



STUDENTS' SATISFACTION LEVELS OF TURKISH TEACHING PROGRAM AND SERVICES PROVIDED IN THIS PROGRAM IN TURKISH TEACHING DEPARTMENT AT ÇUKUROVA UNIVERSITY

(ÇUKUROVA ÜNİVERSİTESİ TÜRKÇE ÖĞRETMENLİĞİ BÖLÜMÜNDE OKUYAN ÖĞRENCİLERİN TÜRKÇE ÖĞRETMENLİĞİ PROGRAMI VE PROGRAM DÂHİLİNDE SUNULAN HİZMETLER KONUSUNDAKİ MEMNUNİYET DÜZEYLERİ)¹

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ABSTRACT

Today, the perceptions and expectations of university students about the programs they attend are important when the aims of the universities are considered. In this sense, it is necessary for all the universities in Turkey to develop some plans by determining certain priorities which will satisfy university students and also take their expectations into consideration. It is possible to reach a required level of education by focusing on the subjects such as quality, satisfaction and performance. In this study, it was aimed to determine the satisfaction level of the students attending in Turkish Teaching Department at Çukurova University about the services, lessons and the instructors. This study was designed using a descriptive survey model. 106 teacher candidates in the 2nd, 3rd and 4th grades of Turkish Teaching Department at Çukurova University participated in the study. 'A Satisfaction Survey for Turkish Teaching Candidates' was administered as data collection tool. Descriptive statistics were used in the analysis of the data. Satisfaction levels of the participants in Turkish Teaching program were examined in three dimensions in terms of teaching programs, lessons, lecturers, services and facilities. It was found that satisfaction levels of the students were, in general, low or medium. Considering the results of the study, the realities of the country and the students' expectations should be taken into consideration and emphasized while a teaching program is prepared. The results may contribute to the preparation of new Turkish Teaching programs and to the researchers who aim to conduct research about similar issues.

Keywords: Turkish education, satisfaction level, Turkish teacher candidates

ÖZET

Günümüzde üniversite öğrencilerinin öğrenim gördükleri programla ilgili algıları ve beklentileri üniversitelerin varlık amaçları açısından değerlendirildiğinde önemlidir. Bu açıdan ülke genelindeki bütün üniversitelerin öğrencilerini memnun edecek öncelikleri belirleyerek planlama yapması, onların beklentilerini dikkate alması gerekir. İstenilen düzeyde bir eğitim seviyesine ulaşmak kalite, memnuniyet, performans gibi konulara odaklanmayla mümkündür. Bu çalışmada Çukurova Üniversitesi Türkçe Öğretmenliği ana bilim dalında okuyan öğrencilerin Türkçe Öğretmenliği programı ve bu program dâhilinde sunulan hizmetler, verilen dersler, öğretim elemanları hakkındaki memnuniyet düzeylerinin belirlenmesi amaçlanmıştır. Çalışma betimsel tekil tarama modelinde bir araştırmadır. Araştırmaya Çukurova Üniversitesi Türkçe Öğretmenliği ana bilim dalında 2, 3 ve 4. sınıflarda eğitim gören 106 öğretmen adayı katılmıştır. Tarama niteliğinde bir model kullanılarak gerçekleştirilen araştırmada veri toplama aracı olarak "Türkçe Öğretmeni Adayları Memnuniyet Anketi" kullanılmış olup veri analizinde, betimsel istatistiklerden yararlanılmıştır. Çalışmada Türkçe Öğretmenliği programında okuyan öğrencilerin memnuniyet düzeyleri; öğretim programı, dersler, öğretim elemanları, hizmet ve imkânlar açısından üç boyutta incelenmiştir. Genel anlamda öğrencilerin memnuniyet düzeylerinin orta ve düşük düzeyde olduğu görülmüştür. Bu çalışmanın sonuçlarıyla bir öğretim

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programı hazırlanırken öğrenci düzeylerinin, ülke gerçeklerinin ve öğrencilerin beklentilerinin göz önünde bulundurulmasına vurgu yapılmıştır. Çalışmanın sonucunda çıkan bulguların yeni Türkçe Öğretmenliği programlarının hazırlanmasına yardımcı olacağı gibi, benzer konularda araştırma yapmak isteyen akademisyenlere de katkı sağlayacağı öngörülmektedir.

Anahtar Sözcükler: Türkçe eğitimi, memnuniyet düzeyi, Türkçe öğretmeni adayı.

