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Research on the Reasons of Primary Education Teachers Not Taking Postgraduate Education

*Cavide Demirci , **Gamze Kuru 

Abstract This study aims to find out the reasons why primary school teachers do not prefer doing master's degree, and to reveal their opinions and suggestions. For this reason, we have examined the following issues in line with the interviews with teachers: Whether they have postgraduate education or not; if so, the reasons for their preference of postgraduate education; if not, the reasons for not preferring the postgraduate education. We have also given place to their opinions on this subject. This is a qualitative case study with randomly selected teachers. A semi-structured interview form based on an expert opinion has been adopted. The interviews have been held with 60 primary school teachers working in Gediz district of Kutahya in the 2019-2020 Academic Year. The analysis of the data obtained from the interviews has been carried out with the content analysis approach. As a result of the interviews, 4 of the 60 teachers participating in the research have taken graduate education and 56 have not. The reasons for their preference of postgraduate education are "academic career" and "professional career". The reasons why teachers do not prefer postgraduate education are generally stated as "not needing it", "not having time", and "not being able to adjust course schedules". It can be said that the Ministry of National Education should change its strategies and carry out activities that encourage teachers to postgraduate education.

Keywords. Postgraduate education, teacher, career.

*(**Responsible Author**). Prof. Dr., Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Türkiye
e-mail: cdemirci@ogu.edu.tr

** Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Türkiye
e-mail: gamzekuru83@gmail.com

When the Wright brothers invented the twin propeller plane in 1903, they never imagined the drones or unmanned aerial vehicles we used today. It can be seen clearly that how technology evolved from the beginning to the present. When it comes to educational input and output, the evolution does not seem as clearly as the development of aircraft technology. However this does not mean that the education input and output don't change at all. Today, the fast changed technology and the fast steps to become a knowledge based society have reached a dizzying speed.

In order for today's societies to keep up with this speed and to adapt to the era, they have to progress and develop continuously. At this point education is the only element to serve this purpose and will keep societies alive. Because one of the aims of education is to ensure the survival of societies by responding to humanity's need when they change. In America, Britain and China, a survey was conducted on children and they were asked what they wanted to be when they grew up. According to the result of the survey it is understood that American and British children want to become video sharers and the Chinese children want to be astronauts. It is thought that the reason why the survey results came out in this way is that America's analysis of changing education needs and add the application of STEM in its new education understanding. From this example, it can be understood that whatever the development level of the society had, there is always a need for new practices related to education.

Education is a process that develops an individual's personality through person's own life and prepares it for life by taking it as a basis, and provides access to the information, abilities and behaviors needed (Tezcan, 1985, p. 4). Education is a notion that always needs innovation. Because of this it is related some variables that make changing necessary such as human, time, society and technology. Education has always been and continues to be cared for, whether it is a primitive or a modern society (Gündoğar, 2014, p. 118). The main goal of the education is to ensure the cultural transfer of the society and shape its future. In order to achieve this goal, the main task of education is to develop and improve people (Büyükdüvenci, 1982, p. 47).

One of the main principles of education whose importance increases day by day and which is indispensable part of the modern education, is continuous education. In the past, a single life was not enough to follow research or developments in any area of the world, but nowadays, as a result of the spread of information that is advancing at an incredible speed, knowledge that can fit into several life periods has begun to be acquired in a single life period. In a study conducted in the United States, it was concluded that half of the information learned in the university lost its validity within 6 years.

The importance of post-university education, which is defined as continuing education or lifelong learning, is gradually increasing all over the World. The reason for this is thought to be to adapt to rapidly developing and rapidly advancing technology. Therefore, people have to run non-stop to keep up with the developing and rapidly advancing technology. (Ataünal, 1994, p. 112).

The main participants of education are students and teachers. Teachers, who play an architectural role in the development of society, make important contributions to the development of countries and the training of qualified manpower (Özden, 1999, p. 45). Teacher who have to act like conductors of orchestra should be able to respond the different needs of each students while producing solutions in order to dominate all of them. Teachers, who need to act like the chief of the orchestra, should be able to respond to their different needs and produce solutions in order to dominate students.

