

Causes and Problems of Horizontal Transfer between Music Programs

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Abstract

This study aimed to reveal the reasons for horizontal transfer in music departments and the problems experienced in this process. Case study design, one of the qualitative research methods, was used in this research. The study group consisted of 25 students who came to Dicle University State Conservatory with a horizontal transfer. The research data were obtained from face-to-face interviews conducted with a semi-structured interview form. The findings obtained in this study showed that the reasons for the students to transfer were mainly due to being with their families, being from Diyarbakır, living more comfortably financially, getting a better education and being close to their hometowns. It was observed that the most common problems experienced by students were related to courses and course exemptions. In addition, it was also revealed that they encountered many problems, such as bad attitudes from academic staff, ignorance and indifference to the office of student affairs, and housing. Students made some suggestions regarding the transfer process and its implementation, stating that the transfer process should be reorganised and problems should be eliminated.

Keywords: Undergraduate education, horizontal transfer, music programmes, student problems.

About the Article

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Introduction

Universities (higher education) are autonomous institutions consisting of faculties, institutes, colleges, and similar units and departments where education and training are carried out at the highest level, research is conducted, and knowledge is produced. UNESCO defines universities as institutions that include all disciplines, combine research and education, contribute to national and international development, support the social and intellectual development of society, and provide vocational education (UNESCO, 1991). According to Jasper (1959), universities are a community of academicians and students engaged in the search for truth.

While the functioning of higher education in Türkiye was initially carried out in different institutions, with the Higher Education Law No. 2547 enacted in 1981, all higher education institutions were gathered under the umbrella of the Council of Higher Education (CoHE), academies were transformed into universities, educational institutes into education faculties, and conservatories and vocational colleges were affiliated to universities. Thus, the Council of Higher Education, which is an institution with autonomy and public legal personality within the framework of the provisions of the aforementioned law and the duties and powers given to it by Articles 130 and 131 of the Constitution, has become the only institution responsible for all higher education (CoHE History).

Within the rules determined by the CoHE and according to the criteria determined by the university senates, it is possible to transfer within universities or between other universities. In Türkiye, these transitions are carried out in two ways: vertical and horizontal. Vertical transfer is to transfer from two-year associate degree programmes to a four-year undergraduate programme with or without an exam. Horizontal transfer, on the other hand, can be made in four ways: between programmes within the institution, between institutions, with central placement points (The Measuring, Selection and Placement Center scores), special cases (e.g., public service obligations, violence incidents, and abroad), Turkish armed forces and police academy students. Horizontal transfer regulation was made with the Regulation on Transfer, Double Major, Minor and Inter-Institutional Credit Transfer between Associate and Undergraduate Programs in Higher Education Institutions numbered 27561 published in 2010 (YÖK, 2010). This regulation draws attention to two types of horizontal transfer: inter-institutional and intra-institutional. Intra-institutional horizontal transfer is the transfer of a student to another diploma program of the same level within the higher education institution he/she is registered in during the 3rd and 5th semesters. Inter-institutional horizontal transfer refers to the transfer from one university or college to a department or program in another university.

The type of horizontal transfer considered in the research is between institutions. However, these transitions can be made within the framework of some rules. The first year and the last year of undergraduate programmes are not eligible for transfer and

horizontal transfer applications can only be made within the announced deadlines. Horizontal transfers are made between diploma programmes with the same names of higher education institutions or between diploma programmes that are determined by the relevant administrative boards to have at least eighty percent of the same content and within the quota. Horizontal transfers can be made with GPA or central placement score. In transfers made with GPA, the GPA of the completed semesters must be at least 60 out of 100 (CoHE, 2010). Horizontal transfers made with central scores allow students to change universities or departments by taking into account the score values of the year they took the university exam. In order to transfer to a university as a special student, it is mandatory to notify the university where they are registered.

Since the 2000s, state universities have been established in every province. This situation has led to the economic, industrial and cultural development of cities where provincial universities are located, but it has also brought with it problems such as low quality in education and training, inadequate technical equipment and hardware, unemployment and underemployment, lack of planning and commercialization. (Çınar, 2016; Doğan & Oktay, 2020). Due to all these problems, the demand for students to transfer from the universities where they are studying to universities in cities with better conditions and higher levels of development and welfare has started to increase. Provinces and universities with low competitiveness in terms of geography, climate, development and services offered to students have started to lose students (Çınar, 2016). Most studies also point out that the direction of educational mobility is from east to west and therefore from underdeveloped countries to developed countries (Akkaya, 2020). It can be said that the effective factors in students' horizontal transfer are generally socio-cultural and economic reasons.

When studies on transfers between universities in Türkiye are examined, we come across a few studies. Yaralı Akkaya (2020) examined the horizontal transfers carried out at Van Yüzüncü Yıl University, and mentioned many reasons such as socio-cultural, political and economic, and stated that family ties and responsibilities were the source of these findings. Çınar (2016) stated that the most common reasons for horizontal transfer were negative academics, the influence of the city, the teaching process, and academic-student relations, while the university had the least effect. In the study conducted by Doğan & Oktay (2020), the advertisements published by foundation universities during horizontal transfer periods to increase the number of students were examined. Kumral & Şahin (2017) determined the reasons why students participating in the Farabi exchange program benefited from the program and the problems experienced during this process, and evaluated the purpose and functioning of the program in line with their suggestions for the program.

