

STUDENTS PROFILE CHOOSING SAKARYA UNIVERSITY IN THE 2016-2017 FALL SEMESTER AND THEIR REASONS TO CHOOSE

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ABSTRACT

In this study it is aimed to reveal that in which way students choose Sakarya University, Institute of Science and Technology (SAUIST) and the demographic data of students in terms of choosing SAUIST for the 2016-2017 fall semester. The most important findings of the study is that %28 of the students surveyed the study say that it is because of Sakarya's geographical location to choose SAUIST. Secondly ranked of preferred reason is the national/international recognition of SAU which is mentioned by %23 of the students surveyed. The method of the study is in the form of field study and a survey with 10 questions was applied to SAUIST students who enrolled for a graduate program. The results obtained from the survey were analyzed using SPSS software and significant results have been tried to achieve. The universe and sample of the study is the students of SAUIST who enrolled on the 2016-2017 fall semester. As a conclusion, it is suggested that it could be done for a more homogeneous distribution for the improvement of the existing channels for the preferred choice and demographic studies for in the future in terms of preferred rations for the period with this study.

Keywords: Sakarya University, Institute of Science and Technology, Graduate, Graduate Education Preferences

INTRODUCTION

Until 1982, undergraduate education in Turkey was initially carried out in faculties due to the lack of faculty members and institute buildings. Institutions were established in 1997 by the decision of the Turkish Academy of Sciences (TUBA) and the graduates were assigned to the institutes and graduate education was given by the institutes (Karakütük, Aydın, Abalı, & Yıldırım, 2010). In addition to this, with the membership of the Bologna Process, higher education courses in Europe and Turkey are subject to continuous improvement. One of the higher education courses that entered the rapid development process with the Bologna Process is post-graduate education. The aim of the graduate education is to enable students who have completed undergraduate education to learn the research methods and to analyze the existing scientific knowledge and to be educated as scientists who will meet the needs of the society in order to learn new knowledge. Another aim of the institute is to enable qualified scientists to be trained (Karaman & Bakırcı, 2010). In the definition made by Çakar, post-graduate education is defined as working at a field specialization level and taking the undergraduate education to a higher point. Individuals with a high level of knowledge, skills and high-level of specialization in the field of undergraduate education should be individuals.

In addition, students with a graduate degree in postgraduate education should not only evaluate existing information but also be able to research existing information, research, research in their own field, develop themselves to produce new information, and spread the information they produce as widely as possible. There are 5 different institutes in our country in general. These include the Institute of Science, which runs programs in science and engineering, the History of Revolution in Atatürk's Principles, which runs programs in the field of development history, the Institute of Health Sciences, which runs programs related to medicine and health sciences, Social sciences institutes that carry out programs in social areas. (Çıkrıkçı-Demirtaşlı, 2002). Scientists, one of the listed institutes, are defined as places where science is taught and taught and also produced. The education given in the institute of science is the factor that shows the quality of education given in institute institutions which is going to keep up with the latest scientific data and technological developments. Moreover, as Türker said, post-graduate education will remain valid as long as the graduate student has the capacity to interpret updated information. As a result of such an education, teaching and research will be intertwined with each other (Türker, 2001). It is seen as a need for science institutes established to educate qualified scientists to constantly improve themselves and to overcome their hurdles.

In this study, the social and demographic characteristics of the students who prefer Sakarya University(SAU) Institute of Science (SAUFBE) were investigated by the questionnaire applied to the students enrolled in the fall semesters of 2016-2017. The students who applied the questionnaire were asked about the reasons for selecting the institute and the answers were interpreted by SPSS 12.0 program. With this study, it is aimed to reveal demographical information and the way in which university students prefer Sakarya University Institute of Science (SAUFBE) programs. In addition to this purpose, this study is aimed at not only the SAUFBE, but also a study that will serve as an example of the reasons for choosing the science institutes (FBEs) all over Turkey.

THE STUDY

In this study, all the students who preferred the SAU FBE were selected as the study universe by being eligible to register as a graduate program in the fall semester of 2016-2017. A survey was conducted among all the students who participated in the study, including gender, which program they were enrolled in, countries, school information they last graduated, city information on their residence, whether they worked in any job, where they first heard about the program they were applying for and why they preferred the SAU FBE. In the fall semester of 2016-2017, a total of 505 students, 287 theses and 218 theses, were reached and the demographic data obtained are shared in Table 1 with the master's (MS) and doctorate (PhD). The 505 students surveyed are also the total number of students enrolled in the SAU FBE in the fall semester of 2016-2017.

