



## Nowadays Perceived Problems And Expectations in Higher Education

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### Abstract

Today, universities are one of the institutions that guarantee your future. Fundamental source of wealth of the country in the coming century will be qualified workforce. In our age, it is most important power science and technology for society. Today's epoch qualify is the information epoch as. The quality and productivity of universities, which are in search of the basic functions of information age, producing and spreading information, are an important element for the societies. In the success of the universities, the teaching staff is one of the most important elements. It is known that the teaching staff in Turkey have many vocational and economic problems. In this research, problems of higher education institutions, was the revealed put it in perspective of academics, also try to determine what the expectations are. In the research, related to the same basic facts for single researches or researches series was used in a qualitative research method. In the research, primarily working in different units of the university (Gazi University) were interviewed a total of (40) academicians. The views of the academics about the problems and expectations of the university are in three sub-dimensions: human resources, education and training and finance. Accordingly, open-ended questions were created. According to the results obtained in the research, economic problems are in the first place as it is in every field of business. The difficulties in master's and doctoral programs are that the educational period is insufficient for foreign language education and the physical conditions, equipment and equipment deficiencies that have an important effect on education and training prevent the necessary qualifications from being taught. Expectations are regulations on wage policies and practices, equal and attractive working ,seen that there is clear and transparent that an understanding of management.

*Keywords:* Higher education, problems, expectations

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## Introduction

The purpose of the establishment of universities, information-producing, educate the equipped human power, free thought, civil society, culture of democracy, participation processes in decision, transparency, They are institutions that contribute to the development of modern values such as social responsibility.

In Turkey, the higher education system is experiencing a process of expansion and structural change, which is rare in the world in the last quarter century and especially in the last fifteen years. Sudden and rapid changes observed in the higher education system have seriously affected the concept of university in this process. We can collect higher education duties and the aims in the law 2547 numbered in three point.

- 1- To conduct scientific research, to produce and spread information and technology
- 2- To educate and educate the qualified labor force that the society needs
- 3- Contribute to economic, social, cultural and political development of the society, lead the development and settlement of democracy in the country. Nowadays, besides these tasks,
- 4- Integration with the industry and added service to the environment.

Universities are one of the leading institutions that will lay the foundations for the future. fundamental source of wealth of the country in the coming century will be qualified workforce. The higher education system in Turkey is a matter that can not be given priority in the social structure as it is in other education fields.

The most important force for our society is science and technology. The epoch information we find is characterized as age. In the age of information, universities the basic functions to research, of information produce and spread. The quality and efficiency of universities is important for the societies. In the success of the universities, the teaching staff is one of the most important elements. It is known that the teaching staff in our country have many professional and economic problems. These problems can reduce the motivation and job satisfaction of the instructors and can affect the performance of the business(Cenkseven ve Dost, 2007). Today, higher education institutions have diverged from their missions and visions and faced many problems(Bilgin, 2009; Benek ve Yıldız, 2011; Şen, 2012, Karahan ve Karahan, 2012). Critics directed at universities in our country, as it is in the whole world, can be expressed in general as not being as sensitive as the needs and demands of the society and not giving products and services in sufficient quality and quantity. While our higher education



institutions are experiencing problems such as management and publication quality, foreign language, master and doctoral education, faculty members' personal rights(Ortaş, 2002) newly established universities and their affiliated colleges have made our higher education institutions even more problematic.

Despite the importance of education for a society, it is seen that enough resources have been allocated for education until now and the separated resources are not used according to efficiency principles. It is seen that the share of the resources allocated to universities in the gross national product is insufficient and does not respond to expectations in its resources. Considering the importance of the subject, some studies and suggestions have been made in the previous years on this subject. Finally, in the draft report titled "Turkey's Higher Education Strategy" prepared by the Council of Higher Education, the topic of funding of higher education has been given broadly(Mutluer,2008).

In this research we have conducted in this context, the problems of higher education institutions have been put forward by the point of view of the academicians who work in these institutions and it has been tried to determine what kind of expectations are expected in academicians' work areas. To achieve this purpose;

1. What are the problems of the universities?
  - a-Related to human resources
  - b-Related to education-Teaching
  - c- Related to financial status
2. What are the expectations of academics in universities?
  - a-Related to human resources
  - b-Related to education-Teaching
  - c- Related to financial status



## **Methodology**

### **Research Model**

In the research, a qualitative research method was used for the same basic facts in a single research or research series. Interview techniques have been used to describe in detail the behavior of individuals in an institution or setting. According to Kruger, focus group interview technique is used as a method of collecting data from interviews with people who have knowledge about the subject.(Yıldırım & Şimşek, 2013; Merriam, 2012).

