

Conference of the International Association of Educational and Vocational Guidance (**IAEVG**)

Promoting Equity through Guidance: Reflection
Action
Impact

15-18
NOVEMBER
2016
MADRID



Promover la equidad a través de la orientación
REFLEXIÓN, ACCIÓN E IMPACTO

Organized by: Department MIDE II (Educational Guidance, Assessment, Psychopedagogy) and Department MIDE I (Research Methods and Assessment in Education), of the **School of Education, Spanish University of Distance Education (UNED)** in collaboration with the Spanish Guidance Association (AEOP), the Mexican Journal of Educational Guidance (REMO), RIPO, EDUCAWEB and Euroguidance.

WHY DO STUDENTS FALL INTO ACADEMIC PROBATION AND WHAT ARE POSSIBLE EFFECTIVE INTERVENTIONS ?

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WHAT IS PROBATION ?

**“the academic status of students
who cannot meet
minimum academic standards”**

Lindo, Sanders and Oreopoulos (2010)

STUDENTS REQUIRED TO ADJUST TO HE

favourable factors:

- well defined goal(s)
- attachment to institution
- study motivation
- good social network
- on-campus job

STUDENTS REQUIRED TO ADJUST TO HE

unfavourable factors:

- **psychological issues**
- **emotional problems**
- **anxiety**
- **low self-esteem**
- **off-campus job**

PARTICIPANTS

- **650 undergraduates on probation contacted**
- **182 students from 13 faculties participated**
- **158 male students and 24 female students**
- **average age: 21.5 years**
- **average of GPAs: 1.49**

METHODOLOGY

- semi-structured interview technique
- one-to-one interviews & group discussions

- SACQ:** 4 subscales
- academic adjustment
 - social adjustment
 - personal-emotional adjustment
 - institutional attachment

analysis: **MAXQDA**

4 MAIN REASONS FOR PROBATION

1. lack of awareness

HE more a matter of “**why not?**” rather than “**because**”

2. psychological issues

- decision-making difficulties
- pessimism
- feelings of worthlessness

4 MAIN REASONS FOR PROBATION

3. social factors

- feeling “different”
- extracurricular activities
- family issues

4. economic factors

- financial problems despite support from parents (25%)
- part-time work (42%)

MAIN REASONS FOR PROBATION AS PROFESSED BY STUDENTS

- lack of discipline
- laziness
- motivation & concentration problems
- **institutional issues:** course requirements, lecture styles, ...

WAHT DID WE DO ?

1. enhancing existing tools

- reorganisation of ICC team
- organisation of Career Summit
- improved marketing through social media
- comprehensive offer in career counselling
- introduction of psychological counselling

WHAT DID WE DO ?

2. creating and implementing new tools

- setting up of a web portal
- providing a good study environment
- greater investment into research
- setting up of certificate & MA programmes in
'Career & Talent Management'

and

- creation of the National Engineering Career Fair



TALENT 4.0

**TURKEY
ENGINEERING
CAREER FAIR**
VODAFONE ARENA
14-15 NOVEMBER

Career and Talent
Management Association
info@kyyd.org.tr
0(216) 338 38 48
0(542) 650 70 30
www.kyyd.org.tr

TECF '16

CONCLUSION

- **positive results:**

probation rate down from **23,46%** to **17,08%**

- **85% of students use ICC to great satisfaction**

but

key to academic success

lies with the students themselves

NEVERTHELESS

- **no more than a snapshot of academic probation at ITU**
- **more is needed: collaboration with other institutions in order to detect possible similarities and/or differences**
- **need to include students with good academic performances (different perspectives ?)**
- **setting up mentorships: matching probation students with academically successful ones**

**Thank you
for
your attention**

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