

PROFILE OF STUDENTS
AND
THE REASONS WHY THEY PREFER PRIVATE UNIVERSITIES IN TURKEY

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Thesis Abstract

T. Eylül Altunay, “Profile of Students and the Reasons Why They Prefer Private Universities in Turkey.”

This survey research describes the profile of students who attend private higher education and explores the reasons why they prefer to study at private universities in Turkey. In this study private universities are ranked as “high- ranking, middle- ranking, and low- ranking” so that it will be possible to make comparisons between them, which enable us to understand varying dynamics of Turkish private higher education. Initially, this thesis draws the picture of students profile studying at three different ranks of universities by demonstrating their selected characteristics such as their age, socio economic status and gender. Then, it moves to whether the students’ characteristics show differences according to three ranks of universities and student status (scholarship/non-scholarship students). In the second place, the reasons why these students prefer to study at private universities and whether these reasons differ according to three ranks of universities and student status are analyzed. The data was collected with a questionnaire, particularly developed for this study. Research participants were selected from the universities representing high, middle and low ranking universities. Based on the findings ,it is possible to conclude that students characteristics differ depending on the ranks of universities and student status. For example, the types of high schools they graduated from differ in terms of student status and ranks of universities. Moreover, the reasons why students prefer to study at a private university differ from one another according to ranks of universities and student status. For instance, prestige, job opportunities, facilities are among the reasons which differ according to ranks of universities.

Tez Özeti

T.Eylül Altunay, “Öğrenci Profili ve Onların Türkiye’de Özel Üniversiteleri Tercih etme nedenleri. ”

Bu anket araştırması Türkiye’de özel üniversitede okuyan öğrenci profilini ve bu öğrencilerin özel üniversitede okumayı tercih etme nedenlerini tanımlar. Bir karşılaştırma yapılabilmesi için, bu çalışmada özel üniversiteler “üst düzey, orta düzey, alt düzey ” olarak sınıflandırılmıştır. Bu da, özel yükseköğretimin Türkiye’deki çeşitli dinamiklerini anlamamızı sağlamıştır. İlk olarak, bu çalışma özel üniversitede okuyan öğrencilerin yaş, sosyoekonomik durum, cinsiyet gibi bazı seçilmiş karakteristik özelliklerini analiz ederek, üç farklı düzeydeki özel üniversitelerde okuyan öğrenci profilinin resmini çizer. Daha sonrasında da öğrencilerin bu özelliklerinin, okudukları üniversitenin düzeyine göre, ya da öğrencilerin öğrenim koşullarına (burslu/ burssuz) göre bir farklılık gösterip göstermediğini inceler. İkinci olarak, bu çalışma öğrencilerin özel üniversiteleri tercih etme nedenlerini ve bu nedenlerin, öğrencilerin okudukları okulun düzeyine göre ya da onların öğrenim koşullarına (burslu/ burssuz) göre bir farklılık gösterip göstermediğini inceler. Veriler, özel olarak bu çalışma için geliştirilmiş bir anket aracılığıyla toplanmıştır. Bu araştırmanın katılımcılarını yüksek, orta, düşük düzeydeki, özel üniversitelerde okuyan öğrenciler oluşturmaktadır. Bulgular sonucunda, öğrencilerin seçilmiş karakteristik özelliklerinin, onların öğrenim koşuluna ve üniversitelerin düzeylerine göre farklılıklar gösterdiğini söylemek mümkündür. Örneğin, öğrencilerin mezun oldukları lise tipi bu değişkenlere göre farklılık göstermektedir. Ayrıca öğrencilerin özel üniversiteleri tercih etme nedenleri de, öğrencilerin öğrenim koşuluna ve üniversitelerin düzeylerine göre farklılıklar göstermektedir. Örneğin, iş imkânları, fiziksel imkanlar ve prestij üniversitelerin düzeylerine göre farklılık gösteren nedenlerdendir.

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CHAPTER 1

INTRODUCTION

Globalization - the growing integration of economies and societies around the world- is a force reorganizing the world's economy (World Bank, 2009). However, it is not just an economic phenomenon. Globalization has various aspects, which affect the world in several different ways and one of them is higher education sector.

Universities and other institutions of higher learning now encounter far more challenges and are subjected to an unprecedented level of public demand. All providers of higher education today are inhibited by a more competitive world, where resources are becoming scarcer but at the same time, they have to accommodate increasing demands from the local community as well as changing expectations from parents and employers. In such a policy context, universities are now much more governed by market ideologies and the efficiency and effectiveness understanding of companies, which also suggests that the lifestyle of academics is affected as well. In Altbach's words "Globalization includes the broad, largely inevitable economic, technological, political, cultural, and scientific trends that directly affect higher education. Academic systems and institutions may make different accommodations to these trends, but cannot ignore them" (2005a p.64). As it can be concluded, privatization of higher education is an anticipated consequence of neoliberal policies going alongside with global market.

In the past two decades, an entirely new model of postsecondary institutions has arrived on the scene: "Private Universities". They are already ranked as a major force in the higher education realm in many countries. It has suddenly become the fastest growing- segment of higher education. What happened and they started to

take their place in the picture of higher education? The most direct answer to this question lies in the words of Philip G. Altbach (2005b): “Deteriorating standards in the public universities and the inabilities of public institutions to absorb the increasing demand have led to establishment of the numerous private universities and other specialized post secondary institutions”(p.2). Turkey doesn’t differ from the other countries in this sense. Private universities have almost become an indispensable part of higher education sector in Turkey as well. They are growing in number rapidly every year. Turkey was introduced with the private universities in 1984. The first private university was Bilkent University. It was the pioneer which was then followed by Koç University (1992), Sabancı University (1996). Their number reached 25 by the year 2006. And with the newly -opened ones, today there are 45 private universities in Turkey (YÖK, 2009).

According to Şimşek (2006), there are four possible ways to ease the access to higher education. These are; increasing the number of higher education institutions, including in the private sector; enlarging the capacity of current higher education institution; increasing the capacity of non-formal and distance learning and increasing the number of 2-year- programs, including the post secondary vocational and technical schools. As it can be interpreted from here, private universities are treated as remedial intuitions which are to absorb growing demands coming from students in the existing Turkish Higher Education System.

This chapter consists of statement of the problem, definition of the terms, statement of the purpose, research questions of the study, significance of the study consecutively.

Statement of the Problem

Private universities are rapidly taking their places among the dynamics of the higher education in Turkey. In the last ten years, their number has reached forty five and the number of the students who study in these universities is more than a hundred thousand. Undoubtedly, they increased the number of the students placed by the university entrance examination so they functioned as the remedial institutions in the existing higher education system.

However, this drastic increase in their number and the excessive demands for these institutions brought some concerns to public attention. These are the quality of the services offered by these institutions and the profile of the students who are admitted to the universities. Starting with their emergence in the system they were criticized in that they admit students with very low university entrance examination scores when compared to what score the state universities require (Okçabol, 2007). They are also defined as “demand-absorbing” schools which offer postsecondary degrees of questionable quality and uncertain usefulness in the market place (Altbach, 1998a). On the other hand, they were criticized for they are transferring/trying hard to transfer their academic staff from state universities by offering considerably high salaries and opportunities and offering high standard of education for the students who are much less successful in the entrance exam than the students studying in the state universities (Bursalı, 2005 in Okçabol 2007).

Some go even a step further and claim that some private institutions are “pseudo universities” as they do not fulfill the requirements of being a real university. They are claimed to be profit-oriented rather than research-oriented. Therefore, they should cease calling themselves universities as they do not fit the

description of university but instead offer specialized training in a variety of areas in demand. They are just devaluating what is meant to be a university (Altbach, 2001).

As a result of these criticisms, private universities are started to be considered as a threat for equal opportunities for higher education since children from the families which have high socioeconomic status can continue with higher education and have a profession, whereas children from poor or middle class families cannot go on with higher education unless they get high scores and be admitted to state universities.

On the other hand, it is a well-known fact that the world's many of the most prestigious universities are private institutions such as Harvard University, Yale University, Stanford University and University of Chicago. These universities are well-regarded, stable and firmly entrenched at the top of the academic hierarchy. In general, they have more in common with other top universities in public sector than lower-prestige institutions in the private sector. There are private universities which have valuable contributions to academia in Turkey as well such as Bilkent University, Koç University and Sabancı University. They are said to produce successful scientific work in certain fields.

Taking the criticisms made about private universities, we can conclude that the rapid expansion of higher education is quite varying. There are top, middle and low ranking private universities. As it is understood, there is a great deal of diversity among the types of private institutions, within even national systems and worldwide. Private institutions now exist at all level of the academic hierarchy even though they mainly dominate the bottom of the academic hierarchy. Likewise, in Turkey, there are top, middle and low ranking private universities. For these reasons, it would be wrong to treat them as if they are all the same. It is known that to be able to study in

these universities, students have to pay really high tuitions per year ranging between 10000-35000 TL (Sabah Gazetesi, July 15, 2009). These tuitions are quite high compared to what state universities require.

But we don't know whether the students' reasons to study in these universities will differ from one another depending on the ranks of the private institutions they have chosen. Besides, we do not know whether reasons of scholarship students differ from non-scholarship students. Do the students prefer studying at private universities just because they can afford it or are there any other significant factors which lead them to make their preference in favor of private universities?

Definitions of the Terms

State Universities

In Turkey, a state university is an institution which is founded by state. After graduating from high schools, students go there in order to obtain degrees in a variety of subjects. To be able to study at these universities you have to pass the university entrance exam with high enough scores. In general, the score they demand is quite high compared to the score which private universities demand. A state university provides education free. You pay only very low tuition per semesters.

Private Universities

In Turkey, private universities are known as "Foundation Universities" as they are founded by the foundation of private enterprise. To be able to study at these universities students also need to pass the university entrance examination. However, in most cases, but not in all, the score private universities require is not as high as what state universities demand and students have to pay really high tuition unless

they are students with scholarship. In this study, private universities are defined as follows.

Top ranking

These are the universities which have the highest percentages of the students from top ten thousands in the university entrance exam. (11%- above of their students from top ten thousand)

Middle ranking

These are the universities which have neither the highest percentages of the students nor the lowest from top ten thousands in the university entrance exam. (6%- 10% of their students from top ten thousand)

Low ranking

These are the universities which have the lowest percentages of the students from top ten thousands in the university entrance exam. (0%- 5% of their students from top ten thousands)

University Entrance Examination

Every year, students for undergraduate programs of the universities are selected and placed by a centrally administered examination system. The Student Selection Examination (ÖSS), The Student Selection and Placement Center (ÖSYM)-the organization responsible for its administration- and The Higher Education Council (YÖK) are the basis of this system.

In Turkey there is a gap between the demand for higher education and the places available. ÖSS exam is conducted every year so that the government can

achieve a balance between the demand for higher education and the places available in higher education institutions. In the process of selecting and placing students with the highest probability of success in all the available higher education programs, students' preferences and their performance on ÖSS are taken into consideration. Apart from this, students' academic achievement (grade-point averages) in high school is taken into account.

The examination is made up of The Student Selection Examination (ÖSS), and The Foreign Language Examination (YDS). The second examination is administered approximately one week after the first for the candidates willing to attend the higher education programs in foreign language and literature.

Most of the operations of ÖSYM are carried out by electronic systems and the work of ÖSYM is carried out on a year round basis. Each candidate can be placed in one program only if a student is placed into a program and s/he quits attending, when s/he takes the exam one more time following year, his/her score will be reduced automatically by the system. The aim of the central placement exam is to place the candidates in the higher education programs highest on their list of preferences, as long as it is compatible with their scores.

The final selection and placement of students in higher education institutions is dependent on the candidates' ÖSS scores, the personal preferences they have listed, and the quotas and prerequisites of the higher education programs (if they have). The central placement procedure in the higher education programs admitting students on the results of the examination is carried out through an iterative computing routine.

Candidates are placed in higher education programs essentially through Central Placement; however some faculties like Conservatory and Fine Arts require Special Skills Examination as well.

Ranking Preferences for Higher Education Programs

Candidates whose composite scores are 160,000 or above will receive a preference form to list their preferences (Appendix A) and two guides which are designed to give helpful information while students are organizing their preferences. In other words, students have to score at least 160,000 so that they will make preference among the programs. One of the Guides shows how to fill out the form and send the information on this form to ÖSYM. In this guide students can also find all the necessary information about the universities such as their quotas, percentile rank etc.

In the second guide, all higher education programs subject to the central selection and placement system are listed under two separate sections. The first section is for the students who can meet 160,000 point criterion on ÖSS. These are all two-year vocational programs and Open Education. Students, whose composite score are between 160,000 and 184,999 points, can only select programs appearing in this section. Vocational high school graduates who have not taken the examination also rank their preferences among two-year vocational programs of higher education in their fields.

The second section is for the students who are with a minimum composite score of 185,000 points. All the regular undergraduate programs (4/5-year-programs) are listed in this section. Students with 185,000 or above can select programs appearing in either section. Their maximum number of choices is fixed at 24.

Candidates are repeatedly advised to be careful about their preferences in accordance with the instructions given in the guides. Ranking is directly related to the choice of a career as the procedures of the central placement rest heavily upon the candidate's personal preferences. If a program is not on the student's preference list, s/he cannot be placed into that program, even if s/he meets the score criterion for the program. Moreover ranking is really crucial, if a student scores high enough to be admitted for the faculty of Medicine but s/he listed this preference under the other programs, s/he won't be placed into faculty of Medicine as this program is not his initial preference.

The students must hand in the forms for the ranking of preferences to high schools or ÖSYM examination centers before the announced deadline. The information in the forms is sent to ÖSYM through internet. (This study deals with the students whose composite score is adequate to make preferences among 4/5-year-undergraduate programs or the students who passed the Special Skill Examination) (ÖSYM, 2009a)

Scholarship

In this study what is meant by scholarship is that the students attend the university without paying any tuition or paying it partially. One of the main reasons why private universities have to admit scholarship students is to receive subsidy from the government. As it is stated in the article 30 in the "Foundation Universities Rules and Regulations," if a private university wants to get subsidy from the government, It has to provide at least 15% of its students with full-scholarship. This is obligatory on condition that the private university wants financial support. The top student admission scores are determined by the Higher Education Council (YÖK). (Yükseköğretim Mevzuatı, 2010). Therefore, the main criteria for a student to gain a

scholarship is his/her success in the university entrance examination (ÖSYS).

Students who displayed distinctive success by taking top scores gain full scholarship.

There are also universities which offer semi or partial scholarship options depending on the students' university exam score.

Financial Aid Grant (Stipend)

This is the bursary given to the students apart from the scholarship for tuition.

Providing successful students with this grant is not a legal obligation. Some Private universities offer this grant in order to attract successful students and increase their popularity in the higher education arena. This aid is given to the students who already gained a tuition scholarship in order to make studying at a private university more tempting. The financial support can be in the form of cash or free accommodation, free books, free food etc. Depending on your score and the private university, financial aid grant can include one, few or all of these benefits.

Academicians with Excellent Credentials

In this study, by saying “Academicians with Excellent Credentials”, it is intended to refer to the academic staff who have proved themselves in the field that they are working.

Sense of Belongingness

What is meant by “sense of belongingness” in this study is the sense of feeling you belong to a specific place. To put it more clearly, some students don't want to go to state universities as they've always studied in private institutions and always make friends with people whose socio economic status are more or less the same as theirs.

When they study in a state university, they find it hard to adapt to the new social environment because they do not feel that they are a part of that community which is made up of people from varying socio economic status.

Statement of Purpose

This research has two purposes. One purpose of this study is to identify some of students' characteristics studying at private universities and give the basic descriptions of student profiles studying at different ranks of private universities. Whether the students' selected characteristics change according to ranks of universities and student status (scholarship, non-scholarship students) is also the concerns of this study.

The other one is to explore the reasons why students prefer studying at private universities and to find out whether their reasons differ from one another according to ranks of universities and student status.

The Selected Characteristics of the Students

1. Their gender
2. Their age
3. Their student status (scholarship/non-scholarship)
4. Their department
5. Their university entrance examination(ÖSYS) score
6. Number of times they took the university entrance exam
7. Which rank they were placed in their preference list
8. The annual income of their family

9. The socioeconomic status of their family
10. Types of high school they graduated from
11. Whether they were also living in Istanbul before studying at a private university
12. Whether they were admitted to the university with special skill examination,
13. Whether their top three preferences were all private universities

Identified Reasons for Preferring to Study at Private Universities

- F1 Getting low score on the university entrance exam/special skills exam
- F2 Facilities (gymnasium, computer lab, classroom set-up, etc)
- F3 Scholarship opportunities (not paying any tuitions based on success in ÖSYS)
- F4 Financial aid grant (stipend)
- F5 Prestige
- F6 Sense of belongingness
- F7 Academicians with excellent credentials in their fields
- F8 The idea that graduating from a private university is easier
- F9 Specific programs which are only offered by the private university
- F10 The university's cooperation with the business sector
- F11 The opinion of the students' family
- F12 The opinion of the significant others

Research Questions of the Study

- 1- What are the characteristics (profiles) of the students studying at different ranks of private universities?
- 2- Do these characteristics show any difference according to ranks of the universities and student status?
- 3- What are the reasons (factors) for studying at a private university?
- 4- Do these reasons differ significantly according to ranks of universities and student status?

Significance of the Study

In the first place, as the private universities do not have such a long history like state universities, there are a few researches conducted in the world including Turkey. This study aims at defining the place of private higher education in the Turkish Higher Education System. Therefore, this research will enrich the related literature and provide an insight to comprehend current roles, functions, strengths and weaknesses of private universities in the higher education system. Findings have some important implications that enable us to make predictions to a certain extent about the future of the private higher education in Turkey.

In addition to the things above, selling points of private universities of different ranks were defined through students' perspective. Administrators of private institutions can benefit from these findings in order to improve their educational provisions and catch up with their leading counterparts.

Last of all, findings of this study also have some implications for the policy makers of state universities. They should consider whether this rapid and steady

growth of private higher education pose a threat for the existence of free of charge higher education. They should also consider how the research-oriented identity of state universities will get affected in the face of market oriented ideologies of some private universities.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter first discusses the rise of privatization in the realm of higher education. Then, privatization of higher education is discussed from both global and local perspective successively, which is the focus of the study. Afterwards, it moves to the criticism around private higher education. Finally, it gives back ground information about the Theory of Reasoned Action, which provides a framework for this study.

Globalization, Privatization and Higher Education

Over the last decade, globalization has intensified worldwide economic, social and cultural transformations. Globalization can be defined by three powerful, interrelated formations:

- 1) The post- nationalization of production, distribution and consumption of goods and services. (This formation is nourished by increasing level of international trade, foreign direct investment, capital market flows).
- 2) The new emergence of new information, communication and media technologies, which place emphasis on knowledge intensive work.
- 3) Unprecedented levels of worldwide migration, which causes important demographic and cultural changes in most region of the world (Orozco M.S & Orozco C.S 2007).

It is abundantly clear that globalization is making one of the most significant impacts on education and privatization of higher education is one of the implications of globalization which is so influential at present and with the trend worldwide to cut

public spending. Globalization, along with changing demographics has also given rise to a more multicultural student population. A rising demand for post secondary education together with state financial insufficiencies, has forced universities to rely increasingly on tuition fees and to look for alternative sources of revenue to ensure economic survival (Peters, 2007).

Levy also explains this situation in his words: “Much of the unanticipated private higher education growth emerges from forces beyond higher education policy itself. It results more from dramatic or “neoliberal” economic change. This change involves powerful global tendencies that limit the financial role of the state: privatize and internationalize in overall development policy” (2002).

Apple (2001) explains this neoliberal economic change with these words: “what is private is necessarily good and what is public is necessarily bad. Public institutions such as schools are “black holes” in to which money is poured-and then seemingly disappears – but which do not provide anywhere” (p.38). He went on explaining that for many of the pundits, politicians, corporate leaders and for the others, education is a business and should be treated no differently than any other business. For neoliberals, education is seen as simply one more product like bread, cars, and television. Here the student’s role is to be a purchaser. This attitude towards the education is becoming increasingly widespread (2001).

To put it more clear, the primary factor fuelling the private higher education is massification - unprecedented demands on academic systems and governments worldwide. As a result, the approach towards education also changed. It started to be seen as a product to be sold. As it has been sold, higher education has gone from being a small preserve of the elite class to mass systems.

Demographic change income growth, urbanization, and the growing economic importance of knowledge and skills play great role in that higher education is no longer a small cultural enterprise for the elite. Rather it has become vital to nearly every nation's plans for development. However, this expansion of higher education has brought some problems along with it. For instance, China, India, Indonesia, the Philippines and Russia now have more than 2 million students. This situation gave birth to "mega-universities" such as the national University of Buenos Aires in Argentina. Both have enrollment of more than 200,000 students (Task Force on Higher Education and Society, 2000).

Expansion, both public and private has been inevitable, unplanned and often chaotic. A combination of increased demand for public services and limited financial capacity is forcing governments to reconsider their priorities and options for service delivery. In higher education, it breeds a number of new developments. These involves;

- Elaborating funding formulas that are placing more of the financial burden on students
- Forcing publicly funded institutions to seek alternative and additional financial sources of funds through entrepreneurial or commercial activities at home and abroad.
- Individual institutions wanting extended autonomy from government regulations
- Allowing new private providers (profit and non- profit) to deliver specific education and training programs.

In other words, commercial side of education is promoted (Knight, 2003).

Needless to say, these developments have changed the way people think about

financing of higher education. The traditional idea that higher education is a public good to be provided by the society has been somewhat replaced by the concept of post secondary education as a private good- with the benefits accruing largely to the individual. As a result, that those students and their families should pay for higher education has become the prevalent attitude towards higher education. Then, this accelerates the expansion of private higher education (Altbach 1998b; Altbach 2006; Bok 2007).

To sum up, these two societal forces- the demand for access and unwillingness or inability of the state to pay the increased cost of higher education- have triggered much of the growth of private higher education worldwide.

Privatization of Higher Education in the World

The worldwide patterns of private higher education portray the growth and development of this increasingly important branch of higher education. Private universities will be the growth area for the first part of the 21st century. Their number is increasing at a more rapid rate than public institutions, and they are catering for the considerable part of the population. In countries like Korea, Japan, Taiwan and the Philippines, private universities educate the larger portion of the population. In such countries as Korea, Japan, Taiwan, and the Philippines, larger majority of students who go on to higher education are educated in private universities - 80 percent overall (Se. Kim & Su. Kim, 2004; Lee, 1999; Altbach, 1998a). The private sector is growing most rapidly in Latin America and Asia. In Africa it is growing slowly but steadily. In countries where public higher

enrollments dominate over the private ones just a decade or two ago, a third or more of their students now enroll in private institutions.

In Latin America the private sector is expanding fast in many countries –In Brazil, Chile, and Colombia more than half the enrollments are in private universities. When the non-university post secondary institutions are also counted, the proportion increases and the other countries can be added. In 1997, half of the total post secondary enrollments in Argentina, Brazil, Columbia, Mexico, Peru, and Venezuela were in Private institutions. With growth at all levels of the academic system, private universities and other types of post secondary education is growing quickly in central and eastern Europe and in the former Soviet Union. This expansion is not in general planned and regulated (Silas, 2005; Bernasconi 2003; Castro, 2002).

In Asia, both Indonesia and Malaysia educate about half their students at private institutions and have a large Private sector. India constitutes a special case because majority of its undergraduate students have long been educated at private institutions, but the private colleges are mainly linked to public universities and they are funded by the government significantly. Their sponsoring universities and governments highly regulate them. In the past several decades, a complete private higher education sector appeared in India, they are the institutions that are not supported by the government at all. Some of these universities are assisted by traditional universities for examinations and other purposes but some others have fully autonomous status (Gupta, 2004).

The private sector in higher education is diverse. Some of the world's best universities are private. Many of the most prestigious universities are private in Latin America and many of these have close connections with the Catholic Church.

In Asia, for instance, Yonsei in Korea, Waseda in Japan and De La Salle and the Ateneo de Manila in the Philippines -prestigious private universities- have existed alongside well-regarded public universities and colleges. Even though 80 percent of the American students study in public universities, many of the most prestigious universities such as Harvard, Yale, Stanford, Chicago and others are private. These universities are stable and firmly took their place at the top of the academic hierarchy. In general, they are more like the other top universities in the public sector and they have more in common with them. American private universities and colleges and universities rank at all levels of academic system; however, most of them are not at the top (Altbach, 1998b).

On the other hand, in some countries private “universities” have been established to offer “academic degree” without much study or evaluation of students. These institutions are diploma delivery centers set up to make quick profit for the ones who own them. They are in general unrecognized, and frequently shut down by the government when found out. As accreditation and evaluation agencies are established to control the expanding private higher education marketplace, it will be more difficult to run these kinds of institutions. However, they are a problem in more than a few countries at the present time. Sometimes local universities can ask to be accredited by prestigious foreign universities just like in Kyrgyzstan, Bulgaria, Qatar (Althbach, 2005a).

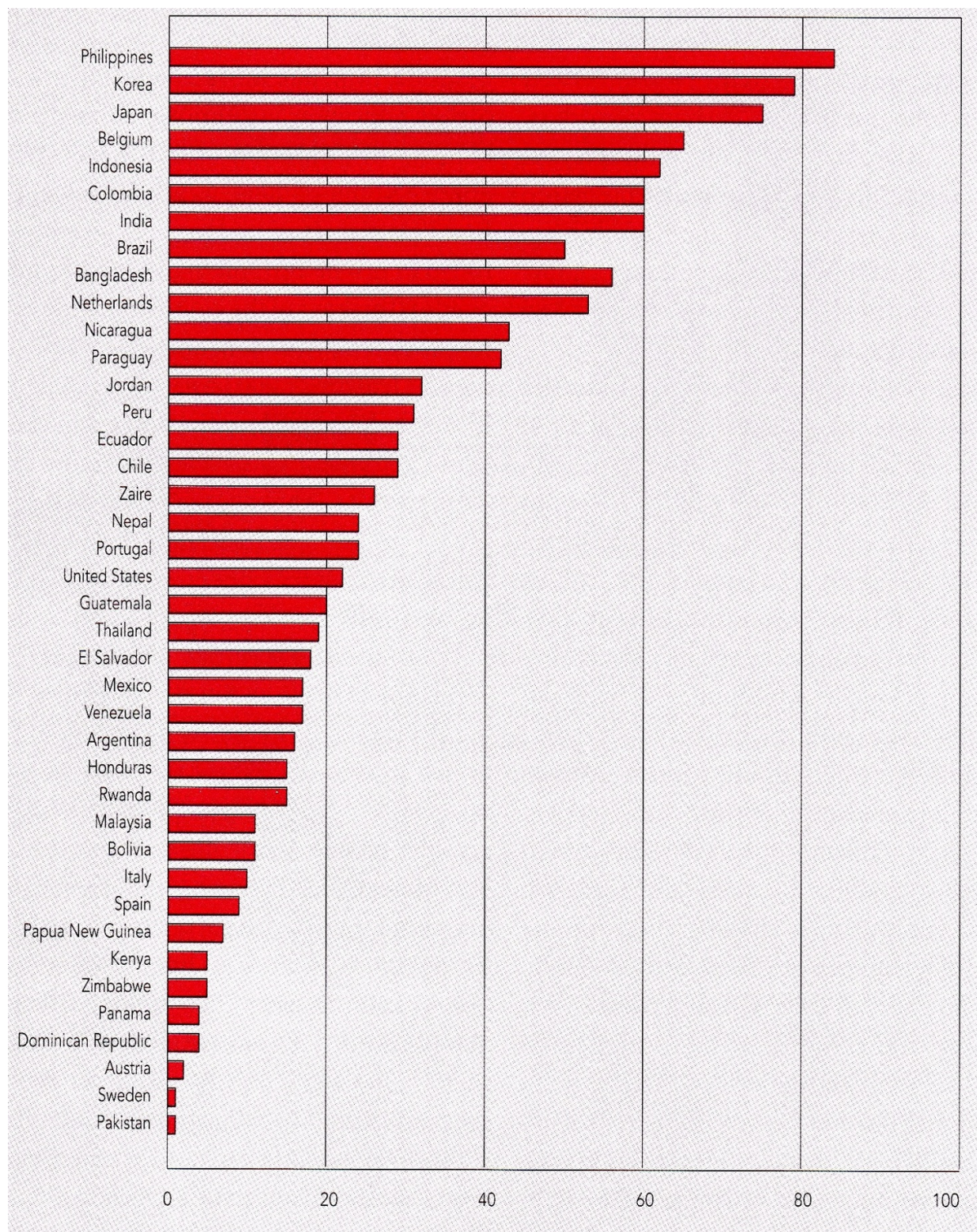


Figure 1 Percentage of Enrollments in Private Higher Education

Note: In Japan and the few Western European countries that have a high proportion of enrollments in private institutions (for example, Belgium and Netherlands), higher education continues to be almost entirely financed by the state, which subsidized both public and private higher education institutions. Source: The task Force on Higher education and Society "Higher education in developing Countries, Peril and Promise" The World Bank, Washington D.C. (2000)

Private education is seldom totally private. The private sector is intertwined with the state in many ways. Increasingly, the state authorities establish accrediting and evaluation bodies to provide some standards and controls over the expanding private sector. In some places, accrediting and evaluation are government agencies' responsibility, while elsewhere, as in the United States, consortia of academic institutions are in the charge of accrediting, and their decisions are recognized by the government authorities (El-Khawas, 2006). In most countries, public funds are given to private sector through a variety of mechanism. In the United States and other countries, students in private institutions can apply for government-subsidized loans and sometimes grants regardless of whether they study in public or private universities and colleges. Private universities can in general get government funds for research. In India, which has one of the largest private education sectors in the world, government funding is available to both public and private colleges (all of the universities are public), even though a minority of private colleges are completely funded by the student tuition pay. The Philippines has a government-funded program to assist private higher education as well. In general, if private institutions accept state funds, they have to conform to what state demands concerning student admissions, faculty qualifications, conditions of study, and so on (Altbach, 1998a).

