

EVALUATION OF THE EDUCATIONAL PROGRAMS IN SOUTHEASTERN ANATOLIA

GÜNEYDOĞU ANADOLU BÖLGESİNDE EĞİTİM PROGRAMLARININ DEĞERLENDİRİLMESİ

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ABSTRACT: The purposes of this study was to identify deficiencies in educational programs in the Turkish secondary education system in four cities of Southeastern Anatolia. In order to identify the deficiencies of the system, the perceptions of administrators, teachers and students were investigated through questionnaires. The subjects of the study were 2737 students, 131 teachers and 38 administrators. Their perceptions were compared and some statistically significant differences were observed. The results revealed that; a) the present curriculum in secondary education in Türkiye is not comprehensive enough to meet the needs of the pupils in the system, b) according to students, teachers and administrators included in the research, the curriculum in use in high school in secondary education can not meet the social, professional, moral and aesthetic needs of the pupils involved in the system, and it is also insufficient to meet the current needs of the country, c) students state that teachers have been using classical methods, d) according to students, teachers and administrators counselling programs in their school curriculum are ineffective, e) students believe that program in use in their schools is comprehensive enough to prepare them for the next educational level, f) social and extra curricular activities are considered to be less than adequate by the subjects.

KEY WORDS: educational programs, creative thinking, guidance and counselling, comprehensive school curriculum.

ÖZET: Bu çalışmanın amacı Güneydoğu Anadolu bölgesindeki liselerde uygulanan eğitim programlarının uygulanmasında karşılaşılan sorunları ortaya çıkarmaktır. Bu amaçla dört il rastlantısal örnekleme yöntemiyle seçilmiş, yine aynı yöntemle bu illerdeki liseler belirlenmiş ve 2737 öğrenci, 131 öğretmen ve 38 yönetici çalışma kapsamına alınmıştır. Çalışmada anket tekniği kullanılmış, anketlerden elde edilen veriler SPSS programında yer alan frekans dağılımı, yüzde hesapları ve ki-kare teknikleri ile değerlendirilerek öğretmen, öğrenci ve yönetici görüşleri arasında bir ilişki olup olmadığı, ortaya çıkarılmıştır. Araştırmanın sonucunda; a) eğitim programlarının öğrencilerin akademik ihtiyaçlarını karşılamada yeterli

olmadığı, b) sosyal, estetik, ahlaki ve mesleki ihtiyaçlarını karşılamada yetersiz olduğu, c) öğretmenlerin çoğunlukla klasik teknikleri kullandığı, d) rehberlik hizmetlerinin yetersiz olduğu gibi sonuçları elde edilmiştir.

ANAHTAR SÖZCÜKLER: eğitim programları yaratıcı düşünce, rehberlik ve danışma kapsamlı okul programları

1. INTRODUCTION

Living in a technologically, socially and economically changing world has forced all developing countries to make reforms in their educational systems according to these changes. This is because development and modernisation, planned or unplanned, cause deep social changes and often brings about the destructions of relationships with in cultural institutions. Which are established in the structure of the society. As being one of the most important institutions, education has gained crucial role, in order to shape the structures of all the other institutions in the society. For this reason, teaching what, where, when, why, how and whom have been the main issues of educational policies. In the application of these policies, as a developing country Türkiye has been considering problems in this constantly changing information age. For example, as in the words of Ergun (1995:102=; there is a dilemma in the educational system in Türkiye. On the one hand, there are ideal objectives, which aim at educating students according to their skills through comprehensive programs and schools: on the other hand there are programs which cannot contribute the realisation of these adjectives. In the research

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conducted by Güvenç et.al (1990:17); the problems of the education system in developing countries, specifically in Türkiye, were categorised under four headings as followings:

- 1) conceptual, institutional and philosophical problems,
- 2) institutional, organisational and administrative problems,
- 3) urgent problems requiring immediate solutions,
- 4) structural functional problems.

There are some reasons which can be considered as the cause of these problems; one of them is not having defined objectives which are determined according to the latest developments in educational theory either in Türkiye or in countries which the governments are dealing with education as a problematic issue.

The second one is, the lack of effective, adequate and long term educational policies to educate present man power effectively and efficiently.

The third one is, while establishing the education system, the characteristics of the region which the education will be given and of the people who will be involved are not taken into consideration. And the last one is inadequacy of well-established educational programs for the training of teachers and administrators.