In this context, teachers, who want to keep up with the times and benefit their students, can specialize in continuing their progress and development by completing their graduate education in their own or different fields without being dependent on undergraduate education. Graduate education, which is a branch of higher education, were given in faculties until the 1980s in Türkiye. After the changes in the higher education law, it was divided into two as master and doctorate programmes and also it was taken from faculties and given to institutes (Bozan, 2012, p. 177).

One of the most important elements of being a country with a high level of prosperity is to have qualified manpower. Scientists, researchers and academicians are trained with graduate education programs. While there are rapid changes in technology, knowledge and many other fields that we cannot count, teachers, one of the most important participant of the education system, are expected to keep up with these changes and be qualified (Karakütük, 2000, p. 194).

It is known that the key point of being a good teacher is the concept of self improving teacher. For this reason, it is desirable to have teachers who provide and disseminate informations by taking postgraduate education after completing their undergraduate education and starting to work (Toprak & Taşğın, 2017, p. 602). It is thought that teachers became a well equipped when they graduate from the university with undergraduate education. However, changing technology affects the knowledge, skills and attitudes of teachers and this causes them to be insufficient on students. Teachers should update themselves for changing needs and continuity of education. At this point for teachers, graduate education is the opportunity of updating their knowledge (Bayındır & Kılıç, 2012, p. 127).

Postgraduate education has a great role in developing teachers' career and becoming qualified. While there are many research on why teachers prefer graduate education, there is limited research on

why teachers don't prefer graduate education. From this point of view, it was tried to research why teachers didn't do postgraduate education with its reasons and wanted to contribute future arrangements. From this point of view, it has been tried to investigate why teachers did not receive postgraduate education and it has been wanted to contribute to future regulations. In order to achieve this goal, the answers of the following questions were sought in the study.

- 1) Have you completed a Postgraduate Education?
- 2) What is your reason for doing Postgraduate Education?
- 3) What is your reason for not doing Postgraduate Education?
- 4) What are your suggestions for Postgraduate Education?

Method

Research Model

Semi structured interview technique which is the one of the qualitative data collection was used in this study to examine the reasons why teachers didn't have graduate education and their postgraduate education perspectives. In semi structured interview technique, which is an interview technique that isn't strict in opinions and attitudes, a form is prepared in advance for the questions that are planned to be asked. In the semi structured interview technique, sometimes different sub-questions may arise depending on the course of interview, and if these questions are thought to affect the flow of the interview, individuals may be asked to detail their answers. The semi-structured interview technique can be shown as a more suitable technique in educational sciences because it provides flexibility.

Study Group

For this research, 60 teachers working in primary and secondary schools in Gediz district of Kütahya in the 2019-2020 academic year were randomly selected.

Table 1.

Demographic information about participants

Demographic Features	Grup	n
Gender	Woman	23
	Boy	37
Total		60
Seniority Year	1-5 year	10
	6-10 year	16
	11-15 year	14
	16-20 year	8
	20 years and above	12
Total		60
Education status	Associate Degree	2
	Degree	54
	Master's Degree	4
Total		60

Data Collection Tools

The interview technique was used to get the data of the research. Phenomenology studies benefit from the experiences of persons. Therefore, the interview technique is frequently used in this type of researches. In this research, interview technique with semi-structured form was used to determine teachers' opinions about graduate education. Firstly, in line with the purpose of the research, the reasons stated in the literature regarding teachers not having graduate education were presented. The data obtained were presented to expert opinion and a semi-structured interview form consisting of 4 questions was prepared.

Process

In this research, it was tried to determine the perspectives of teachers in Gediz district of Kütahya regarding the reasons for not have graduate education. The study group of the research consists of 60 teachers working in primary and secondary schools in Gediz district of Kütahya. The research was carried out with an easily accessible sample and data were collected using the interview technique. The teachers who took part in the study were chosen randomly and the study was carried out with teachers who were volunteers.

Data Analysis

Interviews with teachers were made face to face in a natural environment and notes were taken.. All interviews were divided into categories with the content analysis approach and transferred to paper. The main purpose of content analysis is to have the data which are in a meaningful integrity and to reach relationships that can explain these data (Yıldırım & Şimşek, 2008, p. 227). For this reason, content analysis tables were created and codings were made for data relationships. The codings obtained from the data were supported by the statements of the participants and quotations taken from their direct views are presented in the study. The coding of the participants consists of the letter “T” and the number each received (T1, T2, ..., T60).

