

Reasons Why Azerbaijani Students Choose Eskişehir in Turkey for Their Graduate Education

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Abstract

This research explored why graduate Azerbaijani education students chose to pursue their overseas education in Turkey, which factors they took into consideration, and what contributions this education will provide both them and their countries. The phenomenological model was utilized in the research. The research comprised 25 Azerbaijani students enrolled at the graduate-level in Eskişehir Osmangazi and Anadolu Universities in the 2017-2018 academic year. The interviews were coded with content analysis and formed themes and subthemes. The findings reflected that Azerbaijani students viewed Turkey as a 'sister' city and therefore preferred to study their overseas education there because of the common religion, language, and the cultural proximity. Moreover Eskişehir has suitable living conditions for the students due to a favorable economy.

Keywords: grand student project, education and cooperation protocol, qualitative research, educational administration

1. Introduction

1.1 Education and Graduate Level Education in Azerbaijan

Being the moral value of humankind, education is made up of the effects of education-discipline, cultural and moral values. Whilst concurrently identifying the social, political, economic and cultural development of government. It is not the magnitude of the information that should be essential in education, but how and in what ways it is utilized. Accordingly, every state in Azerbaijan gives particular importance to the development of education (Rzayev, Memmedov ve İsmayilov, 2010). Science and education faced serious difficulties during the transition to independence period in Azerbaijan, as the break of traditional bonds decelerated the development of science. After Azerbaijan won the independence, the Azerbaijan Republic set its own education system, liberated from the pressure of the judicial-chief ideology and many changes about cultural and moral life were made (Gaffarov, 2008). Despite this, unsolved problems still appeared due to education practices and beliefs of the past.

One of the important problems of education practices was the preparation of qualified scientific-pedagogical cadres at the doctorate and graduate education levels, and clarification of their development. It was still unclear whether these forms of graduate education assist the students' needs with their content and form. Domestically, the higher education field is in great demand for students seeing a graduate education diploma. Situation thereby precluding students from studying towards a doctoral degree for their next education step. In order to obtain an MA diploma; outside of their educational field, some students choose to continue their education abroad to access higher education of their choice, improve their education, culture, and views of the world (Hudiyev, 2013). Other reasons to account for students choosing to study abroad include that there is no major difference between the MA and PhD degrees. In practice, the MA degree is theoretical and research oriented. This aspect is important as the current education system in Azerbaijan is more theoretical rather than being scientific (Esgerov, 2003).

It is important for each state to develop international relations to maintain its existence. Azerbaijan has established these relations with other countries and has been aware of their socio-political life, economic and cultural developments, and has been able to benefit from their experiences (Hüseyev, 2014). The relationships established with Turkey share the same language, religion, history and origin between Azerbaijan and Turkey (Cahangirli, 2006).

1.2 Turkey and Azerbaijan Education Agreement

One of the most prominent relationships Azerbaijan has with Turkey is the “Grand Student Project” implemented by the Turkish Foreign Education Bureau of the Ministry of Education in 1992. The aim of the Project was to improve existing relationships between the Turkish Republics, related communities and Turkey, and to help friendly and brotherly countries to meet the need for trained manpower, establish bridges of brotherhood and friendship in these countries assist in building a Turkey friendly young generation and introduce Turkish culture. The Project was designed to accept Turkish education students, and in 1992-1993, the first academic year began. The number of the students coming from Azerbaijan to Turkey in August 1998 was 2570, of which, 1101 of these had received a Turkish scholarship. Consequently, the amount of aid and education the Grand Student Project generated by Turkey to Azerbaijan was quite substantial (Memmedli, 2005).