As for the funding patterns, with few exceptions, students' tuitions constitute the largest proportion of income of the private universities. A few prestigious institutions in the United States have large endowment funds and this free them from direct dependence on students, but the number of these institutions is quite limited, even in the United States. This dependence on funding is the defining characteristic of private higher education worldwide, which means that private institutions must be

sensitive to student interests, the employment markets for graduates, and patterns of pricing. The reality is that private universities must ensure that adequate number of students enroll to provide the needed income. That is why private academic institutions focus on market forces to shape their offerings, degree programs and curriculum. As a result of the rise of profit sector in the United States a new generation academic institutions came into being. The programs they offer are quite adaptable and they specialize in educational programs to meet the market demand and offer programs that do not necessitate major investment in infrastructures. One of the well-known examples for this is the University of Phoenix, now the largest private academic institution in the USA. In addition, the large number of for-profit institutions range from business and trade schools to law schools. And they can offer vocational programs in fields such as information technology institutions to nurse practitioner training. This sector has become more prominent and prevailed (Altbach, 2001; Levy, 2002b). In other words, unless private universities prioritize students' interest and what employment markets demand, it will be quite difficult for them to survive in the educational arena.

In some countries, such as India and South Korea, tuition levels are supervised by state authorities. And institutions don't have latitude in deciding their own tuition levels, but in most countries private universities are allowed to determine tuitions. Moreover, Philippines constitute a special case as universities have been listed on the stock exchange for decades (Altbach, 1999).

As far as cross-border higher education is concerned, it can be said that - a growing number of cross-border higher education initiatives exist often in the private sector. That is to say, an academic institution in one country may establish a branch campus in another, or institutions from two or more countries may come

together and link up in various ways so as to offer degrees or other academic programs. Academic programs may be franchised from one country to another; they try to achieve a kind of standardization in terms of curriculum and other academic practices. (Observatory on Borderless Higher Education, 2004). Some call this phenomenon as the “McDonaldization” of higher education. Private investment in higher education is also on the rise- much of it cross border generally, institutions in industrialized countries establish a branch in developing or middle-income countries, but sometimes programs from industrialized countries are set up in other rich countries. It is not usual for a developing country to set up branches in a developed country (Knight, 2003; Altbach 2006).

Western Europe is the part of the world which was least touched by private higher education. To put it clearer, comprehensible majority of students study in the public sector- perhaps 90 percent of the total. Traditions of state support for higher education are still strong, as well as commitment to low tuition-. Germany is good example for largely free higher education. However, it is a policy for the free higher education is considered everywhere in the light of financial problems. For students who pass state secondary school completion examinations, it is guaranteed to access public higher education. This is also another factor which strengthens demand for public higher education. As a consequence, state support can’t catch up with the expanding demand for free higher education, and educational standards get poorer in some countries. Tuition fees are rising --- for example, in the United Kingdom, and the Netherlands and in a number of countries, it is considered to introduce them. Although many German policy makers are aware of the need to charge tuitions, they do not do it as they know it would be politically difficult to implement fees (Kinser & Levy, 2006).

As far as the countries of central and Eastern Europe, Romania, Poland, Georgia, Ukraine, Hungary, Russia and Czech Republic are concerned. It is known that they were once dominated by communism. But now, they are exposed to rapid expansion of higher education. In these countries, Higher education was fully public, now it has opened up to private sector. Undoubtedly, it is because of the fact that standards of public universities start deteriorating and public institutions became unable to meet the increasing demand of the students. As a consequence, that situation led to the establishment of numerous private universities and other post secondary institutions which are specialized in their area (Levy 2005; Giesecke 1999).

China started building up a private sector in 1990s, now it has a large private sector but most of the private institutions don't have a right to grant degree, and only a small proportion of them are degree-granting colleges or universities which received official authorization by the ministry of education to grant degree. The situation in China is quickly changing because more institutions are granted recognition by the government and the private sector climbs up the academic hierarchy by establishing better-equipped and more comprehensive institutions (Lin, 2004). The rapidly expanding world of private higher education is quite varying. Some of the academic institutions tend to catch up with one another and there are also institutions which seek to emulate the most prestigious schools so it can be concluded that there is immense diversity among private institutions, within national systems and worldwide. As new private universities and other post secondary institutions are looking for opportunities to sell educational services in a highly competitive and growing marketplace, there seems to be more diversity.

Private universities now exist at all levels of the academic hierarchy, even though most growth is likely to be at the bottom of the academic hierarchy.

To conclude, structure of private higher education varies internationally, but this sudden increase of private higher education is generally found in - the developing and the middle income countries of the south and the countries of the former Soviet bloc. In these regions, as in much of the rest of the world, the state is unable or unwilling to provide support for the public higher education and as a result the private sector fills the gap in all of these places.

Privatization of Higher Education in Turkey

The private sector is, with only few exceptions, the growth area worldwide.

Undoubtedly, there are some certain implications of privatization. One of these main implications is on education. Globalization manifests itself in the form of privatization as far as the higher education is concerned. So far, the complexities of the new reality of private higher education were discussed through global perspective. Here, this issue will be exploited through local perspective as every country has its own complexity in terms of higher education. In this part of the study, place of private higher education within Turkish Higher Education system will be described.

Private universities started to take their places in the dynamics of Turkish Higher Education after 1980s. According to Gök, their rise in the educational arena after the 80 can be explained by the approach of the politicians of that time in the face of the deteriorating standards of education. The educational quality of the state schools in Turkey decreased significantly following the implementation of

structural adjustment policies after January 24, 1980. Provision of education considered to be mainly of state activity until that time, was progressively neglected after 1980s. Turgut Özal, the Prime Minister at that time, declared that the well fare state was no longer adjustable. Meanwhile the right of citizens to send their children to public schools for free of charge was questioned by Kenan Evren, Leader of the 1980 coup d'état, who was elected the President of Turkish Republic later. In 1986 the speech he gave at the opening ceremony of the private Bilkent University in Ankara, he asked “ Is it social justice if a man with twelve children can send all twelve of his children to state schools for free? “ Again in 1986, a similar explanation was made by Turgut Özal during the opening ceremony of the academic year at Yıldız University, Istanbul. He claimed that health and educational expenditures are major burdens for the public budget. Moreover, the campaign named “Build your own school” was launched (by the state) soon after the military coup (2003).

Another thing worth mentioning here is, that this era comes right after the coup d'Etat of September 12, 1980 and as a result, this time period is of lack of culture of protest and oppositions. There weren't any social and political groups and organizations such as labor unions to advocate and protect public education and schooling. The savagery of the 1980 military coup outlawed or repressed all social and political organizations and movement that might have opposed cruel neo-liberal operations. Privatization was presented as the only solution for the economic crisis. It was considered to be the only solution for education as well (Gök, 2003). In Turkish case, privatization of education is closely related to the declining quality of public education. Teachers and other educational staff, physical facilities and necessary equipments do not meet the increase in the number of the students attending to these

schools. Many parents try hard to provide education for their children so that they can receive quality education.

However, as far as the higher education is concerned, the picture is partially different. There is a big gap between the number of the students who wants to study at a university and the capacity of the universities to accommodate them. Thus, there is a university entrance examination to eliminate, select and place students. It means no matter what happens some will never study at a university. Right here, private universities come into picture particularly to absorb the increasing demand for higher education, coming from students who are not able to get high enough scores to study at state universities but have money. (Okçabol, 2007).

The first private university was Bilkent University. It was founded in 1984. No other universities opened until the time Kadir Has University and İstanbul Ticaret University opened in 1992. Soon after, Koç University started to admit students in 1993. Their number reached 24 by the year 2003. And with the newly -opened ones, today there are 45 private universities in Turkey (YÖK, 2009). In the table below you can see the numbers of the universities founded each year after 2002.

Table 1. Numbers of State and Private Universities (2002-2009)

Year	University		Total
	State University	Private University	
2002	53	23	76
2003	53	24	77
2004	53	24	77
2005	53	24	77
2006	68	25	93
2007	85	30	115
2008	94	36	130
2009	94	45	139

Note. This table has been adapted from YOK (Higher Education Council) 2009 Statistics

As it is understood in table 1, now there are 139 universities in Turkey 45 of which are private and 94 of which are state. This means 1/3 of the universities are private. However this doesn't mean that one third of the university students study in private universities. Faculty quotas of private universities are not as large as the public ones For instance "Istanbul Bilgi University", private university , set quotas for admission of 190 students to the faculty of administration, which is one of the highest among the private ones. On the other hand, "Istanbul University" ,a state university, set quotas for 647 students for the same faculty (ÖSYM, 2009 b).

When four-year faculty programs are considered, in Turkey there are 124,507 students studying at private universities, which is considerable, on the other hand, the number of students in state universities is far more than this number. There are 2,294,707 students studying in the state universities. It can be concluded that the number of the students studying in state universities is almost twenty times more than the number of the students in private. However, this ratio does not stay same when the number of the academicians is compared. There are 7,943 academic personnel in private and 77,898 in state universities (YÖK, 2009). Here the ratio is ten times higher. In the light of these data, it can be interpreted that although the number of the students in state is twenty times higher, the number of academicians is ten times higher. That is, academicians in the state universities have to deal with at least twice as many students as academicians in the private ones

In the table two (see p. 30) it is seen that the increase in their number gain acceleration after the years 1995 and 2006. When it is examined in detail it can be deduced that the majority of the universities opened between the years 1996-1998 and 2007-2009. It is also seen that until 2008 almost all of the private universities

are founded in three major big cities; İstanbul, Ankara, İzmir. Moreover, 21 out of 30 universities were in Istanbul until 2008. After 2008, they started to be opened in cities apart from the previous three-mega cities. The last 9 universities which have opened this year are not functioning now. They will start to admit students in the following years.(See table 2, p. 30)

The ratio of private higher education institutions within total higher education system in many European countries, though gradually increasing, is still small. Even in the USA, which is regarded as the fortress of the private segment and traditionally started schooling by means of private segment; this ratio is only 18%. However, the situation is just the opposite in developing countries. It is 85% in Philippines, 78% in Korea, 63% in Indonesia, and 60% in Colombia (See figure 1). The ratio is 2 % in Turkey (Gürüz, 2003).

Table 2. When and Where the Universities Founded.

N	City	Name of the University	Number and date of Establishment Law	Establishment Year
1	ANKARA	BİLKENT	12/12/1984-1158	1984
2	İSTANBUL	İSTANBUL COMMERCE	29/03/2001-4633	1992
3	İSTANBUL	KADİR HAS	05/03/1992-3785	1992
4	İSTANBUL	KOÇ	05/03/1992-3785	1993
5	ANKARA	BAŞKENT	14/09/1993-515 (KHK)	1996
6	İSTANBUL	FATİH	05/06/1996-4142	1996
7	İSTANBUL	IŞIK	05/06/1996-4142	1996
8	İSTANBUL	İSTANBUL BİLGİ	05/06/1996-4142	1996
9	İSTANBUL	SABANCI	05/06/1996-4142	1996
10	İSTANBUL	YEDİTEPE	05/06/1996-4142	1997
11	ANKARA	ATILIM	09/07/1997-4281	1997

12	ANKARA	ÇANKAYA	09/07/1997-4282	1997
13	İSTANBUL	BEYKENT	09/07/1997-4282	1997
14	İSTANBUL	DOĞUŞ	09/07/1997-4281	1997
15	İSTANBUL	İSTANBUL KÜLTÜR	09/07/1997-4281	1997
16	İSTANBUL	MALTEPE	09/07/1997-4282	1997
17	MERSİN	ÇAĞ	09/07/1997-4282	1998
18	İSTANBUL	BAHÇEŞEHİR	15/01/1998-4324	1998
19	İSTANBUL	HALIÇ	15/01/1998-4324	1999
20	ANKARA	UFUK	15/12/1999-4488	1999
21	İSTANBUL	OKAN	15/12/1999-4488	2001
22	İZMİR	İZMİR ECONOMY	29/03/2001-4633	2001
23	İZMİR	YAŞAR	29/03/2001-4633	2001
24	ANKARA	TOBB ETU	26/06/2003-4909	2003
25	İSTANBUL	İSTANBUL BİLİM	22/03/2006-5475	2006
26	İSTANBUL	ACIBADEM	09/05/2007-5656	2007
27	İSTANBUL	İSTANBUL AREL	09/05/2007-5656	2007
28	İSTANBUL	İSTANBUL AYDIN	09/05/2007-5656	2007
29	İSTANBUL	ÖZYEĞİN	09/05/2007-5656	2007
30	İZMİR	İZMİR	09/05/2007-5656	2007
31	İSTANBUL	PİRİ REİS	30/01/2008-5733	2008
32	İSTANBUL	İSTANBUL KEMERBURGAZ	22/05/2008-5765	2008
33	İSTANBUL	İSTANBUL ŞEHİR	22/05/2008-5765	2008
34	İZMİR	GEDİZ	31/07/2008-5796	2008
35	GAZİANTEP	GAZİKENT	31/07/2008-5796	2008
36	KAYSERİ	MELİKŞAH	31/07/2008-5799	2008
37	GAZİANTEP	ZİRVE	19.02.2009-5839	2009
38	İSTANBUL	YENİ YÜZYIL	19.02.2009-5839	2009
39	MERSİN	TOROS	23.06.2009-5913	2009
40	İSTANBUL	İSTANBUL MEDİPOL	23.06.2009-5913	2009

41	KONYA	KARATAY	23.06.2009-5913	2009
42	KONYA	MEVLANA	23.06.2009-5913	2009
43	KAYSERİ	NUH NACİ YAZGAN	23.06.2009-5913	2009
44	ANKARA	TURGUT ÖZAL	23.06.2009-5913	2009
45	ANKARA	TED	23.06.2009-5913	2009

Note. This table has been adapted from YOK (Higher Education Council) 2009

In Turkey many private universities were established by wealthy foundations. In other words they are “Foundation Universities.” However, they gain acceptance in public as private universities as they do not offer free charge of education in general. In Foundation Universities Rules and Regulation, article 10, it is stated that there are some conditions to be met when a foundation want to open a university. For instance, a university must consist of at least three faculties. Moreover, in article 16 it is worded that they must be ready to offer educational services in terms of buildings, equipment and academicians. (Yükseköğretim Mevzuatı, 2010).

As for the educational services they can offer, in the article 5 and 8 it is explained that private universities have a right to open, faculties, institutions, 2 / 4-year- vocational higher education schools , conservatory, preparatory schools or research and development centers. However, foundations cannot establish higher education institutions offering military and social security educational programs. Concerning the tuitions they demand, it is declared that private universities cannot make profit in the articles: 4, 5 and 27 they can use the money earned from the tuition fees to improve the quality of educational services delivered by the university by opening new departments, new facilities like libraries and laboratories. (Yükseköğretim Mevzuatı, 2010) However, only Koç University claims that it is not a profit making institution in its official internet site. The other universities do not make any explanations concerning this issue. In relation to the thing that has just

been mentioned, Prof.Dr.Yusuf Ziya Özçelik, the president of Higher Education Council (YÖK), maintains that unfortunately some of the foundation universities are making profit “There are no private universities in Turkey. We want to have also private universities, but this necessitates some alterations in the Constitution. Maybe in the future, some of the foundation universities’ status will be changed into private universities. Foundations must not aim at making profit, but unfortunately some of them are doing it to make money.” (Sabah Gazetesi, December 29, 2009). It can be concluded that although it is not allowed to open private universities by legislations, there are universities functioning as if they are private.

Controversial Issues around the Private Higher Education

The privatization of education has been a topic that provokes considerable debate in the field of higher education. For many, it is considered to be an increase in the role of the parents in the financing of education. Therefore, it has rather negative and threatening connotations. It is generally associated with increased inequalities in access to education and breaking the social cohesion and so on. However, proponents of privatization, think that it is a much more positive move prospecting more resources for the educational sector, more efficient use of these resources, and more flexibility in the delivery of education. The debate is loaded with differing ideological considerations and there are hotly debated issues of private higher education. In this part of the study, these issues will be held through both for and against perspectives through local and global perspectives. There are not any clear-cut distinctions among the issues below. They are sometimes overlapping and most of the time, and they are consequences of each others’ in one way or another.

Human Rights and Equal Opportunities for Education

One of the main issues open to debate is the right to receive higher education and inequalities in accessing the higher education. Education has been considered as a human right since the adoption of the Universal Declaration of Human Rights in 1948 and this has been confirmed many times in other human rights treaties like the International Covenant on Economic, Social and Cultural Rights, and the Convention against Discrimination in Education. As far as higher education is concerned, there are particular articles in order to secure the humans' right to higher education. In the Universal Declaration of Human Rights article 26, it is stated that "higher education shall be equally accessible to all on the basis of merit." It is also confirmed with these words "Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education" in the International Covenant on Economic, Social and Cultural Rights (article 13, 1966).

From the global perspective as it was stated above, higher education shall be accessible to all. However, when it is transformed into something to pay money for it becomes a product to be bought by the people of certain social class who can afford. Children of poverty stricken and low-income families are most vulnerable in this process. This group increasingly feels discriminated as they cannot access the education because of financial reasons. For this reason, the right to have access to education should be respected for everyone as much as possible, with good quality and sufficient quantity and as a public responsibility financed by public resources. Everyone should be given decent education free of charge (Gök, 2004, 2003).

It is also possible to study at private universities without paying any money on condition that you have a full- scholarship. However, Okçabol states that the number of scholarship students are quite limited and they do not represent the majority. Every year approximately 1.5 million students take the university entrance exam and students who rank among the first 100, 500, 1000 have a chance to study at private university with scholarship students on condition that they prefer. As for the students who rank among 1001-5000 they are provided with partial scholarship opportunities. What is more, it is known that students who rank among 1001-5000 generally come from good high schools and have attended “dershane”- private courses which prepares students for the university entrance examination. Dershanes also require quite a lot of money. It is not quite possible for a student coming from a poor family to be among high achievers without the financial help of the others like “cemaat” – religious communities. In this country, 40% of the population is poor and 20-25% live on very limited budgets. There are millions of unemployed people and people living at the subsistence level with minimum wages. However , 2006-2007 tuitions of these universities are ranging between 10,000- 29,000 TL. (2007)

This situation has not improved at all. In contrast, the gap between the people’ average annual income and the prices of private universities widened drastically. In Turkey a person’s annual share from the GDP is around 15,000TL (World Bank, 2008) and the minimum wage is 577 TL (Muhasebetr, 2010) whereas the amount of the money required for four –year- private education is annually ranging between 13,000TL and 35,000TL. (Sabah Gazetesi,15 July 2009).

On the other hand, The World Bank and OECD are advocating privatization policies for developing countries to address their educational problems. Belfield and Levin explain that “privatization in education eases the pressure on governments to

meet increasing demand and relieves them of excessive cost” (2002, p. 7). Education is a very expensive investment in both developed and developing countries and government sources alone are inadequate to provide all students with quality education. Privatization eases some of these stresses. The private sector can be involved in educational investment to build and run schools, as long as they are supported by good regulations.

Social Stratification and Elitism

There is a widespread public debate over the social stratification created by the privatization of education. Public sector advocates have opposed the expansion of private sector in that they believe that it causes fractures in social cohesion.

According to these advocates, the goal of privatization was an increase in the role of parents in the financing of education, which could increase inequalities in access to education and break social cohesion. In other words, social stratification is the inevitable consequence of unequal opportunities for higher education (Apple, 2001).

More over it is thought to be a deliberate attack on education. “One objective of making education fee-charge is to control the class base of candidates going for higher education” (Önder 1999, p. 26).

However this situation was approached in a quiet different manner by İhsan Dogramacı, the first president of the Higher Education Board .When establishing Bilkent University and also in a forum he attended on TV on February 19, 1992, he stated that “it is not possible to maintain social justice while putting those with money on a par with those who do not” (as cited in Işıklı, 2002, p.19). With his statement and his intention to establish a university of private status, he is in favor of fee-charging education.

In contrast to the idea that private higher education brings about elitism by breaking social cohesion and is benefited by a certain class, it is believed to eliminate elitism by meeting the demand coming from the society. Furthermore, advocates of privatization declare that it is not the privatization that causes inequalities. It is the governments that do not finance the educational expenses of the badly-off students so that they can receive quality education offered by privately managed schools. “Privatization can help to solve many educational problems if government regulates it in ways that make private schooling accessible to students at different income levels” (Cinoğlu, 2006, p.685).

Quality of Education

Another fierce debate centers on quality of education. In general, defenders of privatization think that quality of education is better in private schools as they are more accountable and relatively satisfying.

Private schools are successful because they are more accountable. In private schools, teachers have no permanent status. If they do not work well enough, teachers can be fired. Schools owners and principals are also accountable to parents, because parents can withdraw their children if they do not obtain sufficient satisfaction. In Turkish public schools, teachers are accountable to only the principals and inspectors; and principals are accountable to district management; and district managements are accountable to the Ministry of Education; but nobody is accountable to parents and children. On the other hand, in the private sector, parents’ and students’ satisfaction is very important and all staff are accountable to parents and children. (Cinoğlu, 2006, p. 681).

Likewise, academicians have to be accountable to parents and students in some of the private universities. Students are asked to complete evaluation forms about their instructors (See Appendix B) and performance appraisals are held in order to assess the academic performance of the instructors (Bahçeşehir University Instructors’ Manual, 2009).

What's more, some of the private universities in Turkey are said to produce academic researches of good quality by keeping hold of the quality academicians. "1. They pay meticulous attention to keep quality faculty members here, 2. Particularly when Bilkent University, Koç University and Sabancı University are taken into account, they edge towards scientific research and they produce successful scientific work in certain fields and we openly see such examples, 3. They close a gap of the country with their research background" (Bursalı, 2005).

There are also lots of people who do not agree with Bursalı. They think that private universities don't meet the criteria of being a real university. They are degrading what is it meant to be a university as they have a limited number of faculties many of which are driven by market ideologies. For instance, Çopur clearly argues that "They do not have Turkish Language and Literature departments though they have English Language and Literature departments. What is more, they annually receive money that amounts to 10 thousand dollars. Look at the state that frankly calls it a university. There are certain conditions to become a university. Otherwise it can only be called a senior high school or dersane (private courses for exam preparation). Regulation for Private Universities was passed in such a hurry" (2000, p.7).

Again for İnal, with neo-liberal education policies, the mission of universities as to raise individuals who have classical formation, social responsibility and ethical values has almost disappeared (2001a). In words of Professor Hamza Bulut, President of İzmir Universities Faculty Association (İZÜNİDER), "Once again this political and ideological dimension underlies the process of transforming universities into commercial institutions, encouraging education in foreign language, privatizing universities, making them serve to a certain social class, eviscerating universities,

depriving them of their function and re-structuring it in line with new colonialism called new world order” (as cited in Demirel&Özbudun, 1999, p. 139/140).

Credential Inflation , Fraudulent Degrees

Opponents of private higher education provoke another debate about the content and quality of education delivered in private universities. “Globalization of higher education can have damaging as well as beneficial consequences. It can lead to unregulated and poor quality higher education, with the worldwide marketing of fraudulent degrees or other so called higher education credentials a clear example” (Task Force on Higher Education and Society, 2000, p.43).

In addition to the things above, in his book entitled “what the market does to people” Macarov claims that graduate of private universities receive lower rewards, they couldn’t find well paid jobs. Their employment rate is low. In many developing countries - such as the Philippines, Thailand and Turkey- it is found that the unemployment rate is higher among private university graduates in the surveys conducted (2003).

Moreover, in this book it is stated by Macarov that there is a heavy preponderance of management, work force and economic courses in such programs. This reflects a more general privatized education- the neglect of humanities as an area of study, and diminishing resources for educational research and innovation. It is found in the studies in the Indian state of Kerala and in Bolivia, Peru, Colombia and Ecuador that cheap commercial and vocational training results in neglect of research activities (2003).

Theoretical Framework

There are sciences that study human social behavior, decisions. In this study, we are trying to identify the reasons behind students' choice of university. In order to do this, the field of "Social Psychology of Human Behavior" is benefited from. The reason why we get assistance from this field of study is that students display a critical behavior when they choose to study at a private university. Thus, we wonder what goes inside the head of the students.

The data provided by the study of Human Social Behavior - a part of Social Science- enable us to form the basis of this study as it explores what goes inside the head and body of the humans. These are the main questions concerning this area of study: What are the bases for the actions taken by people? How are actions produced? What kind of information processing they go through while making their decisions? In other words, researchers studying in this area try to understand the reasons, drivers behind humans' actions. For example, why do people prefer A to B although they serve for the same purpose? When we look at the issue from this aspect, we draw parallel with human behaviors and students' choice of the university. Some of them prefer state universities, some of them prefer private ones to study. Here, the question is why they prefer private universities to state universities although what both of the institutions serve for is the same.

In the book called "Understanding Attitudes and Predicting Social Behavior" the Theory of Reasoned Action (TRA) is explained (Ajzen & Fishbein, 1980). This theory is in an attempt explaining the factors behind decision making for differing actions. With the help of expert judgment, the Theory of Reasoned Action is found the most suitable theory on which this study is to be built on. Therefore, TRA is used

in order to provide a frame for the questions of the survey prepared particularly for this study.

The Theory of Reasoned Action

Under the TRA, action is hypothesized to be a direct function of a person's intentions (see figure 1) That's to say, if a person intends to perform an action, s/he does it. It is completely under his volitional control. "Intention is the immediate determinant of behavior." (Ajzen & Fishbein, 1980, p.5). However an occurrence of behavior is not that simple to explain. The main issue to explain is what influences intentions. Here the theory asserts that one's intention comes into being as a result of the combination of one's '*attitude toward the act*' and the felt normative pressure ('*subjective norm*') to act.

"An attitude represents a person's general feeling of favorableness or unfavorableness towards some stimulus objects". (Ajzen & Fishbein, 1975, p.216) In other words, attitude towards the action consists of all the traits that you attribute to your choice such as its color, shape, appearance etc. "A person's attitude toward the object is a function of his evaluations of these attributes." (Ajzen & Fishbein, 1975, p.216) Here the matter is whether it appeals to your taste, whether you like it or not. Here, in our case they can be interpreted as all the things a student can associate with private universities such as; prestige of the university, university's cooperation with the business sector, modern facilities (gymnasium, computer lab, classroom set-up, etc.), popular programs offered by the university, etc.

Subjective norms are determined by the people around you. That is to say, it deals with what the reaction of the significant others will be as a consequence of your decision. Here the matter is whether your choice appeals to the taste of the people who you care.

To put it more clear, the theory claims that while people are making a decision they go through a process through which both they consider, both what they attribute to their choice and what the people they care will think about as a result of their choice. People feel a need to comply with subjective norms in order to feel safer. Their decisions are not merely their production. It is partially influenced by what the significant others will also think about your decision. Here, in our situation subjective norms correspond to what family members and students' friends (significant others) will think if students choose to study at a private university.

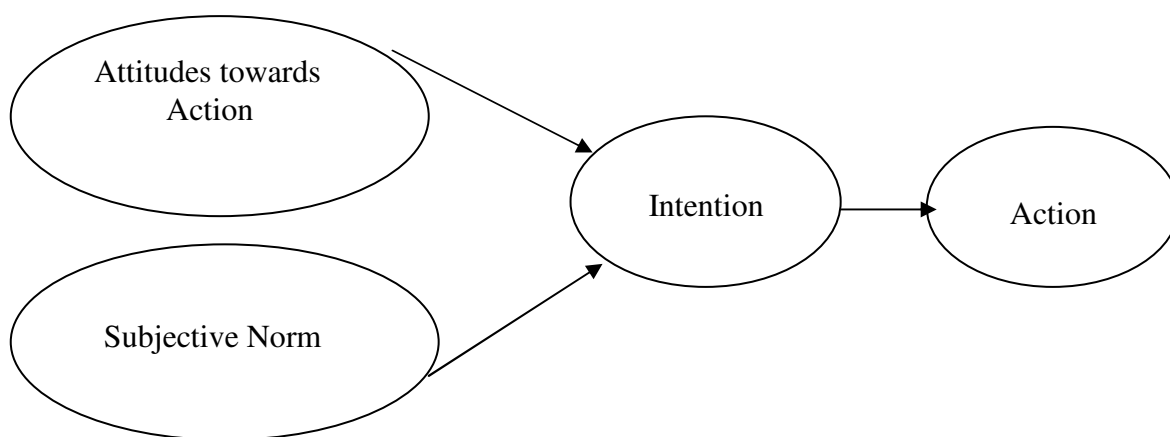


Figure 2. The Theory of Reasoned Action, Factors determining a person's action
Adapted from (Ajzen & Fishbein, 1980, p.8).

In this study, we consider that while students are making their decisions they will go through processes similar to the one explained by TRA. That is to say, their decision will be influenced by both the qualities that they attribute to the universities and anticipated reactions of significant others

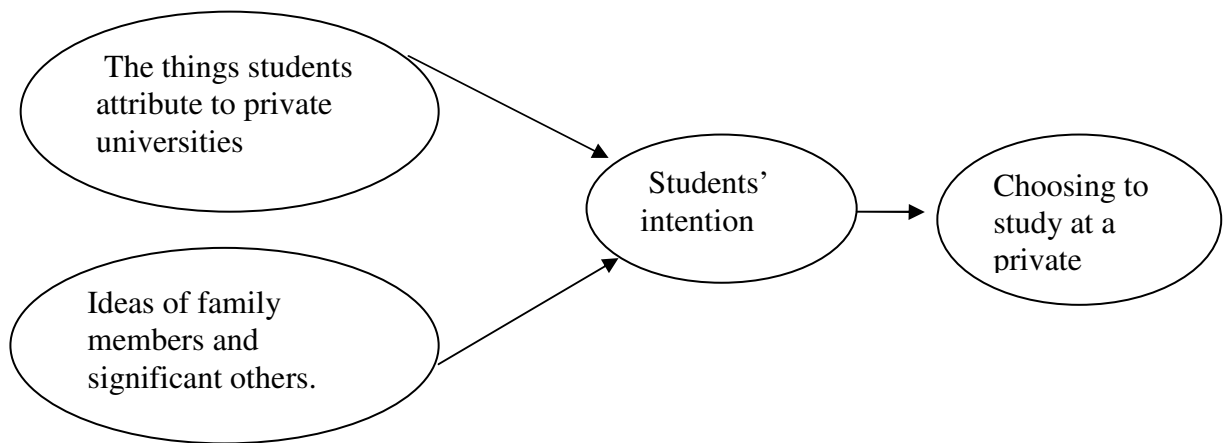


Figure 3. Adaptation of TRA into this study

To summarize the things that were explained so far, TRA claims that human social behaviors can be explained and predicted with the help of attitudes, subjective norms and intentions in a variety of settings.

CHAPTER 3

METHODS AND PROCEDURES

This chapter is composed of research design, population and the sample selection, data collecting instruments, procedure of the study, and the analyses of the data.

