

# Evaluation of University Students opinions about the quality of education in Universities and the Higher Education Council in Turkey

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**Abstract:** Four hundreds eighty-six (486) university students investigated the opinions of Turkish University Students on Quality of University Education and Higher Education Council.

Mostly public universities (%64.2), and they are from 34 different universities; 486 university students with an associate degree, undergraduate and graduate and postgraduate university students between the ages of 18-65 filled out the questionnaire (Tuncer 2023).

There were ten questions about the Higher Education Council's (YÖK) thoughts, university rectorate appointment and election, university, and academic autonomy. In addition, with a question about the most important critical or essential for university students, the perception of student problems was tried to be learned. As 4 out of 486 students did not complete most of the questions, they were eliminated and the evaluation was made on 482 students (Tuncer 2023) (This study was produced from the data of A.Murat Tuncer's PhD thesis).

Out of all students 62.3% women, 91.2% were single, and 57.9% of the students lived on family assistance. 61.1% of the students live on less than 3000 TL per month. 24.5% live in the dormitory, and 56.8% living with their own family. 89.1% of students assessed the performance of the Higher Education Council as not working well. 14.6% of the students considered the universities are free in Turkey. 42.5% of university students perceive university free as academic, financial, and administrative, 36.5% of the students want the university rector to be elected by voting in which all components of the university, namely students, faculty members, and administrative staff, will participate together. 80.6% of the students think that there is no equality in access to education in our country. Although the majority do not have an opinion on whether to enter the university with an exam or not, 40.6% of the students have a favorable view of the baccalaureate-style general examination test at the end of high school. 43.7% of the students do not find it appropriate to give scholarships based on their exam scores.

Regarding the quality of university education, 38.5% of the students are neither good nor bad, 34.9% find it high quality and 26.6% find it poor quality.

The beginning of most critical problems mentioned is missing problems and the colorlessness of social life.

It was also evaluated whether the students were from private and public universities and whether there were significant differences in the answers given according to the years in the university.

**Keywords:** High Education Council, Rector Appointment, University Autonomy, Academic Freedom, University Autonomy, Academic Freedom, Independent of University, Rector Appointment, Rector Election, Quality in Education, University Issues and Problems.

## I. Introduction

The quality of university education and the administrative style of universities have often been the subject of discussion not only in Turkey (Tuncer 2022), but all over the World (Pausits 2015). Unfortunately what university students think about this issue has not been considered. While the issue of Higher Education Council reform was on the agenda, I wanted to examine what university students thought about this issue.

There are studies on the disadvantage of students with disabilities in accessing higher education (Akkaya 2023). However, no serious study has been published in Turkey on the quality of higher education in general.

The financing of higher education today is broadly divided into two groups of countries. Countries in Western Europe maintain a near public monopoly in the provision of higher education and countries in North America, Eastern Europe, Central Asia, Latin America, and Africa maintain public and private sectors in higher education (Oketch 2023).

The Quality of Education is the dependent variable factors, such as the Curriculum, Educational Corruption, Fewer Training Institutions, Teacher Behavior, and Less Research Work are all Independent Variables even political situation of the country. There exists many definitions

of quality in education, declaring to the problems and multi-dimensional nature of the concept.

Significant unanimity continues around the basic dimensions of quality education today (Sain 2022); a) Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities and b) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

Learning is the road to national expansion. “Education is a vital of the development of any society.

The development of opportunities for student self-government is provided by the state level, that adopts normative legal documents that create by the participation of student self-government in the procedures of ensuring the quality of education, especially the Law of Ukraine «On Higher Education», that regulates the activities of student self-government bodies in Ukraine; «Standard of higher education»; «Regulations on the Accreditation of Educational Programs for the Training of Higher Education Candidates», that prescribe requirements for the participation of representatives of student self-government in the system of internal quality assurance (Skyb 2022).