Results

The findings of the study are presented under three headings: the reasons for teachers to choose graduate education, the reasons for teachers not to choose graduate programs, and teachers' suggestions for graduate programs.

It was determined that four of the teachers participating in the study received postgraduate education.

Table 2.

The Reasons of Postgraduate Teachers to Prefer Postgraduate Education

Coding	n	Category	Total
Academic CareerKariyer	3	Academic Career	3
Gaining Advantage in Executive Appointments	1	Professional Career	1

According to the content analysis in Table 2, the teacher who preferred graduate education stated that the reason for preference was to advance in his professional career and he did it because he had an advantage in managerial appointments;

“T4: Yes I did. My goal was to be a manager. Since I decided to continue my professional life as a manager, I did my master's education in the field of Educational Management in order to have a better-equipped, professional, quality career.”

According to the content analysis in Table 2, another reason for teachers to prefer graduate education is that they want to be academic staff. Teachers' own statements regarding the reasons for choosing graduate education for this reason are as follows:

“T12: Yes I did. Since my only goal was to work at the university for one day, I did my master's degree as soon as I was appointed.”

“T39: Yes I did. I love to research, read and discover new places. Being an academic would make me do the jobs I love and keep my life going. Master's degree has contributed a lot to my life and at the same time it has positively affected my career at MoNE.”

“T44: Yes I did. After I finished university, I immediately started my graduate education for an academic career. I did it to follow the developments in my field and to make a contribution in the name of science in the light of new information. It enabled me to create a quality education life in my graduate profession.”

It was observed that 56 teachers participating in the study did not prefer graduate education. Teachers' not preferring postgraduate education is analyzed under 8 headings.

When Table 3 is examined, it is determined that the highest number in coding the reasons why teachers do not have graduate education is "not seen as a need". This was determined as the inability to find time, difficulty in accessing universities, heavy graduate entry requirements, difficult postgraduate education process, not being able to arrange the curriculum, not arranging the permit directive appropriately, economic insufficiency and not being used as an educational excuse, respectively.

Table 3.

The Reasons of Teachers Who Do Not Have Postgraduate Education For Not Preferring Postgraduate Education

Coding	f
Lack of time	10
Not to be used as an educational excuse	1
Access to Universities Difficulty	9
Negative Attitude of the School Management	2
Failure to Set the Course Schedule	4
Heavy Graduate Entry Requirements	8
Difficult of Postgraduate Education Process	5
Not Seeing as a Need	12
Economic Insufficiency	1
Not Regulating the Permit Directive Appropriately	3
License Completion Section Not Opening	1

Some teachers' opinions answering the reasons for not choosing postgraduate education as not seeing them as a need are as follows:

“T21: I did not see it as a need. I don't think there is anything that graduate will contribute to me.”

“T22: I studied for two years and immediately became a teacher in order to gain a profession. Then they had it completed in four years. Unless a master's degree is compulsory, I don't see it as a requirement.”

“T35: Postgraduate education is not needed if you do not want to pursue a career.”

“T40: I think the education I received at the university is sufficient. I read educational books and magazines to improve myself.”

“T57: There is no tangible difference between the doer and the non-doer. That's why I didn't need to do it.”

“T59: I access the information I need from the publications and forums I follow. That's why I don't need to do it.”

Some teachers' opinions stating the reasons for not choosing postgraduate education as not having time are as follows:

“T7: I did not have time to devote to graduate school because of housework and motherhood.”

“T11: I cannot find time due to my family situation. I cannot leave my place on weekdays for my family. So graduate education looks very difficult for me in the near future.”

“T26: The course study process, which becomes more intense after a course study process under the conditions of the universities' purchase. I can't find time to work so hard.”

“T51: I cannot find time due to my job. I didn't do it because my day was full. But I would like to do it.”

Some teachers' opinions stating the reasons for not choosing postgraduate education as access to universities are as follows:

“T18: I have a distant transportation problem from universities.”