### **Data Collection Tools**

In the research, a total of 40 academicians who worked in different units of the university(Gazi Ü niversity) and accepted the interview were interviewed. the content of the queries used; the problems experienced in the universities and the expectations of the universities to it is arranged in two stages. Questions on these areas are organized as open-ended questions consisting of three sub-dimensions: human resources, education and training, and finance. Finally, a focus group discussion was held with 10 academicians who worked to clarify the problems existing in the universities and determine their expectations.

### **Participants**

1 of 40 academicians interviewed 17 women, 23 men. There are 15 research assistants, 10 assistant professors, 4 lecturers, 6 associate professors and 5 professors. From 9 social areas, 8 engineering fields, 8 medicine and dentistry fields, 6 science and literature fields from 4 pharmacy fields, 5 vocational higher schools. In addition, the 6-person focus group work consisted of 3 assistants, 2 assistant professors and 1 associate professor.

### **Collection of Data**

Interviews with 40 academics working at the university were recorded in writing by the researcher and graduate students at the relevant university. Finally, a focus group interview was held with 6 academicians by a specialist in the area and date, and the problems emerged in this study were recorded in voice and written form and the expressions were ranked according to importance.

### **Validity and Reliability**

Questions of the interview and focus group interview forms that constitute the qualitative part of the research were prepared by the researcher by searching the related literature and the scope validity was made by the two experts. The notes were kept during the



meeting with the aim of ensuring the credibility of the talks. Lastly, the subject areas of the focus group work developed by the researcher and the scope validity of the questions to be interviewed were carried out by two expert lecturer experts with management experience. In order to increase the validity of the focus group work, the place and time of the interview was determined in advance and was carried out by a specialist in the field of work management. In addition, ideas emerging from focus group work were recorded by a person in writing. These ideas were then sorted by the academicians in focus group work according to their importance.

### Findings

The findings of the analysis of the data obtained from the study. The purpose of the study were evaluated as appropriate for these findings.

#### 1- Findings about the problems of universities

The answers to the problems experienced in higher education are shown in Table 1. opinions about these problems are dealt with in 3 dimensions.

1. Dimension: Human resources
2. Dimension: Education-teaching
3. Dimension: Finance

**Table 1** Findings about the problems of universities

PROBLEMS	Participants' thoughts	
	N	f
<b>1.Dimension</b>		
Academic appointments and upgrades are not objective	23	57.5
Inadequate quality and quantity of staff	12	30
Academic staff planning	13	32.5
Education and training of academic staff	21	52.5
Objective evaluation of academic staff	22	55
Concerns about the personal rights of academic staff	18	45
institution Intra staff communication	17	42.5
Management-related problems	26	65
<b>2.Dimension</b>		
Objective, vision not understood	11	27.5
A certain lack of research policy	13	32.5
Physical facilities and equipment inadequacy	16	42.5
Concerns about graduate and doctoral education	28	70



Foreign language teaching problem	25	62.5
Problems with universities in foreign countries	24	60
<b>3.Dimension</b>		
Proper living conditions and wage problems	32	80
Inadequate contribution to R & D research	31	77.5
university resources not used as required	28	70
Importance and support not to granted for different ideas and activities	19	47.5
Delays in Wages	34	85

As can be seen from Table 1, regarding the human resources of academicians, it is the management-related problems with a maximum of 65%, ie according to written records, the provision of suitable human resources to the required areas, differences in practices for human resources and constant new arrangements and so on.stated that they were effective by the problems caused by the practices of the management. This is followed by an academic assign and upgrade problem and with 57.5% and an not objective assessment with 55%. The increase in the enrollment rates in higher education indicated that in addition to the negativities stemming from the personal rights of the faculty members, they faced excessive course load and created a contradiction with the goal of increasing research and publication activities in higher education. Another factor that affects the performance negatively is that it is a slowdown in the research and publication studies of faculty members who have taken the title of professorship. These results, Dost ve Cenksever'in (2007) resembles with the findings of the research they conducted to reveal the problems of the instructors. In his research, 35.9% revealed 'unfair practices on staff appointments, staff recruitment, assignment and problems with the promotion. The information he provided in the study on "problems related to education" by Ay (2007) emphasized that academicians had problems regarding their personal rights and progress. It is seen that in this study, Şenses (1993) included similar views in the study called "Some Observations and Suggestions on Academic Life". Appointment-promotion problems are one of the main indicators of the relation of higher education to the labor market. Şenses emphasized that the higher education system should be shaped in line with the goal of transition to the information society and stated that the existing situation in terms of education quality criteria is of concern.