It is seen that the studies conducted at universities abroad are mostly encountered under the name of student mobility. Student mobility is analysed in two different ways: domestic and international student mobility. The terms horizontal and vertical mobility are used for international transfers. The term 'vertical mobility' is used to describe students from

developing countries going to academically advanced higher education institutions in more developed countries. 'Horizontal mobility' has been defined as student mobility between countries and higher education institutions with more or less the same level of quality of economic progress (Rivza & Teichler, 2007). When the studies on student mobility abroad are examined, there are many studies that focus on international mobility and migration from east to west (Staniscia, 2012; Singh & Doherty, 2008; Pinpa, 2005; Waters, 2007) and that investigate the reasons for preferring education abroad (Beine et al., 2014; Cao et al., 2015), the effect of social networks on educational mobility (Brooks & Waters, 2010), gender and migration history in educational mobility (Schneebaum et al., 2015), and the reasons for the transition of students who migrate to more developed regions within the same country (Ciriaci, 2013; Wells et al., 2018) and temporary student mobility with programmes, such as Erasmus (Jovanovska et al., 2018; Pineda et al., 2008; Sal-İlhan & Külekçi, 2022).

Music programmes in Türkiye and horizontal transfer

Music education programmes at the higher education level in Türkiye appear under three different names: music education faculties, fine arts faculties and state conservatories. The aim of the music education faculties is to train teachers. Faculties of fine arts are programmes that aim to train designers and artists, which include many branches of art, such as painting, music, photography, ceramics, sculpture and architecture. Conservatories, on the other hand, are programmes that include fields, such as dance, drama and performing arts, where a more comprehensive and detailed music education is given compared to all other music programmes and aim to train artists. In addition, state conservatories in Türkiye are divided into two different programmes in which western music and Turkish music education are given. As all these programmes have different aims, there are also many differences in their curricula.

Music education programmes are located in the department of fine arts education of education faculties in universities. In 1982, with the transfer of higher education institutions to universities, music education was also transferred to faculties of education (Yayla, 2004). In 1998, music education was merged with painting and business education under the name of 'fine arts education' department and transformed into a department (Kalyoncu, 2005). Music education programmes, which were partially autonomous in the past, have been renewed after 1998 and set to a certain standard and have a common curriculum throughout the country.

Conservatories are defined by CoHE as "higher education institutions that train artists in music and performing arts" (CoHE, 2006: 16). 'Western music state conservatories, 'which can start to provide music education from primary school age, are programmes that provide classical western music education and generally train their own undergraduate students. Turkish music state conservatories, on the other hand, are institutions where Turkish music and traditional Turkish instruments are taught and music education can be provided from primary school (Official Gazette of the Republic

of Türkiye, 2015). According to the Ministry of National Education (MoNE), a conservatory is a college that trains artists in music and performing arts, where primary and secondary education institutions can also be opened as preparatory units (MoNE, 2013). Conservatories in Türkiye are structured as departments, arts and main art branches. In these programmes, courses are carried out with a very intense and strict discipline.

Faculties of fine arts, on the other hand, are institutions that provide education in art branches, such as painting, music, sculpture, and cinema, at the undergraduate level. The music programmes in the faculties of fine arts in Türkiye are generally called music departments or music sciences. They are departments where both Turkish music and classical western music can be taught. Music Departments in Faculties of Fine Arts in Türkiye were first established in 1975 at Ege University to carry out scientific research in the field of music. However, over time, the faculties of fine arts have turned towards the student output targets aimed by conservatories by opening programme types related to the field of performance, and have deviated from their founding purpose in 1975 and turned into programmes with similar purposes to conservatories (Yener & Apaydınlı, 2016).

The structure of music education in the faculties of fine arts and state conservatories of Turkish music in Türkiye is quite complex. In Turkish music state conservatories, there are generally departments, such as Turkish folk dances, voice training, instrument education, Turkish music (Turkish Folk Music, Turkish Art Music) (e.g., Diyarbakır Dicle University State Conservatory of Turkish Folk Dances, Voice Training and Turkish Music departments; Istanbul Technical University Turkish Music State Conservatory of Turkish Music Voice Training, Musicology, Instrument Education, Turkish Folk Dances departments). In Faculties of Fine Arts, there are departments, such as 'Music, Music and Performing Arts, Music Sciences, Turkish Music Basic Sciences' (e.g., Ankara Gazi University Turkish Music State Conservatory Turkish Music Department; Ardahan University Faculty of Fine Arts Turkish Music and Turkish Folk Dances Department). As can be seen, in both programmes, music fields can be divided into different departments or main art branches. Due to these diversities, there may be differences in the courses and their contents both according to the universities and the type of music education given in these programmes.

Despite all these differences in the programmes in music education in Türkiye, horizontal transfer can be made if the necessary conditions are fulfilled. However, the idea that the differences in the purpose and curriculum programmes may cause many problems, especially in the horizontal transfers between the faculties of fine arts and state conservatories where Turkish music education is given, constitutes the problem of this research.

In Türkiye, as in other departments, horizontal transfers between music programmes are made within a certain quota, based on the grade point averages in the universities

and the courses being carried out in the departments. In the literature, to our knowledge, there is no domestic study on horizontal transfers between music programmes. When the studies conducted abroad are examined, it is seen that these studies mostly investigate the cultural and musical learning experiences of music students in international educational mobility (Bartleet et al., 2020; Lim, 2020).