Research Design

The type of the research is quantitative and the research design chosen is to conduct “Crssoss-Sectional Survey ” (Creswell, 2008) which attempts to explore the students selected characteristics and reasons why students prefer studying at a private university. One reason to choose this study is that we want to find out students’ current beliefs (reasons) and their current selected characteristics. Another reason to follow this method is to increase the reliability and the generalizability of study results by reaching as many students as we can.

Population and Sample Selection

Target population of the group is students with and without scholarship who study in the English preparation classes of the private universities which offer four- year- undergraduate program. One of the reasons why they are chosen as the population of the study is that language preparation year starts just after the students are placed in universities and it is the first year of their higher education so it won’t be difficult for them to remember and identify the factors which drove them to prefer private

universities over state universities. Another reason is that preparation classes are made of students who are going to study in different departments. That is to say the variations in their ideas due to their different department will enrich the study.

Ranking of Universities

In order to conduct this study, private universities need to be ranked in a way to reflect their position in higher education field, as they are not equally reputable in the public eyes. Having investigated measures used in ranking universities in the world, it was seen that measures like peer assessment, graduation and retention rates, faculty resources (for example, class size), student selectivity (for example, average admissions test scores of incoming students), financial resources, alumni giving, and only for national universities and liberal arts colleges, graduation rate performance (US News, 2010) were used. These indicators of educational quality include both input measures, which reflect the quality of students, faculty, and other resources used in education, and outcome measures, which capture the results of the education an individual receives.

However, Turkey's higher education reality differs from those in Europe and America. The fundamental factor for a university to establish reputation is whether it is preferred by the successful students. In other words, quality of the university is mainly determined by the quality of the students studying there. The instrument which assesses the quality of the students is the university entrance examination. For the students to be placed a four- year- undergraduate program, they should score high in the university entrance examination among over a million students. According to the scores they obtained they are placed to a university. Moreover, this is a study which reflects the students' perspective i.e. what the students think about. For these

reasons while categorizing the private universities, one input measure, the percentage of high achievers of this exam studying at private universities was taken into account. Below you will see the list of private universities, which admit students in 2008. The following ranking procedure, was followed in the sample selection process. Private universities were ranked according to the amount of the high achievers of the university entrance exam who study at these universities.

The statistics of 2008 published by ÖSYM (Student Selection and Placement Center) (See appendix C) forms the foundation of this ranking process. While calculating the percentages number of the students they receive from top ten thousands was divided into the total number of the students registered to these universities. In this list, universities are ranked in the order of the percentages from the top ten thousands.

In this study, universities were categorized in three groups. These are “High-ranking”, “Middle- ranking”, and “Low- ranking”. While ranking these universities the percentage of the students that universities admit from top ten thousand and the experts’ judgment are taken into account.

Table 3. List of Private Universities Admitting students in 2008

	Names of the Universities	Ranking	Type
1	TOBB ETU (Ankara)	31%	High
2	Koç (İstanbul)	23%	High
3	Sabancı (İstanbul)	23%	High
4	Bilkent (Ankara)	20%	High
5	İstanbul Bilgi i (İstanbul)	9%	Middle
6	Bahçeşehir (İstanbul)	8%	Middle
7	Yeditepe (İstanbul)	7%	Middle
8	Kadir Has (İstanbul)	6%	Middle
9	Özyeğin (İstanbul)	6%	Middle

10	İzmir Economy (İzmir)	6%	Middle
11	Fatih (İstanbul)	5%	Low
12	Çankaya (Ankara)	5%	Low
13	Çağ (Mersin)	4%	Low
14	İstanbul Kültür (İstanbul)	4%	Low
15	Ufuk (Ankara)	3%	Low
16	Yaşar (İzmir)	3%	Low
17	Başkent (Ankara)	3%	Low
18	Maltepe (İstanbul)	3%	Low
19	Atılım (Ankara)	2%	Low
20	Beykent (İstanbul)	2%	Low
21	Okan (İstanbul)	2%	Low
22	Haliç (İstanbul)	2%	Low
23	İstanbul Bilim (İstanbul)	2%	Low
24	İstanbul Arel (İstanbul)	2%	Low
25	İstanbul Ticaret (İstanbul)	1%	Low
26	Doğuş (İstanbul)	1%	Low
27	İstanbul Aydın (İstanbul)	0%	Low
28	Işık (İstanbul)	0%	Low
29	İzmir (İzmir)	0%	Low

Note. This table is prepared by using the statistics of 2008 published by ÖSYM (Student Selection and Placement Center).

- Universities receiving 11%- above of their students from top ten thousand are considered “high ranking” universities.
- Universities receiving 6%- %10 of their students from top ten thousand are considered “middle ranking” universities.
- Universities receiving 0%- %5 of their students from top ten thousand are considered “low ranking” universities.

For this study, top four universities are categorized as high-ranking universities. Six universities which follow the high-ranking one are named as the middle ranking ones and the rest is low ranking.

Accessible Population

Study is carried out in Istanbul as most of the private universities are in Istanbul and this makes it possible to include three different types of universities. These 19 universities constitute the accessible population of this study.

Table 4. List of Private Universities in Istanbul Admitting students in 2008

1	Koç (İstanbul)	23%	High
2	Sabancı (İstanbul)	23%	High
3	İstanbul Bilgi (İstanbul)	9%	Middle
4	Bahçeşehir (İstanbul)	8%	Middle
5	Yeditepe (İstanbul)	7%	Middle
6	Kadir Has (İstanbul)	6%	Middle
7	Özyeğin (İstanbul)	6%	Middle
8	Fatih (İstanbul)	5%	Low
9	İstanbul Kültür (İstanbul)	4%	Low
10	Maltepe (İstanbul)	3%	Low
11	Beykent (İstanbul)	2%	Low
12	Okan (İstanbul)	2%	Low
13	Haliç (İstanbul)	2%	Low
14	İstanbul Bilim (İstanbul)	2%	Low
15	İstanbul Arel (İstanbul)	2%	Low
16	İstanbul Commerce (İstanbul)	1%	Low
17	Doğuş (İstanbul)	1%	Low
18	İstanbul Aydın (İstanbul)	0%	Low
19	Işık (İstanbul)	0%	Low

Research Sites

All of these three universities are located at the European part of the Istanbul.

Koç University

It was founded in 1993 and it is made up of six faculties three graduate schools, a vocational school and an English preparatory school. The total number of the students studying at this university is 4044. (Koç Üniversitesi 2010)

There are 420 students studying at the preparatory schools.(M. Kalora, Personal Communication, May 21,2010)

Bahçeşehir University

It was founded in 1998 and it is made up of six faculties, three graduate schools, three vocational school and an English preparatory school. The total number of the students studying at this university is 10300 (Bahçeşehir Üniversitesi, 2010). There are 1269 students studying at the preparatory schools.

(N. Asıkkutlu, Personal Communication, May 18,2010)

Haliç University

It was founded in 1998 and it is made up of six faculties two graduate schools, vocational school and an English preparatory school. The total number of students studying at this university is 4560. (Haliç Üniversitesi, 2010) There are almost 200 students studying at the preparatory school. (A.Akbaş, Personal Communication, May 17, 2010)

Sample Selection

In order to conduct this study one from each of the three different (high, middle, low) ranking universities was chosen from the universities in Istanbul. These universities are Koç University, Bahçeşehir University, Haliç University. They all demand students from different ranks. They were chosen purposefully as each university is a true representation of its own category. That is to say, Koç University represents high-ranking; Bahçeşehir University represents middle- ranking, Haliç University represents low-ranking university. Another reason for choosing them is the convenience of their locations .All of these schools locates at the European part of the Istanbul so it will be easier to commute these schools.

We tried to reach as many students as we could from these three different ranks of universities. As I work in Bahçeşehir University as an ELT (English Language Instructor), it was easier for me to collect data from this university. I asked for permission to conduct this survey to the director of the Bahçeşehir University Preparatory School. After I was allowed by the director, the data were collected by me. I collected the data from several classes. I did not collect any data from the class that I am teaching. As for the other universities, my advisors and I got in touch with the educational directors of the prep schools via mails. After getting the permission, they assign their secretaries to help us to organize how to conduct this study. Surveys were put in the pigeon holes of the ELT instructors. They were told how to conduct this survey and acknowledged about the points to be careful. After making sure that all the instructors understood what to do, they conducted surveys in their classes at the same class hour. Then, they brought them back to me. Classes to apply the survey to were chosen randomly as they were

already mixed in terms of departments. Although the number of the students with scholarship is far less than the number of the students without scholarship in private universities, we tried to include them equally as much as possible in order to be able to compare them to present better whether their reasons to study in a private university differ from each other.

Table 5. Distribution of the Sample

Ranks of University	Private Universities	Number of the students with scholarship	Number of the students without scholarship	Total
Top Ranking	Koç University	41	65	106
Middle Ranking	Bahçeşehir University	65	95	160
Low Ranking	Haliç University	30	53	83
Total		136	214	349

When we look at the table, it is seen that neither the number of the students from each type of universities nor the number of the scholarship and non-scholarship students is not equal. The reason for this is twofold. First of all, number of the students studying at these preparatory schools are not equal. Moreover, students with scholarship constitute only 5% to 10% of the general school population. Therefore, it was hard to reach these students as there were only 3 or 5 students in each class. Secondly, our sampling is “stratified disproportional sampling” (Cresswell, 2008). The proportion of the scholarship students included in this study does not represent the true proportion. We tried to reach as many students with scholarship as we can, however we did not include twice as many students with non-scholar status. We did

it so. Otherwise, it will not be meaningful to compare students neither within scholarship status nor within the ranks of universities they attend. The data quality index was prepared. Only the surveys 80 % or above of which was filled out was included in the study. When we reach the numbers indicated on the table, we stopped collecting the data.

Profile of the Sample

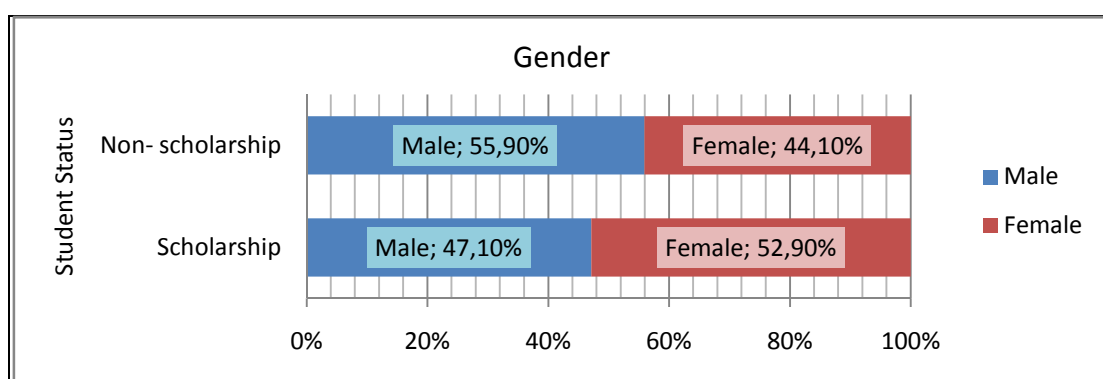


Fig.4 Distribution of the gender by student status.

In the table it is seen that there are more male non-scholarship students than the female non-scholarship students. The situation is just the opposite among scholarship students.

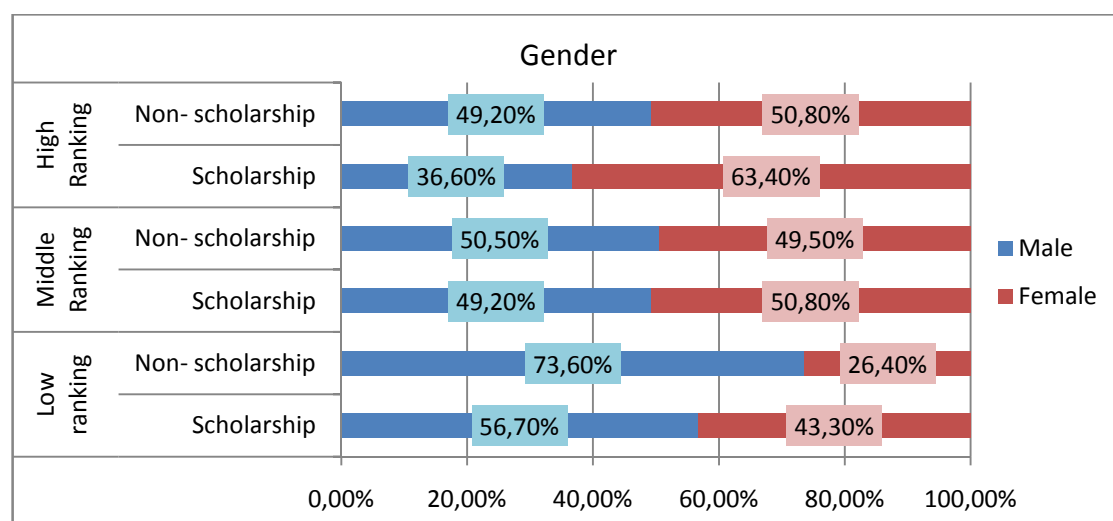


Fig.5 Distribution of the gender by student status and ranks of the universities

In the middle ranking university, distribution of the sample within student status is almost equal. However, in the low ranking and the high ranking university, distribution of the gender is not that balanced. In the low ranking university, the number of the non-scholarship students are three times more than the female non-scholarship students but there isn't much difference in the distribution of the gender among scholarship students. As for the high ranking university, distribution of the sample among non-scholarship students are virtually equal, yet the number of female scholarship students dominate over the male scholarship students.

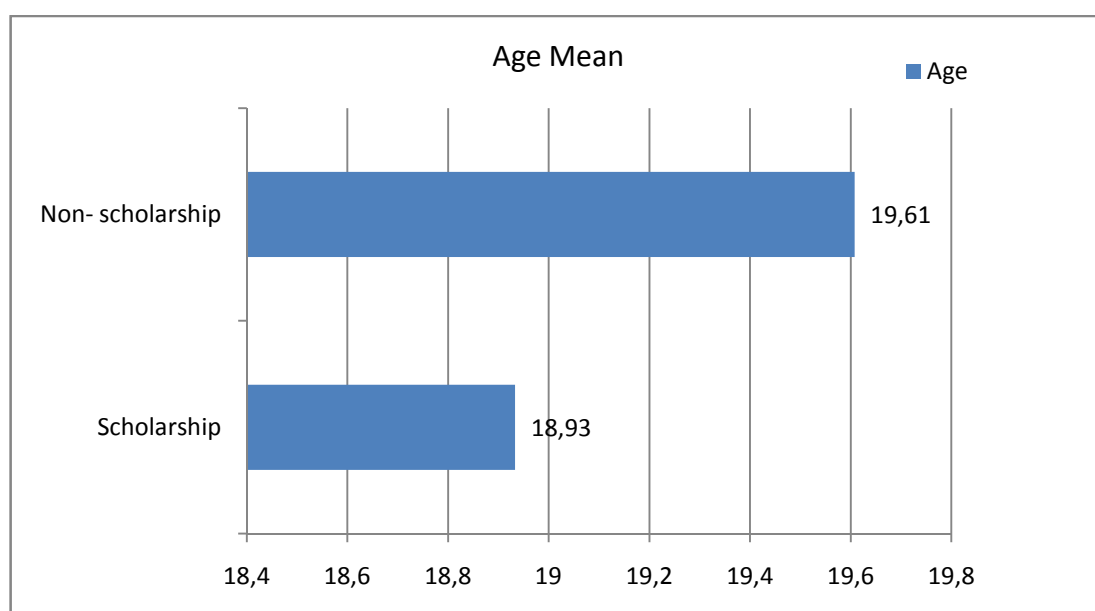


Fig.6 Age mean by student status.

When the age mean is calculated, it is seen that non-scholarship students are 0.7 years older than the scholarship students.

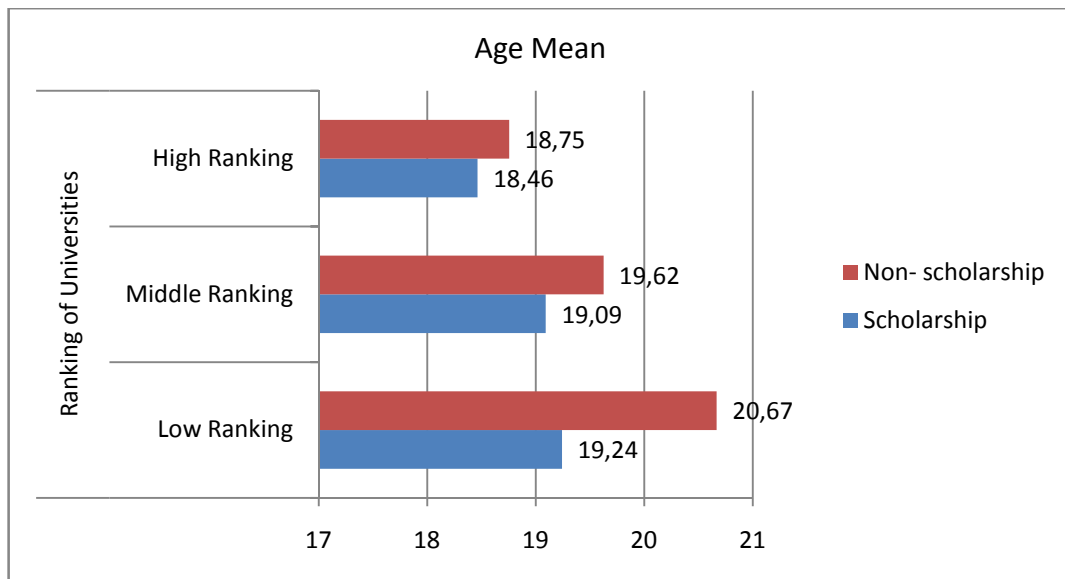


Fig.7 Age mean by student status and ranks of the universities.

When the age mean is compared within the types of the universities, the biggest mean difference is seen in the low ranking university. Non-scholarship students are almost one and half year older than the students with scholarship. Another sharp difference is seen between low ranking non-scholarship and high ranking scholarship students, low ranking non scholarship students are almost two years older than the non scholar students in high ranking universities.

Data Collecting Instruments

For this study a genuine instrument was developed called “Reasons for Preferring to Study at a Private University Survey”. It consists of 4 sections, Part A, B, C and D (See appendix D).

In the first part, students’ selected characteristics are asked in order to define students’ profile studying at differing ranks of private universities. There are 13 questions to find out some characteristics of the students . These are;

The selected characteristics of the students.

1. Their gender
2. Their age
3. Their student status (scholarship/non-scholarship)
4. Their department
5. Their university entrance examination(ÖSYS) score
6. Number of times they took the university entrance exam
7. Which rank they were placed in their preference list
8. The annual income of their family
9. The socioeconomic status of their family
10. Types of high school they graduated from
11. Whether they were also living in Istanbul before studying at a private university
12. Whether they were admitted the university with special skill examination,
13. Whether their top three preferences were all private universities.

While forming these questions, not only the literature reviews, but also the answers given by the students in pilot studies were also taken into account. These questions were finalized by the expert judgments. Some of these questions were asked just in case we need them in the interpretation of the finding of the study. That is what the results of all were not presented in the analyses part.

A questionnaire with 5 point likert type questions constitutes the following section. This questionnaire was structured to investigate the reasons for preferring private universities. In the C part of the study, students were asked to rank their first three reasons in the order of importance among the 12 reasons. At the last part, apart

from the reasons stated in this study students were asked to add any other reasons contributing to why they study at a private university. (See appendix D).

The instruments were particularly developed for this study. Before the survey questions were prepared, 132 students were asked to answer the open ended question “Why are you studying at a private university?” They gave varying answers. Taking into considerations the variety in their answers, some of the factors which may lead students prefer private universities were identified. Reviewing literature and the “Theory of Reasoned Action” also contributed in developing the factors.

- F1 Low score on the university entrance exam/special skills exam
- F2 Facilities (gymnasium, computer lab, classroom set-up, etc)
- F3 Scholarship opportunities (not paying any tuitions based on success in ÖSYS)
- F4 Financial aid grant (financial aid given monthly to the successful students)
- F5 Prestige
- F6 Sense of belongingness
- F7 Academicians with excellent credentials in their fields
- F8 The idea that graduating from a private university is easier than a state school
- F9 Specific programs which are only offered by the private university
- F10 The university’s cooperation with business sector
- F11 The opinion of the students’ family
- F12 The opinion of the significant others

The first ten factors derived from the answers given to the open ended question. They also found their correspondence in the related literature review. F11 stands for the effects of the family members on the choice of private universities. These points were raised by Professor Canlı. She stated that they are significant factors to take into account as the students don’t pay the tuition for the private

university on their own. Unlike the countries where students take loans from the banks and pay back after graduation, the tradition in Turkey is that parents pay the whole money necessary for the students four –year- university education. That is to say it is parents’ responsibility not the students’. When this is the situation, it is thought that students’ university preference could be affected by the decision of their family.

As for the F12, this factor is also raised by Professor Canlı. When people make a decision, they consider what the other people will think about it. People tend to make decisions approved by people who are important for them. Thus, F12 is another prominent factor to be analyzed in the study. All of the above stated factors are discussed many times and finalized with suggestions of experts.

From the *Theory of Reasoned Action* perspective, F1, F2, F3, F4, F5, F6, F7, F8, F9, F10 stand here for the “attitudes towards action” while F11 and F12 represent “subjective norms” (See p.37).

Soon after the factors were finalized, they were turned into questions and they constituted the questions of this study (See p.12). These factors also transformed into sentences with different paraphrasing compatible with five point liker type scale except for the F3, F4, F9 . These factors are assessed through yes/no questions as they are not suitable for scaling. That is to say the questionnaire evaluates 9 factors and it was followed by another 3 yes/no questions in order to assess the rest of the factors. The questionnaire and yes/no questions form part “B” of the survey. Each paraphrasing starts with the sentence “I chose to study at a private university because” They are as follows.

F1 Low score on the university entrance exam/special skills exam

- I scored low on the university entrance/special talent exam. (for state universities)
- My exam score wasn't high enough to gain entrance into the department of my preference at a state university.
- I scored low on the university entrance/special talent exam. (for state universities)

F2 Facilities (gymnasium, computer lab, classroom set-up, etc.)

- Facilities of this university (gymnasium, computer lab, classroom set-up, etc.) are satisfactory.
- Facilities of this university (gymnasium, computer lab, classroom set-up, etc.) are better.
- The facilities (gymnasium, computer lab, classroom set-up, etc.) are modern.

F3 Full or Semi tuition scholarship opportunities (not paying any tuitions based on success in ösys)

- I was placed in this university on scholarship based on my university entrance exam results. Yes___ No___

F4 Financial aid grant (financial aid given monthly to the successful students)

- In addition to my scholarship, the school also gives me a financial aid grant. Yes___ No___

F5 Prestige

- I frequently heard things in favour of the university I am currently attending.
- I felt that the school that I am currently attending had a good reputation.

- The university I am currently attending is popular in the public eye.

F6 Sense of belongingness

- I wanted to study with other students from a similar socio-economic background to mine.
- I felt that I would not be able to adapt to a state university.
- I thought that I would adapt to the atmosphere of a private university more easily.

F7 Academicians with excellent credentials in their fields

- I thought that the teaching staff at this university would be better.
- I felt that the teaching staff of this university would be more experienced.
- I believed that there were more well rounded academicians at this university.

F8 The idea that graduating from a private university is easier than a state school

- I thought that studying at a private university would be easier.
- I thought that graduating from (passing all my classes) a state university would be more difficult.
- I thought that this was the only university at which I would be successful

F9 Specific programs which are only offered by the private university

- State universities do not offer the program I am enrolled in. Yes____
No____

F10 The university's cooperation with business sector

- I believed that this university's connections to the business sector are solid and therefore I would be able to find work easily after graduating
- I thought I could find a job more easily after graduating from this university.
- I thought that the university I am attending would provide working opportunities for me after graduation

F11 The opinion of the students' family

- My family thought that it would be more suitable for me to study at a private university.
- My family thought that studying at a private university would be a better choice for me.

F12 The opinion of the significant others

- People whose opinions I value outside of my family thought that attending a private university would be better for me
- People whose opinions I value outside of my family thought that it would be more suitable for me to study at a private university.

As it is seen above, F1, F2, F5, F6, F7, F8, F10 were attempted to be assessed with three different paraphrasing. However for F11, F12 it was found sufficient to be paraphrased twice.

Reliability and Validity of the Instrument

Two pilot studies of the questionnaire were carried out with total of 90 students in Bahçeşehir University so as to investigate the validity of the questions. The pilots were realized with both individual students and groups of students. After each pilot,

questionnaire was revised through the feedback of the student and experts. Apart from these two pilot studies, another pilot study was carried out in order to collect enough data for the reliability test for the part B of the instrument. This part is made up a questionnaire which was designed to assess 9 factors. That analysis was done with 100 data and Cronbach's Alpha was found 0.867. An addition to this an exploratory factor analysis was run in order to see how the factors were grouped. Factors were grouped under 5 main categories. When the data collection was finished, reliability analysis and factor analysis was repeated. That time, Cronbach's Alpha was found .868 which is the indicator of a reliable instrument and factor analysis grouped the item under 7 factors. The Analyses grouped F11 and F12 together. Likewise that, F5 and F10 were grouped together. However we wanted to use our 9 factors individually as students stated each of them as a separate factor. We decided calculate Cronbach's Alpha for each of the 9 factors for each of them (F1, F2, F5, F6, F7, F8, F10, F11, F12) separately. Cronbach's Alpha values 0.815, 0.911, 0.897, 0.765, 0.882, 0.531, 0.895, 0.903, 0.902 were found respectively.

Procedure

All the necessary permissions were obtained and the subjects were asked their consent to participate in the study. Some instructors were trained so that all of the instructions given to the students would be the same. Then the students were asked to complete survey. After that, all the collected data was analyzed with the appropriate statistical methods.

Analysis of Data

The statistical software package for Windows (SPSS 17.0) was used for statistical analysis. In the first place, descriptive statistics were presented by calculating means and frequencies for the items in the A part of the Survey. Following this, means of factors were calculated and then the data was analyzed with inferential statistical methods. Two-way ANOVA were run so as to identify whether the mean differences of the factors are significantly different from one another in terms of the mean scores of (F1, F2, F5, F6, F7, F8, F10, F11, F12) one by one. Those analyses were done within ranks of the universities and student status. One-way ANOVA was also carried out when there is an interaction between the factors of student status and ranks of the universities. As for (F3, F4, F9) frequencies were calculated. In addition to those, some other frequency calculations were done to analyze the data in C part of the survey. In this study, all of the mean scores and frequency distributions were demonstrated with graphs in the following chapter.

CHAPTER 4

ANALYSES AND INTERPRETATION

In this chapter, the results of statistical analyses are presented. The analyses will follow the order in the survey. This chapter consists of three parts. Part A, Part B and Part C consecutively, the same as the order in the survey. Throughout the study means, frequencies, and results of ANOVA will be presented.

Part A: Analyses of Students' Selected Characteristics

This parts intends to give answers to research questions one and two:

- 1- What are the characteristics (profiles) of the students studying at different ranks of private universities?
- 2- Do these characteristics show any difference according to ranks of the universities and student status?

In this part, graphs showing frequencies and means where necessary, are presented and interpreted. This part will start sixth question of the survey as the results of the questions related to students' age, gender, and status were presented in the previous chapter. Questions four and five , related to students' university entrance exam score and departments were not analyzed, as these questions were asked in case they were needed.

Question 6 – How many times did you take the university entrance exam?

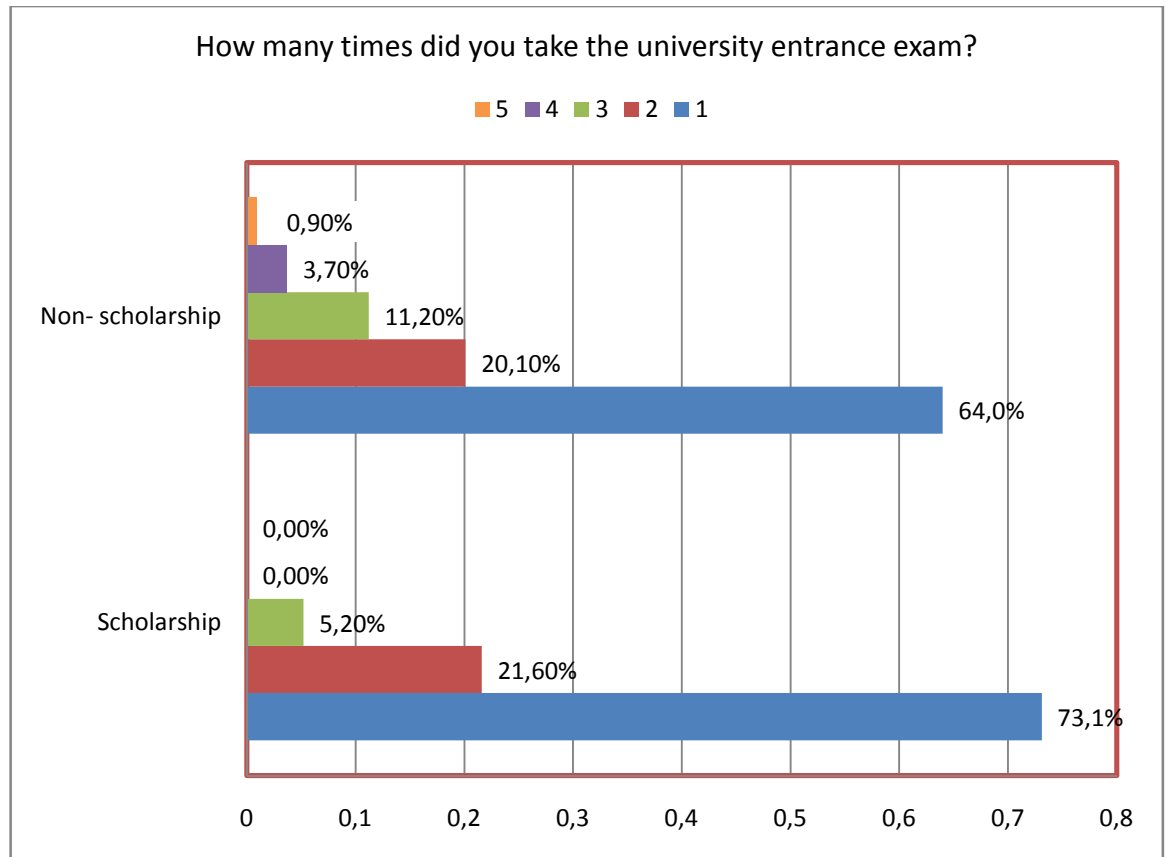


Fig. 8 The Frequencies of the number of attempts to take the university entrance exam by student status.

