Problems and Recommendations Regarding the Education in The Political Science and Public Administration Department According to the Undergraduate Students in Aksaray University

Aksaray Üniversitesi Lisans Öğrencilerine Göre Siyaset Bilimi ve Kamu Yönetimi Bölümü Eğitimine İlişkin Sorunlar ve Öneriler

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ÖZ

Bu çalışma, Aksaray Üniversitesi iktisadi ve idari bilimler fakültesi siyaset bilimi ve kamu yönetimi bölümü lisans düzeyindeki öğrencilerin görüşleri doğrultusunda siyaset bilimi ve kamu yönetimi öğreniminde yaşanan sorunları ve çözümü için önerileri belirlemeyi amaçlamıştır. Araştırma, nitel araştırma yöntemi, olgu bilim, tekli durum desenine göre betimsel olarak yürütülmüştür. Olasılıklı olmayan örnekleme türlerinden, amaçlı örneklem yöntemi kullanılmıştır. Katılımcı grubunu iktisadi ve idari bilimler fakültesi siyaset bilimi ve kamu yönetimi bölümü dördüncü sınıf öğrencilerinden belirlenen on üç öğrenci oluşturmuştur. Veri toplama aracı olarak gözlem ve görüşmeyle doküman incelemesinden yararlanılmıştır. Yarı yapılandırılmış görüşme sorularıyla veriler toplanmıştır. Araştırmada elde edilen veriler Maxqda 2022 programında kodlanmış, kodlara dayalı kategorilere ve kategorilere dayalı temalara ulaşılmıştır. Katılımcılara göre bölümdeki öğrenimde kendilerinden; eğitim-öğretim plan ve programından; ders içeriği ve sunumundan; ders sorumlusu ve sınavlarından ve mezuniyet sonrası istihdamdan kaynaklanan sorunlar vardır ve bunların çözümü için bazı öneriler bulunmaktadır.

Anahtar Kelimeler: Bölüm, Öğrenci, Öğrenim, Sorun, Öneri.

ABSTRACT

The study aimed to determine the problems experienced in political science and public administration education and suggestions for its solution in line with the views of undergraduate students of the faculty of economics and administrative sciences' department of political science and public administration in Aksaray University. The research was conducted descriptively according to qualitative research method, case science and single case pattern. From the non-probability sampling types, the purposeful sampling method was used. Thirteen students determined from the fourth-year students of the department of political science and public administration of the faculty of economics and administrative sciences formed the participant group. Observation and interview and document review were used as data collection tools. Data were collected with semi-structured interview questions. The data obtained in the research were coded in the Maxqda 2022 program, categories based on codes and themes based on categories were reached. According to the participants, there are problems arising from their own learning in the department; from the education plan and program; from the course content and presentation; from the course supervisor and exams, and from employment after graduation, and there are some suggestions for solving these.

Keywords: Department, Student, Learning, Problem, Suggestion.

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INTRODUCTION:

Nowadays, it has gained importance to process the information acquired in the lessons and to teach new ways of accessing information. Almost unlimited information can be accessed from the internet, e-books, digital resources and social networks. Education has become a lifelong learning process by ceasing to be just the process of transferring knowledge. In addition to the guidance of the course supervisors, students have the obligation to reach their goals with their own capacities. The course supervisor is the guide who shows the ways to access the correct information. Thanks to technology, information exchange and cooperation in education through communication tools have become easier. General network communication-based education and training has become widespread. The limit of space in learning has disappeared for those who have the opportunity (Akman and Kocaoğlu, 2019: 120-121).

Departments engaged in public administration education and training in Türkiye are grouped under five departsments as "Political Science and Public Administration", "Political Science and International Relations", " Public Administration", "Political Science", "Political Sciences". Today, the number of "Political Science and Public Administration" departments is 101 (URL4, 2022); the number of "Political Science and International Relations" departments is 49 (URL5, 2022); the number of "Public Administration" departments is 23 (URL1, 2022), the number of "Political Science" is 2 (URL3, 2022), and the number of "Political Sciences" departments is 2 (URL2, 2022). For today, the total number of departments engaged in public administration education is 128.

Graduates of these departments are expected to provide public service by being employed in public administration institutions and organizations. Quality in the provision of public services is realized through the quality of personnel. The quality of the personnel is also based on the education received by the graduates of this department. It is known that there are some problems in learning in these departments. This research was conducted with the participation of fourth grade students of the department of political science and public administration in order to explore the problems experienced by students by performing a qualitative situation pattern in the form of descriptive analysis.