Today, multilateral and improved relations in the field of education are available between Azerbaijan and the Republic of Turkey. Compared to other countries, the cooperation of Azerbaijan and Turkey in the field of Education is significant in terms of content and dimension (Merdanov, 2010). There are two protocols for the development of relations and dissemination of cooperation in the field of education between the two countries. The first one is the "Protocol Education and Science Cooperation" signed between Azerbaijan Republic Ministry of Education and the Republic of Turkey Ministry of Education, on November 1998. The second one is the "Protocol on Cooperation in Education and Science" signed between the Republic Ministry of Education of Azerbaijan, and the Republic of Turkey Ministry of Education during the Turkish Education Minister's visit to Baku in 2000 (Eliyev, 2010). Turkish Republics have demanded assistance and student exchange in the field of education on a regular basis to ensure educational development. In response to this, the Republic of Turkey provided scholarship for 200 students in each country, applied in the 1992-1993 academic year, including 600 secondary schools and 1400 higher education facilities. The Turkish States signed a joint declaration between them on the 27 April-3 May 1992 and reported it in the same declaration. A total of 1603 students from 310 secondary schools and 1293 higher education facilities, were sent to Turkey from Azerbaijan with the aim of education in the same academic year. (Hüseynova, 2007, p. 87). According to statistics, 1871 students were sent to Turkey from Azerbaijan between 1991 and 1995, and 2500 Turkish students studied education in Azerbaijan. Also, 221 students took education in Turkish Anatolian High school opened by Turkey in Azerbaijan in these years. (Hüseynov, 2000, p. 5).

It was not easy and immediate for the Turkish students to continue their education abroad and to cover the education expenditures by the state. The Azerbaijani President İlham Aliyev signed an agreement on the 19 October 2006 for Azerbaijani youth to undertake study in Turkey. Student exchange programs started following this agreement (Hemidov, 2008).

1.3 Objectives of the Study

This research explored why Azerbaijani students undertook their MA study in Eskişehir, Turkey, which factors they took into account, and how this education will assist them in the future.

2. Method

A qualitative research method was applied because it is a technique used in the systematic examination of the meanings arising from the experiences and behaviors of the sample group within a realistic and holistic manner in a natural environment (Creswell, 2013). A phenomenological pattern was used as it tries to benefit from the experiences of individuals, and aims to obtain information about the phenomenon. Phenomenological patterns gives priority to the subjective experience, therefore, the connection between the phenomenon and the phenomenon in the phenomenon pattern is emphasized (Onat-Kocabıyık, 2015). This research explores the perceptions, experiences, and impressions of Azerbaijani students studying postgraduate education in Turkey, and their motivations in doing so.

2.1 Working Group

The participant group comprises Azerbaijani Master and Doctoral students who choose to undertake education in Osmangazi and Anadolu Universities in Eskişehir in the 2017-2018 academic year. In order to determine the sample of the study, the maximum diversity sampling technique was used under the purposeful sampling method. Students providing certain conditions and characteristics were included in this research. The aim was to provide a small sample and to provide the maximum diversity of participants who may be a part of the study (Yıldırım ve Şimşek,

2013). A total of 25 Azerbaijani students were interviewed in person, specifically, 7 from Eskişehir Osmangazi University, and 18 from Anadolu University. The ages of the participants were 19 students in the 20-25 age range, four students in the 25-30 age range, one student in the 30-35 age group and one student in the 35-40 age range.

2.2 Data Collection

The participants agreed to participate in an interview and their consent was received. The semi-structured interview form comprising six questions was used as the data collection tool. The semi-structured interview aims to collect the feelings, behaviors, and thoughts of the participants through a series of open-ended, scaffolded questions (Yüksel, Yanık & Ayazlar, 2015). The researcher asked questions in mutual communication with the interviewees and aimed to obtain detailed and in-depth information across the 40 minute interview. To avoid loss of data, voice recorder and note-taking techniques were used for those giving permission, and for the others with no permission, the only note-taking technique was used in the interviews.

2.3 Data Analysis

Written text was made by using the notes written with the voice recorder and the text was reviewed and checked. This study reflected the accuracy of the data obtained and a meaningful whole was obtained, meaning that an internal validity was provided for the research. In order to create external validity, the questions were visualized in a comprehensive manner and the themes and sub-themes were evaluated individually. When the interviews were made, the names of the students were not determined and each interview was coded and written. Women interviews are coded as WI1, WI2, ..., and male interviewees are MI1, MI2, ...

