



12th-Grade Students' Opinions About Abolition Of Threshold Score In The Process Of Entering University

Nuray Özge Sağbaşı^{1,a}, Fatih Türk^{1,b}, Levent Özil^{1,c}, S. Tunay Kamer^{2,d,*}

¹Ministry of National Education, Ankara, Türkiye

²Faculty of Education, Kastamonu University, Kastamonu, Türkiye

*Corresponding author

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ABSTRACT

This study aimed to determine how the abolition of the threshold scores at university entrance affected the views of 12th-grade students who were going to take the university exam. In this study, which was carried out based on the qualitative research approach, the phenomenological research design was taken as the basis. Students' opinions were obtained through a semi-structured interview form. The results showed that, under the theme of how the abolishing of the threshold score affects the working performance of the participants, on the basis of school types; my motivation increased (FL), it did not affect (FL, AL), it affected me badly (AL), I continue to work at the same speed and pace (AHL), it kept me motivated (MTAL), my work performance did not change (MTAL), my work performance lowered (MTAL) were the answer by the participants. Under the theme of how it affects mood, on the basis of school types; it did not affect my mood (FL, AL), I became more ambitious (FL), it would have been better not to be removed (FL), undeserving ones will also enter university (AL), my belief in success increased (AHL), my anxiety state disappeared (AHL, MTAL) were among the answers as stated by the participants. Moreover the following answers were reported by the participants: on the basis of school types; it has no positive effect for me (FL, AL, ECHR), it has a positive effect for me (EiHL), I will be placed in an educational institution at my own level (MTAL). Finally under theme whether it has negative effects or not, on the basis of school types; following answers were given by the participants: "there were no negative effects (FL, AL, AHHL, MTAL)", "those who do not deserve will enter the university (AL)", "the success score of universities will decrease (AHL)", there is no distinction between deserving and undeserving people (MTAL), it reduced my will to work (MTAL)."

Keywords: Threshold, 12th-grade students, university entrance process.

Üniversiteye Girişte Baraj Puanlarının Kaldırılmasına Yönelik 12. Sınıf Öğrencilerinin Görüşleri

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Öz

Bu çalışmada, üniversiteye girişte baraj puanlarının kaldırılmasının 12. sınıfta öğrenim gören ve üniversite sınavına girecek öğrencilerin görüşlerini nasıl etkilediğini belirlemek amaçlanmıştır. Nitel araştırma yaklaşımına dayalı olarak yürütülen bu çalışmada olgubilim araştırma deseni esas alınmıştır. Yarı yapılandırılmış görüşme formu aracılığıyla öğrencilerin görüşleri alınmıştır. Elde edilen verilere göre baraj puanının kaldırılmasının katılımcıların çalışma performansını nasıl etkilediğine ait tema altında katılımcılar okul türleri bazında; motivasyonum arttı (FL), etkilemedi (FL, AL), çok kötü etkiledi (AL), aynı hız ve tempoda çalışmaya devam ediyorum (AiHL), motive olmamı sağladı (MTAL), çalışma performansında değişen bir şey olmadı (MTAL), çalışma performansımı düşürdü (MTAL) şeklinde, duygu durumunu nasıl etkilediği teması altında katılımcılar okul türleri bazında; duygu durumumu etkilemedi (FL, AL), daha da hırslandım (FL), kaldırılmaması daha iyi olurdu (FL), hak etmeyenler de üniversiteye girecek (AL), başarmaya yönelik inancım arttı (AiHL), kaygı durumum ortadan kalktı (AiHL, MTAL) yönünde, katılımcılara olumlu etkileri olup olmadığı teması altında katılımcılar okul türleri bazında; benim açımdan olumlu etkisi yok (FL, AL, AiHL), benim açımdan olumlu etkisi var (AiHL), kendi düzeyimde bir eğitim kurumuna yerleşeceğim (MTAL) şeklinde, olumsuz etkileri olup olmadığına yönelik tema altında katılımcılar okul türleri bazında; olumsuz etkileri olmadı (FL, AL, AiHL, MTAL), hak etmeyenler de üniversiteye girecek (AL), üniversitelerin başarı puanını düşecek (AiHL), hak eden ile hak etmeyen kişilerin ayrımı yok (MTAL), çalışma isteğimi düşürdü (MTAL) yönünde görüş belirtmişlerdir.

Anahtar Kelimeler: Baraj, 12. sınıf öğrencileri, üniversiteye giriş süreci

^a nurayozgesagbas@hotmail.com

^b <https://orcid.org/0000-0003-2630-8620>

^c fatihurk66@gmail.com

^d <https://orcid.org/0000-0001-5307-6058>

^c levent3738@hotmail.com

^d <https://orcid.org/0000-0001-6996-2150>

^d tunaykamer@gmail.com

^d <https://orcid.org/0000-0002-1504-1273>

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Introduction

Competing in a global information age requires a skilled workforce where many employees have knowledge of economic skills acquired through education beyond high school education (Duderstadt, 2000). The basis for improved educational attainment is developing students for post-secondary education by developing their “university preparation” skills (Somerville & Yi, 2002). The effectiveness of post-secondary education is further enhanced when college-going students develop the academic skills that prepare them to succeed. Moreover, since many jobs that don't require post-secondary education still require skills equivalent to those needed for college, measuring college readiness is essential for all students, not just for those planning to attend college (Cohen, 2004).

