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Evaluation of Students' Views on Problems in the Graduate Education Process

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Abstract: Postgraduate education has become important in terms of scientific specialization and competence. Students; After their undergraduate education, they need postgraduate education both in academic life and in terms of developing themselves. In this respect, it is seen that students experience some problems in postgraduate education. This study was carried out in order to evaluate the opinions of the students regarding the problems experienced in the postgraduate education process. Open-ended questions developed by the researcher as a data collection tool were presented to the students. Using the interview method, which is one of the qualitative research methods, the data obtained from 20 students studying in different universities were analyzed with the content analysis method. As a result, the research group stated that they could not improve themselves adequately in the postgraduate education process and that they could not conduct research. In addition, students participating in the study; They stated that they could not communicate enough with the teachers who entered the course and that they had problems because they came from outside the province. In addition, it was concluded that students did not spend enough time on postgraduate education and that they had financial problems.

Keywords: Postgraduate education, Problem, Student opinions.

Introduction

Education can be expressed as a dynamic environment that directly affects human life and is also actively affected (Güçlü & Şanal, 2015). The realization of the human and citizen profile envisaged by the countries in their future provisions is possible with the efficient and effective maintenance of the education system. (Yardibi, 2017).

Increasing social and economic needs in the changing world; It requires raising people who can research, question, solve problems, produce information, be creative, benefit from technological tools, express their thoughts easily, make decisions and work as a team (Borich, 2004; Burden & Byrd 1999). The training of qualified manpower with the specified characteristics, a good education system and a good education system are possible with qualified teachers who constantly renew and develop themselves (Baser, Narlı & Günhan, 2003; Fındıkçı, 2001; Kaçan, 2004, Ünal & İter, 2010). Özgüven (1997) describes the qualifications of teachers who train students to meet expectations; being open to innovations, being able to identify problems and suggesting solutions to these problems, being able to think scientifically, and being open to professional development. Teachers want to do postgraduate education in order to have these expected qualifications, to learn new methods and techniques used in learning, and to train highly qualified manpower.

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In the literature, there are many studies emphasizing that postgraduate education is necessary for lifelong training of teachers (Alabaş, Kamer, & Polat, 2012; Bülbül, 2003; Karakütük, 1989; Ünal & İlter, 2010). According to Sayın (2005), postgraduate education is very effective in helping teachers reach the top level in their professional sense. Alabaş, Kamer and Polat (2012) emphasize that postgraduate education is a guide in the professional and personal development processes of teachers and in solving school and classroom problems. This study was carried out to examine students' views on the problems experienced in the graduate education process. For this purpose, answers to the following questions were sought.

1. What are the general thoughts of the students about postgraduate education?
2. What are the students' expectations from graduate education?
3. What are the problems that the students have experienced during the graduate education process?
4. What are the students' suggestions for postgraduate education?

Method

The interview method, which is one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible action to the researcher compared to quantitative research, and offers different approaches to data collection method, analysis and research design (Gay, Mills, & Airasian, 2006).

Research Group

The open-ended question form, which was prepared to examine the students' views on the problems experienced in the graduate education process, was applied to the students studying at the University of Gaziantep. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (N = 20)

Variables	Groups	n	%
Gender	Male	13	65
	Woman	7	35

When we look at the gender of the students participating in the research in Table 1, it is seen that 13 (65%) students are male and 7 (35%) students are female.

Preparation and Application of the Open-Ended Questionnaire

In order to create the interview form to be used in the research, first of all, 40 students were asked to write an essay on their views on the problems experienced in the graduate education process. As a result of the information obtained from the collected compositions and the relevant literature, the draft form of the interview form was obtained. One of the logical ways used to test the content validity of the measurement tool prepared for the research is to seek expert opinion (Büyüköztürk, 2006). Necessary adjustments were made in the interview form in line with the opinions taken independently by 3 different experts, and the interview form consisting of 1 question determining personal characteristics and 4 open-ended questions was given its final form. The final version of the prepared interview form was applied to a total of 20 students studying at Gaziantep University, and data were obtained. During the application, the purpose of the research was explained to the participants, and they were informed about the importance of their answers. As a result of the answers given by the participants to the measurement tool, multiple statements were gathered under common themes.

Analysis of Data

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to create and analyze theoretically unclear themes and, if any, sub-themes (Yıldırım & Şimşek, 2006. P: 14). The obtained data were recorded separately, grouped and coded. These groupings and codings were presented to the experts in the field, and their final forms were prepared for analysis by 3 different experts independently of each other, according to the evaluations of the experts. With the content analysis, themes were determined for each question and the

frequencies and percentages of the given themes were calculated and tables were created. Descriptive analysis was used to evaluate the data. Finally, a report was made and the findings were presented.

