The reasons for teachers' preference for Master's degree

Ömer Faruk Vural[a] *, Mehmet Başaran [b]

[a] Sakarya University, Faculty of Education, Educational Sciences Department, Sakarya, Turkey
[b] *Gaziantep University, Faculty of Education, Educational Sciences Department*, Gaziantep, Turkey

Abstract

The purpose of the study was to determine the reasons for teachers' enrollment in master's degree programs and their problems during their education. The study group was determined by the maximum diversity sampling method. The study group was conducted on graduates of different branches, ages, and professional experience who are already teachers or waiting to be appointed as teachers. This research is a phenomenology study. The data collection tool consisted of the personal information protocol and the interview form consisting of 8 open-ended questions. As a result of the study, it was determined that the teachers with master's degree stated that the reasons for wanting to study for a master's degree are personal development or self-improvement in the field of education, pursuing an academic career, professional development, having in-depth knowledge in the field. Considering the purpose of the teachers who have not completed a master's degree but want to pursue a master's degree, the aim of the teachers is to increase their knowledge in the field, but also to do academic studies, to specialize, to do their profession better. Economic conditions, insufficient time, interview and language barrier, and the institution-based reasons that prevent teachers who have not completed a master's degree, but who want to do a master's degree, come to the fore.

Keywords: Postgraduate education, master's degree, teacher opinions, academic development

1. Introduction

In today's world where information and technology are developing very rapidly, very serious changes are taking place in education, social life and technological fields in parallel with this speed. This rapid change has made it necessary for individuals to develop and change personally. In this age, where we talk about concepts such as Society 5.0 [super smart society] and Industry 4.0 [technology revolution], it is inevitable for individuals to attach importance to their personal development in order to adapt to this

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process. Actually, considering the fact that 21st century skills have come to the forefront and that individuals who do not have these skills have little chance of surviving in the struggle for survival, teachers should also make some innovations for their personal development.

In this context, raising well-equipped and qualified individuals, adapting to this change in an age where knowledge and technology are developing so rapidly, and bringing this human power to the society without lagging behind in time are only possible with an appropriate educational approach (Karakütük, 2001; Arı, Pehlivanlar, & Çömek, 2005; Alhas, 2006; Argon & Soysal, 2018). Universities, which are among the most important structures in which fields such as knowledge, technology, art and engineering develop, are transferred to individuals and thus contribute to social development with their universal structure, have some duties in terms of the development of teachers in this context. There are some programs in universities according to the interests, needs and capacities of individuals (Karakütük, 1989). These programs are carried out in two different scopes as undergraduate and graduate. Undergraduate programs, which vary between four and six years, generally aim to improve students' research skills, access basic information, apply the knowledge they have acquired, and increase their scientific study capacity. Undergraduate programs are insufficient at many points in following the rapidly changing and developing technologies of today, in their development and in gaining the skills that individuals should have in the use of these technologies. In this context, besides undergraduate programs, graduate programs where individuals can acquire these skills are needed (Güven & Tunç, 2007; Özden, 2010; Aydemir & Çam, 2015; Titrek, Karataş, & Gültaş, 2015).

It is possible to define graduate education as training programs in which individuals gain knowledge, experience and expertise in the same or different fields from the undergraduate programs they graduated from (Çakar, 1997; Kahraman & Tok, 2016; YÖK, Postgraduate Education Regulation Art.2. 2020). Among the main objectives of graduate education is to raise individuals who can produce knowledge, look at events critically, benefit from other disciplines in solving current problems and thus support social development (Karaman & Bakırcı, 2010). In graduate education, however, it is aimed to train academic staff who will continue the studies for the future of higher education structures, to establish the necessary infrastructure for this situation and to work on the technological, economic and social welfare of the countries (Ünal & İlter, 2010). Postgraduate education is carried out as master's programs with and without thesis and doctoral programs. The aim of the master's programs with thesis is to contribute to the research abilities of the students, to gain the necessary skills to use research methods and techniques, to produce hypotheses for existing problems and to gain the necessary equipment to follow the scientific processes at the point of proving these hypotheses. The aim of non-thesis master's programs is to guide individuals in

applying their current knowledge and skills in the field. In doctoral programs, it is aimed to provide individuals with an environment in which they can conduct individual and independent research on topics they are interested in and feel competent in, to collect data for scientific studies and to gain the necessary knowledge and skills to interpret these data in an in-depth and original way (Republic of Turkey Presidency Legislation Information System, 2016). When the master's degree programs of universities are examined, it is seen that they aim to raise individuals who contribute to the professional development of individuals, support social development, and adopt professional ethics and attitudes. In addition, considering the institutions that specifically include postgraduate studies in the field of education, the general objectives of these institutions are to train academic staff in the fields needed by education faculties, to raise the professional competence levels of teachers in the Ministry of National Education (MoNE) and to raise individuals who will support studies in the field of education (Koşar, Er, & Kılınç, 2020).

However, among the aims of postgraduate education, there are also studies that express opinions on personal development, professional development in the field of education, making an academic career, having in-depth knowledge of the field, performing the teaching profession with a higher quality, and having a deeper professional knowledge (Alhas, 2006; Alabaş, Kamer, & Polat, 2012). In some studies, conducted for what purpose teachers want to pursue a master's degree; It has been observed that they aim to increase their knowledge in the field, to conduct academic studies, to specialize, to do their profession better, or to become an academician (Kara 2008; Nas, Peyman, & Arat, 2016). In addition, some studies examining teachers' opinions about the returns of graduate studies revealed that teachers' specialization, knowledge, professional development, personal/individual development, academic development, job change and job opportunities, gradual advancement, status, title returns (Başer et al., 2005; Özmenteş & Özmenteş, 2005; Savaş & Topak, 2005). In addition to this, it is seen in the relevant literature that economic conditions, insufficient time, interview and language barrier, reasons originating from the institution where they work come to the fore as the reasons that prevent teachers who want to graduate (Karakütük, 2000; Oluk & Çolak, 2005; Nayır, 2007; Alabaş, Kamer, & Polat, 2012).

