

**BEING A DOCTORAL STUDENT IN MEASUREMENT
AND EVALUATION IN EDUCATION: A PHENOMENOLOGICAL STUDY FROM
THE PERSPECTIVES OF DOCTORAL STUDENTS**

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ABSTRACT

The study aims to examine the views of doctorate students and graduate doctoral students who have received or are receiving doctoral education in the field of Measurement and Evaluation in Education. Phenomenological design, one of the qualitative research methods, was used in the study. The participants of the study consisted of 24 participants who had completed their doctoral education in the field of Measurement and Evaluation in Education (n=11) or were continuing their doctoral education (n=13) at three different state universities. The data were gathered during the fall semester of 2022-2023 academic year via a semi-structured interview form prepared by the researcher and consisting of five open-ended items. Content analysis was used for analysis of the data gathered. The results showed that students' views about the factors leading them to pursue an academic career were grouped under three themes "having interest in the field", "desire for academic achievement", and "career goals". Two themes, "guidance and mentorship" and "academic support" were identified for students' views on their learning relationships with their supervisors. It was seen that students' views about their academic experiences were grouped under three themes "research activities", "teaching experiences", and "academic development". In addition, students' views on the skills provided by their supervisors were grouped under the themes of "research skills", "higher-order thinking skills", and "pedagogical and teaching skills". Lastly, three themes, "technical competencies", "theoretical knowledge", and "practical skills" were identified for the participants' views on the requirements they needed during their doctoral education.

Keywords: Doctorate students; graduate doctoral students; measurement and evaluation in education doctorate program.

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EĞİTİMDE ÖLÇME VE DEĞERLENDİRME ALANINDA DOKTORA ÖĞRENCİSİ OLMAK: DOKTORA ÖĞRENCİLERİNİN PERSPEKTİFİNDEN FENOMENOLOJİK BİR ÇALIŞMA

ÖZET

Çalışmanın amacı, Eğitimde Ölçme ve Değerlendirme alanında doktora eğitimi almış ya da almakta olan doktora öğrencilerinin görüşlerini incelemektir. Çalışmada nitel araştırma yöntemlerinden fenomenolojik desen kullanılmıştır. Araştırmanın katılımcıları, üç farklı devlet üniversitesinde Eğitimde Ölçme ve Değerlendirme alanında doktora eğitimini tamamlamış (n=11) ya da doktora eğitimine devam eden (n=13) 24 katılımcıdan oluşmaktadır. Veriler, 2022-2023 akademik yılı güz döneminde araştırmacı tarafından hazırlanan ve beş açık uçlu maddeden oluşan yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Toplanan verilerin analizi için içerik analizi kullanılmıştır. Sonuçlar, öğrencilerin kendilerini akademik kariyer yapmaya yönlendiren faktörlere ilişkin görüşlerinin “alana ilgi duyma”, “akademik başarı arzusu” ve “kariyer hedefleri” olmak üzere üç tema altında toplandığını göstermiştir. Öğrencilerin danışmanlarıyla aralarındaki öğrenme ilişkilerine yönelik görüşleri için “rehberlik ve danışmanlık” ve “akademik destek” olmak üzere iki tema belirlenmiştir. Öğrencilerin akademik deneyimlerine ilişkin görüşlerinin “araştırma faaliyetleri”, “öğretim deneyimleri” ve “akademik gelişim” olmak üzere üç tema altında toplandığı görülmüştür. Bununla birlikte, öğrencilerin danışmanları tarafından sağlanan becerilere ilişkin görüşleri “araştırma becerileri”, “üst düzey düşünme becerileri” ve “pedagojik ve öğretim becerileri” temaları altında toplanmıştır. Son olarak, katılımcıların doktora eğitimi sırasında ihtiyaç duydukları gereksinimlere ilişkin görüşleri için “teknik yetkinlikler”, “teorik bilgi”, “pratik beceriler” olmak üzere üç tema belirlenmiştir.

Anahtar Kelimeler: Doktora öğrencileri; mezun doktora öğrencileri; eğitimde ölçme ve değerlendirme doktora programı.

1. INTRODUCTION

Graduate education is critical for the development of an academic career. Particularly at the doctoral level, this education does not only provide theoretical knowledge but also enables individuals to be trained as independent researchers. Different disciplines and subfields offer students the opportunity to gain in-depth knowledge and skills in line with their interests. Within this general framework, Measurement and Evaluation in Education is a particularly noteworthy field. Doctoral programs in this field focus not only on basic measurement and evaluation methodologies, but also on complex statistical analyses, pedagogical approaches, and educational policies to make educational systems more effective and efficient. It can be said that these programs aim to provide students with the skills necessary to translate theoretical knowledge into practice, which improves the quality of education.

