Determining The Difficulties Experienced By Postgraduate Students in Their Education

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Abstract: Educatio n is the most important power showing the development level of a society since centuries. Today, the power showing the development of the societies is the knowledge level of the university graduates. Universities are very important educational institutions in terms of both the students they train and the way they lead the society. While the mission of universities is determined by academicians, the first step of the academicians is the postgraduate education. In order for the academicians to fulfill the duties expected from them, they need to have a good postgraduate education. There are a number of factors affecting the quality of the postgraduate education. From this point of view, the aim of this study is to determine the problems experienced by the postgraduate education students during their education. In the study, phenomenological research method among qualitative research methods was used in the study. Face-to-face interviews were held with 30 students studying in postgraduate education at the Institute of Social Sciences in Erzurum Ataturk University. As a result of the study, it was determined that the majority of the participants are female and in the age group of 25-30 years, most of them were civil servant, 18 were graduate students, 12 were doctoral student and the participants were studying in postgraduate education for one or two years. The students wanted to continue academic career after completing the education period, most of them experienced educational problems, a great majority of them started to their education consciously, their thoughts about the postgraduate education before the education were still continuing, most of them were in the thesis stage of the postgraduate education and experience research-related problems at this stage. It was concluded that the majority of the participants felt often stuck and depressed, but they still did not consider to leave the postgraduate education and they expressed that they would receive postgraduate education again if they come to the world again. The participants believed that there were differences between the postgraduate education and their own education understanding and they stated that there are problems related to educational deficiencies in Turkey and the quality of postgraduate education should be enhanced. Based on the results obtained from the study, it can be recommended to find out and eliminate the problems experienced in postgraduate education and to support the graduate students in both material and spiritual areas.

Keywords: Postgraduate education, Education, University

Lisansüstü Eğitim Öğrencilerinin Eğitimlerinde Yaşadıkları Zorlukların Belirlenmesi

Öz: Eğitim yüzyıllardan beri bir toplumun gelişmişlik ve kalkınmışlık düzeyini gösteren en önemli güçtür. Günümüzde ise toplumların kalkınması ve gelişimini gösteren güç üniversiteden mezun olan gençlerin bilgi düzeyleridir. Üniversiteler hem yetiştirdikleri öğrenciler açısından, hem de topluma yol göstermesi açısından oldukça önemli olan eğitim

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kurumlarıdır. Üniversitelerin misyonunu akademisyenler belirlerken, akademisyenliğin ilk adımı ise lisansüstü eğitim olmaktadır. Akademisyenlerin kendilerinden beklenen görevleri yerine getirebilmeleri için iyi bir lisansüstü eğitim almaları gerekmektedir. Lisansüstü eğitimin kalitesini etkileyen birtakım faktörler bulunmaktadır. Bu düşünceden hareketle araştırmada lisansüstü eğitim öğrencilerinin eğitimleri sırasında yaşadıkları sorunların belirlenmesi amaçlanmıştır. Araştırmada nitel araştırma yöntemlerinden fenemonolojik araştırma yöntemi kullanılmıştır. Erzurum Atatürk Üniversitesi Sosyal Bilimler Enstitüsünde lisansüstü eğitime devam eden 30 öğrenciyle yüz yüze görüşmeler gerçekleştirilmiştir. Araştırma sonucunda, katılımcıların çoğunluğunun kadın ve 25- 30 yaş grubunda olduğu, büyük bir kısmının devlet memuru olarak görev yaptığı, 18'inin yüksek lisans, 12'sinin doktora öğrencisi olduğu ve araştırmaya katılanların bir- iki yıldır lisansüstü eğitime devam etmekte olduğu belirlenmiştir. Öğrencilerin eğitim sürecinin tamamlanmasından sonra akademik hayata devam etmek istedikleri, yüksek çoğunluğunun eğitim ile ilgili sorunlar yaşadıkları, büyük bir kısmının eğitime bilinçli olarak başladıkları, eğitime başlamadan önce lisansüstü eğitimle ilgili düşüncelerinin halen devam etmekte olduğu, öğrencilerin çoğunluğunun lisansüstü eğitimde tez aşamasında olduğu ve bu aşamada araştırma ile ilgili sorunlar yaşadıkları belirlenmiştir. Katılımcıların çoğunluğu kendini çıkmazda hissettiğini depresif duygu durumunu sıklıkla yaşadıkları, buna rağmen lisansüstü eğitimi bırakmayı düşünmedikleri ve bir kez daha dünyaya gelseler tekrar lisansüstü eğitim alacaklarını ifade ettikleri sonucuna ulaşılmıştır. Katılımcıların kendi eğitim anlayışları ile lisansüstü eğitim arasında farklılıklar olduğunu düşündükleri, Ülkemizde eğitimsel eksiklikler ile ilgili sorunların olduğunu ifade ettikleri görülürken, katılımcılar lisansüstü eğitimin kalitesini arttırılması gerektiğini belirtmişlerdir. Araştırma sonucunda elde edilen bulgulara dayanarak lisansüstü eğitimde yaşanan aksaklıkların tespit edilerek giderilmesi, lisansüstü öğrencilerinin gerek maddi ve gerekse manevi alanda desteklenmesi önerilebilir.