LITERATURE REVIEW:

It is seen that the name of "Mekteb-i Mülkiye" (also known as the "Mülkiye") is the first school established to train public administrators in today's sense. This school started teaching in 1859. It became a college in 1877. In 1892 teaching was extended to three years. In 1913, another year was added to the education and political, administrative and financial classes were opened. The school, which was closed in 1915, started teaching again in 1918. It was attached to the Ministry of National Education in 1920 and then to the Ministry of Interior in 1927. In 1933, the first four female students graduated (Baskıcı, 2009: 251-266).

Mekteb-i Mülkiye was changed to "School of Political Sciences" with a law published in 1935 on the education of public administrators in Turkey. Later, this school joined Ankara University with a new law in 1950 under the name of "Faculty of Political Sciences" (Günay, 2005: 216-217). In fact, since the 1950s, the development of the discipline of public administration in Turkey has changed in parallel with developments around the world, and not the product of the country's own conditions (Güler, 1994: 8).

The reforms carried out between 1930 and 1960 were implemented under statist policies in line with industrialization and development efforts, especially through foreign expert reports. Although the

vast majority of these reports are incompatible with the realities of Turkey, the desired results have not been obtained. However, it can still be said that they caused important institutional and legal regulations regarding public administration reform to be made in the 1960s. For example, the State Personnel Organization and the State Personnel Department were established (Önen & Ozan, 2021: 541).

The administrative reforms in Turkey have been basically three-dimensional. These dimensions are intellectual, theoretical and financial dimensions. The intellectual dimension has been shaped by international organizations. The theoretical dimension was carried out with bureaucracy. The financial dimension was operated with foreign aid. In fact, as is done in every underdeveloped state, people have been given a kind of technician role; thus, these people have been assigned the mission of mechanically maintaining the existing mechanism by staying within the institutions and rules (Altınok, 2011: 241). In this way, engineering roles have been prevented in a way.

After 1980, changes began in the structure and functioning of public administration. In this change, the adaptation processes of business management practices to public administration have been observed. The functions of the state have been affected by this process and the functioning of public administration has changed. Public service provision has evolved towards a private sector production style (Göçoğlu and Gündüz, 2020:13). The new understanding of public administration in evolution has been considered as a saving paradigm change. Criticisms that this understanding creates coordination problems; that it cannot provide efficiency; that it weakens the power of the state and makes it unable to provide essential public services have been put forward from time to time. Therefore, the" new beyond public administration" approach has started to be brought forward (Kaymal, 2020: 137).

The provision of public services with technology is included among the new approaches. For this reason, in order to capture artificial intelligence applications and digital transformation, the Digital Transformation Office of the Presidency of Turkey has been established in the organizational structure of public administration. This office is responsible for the creation and development of artificial intelligence policies in the transformation to the digital state. Nowadays, it is hoped that undesirable situations such as bureaucracy, stationery, loss of time, effort and money will be solved with the use of artificial intelligence (Tanrıverdi, 2021: 311).

Management in public service provision requires different competencies and compatible education-training and learning for this purpose. It is known that the most important job in management is effective, efficient, productive and frugal resource use. In organizations where there is no such management, management is perceived as a title. Managers in this perception do not care about their responsibilities, because there is nothing that bad management will make them lose (Yıldırım, 2019: 587-588).

The aim of public administration education in Turkey is to provide personnel for public administration. It can be said that the change in accordance with the expectations of the state or the market in subjects such as the courses taught in the courses necessary to provide public personnel, methods of expression and the use of technology was targeted, but somehow could not be realized (Akman and Kocaoglu, 2019: 119).

In the literature, there are studies similar to the subject of the research. One of them is "Undergraduate Teaching in Public Administration: A Study on Public Administration Students" (Altan et al., 2009). The second is "Education of Public Administrators in Turkey, Problems and Solution Suggestions" (Baysal, 2016). The third is "Institutionalization Efforts in Public Policy Teaching in Turkey" (Yıldız et al., 2017). The fourth is "Human Rights Education in Higher Education in Turkey: The Case of Public Administration Departments" (Akdemir, 2019). Fifth, "The Use of Technology in Public

Administration Undergraduate Education: The Case of Ahi Evran, Çankırı Karatekin and Karamanoğlu Mehmet Bey Universities" (Akman and Kocaoğlu, 2019). Sixth, "An Evaluation of Public Administration Undergraduate Education in Turkey and Factors Affecting Student Choice" (Arslan et al., 2019). The seventh is "Public Administration Undergraduate Curriculum in the Digital Age: A Study on Turkey" (Yaman et al., 2020). The eighth one is "Transformation of Educational Policy in the Light of Political Change in Turkey from the Ottomans to the Present: The Case of Public Administration Education" (Çelik and Koçal, 2020).