“T32: I realized its importance late. I cannot because the distance of universities is a situation that will affect my home life a lot.”

“T42: Since I am a teacher of religious culture, universities that open quotas in my field are far away.”

“T48: The distance of the universities from the district where I live is not suitable for my graduate education. If I were working in the province, I would do it without thinking.”

“T52: There is no university to do my master's degree in my place. Universities are far away.”

Some teachers' opinions stating the reasons for not choosing postgraduate education as the requirements for graduate entry are as follows:

“T15: Recently, postgraduate departments are full of English teachers. Asking for points in English blocks the way for other teachers.”

“T6: The purchasing conditions of the universities are too heavy. It is very difficult for teachers who are a little over middle age to meet these requirements.”

“T24: I believe that the interviews should be canceled.”

“T56: It is difficult to get desired scores for master's degree. Purchase conditions need to be relaxed.”

Some teachers' opinions answering the reasons for not choosing postgraduate education as the difficulty of the graduate education process are as follows:

“T14: I think it should be done before starting the profession. The difficulty of the graduate education process will cause me to disrupt the teaching profession, which is my main goal.”

“T58: According to the information I got from the people who did, I decided not to do it due to the necessity of attendance and the intensity of homework.”

Some teachers' opinions who answered the reasons for not choosing postgraduate education as the insufficient regulation of the leave instructions are as follows:

“T29: My lesson time is 30 hours. I would love to do a postgraduate education, but the administration does not reduce the number of courses and does not act flexible in leaving my 1 day off.”

“T36: Teachers do not have annual leave like other professions. Therefore, we do not have a permit instruction that we can use to go to university.”

Some teachers' opinions who answered the reasons for not choosing postgraduate education as the curriculum not being organized are as follows:

“T8: The fact that the school curriculum could not be adjusted and other branch teachers saw it as favoritism even if it was arranged prevented me from doing graduate education.”

“T49: We are having problems in organizing my lesson schedules for the week. We can't get off the day.”

Some of the teachers' opinions answering the reasons for not choosing graduate education as stemming from the negative attitude of the school administration are as follows:

“T13: Although I was accepted, I could not go. My administrators did not want to give permission because they thought I was interrupting my lessons.”

“T43: I am one of the teachers who dropped out of master's degree. The negative attitude of both school and NED principals ended my graduate life.”

Teachers' opinions stating the reasons for not choosing postgraduate education as not being used as an educational excuse, economic inadequacy and not opening the department of graduate education are as follows:

“T19: It is my reason for me to remove the educational status in educational apology appointments. Because I would like to go on this path with my own teachers at the universities I graduated from.”

“T34: My family taught me at the university. My goal was to finish college and earn money as soon as possible. My family helped me first, and it was my turn. I did not think to do it due to economic problems.”

“T23: Since I have not completed my undergraduate degree, I do not have a chance to get a master's degree.”

The suggestions of 60 teachers participating in the study for graduate education were asked. Teachers' suggestions for postgraduate education were examined under 13 headings.

When Table 4 is examined, the highest rate in coding the teachers' suggestions for graduate education was found to be the dissemination of distance education. According to the table created, universities should form a weekend course program, explain the importance of graduate education, make the financial income attractive, make arrangements in the permit directive by the Ministry of National Education, keep it compulsory, give education as the right to apology, removal of the English score from the entrance requirements, interviews at university entrance. to increase the number of university quotas, to select postgraduate course teachers from those with more years of seniority, and to give specialization to teachers who do so.

Table 4.

Teachers' Suggestions for Postgraduate Education

Coding	
Making Financial Income Attractive	6
Mandatory Keeping	3
Explaining the Importance of Postgraduate Education	6
Removal of Entry Interviews	2
Universities Creating Weekend Course Schedule	11
Increasing University Quotas	2
Making Arrangements in the Ministry of National Education Permission Directive	4
Dissemination of Distance Education	14
Re-Granting the Right to Appoint an Apology	3
Selection of Graduate Course Teachers from Those with More Years of Seniority	1
Removal of English Score from Entry Requirements	3
Specialization for Teachers	2

Some of the teachers' opinions regarding the suggestions of the teacher participating in the study to expand distance education for master's education are as follows:

“T3: I think that more teachers will participate in distance education due to the limited number of departures and arrivals. It would be nice to popularize distance education and reduce the price a little.”

