Call 147)', 'Insensitivity of parents', and 'Limitation in teacher qualifications'. The third and final category is Solution Proposals and is composed of four themes; 'Family teaching', 'Provincial council meetings for teachers', 'Collaboration among institutions', and 'Raising student awareness of exams'. School Principals and teachers' evaluations were parallel with each other; therefore, the two groups have been analyzed together.

Key Words: University entrance exams, Reasons of failure, High school principals' views, High school teachers' views

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INTRODUCTION

Since there was few high school graduates in the period between the founding of the Turkish Republic in 1923 to the 1960's, many university faculties accepted students without any requirement for exams. The faculties which experienced excessive demand from applicants usually followed one of the following three steps: (a) taking application order into account and closing enrolment after the maximum number of students was reached; (b) accepting students who studied science or literature depending on the quality of education at the faculty; and (c) accepting students based on their high school grade point average. As the number of high school graduates increased, and graduates of schools equivalent to high school were also given the right to apply to higher education institutions, these three steps were no longer able to meet the need, and as a result, faculties started to hold their own entrance examinations. Therefore, students had to travel across the country in order to take part in these exams and sometimes were unable to take an exam because two exams were being held on the same day in two different cities. This situation caused severe criticism among both candidates and their parents (Measurement, Selection and Assignment Center, MSAC [Ölçme, Seçme & Yerleştirme Merkezi, [ÖSYM], 2013a).

In 1974, the Inter-University Council decided that a university entrance exam should be administered centrally and founded the Inter-University Student Selection and Assignment Centre (ÜSYM), based on Article 52 of Universities Law (no. 1750) on 19 November, 1974. Student selection and placement to universities were performed by this central unit until 1981. In 1981, the center was turned into a subsidiary of the Higher Education Council, as the Student Selection and Assignment Centre (SSAC), based on Article 10 and Article 15 of the Higher Education Law (no. 2547). As of 1974, applicants' preferences for higher education programs were sought and they were centrally placed to programs based on their scores and their preferences. From 1982, the center started to collect applicants' grade point average information and these grades were added to their scores with certain weights, known as the High School Grade Point Average (HSGPA). From 1987, applicants who preferred higher education programs in certain subject areas were given the right to only answer certain subject-related tests and to leave the remaining tests blank. In 1999, the second step of the two-step examination was revoked, and the exam was turned into a single-step test named the SSE (Student Selection Exam). In the same year, applicants who graduated from a major at high school were given extra points when they were placed to higher education programs in the same subject area (MSAC, 2013a [ÖSYM, 2013a]).

With the change in 1999, no modifications were made to the SSE administered in previous years, and the content of the questions did not go beyond the basic educational programs. In 2006, the SSE continued to be administered as a single step, but some of the questions were in the form of previous SSEs, while some questions were prepared based on the high school education curriculum (MSAC [ÖSYM, 2013a]).

As of 2010, the university entrance exams have been administered as two steps. The new system included Transition to Higher Education Examination (THEE) and the Undergraduate Placement Exams (UPE) (MSAC, 2013b). THEE consists of questions mostly related to high school 9th grade contents, while UPE includes questions that relate to the applicants' major at high school and is administered over four days. These exams are administered every year in order to place high school graduates into higher education.

Turkey has a young population and students have entered universities through the exams administered by the Student Selection and Assignment Centre (SSAC) since 1974. These central exams affect not only those who sit the exams, but also the individuals around them, and are seen as a significant step in order to gain a place in society. In other words, the effects can be regarded as both individual and social (Ekici, 2005). While the university entrance exams were administered in a single step since 1999, a two-step form was implemented as from 2010. With this change, the score type which used to be calculated as numerical, verbal and equally-weighted scores were calculated as a total of six types in the first step (THEE), and as 12 different types in the second step (UPE). The fact that the type of school graduated from and the number of courses taken based on majors at schools are different, shows that schools or private teaching institutions alone are not sufficient for success in the university entrance exam (Çoban & Hançer, 2006; Kete, Ok & Özdemir, 1997, Cited in: Efe & Temelli, 2003).

In Turkey, high schools are educational institutions founded to teach students the general common culture of society, introduce them to individual and social problems and look for possible solutions, and prepare them for higher education and their profession/adult life by raising an awareness to contribute to the socio-economic and cultural development of the country. High school education consists of schools that implement various programs, and students have the opportunity to be educated in one of these programs based on their abilities and interest. In Turkey, there are two types of high school education available, which is general high school education, or vocational and technical high school education. The aim of general high school education is to train students as individuals who have the minimum level of general culture, are able to recognize the problems of society, and contribute to the economic, social and cultural development of the country, and to prepare them for higher education. General high school education is offered by General High Schools, Science High Schools, Social Science High Schools, Anatolian Teacher Training High Schools, Sports High Schools, Anatolian Fine Arts High Schools and Multi-program High Schools. On the other hand, vocational and technical high school institutions train the workforce for trade and professional areas, as well as preparing students for higher education. These institutions include Boys' Technical High Schools, Girls' Technical High Schools, Business and Tourism High Schools and Religious Education High Schools (Ministry of National Education, MNE, 2006 [Milli Eğitim Bakanlığı, [MEB], 2006].

Malatya Province and University Entrance Exam

Based on the statistics of the Provincial Directorate of National Education, General High Schools, Anatolian High Schools and Science High Schools were examined within the General High School category. For General High Schools, both THEE and UPE scores for Malatya province in 2010 and 2011 were low compared to the rest of Turkey (Directorate of National Education, 2012b (DNE) [Milli Eğitim Müdürlüğü [MEM], 2012b). However, for the same years, Mathematics-Science UPE scores of Malatya were higher than the Turkish national average. As for Anatolian High Schools, when THEE scores and the scores of basic Mathematics, Science-1, Turkish and Social-1 tests were examined, Malatya province scored higher than the national average in both THEE scores and the scores of individual tests. In UPE scores, the Anatolian High Schools in Malatya had a higher average than high schools in the rest of Turkey, but a lower average in the scores for Turkish-Mathematics and Turkish-Social.

Among Science High Schools in Turkey, those from Malatya had higher scores in both THEE scores and the scores for basic Mathematics, Science-1, Turkish and Social-1 tests. In UPE scores, the Science High Schools in Malatya scored higher than the national average, but lower for Turkish-Mathematics and Turkish-Social scores. The Anatolian High Schools and Science High Schools, which were the school types having the highest THEE-UPE scores in Malatya, had high numerical scores compared to the national average. In a study conducted by Köse (1999, 57), it was shown that the discriminatory function of the skills and information in the numerical and science fields in entrance to higher education was higher than the discriminatory function of those in verbal and social fields.

In 2011, the average score of the Vocational High Schools in Malatya in the Science-1 test was lower than the Turkish national average, but the averages in other tests were higher. Besides, with regard to THEE scores of the vocational schools, there was a decrease in the average THEE-2 scores in Malatya. In 2010, there was also a decrease in the average scores of basic Mathematics, Science-1 and Turkish tests for vocational schools in Malatya compared to the national average, and Vocational High Schools in Malatya were below the national average in all THEE scores. In 2011, the Vocational High Schools in Malatya had higher than national average scores in Mathematics, Geometry, Literature-Geography and Social-2 tests, but the average score for the Science-2 test was lower. In this regard, there was a decrease in the average scores of Vocational High Schools in Malatya in Mathematics-Science UPE test in 2011. As for 2010, the average scores of Literature-Geography and Social-2 tests were high, while those of Mathematics, Geometry and Science-2 were low (DNE, 2011, DNE, 2012b).

In summary, when the THEE and UPE rankings of Malatya province are examined, it is seen that it came 30th for THEE, and 55th for UPE in Turkish provincial rankings, compared to 2011 results of 35th for THEE and 58th for UPE. In this sense, this study aims to examine the evaluations of teachers and school administrators who work at state high schools on the reasons for the decrease in Transition to Higher Education Examination (THEE) and Undergraduate Placement Exam (UPE) scores in Malatya for 2011 and 2012, the factors affecting this situation and their suggestions for a solution.

METHOD

In this study aimed to examine the reasons for the decreasing achievement in THEE and UPE exam results in Malatya, qualitative research approach was adopted and case study design was employed. Case study investigates a current issue within its environment. It is used when the concrete borders are not obvious between facts and cases (Yin, 2003, 13). According to Creswell (2007), case studies are qualitative approaches to obtain detailed information by using observation, documents, reports, audio-visual materials, and interviews and data collection tools in order to clarify cases.