When doctoral students embark on an emotionally and intellectually intense process during their academic studies, they encounter a wide range of positive and negative experiences. For some students, this process can be an inspiring experience, while for others, it can be a process full of difficulties such as personal sacrifices, fragmented life experiences, academic problems, lack of social support, and financial difficulties (Protivnak & Foss, 2009; Spaulding & Rockinson-Szapkiw, 2012). In some cases, doctoral students may not have sufficient and accurate information about the content and importance of

academic life. They may also have mixed ideas about the relative importance of teaching and research activities, and experience ambiguities in making sense of their personal values and the values of the academic world (Bieber & Worley, 2006). Furthermore, students dropping out or taking long periods of time to complete their program can have negative effects on the productivity and prestige of a program (Nettles & Millet, 2006). At this point, supervisor support has been emphasized as an essential factor that supports the process of earning a doctoral degree and doctoral satisfaction (Bair & Haworth, 2004; Barnes & Randall, 2012). In addition, the factors that are important for students to complete a doctoral program successfully can be listed as achievement motivation, academic integration, personal sacrifice, autonomy and choice, patience and perseverance, and the ability to overcome difficulties (Maher et al., 2004; Rockinson-Szapkiw et al., 2014). Moreover, Johnson and Johnson (1998) argue that students who work collaboratively generally show higher achievement than students who work alone, and Mullen (2005) argues that the interaction of doctoral students has positive effects such as building positive relationships, developing critical skills, and ultimately achieving academic success.

When the literature is examined, it is seen that the studies mostly deal with issues such as attrition in the doctoral process, leaving the doctorate (Lovitts, 2001; Stallone, 2004), the importance and problems of graduate education (Akbulut et al., 2013; Karadağ & Özdemir, 2017; Karakütük et al., 2010) and student views on graduate education (Bair & Haworth, 2004; Golde & Dore, 2001). McAlpine and Amundsen (2007) reported various difficulties in the integration of doctoral students into the program. Akbulut et al. (2013) emphasized that many doctoral students have difficulties in completing the thesis writing process even if they successfully complete the course period. In addition, according to Golde and Dore (2001), the efforts of universities in solving the problems encountered in the process are not comprehensive and sufficient by doctoral students. On the other hand, relatively fewer studies have been conducted on the experiences and opinions of doctoral students (Arastaman et al., 2020; Melián et al., 2023; Whitelock et al., 2008). In the study conducted by Arastaman et al. (2020), the experiences of doctoral students in the field of Educational Administration, the problems they faced, the methods of coping with these problems, and the motivating factors in the process were examined. Melián et al. (2023) conducted a systematic review summarizing the experiences of online doctoral students. Whitelock et al. (2008) stated that collaborative creativity processes are as important in the sociocultural context of doctoral advising as in other educational settings.

The current study is considered important in terms of providing important information to increase the effectiveness of doctoral programs in the field of Measurement and Evaluation in Education and to improve student-supervisor relationships. In addition, the results of the study may contribute to the development of strategies for more effective and comprehensive doctoral programs in the field of Measurement and Evaluation in Education. In this context, the current study aims to examine the views of doctorate and graduate doctoral students who have received or are receiving doctoral education in the field of Measurement and Evaluation in Education from a holistic perspective. In line with this purpose, the following questions were sought to be answered.

1. What are the factors leading doctoral students to pursue an academic career?
2. How are the learning relationships of doctoral students with their supervisors?
3. What kind of academic experiences do doctoral students have during doctoral education?
4. What sort of skills do supervisors provide for doctoral students?
5. What requirements do students need during doctoral education?

2. METHOD

The current study was carried out using the phenomenological design, one of the qualitative research methods. Phenomenological research focuses on examining the phenomena that individuals are aware of in daily life but do not have an in-depth understanding within the framework of the meanings they create (Creswell, 2016; Yıldırım & Şimşek, 2018). As the current study aimed to determine the views of doctoral students and graduate doctoral students who have received or are receiving doctoral education in the field of Measurement and Evaluation in Education towards doctoral education, phenomenological design was used.

2.1. Study Group

The study group consisted of 24 participants who had completed their doctoral education in the field of Measurement and Evaluation in Education (n=11) or were continuing their doctoral education (n=13) at three different state universities. 58.3% of the participants were females (n=14), 41.7% were males (n=10). 79.2 % of the participants worked in universities as academicians (n=19), 20.8% worked in schools as teachers (n=5). Three state universities that train the highest number of doctoral students in the field of Measurement and Evaluation in Education were selected. In addition, individuals who had completed their doctoral education were selected based on the criterion that a maximum of three years had passed since their graduation, and individuals who were continuing their doctoral education were selected based on the criterion that the course phase was completed and the thesis phase started.

2.2. Data Collection Tool

The data of the study were collected with the help of a semi-structured interview form prepared by the researcher and basically consisting of five open-ended items. In the development phase of the form, firstly, a conceptual framework was created by conducting a comprehensive literature review. Then, a draft interview form was created and submitted to three experts who were academicians in the field of Measurement and Evaluation in Education. Afterward, a preliminary test was conducted with two doctoral students using the draft interview form, which was revised in line with the opinions of the experts, and the semi-structured interview form, which was completed in an average of 30-35 minutes, was finalized. During the interviews, additional (probing) questions were asked in order to get as in-depth answers as possible.