INTRODUCTION

The dizzying speed of technology makes up a competition in many fields. One of the fields is the education sector. The way to increase the quality in education depends on satisfying the students. Because, it was proved that there is a positive correlation between service quality in education and satisfaction (Okumuş and Duygun; 2008; Wei and Ramalu, 2011). The improvement of education and teaching programs are important in terms of development and progression of society and providing society with acquiring qualified, conscious and self-confident workforce. Apart from increasing the number of educational institutions, its quality should also be increased. Reaching a required level of education is possible through focusing on the issues such as quality, satisfaction and performance. However, since educational services are planned one sided and because of the evaluations of the students, some problems could appear in reaching the required level. The satisfaction of the students with the available services can be accepted as important priori for the planning of the activities in order to prevent such kind of problems to emerge. Student satisfaction is described as students' subjective and positive evaluations about various experiences and outputs for university education (Oliver, 1989). Thus, notably the education faculties try to regulate educational quality and to offer various activities in order to increase student satisfaction. Many educational institutions, open to innovations, restructure themselves in accordance with the students' views to provide student satisfaction. According to their philosophy, all the things in education are for the students' satisfaction.

Student satisfaction is one of the important indications for the quality of undergraduate education. The students whose satisfaction level is on a high level about the possibilities provided by the universities attend their school regularly and have higher level of graduation points (Student Life Studies, 1999). Students' satisfaction will increase as long as their needs such as interest, expectations and necessities are met (Erdoğan and Uşak, 2005). Elliot and Shin (2002), argue that if student satisfaction, expectations and demands are taken into consideration, this will contribute multiple possibilities for these institutions. In this respect, universities should review their objectives and visions and provide student satisfaction, thus restructuring their own institutions. Teaching and learning environments which have been prepared in line with the students' individual, professional, social, emotional and democratic needs increase the degree of student satisfaction. Regulating the educational institutions and activities as intentional, planned, regular and far from the excursiveness makes the system effective and successful, besides it will increase the level of student satisfaction (Oğuz, 2002). Consequently, as the educational activities becomes qualified, they will help to grow qualified individuals (Erdoğan and Uşak, 2005: 36). According to the study of Feldman and

Newcomb (1969), it was concluded that students show great alterations and improvements in university years. During those years, students spend most of their time with their friends or instructors in the campuses. In this way, Wilson and Gaff (1975) and Lampert (1993) argue that academic groups in universities and instructors have a large effect on student satisfaction.

Studying into student satisfaction is significant in many ways. First of all, student satisfaction is a dynamic concept which shows differences in accordance with changing situations and conditions such as the increase in number of the students in time, the change in their profiles, diversification of the services for the students and improvements of new teaching methods (Mustafa et.al. 2012). Many studies in and abroad were performed about student satisfaction. However, no study was come across towards the students in Turkish teaching. The studies of available student satisfaction reveal what the students expect from the education. In these studies, the students in general have “middle” or “good” level of satisfaction (Ceylan and Demirkaya, 2006; Kaya and Engin, 2007; Uzgören and Uzgören, 2007; Açıkan and Saydan, 2009; Şahin, 2009; Demirtaş and Kahveci, 2010; Ulusoy et. al, 2010; Haliloğlu Tatlı, Kokoç and Karal, 2011; Şara and Kocabaş, 2012; Özçakır Sümen and Çağlayan, 2013). In most of the studies conducted, the correlation between students’ qualifications and student satisfaction was analysed (Helmich, 1999; Wiers-Jenssen, Stensaker and Groggaard, 2002; Denson, Loveday and Dalton, 2010; Mooney, 2010). In this study which intends to reveal the student satisfaction level, the problem sentence is as such: “What are the opinions/satisfaction levels of the students in the department of Turkish teaching at Çukurova University about Turkish teaching program and the services included in the program?”

Purpose

In this study, it was intended to determine the satisfaction levels of the students, who studied in the department of Turkish teaching at Çukurova University, about Turkish teaching program, the services offered in the program, the classes given and teaching instructors. When the results of this study and such are taken into consideration, it is noticed that while a program for Turkish teaching is being prepared, students’ expectations, the realities in the country and the ideals of the society should be taken into account. It is expected that the findings to reveal at the end of the study could contribute to the preparation of Turkish teaching programs.

METHOD

This study is a descriptive study based on the single screening model. Screening model is an approach which aims to describe a past or existing situation as it is (Karasar, 2008: 7-81). The model which is conducted in order to determine the type or number of variables one by one is called as single screening model. In such an approach, the variables about a situation, an event, matter, individual, group, institution, topic etc. are separately described.

