

THE THOUGHTS OF UNIVERSITY STUDENTS ABOUT PARTICIPATION OF THE EUROPEAN UNION AND THE BOLOGNA EDUCATION PROCESS

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ABSTRACT

The aim of this study is to determine and evaluate what university students think about the European Union and Bologna Education Process. The research includes 800 female and 850 male 1650 students in various faculties of the University of Ondokuz Mayıs University. The research was conducted in quantitative screening method. The data was obtained by a 5-point Likert-type scale developed by the researcher. At the end of the study, students' perspectives on European Union and Bologna Education Process were evaluated according to one-way analysis of variance, t-test, LSD test and percentage values according to the personal characteristics of the participants. According to the findings of the research, the positive opinions of the students were determined about participation in European Union and Bologna process. While there is no difference of opinion between the students according to their age and class, differences of opinion have been determined according to the faculties they study.

Key Words: Europe, Education System, Bologna Process, University Students

INTRODUCTION

Turkey aims to join the European Union, the European citizens who were concerned that the political, the economic, political, cultural, technological, scientific, and in particular has made many innovations in the field of education. Turkey also joined the Bologna Process, the common European Higher Education Area's aims the creation and mobility in the European Higher Education institutions of restructuring in the context of European dimension, including the recognition and lecturers and students exchange of academic degrees include all relevant measures and programs. At the end of the 20th century, Europe made a series of decisions to be implemented in the field of education in order to establish the Europe of Knowledge, considering that the 21st century will be the information age. In Information Europe, which will derive its power from knowledge and science, it was aimed to establish a higher education system that would make the countries in the European geography both compatible and complementary and superior to their competitors. The Sorbon Declaration, the first step taken to determine the nature and scope of the structural change envisaged for higher education systems in European Union countries, was signed by the German, French, British and Italian Ministers of Education on 25 May 1998. This was followed by the Bologna Declaration signed on 19 June 1999 by the Ministers of Education of 31 countries in Europe. The aim of the European Union in the 21st century is to create the United States of Europe by creating a single European market. The states that make up the European Union do not have a homogeneous structure like the United States. The cultures, languages, education systems and the thinking of the citizens of these countries are quite different. With the information age, significant changes are taking place in university orientations. This as much as understanding and applying change, it is important to create systems that will ensure sustainability. It is gaining (Elmas, 2012). In addition to economic cooperation in the world with globalization important cooperations in social, cultural and educational fields. Training collaborations to increase quality in education, to ensure equality of opportunity and to extend education various agreements have been made. Higher education, which is a part of education is an important part of this process. Largest in the field of higher education one of the initiatives is undoubtedly the Bologna agreement (Terzi, Kıymetli Şen and Solak, 2013). Higher education, which reflects the relationship between university and society, differs from one country to another shows. However, the homogeneity of higher education is It seems to be the primary tendency of the field of education; opportunities for information, as well as the establishment of criteria for increased mobility opportunities (Kaya, 2015). The external dimension of the Bologna process, the mentioned changes of the universities in the new member states gain the autonomy with the institutional capacity necessary to implement It assumes. The Bologna process thus helps universities sensitive, academic and local communities (Soltys, 2015). Bologna process to ensure the degree of comparability between subjects and countries its aim is to cover all academic disciplines (Hoell, Lentsch and Litta, 2015) The educational system of a country is an expression of the cultural self of that country. There are significant structural differences in higher education systems in the European Union (EU) and European Economic Area (EEA) countries. Current situation before the Bologna Declaration, Erasmus Program (1987), Bologna 'Magna Charta Universitatum' (1988), Socrates Program I (1995-1999), Sorbonne Declaration (1998) Bologna Process; Bologna Declaration (1999) 'New power AN (ANew Impulse), Salamanca Congress (2001)' EUA '(European Universities Association), Prague (2001), Graz Congress (2003, Berlin (2003), Bergen (2005).