Anahtar Kelimeler: *Lisansüstü Eğitim, Eğitim, Üniversite*

I. Introduction

Education has been the most important factor and power in the development and progress of a society for centuries. Especially, today's rapid changes and developments have also increased the need for qualified human power (Bozan, 2012). Qualified man power also determines the quality of education. This is measured by the information equipment of the university graduates. Therefore, the most important determinant in the development status of a country is the universities. Universities not only provide quality education for their graduates but also guide the community (Çavdar, 2001; Karaman and Bakırcı, 2010; Özoğlu, 2010). This is closely associated with the quality of academicians working in the universities. Academicianship is a profession earned by completing postgraduate education. Postgraduate education is the highest level of education that enables the students who have completed undergraduate education to have in-depth knowledge by receiving education in a specific field of discipline or art and to specialize further in their own field (Pyhalto et al., 2012). By training qualified instructors in this way, the quality of higher education is increased (Sezgin et al., 2012). In this context, it is important to train the postgraduate education students in the best way.

While it is so important and necessary for the instructors to transfer their knowledge and to provide good counseling education in the trainings of the students continuing their postgraduate education (Ayas and Kala, 2007; Aydın, 2006; Bakioğlu and Gürdal, 2001; Brown and Atkins, 1991; Karatürk, 2002), it is also so important to identify the education program and its deficiencies (Aycan et al., 2005; Aslan, 2007; Cengizhan and Akkul, 2005; Hermes- Lima et al., 2008; Ortaş, 2003; Turan and Sağır, 2017). The literature review has indicated that the graduate students face many academic difficulties during their studies, they also experience many difficulties related to family relationships, advisors, friendships, personal life, and financial impossibility (Appel and Dahlgren, 2003; Wright, 2003). However, these studies were determined to be conducted about the problems experienced by non-thesis master's degree students (Aycan et al., 2005), problems experienced by the graduate students (Başer et al., 2005; Cengizhan and Akkul, 2005), doctoral students' views on postgraduate education (Aslan, 2007; Karadağ and Özdemir, 2017), and opinions for determining the expectations of graduate students (Savaş and Topak, 2005). In this context, it was seen that there was no study conducted to determine the problems experienced by both graduate and doctoral students together. From this point of view, the aim of this study was to determine the problems experienced by the students receiving postgraduate education.

II. Method

A. Model of the Study

In the study, the narrative research method among the phenomenological research methods from qualitative research methods was used. Narrative research is a research type in which opinions of the participants are asked about a topic to be investigated in their lives (Creswell, 2017). The narrative research was included in this study to determine the difficulties encountered by the graduate students during their educations, to learn their opinions and thoughts about the postgraduate education and their future plans.

B. Sample Group

The study was conducted with the students continuing the postgraduate education in the Institute of Social Sciences in Ataturk University. 19 of the graduate students participating in the study were female and 11 were male. It was determined that 25 of the participants were in the age range of 25-30 years, 3 were in the age range of 31-36 years and 2 were in the age of 27-42 years, 15 were working in public offices, 12 were academician, and 3 were teachers. While 18 of the participants continued their master's education, 12 continued their doctorate. Out of these students, 13 were continuing the postgraduate education for 1-2 years, 9 were continuing the postgraduate education for 5 years or more, and 8 were continuing the postgraduate education for 3-4 years.

C.Data Collection Tools

In the study, the data were collected using "General Information Form" to determine the sociodemographic characteristics of the participants and "Semi-structured Interview Form" to determine their opinions about postgraduate education.

General Information Form: It is a form prepared by the researcher in order to determine the participants' gender, age, occupation, postgraduate education stage and how long they have been continuing their education.

Semi-structured Interview Form: It is a form prepared to determine the participants' thoughts and opinions about the postgraduate education, plans after completing the postgraduate education, the difficulties they encountered during the education, the measures they took to overcome these difficulties and their opinions about the postgraduate education in Turkey and finalized by taking the opinions of three academic members working in Education Management, Inspection, Planning and Economy, two academic members working in Education Programs, and an academic member working in Psychological Counseling and Guidance Department.

D.Data Collection Method

After obtaining necessary ethical permissions, the study was conducted by the researcher with the graduate students attending the Institute of Social Sciences on the basis of volunteerism.

E.Data Analysis

In the analysis of data, a content analysis form was prepared for the categories and subcategories for the answers given. The prepared content analysis form was finalized with the opinions of three academic members working in Education Management, Inspection, Planning and Economy, two academic members working in Education Programs, and an academic member working in Psychological Counseling and Guidance Department and its analyses were completed. While the validity of the study was measured by the external inspector, its reliability was measured by the compliance between coders. The external inspector indicated the suitability of the category and subcategories and the coherence between the coders was found as 85%.
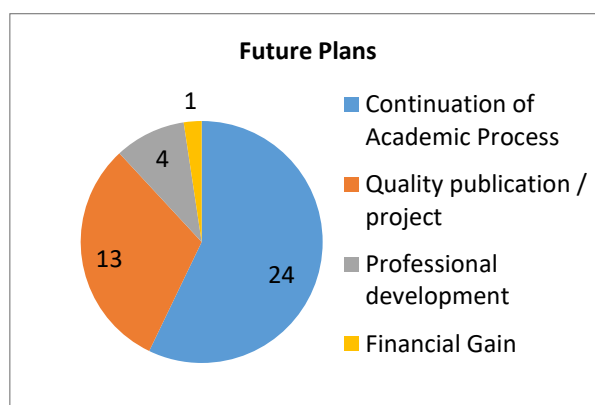
Tablo 1. Content Analysis Form