In this sense, the views of teachers and school administrators working at high schools were obtained using the semi-structured interview technique. In this technique, the researcher prepares the interview form that includes the questions that he/she plans to ask. One of the most important features of a semi-structured interview form is affording the researcher the opportunity to affect the flow of the interview with subsequent questions, depending on the course of the interview, and to obtain further information on the interviewees' responses (Türnüklü, 2000).

In this qualitative study, the data was gathered during the fall and spring semesters of the 2012-2013 academic school year. Official permission was received from the Malatya Provincial Directorate of National Education, and the authorization was presented to school administrators during the data gathering process. In the study, the high schools in Malatya with the highest increase or decrease in the university entrance exams in 2011 and 2012 were identified, and General High Schools and Vocational High Schools were determined based on the distribution ratio of high school types in Malatya. Since there was only one Science High School in the Science High School group, it was directly selected.

The participants were teachers and administrators working at one Science High School, one Anatolian School, four General High Schools (the high schools that were General High Schools in 2011 and 2012, but named as Anatolian High Schools afterwards, were accepted as General High Schools) and two Vocational High Schools.

Participants of the Study

The population of the study consisted of school administrators and teachers working at two different groups of high schools (General and Vocational High Schools) and four different types of high schools (Science High Schools, Anatolian High Schools, General High Schools and Vocational High Schools). The sample was selected from the population using criterion sampling method. The understanding behind this sampling method is to be able to study all cases meeting a set of certain criteria. These criteria can be developed using a criteria list prepared by the researcher or developed beforehand (Yıldırım & Şimşek, 2005, p.112). In line with the aim of the study, the high schools with major changes in the average scores for THEE and UPE in 2011 and 2012 were compared for each high school type. Those schools that were below the Turkish national average were selected in the cases where the change was not distinctive, and where these schools had an average higher than the national average, interviews were conducted with the teachers working at those schools on the factors affecting success. In other words, the achievement status of each school was revealed, and in this regard, one Science High School, one Anatolian High School, four General High Schools and two Vocational High Schools were included in the sample in order to obtain the views of administrators and teachers working at each school type. When deciding on the number of these high schools, the approximate ratio of high schools types in 2011 and 2012 were considered. Since there was only one Science High School in the province, it was directly included in the sample. Regarding the other schools in the sample, the 2009, 2010 and 2011 editions of the Results of Student Selection and Assignment System for High Schools published by MSAC (ÖSYM, 2012a) was used.

Data Collection and Analysis

After the sample was determined, the researchers visited the school administrators, presented the permission taken from Malatya Provincial Directorate of National Education, and informed them about the study, which would be on a voluntary basis. The interviews were conducted using note taking or voice recording. The teachers who volunteered to take part were interviewed in the teachers' room or in the psychological counseling and guidance rooms when they did not have a lesson, during breaks or after school. The papers used in note taking were kept in a folder and the recordings were transcribed. Then, the researchers conducted content analysis, identifying the codes with an inductive approach, and themes were formed based on the relationships of the concepts behind these codes. The codes were combined into themes and gathered under different categories. The themes and categories

were repeatedly discussed by the researchers, and later independently checked by two professors; one is an expert in Educational Administration and the other in Educational Programs and Teaching.

Demographic Information

The interviewed participants were six school administrators, seven Physics teachers, six Chemistry teachers, four Biology teachers, eight Mathematics teachers, seven Turkish Language and Literature teachers, four Geography teachers and seven Psychological Counseling and Guidance (PCG) teachers.

In the study, at the request of the school administrators and teachers, information such as type of high school, gender and years of professional experience was not gathered. Such information was excluded from the study due to the possibility of accidental participant identification and the aim was to reach valid and reliable information. However, it can be specified that one of the participants was a Psychological Counseling and Guidance teacher who had 11 years of teaching experience. The most experienced teacher was a Turkish Language and Literature teacher with 32-years of experience (see Table 1).

Table 1. *Participants (n=53)*

	Teachers									Total
	School Administrators	Physics	Chemistry	Biology	Mathematics	Literature	Geography	History	Psychological Counseling Guidance	
Science High School	2	2	2	2	2	1	-	-	1	12
Anatolian High School	-	1	1	-	-	1	-	-	1	4
General High School	3	3	2	2	4	4	3	3	4	28
Vocational High School	1	1	1	-	2	1	1	1	1	9
Total	6	7	6	4	8	7	4	4	7	53

Data Collection Tool

A semi-structured interview form was developed by the researchers in order to collect the data. Expert opinion was taken from two professors from İnönü University; one was from the Educational Administration and Planning Department and the other from Elementary Education Department. Based on the experts' opinions, the order of some of the questions was changed so as not to impair coherence.

The interview questions developed at the beginning of the study were aimed towards teachers, and piloted with an English teacher and a teacher of Religion, Culture and Moral Knowledge. It was decided that no changes were required following the piloting. The questions for the school administrators were then adapted from these questions. At the

beginning of each interview, the administrators and teachers were asked about their professional branches and experiences; however, most of the participants and teachers expressed their wishes to remain anonymous. For example, in an Anatolian High School there was only one female Mathematics teacher, so if the researcher recorded their gender and years of experience, they could easily be identifiable. For these reasons, such information was excluded to ensure reliable results, with only the branch information recorded. The questions for the school administrators were prepared in accordance along with those for the teachers (see Appendix I).

Data Analysis

Qualitative research approach was adopted in order to reveal the case as it is, and semi-structured interview technique was employed. In the analysis of the qualitative data gathered through open-ended questions, coding-based analysis technique was employed and then content analysis conducted. Coding of the raw data was independently done by the two researchers, which was then followed by a comparison of the coding. Themes and sub-themes were checked by two faculty members. As proposed by Yıldırım and Şimşek (2005), the steps of defining and interpreting the findings as well as conceptualizing the data and relating the retrieved codes under themes should be performed with joint participation of the researchers. In this way, it was aimed to ensure the results were based purely on the data, and minimize negative effects of individual assumptions and researcher bias. In order to reveal different views and alternative explanations, and to present findings in a meaningful and consistent way in the process of data analysis and interpretation, discussions held between researchers to reach a reliable form is argued to contribute to the validity and reliability (Maxwell, 1996). The themes and sub-themes revealed which are the results of the study as a whole are shown in Table 2.

Table 2. *Themes and Sub-Themes (Teachers and School Administration)*

<i>Themes</i>	<i>Sub-Themes</i>	<i>f</i>
1. Factors affecting Turkey	1.1. Problems originating from elementary education	38
	1.2. Reduced authority and loss of respect for teachers	35
	1.3. Rapid and frequent changes in the education system	29
	1.4. The exams not being perceived as a process by students	18
	1.5. Technological developments and failure in time management	14
2. Factors affecting Malatya	2.1. Immigration	30
	2.2. Gangs	26
	2.3. Partisan attitude	21
	2.4. Overuse of official complaint / request line (Call 147)	20
	2.5. Insensitivity of parents	11
	2.6. Limitation in teacher qualifications	5
3. Solution Proposals	3.1. Family teaching	15
	3.2. Provincial council meetings for teachers	11
	3.3. Collaboration among institutions	8
	3.4. Raising student awareness of exams	7

The themes and sub-themes were presented under the research questions. In addition, the views of the school administrators (i.e. principal, head assistant principal, assistant principal) and teachers were analyzed together as results revealed that they were consistent and similar to each other.

FINDINGS

The findings based on the data obtained from the participant teachers and administrators are presented below. As shown in Table 2, the factors behind the decrease in success in THEE and UPE in the Malatya province were gathered under three themes based on the teachers' and school administrators' evaluations. These themes were Factors Affecting Turkey, Factors Affecting Malatya, and Solution Proposals. The sub-themes were presented under the theme titles.

Factors Affecting Turkey

The reasons for Malatya being placed lower in the city rankings for THEE and UPE for 2011 and 2012 were asked to the teachers and school administrators. The first theme was named as Factors affecting Turkey. The participants stated that the reasons of failure regarding other cities were also valid for Malatya. The sub-themes under this theme were Problems originating from elementary education, Reduced authority and loss of respect for teachers, Rapid and frequent changes in the education system, The exams not being perceived as a process by students, and lastly, Technological developments and failure in time management.