1.1. Purpose of the Study

When the studies in the literature on postgraduate education that contribute to the professional development of teachers are examined, it is seen that the researches in this field have gained speed in recent years. Indeed, it is noticed that there is a focus on issues like perceptions of postgraduate education (Karaduman, 2018), the importance of training teachers to graduate in career development (Alabaş, Kamer & Polat, 2012), problems and solutions of postgraduate training in Turkey (Karaman & Bakırcı, 2010),

reasons for individuals to pursue a master's degree (Nas, Peyman, & Arat, 2016) and the problems faced by graduate students (Oluk & Çolak, 2005; Karakütük et al., 2010). On the other hand, some other studies are related to the processes of teachers' graduate education student periods (Doğusan, 2003; Dönmez, Aydoğdu, Sever & Aypay, 2012; İzgi, 2016). In addition to the above-mentioned studies that have gained momentum in recent times, the reasons for teachers' preference for the graduate programs they attend and the determination of the problems they have experienced in their education process and their solution suggestions are less researched issues, but the studies to be done in this regard are of great importance in terms of both shedding light on the future and contributing to the professional development of teachers. In this context, this research will determine the reasons for teachers' enrollment in master's degree programs and the problems they have experienced during their education.

In this context, the aim of the research is to reveal teachers' views on graduate or academic development. The following questions were sought in this study:

1. In which field or fields do (teachers) receive master's degree?

2. In which field or fields do (teachers) want to study for a master's degree?

3. What are the reasons for wanting to study a master's degree?

4. What are the reasons that prevent (teachers) from doing a master's degree?

2. Method

In this section, the research method, study group, research process, data collection and analysis of the data are explained.

2.1. Research design

This research is a phenomenology, which is one of the qualitative research methods. Phenomenology studies are studies that focus on phenomena that are aware but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2011). The research has an understanding that tries to reveal in detail the views of teachers who are teaching in various branches or who are waiting for appointment for graduate teachers about graduate or academic development.

2.2. Participants

The study group was determined by the maximum diversity sampling method, one of the purposeful sampling methods used in qualitative research. The aim of the maximum diversity sampling type is to create a relatively small sample and to reflect the opinions of the individuals to the subject studied with this sample (Patton, 1987; Yıldırım & Şimşek, 2011;). Therefore, it was ensured that teachers from different branches

participate in the study as much as possible. The study group was conducted on graduates of different levels, ages, and professional experience who expect to be teachers or teachers in Sakarya. 92 people participating in the study are in the first four years of their professional career. Some of the interviewees are teachers or graduates who are Science and Literature graduates and have received formation education. 129 people from 15 different branches participated in the study, 37 of them were male and 92 were female. Although the ages of the participants in the research vary between 21 and 52, the age of the majority of the participants (72 people) is between the ages of 21-24. 22 of the teachers who stated their opinions about master's degree in the research have received a master's degree in a field and 107 have not received a master's degree in any field before. During the data analysis process, the fields that the participants graduated were used for coding.

2.3. Data Collection Instruments

In this study, data were collected online. Interview questions diversified and changed according to the answers given. One of the Google applications, "Forms" was used to collect data. For this, a form was created in which the next question was determined depending on the answer given. The research questions consist of two parts. In the first part, the personal information of the people participating in the research was tried to be obtained. In the second part, the views of the study group on academic development were tried to be obtained. In the second part, whether the study group has completed a master's degree or not is the most important factor in shaping the interview questions. Studies on this subject in the literature, the opinions of the academicians and the answers obtained from the preliminary interviews were important factors in forming the interview questions. After the answers obtained in the pre-interview, the interview questions were finalized. The second part of the interview questions is given below:

✓ Have you received a master's degree in any field before?

➢ Yes ()

- In which field or fields did you have a master's degree?
- What was your purpose of studying for a master's degree?
- What was the benefit (benefits) of getting a master's degree to you?

➢ No ()

✓ Are you considering of studying for a master's degree?

➢ Yes ()

- In which field do you intend to pursue a master's degree?
- Under what conditions would you consider going for a master's degree?

- What is your purpose in wanting to do a master's degree?

- What are the reasons that prevent you from pursuing a master's degree?

- What is the benefit (benefits) of a master's degree to you?

➢ No ()

- What are the reasons for not wanting to do a master's degree?

You can write any other comments you want to add about master's degree here.

According to the answer given to the question "Have you received a master's degree" is Yes / No, the following questions were shaped. In this way, interactive questions were created. It was determined that 107 people in the study group did not receive a master's degree in any field before, and 22 people received a master's degree in a field related to education.

2.4. Data Collection and Analysis

Data began to be collected online on October 4, 2019, and data collection was terminated on November 20, 2019. For the purpose of collecting data, the researcher informed the teachers that he knew and could reach about the research and encouraged them to participate in the research. In addition, the alumni group he attended in his classes encouraged the formation students to participate in the research. When the data was considered to be sufficient in number, the data collection process was ended. With multiple forms repeated by the same person and the data that did not meet the required criteria were removed and the data was finalized.

In order to ensure the internal validity of the study, the data collection form was prepared in accordance with the scientific process. In order to ensure internal reliability, codes regarding teachers' opinions on master's degree were supported by direct quotations. While making quotations, the teacher whose opinion was specified was stated as T1, T2, T3 by coding according to the teacher's order in the list. In order to ensure external reliability and validity, the research method and research process are explained in detail. In addition, two different researchers coded and compared the data independently for reliability. In comparison, no statistical process was applied, a general comparison was made, and no inconsistency was found in the coding of the researchers in general.

A total of 129 forms obtained were examined as a whole. Forms are divided into two groups according to whether they have completed a master's degree or not. The answers given to each question by the graduate students and those who did not were examined separately, and each question answered by the students was considered together as a whole. The forms were evaluated by descriptive analysis method, themes were determined according to the interview questions and coding were made. In descriptive

analysis, it is an analysis approach that includes the steps of processing qualitative data, defining the findings, and interpreting the identified findings in accordance with a predetermined framework (Yıldırım & Şimşek, 2011). In this research, the framework of the study was determined according to the research questions. Data has been examined under two main headings as teachers who previously received master's education and those who did not.