2.3. Data Collection Process

The interviews were conducted online in a Zoom environment and recorded. The questions in the interview form focused on how the students decided to pursue doctoral education, the learning

relationship between them and their supervisors, the academic experiences they had during their doctoral education, the skills provided by their supervisors, and their views on the requirements they should have for the doctoral field. The data were gathered during the fall semester of 2022-2023 academic year.

2.4. Data Analysis

In the analysis of the research data, a four-stage content analysis was conducted on the responses of 24 participants to the questions, aiming to determine their views on the doctoral education they received/are receiving (Yıldırım & Şimşek, 2018). First, the data were carefully reviewed, codes were determined, and themes were created. Then, the findings were defined and interpreted with the help of codes and themes. The views of the participants were given as direct quotations. In direct quotations, codes were used instead of participants' names. The abbreviation PhD-G and person number (such as PhD-G1) were used for quotations from doctoral graduates, and the abbreviation PhD-S and person number (such as PhD-S1) were used for quotations from participants continuing their doctoral education.

2.5. Validity and Reliability

For the reliability of the study, the transcripts obtained from the interview recordings in the Zoom environment were first transcribed by the researcher and then listened to again by an expert in the field of Measurement and Evaluation in Education, and the missing or omitted statements were corrected. After the researcher completed the process of coding and naming the themes, two experts, who were academicians in the Department of Education Sciences, were consulted about the codes and themes. In line with the expert opinions, one theme was changed and the codes under it were expressed in a more inclusive way. For the internal validity of the study, triangulation was performed by interviewing students who have completed their doctoral education as well as students who are continuing their doctoral education. Confirming the findings obtained from the participants (member checking) is another study conducted to increase internal validity. In addition, the fact that the findings are compatible with the literature can be considered evidence of external validity (comparability and convertibility).

3. FINDINGS

The findings related to the five sub-problems being investigated in line with the aim of the current study are presented below.

3.1. Findings Related to the Views of Students on the Experiences Leading Them to Academic Career

The first sub-problem of the study aimed to find out the views of students on the experiences leading them to academic career. It was seen that students' views were grouped into three themes: “having interest in the field”, “desire for academic achievement” and “career goals”. The obtained themes, codes, and frequencies are given in Table 1.

Table 1. Students' Views on Academic Career

Themes	Codes	<i>f</i>
Having interest in the field	Desire for self-improvement	12
	Having employment opportunities compared to other departments	10
	Increasing awareness for the field	9
	Sense of belonging	8
	Having intrinsic motivation	7
	Desire for developing academic skills	5
	Making academic plans	3
	Building relationships with professionals	2
Desire for academic achievement	Wish to feel successful	14
	Receiving collaboration requests from other departments	11
	Obtaining financial support for academic projects	8
	Contribution to academic seminars	6
	Getting awards for academic excellence	3
Career Goals	Having professional aspirations	8
	Having desire to contribute to academic progress	4

As observed in Table 1, some views were grouped under the theme of “having interest in the field”. The most frequently mentioned codes were; “desire for self-improvement” ($f=12$), “having employment opportunities compared to other departments” ($f=10$), “increasing awareness for the field” ($f=9$), “sense of belonging” ($f=8$) and “having intrinsic motivation” ($f=7$). The students expressed their views about academic achievement under the theme of “desire for academic achievement” including codes such as “wish to feel successful” ($f=14$) and “receiving collaboration requests from other departments” ($f=11$). Moreover, the students stated their views under the theme of “career goals” including codes such as “having professional aspirations” ($f=8$) and “having desire to contribute to academic progress”. ($f=4$)

Direct quotations from the participants regarding these themes and codes are presented below.

“... Ever since I started PhD, I felt a personal need to better myself, not just academically but holistically...” (PhD-G6)

“With the recent advancements, there has been a growing interest in this field. I wanted to be part of doctoral education...” (PhD-G9)

“...It is important for me to know that I'm making progress. Every paper published and every acknowledgment create my sense of achievement...”(PhD-S7)

“I can say that once I graduate, I aim to work in university where I can apply my academic knowledge in the measurement and evaluation field...” (PhD-S2)

3.2. Findings Related to the Views of Students on the Learning Relationship with Their Supervisors

The second sub-problem of the study aimed to find out the views of students on the learning relationship with their supervisors. It was seen that students' views were grouped into two themes: “guidance and mentorship” and “academic support”. The obtained themes, codes, and frequencies are given in Table 2.

Table 2. Students' Views on Their Supervisors

Themes	Codes	<i>f</i>
Guidance and mentorship	Gaining different perspectives	12
	Learning responsibility	10
	Getting effective feedback	9
	Feeling a sense of autonomy.	5
	Valuing opinions	5
Academic support	Supporting academic development	14
	Providing teacher-student coordination	11
	Providing career guidance	7
	Research collaboration	3

According to Table 2, it was seen that some views were grouped under the theme of “guidance and mentorship”. The most frequently mentioned codes were; “gaining different perspectives” ($f=12$), “learning responsibility” ($f=10$), and “getting effective feedback” ($f=9$). Besides, the students expressed their views under the theme of “academic support” including codes such as “supporting academic development” ($f=14$); “providing teacher-student coordination” ($f=11$), and “providing career guidance” ($f=7$).