Problems originating from elementary education

The fact that in their elementary education, students never had a risk of failing a course or was never happy because they studied hard and passed, and they knew that they would pass no matter how unsuccessful they were has caused them to be lazy from the teachers' perspective. In other words, the educational system was argued to discourage students' determination to struggle and achieve success/reward. The teachers and administrators stated that they were not able to motive their students in such a context.

Young individuals prefer the easy way and it is related to the thought that they would pass whether they studied or not, which originates from elementary education (Biology teacher).

Students passed through grades whether they studied or not, so they didn't have a goal, didn't develop self-discipline, and the system reinforced this. Instead of studying, it is easier for them to think that I'm just a bad teacher when I don't give them high grades (History teacher).

As one of the limitations in the grade-passing system, the participants emphasized the insufficiency of prior knowledge. Consequently, students come to high school without having the basic knowledge. Students who have difficulty in basic mathematical operations (addition, subtraction, multiplication and division) were seen as a serious obstacle for covering the course content effectively.

We had to pass students whether or not they studied in order to have a higher number of elementary graduates - how can I teach to a student who can't even read and write? (Turkish Language and Literature teacher).

They come from elementary education empty-headed, 80-90% can't even write their names. In the first semester, 9th grade achievement level is around 50%. If we made assessments as in previous years and didn't adjust the grades, the situation would be even more desperate. However, when we reflect the reality, educational policymakers state that the teacher is not successful. If we say students haven't got the basic knowledge from elementary education, the blame will be passed onto the classroom teachers, but nobody will criticize the system where all students pass their grades (Physics teacher).

We are a General High School, the Ministry picked the successful students for Science High Schools and less successful ones for Anatolian High schools, and the least successful student group is here. Most of them passed grades in elementary education without deserving it, and did not care about studying. Parents are generally elementary school graduates or illiterate. There are no students to influence and trigger each other, peer learning is ineffective and cannot be used. Do you know what this looks like? If we said that we would form a good class here, the Ministry would not want it. I think Science High Schools should go on, and the aim of Anatolian High Schools shouldn't be distorted (Mathematics teacher).

The key point to be called a successful teachers is your students' success. Good private courses or teachers cannot help students if students don't know their responsibility. They should know their responsibilities, even at elementary 1st or 2nd grade. Not in their last year. Private schools are only good at motivating students and speeding up their test technique (Biology teacher).

Reduced authority and loss of respect for teachers

Participant teachers and school administrators mentioned the negative consequences of their authority being reduced. What they meant by authority was that students have become used to easily passing grades, although a student can still fail a grade officially. They stated that even if a student failed, the blame would be placed on the teachers. In the words of four teachers from different school types, they would become the scapegoat. They believed that whatever the problem was, teachers were the only ones who would pay the price. The teachers also asserted that statements made by officials of the Ministry of National Education impaired the respectability of the teaching profession. The teachers frequently emphasized that this situation shattered their motivation, the officials affected the attitudes and behaviors of parents and students, and thus, had a negative influence on teaching and learning.

The Ministry of National Education offended teachers. This happened over a long process, but lately, politicians' statements such as teachers only working for 15 hours in a week, have holiday for three months a year, and don't do anything has wrecked motivation. How can we stay motivated in such a context? (Chemistry teacher).

I have seen many ministers over 30 years, but I haven't seen such a period in which teachers are so humiliated and offended, and statements such as them working for 15 hours a week and make a lot of money for nothing. How are we supposed to encourage students and parents to show us respect if our own ministry insult us like that? Do you think it would be possible? (Turkish Language and Literature teacher).

There is no concept of failure in elementary education anymore. In high school education, students can fail a grade according to the regulation, but they are pushed so that none fail, and naturally, the level of achievement decreases (Geography teacher).

Actions of the ministry reduced the working motivation. Not sharing success, but showing teachers as responsible for failure upsets them. It's meaningless to hear statements like 'we love teachers' on teachers' day. While teachers used to be respected, they now, due to the statements on TV, seem like they are sponging off the state, working only 15-16 hours a week. So, if they seem that way, they say why should they work hard then? Seeing that nobody realizes what we do, and we get offended, what is the point? We are tired of being the scapegoat. The reason for anything negative is teachers. We are unhappy people. If you talk to a teacher, you will see that he/she would quit their job if they had a chance (Turkish Language and Literature teacher).

Rapid and frequent changes in the education system

The findings revealed that the education system was exposed to many changes without any groundwork and even teachers were not able to adapt to these changes. The teachers criticized the effects of situations such as some General High Schools being changed to Anatolian High Schools, thus students with low scores who could not previously enroll are getting into Anatolian High Schools, teachers' opinions not being sought when changing curricula, and not waiting for the results of previous practices when introducing yet more new changes.

As a state, our educational policy is decided based on daily political concerns. It's a pity that we don't have a basic educational policy. Education is a long process, but without waiting for the result of a change, another change is introduced. While preparing books, developing curricula and syllabi, teachers' opinions aren't being considered. Top down decision-making is harming us. Policy makers claim that "we called teachers in and asked their opinions". Then, there is no effectiveness in the field. I cannot apply something that I don't agree with or believe in (Mathematics teacher).

Curricula are being changed too often. Students are not able to adapt to it, and not all content is related to THEE and UPE, which creates a problem. The system suddenly changes before you know it (Mathematics teacher).

Students' qualifications are low. There is a problem of goal setting with students, and you cannot make them focus on learning. The school we are in now is a vocational school, which is one of the primary reasons. The system is changed very often. They change it once every 4-5 years and this is a very serious problem that affects families, children, and also educators. We have adaptation problems to new requirements. There is a lack of groundwork, the systems are changed without any groundwork, then they think the new system is not successful and then they change it once again (counseling teacher).

There is no respect anymore. We suffer the impairment of putting students at the center without any groundwork, and when something is wrong, teachers are made the scapegoat for it (counseling teacher).

The exams not being perceived as a process by students

The teachers pointed out that failure was triggered by students not perceiving the exam as a process, thinking that studying only during their final year would be enough for a good score, and thus, this leads to the mistake of inattentiveness of students. Participants indicated that everything becomes more complicated when students reject that education and being prepared for university life is not a process. Parents were only concerned with course achievement and the number of correct answers in national multiple choice exams, and perceived it their duty to send their children to a private teaching institution in their final year. The teachers emphasized that parents should show more attention in the first years. In addition, the participants stated that school was seen as an impediment when success was perceived as a result, not a process.

Students think they will learn at a private teaching institution (tutors) anyway. Their parents will send them to private teaching institutions anyway, and therefore everything would be okay. Unfortunately, these institutions care only when they are paid. Private teaching institutions should be abolished, and I support this. They make the private school owners rich in the last year of high school. Education is a process whose start and end points are certain, it cannot simply fit into one year (Geography teacher).

In the first two years of high school, students are taught most of the THEE contents, but they take it easy since they think that they will learn them in their last year of high school by enrolling in private courses or institutions; however, they panic when the last year comes, and this time they see the school as a liability (Mathematics teacher).

Technological developments and failure in time management

The teachers stated that technological developments, especially smartphones and the Internet, has become of great importance in students' lives. They have their eyes on a phone or Internet via cellphones, and that students are spending too much time on social networks – and this is an important factor in the decrease of success. Teachers from all school types asserted that smartphones, the Internet and TV series negatively affected students' behavior, attitude, academic achievement and attention.

Internet and use of technology, particularly phones, has changed student behavior (School administrator).

Technology attracts most of their attention, and takes their time as well. The latest developments can be presented to the parents via DVDs. These can include information related to educational programs from various sources. That would be very useful (Geography teacher).

There was a TV series called 'Hayat Bilgisi' (Life Science) eight or nine years ago. We used to have problems with students wearing ties after that TV series. TV series that are a bad influence on students have become widespread. Students were affected in terms of their behavior and clothing. They modelled themselves on the characters from TV. There are no good role models for students to take example from. They are also affected by their peers and copy the characters in the series (Guidance teacher).

Factors affecting Malatya

The second theme in the teachers' and administrators' views was factors affecting Malatya. This consisted of six sub-themes; Immigration, Gangs, Partisan attitude, Overuse of official complaint / request line (Call 147), Insensitivity of parents, and Limitation in teacher qualifications.

Immigration

When teachers were asked about the factors related to the decrease in THEE and UPE scores in Malatya, most participants pointed to immigration as an important factor. They emphasized that Malatya province was the first choice for immigrants due to being a safe region away from terrorist activities and being located in the eastern Anatolia region. They asserted that immigrant families had socio-economic and culture difficulties, and naturally gave more importance to needs such as housing and nutrition before education. The teachers also stated that as the university entrance exam was not being administered in some regions anymore it made parents worry, and because of this, some students had to take the exam in different cities, which affected their level of achievement. They defined this situation as "Exam Emigration".