When we looked at the table at the beginning of the problems related to the education which constitutes dimension of the research, 70% focused on the problems of graduate and doctoral education. In the interviews related to this problem, it was mentioned that "criterion problems in procurement of graduate and doctoral students announced", "applications related to course selection", "problems that the students from outside the province have experienced with the curriculum" and "problems with the faculty members. In these explanations, Karakuttuk and Özdemir (2011) show similar findings to the findings of the researches "Scientific Research Project (BYEP) and Evaluation of the Faculty Member Training Program (ÖYP)". According to the result of said research; researchers are negatively looking at the application of programs such as BIEP and ÖYP to research assistants and mandatory service for them. The second important problem related to education and training is the problems related to foreign languages with 62.5% and the universities related to foreign countries with 60% (Ozfidan, & Aydin, 2017). The opinions expressed about the foreign language have been expressed that they are related to the universities abroad. Accordingly, that the foreign language education taken throughout the school life does not provide a contribution, According to this, the school did not make a contribution to the foreign language taken throughout life, and the people with the possibilities stated that they could learn a foreign language (Ozfidan, & Burlbaw, 2017). They also noted that agreements made with foreign countries were not provided for some parts of some faculties. There is also a significant increase in the number of higher education institutions providing foreign language education in Turkey. Klein (2007) In many countries, especially in European countries, the number of foreign language programs has reached a considerable dimension. A third important problem is physical facilities and equipment deficiencies with 42.5%. In this point, they stated that "when considering the fields, graduates are able to succeed in the job market and they are able to find opportunities to practice using their equipment in their field training". They also emphasized that "there are corrupt and inadequate or limited use in time, especially computers and internet problems". Korkut et al. (1999), the importance of the rector and deans in these universities should be emphasized; laboratory, equipments, library, photocopy, computer, internet and so on. According to Acar (2012), the major problem of universities is the inadequacy of their physical infrastructure. Many universities do not have the necessary faculties, colleges and vocational college buildings to carry out educational services. In the study of "problems related to education" in Ay (2007)





Problems in graduate and doctoral education, problems in the distribution of duties (such as open education exams), lack of a research policy, lack of a research policy, lack of laboratory facilities, as well as the problem of foreign language teaching. Dost and Cenksever (2007) are parallel to the findings of the research they conducted in order to reveal the problems of the instructors. Problems of teaching staff in general; problems related to the educational process (graduate / doctorate) and inadequacy of research and project support, lack of tools and physical conditions, scientific problems, problems with culture, justice and object and foreign language problems. Şenses (1993) emphasized the existence of problems in the relations between universities, the problems in the research centers, the existence of the troubles in the research centers, the study of the "Some Observations and Recommendations on Academic Life".

At the beginning of the financial problems related to the third dimension in Table 1, there is a delay in the payment of 85%, which is related to each other, and 80% in the living conditions and the wage problem. The problems that followed were that they did not provide adequate support for 77.5% research and 70% thought that resources should not be used in place. In particular, 19 academicians in the field of medicine and science have been identified as a financial problem with 42.5% as a result of the fact that they "do not have the means to conduct research on their own theories in their work". The explanations made show that universities are in trouble with the use and sharing of money as it is in every field of business. Often, officials who direct monetary resources complain that the institution is not a sufficient source of resources as reflected from various sources. Dost and Cenksever (2007) are in parallel with the findings of the research they conducted in order to reveal the problems of the academic staff. According to the findings of this research, it is found out that the problem that the academic staff participates the most with 66% is 'economic problems'. According to the findings of Girgin (2007), because of the lack of financial support due to the low salaries, faculty academic staff want to take a lot of lessons due to economic anxiety. This causes the instructors, who are in the process of academic study, to not have enough time for scientific work.

According to the order of priority, the findings obtained from the focus group study on the problems of the universities are mentioned.

1- First, there are financial problems as in every business area. In many studies conducted in various fields, it is seen that economic problems have always been the foreground. In particular, the instability of the institution is triggered by the different opinions and thoughts





at the point of distribution and utilization of the institutional income. This affects the quality of work in universities negatively.