Considering the student status, majority of both scholarship and non-students enter the university at their first attempt. Moreover, there are not any students who took the university entrance exam more than three times among scholarship students.

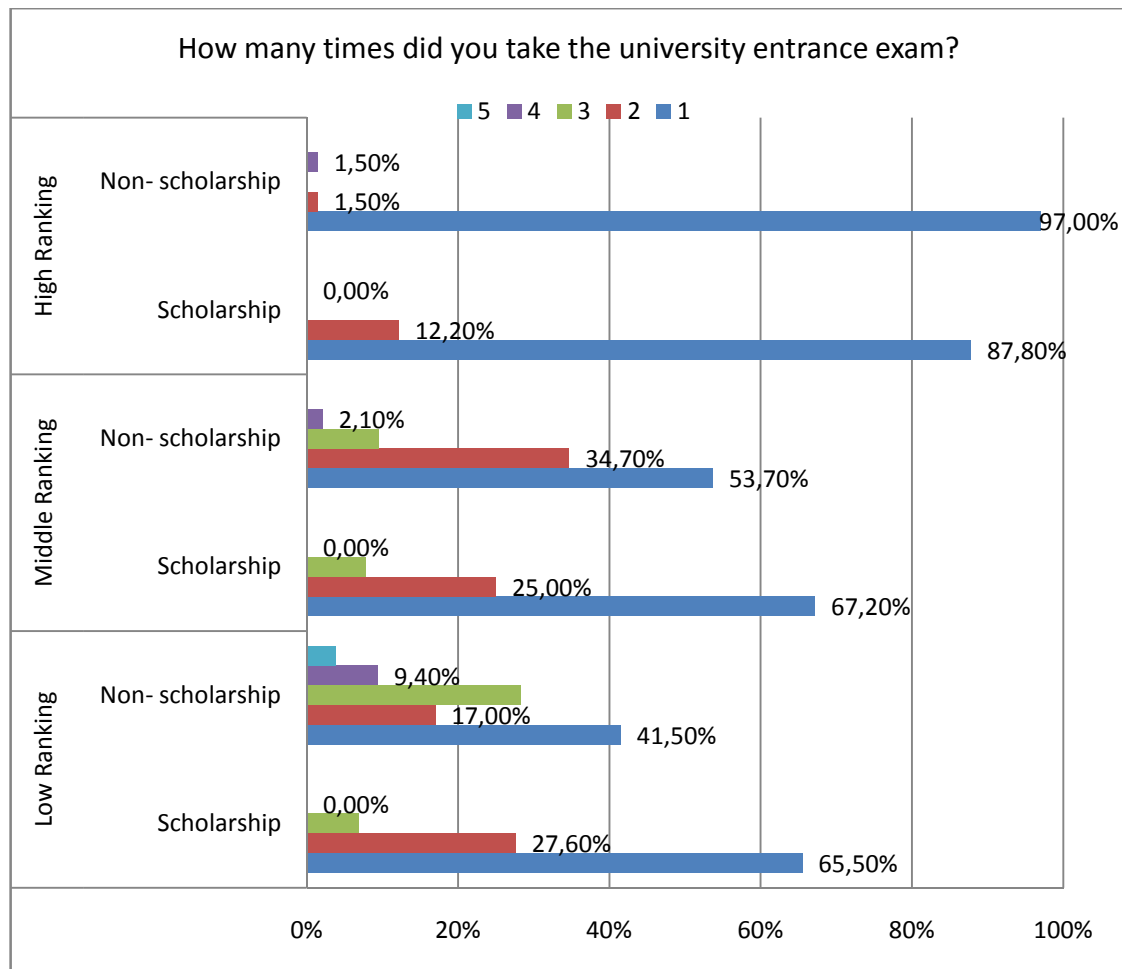


Fig.9 The Frequencies of the number of attempts by student status and ranks of universities

In the high ranking university, it is seen that big majority of both scholar and non-scholarship students enter the universities at their first attempt. There are no students among scholarship student taking the university entrance exam more than twice in the high ranking university.

In the middle ranking university, the percentage of students who enter the university at their first attempt is not as big as it is in the high ranking university. Nevertheless, there is still considerable number of students entering the university at their first attempt. In addition to this, among scholarship students, there is no one who takes the university entrance exam more than twice. In the low ranking university, there are students who took the university entrance exam more than four

times. In a nutshell, as the rank of the university decreases, the number of attempts of the students increases.

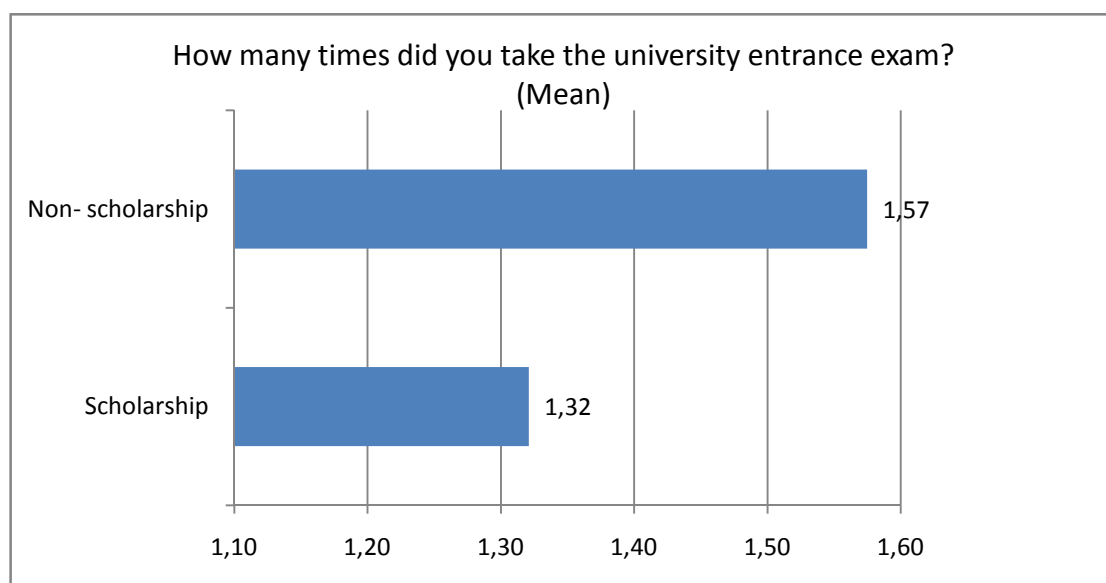


Fig.10 The mean of the number of attempts to take the exam by student status

When the means of number of attempts to take the university entrance exam within student status are compared, it is seen that scholarship students take the university entrance exam 0.25 fewer times than the non-scholarship students

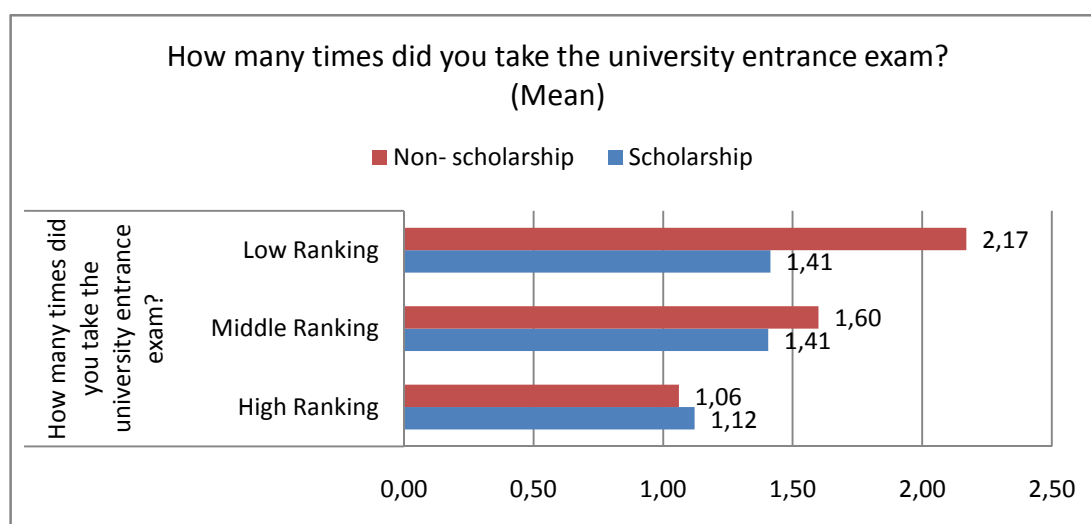


Fig.11 The mean of the number of the attempts to take the exam by student status and ranks of universities.

Non-scholarship students in the low ranking university took the university entrance exam one more time than the non-scholarship students studying at the high ranking university. Furthermore, the lowest mean belongs to scholarship student in the high ranking university. Last of all, the biggest mean difference between scholarship and non-scholarship students is at the low ranking university.

Question 7 – In your preference list, which rank were you placed in?

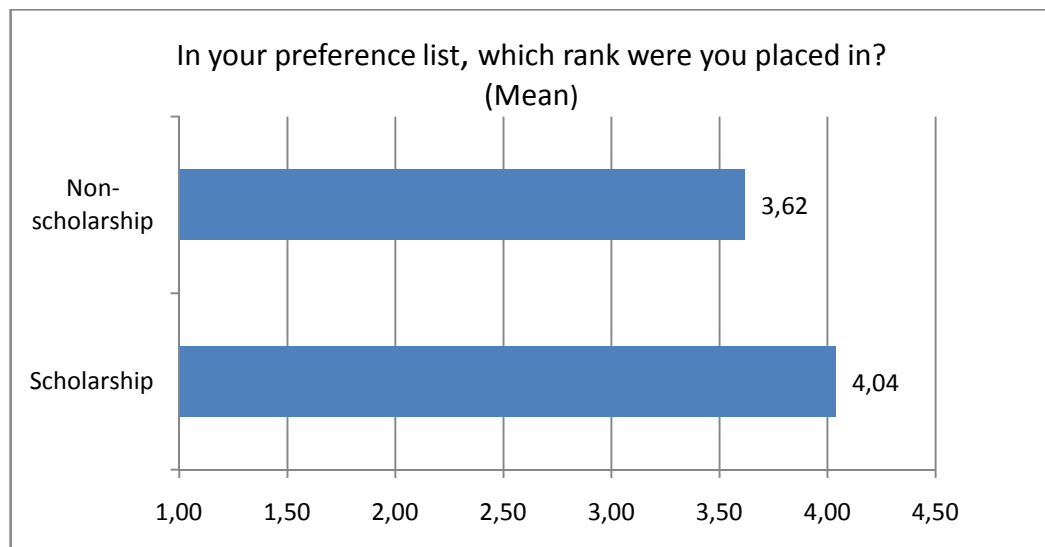


Fig.12 The mean of which rank students were placed in their preference list by student status.

As it is understood from the data in the table, scholarship students were placed in later rank than non-scholarship students. The fact that scholarship students have more options in terms of universities than non-scholarship students may account for this situation.

Question 8 – How much is your family’s annual income in TL?

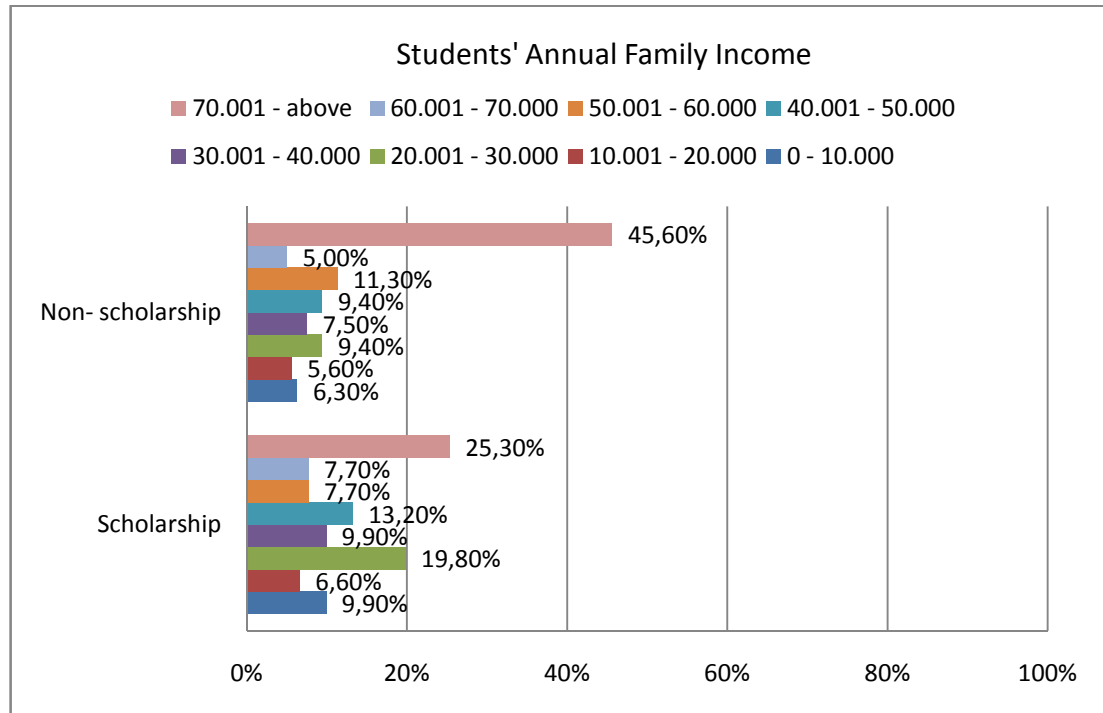


Fig.13 Annual family income by student status.

When we compare the annual income of scholarship and non-scholarship students, there are more students coming from top income (70.001 TL and above) among non-scholarship students. This is one of the expected outcomes as these students are subjected to pay high tuitions in order to study. However, there are also students who ticked the low income levels among non-scholarship students. This could be because of the fact that some students did not want to reveal their families' true income level.

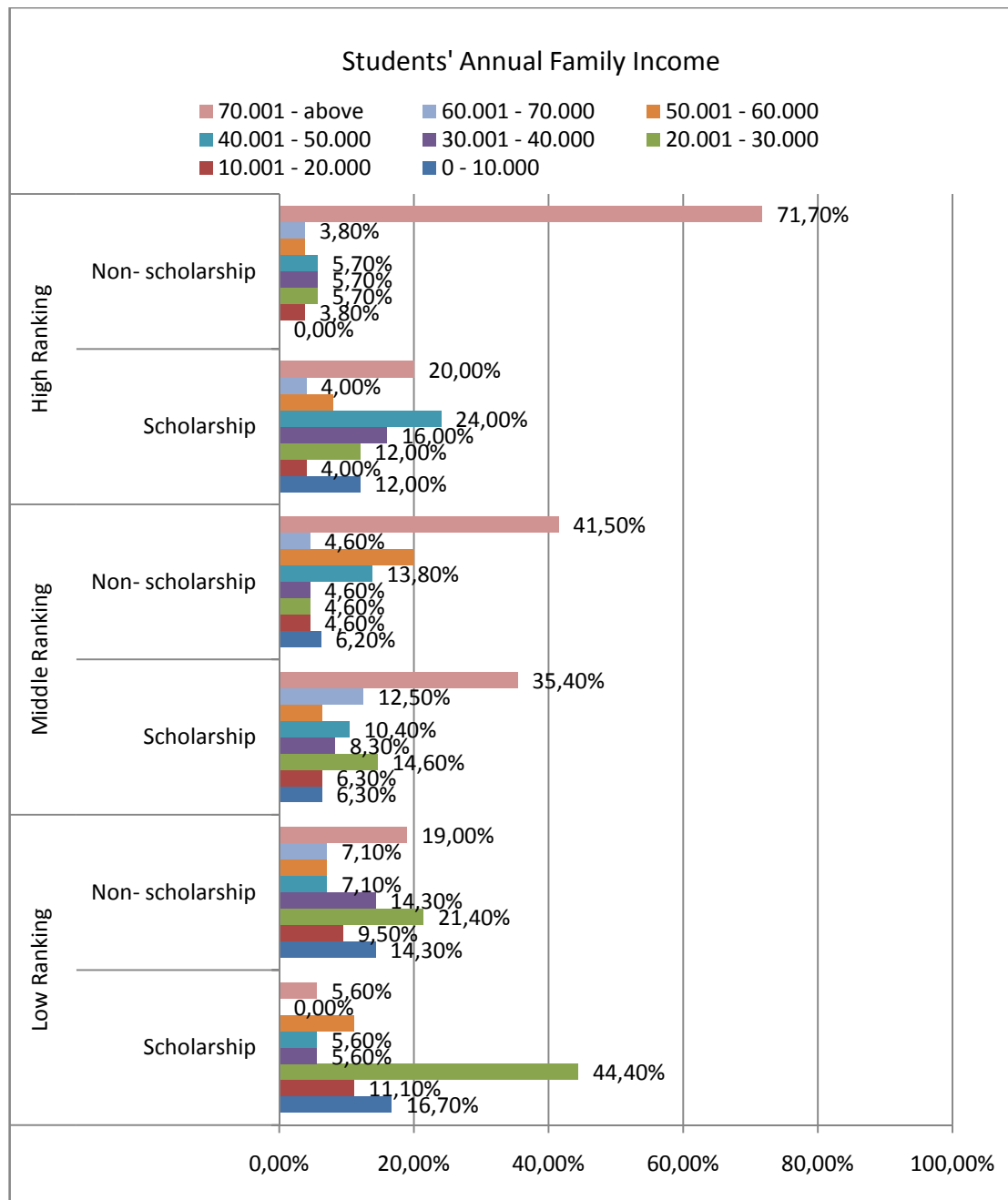


Fig.14 Annual family income by student status and ranks of universities

In the middle ranking there is not a drastic difference in the distribution of income levels as there is in the high ranking university. There are more students coming from low income levels (30.001 and below) among non-scholarship students. In low ranking university, there is also considerable number of students among non-scholarship students. However, their number is fewer in comparison to the high ranking university and the low ranking university. Approximately 70% of the

students come from low income families (30.0001 and below). To sum up, income levels of families are in decline as we move from the high ranking university to the low ranking university.

Question 9 – Considering the Turkey’s current economic conditions, how can you define your family’s socioeconomic status?

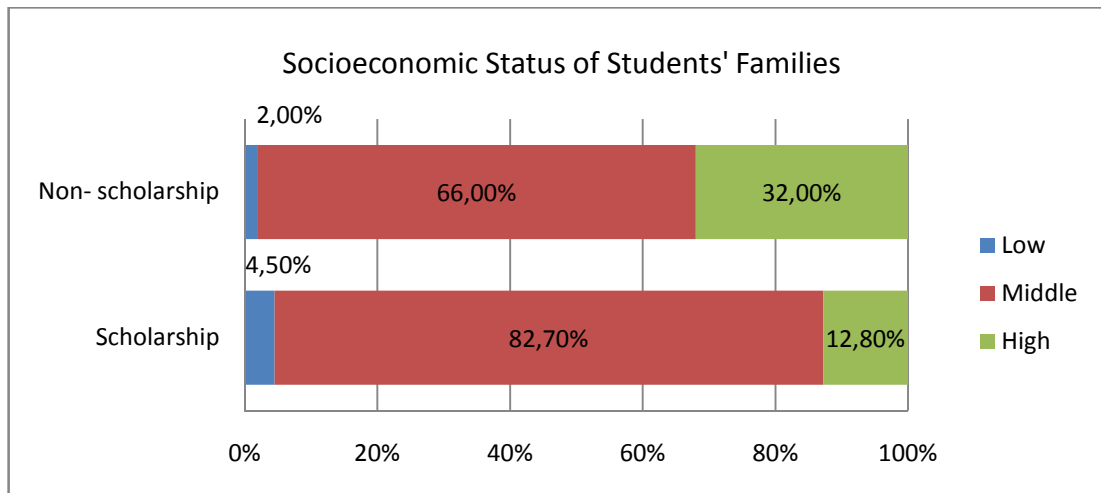


Fig.15 Socioeconomic status of students’ family by student status.

Although many of the non-scholarship students come from high income families the way they perceive themselves does not reflect the reality. Big majority of the non-scholarship students claim that they have middle socioeconomic status. Ironically, very small number of scholarship students claim they have high socioeconomic status. On the side of the scholarship students, there is a similar problem. There are actually far more scholarship students having low socioeconomic status than this graph indicates. But, in the graph, a really big majority of students perceive themselves as if they had middle socioeconomic status. It can be concluded here, that how students perceive their socio economic status is partially independent of their families’ income level. When answering that question, may be students thought about their own social environment and then came to such a conclusion

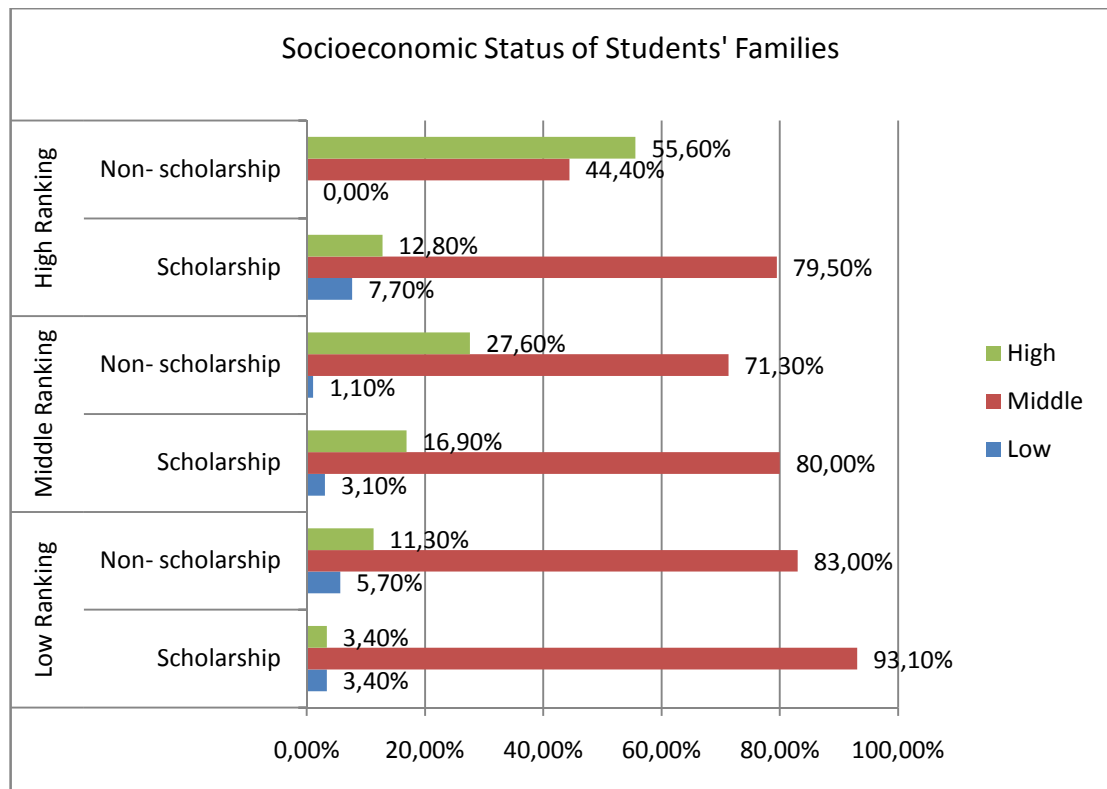


Fig.16 Socioeconomic status of students' family by student status and ranks of universities.

In the high-ranking university, there are not any non-scholarship students who claim that they have low social status in the middle ranking and the high ranking university overwhelming majority of students state that they have middle socioeconomic status.

In short, it is seen that as we move towards the low ranking university the area that represents high socioeconomic status narrows down. In contrast, the area which represents low and middle socio economic status enlarges.

Question 10 – What type of high school did you graduate from?

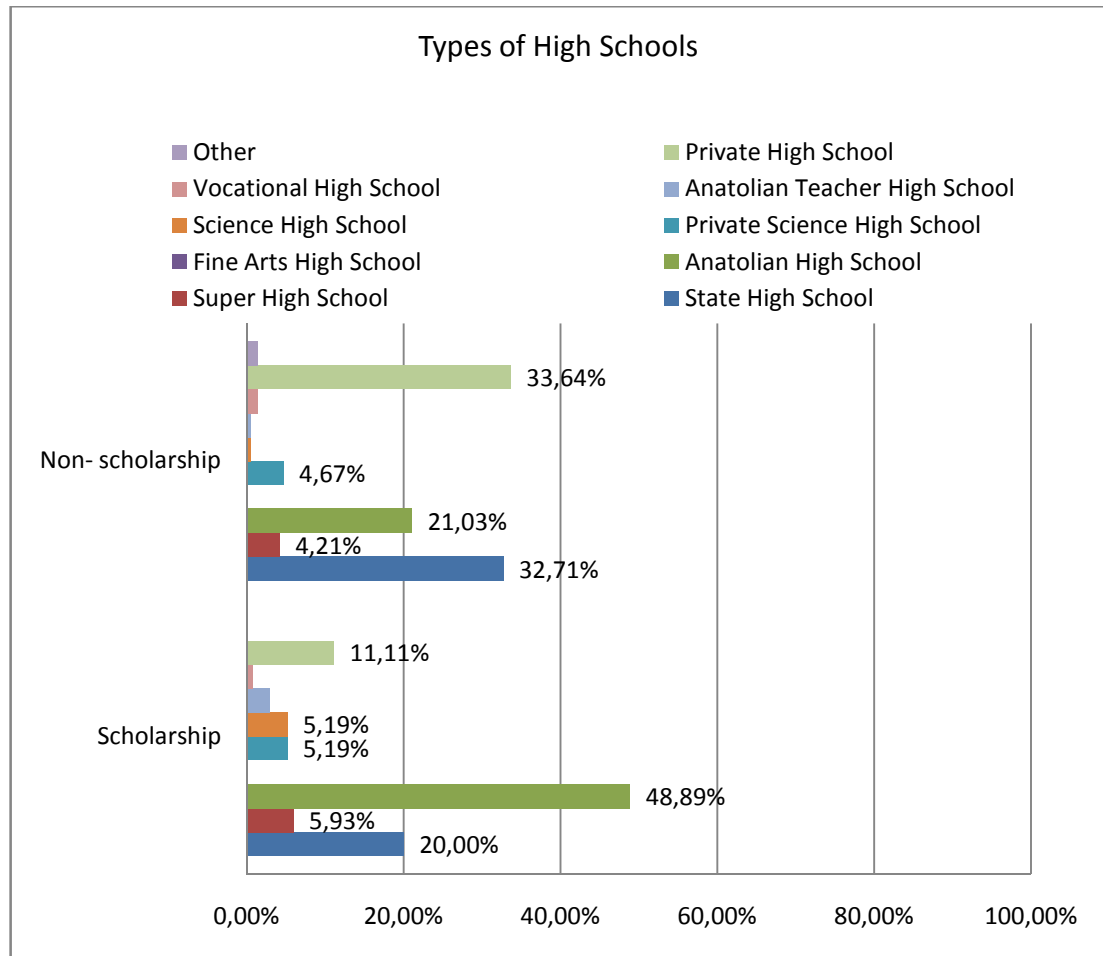


Fig.17 Types of high schools students graduated from by student status

Another the differing features of students are the high school they graduated from. Non-scholarship students mainly graduated from private and state high school. On the contrary, nearly half of the scholarship students graduated from Anatolian high school, prestigious state high school where only successful students are admitted.

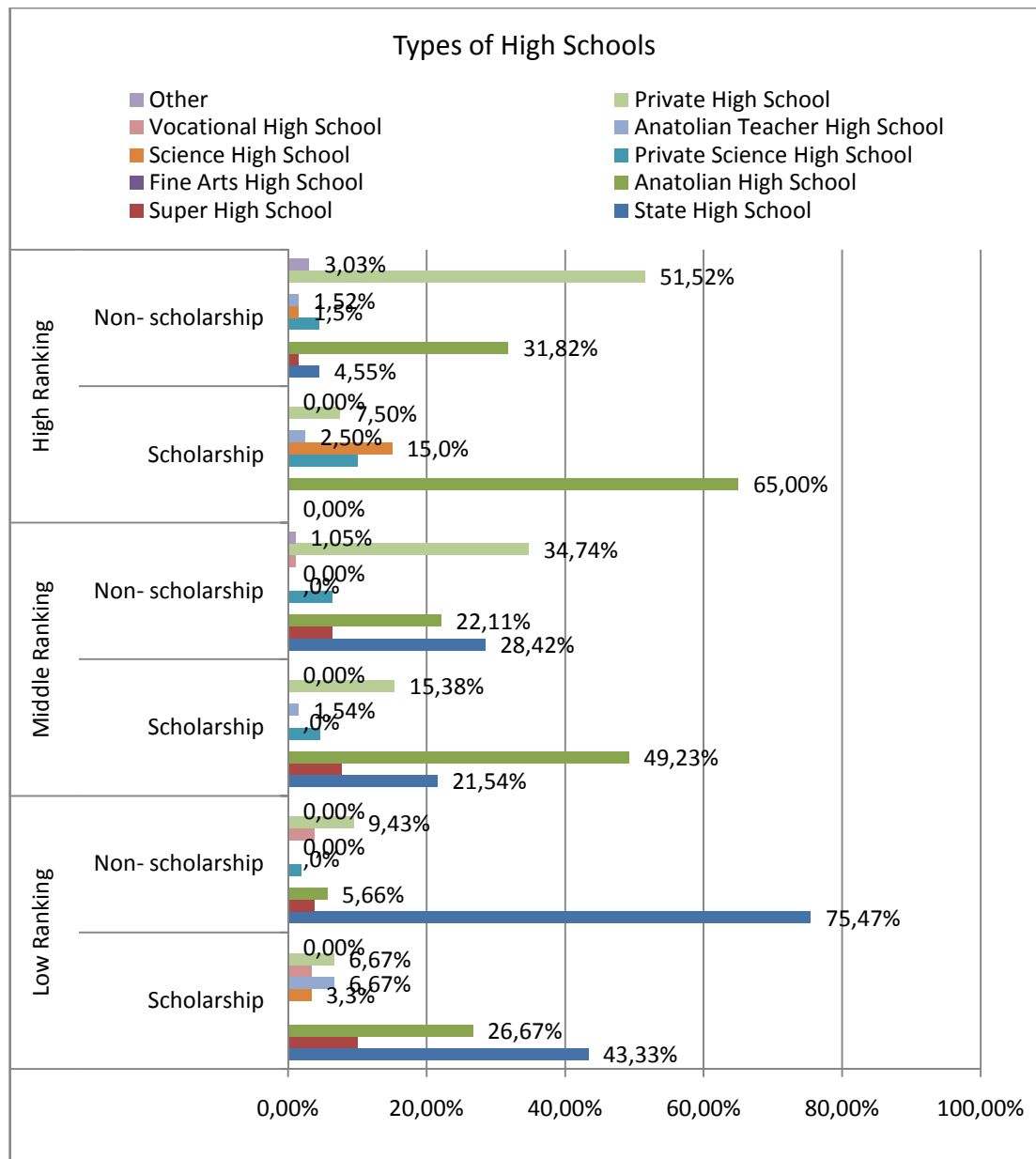


Fig.18 Types of high schools students graduated from by student status and ranks of universities.