Malatya is a region which attracts many immigrants. The exam not being administered in some regions increases the number of test takers here (Turkish Language and Literature teacher).

First of all, our city received many immigrants due to terrorist activities in the east. I saw this in the town where I live. Families came here after leaving behind everything they had. They

start a new life and come here with a futile financial situation, low socio-economic level, and their only concern is about their survival. This is a serious problem (History teacher).

Immigration affects everything in a city. Malatya also accepts many immigrants, which changes the profile of the whole city. I should also note that individuals who are involved in criminal activities such as gangs are among those coming as immigrants. Gangs are a result of immigration, so is failure (Turkish Language and Literature teacher).

Gangs

When individuals live together in society, they influence each other. The teachers stated that gangs existed because of reasons such as being affected by different cultures, TV series, peer influence, imitating, desire to be part of a group and immigration, and even students with high academic achievement were negatively affected by this situation. It was pointed out that with school police, this has tried to be controlled, but has not been enough.

The most striking thing in Malatya is street gangs. Children walk outside around at 11-12 o'clock at night with skewers, and then they go to school in the morning. It's a very sad fact that many of these are the children of families which have separated, and this situation has a very negative influence on adolescents. These children need serious rehabilitation (Physics teacher).

Gangs are a primary problem for both students and teachers in terms of safety. Nobody tries to do anything except for the teachers. I'm afraid of doing something about it. The school achievement of normal students is also affected as a result (Turkish Language and Literature teacher).

Gangs are a problem. For the last two years, drug use is not very common in 9th grades. It's under the control of school police and the administration, although not fully. We care about peace. It's easier to focus on teaching at smaller schools. At larger schools, the administration is very sensitive in terms of discipline (School administrator).

Partisan attitude

Some of the participants stated that changing teachers' appointed schools was done based on personal relations, rather than set criteria by Malatya Provincial Directorate of National Education; the same thing happens in appointing school administrators and this situation was not consistent with the concept of justice. On the other hand, some participants stated that this was a general problem, and injustice not only happened in appointing teachers, but also in rewarding them with a letter of appreciation and thanks. They also asserted that teachers receiving extra points with these rewards gave particular importance to their relationship with school administrators who hand out the rewards. They added that in general, this situation bothered teachers, and appointments of those with insufficient teaching knowledge affected student achievement.

Particularly in Malatya, teachers work based on appointments by the directorate, favoritism and unfairness are very common, especially for Physics teachers. I want to work in a system without partisanship in this city (Physics teacher).

Specific to Malatya, the provincial directorate appoints school administrators not based on qualifications. "I did it and it's over", the provincial directorate says, so does the school administrator and the people who prepared the syllabus. Then don't come to us and ask why we aren't implementing that. How can teachers be motivated in this context? Fairness should be assured in educational institutions. There have been some projects lately. We know the Governor's sensitivity to education from the city he came from. Will our opinions reach him? I

hope it will. I wish he had invited teachers from different schools and listened to us (Turkish Language and Literature teacher).

During this interview conducted in the teachers' room, one of the two teachers who disagreed commented on this issue as follows:

The scapegoat is not the provincial directorate. Every individual, NGO's, Ministry, teachers, everything plays a role in success. Putting the blame on something else, or on another institution doesn't sound right to me (Turkish Language and Literature teacher).

Overuse of official complaint / request line (Call 147)

Misuse of the Call 147 telephone helpline was expressed as students' using the line as a threat to their teachers. The teachers emphasized that their authority was limited by the ministry and students threatened them with calling this line. They also stated that students used the line excessively since they did not want to be warned, even when they had done something wrong. Some of the teachers said that the ministry did not listen to them, but that inspectors were sent to the school on the basis of pure slander. Consequently, their trust with the students was damaged and as a result, felt disheartened with teaching.

The ministry has seriously limited the authority of teachers. Teachers are held to blame in any situation. Students call the 147 line and make a complaint, they say we cannot warn them, we are under threat. Leave them alone, and you are considered the best. If they come to high school without failing, then they will finish it without failing. I don't have any trust in my students; they don't have any respect for me, and if education is impaired, of course the success will drop (History teacher).

You can easily make a complaint about a teacher, directly to a higher authority. So, students and parents have a leverage. Teachers are only individuals, they have a psychology, and it would be unfair to expect them to be always calm. Teachers can make mistakes, anyone can, and it depends on their psychology. When something happens, teachers are directly blamed for it. So, teachers isolate themselves, they just teach and then leave the classroom. Students threaten teachers (Guidance teacher).

Insensitivity of parents

According to the Family Teaching Project report of Malatya Provincial Directorate of National Education (DNE, 2012), the most important factor distinguishing students with low academic achievement from other students is the lack of parental support and interest. In this regard, the teachers mentioned families' insensitivity and lack of interest. The concept defined as parents' insensitivity by the teachers had different meanings depending on the school type (i.e. it held different meanings for General and Vocational High Schools). For General and Vocational High Schools, it meant that parents did not care about their children and their education, and did not attend teacher-parent meetings, while for Science High Schools, it meant parents perceiving spending a couple of minutes for their children unnecessary and thinking that the children should just focus on their courses. Besides, according to the teachers, parents of children studying at General and Vocational High Schools were not aware of their children's real potential and expected achievement above their potential.

Families should know their children's potential. Not every family can be realistic. What can he/she be in the future? He/she can go to that faculty, or my daughter will go to medical school or law school... They should be realistic (School administrator).

We organize a teacher-parent meeting, but only seven parents show up, and they are all parents of our successful children. Families don't want to hear something negative, I can understand that as a parent myself, but they don't do anything to encourage their children. And we cannot succeed alone (Biology teacher).

Teachers work really hard, but we cannot do anything unless students are motivated. There are parents with a wide variety of characteristics. The ones we have contact with are not the problem. But we don't see the others; some students live in rural areas, and some of them don't want us to even see their parents. There is no point unless students are motivated, they say they don't have the basics, we try to push them, we even have to teach them how to study (Turkish Language and Literature teacher).

Students threaten the teacher, but you cannot tell it to their parents. There might be problems that they should know about, but they sometimes show different reactions (Guidance teacher).

In Science High Schools, parents don't have positive views about their children spending time on arts or sports. These children are above a certain level. We want to give importance to their education; but according to the parents, their children don't even have 10 minutes (School administrator).

Limitation in teacher qualifications

On this issue, two Guidance teachers, two Biology teachers, one Chemistry teacher, one Mathematics teacher, and one School Administrator stated that there should be additional exams held for teaching professionals. According to this suggestion, teachers should take a test of professional knowledge, including new practices and approaches, every two years, but the test should be reliable. Appointments within the city should be made according to the scores from this test. This application was argued in order to stop teachers who have worked for a long time with little or no contemporary knowledge, from working at schools in the city center. Another suggestion was considering the status of master's or doctoral education in making appointments within the city.

Ways of developing teacher's knowledge, other than in-service training, should be developed. There are teachers who have passed the initial age of retirement and cannot get along with students, they are a problem for us as well. There are not many young teachers working in the city center. A test that include new practices could be administered every two years to ensure justice prevails (Guidance teacher).

Solution Proposals

The third theme, solution proposals or suggestions, included four sub-themes that were Family teaching, Provincial council meetings for teachers, Collaboration among institutions and Raising student awareness of exams.

Family teaching

The views of the teachers and School Administrators about the Family Teaching Project, implemented by the Provincial Directorate of National Education, were criticized. This project has aims to educate individuals who have a sense of responsibility, are respectful and well-behaved, enhance their academic achievement, and ensure educational cooperation between school and family (DNE, 2012). The teachers stated that if implemented in accordance with its aim, the project would be effective, but they shared some concerns. These concerns included question marks about whether the reports would be considered or

the problems stated in the reports would even be looked at, and with some teachers presenting reports prepared carelessly.

I view the family teaching project as significant. However, I need to be sure about something, if I see a student giving me trouble and he/she cannot be intervened, I feel devastated. Really hard situations are experienced in some homes. This is a struggle with good intentions, but it would succeed more if teachers are given support. I went there and saw it, reported it to the governorship so that they would know what was happening. It is no good if problems are identified, but nothing gets done. The project will only succeed if the governorship focuses on solutions. As they wanted to take our opinions in this research, they have shown great kindness and trust (Literature teacher).