The following quotations are associated with the themes and codes mentioned above.

“My supervisor is really great at showing me different angles to consider, especially in my research, which enriches my understanding of the subject...” (PhD-G1)

“...the feedback I receive is constructive and actionable. It helped me improve my work significantly...” (PhD-G8)

“...my supervisor encourages me to take the lead on my projects and academic studies, which creates a sense of autonomy...” (PhD-S8)

“To me, my supervisor supports my academic growth. Her supports are highly beneficial and help me improve my work significantly.” (PhD-S13)

3.3. Findings Related to the Views of Students on Academic Experiences during Doctoral Education

The third sub-problem of the study aimed to find out the views of students on academic experiences during doctoral education. It was seen that students' views were grouped into three themes:

“research activities”, “teaching experiences,” and “academic development”. The obtained themes, codes, and frequencies are given in Table 3.

Table 3. Students' Views on Their Academic Experiences

Themes	Codes	<i>f</i>
Research activities	Having papers published in journals	16
	Participating in academic conferences	14
	Training in research ethics	8
	Working with fellow PhD candidates	7
Teaching experiences	Development of teaching skills	11
	Acquiring a critical viewpoint	8
	Development of pedagogical approaches	6
	Attending workshops	3
Academic development	Developing the ability to conduct independent research	18
	Having interdisciplinary collaborations	13
	Involvement in academic student groups	10
	Following innovations in the field	9
	Taking advanced courses in the field of study	7
	Learning strategies to overcome academic challenges	2

According to Table 3, it was seen that some views were grouped under the theme of “research activities”. The most frequently mentioned codes were; “having papers published in journals” ($f=16$); “participating in academic conferences” ($f=14$), and “training in research ethics” ($f=8$). The students expressed their views under the theme of “teaching experiences” including codes such as “development of teaching skills” ($f=11$) and “acquiring a critical viewpoint” ($f=8$). Besides, the students expressed their views under the theme of “academic development” including codes such as “developing the ability to conduct independent research” ($f=18$), “having interdisciplinary collaborations” ($f=13$); “involvement in academic student groups” ($f=10$) and “following innovations in the field” ($f=9$).

The views of the participants are conveyed through the following remarks.

“...getting my research published has been a highlight of my PhD journey. It is both validating and incredibly motivating...” (PhD-G5)

“Collaborating with my peers has not only enriched my projects but also built a supportive community that I can rely on...” (PhD-G10)

“I have learned a lot about effective teaching methods during my education, which made me think about academia not just as a student but as a future educator.” (PhD-S3)

“The advanced courses offered in doctoral education are rigorous but enlightening. The courses help me fill gaps in my knowledge and strengthen my expertise...” (PhD-S6)

3.4. Findings Related to the Views of Students on the Skills Provided by Their Supervisors during Doctoral Education

The fourth sub-problem of the study aimed to find out the views of students on the skills provided by their supervisors during doctoral education. It was seen that students' views were grouped into three themes: “research skills”, “higher-order thinking skills, and “pedagogical and teaching skills”. The obtained themes, codes, and frequencies are given in Table 4.

Table 4. Students' Views on Skills They Acquire

Themes	Codes	<i>f</i>
Research skills	Research designs	19
	Research methodologies	17
	Literature review	17
	Data analysis	13
	Academic writing	8
	Project management	5
Higher-order thinking skills	Critical thinking	14
	Analyzing	11
	Interpretation	9
	Problem-solving	7
	Critical evaluation	4
	Creativity	2
Pedagogical and teaching skills	Student assessment	18
	Finishing the work started	18
	Classroom management	11
	Being patient	9

According to Table 4, it was seen that the participants' views were grouped under the theme of “research skills”. The most frequently mentioned codes were; “research designs” ($f=19$); “research methodologies” ($f=17$); “literature review” ($f=17$), and “data analysis” ($f=13$). The students expressed their views under the theme of “higher-order thinking skills” including codes such as “critical thinking” ($f=14$); “analyzing” ($f=11$); “interpretation” ($f=9$), and “problem solving” ($f=7$). Lastly, the students stated their views under the theme of “pedagogical and teaching skills,” including codes such as “student assessment” ($f=18$) and “finishing the work started” ($f=18$).

Direct quotations from the participants pertaining to these themes and codes are presented below.

“...In the courses, we often discuss the pros and cons of different research methods, which helps me tailor my approach for maximum impact...” (PhD-G3)

“...Data analysis techniques have been a steep learning curve, but essential. My supervisor has been very supportive in this area.” (PhD-G11)

“...my supervisor stresses the importance of not just collecting data, but also interpreting it correctly.” (PhD-S4)

“Learning how to assess student performance fairly and effectively has been an enlightening experience during my education.” (PhD-S9)

3.5. Findings Related to the Views of Students on the Requirements during Doctoral Education

The fifth sub-problem of the study aimed to find out the views of students on the requirements during doctoral education. It was seen that students' views were grouped into three themes: “technical competencies”, “theoretical knowledge”, and “practical skills”. The obtained themes, codes, and frequencies are presented in Table 5.