University education consists of programs that provide vocational education for two to three years, covering post-high school education, and higher education programs ranging from four to six years (Gölpek & Uğurlugelen, 2013). According to OECD data, 220 million students are enrolled in universities in the world and this number corresponds to 37% of the number of students who should be registered (OECD, 2022). Countries apply screening and selection exams to identify students who want to study at a higher education level. These exams are also held to provide education by selecting the most qualified students because universities have limited quotas (Gölpek & Uğurlugelen, 2013). When the university entrance systems in the world are examined, it is seen that there are applications for (i) placement with exam results, (ii) student acceptance with social aspects, (iii) student placement based on courses, (iv) placement taking into account the matriculation exam results, (v) placement without exam. With the result of the central exam in Spain, China, Russia, Japan, Chile, and Iran; in the United States, with the evaluation of the social aspect of the student and the student-based filing system; based on course-based placement in England; with a matriculation exam in Germany, Finland, the Netherlands, and Australia; In Canada and Norway, student selection is made by placement without examination (Küçükcan & Gür, 2009).

When Turkey's transition to higher education practices is examined as a whole, it is seen that universities and colleges applied different methods before 1960. While faculties and colleges with suitable quotas accepted students without examination, faculties and colleges that faced demand exceeding the quota took into account the criteria suitable for their conditions. High school maturity or high school graduation exam grade, high school graduation from the science or literature branch, the order of application and the scores obtained from the exams conducted by some faculties were among these criteria (Toker, 1997).

Since the number of applications exceeded their quotas, faculties after the 1960s (i) accepted as many

candidates as needed in the order of application, (ii) accepted high school science or literature graduates considering the quality of the education provided at the faculty, (iii) accepted applicants graduated from high school. They applied the process of selecting their candidates by taking students according to this order. With the increase in high school graduates and the right to apply to higher education for high school graduates, the student selection methods applied by the faculties remained insufficient; faculties have started to apply for entrance exams in line with their purposes. In the 1961-1962 academic year, a student selection exam was held at the Faculty of Political Sciences of Ankara University (Eşme, 2014), and as of 1964, some universities first started to organize entrance exams for the admission of candidates to their universities; Afterwards, some universities decided to act together. However, the increase in the number of candidates necessitated the use of informatics-based methods and tools in (i) preparation of multi-question and objective tests in exams, (ii) application, (iii) scoring, (iv) selection and placement, (v) reporting the results. In 1974, the Interuniversity Board decided to hold the university entrance exams from a single center and the Interuniversity Student Selection and Placement Center (ÜSYM) was established on 19 November 1974. Student selection and placement procedures at universities were carried out by this center until 1981. ÜSYM was transformed into a sub-organization of the Higher Education Council under the name of Student Selection and Placement Center (ÖSYM) in 1981 with the 10th and 45th articles of the Higher Education Law No. 2547 (Arslan, 2004; Gölpek and Uğurlugelen, 2013; Eşme, 2014; ÖSYM, 2022). Since this date, placing students in universities has been carried out according to the central exams held by ÖSYM.

Towards the end of the twentieth century, (i) globalization, (ii) technological developments, (iii) communication, (iv) an increase in information level and (v) an increase in transportation opportunities have affected the national economies of countries and caused competition to come to the fore. Countries have also started to train the qualified workforce their businesses need while producing goods and services. In order to increase the number of intermediate staff needed by enterprises in our country, it was envisaged that a vocational and technical education system would be put into practice in the National Education Basic with Law No. 1739, by Development Plans and the 16th National Education Council. For this purpose, with the law numbered 4702, which was published in the Official Gazette dated 10 August 2001 and numbered 24458, students who graduated from vocational and technical secondary education between 2002-2003 were given the right to pass without examination to the programs of the vocational schools of the universities which are closest to their programs or which are a continuation of them

(Tunc, 2005). With the legal regulation, it has been observed that the quotas of vocational schools have increased significantly (Günay and Özer, 2016). The 26th article of the draft law, dated May 20, 2016 and numbered 1/721 was amended and the practice of passing to vocational schools without examination was abolished. With the decision the Council of Higher Education took on February 11, 2022, the application of 150 and 180. In 2021, the Council of Higher Education (YÖK) took some decisions to ensure that higher education institutions' capacities are used in the most effective way due to the ongoing global Covid-19 epidemic negatively affecting our country's education and training activities.

According to their AYT/YDT scores of 180 and above, the candidates were placed in the universities during "central placement" and "additional placement" processes as, announced before. "Only for 2021-YKS affairs, "second additional placement" process was carried out for the vacant quotas at the end of central and additional placement processes. It was stated the candidates with minimum 140 TYT and 170 AYT/YDT scores would benefit from this opportunity". Thus, no changes were made to the previously announced minimum passing scores in the central and additional procedures. For the vacant quotas, an additional choice was given to candidates with 140 and above TYT and 170 and above AYT/YDT scores. According to this, during the second additional placement process, candidates with 140 and above TYT scores for the vacant undergraduate degree programs, and those with 170 and above AYT/YDT scores for the vacant graduate degree programs would be able to make choices. Basic Proficiency Test and Field Proficiency Test threshold scores were abolished in preference of associate degree and undergraduate programs; It was stated that the minimum order of success required to be able to choose medicine, dentistry, pharmacy, law, architecture, engineering and teaching programs would continue to be applied (YÖK, 2022).