The data was analyzed in order to generate generative themes in the form of themes. The content analysis proceeded through data coding, identifying the themes, arranging and defining them according to the codes and themes are given, then interpreting the findings and reporting (Yıldırım ve Şimşek, 2013). Coding was formed by naming the sections that constitute a meaningful whole. The themes and sub-themes were grouped, and then the answers of the students were independently coded. The coding was taken into consideration and common encodings were taken. The latest version of the coding was determined. Then, the answers given by the interviewees were placed under the theme and sub-themes. In order to ensure the reliability of the research, the percentage of agreement was examined. Percentage of Correlation Formula was used in the study as $P = (N_{ax}100) / (N_a + N_d)$ (P: percentage of%, N_a : the amount of compatibility, N_d : mismatch amount) (Miles & Huberman, 1994, p. 64). The percentages of the study were as follows: 85% in Question 1, 90% in Question 2, 95% in Question 3, 90% in Question 4, and 90% in total. This value determines that the study can be considered reliable.

In order to increase the external reliability of the study, students who shared the same characteristics and similar social and living environments were included in the study. The questions in the interview schedule were asked from all participants. In order to increase the reliability of the study, the participants were not guided and no response was received. In order to increase the internal and external validity of the study, participant confirmation, depth-oriented data collection, comments based on literature and detailed description methods were used.

3. Findings

The findings were presented as tables and quotations from the interviews were included.

Table 1 presents the themes and sub-themes related to the factors affecting the graduate education of the students.

Table 1. The factors that affect graduate education in Turkey

	MAN	WOMAN
A)Sister country	MI1,MI4,MI12,MI14	WI1, WI2
B)Personal Development	MI1,MI8,MI9,MI13	WI4WI8
C)The proximity of religion, language, and culture	MI6, MI8	WI1, WI3, WI5
D) The multiplicity of Azerbaijani students taking education in Turkey	MI11,MI13,MI14	WI1, WI3
E) English requirement	MI5,MI7,MI10	WI6, WI7
F)The search of different culture and education	MI5, MI10	WI2, WI6, WI10
G)Financial suitability	MI2,MI3,MI5,MI8	WI1
H)Dreams of education	MI14, MI15	WI5, WI9
I)Qualified education	MI1,MI3,MI4	WI4

In Table 1, there are the factors taken into account by the students during the process of postgraduate education decision. The main themes are categorized as sister country, personal development, the proximity of religion, language and culture, the multiplicity of Azerbaijani students taking education in Turkey, English requirement, the search of different culture and education, financial suitability, dreams of education and qualified education.

The views about the theme "Sister Country" were:

"I started to analyze the good and bad aspects of the education system. How to be better? I thought a lot about the question. For this, I decided to go abroad and continue my education, to investigate how the problem situations are in other countries or how to solve them and to return to my country and to benefit from my education system with my rich background. I chose brotherly country Turkey stranger when I'm thinking." (WI1)

"I was thinking, but first let's go to a European Turkey, ultimately brotherly country, I said let me see." (WI2)

Analysis of views on the theme of Azerbaijani students compared to the brotherly country Turkey as a brother country, and other countries show that they see Turkey closer to theirs in terms of the aspects they stated.

The views about the theme " Personal Development" were:

"More qualified academicians and the thought of so many contributions for future by learning more affected my decision." (MI1)

"Outside the borders of Azerbaijan, I had to develop myself as a personal decision, and education for my future and so Turkey is the country that I chose to start with." (MI9)

When the views about the theme of development were examined, it is seen that students want an improvement both in personal and in their education in their lives, which will be effective in their education abroad. They preferred Turkey's education as they believed it provided a more important contribution than the education they would have received in Azerbaijan.

The views about the theme "Proximity of religion, language and culture" were:

"More proximity of religion, language and culture motivated me to make this choice." (WI3)

"I took the decision to come to Turkey for graduate by thinking I would not have too much difficulty because of the similarity of their culture and lifestyle." (MI8)

The views were analyzed about the proximity of religion, language and culture. When the students were asked why they chose Turkey, they claimed the proximity of religion, language and culture to their own guided their decisions.

The views about the theme "Multiplicity of Azerbaijani students taking education in Turkey" were:

"The fact that many of the successful Azerbaijani students studying in Turkey have encouraged and motivated me even more." (WI1)

"I made this decision by believing that I can live with no unfamiliarity feelings because Azerbaijani students would comprise the multiplicity here."(MI13)

When the opinions were examined for the reasons of preferring Turkey for Azerbaijani students, they took the multiplicity factor into account.