For the teachers who have previously received a master's degree, two themes have been determined, namely, "the purpose of master's degree" and "what kind of return your master's degree will bring to you". Five themes were created for teachers who did not have a master's degree before. These themes are "the field in which they want to do a master's degree", "the conditions that they want to do a master's degree", "the purpose of wanting to do a master's degree", "the reasons that prevent you from wanting to do a master's degree" and "what are the benefits of doing a master's degree". Apart from these, the sixth theme has been determined from those who do not want to pursue a master's degree as the "reasons why you do not want to do a master's degree". In addition, frequency analysis was made according to the frequency of the responses given by the teachers.

3. Results

The data obtained as a result of the research caused us to examine the opinions of teachers on master's degree under two main headings. These headings are shaped according to whether the teachers have completed a master's degree before. Under each heading, the theme and codes are examined separately. Table (1) shows the number of teachers who have completed their master's degree.

Table 1. Number of graduate teachers

Have you received a master's degree in any field before?	
Yes: 22	No:107
	Are you considering studying for a master's degree?
	Yes: 65 No: 42

3.1. Teachers who have previously received a master's degree

The 22 teachers participating in the research have previously completed a master's degree or are doing a master's degree in a field. The branches of these teachers are given in Table (2) below. Accordingly, in the study group that participated in the study, classroom teaching, English language teaching and science teachers were the teaching branches that received the highest degree of education.

Table 2. Branches of teachers with master's degree

Teaching Branch	Teacher's Code	Frequency
Primary School Teacher	T1,T2,T7,T13,T17	5
English Teacher	T15,T16,T19,T21	4
Science Teacher	T9,T10,T18,t22	4
ICT Teacher	T6,T11	2
Social Studies Teacher	T3,T20	2
Pre-school teacher	T4,T12	2
Religious Culture and Ethics Teacher	T8	1
Geography teacher	T14	1
Elementary Mathematics Teacher	T5	1

The graduate fields of the teachers who participated in the study are given in Table (3) below. Accordingly, the most preferred master's field by teachers is Curriculum and Instruction. Since the sample number here cannot represent the universe, these numbers are important only in terms of providing information about the study group participating in the study. It is thought that when we do a similar study with a different study group, the fields of graduate study will differ.

Table 3. Teachers' postgraduate fields

Postgraduate Fields	Teacher's Code	Frequency
Curriculum and Instruction	T1,T2,T5-13,T15-19,T22	16
Social Studies	T3	1
Pre-school Education	T4	1
Mathematics Education	T5	1
English Education	T14	1
Department of Republic History	T20	1
Lifelong Learning	T21	1

When the data are examined, under the theme related to the purpose of master's degree; the codes of improving myself in the field of education or personal development, making an academic career, professional development, and having in-depth knowledge in my field have been reached. The codes determined and from which teachers these codes were obtained and related quotations are given in Table (4).

Table 4. The codes determined, their frequencies and quotations regarding the codes

Theme 1: Purpose of master's degree		
Codes	Frequency-Teacher's Code	Quotation
Self-improvement	(11) T1, 2, 3, 8, 10, 12, 13, 14, 18, 20, 22	T2 – "*To improve myself in the field of education*"
Making an academic career	(11) T2, 3, 4, 5, 6, 8, 9, 11, 19, 20, 21	T3 – "*Making an academic career and learning to do research were among my goals.*"
Professional	(5) T4, 7, 10, 16, 17	T4 – "*Contributing to my professional*

development		*development without staying away from the field"*
To have in-depth knowledge of the field	(2) T2, 15	T15 – *"To have in-depth knowledge of my field"*

Theme 2: The benefits of getting a master's degree		
Codes	Frequency-Teacher's Code	Quotation
Contribution to the profession	(11) T2, 4, 9, 10, 11, 12, 17, 18, 20, 21, 22	T9 – *"To fulfill the teaching profession with higher quality"*
Change of perspective	(11) T6, 7, 8, 10, 11, 12, 13, 14, 15, 19, 20	T6 – *"Our knowledge has increased and our perspective has changed"*
Self-improvement	(9) T2, 4, 5, 10, 11, 12, 15, 16, 21	T11 – *"Thanks to my master's degree, I had the opportunity to continue my personal development."*
Self-confidence	(3) T2, 3, 16	T2 – *"First of all, my confidence has increased"*
Motivating to do the doctorate	(3) T2, 4, 16	T2 – *"Motivates you to continue your doctoral studies"*
Doing scientific work and following studies	(3) T2, 8, 16	T16 – *"To be aware of innovations and scientific developments"*
Making an academic career	(2) T2, 4	T4 – *"I have the foundation for a future PhD and subsequent academic career"*
Disciplined and planned work	(2) T2, 4	T4 – *"I can say that it has provided great benefits in terms of disciplined and planned work in my other works in my life."*
Developing social relationships	(2) T2, 10	T2 – *"You meet and become friends with people who want to improve yourself, and you learn new things from them.*
Writing a thesis, article, researching the literature	(2) T2, 5	T5 – *"I gained knowledge in many areas with literature reviews."*

When the codes and frequencies are examined in general, we see that teachers do their master's degree for personal development and academic career. The frequencies of personal development and making an academic career are 11. In addition, by looking at the number of codes, we see that teachers make more comments on the benefits of getting the master's degree rather than for the purpose of master's degree in making a decision. While there are 29 frequencies for the purpose of master's degree, 48 frequencies were coded in the benefits of getting the master's degree. In this case, we can say that the benefits of the master's degree become more important in making a decision regarding the master's degree.