Category	Subcategory
Future plans	Academic
	Progress in the profession
	Financial gain
	Continuing education
Factors affecting education	Language problem and ALES (Academic Personnel and Postgraduate Education Entrance Exam)
	Quality of education
	Behavior of the educator

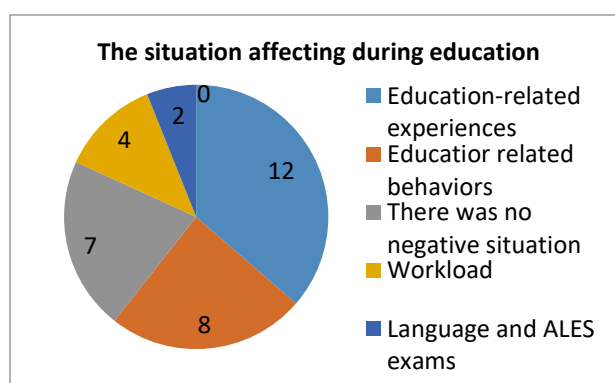|	
	Economic
	Workload
Reason of preferring postgraduate education	Him/herself
	Teachers
	Family
Change of initial feelings/thoughts	Remained the same
	Increased
	Affected negatively
Phase in the postgraduate education	Course
	Thesis
Difficulties in the education process	Quality of education
	Language problem
	Deficiencies in research
	Workload
	Economic
Presence of situations felt impasse	Yes
	No
Things they do when they are in impasse	Being alone
	Motivation enhancing activities
	Social support
	Studying harder
Status of being depressive (last one month)	Yes
	No
Solution proposals in depressive situation	Psychologist
	Social support
	Motivational events
Thought of leaving postgraduate education	No
	Yes
Thought of receiving postgraduate education again	Yes
	No
Difference between thought and applied education	Yes
	No
Difficulties experienced in Turkey	Language problem
	Exams
	Economic
	Person competence
	System
	Consultancy
Ideas for improving postgraduate education	Language problem should be eliminated
	Motivating events should be organized
	Medical (psychological) support
	Quality of education
	Advisor-student communication

III.Results

In the study, the questions of "*What are your plans when you complete your education? Would you tell us about them in a few sentences?*" were firstly asked to the participants. Figure 1 shows the distribution of answers given by the participants.

Future Plans

- Continuation of Academic Process
- Quality publication / project
- Professional development
- Financial Gain

1
4
13
24

As is seen in Figure 1, 24 of the participants wanted to continue academic process after completing their postgraduate education, 13 wanted to participate in quality publication and projects, 4 wanted to be in high levels in their professional developments and 1 wanted to get financial gain. The participants stated their thoughts as L_1 *"After completing my postgraduate education I want to continue the academic process",* L_4*"I want to continue in academic staff of a university and also to continue archaeological excavations",* L_6*"I want to publish papers that will contribute to my field",* L_7*"I want to transfer knowledge to my young friends. I want to conduct projects"* L_{20} *"I want to have financial gain in this field".*

Secondly, the question of "*Will you give information about the situation that affects you the most during your postgraduate education*" was asked to the participants. Figure 2 shows the distribution of answers given by the participants.

The situation affecting during education

- Education-related experiences
- Educatior related behaviors
- There was no negative situation
- Workload
- Language and ALES exams

0
2
4
7
8
12

As is seen in Figure 2, 12 of the participants were affected by the education related experiences, 8 by the educator-related behaviors, 4 by the workload and 2 by Language and ALES (Academic Personnel and Postgraduate Education Entrance Exam), 7 of the participants stated that they did not experience any negative situation.

The participants stated their opinions as L_2*"Translations"*, L_4*"I did not know that postgraduate education would be so difficult."*, L_5*"Uneasiness, injustice, advocacy, think nothing of a person"*, L_9 *"Economic situation"*, L_{15}*"High workload"*.

The third question asked to the participants was *"Did you start your postgraduate education consciously? Or did someone else direct you?"*. Figure 3 shows the distribution of the answers given by the participants.

Status of Starting Postgraduate Education
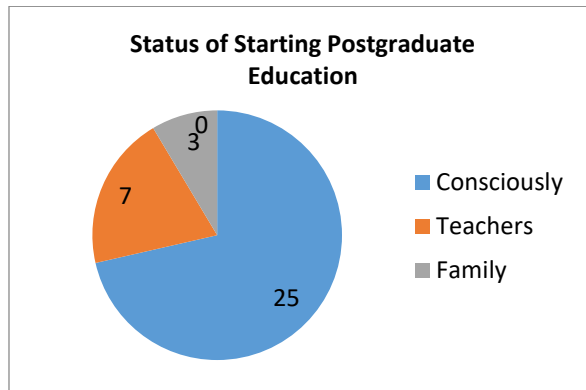
As is seen in Figure 3, while 25 of the participants stated that they began postgraduate education consciously, 7 were directed by their teachers, and 3 were directed by their families. The participants stated their opinions as L_4*"I started by investigating the university in my mind as from first year of undergraduate education"*, L_{13}*"My big sister and people around directed me"*, L_{14} *"I did not start consciously. I started my bachelor's degree with the support and wishes of my family and teachers"*.