How can I participate in the family teaching project? I have a baby-boy; the nanny stays only until noon. And my husband doesn't allow me, how can I walk into the houses of families that I don't know (Mathematics teacher).

I don't believe that the family teaching would be of any value. I think we are held responsible for everything we didn't ruin ourselves. So far, families have been visited, but there will only be non-functional reports. Our high school is a successful one, there is no problem of insensitive parents, but I think it would not be effective in general. I think elementary teachers would be really effective in family teaching, their prestige has not yet been ruined. Family teaching will be like a school campaign, there will be inflated lists (Mathematics teacher).

Provincial council meetings for teachers

Two teachers who participated in the study demanded councils are held within the city in which teachers are invited from all schools, in order to share their knowledge of teaching-related problems and their ideas. They thought that these councils should not be composed of people all having the same view, but be held with the participation of individuals who are experts in their job.

Councils can be held within a democratic environment in which we can share our ideas as well as learn (Guidance teacher).

Collaboration among institutions

The participants stated that teachers alone could be neither the sole reason for problems, nor the solution, and that problems could be solved with the cooperation of different institutions.

In Malatya, politics intervenes a lot in education and teaching. There are political appointments. Surely, education is so important, but they cannot leave it to the educators. Then, focusing on the primary aim, we should act together as private institutions, families, syndicates (Biology teacher).

Local authorities' contribution to education should not be for political gain. Not only to people who think the same way they do, they should be the local authorities for everyone. There is a problem here, and we can only achieve a result if non-governmental organizations, local authorities, governorship, provincial directorate of national education, school administrators and teacher-training institutions can work together (Turkish Language and Literature teacher).

Raising student awareness of exams

According to the participants, informing and raising awareness of students about university education in their first year of high school was an important factor that would enhance the success in Malatya.

When children come to high school, they should know that if they want to go on to university, and be aware of their weaknesses so that they can approach their lessons with a serious attitude (Turkish Language and Literature teacher).

DISCUSSION AND CONCLUSION

The findings of the study revealed that the teachers and school administrators evaluated the decrease of success in THEE and UPE exams in two groups that were factors about Turkey and factors specifically about Malatya. Specific to the Malatya province, the teachers and school administrators pointed out that immigration and student gangs had a negative influence on university entrance exam success. The teachers thought that children of immigrant families had difficulties due to their assimilation into a new environment and joined these gangs in order to be a part of a group, which made the problem bigger each passing day. The teachers also stated that school administrators had a partisan attitude and only supported people having the same views as themselves, which lowered their job satisfaction and motivation. Perceiving the Call 147 helpline as a threat also negatively affected teachers.

According to another finding related to parental insensitivity, parents either did not care about their children or intervened in their studying and suppressed them. In this regard, students perceived themselves only as exam-oriented, and did not try to develop their social aspects. This situation can be defined as an obstacle for the holistic development of social, artistic and academic achievement in students' educational lives. Özer and Demir (2008) suggested that parents should help their children get away from the competitive psychology, and provide the education that would give them the opportunity to develop their EQ as well as their IQ. In line with this suggestion, an educator who worked at a Science High School criticized parents that did not want their children to spend time in arts and sports because they did not have even 10 minutes of spare time, and parents believed that their children can spend that time by studying instead.

Another point criticized by the teachers was related to teacher qualifications. Making self-criticism, the teachers said that they could be more active for continuous development and getting to know about contemporary and new approaches. Besides, they stated that in order for the suggestion of continuous professional development to be effective, it was important to give them the value they deserved, and lack of prior knowledge in students reduced their motivation and job satisfaction. Thinking that institutions which took all the credit in case of positive results blamed them in failure, the teachers also mentioned their disbelief about positive changes.

Another point emphasized was the lack of basic knowledge of students. This situation was emphasized as without prior learning and groundwork, effective teaching cannot be achieved, and students cannot be moved to the next level in accordance with the educational programs.

As a suggestion, the teachers highlighted that students' awareness should be raised, starting from the first year of high school. Similarly, Ekici (2005) made a suggestion consistent with the results of this study saying that guidance teachers and experts who work at both private teaching institutions and state schools should help students develop positive attitudes towards the university entrance exam.

Suggestions

- The school administrators and teachers stated that the knowledge provided in elementary education directly affected high school achievement. If the grade passing system is changed and students repeat a grade in cases of failure, then they will learn that they cannot succeed unless they struggle and they should be more conscientious and pay more attention. As a result of this, students would study harder in order to taste the feeling of success and acquire basic knowledge. By means of this change, a learning-centered approach can be adopted.
- While the teachers criticized students and parents for the decrease of success in 2011 and 2012, they were also self-critical. They said that some teachers who were in the profession for a long time could no longer answer to student needs and adapt to new innovations. Teachers who passed the age where they could take early retirement should be encouraged to retire. In other words, teachers can be encouraged to take retirement after completing compulsory retirement age. In this way, teaching staff who are more dynamic and with higher motivation can be employed.
- The lack of motivation that is seen in most teachers also affects other teachers, and as a result of being affected by bad models of teaching, there is no longer a driving force of idealism. To reverse this situation, further scientific research needs to focus on what teachers needs are and what factors can increase their motivation. To enhance the respectability of the teaching profession in society, action should be taken in a way that makes the teaching profession financially and psychologically rewarding.
- The fact that in-service training did not meet teachers' needs was mentioned by both the participant teachers and school administrators. In-service training should be practice-oriented and be organized in smaller groups; experts and participants should be interactively involved in the applications, resulting in more effective training.
- With the support of school administrators, Psychological Counseling and Guidance teachers could hold meetings with students and parents about THEE and UPE, starting from the 9th grade. Thus, students will understand that the university entrance exam requires more than one year of studying and is a process.
- Having more than one Psychological Counseling and Guidance teacher at each school could improve communication with students and the capability to organize more activities towards exam anxiety and consciousness.
- To prevent gangs at schools, students could be encouraged to participate in arts and sports. Opening courses like painting, folk dancing, playing musical instruments, tennis or volleyball and directing high school students to such

courses, organizing tournaments and competitions could help steer them away from bad habits and gangs, and enable them to channel their energy in more positive ways.

- Teachers specifically criticized the partisan attitude of the Provincial Directorate of National Education when appointing school administrators and teachers. Steps should be taken to prevent such practices, with set criteria established for these appointments.
- Students should be prevented from spending too much time with smartphones and other technological devices. Schools need to cooperate with families on this issue.
- After taking the consent of teachers in the Family Teaching Project, reassuring them that the reports would be taken into account while seeking solutions would increase their motivation. The aim of the project and the importance of teachers' efforts can be highlighted.
- Every year high schools could invite former graduated students who were accepted to popular university programs to return to share their experiences. While sharing their experiences in time management and planning their time for studying, students can see real examples of success.
- High schools can organize trips to universities as a way to motivate students. They can glean information about the university environment and social activities, and also meet faculty members. Such trips could reinforce their dream of being a university student.
- A sharing platform can be established by organizing provincial councils within the city for teachers. Ensuring a democratic environment with the participation of official authorities for teachers and administrators to share their needs and demands would show teachers how valuable their profession is and motivate them to fix on-going problems.
- Qualitative research is a method that does not have a concern for generalization. Generalizable studies can be conducted with a scale that can be developed based on qualitative studies in the neighboring cities, and factors that affect success can be determined.

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Appendix I. Interview Questions

1. What are the factors affecting success in the university entrance exams?

Sub-question 1.1. What are the characteristics of schools that are successful in the university entrance exams?

Sub-question 1.2. What are the factors (reasons, musts) affecting success in the university entrance exams?

2. There has been a decrease in the university entrance exam score in Malatya for the past two years. What do you think are the reasons behind this?

Sub-question 2.1. Do you believe that the university entrance process including a two-step examination produces results? If you do, can you explain the reasons?

Sub-question 2.2. What are the factors affecting students' success that are specific to Malatya?

3. What are your suggestions to increase success in Malatya?

4. What elements attract your attention when you evaluate the parent-student profile in Malatya?

Sub-question 4.1. Could you explain the influence of this profile on student success?

5. What are your views on the Family Teaching Project and the Towards Success Project implemented by the Governorship of Malatya?

Sub-question 5.1. Do you have suggestions regarding these projects? If you do, what are they?

6. Considering your subject area, what are the reasons behind the success (if the success rate is low, then behind the failure) in your opinion?