Table 1: Demographic information of students participating in the study

	Program	Male	Female	Total
Thesis	Ms	184	84	268
	PhD	13	6	19
NonThesis	Ms.	188	30	218
	PhD	0	0	0
Total		385	120	505

The obtained data were recorded and analyzed by SPSS 12.0 package program. The data has been simplified and digitized to make it easy to read and interpret. A ranking was made between the students 'reasons for choosing the SAU FBE and the reasons for the students' preference, and the analyzes made are shared in the findings. Grouped data is marked with a percent (%) sign.

287 students (56.8%) of the 505 students who participated in this study applied to the program with thesis and 218 students (43.2%) made students without thesis program. Theses of the 287 students who applied with thesis program consisted of female (male, 90 (31.4)) of 197 (68.6%). 184 (68,6%) of the total 268 graduate students enrolled in thesis programa are male, 84 (31,4). In the same way, thirteen students (68.4%) were male and 6 (31.6) were students. 188 students (86.2%) are male and 30 (13.8%) are female. All of the 218 students who were enrolled in the program without thesis were enrolled in the master's degree. Of these students, 188 (86,2%) were male and 30 (13,8%) were female. It is seen that most of the students enrolled in the Marmara Region are from where they live. Distribution charts according to the cities where students live in 2 cities (Sakarya, İstanbul) are shown in Figure 1 for the thesis programs and Figure 2 for the non-thesis programs.

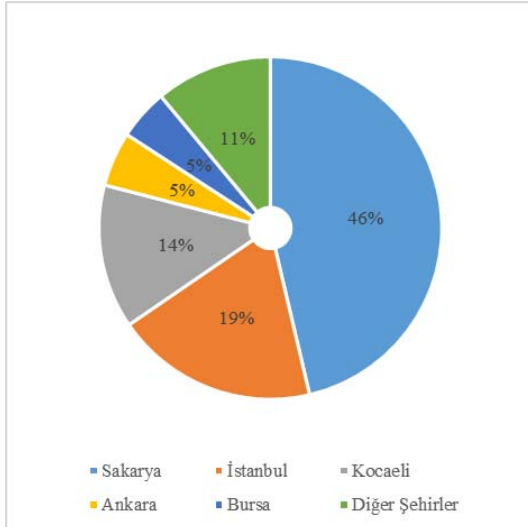


Figure 1: Cities where students with a thesis programa registry reside

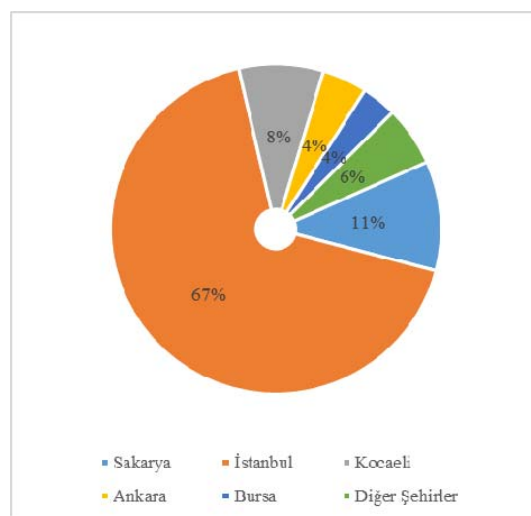


Figure 2: The cities in which the students with non-thesis programa registration reside

CONCLUSION AND DISCUSSION

When the students who prefer the SAU FBE and enroll in a graduate program are examined in terms of their gender, it is seen that men are higher in the thesis and non-thesis programs. In the non-thesis post-graduate programs, it can be said that men prefer higher education programs than thesis programs. In this survey study, all students enrolled in the SAU FBE are allowed to participate in the survey. This was done through the follow-up of student affairs during the registration of the questionnaires. It has been observed that the questionnaires given by the students as a document to be taken when they come to the register are filled in by all the students in a complete and healthy manner.

When the places where the students who did not register were resident were examined, it was observed that the students came mainly from the cities of Istanbul and Sakarya. In this regard, the easy access of Sakarya University has an important role.

The students' answers to the question about the place where the SAU FBE first heard; (43% in the theses, 54% in the theses) reported that the SAU FBE heard what they heard from the internet, 15% in the thesis, 28% in the non-thesis, 27% in the thesis, 8% He said. The number of e-mail e-mails has remained very small and the first e-mail announcements have not been selected. Relevant results are shown in Figure 3 and 4 and are included in Table 2 together with the numbers.