Figure 4 shows distribution of the answers given to the fourth question asked to the participants which was "*Do you still have the ideal feelings and thoughts that you had when you started to study in postgraduate school*?".

Continuation of the inital thoughts
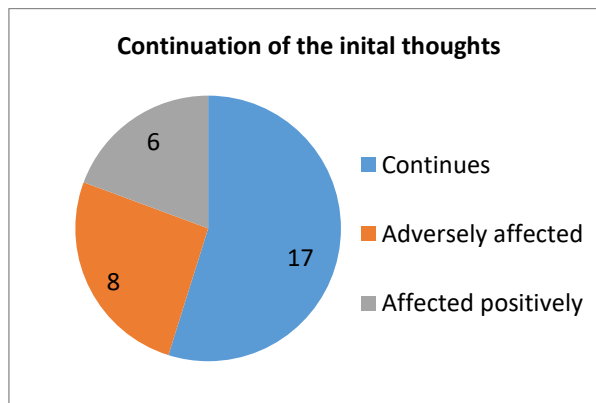
As is seen in Figure 4, the initial thoughts of 17 participants before starting to the postgraduate education continued; whereas, those of 8 participants were affected negatively and those of 6 participants were affected positively. The participants stated their opinions as, L_5*"I had less expectation from myself when I started my postgraduate education, now my both expectations and ideals are quite high"*, L_6*"They still continue. I have not yet experienced any situation that will destroy my ideals or hopes."*, L_7*"My ideal feelings and thoughts for the academic community were destroyed. I have no hope"*.

The question of "*What stage are you in graduate education? What are the major challenges you are experiencing at this stage*?" was asked to the participants. Figure 5 shows the distribution of the answers.

Stage in the Postgraduate Education

14 | 16 | Thesis | Courses

Difficulties experienced

3 | 1 | 8 | Research
4 | | | Language problem
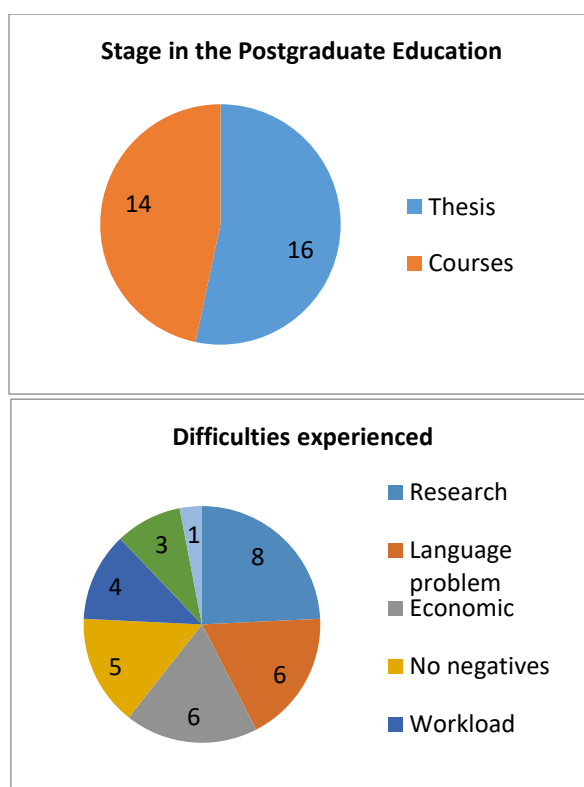5 | 6 | 6 | Economic
| | | No negatives
| | | Workload

Figure 5 shows the stages of the participants in their postgraduate education and the distribution of the difficulties encountered by them at these stages. According to the figure, 16 of the participants were in the thesis stage, 14 were in the course period, 8 experienced problems about research, 6 experienced problems about language, 6 had economic problems, 4 complained about the workload, 3 had problems about education and 1 experienced problems about mobbing and threats; whereas, 5 participants stated

that they did not have any negativities. The participants stated their thoughts as L_1 *"I am in the transition period from courses to thesis. The biggest problem is to continue postgraduate education and to eliminate the language problem"*, L_4 *"PhD courses. Since the expectations are more challenging, I am having difficulties in researches"*, L_7 *"I am in the thesis stage. I constantly receive mobbing and threats about my thesis"*, L_{10} *"Thesis, I have no difficulties"*, L_{12} *"In course stage. The difficulties we face are we have never seen any convenience. We are financially broke"*, L_{15} *"Thesis. Time and workload"*.