Table 5. Students' Views on the Requirements during Education

Themes	Codes	<i>f</i>
Technical competencies	Statistical analysis	20
	Technology use	19
	Data interpretation	15
	Instrument design	9
Theoretical knowledge	Statistical knowledge	21
	Foundations of measurement	13
	Evaluation theories	7
	Test development	5
Practical skills	Data analysis	19
	Foreign language proficiency	15
	Data collection	12
	Reporting	8
	Time management	7
	Data integrity	3

According to Table 5, it was seen that some views were grouped under the theme of “technical competencies”. The most frequently mentioned codes were; “statistical analysis” ($f=20$) and “technology use” ($f=19$). Besides, the students expressed their views under the theme of “theoretical knowledge” including codes such as “statistical knowledge” ($f=21$) and “foundations of measurement” ($f=13$). Lastly, the students expressed their views under the theme of “practical skills” including codes such as “data analysis” ($f=19$), “foreign language proficiency” ($f=15$), and “data collection” ($f=12$).

The following quotations are about the themes and codes mentioned above.

“I think the most valuable skill I need to gain in this field is statistical analysis. It allows me to look at raw data and make informed decisions...” (PhD-G2)

“...being able to interpret data accurately is just as important as collecting it. This skill has been invaluable for my research...” (PhD-G7)

“...understanding data analysis methods theoretically is crucial for the needs of my own research...” (PhD-S5)

“The field taught me not just how to collect data but also how to report it in a meaningful way.” (PhD-S10)

4. DISCUSSION AND CONCLUSION

In the current study, the views of students and graduates of the Doctoral Program in the field of Measurement and Evaluation in Education were examined on how they decided to pursue doctoral education, the learning relationship between them and their supervisors, academic experiences they had during their doctoral education, the skills provided by their supervisors, and the requirements they need for doctoral education. The general findings of the study indicate that the orientation to the Doctoral Program in the field of Measurement and Evaluation in Education, which is stated to be a challenging process, is influenced by factors such as interest in the field, academic career, and development goals.

Within the scope of the first sub-problem of the study, participant views on the factors that led students to pursue an academic career were analyzed, and three themes were formed for the codes determined. Under the theme of having interest in the field, desire for self-improvement, having employment opportunities compared to other departments, increasing awareness for the field, sense of belonging, having intrinsic motivation, desire for developing academic skills, making academic plans, and building relationships with professionals were emphasized. In addition, under the theme of desire for academic achievement, wish to feel successful, receiving collaboration requests from other departments, obtaining financial support for academic projects, contribution to academic seminars, and getting awards for academic excellence were emphasized. Under the theme of career goals, having professional aspirations and having desire to contribute to academic progress were emphasized. Supporting the codes and themes obtained for the first sub-problem of the current study, Teowkul et al. (2009) stated that students consider having a doctoral degree as the highest achievement in academic life and that they think they can increase their prestige when they get this degree. Therefore, it can be said that this idea is among the factors that lead students to pursue doctoral education.

In line with the second sub-problem of the study, the participants' views on the learning relationship between student and supervisor were examined, and two themes were created for the codes identified. Under the theme of guidance and mentorship, there are codes including gaining different perspectives, learning responsibility, getting effective feedback, feeling a sense of autonomy, and valuing opinions. Under the academic support theme, there are codes including supporting academic development, providing teacher-student coordination, providing career guidance, and research collaboration. According to the data obtained from the study, it can be said that the learning relationship between the student and the supervisor is very effective on the students' ability to complete the process successfully. Similarly, in a study conducted by Stallone (2004), it was stated that factors related to the learning culture and environment of the institution rather than the factors arising from the student were

seen as a challenge to the successful completion of the doctoral process. According to Nerad and Cerny (1993), the support provided by the department and the facilities provided by the program are effective factors in ensuring that doctoral students graduate from the program on time. In addition, De Valero (2001) reported that orientation, advising, and using of research skills correctly are highly effective in the completion of doctoral education. In addition, studies generally emphasize that doctoral students who are deprived of supervisor support during the thesis phase have difficulties in completing their doctoral program (Bair & Haworth, 2004; Kluever & Green, 1998; Lovitts, 2001). In addition, according to Bowen and Rudenstine (1992), miscommunication with the supervisor and difficulties in choosing a research topic are among the most important problems experienced by doctoral students. In this regard, Fries (2005) emphasizes that it is important to provide regular and planned supervisor support to students with low motivation, especially during the thesis writing phase.