The views about the theme "English requirement" were:

"When the application requirements of many universities in Turkey are analyzed, no mandatory foreign language is an effective reason for us" (WI6)

"Nowadays, since everyone receives undergraduate study, I wanted to go a step further. I thought Turkey as the most suitable country because of the lack of English. "(MI7)

When the views about the lack of English were analyzed, the fact that no mandatory foreign language was required for acceptance in Turkey when compared to other countries played a vital role in their decisions.

The views about the theme "The search of different culture and education" were:

I decided to study abroad in order to increase my education level and to increase my worldview by recognizing different people, cultures, and places. I had a lot of choices. All of these options, I decided it was the right choice for me in Turkey when compared with the opportunities I have. "(WI6).

In order to further my undergraduate education and to obtain new information, I decided to take this decision and take my postgraduate education abroad to explore new places, cultures and increase my worldview. Turkey was the best choice. "(MI10)

When the views about the search of different culture and education were examined, students choose Turkey because they believed they would encounter a different culture and education system. During the academic year, it can be said this would pave the way for meeting not only Turkish culture but also other students coming abroad.

The views about the theme "Financial suitability" were:

"When compared with the US and other European countries, Turkey was a financially suitable country for a student studying with their own budget." (WI1)

"In Turkey, the Turkish world receive graduate in Azerbaijan while studying at business school, thinking it was appropriate that Turkey's economy I chose for me." (MI3)

When the views about financial suitability were examined, it was found that Turkey has much more financial suitability compared to other countries for students.

The views about the theme " The dream of education" were:

"I dreamed of continuing my education in Turkey when I was in undergraduate education. I couldn't fulfill my dream because the circumstances were not appropriate due to financial problems. So I started my education in Baku, but I never gave up my dream. When I worked as a research assistant for a year after my master's degree, I thought about realizing this dream. (WI5)

"Since undergraduate education, I've always dreamed of getting a graduate in Turkey and the dream came true." (MI15)

Many students viewed, it was found that participants express getting an education in Turkey as a 'dream'.

The views about the theme "Qualified education" were:

"Receiving undergraduate education in Turkey has actually been the cause of making my future plans. Unlike education in Azerbaijan, academics have always shared information in future planning subjects in Turkey. In my decision to receive graduate education, qualified academicians in the undergraduate

period were effective. Because getting into their classes, speaking and discussing always added something to me." (MI1)

"This is a place where I can get more benefits for me because education has higher quality than my country." (MI3)

When the views about the qualified education theme were examined, Azerbaijani students believed they would receive a quality education that will contribute to their academic education. Students chose Turkey for postgraduate education because they will receive a more qualified education compared to Azerbaijan after undergraduate education.

In Table 2, themes and sub-themes related to the reasons for students' preference for the city, university and department are given.

Table 2. The reasons for choosing city, university, and department

	MAN	WOMAN
A)Preference of city		
A1)Suitable Life Conditions	MI1,MI2,MI3,MI5,MI9,MI13, MI15	WI1,WI5,WI6,WI7,WI9
A2)Student City	MI4,MI6,MI7	WI1,WI2,WI3,WI8,WI10
A3) Preference by the university	MI8,MI10,MI11,MI12,MI14	WI4
B)Preference of university		
B1)Suitable acceptance conditions	MI5,MI8,MI10,MI13,MI14, MI15	WI2,WI6, WI7
B2)Fame of the university	MI3,MI5,MI6,MI11,MI12	WI4, WI5, WI8, WI9
B3)Preference by the city	MI2, MI7, MI9	WI1, WI3, WI10
B4)Friend recommendation	MI1, MI4	
C) Department choice		
C1) Similar to undergraduate education	MI2,MI3,MI5,MI6,MI8,MI10,MI12, MI14,MI15	WI5,WI7,WI8,WI9
C2)Interest in the department	MI1,MI4,MI7,MI9,MI11,MI13	WI1,WI2,WI3,WI4,WI6,WI0

In Table 2, there are the factors taken into account for city, university and department preferences by Azerbaijani students coming for postgraduate education to Turkey. The themes are categorized into 3 subthemes such as city, university and department preferences. The main theme of the city selection consists of the subthemes of suitable living conditions, student city and preference by university; the main theme of university preference is consist of the subthemes of suitable acceptance conditions, fame of the university, preference by city and friend recommendation; the main theme of department choice is consist of the subthemes of similarity of undergraduate education and interest in department.