Half of the graduate students (11 people) stated that their aim for getting a master's degree in general is to improve themselves especially in the field of education, teaching profession and academic field. 11 people who participated in the study stated that their purpose in doing a master's degree was to pursue an academic career. These two codes are indirectly related to each other. After all, it is a kind of person who wants to improve himself in an academic career. The other two codes are professional development (5 people) and having in-depth knowledge in the field (2 people) for the purpose of graduating are indirectly related to personal development. In professional development coding, we see that teachers tend to pursue a master's degree in order to do their

profession better. We see that some teachers also have a master's degree in order to have more in-depth knowledge in the field of education. It is seen that these four codes related to the aims of teachers in master's degree are related to personal development. From here, we can say that the main purpose of teachers in pursuing a master's degree is their own personal development.

We can say that the teachers who participated in the study passed the codes mostly contributing to the profession (11 people), changing perspectives (11 people) and contributing to their personal development (9 people) as the contributions of the master's degree. The frequencies of self-confidence, conducting and following scientific studies, motivating codes to do a doctorate are three, while the frequencies of thesis and article writing, literature review, academic career, disciplined and planned work and development of social relations are two. In the study, one person mentioned that the additional tuition fee earned as a contribution to a master's degree opens different doors for a person to find a job. These two statements are not included in any coding.

The code of contributing to the profession (11 people) as a contribution of master's education includes the expressions of performing the teaching profession with a higher quality and having a deeper professional knowledge. The code of change of perspective (11 people) also includes the expressions that increased knowledge and led to more reading, researching, questioning, and observing themselves and their environment. We see that the contribution of master's degree is effective in teachers' decision to pursue a master's degree, and in these contributions, we see that especially contributing to the profession, changing perspective and personal development are more prominent. In this case, it is in parallel with the personal development of the goals of doing a master's degree. Apart from this, it can be considered as the affective gain of master's degree to give teachers self-confidence, motivate them for doctorate and develop social relations.

3.2. Teachers who have not received a master's degree before

107 teachers who participated in the study did not have any master's degree in any field before. 65 of these 107 teachers stated that they want to get a master's education, while 42 of them stated that they do not want to receive a master's education. The branches of these teachers are given in Table (5) below. While coding the teachers in the table, they are coded as Tn[Teacher-no] and Ty[Teacher-yes]. The teachers coded as Tn do not want to receive master's degree, and the teachers coded as Ty want to receive master's degree.

According to this, in the study group that participated in the study, social studies teacher, philosophy teacher, classroom teacher, and physical teacher were the branches of teaching that participated in this study the most, which did not have a master's degree before.

Table 5. The branches of the teachers who participated in the study who did not have a master's degree

Teaching Branch	Teacher's Code	Ty Number	Tn Number	Number
Social Studies Teacher	Ty21-54,Tn18-33	34	16	50
Philosophy Teacher	Ty3-8,Tn1-7	6	7	13
Primary School Teacher	Ty18-20,Tn11-17	3	7	10
Physical Education Teacher	Ty55-56,Tn34-40	2	7	9
Pre-school Teacher	Ty14-17,	4	0	4
Turkish Teacher	Ty62-65	4	0	4
History Teacher	Ty57-59,Tn41	3	1	4
English Teacher	Ty11-13	3	0	3
Fine Arts Teacher	Ty9,Ty10,Tn9	2	1	3
Turkish Folk Dances	Ty60,Ty61,Tn42	2	1	3
ICT Teacher	Ty1	1	0	1
Religious Culture and Ethics Teacher	Ty2	1	0	1
Science Teacher	Tn8	0	1	1
Music Teacher	Tn10	0	1	1
Total	--	65	42	107

Six themes were determined in the forms collected from teachers who did not have master's degree. These are "the field in which they want to do a master's degree", "the conditions that they want to do a master's degree", "the purpose of wanting to do a master's degree", "the reasons that prevent you from wanting to do a master's degree" and "what are the benefits of doing a master's degree". The codes in the first five themes were formed according to the answers given to the interview form by the teachers who wanted to graduate. The codes on the sixth theme regarding "the reasons why you do not want to do a master's degree" were formed according to the answers given to the interview form by those who did not want to do a master's degree. The teacher codes in Theme 1 to 5 must be Ty and the teacher codes in Theme 6 must be Tn. In the table, these codes are coded as Ty and Tn codes as T.

The fields they want to do a master's degree are given in Table (6) below. When we look at the table, we can say that the undergraduate field they graduated from is determinant when teachers determine the graduate field they want to do in general. In addition, it can be said another determining factor in choosing a master's degree in teaching profession. According to the table, it was observed that 24 people wanted to pursue a master's degree in social sciences, 7 people wanted educational sciences, 6 people wanted lifelong learning, and 5 people in psychology.

Table 6. Theme 1: Fields where teachers want to pursue a master's degree

Postgraduate Fields	Teacher's Code	Frequency
Social Studies	T21-24,29,31-37,39,40,44,46-51,53,56,62	24
Educational Sciences	T1,11,12,15,58,63,65	7

Lifelong Learning	T13,14,17,18,19,64	6
Psychology	T16,26,30,38,41	5
Religious Sciences	T2,27,45,52	4
Philosophy	T3,4,6,25	4
Fine Arts	T9,10,60,61	4
Family Counselling	T28,43,54	3
Political Science	T5,7,8,	3
History	T57,59	2
Classroom Teaching	T20	1
Sport	T55	1
Hesitant	T42	1

When the answers given by those who have not done a master's degree but wanted to do are examined, the codes, frequencies and quotations regarding the conditions for which they intend to do a master's degree are given in Table (7). It has been observed that the most important conditions in deciding to study for a master's degree are financial situation, a good university, appropriate time and conditions and the location of the university.