In this study, it is aimed to determine how the application of threshold scoring, which has been abolished in undergraduate and associate degree programs, affects the motivation and views of 12th grade students who will take the university exam. For this purpose, face-to-face interviews were conducted with students studying in 12th-grade in Pursaklar district of Ankara province and continuing their education in Science High School, Anatolian High School, Anatolian Imam Hatip High School, and Vocational and Technical Anatolian High School.

When the literature is examined, it is seen that there is no study to determine how the threshold scoring application, which has been abolished in undergraduate and associate degree programs, affects the motivation and opinions of 12th grade students who are going to take the university exam. Therefore, this study will guide practitioners and education politicians in their decisions

and direct the studies, and it is hoped that it will fill this gap in the field.

Method

Research Model

This study was conducted to determine how the abolition of the threshold scores at university entrance, affected the motivation and opinions of 12th-grade students who would take the university exam. To this end, qualitative phenomenological research design was adopted.

Participants

The participants of the study consisted of a total of 20 12th-grade students who were studying at Anatolian High School (AL), Science High School (FL), Anatolian Imam Hatip High School (AHL) and Vocational and Technical Anatolian High School (MTAL). During the research process, a focus group interview was conducted with the participation of 20 students. Focus group interview uses group dynamics in an unstructured meeting and discussion between a small group and the leader, obtaining in-depth information and generating thoughts. It is a technique that aims to collect data (Gülcan, 2021; Yıldırım & Şimşek, 2016). It is stated that the interview with one participant group in this number is sufficient for the focus group interview (Cokluk, Yılmaz, & Oğuz, 2011). Maximum variation sampling, one of the purposive sampling methods, was used to determine the study group. Maximum variation sampling is used to identify wide-ranging situations and important common patterns to identify differences (Baltacı, 2018). As a criterion for selecting the research participants, it was sought that the students who were studying in the 12th grade and preparing for the university exam were required. In this way, it aims to determine the students' opinions about the abolition of threshold scoring application. The codes, gender, class and school type information of the participant students is presented in Table 1.

Data Collection Tools and process

The data of the research were collected with a semi-structured interview form. While collecting the research data, open-ended questions and probe questions related to the research questions were prepared. Semi-structured interview forms have the flexibility to be an alternative to the researcher and allow the preparation of questions at the end (Türnüklü, 2000). A question pool was created for the interview form prepared by the researchers. In order to determine the suitability of the research questions for the research purpose and the language and content validity, the contribution of two academicians working under the educational administration department and a language expert was received. The questions were finalized in line with the opinions of the field experts. A pilot study was conducted with six students who were not included in the research to determine the questions' clarity and their suitability

for the participants. As a result of the studies and the data obtained, the semi-structured interview form was given its final form. The interview include questions like: "How did the abolition of the threshold score affect your work performance?", "How did the abolition of the threshold score affect your mood in reaching your goals?", Does the abolition of the threshold score positively affect you? "Does abolishing the threshold score have any negative effects on you?".

In order to carry out the study, necessary legal permissions were obtained from Pursaklar District Governorship of Ankara Governorship. Volunteering was taken into account in the research. The necessary information was given to the parents of the students and their consent was obtained with the parent consent form. Focus group interviews were recorded with the permission of both the participants and the parents of the participants. The focus group study lasted 2 hours 15 minutes and 9 seconds. During the research process, the data obtained from the interview records and the written notes were ready for analysis.

Analysis of Data

The content analysis method was used in the analysis of the data. The participants' opinions on the abolition of the threshold score, were analyzed within the framework of the predetermined themes by the literature. In this process, the participants' opinions, which were created by analyzing the audio recording, were read, the interview data were arranged, and the data were coded by determining the meaningful data units. At the same time, the draft themes were determined, the relevant codes were listed under the draft themes, and the data were organized based on the draft themes and codes. The researchers finalized the themes, and the existing relationships between the themes were determined. In addition, the themes were arranged under the research questions and the data were supported with the quoted sentences. The participants' opinions regarding the abolition of threshold scoring application, in preference of the university, were arranged to allow the formation of specific codes under the relevant themes, and codes with similar characteristics were placed in the row in the column of the relevant theme.

Validity and Reliability

In studies adopting a qualitative research approach, being consistent at the stages of (i) data collection, (ii) data analysis, (iii) data interpretation and providing explanations for how this consistency is achieved are the most critical steps in ensuring internal validity. For maintaining internal validity, long-term interaction, depth-oriented data collection, diversification, expert review, and participant confirmation are some of the essential methods used (Yıldırım & Şimşek, 2016). The research was carried out to understand all aspects of the participant's views on the abolition of threshold scoring, in preference for undergraduate and associate degree programs. The participants were informed about the

purpose of the research before the study. Here, it is aimed that the participants express their views in a way consistent with the literature. In order to diversify the views of the participants in the study, students from different school types and with different academic averages were selected. An interactive focus group discussion was conducted to determine the different views of the participants. Field experts' opinions were taken to finalize the interview form prepared by the researchers, analyze and interpret the data obtained, and determine the coding reliability. In order to increase the credibility of the data and to reduce the bias caused by the researcher, the findings were supported with direct quotations.