The views about the sub-theme "Suitable life conditions" were:

"Compared to major cities of Turkey such as Istanbul, Ankara, İzmir, it is more convenient city in terms of financial situation. That's why I decided to study in this city." (WI1)

"It is a quiet, reliable place and prices are appropriate, most importantly there is no murder. What does a student want more than that?" (WI6)

"There is no transportation problem, no traffic, even if it is small, there is a tram in the city. For this reason, I chose Eskişehir." (MI9)

When the sub-theme of suitable living conditions is examined, it is observed that the students take into account the living conditions of the city at the time of city preferences. Suitable living conditions; the least murder, the ease of livelihood of students, quiet and reliable, student-oriented facilities, can be said as a city without traffic problems.

The views about the sub-theme "Student City" were:

"I searched the city. They talked about it as the city of students very well, I watched videos about the city and I liked Eskişehir before arriving." (WI2)

"Once I decide to study in Turkey did some research and learned that it is a student city. I was thrilled to take education and live in a student city." (WI3)

When the views about the sub-theme of the students are examined, it is seen that the students describe Eskişehir as the student city. It is obvious that they have heard of Eskişehir as a student city and that the idea of getting an education in student city affected them in their research.

The views about the sub-theme "Preference by the university" were:

"The reason why I choose the city is that the university I like most is in Eskişehir." (WI4)

"The city was a coincidence. It was a city I didn't know, I only applied to the university." (WI14)

When the views about the preference by university sub-theme are examined, it is seen that the students do not make the city preference and they come to the university because it is in Eskişehir. Since the selected Anadolu University and Eskişehir Osmangazi University are located in Eskişehir, it can be said that the students were educated in this city.

The views about the sub-theme "Suitable acceptance conditions" were:

"There were the best universities in the area I studied: Universities in Ankara and Eskişehir. Obviously, I did not apply to Ankara because there was an interview. I was distressed because I was far from Azerbaijan, it was difficult to come. I applied for Anatolia and Osmangazi Universities because there was no interview. One of them accepted and I am very happy." (WI2)

"The reason for my choice was to receive a Turkish exam certificate and an undergraduate average grade. So the higher the average score, the easier it is to be accepted. Another convenience was the lack of interviews." (MI10)

When the views about the sub-theme of the application conditions are examined, it is seen that the students make this choice because they do not have an interview at the application conditions of the university and they meet the Turkish document and undergraduate grade point average sought in the application conditions.

The views about the sub-theme "Fame of the university" were:

"The main reason I choose the university that I am studying is because the education environment, the teachers and the department will give me a lot and they are at the top of the rating." (WI4)

"The universities give good opportunities, there is a good education environment and Azerbaijan has beautiful fame in terms of education in Turkey." (MI3)

When the views about the university fame sub-theme were examined, the students' general recognition of the university they received at the graduate level in both Azerbaijan and other countries was an important factor for students to choose this university.

The views about the sub-theme "Preference by the city" were:

"I didn't make a college choice. I applied to the university in Eskişehir." (WI10)

"I had the only reason to choose the university I studied because it was in Eskişehir." (MI9)

When the views about preference by the city sub-theme were examined, it was seen that some of the students preferred the university they were studying because it was only in Eskişehir.

The views about the sub-theme "Friend recommendation" were:

"When we were in the undergraduate period, my friends used to call" Anadolu graduates, Osmangazi grows" in our conversations. This sentence is the reason for influencing. "(MI1)

" I chose the university because I had a close friend environment, and because of their advice. " (MI4)

When the views about the sub-theme of the friend recommendation are examined, it is seen that the students prefer university according to the recommendation of their close friends and the university they are studying.

The views about the sub-theme "Similar to Undergraduate Education" were:

"I chose to have a post-graduate education similar to my undergraduate department in order to be a good expert in my field in the future."(WI8)

"I chose the department because it is suitable for my undergraduate department and I did not want to suffer from any difficulty with applying for a different department." (MI12)

When the views about the sub-theme similar to undergraduate education are examined, it was determined that half of the students preferred the same department and the department they graduated from. Students can be said to come to this decision when they think of becoming an expert in their fields.

