Planning Problems in Higher Education According to Administrators' Opinions and Solution Advice

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Abstract

In the research, it is aimed to describe the planning problems that arise in higher education based on the views of the lecturers working at Aydın Adnan Menderes University and to put forward suggestions for the solution to these problems. The study group of the research consists of 17 faculty members who worked at Adnan Menderes University, 10 faculties, and 4 vocational schools in the 2017-2018 Academic Year, completed their doctorate, and are administrators. Participants were chosen among Dr. Instructor Member, Assoc. Prof, and Prof. titled members, using criterion sampling (being an administrator) and maximum diversity (title-faculty-gender), which is one of the purposive sampling methods. This research was designed with phenomenology and the interview technique was used in the research. In the interviews, a semi-structured interview form developed by the researcher was used as a data collection tool by consulting the opinions of two experts. The obtained data were analysed with the content analysis technique. The findings of the research were discussed under four themes: "planning problems related to education supply", "planning problems related to education demand", "planning problems related to education financing" and "planning problems related to the structure and functioning of CoHE" and suggestions were presented.

Keywords: Planning, CoHE, academic freedom, university autonomy, financing

Introduction

Planning is a process that consists of preparing a series of decisions that will be implemented in the future by using rational and regular analysis technique in order to make the goods, money and human resources of the society more effective and efficient in order to achieve predetermined goals. From this point of view, education planning is the application of a rational and scientific approach to education in solving problems in educational organizations and is a continuous process that includes a series of interconnected decisions (Adem, 2008). In developing countries such as Turkey, planning provides a kind of feedback to education policy makers by showing the results of the choices to be made between quality and quantity in the use of limited resources, taking into account criteria such as the right to education, equal opportunity, the impact of educational investments on development and the effectiveness of the applied education policies.

Higher education, which has the function of raising the necessary manpower in every field, but especially for the development of the country, must be planned in line with the interests and needs of the country, and it is essential to be meticulous and determined in the implementation and implementation of the decisions taken in the plans. Educational policies determined by development plans, which are indispensable for planned development, give direction to the principles to be realized in the economic, social and cultural areas of the society and provide an opportunity to examine the relationship between policy and planning (Karakütük, 2012).

Küçükcan and Gür (2009) compared the Turkish higher education system with different countries and drew attention to common and similar points about problem areas. Accordingly, while the common problem areas of higher education systems in the world are determined as higher education entrance system, management, financial structure and quality assurance; the main issues of Turkish higher education waiting to be solved are centralized structure, corporate governance, financial autonomy, academic freedom, academic promotion, inequality in access, university entrance exam. , supply-

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demand balance, faculty member training, university-society and business world relations, open education and quality in education.

Tuğlu (2009), in his study investigating the status and problems of university education in Turkey, found the main problems of universities in Turkey; The lack of sufficient number and quality of teaching staff, the fact that all university employees do not have the right to vote in the election of the rector, the demand of the local people rather than the university administrators and the fact that daily political decisions are effective in the opening of Vocational Schools and departments and determining their quotas, the physical facilities of both state and private universities in Turkey and infrastructure problems, bureaucratic obstacles in scientific studies, and staff and field of study problems experienced by academic staff doing doctorate abroad when they return home.

Common subjects studied abroad are usually autonomy, the operation of quality and accreditation processes, the expectations and satisfaction of service recipients from higher education, and the fact that privatization is now inevitable in higher education as it is in every level of education due to globalization and capitalist economic policies, comparative analysis of new models in the financing of education in the world and examining education financing within the scope of autonomy. In his study on privatization in higher education, Tilak (1991) stated that the privatization of higher education is not a new event in the world economy and that the private sector has a share in higher education in many countries, depending on the development level of the countries.

Although the countries that have started planning activities earlier are at the forefront of their development and development levels, the fact that most of the targets related to the planning of education in the ten development plans implemented in the last 50 years in Turkey have not been achieved (Gönülaçar, 2014; Tuna, 2003) with the effect of "higher education for everyone" understanding, it has caused problems in many fields of study in terms of supply, demand, financing and management structure in higher education.

In terms of access to higher education, the policy of establishing new state universities adopted in Turkey in recent years provides some advantages to both the stakeholders of higher education and those who have a say in the country's administration. These can be listed as increasing enrolment rates and the increase in the number of students benefiting from higher education; ease of access for disadvantaged individuals who do not have the opportunity to pursue higher education outside the city they live in, thanks to new universities opened in each region; Cities with already large populations are less affected due to the spread of the population of the age of higher education to other regions besides the big cities; the expansion of the section benefiting from higher education, the massification of higher education, which was previously described as "elitist", and the increase in competition among state universities (Altınsoy, 2011).

According to Hesapçıoğlu (1984), as the social demand model states, which aims to ensure equality in the education of individuals forming a society, equality of opportunity should be under the constitutional guarantee of countries. Some of the problems encountered in ensuring equality of opportunity in Turkey in the Ninth Development Plan; are gender-based inequality, regional differences, and economic inequalities. Considering all areas of inequality, attention is drawn to the difficulty of establishing a supply-demand balance in Turkey under the influence of internal migration, development gap, rural and urban opportunities, and population projection (DPT, 2007).

In higher education demand of the individuals, factors such as employment opportunities and unemployment, socio-economic and educational status of families (Sarpkaya, 2010), life-long learning opportunities, high income to be enjoyed throughout life and increasing welfare level, social status expectation, direct and indirect education costs, additional Financial resources and opportunities, developing technology (Gölpek & Uğurlugelen, 2013: 76) and even gaining the professional, cognitive and affective skills that individuals are expected to have within the scope of 21st-century competencies are effective.