In the detailed description used to ensure external validity in the research, each stage of the research was explained in detail, and the preparation of the semi-structured interview form by the researchers, receiving expert opinions, collecting, analyzing and interpreting the data were explained in detail and understandable terms. The detailed description method allows the reader to (i) visualize the environment in which the data is obtained, (ii) predict possible outcomes, (iii) make comments about the result.

The reliability analysis of the data obtained from the focus group interview was conducted in the research. The codes placed in the rows in the relevant column under the themes were examined by taking the opinions of different field experts. As a result of the examination of the experts, the consensus and disagreement among the expert opinions were determined and the coding reliability/concordance percentage was calculated. The formula for percentage agreement suggested by Miles and Huberman (1994) is as follows: $(UY = \text{consensus} (27) / (\text{consensus} (27) + \text{disagreement} (2)) * 100)$. The percentage of agreement between researchers and experts was calculated as 93%. According to Miles and Huberman (1994), a percentage of agreement of 80% or more indicates reliability.

Role of the Researcher and Ethical Issues

This qualitative study, avoided unwarranted and non-fluent interpretations. In the research process, cooperation and tolerance came to the fore as basic behavioral patterns. Researchers adopted a communication style that did not allow conditioning and imposition. This allowed the participants to express their opinions in a comfortable and accessible environment. Two-way communication between participants and researchers contributed to the formation of polyphony. The researchers collected data through face-to-face interviews with the participating students themselves.

For the reliability of the research, the data obtained as a result of the research were presented correctly without being distorted. Diversion, fabrication and plagiarism, which means deliberately and wilfully misleading the reader, were avoided throughout the research process. The article is a study that has yet to be published anywhere before, does not have the feature of

slicing, and includes the processes of collecting, analyzing and interpreting data by scientific publication principles. Institutions and people who provided support during the research process were specified. Again, the findings and results obtained by examining the studies published in the national and international literature related to the research subject studied in this study were used to support the research data results.

The focus group interview was carried out with the participation of 20 students who stated that they were willing to participate in the interview and were given legal permission by their parents. It was stated to the participant students that the data obtained from the research would only be used in this research. Their identity information would not be given to anyone else. Legal permission was obtained from their families, and the research data was created with audio recordings and written notes by obtaining the necessary permission during the interview.

Volunteering practice was used in the interviews, and no male volunteer students were found among the Anatolian High School students.

Results

The findings obtained during the research process were presented together with the participants' opinions under four themes: how the abolition of the threshold score affects the participants studying or academic performance, and how it affects the participants' mood

in reaching the goals, its positive and negative effects, respectively.

Results about how the abolition of the threshold system affected the students' studying performance

Theme, code, and frequency values of how the abolition of the threshold score affected the academic performance of the participants are presented in Table 2.

As can be seen in Table 2, the codes of school types and how the abolition of the threshold score affects the study performance of the participants are presented under the theme of impact on study performance. Codes for participant opinions under the theme of impact on study performance included; my motivation increased (FL), it did not affect (FL, AL), it affected me badly (AL), I continue to work at the same speed and pace (AHL), it kept me motivated (MTAL), nothing changed in my study performance (MTAL), my study performance dropped (MTAL). In this context, some of the participants had the following opinions:

"It has not had any positive or negative impact on my performance." (T1)

"It has increased my motivation as more people will enter university." (T2)

"It affected my academic performance very badly." (T6)

"Psychologically, it gave me relief. I don't have to study hard for the exam." (T13)

Table 1: Participants' information

| Code | Gender | Type of school | Academic average ¹ |
|------|--------|----------------------------------|-------------------------------|
| S1 | Male | Science High School | 86-100 |
| S2 | Male | Science High School | 86-100 |
| S3 | Male | Science High School | 86-100 |
| S4 | Female | Science High School | 86-100 |
| S5 | Female | Anatolian High School | 71-85 |
| S6 | Female | Anatolian High School | 86-100 |
| S7 | Female | Anatolian High School | 71-85 |
| S8 | Female | Anatolian High School | 71-85 |
| S9 | Female | Anatolian High School | 55-70 |
| S10 | Female | Anatolian High School | 71-85 |
| S11 | Male | Anatolian Imam Hatip High School | 71-85 |
| S12 | Female | Anatolian Imam Hatip High School | 71-85 |
| S13 | Male | Anatolian Imam Hatip High School | 55-70 |
| S14 | Male | Anatolian Imam Hatip High School | 86-100 |
| S15 | Female | Anatolian Imam Hatip High School | 86-100 |
| S16 | Female | Vocational High School | 71-85 |
| S17 | Male | Vocational High School | 55-70 |
| S18 | Female | Vocational High School | 55-70 |
| S19 | Male | Vocational High School | 71-85 |
| S20 | Male | Vocational High School | 86-100 |

1 The academic average concept in the table's title refers to the weighted high school education achievement score. High School Education Achievement Score (OBP) shows students' high school education success. OBP is used in Higher Education Institutions Exam (YKS) placements.