7. Do you have anything to add in general?

Üniversiteye Giriş Sınavlarındaki Başarının Düşme Nedenlerine Yönelik Yönetici ve Öğretmen Görüşleri (Malatya İli Örneği)

Yeliz TEMLİ-DURMUŞ³ & Başak KASA⁴

Giriş

Cumhuriyetin kuruluşundan 1960'lı yıllara gelinceye kadar lise mezunları az sayıda olduğundan, ortaöğretimden mezun olan öğrencilerin yükseköğretime yerleştirilmesinde pek çok fakülte, kendisine başvuran bu mezunları sınavsız kabul etmiştir. 1974 yılında, Üniversitelerarası Kurul, üniversiteye giriş sınavlarının tek merkezden yapılmasını uygun bulmuş ve 1750 sayılı Üniversiteler Kanununun 52. Maddesine dayanarak 19 Kasım 1974 tarihinde Üniversitelerarası Öğrenci Seçme ve Yerleştirme Merkezini (ÜSYM) kurmuştur. 1981 yılında ise Merkez, 2547 sayılı Yükseköğretim Kanununun 10. ve 45. maddeleriyle Öğrenci Seçme ve Yerleştirme Merkezi (ÖSYM) adı ile Yükseköğretim Kurulunun bir alt kuruluşu haline getirilmiştir. 1974 yılından itibaren adaylardan yükseköğretim programlarına ilişkin tercihleri de toplanmış ve adaylar puanlarına ve tercihlerine göre yükseköğretim programlarına merkezi olarak yerleştirilmiştir. 1982 yılından itibaren de ortaöğretim kurumlarından adayların diploma notları toplanmaya başlanmış ve bu notlar Ortaöğretim Başarı Puanı (OBP) adı altında belli ağırlıklarla sınav puanlarına katılmıştır. 1987 yılından itibaren, yükseköğretim programları ile ilgili tercihlerini belli alanlarda toplayan adaylara, sınavda belli testleri cevaplama, diğerlerini cevaplama olanağı tanınmıştır. 1999 yılında iki basamaklı sınavın ikinci basamağı kaldırılmış, sınav ÖSS adı altında tek basamaklı bir sınav haline getirilmiştir. Aynı yıl ayrıca ortaöğretimdeki alanlardan mezun olanların aynı alandaki yükseköğretim programlarına yerleştirilmelerinde OBP'nin daha yüksek bir katsayı ile çarpılması uygulamasına da geçilmiştir.

1999 yılındaki değişiklikte önceki yıllarda uygulanan ÖSS'de herhangi bir değişiklik yapılmamış, sınavda sorulara temel teşkil eden bilgilerde temel eğitim programlarının üstüne çıkılmamıştır. 2006-ÖSS'de yapılan değişiklikle sınavın bir basamakta uygulanmasına devam edilmiş, ancak soruların bir kısmı önceki yıllarda olduğu gibi ÖSS tipinde sorulmuş, bir kısmı ise tüm lise programları göz önünde tutularak hazırlanmıştır (ÖSYM, 2013a).

2010 yılı itibariyle üniversiteye geçiş için gerçekleştirilen bu sınavlar iki basamaklı şekilde yapılmaktadır. Bu sistem içerisinde Yükseköğretime Geçiş Sınavı (YGS) ve Lisans Yerleştirme Sınavları (LYS) yer almaktadır (ÖSYM, 2013b). YGS orta öğretim ve lise 1 konularının ağırlıklı olarak yer aldığı, LYS ise öğrencinin lise eğitiminde öğrenmiş olduğu alanı ile ilgili tüm konuların yer aldığı, dört farklı günde yapılan sınavdır.

Malatya İli ve Üniversiteye Giriş Sınavı

Milli Eğitim Müdürlüğü verilerinde Genel liseler grubunda Genel Liseler, Anadolu liseleri ve Fen liseleri incelenmiştir. Genel Liseler grubunda 2010 ve 2011 yıllarında Malatya il genelinin YGS ve LYS puanlarının Türkiye geneline göre düşük olduğu görülmektedir

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(MEM, 2012). Yalnızca, aynı yıllarda LYS genel lise türünde Malatya, Matematik-Fen LYS puan ortalamasının Türkiye ortalamasına göre daha yüksek olduğu görülmektedir. Yine 2010 ve 2011 verilerine göre genel lise grubunda olan Anadolu Lisesi türündeki okulların YGS puanları ve temel Matematik, Fen-1, Türkçe, Sosyal-1 testlerinin ortalamaları incelendiğinde Malatya ilinin Anadolu Lisesi türünde Türkiye geneline göre hem YGS puanlarında hem de testlerin ortalamalarında daha yüksek bir değere sahip olduğu görülmektedir. LYS puan türünde Malatya il geneli Anadolu Lisesi türünde fen-matematik puanlarının Türkiye geneli Anadolu Lisesi genelindeki puanlara göre daha yüksek olduğu, fakat Türkçe-Matematik ve Türkçe-Sosyal puanlarında ise daha düşük olduğu görülmektedir.

2010-2011 yılları YGS-LYS alanında "Fen Lisesi türü" puanları incelendiğinde Malatya'da bulunan Fen Lisesinin YGS puanları ve temel matematik, fen-1, Türkçe, sosyal-1 testlerinin ortalamalarında Malatya ilinin Fen Lisesi Türkiye geneline göre hem YGS puanlarında hem de testlerin ortalamalarında (Sosyoloji ve Mantık hariç) daha yüksek bir değere sahip olduğu görülmektedir. 2010 ve 2011 yıllarında LYS puan türünde ise Malatya il genelinin Fen Lisesi türündeki fen-matematik puanlarının Türkiye geneli Fen Lisesi genelindeki puana göre daha yüksek olduğu, fakat Türkçe-Matematik ve Türkçe-Sosyal puanlarında ise daha düşük olduğu görülmektedir.

2011 yılında YGS'de Malatya Meslek Lisesi grubunun Fen-1 testi ortalamasının Türkiye ortalamasına göre daha düşük olduğu, fakat diğer test ortalamalarının Türkiye ortalamasına göre daha yüksek olduğu görülmektedir. 2011 yılında Malatya ilinin Türkiye geneline göre meslek lisesi grubunda LYS alanında Matematik, Geometri, Edebiyat-Coğrafya, Sosyal-2 testlerin ortalamalarının yüksek olduğu, Fen-2 test ortalamasının düşük olduğu görülmektedir.

Özetle, Malatya ilinin YGS ve LYS'deki sıralamasına bakıldığında 2010 yılında YGS sonucu Türkiye il sıralamasında 30. iken, LYS puanında 55. sırada olduğu, 2011 yılında ise YGS sonucunda Türkiye il sıralamasında 35. iken LYS sonucunda 58. sırada olduğu görülmektedir. Bu bağlamda bu çalışmanın amacı amacı, devlet liselerinde görev yapan öğretmenlerin ve okul yöneticilerinin son 2 yılda Malatya ilindeki liselerin Yüksek Öğretime Geçiş (YGS) ve Lisans Yerleştirme Sınavlarında (LYS) başarılarının düşmesinin nedenleri, bu durumu etkileyen faktörler ve çözüm önerilerine yönelik görüşlerini almaktır.

Yöntem

Malatya ilinin YGS-LYS'deki başarısının düşme nedenlerini belirlenmesinin amaçlandığı bu durum çalışmada nitel araştırma yaklaşımı benimsenmiş, yarı-yapılandırılmış görüşme tekniği kullanılarak liselerde görev yapan okul yöneticilerinin ve öğretmenlerin görüşleri alınmıştır. Çalışmanın verileri 2012-2013 eğitim öğretim yılının güz ve bahar yarıyılında toplanmıştır.