Table 7. Theme 2: Conditions for master's degree

Codes	Frequencies-Teachers' Codes	Quotation
Financial situation	(14)T4,5,7,8,14,21,30,31, 45,49,50,53,58,63	T4 - "*I want to work as well as do a master's degree, too*"
A good university	(11) T1,9,20,26,30,33,44, 51,52,56,59	T59 - "In *an academic environment with expert academic staff in their field*"
Appropriate time and conditions	(10) T10,18,28,29,32, 34,37,49,54,65	T18 - "*Appropriate time and conditions*"
Hometown, my university	(9) T23,25,35,38,39,40,56, 60,61	T25 - "*I would like to do my master's degree in the city where I have grown up*"
Master's with or without thesis	(4) T3,12,13,19,	T3 - "*It might be thesis or without thesis*"
Academic career	(4) T6,41,43,55	T6 - "*I intend to do it in the academic field in accordance with the conditions I am currently in.*"
Self-improvement	(4) T35,36,39,52	T39 - "*To be capable of improving myself comprehensively*"
Consultant support	(3) T17,22,62	T17 - "Under *conditions where you can communicate with your advisor comfortably and ask him / her to provide guidance on whatever comes to mind*"
Job opportunities	(3) T46,47,48	T46 - "Under *conditions where employment opportunities are high*"
More free and understanding environment	(3) T27,34,48	T34 - " *I would consider doing it under conditions where I felt more free and suitable for a master's degree and did not have any other problems.*"
No attendance	(2) T16,64	T16 - "*Under conditions that do not require*

| requirement | | *attendance*" |
| Any condition | (2) T24,57 | T24 - "*I haven't looked for a condition because I've been thinking for a long time*" |

When the codes and frequencies in Table (7) are examined in general, teachers must first be financially suitable (14 people) in order to do a master's degree. In the code related to the financial situation, generally, while the teachers are working on the one hand, they want to do a master's degree on the one hand, or if my economic situation is favorable, it will make it easier for me to do a master's degree, the statements like that passed. Another important condition seems to be a good university (11 people). In this code, the teachers stated that they would like to do a master's degree in a university that has advanced opportunities, has academic staff with high professional competence, will offer the best conditions and meet their demands. The concept of appropriate time and conditions (10 people) is also one of the conditions for teachers to pursue a master's degree. Some teachers (9 people), on the other hand, stated that they could do a master's degree in the university they graduated from or the university in the city where they live. These teachers used phrases like that at the university I graduated from, in my hometown, to be close to my home, close to my job, easy access to my hometown and workplace. These four codes are the most frequently sought conditions for the teachers who want to do a master's degree. In addition, the master's degree with or without thesis, academic career expectation, self-improvement (4 persons), the support of the consultant, the job opportunities it provides, a more free and understanding environment (3 persons), no attendance requirement and no requirement (2 persons) are other conditions reported by teachers.

The codes, frequencies and quotations of the teachers who have not done a master's degree but want to do a master's degree indicating for what purpose they want to pursue a master's degree are given in Table (8). It is seen that the primary purpose of teachers in pursuing a master's degree is to increase their knowledge in the field of education, but also to make academic studies, specialization, to do their profession better or to become an academician are other aims of doing a master's degree.

Table 8. Theme 3: Aims to pursue a master's degree

Codes	Frequencies-Teachers' Codes	Quotation
To increase my knowledge in the field	(39)T2,3,5,6,8,9,10,11,12,15, 16,18,20,22,26,27,28,29,32, 33,34,35,36,37,38,40,43,44, 45,47,49,52,53,55,56,57,59, 63,64	T22 - "*I want to improve myself more*"
To do academic work	(18)T7,8,12,13,15,21,23,24,31, 35,37,39,41,44,54,55,60,61	T7 - "*I want to do academic studies*"
Specialization, being specialized	(15)T1,4,17,19,21,27,29,30, 35,36,42,48,51,53,65	T19 - "*Desire to specialize in a field*"
To do my job better	(10)T20,30,34,38,48, 49,51,52,54,64	T34 - "*To be able to master more subjects in my branch, to learn more from my*

		professors, to be able to transfer them"
To be an academician	(8)T25,26,31,41, 50,55,59,62	T26 - "*I want to improve my intellectual knowledge and take part in the academy"*
Finding a job, change of profession	(6)T1,14,25,39,43,58	T25 - *"Being an academician or expanding my job opportunities"*
		T32 - "Because *I have more information about shaping my life according to my own goals, researching, wondering, reading, and thinking that I can stay alone with myself and with my department"*
Achieve my goals	(5)T9,32,38,46,64	
Master's Degree	(4)T1,9,15,49	T1 - *"To have a master's degree "*
Title, seniority	(2)T5,49	T49 - "*I want to be more senior in my field"*

When the codes and frequencies in Table (8) are examined in general, it is seen that the most important purpose of teachers doing a master's degree is to increase their knowledge in the field (39 people). In this regard teachers used phrases like that to increase my knowledge in my field, take myself to a better level, gain knowledge and experience in my field, improve myself in terms of academic and profession, contribute myself, being master more subjects in my branch. Doing academic work (18 people) is the second most repeated code. Teachers used phrases in relation to this code; such as, do academic work, academic development, academic career, academic promotion, academically improve myself, academic progress. Specialization, being specialized (15 people) is the third most passing code. Teachers used expressions in this subject; such as, having a career, being an expert teacher, specializing in a field, specializing in my field, professional expertise. The fourth most passing code is to do my job better (10 people). The code of doing my job better, specialization and being specialized are related to each other. After all, in order for someone to do their job well, they must specialize in that job and have a career. Apart from these codes, being an academician (8 people), change of profession or finding a job (6), achieve my goals (5 people), master's degree (only for diploma) (4 people), title and seniority (2 people) codes have been appeared. The codes of people who want to be academicians and those who want to change their profession come from different people. However, in general, both groups have expectations of professional change as a result of getting the master's degree. Two of those who want to pursue a master's degree want to use this diploma for doctoral education. Those who want to pursue a master's degree for title and seniority want to be appeared better educated towards the people around them.

The codes, frequencies and quotes about codes indicating the reasons that prevent teachers who have not done a master's degree, but who want to pursue a master's degree, are given in Table (9) below. When we look at the reasons that prevent teachers from pursuing a master's degree, reasons such as those without any reason, economic conditions, insufficient time, interview and language barriers, originating from the institution working for, come to the fore.