Table 2. Results about how the abolition of the threshold system affected the students' studying performance

| Theme | School Type | Codes | F |
|------------------------------|-------------|---------------------------------------|---|
| Effects on study performance | FL | It made more motivated | 1 |
| | | It didn't affect me | 2 |
| | | It really affected me negatively | 1 |
| | AL | It didn't affect me | 5 |
| | | I continue studying like before | 2 |
| | AİHL | It affected my performance negatively | 3 |
| | | It made me more motivated | 3 |
| | MTAL | My performance didn't change | 1 |
| | | It decreased my motivation | 1 |

Table 3. Results about how the abolition of the threshold system affected the students' feelings

| Theme | School Type | Codes | F |
|---------------------|-------------|---|---|
| Effects on feelings | FL | It didn't affect my feelings | 3 |
| | | I become greedier | 1 |
| | | I wish the threshold system hadn't been abolished | 1 |
| | AL | It didn't affect my feelings | 2 |
| | | Those who don't deserve can also enter the university | 3 |
| | | My faith to success increased | 1 |
| | AİHL | I don't feel anxious now | 3 |
| | | It didn't affect my feelings | 2 |
| | MTAL | It erased my anxiety | 4 |

Table 4. Results about if the abolition of the threshold system affected the students positively

| Theme | School Type | Codes | F |
|------------------|-------------|---|---|
| Positive effects | FL | It is not positive for me | 4 |
| | AL | It is not positive for me | 5 |
| | AİHL | It is not positive for me | 3 |
| | | It is positive for me | 2 |
| | MTAL | I will be placed at a university equal to my degree | 5 |

"It has not had any positive or negative impact on my performance." (T1)

"It has increased my motivation as more people will enter university." (T2)

"It affected my academic performance very badly." (T6)

"Psychologically, it gave me relief. I don't have to study hard for the exam." (T13)

"It allowed me to catch a certain motivation in my studying process. I perform better with the belief that my success can be rewarded." (T16)

Results about how the abolition of the threshold system affected the students' feelings

The themes, codes, and frequency numbers about how abolishing the threshold system affected the students' feelings are presented in Table 3.

As seen in Table 3, the codes of school types regarding how abolition of the threshold score affects the participants' emotional states in achieving the goals are presented under the theme of affecting the mood. Codes under the theme of influencing the emotional state were as in the following; it did not affect my mood (FL, AL), I became more ambitious (FL), it would have been better not to be removed (FL), those who do not deserve it will go to university (AL), my belief in success increased (AHL), my anxiety state disappeared (AHL,

MTAL). Some of the participants expressed their opinions as follows:

"It helped me become more ambitious while studying." (S2)

"Those who don't deserve it will also go to university." (S5)

"My anxiety is gone." (S11)

"It worked well, I got over my fear if I didn't get into the Theology School." (S12)

"I am in a good mood in my emotional state, I am convinced that I can reach my goal without panic stress." (S16)

Results about if the abolition of the threshold system affected the students positively

The themes, codes, and frequency numbers about if the abolition of the threshold system affected the students positively are presented in Table 4.

As seen in table 4, school codes about whether abolition of the threshold system affected the students positively are presented under the theme of positive effects. These codes include; It is not positive for me (FL, AL, AİHL), It is positive for me. (AİHL), I will be placed at a university equal to my degree (MTAL)

Some of the participants reported:

"It is not positive for me." (S1-FL, S2-FL, S3-FL, S4-FL, S5-AL, S6-AL, S7-AL, S8-AL, S9-AL, S10-AL, S14-AİHL, S15-AİHL)

Table 5. Results about if the abolition of the threshold system affected the students negatively

| Theme | School Type | Codes | F |
|------------------|-------------|--|---|
| Negative effects | FL | It doesn't have any negative effects | 4 |
| | AL | It doesn't have any negative effects | 3 |
| | | Those who don't deserve will also enter the university | 2 |
| | AİHL | It doesn't have any negative effects | 4 |
| | | Universities' entrance score will decrease | 1 |
| | MTAL | It doesn't have any negative effects | 1 |
| | | It doesn't select who deserves a university or not | 3 |
| | | It made my ambition decrease for studying | 1 |

"Yes, positive. The number of departments that I can enter has increased." (S11-AİHL, S12-AİHL, S13-AİHL, S17-MTAL, S18-MTAL, S19-MTAL, S20-MTAL)

"I will be able to place at a university equal with my degree even if I get a low score." (S16- MTAL)

Results about if the abolition of the threshold system affected the students negatively

The themes, codes, and frequency numbers about if the abolition of the threshold system affected the students negatively are presented in Table 5:

As seen in table 5, school codes about whether abolition of the threshold system affected the students negatively are presented under the theme of negative effects. These codes are; It doesn't have any negative effects (FL, AL, AİHL, MTAL), Those who don't deserve will also enter the university (AL), Universities' entrance point will decrease (AİHL), It doesn't select who deserves a university or not (MTAL), It made my ambition decrease for studying (MTAL).

Some of the participants reported their opinions in the following:

"No, it doesn't have any negative effects." (S1-FL, S2-FL, S3- FL, S4- FL, S7- AL, S8- AL, S9- AL, S10- AL, S11-AİHL, S12-AİHL, S13- AİHL, S14- AİHL, S20- MTAL)

"Yes, everybody can enter university." (S5- AL)

"I affected me negatively." (S6- AL)

"Universities' entrance point will decrease with the entrance of aimless people." (S15-AİHL)

"Yes, It doesn't select who deserves a university or not." (S16-MTAL, S17-MTAL, S18-MTAL)

"It decreased my will to study I think I can enter the university without studying." (S19- MTAL)

Discussion, Conclusion and Pedagogical Implications

This study aims to determine how abolition of the threshold scoring application, in undergraduate and associate degree programs, affects the motivation and opinions of 12th-grade students who will take the university exam, how the application affects the study performance of the participants, how it affects the mood of the participants in reaching the goals, and whether it has positive effects, negative effects or both. The opinions of the participants were presented under four themes.