The studies in the literature reveal that many reasons, such as family, city, university, academician or the desire to get a better education affect horizontal transfers. Recently, with the increase of newly opened universities and music programmes in Türkiye, students want to change universities for many reasons and, as a result, they have to face many problems, especially curriculum problems. In this direction, this study aims to examine the horizontal transfers between music programmes and to find out from which universities and programmes the transfers are made, why students transfer and what kind of problems they face during the horizontal transfer process.

Method

Research Model

In this research, which was conducted to determine the reasons for the transfer and the problems experienced by the students of the music department who transferred horizontally, the Illustrative case study design, one of the qualitative research methods, was used (Brown, 2008). Case study is a method in which a single situation or event is examined longitudinally in depth, data is collected systematically and what happens in the real environment is examined. With the results obtained, it reveals why the event occurred in that way and what should be focused on in further studies (Davey, 1991). In an illustrative case study, it is aimed to describe a situation descriptively by examining one or more examples of a situation. It is used when the data obtained by examining situations about which there is very little information is interpreted and unknown information is presented to the readers. In an explanatory case study, the purpose of the research is to answer the questions of “why” and “how” (Leymun et al., 2017). In this direction, the horizontal transfer situations of music department students were investigated, the universities they transferred to, the reasons for horizontal transfer, and the problems they encountered during and after the horizontal transfer process were determined, and student opinions were included so that the process could be carried out more healthily. The data were collected using the interview technique. The interviews were conducted using a semi-structured interview form prepared by the researcher.

Participants

The study group of this research was 25 students who came to Dicle University State Conservatory by horizontal transfer and who continued their education in the 2022-2023 academic year. The criterion sampling method, one of the purposive sampling methods, was used to determine the study group. In the criterion sampling method, the

sample group is determined by using a predetermined list of criteria or criteria predetermined by the researcher (Yıldırım & Şimşek, 2006). In this direction, the participants were students who came to Dicle University State Conservatory with horizontal transfer in the 2022-2023 academic year. The reason for choosing this university for the study is that Diyarbakır is one of the cities with the highest level of development in the Eastern/Southeastern Anatolia region. In addition, the fact that the state conservatory in this university is one of the oldest and most established departments in the region and that the researcher witnessed a high number of students transferring to this department where he worked was effective in determining the sample. Demographic information of the study group is presented in Table 1 below.

Table 1.

Personal information of the students

Groups		N	%
Gender	Female	15	60,0
	Male	10	40,0
Age	20-24	17	68,0
	25-29	5	20,0
	30-34	2	8,0
	36	1	4,0
University	Şırnak University	5	20,0
	Kars Kafkas University	5	20,0
	Ardahan University	5	20,0
	Van Yüzüncü Yıl University	4	16,0
	Tokat Gaziosmanpaşa University	2	8,0
	Batman University	1	4,0
	Konya Selçuk University	1	4,0
	Kahramanmaraş Sütçü İmam University	1	4,0
	Elazığ Fırat University	1	4,0
Faculty/Higher Education	State Conservatory	13	52,0
	Faculty of Fine Arts	12	48,0
Total		25	100

As seen in Table 1, 15 (60.0%) of the students were female, and 10 (40.0%) were male. The ages of the students were between 20 and 36 years old. Five (20.0%) of the students were from Şırnak University; five (20.0%) were from Kars Kafkas University; five (20.0%) were from Ardahan University, four (16.0%) from Van Yüzüncü Yıl University; two (8.0%) from Tokat Gaziosmanpaşa University; and the remaining students came to Dicle University by transferring from Batman University, Konya Selçuk University, Kahramanmaraş Sütçü İmam University and Elazığ Fırat University. Thirteen (52,0%) of

the students transferred to Dicle University State Conservatory from the state conservatory and 12 (48,0%) from the Faculty of Fine Arts.

Data collection

To conduct this study, ethical approval was first obtained from the Dicle University Social and Human Sciences Research and Ethics Committee (E-14679147-663.05-91570). After the approval of the ethics committee, the data were collected using face-to-face interviews with music department students who transferred from other universities to the Dicle University State Conservatory. The interviews were conducted at the end of the spring term of the 2022-2023 academic year. Interviews were conducted using a smartphone and audio recorded. The interviews were conducted using a semi-structured interview form prepared by the researcher. In order to prepare the interview form, the relevant literature was first reviewed. Then, a draft form was created for the interview form to be used in the research. Keeping the number of basic interview questions quite limited and deriving follow-up and probe questions from them is the basic feature of a semi-structured interview (Rubin & Rubin, 2012). The form created by the researcher in order to achieve the aims of the study includes main questions (for example, what are your reasons for horizontal transfer?) and probe questions regarding the details of the main questions (for example, what were your expectations?). The draft form was presented to three educators who are experts in the field, and necessary corrections were made in line with their opinions and suggestions. After the interview questions were prepared, a pilot study was conducted with two participants who were not included in this study. After the interview, the questions that were not understood or received similar answers were rearranged.

Data analysis

A content analysis method was used to analyse the data obtained. The process of content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organizing them in a way that the reader can understand (Yıldırım & Şimşek, 2006). Firstly, the voice recordings obtained from the interviews were transferred to the computer environment in written form. After determining the departments that the students came from and transferred to, the themes of the research were created. Three main themes were determined: the reason for horizontal transfer, the problems experienced, and suggestions for the functioning of the horizontal transfer process. The determined themes were coded and sub-themes were created. The theme of the reasons for horizontal transfer consists of 6 sub-themes as financial, family, university, city, vocational and health. The problems experienced were grouped under the sub-themes of courses, academic accommodation and university. The suggestions for the solution of the problems experienced by the students during the interviews were presented directly. The participants were numbered as S1, S2, S3... For the reliability of the analysis, the support of another expert was sought. Finally, the questions constituting each theme of this research were presented and direct

quotations were sometimes used to support the data in the tables and to increase reliability.