METHODOLOGY:

Information about the method of the research is given under the headings of the research pattern, participant group, data collection process and data analysis.

1. Research Pattern

In the research, it was aimed to explore the learning problems of the students according to the opinions of the students. Therefore, the research was conducted according to a single case study design from qualitative research designs. The research pattern guides how and in what way the relationships in the research will be established. The case study is carried out to explain the functioning of the individual, group, social situation or event-specific situation. It generally relies on purposive sampling (Özdemir, 2018). According to Creswell (2007), case study is a qualitative research approach in which the researcher examines one or more situations limited to a certain time in depth with multiple data collection tools and identifies situations and themes related to the situation (Subaşı and Okumuş, 2017). It is an in-depth study of a limited order by describing it (Merriam, 2018). With this research conducted with a case study pattern, it was tried to discover the problems experienced in the study of the Department of Political Science and Public Administration in accordance with the opinions of students and suggestions for their solution.

2. Participant Group

In the research, the participant group consists of thirteen students from the fourth grade students of the department of political science and public administration. Participants were determined by purposeful sampling method from non-probability based sampling types. In order to present events and facts appropriately with purposeful sampling (Kılınç, 2018), participants are formed from familiar people who are close to the researcher (Aziz, 2015). With the purposeful sampling method, it is aimed that the students who will contribute to the study with their opinions reflect different situations. During the research process, communication was established with the students and their voluntary participation was realized. Data were collected through interviews with the participants. Information about the participants is provided in Table 1.

Table 1. Personal Information of the Students Participating in the Research

Participant	Gender	Age	Cumulative Grade Point Average
P1	Male	23	2.53
P2	Male	22	3.03
P3	Male	22	3.39
P4	Female	22	2.72
P5	Female	22	2.74
P6	Female	22	2.88

P7	Female	22	2.81
P8	Female	24	2.74
P9	Female	23	3.15
P10	Female	22	3.64
P11	Female	22	3.03
P12	Male	22	2.72
K13	Female	22	2.34

3. Data Collection Process

In the research, observation and interview and document review data collection tools were used. The interview is known as the activity of taking the thoughts and feelings of the participants (Aslan and Özen, 2018). Semi-structured questions were asked during the interview. The semi-structured question allows participants to concentrate (Ulutaş, 2018) on the subject of the research it is intended to provide.

In order to conduct the research, first of all, the permission of the University's Ethics Committee was obtained. With a general question in the interview form, "Can you tell us what are the problems you have experienced in the education and training you have received in the department?" and the other "Could you explain your suggestions for solving the problems you have experienced in your studies in the department?" question, the opinions of the participants were tried to be taken. Interviews were conducted with the participants on a predetermined day and time at the school. The participants were informed about the research before the interview, an explanation was made about who the personal opinions belong to be kept confidential and their verbal permission was obtained. After the interview, the participants were given their opinions in written form, and the necessary permissions were obtained in written form in order to use the data obtained with the opinions they expressed in the writing of the article.

4. Data Analysis

The opinions collected from the participants were summarized and transferred to the Maxqda 2022 program and open, axis and selective coding was performed. Opinions are coded based on sentences in lines. In the data analysis, codes were created with summarized sentences of the participants' opinions. Categories were determined by evaluating the similarities and differences of the codes. Inductive logic was used in determining the categories.

Categories were compared and themes were revealed by making holistic examinations. In the analysis of the data, descriptive and content analysis were used with continuous comparison technique. In order to reflect the opinions of the participants in the most accurate way, it was also tried to describe them with direct quotations where necessary, and the opinions expressed or explained by the participants were processed in the article.

5. Findings

As a result of the observation and interview conducted with the students participating in the research and the analysis of the documents, two themes were reached. These themes are as follows:

- **a.** Findings about the students.
- **b.** Findings on the education and training provided to students.

5.1. Findings About the Students

In the research, the participants believe that the situations related to them in public administration education generally affect their education as a problem. P5 of the participants draws attention to this problem by stating "*I think there is a ranking problem for the acceptance into the school. For example, while I got accepted with a ranking of 250.000, another friend of mine can be accepted with a ranking between 600 and 700 thousand.*" P2's "*I do not fall all over the lessons as I am not interested in some of the lessons of the department*" statement supports this opinion.

P6 stated that the classrooms are big; P8 stated that they have some problems with hearing and thus not understanding in some classes due to the size of the classrooms.

P13 mentioned that they have problems with understanding the lectures from slideshows and stated "*Some lessons are just taught from the slideshows. This made it difficult for me to understand*". Similarly, P2 stated that they have problems reading and understanding the slides in the lessons told from the slides. P5 and P10 are of the same opinion. The opposite opinion to these statements came from P7. P7 recommends that the lessons be taught not only with slides, but also supported by resources such as images, audio, video.

