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EVALUATION OF THE SUCCESS LEVEL OF STUDENTS REGISTERED TO TOURISM FACULTIES IN UNIVERSITY EXAMS

Yasin KELEŞ^a

^aOndokuz Mayıs Üniversitesi, Turizm Fakültesi, Dr. Öğr. Üy., Samsun, Türkiye (yasin.keles@omu.edu.tr)

EXTENSIVE SUMMARY

Introduction

The most important factor affecting the quality of the touristic products which are provided to the consumers is the human resources that owned. Qualified human resources are mentioned together with tourism education and tourism education issue takes place in the policies of the country. Tourism education at the undergraduate level which started with the Trade and Tourism Higher Teacher schools has been organized as a tourism faculty since 2009. Along with the organization as tourism faculties, tourism faculties were established in many cities and their quotas increased over the years. The excess of quota has prevented the preference of the tourism faculties, and tourism faculties have started to turn into alternatives of students who are not able to register at other faculties. However, in many studies, the problems of tourism education and the tourism sector, as well as the problems of the students getting tourism education towards their work in the tourism sector, are emphasized (Baron and Maxwell, 1993; Getz, 1994; Keleş, 2017; Kozak and Kızılırmak, 2001; Pavesic and Brymer, 1990) and the problems in question continue. The purpose of this research is to examine the success of the students who registered at tourism faculties. In line with the result, the problems to be solved for the future of tourism education and what needs to be done were opened to discussion.

Student Admission Methods of Tourism Faculties

Students, who registered at tourism faculties in 2017, entered YGS and passed the limit; then, they were registered in line with the scores received by answering questions from specific areas. Students from different types of exams are accepted to the departments of tourism faculties. The Tourism Management Department accepted the equivalent weight score (TM-1), the tourism guidance department language score (LYS-5 language), the gastronomy and culinary arts department, and the recreation management department accepted the students with verbal (TS-2) scores.

When the purposes and learning outcomes of the departments in the web pages of tourism faculties are examined, it is difficult to encounter concrete expressions and the purposes in many faculties differ from each other. According to this, it is possible to analyze that manager education is given in tourism management and recreation management departments, tourist guidance education is given in tourism guidance department; in the gastronomy and culinary arts department, on the other hand, students are equipped with both managerial and kitchen knowledge. However, given the weighting of scores for student registration, in the tourism management department, which aims to train managers, while the numerical scores are predominant, for the same purpose, looking for success in verbal score in recreation management and gastronomy and culinary arts departments poses strangeness. Also, there are courses in the gastronomy and culinary arts department that include kitchen knowledge, and courses that require skills in the kitchen and food subjects and basic sciences (mathematics and

science). This situation on the other hand makes it controversial that student registration score type of gastronomy and culinary arts department is verbal.

Examining the success of the students who settled in the tourism faculties of the examinations carried out by ÖSYM, opens the debate on the readiness of the education rather than the problems related to the quality of the education given.

Methodology

This research is a qualitative research and the data were obtained by document analysis. In the research, the Higher Education Program Atlas (YÖK Atlas) as a document was examined. In YÖK Atlas 2017, the students who registered at tourism faculties (additional registrations excluded) YGS and LYS nets of the average were calculated; the examination / field nets per registered student were revealed. In addition, occupancy rates were calculated considering the quotas of the departments in tourism faculties and the number of registered students.

Findings

Turkish net average in Turkey YGS 2017 is 17,3. The students who registered at the gastronomy and culinary arts department have the highest net average group (28,3). The lowest average belongs to the students who registered at the departments recreation management (21,8) and tourism management (22,6).

When the data relating to the social field of GUYSS are examined the highest average belongs to students who registered at gastronomy and culinary arts department (21,8) and almost reached double the average of Turkey (12,6). The lowest average belongs to the students who registered at tourism management (15,5) and tourism guidance (17,2) department.

YGS Mathematics field data is negative according to Turkish and social exams. The maximum net was made by students who registered at tourism management and gastronomy and culinary arts and they are the same as Turkey average (5,1). The nets of the students who registered at recreation management (1,7) and tourism guidance (2,3) department is quite low.