In terms of financing of higher education, it can be said that there are two approaches in general, considering the income sources of the education systems of both developed and developing countries. The first is public financing, which is the provision of education revenues directly from taxes, duties, and fees, and the second is private (with fees) financing, which is the approach of providing income

from students or families. The mixed financing model presented by those who argue that it is more appropriate to use these two approaches at the same time can be said as the third approach (Tural, 2012). In the financing of higher education, where individual returns are higher compared to other levels of education (Ünal, 1996), states are making resource allocation at a decreasing level. In addition, it is possible to say that privatization policies supported by legal texts on higher education not only in Turkey but also in the world are a factor that increases inequality at the macro level in the economies of countries (Yılmaz & Sarpkaya, 2016).

Under the title of the structure of higher education, four basic areas are mentioned in order to ensure university autonomy, which is one of the identified problem areas. These are institutional autonomy, financial autonomy, autonomy in the employment of academic staff, and academic freedom (Esterman, 2015). Postgraduate education has an important function in the process of producing and sharing scientific knowledge through research in universities. The aims of postgraduate education can be listed as scientific teaching, meeting the need for teaching staff, conducting research and studies that will contribute to the development of science, publishing these researches, and presenting them to the public (Başaran, 2006: 127). In this context, this study focuses on the planning problems of higher education institutions, which have functions that can never be separated from the development and economy of the country, which bring the trained manpower needed by our country to their business fields, publish the results of their research to enlighten and inform the public. The main problem of this research is what the planning problems are that arise in higher education and what kind of solutions can be offered for the solution of these problems. In line with this problem statement, the research questions are as follows:

1) What are the planning problems and solution proposals regarding "Education Supply" in higher education?

2) What are the planning problems and solution suggestions regarding "Education Demand" in higher education?

3) What are the planning problems and solution suggestions regarding "Financing Education" in Higher Education?

4) What are the planning problems and solution proposals regarding the "Structure of Higher Education"?

Method

Research Design

This study was designed in phenomenological pattern, one of the qualitative research methods. Phenomenological studies focus on situations that we are aware of but do not have a detailed and in-depth understanding of the subject. Therefore, at the end of the study, the researcher can reach experiences, examples, opinions, explanations, and findings that will enable him to deal with the phenomenon with as many dimensions as possible and describe the subject in an inclusive way (Büyüköztürk et al., 2016).

Study Group

The study group of this research consist totally of 17 faculty members with the title of Dr. Instructor Member, Associate Professor and Professor, working in 10 faculties and four Vocational Schools at Aydın Adnan Menderes University as administrators. Participants were chosen among the Prof., Assoc. Prof., and Dr. Instructor Member titled ones, by use of criterion sampling (being an administrator) and maximum diversity (title – faculty – gender) which are purposive sampling methods. Because the purposive sampling method allows the situations, which are believed to have rich knowledge on a subject, to be studied in-depth and the situations, events, and phenomena that are aimed to be described by the study to be discovered by the researcher (Yıldırım & Şimşek, 2016). Information about the participants is shown on Table 1.

Table 1

Information about the Participants

Name Codes	Participants	Title	Gender	Position
Ayhan	P1	Dr. Instructor Member	Male	Vocational School Vice-Principal
Birgül	P2	Dr. Instructor Member	Female	Vocational School Principal
Burak	P3	Assoc. Prof.	Male	Vocational School Principal
Erdal	P4	Assoc. Prof.	Male	Vice-Dean
Ferhan	P5	Dr. Instructor Member	Male	Vice-Dean
Göktuğ	P6	Dr. Instructor Member	Male	Vice-Dean
Hande	P7	Dr. Instructor Member	Female	Vice-Dean
Irmak	P8	Prof. Dr.	Female	Vice-Dean
İclal	P9	Assoc. Prof.	Female	Vice-Dean
İkram	P10	Assoc. Prof.	Male	Vice-Dean
Nalan	P11	Dr. Instructor Member	Female	Vocational School Vice-Principal
Özgül	P12	Assoc. Prof.	Female	Vice-Dean
Rengin	P13	Assoc. Prof.	Female	Vice-Dean
Serkan	P14	Dr. Instructor Member	Male	Vice-Dean
Talha	P15	Dr. Instructor Member	Male	Vice-Dean
Vedat	P16	Prof. Dr.	Male	Dean
Yıldıray	P17	Assoc. Prof.	Male	Vice-Dean

As it is seen on Table 1, seven of the participants out of 17 in total are female and 10 participants are male. Eight of the participants are Dr. Instructor Members, seven are Assoc. Prof and two of them are Professors.

Research Instrument

In the creation of the semi-structured interview form prepared by the researcher, the relevant literature, OECD, UNDP, Eurostat reports and statistics were used. The draft interview form prepared in this framework was presented to the opinion of two different experts. Necessary adjustments were made on the items in the form in line with the two experts' evaluations. In this form, the form was applied in two faculties and two Vocational Schools determined by the researcher. After the pilot application, the final form of the semi-structured interview form was shaped in line with the feedback received and by re-applying the two experts' opinions, and the interviews were conducted. The data collection tool, which was developed to describe the planning-related problem areas in higher education according to the views of the instructors and to offer solutions to these problems, consists of two parts. In the first part, information about the participants can be seen and in the second part, there are 12 interview questions in total as follows:

Q1: What kind of features should be considered when opening new universities?
- in terms of number and qualification (doctoral/experience/publication etc.) of teaching staff?
- in terms of the type of schooling and its compatibility with the conditions of the geographical region (departments to be opened/social-demographic structure/employment)?
Q2: What should be done to increase the quality of universities?
Q3: What are the effects of quantitative growth in higher education on quality?
Q4: Which institutions should work in cooperation in order to carry out higher education in a planned manner in Turkey?
- why is the cooperation of these institutions important?
Q5: What are your thoughts on the importance of universities' following the market and university-industry cooperation?
Q6: What kind of expectations do the people who demand higher education have in Turkey?
Q7: Do all students benefit equally from the opportunities offered by higher education in Turkey?
-in terms of enrolment rate (by gender/regions/socio-economic status)?
-in terms of state – foundation university (internship – scholarship opportunities according to departments)?
Q8: What do you think about the distribution of the resources allocated to universities from the budget among faculties/schools/other units?