“T14: Including and expanding distance education in many departments is an opportunity that can be provided to teachers. In this way, we will both access information more easily and save time.”

“T30: If distance education is made widespread, the problem of leave, road problem, mental fatigue and negative thoughts for many postgraduate education will disappear. However, distance education should not be limited to a single field. Recently, I have been following education management...”

“T49: The first year of graduate education should be done with distance education. In the second year, the obligation to go every week at the thesis stage will be eliminated, we will continue our education and make our career life with a thesis. In this way, the dissemination of distance education brings a radical solution to problems such as not being able to arrange the curriculum and being more costly to go economically.”

Some of the teachers' opinions regarding the suggestions of the participating teacher for universities to form a weekend course program for graduate education are as follows:

“T13: The weekend course program that can be created by universities for teachers will be an opportunity for many teachers like me. That way, I don't have to ask for leave and I can continue my weekend education.”

“T29: Postgraduate education can be done at the weekend or we can be considered on leave for 1 day a week.”

“T36: Teachers who do postgraduate education are considered on official leave for 1 day a week or the rest of the lessons can be arranged on the weekend.”

“T48: As I am a classroom teacher and a mother, I think it would be more appropriate to arrange the course schedule at the weekend and to give some courses online for graduate education.”

Some of the teachers' opinions regarding the suggestions of the participating teacher about the importance of postgraduate education are as follows:

“T33: I do not know much about the system. I think its importance is not well known. Career with marriage does not work well.”

“T51: The main problem is not understanding the value of the master's license.”

Teachers' opinions about making postgraduate education more attractive financially are as follows:

“T15: I think its financial return should be increased. This is because distance education is an expensive process whether it is with or without a thesis, and there is no difference between those who work in the profession and those who do not. I believe that if it is made financially attractive, the number of applications will increase.”

“T34: I believe that a master's degree is required to keep the information fresh and to be open to continuous improvement and innovation. But the financial return of a master's degree should be more attractive.”

Teachers' opinions about making arrangements in the permit directive of the Ministry of National Education, one of the suggestions for postgraduate education, are as follows:

“T2: I would like an amendment to the postgraduate education leave directive because I find it difficult to take at least 1 day off per week.”

“T27: In order to be able to do a master's degree, teachers should be considered on official leave once a week. It would be a job that he would do with pleasure without bowing to anyone.”

Teachers' opinions about the obligation of postgraduate education suggestions, giving education as the right to appoint a disability, and removing the English score in the entrance conditions are as follows:

“T22: Postgraduate education should be compulsory for all teachers.”

“T39: I think that both teachers and administrators should get a master's degree, it should be made obligatory. I am for all teachers to do.”

“T40: Advantages should be provided to teachers who have master's degree (determination of disability status)”

“T7: As far as I can see from my teacher friends, I think removing the English score requirement will be beneficial for many teachers.”

Teachers' views on removing university entrance interviews from postgraduate education suggestions and increasing university quotas are as follows:

“T47: I want the interview to be canceled, and I want the recruitment of students with merit to become widespread.”

“T26: Increasing the quotas of universities and my other suggestion is to abolish participation in higher education. I think it blocks people who are both working and trying to improve themselves.”

Teachers' opinions regarding the selection of postgraduate course teachers among those with more than seniority years among the suggestions for postgraduate education and granting specialization to teachers with postgraduate education are as follows:

“T35: Particularly the faculty members who will teach graduate courses should be chosen from those with more prof or senior years.”

“T57: Postgraduate education should have a positive contribution. (Just like doctors)”

“T44: Universities should cooperate with the Ministry of National Education and allow postgraduate education to be conducted through distance education.”

Discussion and Conclusion

In this study, in order to determine the reasons why primary school teachers do not have graduate education, their suggestions for graduate education were also examined from their own discourse. As a result of the interviews, 60 teachers were selected by chance, and it was observed that 4 teachers did their graduate education and 56 teachers did not.