Table 9. Theme 4: Reasons preventing teachers from pursuing a master's degree

Codes	Frequencies-Teachers' Codes	Quotation
No obstacle	(20)T6,7,15,20,21,23, 24,28,31,36,41,44,46, 49,51,52,53,57,59,64	T6 - *"There is no reason now"*
Economic conditions	(16)T3,8,14,17,25,26,29, 30,34,35,43,45,47,48,63,65	T8 - *"Economic conditions"*
Insufficient time	(8)T5,10,11,16,18,19,42,58	T11 - *"Intensity of daily life"*
Interview and language barrier	(7)T1,9,33,37,38,50,55	T1 - *"Interview and language barriers during the transition to master's degree with thesis"*
Originating from the institution working for	(7)T1,2,12,13,16,19,20	T2 - *"Institutional conditions"*
Universities have limited quotas	(6)T22,29,33,54,60,61	T22 - *"More people prefer while the university* accepts *less people"*
ALES Exam	(6)T1,9,33,40,43,56	T40 - *"ALES success average"*
Undergraduate GPA	(3)T4,32,54	T32 - *"School GPA"*
Familial reasons	(2)T13,20	T13 - *"Intense work tempo and familial reasons"*

When the codes and frequencies in Table (9) are examined in general, 20 of the teachers who wanted to do a master's degree but did not have a master's degree until now stated that there is no obstacle. These teachers stated that they have just graduated from the university, there are no obstacles for doing master's degree and that they will do a master's degree. 16 teachers said that they could not get a master's degree due to economic conditions. Teachers used expressions such as rising prices, economic conditions, financial opportunities and materiality for this subject. The codes originating from the institution where I worked with, interview and language barrier were expressed by 7 different teachers. The teachers who said that they could not do a master's degree due to the interview and language barrier stated that not knowing English very well, YDS examination, intensive graduate applications and conditions, foreign language barrier. The code originating from the institution I worked for was formed according to expressions such as working conditions of the teachers, institutional conditions, compulsory eastern service, and intense work tempo. Apart from these codes, universities have limited quotas (6 people), ALES exam (6 people), undergraduate GPA (3 people) and familial reasons (2 people) are the reasons that prevent teachers from pursuing a master's degree. Teachers stated about universities have limited quotas code that there are too many people who want to do a master's degree while the universities have limited quotas. Even, some departments are available in very few universities. Some teachers stated that they were not accepted to do a master's degree due to their undergraduate GPA. In addition, marriage and familial reasons are another reason that prevents to pursue a master's degree.

The codes, frequencies and quotations about the codes indicating the opinions of the teachers who did not do a master's degree about the benefits of doing a master's degree

are given in Table (10). Teachers who have not done a master's degree stated that doing a master's degree would be specialization, knowledge, professional development, personal development, academic development, job change and job opportunities, gradual advancement, status and title returns.

Table 10. Theme 5: What the benefits of pursuing a master's degree are

Codes	Frequencies-Teachers' Codes	Quotation
Specialization, knowledge	(29)T3,5,6,9,10,17,19-22,26-29, 33,36,38-40,43,44, 48,49,52,56,59,61,63,65	T3 - "*I specialize in my field*"
Professional development	(18)T9,10,12,20,21,27,30,36, 40,43,44,48,49,51,53,54,57,63	T9 - "*Learning to do my job in the best way possible*"
Personal development	(16)T7,13-15,17,21,23,28,32, 35,41,43,47,53,57,64	T7 - "*It can enable me to develop individually* "
Academic development	(13)T6-8,15,24,34,37,49-51, 54,60,62	T8 - "It *can enable me to do my academic studies better* "
Provides job change and job opportunity	(9)T1,12,25,27,29,30,35,45,57	T25 - "It *expands my job opportunities* "
Progress, status, title	(8)T5,16,21,31,42,46,49,55	T16 - "It *provides gradual improvement*"
Provides different perspective, vision	(4)T3,18,20,23	T20 - " *Master's degree, both our point of view, what we want to research in us, which is constantly in our minds*" I wonder why? "*a place where we can search for an answer to the question*"
The ideal/goal	(4)T26,34,39,41	T34 - "*I think that doing a master's degree will help me improve myself and realize some of my ideals.*"
Increase in education level	(4)T1,4,45,62	T62 - "My *education level increases*"
Financial return	(3)T13,55,58	T58 - "It has *financial and moral* benefits"
Be beneficial to society	(2)T11,52	T52 - "*I think it has benefits such as being able to rise in my field and being more beneficial to the society.*"

When the codes and frequencies in Table (10) are examined in general, the teachers who did not have a master's degree were the most code related to the returns of the master's degree in specialization and knowledge (29 people). Teachers wrote expressions in this context such as specializing in my field and learning how to do my job in the best way, knowledge, enabling me to gain more knowledge, having more equipment in my field, improving myself and specializing in a branch. Teachers mentioned professional development (18 people) personal development (16) and academic development (13 people) as a return of the master's degree. In fact, it is possible to combine these three codes under the personal development code, but as a concept, academic development requires knowledge and experience in a more specific field, while the concept of professional development covers a lot of very general professional groups. The teachers about professional development from these three concepts said that such as it helps me to do my job in the best way, it will help my career, I will be more advanced in my profession, I will be better equipped in working life. The teachers said about personal

development that it helps me to improve myself by offering a different experience, it helps my personal development, helps me stay alone with myself and get to know myself more. They wrote expressions about academic development such as enabling me to develop myself at a high level in the academic field, enable me to do academic studies, improve my academic literacy, and be better equipped in the academic field. The teachers about job change and job opportunity code (9 people) wrote expressions such as opportunity to find or change job, transfer to teaching staff, expand my job opportunities, it helps in finding occupations. The teachers about progress, status, title code (8 people) stated that doing a master's degree will provide degree-level advancement in professional terms, it will provide promotion in the profession, and status and title return. Apart from these, different perspectives, vision (4 people), ideal/goal (4 people), education level increase (4 people), financial return (3 people) and social benefit (2 people) codes were formed. Teachers about these codes stated that doing a master's degree improves the perspective of people and makes them more forward-thinking; that it brings them closer to their ideals and goals, that they enable them to realize their ideals, that they are a pioneer in moving towards their goals; it enables him to return to school and increases his education level; that it provides financial gain. Apart from these codes, a teacher stated that getting a master's degree brings changes in all areas of life.