## II. Data Collection and Analysis

The sample size for the study was determined as 486 students with a margin of error of 4.5% at a confidence level of 95%. The 486 students were selected proportionally according to the type of university, with 65% from public universities and 35% from private foundation universities. The study includes all students from departments, faculties, private foundations, and public universities in all provinces in Turkey between October 2021 and December 2022, regardless of the male or female gender. The questionnaire form prepared in Google Form was announced for university students to answer. Access was promoted through many channels such as social media channels, mutual communication, telephone access, and promotion on the youtube channel. The questions that were not wanted to be answered in the questions or thawasre said to have no idea were left unanswered. If minimum 15 answers were not received on a questionnaire, that form was ignored and not considered. However, this information (how many people gave incomplete answers to which questions) was also given in the results of the thesis. The forms filled on the paper were also transferred to the google form, and it was ensured that all answers were obtained in the same excel environment in order to evaluate them properly.

The proportions and The Form program of Google calculated the ratios and percentages of the answer options for each question.

The results that were deemed necessary were evaluated statistically because of the correlation relations.

Statistical correlation analysis was done using the IBM SPSS 27 package program. Whether the distribution of continuous variables was normal or not was determined by the Shapiro-Wilk test.

Chi-square Test, Mann-Whitney U Test, Kruskal-Wallis H Test, McNemar Test were used to determine whether the differences in democracy definitions of the students in Private and Public Universities and according to the year of the students which spend in the university were significant or not.

## III. Summary of Demographic Information

Gender	N	%
Female	298	62.3%
Male	180	37.7%
Age Groups		
<20	125	26.2%
20-25	267	55.9%
26-30	33	6.9%
31-35	23	4.8%
36-40	11	2.3%
>40	19	4.0%

<b>Marital Status</b>		
Single	436	91.2%
Married	42	8.8%
<b>Completed High School Type</b>		
Science High School	30	6.4%
Anatolian High School	243	51.5%
Vocational High School	25	5.3%
Public High School	71	15.0%
Private College	59	12.5%
Other	44	9.4%
<b>Type of Continuing Education</b>		
Associate Degree	130	27.3%
Graduate (License)	287	60.0%
Postgraduate (Master)	44	9.4%
Ph.D.	,16	3.3%
<b>Who covers your income?</b>		
Active working	116	24.3%
Family Assistance	277	57.9%
Education Credit	43	8.8%
Scholarships	44	9.0%
<b>How much do you live on monthly?</b>		
1.000-3.000 TL	289	61.1%
3.001-4.500 TL	49	10.4%
4.501-6.000 TL	49	10.4%
>6.000 TL	86	18.2%
<b>Where do you live?</b>		
At home by myself or with friends	85	17.8%
Dormitories	117	24.5%
With my family	271	56.8%
Other	4	0.8%
<b>The type of university you studied for graduation</b>		
Public	300	64.2%
Private	167	35.8%
<b>What year of your university education are you in?</b>		
First Year	199	42.3%

Second Year	76	16.1%
Third Year	73	15.5%
Fourd Year	80	16.7%
4+ Yr	43	9.1%

### Performance of YÖK

In the question in which the Higher Education Council in our country was asked to rate the work, only 11.0% of the students gave a positive score, 55.1% showed a bad score and found it insufficient, and rest of them were undecided.

### The Universities have their independence in our country.

The rate of students who find universities autonomous is only 14.5%. While 39.8% of the students were undecided, 45.7% do not find universities independent.

### What should be considered autonomy or independence?

Regarding what should be understood from university autonomy, 27.5% of students answered that independence from the central administration, 19.3% of students should have scientific/academic freedom. 42.4% of the students considered independence or autonomy should be understood together as financial, administrator, scientific/academic autonomy.

### How should the rectors of the universities be appointed?

16.4% of the students find all kinds of elections wrong for the appointment of the rector and state that a qualified person should be appointed. 36.6% of the students state that the selection should be made with the participation of all university components, such as students, faculty members, and administrative staff. 26.1% believe that the election should be made with the votes of the faculty members. The percentage of students who say they should appoint a president is 5.5% by YÖK. Only 0.4% of students find the parliament's participation in the election positive. 9.1% of the students expressed their indecision on this question.

### Establishing the Ministry of Science-Technology-Higher Education as A New Ministry and Management System

To the question of how you would respond to the establishment of the Ministry of Science-Technology-Higher Education, which will connect the Higher Education Council and Universities, 43.9% of the students view it positively, while 19.5% view it negatively. Rest of the students stated their indecision.

### Equality in access to education.

While 80.6% of the students stated that they believed there was no equality in education in our country, only 9.1% indicated that they believed s equality, and rest of them were undecided.