It is certain that the Bologna process will have important benefits for us; universities will be introduced to themselves, the universities will be better recognized by the national and international academic world, and the competitiveness of universities in Europe and the world will increase. Stating that the Bologna process is the management of higher education institutions in Europe through common standards, Fejes (2006) states that this process is a very important step in the project of becoming the most competitive and most developed information society in Europe. According to Fejes, the Bologna process is a voluntary structure in which a free choice can be left inside or outside the countries.

Benefits of the Bologna Process

Grants to Universities Provides better recognition of our higher education system abroad and increases the interest in higher education institutions. Fulfills its responsibilities to students and other stakeholders (autonomous) higher education institutions. Establish the national qualifications framework as a whole to be connected to each other in the system and progress and transition between different levels of education Easier. New qualifications in line with changing social needs helps improve. Explaining the relationship between competences and recognition and mobility awareness of citizens and employers at national and international level It raises. Developing quality assurance systems and competing with the World contribute to the creation of a higher education system.

Teaching Staff

Facilitates the creation and updating of curriculum. Learning outcomes of measurement and evaluation processes success and effectiveness of the courses. help them improve. The content of the courses will be easier on national and international level. provides understanding and recognition. Students as a result of the student-centered teaching system faculty members will be more actively involved in the process. Allows them to find more conscious and active students. The program in which the students are studying the objectives of the courses and successfully complete them help them know the qualifications they will gain. A student in the scope of mobility, which is the main pillar of the Bologna Process and exchange of academic staff to the teaching process of higher education it adds significant riches. Short term work for academic staff in different countries and universities joint projects and scientific studies in other countries makes them easier to do.

Students

Bologna Process envisages a student-centered approach ensures the active participation of students in their education. Students are more aware of their education programs and courses. Which courses and programs they have chosen have qualifications; what they will know, what and which social, professional and communication help them know in advance that they may have competencies It happens. Course credits will be created based on student workload. Encourages and encourages students' extracurricular activities. transferred to the degree they receive. Horizontal and vertical transitions between education and training levels makes it understandable and easy. Quality assurance in all higher education institutions quality difference between institutions. Providing quality education to students improves equality of opportunity. Graduates from programs created with qualifications and quality assurance employability rates of students who have increased. Recognition instruments such as Diploma Supplement and European Credit Transfer System Thanks to the education of students abroad professional and academic mobility. It increases. Encourages student mobility and barriers to mobility It decreases. Lifelong learning not only for formal learning but for all learning encourages learning. Bologna Process in the official documents of higher education in Turkey. It is defined as an opportunity to increase the quality (YOK, 2010). Scholars have positive meanings to the Bologna process found that it would positively affect the quality of higher education and even required the implementation of this Process. Moreover, technical regulations on the creation and implementation of joint curricula, quality assurance have positive meanings in their work (see Süngü, 2009).

PURPOSE OF THE RESEARCH

The aim of this study; To determine the opinions of university students about the European Union and Bologna Education Process and to obtain findings.

PROBLEM

Will university students' prior knowledge of the European Union Bologna Process provide sufficient contribution to this process?

SUB PROBLEMS

- 1- What are the University Students' Opinions on European Union and Bologna Education Process?
- 2- What are the University Students' Opinions on European Union and Bologna Education Process According to their faculties?

- 3- What are the Students' Perceptions of the European Union and Bologna Education Process According to their Age?

ASSUMPTIONS

1. The most appropriate data collection tool for the subject is survey.
2. University students gave sincere answers to the questionnaire.
3. The most suitable method for the evaluation of the data is the SPSS program.

METHOD

Research Model

The research was carried out with the Survey method. First of all, a field research has been carried out on the subject, the previous researches have been examined and theoretical information has been obtained to shed light on this study. In this research, general screening methods were used. General screening methods are the screening arrangements made on a whole, a group, sample or sample of the universe in order to make a general judgment about the universe in a universe consisting of many elements (Karasar,1991). The sample is a numerical multiplicity obtained by taking a cross-section of the study universe as the study area. This section should be representative of the study universe. Because the results will be generalized to the study universe (Aysel, 1990).