107 of 129 teachers who participated in the study stated that they had not done a master's degree before. 42 of these 107 teachers stated that they do not intend to pursue a master's degree for later.

The codes, frequencies and quotations regarding the codes, which indicate the opinions of teachers who have not completed a master's degree and do not intend to pursue a master's degree, about not wanting to pursue a master's degree, are given in Table (11). Teachers' not wanting to pursue a master's degree revealed codes such as job priority, career thinking in other fields, unnecessary sight, lack of time, financial reasons.

Table 11. Theme 6: Reasons for not wanting to do a master's degree

Codes	Frequencies-Teachers' Codes	Quotation
Job priority	(18)T6,17,20,21,22,23, 25,26,29,31,32,33, 34,36,37,39,41,42	T6 - "*I want to work as a public teacher after graduation*"
Thinking a career in another field	(10)T2,4,5,19,21, 24,30,35,36,38	T2 - "*I am thinking of a different field from the department I have studied now, I want to improve myself in that field.*"
Unnecessary sight	(10)T13,22,23,24,26, 30,38,39,40,42	T22 - "*I think doing a master's degree is not a right process for me.*"
Insufficient time	(7)T8,9,10,11,15,16,34	T9 - "*I don't have enough time*"
Not interested in academic career	(5)T20,23,33,39,40	T23 - "*I don't want to be a research assistant.*"
Financial reasons	(4)T3,27,28,32	T27 - "*I do not want to do it due to financial reasons.*"
Lack of interest and enthusiasm	(3)T7,12,14	T12 - "*Lack of interest and desire*"

Feeling unready	(2)T1.14	T14 - "*I cannot find the energy to pursue a master's degree in myself.*"
Feeling inadequate	(2)T1,5	T1 - "*I don't see myself competent.*"
Lack of foreign languages	(1)T18	T18 - "*I don't know a foreign language*"

When the codes and frequencies in Table (11) are examined in general, teachers who did not do a master's degree and do not want to do it have the highest code job priority (18 people) regarding the reasons for not wanting to do a master's degree. Regarding this, in general, the teachers who graduated from teaching department have yet been unassigned want to start their teaching profession or to do their profession in another field. The teachers about this code used expressions such as I want to teach in the government, I want to move into business life more quickly, I want to improve myself in the business field, I want to do my profession, I want to go into business life, I want to deal with trade. Another reason is seen as the desire to work in another field (10 people). Especially the teachers in social studies and philosophy want to continue their profession in another field. The teachers wrote comments about this such as I think of a career in a different field, I plan my future differently, I do not have a career goal related to the field I graduated from, I want to head to another area, I have other plans for my working life. The teachers about unnecessary sight code (10 people) used expressions such as I do not see it necessary, I think that the master's degree is not a process for me, it is not among my current plans, I do not want a master's degree for now, it is not required in my job. Regarding the lack of time (7 people), teachers used expressions such as not having enough time, to spare time for my family, I cannot spare time for now due to my workload, to spare time for my child, rushing life, not being able to plan the time. Apart from these codes, the teachers do not want to pursue a master's degree for such reasons as uninterested in academic career (5 people), financial reasons (4 people), lack of interest and enthusiasm (3 people), feeling unready (2 people), feeling inadequate (2 people) and lack of foreign language (1 person). In particular, the teachers who do not want an academic career and those who do not want to do a master's degree due to financial reasons are those who want to move into business life as quickly as possible. Those in this group consist of teacher candidates who have just graduated from undergraduate programs and are trying to be appointed. They think that an academic career will take extra time and will prevent them from entering the professional life. Teachers who do not want to pursue a master's degree due to financial reasons stated that they want to provide financial support to their families. Lack of interest and enthusiasm, feeling unready and feeling inadequate are three interrelated codes. We can combine these three codes under the code of lack of interest and enthusiasm. Teachers about these codes stated that there was a lack of interest and enthusiasm, the graduate process was a difficult process, they did not feel ready or they felt inadequate.

4. Discussion & Conclusion

In this study, based on the teachers' own thoughts, it was tried to determine the reasons for teachers' preference, the problems they encountered in the process and solution suggestions for a master degree Teachers' views on master's degree were examined under two main headings, and these headings were shaped according to whether the teachers had a master's degree or not. The teachers with master's degree stated that the reasons for wanting to study for a master's degree are personal development or self-improvement in the field of education, pursuing an academic career (Factor, Oliver, & Stecklov, 2012), professional development, having in-depth knowledge in the field. There are studies supporting these results in the literature (Başer et al., 2005; Oluk & Çolak, 2005; Alhas, 2006; Alabaş, Kamer, & Polat, 2012). Similarly, in these studies, it is seen that teachers receive postgraduate education in terms of contributing to the professional development of teachers (Meece, Anderman, & Anderman, 2006; Drennan & Hyde, 2008), supporting their personal development and making a career in their own fields. Alabaş, Kamer, and Polat (2012) in their study with teachers who have completed their postgraduate education reached the dimensions of professional career and personal development as the reasons for teachers to receive postgraduate education. This situation is similar to the findings of this study. In addition, it was concluded that the returns of master's education are effective in teachers' decision to pursue a master's degree, and in these returns, especially contributing to the profession, changing perspective and personal development were more prominent. This situation parallels the personal development of the aim of pursuing a master's degree. As a matter of fact, similar findings were obtained in the study conducted by Kara (2008). Similar studies conducted on teachers in other countries, it is seen that the reasons for teachers to receive master's degree are to develop themselves, to use new methods and techniques in the field (Bertram, Mthiyane, & Mukeredzi, 2013). Apart from this, it can be considered as affective gains of master's degree by giving teachers self-confidence (Toprak & Erdoğan, 2013), motivating them for doctorate (Arrival, 1972) and enabling them to develop social relations (Skilbeck, 2001).