Q9: What kind of additional funding sources/research/study/projects contribute to financial self-sufficiency and empowerment of our universities?
Q10: What do you think is the mission of universities?
  - to what extent can it fulfil this mission?
  - what are the obstacles that prevent them from fully fulfilling this mission?
Q11: What kind of freedoms do universities need in order to produce, disseminate and develop innovative and creative knowledge that will ensure the development of the country?
Q12: How do you evaluate the effects of Council of Higher Education on our higher education system?

Related to the first sub-problem "education supply", *"Q1, Q2, Q3, Q4, Q7, Q10 and Q11";* related to the second sub-problem "education demand", *"Q2, Q3, Q5, Q6, Q7 and Q10";* related to the third sub-problem "educational finance", *"Q7, Q8 and Q9"* and related to the fourth sub-problem "the structure of higher education", *"Q11 and Q12"* were asked to the participants and the findings of the research were reached. Since the sub-problems of the research cannot be considered independently of each other, the questions in the semi-structured interview form were prepared to reveal data related to more than one sub-problem.

Data Analysis and Process

The data obtained from the interviews conducted within the scope of the study were analysed using the content analysis method, one of the qualitative data analysis methods. Interview forms were analysed using the MAXQDA 12 analysis program, coding was made taking into account the relevant literature, and the revealed codes were listed. These codes were associated within themselves and gathered under certain categories, and these categories were associated within themselves and upper categories were created. Based on the sub-categories, categories were created. Findings were interpreted through explanations, interpretations, and descriptions by making comparisons between different phenomena, when necessary, by revealing the cause-effect relationship between them.

Validity, Reliability and Ethics

In this study, which is qualitative research, in order to provide validity, which can be defined as credibility or whether the findings are compatible with the current reality; a) Miles and Huberman formula was used in the creation of categories and sub-categories, which argues that social phenomena can be combined with order and succession, and that relations between these phenomena can be established, and that the analysis process should consist of the stages of organizing the data, classifying it, reducing it when necessary, presenting the data, describing and verifying the findings (Yıldırım & Şimşek, 2016). b) Categories are explained and interpreted with both an inductive and deductive approach. c) The significance, integrity, and relationship between the findings was constantly tested by the researcher. d) The realities in practice based on the findings were tried to be reached by making comparisons in the literature.

In order to ensure the reliability related to the reproducibility and consistency of the research findings; a) In the analysis of the data, control coding was done by two different experts. According to the Miles and Huberman formula, the consensus and disagreements among the coders were determined, and the reliability rate after the procedure was calculated as 90.8%. b) Voice recordings of all participants in the interviews were made with permission, notes were taken during the interview in order to prevent possible data loss, and the recordings were converted into data texts without delay.

Findings

In this section, the findings obtained as a result of the analysis of the data and comments on these findings are given.

1. Findings Regarding Planning Problems Regarding "Education Supply" in Higher Education

As a result of the analysis of the interviews with the participants, four categories emerged under the planning problems related to the "education supply" in higher education. These categories are; 1) Mission of Higher Education, 2) Quality, 3) Teaching Staff Supply, 4) Access to Higher Education.

Table 1

Opinions on Planning Problems Related to "Education Supply" in Higher Education

Categories	Sub-categories	Codes
Mission of Higher Education	Being scientific	International Competition, Effort to Catch Developed Countries, Entrepreneurship, Scientific Research/Production of Knowledge, Education-Training, Making International Inventions, Raising Visionary / Proactive / Dynamic Individuals, Lifelong Learning, Universal Dimension of Universities
	Nationalization of Education	Ensuring Social Order, Creating Citizenship Awareness, Production of Patented Products, Developing Domestic Technology, Criticism of Raising Monotype Individuals, Observing National Unity and Interests, Producing Domestic and National Products
	Development	Guiding the Society, Ensuring Social Peace, Raising High-Income Individuals, Raising Market Awareness, Vocational Education, Training Qualified Manpower, Inter-Institutional / University / Industry Cooperation, Disruption in University-Society Communication, Teacher Training Policy, Leading Regional Development, Innovative Entrepreneurship of the Youth, Unemployment and Job Vacancy, Training Manpower According to Market Requirements
Quality	Teacher Training	Expectation of Being a Civil Servant, Out of Field Employment, Pedagogical Formation, Manpower Needs Analysis
	Within-university Quality Criteria	Student Satisfaction, Service Quality, Quality of Graduates, Academic Staff Quality, Scientific Publication Quality
	Specialization in Universities	Decreased Workload, Instructors Having Clear Job Descriptions, Specialization in Certain Sciences, Qualified Master's and Doctorate Education
	International Quality Criteria	Accreditation, International Recognition, International Cooperation, Employment of Foreign Lecturers, Foreign Student Demand
Teaching Staff Supply	Academic Staff Qualification	Different Status on the Same Position, Academic Encouragement, Studies Directing the Society, Scientific Research and Publications, Foreign Language Proficiency, Pedagogical Education of Faculty Members
	Faculty Member Training	TÜBİTAK Doctoral Scholarship, Qualified Master's and Doctorate Education, Teaching Staff Competency, Training Theorists and Practitioners in the Field
	Workload	Teaching-Research-Publishing Requirement, Administrative Position, Number of Students Per Instructor, Staff Allocation According to Needs
Access to Higher Education	Schooling	Non-formal Education Opportunities, Schooling by Regions, Schooling by Population, Schooling by Gender
	Barriers to Equal Opportunity	Quality Difference, Physical Facilities, Privatization in Higher Education, Scholarship Opportunities, Individuals' Income Level, District / Province Opportunity Difference, Gender