### How should the university entrance be?

When asked how to enter the university, 6.5% of the students answered that they had no idea. 40.5% of them defended the exam, which is still being held. While 32.3% of them stated that the general aptitude test for high school graduation would be appropriate, 12.9% indicated it is reasonable to enter the university without an exam, and 7.8% of them stated that it is fair to enter with a secondary education success score.

### Do you think it is fair for universities to give scholarships based on their university exam score?

According to the success in the university entrance exam, 43.9% do not find the granting of scholarships equitable. While 17.0% of the students stated their indecision, 39.1% of the students found it fair.

### The quality of education at the university.

When asked to evaluate their university education in terms of quality, 38.5% of the students expected indecision. While 26.5% score negatively, 34.9% find the education quality.

### Three most important problems of universities and university students.

When asked about the main problems of university students, almost all of the students mentioned the issues of the cafeteria, library accommodation, and scholarships.

The rector and administrators' biased attitudes, education quality, and lack of educational values are other vital complaints.

Problems in education, rote learning, and exam-oriented education are among the most frequently complained about.

The limited opportunities for social life are among the most common complaints of the students.

Do the “grades given to performance of YÖK” differ to the university type?

In Table7, "The responses to the question “Can you give a grade to the performance of YÖK?” and the statistical value of the difference were given by type of university.

Table 1. Descriptive Statistics for grades given to performance of YÖK by the type of university

University Type	Mean±SD	Median	p value
Public University	2.03±1.00	2.00	*0.000a
Private University	2.57±1.17	2.00	

SD: Standard Deviation, a: Mann Whitney-U test, \*p<0.05

“Can you give a grade to the performance of YÖK?” The students gave a score between 1 and 5 (1 lowest and 5 highest). Students gave an average of 2.28±1.08 points to the performance of YÖK. When the scores given to the performance of YÖK according to the university type were compared, a statistically significant difference was found at the 5% significance level between the scores given to the performance of YÖK by the students studying at public and private universities (p < 0.05). While students studying at private universities gave an average of 2.57±1.17 points to the performance of YÖK, students studying at public universities gave an average of 2.03±1.00 points to the performance of YÖK. Accordingly, the average score given by YÖK to the performance of the students studying at private universities is higher than the students studying at public universities.

Do the “grades given to performance of YÖK” differ to the years spent at the university?

In Table2, "The responses to the question “Can you give a grade to the performance of YÖK?” and the statistical value of the difference were given by the years spent at the university.

Table 2. Descriptive Statistics for grades given to performance of YÖK by the years spent at the university

Years spent at the university	Mean±SD	Median	p value
1st year	2.48±1.14	3	*0.042b
2nd year	2.21±1.04	2	
3rd year	2.17±1.06	2	
4th year	2.13±0.93	2	
More than 4 years	2.05±1.09	2	

SD: Standard Deviation, b: Kruskal-Wallis H test, \*p<0.05

“Can you give a grade to the performance of YÖK?” The students gave a score between 1 and 5 (1 lowest and 5 highest). When the scores given to the performance of YÖK according to the years spent at the university were compared, a statistically significant difference was found between the scores given by the students to the performance of YÖK at the 5% significance level (p < 0.05).

Students who are in their first year at the university gave an average of 2.48±1.14 (median value: 3) to the performance of YÖK. Students who are in their second year at the university gave an average of 2.21±1.04 (median value: 2) to the performance of YÖK. Students who are in their 3rd year at the university gave an average of 2.17±1.06 (median value: 2) points to the performance of YÖK. Students who are in their 4th year at the university gave an average of 2.13±0.93 (median value: 2) to the performance of YÖK. Students who spent more than 4 years at the university gave an average of 2.05 ± 1.09 (median value: 2) to the performance of YÖK. According to these results, the average score given by the students who are in their first year at the university to the performance of YÖK is higher than the students who study more at the university.

Do the responses to the question “Are universities autonomous in our country?” differ to the university type?

In Table 3, "The responses to the question “Are universities autonomous in our country?” and the statistical value of the difference were given by type of university.