In the high ranking university, slightly more than half of the non-scholarship students graduated from private high schools. Besides, Anatolian High School graduates constitute considerable number of students among non-scholarship students. On the other hand, there is small number of private high school graduates among scholarship students. In addition to this, great majority of scholarship students graduated from Anatolian high schools.

In the middle ranking university, non-scholarship students are mainly made up of Anatolian, private and state high school graduates. However, nearly half of the scholarship students graduated from Anatolian high schools ,prestigious state high schools which admit students with an entrance exam.

In the low ranking university, there are no graduates of Anatolian or Science high schools Apart from this, one third of the non-scholarship students graduated from state high schools, which admit students without an entrance exam. As for scholarship students, there is still considerable number of students graduated from Anatolian high schools yet state high school graduates still constitutes the majority.

Question 11– Were you living in Istanbul before getting accepted to university?

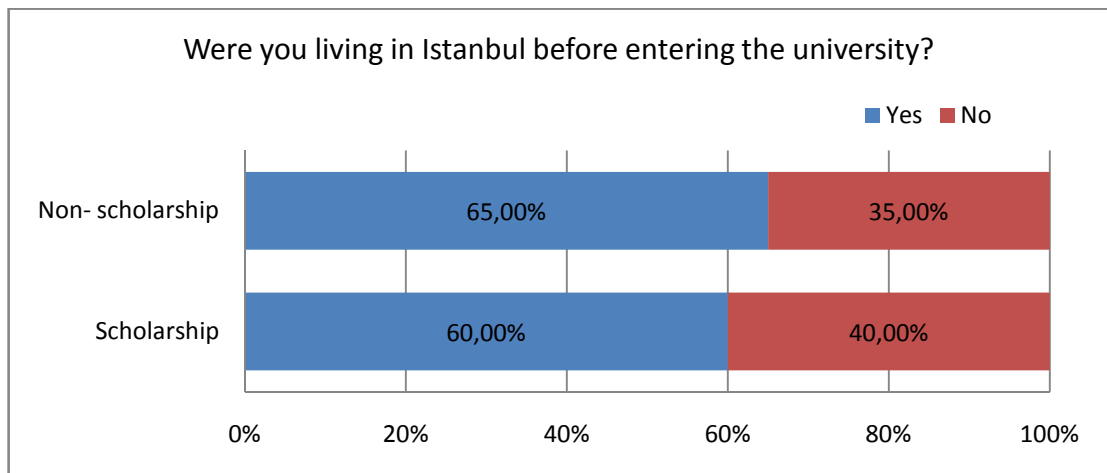


Fig.19 Whether students were living in Istanbul before entering the university by student status and ranks of universities.

As it is seen in the graph, more than half of the both scholarship students and non-scholarship students were living in Istanbul, the city where they study at university. Nevertheless, there are slightly more students among non-scholarship students who say yes to this question.

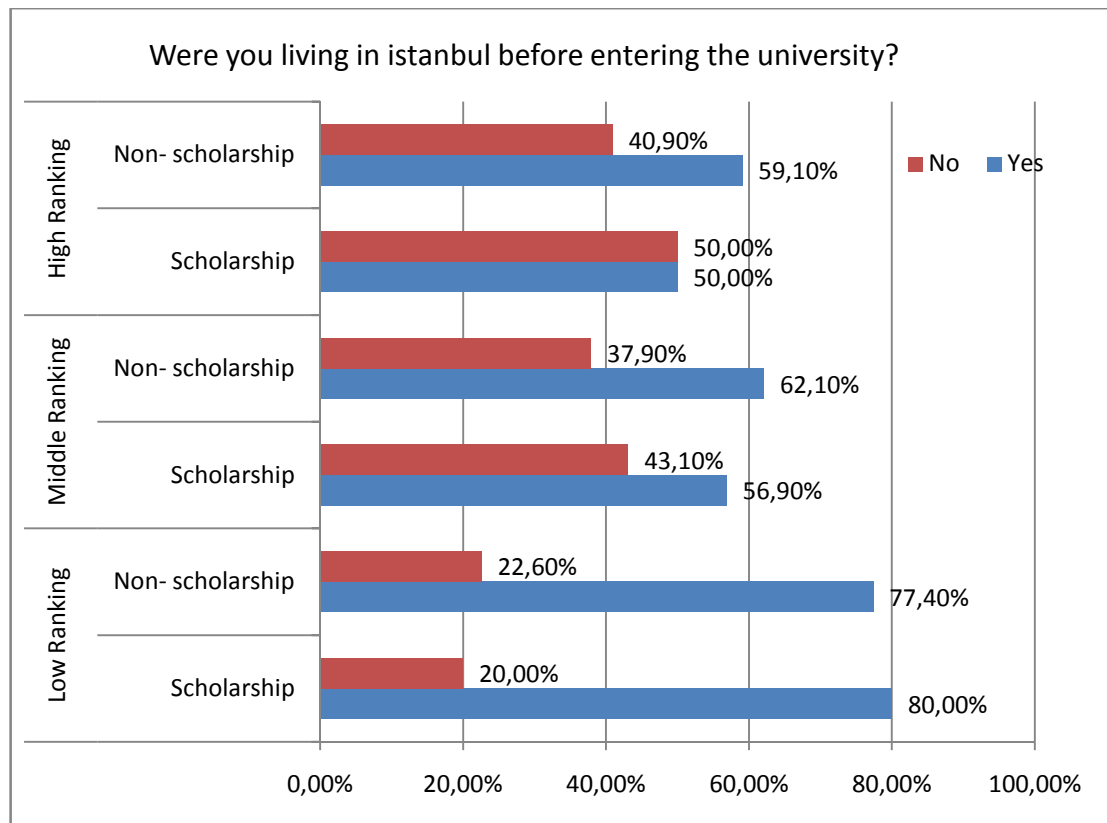


Fig. 20 Whether students were living in Istanbul before entering the university by student status and ranks of universities.

When the answers of these questions are analyzed within the ranks of universities it is seen, there are more students living in Istanbul than students who were not living before starting to study at a private university in Istanbul. In addition to this, the percentage of the students who were also living Istanbul before going to university is increasing as we move from the high ranking to the low ranking university. The vast majority of both non-scholarship students and scholarship students in the low ranking university were also living in Istanbul before deciding to study at a private university there. The reason why the majority of the students in three different types of the university mainly come from Istanbul may be explained by students' unwillingness to leave Istanbul. It is probable that they didn't want to leave their families, life styles and habits behind and they wanted to continue with the life style they already had by studying at a university in Istanbul.

Question 12– Were you accepted to this university by taking the special skill exam?

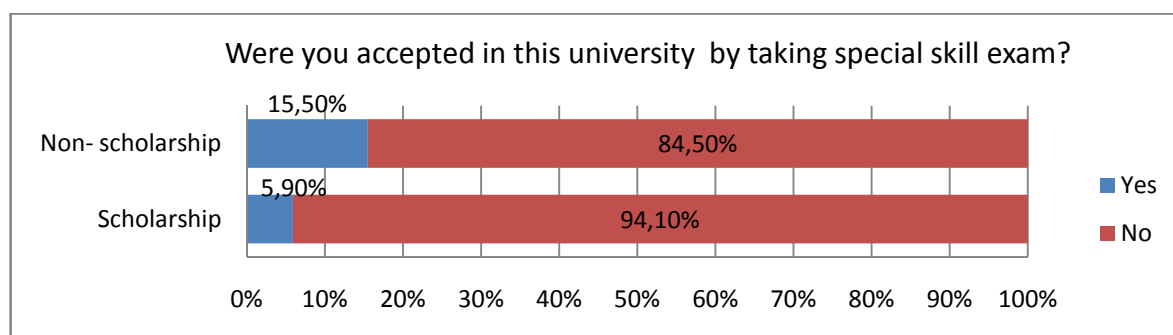


Fig.21 Whether students were accepted the university by taking special skills exam by student status

Very small number of students was admitted universities based on special skills exam results. This is because the numbers of the programs which require this exam are not varying and their number is very limited

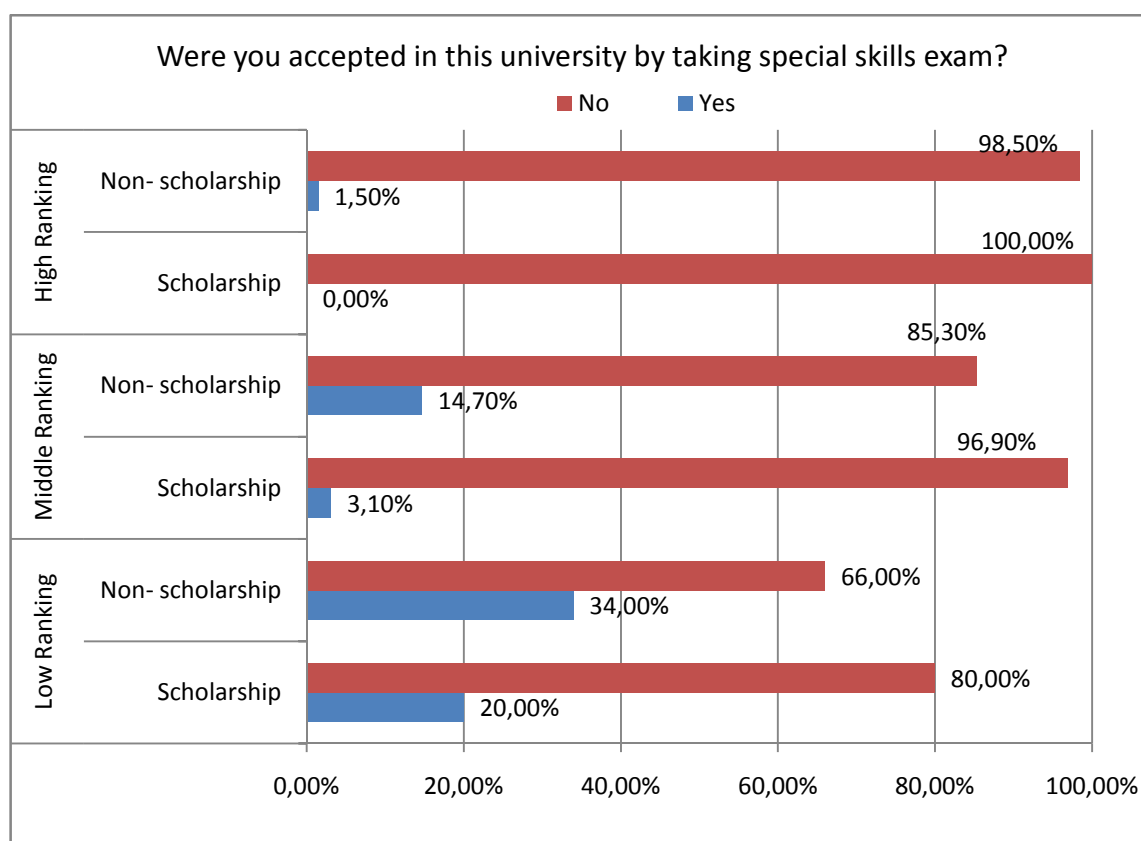


Fig. 22 Whether students were accepted the university by taking special skills exam by student status and ranks of universities.

As it was stated before the number of students placed in universities based on the special skill exam is very small compared to those who are placed in a university based on their university entrance examination results. Nonetheless, the number of students who took special skills exam is increasing as we move from the high ranking to the low ranking university. Different interpretations are possible for this situation. One of them is that the low ranking university offers more programs which necessitate special skills exam rather than university entrance exam can be to attract students who cannot get high scores in university entrance exam.

Question 13– Were your top three preferences all private universities?

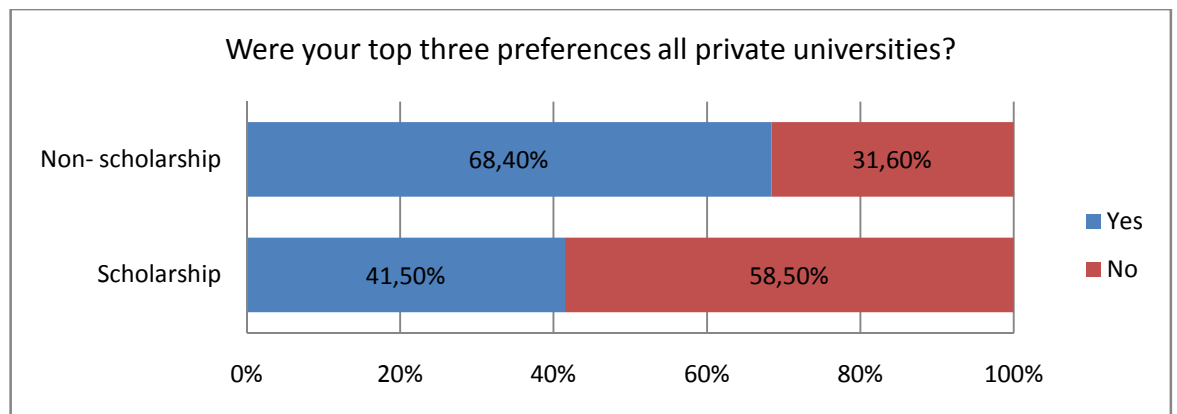


Fig.23 Whether students' top three preferences were all private university by student status.

The graph indicates that among non-scholarship students, there are more students whose top three preferences are all private universities. Those scholarship students get high scores and relatively that they have more options such as prestigious state universities to study at may account for this situation.

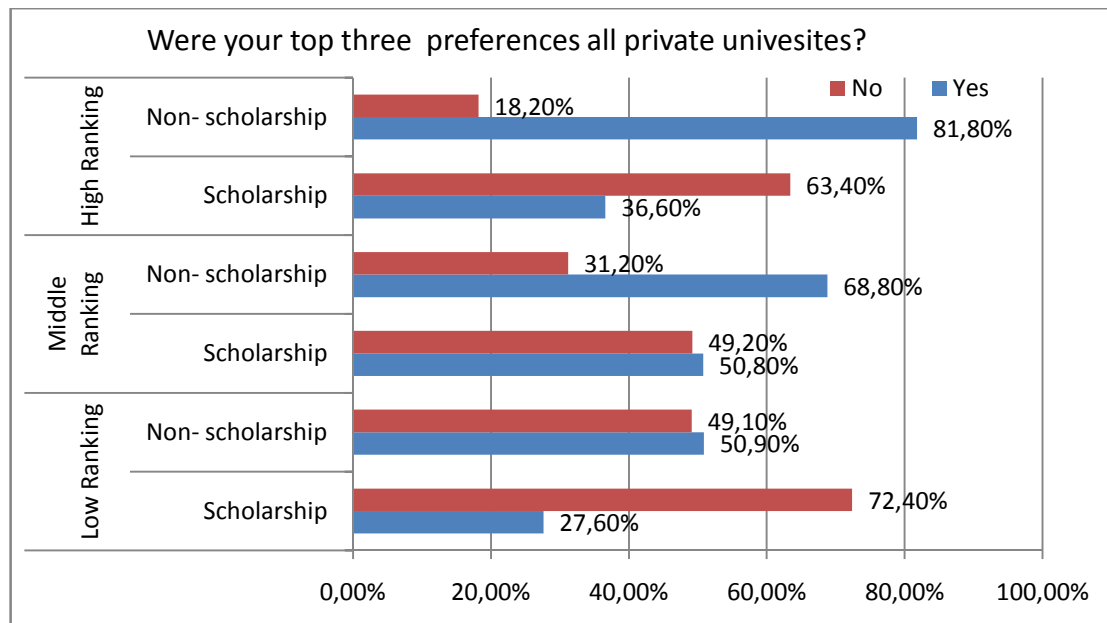


Fig.24 Whether students' top three preferences were all private university by student status and ranks of universities.

The percentage of the non-scholarship students whose top three preferences were all private universities are declining, as we move from the high ranking university towards the low ranking university. In other words, non-scholarship students studying at the high ranking university are more determined about studying at a private university compared the non-scholarship students in the other two types of universities. On the other hand, there is an inconsistency among scholarship students in answering this question. They seem confused about studying at a private university.

Part B: Analyses of The Factors

This part intends to give answers to research questions three and four. Firstly, the mean scores of the factors will be presented and then whether the differences among the mean scores are significantly different or not will be analyzed. F3, F4 and F9 will be presented separately as they are categorical data. Frequencies of them will be presented.

Research Questions

3- What are the reasons (factors) for studying at a private university?

4- Do these reasons differ significantly according to ranks of universities and student status?

Mean scores of F1, F2, F5, F6, F7, F8, F10, F11, F12

In this part of the study, mean scores of the factors were analyzed by student status and ranks of the universities. Following that, whether there are significant differences between scholarship students and non-scholarship students and among ranks of universities were looked at in terms of their F1, F2, F5, F6, F7, F8, F10, F11, F12 scores. In other words, the results of the data obtained by the 5-point likert type questionnaire were presented. The highest mean score is 5 and it indicates that students strongly agree with the factor. The lowest mean score is 1 and it indicates that students strongly disagree with the factor. That is to say, as the mean scores of the factors get higher, it indicates that students accept them as reasons for preferring to study at a private university. Similar to this, as the mean scores of the factors get

lower, it indicates that students do not accept them as reasons of preferring to study at a private university

- F1 Low score on the university entrance exam/special skills exam
- F2 Facilities (gymnasium, computer lab, classroom set-up, etc)
- F3 Scholarship opportunities (not paying any tuitions based on success in ÖSYS)
- F4 Financial aid grant (stipend)
- F5 Prestige
- F6 Sense of belongingness
- F7 Academicians with excellent credentials in their fields
- F8 The idea that graduating from a private university is easier than a state school
- F9 Specific programs which are only offered by the private university
- F10 The university's cooperation with the business sector
- F11 The opinion of the students' family
- F12 The opinion of the significant others

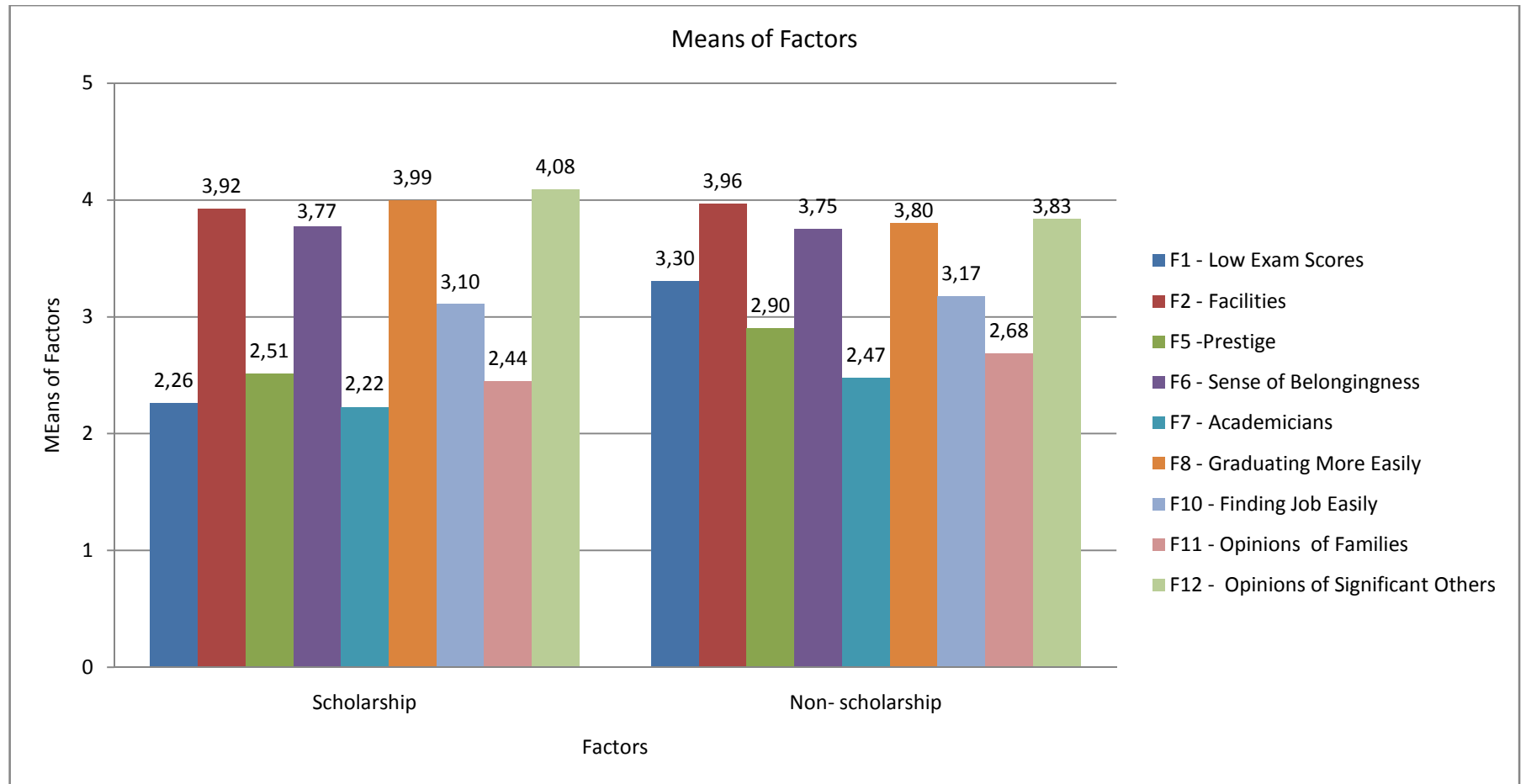


Fig. 25 The mean scores of the factors by student status.

There are differences between scholarship and non-scholarship students in terms of their mean scores of factors. However, the biggest difference among the mean scores is seen between the F1 factors (getting low scores in the university entrance/special skills exam.). There is 1.04 mean score difference. That is to say, scholarship students tend to disagree with this statement whereas non-scholarship students tend to agree with it. The second biggest mean score difference (0.39) is seen between the F5 factors (prestige). It seems that non-scholarship students give more importance to the prestige of the university than what scholarship students do. The rest of the differences between the factors within student status is lower than 0.25.

Apart from the things above, factors mean scores of which are higher than 3.5 for both scholarship and non-scholarship students are F2(facilities), F6(Sense of belongingness), F8 (Graduating more easily), F12(opinions of significant others). These four factors stand out among the rest

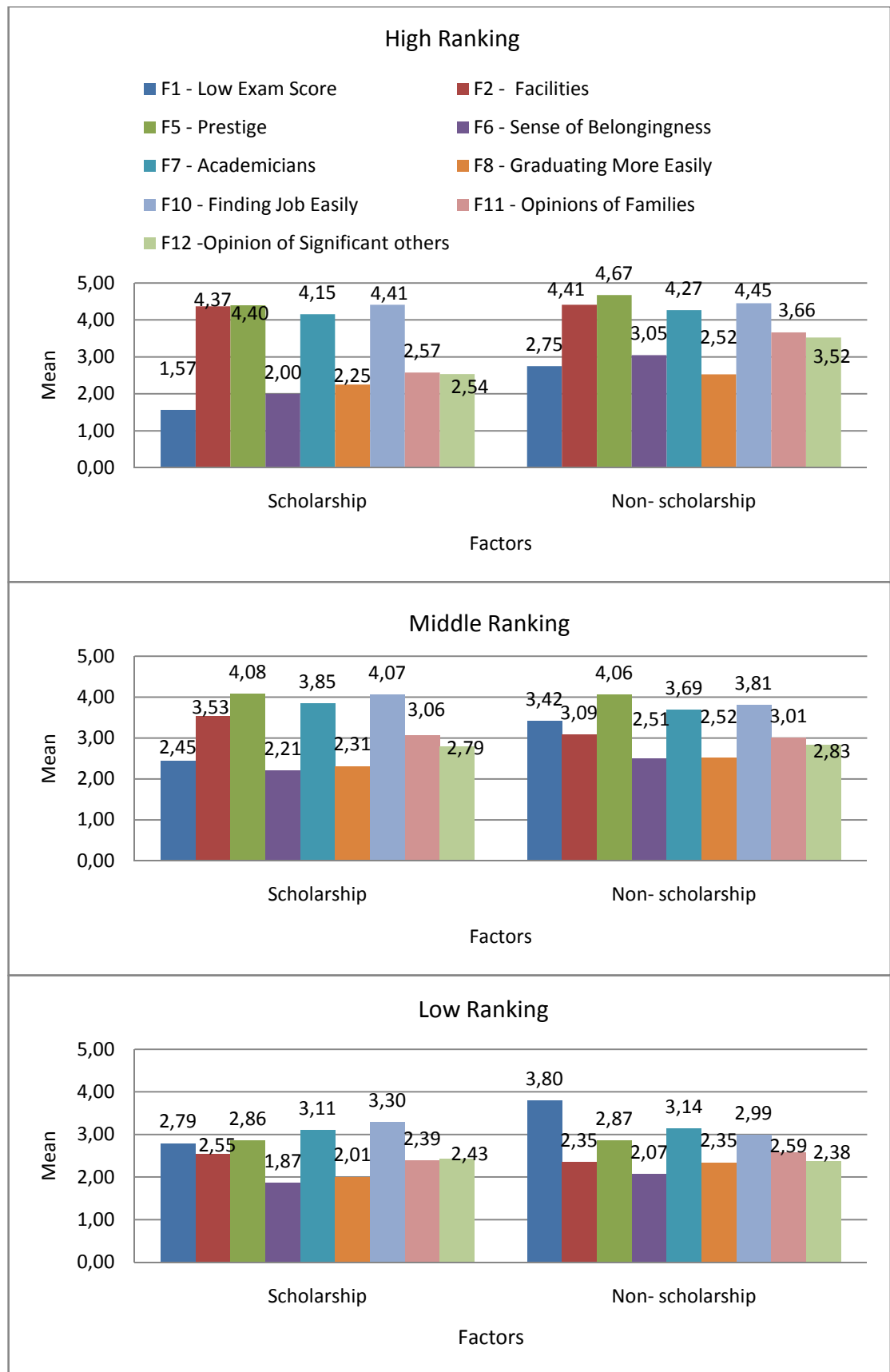


Fig. 26 The mean scores of factors by student status and rank of universities

On comparison of the mean scores of the factors within ranks of the universities, it can be concluded that mean scores of F2 (facilities), F5 (prestige), F7 (academicians), F10 (finding job more easily), go into a steady decline. One possible interpretation for this situation is that these factors are the losing importance of being a reason for the students as we move from the high ranking university to the low ranking university.

Concerning F1 (low exam score), mean scores of these factor get higher as we move from the high ranking towards the low ranking university. To put it more clear, mean scores of F1 contrast sharply with the rest of the factor stated above in terms of the ranks of the universities. Students studying at the high ranking university disagree with F1 items. They claim they did not get low scores in the university entrance exam. Unlike students at high-ranking university, students at low ranking university have much higher mean score of F1, e.i. They mainly state that getting low scores in the university entrance examination is a reason for them to study at a private university. This means that F1 item gains importance of being a reason as we move from high ranking to the low ranking university. F1 item also shows difference between scholarship and non-scholarship students. Scholarship students have lower F1 mean score compared to non-scholarship students. That is to say, getting low scores in the university entrance examination may not be a reason for non-scholarship students.

As for F6 (sense of belongingness) and F8 (graduating more easily), F11(opinions of families)F12 (opinions of significant others), among scholarship students at the middle ranking university, the mean scores of these four factors are

higher than the other scholarship students at the high and the low ranking university. In order to understand whether the differences among the mean scores of the factors are significantly different and whether there are any interactions, TWO-WAY-ANOVA was run for each of the factors stated above within ranks of universities and students status (scholarship/non-scholarship).

Analyses of Variance for F1, F2, F5, F6, F7, F8, F10, F11, F12

1-Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F1 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of Universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student Status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table 6. ANOVA for F1

Source	SS	df	MS	F
Student Status	62,94	2	31,47	24,72 *
Rank of Uni.	85,71	1	85,71	67,31 *
Interaction	,48	2	,24	0,19
Total	593,96	348		

* $p < 0,05$

There is no interaction between the ranks of universities and student status variables so H_0 will be accepted. Therefore, each main effect was analyzed. There is a statistically significant difference among three universities in terms of their F1 scores. That is to say, the way students give answers to F1 differs in relation to the ranks of the university they study at. Post hoc test ,Scheffe shows that. There is a significant difference among the F1 mean scores of each ranks of universities. While the highest average belongs to the low ranking university, the lowest F1 average belongs to the high ranking university. It can be concluded that importance of F1 (getting low scores in the university entrance examination) as a reason to prefer studying at a private university is not the same for students studying at different ranks of universities. Therefore, H_0 will be rejected.

More over being a scholar or non-scholarship students also effects the mean score of F1. In other words, scholarship students respond F1 factor different than non-scholarship students. Therefore, H_0 will be rejected. Non-scholarship students' F1 mean score (3.30) is higher than scholarship students' (2.26). While it is more likely to be a reason for non-scholarship students, it is less likely to be a reason for scholarship students.

2-Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F2 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of Universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student Status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table 7. ANOVA for F2

Source	SS	df	MS	F
Students Status	3,34	1	3,34	3,67
Ranks of Uni.	168,07	2	84,03	92,52 *
Interaction	3,69	2	1,84	2,03
Total	508,23	348		

* $p < 0,05$

There is no interaction between the ranks of universities and student status variables so H_0 will be accepted. Likewise, There is no significant difference between scholarship students and non-scholarship students in terms of their F2 score so H_0 will be accepted. Therefore, the main effect of ranks of universities variable

was only analyzed. There is a statistically significant difference among three universities in terms of their F2 scores. According to Scheffe test, each group differs from one another in terms of their F2 score. F2 (Facilities) is not a reason at the same level of importance for the students studying at different ranks of universities. Thus, H_0 will be rejected.