		Factor, Socio-Demographic Structure, Housing-Transportation Opportunities, Supply-Demand Balance, Interregional Development Difference
	Quantitative Growth	Technical and Supporting Staff Employment, Political Factors/Local Demand, Opening Departments, Opening Application Areas, Opening of New Universities, Physical Facilities-Infrastructure, Socio-Cultural Structure of the Region, Improvement of Universities having Priority in Development, Rooted University / Provincial University Opportunities

When Table 1 is examined, according to the opinions of the participants, under the category of "Mission of Higher Education" regarding planning problems related to "education supply" in higher education; Three sub-categories emerged: a) Being scientific, b) Nationalization of Education, c) Development. Under the sub-category of being scientific, the participants; It is seen that they express their opinions on issues such as international competition, striving to catch up with developed countries, entrepreneurship, scientific research/information production, education, international invention, raising proactive, dynamic individuals with a broad vision, lifelong learning, and the universal dimension of universities. Within the sub-category of "Nationalization of Education"; There are codes such as providing social order, raising citizenship awareness, producing patented products, developing domestic technology, criticizing raising a single type of person, observing national unity and interests, producing domestic and national products. In the third sub-category, "Development"; codes such as giving direction to society, providing social peace, raising high-income individuals, raising market awareness, vocational training, raising qualified manpower, inter-institutional / university / industry cooperation, disconnection in university - society communication, teacher training policy, leading regional development, innovative entrepreneurship of young people, open unemployment, labour force training suitable for market requirements can be seen.

Under the "Quality" category; It is seen that there are four sub-categories: a) Teacher Training, b) Within-university Quality Criteria, c) Specialization in Universities, d) International Quality Competences. Under the 1st sub-category of "Teacher Training"; it is seen that the codes of expectation to become a civil servant, out-of-field employment, pedagogical formation, and manpower need analysis have been reached. Under "University Quality Criteria"; It is understood that opinions were expressed on student satisfaction, service quality, graduate quality, academic staff quality, scientific publication quality. Under the sub-category of "Specialization in Universities"; decreasing workload, teaching staff with clear job description, specialization in certain disciplines, qualified master's and doctorate education codes. Regarding the "International Quality Competence", which is the last sub-category under the "Quality" category regarding the planning problems related to "education supply" in higher education; It is understood that they expressed their opinions on accreditation, international recognition, international cooperation, employment of foreign academic staff, and foreign student demand.

Under the category of "Instructor Supply"; It is seen that the sub-categories of a) Academic Staff Qualification, b) Training of Faculty Members, c) Workload are formed. In the sub-category of "Academic Staff Qualification"; having different status on the same position, academic incentives, studies that shape the society, scientific research and publications, foreign language proficiency, pedagogical education of faculty members codes take place. Under "Teacher Training"; It is seen that there are TÜBİTAK doctoral scholarship, qualified graduate and doctoral education, teaching staff competence, training qualified staff in the field, training theorists and practitioners in the field. In the table, there is a sub-category of "Workload" under the category of "Instructor Supply". Under this sub-category, there are codes of teaching-research-publication obligation, administrative duty, number of students per instructor, and staff allocation codes according to needs.

There are three sub-categories within the category of "Access to Higher Education" and these sub-categories are; a) Schooling, b) Barriers to Equal Opportunities and c) Quantitative Growth. Within the schooling sub-category; non-formal education opportunities, schooling by regions, schooling by

population, and schooling codes by gender take place. Under the sub-category of "Barriers to Equal Opportunity"; there are codes of quality difference, physical opportunities, specialization in higher education, scholarship opportunities, income level of individuals, district-provincial opportunity difference, gender factor, socio-demographic structure, accommodation-transportation opportunities, supply-demand balance, inter-regional development difference. Under the "Quantitative Growth" sub-category, employment of technical and supporting staff, political factors / local demand, opening of departments considering the characteristics and needs of the region, opening application areas, opening new universities, physical facilities-infrastructure, socio-cultural structure of the region, having regional priority in development, deep-rooted university-provincial university opportunities codes have emerged. Some participant views on planning problems related to "Education Supply" in higher education are as follows:

> • It can be said that private universities are good in some fields. However, especially in the field of health, state universities are much more qualified according to me. Because all kinds of equipment are available in the hospitals of state universities. (İkram)
> • There are differences in scholarships between state and private universities. At the private university I worked, many students were getting scholarship and there were different scholarships. There were scholarships for success in a scientific field, scholarships given to staff children, scholarships given to those who are in trouble but successful. There were many different criteria. (İclal)

According to the participants, universities should be institutions that not only transmit intellectual knowledge, but also produce innovative projects. They stated that the prestige of science in universities should be increased, the necessity of producing patented products and all these should be adapted to social development. At this point, they stated that the mission of the university is to develop a nation socially, scientifically, culturally and economically. They stated that in addition to increasing the number of universities and academic staff, they should carry out studies that will contribute to qualitative development and provide more opportunities for different and creative thoughts in the academic sense.

Higher education administrators in the research stated that studies should be carried out to further increase the quality of students in Vocational Schools and in this context, the expectation that "the state will give jobs to every university graduate" should be eliminated in order not to encounter unemployed and unhappy individuals in the future. Participants talk about the necessity of providing all kinds of support for academic and administrative staff to have the highest level of educational-cultural and social competences that can represent our country in the international arena, and the necessity of choosing support recipients according to the criteria determined in a fair manner. Regarding the planning problems related to the "Education Supply" in higher education, the participants stated that the number of publications in Turkey has increased a lot, but the quality is not at the desired level, that the foreign language levels should be increased in the qualifying criteria, that the instructors should also pursue qualifications, and choose opportunities such as making observations, job shadowing and teaching abroad via EU projects.