Samples

The study group consists of the students studying in the grade 2. 3. 4. classes in the department of Turkish teaching in Çukurova University in 2015-2016 education year. Of the second-grade students, 38, third grade 41, fourth grade 27 and totally 106 students participated into the study.

Data Collection Tool

In the study, a Satisfaction Survey for the students in the department of Turkish teaching was used. This survey was adapted from the “Satisfaction Survey for the Candidates of Class Teacher” developed Ceylan and Demirkaya (2006). The survey was analysed by 2 expert teachers in the field of Turkish Education and Educational Sciences for the reliability work. From these analysis, some articles found inappropriate were removed from the survey. In accordance with the experts’ opinions and recommendations, some regulations were made in the survey. According to the reliability analysis for the survey, the value of Cronbach alpha was .92. The educational period is a process that is not only limited for academic teaching, it also includes in the education program, academic counselling and guidance. Therefore, determining the students’ views about the education process should also include all these aspects (Dolmans, Wolfhagen and Scherpier, 2003: 212). That’s why, the scale making up 52 articles and 3 dimensions in total which are instructors, services and possibilities was developed as five point likert type.

Limitations

The study is limited with 106 students in the department of Turkish teaching at Çukurova University.

Data Analysis

The data obtained by means of survey from 106 students in the department of Turkish teaching was assessed in terms of the values of arithmetic mean (\bar{x}), frequency (f) and per cent (%). On the other hand, it was made attempt to determine on which level the expectations and needs of teacher candidates of Turkish would be responded.

FINDINGS

Table 1. The Opinions of Teacher Candidates about the program of Turkish teaching and the classes

The dimension of teaching Program Survey Codes	ANSWER CHOICES										— X
	I strongly Disagree		I disagree		I don't know		I agree		I strongly agree		
	f	%	f	%	f	%	f	%	f	%	
1. The number of compulsory lessons is enough.	3	2.8	10	9.4	7	6.6	59	55.7	27	25.5	3.91
2. The content of compulsory lessons is suitable with the purpose of the program.	8	7.5	20	18.9	27	25.5	44	41.5	7	6.6	3.20
3. The number of compulsory lessons is not enough	19	17.9	34	32.1	17	16.0	28	26.4	8	7.5	2.73
4. The content of compulsory lessons is not suitable with the purpose of the program.	8	7.5	28	26.4	25	23.6	36	34.0	9	8.5	3.09
5. The variety of lessons in the program is satisfying.	13	12.3	44	41.5	20	18.9	25	23.6	4	3.8	2.65
6. The content and the order of the lessons are given in a specific system.	8	7.5	20	18.9	15	14.2	47	44.3	16	15.1	3.40
7. The method and techniques used in lessons are not satisfying for the program.	20	18.9	46	43.4	15	14.2	21	19.8	4	3.8	2.46
8. Group-works in the lessons are carried out effectively.	16	15.1	43	40.6	16	15.1	25	23.6	6	5.7	2.64
9. Teaching materials are effectively used in the lessons.	19	17.9	46	43.4	25	23.6	12	11.3	4	3.8	2.39
10. The teaching program needs to be updated.	0	0	4	3.8	14	13.2	55	51.9	33	31.1	4.10
11. Teaching program prepares students for the life.	20	18.9	28	26.4	21	19.8	30	28.3	7	6.6	2.77
12. The website of the department provides satisfactory information about the program.	20	18.9	40	37.7	26	24.5	17	16.0	3	2.8	2.46
13. The content of the lessons are designed on a level to take my attraction.	15	14.2	34	32.1	35	33.0	19	17.9	3	2.8	2.63
14. The duration given for the lessons is not enough.	6	5.7	12	11.3	8	7.5	55	51.9	25	23.6	3.76
15. The lessons make contribution to critical thinking skill.	9	8.5	22	20.8	19	17.9	47	44.3	9	8.5	3.23