Findings

The findings obtained in this section were analysed under four categories: departments in which horizontal transfers were made, reasons for transferring, problems experienced, opinions and suggestions (Table 2).

Table 2.

Departments in which horizontal transfers were made

Department of origin	Transferred Department	Students	f
Music Department	Turkish music	S4,S9	2
Turkish music	Turkish music	S1,S12,S14,S17,S20,S22,S23,S25	8
Turkish folk dances	Turkish folk dances	S2,S3,S10,S11,S21,S24	6
Music Department	Voice training	S5,S6,S7,S8,S18,S19	6
Turkish music	Voice training	S13	1
Traditional Turkish Music (Turkish Folk Music)	Turkish music	S16	1
Traditional Turkish Music (Turkish Art Music)	Voice training	S15	1

Eight of the students transferred from the Turkish music department to the Turkish music department and six of them transferred from the Turkish folk dances department to the Turkish folk dances department. In other words, 14 of the students transferred to programmes with the same name. Since the music programmes that the other students came from had different names, their transfers were accepted considering the compatibility of the course contents. Of these students, six students transferred from the music department to the voice training department, two students from the music department to the Turkish music department, one student from Turkish music to the voice training department, one student from the Traditional Turkish Music (folk music) department to the Turkish music department and one student from the Traditional Turkish Music (Art music) department to the voice training department. All of the students transferred after the first year.

Reasons for horizontal transfer

The findings showed that the first theme of this research was the reasons students for horizontal transfer. It was seen that the reasons for students to horizontal transfer were grouped under six sub-themes: financial, family, university, city effect, vocational and health.

One of the most important reasons for students to horizontal transfer was family situations. Students stated that they transferred to be with their families, to support them financially and morally, and to ensure family integrity.

I am the only male in the family. I came to help my family and be with them (S4).

I am from Diyarbakır and my family lives here. I came because I wanted to live with them (S12).

I am married. My wife and child live here. Travelling to another city to study was very difficult. For this reason, I transferred (S9).

Another important reason for students to horizontal transfer was the university effect. The expectation of getting a better education and better academic staff led students to transfer to this university.

I graduated from Fine Arts High School. I did not think that I could get enough education in Şırnak. I decided to transfer because I realised that I was musically atrophied (S5).

Actually, my family lives in Şırnak and I am graduate of Şırnak Fine Arts High School. However, there were a limited number of academics at the university there. The fact that this university is better in terms of education and the academic staff led me to transfer (S7).

I came to this university to get a better education and to improve myself more (S19).

In the university sub-theme, most students stated that they transferred with the expectation of self-improvement. However, in the face of these expectations, some students stated that they were disappointed and could not find what they expected.

I came to this university with great expectations both in terms of education and the city it is located in, but the university I came from was more active. There were concerts every week. Our lecturers used to participate in events and interviews. I was disappointed here in that sense (S1).

When I came here, I realised that I had not received an education throughout my university life. My department is voice training, but I was disappointed with voice training. We could not have lessons and voice training lessons are held collectively here (S5).

I came to this university to get a better education and improve myself. My field is voice training, but voice training lessons were held only once. My instrument teacher and voice training courses were not as I expected (S8).

The level was lower at the university I came from and I thought I would have difficulty when I came here, but I didn't have much difficulty. My brother also graduated from here. I expected the education would be better, but the level is not very high (S14).

I came to this university because I thought I would improve myself better. It did not satisfy my expectations (S19).

Another reason that affects students to transfer is financial conditions. Especially students whose families lived in this city stated that they transferred for a more comfortable university life financially.

I am from Diyarbakır. Conservatoire is my second university. I have completed the department of business administration before. Since I studied in the department of business administration far away from my family, I would have had a lot of financial difficulties if I did not transfer (S1).

My family lives here and our financial situation is not very good. I transferred to live and study more comfortably (S12).

The fact that the university to which the students transferred was located in a big city and that the living conditions in the city were better than in the university to which they transferred were among the reasons for transferring.

Living conditions were quite bad in the city I came from. There were big problems with accommodation and transportation (S18).

Diyarbakır is a big city. Therefore, the city is more lively and active. I did not want to spend my student life in a small city and a narrow area (S9).

Some students stated that they transferred because of some health problems they had.

I have a heart disease. The doctor I was treated by is here and staying in the dormitory at the university I came from was affecting my health badly (S2).

The city where the university I came from was very cold. I have a heart rhythm disorder and my body hypothermia drops very fast, so I could not adapt to the conditions there (S13).

Problems experienced

It was revealed that the problems experienced by horizontal transfer students were mostly related to courses and course exemptions, which was followed by the sub-themes of university, academician and accommodation in order.

The biggest problem experienced by the students regarding course exemptions was that they had to take the courses again due to the incompatibility of the course hours at the university they came from.

I have to take a few lessons from the first year. For example, the violin lesson was 4 hours at the university I came from, but since it was six hours here, I had to take the lesson again. Also, at the university I came from, the courses are in different classes than here. Most of the courses I took there are in the 2nd, 3rd, and 4th grades here (S4).

The biggest problem I had after horizontal transfer was that although the courses were the same, I had to take four or five courses from the bottom because the course credits did not match (S19).