Questions of *"Do you have moments when you feel you are in a dead end or give up? What do you do at these times*? were asked to the participants. Figure 6 shows the distribution of the answers.
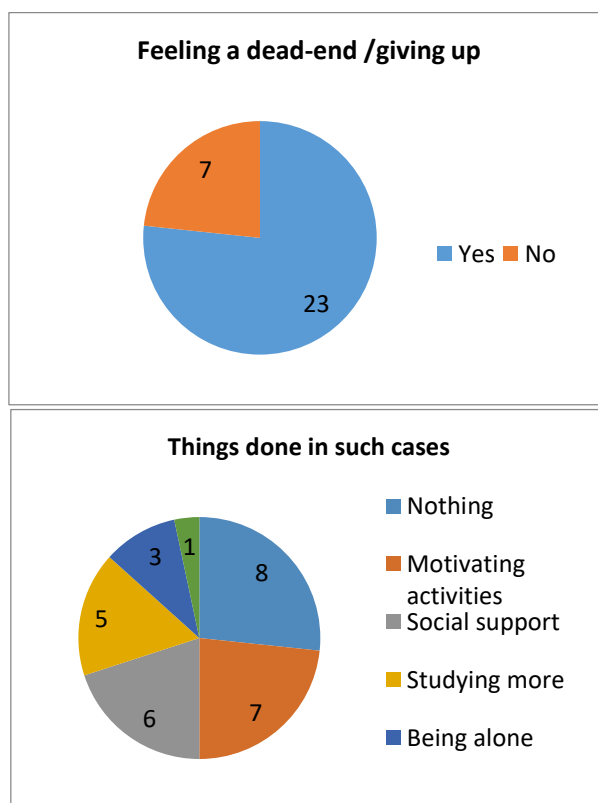
It was determined in Figure 6 that while 23 of the participants gave up and felt in a dead-end, 7 experienced no such situations. In such cases, 8 of the participants stated that they did nothing, 7 did motivation-enhancing activities, 6 received social support, 5 studied more, 3 stayed alone and 1 stated that he/she gave a break. The participants stated their thoughts as L_2 *"I did not felt in a dead-end. But if I do, I would try to be alone"*,

L4*"I have such cases times to times. In such cases, I stop studying or researching and prefer to do motivation-enhancing activities"*, L5*"There are times when I feel exhausted and in a dead-ended. In such cases, I prefer to talk with my family and advisor and this is very helpful for me"*, L7*"I did not give up, but I feel a dead-end a lot. I study harder"*.

The participants were asked *"Did you ever feel yourself depressed or anxious in the last month? What did you do in such a situation? What kind of measures have you taken*? Figure 7 shows the distributions of the answers.
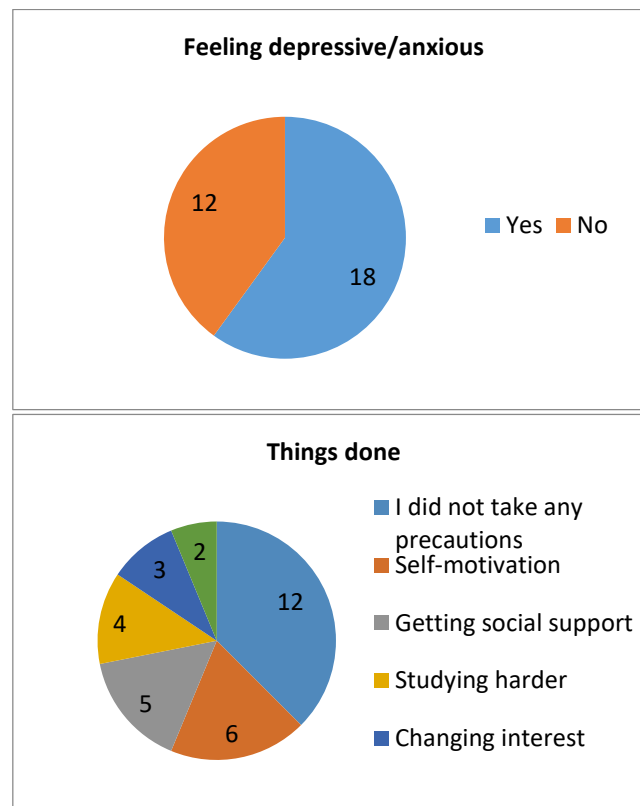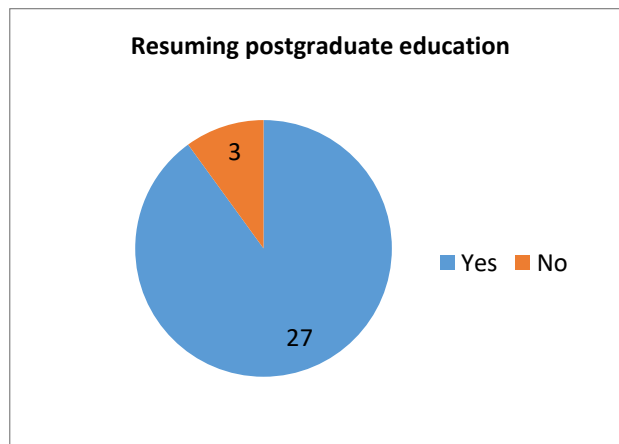

As is seen in Figure 7, while 18 participants stated that they felt themselves in depressive/anxious in the last week, 12 said that they did not. In such cases, 12 did not take any precaution, 6 were motivated themselves, 5 received social support, 4 studied harder, 3 changed their interest area and 2 went to the psychologist. The participants expressed their thoughts as L2*"Yes, I felt. In fact, I do not do anything. My worries diminish over time"*, L7 *"Yes. I am going to a psychologist"*, L8*"Occasionally, due to future concerns. I can experience extreme anxiety. Creating job opportunities in alternative environments (about my areas)"*, L23 *"Yes. I talked with my loved ones more"*.