2. Findings Regarding Planning Problems Regarding "Education Demand" in Higher Education

At the end of the analysis of the interviews with the participants, two categories were determined according to the findings related to the planning problems related to "Education Demand" in higher education. These categories are; 1) Education Demand Determinants, 2) Introduction to Higher Education. Table 2 presents information on these findings:

Table 2
Opinions on Planning Problems Related to "Education Demand" in Higher Education

Categories	Sub-Categories	Codes
Education Demand	Social Expectations	Providing staff at all levels, raising qualified manpower, healthy-happy-conscious citizens, increasing income level-

Determinants		social welfare, developing a scientific perspective, gaining a culture of discussion and research, raising visionary-proactive individuals, raising solution-oriented individuals, raising individuals with dominant ideology
	Individual Expectations	Increasing life standards, acquiring skills, receiving education in accordance with individual characteristics, cost-quality of education, social pressure and family pressure, increasing income level, being a member of a certain social class, acculturation, self-realization, having a profession, higher education, employment
Entry to Higher Education	Effects on Families	Repetitive education costs, hopelessness for their own children and the future of the country, transferring to education by reducing household expenditures, difficulty in meeting the costs of university education and preparation, forgone earnings
	Effects on the System	Employment problem, lack of equal quality education services, early school leaving, difficulty in finding qualified manpower in some areas, opening of departments that do not meet the manpower need, weak vocational guidance and guidance, shortage of qualified helping staff in the market, investment preference made between quality and quantity, crowded classrooms, High number of students per faculty member
	Effects on Students	Postponing life, increasing demand for education, professional orientation imposed by family/society, choices made without considering talents and interests, inequality in benefiting from higher education opportunities, psychological state, poor orientation and unconscious choice

In Table 2, under the category of "Determiners of Education Demand", which was determined as the first category and included under the heading of planning problems related to "Demand for Education" in higher education; It can be seen that the sub-categories of a) Social Expectations and b) Individual Expectations are formed. Within the "Social Expectations" sub-category; providing staff at all levels for an effective functioning economy, qualified manpower for sustainable development, raising healthy-happy-conscious citizens, increasing social welfare in parallel with income level, approaching daily events from a scientific perspective, gaining a culture of discussion and research, raising visionary-inquiring-proactive individuals There are codes of raising solution-oriented individuals related to country problems, raising individuals with dominant ideology. Under the second sub-category, "Individual Expectations", "improving life standards, acquiring skills, getting education according to individual characteristics, cost-quality of education, social pressure and family pressure, increasing income level, being a member of a certain social class, acculturation, self-esteem, realization, having a profession, higher education, employment" codes can be seen. Three sub-categories emerged under the "Entry to Higher Education Category".

These sub-categories are; a) Effects on Families, b) Effects on the System, c) Effects on Students. Under the sub-category "Effects on Families"; repetitive education costs, hopelessness for their own children and the future of the country, reducing household expenditures and transferring to education, difficulty in meeting the costs of university education and preparation, and abandoned earnings codes. Under the second sub-category "Impacts on the System"; employment problem, lack of equal quality education services, early school leaving, difficulty in finding qualified manpower in some fields, opening of departments that do not meet the manpower need, weak vocational guidance and guidance, shortage of qualified intermediate staff in the market, investment preference made between quality and quantity, crowded classes, It can be seen that there are codes for "excess number of students per faculty member". Under the third sub-category "Impacts on Students", there are codes of "postponing life, increasing education demand, vocational orientation imposed by family/society,

choices made without considering talents and interests, inequality in benefiting from higher education opportunities, psychological state, poor orientation and unconscious preference". Some of the views on planning problems related to "Education Demand" in higher education are as follows:

> • *Universities are opened by choosing the departments that are easy to open even though there is no need. This causes a serious backlog in graduates. The score of business management is now almost equivalent to 2-year programs. Because every university opens this department. Also, business-economics departments are opened in every university, which causes a serious loss of qualifications. Newly – opening programs need to be carefully examined. (Ayhan)*
> • *…the future expectations of children in secondary and high school should be well researched and guidance should be given to them. We need to question in which sector we can be more efficient and productive for the future and we should train human resources accordingly. (Yıldıray)*

Some of the participants criticized the discrediting of people who are devoted to science "through the lines of complaint" and stated that if the culture of democracy is established and the morality of science is fully formed in the nation, there will be no need for such initiatives. In views on individual expectations; Topics such as improving life standards, acquiring skills, receiving education in accordance with individual characteristics, cost-quality of education, social pressure and family pressure, being included in a certain social class, acculturation, self-realization, having a profession, getting a higher education are the prerequisites in determining the education demand. Participants say about the "Entry to Higher Education Category" in planning problems related to "Education Demand" in higher education that they especially criticize the fact that the departments that are easy to open are selected and opened in universities, although there is no need, they said that they observe that this causes a serious crowding in graduates and that this situation is very sad and psychologically destructive for young people.

3. Findings Regarding Planning Problems Related to Financing of Higher Education

At the end of the analysis of the interviews with the participants, five categories were determined according to the findings related to the planning problems related to the financing of higher education. These categories are; 1) Academic Incentive, 2) Cost of Higher Education, 3) Additional Financial Resources, 4) Privatization in Higher Education, 5) Share Allocated from the Central Budget. Table 3 provides information on these findings:

Table 3
Opinions on Planning Problems Related to "Financing" in Higher Education

Categories	Sub – Categories	Codes
Academic Incentive	Individual and Organizational Effects	Job Satisfaction, Increase in the Number of Researches / Projects / Number of Publications, Productivity, Publication Quality
	Empowerment Activities	Appreciation, Performance Based Salary Increase, Increase in Side Payments, Increase in Staff Salary, Project Support-Public Participation
Cost of Higher Education	Personal Cost	Tuition Fee, Forgotten Earnings, Time, University Preparation Expenditures, Housing, Stationery, Clothing, Kitchen Expenses, Lightening etc., Transportation Expenditures, Fees
	Public Cost	Withdrawal Cost, Time, Investment Cost (Building and Equipment), Lecturer and Other Staff Salaries
Additional Funding Sources	Out of University	Laboratory Services, Market Consulting-R&D Services, Project Payments, Providing Scholarships, University-Industry Partnership, Donations
	Within University	Vocational Guidance Studies, Revolving Funds, Summer Schools, Technopolises, Projects (TUBITAK-EU Projects, etc.),