The views about the sub-theme "Interest in the Department" were:

" I wanted to study Education Management as a department. The reason why I wanted was that I was interested in the new chapter in my country and not yet developed. In addition, there is a great need for educators who complete this department abroad." (WI1)

"The reason why I choose the department is that this area has been weak in Azerbaijan compared to other areas and my interest in this area has increased more recently. But the lack of enough staff in this area puts trouble the development of the field. My purpose in choosing the department that interests me is to explore this area well and become a useful citizen for my government in the future."(MI9)

When the views about the sub-theme of interest in the department are examined, it is seen that almost half of the students are interested in the department they prefer.

Table 3 presents the themes and sub-themes related to the level of meeting the expectations of the students.

Table 3. Similarities in Postgraduate Education in Two Countries

	MAN	WOMAN
A)Successful academics	MI3,MI5,MI6,MI8,MI12,MI14	WI7, WI10
B)Bologna process	MI7, MI10	WI1, WI3,WI4,WI5,WI8
C)Conducting research on education	MI2, MI13	WI2,WI6,WI9
D)2 year graduate education	MI1,MI4,MI9,MI11,MI15	

In Table 3, the similarities between the two countries' postgraduate education are determined. Main themes are identified as successful academicians, Bologna process, conducting research on education and two-year master's degree. Examples of views on themes are given below.

The views about the main theme "Successful Academics" were:

"The similarity is that there are successful academics in both countries and that academicians have superior knowledge of their field. "(WI7)

" I can say that the similarities between the two countries in their higher education are successfully trained abroad academics. "(WI10)

When the views on the sub-theme of successful academics are examined, the reason why students become successful academics in Turkey and Azerbaijan is that both countries have similarities about education.

The views about the main theme "Bologna Process" were:

"There are many similarities between the two countries in higher education regarding the transition to the Bologna process. Lessons learned, scoring system."(WI1)

"Because both countries have Bologna systems, in higher education, credit and ECTS are the same." (WI8)

When the views on the main theme of the Bologna process are examined, it is seen that both countries have the same process, similar lesson content, the similarity of the calculation method of credits and post-graduate education.

The views about the main theme "Conducting research on education" were:

"For similarity, I can say that researches have been done on both sides in order to eliminate problems in education recently."(WI2)

"It is an important similarity that many scientific symposiums and congresses are held in both countries. This is what the two countries do to improve their education." (MI2)

"Azerbaijan and Turkey are using new techniques to address deficiencies in education." (MI13)

When the views about the sub-theme of conducting researches about education are examined, they see the similarity of the students in the postgraduate education of the two countries in the studies for the development of education.

The views about the main theme "2-year graduate education" were:

"I can say two years of graduate education as a similarity."(MI9)

"In both countries, it is similar to a two-year degree." (MI15)

When the views about the two-year graduate sub-theme were examined, it was seen that the master's degree in both countries was two years and the similarity determined by the students.

Table 4 shows the differences in the postgraduate education of the two countries.

Table 4. The differences in the postgraduate education of the two countries

	MAN	WOMAN
A) Research-oriented in Turkey	MI3,MI4,MI6,MI7, MI8,MI14,MI15	WI1, WI2,WI3,WI4,WI5 ,WI6,WI8,WI10
B)Lack of resource in Azerbaijan	MI5,MI9,MI10,MI12,MI13	WI7
C)Admission Requirements	MI1,MI11,MI12	
D)Contact with academics in Turkey	MI2, MI3	WI9
E)Graduate opportunity in different fields in Turkey		WI2, WI6
F)Campus facilities		
F1)Library	MI2,MI4,MI5,MI6,MI7,MI8,MI9,MI10,MI11,MI13,MI14,MI15	WI1, WI2,WI3,WI4, WI5 ,WI6
F2) Social and cultural factors	MI1,MI2,MI7,MI8,MI9, MI10,MI12,MI14	WI7
F3) Lab	MI4, MI9	WI10
F4)Dining hall	MI3, MI6	