Under the headings 1 and 2 ,the problems related to characteristic of education as a means for the relation of goals such as school versus education, holding to the past versus preparing for the future, theoretical knowledge versus practical application, memorisation versus critical thinking , quantity versus quality, and formal education versus adult education are involved.

Under the third heading, there are problems related to the provision of religious education within a secular system, the reorganisation of high and vocational education,

guidance, finance, etc. Since students, teachers and administrators are directly and naturally involved in education programs (particularly school curriculum) and administrators (particularly school management), the fourth heading including problems related to the program development and administration has been considered the most crucial and challenging one.

In general, curriculum can be defined as the process by which behavioural changes take place in an individual as a result of an experience, which he has undergone. As Coomb et al (1979:299) put, it is the total educational experiences which meet objectives and assure balance among the major fields of knowledge and their methods: the humanities, the social sciences and physical and biological sciences. Since curriculum has been the core of the system, related problems and the solutions have always been controversial issues in all educational systems. Generally, the crucial problems of curriculum organisation have been described as the context, which is directly related to three questions; what will be included? In what sequence will it be presented? And how many selected contexts be best organised for effective learning? As in all developing countries, Türkiye has also been considering reorganisation of the curriculum in order to give complete answers to these questions. Since the introduction of the innovation high school curriculum proposed in 1968, this issue has been one of the areas under discussion in the educational system.

Curricula in use in Turkish schools today are still not flexible enough to adapt to changes as soon as they become necessary. In other words, high school curricula still labour under the border of formalised courses that have little or no relevance to present needs. Türkiye at present is in immediate need of creating high school curriculum, which results in individuals being able to choose a satisfying and socially desirable occupation that will fully utilize their capacities under existing social arrangements.

2. METHOD

2.1 Main Problem

Is there any difference between the perceptions of teachers, students and administrators regarding the adequacy of school curriculum in use in their schools?

2.2 Sub Problems

There is no difference in the perceptions of administrator teachers and students regarding:

- a) the capacity of the curriculum in preparing students for the next educational level.
- b) the content of the curriculum, which prepares students for the job market and research.
- c) the content of the courses designed according to the needs skills and interest of the students.
- d) the curriculum development of creative thinking.
- e) techniques used in the classroom.
- f) the objectivity of the teachers in the evaluation of the examination papers.
- g) the adequacy of social and extra-curricular activities such as parties, conferences etc.
- h) the amount of time allocated for counselling facilities in the school curriculum.

2.3 The Subject of the Study

The subject considered for this study were the were the administrators, teachers and students in high school from randomly selected four cities of Southeastern Anatolia, Türkiye. 2737 10th grade students of 14396, 131 teachers of 1957 and 38 administrators of 78 (DIE, 1975) were selected randomly. The high school taken

into sampling in these cities all general state schools. There were 3 school from Şanlıurfa, 5 from Gaziantep, 3 from Adıyaman and 3 from Mardin provience.

2.4 Data Collection Instruments and Techniques

In this study two sets of questionnaires were utilised for data collection purposes. One was used for both administrators and teachers including 61 statements and the others for the students including 25 statements. The reliability of the questionnaires was found 82.89 for teachers and administrators respectively.

Statements in the teachers' and administrators' questionnaire consisted of 61 items about the curriculum including objectives, course content, and teaching/learning process, etc. 25 statements in the students' questionnaire consisted of items about the curriculum.

For this study chi-square technique was used to see the difference in the perception of students, teachers and administrators.

2.5 Limitations of the Study

The following could be stated as the limitations of this study:

1. This research only focused on the determinations of deficiencies from the point of view of school curricula.
2. The result can only shed light on the current educational systems, which exist in four cities, namely; Gaziantep, Mardin, Adıyaman and Şanlıurfa in Southeastern Anatolia.
3. Opinions related to school curricula were limited to the opinions of administrators, teachers and students in these four cities.

3. FINDINGS OF THE STUDY

Table 3.1. The perceptions of students, teachers and administrators regarding the proficiency of the school curriculum in preparing students for the next educational level.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	469	688	272	528	780	2737
%	17,1	25,1	9,9	19,3	28,5	94,2
Teacher	9	47	16	50	9	131
%	6,9	42,1	12,2	38,2	10,7	4,5
Administ	7	8	3	13	7	38
%	36,8	39,5	2,6	5,3	15,8	1,3
Total	485	783	291	591	801	2906
%	35,0	25,7	10,0	20,3	27,7	100,0

$N=2906$ $X^2_c=52,53$ df:8 $X_T^c=14,68$ $P>0,05$

As can be seen in the table above the result of the chi-square analysis indicated one statistically meaningful difference in the perceptions of three groups regarding the capability of the school curriculum to prepare them for the next educational level. As for the distribution of the perception, the largest group of students (28,5 %) strongly disagree with the statement. On the other hand, while teachers and administrators (38,2 % and 34,2 % respectively) were disagreeing with the statement, they partially accepted the proficiency of curriculum in use in their school.