I retok the courses because the credits did not match. Therefore, I could not take the courses I was supposed to take in my current class and similarly, I had exemption problems in most courses (S23).

The most common problems were that students had to change instruments, they could not take the courses because the courses overlapped, and they had to take the course again because the course names were the same but the content was different. Some student opinions on this subject are as follows;

My instrument was cello, but I had to switch to guitar because there was no cello teacher here (S20).

My credits are enough, but I can't take lower courses because the courses overlap. The course programme is a big problem. There are too many empty breaks. I have six courses when I should be able to take nine courses (S13).

I was not allowed to take some courses here, even though I had successfully completed them at my previous university, because the content did not match (S12).

In addition to the problems they had with exemptions and courses, horizontal transfer students also stated that they had some problems with academicians, the university and accommodation.

I had problems at the Conservatory student affairs office. My horizontal transfer was first accepted and then they were surprised how I was accepted. Also, since I was a transfer student, the lecturers were prejudiced against me (S11).

The most important problem I had was accommodation. Since I was a horizontal transfer student, I could not apply for a dormitory at the beginning and had to wait for additional applications. I stayed as a guest at a friend's house for 10 days until the dormitory was available (S7).

Because I was a horizontal transfer student, the lecturers were prejudiced and behaved badly. When there was a problem, I was snapped at "you shouldn't have come; why did you come?". While I was already having problems adapting to the university, such behaviour of the lecturers caused my motivation to decrease (S18).

Due to all these problems, most of the students stated that they extended their studies (S1, S3, S6, S7, S9, S10, S12, S14, S15, S16, S18, S19, S23, S24). Some students stated that they even thought about returning. However, they were not accepted to return to the university they came from or they could not return because the results of the horizontal transfer were announced late and the return period ended in the meantime (S3, S9, S12, S19).

When the students' suggestions regarding the horizontal transfer process and its implementation were examined, it was stated that only programmes with the same names and course curricula should be transferred, and especially for music departments, horizontal transfers should be reorganised. In addition, it is seen that there are many suggestions, such as academicians should be more understanding of course exemptions, students should be informed before the transfer, transfer students should be flexible in their absenteeism and problems in the course programmes should be eliminated (Table 3).

Table 3.

Suggestions for the horizontal transfer process

Suggestions	Students who expressed opinions	f
Course programmes should be arranged.	S1,S5	2
Counsellors should be more interested.	S1	1
The lecturers in the horizontal transfer board should be the same or should be treated equally in terms of exemption.	S2,S3,S14	3
Horizontal transfer students should be treated more flexibly in terms of absenteeism.	S4,S14,S24	3
Students should be informed before horizontal transfer.	S6,S9,S25	3
Right of return should be recognised for repentant students	S9	1
Horizontal transfers should be made between the same departments and these departments should have common curricula.	S9,S11,S16,S19,S20	5
Lecturers should be more understanding of exemptions.	S10,S14,S23,S24	4
Horizontal transfers should be reorganised and standardized, especially for music departments.	S12,S13,S17,S18,S21	5

Conclusion and Discussion

In this study, the reasons for students to transfer were investigated and the problems they experienced during and after the transfer process were examined. In addition, the students' thoughts on how to implement transfer applications more effectively and efficiently were included at the end of the study. The reasons for transferring may be due to individual preferences, but may also arise from mandatory circumstances (economic, family, etc.) beyond the individual's own initiative. Altbach (1998) presented a pull-push model to explain the reasons that push students to transfer. He argued that unfavourable conditions in students' own countries push them to transfer, whereas attractive opportunities in the destination country attract students to transfer. Kolster (2010), on the other hand, argues that pushes towards particular countries, cities or institutions are often the result of personal effort, but can also be caused by structural or environmental factors, such as inadequate access to higher education institutions, low quality higher education, and exorbitant costs of higher education. He stated that pull factors are generally related to the academic attractiveness of a particular location for a student. The factors affecting student mobility are multidimensional and it is seen that these factors vary according to different factors such as person, environment and time (Kumral & Şahin, 2017). In this context, the factors that cause students to transfer horizontally were primarily discussed in the research.

The studies on horizontal transfer, which is the focus of the research, are limited in our country. These studies show that horizontal transfers are mostly from east to west, and arise from the need to live in a better city with a high level of welfare or to receive a better education. Çınar (2016) stated that the reasons why students transfer to other universities are negative academics, the influence of the city, the teaching process, and the influence of the university. Another striking factor is the desire to receive education with a family (Çınar, 2016; Doğan & Oktay, 2020; Yaralı Akkaya, 2020). Similarly, in this study, horizontal transfers between music programs are grouped under many items such as financial, family, university, city influence, professional and health problems.

In the study, the most prominent reason for students to transfer is the family factor. Türk (2019) stated that the distance from the parental residence to higher education institutions is a factor that affects the likelihood of participation and the outcomes of students. As a result of the study conducted by Yaralı Akkaya (2020), the most important factor among the reasons for transferring is family. Holdsworth (2009) stated that students choose to stay with their families to support their families both emotionally and financially as a result of the interviews he conducted. In this study, factors such as having a more comfortable education process financially, being with the family, and having to share responsibilities because they are the eldest child of the house are the reasons that push students to transfer. In Turkish society, family is given great importance and there are strong family ties. This situation is experienced more intensely in the East/Southeast Region. For this reason, students may want to study in the city where their families are located. However, studying at a university while living with a family provides some vital

advantages for students, but it can also have disadvantages. Many advantages can be mentioned such as eliminating housing and food problems while living with a family, the opportunity to live a more comfortable student life economically, and emotional support. However, sometimes, the opposite of this, the need to share the financial and moral responsibility of the family may force students to transfer.