16. The lessons do not contribute to problem solving skill.	10	9.4	25	23.6	14	13.2	52	49.1	5	4.7	3.16
17. The lessons make contribution to be respectful against different views.	6	5.7	11	10.4	22	20.8	56	52.8	11	10.4	3.51
18. The lessons make contribution to use the time effectively.	8	7.5	28	26.4	21	19.8	39	36.8	10	9.4	3.14
19. The lessons make contribution to independent study skill.	4	3.8	23	21.7	18	17.0	51	48.1	10	9.4	3.37
20. The lessons contribute for written and oral communication skill.	4	3.8	17	16.0	12	11.3	55	51.9	18	17.0	3.62
21. The lessons are not adequate in theory.	16	15.1	17	16.0	24	22.6	41	38.7	8	7.5	3.07
22. The variety of the lessons given inside of the program are satisfactory.	13	12.3	34	32.1	27	25.5	27	25.5	5	4.7	2.78
23. I do not want to make post-graduate education in this department.	14	13.2	14	13.2	20	18.9	31	29.2	27	25.5	3.40
24. The lessons allow to make practise.	14	13.2	30	28.3	22	20.8	32	30.2	8	7.5	2.90

When the opinions of the students in the department of Turkish teaching about teaching program and the classes are studied, the overall mean of survey codes is ($\bar{x}=2.89$) in table 1. According to this rate, it could be thought that the expectations of the students tuned out to be in “middle” level.

As seen in table 1, the students gave the highest point to the 10th code with the average point ($\bar{x}=4.10$). Of the students, 83 % said “they agreed” for the statement “The teaching program needs to be updated”, 3.8 % said “they disagreed” and 13.2 % said “they didn’t know”. As far as the rates are concerned, the students thought that the programs of Turkish teaching should be changed and updated.

In this dimension, the 9th code exhibits the lowest mean ($\bar{x}=2.39$). 15.1 % of the students said “they agreed” for the statement: “Teaching materials are effectively used in the lessons.”, whereas 61.3 % said they disagreed and 23.6 % said “they didn’t know”. As can be understood from this point, the students were of the opinion that teaching materials were not used effectively. In order to cope with the issue, some changes could be recommended such as improving physical environment, providing proper teaching materials and giving in service training courses in order to use these materials relevantly.

Table 2. The opinions of candidate teachers about the instructors in the department of Turkish teaching.

The dimension of teaching Program Survey codes	ANSWER CHOICES										\bar{X}
	I Strongly Disagree		I Disagree		I don't Know		I Agree		I strongly Agree		
	f	%	f	%	f	%	f	%	f	%	
1. I can reach the instructors in the department when I need them.	8	7.5	14	13.2	9	8.5	57	53.8	18	17.0	3.59
2. The instructors in the department give satisfactory support in my planning the assignments.	8	7.5	19	17.9	29	27.4	42	39.6	8	7.5	3.21
3. The instructors in the department give feedback in time for the assignments I prepare.	11	10.4	24	22.6	23	21.7	41	38.7	7	6.6	3.08
4. The instructors in the department give satisfactory support for my problems.	6	5.7	25	23.6	18	17.0	47	44.3	10	9.4	3.28
5. The instructors in the department begin the lessons in time.	20	18.9	31	29.2	19	17.9	29	27.4	7	6.6	2.73
6. The instructors in the department finish the lessons in time.	19	17.9	28	26.4	17	16.0	34	32.1	8	7.5	2.84
7. The instructors in the department fairly encourage me to attend the class.	17	16.0	27	25.5	22	20.8	32	30.2	8	7.5	2.87
8. The instructors in the department can use the teaching method and techniques effectively	9	8.5	31	29.2	35	33.0	24	22.6	7	6.6	2.89
9. The instructors in the department make up an academic class environment.	12	11.3	23	21.7	34	32.1	29	27.4	8	7.5	2.98
10. The instructors in the department does not provide an academic class environment.	11	10.4	14	13.2	14	13.2	48	45.3	19	17.9	3.47
11. The instructors in the department give satisfactory information about the program at the start of the year.	6	5.7	21	19.8	16	15.1	52	49.1	11	10.4	3.38
12. The instructors in the department don't care about individual differences of the students while teaching.	10	9.4	23	21.7	19	17.9	46	43.4	8	7.5	3.17
13. The instructors in the department share the innovations and improvements in the field with the students.	10	9.4	11	10.4	12	11.3	60	56.6	13	12.3	3.51

14. The instructors in the department encourage students for social and cultural activities.	14	13.2	22	20.8	14	13.2	42	39.6	14	13.2	3.18
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As a result of the evaluation of the students' views about the instructors in the department, the overall arithmetic mean is ($x=2.83$). According to this mean, it could be said that the expectations of the students turned out to be in "middle" level.

When table 2 was assessed, the students gave the highest rate for the 1st code ($x=3.59$) within 1-14 survey codes in which the options about the instructors in the department were evaluated. 70.8 % of the students said "they agreed" for the statement "I can reach the instructors in the department when I need them." And 20.7% said "they disagreed". However, 8.5% of the students said "they didn't know" about the code. According to these rates, the students could easily reach to the instructors in terms of their needs, wishes and demands.