3-Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F5mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of Universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student Status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table 8. ANOVA for F5

Source	SS	df	MS	F
Student Status	,582	1	,58	1,41
Ranks of Uni.	126,45	2	63,22	154,09*
Interaction	1,48	2	,74	1,81
Total	283,06	348		

* $p < 0,05$

There is no interaction resulting from the unique combination of student status and ranks of universities and there is also no significant difference between scholarship students and non-scholarship students in terms of their F5 score so H_0 will be accepted. For this reason, the main effect of ranks of university variable was analyzed. There is a significant difference among three universities in terms of their F5 scores. Scheffe's test indicates that, each group differs from each other in terms of their F5 score. F5 (Prestige) is not a reason at the same level of importance for the students studying at different ranks of universities. For this reason, H_0 will be rejected.

4-Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F6 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors

H_1 : There is an interaction between the ranks of universities and student status factors

Table 9. ANOVA for F6

Source	SS	df	MS	F
Student Status	20,30	1	20,30	21,73 *
Ranks of Uni.	14,40	2	7,20	7,71 *
Interaction	10,09	2	5,04	5,40 *
Total	372,05	348		

* $p < 0,05$

Two factor analysis of variances showed an interaction between Student status and Ranks of the University. There is an effect resulting from the unique combination of these two factors. Therefore, H_0 will be rejected.

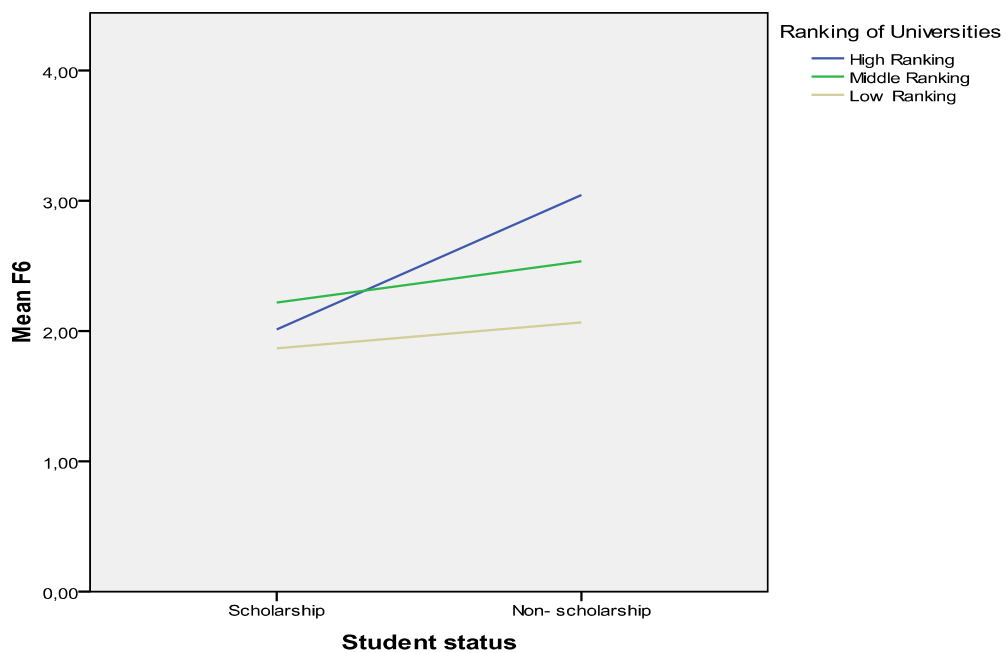


Fig. 27 Interaction for F6

As it is seen in the graph, the mean difference between the students studying at different ranks of universities cannot be explained by only the main effect of this

factor. Therefore, F6 scores of scholar and non-scholarship students were analyzed separately.

Hypotheses for One-Way-Analyses of Variance (Scholarship Students)

Ranks of Universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table 10. ANOVA Table for F6 (Scholarship Students)

	SS	df	MS	F
Between Groups	2,78	2	1,392	1,579
Within Groups	116,37	132	,882	
Total	119,15	134		

$p > 0,05$

There is not a statistically significant difference among three universities in terms of their F6 scores, for scholarship students so H_0 will be accepted.

Hypotheses for One-Way-Analyses of Variance (Non-scholarship Students)

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table 11. ANOVA for F6 (Non-scholarship Students)

	SS	df	MS	F
Between Groups	28,48	2	14,24	14,73*
Within Groups	203,93	211	,96	
Total	232,42	213		

$p > 0,05$

There is a statistically significant difference among three universities in terms of their F6 scores, for non-scholarship students . That is to say, the way students give answers to F6 differs in relation to the ranks of the university they study at. Scheffe's test shows that. The mean score of the high ranking university is significantly different from the other two ranks of universities. The highest F6 score (3,06) belongs to the high ranking university. That is to say, sense of belongingness is the highest among non-scholarship students at the high ranking university. Therefore, H_0 will be rejected.

5- Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F7 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table 12. ANOVA for F7

Source	SS	df	MS	F
Student Status	,00	1	,00	0,01
Ranks of Uni.	51,32	2	25,66	39,49 *
Interaction	1,08	2	,54	0,83
Total	279,92	348		

* $p < 0,05$

There is no interaction resulting from the unique combination of student status and ranks of universities factors. H_0 will be accepted. Similarly, there is no significant difference between scholarship students and non-scholarship students in terms of their F7 score so H_0 will be accepted. Because of that, the main effect of ranks of universities variable was analyzed. There is a significant difference among three universities in terms of their F7 scores. As a result of Scheffe's test, it is seen each group differs from one another in terms of their F7 score. F7 (Academicians) is not a reason at the same level of importance for the students studying at different ranks of universities. Students studying at different ranks of universities respond differently to F7. The highest F7 mean score belongs to the high ranking university and the lowest belongs to the low ranking university. Academicians are likely to be a reason for students at the high ranking university. However, it is less likely to be a reason for students at the middle ranking university and far less for the students at the low ranking university. Thus, H_0 will be rejected.

6- Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F8 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors

H_1 : There is an interaction between the ranks of universities and student status factors

Table 13. ANOVA for F8

Source	SS	df	MS	F
Student Status	5,37	1	5,37	7,16 *
Ranks of Uni.	3,07	2	1,53	2,05
Interaction	,21	2	,10	0,14
Total	65,26	348		

* $p < 0,05$

There is no interaction between the student status and ranks of universities variables. H_0 will be accepted. In addition, There is no significant difference among three universities in terms of their F8 score, so H_0 will be accepted. Thus, the main effect of student status variable was analyzed. There is a significant difference between scholarship and non-scholarship students in terms of their F8 scores. These two groups responded differently to the F8 factor. F8 (graduating more easily) is not a reason at the same level of importance for the scholarship and non-scholarship

students. Higher F8 mean score belongs to scholarship students. F8 is more likely to be the reason for scholarship students. Thus H_0 will be rejected.

7- Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F10 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors

H_1 : There is an interaction between the ranks of universities and student status factors

Table 14. ANOVA for F10

Source	SS	df	MS	F
Student Status	2,31	1	2,31	3,64
Ranks of Uni.	2,96	2	36,48	57,31 *
Interaction	1,70	2	,85	1,33
Total	306,85	348		

* $p < 0,05$

There is a significant difference among ranks of universities in terms of their F10 scores. Considering the result of Scheffe's test, it can be concluded that each group differs from one another in terms of their F10 score. F10 (finding a job easily) is not a reason at the same level of importance for the students studying at different ranks of universities. Students studying at different ranks of universities respond differently to F10. The highest F10 mean score belongs to the high ranking university and the lowest belongs to the low ranking university. The idea of finding job easily after graduation is likely to be a reason for students at the high ranking university. However, it is less likely to be a reason for students at the middle ranking university and far less for the students at the low ranking university. Thus, H_0 will be rejected. There is no significant difference between scholarship students and non-scholarship students in terms of their F10 score so H_0 will be accepted. There is no interaction resulting from the unique combination of student status and ranks of universities factors. H_0 will be accepted.

8- Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F11 mean score?

Hypotheses for two-way-analysis of variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table 15 ANOVA for F11

Source	SS	df	MS	F
Student Status	12,34	1	12,34	8,31 *
Ranks of Uni.	20,64	2	10,32	6,95 *
Interaction	19,78	2	9,89	6,66 *
Total	565,62	348		

* $p < 0,05$

An interaction was produced by the combination of the factors student status and ranks of universities. There is an effect resulting from the unique combination of these two factors. Therefore, H_0 will be rejected.

The graph indicates that the mean difference of F11 between the students studying at different ranks of universities cannot be explained by only the main effect of this factor. Thus, F11 scores of scholarship and non-scholarship students were analyzed separately.

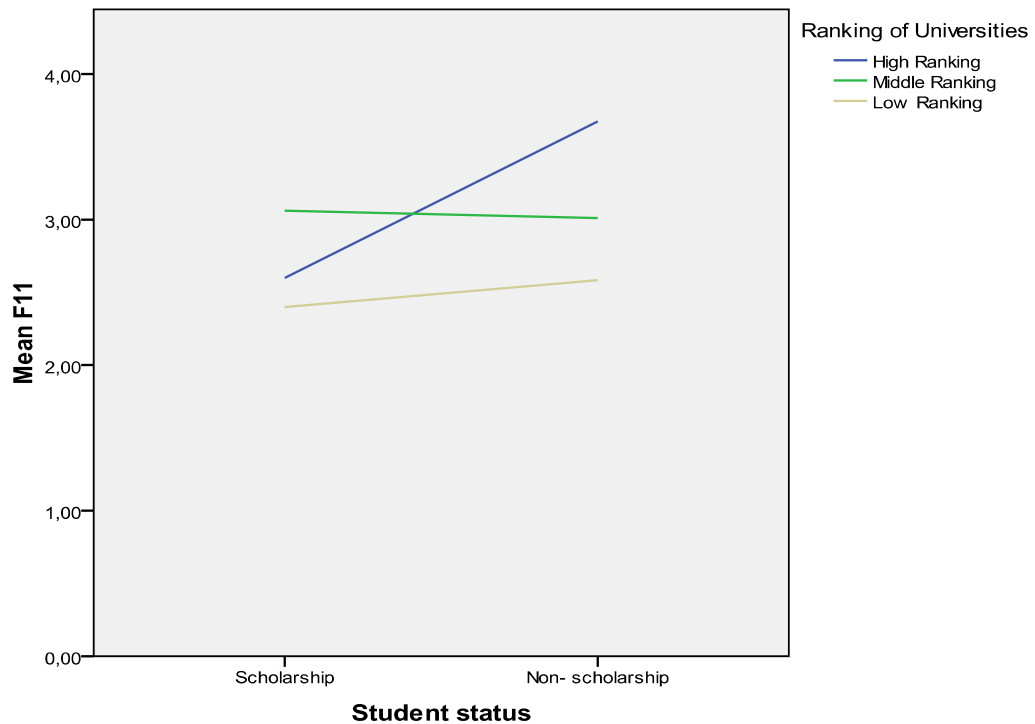


Fig. 28 Interaction for F11

Hypotheses for One-Way-Analyses of Variance (Scholarship Students)

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table 16. ANOVA for F11 (Scholarship Students)

	SS	df	MS	F
Between Groups	10,779	2	5,390	3,293*
Within Groups	216,054	132	1,637	
Total	226,833	134		

* $p < 0,05$

There is a statistically significant difference among three universities in terms of their F 11 scores, for non-scholarship students . That is to say, the way students give answers to F 11 differs in relation to the ranks of the universities they study at. However, Scheffe's test does not indicate any difference among the ranks of

universities. We already know that the highest F11 score (3,06) belongs to the middle ranking university. It can be concluded that students who study at the middle ranking university give more importance to what their family think about their choice of university than the students who study at the high and the low ranking university. Therefore, H_0 will be rejected.

Hypotheses for One-Way-Analyses of Variance (Non-scholarship Students)

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table 17. ANOVA for F11 (Non-scholarship Students)

	SS	df	MS	F
Between Groups	36,56	2	18,28	13,16*
Within Groups	293,10	211	1,38	
Total	329,66	213		

* $p < 0,05$

There is a statistically significant difference among three universities in terms of their F 11 scores, for non-scholarship students . That is to say, the way students give answers to F11 differs in relation to the ranks of the universities they study at. The Scheffe's test shows that the mean score (3,67) of the high ranking university is significantly different from the other two ranks of university. The highest F11 score belongs to the high ranking university. That is to say, students who study at high ranking university give more importance to what they family think about their choice of university than the students who study at the middle and the low ranking university. Therefore, H_0 will be rejected.

9- Is there a significant difference among three different ranks of universities and between scholarship versus non-scholarship students in terms of their F 12 mean score?

Hypotheses for Two-Way-Analysis of Variance

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Student status

$$H_0: \mu_{Sc} = \mu_{NSc}$$

$$H_1: \mu_{Sc} \neq \mu_{NSc}$$

Interaction

H_0 : There is no interaction between the ranks of universities and student status factors.

H_1 : There is an interaction between the ranks of universities and student status factors.

Table18. ANOVA for F12

Source	SS	df	MS	F
Student Status	7,83	1	7,83	6,08 *
Ranks of Uni	6,89	2	8,44	6,56 *
Interaction	6,44	2	8,22	6,38 *
Total	489,49	346		

* $p < 0,05$

An interaction was found significant between student status and ranks of the universities factors. There is an effect resulting from the unique combination of these two factors. Therefore, H_0 will be rejected. The graph shows that the mean difference of F12 between the students studying at different ranks of universities cannot be

explained by only the main effect of this factor. Therefore, F6 scores of scholar and non-scholarship students were analyzed separately.

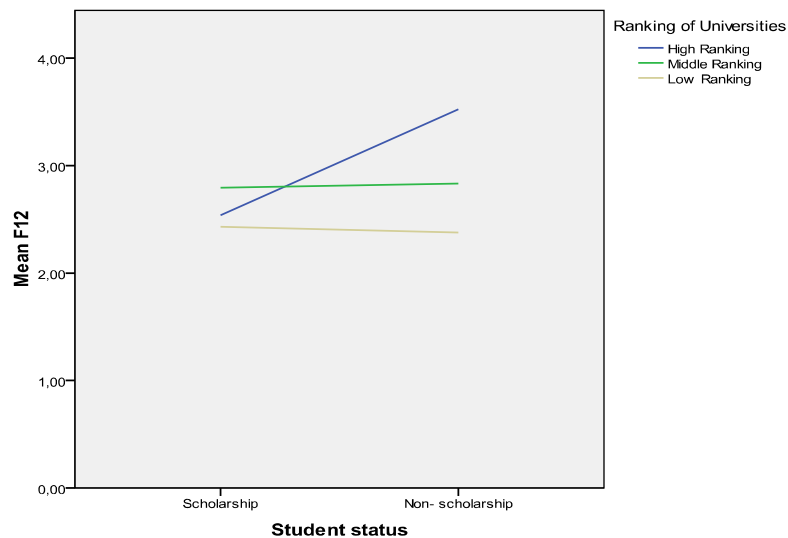


Fig. 29 Interaction for F12

Hypothesis for One-Way-Analyses of Variance (Scholarship Students)

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table 19. ANOVA for F12 (Scholarship Students)

	SS	df	MS	F
Between Groups	3,17	2	1,58	1,19
Within Groups	172,50	130	1,32	
Total	175,67	132		

$p > 0,05$

There is not a statistically significant difference among three universities in terms of their F12 scores, for scholarship students so H_0 will be accepted.

Hypothesis for One-Way-Analyses of Variance (Non-scholarship Students)

Ranks of universities

$$H_0: \mu_{High} = \mu_{Middle} = \mu_{Low}$$

$H_1: \mu_{High} \neq \mu_{Middle} \neq \mu_{Low}$ at least one of the populations is different from the others.

Table. 20 ANOVA for F12 (Non-scholarship Students)

	SS	df	MS	F
Between Groups	40,29	2	20,147	15,953*
Within Groups	266,47	211	1,263	
Total	306,76	213		

* $p < 0,05$

There is a statistically significant difference among three universities in terms of their F 12 scores, for scholarship students . That is to say, the way students give answers to F12 show difference in relation to the ranks of the university they study at. Scheff's test shows that the highest F12 score (3,52) belongs to the high ranking university. That is to say, students who study at the high ranking university give more importance to what significant others will think about their choice of university than the students who study at the middle and the low ranking university. Therefore, H_0 will be rejected.

Frequencies of F3, F4, F9

As you remember, we have 12 factors we analyzed 9 of them by calculating their mean scores and running two ways ANNOVA in order to see if the mean differences are significantly different. Here we will continue with analyzing the rest of the (F4, F3, F9) factors by displaying their frequencies.

10- I prefer to study at a private university because in addition to my scholarship, the school also gives me financial aid grant (stipend) F4.

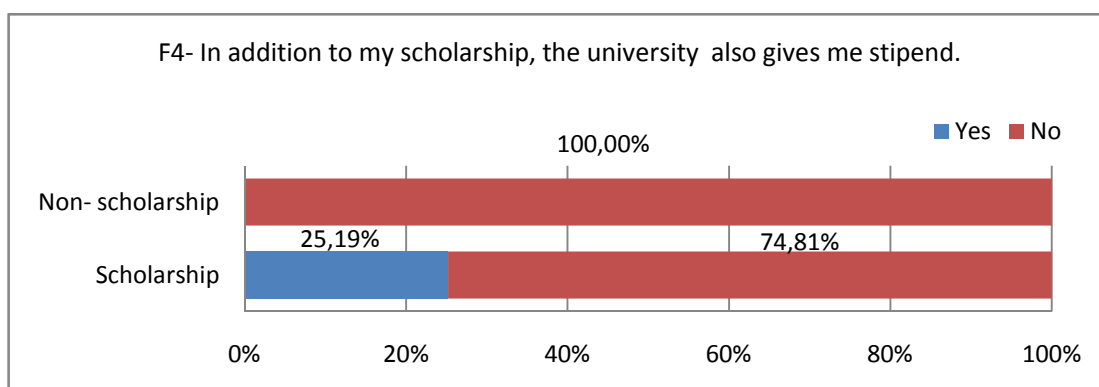


Fig.30 Whether students are given stipend by student status.

Financial aid grant (stipend) is not a reason to study at a private university for non-scholarship students, since they do not get it. As for scholarship students, it is a reason for approximately one out of four students.

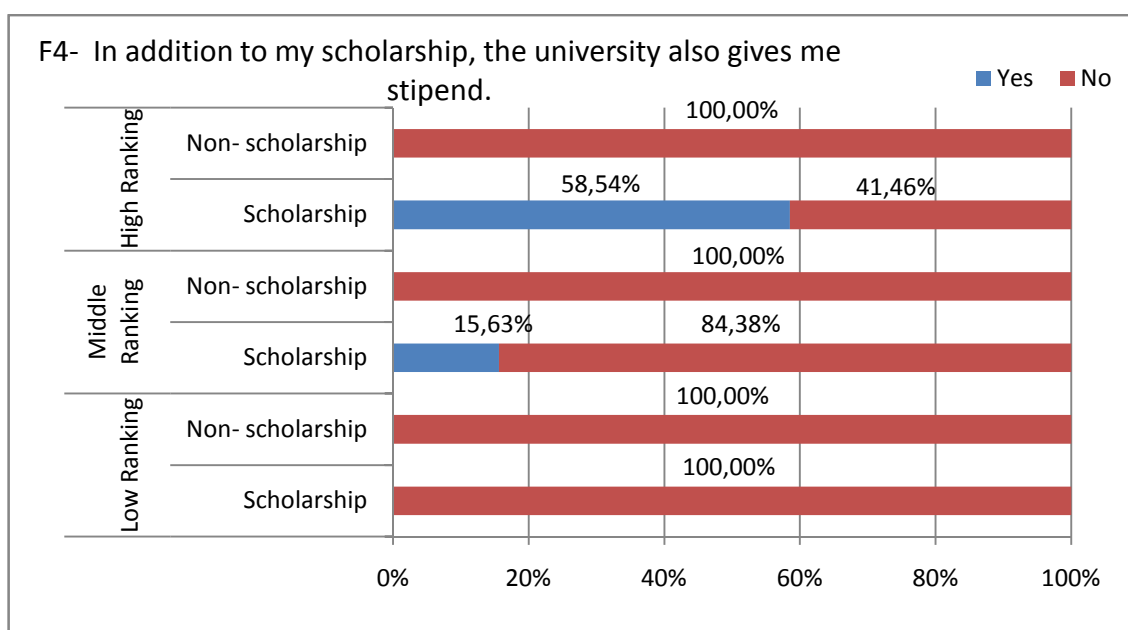


Fig. 31 Whether students are given stipend by student status and ranks of universities

As it was clear in the graph, stipend is not a reason for any of the non-scholarship students, as they are not given it. On the other hand, considerable

number of scholarship students studying at the high ranking university and the low ranking university indicate stipend as a reason for studying at private university. As for scholarship students studying at the low ranking university, surprisingly they state that being paid a stipend is not a reason to study a private university. There can be two possible interpretations for this situation. First one is that scholarship students at the low ranking university do not get any stipend that is why it is not a reason for them. Second one is that maybe some students are given stipend but it is very little so it does not constitute a reason to study a private university.

In contrast, more than half of the scholarship students indicate that stipend is a reason for them to study at a private university. In the middle ranking university, small number of students define stipend as a reason.

11- I was placed in this university on scholarship based on my university entrance exam results (F3)

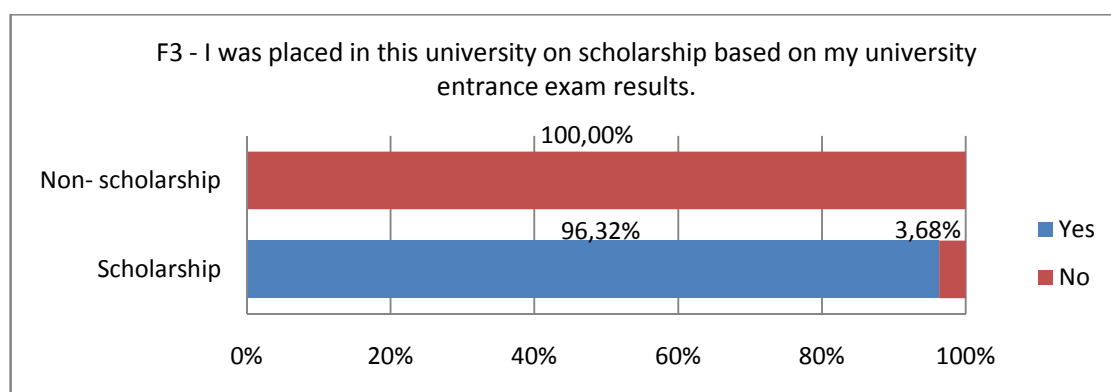


Fig. 32 What extent having scholarship is a reason to study at a private university by student status.

It is overt that gaining scholarship is a reason for a good number of students. Needless to say, it is not a reason for non-scholarship students as they do not have it.

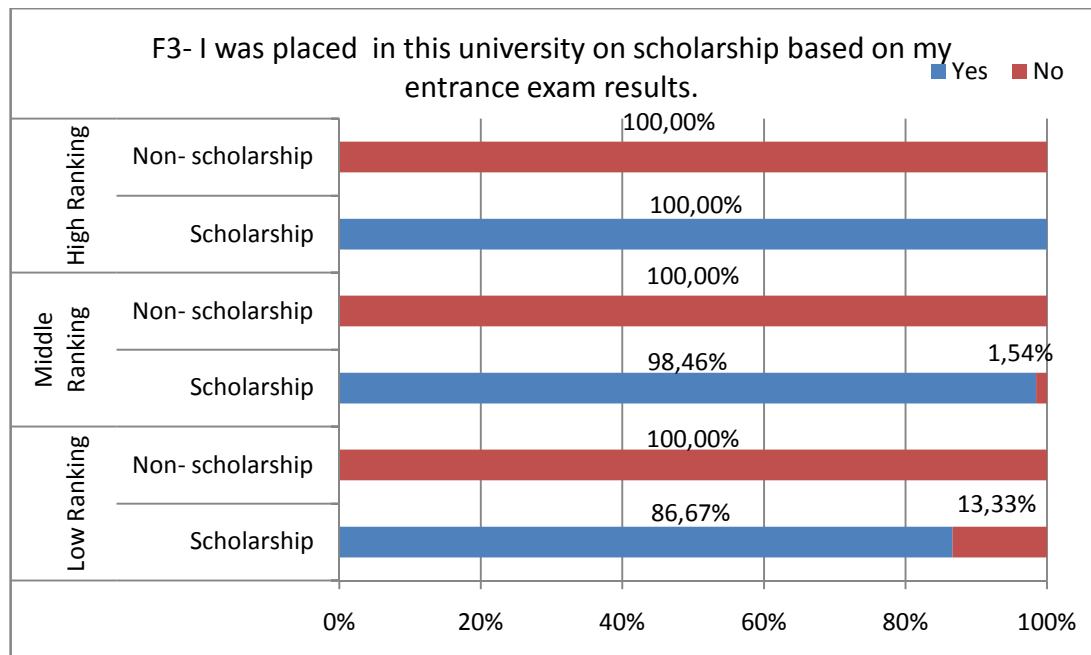


Fig. 33 To what extent having scholarship is a reason for studying at a private university by student status and ranks of universities.

Looking at the graph it can be said that, gaining scholarship constitutes a reason for almost every scholarship students studying at different ranks of universities. Nevertheless, the number of students who think having scholarship is a reason decreases, as we move from the high ranking to the low ranking university.

12 - State universities do not offer the program I am enrolled in (F9)

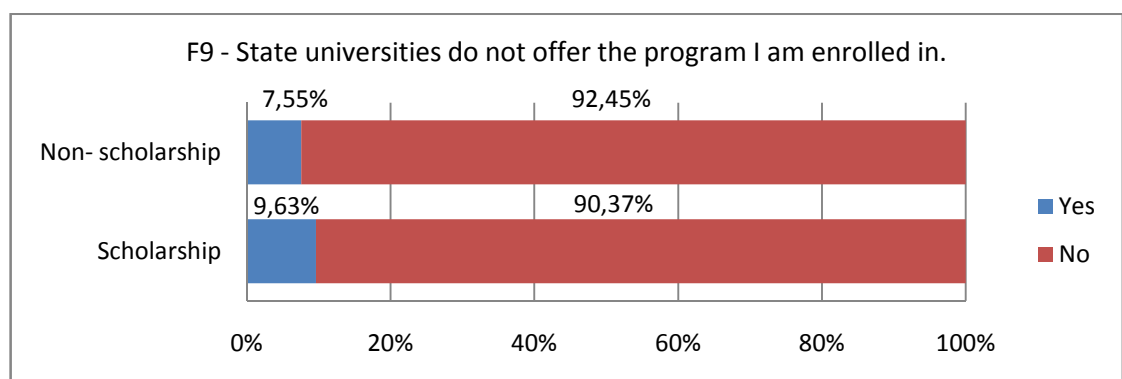


Fig.34 The percentage of students who study at a private university, for the specific programs they offer by student status

Apparently, the very small number of both scholarship and non-scholarship students claim that they study at a private university, as state universities do not offer the programs they are enrolled in.

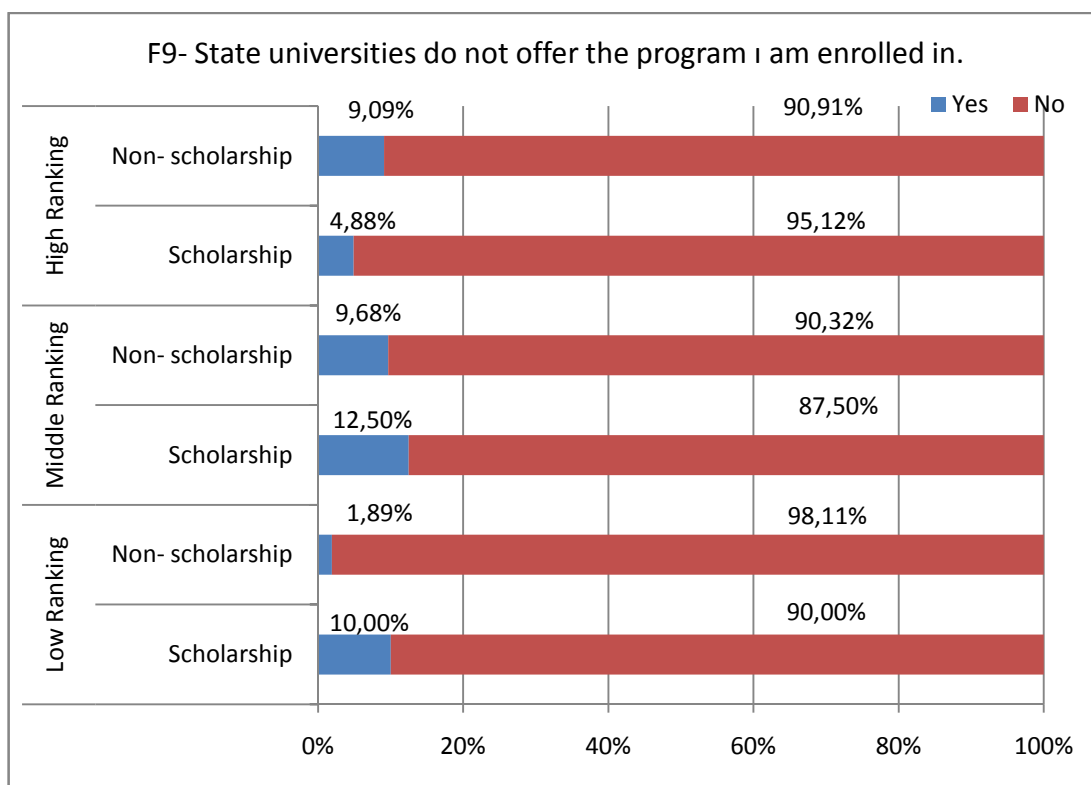


Fig. 35 The Percentage of students who study at a private university, for the specific programs they offer by student status and ranks of universities

Evidently, that private universities offer some programs that state universities do not offer is not a reason to study for a large number of students. There are not big mean differences among ranks of the universities and student status.

Part C: Analyses of The Most Important Three Reasons

In this part of the analyses, the most important three reasons were tried to be identified. Students were asked to rank their reasons for preferring to study at a private university in the order of importance from one to three. The number one indicates the most important reason.