Table 3. The given rates of “Are universities autonomous in our country?” by the university type (n and %)

University Type	Yes	No	Not Sure	p value
Public University	28 (9.3%)	175 (58.3%)	97 (32.4%)	*0.000c
Private University	41 (24.7%)	96 (22.3%)	88 (53.0%)	

c: Chi-Square Test, \*p<0.05

To the question “Are universities autonomous in our country?”, 14.8% of the students answered yes, 45.5% no, 39.7% undecided, not sure. According to the type of university “Are universities autonomous in our country?” When the answers given to the question were compared, a statistically significant difference was found between the answers given to this question by the students studying at public and private universities at the 5% significance level ( $p < 0.05$ ). To the question “Are universities autonomous in our country”, 24.7% of the students studying at private universities answered yes, 22.3% no, 53.0% undecided, not sure. To the same question, 9.3% of the students studying at public universities answered yes, 58.3% no, 32.4% undecided, not sure. According to this, students studying at public universities stated that universities in our country are not autonomous at a higher rate than students studying at private universities.

Do the responses to the question “Are universities autonomous in our country?” differ to the years spent at university?

In Table4. "The responses to the question “Are universities autonomous in our country?” and the statistical value of the difference were given by the years spent at the university.

Table 4. The given rates of “Are universities autonomous in our country?” and the statistical value of the difference by the the years spent at the university (n and %).

Years spent at the university	Yes	No	Not Sure	p value
1st year	46 (23.1%)	66 (33.2%)	87 (43.7%)	*0.000c
2nd year	5 (6.7%)	45 (60%)	25 (33.3%)	
3rd year	5 (6.8%)	35 (47.9%)	33 (45.2%)	
4th year	11 (13.8%)	39 (48.8%)	30 (37.5%)	
More than 4 years	1 (2.3%)	30 (69.8%)	12 (27.9%)	

c: Chi-Square Test, \*p<0.05

To the question “Are universities autonomous in our country?”, 23.1% of the students who are in their first year at the university answered yes, 33.2% no, 43.7% undecided, not sure. 6.7% of the students who are in their second year at the university gave the answer yes, 60% no, 33.3% undecided, not sure. 6.8% of the students who are in their 3rd year at the university answered yes, 47.9% said no, 45.2% answered undecided, not sure. 13.8% of the students who are in their 4th year at the university answered yes, 48.8% said no, 37.5% answered undecided, not sure. 2.3% of the students who have studied at the university for more than 4 years answered yes, 69.8% said no, 27.9% were undecided, not sure. “Are universities autonomous in our country?” When the answers given to the question were compared, a statistically significant difference was found at the 5% significance level compared to the years spent at the university ( $p < 0.05$ ). According to this result, students who have studied at the university for more than 4 years stated that universities in our country are not autonomous.

Do the responses to the question “Is there equality in access to education?” differ to the university type?

In Table 5, the responses to the question “Is there equality in access to education?” and the statistical value of the difference were given by type of university.

Table 5. The given rates of “Is there equality in access to education by the university type (n and %)

University Type	Yes	No	Undecided	p value
Public University	26 (8.7%)	248 (82.9%)	25 (8.4%)	0.135c
Private University	16 (9.8%)	125 (76.2%)	23 (5.0%)	

c: Chi-Square Test



According to the responses of the students, 80.6% answered "no", 9.1% answered "yes", and 10.3% were undecided to the question "Is there equality in accessing education?" Among the students studying at public universities, 82.9% answered "no", 8.7% answered "yes", and 8.4% were undecided to the same question. Among the students studying at private universities, 76.2% answered "no", 9.8% answered "yes", and 5.0% were undecided. When the responses to the question "Is there equality in accessing education?" were compared according to the type of university, there was no statistically significant difference at a significance level of 5% ( $p < 0.05$ ) between the answers of students studying at public and private universities. Based on this result, students studying at both public and private universities indicated a high level of inequality in accessing education.

Do the responses to the question "Is there equality in access to education?" differ to the years spent at the university?

In Table 6, the responses to the question "Is there equality in access to education?" and the statistical value of the difference were given by the years spent at the university.