Table 4 shows the differences in the postgraduate education of the two countries. The main themes of the table have been identified as research-oriented in Turkey, lack of resource in Azerbaijan, admission requirements, contact with academics in Turkey, graduate opportunity in different fields in Turkey and campus facilities. On the main theme of campus facilities; library, social and cultural factors, for sub-themes; lab and dining hall are listed. Examples of themes and sub-themes are:

The views about the main theme "Research-oriented in Turkey" were:

"As a difference, students are examined barely. Instead, they do search about what they want as an independent researcher and present a project" (WI1)

"I finished graduate in Azerbaijan and now I've actually read all comparable graduate study in Turkey. I've always tried to find the differences. Difference; In the courses, foreign sources, articles or theses were always looked at and assignments were always given in this direction. general assignments in Turkey were always concerned with research." (WI5)

When the views on the main theme research-oriented in Turkey are examined, it was seen that half of the students regard the education as research-oriented, they consider education, lessons, and homework given are based on research and practice.

The views about the main theme "Lack of resource in Azerbaijan" were:

"For differences; there is no lack of resource for researches and the articles are easily accessible. In Azerbaijan, this is exactly the opposite. You cannot borrow books from the library on your own and there are limited resources for each department." (WI7)

"Accessing to resources from the internet and libraries is much easier compared to our country." (MI10)

When the views on the main theme of the resource difficulty in Azerbaijan are examined, it was determined that some of the students see the difference in the post-graduate education of both countries in the resource difficulties experienced in Azerbaijan. The Azerbaijani students thought that there were very few books on each field as a resource difficulty and the fact that translation books from foreign sources were very few, too.

The views about the main theme "Admission Requirements" were:

"Two kinds of examinations are held in Azerbaijan as the selection stage. In the first stage, there is a general examination, in the second stage, there is a central examination. In Turkey, according to the demands of a university like an interview or YDS exams, it shows changes" (MI1)

"In Turkey, every university makes its own graduate admission, but this process depending on the results of the exams passed by a government agency in Azerbaijan is carried out by the same institution with the placement of students to the university." (MI11)

When the views on the main theme of university admission conditions were examined, it was determined by the students that the difference in the postgraduate education of the two countries was admission requirements. Two-stage examination in Azerbaijan and the fact that each university has its own admission requirements in Turkey shows the differences in admission conditions to university for both countries.

The views about the main theme "Contact with academics" were:

"Compared to both sides, student-teacher relationship is much better in Turkey." (WI9)

"Graduate students have more sincere relationships with academics in Turkey. You cannot engage in much dialogue with faculty members in Azerbaijan." (MI2)

"The communication of students with academics is more in Turkey." (MI3)

When the views on the main theme of contact with academics in Turkey are examined, students think the communication between students and academics are better in Turkey. In Turkey, the teacher-student relationship can be said to be more friendly and sincere.

The views about the main theme "Graduate opportunity in different fields in Turkey" were:

"As my undergraduate is a classroom teacher, I can continue to graduate education in Azerbaijan as a classroom teacher. In Turkey, there are more possibilities. You can change your interests. That's why I actually chose Turkey." (WI2)

"Since my undergraduate is computer teacher and I never aim at being a teacher, graduate gives chance for taking this education in a different field. But it is not the same in Azerbaijan."(W16)

When the views on the main themes of graduate opportunity in different fields in Turkey, taking graduate education in a different way from undergraduate, is the difference of post-graduate for both country.

The views about the sub-theme "Library" were:

"We are going to university 2 -3 times a week because we are postgraduate, we are going to the library. The libraries are in very good condition and they provide good access, articles, books, theses that have access on the internet. We can access the remote library." (W12)

"The best part of studying in Turkey is 7/24 open library. The fact that the university is in the form of a campus adds to the university all the needs of the campus."(M15)

When the views about the sub-theme of the library are examined, almost all of the students see the library within the campus as the difference between the two countries. 7/24 open library and remote access to this library is the difference in the postgraduate education of both countries according to the students' answers.

The views about the sub-theme "Social and Cultural Factors" were:

"The university that I take education publishes event leaflets per month and we are aware of the events through it. For example, I am aware of my department-related seminars, or I can participate if there is a seminar that will interest me, and it is very nice that many of these events are free."(M17)

"Universities in Turkey are almost a part of every club and thanks to these clubs, some certificate programs, personal development seminars, and so on. Activities are organized all year round. Most of the opportunities that students get as socialization are provided."(M19)

When the views on the theme of social and cultural factors are examined, it was seen that students benefit from activities in Turkey. It was seen that the social and cultural factors realized by the students are free of charge and the activities related to many fields are reached by the brochures.