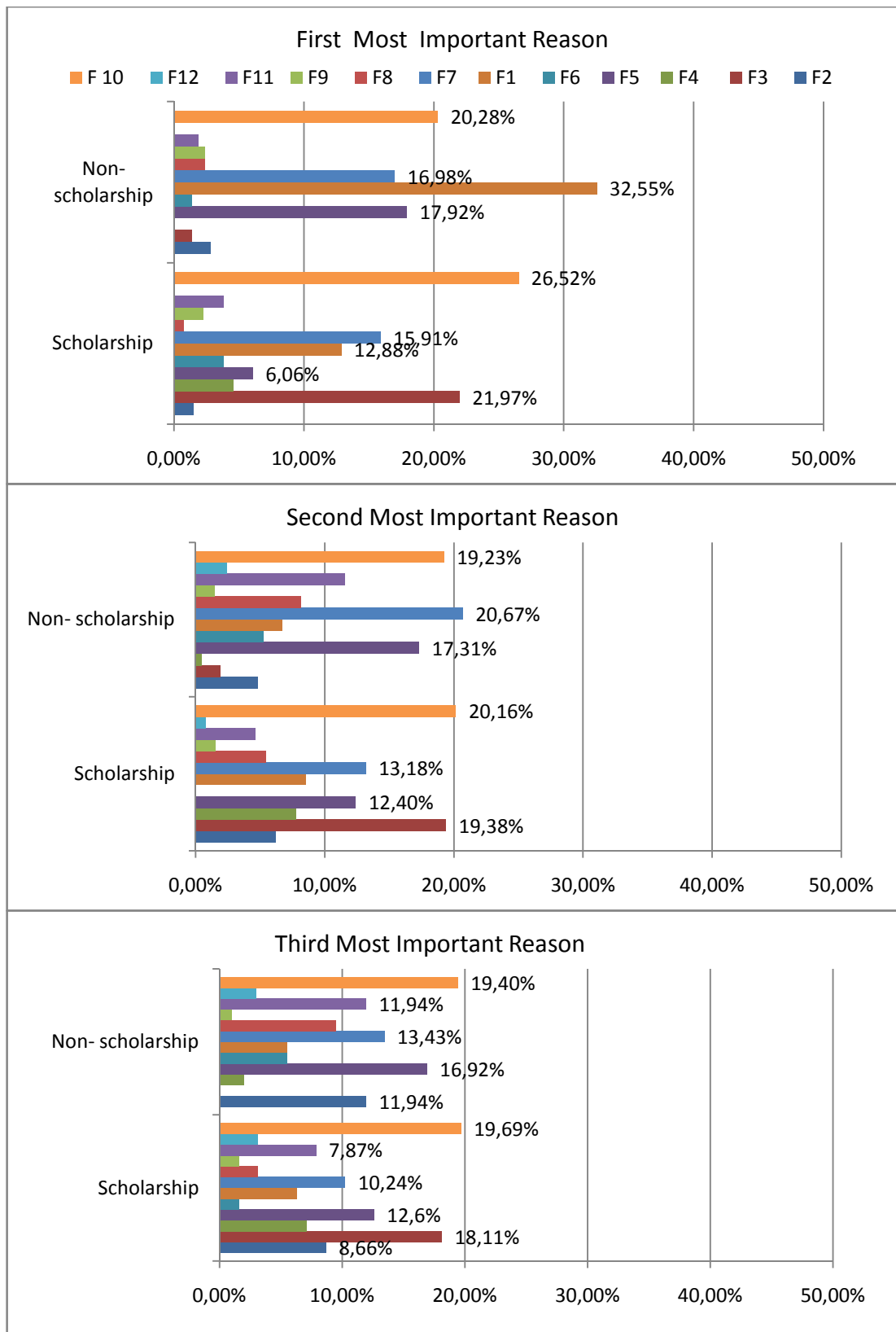


Fig. 36 The most important three reason by student status.

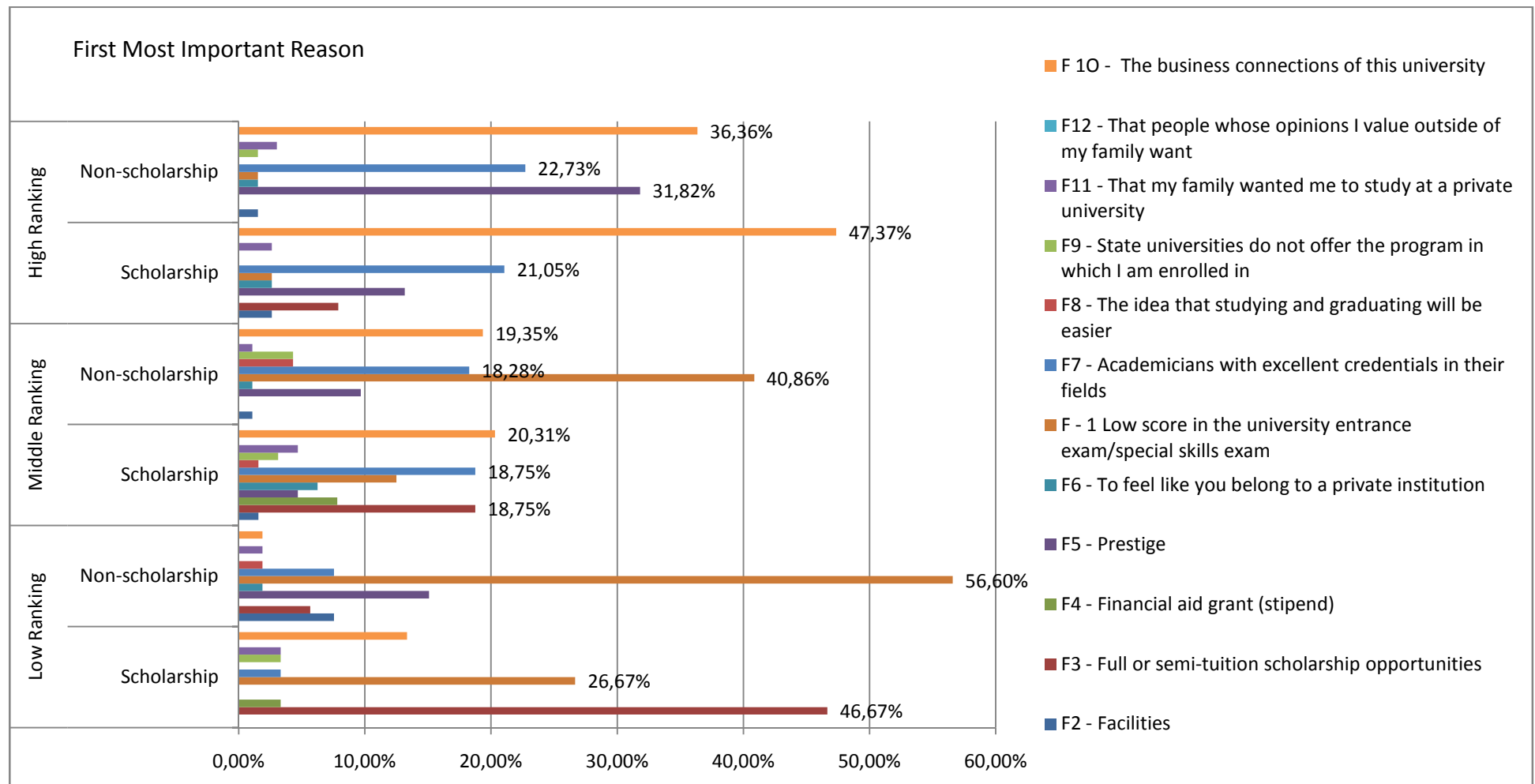


Fig.37 The first most important reason by student status and ranks of universities

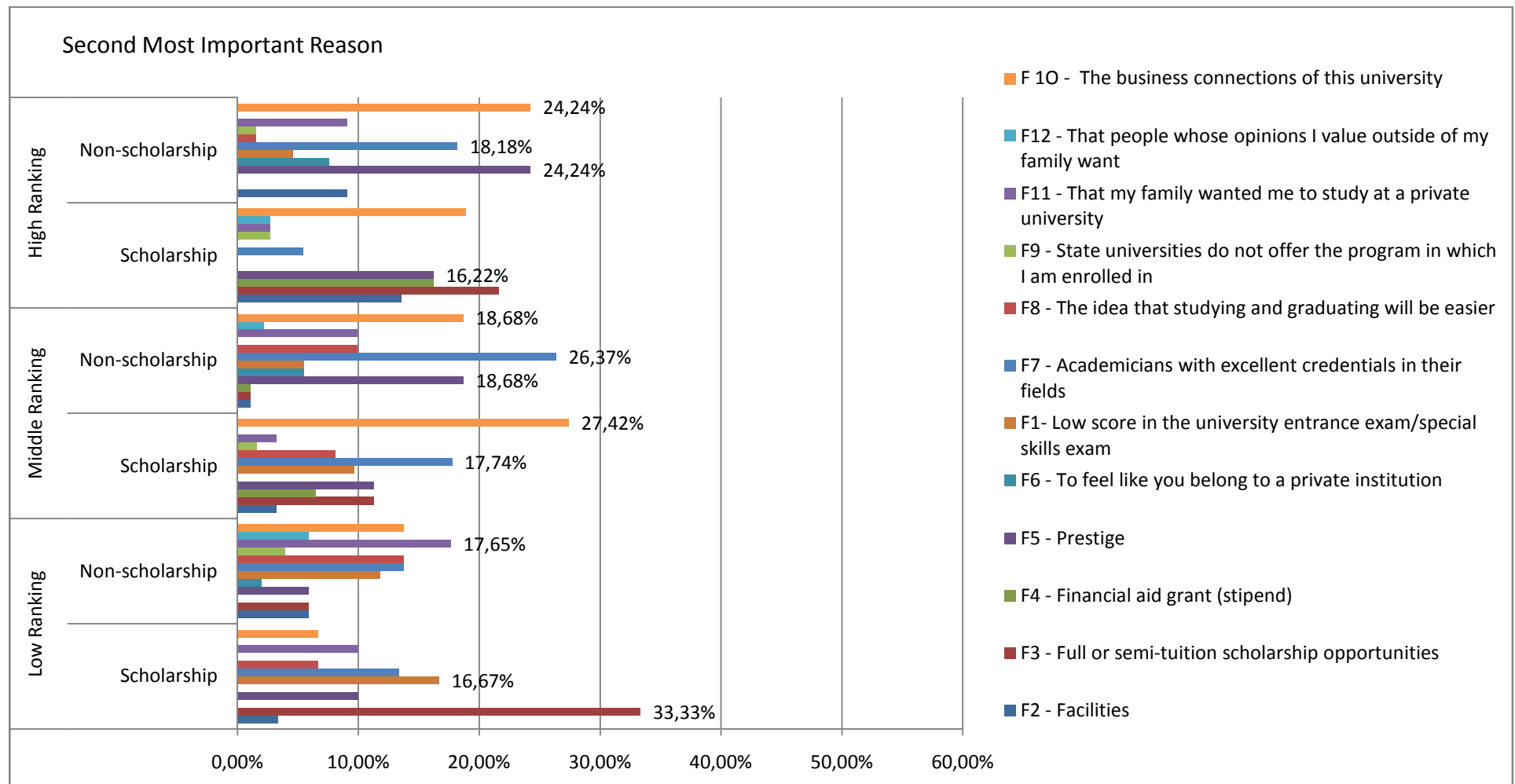


Fig.38 The second most important reason by student status and ranks of universities

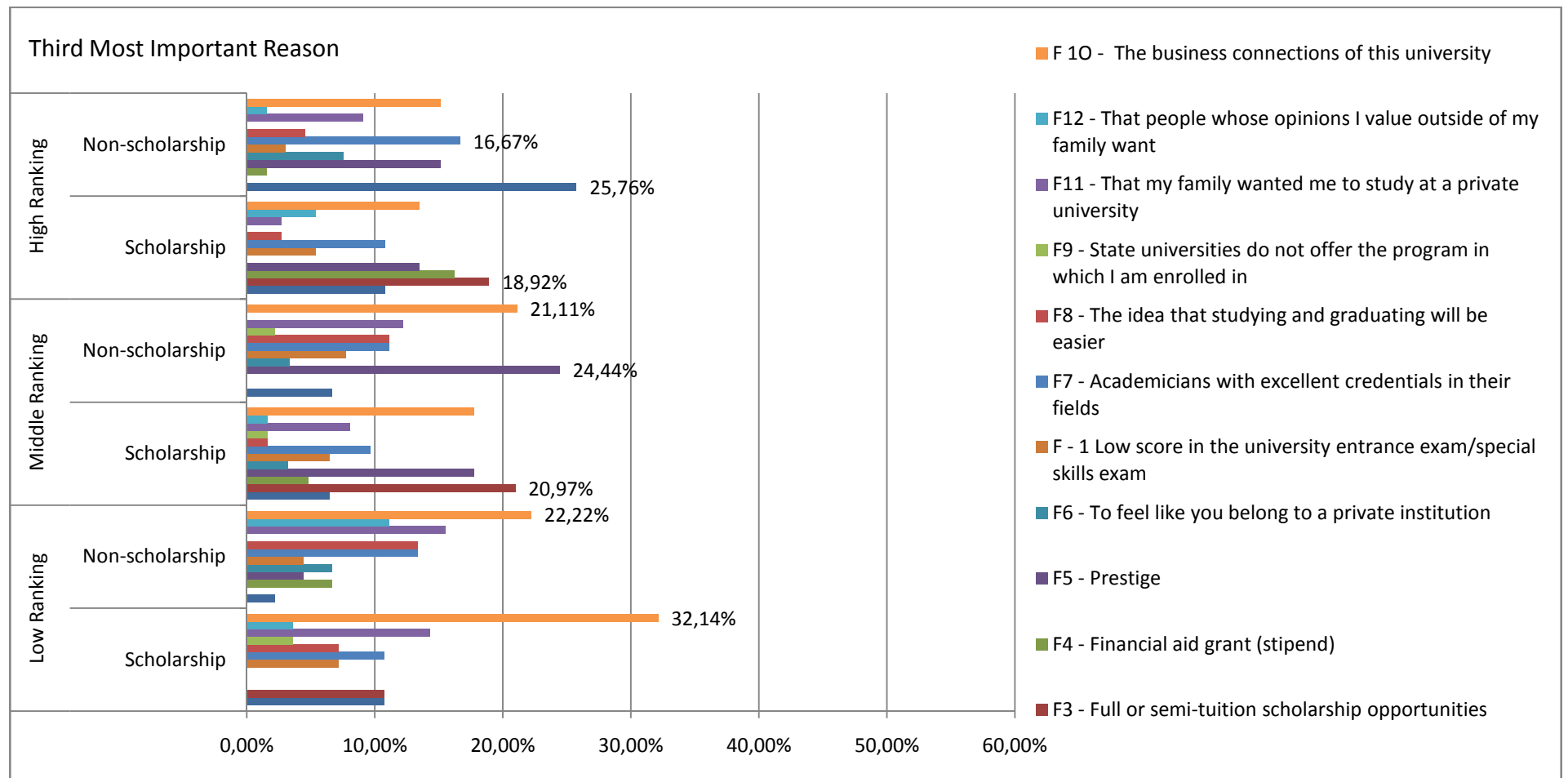


Fig.39 The third most important reason by student status and ranks of universities

As it was stated before, in this part of the study students were asked to put their most important three reasons in the order of importance by numbering them from one to three. Number one indicates the most important reason. When the frequencies of their answers given to that question were analyzed, we come up with the following results.

As far as the first most important reason is concerned, non-scholarship students answered differently from scholarship students. That is to say, for non-scholarship students F1 (getting low scores) is the first most important reason whereas scholarship students state that F3 (having full or semi- tuition scholarship opportunities) is the first most important reason for them.

With regard to the second most important reason, F10 business connections of the university stands out among the rest of the reasons for both non-scholarship and scholarship students. In addition to this, non-scholarship students also point out that F11 (their families want them to study at a private university) among the second most important reasons.

Regarding the third most important reason, F10 (business connection of the university) still stands out among the rest of the reasons for both scholarship and non-scholarship students. Similar to this, frequency of the F3 (having full or semi- tuition scholarship opportunities) is still high for scholarship students. Apart from these reasons F5 (Prestige) comes into picture as another most frequently marked important reason.

In brief, F10 (business connections of the university) and F5 (prestige) are distinctive among the most important reasons regardless of the students status. However, F3 (having full or semi- tuition scholarship opportunities) is among the

frequently marked most important reasons for scholarship students ,whereas F11 (that my family wanted me to study at a private university) is among the frequently marked important reasons.

When we also take the ranks of the universities into consideration, the results gain additional dimensions. Regarding the first most important reason, more than half of the scholarship students and nearly half of the non-scholarship students state F10 (business connections of the university) as the first most important reason. However, non-scholarship students studying at the middle ranking and the low ranking university define F1 (getting low scores on the university entrance examination) as the first most important reason. Besides the percentage of the students who think F1 is the most important reason is decreasing from the middle ranking to the low ranking university. Apart from this, considerable number of scholarship students studying at the high and the low ranking university maintain that F3 (Full or semi- tuition scholarship opportunities) is the first most important reason for them to study at a private university.

As for the second most important factor, F10 (business connections of the university) still surpasses the many other factors in the high and the middle ranking university for both scholarship and non-scholarship students. But there are other reasons gained prominence. F5 (Prestige) and F7 (Academicians with excellent credentials) stand out as the second most important reason for the non-scholarship students studying at the high and the middle ranking university. F5 (prestige) is more important than the F7 (Academicians) at the high ranking university, whereas vice- versa is true in middle ranking university. Considering the scholarship students at the high ranking university, the outstanding reasons are quite different. They are F4 (Financial aid grant) and F3 (Full or semi- tuition scholarship opportunities). In

the low ranking university F11 (the opinions of the students' family) dominates over many of the other factors while F3 (Full or semi- tuition scholarship opportunities) dominates over the rest of the others for scholarship students.

As far as the third most important reason is concerned, other reasons come in to prominence. For instance F2 (facilities) stands out for non-scholarship students studying at the high ranking university. However, F11 (the opinions of the students' family) is important for both scholarship and non-scholarship students studying at the low ranking university. F10 (business connections of the university) and F5 still stands distinctive for the both scholarship and non-scholarship students studying at the low ranking university. Majority of scholarship students studying at the middle ranking university state F3 (Full or semi- tuition scholarship opportunities) as an important reason.

CHAPTER 5

CONCLUSION

Summary of the results, discussion of the results, limitations of the study and recommendations and suggestions for further researches constitute the main parts of this chapter.

Summary of the Results

In this research, in the first place, the selected characteristics such as annual income of the students' family, types of high school they graduated from etc. were analyzed and then the reasons why students prefer to study at private universities were tried to be identified. Additionally, whether their reasons vary or change according to the ranks of the universities or student status was examined.

Students' Selected Characteristics

Upon the analyses of students' characteristics, it is seen that some of the characteristics of the students show difference according to the ranks of the universities and student status. For instance, age means of the students differ within student status and ranks of the universities. In general non-scholarship students are older than the scholarship students. Moreover, non-scholarship students studying at the low ranking university are nearly two years older than the non-scholarship students at the high ranking university. One of the reasons which accounts for this situation is the number of the times that students take the university entrance examination. It was seen that the number of the times students take the exam is higher among non-scholarship students and it gets higher from the high ranking to

the low ranking university. This is an indicator for the academic success of the students.

Another point noteworthy to be made here is about the annual family income of the students. It is seen that non-scholarship students come from affluent families compared to scholarship students. Besides, percentages of the students coming from wealthy families are the highest (71%) among the non-scholarship students studying at the high ranking university. The tuition fees of this university are the highest among the three universities. This explains why the percentage is so high.

Another striking result is about the types of high schools that students graduated from. It is seen that scholarship students are mainly graduates of Anatolian high schools, prestigious state high schools where only successful students are admitted and study at. On the other hand, non-scholarship students generally graduated from either private high schools or plain state high schools. Not surprisingly, the percentage of Anatolian high school graduates is the highest (65%) among scholarship students at the high ranking university. This can be because of the fact that the exam scores this university require from the scholarship students is higher than the other two universities.

The last remark that we can make about the students' characteristics is that more than half of the students were also living in Istanbul before gaining acceptance to the private university. The percentage of students who were also living in Istanbul is higher among non-scholarship students. Here, highest percentages belongs to the low ranking university. One possible interpretation of this situation is that the reason why the majority of the students in three different types of the university mainly

come from Istanbul can be due to the fact that students did not want to leave Istanbul. It is possible that they didn't want to leave their families, life styles and habits behind and they wanted to continue with the life style they already had by studying at a private university in Istanbul.

Reasons for Studying at a Private University

As far as we are concerned with the reasons for studying at a private university, following conclusions can be drawn.

There is a significant difference between scholarship and non-scholarship students in terms of their mean scores of F1 (getting low scores in the university entrance/special skills exam). That is to say, getting low scores is more likely to be a reason for non-scholarship students, while it is less likely for scholarship students. Mean scores of F8 (graduating will be easier) is also found significantly different in terms of student status. It means scholarship students are more inclined to think that graduating from a private university will be easier.

On comparison of the mean scores of the factors within the rank of the schools, it can be concluded that mean scores of F2 (facilities), F5 (prestige), F7 (academicians), F10 (finding job more easily), go into a steady decline as we move from the high ranking to the low ranking. This is a statistically significant decline. This can be interpreted as these factors are losing the importance of being a reason for the students as we move from the high ranking university to the low ranking university.

As for F6 (sense of belongingness), F11 (opinions of families), F12 (opinions of significant others), the mean scores of these three factors is the highest among

the non-scholarship students at the high ranking university and this is a significant difference.

Considering the F3(full or semi-tuition scholarship opportunities), F4(Financial aid grant), F9(specific programs), it can be remarked that gaining tuition scholarship is a very important reason to prefer studying at a private university for scholarship students. Moreover, scholarship students at the high ranking university maintain that financial aid grants (stipend) given to them by the university, apart from being exempt from paying tuition fee, is one of the reasons of preferring to study at a private university. The middle ranking university also provides some of the scholarship students with stipends but the number of the scholarship students given stipend is lower than the number of the scholarship students at the high ranking university. As for F9, very small number of both scholarship and non-scholarship students claim that they study at a private university, as state university do not offer the programs they are enrolled in. That is to say, it is an important reason to prefer studying at a private university as the state universities already offer a wide variety of programs.

With regard to the most important three reasons, business connections of the university and prestige are distinctive among the most important reasons regardless of the student's status. However, for scholarship students, F3 (having full or semi-tuition scholarship opportunities) is one of the frequently marked most important reasons while F11 (my family wanted me to study at a private university) is among the frequently marked important reasons among non-scholarship students. When the ranks of the universities are taken into account, F7 (Academicians) and F2 (facilities) take their place among the three most important reasons at the high and the middle ranking university.

To sum up, students' selected characteristics and their reasons for studying at a private university show differences according to the ranks of the schools and student status.

Discussions of the Results

Findings of this study require to be discussed as public affairs because they concern the prospective university students. Upon discussing the findings, serious implications can be drawn for the future of higher education in Turkey. Findings to be discussed were grouped under the following titles.

New Roles of Universities

Regardless of student status and ranks of universities, business connections of the universities are a very prominent and determinant factor. For many students, it is one of the most important reasons to study at private university.

As it was stated in the literature review, with few exceptions, students' tuitions constitute the large proportion of income of the private universities in the world. This dependence on funding is defining characteristic of private higher education worldwide, and means that private institutions must be sensitive to student interests, the employment markets for graduates, and patterns of pricing. The reality is that private universities must ensure that an adequate number of students enroll to provide the needed income. That is why, private academic institutions focus on market forces to shape their offerings, degree programs and curriculum. The programs they offer are quite adaptable and they specialize in educational programs to meet the market demand and offer programs that do not necessitate major investment in infrastructures. In addition, a large number of for profit institutions range from business and trade schools to law schools. Moreover, they can offer

vocational programs in fields such as information technology institutions to nurse practitioner training. This sector has become more prominent and prevailed (Altbach, 2001; Levy, 2002b). It is understood here that, unless private universities prioritize students' interest and what employment markets demand, it will be quite difficult for them to survive in the educational arena.

It is possible to draw parallel between what is happening in the world and what is happening in Turkey, but to some extent.

Similar to the things stated above, in Turkey many of the students have concerns about their future and they want to make sure that they will study at a university which enables them to find a job easily with the help of its business connection. In Turkey, the programs, which state and public universities offer, do not differ from each other in terms of their theoretical contents and titles. That is to say, there is a computer-engineering program in both state and private universities. This situation was also verified by this study. Very small number of students stated that they study at a private university because state universities do not offer the programs they want to enroll in. In other words, for over 90 % students, F9 (specific programs which are only offered by the private universities) is not a reason for studying at a private university.

However, the way some private universities develop and advertise the programs differs a lot from what state do. Actually, state universities never advertise any of their educational programs as they are free and they are of great demand. In contrast, to attract the attention of the prospective university students, some private universities advertise some of their programs saying that through collaboration between the university and the business world, students can experience educational

and professional life together. They also manifest their business connections. These universities claim that they provide education and the companies they work in cooperation conduct practical training.

Apparently, there is a mutual interest between private universities and the students. Students need private universities in order to find a job and universities need students in order to meet their educational costs and make money. Here, it is necessary to recall that private universities are said to be non-profit making institutions in Turkey. They are actually called “foundation universities”. They have to spend all the money they made so as to improve their educational facilities and activities.(Higher Education Rules and Regulation, article 4,5 and 27) On the other hand, Prof.Dr.Yusuf Ziya Özçelik, the president of the Higher Education Council (YÖK), maintains that unfortunately some of the foundation universities are making profit (Sabah Gazetesi,29 December 2009). That means they have money concerns.

In brief, unless private universities prioritize students’ interest and what employment markets demand, it will be quite difficult for them to survive in the educational arena. When this is the situation, private universities start to be driven by market ideologies by establishing partnership with companies of the business world.

This situation brings some questions to public attention: Are the role of universities changing? What will happen to the scientific researches and studies if all the universities focus on producing work force rather than producing science? What is meant to be by university? Answers of these questions bear serious implications about the types of universities in the future of higher education in Turkey.

Equal Opportunities for Higher Education

Getting low scores from the university entrance examination manifest itself as an important reason among the non-scholarship students. These students are lucky as they go on their education although they could not perform well enough to study at state university. These students are lucky because their families can afford their education. However, in the Universal Declaration of Human Rights article 26, it states that “higher education shall be equally accessible to all on the basis of merit.” In the 1982- Constitution of the Turkish Republic article 42 states that anybody cannot be deprived of his/her right for education. According to Gök, the right to have access to education should be respected for everyone as much as possible, with good quality and sufficient quantity and as a public responsibility financed by public resources. Everyone should be given decent education free of charge (2004, 2003)

Apart from the things stated above, making higher education payable has another controversial dimension. According to Önder, “one objective of making education fee-charging is to control the class base of candidates going for higher education” (1999, p. 26). In other words, social stratification is inevitable consequences of unequal opportunities for higher education (Apple, 2001).

As it was stated above, some students are lucky because their families can afford for their education. However, what will happen to the ones whose families cannot afford it and could not get high enough scores to go to state universities? What kind of a future is awaiting for them? Are there equal opportunities for higher education for everyone? Do private universities constitute a threat for equal opportunities for higher education? Does this lead to inequalities in access to education and break social cohesion? How can the government regulate it in a way

that makes private universities accessible to students at different income level? Is social stratification an inevitable consequence of unequal opportunities for higher education? These are very sensitive issues to be approached seriously.

Educational Provisions Offered by Private Universities

On comparison of the mean scores of the factors within rank of the schools, it was found out that that mean scores of F2 (facilities), F5 (prestige), F7 (academicians), F10 (finding job more easily), go into a steady decline as we move from the high ranking to the low ranking university. This is a statistically significant decline. One possible interpretation for this is that these factors are losing their importance of being a reason from the high ranking university to the low ranking university. This is also of an indicator of that they are universities at different levels of academic hierarchy. Ranks of the schools can account for the difference. The private sector in higher education is diverse. According to Altbach, private universities now exist at all level of the academic hierarchy, even though most growth is likely to be at the bottom of the academic hierarchy (2005b).

Financial Support

F3 (having full or semi- tuition scholarship opportunities) is among the frequently marked, most important reasons among scholarship students. That is to say, if they had not been offered scholarship they wouldn't be studying at a private university now. As a result of this study, it was reached that top and the middle ranking university also provide the students with financial aid grant (stipend) apart from their full- tuition scholarship status. It is possible to draw a relation between this and the article 30 of the Universities Rules and Regulation. It is stated that if a private university wants to get subsidy from the government, it has to provide at least

15% of its students with full-scholarship. This is obligatory on condition that the private university want financial support.

As a result of this finding, some questions are waiting to be answered. Can't this legal limit be increased so that more scholarship students can benefit from it? Can't it be possible to make positive discrimination by implementing a similar law for the students who were raised in rural parts of Turkey and were not able to attend educational activities due to their financial incapability?

On the other side of the coin, there is another crucial question: Stipend is a reason to study at a private university for some high achieving students. Does this pose a threat for the state universities? or Will it be a problem? What will happen if one day many of the top achievers of university entrance examination chose to study at private universities just because thinking that they will receive money monthly like salary and this money help them go on and complete their education?

The Influential People in Students' Decisions

F11 (my family wanted me to study at a private university) is among the frequently marked most important reasons among non-scholarship students. This finding of the study is congruent with what is claimed by the Reasoned Action Theory. The theory claims that while people are making a decision they go under a process through which both they consider what they attribute to their choice and what the people they care will think about as a result of their choice. People feel a need to comply with subjective norms in order to feel safer. Their decisions are not merely their production. It is partially influenced by what significant others such as your family members will also think about your decision. (Ajzen & Fishbein, 1980).

As it was stated before, non-scholarship students cannot study at private universities without the financial help of their parents, as the tuition fees are high. Therefore, the tradition in Turkey is that parents pay for their children's educational expenses. This situation makes students heavily financially dependent on their families. This also brings to mind some other questions; does students' heavy financial dependence on their parents have negative effect on their academic achievement or self-development? Can students really have the freedom of studying at department of their own choice or they have to choose the programs that their parents want since they are the financer of their educational life?

Students' Economic Campus Climate

Last but not least, there is a discrepancy between how students perceived their social economic status and their families' income level.