The question of *"Did you ever want to leave postgraduate education?"* was directed to the participants. Figure 8 shows distribution of the answers.

**Thinking about leaving the postgraduate education**
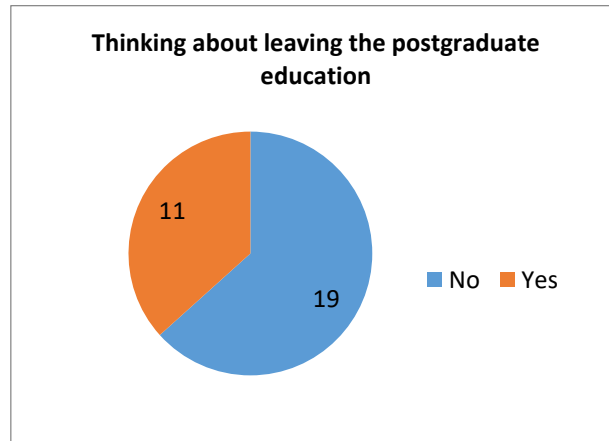
As is seen in Figure 8, while 19 of the participants did not intend to leave postgraduate education, 11 thought to leave postgraduate education. The participants stated their thoughts as L_5*"Yes, the uneasiness and injustice I experienced in my courses made me think about that"*, L_6*"No, I haven't thought about it"*.

The question of "*If you go back to the beginning, will you resume postgraduate education again*?" was asked to the participants. Figure 9 shows the distribution of the answers.

Resuming postgraduate education

As is seen in Figure 9, while 27 of the participants stated that they would resume the postgraduate education again if they went back to the beginning, 3 stated that they would not. The participants stated their opinions as L_1*"I would continue"*, andL_7*"No, I would not want to"*.

The question of "*Is there any difference between your understanding about the postgraduate education and the education you receive?*" was asked to the participants and Figure 10 shows the distribution of the answers.

Difference between education understanding and education received
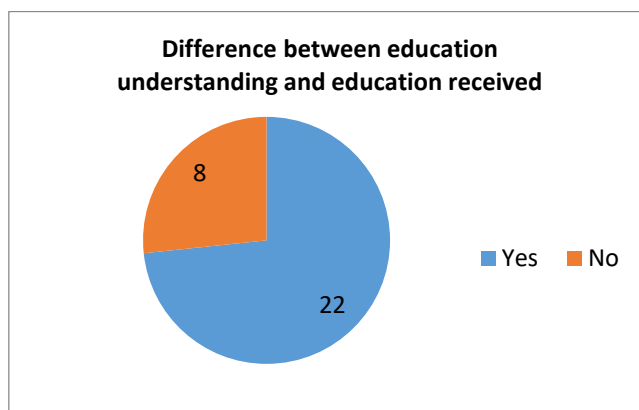
As is seen in Figure 10, 22 of the participants stated that while there were differences between their understanding about postgraduate education and the education they received, 8 stated that there was no difference. The participants stated their thoughts as L_2"*Yes, there are. Especially in the course period, some abilities that need to be acquired by the students are not emphasized*", L_7"*Huge differences. I did not know the individual relations and interests are so frontal*", L_8"*There are. I do not think the postgraduate education can be completed or would be adequate by only reading books. Something should be added on the things I learned during my undergraduate education*", L_{11}"*Although there are technological deficiencies, it is completely the same*".

The questions of "*What do you think the difficulties experienced in postgraduate education in Turkey? What measures should be taken*?" were asked to the participants. Figure 11 shows the distribution of the answers.

The problems experienced in Turkey
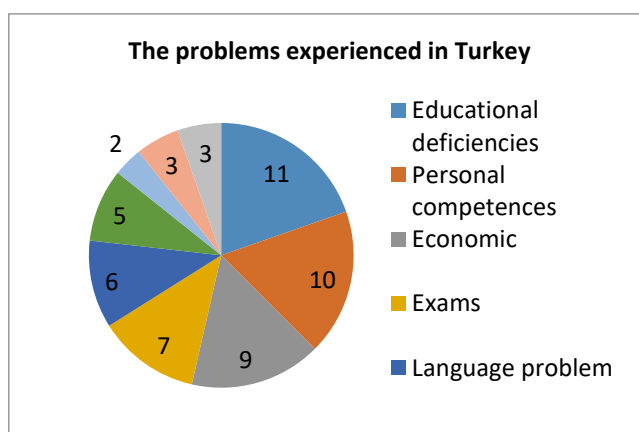
As is seen in Figure 11, 11 participants mentioned about educational deficiencies, 10 mentioned about personal competence, 9 mentioned about economic reasons, 7 complained about exams, 6 mentioned about language problem, 5 mentioned about absence of moral support, 3 talked about systemic problems, 3 mentioned about advisor related problems and 2 participants said that there was no problem. The participants expressed their thoughts as L_2 *"I think postgraduate education should be completely academic, but the sense of studying language or ALES is created because of the opinion to find a staff or continue doctoral education."*, L_5 *"It is not understood that this is the most basic start about training a good researcher, a good academician throughout Turkey and both material and moral support are not given"*, L_6*"There is a problem about training qualified personnel. Therefore, the students who are entitled to postgraduate education should be subjected to a more rigorous study program, those who fail should be removed from the program"*, L_{12} *"There is no class that belongs to us in our department. Not receiving scholarship is a big problem"*.