Working Group

The population of the study was 52000 students studying at Ondokuz Mayıs University in the second semester of 2017-2018 academic year. The sample consisted of 1650 students (800 girls, 850 boys) from the Faculty of Education, Engineering, Agriculture and Economics. For the research, 48.5% of the students participating in the research are girls and 51.5% are boys. 18.8% of the students are 17-18, 62.4% are 19-20, 18.8% are 21 and over.

Data Collection Tool

20-item 5-point Likert-type questionnaire questions were prepared by researchers, item factor loads of the questions were evaluated by factor analysis and the factor load of a item was found to be insignificant. Cronbach Alpha reliability analysis was performed for the questionnaire and Alpha value was found as: .89.

Data Analysis

Data were analyzed using SPSS 17 Windows Package Program. One-way anova was used for statistical analysis as a percentage, frequency, arithmetic means, standard deviation and t-test, LSD test. Significance level was accepted as .05.

Results and Interpretation Findings on the First Sub-Problem

Table 1. University Students' Opinions on European Union and Bologna Education Process

	I Totally Agree %	I Agree %	Undecided %	I Do Not Agree %	Never Agree %
I think it will make positive contributions to our cultural cooperation.	14,5	23,6	36,4	14,5	10,9
I think that our country will create job opportunities for young brains.	18,2	29,7	21,8	18,2	12,1
I think it will contribute to improve our education and training level.	10,3	13,9	24,2	29,7	21,8
I think it will contribute to the University.	17,6	23,0	25,5	22,4	11,5
I think it will contribute to universal thinking.	17,0	23,6	20,6	21,2	17,6
I think it will contribute to university students.	21,8	24,8	20,6	17,6	15,2
I think it will contribute to the developments in contemporary education.	21,8	24,8	20,6	17,6	15,2
I think it will give students confidence and courage	11,5	15,2	22,4	29,1	21,8
I think it will ensure the closeness between the countries.	10,3	11,5	23,6	20,6	33,9
I think it will contribute to our learning motivation.	24,8	21,8	22,4	13,9	17,0
I think it will contribute to make a positive change in our eating habits.	26,1	24,8	18,8	15,2	15,2
I think it will contribute to the fact that education is universal.	26,1	31,5	19,4	9,7	13,7
I think it will increase our chances of working in European countries.	23,6	22,4	24,2	14,5	15,2
I think it will contribute to our country and European peace.	18,8	24,8	22,4	14,5	19,4
I think it will contribute to the development of democracy awareness.	24,8	21,8	23,0	17,0	13,3
I think it will contribute to the globalization process.	17,0	13,9	15,8	23,6	29,7
I think it will contribute to the continuity of information flow.	15,8	24,2	20,6	22,4	17,0
I think it will tolerate cultural differences.	24,2	27,9	22,4	15,2	10,3
I think it will provide more useful communication in teacher and student relations.	9,7	14,5	24,8	16,4	34,5

The results in Table 1 are shown as a percentage. In particular, “I think it will make positive contributions to our cultural cooperation” 36.4% undecided, 25% disagree. “I think it will contribute to improving our level of education and training.” The rate of undecided and disagree is 75%. “I think it will contribute to the globalization process.” The rate of unstable and disagree with the article is 69% thought provoking. “I Think It Will Provide Tolerance to Cultural Differences.” The rate of 52% participation is perceived as positive. I think it will provide more useful communication in teacher and student relations, the results of this article are quite thought provoking. 76% of those who disagree and are undecided are quite thought-provoking.

Table 2. Means of Survey Participants

Number of Students	1650
Average	59,31
Standard deviation	13,74
Lowest Score	19,00
Highest Score	95,00

According to the percentages in Table 2, 1650 people participated in the survey. According to the survey results, average 59,3152 were found.

Findings on the Second Sub-Problem

Table 3. One-way ANOVA Findings of University Students' Opinions about European Union and Bologna Education Process According to the Faculties

Whether to go outside the curriculum	Sum of squares	F.D	Mean Square	F	level of importance
Between Groups	1628,395	3	542,798	2,980	,033 p<0.000 meaningful
Within Groups	29321,217	1647	182,119		
Total	30949,612	1650			

In Table 3, it is seen that there are significant differences according to the One-Way Analysis of Variance Findings regarding whether there is a difference between the faculties of the university students and their opinions about the European Union and Bologna Education Process. $p < 0.000$ significant.

