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Comparing the expectations of undergraduate and graduate degree students

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Abstract

The aim of this study is to determine the academic expectations and satisfaction levels of the Marmara University Technical Education Faculty (TEF) and the Technical Sciences Vocational School (TBMYO) students by analyzing comparatively. Research universe is the students at Marmara University, TEF, TBMYO. The data of the study is collected by using “Student Profile Survey” developed by the users. TEF and TBMYO students are considered comparatively and statistical analysis has been carried out. At the end of the study, it is concluded that the expectation levels of the students are high whereas the satisfaction levels are low.

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1. Introduction

The quality of an educational institution, one of the most important indicator of the priorities is to be preferred. Students in school and professional orientation courses are more opinions regarding the quality of education in terms of determining the level of importance. A large part of students to university education starts with great expectations. In the middle or end of the period, the student's satisfaction means more depending on the realization of expectations. University students' satisfaction levels in determining the outstanding principal factors; read the department, section, which at the faculty where the faculty belongs to the university, the university's where regions and cities, universities and the region's social life and facilities, technological infrastructure, economic level, and entertainment venues of the state. University students' satisfaction levels are determined by given answers to these questions.

Reviews of university students related to educational services, and student-teaching staff in the classroom learning as well as their relationship includes facilitating conditions and behaviors. Students' opinions related to educational services provided by the university is obtained with student satisfaction research. These researchs are important issues on which the students also suggests that levels of satisfaction in this matter (Palihawadana ve Holmes, 1999:42). In determining the level of student satisfaction reviews is not the only source of information provides useful information in this regard than many other indicators are valid and reliable (Penny, 2003:400). Because students of this process is a direct recipient and beneficiary. Therefore, assessment of learning and

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education / training to qualify to measure the effectiveness and efficiency through self-renewal and universities for students who choose the path reviews are an important data source.

2. Method

This research, using scanning model was obtained through surveys of student opinion is a descriptive study.

2.1 Aim of The Study.

In this study, Marmara University Faculty of Technical Education and Vocational School of Technical Sciences of the students who study at the university aimed to identify the expectations.

2.2 Universe and Sample of the Study

Research universe Marmara University Faculty of Technical Education and Vocational School of Technical Sciences in studying students, the study sample, the survey application on the day in school and randomly selected students constituted. Although the students reach the 698 survey application is incomplete or incorrect because of the filled questionnaires, 654 questionnaires were evaluated.

2.3 Data Collection Tool Development and Implementation

Research in the spring semester 2008-2009 academic year Marmara University Faculty of Technical Education and Vocational School of Technical Sciences at the Electronic, Electrical, Mechanical, Computer, Textile and Printing sections were made with students. Used survey in this study was prepared by researchers. Before application of the errors can be identified as a pretest for a group of 25 persons, depending on the student applied and it can not be sufficiently understood and similar questions found in nature by determining the necessary arrangements have been made. Used as a means of data collection consisting of seven chapters and two sections of the survey have been addressed in this study.

The first section consists of demographic information of students. The second part, the university's academic services provided are intended to set expectations.

Reliability analysis was made after identifying the frequency of demographic information and the Cronbach α coefficient of 0.798 was obtained. This result of our survey indicate that the result is reliable. Then, to find the level of expectations, factor analysis was conducted. Obtained from factor analysis of the effects of sub-factors were investigated by regression analysis. Finally, our study sample, the pre-license (TBMYO) and license (TEF) expectations of students were compared with independent t test.

3. Results

Student's demographic information obtained from the first part of the survey results are summarized. Distribution of students according to gender variable 64% (412) men and 36% (233) girl, according to variable distribution of school 36.7% TEF and 63.3% TBMYO. According to the type of teaching, formal education students are 58.5% and , secondary school students are 41.5%.

Families of the students residing in the Marmara region is 61.2% , vocational and technical high school graduates of students is 97.6%, (36%) as part of you (28%) graduated high school because of the more chose. 36% of the students had read as a conscious part and% 28 of the students graduated high school choose the continuation of the section was read as. Their families have incomes below 83% of 2000 TL. The university's academic services for students asked questions to determine their expectations and the appertaining sub-factors is shown in Table 1.