Under the theme of how the abolition of the threshold score affects the working performance of the

participants, based on school types, the following codes were created; my motivation increased (FL), it did not affect me (FL, AL), it affected me badly (AL), I continue to study at the same speed and pace (AHL), it kept me motivated (MTAL), my study performance did not change (MTAL), my study performance dropped (MTAL). This situation may have changed according to the student's level of preparation for the exam and their anxiety levels.

Under the theme of how the abolition of the threshold score affects the emotional state of the participants in reaching the goals, based on school types, the codes included; it did not affect my mood (FL, AL), I became more ambitious (FL), it would have been better not to be removed (FL), undeserving ones will also enter university (AL), my belief in success increased (AHL), my anxiety state disappeared (AHL, MTAL). Güngör Aytar and Kurtoğlu Karataş (2017) found in their research that metaphors related to the university exam created "anxiety and fear" (cited in Baş and Kılıncım, 2019). This may be because the participants felt confident in reaching their goals, and partly because they evaluated this situation as an unfair practice.

Under the theme of whether the abolition of the threshold score has positive effects on the participants, based on school types; They stated that it did not have a positive effect on them (FL, AL, AİHL), it had a positive effect on them (AİHL), they would be placed in an educational institution at their level (MTAL). The reason for this may be the increase in their belief in success and the fact that they work in a planned manner.

Under the theme of whether the abolition of the threshold score has negative effects on the participants, based on school types; the following answers were reported by the participants: there were no negative effects (FL, AL, AHHL, MTAL), those who did not deserve would enter the university (AL), the success score of universities would decrease (AHL), there was no distinction between deserving and undeserving people (MTAL), it reduced their will to work (MTAL). This may be because some of the participants found the application positive and some of the participants thought that the application did not allow the selection of qualified students.

The score range of the students who participated in the research and expressed their opinions was 85-100 (f=4); Anatolian High School students scored between 55-70 points (f=1), between 71-85 points (f=4), between 86-100 points (f=1); Students studying at Anatolian Imam Hatip High School scored between 55-70 points (f=1), between

71-85 points (f=2), between 86-100 points (f=2); It is seen that the students studying at Vocational and Technical Anatolian High School scored between 55-70 points (f=2), 71-85 points (f=2), and 86-100 points (f=1). Regarding the abolition of the threshold point application at university entrance; students who studied at Science High School and scored between 85 and 100 stated that this situation did not have positive or negative effects. This may be related to the high level of readiness of the students for the exam. Students who studied at Anatolian Imam Hatip High School scored 71-85 points and were relieved psychologically. Students who studied at Anatolian Imam Hatip High School and Vocational and Technical Anatolian High School and whose scores were primarily between 55-70 and 71-85 stated that the number of departments they could enter in the universities increased. This situation suggests that it may be due to the student's test anxiety and the fact that they have some missing subjects. The student (T6), who was in Anatolian High School and with a score of 86-100, stated that his academic performance and his emotions were severely affected. This may be because he believed that there was no application that could distinguish between successful and unsuccessful student.

Tunç (2005) evaluated the transition to vocational schools without examination and found: (i) physical destruction increased, (ii) indiscipline increased, (iii) quota deficit increased in 2003 compared to 2002, and the dropout rate decreased, It was concluded that (iv) the academic background of the students who entered the university without examination was insufficient, (v) they were indifferent to the lessons and did not bring course equipment. Tunç (2005) also interviewed lecturers in the same study and stated that this situation also causes low motivation in academicians.

Universities; developing students' intellectual capacity, increasing their self-awareness, helping them discover their interests, improving their skills in employable areas, contributing to the development of their circle of friends, enabling them to draw a career plan on the way to obtaining a profession, supporting personal development and helping them acquire a hobby are perhaps the most critical areas of life. For this reason, it is essential to support the students who are placed in the university with various trainings in this process. Studying students' readiness to be admitted to higher education is essential. Higher education institutions require specific knowledge, and competence. In this case, additional measures should be taken for students who will study at the university and cannot graduate. Since there will be an increase in the number of students who will graduate from the university, creating new employment areas is an indispensable and priority need. Due to the increase in the number of unemployed young university graduates, vocational staff should be trained at the secondary education level, emphasizing vocational and technical education. Instead of removing the threshold score and making every student a university graduate, a policy should be developed to increase the

quality of primary and secondary education and the number of students who pass the threshold.

Genişletilmiş Özet

Giriş

Üniversiteler öğrencilerin entelektüel kapasitesini geliştirmek, öz farkındalık düzeylerini artırmak, ilgi alanlarını keşfetmelerine yardımcı olmak, istihdam edilebilir alanlarda becerilerinin geliştirilmesini sağlamak, arkadaş çevresinin gelişimine katkı sağlamak, meslek edinme yolunda kariyer planını çizmek, kişisel anlamda gelişimini desteklemek ve hobi edinmek gibi imkânlar sağlayan en önemli yaşam alanlarından biridir.

YÖK'ün aldığı kararla 11 Şubat 2022 tarihinde baraj puanları uygulaması kaldırılmış, fakat tıp, diş hekimliği, eczacılık, hukuk, mimarlık, mühendislik ve öğretmenlik programlarını tercih edebilmek için gerekli olan en düşük başarı sırası şartının uygulanmasına devam edileceği belirtilmiştir.