Another important factor that stands out in the study is the university effect. Ciriaci (2013) stated that students are impressed by high-quality universities and that they are more likely to leave the city they study in to get a good education. Faggian, et al., (2007) stated that people who have a quality higher education institution in their city or region are less likely to go elsewhere for higher education. On the other hand, the fact that the city they arrive in is more attractive and developed in terms of social activities (cinema, theater, sports, cafes and restaurants) also greatly affects horizontal transfers. Students want to get a good education and also want to travel and have fun, and they want to avoid being stuck in a small city. In the literature, many studies have addressed the geographical mobility of students in order to access quality higher education and live in cities with a high level of development. (Baryla & Dotterweich, 2001; Beine et al., 2014; Cao et al., 2015; Ciriaci, 2013; Çınar, 2016; Pineda et al., 2008; Staniscia, 2012; Türk, 2019; Wells, 2017).

However, horizontal transfers that are realized as a result of all these demands and needs mentioned above may also bring many problems. The most important of these is curriculum problems. Conservatories and Fine Arts Faculties in Türkiye do not have a common curriculum program. Except for some courses that are necessary and compulsory for all other departments (History, English, Turkish Language), the curriculum programs in music departments differ. It can be said that the courses are determined by the departments (Turkish Folk Music, Turkish Folk Dances, Voice Education, etc.) that music programs include or the number or expertise of the academicians present. In music programs, courses such as hearing, solfege, and instrument are the basic courses in these departments. However, for example, if there is no violin teacher in the department, violin is not included in the program as a course in the course content. For this reason, students who transfer horizontally are forced to change instruments. Such a situation was also encountered as a result of the research. As a result, the biggest problem encountered with university transfer is a new curriculum program and course exemptions. Students have to retake courses due to many reasons such as different courses or hours they took at their previous universities, overlapping courses, exemption problems. This also causes students to extend their semester or year. In this direction, it can be said that the basis of the problems experienced in horizontal transfers is the difference in the curriculum programs, even if the transferred departments are the same. Sal-İlhan & Külekçi (2022) draw attention to the fact that there are curriculum problems in Erasmus mobility and these incompatibilities should be eliminated. Oliinyk et al. (2020) mentioned the curriculum problems and lack of educational standards between Ukraine and European states in international student mobility. They mentioned that the courses can be individualised by arranging them

according to the students. Wen et al. (2018) stated that there are areas for improvement in student mobility regarding limited student-faculty interaction and especially student experience.

Apart from curriculum problems, other problems experienced by students during the horizontal transfer process are related to the university, academicians and accommodation. It is important for universities to manage the horizontal transfer process meticulously. In particular, indifferent and inconsistent behaviors and issues regarding courses and course exemptions make it difficult for students. In addition, universities are inadequate in informing students about horizontal transfer. Again, the indifference of academicians and their negative behavior (seeing others as inadequate, behaving badly, discriminating...) towards students who come with horizontal transfer are reflected on students. Problems regarding accommodation have arisen due to students having to wait for additional applications to stay in dormitories and having difficulty finding housing. Due to all these problems and disruptions, students have made suggestions that the horizontal transfer process and its operation should be reorganized and brought to a certain standard.

As a result, this study revealed that the most important reasons for students to horizontal transfer are to be with their families and to get a better education. However, university or programme differences force them to cope with various problems in this process. The findings suggest that the problems reported here have even pushed students to think of returning to the university they came from. Horizontal transfers, especially for programs that include different departments and main branches of art, such as music, and are based on practice, should be rearranged and implemented within the framework of certain rules in order to both prevent students from being victimized and to eliminate inconsistencies.

Although there are studies in the literature investigating the reasons for horizontal transfer, no local or foreign source has been found that directly examines the problems experienced. In addition, it has been observed that horizontal transfers between music programs have not been mentioned at all. The issue of horizontal transfer is also an area that should be evaluated and studied as a problem in terms of music programs in Türkiye. Because music departments are programs with different aims and contents, especially the names of the faculties. In addition, the fact that applied courses are in the majority causes individual differences to occur more. Especially in music faculties, in horizontal transfer processes, whether the universities are in rural or developed regions, course contents, the number of academicians and many other factors should be taken into consideration. All these factors are interconnected like the links of a chain. In universities located in short regions, the number of academicians may be insufficient, which requires the courses to be organized accordingly. Or, since students have less infrastructure, they have difficulty in the courses at the university they come from. Thus, students face many difficulties and lose years while transferring with the desire to live and study in better conditions. In this direction, the research is important in terms of

revealing the reasons for horizontal transfer between music programs and the problems experienced. At the same time, this study sheds light on future studies in order to solve all these problems and to carry out the horizontal transition process in a healthier way.

Recommendations

The family factor has been of great importance in the reasons for horizontal transfer. Students have mostly transferred to the university in the city where their family is located due to the need to live more comfortably financially and take responsibility. This situation has brought us face to face with the fact that students face economic difficulties while studying in other cities. Supporting students studying away from their families, providing scholarships or work opportunities by universities can offer a solution for students who have to transfer due to economic difficulties.