P6 complains that they do not consider themself sufficient in keeping notes; that the subjects they are studying do not remain in their mind; that they cannot memorize and that they have difficulty passing the lessons that remain to be repeated. P4 states that they have difficulty in constantly following what is happening in the country during his studies and that they have to memorize. Like P4, P6 also complains about their inability to memorize. P5 and P9 also are of the same opinion.

P10 reports that they have learned the lesson topics they have presented better; P5 says that the bell curve system applied in passing lessons in the department has increased groupings in the classroom and has led both them and those who take this lesson to selfishness.

P4 emphasizes that the learning in the department is fun and that they enjoy studying this department. Similarly, P3 expressed the same thoughts and feelings with their "*I acquired new perspectives during my studies.*" and "*I see a great difference between me four years ago and me now.*" sentences. P10 and P11 also express similar feelings and thoughts. Again, P10 and P11 point out that the lecturers give them perspectives in their studies in the department and the importance of this. P1 is in the same direction. They stated "*I've had four years of pleasure*".

5.2. Findings on the Education and Training Provided to Students

In the research, it was seen that the participants had problems in their learning in the department and suggestions for solving them in accordance with their opinions. In this context, four main categories have been reached. These categories are as follows:

- **a.** Opinions on the education/training plan and program.
- **b.** Opinions about the course content and presentation.
- **c.** Opinions of the course supervisor and their exams.
- **d.** Opinions on graduate employment.

5.2.1. Opinions on the Education/Training Plan and Program

Regarding the education/training plan, P4 underlines that it is a department with a rich content in terms of general culture. According to P6, the number of courses is high and courses such as accounting and economics are courses that are not related to the department. Likewise, P2 believes that economics, accounting and finance courses are unnecessary. P9 also points out that the accounting, economics and finance courses are "*heavy courses*". According to P12, economics and accounting courses and extracurricular activities are unnecessary, but it is necessary to increase the number of elective courses.

The participants assessed the department as a department with a rich content in terms of general culture. Although it is suggested that the accounting, economics and finance courses in the education plan should be removed, they are aware that exam questions will also be asked from these course topics in the exams they will take after graduation. Additionally, it is expected that they will also know the issues related to these course subjects in the institutions and organizations where they are employed. Therefore, it is clear that they point out that these lessons should not be removed from the educational plan, but should be more clearly contained.

According to P13, the number of elective courses is low. P3 believes that the extracurricular activities should not be mandatory; that the number of elective courses is low and therefore even though the course is "*elective*", it naturally turns into a "*mandatory-elective*" course type.

In fact, it is also known by the students that the small number of elective courses in the department is due to the lack of requests from the teaching staff to open elective courses. In order to increase the number of elective courses opened, it is acceptable in principle for the department to open elective courses as far as possible from the teaching staff in each department.

According to P3, an important point that attracts attention is in the fall semester, one of the classes to be taught is "*Local Authorities I*", and the class to be taught in the spring semester is "*Turkish Public Administration*" in the educational plan. However, "*Public Administration*" class should be during fall semester, and the "*Local Authorities I*" class should be in the spring semester. According to P12, the education plan needs to be reorganized. In the event that the training plan is redone, according to P3 "*Turkish Foreign Policy*" is a course that should be added to the curriculum. In fact, it is known that the education plan is shaped in accordance with the framework education plan of the Council of Higher Education. In this context, it is obvious that it is possible to shape the education plan with lessons suitable for today's conditions.

According to P12 and P13, classes in the curriculum are intense because they are not widely organized on different days and times of the week. Due to the fact that difficult lessons have been placed on top of each other in the curriculum, they believe that the lessons are "*suffocating*". According to P3, the courses in the curriculum often coincide, and therefore there is a confusion about which course to take. On the contrary, in some semesters, the time gap between the two course hours may be left too much.

In this regard, it is also known that when preparing the educational program, the course supervisors act on the principle of placing the lessons on the desired day and time. The request of the course supervisor is to adjoin the courses for which he is responsible to certain days and times. It is inevitable that the program, which also arises as a natural result of this situation, will cause problems for students. For the solution of this problem, a proposal to create an educational program, taking into account the opinions that will be received from students, can be considered

5.2.2. Opinions about the Course Content and Presentation

According to P13, there may be a lack of resources in some courses and lessons can be taught independently of the resources recommended for the course. According to P2, topics other than the course content can also be covered in the course. According to P8, in some courses, subjects can be passed quickly in order to cover all the chapters; in repeated courses, when the course supervisor changes, the course content may also change. Moreover, in some courses, too many subjects may be included in the course content to fit into one semester.