The question of "*If you have any other opinion about postgraduate education, please add*?" was asked to the participants and Figure 12 shows the distribution of the answers.
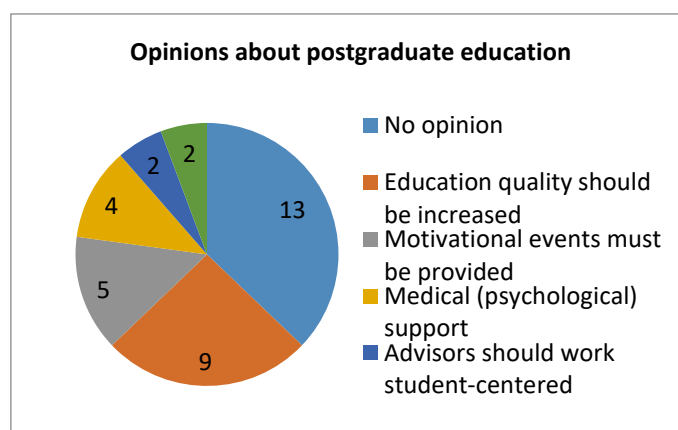
When the answers of the participants in Figure 12 were examined, it was concluded that 13 of the participants did not express any opinion, 9 talked about improving the quality of education, 5 talked about motivational activities, 4 mentioned about medical (psychological) support, 2 said that advisors should be more student centered and 2 participants mentioned about overcoming language problem. The participants expressed their thoughts as, L_{11}*"Postgraduate education should be organized in our country based on academic employment structure"*, L_{15} *"In fact, in this important period which is the beginning of academic life, the curriculum appropriate for the need of science understanding of developed countries and the requirements of our time should be considered by students as the fact that this is for education not for a money position and we should fulfill this duty and job thoroughly"*, L_{17} *"Advisors should spend more time and help students to find and process information"*.

IV.Discussion

As a result of the study conducted to determine the problems experienced by the postgraduate education students during their education, students experienced that they would like to continue their academic career after completion of the educational period. It was determined that the students were mostly experiencing education related problems at high intensity, they started their postgraduate education consciously, their thoughts before the education were continuing, the majority of them were in the thesis stage and experienced problems about their researches. The majorities of the participants felt depressed and often experienced depressive mood. It was concluded that most of them did not think to leave postgraduate education, they would go postgraduate education again if they come into the world, there were differences between their own education understandings and the education applied, the problems about educational deficiencies in Turkey were in high density and they believed that the quality of postgraduate education should be enhanced.

When the participants' future plans were examined, it was seen that the highest intensity was their desire of maintaining the academic process which was followed by the desires of making quality publications/projects, continuing professional development, and getting financial gain. It seems possible to explain this situation with the nature of postgraduate education. Because, postgraduate education is an education that is given after undergraduate education and applied for training experts in their fields. With this education, it is aimed to train qualified individuals in the academic field and contribute to the education of society by supporting quality publications/projects. Because universities have an important role in the development and improvement of the society by providing society-education relationship with the academicians and the educations they have developed. They carry out these aims with educational activities and publications/projects (Saracoğlu et al., 2005). Therefore, participants' future plans are thought to support the missions of the universities. As a result of the study conducted by Savaş and Topak (2005) with students continuing postgraduate education, they stated that they received postgraduate education due to its contribution to academic process and this result supports the result of the present study.

While a great majority of the students receiving postgraduate education stated that they experienced problems about the education, which was followed by educator related behaviors, workload, and experiencing Language and ALES related problems, respectively. It is possible to explain this with the content of the postgraduate education. Since the postgraduate education carries the purpose of training harder and more qualified human power compared to undergraduate education, the education system is more intensive and difficult (Cengizhan and Akkul, 2005). Additionally, language and ALES exams in academicianship and postgraduate education for the assignment as well as starting to education and especially the importance of language score are among the factors affecting the students after starting the duty (Karataş et al., 2017; Yavuzer and Göver, 2012). Educators' status of being a positive role-model for the students in postgraduate education as well as being supportive in their education lives affect the quality of education and the satisfaction of the students (Cengizhan and Akkul, 2005).

Yavuzer and Göver (2012) found in their study that language and ALES scores in the postgraduate education were the worrying factors. This result supports the result of this study.

It was determined that the majority of the students who were attending postgraduate education started in postgraduate education consciously, which was followed by the recommendations of the teachers and families, respectively. Since the postgraduate education is more costly (Aslan, 2007) and the education services are more intense and the courses are harder and more difficult compared to undergraduate education, it is not preferred by many people (Güven and Tunç, 2007) and only those who are really interested in the area preferred this education. In addition, students who succeed in undergraduate education can also be directed to academic life by their instructors with the thought of contributing the field.