Bu çalışmada, lisans ve ön lisans programlarını tercihte kaldırılan baraj puanlaması uygulamasının 12. sınıfta okuyan ve üniversite sınava girecek öğrencilerin görüşlerini nasıl etkilediğini belirlemek amaçlanmıştır. Alan yazın incelendiğinde bu konuda bir çalışmanın olmadığı görülmüştür. Dolayısıyla bu çalışmanın uygulayıcılara ve eğitim politikacılarına kararlarında rehberlik edeceği, çalışmalara yön vereceği ve alandaki boşluğu dolduracağı düşünülmektedir.

Yöntem

Kaldırılan baraj uygulamasının 12. sınıfta okuyan ve üniversite sınava girecek öğrencilerin görüşlerini nasıl etkilediğini belirlemek amacıyla yapılan bu çalışma, nitel araştırma yaklaşımına dayalı olarak olgubilim esas alınarak yürütülmüştür.

Araştırma çalışma grubunu; Anadolu Lisesi (AL), Fen Lisesi (FL), Anadolu İmam Hatip Lisesi (AİHL) ile Meslekî ve Teknik Anadolu Lisesi (MTAL) 12. sınıfta okuyan toplam 20 öğrenci oluşturmuştur. Çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme ile belirlenmiştir. Araştırma katılımcılarının seçiminde ölçüt olarak 12. sınıfta okuyan ve üniversite sınavına hazırlanan öğrenciler olması şartı aranmıştır.

Araştırmanın verileri, yarı yapılandırılmış görüşme formu ile toplanmıştır. Araştırma sorularının araştırma amacına uygunluğunun belirlenmesi ile dil ve kapsam geçerliliğinin belirlenmesi amacıyla eğitim yönetimi alanında görev yapan iki akademisyen ile dil uzmanının katkısı alınmıştır. Ayrıca soruların anlaşılır olma ve uygunluğunun belirlenmesi amacıyla altı öğrenci ile pilot uygulama yapılmıştır. Yapılan çalışmalar neticesinde yarı yapılandırılmış görüşme formuna son şekli verilmiştir.

Araştırmaya katılımında gönüllülük esası dikkate alınmış ve öğrenci velilerine gerekli bilgilendirme yapılarak veli onam formu ile öğrencilerin rızaları alınmıştır. Görüşmelerin kayıt altına alınacağı bilgisi katılımcılarla paylaşılmıştır. Görüşme 2 saat 15 dakika 9 saniye sürmüştür.

Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Katılımcıların üniversiteyi tercihte kaldırılan baraj puanlaması uygulamasına yönelik görüşleri, alan yazınla uyumlu olarak önceden belirlenen temalar çerçevesinde analiz edilmiştir. Belirlenen taslak temalar altında ilgili kodlar sıralanmış, taslak tema ve kodlara dayalı olarak da veriler düzenlenmiştir. Araştırmacılar son düzenlemesi yapılan temalar kesinleştirmiş, temalar arasında var olan ilişkileri belirlemiştir. Doğrudan alıntı yapılan cümlelerle veriler desteklenmiştir.

Kodlama güvenilirliği/ uyum yüzdesi hesaplanmış ve % 93 olarak tespit edilmiştir.

Bulgular

Araştırma sürecinde elde edilen bulgular baraj puanının kaldırılmasının; katılımcıların çalışma performansını nasıl etkilediği, hedeflere ulaşma konusunda katılımcıların duygu durumunu nasıl etkilediği, olumlu etkileri, olumsuz etkilerine yönelik olmak üzere dört tema altında katılımcı görüşleri ile birlikte sunulmuştur.

Üniversiteye girişte baraj puanının kaldırılmasının katılımcıların çalışma performansını nasıl etkilediğine yönelik okul türlerine ait kodlar, çalışma performansına yönelik etki teması altında ele alınmıştır. Çalışma performansına yönelik etki teması altında katılımcı görüşlerine ilişkin kodlar; motivasyonum arttı (FL), etkilemedi (FL, AL), çok kötü etkiledi (AL), aynı hız ve tempoda çalışmaya devam ediyorum (AİHL), motive olmamı sağladı (MTAL), çalışma performansında değişen bir şey olmadı (MTAL), çalışma performansımı düşürdü (MTAL) şeklindedir.

Baraj puanı uygulamasının kaldırılmasının hedeflere ulaşma konusunda katılımcıların duygu durumlarını nasıl etkilediğine yönelik okul türlerine ait kodlar, duygu durumunu etkileme teması altında ele alınmıştır. Duygu durumunu etkileme teması altında kodlar; duygu durumumu etkilemedi (FL, AL), daha da hırslandım (FL), kaldırılmaması daha iyi olurdu (FL), hak etmeyenler de üniversiteye girecek (AL), başarmaya yönelik inancım arttı (AİHL), kaygı durumum ortadan kalktı (AİHL, MTAL) şeklindedir.

Baraj puanının kaldırılmasının katılımcılara olumlu etkileri olup olmadığına yönelik okul türlerine ait kodlar, olumlu yönde etki teması altında ele alınmıştır. Olumlu yönde etki teması altında kodlar; benim açımdan olumlu etkisi yok (FL, AL, AİHL), benim açımdan olumlu etkisi var (AİHL), kendi düzeyimde bir eğitim kurumuna yerleşeceğim (MTAL) şeklindedir.