Table 6. The given rates of "Is there equality in access to education?" by the years spent at the university (n and %)

Years spent at the university	Yes	No	Undecided	p value
1st year	20 (10.2%)	151 (76.6%)	26 (13.2%)	0.707c
2nd year	7 (9.3%)	63 (84%)	5 (6.7%)	
3rd year	6 (8.2%)	61 (83.6%)	6 (8.2%)	
4th year	8 (10%)	66 (82.5%)	6 (7.5%)	
More than 4 years	2 (4.8%)	35 (83.3%)	5 (11.9%)	

c: Chi-Square Test

According to the responses of the students, 76.6% of the students who are in their first year at the university answered "no", 10.2% answered "yes" and 13.2% are undecided to the question "Is there equality in access to education?". 84.0% of the students who are in their second year at the university answered "no", 9.3% answered "yes" and 6.7% answered that they were undecided. 83.6% of the students who are in their 3rd year at the university answered "no", 8.2% answered "yes", 8.2% answered that they are undecided. 82.5% of the students who are in their 4th year at the university answered "no", 10.0% answered "yes", 7.5% of them are undecided. 83.3% of the students who have studied at the university for more than 4 years said that there is no equality, 4.8% said there is equality and 11.9% of them are undecided. When the answers given to the question "Is there equality in access to education?" were compared, no statistically significant difference was found at the 5% significance level compared to the years spent at the university ( $p > 0.05$ ). According to this result, no matter which academic year they are at the university, students stated that there is no equality in access to education in a high level.

Do the responses to the question "how should be the acceptance to the university?" differ to the university type?

In Table 7, the responses to the question "how should be the acceptance to the university?" and the statistical value of the difference were given by type of university.

Table 7. The given rates of "how should be the acceptance to the university?" by the university type (n and %)

	With exam	Success Score	General Aptitude test	Without exam	No idea	p value
Public University	122 (40.7%)	25 (8.3%)	103 (34.3%)	33 (11.0%)	17 (5.7%)	0.458c
Private University	66 (40.5%)	11 (6.7%)	48 (29.4%)	26 (16.0%)	12 (7.4%)	

c: Chi-Square Test

The question was how should be the acceptance to the university? 40.6% of the students answered the question "with an exam", 7.8% with a "teaching success score", 32.6% with a "general aptitude test to graduate from high school", and 12.7% "without an exam". According to the type of university, When the answers given to the question "How should university entrance be?" were compared, no statistically significant difference was found between the answers given to this question by the students studying at

public and private universities at the 5% significance level ( $p > 0.05$ ). “How should university entrance be?” 40.7% of the students studying at public universities answered with an exam, 8.3% with a teaching success score, 34.3% with a general aptitude test to graduate from high school, and 11% without an exam. Similar rates were observed among students studying at private universities. 40.5% of the students studying at private universities answered with an exam, 6.7% with a teaching success score, 29.4% with a general aptitude test to graduate from high school, and 16% without an exam to “How should university entrance be?” question. According to this result, the majority of students studying in both public and private universities think that the method of entering the university should be by exam.

Do the responses to the question “how should be the acceptance to the university?” differ to the years spent at the university?

In Table 8, the responses to the question “how should be the acceptance to the university?” and the statistical value of the difference were given by the years spent at the university.

Table 8. The given rates of “how should be the acceptance to the university?” by the years spent at the university (n and %)

Year	With exam	Success Score	General Aptitude test	Without exam	No Idea	p value
1st year	77 (39.3%)	32 (42.7%)	29 (39.7%)	33 (41.3%)	20 (46.5%)	0.794c
2nd year	15 (7.7%)	10 (13.3%)	7 (9.6%)	3 (3.8%)	2 (4.7%)	
3rd year	61 (31.1%)	22 (29.3%)	21 (28.8%)	32 (40%)	14 (32.6%)	
4th year	28 (14.3%)	7 (9.3%)	11 (15.1%)	9 (11.3%)	5 (11.6%)	
+4 years	15 (7.7%)	4 (5.3%)	5 (6.8%)	3 (3.8%)	2 (4.7%)	

c: Chi-Square Test

39.3% of the students who are in their first year of university answered the question “with an exam”, 7.7% with a “teaching success score”, 31.1% with a “general aptitude test to graduate from high school”, and 14.3% “without an exam”.

42.7% of the students who are in their second year at the university gave the answer “with an exam”, 13.3% with a “teaching success score”, 29.3% with a “general aptitude test to be placed for high school graduation”, and 14.3% “without an exam”.