2-Research studies on new, different, different hypotheses are not supported. Because there is anxiety and insecurity that the source will be wasted. This shows that the management does not take risks. Therefore, the scientists who are considering to conduct serious studies are looking for the chance of our people in universities abroad and they are finding solutions to many social and health problems with the opportunities they have obtained here.

3- Concerns in graduate and doctoral programs have hampered the provision of human resources to the growing number of universities with the necessary quality and quantity. Considering how important these programs are to educating academics, not being able to make arrangements that allow them to have the opportunity to study in the field they believe to be successful, curious and interested, it is adversely affecting the cultivation of willing academics who really want to contribute to the field of science.

4- Eğitim döneminin yabancı dil eğitimi için yetersiz olması (bazı özel okullar hariç), the context of globalization discourse the necessity of knowing the foreign language insistently sought companies that claim to be able to teach foreign languages as soon as possible cause people to spend their scarce financial resources. Moreover, the fact that the relations with the educational institutions in foreign countries have not been respond to expectations has caused some problems.

5- The practices related to the determination of the management staff cause the problems of the academicians and other employees to live. Because the management has the authority to choose and provide personnel, appointment and promotion, training and training, evaluating their performance, and so on. it makes decisions on many more topics. These decisions often lead to problematic working relationships in various areas of university-affiliated faculties.

6- Employee academicians' personal rights regulations sometimes cause employees to enter into stress. in some cases the uncertainty is and the new regulations cause discomfort. This in affects the relations of the employees within the institution in various ways, that is to say, non-sincere relationships can emerge depending on the situation.

7-The physical conditions and the lack of equipment and equipment which have an important effect on the education and training prevent the necessary qualifications from being realized. Especially in universities offering training for profession, it is necessary to experience



and practice in order to provide better services and to do business in the field of human resource prepared for the profession. In particular, the fact that the various areas of the faculties do not interact as much as they need with the labor market also increases the problems. It is seen that some of the problems with this are related solve to the support of the academicians and the management. It is necessary not only to raise human resources, but also to create and direct alternatives to find jobs.

8- In higher education, there is a sufficient knowledge, without enough information about vision and mission, what is done in university, what is being served, what am I doing here or what do I want to do? An academician who can not answer his or her questions can not plan his or her research. This is also a cause of failure.

In the context of the findings, there still no change in problems existing in higher education, and similar problems persist. In order for these problems to be reduced to a certain extent, the views of academics about what they expect from the institution they work are also important.

### ***2-Findings related to expectations of academicians***

The answers to the questions directed to 40 academicians in order to reveal the expectations of the academicians are shown in Table 2. The views on the expectations of the academicians take in 3 dimensions.

1. Dimension: Human resources
2. Dimension: Education-teaching
3. Dimension: Finance

**Table 2** Findings related academicians' expectations

EXPECTATIONS	Participants' thoughts	
<b>1.Dimension</b>	N	%
Take into consideration of the criteria for the autonomy of universities	30	75



Establish a clear and transparent governance model against employees	32	80
Programs and activities involving new knowledge areas for academics intended planning	22	55
Elimination of dispersion imbalance between academic staff and universities	28	70
To be neutral in the evaluation of the assignment and promotion of academic staff	25	62.5
Awarding successful academic staff	18	45
The University should attach importance to civil society relations	18	45
Priority to the areas where the universities need the area they are in	15	37.5
<b>2.Dimension</b>		
Ensure that academic staff are aware of the reasons for being in university	14	35
Increase scientific and intellectual productivity in our universities	23	57.5
Providing the physical facilities and equipment for the field-oriented applications to be effective and more qualified	28	70
Higher graduate and doctoral programs structur to be more flexible and motivating and supportive to their students	28	70
Foreign language education should be removed as a problem	35	87.5
Activation of relations with universities in foreign countries and purpose suitable contribution	26	65
<b>3.Dimension</b>		
Providing to have of equal and attractive working opportunities for all academics at all universities	32	80
Finding the necessary resources for research	30	75
Use of university revenues in line with priority needs	28	70
Providing support for new ideas and crazy projects	23	57.5
Making regulations on pay politics and practices	36	90

As can be seen in Table 2, the first dimension expectations are 80% open and transparent governance models for employees, 75% consideration of universities' autonomy criteria and 70% elimination of imbalance among academic staff in the distribution of universities, they are waiting to be given priority. If we give an example of such views, “A democratic management approach that puts an end to the arbitrary application of the administrators”, “a management understanding that can transparently reveal what the university's existing facilities are and can



make arrangements that will enable all employees to benefit”, “The fact that the criteria that universities need to have regarding autonomous structures are passed on”, “ Arrangements to contribute to the creation academic staff who will be able to offer instructional services to meet the requirements of the region in which universities are located in appointments and upgrades” they expressed waiting it.