Table 4. Findings of LSD (Least Significant Difference) Test on University Students' Opinions about European Union and Bologna Education Process according to the faculties they attend.

Difference between faculties		Difference Between Means	level of importance
Faculty of Education	Engineering Faculty	-10,7049	p<0.05
Faculty of Agriculture	Faculty of Economics	-8,7809	p<0.05

F.D 1647

According to the data in Table 4, LSD (Least Significant Difference) Test Findings on whether there is a difference between the faculties of university students in their thoughts about European Union and Bologna Education Process. Significant differences were observed between the students of the faculty of education and the students of the faculty of engineering. There was a difference between the faculties of education and engineering faculties (- 10,7049), The difference between the averages of the Faculty of Agriculture and the Faculty of Economics (- 8,7809) was observed. ($P < 0.05$).

Findings on the Third Sub-Problem

Table 5. One-way ANOVA Findings of University Students' Perceptions of the European Union and Bologna Education Process According to their Age

Whether to go outside the curriculum	Sum of squares	F.D	Mean Square	F	level of importance
Between Groups	1617,978	2	808,989	4,468	,013 p<0.000 meaningful
Within Groups	29331,634	1647	181,059		
Total	30949,612	1650			

In Table 5, it is seen that there are significant differences according to the One-way Analysis of Variance Findings regarding whether there is a difference between the students' age and their opinions about the European Union and Bologna Education Process. $p < 0.000$ significant.

Table 6. LSD (Least Significant Difference) Test Findings of University Students' Perceptions of European Union and Bologna Education Process According to Age Differences

Age Ranges of Students		Difference Between Means	level of importance
17-18 age	19-20	-6,9552	p<0.05
17-18 age	21 and up	-9,6452	p<0.05

F.D 1647

According to the data in Table 6, according to the LSD (Least Significant Difference) Test Findings on whether there is a difference in the opinions of university students about the European Union and Bologna Education Process according to their ages, the average difference between 17-18 years and 19-20 years (-6,9552) , The average difference between the ages of 17-18 and 21 and older (-9,6452) was found. ($P < 0.05$).

CONCLUSION, DISCUSSION AND SUGGESTIONS

The evaluation of university students' thoughts about the European Union and Bologna Education Process was very interesting and surprising. It is aimed that students learn about the participation of stakeholders in the Bologna process. they agree. The majority of the participants had sufficient knowledge about the process. they do not have information. In researches, students in higher education It is emphasized that there are problems about participation. The findings of the research have enough information about the Bologna process show that they are

not. In our country, the universities brought about the age of education follow innovative movements. In this context, within the scope of Bologna process competencies, student, academic staff mobility, ECTS, quality, student workforce, program competences and so on. especially teacher candidates and instructors should be informed in detail. When the students' views on the creation of the European Higher Education Area were examined, the participants were asked to create a common European Higher Education Area. They expressed a positive approach to their work. Related research generally perceive the creation of a common European higher education area, this process will positively affect the Turkish Higher Education System and They believe that the implementation of the necessary institutions. Gornitzka and Langfeldt (2005) also determined that academicians' perceptions and opinions about the Bologna process. As a result of the research, the participants have positive opinions about the Bologna process stated. Teaching which plays an important role in the successful implementation of the Bologna process elements of the process can be reflected in the positive perceptions of the process. The findings of the study can be considered as important data for the success of the process. University students should be informed more about the European Union. The importance of the European Union and globalization and its contributions to our country should be clarified. Bilateral communication of university students in the process of European integration should be ensured. The number of university students who can participate in the Erasmus program should be increased. Cultural exchanges and relations should be maintained and mutual interaction should be ensured. Further information about the European Union, education and training is required for students of the universities. Negative approaches of the students studying in the Department of Physical Education should be eliminated and social activities related to these issues should be organized. It is necessary to increase the sporting encounters with the universities of the European Union and to ensure social communication.

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