According to P6, the course notes are too much. P9 describes the content of the subjects of some courses such as accounting, economics and finance "*heavy*". Again, P9 suggests that some courses, such as law, are too detailed; that they are based on memorization, and also that some courses, such as law and economics, cannot be processed engrossingly.

The course content is prepared by the course supervisor. The prepared content is presented divided into the weeks of the semester. In dividing, the planning and programming of the course are clarified by establishing relationships between the subjects, but it is also known that the narrative has been expanded in order to explain some subjects more clearly with cause-effect relationships.

According to P13, as a common presentation method, lesson topics are explained through slides. According to P2, in lectures on slides, the impression is formed that the narrator's knowledge about the lesson is limited only to what is written on the slides. In a way that supports this view, according to P5, in cases where the narration is made from slides, there is a suspicion that the narrator does not know the subject. In the same way, according to P2, explaining lesson topics through slides reduces productivity. On the other hand, P6 and P7 do not agree with the other participants about the presentation with slides. P6 believes that the lessons should be taught visually. According to P7, in order to understand the lesson in the lesson, the narrations must be made with slides, visuals and videos.

It is clear that presentation with slides is a common type of presentation that the course supervisor uses to explain the issues they want to be understood more easily, but in order to ensure comprehensibility, it is also obvious that the format and contents of the slides should be prepared with detailed consideration.

According to P6, some lessons can be taught even if the classroom is crowded. P13 underlines that intensive course presentations make classes boring. P5 states, "*When block lessons are held, the classroom almost turns into a prison*", which is known as combining two consecutive lesson hours without breaks between them. P13 says that block lessons usually lead to disliking the lesson. According to P6 and P8, it is boring to continue lessons for too long. P2 also states that keeping the duration of the course for a long time reduces the efficiency. P10 emphasizes that the lectures take place away from the use of technology. In addition, P13 also reports that there are connection problems in the courses offered via distance education.

In the classrooms where the presentation of the courses with a large number of students remaining for repetition is made, in proportion to the difficulty level of the course, classes can be held with crowded students. In order to prevent this situation, a branch is opened for classes in that situation. It is known that the lesson conducted in blocks is caused by the difficulty of not dividing the subject of the lesson and regaining the attention of the students after the recess.

According to P10, some classes can be done superficially just by reading; some subjects may not be explained clearly; the etiquette rules may be focused on too much; examples from daily life may not be given in the courses; the courses may not be interesting for the students and students' thoughts on the presentation of the course are almost never asked. P11 also complains that the subjects

described in the same way are not exemplified by their counterparts in life, and complains that what is described in the lesson cannot be portrayed in the student's dreams.

In terms of course presentations, according to P6 and P8, lectures can be given in a low voice in the lessons. According to P6, at the beginning of the lesson, a summary of what will be explained should be made and unnecessary (inappropriate) concepts should not be used in the narrations made. Films related to the topics of the lesson described should be recommended. In addition, another proposal for the course presentation came from P7. P7 recommends that the topics described in the past lessons be repeated in each lesson.

5.2.3. Opinions about the Course Supervisor and Their Exams

According to P7, the person in charge of the lesson is the most important factor in learning the lesson. P3 emphasizes that the course supervisors in the department are of high quality. In the same way, according to P1, the course supervisors are very knowledgeable and experienced. P10's statement on this issue is "*It was a great chance for us that the course supervisors were of high quality*".

According to P11, the course supervisor can make the students buy a book that is indirectly related to the course. P2, P5 and P8 have expressed this opinion in similar ways. On the contrary, according to P8, some course supervisors may not use any other source other than the book they have written and published for the course they are responsible for and may not think student-centered.

According to P2, the course supervisor may be inadequate in transferring knowledge. In cases where the student who is late for the lesson is not allowed in the classroom, the student may face a difficult situation. In situations that are contrary or contrary to their own opinion, they can escape from the discussion. In the same way, P6 conveys that the student who is late for the lesson is not taken to the classroom as a problem that needs to be focused on.

According to P5, some course supervisors cannot explain the subject by identifying themselves with the student. According to P8, the supervisors may ask for homework on a subject that they do not teach. According to P6, the students may be held responsible for the subjects that were not taught during the lesson. According to P10, some exams cannot test whether the lesson has been learned or not.

According to P6, questions above their capacity can be asked in exams. Due to the large number of courses, there is not enough preparation for the exams of the courses. According to P9, exams of the classical type, other than the test, are more difficult. In most of the exam periods, it is not possible to study at the required level in the courses. According to P5, what is explained in the lessons is memorized during the exam period and repeated in the exam and then forgotten.