However, considering the opinions expressed by teachers who have not completed a master's degree but want to pursue a master's degree, regarding the conditions they want to do, it is seen that the financial situation, a good university, appropriate time and the location of the university are effective.

In the literature, there are studies with similar results regarding this situation (Donaldson and McNicholas, 2004; Blackburn, 2011). While Kiley & Austin (2000) stated that the current position of the university and the family-related situations come to the fore in determining the university to receive master's degree, Donaldson & McNicholas

(2004) emphasized that the education expenses required for master's degree are important. On the other hand, Pratt, Hillier, and Mace (1999) stated that the recommendations of peers and the environment are an important factor in determining the university to receive master's degree.

In order for teachers who have not received a master's degree before, they must first be financially suitable. It was concluded that another important requirement is a good university. Teachers have stated that they want to do a master's degree in a university that has advanced opportunities, has high professional competence, has academic staff who are experts in their field, will offer the best conditions and meet their demands. The concept of appropriate time and conditions is also one of the conditions for teachers to pursue a master's degree. Ease of transportation is another important condition for teachers to pursue a master's degree. In addition, the graduate's thesis or non-thesis, academic career expectation, support of the advisor, the job opportunities it provides, a freer and understanding environment, are other conditions stated by teachers who do not have attendance and have no conditions. When all these situations are evaluated in general, it can be said that teachers want to study at a good university with flexible lesson times, strong academic staff and contributing to their personal development. As a matter of fact, there are studies in the literature that parallel this situation (Kuzu & Becit, 2007).

Considering the purpose of the teachers who have not completed a master's degree but want to pursue a master's degree, the aim of the teachers is to increase their knowledge in the field, but also to do academic studies, to specialize, to do their profession better. The desire to become an academician is seen to have other aims in pursuing a master's degree. This situation is similar to the opinions of the teachers who have graduated from the master degree. In both groups, they see master's degree as a point of advancement in various aspects in their personal and professional lives. It has been observed that the most important aim of the teachers who have not received a master's degree before, to obtain a master's degree, is to increase their knowledge in the field. Specialization, knowledge has been one of the most emphasized topics by teachers among the aims of a master's degree. It was concluded that the teachers wanted to get a master's degree in order to do their profession better. After all, in order for someone to do their job well, they must specialize in that job and have a career. When the opinions of those who have graduated with a master's degree and those who have not, are compared about the purposes of master's degree, it is seen that those who have graduated with a master's degree focus on personal development and making an academic career, and having in-depth knowledge in my field remains at a very low level. However, when looking at the goals of those who want to do a master's degree, it is seen that the first goal is to increase my knowledge in the field. We can say that while personal development is more prominent in one, having knowledge in the field comes to the fore in the other. In both groups, they stated that one of the important purposes of pursuing a master's degree is to

have an academic career. However, in general, both groups have expectations of professional change as a result of the master's degree. Those who want to pursue a master's degree for title and seniority want to appear better educated towards the people around them. In addition, Yıldız et al. (2005) conducted a study on the expectations of teachers who continue their master's degree, "gaining status", "feeling of self-confidence", "being shown as a guide/resource person/publicity", "family and society expectations", "new job opportunities and possibilities" gathered under these themes.

Economic conditions, insufficient time, interview and language barrier, and the institution-based reasons that prevent teachers who have not completed a master's degree, but who want to do a master's degree, come to the fore. This situation has similarities with teachers who have received master's degree before. As a matter of fact, teachers who have received a master's degree before have stated that they have similar problems in many ways as the reasons that prevent their graduate education. In the literature, Alabaş, Kamer, & Polat (2012) found in their study to determine the problems faced by teachers during their graduate education, as a result of the irregular lesson planning of advisors and school administrators. This situation is similar to this study. However, in their study, Çalışoğlu & Yalvaç (2019) stated that teachers faced problems such as the distance between the university and the school, the tiring process of education, the problem of attendance and the insufficiency of incentives to complete education, and the inadequacy of the rights given in case of completion of education.

When we look at the opinions of teachers who have graduated with a master's degree and those who have not graduated, about the returns of master's degree, we can say that there is a parallel between them. Regarding the benefits of pursuing a master's degree, teachers who have not completed a master's degree, but have expressed their views on specialization, knowledge, professional development, personal development, academic development, job change and job opportunities, gradual advancement, status and title returns. Teachers who have not completed a master's degree have expressed the most opinions about specialization and knowledge the returns of the master's degree. It has been concluded that teachers want to get a master's degree in specialization in their field and learning how to do their job in the best way, knowledge, having more knowledge about their fields, developing and specializing in a branch. As the return of the master's degree, teachers talked about professional development, personal development and academic development. There are similar studies on this situation in the literature. As a matter of fact, Harris (1996) emphasized in their study that individuals who receive master's degree will develop intellectually, while Drennan & Clarke (2009) emphasized that individuals who receive master's degree will improve their analytical thinking levels due to an increase in planning and writing skills. In addition, McEwen et al. (2008) stated that master's degree contributes to the personal development of individuals in holistic thinking and group learning.

Regarding the reasons why teachers who have not completed a master's degree and do not want to do a master's degree, do not want to pursue a master's degree, the issue of job priority is a remarkable situation. Regarding this, in general, teachers whose teaching graduates have not yet been appointed want to start their teaching profession or to do their profession in another field. Another reason is seen as the desire to work in another field. Especially teachers in social studies and philosophy want to continue their profession in another field. The general reason for this may be the very limited number of teacher appointment quotas in social studies and philosophy. Other reasons for not wanting to pursue a master's degree are the lack of time, not wanting an academic career, financial reasons, lack of interest, desire, feeling unready, feeling inadequate, and lack of foreign languages. Comparing the reasons preventing teachers who have not completed a master's degree and want to pursue a master's degree and the reasons of teachers who have not completed a master's degree and do not want to do a master's degree, it is seen that both groups do not want to pursue a master's degree due to economic concerns and lack of time.

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