One of the reasons for doing 4 postgraduate teachers was stated as an academic career and then a professional career. When the literature is examined, similar findings are found among the reasons for preference of teachers who have completed graduate education. In the research conducted by Alabaş, Kamer, and Polat (2013, p. 100), she interviewed 30 teachers who completed their graduate education and examined the reasons for graduate education. According to the data obtained in the study, the reasons for teachers to do postgraduate education were determined as personal coming, being an academic staff and facilitating the increase in seniority. In this study, it was seen that the results obtained in the study conducted by Alabaş, Kamer and Polat (2013, p. 100) for the reasons of doing graduate education are in the same parallel.

On the other hand, in the reasons for not pursuing a master's degree, which is the aim of the study, the most conclusion in the findings obtained from the discourses was that postgraduate education was not seen as a need. Continuing this as not having time to find time, difficulty in accessing universities, heavy entry requirements for graduate education, difficulty in the graduate education process, not being able to adjust the curriculum, not arranging a permit directive, negative attitude of the school administration, not being used as an educational excuse, economic inadequacy, not opening the undergraduate completion department has done.

According to the findings obtained in the study of Torak and Taşkın (2017, p. 610), among the reasons why teachers do not have graduate education, "intense and wearing" was found to be the most important reason. In the research, it was followed by the economic burden, the inability to organize the curriculum, the negative feedback of the people, the lack of desired programs, the inability to obtain

the entry requirements, and the lack of idea about how to do it. The lowest finding was shown as "not believing in her contribution to the profession". In this study, although it is compatible with the reasons for not having a graduate education, the same harmony was not observed in terms of importance. As a matter of fact, in the interviews made with the teachers in the district of Gediz of Kütahya, the importance of postgraduate education at the highest level was determined as not being seen as a need and then not finding time.

When the results are compared, it is seen that there is a contradiction in the order of importance of the items. Among the reasons for this, the limitations of the research conducted by Toprak and Taşkın (2017, p. 611), the participation of 220 teachers from Kayseri province and the different methods of the studies may have affected the results of the study.

In this study, which examined the reasons for primary school teachers not to do postgraduate education, questions were asked to teachers and their opinions were included for suggestions that would encourage teachers to pursue graduate education. The most common answer given to this question was determined as making distance education more comprehensive and widespread. The answers given to this question are to create a weekend course program in universities, to make the financial income attractive, to explain the importance of graduate education, to make arrangements in the Ministry of National Education permit directive, to make it compulsory, to give the right to appoint a disability for education, to remove the English score from the entry requirements, to remove the interviews from the entry requirements Increasing university quotas, granting specialization to those who have completed postgraduate education, and selecting graduate course teachers from those with more seniority years. In this context, the ideas in the category of recommendations obtained from the interviews for the widespread use of graduate education are important in terms of future arrangements.

Recommendations

According to the data of the Ministry of National Education 2019 Administrative Activity Report, the number of ministry personnel is 1.027.8852. When the training received by the personnel is examined, it is seen that the highest percentage of undergraduate graduates is 81.94%, followed by a master's degree of 9.58% and a doctorate of 0.17%. There are 946.114 teachers under the Ministry. Postgraduate education offers a great opportunity to increase the qualifications of teachers, but when we look at the statistics, it is determined that most of the teachers do not continue their education after university. In this context, it can be said that the Ministry of National Education should change its strategies and encourage teachers to graduate education. Making distance education more

comprehensive, organizing the curriculum for graduate education in both universities and schools, implementing it as a career step (specialist teacher, head teacher, etc.), arranging the Ministry of National Education permit directive in this direction, improving the economic conditions can be done as encouraging studies.

About Authors

First Author: Cavide Demirci is a member of Eskisehir Osmangazi University. She works at the Faculty of Education. She is currently working at the Educational Sciences Department. She completed his doctorate at Hacettepe University.

Second Author: Gamze Kuru is a graduate student at Eskişehir Osmangazi University, Institute of Educational Sciences, and Teaching Curriculum. She has been working as a teacher in Kütahya for 16 years.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

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Ethical Standards

The research was carried out within the framework of the Declaration of Helsinki and the participants were voluntary and informed.

ORCID

Cavide Demirci  <https://orcid.org/0000-0003-4789-4286>

Gamze Kuru  <https://orcid.org/0000-0002-4203-188X>

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