P12 has stated that the exam schedules are not regular. According to P5, the sounds heard when the exam supervisor walks in the exam hall in heels and the supervisors talk among themselves, albeit in whispers, negatively affect the students' answers to the exam questions.

According to P10, it is important that the course supervisor is naive. The supervisor should suggest articles to read, have those articles reviewed and address them in class. P11 agrees to this issue. According to P11, articles, books and visuals related to the lesson should be recommended. According to P10, the lecturer in charge of the lesson should conduct lectures aimed at sincerely informing students.

According to P11, the course supervisor should adequately inform the students about their interests and equipment. According to P5, before the presentation of the lesson, the student should have been given resources. According to P10, the course supervisor should suggest readings a week in

advance and check whether they have been read in the lesson. According to P7, the course supervisor should format their narration according to the lesson.

According to P4, good presentation is made with examples and simplification. According to P10, the course supervisor should relate the lesson topics to everyday life. They should give examples from everyday life on the topic they teach. They should give the student a new perspective. In the same way, according to P11, the course supervisor should give students new perspectives and responsibility on life. They should teach the lesson topics in the lesson and remind them again in subsequent lessons, otherwise what is taught is quickly forgotten. According to P7, the course supervisor should solve a test related to what they said that day as a short exam at the end of the lesson and provide the answers.

According to P11, the course supervisor should focus on how to better teach lesson topics to students. The subjects of the lesson should be their own fiction and "*They should teach the subject through their own filter and*". P5 also stated that the lesson should be presented in a logical format in the same way. According to P7, the course supervisor should explain the lesson by thinking about the students.

P9 believes that the course supervisor should at least explain the lesson by focusing on the students who are predisposed to the lesson. They should provide students with comfort of expression in the lesson. According to P10, the course supervisor should treat each student objectively and equally. They should provide learning discipline in the classroom with their authority. They should establish a sense of responsibility in the student. While P11 reported similar opinions, they stated that the course supervisor should not consider themself superior to the students; that they should have overcome their ego and that students should be patient in their situations in the course. According to P3, the course supervisor should approach the student's attendance status as leniently as possible, but should also give the necessary importance to the attendance status.

According to P2, it is important for the course supervisor to use their facial expressions and body language in the lecture. P10 and P11 also emphasize the importance of the course supervisor to teach the lesson with the use of tone of voice and diction. According to P2, the course supervisor should be as active as possible in the lesson. According to P10 and P6, the course supervisor, according to situation, should also relax the students by telling jokes.

According to P3, for lecturing with the use of technology, the course supervisors should be given the necessary information and skills. Since it is possible to be successful easily in the courses where the exam questions are not updated, the course supervisor should update the questions that they ask every year. Again, according to P3, when the course supervisor does not open a sufficient number of elective courses, the students are forced to take the opened elective courses. When this situation happens, it is also difficult to succeed in this lesson, which has been forcibly taken, and it can be left to retake in the next year. For this reason, the course supervisor should open as many elective courses as possible. In addition, the course supervisor should announce the exam results as soon as possible

5.2.4.   Opinions on Graduate Employment

The opinion prevails among the participants that the information that will contribute after graduation should be included in the content of the courses. According to P4, even though where to be employed after graduation, all information on the structures and functioning of almost every public organization is provided in the curriculum and in the educational plan of the department, there is a problem of not being able to be employed as civil cervants after graduation. P9 believes that word or numerical predisposition directly affects success in exams. P5 stated that there is a perception in society as if there will be an immediate employment when graduating from university.

According to P10, courses that will have an impact on employment in departmental education and training should be given weight, lectures should be made and questions similar to the questions asked in the exams to be taken for employment should be asked. According to P12, lessons for career planning should be added to the educational plan. According to P3, some courses are in employment after graduation "*do not help at all*". They state that, as a student who has been studying for the district governorship exam for about five months, they realized that they were not equipped with information for employment. They want the courses suitable for vocational and interview exams to be included in the lesson plan and the courses to be content suitable for the Public Personnel Selection Examination and the institution exams. In addition, P3 believes that competent public administrators serving as public administrators should be invited to give lectures and that discussion-based courses should be included in the education plan in terms of being aware of what is happening in public administration during school.

CONCLUSION:

In the research, it has been concluded that the participants have problems that need to be solved in political science and public administration education and that they have suggestions for solving them. This study, it has been concluded that the participants have problems that need to be solved in political science and public administration education and that they have suggestions for solving them. The achieves result is in line with the research on public administration education conducted by (Baysal, 2016); (Altan et al., 2009); (Yıldız et al., 2017); (Akdemir, 2019); (Akman and Kocaoğlu, 2019); (Arslan et al., 2019); (Yaman et al., 2020); (Çelik and Koçal, 2020).