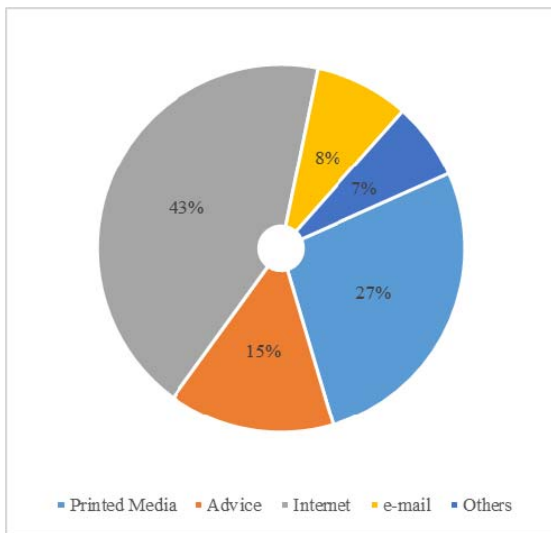


Figure 3: Students enrolled in thesis programs are the first places that the SAU FBE heard

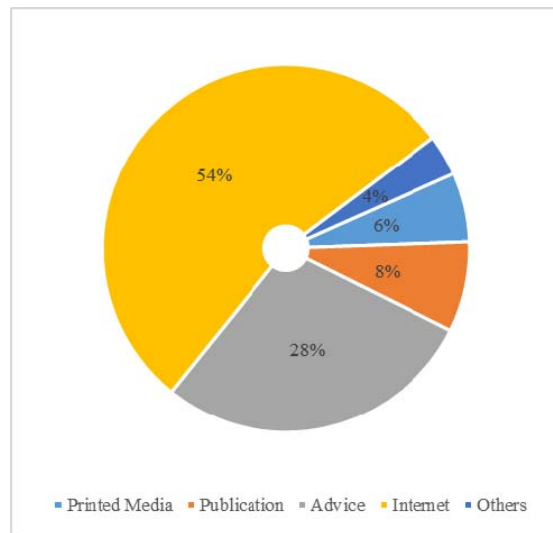


Figure 4: Students enrolled in non-thesis programs are the first places the SAU FBE heard

Table 1: Students first heard about the SAU FBE

	TV	Print media	Publications	Advice	Internet	Social Media	Search engine	e-mail	Others
Thesis	0	52	0	28	83	0	0	16	13
non-Thesis	1	17	22	79	150	0	0	0	10
Total	1	69	22	107	233	0	0	16	23

To further elaborate the places that students hear first, and especially to reveal their internet resources, students have been asked a question "If you have pointed out the internet issue, please specify which internet source you are informed about". This question is mostly answered by search engines. 58% of the students with the thesis as the first source of hearing by the SAU FBE and 78% of the students without thesis selected the search engines. After the search engines, the use of social media appears to rank second. The outcome here is that the SAU is the most important resource search engines that have established the FBI's reputation and awareness. For this reason, more attention can be given to search engines in reaching more students.