Table 3.2. The perceptions of students, teachers and administrators regarding the content of curriculum, which prepares students for the job market and for research.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	961	638	300	357	436	2737
%	35,1	25,0	11,0	13,0	15,9	94,2
Teacher	43	49	12	18	9	131
%	32,8	37,4	9,2	13,7	6,9	4,5
Administ	14	15	1	2	6	38
%	36,8	39,5	2,6	5,3	15,8	1,3
Total	1018	747	313	337	451	2906
%	35,0	25,7	10,8	13,0	15,5	100,0

$N=2906$ $X^2_c=21,76$ df:8 $X_T^c=14,86$ $P>0,05$

The value of the chi-square obtained ($X^2_c = 21,76$) provided that the difference was significant. While 35,1 of the students strongly agree with the statement, teachers and

administrators only agree with the statement. This means that the students believe that the content of curriculum has capacity of preparing students for the job-market and research, but as can be seen in Table 3.2 most of teachers and administrators the curriculum in use in their school are not completely satisfied with the curriculum (teachers 37,4 % administrators 37,5 %). Almost some results were obtained in the study conducted by Esmer (1986). In his study he showed that the objectives, which aims students to choose professions according to their interests and abilities, were the latest achieved objective.

Akbıyık (1984) in his study found that schools programs were good at preparing students for the next educational level but were inadequate in preparing them for life.

Table 3.3. The perceptions of students, teachers and administrators that the content of the courses are designed according to the needs, skills and interests of the students.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	828	762	397	368	382	2737
%	30,3	27,8	14,5	13,4	14,0	94,2
Teacher	14	51	15	39	12	131
%	10,7	38,9	11,5	2,8	9,2	4,5
Administ	5	18	1	10	4	38
%	13,2	39,5	2,6	26,3	10,5	1,3
Total	847	831	413	417	398	2906
%	29,1	28,6	14,2	14,3	13,7	100,0

$N=2906$ $X^2_c=63,81$ df:8 $X_T^c=14,86$ $P>0,05$

The result shown in the table above indicated that the students appear to believe more strongly than the teachers and administrators that the curriculum in use in their school respected to their needs, skills and interests.

This can be considered natural because their only needs and interests base on entering university and curricula in school mostly concentrate on this aim. In the related literature, study conducted by Caner (1986) indicated that many teachers thought the content of the curriculum to be sufficient to some extent in meeting the needs skills and interests of students.

Table 3.4. The perceptions of students, teachers and administrators regarding the curriculum’s development of creative thinking.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	863	712	381	373	408	2737
%	31,5	26,0	13,9	13,6	14,9	94,2
Teacher	21	48	19	32	11	131
%	16,0	36,6	14,5	24,4	8,4	4,5
Administ	5	12	5	11	5	38
%	13,2	31,6	13,2	28,9	13,2	1,3
Total	889	772	405	416	424	2906
%	30,6	26,6	13,9	14,3	14,6	100,0

N= 2906 $X_2^c=38,99df:8$ $X_1^T=14,86$ $P>0.05$

The difference between the perceptions of the students, teachers and administrators regarding the school curriculum’s development of creative thinking was sought using chi-square procedure.

The result proved that there was a difference between the perceptions of the groups. As can be seen in Table 3.4 31,5 % of the students accept that the school curriculum in use in their schools provides a basis for creative thinking. On the other hand, 24,4 of the teachers and 28,9 % of the administrators disagree within this idea. It might be concluded that students might not know the real meaning of creative thinking because a great number of teachers and administrators did not appear to believe that the curriculum in use in their school could develop creative thinking.