		Marketing Self-Produced Products, Lease of Facilities/Lands
Privatization in Higher Education	Socio-cultural Opportunities	Providing Professional Connections, Being in the City Centre, Being a Campus University
	Academic Facilities	Academic Staff Transfer, Academic Staff Qualification, Opportunities Abroad, Working Conditions, Staff Status
	Physical Facilities	Landscaping, Campus, Library-Dormitory-Sports Facilities, Laboratory and Classrooms
	Financial Opportunities	Job Guarantee, Domestic-Overseas Internship/Training Opportunity, Academics Salary, Success Scholarships
Share Allocated from the Central Budget	Pay Share Allocated to Various Activities	Staff Side Payments, Staff Salary Payments, Local Projects, Building-Hardware Services, R&D Activities, Scientific Research
	Distribution Between Education Units	Share of Vocational Schools, Share of Faculties
	Distribution Between Universities	Central Budget Planning, Number of Academic Staff, Priority of the Region in Development, Discrimination in Budget Distribution, Number of Students, Political Factors, Budget by the Value Added

According to Table 3, when the views on planning problems related to the financing of higher education are examined, under the first category "Academic Incentive"; It is seen that there are two sub-categories: a) Individual and Organizational Effects, b) Empowerment Activities. It can be seen that two sub-categories emerged under the second category, "The Cost of Higher Education", and these sub-categories are; a) Personal Cost, b) Public Cost. Under the third category determined as "Additional Financing Sources"; There are two dimensions: a) Out of the University, b) Within the University. Under the fourth category (Privatization in Higher Education); The sub-categories of a) Socio-cultural Facilities, b) Academic Facilities, c) Physical Facilities, d) Financial Facilities can be seen. In the "Share Allocated from the Central Budget", which is determined as the last category in the table; a) Share Allocated to Various Activities, b) Distribution Between Educational Units, c) Distribution Between Universities sub-categories can be seen.

"The Cost of Higher Education" has emerged as the second category in line with the codes related to the planning problems related to the financing of higher education and there are two sub-categories under this category as "Personal Cost" and "Public Cost". The codes included in the "Personal Cost" are as follows: Tuition fee, forfeited earnings, time, university preparation expenses, accommodation, stationery, clothing, kitchen expenses, lightening etc., transportation expenses, fees. Under the "Public Cost" sub-category, opinions on abandonment cost, time, investment cost (building and equipment), salaries of lecturers and other staff are examined. It is seen that there are two sections under the "Additional Funding Sources" category as "Out of University" and "Within the University". Under the "Out of University" sub-category; It can be seen that the coding of abandonment cost, time, investment cost (building and equipment), salaries of lecturers and other staff is done. Within the sub-category of "Within the University"; There are codes for vocational orientation studies, revolving funds, summer schools, techno-cities, projects (TÜBİTAK-EU projects, etc.), sales of manufactured products, and leasing of facilities/land.

Under the category of "Privatization in Higher Education"; a) Socio-cultural Facilities, b) Academic Facilities, c) Physical Facilities, d) Financial Facilities sub-categories are seen. Under the "Socio-cultural Opportunities" sub-category; It is understood that the codes of providing professional connections, being in the city centre, being a campus university are made. Under the "Academic Opportunities" sub-category; It is understood that the codes of academic staff transfer, academic staff qualification,

opportunities abroad, working conditions, staff status are examined. Under the "Physical Facilities" sub-category; landscaping, campus, library-dormitory-sports facilities, laboratory and classroom codes appear. In the last sub-category of Table 3.1, "Financial Opportunities", the codes for job guarantee, domestic and international internship/education opportunities, high salaries of academics, and success scholarships have been reached.

There are three sub-categories in total under the "Share Allocated from the Central Budget" category and these are; a) Share Allocated for Various Activities, b) Distribution Between Educational Units, c) Distribution Between Universities. Within the sub-category "Share Allocated to Various Activities"; staff benefits, staff salary payments, local projects, building-hardware services, R&D activities, scientific research codes. Under the second sub-category "Distribution between Educational Units"; share of vocational schools and share of faculties codes have appeared. Findings for the sub-category of "Distribution among Universities" can be seen in the table above. Some of the views on the planning problems related to the financing of higher education are as follows:

> • *The efficiency of taxation is a balancing factor for the equal distribution of scholarship opportunities. For example: children of civil servant families have less scholarships than the children of tax evaders who have a better economic situation than their parents, since their parents' earnings are officially recorded ... (Irmak)*
> • *Lack of resources forces the Vocational Schools to transfer only theoretical knowledge. A significant amount of resources are allocated to research in every field in universities abroad. In Turkey, the allocation of resources is higher, especially for technical universities. (Talha)*

Some of the participants expressed the deficiencies in the Academic Incentive Arrangement and stated that they witnessed the articles and symposium papers that came out overnight. They emphasized that it is important to provide incentives to keep the motivation of academic staff at a high level, to take volunteerism as a basis for participation in projects, and to support those who do project research. Regarding the empowerment of the teaching staff, they also focused on issues such as appreciation and award, performance-based salary increase, increase in side payments, increase in staff salary, project support-open participation to everyone. The participants mentioned that time is very important for young people and that it is wrong to include the university needs of the education expenses separately, but sometimes they have to. They emphasized that expenses for university preparation, accommodation, stationery, clothing, kitchen expenses, lightening, transportation expenses and fees are included in personal costs.