Kucukcan (2006), in this study on the field, shows that there is a rich structural variety in the study of the universal higher education systems in the study entitled "Expectations from Universities and Dilemmas of Higher Education System". It is observed that especially the higher education systems in the USA and Europe are not single centered, they are not managed from the same center and that authority and responsibilities are transformed into a structural system determined according to the structures, characteristics and needs of the universities. For this reason, the higher education system needs to be rebuilt and structured with a modern vision and philosophy based on the democratic and transparent participation of all relevant actors in society in line with the developments in the world and needs in our country. Since the emergence of the university, the main characteristic that has been tried to be preserved is an autonomous be institution. In the OECD: Education Policy Analysis (2003) report, universities' expected creativity, not being confined to small interests, and being able to develop long productive perspectives depends largely on the autonomy of these organizations. These explanations support the views of those who participate in the research. As for the expectation of education-teaching-related 2.dimension, 87.5% of foreign language education is taken as a problem. 70% of graduate and doctoral programs more flexible and It must be configured to motivate and support their students. Enabling the applications for the field to be effective and providing physical facilities and tools for more qualified. it seems that the most recent expectation is to allow 35% of academics to be be aware of why they are of what they are at university. At this dimension; “In education, graduates to find must a job, in the research, to include the information as well as practice”, “Provision of adequate facilities (tools, equipment, application classes, etc.) for education and training in order to contribute more to regional and national development by building strong bridges with the community” etc. have expressed expectations regarding education-teaching.

Şenses (2007), emphasizing the importance of education in foreign language teaching at every level in order to overcome the negativities of foreign language education, foreign



language preparatory classes are opened in universities for students who have not attained enough foreign language knowledge, and each student is required to knowingly start at a sufficient level a foreign language in undergraduate education, sufficient foreign language knowledge it was stated must be included as a prerequisite for starting the academic profession. This point of view has become widespread in many universities today. But there are practical problems with the desired quality and effectiveness. According to Korkut et al. (1999), the issues that managers in universities should attach importance to; ensured opportunities laboratory, tools, library, photocopier, computer, internet etc. Doğan(2013), “Problems and solutions in newly established universities” in his work studies that needs to in done that would increase the number and quality of post-graduate training programs, to determine the problems and deficiencies of the academical training program and take steps to eliminate these problems, it is stated that the lecturers should provide necessary assistance to the projects and researches that they will make to improve themselves and that they should be supported in this regard. Küçükcan(2006), in recent years from academicians in Turkey the expectations are rather limited, and that these expectations are express limited to studies to teach and "score". If we look at financial expectations, 90% Regulations on wage policies and practices, % 80 providing to have of equal and attractive working opportunities for all academics at all universities and %75 Finding the necessary resources for research emergedes in the form of. In this sense, they expressed expectations with the following words. “Expenditure of higher education should be covered by other areas besides the public sector”, “Diversification of income sources of higher education institutions”, “Develop new methods for more efficient distribution and use of public resources” and “provide a more fair distribution of wages” they emphasized. The results of the researchs conducted in this regard also support the results obtained. In the research done by Cenkseven and Dost, academicians working in state and foundation universities seem to be at the forefront of the "economic stresses" (66%) of the factors they are uncomfortable with their professions. Murat (2003) the second problem that bothered academicians most in his research at a state university was "economic impossibilities". There are also a number of studies showing that academician salary satisfaction is related to job satisfaction, organizational commitment and burnout. The results of this research show that wages play an important role.(Bülbül, 2006; Çetinkanat, 2002; Çöl ve Gül, 2005; Galaz-Fontes ve Gil-Anton, 1998; Opp, 1992; Terpstra ve Honoree, 2004). In an OECD survey, the individual return of higher education(Net Private



Rate of Return) 15% in the UK and the US, and about 10% in Denmark, France, the Netherlands and Sweden have been detected(OECD, 2005).

When the findings of the research are evaluated in the focus group study, the expectations of the academicians are listed as follows.

1- In terms of expectations, it is seen that the expectation of wage arrangements for the third dimension is in the first place. They want to know what clearer and obvious in terms of the practices in the wage policies, ie what how payments are made to. Because different regulations have indicated that they prevent decisions that they make in their individual lives.

2-The academicians, they said that foreign language would not to be a problem if conscious, programmed and practical teach was carried out in primary school to university.