Findings and Interpretation

In this section, the findings obtained as a result of the interviews with the aim of examining the problems experienced by the postgraduate students at Gaziantep University are included.

Table 2. Distribution of the opinions of the research group regarding their general thoughts about postgraduate education.

Themes	n	%
Beginning of academic career	15	37.5
We got new information	14	35
Every undergraduate graduate should receive postgraduate education	11	27.5
Total	40	100

Table 2 gives the distribution of the opinions of the research group about their thoughts on postgraduate education. When the opinions of the participants about postgraduate education were examined, 3 themes emerged. It was observed that the participants expressed more than one theme. Among these themes, according to the order of percentage, the themes of the beginning of an academic career (37.5%), We obtained new information (35%), every undergraduate graduate should receive postgraduate education (27.5%) came to the fore.

Table 3. Distribution of the research group's views on their expectations from postgraduate education.

Themes	n	%
Developing scientifically	18	39.2
To be an academic	14	30.4
Benefiting from the experience of our teachers	14	30.4
Total	46	100

Table 3 gives the distribution of the opinions of the research group regarding their expectations from postgraduate education. Three themes emerged in the distribution of the participants' views on their expectations from graduate education. According to this; 18 students (39.2%), almost all of the research group, expressed their opinion in the direction of scientific development. In addition, 14 students (30.4%) expressed their views to become academicians, and 14 students (30.4%) expressed their views as benefiting from the experiences of our teachers.

Table 4. Distribution of the research group's views on the problems they experienced during the postgraduate education process.

Themes	N	%
Transportation and material	17	34
Time crunch	15	30
On scientific research	15	30
I have no problem	3	6
Total	50	100

Table 4 gives the distribution of the opinions of the research group regarding the problems they encountered in postgraduate education. Four themes emerged from the opinions of the participants about the problems they encountered in postgraduate education. Among these themes, according to the order of percentage, it was seen that the themes of transportation and material (34%), lack of time (30%), doing scientific research (30%), I have no problems (6%), came to the fore.

Table 5, gives the distribution of the opinions of the research group regarding the problems they encountered in postgraduate education is given. Four themes emerged from the opinions of the participants about their suggestions for postgraduate education. Among these themes, according to the order of percentage, it was seen that the lessons should be more active (37.5%), support should be given for abroad education (31.3%), be objective (25%), and I have no suggestions (6.2%).

Table 5. Distribution of the research group's recommendations regarding postgraduate education

Themes	N	%
Lessons should be more active	12	37.5
Support for overseas education	10	31.3
Be objective	8	25
I have no suggestions	2	6.2
Total	32	100

Results and Discussion

In this part of the research, the results obtained as a result of the interviews made with the aim of examining the students' views on the problems experienced in the graduate education process are included. When the thoughts of the research group about graduate education were examined, 3 themes emerged. Accordingly, graduate students; stated that they see master's degree as the beginning of an academic career. In addition, they stated that they obtained new information and that every undergraduate graduate should receive postgraduate education. Baser et al. (2005) concluded in their research that 16.7% of the teachers who received postgraduate education received postgraduate education for an academic career, while Oluk and Çolak (2005) concluded that all the teachers who took postgraduate education, who participated in their research, are the reason for starting postgraduate education to take charge in academic career and universities. reached their stated conclusion.

When we look at the expectations of the research group from postgraduate education, almost all of them stated that they want to develop scientifically. In addition, the research group; They expressed their opinion that they wanted to become academicians and to benefit from the experiences of their teachers. When we look at the problems encountered by the research group in postgraduate education, most of them; They stated that they had problems with transportation and material resources, time constraints, and scientific research. 3 students stated that they did not have any problems. In the studies conducted by Karakütük (2000), Oluk and Çolak (2005), it was stated that students who continue their graduate education have problems with permission. Aslan (2013), on the other hand, emphasized in his research that legal measures should be provided to students working in public institutions, especially in public institutions, regarding the permission required for their graduate education. In the studies of Alabaş, Kamer and Polat (2012) and Özmenteş and Özmenteş (2010), students stated that they had problems with transportation.

When we look at the opinions of the research group regarding the postgraduate education suggestions, the participants; They made suggestions that the courses should be more active, support for overseas education should be provided, and that it should be objective. In addition, 3 students who participated in the study stated that they did not have any suggestions.

Conclusion

As a result, the research group stated that they could not improve themselves adequately in the postgraduate education process and that they could not conduct research. In addition, students participating in the study; They stated that they could not communicate enough with the teachers who entered the course and that they had problems because they came from outside the province. In addition, it was concluded that students did not spend enough time on postgraduate education and that they had financial problems.

Recommendations

Whether the subject and question distribution of the physical education teacher field exam are adequately met within the framework of teaching profession knowledge on the basis of field should be reviewed should be passed.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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