In the context of the third sub-problem of the study, students' views on their academic experiences during doctoral education were examined, and three themes were formed for the codes determined. Under the theme of research activities, there are codes including having papers published in journals, participating in academic conferences, training in research ethics, and working with fellow PhD candidates. Under the theme of teaching experiences, there are codes including development of teaching skills, acquiring a critical viewpoint, development of pedagogical approaches, and attending workshops. Under the theme of academic development, there are codes including developing the ability to conduct independent research, having interdisciplinary collaborations, involvement in academic student groups, following innovations in the field, taking advanced courses in the field of study, learning strategies to overcome academic challenges were emphasized. Academic development, and more specifically developing the ability to conduct independent research, can be considered as a natural goal of graduate education. According to a study conducted by Golde and Doré (2001), 35% of graduate students believe that the graduate courses they take provide a good foundation for the ability to conduct independent research.

Within the scope of the fourth sub-problem of the study, students' views on the skills provided by their supervisors during doctoral education were examined, and three themes were created for the codes determined. Under the research skills theme, there are codes including research designs, research methodologies, literature review, data analysis, academic writing, and project management. In the study conducted by Akbulut et al. (2013), it was found that students had difficulties in accessing resources and determining a thesis topic. The reason for this situation was explained as inadequacy in conducting a comprehensive literature review and, accordingly, not having sufficient knowledge of the literature. Under the theme of higher-order thinking skills, there are codes including critical thinking, analyzing, interpretation, problem-solving, critical evaluation, and creativity. In this regard, Cotterall (2013) stated that the doctoral process has an important contribution to the development of skills related to researcher roles, such as defining research questions, solving methodological problems, and collecting and analyzing data. Under the pedagogical and teaching skills theme, student assessment, there are codes

including finishing the work started, classroom management, and being patient codes were identified. Morrison (2014) states that resistance is significant in coping with the doctoral process. It can be said that this finding overlaps with the codes of finishing the work started and being patient obtained in the current study.

In line with the fifth sub-problem of the study, the participant views on the requirements of the students needed during the doctoral education process were analyzed, and three themes were formed for the codes determined. Under the theme of technical competencies, there are codes including statistical analysis, technology use, data interpretation, and instrument design. In addition, under the theoretical knowledge theme, there are codes including statistical knowledge, foundations of measurement, evaluation theories, and test development. Under the practical skills theme, there are codes including data analysis, foreign language proficiency, data collection, reporting, time management, and data integrity. Similarly, according to Özmen and Güç (2013), competence in foreign language is one of the requirements that doctoral students need most in the process of conducting scientific research. In addition, Haynes et al. (2012) stated that balancing school, work, and family life can be challenging for doctoral students. However, achieving this balance with good time management is critically important both in terms of maintaining the life balance of the individual and successfully completing the doctoral process. According to Malmberg (2000), an individual's ability to balance his/her responsibilities, and according to Spaulding and Rockinson-Szapkiw (2012), an individual's ability to achieve work-family balance are important factors in the completion of a doctoral program, which is a challenging process.

In line with the results obtained from the research, it can be suggested that seminars that can facilitate the adaptation, development, and progress of doctoral students should be given in departments with doctoral programs. At the end of the process, in order for the doctoral thesis to be completed successfully, it may be suggested that the learning relationship between the student and the supervisor should be as high as possible, and for this purpose, students' choices should be prioritized in determining the supervisors. At the stage of determining the thesis topic, in order for the student to work more willingly and patiently in the process, it can be suggested that the student should first focus on current issues and then determine the topic to be studied. In addition, improvements in process and time management can be achieved through close targets and feedback to be set for certain time intervals. In addition to these, for the successful completion of the doctoral program and for a successful academic life that can continue afterward, students may be advised to work on developing the essential competencies, knowledge, and skills required by the field of Measurement and Evaluation in Education at the beginning of the process, perhaps even before starting the process.

The findings of the current study are limited to doctorate students and graduate doctoral students in the field of Measurement and Evaluation in Education. Therefore the study was applied in limited sample and field. In this regard, further research should be conducted using different fields and samples to increase the generalizability of the results of this study.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

EĞİTİMDE ÖLÇME VE DEĞERLENDİRME ALANINDA DOKTORA ÖĞRENCİSİ OLMAK: DOKTORA ÖĞRENCİLERİNİN PERSPEKTİFİNDEN FENOMENOLOJİK BİR ÇALIŞMA

GİRİŞ

Akademik kariyerin gelişiminde oldukça kritik bir öneme sahip olan lisansüstü eğitim, özellikle doktora seviyesinde, yalnızca teorik bilgi sunmaktan öte, bireylerin bağımsız araştırmacılar olarak yetiştirilmesine olanak sağlamaktadır. Bu çerçevede, Eğitimde Ölçme ve Değerlendirme özellikle dikkate değer bir alandır.