While the result that the initial thoughts of students continuing postgraduate education continued during their education was the highest intensity, this conclusion was followed respectively by that their opinions were affected negatively and their thoughts were affected positively. This can be explained by the postgraduate education program, the material and spiritual problems encountered in education, and the attitudes of the educators towards the students (Aslan, 2007; Güven and Tunç, 2007). It is thought that while the opinions of the students were affected negatively since the postgraduate education was very difficult in terms of both the course and cost and they did not have any knowledge about this before starting postgraduate education, their opinions were affected positively with the satisfaction given by their studies (Bosque-Perez, 2016; Kula and Adıgüzel, 2015). It is also expected that there will be no change in the thoughts and feelings of the students who have knowledge about these issues.

It was determined that the majority of the participants are in the thesis stage of the postgraduate education and they experienced research-related problems at the highest intensity at this process. This problem was followed by language problem, economic problems, workload, education problems and mobbing, respectively. This was associated with the bureaucratic obstacles experienced during the research and problems experienced in literature review due to not having adequate language skills. Since the students continuing postgraduate education also have to work in a job, they may frequently experience work related problems (Karadağ and Özdemir, 2017). Additionally, the cost of the postgraduate education can also cause the students to have difficulties (Aslan, 2017). Karadağ and Özdemir (2017) concluded as a result of their study conducted with doctoral students that language problems, research related problems, and economic problems are often experienced, which was similar to the results of the study.

It was determined that the participants continuing postgraduate education felt stuck and performed motivational activities in such situations. In addition to this result, it was found that the participants also feel depressed from time to time; whereas, most of them did not take any measure, some motivated themselves, received social support, studied more, changed their interest areas and went to psychologists at lower intensity,

respectively. Depression and feeling stuck can be defined as a response state to the problems experienced by people in general. It is stated that getting support and staying away from that environment by changing the interest are important in solving depression emerging in situations people experience but cannot solve (Erözkan, 2005). Therefore, it was thought that postgraduate students felt themselves stuck and depressed depending on the intensity they faced.

A great majority of the participants stated that they did not consider leaving the postgraduate education and they wanted to receive postgraduate education again if they come to the world again. In both cases, it can be said that the students were satisfied with the postgraduate education.

A great majority of the students continuing postgraduate education expressed that there were differences between their own education understandings and the education applied. This difference focused on the fact that the education program was not enough and the application was incomplete. Considering the fact that the postgraduate education is the last step of the education and the students who complete postgraduate education will make contribution to the society as academicians in general, it is inevitable that the education system should also prepare the students well equipped for the future (Aslan, 2007; Güven and Tunç, 2007). The studies also concluded that there were differences between the education understanding of the students and the education applied (Aycan et al., 2005; Başer et al., 2005; Beltekin and Radmard, 2013; Cengizhan and Akkul, 2005; Karadağ and Özdemir, 2017; Savaş and Topak, 2005).

The participants were asked about the problems experienced about the postgraduate education and a great majority of them stated that there were the educational deficiencies in Turkey. Educational deficiencies were followed by as personal competences, economic problems, exams, language problem, the lack of spiritual support, problems in the system, and inadequacy of counseling services. In general, the most important factors in the success of an education are the education program, the student and the teacher. And the more and mutual the interaction between these three elements, the higher the chance of success of education (Başer et al., 2005). However, when the situation in Turkey is examined, it is stated that there are difficulties in following the latest developments in education although the postgraduate education receives necessary attention, advisors are inadequate in providing necessary academic support and in guiding the students since they did not have the personal competence at the expected level (Karadağ and Özdemir, 2017). All these factors are considered as the cause of problems in postgraduate education in Turkey. As a matter of fact, when the opinions of the participants on postgraduate education were examined, it was found that the enhancement of education quality was at high intensity. The participants also stated their opinions as providing motivational activities, providing medical support, overcoming the language problem and more student-centered works by the advisor. This is important in terms of the activities that will enable to make students less challenged in the postgraduate education which is a very challenging process.

V.Conclusion And Recommendations

As a result of the study conducted to determine the problems experienced by the postgraduate education students during their education, it was determined that the students stated to want to continue their academic life after completion of the educational period. It was concluded that the students' problems were mostly the education related problems at high intensity, they started postgraduate education consciously, their initial thoughts before the graduate education were still continuing, majority of the students were in the thesis stage in postgraduate education and they experienced problems about the study. It was determined that the majority of the participants felt stuck and depressed, most of them did not think of leaving the postgraduate education, they expressed that they would receive graduate education again if they come into the world, they also stated that there were differences between their education understandings and the education applied, and there were high level of problems about the educational deficiencies in Turkey. The participants stated that the quality of the postgraduate education should be enhanced.

In accordance with the obtained results, it can be recommended to;

- Increase the effectiveness of the language education by extending in school from early periods,

- Determine the problems encountered in postgraduate education and develop the solution strategies for those problems,

- Take necessary measures to practically present information to be transferred to students in postgraduate education,

- Present more student-centered approach by academic members about counselling,

- Extend scholarship opportunities to minimize the financial losses of the postgraduate education students,

- Reduce bureaucratic obstacles especially during the research stage as much as possible,

- Provide medical and social support to the students.

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