Table 3.5. The perceptions of students teachers and administrators concerning techniques used in the classroom.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	290	514	132	76	1039	2737
%	10,6	18,8	4,8	27,8	38,0	94,2
Teacher	16	31	14	50	20	131
%	12,2	23,7	10,7	38,2	15,3	4,5
Administ	4	10	2	8	14	38
%	10,5	26,3	5,3	21,1	36,8	1,3
Total	310	555	148	820	1073	2906
%	10,7	19,1	5,1	28,2	36,9	100,0

N= 2906 $X_2^c=34,23df:8$ $X_1^T=14,86$ $P>0.05$

The hypothesis about the difference in the perception of the three groups with regard to the

use of appropriate teaching techniques in the classroom was rejected after the analysis represented in Table 3.5. The $x_2^c=34,23$ ($x_2^T(0.005)=14,86$, $x_2^H>x_2^T$) proved the significance of the difference. The largest group of the students, 38,0 %, think that teachers do not use a variety of techniques during their teaching process. It is noteworthy to see that 10,7 % of the teachers are undecided about this stament, although they are supposed to apply all these techniques according to the topics. To conclude, it is likely that they are continuing to use classical techniques such as axplaining, asking and answering during their teaching.

The largest groups of students (38%) thought that teachers used variety of techniques during teaching. But the teachers, stated that they used classical teaching techniques in the classroom (23,7 %) it might be concluded that since the teachers are not given continuous in-service training and they cannot follow the developments in their subject study, they are insufficient to apply suitable teaching techniques.

Table 3.6. The perceptions of students’ teachers and administrators concerning the objectivity of the teachers in the evaluation of the examination papers.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	520	357	440	580	840	2737
%	19,0	13,0	16,1	21,2	30,7	94,2
Teacher	24	38	18	28	23	131
%	18,3	29,0	13,7	21,4	17,6	4,5
Administ	12	11	3	6	6	38
%	31,6	28,9	7,9	15,8	15,8	1,3
Total	556	406	461	614	869	2906
%	19,1	14,0	15,9	21,1	29,9	100,0

N= 2906 $X_2^c=44,40df:8$ $X_2^T=14,86$ $P>0.05$

The question studied here was related to the difference in the perceptions of students, teachers and administrators regarding the objectivity of the teachers in the evaluation of examination papers. The chi-square statistics presented in table 3.6 above illustrated that the difference is significant.

As can be seen in the table, although students

stated that their teachers were not objective during the process of the evaluation of examination papers, teachers stated that they were objective in the evaluation process.

Table 3.7. The perception of students, teachers and administrators related to the adequacy of social and extra-curricular activities such as parties, conferences and work visits.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	1744	415	283	160	135	2737
%	63,7	15,2	10,3	5,8	4,9	94,2
Teacher	33	53	15	19	11	131
%	25,2	40,5	11,5	14,5	8,4	4,5
Administ	5	14	2	11	6	38
%	13,2	36,8	5,3	28,9	15,8	1,3
Total	1782	482	300	190	152	2906
%	61,3	16,6	10,3	6,5	5,2	100,0

N= 2906 $X^2_c=58,66$ df:8 $X^2_T=14,86$ $P>0,05$

The difference in the perceptions of the three groups was studied using "chi-square" statistics and the results proposed that the difference is significant. As $X^2_c=58,66$ and $X^2_T(0.005)=14,86$ the meaningful difference was found. As can be seen in the table above, 63,7 % percent of the students strongly agree with the proposal that they find the social activities adequate. In comparison, 20 % of the teachers and 36,8 % of the administrators merely agreed with the proposal.

Regarding the social and extra-curricular activities students indicated satisfactory opinions whereas teachers and administrators found the extra-curricular and social activities partially adequate. In fact extra-curricular activities have great effect on students' academic aspiration and high level of self-esteem (Helm 1991, Marsh, 1992, Coyle, 1995).

Table 3.8. The perceptions of students, teachers and administrators regarding the time allocated for counselling services in the school curriculum.

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Total
Student	1218	471	243	306	499	2737
%	44,5	27,2	8,9	11,2	18,2	94,2
Teacher	23	40	11	39	18	131
%	17,6	30,5	8,4	29,8	13,7	4,5
Administ	9	9	3	9	8	38
%	23,7	23,7	7,9	23,7	21,1	1,3
Total	1250	520	257	354	525	2906
%	43,0	17,9	8,8	12,2	18,1	100,0

N= 2906 $X^2_c=78,88$ df:8 $X^2_T=14,86$ $P>0,05$

The difference in the perceptions of students, teachers and administrators concerning the amount of time allocated for counselling services in the school curriculum was found to be significant. The chi-square value (78.88) ($X^2_{T(0.005)}=14,86$, $x^2_c > x^2_T$) proved that students, teachers and administrators have different perceptions on the statement. 44% of the students strongly agree whereas 29.8 % of the teachers and 23.7 % of the administrators disagree on the adequacy of time allocated for counselling services.