The research shows that students come from universities in small cities and they want to study at a higher quality university. It can be said that the fact that universities are opened even in small cities in Türkiye unfortunately affects the quality of education negatively. Therefore, a quality higher education policy should be targeted in all universities. Thus, in cases where horizontal transfers are made mandatory, the problems experienced by students in the universities they go to can be reduced by ensuring equality in education. In order to ensure equality in education in music programs, studies should be carried out on reducing the number of departments opened in music programs (Voice Education, Turkish Music, Folk Music, Folk Dances...), creating a common curriculum or increasing the current academic staff.

Universities and student affairs departments have important responsibilities, especially for programs that include different departments and main branches of art such as music and are based on practice. In order for students to carry out the horizontal transfer process more healthily in the current situation, the student affairs departments of universities should be more interested and provide more information to students who will transfer. A large portion of students lose a year after transferring. The biggest reason for this is that course exemptions are not accepted. When approving student transfers, horizontal transfer boards should also consider possible problems related to courses and course hours. In order to prevent problems arising from differences in student levels, an additional talent exam can be considered during the transfer process.

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Genişletilmiş Türkçe Özet

Bu araştırmada, müzik programları arasında gerçekleştirilen yatay geçişler ele alınarak, bu geçişlerin hangi üniversite ve programlar arasında yapıldığını, yatay geçiş yapma nedenlerini ve yatay geçiş sürecinde yaşanan sorunları ortaya çıkarmak amaçlanmıştır. Araştırmada nitel araştırma yöntemlerinden açıklayıcı/tanımlayıcı durum çalışması deseni kullanılmıştır. Çalışma grubunun belirlenmesinde, amaçsal örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Katılımcıların belirlenmesindeki ölçütler; öğrencilerin 2022-2023 eğitim öğretim yılı içerisinde öğrenim görüyor olması ve Dicle Üniversitesi Devlet Konservatuarına yatay geçişle gelmiş olmalarıdır. Bu doğrultuda araştırmanın çalışma grubunu, Dicle Üniversitesi Devlet Konservatuarına yatay geçişle gelen ve halen öğrenimini sürdürmekte olan 25 öğrenci oluşturmaktadır.

Araştırmanın verileri başka üniversitelerden yatay geçiş yaparak Dicle Üniversitesi Devlet Konservatuarına gelen müzik bölümü öğrencileri ile yapılan yüz yüze görüşmelerden elde edilmiştir. Görüşmeler araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu kullanılarak gerçekleştirilmiştir. Çalışmada kullanılmak üzere oluşturulan görüşme formu için öncelikle taslak bir form oluşturulmuştur. Hazırlanan taslak form alanda uzman üç eğitimciye sunulmuş, görüş ve önerileri doğrultusunda gerekli düzeltmeler yapılmıştır. Görüşme soruları hazırlandıktan sonra araştırmaya dahil edilmeyen iki katılımcı ile pilot bir çalışma gerçekleştirilmiştir. Yapılan görüşme sonrasında anlaşılmayan veya benzer cevaplar alınan sorular yeniden düzenlenmiştir.

Araştırma verilerinin analizinde içerik analizi yöntemi kullanılmıştır. Öncelikle görüşmelerden elde edilen ses kayıtları bilgisayar ortamına yazılı olarak aktarılmıştır. Yazıya dökülen veriler kodlanarak alt temalar oluşturulmuştur. Katılımcılar Ö1, Ö2, Ö3... biçiminde numaralandırılmıştır. Analizin güvenilirliği için başka bir uzmanın daha desteğine başvurulmuştur. Son olarak araştırmanın her bir temasını oluşturan sorular tablolar halinde sunulmuş, tablolarda yer alan verilerin desteklenmesi ve güvenirliliğin artırılması amacıyla ise kimi zaman doğrudan aktarmalara yer verilmiştir.

Araştırmanın amacı doğrultusunda cevap aranan soruların ilki yatay geçiş yapan öğrencilerin hangi üniversite ve programdan geldiğidir. Bu doğrultuda öğrencilerin; Şırnak Üniversitesi, Kars Kafkas Üniversitesi, Ardahan Üniversitesi, Van Yüzüncü Yıl Üniversitesi, Tokat Gaziosmanpaşa Üniversitesi, Batman Üniversitesi, Konya Selçuk Üniversitesi, Kahramanmaraş Sütçü İmam Üniversitesi ve Elazığ Fırat Üniversitesi olduğu görülmüştür. Bunun yanı sıra öğrencilerin sadece 8'i Türk müziği bölümünden Türk müziği bölümüne ve 6'sı Türk halk oyunları bölümünden yine Türk halk oyunları bölümüne geçiş yapmıştır. Diğer öğrencilerin geldikleri müzik programları ile yatay geçiş yaptıkları müzik programlarının birbirinden farklı olduğu görülmüştür.

Araştırmanın ikinci sorusu olan, öğrencilerin yatay geçiş yapma nedenleri incelendiğinde, maddi, ailevi, üniversite, şehir etkisi, mesleki ve sağlık olmak üzere altı alt tema altında toplandığı görülmüştür. Öğrenciler ailelerinin bu şehirde yaşaması

nedeniyle maddi olarak daha rahat bir üniversite hayatı için yatay geçiş yaptıklarını belirtmişlerdir. Ailevi nedenler içerisinde; ailelerinin yanında olmak, onlara maddi ve manevi anlamda destek olmak ve aile bütünlüğünü sağlayabilmek bulunmaktadır. Daha iyi bir eğitim alma beklentisi ve daha iyi akademisyen kadrosu öğrencilerin bu üniversiteye geçiş yapmalarına neden olmuştur. Yatay geçiş yapılan üniversitenin büyük bir şehirde olması ve şehrin yaşam koşullarının geçiş yapılan üniversiteye göre daha iyi olması geçiş yapma nedenleri arasında yer almıştır. Bazı öğrenciler ise yaşadıkları bazı sağlık sorunları nedeniyle geçiş yaptıklarını ifade etmişlerdir.