4. Findings Regarding Planning Problems Regarding the Structure and Functioning of CoHE

At the end of the analysis of the interviews with the participants, five categories were determined according to the findings related to the planning problems related to the structure and functioning of CoHE. Table 4 provides information on these findings:

Table 4

Opinions on Planning Problems Related to the Structure and Functioning of CoHE

Categories	Sub – Categories	Codes
Management of Higher Education	Professional Management	Mobbing, Vision of University Administration, Selection of Experts in Management
	Workload	Exemption from Teaching Duty, Executive Management Role
Mission of CoHE	Recommendation	Effective Budget Management, Quota Determination, Qualification Improvement Studies, Course-Department Opening
	Coordination	Harmonization with International Programs, Curriculum Equivalence Processes, Definition of Duties and

		Specializations
	Planning	Skilled Manpower Need Analysis and Planning, Arranging Education Programs According to Needs, Opening Departments and Determining Quota
	Supervision	Budget Control (Quality Inspection Board (Private), Supervision of Functioning, Supervision of Discipline System, Supervision of Course System, Examination System, Supervision, Product and Performance Evaluation
	Arrangement	Personal Rights, Determination of National Quality Criteria, Determination of Specialization Areas, Opening a Department and Determination of Quota
Appointments and Merit	Appointment/Promotion to Academic Staffs	Merit Criteria, exception in Appointments, Qualified Instructor Employment
	Rector Nomination Process	Share/Role of Out of-university Factors, Role of Within-university Stakeholders in the Process, Rector Appointment from Past to Present
University Autonomy	Administrative Autonomy	Dismissing the Administrative Staff when Necessary, Universities Selecting Their Own Students, Determining the Appointment Criteria, Management, Determining the Staff by Election (Dean), Accelerating the Process, Staff Allocation
	Scientific Autonomy	Setting Academic Standards, Creating Curriculum, Selection of Field and Topic, Freedom of Thought, Freedom of the Chair, Academic Freedom
	Financial Autonomy	Transfer of Qualified Instructors, Effective Budget Control, Freedom in the Use of Budget
The Effects of CoHE on the Higher Education System	Effect on Organizational Culture	Organizational Silence, Its Effect on Product and Performance, Organizational Belonging/Commitment/Justice Perception, Participation in Decision Making Processes
	Functioning of CoHE	Procedures Complicating the Process, Repressive Attitude, Excessive Use of Power and Authority, Excessive Control
	Political Influence	Away from Political Influence CoHE, Political-Economic Factor, Political Identity of Rector Candidates, Educational Planning-Political Will Relationship
	Structure of CoHE	Formation of CoHE, Centralized Structure

There are two sub-categories under the category of "Management of Higher Education", which is one of the planning problem areas related to the structure and functioning of CoHE. These subcategories are professional management and workload. Under the "Professional Management" sub-category; there are codes for mobbing, the vision of the university administration, and the selection of experts in management. The "Workload" dimension includes exemption from teaching duty and executive management role codes. It is seen that five sub-categories emerged in the section of the "Mission of CoHE" category. Codes related to these sub-categories determined as a) Recommendation, b) Coordination, c) Planning, d) Supervision, e) Arrangement can be seen. Accordingly, under the "Recommendation" sub-category, there are codes for "effective budget management, quota determination, quality improvement studies, opening courses-departments".

Under "Coordination" sub - category; there are codes for ensuring compliance with international programs, curricula equivalency procedures, task and specialization field definitions. Within the

"Planning" sub-category; The opinions of trained manpower need analysis and planning, arranging the education programs according to the needs, opening a department and determining the quota are included. Under "Control"; budget control (quality inspection board (private), functioning inspection, disciplinary system inspection, course system inspection, exam system inspection, product and performance evaluation coding. Finally, under the "Arrangement" sub-category in this table, personal rights, national quality criteria determination It can be seen that there are codes for determining areas of specialization, opening departments and determining quota.

Under the category of "Assignments and Merit", subcategories of "Assignment/Promotion to Academic Staff" and "Rector Nomination Process" were obtained. Under the sub-category of "Assignment/Promotion to Academic Staff"; There are merit criteria, exception in appointments, qualified teaching staff employment codes. Under the "Rector Nomination Process", there are the share/role of factors outside the university, the role of university stakeholders in the process, and the codes of rector appointment from past to present. Some of the interviewees regarding the code of exception in appointments emphasized that the "Board of Trustees", which has been voiced in recent years, would further fuel these attitudes and behaviours, and even stated that the rector's powers could be limited. Under the category of 'University Autonomy'; Three sub-categories emerged as a) Administrative Autonomy, b) Scientific Autonomy, c) Financial Autonomy. Under the 'Administrative Autonomy' sub-category; There are codes for dismissing the administrative staff, when necessary, for universities to choose their own students, determining the appointment criteria, determining the administrative staff by election (dean), accelerating the operation, and staff allocation codes.

Findings related to the category of "The Effects of CoHE on the Higher Education System" can be seen in the table above. Some of the views on planning problems related to the structure and functioning of CoHE are presented below:

> • *We can give the job of education to those who love education and the job of research to those who love research. This could be better in terms of mission. Workload can hinder research a bit. (Vedat)*
> • *CoHE is our main institution that has an impact on the higher education system in terms of its duties and authorities. It carries out the necessary incentives and projections to bring the system to a high standard structure. In this respect, it has primary responsibility and control over higher education. (Nehir)*

Participants emphasized that rectors at universities should be highly qualified leaders who energize their colleagues and constantly provide their motivation, rather than a superior-subordinate relationship. Some of the participants stated that the administrative staff should be separated from the academic staff. University administrators emphasized that the faculty members should choose the person who will manage them, and they stated that it is more democratic to reflect the preferences of the stakeholders inside and outside the university to this selection process. The participants, who drew attention to the scarcity of female administrators, shared the opinion that some female administrators apply more 'mobbing' than male administrators. While two participants talked about the need for instructors to have teaching competencies in other universities, most of the participants complained about the excessive course load and stated that in this context, those who love education and training can be given the job of education, and those who love research can be given the job of research.