4. CONCLUSIONS

With regard to questions as to whether the school curriculum in use in the school was adequate in preparing student for the next educational level as significant difference was found among the perceptions of administrators, teachers and students. While a great number of student believed that the curriculum in use in their school could not prepare them for the next educational level, administrators and teachers appeared to believe that the school curriculum could not prepare student to some extent for the next educational level.

A vast majority of the respondents maintained that the content of the curriculum was in theory capable of preparing students both for research and for market. On the other hand, a great number of teachers and Administrators tend to believe that the curriculum in use in their

school did not prepare student efficiently for either research or for the job market. This may be from the fact that the content of the courses force students to memorize not to make judgements or think creatively.

More than one-third of the students appeared to be positive about the content of the courses. They appeared to believe that the content of the courses was capable of meeting their needs, skills and interests. A great number of administrators and teachers did not appear to be as favourable as the students. They stated that the content of the courses only partially met the needs and interest of the student. This may mean that the content of the courses prepares students for university but does not meet other needs, skills and interests of the students.

As for creative thinking, according to the students the content of the curriculum in use in their school develops their creative thinking ability. However, administrators and teachers do not share the same idea. There is a variation of opinions among administrators and teachers. This variation may derive from the teachers' different subject backgrounds. Teachers of arts and literature, for example, may support statement. On the other hand, teachers with sciences backgrounds such as physics or chemistry, may tend not to support the statement.

With regard to the variety and suitability of techniques applied during the teaching process in the classroom, students and administrators have more negative perceptions than Teachers. Students maintained that their teachers did not use a variety of teaching techniques in the classroom.

A little more than one third of the Student thought that their teachers were not objective in the evaluation of examination papers. Teachers, on the other hand, maintained that they were completely objective in the evaluation process. It is noteworthy to see that administrators had great confidence in teachers; that is, they strongly believed that teachers were completely objectives in the evaluation of examination

papers. It may be concluded that unless teachers have sufficient measurement tools and objective knowledge of evaluation the evaluation of examination papers, problems may well occur during the evaluation process.

More than half of the Students appeared to believe that the social activities organized in their school were adequate. Teachers, however did not share the same idea. They thought that there were some social activities but not as many as were needed.

As for the amount of time allocated for counselling activities, while students found in adequate, teachers stated that the time given for the fulfilment of a counselling program was not adequate. Consequently it may be concluded that insufficient time was allocated for counselling services in schools, which has negative effect on the psychological development of the students.

5. SUGGESTIONS

1. Before determining the objectives, the needs of the students should be analysed and objectives should be prepared according to these needs.
2. The objectives of the curriculum in use in schools should be explained clearly to students, so that the students know their targets and make effort to reach them.
3. The content of the courses should be prepared according to the changing conditions of the country. Unnecessary theoretical knowledge should be excluded. Practical aspects should be emphasized in order to make students keep developments of the information age.
4. In the preparation of the course content, the objectives of the courses, the needs and interests of the students, and the social, economical and cultural developments occurring in the country should be taken into consideration.
5. In order to be objective in examinations, teachers should be given in services

- training about measurement and evaluation.
6. Teachers should be motivated to prepare or use objectives tests so as to avoid biased evaluation.
 7. The evaluation of students' achievement should be continuous process. occurring periodically rather than only at the end of study of each unit or topic.
 8. Since reform in secondary education and solutions of the problems about the transfer into higher education depend on counselling guidance in high schools. there should be detailed guidance programs in the school curriculum.
 9. In the guidance of students' the school administration. the guidance specialist, the teachers and parents should work together.
 10. Students, especially these in the 10 grade should begin to explore the wide range of occupations and careers available. For this purpose,. activities such as work visit to factories, job sampling and employer visits to school should be included in the curriculum. using various technological aids.
 11. Extra curricular activities should be planned by activities coalition of students, teachers and adimmstrators because the participation of students in extra-curricular activities has many positive effects on the students. Besides increasing self-esteem and developing, leadership skills and interpersonal skills, participation in these activities has been connected to high academic performance and individual success.
 12. Extra-curricular activities should be planned according to both the needs and interests of students and the objectives of the programs.
 13. A satisfactory relationship between the school and environment should be achieved by organlizing extra-curricular activities.

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