The findings were collected in two themes in the article. One of the themes is the student's self-caused problems. The other is the problems arising from education. The first thing that stands out about the student's self-caused problems theme is that all the participants have gained their own perspectives of the department and are satisfied with it. However, the participants reported the placement caused by excessive score difference at the entrance to the department; the lack of interest in the courses in the department; the lecture in large classrooms and slides; the inability to keep notes during the lecture; the inability to memorize what was said, and the application of the bell curve system in passing the lesson as a problem. It is obvious that they can overcome these problems by changing their point of view and by their own efforts.

The second theme that emerged with the opinions of the participants is the problems arising from education and training. These problems were grouped under four categories as "education/training plan and program", "content and presentation of courses", "course supervisor and their exams" and "post graduation".

Approximately 8% of the participants' opinions are in the education/training plan and program category. In general, the opinion prevails that the number of lessons in the lesson plan is too high. It has been proposed to remove economics, finance and accounting courses from the course plan and add new elective courses specific to the department's own field, but it is clear that the courses requested to be removed from the plan contribute to the competency sought and required in employment after graduation. For this reason, it is recommended that the courses in question be content in accordance with the needs, wishes, preferences and expectations of students. The name of the course, which is clearly recommended to be added to the lesson plan as mandatory, is "Turkish Foreign Policy".

About 24% of the opinions relate to the category of content and presentation of courses. It has been said that there is a lack of resources in some courses and an excess of class notes in some courses. The ability to conduct independent lectures from the source; the fact that the course topics are too many to fit into the semester; the content of some topics being heavy; the superficial and rapid passage of topics have been reported as general problems that have been experienced. Changing the

content in retaken courses; teaching being not immersive and based on memorization; only using slides in lectures; making lectures away from technology; remote general network connection problems in online courses are among the problems mentioned. Lecturing in a low voice; courses being conducted in blocks; information not being effectively allocated; not providing examples on topics; the inability to be involved in lecturing students; not asking about the students' views on lectures and the students not being able to imagine the narrative were pointed out as other existing issues.

The suggestions made about the content and presentation of the courses are to make a summary of what will be told that day at the beginning of each lesson; not to use unnecessary (inappropriate) words in the narrations; to recommend resources, films related to the topics described and to repeat what has been told in the past weeks in each lesson.

About 60% of the opinions are associated with the category of course supervisor and examiner. It has been revealed by the opinions of the participants that the course supervisors are qualified, knowledgeable and experienced. The problems related to the category are that the course supervisor can make the students buy books indirectly related to the course, teaches the course only from the book that they wrote, does not think in a student-centered manner, is insufficient in conveying information, does not let the student into the classroom who is late for the lesson, avoids discussing situations contrary to their own view, and cannot explain the subject by identifying themself with the student. Not being able to prepare enough for the exams due to the irregularity of the exam program and the large number of exams, the course supervisor asking for homework on the subject that they did not teach, the students asking questions on a subject beyond their capacity or not, the classical type of exams being more difficult, the memorization of the lectures in the study, repeating them in the exams and then forgetting the exam whether they learn the lesson or not and the behaviour of the exam supervisors during the exam and its effects on answering the exam questions were stated as other problems.

As for the category, it was requested that the course supervisor overcome their ego, be objective, equal, patient and naive; ensure discipline and ease of expression in the classroom with their authority; be as effective as possible in the lesson; use diction and body language and make jokes according to the situation. The course supervisor focusing on how to make the lesson better; teaching the courses on a certain logic to explain in their own fiction; making the students engage with articles, books, visuals before the class and assess these during the course; diversifying the narrative of the course, being sincerely informative in class and simplifying their presentations were stated as expectations. Again, requests were made for the course supervisor to relate what they told with examples from life; to gain perspective and responsibility about life; to remind the students of what they had told in previous lessons in each lesson in order to remind the students, and to solve a test about what they had told at the end of each lesson.

About 8% of the opinions are also about the category of employment of graduates. These opinions are the misconception that every university graduate will necessarily be employed in society; the fact that there will be no employment after graduation; the effect of word or numerical predisposition on success and the fact that courses are not aimed at employment. The suggestions presented for solving these problems are explained as giving more space in the education plan to courses that contribute to employment; applying the lectures and exams of the courses for employment; shaping the courses in such a way that the student can make career planning; ensuring that competent public administrators in public administration give lectures in the department and giving discussion courses about what is happening in public administration in the education plan.