Araştırmanın bir diğer sorusu yatay geçiş yapan öğrencilerin yaşadığı problemlerin neler olduğudur. Yatay geçiş yapan öğrencilerin yaşadıkları sorunların daha çok dersler ve ders muafiyetleri ile ilgili olduğu ortaya çıkmıştır. Bunu sırasıyla üniversite, akademisyen ve barınma alt temaları izlemektedir. Öğrencilerin ders muafiyetleri ile ilgili yaşadığı en büyük sorun geldikleri üniversitedeki ders saatlerinin uyuşmaması nedeniyle dersleri tekrar almak zorunda kalmaları olmuştur. Yatay geçiş sonrası çalgı değiştirmek zorunda kalmak, dersler çakıştığı için dersleri alamamak ve ders isimlerinin aynı ama içeriğinin farklı olması nedeniyle dersi tekrar almak da en fazla yaşanan sorunlar arasındadır. Yatay geçiş öğrencileri, muafiyetlerle ve derslerle ilgili yaşadıkları problemler dışında akademisyen, üniversite ve barınma ile ilgili de problemler yaşadıklarını belirtmişlerdir. Bütün bu yaşanan problemler nedeniyle de çoğu öğrenci yıl uzattığını belirtmiştir

Araştırmada son olarak yatay geçiş yapan öğrencilerin yatay geçişlerin uygulanması ve işleyişine yönelik görüş ve önerilerine yer verilmiştir. Öğrenciler; yatay geçişlerin özellikle müzik bölümleri için yeniden düzenlenmesi ve bir standarda oturtulması, yatay geçişlerin aynı bölümler arasında yapılması ve bu bölümlerin ortak müfredatlarının olması, yatay geçiş yaptıktan sonra pişman olan öğrenciler için geri dönme hakkı tanınması, yatay geçiş öncesi öğrencilere bilgilendirme yapılması, yatay geçiş yapan öğrencilerin devamsızlığı konusunda daha esnek davranılması, yatay geçiş kurulunda yer alan hocaların muafiyet konusunda eşit davranması, danışman hocaların daha ilgili olması ve ders programlarının düzenlenmesi gerektiği gibi görüş ve önerilerde bulunmuştur.

Sonuç olarak, yatay geçiş nedenlerinde aile faktörünün önemi büyük olmuştur. Öğrenciler çoğunlukla finansal açıdan daha rahat yaşama ve sorumluluk alma gerekliliğinden ailelerinin bulunduğu şehirdeki üniversiteye geçiş yapmışlardır. Bu durum bizi öğrencilerin başka şehirlerde okurken ekonomik zorluklarla karşılaştığı gerçeğiyle yüzleştirmiştir. Ailelerinden uzakta öğrenim gören öğrencilerin, üniversiteler tarafından desteklenmesi, burs veya çalışma imkânı sağlanması, ekonomik zorluklar yüzünden geçiş yapmak zorunda kalan öğrencilere bir çözüm yolu sunabilir.

Araştırmada öğrencilerin küçük şehirlerdeki üniversitelerden geldikleri görülmektedir ve öğrenciler daha kaliteli bir üniversitede öğrenim görmek istemektedir. Türkiye’de küçük şehirlerde bile üniversitelerin açılmış olmasının maalesef ki eğitimdeki kaliteyi olumsuz yönde etkilediği söylenebilir. Bu nedenle üniversitelerin tümünde kaliteli bir

yükseköğretim politikası hedeflenmelidir. Böylece yatay geçişlerin zorunlu yapıldığı durumlarda öğrencilerin gittikleri üniversitede yaşadıkları sorunlar, eğitimde eşitliğin sağlanması ile azalabilir. Müzik programları özelinde eğitim eşitliğinin sağlanabilmesi için müzik programlarında açılan bölümlerin azaltılması (Ses eğitimi, Türk Müziği, Halk Müziği, Halk Oyunları....), ortak bir müfredat oluşturulması veya mevcut akademisyen kadrosunun artırılması konusunda çalışmalar yapılmalıdır.

Özellikle müzik alanı gibi farklı bölüm ve ana sanat dallarını içeren ve uygulamaya dayalı programlar için üniversiteler ve öğrenci işleri birimlerine büyük görevler düşmektedir. Öğrencilerin yatay geçiş sürecini mevcut durumda daha sağlıklı bir biçimde yürütebilmeleri için üniversitelerin öğrenci işleri birimleri daha ilgili olmalı ve yatay geçiş yapacak öğrencilere daha fazla bilgi sağlamalıdır. Öğrencilerin büyük bir kısmı geçiş yaptıktan sonra sene kaybetmektedir. Bunun en büyük nedeni ise ders muafiyetlerinin kabul edilmemesidir. Yatay geçiş kurulları öğrenci geçişlerini onaylarken dersler ve ders saatleri ile ilgili yaşanabilecek sorunları da düşünmelidir. Öğrenci seviyelerinin farklılıklarından doğan sorunların önlenmesi için geçiş sürecinde ayrıca bir yetenek sınavı yapılması düşünülebilir.

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