3- The next expectation is that the management should be open and transparent in their work and decisions, and that all universities have equal and appropriate working conditions. Most of the employees want to know what is going on and wonder a lot of subject. Because, no matter what is right and wrong in any matter, rumors can emerge. This situation harming relations and work-oriented detects can shift to the points different.

4- The full implementation of the conditions required by the autonomy of the universities, They say that universities are expected to provide the necessary resources for this purpose by having a structure that produces information and educates well-equipped human power for research purposes.

5- The fact that the number of academic staff is balanced according to the departments, the studies required to be realized in the fields are more sufficient and the quality is increased, this will ensure that enterprises in different fields are adequately oriented. The graduate and doctoral programs should be restructured to educate sufficient number of academicians, the provision of physical facilities, they stated that university incomes should be used in line with priority needs. Of course, it is important that the academic staff is attentive and supportive of all this.

6- Activities, carried out under agreements with foreign universities on in the they should be respond to expectations andthat the necessary support for this has to be established. In addition, another expectation is that academic staff should be assigned according to the specified criteria, rather than according to their relations with each other.



7- As a result of all the above mentioned expectations, it is necessary to increase the scientific and intellectual productivity, which is one of the basic elements of the universities, to new ideas and to support crazy projects, Because every thought, emotion, imagination to take into consideration and it is a point to be focused on. As long as people imagine, they contribute to humanity as long as think.

8- Last as in addition, to cooperate with non-governmental organizations on various issues. so that the university develops in the framework of community expectations and contributes to the university.

Many changes and changes are necessary in the field of higher education system as well, such as social change in Turkey, increase in young population, demands for quality and clarity, and external developments such as EU membership process and globalization.

### **Results**

In line with the developments in the world and the needs of the country, the higher education system needs to be re-discussed and regulated with a modern aim and thought based on the democratic and open participation of all related elements in the society. The main characteristic of the university, which has been trying to be preserved since its emergence, is an autonomous institution. Undoubtedly, every university should fulfill its expected function in contributing to the vitality of intellectual life and in raising intellectuals who are "voice of the silents" as Edward Said says.

Factors such as the nature of the structural characteristics and the way of administration play an important role in the realization of what expected from higher education. This limited resource is not directed to serious projects and research that will contribute to the country in international quality. Undoubtedly, there are worries about the freedom of ideas behind the problems experienced in the appointments and upgrades that started in the graduate and doctoral positions and in the process of associate professorship and professorship. Higher education, freedom of opinion is supposed to be the fortress, scholars have expressed a number of discourses about institutions and politics that directly affect themselves and their situation of existence with some concern.

In recent years, some of the academicians have limited opportunities, Without do not enough rewarding and motivation, some people instead of spending some time on research,





they are confine oneself to with the lessons they are obliged to give. Higher education institutions should be ,responsible , freedom and participatory management. In this framework;

In the fields related to their departments and branches in higher education, both public and done private sectors can be made to produce. This will contribute both to the economic sense as well as to the better growth of the students in their profession, mainly in practice.

Work should be done for the structuring of wage policies and practices of workers in higher education. Regulations can be made in higher education in postgraduate and doctorate programs in higher education so that they can receive training in their fields to respond to their expectations. Studies to increase the number and quality of post-graduate training programs should be undertaken. This requires the imagination of students and instructors and the environment in which new ideas can be created and discussed. In addition, the problems and deficiencies of the teaching staff training program should be identified and alternatives aimed at avoiding these problems should be established.

While the principles and policies related to higher education are determined, the objectives should be well-defined and these objectives should be clear and transparent for all staff to have knowledge and to carry out the necessary work to achieve them. A democratic understanding of management should be introduced that put an end to the arbitrary implementation of the administrators. Instead of creating problems and constant criticism, alternative solutions should be established about what needs to be done.

Institutional objectives should be taken into account in establishing investment budgets for universities with physical deficiencies. Library, laboratory, tools and equipment, work should be done to make the most accurate use of the appropriation to reduce the shortfalls.

A structure should be established by which relevant organizations can address the fundamental issues of co-operation in an integrated way and raising the quality of higher education and raising research and publications activities that take local elements into account and taking into account universal principles such as academic independence, openness, participation and democracy.

There are many regulations in the formal education process for foreign language education. But still troubles are taking place. In this regard, everything falls into the individual itself. This requires that both the responsible persons in the training need to contribute to the



educational process as well as the person who is to learn the language the willingness and being determined, requires effort.



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