The views about the sub-theme "Lab" were:

"I can do experiments in the lab of the university I study and there are all kinds of materials to do this." (W110)

"There are laboratories and science analysis facilities for technical departments." (M14)

"There are labs for easy use and doing experiments in Turkey." (M19)

When the views about the laboratory sub-theme are examined, it was seen that the students emphasize the importance of the laboratory in the analysis and experimenting. It was seen that there is a space for the laboratory students in the campus as an educational opportunity.

The views about the sub-theme "Dining Hall" were:

"The spacious campus is also a good idea, like the e-campus, so I'm waiting for the back to be kept up to date and I like the dining hall."(M13)

"There are huge and very good dining halls at universities in Turkey." (M16)

When the views about the dining hall sub-theme are examined, it was determined that few students saw it as the difference in the two countries' graduate education.

4. Conclusion and Discussion

According to this study, the factors that affect Azerbaijani students to pursue a graduate education in Turkey were the fact that Turkey is viewed as the brother country; education is self-improvement oriented, and there are financial suitability and religion/language/culture proximity. Previous research about the preference of education abroad (Aydinol, 2013; Branca-Oliveria ve Soares, 2016) concluded that students want to develop their personal, professional and academic skills. In addition, in the study conducted by Bilgili (2016), it was concluded that the students' thinking about studying abroad is because they want to develop personally and emotionally. In the study conducted by Ertürk, Beşerli and Dursun (2004) supporting religion, language and culture proximity, it is obvious that historical and cultural proximity plays a key role for those coming from Turkish Republics. Similarly, it was seen religion, language, and culture similarities, cultural cooperation are the reasons of why foreign students choose Turkey (Allaberdiyev, 2007; Özçetin, 2013; Yıldırım ve Köksal, 2017). Suitable living conditions and university

preferences were the reasons of city choice for Azerbaijani students who wanted to take graduation in Turkey. At the beginning of the university election period, the eligibility of the application conditions and the reputation of the university came first for the students.

In a parallel study performed by Gündüzyeli (2015), it was seen that the reasons of city preference of foreign students were the reasons of living conditions, job opportunities and the environment of foreign students. In Beltekin and Radmard (2013) 's studies, they found that the university' s international reputation was important in the choice of university. In the research, it was determined that half of the students preferred the department they were studying because they were interested. In the research, of Yıldırım, Özkan and Büyükyılmaz (2016) the department of foreign students who support the research results stated that half of the participants were interested in the question of the reason of preference. In the study conducted by Tarak (2006), it was identified that 90% of the students like the department they chose because they were attracted by it.

It was determined that the main similarities between Azerbaijan and Turkey in graduate education was made up of successfully academics, Bologna process, conducting research related to education and two years of postgraduate. The main differences of graduate are research-oriented graduate in Turkey, lack of resource in Azerbaijan, admission requirements and much more libraries in Turkey. When the similar studies were analyzed again, it was determined that foreign students found enough resources—which support our findings (Tarak, 2006; Bilgili, 2016). Beltekin and Radmard (2013) determined that students' expectations are not fully met by stating that they are insufficient "in terms of research and study in the library, and "computer, photocopy, the number and continuity of internet support services. In this study, it was concluded that few students did not meet their expectations due to insufficient course contents.

The results of qualitative research methods used in this research are limited with the views of 25 Azerbaijani postgraduate students taking education in Turkey. Similarly, a quantitative research method can be used in the survey, including Azerbaijani students studying in other cities of Turkey. In addition, research can be conducted on foreign students who are studying in Eskişehir and have come from other countries. Different studies can be conducted on the education of foreign students.

In the study, it was found that the majority of the students believe the education they took in Turkey will provide them advantages in finding a job in Azerbaijan. A further study can be carried out to reveal whether they get any advantages when they return to their country. Moreover, the qualitative research method was used in this research and the participant number was limited to 25 students. Other kinds of research methods can be performed and more participants can be applied in another study.

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