Çalışmanın evrenini, Malatya'da bulunan iki farklı lise grubunda bulunan (genel lise ve meslek liseleri grubu) dört farklı lise türünde (Fen lisesi, Anadolu lisesi, Genel lise ve Meslek liseleri) görev yapan okul yöneticileri ve öğretmenler oluşturmaktadır. Malatya ilinde yer alan liselerin 2011-2012 yıllarındaki Üniversiteye Giriş Sınavlarındaki başarısındaki artış veya azalışın en yüksek oranda olduğu okullar belirlenmiş ve okul türlerinin Malatya ilindeki dağılım sayısı oranında bir oranla Genel Liseler ve Meslek Liselerinden okullar belirlenmiştir. Fen Lisesi grubunda yalnızca 1 Fen Lisesi bulunduğu için

direkt örnekleme alınmıştır. Bir Fen Lisesi, 1 Anadolu Lisesi, 4 Genel Lise (2011 ve 2012 yılında genel lise olarak değerlendirilmiş ancak sonraki yıl Anadolu Lisesi adını almış liseler, genel lise olarak kabul edilmiştir), 2 Meslek Lisesinde görev yapan öğretmenler ve yöneticiler katılımcıları oluşturmuştur. Araştırmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılarak evrenden örneklem seçilmiştir. Amaç doğrultusunda son iki yılda YGS ve LYS’de başarı ortalamalarında büyük değişiklikler olmuş okullar her lise türünde karşılaştırılmış, değişiklik belirgin olmadığı durumlarda Türkiye ortalamasının altında kalmış okullar seçilmiş, bu okullar herhangi bir puan türünde Türkiye ortalamasının üstünde bir ortalama edinmişlerse, bu öğretmenlerle de başarıyı etkileyen faktörlerle ilgili görüşme yapılmıştır.

Verilerin toplanmasından sonra iki araştırmacı içerik analizi yaparak kodları belirlemiş ve nihai düzenlemeye ulaşmadan önce biri Eğitim Yönetimi ve Denetimi diğeri Eğitim Programı ve Öğretimi alanında uzman iki profesör tarafından kontrol edilmiş ve son şekline ulaştırılmıştır.

Görüşmelere toplam 6 okul yöneticisi, 7 Fizik Öğretmeni, 6 Kimya Öğretmeni, 4 Biyoloji Öğretmeni, 8 Matematik Öğretmeni, 7 Türk Dili ve Edebiyatı Öğretmeni, 4 Coğrafya Öğretmeni ve 7 Psikolojik Danışma ve Rehberlik (PDR) öğretmeni katılmıştır.

Bulgular ve Sonuçlar

Tablo 1. *Temalar ve Alt Temalar (Öğretmenler ve Okul idaresi)*

<i>Temalar</i>	<i>Alt Temalar</i>	<i>f</i>
Türkiye’yi etkileyen nedenler	3.5. İlköğretimden taşınan sorunlar	38
	3.6. Öğretmenlerin saygınlığının azalması	35
	3.7. Eğitim sisteminin ve uygulamalarının çok sık değişmesi	29
	3.8. Sınavın öğrenciler tarafından bir süreç olarak algılanmaması	18
	3.9. Teknolojik gelişmeler ve zaman yönetiminde başarısızlık	14
Malatya’yı etkileyen nedenler	3.10. Göç	30
	3.11. Çeteleşme	26
	3.12. Partizanca tutum	21
	3.13. Alo 147’nin bilinçsizce kullanılması	20
	3.14. Velilerin duyarsızlığı	11
Çözüm önerileri	3.15. Öğretmen yeterliklerinde sınırlılık	5
	3.16. Aile öğretmenliği	15
	3.17. İl içi şurular	11
	3.18. Kurumlar arası işbirliği	8
	3.19. Öğrencilerin bilinçlendirilmesi	7

Türkiye’yi Etkileyen Nedenler

İlköğretimden Taşınan Sorunlar. Öğrencilerin ilköğretim hayatları boyunca sınıfta kalma riski ya da emek vererek sınıfını geçme mutluluğunu yaşamadıkları, ne kadar başarısız olurlarsa olsunlar geçeceklerini bilmelerinin, katılımcı bir öğretmenin deyimiyile “hazırcı ve kolaycı” öğrenciler yetiştirilmesine sebep olduğu belirtilmiştir. Bir başka deyişle, eğitim sisteminin olumsuz bir özelliği olarak öğrencilerin emek verme ve başarıya/ödüle ulaşma azimlerinin köreltildiği düşünülmektedir. Öğretmen ve yöneticiler bu durumda öğrencileri motive edemediklerini belirtmişlerdir.

Öğretmenlerin Yetkisinin ve Saygınlığının Azalması. Katılımcılar, öğretmenlerin yetkilerinin ellerinden alınmasının verdiği zararlardan bahsetmişlerdir. Yetki olarak belirtilen durum ise sınıfta kalmanın resmi olarak liselerde olmasına rağmen öğrencinin

geldiği (ilkokuldan itibaren) sistemde hazırdan almaya alıştığı, sınıfta öğrenci kalsa bile suçun öğretmenlerde aranacağını belirten öğretmenler, farklı okul türlerinden 4 öğretmenin deyimiyile her sorunda “günah keçisi” ilan edildiklerini, sorun ne olursa olsun bir suçlu arandığında faturanın öğretmenlere kesildiği inancını ifade etmişlerdir. Öğretmenlerin bu inançlarının yanı sıra, Milli Eğitim Bakanlığında yetkili isimlerin kullandıkları ifadelerin de öğretmenlik mesleğinin saygınlığına zarar verdiğini belirtmişlerdir.

Eğitim Sisteminin ve Uygulamaların Çok Sık Değişmesi. Eğitim sisteminin alt yapısı hazırlanmadan birçok değişikliğe maruz kaldığı ve öğretmenlerin bile bu hızlı değişime adapte olamadığı ortaya konmuştur. Genel liselerin Anadolu Lisesi ismini alması, böylece düşük netlere sahip olup Anadolu liselerine kayıt yaptıramayanların genel liselere gelmesi, eğitim programlarının değişimi sırasında öğretmen fikirlerinin alınmaması, bir değişim yaparken eski uygulamanın sonuçlarının beklenmemesi gibi durumların etkisi öğretmenler tarafından eleştirilmiştir.

Sınavın Öğrenciler Tarafından Bir Süreç Olarak Algılanmaması. Öğretmenler, sınavın bir süreç olarak algılanmamasının, sadece son sene çalışarak başarıyı yakalamanın mümkün olabileceğini düşünen öğrencilerin bu yanılgı ve bilinçsizliği başarısızlığı tetiklediğini vurgulamıştır. İlköğretimden taşınan sorunlarla birlikte sınavın bir süreç olmadığı düşüncesi de eklenince, her şeyin bir kördüğüm olduğunu belirtilmiştir. Ancak son senede ders başarısı, net sayıları ile ilgilenen veliler çoğu zaman kendi sorumluluklarını çocukları son sene dershaneye göndererek yerine getireceklerini ve içlerini ferahlatacaklarını düşünüyorlar.

Teknolojik Gelişmeler ve Zaman Yönetimindeki Başarısızlık. Teknolojik gelişmelerin, özellikle telefon ve internetin öğrencilerin hayatında büyük öneme sahip olduğu, öğrencilerin çoğunun dikkatini derste bile telefona ve telefondan sağladıkları internet bağlantısına verdikleri belirtilmiştir ve öğrencilerin sosyal ağlara çok vakit ayırmalarını başarının düşmesinde önemli bir etken olarak sunulmuştur. Bütün okul türlerindeki öğretmenler cep telefonlarının, internetin ve televizyon dizilerinin öğrenci davranışlarını, tutumlarını, akademik başarılarını, dikkatlerini olumsuz etkilediğini belirtmişlerdir.

Malatya'yı Etkileyen Etmenler

Göç. Malatya özelindeki LYS ve YGS'deki başarı durumunun düşmesi ile ilgili etkenler hakkında öğretmenlerin fikri sorulduğunda, katılımcılar göçün önemli bir etken olduğunu belirtmiştir. Katılımcılar terör olaylarından dolayı güvenli bir bölge olan ve Doğu Anadolu Bölgesinde bulunan Malatya ilinin ilk tercihlerden biri olduğunu vurgulamıştır. Göç eden ailelerin sosyo-ekonomik ve kültürel olarak zorluk yaşadığı, eğitimden önce barınma, beslenme gibi ihtiyaçlara doğal olarak öncelik verdikleri belirtilmiştir. Bu düşüncüyü belirten öğretmenler, ayrıca belirtilen bölgelerde üniversiteye giriş sınavlarının iptal edilmesinin öğrenci velilerini tedirgin ettiğini, eğitim hayatlarını başka illerde geçirmelerine rağmen sınavın iptal olma endişesinden dolayı snava Malatya'da girildiğini ve bunun da öğrencilerin başarı durumunu etkilediğini belirtmişlerdir. Bu durumu da “Sınav Göçü” olarak tanımlamışlardır.