39.7% of the students who are in their 3rd year at the university gave the answer “with the exam”, 9.6% with “the teaching success score”, 28.8% with “the general aptitude test to be placed for high school graduation”, and 15.1% “without examination”.

41.3% of the students who are in their 4th year at the university gave the answer “with the exam”, 3.8% with “the teaching success score”, 40.0% with “the general aptitude test to be put to graduate from high school”, 11.3% “without the exam”.

46.5% of the students who studied at the university for more than 4 years gave the answer “with the exam”, 4.7% with “the teaching success score”, 32.6% with “the general aptitude test to be put to graduate from high school”, 11.6% “without the exam”.

When the answers given to the question “How should university entrance be?” were compared, no statistically significant difference was found at the 5% significance level according to the years spent at the university ( $p > 0.05$ ).

According to this result, no matter what academic year they are at the university, the majority of the students think that the method of entering the university should still be through exams.

Do the responses to the question “Do you think it is a fair approach for universities to give scholarships based on their university exam score?” differ to the university type?

In Table 9, the responses to the question “do you think it is a fair approach for universities to give scholarships based on their university exam score?” and the statistical value of the difference were given by type of university.

Table 9. The given rates of “do you think it is a fair approach for universities to give scholarships based on their university exam score?” and by the university type (n and %)

University Type	Yes	No	Undecided	p value
Public University	122 (40.7%)	25 (8.3%)	103 (34.3%)	*0.027c
Private University	66 (40.5%)	11 (6.7%)	48 (29.4%)	

c: Chi-Square Test, \* $p < 0.05$



To the question “Do you think it is a fair approach for universities to give scholarships based on their university exam score?”, 39.1% of the students answered yes, 43.7% no, 17.2% undecided. When the answers given to the same question were compared according to the type of university, a statistically significant difference was found between the answers given by the students studying at public and private universities at the 5% significance level ( $p < 0.05$ ). To the question “Is it a fair approach for universities to give scholarships based on their university exam scores?”, 34.7% of the students studying at public universities answered yes, 47.3% said no, and 18.0% were undecided. To the same question, 47.3% of the students studying at private universities answered yes, 37.0% said no, 15.7% were undecided. According to the result, students who study at private universities have a higher rate than students who study at public universities. They said yes to the question.

Do the responses to the question “Do you think it is a fair approach for universities to give scholarships based on their university exam score?” differ to the years spent at the university?

In Table10, the responses to the question “do you think it is a fair approach for universities to give scholarships based on their university exam score?” and the statistical value of the difference were given by the years spent at the university.

Table10. The given rates of “do you think it is a fair approach for universities to give scholarships based on their university exam score?” by the years spent at the university (n and %)

Years spent at the university	Yes	No	Undecided	p value
1st year	83 (41.9%)	79 (39.9%)	36 (18.2%)	0.320c
2nd year	32 (42.7%)	34 (45.3%)	9 (12%)	
3rd year	20 (27.4%)	38 (52.1%)	15 (20.5%)	
4th year	27 (33.8%)	39 (48.8%)	14 (17.5%)	
More than 4 years	20 (46.5%)	18 (41.9%)	5 (11.6%)	

c: Chi-Square Test

To the question “Do you think it is a fair approach for universities to give scholarships based on their university exam score?”, 41.9% of the students who are in their first year at the university answered yes, 39.9% said no, and 18.2% were undecided.

42.7% of the students who are in their second year at the university gave the answer yes, 45.3% no, 12.0% undecided.

27.4% of the students who are in their third year at the university answered yes, 52.1% no, and 20.5% undecided.

33.8% of the students who are in their 4th year at the university answered yes, 48.8% said no, and 17.5% answered undecided.

46.5% of the students who have studied at the university for more than 4 years answered yes, 41.9% no, 11.6% undecided.

When the answers given to the question “Do you think it is a fair approach for universities to give scholarships based on their university exam score?” were compared, no statistically significant difference was found at the 5% significance level ( $p > 0.05$ ).

Do the given scores to the question “What would you vote for the quality of your education at the university?” differ to the university type?

In Table11, "The responses to the question “What would you vote for the quality of your education at the university?” and the statistical value of the difference were given by type of university.