YGS Science exam, is the most failed exam of the students who registered at tourism faculties. The average net of Turkey is of 4,6 and the students of tourism management and tourism guidance students were registered with 2,2 net, gastronomy and culinary arts students with 2,3 net, recreation management students with 1,5 net.

Turkey LYS-1 net average of 80 questions on the math test was 15,6 and the average of tourism management is 7,0. LYS-3 Turkish exam average in Turkey is 21,8 in 56 questions and tourism management remained below the average with the net of 20,6. gastronomy and culinary arts are above average with 34,1 and recreation management 22,3.

Turkey average in 24 questions is 9,3 in LYS-4 geography exam. Tourism management 9,6, gastronomy and culinary arts are 12,8 and recreation management is higher than average with 9,9. Turkey average is 17,7 in 56 questions in LYS-4 history exam and gastronomy and the culinary arts has 28,1 and recreation management has a 21,5 average. And the same departments answered the 32 questions of LYS-4 philosophy group exam and overrun the Turkey's average (11,9) (gastronomy and culinary arts 17,4 and recreation management 13,6).

Students who registered at Tourism Guidance Department answered only the LYS-5 Language Test in LYS. Tourism guide department average is 29,7 in 80 questions and higher than Turkey's average (22,7).

In 2017, in tourism faculties, the occupancy rates quotas of all departments are 100% except for tourism management. The first education quotas of the departments of tourism management reached 63%, the second education quota reached 22,5% and in total 47,7% and more than half of the quota stayed unregistered.

Discussion and Result

The results of this research, which examines the success of the students who are registered at tourism faculties according to the entrance examination, can be summarized as follows:

- Numeral achievements of the students who registered at tourism faculties, especially in the tourism management department which has numerical weighted scores calculation, are quite low.
- Students who registered at the gastronomy and culinary arts department with a verbal weighted scores calculation have high success in their exams, recreation management students on the other hand is at an average level.

- Students who pass the preference limit in the exam can easily be registered at tourism management department. The students who have slightly above average in their score types are registered at recreation management and tourism guidance departments.

Ovsenik (2003: 108) stated that tourism education programs should develop critical thinking, problem solving skills, research and good communication skills and these skills are expected and needed by tourism industry in coming years. The fact that students with low net in Turkish and mathematics who are ready to study especially at undergraduate level are registered at where they are accepted to be trained as senior managers (Tüylüoğlu, 2003: 25) will make it difficult to acquire these skills.

The success of the students who have registered at tourism guidance department is about 37%. However, students who graduate from the tourism guidance department is expected to have 75% success of foreign language examination to get guidance working certificate. This case will lead to the graduation of the students who will not receive study certificate with tourism guidance education and have language problem.

As gastronomy and culinary arts and recreation management section is a verbal type of registration, so students' level of readiness for executive and basic culinary education is controversial.

The forms of student registration with the missions loaded in the departments of tourism faculties constitute a contradiction, students with inadequate level of readiness register at these departments; this reflects in the quality of the education given. At the same time, the vacancy of tourism faculties, where students with poor performance levels easily register, reflects as an important a risk factor.

In many researches, it is stated that most of the graduates who have received tourism education are employed outside of the tourism sector or those who receive tourism education do not work in the sector (Ağaoğlu, 1991; Altman and Brothers, 1995; Eser, 2002; Kızıllırmak, 2000, King et al., 2003; Kuşluvan and Kuşluvan, 2000; Tüylüoğlu, 2003). However, in many studies (Baron and Maxwell, 1993; Getz, 1994; Keleş, 2017; Kozak and Kızıllırmak, 2001; Pavesic and Brymer, 1990), tourism educated graduates have been observed to express that they do not want to work in the tourism sector over time. Looking for the source of these problems in the context of working conditions and training will only lead to misdiagnosis of problems. In this respect, it is important to focus on the question of the quality of tourism education, and the registration of appropriate students.

The types of points that are taken as basis in the registration of students in the departments of tourism faculties should be reviewed and updated taking into consideration the aims of the departments and the level of readiness to be in the students. In this case, studies should be conducted to determine the current problems in the axis of MEB-YÖK-ÖSYM-Tourism faculties.