Baraj puanının kaldırılmasının katılımcılara olumsuz etkileri olup olmadığına yönelik okul türlerine ait kodlar, olumsuz yönde etki teması altında ele alınmıştır. Olumsuz yönde etki teması altında kodlar; olumsuz etkileri olmadı (FL, AL, AİHL, MTAL), hak etmeyenler de üniversiteye girecek (AL), üniversitelerin başarı puanını düşecek (AİHL), hak eden ile hak etmeyen kişilerin ayrımı yok (MTAL), çalışma isteğimi düşürdü (MTAL) şeklindedir.

Sonuç ve Tartışma

Çalışma performansına etkisi teması altında katılımcılar okul türleri bazında; motivasyonum arttı (FL), etkilemedi (FL, AL), çok kötü etkiledi (AL), aynı hız ve tempoda çalışmaya devam ediyorum (AİHL), motive olmamı sağladı (MTAL), çalışma performansında değişen bir şey olmadı (MTAL), çalışma performansımı düşürdü (MTAL) şeklinde görüş belirtmişlerdir. Bu durum, öğrencilerin sınava hazırlanma düzeyleri ve kaygı düzeylerine göre değişiklik göstermiş olabilir.

Hedeflere ulaşma konusunda katılımcıların duygu durumuna etkisi teması altında katılımcılar okul türleri bazında; duygu durumumu etkilemedi (FL, AL), daha da hırslandım (FL), kaldırılmaması daha iyi olurdu (FL), hak etmeyenler de üniversiteye girecek (AL), başarmaya yönelik inancım arttı (AİHL), kaygı durumum ortadan kalktı (AİHL, MTAL) yönünde görüş belirtmişlerdir. Bu durumun nedeni katılımcıların hedeflerine ulaşmaları konusunda kendilerine güven duymalarından, hedeflerine odaklanmış olmalarından kısmen de bu durumu adil bir uygulama olmadığı şeklinde değerlendirmelerinden kaynaklanmış olabilir.

Baraj puanının kaldırılmasının katılımcılara olumlu etkileri teması altında katılımcılar okul türleri bazında; benim açımdan olumlu etkisi yok (FL, AL, AİHL), benim açımdan olumlu etkisi var (AİHL), kendi düzeyimde bir eğitim kurumuna yerleşeceğim (MTAL) yönünde görüş belirtmişlerdir. Bu durumun nedeni, başarılı olmaya duydukları inancın artmasından, planlı olarak çalışıyor olmalarından kaynaklanmış olabilir.

Baraj puanının kaldırılmasının katılımcılara olumsuz etkileri teması altında katılımcılar okul türleri bazında; olumsuz etkileri olmadı (FL, AL, AİHL, MTAL), hak etmeyenler de üniversiteye girecek (AL), üniversitelerin başarı puanını düşecek (AİHL), hak eden ile hak etmeyen kişilerin ayrımı yok (MTAL), çalışma isteğimi düşürdü (MTAL) yönünde görüş belirtmişlerdir. Bunun nedeni, bir kısım katılımcının uygulamayı olumlu bulmalarından bir kısım katılımcının uygulamanın nitelikli öğrenci seçimine olanak vermediğini düşünmelerinden kaynaklanıyor olabilir.

Baraj puanı uygulamasının kaldırılmasına ilişkin; Fen Lisesinde okuyan ve 85- 100 puan aralığındaki öğrenciler bu durumun olumlu veya olumsuz etkilerinin olmadığını ifade etmişlerdir. Bu durum, öğrencilerin sınava hazır bulunuşluk düzeylerinin yüksek olması ile ilgili olabilir. Anadolu İmam Hatip Lisesinde okuyan ve 71-85 puan aralığındaki öğrenciler psikolojik olarak rahatladıklarını ifade etmiştir. Anadolu İmam Hatip Lisesi ile Meslekî ve Teknik Anadolu Lisesinde okuyan ve çoğunluğu 55-70 ila 71-85 puan aralığındaki öğrenciler, üniversiteye girebilecekleri bölümlerin sayısının arttığı yönünde görüş belirtmişlerdir. Bu durum, öğrencilerin sınav kaygısı yaşamamasından ve bazı eksik konularının olmasından kaynaklandığı düşünülmektedir. Anadolu Lisesinde ve 86-100 puan aralığındaki öğrencinin (Ö6) çalışma performansının kötü etkilendiğini ve duygu durumunun kötü etkilendiğini belirtmesi de çalışan ve çalışmayan

arasındaki ayrımın belirlenmesine ilişkin uygulama olmadığından düşünmesinden kaynaklanabilir.

Öneri

Üniversiteden mezun olacak öğrenci sayısında artış olabilmesi nedeniyle yeni istihdam alanlarının oluşturulması vazgeçilmez ve öncelikli bir ihtiyaçtır. Üniversite mezunu genç işsizlerin sayısında yaşanacak artış nedeniyle ortaöğretim eğitim kademesi düzeyinde meslekî ve teknik eğitime ağırlık verilerek meslek elemanı yetiştirilmelidir. Baraj puanını kaldırıp her öğrenciyi üniversite mezunu yapmak yerine temel eğitim ve ortaöğretimin eğitim kalitesini artırıp barajı geçen öğrenci sayısında artış sağlamaya yönelik politika geliştirilmelidir.

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