The lowest point in this dimension is the 5th code ($x=2.73$). 34 % of the students said "they agreed" for the statement "The instructors in the department begin the lessons in time." and 47.1 % said they disagreed. Of the students, 17.9% said "they didn't know". As can be understood from this point, the students mostly complained about the instructor's starting late for the lessons.

Table 3. The opinions of candidate teachers about the services in the department of Turkish teaching.

The dimension of teaching Program Survey Codes	ANSWER CHOICE										\bar{X}
	I strongly Disagree		I disagree		I don't know		I agree		I strongly agree		
	f	%	f	%	f	%	f	%	f	%	
1. The computer and internet services provided by the department are satisfactory.	51	48.1	38	35.8	6	5.7	5	4.7	6	5.7	1.83
2. The library facilities in the department are satisfactory.	19	17.9	27	25.5	22	20.8	33	31.1	5	4.7	2.79
3. The communication facilities in the department are satisfactory.	20	18.9	33	31.1	31	29.2	18	17.0	4	3.8	2.55
4. The places allocated for studying in the department are sufficient.	29	27.4	38	35.8	13	12.3	20	18.9	6	5.7	2.39
5. The counselling service given by the department is not satisfactory.	18	17.0	27	25.5	24	22.6	29	27.4	8	7.5	2.83
6. The security service in the department is satisfactory.	13	12.3	29	27.4	23	21.7	36	34.0	5	4.7	2.91
7. The cultural and artistic programs organized by the department are satisfactory.	27	25.5	31	29.2	16	15.1	26	24.5	6	5.7	2.55

8. The panel of the department is sufficient as an information source.	20	18.9	42	39.6	19	17.9	24	22.6	1	0.9	2.47
9. The transportation services provided for going to and returning from the department are sufficient.	20	18.9	19	17.9	10	9.4	48	45.3	9	8.5	3.06
10. The technological facilities apart from the internet and computer are satisfactory.	37	34.9	42	39.6	18	17.0	6	5.7	3	2.8	2.01
11. The classes allocated according to the number of the students are big enough.	27	25.5	23	21.7	13	12.3	34	32.1	9	8.5	2.76
12. The classes where the lessons are performed are physically satisfactory.	49	46.2	35	33.0	8	7.5	5	4.7	9	8.5	1.96
13. The library of the department is satisfactory in terms of utility.	21	19.8	32	30.2	22	20.8	26	24.5	5	4.7	2.64
14. The facilities for the disabled students in the department are satisfactory.	27	25.5	17	16.0	36	34.0	16	15.1	10	9.4	2.66

As a result of the assessments of the students about the services/facilities in the department of Turkish teaching, the overall arithmetic mean is ($x=3.46$). According to this mean, it could be said that the expectations of the students turned out to be in “low” level.

The students gave the highest rate ($x=3.6$) for the 9th code. 53.8 % of the students said “they agreed” for the statement “The transportation services provided for going to and returning from the department are sufficient.”, but 36.8 % said “they disagreed”. A group of 9.4 % chose to say “they didn’t know”.

The lowest rate ($x=1.83$) in table 3 was given for the 1st code. 10.4 % of the students said “they agreed” for the statement “The computer and internet services provided by the department are satisfactory.”, 83.9 % of the students said “they disagreed” and 5.7 % said “they didn’t know”. According to this result, it was revealed that the students were not satisfied with the computers and internet services in the department.

DISCUSSION AND CONCLUSION

As a necessity for modern education, the quality of education faculties should be increased. And this is possible with the improvement of faculties and departments themselves. The programs close to changes and improvements are going to lose their attraction in a short time. As in different institutions, student satisfaction should be increased in order that education faculties could become among one of the preferred institutions. In recent times, education faculties have gone through a restructure process and various changes have been made within the faculties. These changes show variety ranging from the universities’ own instructors to the facilities provided. Now that the opinions of teacher candidates about the

changes within the university and the facilities provided for the students were taken and because it was determined whether the students were satisfied with this situation, all of these data would provide department managers, deans and many authorized people with taking place in decision making process with some ideas. Besides, in accordance with the opinions of teacher candidates, the departments, the faculties even the universities could make some changes with mission and vision studies and they could take some precautions to increase the student satisfaction (Erdoğan and Uşak, 2005: 37-38). In this study, the satisfaction level of the students in the department of Turkish teaching is studied with three dimensions; teaching program and classes, instructors, services and facilities. In general meaning, it was observed that the satisfaction level of the students was “low” or “middle”.