Alanyazın incelendiğinde, yapılan çalışmalarda daha çok doktora sürecinde yıpranma, doktoradan ayrılma (Lovitts, 2001; Stallone, 2004), lisansüstü eğitimin önemi, sorunları (Akbulut ve diğerleri, 2013; Karadağ ve Özdemir, 2017; Karakütük ve diğerleri, 2010) ve lisansüstü eğitime yönelik öğrenci görüşleri (Bair ve Haworth, 2004; Golde ve Dore, 2001) gibi konuların ele alındığı görülmektedir. Buna karşılık doktora düzeyinde eğitim alan öğrencilerin deneyimleri ve görüşleri hakkında nispeten daha az sayıda çalışma yapılmıştır (Arastaman ve diğerleri, 2020; Melián ve diğerleri, 2023; Whitelock ve diğerleri, 2008). Arastaman ve diğerleri (2020) tarafından yapılan araştırmada eğitim yönetimi alanında doktora eğitimi alan öğrencilerin deneyimleri, karşılaştıkları problemler, bu problemlerle baş etme yöntemleri ve süreçteki motive edici faktörler incelenmiştir. Melián ve diğerleri (2023) ise çevrimiçi doktora öğrencilerinin deneyimlerini özetleyen sistematik bir inceleme gerçekleştirmiştir.

Mevcut araştırmanın Eğitimde Ölçme ve Değerlendirme alanında yürütülen doktora programlarının etkinliğini artırmaya ve öğrenci-danışman ilişkilerini iyileştirmeye yönelik bilgiler sunması bakımından önemli olduğu düşünülmektedir. Bu bağlamda mevcut araştırmada, Eğitimde Ölçme ve Değerlendirme alanında doktora eğitimi almış ya da almakta olan bireylerin sürece ilişkin görüşlerinin bütüncül bir bakış açısıyla incelenmesi amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır.

1. Doktora öğrencilerini akademik kariyer yapmaya yönlendiren faktörler nelerdir?
2. Doktora öğrencilerinin danışmanları ile öğrenme ilişkileri nasıldır?
3. Doktora öğrencileri doktora eğitimi sırasında ne tür akademik deneyimler yaşamaktadır?
4. Danışmanlar doktora öğrencilerine ne tür beceriler kazandırmaktadır?
5. Doktora eğitimi sırasında öğrenciler ne gibi gereksinimlere ihtiyaç duymaktadır?

YÖNTEM

Eğitimde Ölçme ve Değerlendirme alanında doktora eğitimi almış veya almakta olan bireylerin doktora eğitimine yönelik görüşlerini belirlemeyi amaçlayan nitel araştırma türündeki bu çalışmada fenomenoloji deseni kullanılmıştır. Çalışma grubunu, üç farklı devlet üniversitesinde Eğitimde Ölçme

ve Değerlendirme alanında doktora eğitimini tamamlamış (11 birey) veya doktora eğitimine devam etmekte olan (13 birey) bireyler arasından tamamen gönüllülük esasına göre seçilen toplam 24 birey oluşturmaktadır. Araştırmanın verileri, araştırmacı tarafından hazırlanan ve temelde beş açık uçlu maddeden oluşan yarı yapılandırılmış görüşme formu yardımıyla toplanmıştır. Görüşmeler Zoom ortamında online olarak gerçekleştirilmiş ve kayıt altına alınmıştır. Veriler 2022-2023 eğitim-öğretim yılı güz döneminde toplanmıştır. Araştırma verilerinin analizinde, 24 katılımcının aldıkları/almakta oldukları doktora eğitimine ilişkin görüşlerini belirlemeye yönelik sorulara verdikleri yanıtlar üzerinden dört aşamalı içerik analizi gerçekleştirilmiştir (Yıldırım ve Şimşek, 2018).

Çalışmanın güvenilirliği için Zoom ortamındaki görüşme kayıtlarından elde edilen transkriptler öncelikle araştırmacı tarafından yazıya dökülmüş ve sonrasında Eğitimde Ölçme ve Değerlendirme alanındaki başka bir uzman tarafından tekrar dinlenerek, eksik veya atlanan ifadeler düzeltilmiştir. Araştırmacı tarafından kodlama ve temaların isimlendirilmesi süreci tamamlandıktan sonra, Eğitim Bilimleri bölümünde akademisyen olan iki uzmandan kodlar ve temalara yönelik görüş alınmıştır. Alınan uzman görüşleri doğrultusunda, bir tema değiştirilmiş ve altındaki kodları daha kapsayıcı olacak şekilde ifade edilmiştir. Çalışmanın iç geçerliği için, doktora eğitimini tamamlamış bireylerin yanı sıra doktora eğitimine devam etmekte olan bireylerle de görüşülerek veri kaynağı çeşitlemesi (triangulation) yapılmıştır. Elde edilen bulguların katılımcılarla teyit edilmesi (üye kontrolü-member checking) de iç geçerliği artırmaya yönelik yapılmış başka bir çalışmadır. Ayrıca bulguların literatürle uyumlu olması, bir dış geçerlik (karşılaştırılabilirlik ve dönüştürülebilirlik) kanıtı olarak düşünülebilir.