All in all, participants in political science and public administration education and training services at their disposal were satisfied with the education that they have acquired, but that they had problems

after graduation although educational plan, program, course content, course delivery, course, and that they have suggestions for solving these problems. The arrangements to be made based on the information obtained will contribute to the provision of political science and public administration education and training services at the undergraduate level. Similar research can be carried out with the participation of thesis, non-thesis and doctoral students at the graduate level related to the subject of the research.

Compliance with Ethical Standard

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EXTENDED SUMMARY

Research Problem:

The purpose of the study was to explore the problems experienced in political science and public administration education and suggestions for its solution in line with the views of undergraduate students of the faculty of economics and administrative sciences' department of political science and public administration in Aksaray University.

Research Questions:

The main question of the research is what are the problems and difficulties of the undergraduate students of the department of political science and public administration at the faculty of economics and administrative sciences of Aksaray University?

Literature Review:

It is seen that the name of "Mekteb-i Mülkiye" (also known as the "Mülkiye") is the first school established to train public administrators in today's sense (Baskıcı, 2009: 251-266). Mekteb-i Mülkiye was changed to "School of Political Sciences" with a law published in 1935 on the education of public administrators in Turkey. Later, this school joined Ankara University with a new law in 1950 under the name of "Faculty of Political Sciences" (Günay, 2005: 216-217).

After 1980, changes began in the structure and functioning of public administration. Public service provision has evolved towards a private sector production style (Göçoğlu and Gündüz, 2020:13). Therefore, the" new beyond public administration" approach has started to be brought forward (Kaymal, 2020: 137).

Nowadays, it is hoped that undesirable situations such as bureaucracy, stationery, loss of time, effort and money will be solved with the use of artificial intelligence (Tanrıverdi, 2021: 311). Management in public service provision requires different competencies and compatible education-training and learning for this purpose. It is known that the most important job in management is effective, efficient, productive and frugal resource use.

The aim of public administration education in Turkey is to provide personnel for public administration. It can be said that the change in accordance with the expectations of the state or the market in subjects such as the courses taught in the courses necessary to provide public personnel, methods of expression and the use of technology was targeted, but somehow could not be realized (Akman and Kocaoglu, 2019: 119).

Methodology:

The research was conducted according to a single case study design from qualitative research designs. With this research conducted with a case study pattern, it was tried to discover the problems experienced in the education of the Department of Political Science and Public Administration in accordance with the opinions of students and suggestions for their solution. In the research, the participant group consists of thirteen students from the fourth grade students of the department of political science and public administration. Participants were determined by purposeful sampling method from non-probability based sampling types. During the research process, communication was established with the students and their voluntary participation was realized. Data were collected through interviews with the participants. The opinions collected from the participants were summarized and transferred to the Maxqda 2022 program and open, axis and selective

coding was performed. Opinions are coded based on sentences in lines. In the data analysis, codes were created with summarized sentences of the participants' opinions. Categories were determined by evaluating the similarities and differences of the codes. Inductive logic was used in determining the categories. Categories were compared and themes were revealed by making holistic examinations.

Conclusion:

In the article, it has been concluded that the participants have problems that need to be solved in political science and public administration education and that they have suggestions for solving them. The findings were collected in two themes in the article. One of the themes is the student's self-caused problems. The other is the problems arising from education.

The first theme is that the student's self-caused problems theme is. In this theme the participants reported the placement caused by excessive score difference at the entrance to the department; the lack of interest in the courses in the department; the lecture in large classrooms and slides; the inability to keep notes during the lecture; the inability to memorize what was said, and the application of the bell curve system in passing the lesson as a problem.

The second theme that emerged with the opinions of the participants is the problems arising from education and training. These problems were grouped under four categories as "education/training plan and program", "content and presentation of courses", "course supervisor and their exams" and "post graduation". Approximately 8% of the participants' opinions are in the education/training plan and program category. About 24% of the opinions relate to the category of content and presentation of courses. About 60% of the opinions are associated with the category of course supervisor and examiner. About 8% of the opinions are also about the category of employment of graduates.

All in all, participants in political science and public administration education and training services at their disposal were satisfied with the education that they have acquired, but that they had problems after graduation although educational plan, program, course content, course delivery, course, and that they have suggestions for solving these problems.

In the research, it has been concluded that the participants have problems that need to be solved in political science and public administration education and that they have suggestions for solving them. The achieves result is in line with the research on public administration education conducted by (Baysal, 2016); (Altan et al., 2009); (Yıldız et al., 2017); (Akdemir, 2019); (Akman and Kocaoğlu, 2019); (Arslan et al., 2019); (Yaman et al., 2020); (Çelik and Koçal, 2020).