When we studied the dimensions of satisfaction levels separately, it was noticed that majority of the students agreed that the teaching programs should be updated. Since the quality of the education depends on the quality of the program, the educators should invariably control their programs and adjust it to the conditions of our time (Demirel, 2004, 6-7). Secondly, the students thought that the number of compulsory lessons were sufficient. Likewise, more than half the students agreed that the teaching materials were not used effectively in the classes in terms of teaching program and the lessons. It can be thought that the basic reasons of these negative situations are caused by the physical conditions of education faculties and the number of the students leads to some difficulties in using materials. In this respect, the technological materials in particular should be checked up and renewed. Besides, audio-visual materials and coursebooks in the department of Turkish teaching need to be increased. The students also pointed out that the website of the department didn't provide enough information about the program. In this context, the website in which the department is introduced should be improved, expanded and needs to give more information about the department.

When we analysed the opinions about the instructors, the majority of the students stated they could reach the instructors whenever they wanted. This shows that the communication between the teacher and the students are positive. Also, in a similar study made with the class teachers, it was deduced that teacher candidates could easily reach their instructors. In the study, it was determined that the most satisfying aspect for candidates of class teachers in maintaining their education was to communicate with the instructors (Ceylan and Demirkaya, 2006:158). According to Clark, Walker and Keith (2002: 831) the students meeting with the instructors out of the lessons thought that this communication encouraged themselves to consider more about their future careers, increased their satisfaction levels for their educational experiences and provided some acquisitions about their intellectual improvements. In another study conducted on the students in the department of teaching automotive in technical education faculty, they mostly rated ($x = 3.36$) for the statement “the instructors could easily make communication with the students” (Okay, Özdemir and Semiz, 2010: 215). A good academic counselling has a positive and significant effect on a student's academic performance and professional satisfaction about his/her experience in the university (Ramos, 1993:

66). The positive relationship/communication between the instructors and the students contribute to the students' professional satisfaction. However, the most common student complaints about the issue of instructors is that in general the instructors don't start the lessons on time. Though the differences between positive and negative thinking on this issue are not so big, a group of 41% stated their dissatisfaction about the problem that the instructors don't start on time. Also, a group of students with a close rate complained that the instructors didn't finish the lessons on time. One of the intriguing results of the survey is that there is a common view that not a democratic environment exists in the lessons of the instructors. This leads to a doubt that the instructors exhibit different attitude in and out of the lesson. In a similar study, candidate teachers said that a democratic environment couldn't be made up in most part of the lessons. Many candidate teachers interviewed themselves on this problem stated that the instructors made speeches about democratic classroom management in classroom management lessons and other classes, but the same instructors did not put these into practise (Ceylan and Demirkaya, 2006)

About the services and facilities offered, the students said they had no problem when they go in and return from the department and in the transportation in general and they stated their satisfaction about this issue. The students also declared that they were satisfied with the security services in the department. However, they stated adverse option about computers and internet services in the department. When we studied the reasons for these adverse opinions, it turned out that the students didn't have a strong background in taking internet service and common areas of computer usage remained insufficient. The students told that they couldn't benefit enough from the technological facilities apart from the computer and internet services. Even though they declared a general dissatisfaction about benefitting from all technological facilities as well as computer and internet services, it is really intriguing that they said the physical situation of the classes were satisfying.

In higher education institutions, recognizing student satisfaction about the services given and based on this determining their needs and expectations and trying to meet the needs will contribute to attain and maintain the quality (Okay, Özdemir and Semiz, 2010: 222). Consequently, it is important to increase the educacitonal quality by making regulations towards increasing the students' satisfaction levels. However, it is known that each year the students' expectations and satisfaction levels change depending on the changing economical and social conditions. Therefore, meeting the expactations will influence student satisfaction in positive way.

As a result of the study, it is possible to make some recommendations for Turkish teaching program which makes up our sampling. These are as follows:

1. Some planning like improving the physical conditions or developing programs could be made to increase student satisfaction.

2. Differences and similarities can be determined by making activities on satisfaction level between different branches and departments in different studies.
3. A similar study needs to be conducted towards the instructors teaching in the department, so that it will be possible to consider about a different aspect of the term "satisfaction" in the department.
4. Changing and updating the program of Turkish teaching in accordance with the requirements of today will increase student satisfaction.
5. Performing the lessons in a democratic environment will provide a more liberal understanding.

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