Table 1: The results of factor analysis

S3	Easy access to instructors is.	0,818	
S2	Instructors are related to students	0,793	
S4	Instructors are fair and impartial	0,763	
S6	Instructors love their duties	0,758	
S5	Instructor come prepared to lesson.	0,752	
S8	Instructors follow innovations.	0,648	
S7	Instructors start and finish class on time.	0,58	
S11	Instructors establish the connection between daily life with lessons.	0,575	
S9	Instructors in teaching activity uses technological tools.	0,567	
S12	Given to students (project, application, such as homework and individual work ...)	0,563	
S1	that will contribute to learning opportunities	0,559	
S13	Instructors use different teaching methods.	0,55	
S8	Interests and needs of the students choose appropriate lessons are sufficient	0,545	
S16	Academic advisors are interested in student problems.		0,817
S15	Library facilities should be sufficient.		0,797
S17	Library is physically suitable and sufficient		0,776
S18	The library's opening hours are suitable		0,746
S20	Borrow books from the library is easy to obtain		
S21	Of learning spaces (Class; Lab.; Workshop; Computer; Activity Rooms; ...) the		0,729
S19	number and quality is sufficient.		
S14	Enough textbooks at the university where there are sales		0,69
	Support Services (computer, internet ...) is sufficient in terms of numbers and		0,676
	services		
	Education environment is physically feasible		0,541

The answer to the questions asked of the 21 units, the average level of expectations of students were found to be 68.53. This value of the services provided for students is not very high levels of expectation or expectations are met indicates significant.

The variables to determine the level of expectations, factor analysis was conducted. First, the Kaiser-Mayer-Bartlett sphericity test and Kaiser-Mayer- Olkin (KMO) measure of compliance with the eligibility factor analysis of the data were investigated. KMO measure of compliance was obtained as 0.929. This value is very suitable for factor analysis of the data shows. Second, sub-factors were found by the basic components analysis method. Sub-factors were obtained from 3 pieces as shown in Table 1. These sub-factors are;

First sub-factor (F1): This sub-factors are grouped under the title of the Instructors. Here, in general, Instructors and student attitudes towards and behavior inside and outside the classes of mutual student- Instructors includes factors such as communication.

Second sub-factor (F2): This sub-factor has been included in the library services. Here, the students they see as the second important factor is the factor library services. In general, the students, the library's physical structure, working hours and the appropriateness and adequacy of the loan book retrieval system were evaluated.

Third sub-factor (F3): This is the last sub-factor has been identified as course material. Here, the students course materials, training materials, laboratory, classroom, technological enhancement, internet facilities etc. service includes

Factor analysis results obtained from these three sub-factors in the total variance is 64.218% and a value describing the level of expectations has been observed that the level of expectations and the impact of these factors was determined by regression analysis. Here, the average expectation level is dependent variable, factors obtained from the factor analysis is considered to be the independent variables were established as a model and the model results are shown in Table 2.

Regression analysis results obtained in the level of impact on the expectations of all the factors of 93% as strongly positive and statistically significant at 1% significance level was up. In other words, 93% of the change in expectations of students with these three sub-factors are described.

Table 2: Regression analysis results

Independent Variables	Coefficient	Std.Error	Prob.
Constant	3,428	0,001	0
F1	0,5	0,001	0
F2	0,313	0,001	0
F3	0,312	0,001	0
Adj-R ²	0,93		0
F-statistic	273514,66		0

Of our study sample, the pre-license (TBMYO) and license (TEF) for comparison of student expectations of the level of independent t-test was applied and the results are given in Table.3.

Table 3: Comparison of the level of expectations of students TBMYO and TEF

School:	N	X	std.dev.	d.f.	t	p
TEF	228	3,2916	1,04595			
MYO	393	3,2695	,83057	619	290	0,772

As a result of regression analysis, pre-licensing (TBMYO) and license (TEF) of the students was not a significant difference between the level of expectations. ($p > 0.05$). These results, even though they're two different school levels, these two differences between the expectations of school students, the lack of these two school students chosen as the sample correctly reflects the universe shows.

4. Conclusion and Recommendation

The results obtained from this study into four main headings can be summarized as follows.

- Expectations of TEF -TBMYO students from academic services and desired level has not quit.
 - Expectations of the academic services provided by university to determine the factor analysis was conducted. These factors instructors, course materials and library are organized in to three main headings.
 - These three sub-factors in the expectation levels, high and came very close to each other.
- Between TEF and TBMYO students, no difference was seen at the level of expectations.

Depending on these results the following suggestions are listed as follows.

- This research can be extended to cover the entire university.
- The results obtained from this research, a quality education with prospects for granting the persons, institutions and organizations with panel discussions, seminars and other academic activities can be shared. In particular, the 'training of trainers' program in the context of symposia, conferences, and supported by panel discussion about the academic teaching staff can be opened with. .
- During certain periods can be done with students meeting expectations can be determined. In addition, student representatives and college governing body as an example of participatory democracy among themselves about the decision to attend, the decision to be announced to the students that can be provided.
- Department education programs for students to perform to their expectations can be updated according to the ideal standard.

- Students' expectations and satisfaction levels are measured regularly every year, improving the quality of education services and how much over the years in which areas of improvement can be identified observance.

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