Table 11. Descriptive Statistics of grades for the quality of education at the university by the university type

University Type	Mean±SD	Median	p value
Public University	3.03±0.99	3.00	0.117a
Private University	3.17±1.19	3.00	

SD: Standard Deviation, a : Mann Whitney-U test

The students gave a score between 1 and 5 (1 lowest and 5 highest) to the question “What would you vote for the quality of your education at the university?”. Students gave an average of  $2.28 \pm 1.08$  scores for the quality of their education at the University. According to the type of university; When the scores given for the quality of their education at the university were compared, no statistically significant difference was found at the 5% significance level between the scores given by the students studying at public and private universities for the quality of their education at the university ( $p > 0.05$ ). Students studying at public universities scored an average of  $3.03 \pm 0.99$  for the quality of their education at their own university. Students studying at private universities gave an average of  $3.17 \pm 1.19$  scores for the quality of their education given in their own universities. According to the result, students studying at both public and private universities gave an average of 3 (median=3) scores for the quality of their education given at their universities.

Do the given scores to the question “What would you vote for the quality of your education at the university?” differ to the years spent at the university?

In Table12, "The responses to the question “What would you vote for the quality of your education at the university?” and the statistical value of the difference were given by the years spent at the university.

Table12. Descriptive Statistics of grades for the quality of education at the university by the years spent at the university.

Years spent at the university	Mean±SD	Median	p value
1st year	$3.14 \pm 1.12$	3.00	0.324b
2nd year	$2.87 \pm 0.92$	3.00	
3rd year	$3.15 \pm 1.00$	3.00	
4th year	$3.05 \pm 1.18$	3.00	
More than 4 years	$2.98 \pm 0.96$	3.00	

SD: Standard Deviation, b: Kruskal-Wallis H test

Students who are in their first year of university gave an average of  $3.14 \pm 1.12$  scores for the quality of their education given at their university. Students who are in their second year at the university gave an average of  $2.87 \pm 0.92$  scores for the quality of their education given at their university. Students who are in their 3rd year at the university gave an average of  $3.15 \pm 1.00$  scores for the quality of their education given at their university. Students who are in their 4th year at the university gave an average of  $3.05 \pm 1.18$  scores for the quality of their education given at their university. Students who spent more than 4 years at the university gave an average of  $2.98 \pm 0.96$  scores for the quality of their education at their university.

When the scores given for the quality of their education at the university were compared according to the years spent at the university, no statistically significant difference was found between the scores given by the students for the quality of their education at the university at the 5% significance level ( $p > 0.05$ ).

The following recommendations to improve the quality of education in Universities are as Follows (D’Andrea 2005);

- 1) The curriculum must be evaluated annually. Survey could be made to follow the options of teachers, parents and academic experts for their expectations and observations.
- 2) The government should show the will to take decisive steps for quality education.
- 3) Accountability must be strengthened and all the professionals associated
- 4) with the system of education should be educated to own their responsibilities.
- 5) The culture of research should be promoted within educational institutions

#### IV. Conclusion

According to these results, regardless of the academic year at the university, students gave an average of 3 (median=3) scores for the quality of the education given at their university.

- 1) Private university students gave a score of  $2.57 \pm 1.17$  (average score) to YÖK, while students of public universities gave a score of  $2.03 \pm 1.0$ . The low scores given by the public university students are significant ( $p > 0.05$ ).
- 2) Considering the performance scores given to YÖK by students in both private and public universities, it is seen that the students in the first year give a significantly higher score ( $2.48 \pm 1.14$ ) than the students in other years ( $p < 0.05$ ).

- 3) While 9.3% of the students said yes to the question of whether universities are autonomous, it is 24.7% in private universities. The difference is significant (0.05).
- 4) While 23.1% of the students in the first year say that universities are autonomous, the rate decreases to 2.3% in the 4th year and after. Every year, a decreasing rate of students call universities autonomous, the difference is significant ( $p < 0.05$ ).
- 5) The differences other than these were not found significant ( $p > 0.05$ ).
- 6) 6-To increase the quality of the Higher Education Council and bring it to a level that meets expectations; it, is essential to get the opinions of the young people. It will be helpful to continue such studies in our country by expanding and controlling change quality at certain time intervals.
- 7) Improvements should be made in university life, not only in education but also in terms of social life, considering the needs. Students' accommodation and subsistence problems should be resolved quickly.

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