Some participants expressed their opinions that there are no problems with freedom in universities. In their views on the Mission of CoHE, the participants focused on tasks such as advice, coordination, planning, supervision and arrangement. Opinion on effective budget management; quota determination, quality enhancement studies, opening courses-departments, ensuring compliance with international programs, curricula equivalence procedures, definition of duty and specialization, opening a department and determining quota, supervising the functioning, supervising the disciplinary system, staff rights are the codes that have been reported. At this point, the most focused issue was effective budget management, and some participants mentioned that people in the financial system, especially those at the head of the revolving fund, could gain unfair advantage by using some deficits. The majority of the participants emphasized the necessity of CoHE. However, some participants mentioned that CoHE does not have to be affiliated with the state, that there may be a special

supervisory board (such as the CoHE quality board), or that it can become innovative that can make more objective evaluations and perhaps work as a control mechanism in the opening of universities.

Discussion, Conclusion, And Suggestions

Academic administrators participating in the research stated that universities could not produce scientific knowledge that would lead social development regarding the mission of higher education; the qualified workforce needed by the country cannot be trained; They stated that universities have a distant stance from society and that similar issues are studied in the theses written. These findings are similar to the research conducted by Başarır (2009) on "The Functional Evolution of Universities and the Design of an Innovative Regional University". In addition, Yılmaz and Kaynak (2011) researched "The Role of Universities in the Process of Socio-Economic Transformation and the Expectations of the Local People from the University", in order to improve the relations with the public and to enable the public to communicate easily with the university through social and cultural events organized by the universities, seminars and training programs should be held open to the public. In addition to Küçüker's (2008) research, it is seen that in the development plans made in Turkey, policies were determined for the training of qualified human resources in the areas needed by the country, but higher education programs were not opened in this direction, and at this point, it shows parallelism with the findings of this research. Erdem (2006), who states that higher education institutions have started to become entrepreneurial and customer-driven companies with the effect of the changes in the world, states that by seeing information as a commodity that can be bought and sold within the framework of the market logic, universities that focus on market-driven ideas lead the changes in the fields of education, training, science and technology.

As Özyılmaz (2017) states, there is a growing problem of unappointed teachers due to the lack of planning in teacher training and employment, the quota of education faculties being determined according to demand rather than need, and the current situation of the personal and socio-economic rights of the teaching profession. are the most important problem areas. In addition to transferring theoretical knowledge, measures such as designing and developing educational programs for practice, defining teaching as a career profession, improving the personal rights and economic conditions of teachers, setting a certain success ranking criterion for students who will choose education faculty, and finally, only education faculty graduates can become teachers. These are believed to give credit to the teaching profession.

The problems related to the supply of instructors are the high number of students per instructor; the obligation of teaching staff to teach, research and publish; They stated that the teaching staff's foreign language level is insufficient and the teaching staff's lack of pedagogical education. The high number of students per faculty member means crowded classes and lower qualifications. In Akyol et al.'s (2018) research, the lack of academicians in terms of problems related to academicians; not paying attention to transparency and merit in promotion in the field; the low salaries of lecturers; the fact that academics with a heavy course load cannot allocate enough time to research; It has been found that researches that are focused on career and academic incentives increase the number of publications, but cause quality problems in publications. Erçetin (2001) similarly emphasizes that according to the results of the research conducted to determine the organizational visions of the rectors in Turkish universities, they want to employ qualified and motivated academic staff in the ideal university.

In the research, regarding the structure and functioning of CoHE, the participants state that academicians have a high workload ; participation in the election of the rector and representation in terms of the types of university staff with the faculty members; that female administrators are prevented from moving up the career ladder; excessive use of power and authority by the rector; central planning of university budgets has rendered devolution ineffective and the fact that the Council of Higher Education is the sole authority in all matters and the lack of merit in appointments and promotions.

Considering the studies conducted, Tuğlu (2009) in his study, investigating the problems of higher education in Turkey, emphasizes that all employees of the university do not have the right to vote in

the rector elections and bureaucratic obstacles are experienced in scientific studies regarding the structure of the CoHE. Similarly, Küçükcan & Gür (2009) lists the main problems of the Turkish higher education system as centralized structure, institutional management, financial autonomy, academic freedom, and quality in education and they propose primarily to produce effective solutions for the improvement of these issues to policy makers.

At this point, the need for a national internal quality assessment assurance system in which all relevant stakeholders can participate in the process, comes to the forefront in the Higher Education Workshop Report (2009), that there is no quality assurance institution that will make external evaluation in our country's universities. Different from this, in the Higher Education Specialization Commission Report (2001), there are also opinions that the Higher Education Coordination Board should be established instead of the Higher Education Council, and the Interuniversity Board should be authorized as the highest academic body in academic matters.

Based on the research findings, higher education institutions in Turkey can be classified as undergraduate universities, research universities, postgraduate universities, vocational and technical universities and health sciences universities, etc. As a supportive example, In their studies examining the quality and change in the education system in Finland, Pakkasvirta & Tarnaala (2008) indicate that a better way to provide appropriate education to heterogeneous student groups is through expertise and flexibility, and based on national framework programs, making the education programs more functional, taking into account local needs and expectations and being student-based. In other words, designing a much more functional, local needs centered and branch-based higher education system can improve quality in universities.

For our universities, which receive a share from the central budget with the bag budget model, can be a solution both to increase the quality by specializing in certain fields and to the unfair budget distribution between faculties-departments-units. An election process in which not only faculty members but also student representatives will have the right to vote in the election of the rector will increase the perception of democracy and organizational justice.

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