Çeteleşme. Bireyler toplumda bir arada yaşarken birbirlerinden etkilenirler. Özellikle lise öğrencilerinde farklı kültürlerin etkisinde kalma, televizyon dizilerinin etkisi, akran etkisi, özenme, bir gruba ait olma isteği, varlığını gösterme isteği, göç gibi nedenlerle

çeteleşmelerin yaşandığını belirten öğretmenler, okul başarısı yüksek öğrencilerin de bu durumdan olumsuz etkilenmelerinin üzücü olduğunu belirtmişlerdir. Okul polislerinin etkisiyle bu durumun kontrol altına alınmaya çalışıldığı ancak yetersiz kaldığı vurgulanmıştır.

Partizanca Tutum. Bazı katılımcılar tarafından, görevlendirme ile çalışan öğretmenlerin görev yerlerinin değiştirilmesinde görev yaptıkları okulların Malatya Milli Eğitim Müdürlüğüne kriterleri belirlenmeden, kişisel ilişkiler ön planda tutularak yapıldığını, okul yöneticisi atamalarında da bunun yaşandığını ve bu durumun adalet kavramıyla uyummadığı belirtilmiştir. Bazı katılımcılar ise, bunun genel bir sorun olduğunu, eğitimciler arasında adaletsizliğin sadece görevlendirme öğretmenlerle değil, öğretmenlerin takdirname ve teşekkürname ile ödüllendirilmesinde de yaşandığını belirtmişlerdir. Takdirname ve teşekkürname ile ek puan alan öğretmenlerin bu ödülleri veren okul yöneticileriyle kişisel ilişkilerinin ön planda tutulduğunu belirtmişlerdir. Genel olarak bu durumun öğretmenleri rahatsız ettiği, alan ve öğretmenlik bilgisi yetersiz öğretmenlerin görevlendirilmesinin öğrenci başarısını olumsuz etkilediğini belirtmişlerdir.

Alo 147'nin Bilinçsizce Kullanılması. Alo 147'nin bilinçsiz kullanılması, öğrencilerin Alo 147'yi öğretmenlerini tehdit edici bir unsur olarak kullanmaları olarak ifade edilmiştir. Öğretmenler de yetkinliklerinin bakanlık tarafından kısıtlandığını, öğrencinin de kendilerini bu hatla tehdit ettiğini vurgulamaktadır. Öğrencilerin ne yaparsam yapayım bana dokunma düşüncesiyle yanlış yaptıklarında bile uyarılmak istemediklerini, yerli yersiz bu hatların kullanıldığını belirtmektedir. Bazı öğretmenler bakanlığın öğretmeni dinlemediğini ama bir iftira ile hemen müfettişlerin okula gönderildiğini belirtmektedir. Bu durumun sonucunda da öğrenciye duyulan güvenin düştüğü ve meslekte soğuttuğu belirtilmiştir.

Velilerin Duyarsızlığı. Malatya İl Mili Eğitim Müdürlüğü'nün hazırladığı Aile Öğretmenliği Projesi raporunda (2012) göre akademik başarısı düşük olan öğrencileri, diğer öğrencilerden ayıran en önemli etken anne-baba desteği ve ilgi eksikliğidir. Bu bağlamda çalışmada da öğretmenler ailelerin duyarsızlığından, ilgisizliğinden bahsetmektedirler. Öğretmenler tarafından veli duyarsızlığı olarak tanımlanan kavram, okul türlerine göre farklı anlamlar taşımaktadır. Genel lise ve meslek liselerinde veli duyarsızlığı olarak tanımlanan durum farklı anlamlar içermektedir. Genel ve meslek lisesindeki öğretmenler velilerin çocuklarıyla ve eğitimleriyle ilgilenmedikleri, veli toplantılarına katılım sağlamadıkları anlamına gelirken, fen lisesi öğretmenlerinin veli duyarsızlığı olarak tanımladıkları şey çocukların kendilerine ayıracakları birkaç dakikayı bile gereksiz gördükleri, dersleriyle ilgilenmeleri gerektiği düşüncesine bir eleştiri olarak kullanılmaktadır.

Öğretmen Yeterliklerinde Sınırlılık. Bazı katılımcılar öğretmenlerin bilgilerini güncel tutabilmeleri için ek sınavlar olması gerektiğini belirtmiştir. Bu öneriye göre, öğretmenler yeni uygulama ve yaklaşımları içeren mesleki bilgi sınavına yaklaşık olarak her iki yılda bir girmeli, ancak bu sınavlar güvenilir sınavlar olmalıdır. İl içi atamalarda bu sınavda alınan puanlar etkili olmalıdır.

Çözüm Önerileri

Aile Öğretmenliği. Toplumda sorumluluk duygusu gelişmiş, saygılı, ahlâklı bireyler yetiştirmek, öğrencilerin akademik başarılarını arttırmak ve okul aile arasındaki eğitsel işbirliğini sağlamak amacıyla ilköğretim, ortaokul ve ortaöğretim düzeyinde gerçekleştirilen,

sahibinin valilik, yürütücülüğünün il milli eğitim müdürlüğüne ait olduğu bir proje olan aile öğretmenliği projesi (MEM, 2012) hakkında öğretmen ve yöneticilerin fikirleri alınmıştır. Öğretmenler bu projenin amacına yönelik çalışmasının etkili olacağını belirtmişler, ancak akıllarına takılan bazı soru işaretlerini paylaşmışlardır. Bu soru işaretleri emek verilen raporların ciddiye alınıp alınmayacağı ve raporda yer alan sorunlara çözüm aranıp aranmayacağı, raporların bütün öğretmenler tarafından aynı ciddiyetle ele alınıp yazılamayacağı, gönülsüz öğretmenlerin dikkatsizce sadece yapmış olmak için rapor sunabilecekleri yönündedir.

İl İçi Şuralar. Çalışmaya katılan iki katılımcı, bütün okullardan öğretmenlerin davet edileceği, hem eğitimde problem yaşadıkları alanları paylaşabilecekleri hem de fikirlerini paylaşabilecekleri il içi şuralar talep etmektedirler. Bu şuraların herhangi bir görüşe sahip insanlardan oluşmadan, görüşü ne olursa olsun içinde uzman insanların katılımıyla gerçekleşmesinin faydalı olacağı görüşündedirler.

Kurumlar arası işbirliği. Katılımcılar, öğretmenlerin tek başına ne sorunların nedeni ne de çözümü olabileceğini belirtmişler, farklı kurumların işbirliği içinde el ele verirlerse başarı sorununun çözülebileceği belirtilmiştir.

Öğrencilerin Bilinçlendirilmesi. Katılımcılara göre, öğrencilerin lisenin ilk senesinden itibaren üniversite hakkında bilgilendirilmesi ve bilinçlendirilmesi, Malatya ili başarısını arttıracak önemli bir etkidir.

Tartışma

Çalışmanın bulguları YGS ve LYS'de başarının düşmesini öğretmen ile yöneticilerin Türkiye ve Malatya ili özeli altında iki grup altında değerlendirdiklerini ortaya koymuştur. Malatya ili özelinde, göç ve öğrenci gruplarında çetelerin oluşmasının üniversiteye giriş sınavlarında olumsuz etkileri olduğu öğretmen ve okul yöneticileri tarafından vurgulanmıştır. Velilerin duyarsızlığı şeklinde yer alan diğer bir bulgu sonucuna göre de veliler öğrencilerle ya ilgilenmemekte ya da öğrencinin ders çalışmasına karışarak öğrenciyi baskı altına almaktadır. Özer ve Demir (2008) tarafından yapılan bir çalışmada, öğrenci ailelerinin her şeyden önce çocuklarının yarışçı psikolojiden kurtulmaları ve IQ'nun yanında EQ'larının da gelişmesine fırsat verecek şekilde özellikle sosyal yanlarının gelişmesini sağlayacak eğitim ve öğretim almalarını sağlamalıdır önerisinde bulunmuşlardır. Öğretmenler çözüm önerisi olarak öğrencilerin lisenin ilk yılından itibaren bilinçlendirilmesi gerektiği vurgulanmıştır. Benzer bir şekilde, Ekici (2005), hem dershanede hem de okullarda görev yapan rehber öğretmenler ve uzmanlar öğrencilerin ÖSS'ye yönelik olumlu tutumlar kazanmalarında yardımcı olmalıdır önerisinde bulunarak bu çalışmanın sonuçlarıyla tutarlı bir öneride bulunmuştur.

Anahtar Sözcükler: Üniversiteye giriş sınavları, Başarısızlık nedenleri, Okul yöneticisi görüşleri, Lise öğretmenlerinin görüşleri

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