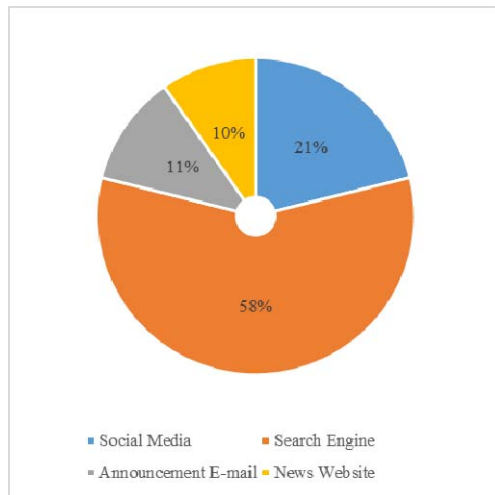


Figure 5: Sources of internet access for students with thesis program

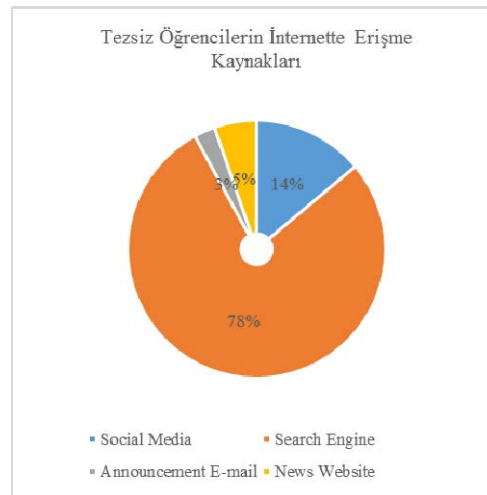


Figure 6: Sources of access by students with non-thesis program registrations

The answers to the question asked to examine the working status of the students are different for the students with thesis and without thesis. According to these results, 89% of the students who have a non-thesis program record work. 51% of the students who applied with thesis programa were seen working. The result obtained here is that a significant number of students enrolled in postgraduate programs are working. Particularly, this can be attributed to the fact that those who are studying in the private sector are those who are seeking a more successful career in their workplace. In addition, since thesis programs require more time and self-sacrifice, working students prefer non-thesis programs.

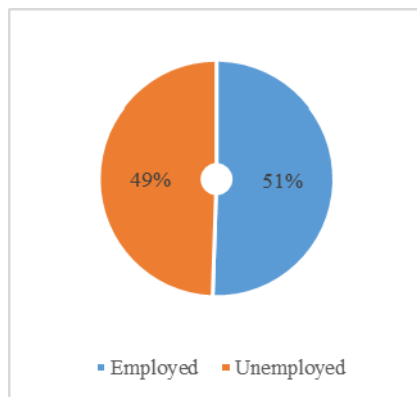


Figure 7: Working status of students with thesis programa

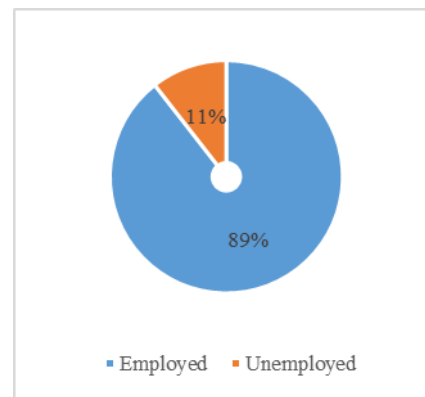


Figure 8: Working status of students with non-thesis programa

Table 2: Reasons for students to prefer the SAU FBE

	With Thesis		Non-Thesis		Total	
	Number	%	Number	%	Number	%
Overseas Opportunities for Students	71	12	15	04	86	09
Friend Suggestion	54	09	89	24	143	15
Family Counseling	14	02	10	03	24	03
National / International Recognition of the University	133	23	83	22	216	23
Do not search for English pre-condition	71	12	27	07	98	10
Geographical Location of the City	170	29	97	26	267	28
Phases of Scientific Publications	48	08	23	06	71	07
Other	28	05	25	07	53	06

The students were asked why they preferred the SAU FBE and were asked to choose the reason for choosing one of the options or the other option. The options for this question are; Foreign friendliness, friendship advice, family advice, national / international recognition of the university, lack of English pre-condition, geographical

position of the city, scientific publications. Among the reasons for preferring the SAU FBE for enrolled students, the first order is the geographical location of the city (28%). The second place is the national / international recognition (23%) of the university. Among the non-thesis students, the ratio of friends who came with friendship was high at 24%, while the proportion of students with thesis programa was 9%. In other words, friendship advice is an important reason among the reasons of preference of non-thesis students. In addition, Table 4 gives the reasons that students consider when choosing geographical location. According to Table 4, while students with a thesis programa record selected mostly near-residential options, students without thesis preferred the option of the central position of the SAU FBE to be close to major cities. While the course term and attendance requirement in the thesis programs cause the students to prefer programs closer to home, the weekly course program or the internet-based course program in the non-thesis programs have shifted preference trends to the central location option.

Table 3: Reasons why geographic location is important

	With Thesis		Non-Thesis	
	Number	%	Number	%
Mobility Close	59	27	28	23
Evolution Close	96	44	41	34
Proximity to central locations	63	29	50	43

As a result, the increase in the quality of our graduate education, which has an important place for the development of our country, and especially the society, the industry, and for the betterment of our country, depends on continuous follow-up and continuous improvement. The SAU FBE conducts continuous satisfaction measures for students who prefer the institute as the management and provides feedback on the problems students experience. In this work, the SAU FBE administration has also extracted the current profile of the students enrolled and shared the findings of the study. It is once again emphasized that the geographical position of Sakarya University's most important choice is the result of the study. The proximity of the SAU FBE to the big cities has made it a preferred reason for working students, especially in the central location.

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