BULGULAR

Araştırmanın birinci alt problemi kapsamında öğrencilerin kendilerini akademik kariyer yapmaya yönlendiren deneyimlere ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Öğrencilerin görüşlerinin “alana ilgi duyma”, “akademik başarı isteği” ve “kariyer hedefleri” olmak üzere üç tema altında toplandığı görülmüştür. Araştırmanın ikinci alt problemi kapsamında öğrencilerin danışmanlarıyla olan öğrenme ilişkisine dair görüşlerinin belirlenmesi amaçlanmıştır. Öğrencilerin görüşlerinin “rehberlik ve mentorluk” ve “akademik destek” olmak üzere iki tema altında toplandığı görülmüştür. Araştırmanın üçüncü alt problemi kapsamında, öğrencilerin doktora eğitimi sırasındaki akademik deneyimlerine ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Öğrencilerin görüşlerinin “araştırma faaliyetleri”, “öğretim deneyimleri” ve “akademik gelişim” olmak üzere üç tema altında toplandığı görülmüştür. Araştırmanın dördüncü alt problemi kapsamında, öğrencilerin doktora eğitimi sırasında danışmanlarının kazandırdığı becerilere ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Öğrencilerin görüşlerinin “araştırma becerileri”, “üst düzey düşünme becerileri” ve “pedagojik ve öğretim becerileri” olmak üzere üç tema altında toplandığı görülmüştür. Araştırmanın beşinci alt problemi kapsamında öğrencilerin doktora eğitimi sırasındaki gereksinimlere ilişkin görüşlerinin belirlenmesi amaçlanmıştır. Öğrenci görüşlerinin “teknik yeterlilikler”, “teorik bilgi” ve “uygulama becerileri” olmak üzere üç tema altında toplandığı görülmüştür.

TARTIŞMA VE SONUÇ

Araştırmanın ilk alt problemi olan öğrencileri akademik kariyer yapmaya yönlendiren faktörlere ilişkin katılımcı görüşlerini destekleyen Teowkul ve diğerleri (2009) tarafından yapılan çalışmada, öğrencilerin doktora derecesine sahip olmayı akademik yaşamdaki en üst başarı olarak gördükleri ve bu dereceyi aldıklarında saygınlıklarını artırabileceklerini düşündükleri ifade edilmiştir. Dolayısıyla bu düşüncenin öğrencileri doktora eğitimi almaya yönlendiren faktörler arasında bulunduğu söylenebilir.

Araştırmanın ikinci alt problemi doğrultusunda katılımcıların öğrenci-danışman arasındaki öğrenme ilişkisine yönelik görüşleri incelenmiştir. Buna göre öğrenci-danışman arasındaki öğrenme ilişkisinin öğrencilerin süreci başarıyla tamamlayabilmeleri üzerinde oldukça etkili olduğu söylenebilir. Bu kapsamda yapılan çalışmalarda tez aşamasında danışman desteğinden yoksun kalan doktora öğrencilerinin doktora programını tamamlama konusunda zorlandıkları vurgulanmaktadır (Bair ve Haworth, 2004; Kluever ve Green, 1998; Lovitts, 2001). Ayrıca Bowen ve Rudenstine'ye (1992) göre danışmanla iletişimsizlik ve araştırma konusu seçiminde zorluklar doktora öğrencilerinin süreçte yaşadıkları en önemli sorunlardandır.

Araştırmanın üçüncü alt probleminde öğrencilerin doktora eğitimi sırasındaki akademik deneyimlerine ilişkin görüşleri incelenmiştir. Bu bağlamda akademik gelişim ve daha özelde bağımsız araştırma yapma becerisinin geliştirilmesinin, lisansüstü eğitimin doğal bir hedefi olarak görülebileceği düşünülmektedir.

Araştırmanın dördüncü alt problemi kapsamında öğrencilerin doktora eğitimi sırasında danışmanları tarafından sağlanan becerilere ilişkin görüşleri incelenmiştir. Elde edilen sonuçlar bağlamında Cotterall (2013) doktora sürecinin; araştırma sorularını tanımlama, metodolojik sorunları çözme, veri toplama ve analiz etme gibi araştırmacı rollerine ilişkin becerilerin geliştirilmesinde önemli bir katkısı olduğunu belirtmiştir.

Araştırmanın beşinci alt problemi doğrultusunda öğrencilerin doktora eğitimi sürecinde ihtiyaç duydukları gereksinimlere ilişkin katılımcı görüşleri incelenmiştir. Elde edilen sonuçlar bağlamında Özmen ve Güç'e (2013) göre yabancı dil konusundaki yetkinlik, bilimsel araştırma yapma sürecinde doktora öğrencilerinin en çok ihtiyaç duyduğu gereksinimlerden biridir.

Araştırmadan elde edilen sonuçlar doğrultusunda, doktora programı bulunan bölümlerde doktora öğrencilerinin uyumu, gelişimi ve süreçteki ilerleyişini kolaylaştırabilecek seminerlerin verilmesi önerilebilir. Sürecin sonunda doktora tezinin başarılı bir şekilde tamamlanabilmesi için öğrenci-danışman arasındaki öğrenme ilişkisinin olabildiğince yüksek olması, bunun için de danışmanların belirlenmesinde öğrencilerin seçimlerine öncelik verilmesi önerilebilir.