Even though, many of the non-scholarship students come from high income families the way they perceive themselves does not reflect the reality. Big majority of the non-scholarship students claim that they have middle socioeconomic status. Surprisingly, very small number of scholarship students state they have high-socio economic status. Regarding scholarship students, there is a similar problem. There are actually much more scholarship students having low socioeconomic status. However, considerable number of students perceives themselves as if they had middle socioeconomic status. It can be concluded here, that how students perceive their socio economic status is partially independent of their families' income level. It is possible that students think about their own social environment in and outside the campus and then come to such a conclusion when they answer that question.

Limitations of the Study

The main limitation of the study is concerned with the numbers of the sample selected. The numbers of the students are not equal among ranks of the school and student status because each university does not have the equal number of scholarship students and it is difficult to reach these students as they are scattered in different classes randomly. Moreover, the number of scholarship students is determined the number of non-scholarship students to be included in the study as they could be less than twice the number of scholarship students so that we could make comparison between them. As a result of this, the number of non-scholarship students became unequal among the ranks of the schools. However, we tried to include as many non-scholarship students as possible in relation to the numbers of scholarship within different ranks of universities.

Another limitation of the study is “social desirability bias”. That is to say when answering the questions, the students may answer them in the ways that they believe what is socially acceptable and wanted. For instance, some students may have been reluctant to state that they got low scores and they may have come up with other reason. Likewise, some students may have not wanted to reveal their families’ true income level.

Last but not least, this study was designed based solely on the students’ perspective. It only reflects the students’ viewpoints. We cannot make any remarks about what the academicians, administrators, students’ family think about this issue. Therefore, the results can only be discussed in relation to the standpoints of the students.

Recommendations and Suggestions for Further Researches

As it was stated before, the number of students is not equally represented within student status and ranks of the universities. For this reason, it is recommended for further studies to include the samples with equal proportions so that the results will be more generalizable for the target populations in the future.

In this study, the data-collecting instrument was a survey particularly developed for this study. When this study is to be repeated, the survey has to be revised, as the dynamics of private higher education is quite active. The number of private universities is increasing year after year, so does the number of students studying at private universities increase. Moreover, the programs private universities offer are increasing in variety in relation to the changing student profiles and market ideologies. Therefore, the realities (reasons) of their time could be different from the ones those were reached as the results of this study. In other words, this survey may not be able to meet the requirements of further studies. Revised version of the survey is highly recommended.

In this research, the reasons why students prefer to study at private universities were tried to be identified. In addition to this, whether their reasons differ according to the ranks of the universities or student status were analyzed. However, the relation between the students' background information (level of family income, type of high schools where they graduated from etc.) and the reasons they claim were not looked at. This could be an interesting research area on which to conduct extended further researches. Last of all, a qualitative study can also be carried out to investigate the logic behind this reason. This will enrich the literature by providing detailed information for this subject under study.

To conclude, this study bears important implications for both private and state universities. In the first place, selling points of private universities of different ranks were identified through students' perspective. Administrators of private institutions can benefit from these findings in order to elaborate on their educational provisions and catch up with their top-ranking counterparts. As well as the implications for the private universities, the findings of this study have some implications for the policy makers of state universities. They should consider whether this rapid and steady growth of private higher education pose a threat for the existence of free of charge higher education. They should also consider how the research-oriented identity of state universities will get effected in the face of market oriented ideologies of some private universities. The dynamics of private higher education is quiet active in Turkey. Needless to say, in this rapid and constantly changing world of private higher education, there will be many other changes some of which we cannot foresee at the present time. Nevertheless, I think that the finding of this study will enable us to make predictions to a certain extent about the future of the private higher education in Turkey.

APPENDIX A

STUDENTS' PREFERENCE LIST OF 2008 UNIVERSITY ENTRANCE EXAMINATION

2008 ÖSYS TERCİH FORMU

2008-ÖSYS TERCİH FORMU

T.C. KİMLİK NUMARANIZ: AD VE SOYADINIZ:

TERCİH SİARANIZA GÖRE GİRMEK İSTEDİĞİNİZ YÜKSEKÖĞRETİM PROGRAMLARI

Sıra No.	Yükseköğretim Programının Kodu	Yükseköğretim Programının Adı Üniversite-Fakülte/Yüksekokulun Adı
1.		
2.		
3.		
4.		
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DİKKAT : Bu form bilgisayar ortamına bilgi girişi için aday tarafından okunaklı şekilde doldurulacak ve Başvuru Merkezine getirilecektir. Bu form hiçbir zaman resmi bir belge niteliği taşımaz. **Bu formu ÖSYM'ye göndermeyiniz.**

APPENDIX B

TEACHER AND COURSE EVALUATION FORM
ÖĞRETMEN VE DERS DEĞERLENDİRME FORMU

Dersin Adı: _____
Okutman: _____

DERS DEĞERLENDİRME FORMU

Dersler İngilizce olarak yapıldı:	Her zaman	Çoğunlukla	Zamanın yarısı	Bazen	Hiçbir zaman
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Ders & Okutman Değerlendirmesi

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
Bu ders okutman tarafından iyi düzenlenmiş ve hazırlanmıştır	1	2	3	4	5
Kullanılan malzemeler dersi daha iyi anlamama yardımcı oluyor	1	2	3	4	5
Verilen ödevler ve yapılan egzersizler dersi daha iyi kavramama yardımcı oluyor	1	2	3	4	5
Bu dersten öğrendiklerim tatmin edicidir	1	2	3	4	5
Okutmanın anlatımı açık ve anlaşılır	1	2	3	4	5
Okutman motive edici ve cesaretlendiricidir	1	2	3	4	5
Okutman konusunda bilgilidir	1	2	3	4	5
Okutmanın öğrencilerin çalışmalarını değerlendirme tarzı adildir	1	2	3	4	5
Okutman öğrencilerin soru sormalarını, kendi fikirlerini dile getirmelerini teşvik eder	1	2	3	4	5
Okutman öğrencilerle yakından ilgilidir	1	2	3	4	5
Okutman yaptığı ek dersler ve gayretiyle İngilizceyi öğrenmemize yardımcı oluyor	1	2	3	4	5
Okutman derslere giriş ve çıkış saatlerine dikkat eder	1	2	3	4	5
Okutman öğrencilere karşı tutumunda mümkün olduğunca anlayışlı ve kibarır	1	2	3	4	5
Okutmanlarımızı seçme şansımız olsaydı yine aynı okutmanlarımızı seçerdim	1	2	3	4	5

	Zayıf	Yeterli	İyi	Çok iyi	Çok çok iyi
Bu ders genel olarak					
Okutman genel olarak					

YORUM VE ÖNERİLER: Yorumlarınızı ve önerilerinizi yazınız.

APPENDIX C

DISTRIBUTION OF THE STUDENTS ACCORDING TO THEIR RANKS OF ACHIEVEMENT IN 2008-ÖSYS

(2008-ÖSYS ÖRGÜN LİSANS PROGRAMLARINA YERLEŞEN ADAYLARIN BAŞARI
SIRASINA GÖRE DAĞILIMI)

2008-ÖSYS Örgün Lisans Programlarına Yerleşen Adayların Başarı Sırasına Göre Dağılımı
215 Koç Üniversitesi (İstanbul)

Başarı	0,3 Ağırlıklı Y-ÖSS Puanı (Alan Dışı)								0,8 Ağırlıklı Y-ÖSS Puanı (Alan içi)								Ek Puanlı Y-ÖSS								Toplam
Sırası	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Yerleşen
500								0				3	5	46	5	59								0	59
1000								0				4	13	48	5	70								0	70
2000							1	1				5	22	55	6	88								0	89
3000							1	1				5	27	64	9	105								0	106
4000							1	1				6	28	72	9	115								0	116
5000							1	1				7	30	78	9	124								0	125
6000							1	1				8	34	85	11	138								0	139
7000							1	1				8	39	92	12	151								0	152
8000							1	1				8	44	96	12	160								0	161
9000							1	1				8	51	102	12	173								0	174
10000							1	1				9	56	106	13	184								0	185
12000							1	1				9	66	115	13	203								0	204
14000							1	1				9	75	118	16	218								0	219
16000							1	1				9	88	124	18	239								0	240
18000							1	1		1		9	98	131	19	258		1						1	260
20000							1	1		1		9	106	133	19	268		1						1	270
25000							1	1		2		9	122	144	19	296		1						1	298
30000							1	1		10		9	148	150	19	336		1						1	338
35000							1	1		11		9	161	159	19	359		1						1	361
40000							1	1		12		10	174	164	19	379		1						1	381
45000							1	1		13		10	188	171	19	401		1						1	403
50000							1	1		13		10	201	178	19	421		1						1	423
60000							1	1		13		10	224	194	19	460		1						1	462
70000							1	1		13		10	237	207	19	486		1						1	488
80000							1	1		13		11	261	222	19	526		1						1	528
90000							1	1		13		14	275	238	19	559		1						1	561
100000							1	1		13		15	288	251	19	586		1						1	588
120000							1	1		16		18	298	280	19	631		1						1	633
140000							1	1		21		19	301	306	19	666		1						1	668
160000							1	1		23		19	301	319	19	681		1						1	683
180000							1	1		23		20	301	344	19	707		1						1	709
200000							1	1		23		23	301	369	19	735		1						1	737
Tüm							1	1		23		24	301	441	19	808		1						1	810

202 Bahçeşehir Üniversitesi (İstanbul)

Başarı	0,3 Ağırlıklı Y-ÖSS Puanı (Alan Dışı)								0,8 Ağırlıklı Y-ÖSS Puanı (Alan içi)								Ek Puanlı Y-ÖSS								Toplam
Sırası	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Yerleşen
500						1		1				13		9		22					1			1	24
1000						1		1				17	1	22		40					1			1	42
2000						1		1				25	1	51	3	80					1			1	82
3000						1		1				25	2	51	4	82					1			1	84
4000						1		1				25	2	55	5	87					1			1	89
5000						1		1				26	2	59	6	93					1			1	95
6000						1		1				27	3	61	7	98					1			1	100
7000						1		1				27	3	61	7	98					1			1	100
8000						1		1				27	3	64	9	103					1			1	105
9000						1		1				28	4	66	9	107					1			1	109
10000						1		1				29	6	75	10	120					1			1	122
12000						1	1	2				30	13	78	16	137					1			1	140
14000						1	1	2				31	29	80	16	156		2			1			3	161
16000						1	3	4				34	55	80	19	188		10			1			11	203
18000						1	6	7				34	79	81	27	221		13			1			14	242
20000						1	6	7				35	91	82	34	242		13			1			14	263
25000						1	6	7				36	98	91	44	269		16			1			17	293
30000						1	6	7		1		37	103	106	44	291		22			1			23	321
35000						1	6	7		2		38	111	118	44	313		31			1			32	352
40000						1	6	7		2		39	113	123	44	321		35			1			36	364
45000						1	6	7		2		40	124	125	44	335		35			1			36	378
50000				1		1	6	8		2		44	145	130	44	365		35			1			36	409
60000				2		1	6	9		2		47	169	148	44	410		35			1			36	455
70000				2		1	6	9		2		53	197	165	44	461		35			1			36	506
80000				2		1	6	9		2		60	231	180	44	517		35			1			36	562
90000				2		1	6	9		3		68	259	195	44	569		35			1			36	614
100000				2		1	6	9		4		73	289	219	44	629		35			1			36	674
120000				2		1	6	9		4		84	328	247	44	707		35			1			36	752
140000				2		1	6	9		6		89	368	258	44	765		35			1			36	810
160000				3		1	6	10		8		96	394	270	44	812		35			1			36	858
180000				3		1	6	10		8		100	431	291	44	874		35			1			36	920
200000				3		1	6	10		8		106	452	309	44	919		35			1			36	965
Tüm				3		1	6	10		10		242	574	564	44	1434		35			1			36	1480

210 Haliç Üniversitesi (İstanbul)

Başarı	0,3 Ağırlıklı Y-ÖSS Puanı (Alan Dışı)								0,8 Ağırlıklı Y-ÖSS Puanı (Alan İçi)								Ek Puanlı Y-ÖSS								Toplam
Sırası	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Söz1	Say1	EA1	Söz2	Say2	EA2	Dil	Toplam	Yerleşen
500								0								0								0	0
1000								0		1						1								0	1
2000								0		1						1								0	1
3000								0		1					1	2								0	2
4000								0		1					4	5								0	5
5000								0		1					10	11								0	11
6000								0		1					10	11		1						1	12
7000								0		1					10	11		1						1	12
8000								0		2					10	12		1						1	13
9000								0		5					10	15		1						1	16
10000							1	1		6					10	16		1						1	18
12000							2	2		7					10	17		1						1	20
14000							2	2		10				1	12	23		2						2	27
16000							2	2		13				1	13	27		2						2	31
18000							4	4		16			1	2	15	34		2						2	40
20000							5	5		17		1	5	4	23	50		2						2	57
25000							5	5		22		1	12	6	37	78		3						3	86
30000							8	8		23		3	23	9	37	95		5						5	108
35000							17	17		29		5	23	12	37	106		6						6	129
40000							17	17		34		5	23	13	37	112		10						10	139
45000							17	17		39		6	24	16	37	122		12						12	151
50000							17	17		54		6	28	18	37	143		13						13	173
60000						1	17	18		70		7	35	20	37	169		14						14	201
70000						1	17	18		74		8	44	21	37	184		14						14	216
80000						1	17	18		84		11	52	23	37	207		14						14	239
90000						1	17	18		94		11	61	23	37	226		14						14	258
100000						1	17	18		110		11	72	25	37	255		14						14	287
120000						1	17	18		116		11	86	28	37	278		14						14	310
140000						1	17	18		116		13	108	29	37	303		14						14	335
160000						1	17	18		120		14	144	34	37	349		14						14	381
180000						1	17	18		120		14	170	38	37	379		14						14	411
200000						2	17	19		126		16	186	45	37	410		14						14	443
Tüm						22	17	39		217		70	373	329	37	1026		14						14	1079

APPENDIX D

SURVEY OF THE STUDY

TURKISH AND ENGLISH VESION

Sayın Katılımcı,

Bu anket Boğaziçi Üniversitesi Eğitim Bilimleri, Yetişkin Eğitimi Yüksek Lisans Programı'nda hazırlamakta olduğum "Türkiye'de Öğrencilerin Özel Üniversiteleri Tercih Etme Nedenleri" adlı tez çalışmama temel olmak üzere hazırlanmıştır.

Katılımınız, bu çalışmanın tamamlanmasında büyük bir rol oynamaktadır. Bu anket bilimsel bir amacı gerçekleştirmek amacıyla hazırlanmış olduğundan vereceğiniz cevaplar sadece bu araştırmada kullanılacak olup, bunun dışında başka bir amaç için kullanılmayacaktır. İsminizi yazmayınız ve kimliğinizi belli edecek ifadelerden uzak durunuz.

Anketin güvenilir bir sonuca ulaşabilmesi için her soruyu sizin için en doğru olacak şekilde cevaplamanız ve her soru için sadece 1 (bir) şıkkı işaretlemeniz önemlidir. Sorulara cevap verirken sizin için hangisi en uygunsa onu işaretlemeniz ve işaretlerken (x) işareti koymanız yeterlidir.

Bu çalışma hakkında herhangi bir sorunuz olduğunda "eylulaltunay@yahoo.com" adresinden benimle iletişime geçebilirsiniz. Zamanınızı ayırarak, bu çalışmaya katkıda bulunduğunuz için çok teşekkür ederim.

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ÖZEL BİR ÜNİVERSİTEDE OKUMAYI TERCİH ETME NEDENLERİ ANKET ÇALIŞMASI

A- Aşağıdaki bölümleri size uygun olan seçeneğin yanına (x) işareti koyarak ya da yazarak cevaplayınız.

1- Cinsiyetiniz: Kadın _____ Erkek _____

2- Yaşınız : _____

3- Öğrenim koşulu: Burslu _____ Burssuz _____

4- Bölümünüz: _____

5- ÖSYS puanınız: _____

6- Üniversite sınavına kaç defa girdiniz? _____

7- Kaçınıcı tercihinize yerleştirildiniz? _____

(Not: Öğrenim masraflarınız hem aileniz hem de kendiniz tarafından karşılanıyorsa lütfen aşağıdaki her iki bölümde de sizin için uygun olan seçeneği işaretleyiniz.)

8- Öğrenim masraflarınızı (harç vb.) aileniz karşılıyorsa ailenizin yıllık NET geliri (TL)

0,00 - 10,000 _____
10,001-20,000 _____
20,001-30,000 _____
30,001-40,000 _____
40,001-50,000 _____
50,001-60,000 _____
60,001-70,000 _____
70,001- Üzeri _____

Öğrenim masraflarınızı (harç vb.) kendiniz karşılıyorsanız kendi yıllık NET geliriniz (TL)

0,00 - 10,000 _____
10,001-20,000 _____
20,001-30,000 _____
30,001-40,000 _____
40,001-50,000 _____
50,001-60,000 _____
60,001-70,000 _____
70,001- Üzeri _____

9- Türkiye koşullarına göre değerlendirdiğinizde, ailenizin sosyoekonomik durumunu nasıl nitelendirirsiniz?

Düşük _____

Orta _____

Yüksek _____

10-Mezun olduğunuz lise tipi: (Sadece bir tanesini işaretleyiniz. Eğer aşağıdaki kategorilerin hiçbiri sizin için uygun değilse, okuduğunuz okulun adını “diğer” seçeneğine yazarak belirtiniz.)

Düz Lise _____

Güzel Sanatlar Lisesi _____

Anadolu Öğretmen Lisesi _____

Diğer _____

Süper Lise _____

Özel Fen Lisesi _____

Meslek Lisesi _____

Anadolu Lisesi _____

Fen Lisesi _____

Kolej/Özel Lise _____

11- Üniversiteyi kazanmadan önce de İstanbul’da mı ikâmet ediyordunuz? Evet _____ Hayır _____

12- Bu üniversiteye özel yetenek sınavıyla mı kabul edildiniz? Evet _____ Hayır _____

13- İlk üç tercihiniz de özel üniversite miydi? Evet _____ Hayır _____

B- Aşağıdaki ankete özel bir üniversiteyi tercih etmenize neden olan unsurları yansıtacak şekilde cevap veriniz. Sorulara yanıt verirken aşağıda belirtilen ölçeği kullanınız. Sizin için anlamlı olan rakamı daire içine alınız.

1= Kesinlikle Katılmıyorum

2= Katılmıyorum

3= Kararsızım

4= Katılıyorum

5= Kesinlikle Katılıyorum

		Kesinlikle <u>Katılmıyorum</u>	<u>Katılmıyorum</u>	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Özel bir üniversitede öğrenim görmeyi tercih ettim çünkü						
1.	Üniversite giriş/ özel yetenek (devlet üniversitesi için) sınavından düşük puan aldım.	1	2	3	4	5
2.	Öğrenim görmekte olduğum üniversitenin itibarının iyi olduğunu düşündüm.	1	2	3	4	5
3.	Bu üniversitenin iş sektörüyle bağlantılarının iyi olduğunu düşündüğüm için mezun olduktan sonra kolayca iş bulacağıma inandım.	1	2	3	4	5
4.	Özel bir yüksek öğretim kurumunda okumanın daha kolay olduğunu düşündüm.	1	2	3	4	5
5.	Ailem özel bir üniversitede okumamı daha uygun gördü.	1	2	3	4	5
6.	Bu üniversitenin fiziksel imkânları (spor salonu, bilgisayar lab. sınıf donanımı vb.) daha iyi.	1	2	3	4	5
7.	Benimle benzer sosyo-ekonomik koşullardan gelen öğrencilerle beraber öğrenim görebilmek istedim.	1	2	3	4	5
8.	Bu üniversitenin öğretim kadrosunun daha iyi olduğunu düşündüm.	1	2	3	4	5
9.	İstediğim bölüme devlet üniversitesinde puanım yetmedi.	1	2	3	4	5
10.	Bu üniversitenin bana sunduğu fiziksel imkânlar (spor salonu, bilgisayar lab. sınıf donanımı vb.) tatmin edici.	1	2	3	4	5
11.	Öğrenim görmekte olduğum üniversitenin prestijli bir üniversite olduğunu düşündüm.	1	2	3	4	5
12.	Mezun olduktan sonra daha rahat iş bulabileceğimi düşündüm.	1	2	3	4	5
13.	Devlet üniversitesinde okulu bitirmenin (dersleri geçmenin) daha zor olacağını düşündüm.	1	2	3	4	5
14.	Ailem özel üniversitede okumamın daha iyi olacağını düşündü.	1	2	3	4	5
15.	Üniversiteye giriş /özel yetenek (devlet üniversitesi için) sınavından yeterince yüksek puan <u>alamadım</u> .	1	2	3	4	5
16.	Devlet üniversitesine gidersem uyum sağlayamayacağımı düşündüm.	1	2	3	4	5
17.	Bu üniversitenin öğretim kadrosunun daha deneyimli olduğunu düşündüm.	1	2	3	4	5
18.	Öğrenim görmekte olduğum üniversite kamuoyunda popüler bir okuldur.	1	2	3	4	5

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
	Özel bir üniversitede öğrenim görmeyi tercih ettim çünkü					
19.	Ailem dışında fikirlerine önem verdiğim diğer insanlar özel üniversitede okumamın daha iyi olacağını düşündüler.	1	2	3	4	5
20.	Ancak bu üniversitede başarılı olacağımı düşündüm.	1	2	3	4	5
21.	Mezun olduktan sonra öğrenim gördüğüm üniversitenin bana iş imkânları sağlayacağını düşündüm.	1	2	3	4	5
22.	Özel üniversite ortamına daha rahat uyum sağlayacağımı düşündüm.	1	2	3	4	5
23.	Öğrenim görme imkânları (spor salonu, bilgisayar lab, sınıf donanımı vb.) modern.	1	2	3	4	5
24.	Okuduğum üniversitenin adını sıkça iyi bir şekilde duydum.	1	2	3	4	5
25.	Bu üniversitede daha donanımlı akademisyenler olduğunu düşündüm.	1	2	3	4	5
26.	Ailem dışında önem verdiğim diğer insanlar özel bir üniversitede okumamı daha uygun gördüler.	1	2	3	4	5

Özel bir üniversitede öğrenim görmeyi tercih ettim çünkü

1. Üniversite sınavında bu okula burslu olarak yerleştirildim. Evet___Hayır___
2. Burslu olarak okumamın yanı sıra üniversite bana aylık olarak maddi burs vermekte. Evet___ Hayır___
3. Okuduğum bölüm bir devlet üniversitesinde yok. Evet___ Hayır___

C- Bu üniversitede okumayı tercih etmenize neden olan en önemli 3 nedeni aşağıdaki seçeneklerden seçiniz ve önem sırasına göre numaralayınız.

En önemlisi “1” olacak şekilde

- _____ Fiziksel imkânlar (spor salonu, bilgisayar lab. sınıf donanımı vb.)
- _____ Tam ya da yarı burslu okuyabilme imkânı (Parasız eğitim-Harç ödememe ya da bir miktarını ödeme)
- _____ Maddi destek bursu (Okul tarafından size aylık olarak verilen harçlık, bedava yemek ya da konaklama)
- _____ Prestij
- _____ Kendini özel bir eğitim kurumuna ait hissetmek
- _____ Üniversiteye giriş/özel yetenek sınavından yeterince yüksek puan alamamak
- _____ Alanında uzman akademik kadro
- _____ Daha rahat bir şekilde okuyup mezun olabilmek düşüncesi
- _____ Okumakta olduğum bölümün devlet üniversitesinde olmaması
- _____ Ailemin özel bir üniversitede öğrenim görmemi istemesi
- _____ Ailem dışında benim için önemli olan diğer insanların özel bir üniversitede öğrenim görmemi istemesi
- _____ Üniversitenin iş bağlantıları sayesinde iyi bir iş bulabilme düşüncesi

D- Bu çalışma bağlamında eklemek istediğiniz, sizin için önemli olan başka bir neden varsa lütfen belirtiniz.

Dear participant,

This survey has been prepared in order to serve as a basis for my Master's thesis entitled "Reasons Why Students in Turkey Prefer to Study at Private Universities" at Boğaziçi University, Department of Adult Education.

Your contributions are playing key roles in completion of this study. Since this study was designed to achieve a scientific target, your answers will be used only for this study, they will not be used for any other purposes. Do not write your name on the survey or give away your identity in any other ways.

It is important that you answer each question to the best of your ability indicating only 1 option in order to reach valid and reliable results. Put an (x) next to the option that is the most suitable for you.

If you have questions about this study, you can get in contact with me by my email address "eylulaltunay@yahoo.com". Thank you for your contributions to the study by sparing your precious time.

Tuba Eylül Altunay
Adult Education Master Program

Thesis Advisor
Yrd. Doç. Dr. Fatma Nevra Seggie
Boğaziçi University
Social Sciences

SURVEY: REASONS FOR PREFERRING TO STUDY AT A PRIVATE UNIVERSITY

A- Answer the questions below by putting an (x) next to the correct option or write your answer where necessary.

1- Gender: Male _____ Female _____

2- Age: _____

3- Student status: Scholarship _____ No Scholarship _____

4- Department: _____

5- ÖSYS score: _____

6- How many times did you take the university entrance exam? _____

7- What number preference was you placed? _____

(Note: Fill in both sections below if you and your family shares your tuition expenses.)

8- Your family's annual income in TL (if your family pays for your tuition and other expenses pertaining to your education like allowance etc.)

0, 00 - 10,000 _____
10,001-20,000 _____
20,001-30,000 _____
30,001-40,000 _____
40,001-50,000 _____
50,001-60,000 _____
60,001-70,000 _____
70,001- above _____

Your annual income in TL (if you pay for your tuition and other expenses pertaining to your education on your own).

0,00 - 10,000 _____
10,001-20,000 _____
20,001-30,000 _____
30,001-40,000 _____
40,001-50,000 _____
50,001-60,000 _____
60,001-70,000 _____
70,001- above _____

9- Considering the Turkey's current economic conditions, how can you define your family' socioeconomic status.

Low _____

Middle _____

High _____

10-What type of high school did you graduate from: (Select only one. If none of the options are suitable for you, write the name of your high school in the "other" option.)

State High School _____

Super High School _____

Anatolian High School _____

Fine Arts High School _____

Private Science High School _____

Science High School _____

Anatolian Teacher High School _____

Vocational High School _____

Private High School _____

Other _____

11- Were you living in Istanbul before getting accepted to university? Yes _____ No _____

12- Were you accepted to this university by taking the special skill exam? Yes _____ No _____

13- Were your top three preferences all private universities? Yes _____ No _____

B- Answer the questions below in a way indicating why you preferred to attend a private university Use the scale below while answering the questions. Circle the number which is the most relevant to you.

1= Strongly Disagree
 2= Disagree
 3= Undecided
 4= Agree
 5= Strongly Agree

		Strongly Disagree	<u>Disagree</u>	Undecided	Agree	Strongly Agree
I chose to study at a private university because						
1.	I scored low on the university entrance/special talent exam. (for state universities)	1	2	3	4	5
2.	I felt that the university I am currently attending had a good reputation.	1	2	3	4	5
3.	I believed that this university's connections to the business sector are solid and therefore I would be able to find work easily after graduating.	1	2	3	4	5
4.	I thought that studying at a private university would be easier.	1	2	3	4	5
5.	My family thought that it is more suitable for me to study at a private university.	1	2	3	4	5
6.	This university's facilities (gymnasium, computer lab, classroom set-up, etc.) are better.	1	2	3	4	5
7.	I wanted to study with other students from a similar socio-economic background to myself.	1	2	3	4	5
8.	I thought that the teaching staff at this university would be better.	1	2	3	4	5
9.	My exam score wasn't high enough to gain entrance into the department of my choice at a state university.	1	2	3	4	5
10.	This university's facilities (gymnasium, computer lab, classroom set-up, etc.) are satisfactory.	1	2	3	4	5
11.	I felt that the school that I am currently attending is prestigious.	1	2	3	4	5
12.	I thought I could find job more easily after graduating from this school.	1	2	3	4	5
13.	I thought that graduating from (passing all my classes) at a state university would be more difficult.	1	2	3	4	5
14.	My family thought that a private university would be a better choice for me.	1	2	3	4	5
15.	I <u>couldn't</u> score high enough in the university entrance/special talent exam. (for state universities)	1	2	3	4	5
16.	I felt that I <u>couldn't</u> adapt to a state university.	1	2	3	4	5
17.	I felt that this university's teaching staff would be more experienced.	1	2	3	4	5
18.	The university I am currently attending is popular in the public eye.	1	2	3	4	5

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I chose to study at a private university because						
19.	People whose opinions I value outside of my family thought that attending a private university would be better for me	1	2	3	4	5
20.	I thought that this was the only university at which I would be successful.	1	2	3	4	5
21.	I thought that the university I am attending would provide working opportunities for me after graduation.	1	2	3	4	5
22.	I thought that I would adapt to the atmosphere of a private university more easily.	1	2	3	4	5
23.	The facilities (gymnasium, computer lab, classroom set-up, etc.) are modern.	1	2	3	4	5
24.	I frequently heard good things about the university I am currently attending.	1	2	3	4	5
25.	I believed that there were well rounded academicians at this university.	1	2	3	4	5
26.	People whose opinions I value outside of my family thought that it would be more suitable for me to study at a private university.	1	2	3	4	5

I chose to study at a private university because:

1. I was placed in this university with a scholarship based on my university entrance exam results.
Yes___ No___
2. In addition to my scholarship, the school also gave me a financial aid grant. Yes___ No___
3. State universities do not offer the program I am enrolled in. Yes___ No___

C- Indicate your top 3 reasons why you chose to study at this university from the choices below and number them in order of importance. (1 = the most important).

- _____ Facilities (gymnasium, computer lab, classroom set-up, etc.)
- _____ Full or semi-tuition scholarship opportunities (not paying any tuition or paying partially)
- _____ Financial aid grant (the money given to you monthly, free food or free accommodation)
- _____ Prestige
- _____ To feel like you belong to a private institution
- _____ Low score on the university entrance exam/special skills exam
- _____ Academicians with excellent credentials in their fields
- _____ The idea that studying and graduating will be easier
- _____ State universities do not offer the program in which I am enrolled
- _____ That my family wanted me to study at a private university
- _____ That people whose opinions I value outside of my family want me to study at a private university
- _____ The idea that this university's business connections will enable me to find a good job upon graduation

D- In the context of this study please state if you have any other reasons that are important to you apart from the ones stated above.

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