

An Assessment on the Motivations of Post Graduate Students in Music Education Department Towards the Course “Scientific Research Techniques and Science Ethics”

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Abstract

Within music education, graduate education is realized through post graduate and doctorate levels. The first step of this education is post graduate and scientific and artistic studies are run together and students’ being able to do research with the appropriate methods and techniques and deliver solution by identifying the problems regarding the field with their inquisitive identities are among the primary targets of the process. In this context, it is considered that the course “Scientific Research Techniques and Science Ethics” involved in post graduate syllabi has great importance. Based on this consideration, the motivations of the students studying at music education department in the post-graduate level towards the course “Scientific Research Techniques and Science Ethics” have been aimed to be identified and in this context, the opinions of the students who are in the course stage in the music education department programme in 2016 – 2017 academic year have been taken. In consequence of the research, it has been identified that the motivations of the students towards doing research and their awareness about being able to direct their studies with their acquisition in this course are high, they feel themselves insufficient in doing research, the duration of the course is insufficient and the studies towards the practice in the course are necessary to be increased.

Keywords: Graduate education, music education, scientific research

1. Introduction

Every country, with the aim of training qualified work force and provide their citizenships with the training of citizenship, defines their education policies in accordance with the human model that they are to train (Gömleksiz & Et, 2013, p. 145; Çelikten, Şanal, & Yeni, 2005, p. 208). Along with the concepts such as “globalisation”, “new world order” and “information technologies” having been important in the high-level industrialized countries in the world especially since 1960s, the concept “information society” has substituted for the concept “industrial society” and with this process of changing, expectations from the education systems have increased and qualified work force has been among the most primary aims of the education systems of the countries (Karabacak, 2013, p.75; Temizkan, 2008, p. 463).

Aiming at training scholars and instructors that will contribute to the knowledge through research and meet the needs of the developing society; defined as the educational activity having considerable contributions for training individuals that have absorbed the requirements of the information society, have acquired the universal virtues and have developed their superior abilities; also defined as the process of research, vocational development, learning how to teach and correspondingly, acquiring subjects of vocational culture, academic culture and ethics in the highest social, cognitive and auditory level; graduate education comprises of the programmes of post graduate, doctorate, proficiency in art and specialty in medicine (Varış, 1972; Aslan, 2010; Karaman & Bakırcı, 2010, p. 96).

When examining the brief history of graduate education in Turkey, it is seen that graduate education had been realized in doctorate level until 1970s and the post graduate education had not been included in the programme; as for 1970 – 1982, graduate education was organized to be realized in post graduation and doctorate levels taking American system as a model, and in the period following 1982, the institutes have been established for graduate education and education studies have complied with the graduate education regulations (Ağralıoğlu, 2013, p.3; Bozan, 2012, p. 181). In this context, graduate education in music education has been realized with Higher Education Law no. 2587 since 1982 – 1983 academic year in our country (Öztürk & Dinç, 2016, p. 508).

Graduate education in music education is realized in post graduate and doctorate levels. The first step of this education is post graduate education and post graduate education expresses the process of majoring in science or art. Within this process, scientific and artistic studies are run together and with graduate education, students’ being able to do research with the appropriate methods and techniques and deliver solution by identifying the problems regarding the field with their inquisitive identities are among the primary targets of the process.

Scientific research is defined as the process of collecting data in a planned and systematic way, analysing them, assessing through interpreting and reporting them with the aim of delivering reliable solutions to the problems (Karasar, 2008, p.8). Being able to do scientific research primarily requires acquiring scientific attitude

and understanding (Saracaloğlu, 2005, s.15). It is planned that this aforementioned attitude and understanding is to be gained by students primarily through the course “Scientific Research Techniques and Science Ethics” and in this course, it is aimed to teach research process, carry out research special to their profession and increase their understanding levels and confidence (Saracaloğlu, 2008, p. 181). In this context, it is considered that the course “Scientific Research Techniques and Science Ethics” has great importance.

Conducted research illustrates that post graduate students have lower levels of research proficiency than doctorate students do (Büyüköztürk & Köklü, 1999, p. 26) and post graduate students perceive themselves as insufficient mostly in the subjects “Research Methods and Techniques”, “Assessment and Evaluation”, “Statistics”, “Qualitative and Quantitative Research Methods”, “Test Development”, “Research Ethics” and “Foreign Language” (Aslan, 2010). Nevertheless, it is expressed that taking the course “Research Methods” enables the person to do more research (Green & Kvidahl, 1990) and it increases self-sufficiency level (Unrau & Beck, 2004, p. 198).

Within this general framework, it has been aimed to identify the motivations of the students having post graduate education in music education department towards the course “Scientific Research Techniques and Science Ethics” and it has been tried to get answers for the following questions depending upon the aim of the study:

1. What are the student opinions related to the academic – sense contribution of the course “Scientific Research Techniques and Science Ethics” in determining scientific research topics such as thesis subject, articles and so on?
2. What are the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in making use of field literature?
3. What are the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in which methods and data collecting techniques will be used for a topic intended to do research on?
4. What are the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in having sufficient accumulation of knowledge about science and research ethics?
5. What are the opinions of the students that have post graduate education in music education department about doing research in the topics related to the field?
6. What are the student opinions related to being inclined to do scientific research in terms of field of art?
7. What are the student opinions related to the duration of the course “Scientific Research Techniques and Science Ethics”?

2. Method

In this chapter, information related to the pattern of the study, sample of it and gathering data has been included.

2.1. The Pattern of The Study

Qualitative research method has been used in this study. Qualitative research is the interpretivist research approach being for revealing perception and events in a realistic and integrated way and based on observing individuals at certain situations in their own natural environment (Yıldırım & Şimşek, 2006, p. 79; Christensen, Johnson, & Turner, 2015, p. 54).

2.2. The Group of the Study

Typical situation sampling has been used in determining the sample group of the study. In typical situation sampling, sample is formed with a typical one of many situations in the universe related to the problem of the study and it is aimed to be able to get an idea of a certain field (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016, p. 91; Yıldırım & Şimşek, 2006).

Interviews for the study have been realized with ten post graduate students having the course “Scientific Research Techniques and Science Ethics” at Uludağ University Institute of Education Sciences Department of Fine Arts Music Education Department in 2016 – 2017 academic year.

2.3 Gathering Data

Data of the study have been gathered with the technique of semi – structured interview which is one of the types of interviewing technique. In semi – structured interview, researcher might affect the flow of the interview with the questions he / she has already defined. Researcher gives the interviewed person opportunity to answer the questions in a flexible way (Türnüklü, 2000, p. 547).

An interview form consisting of seven open – ended questions has been prepared by the researcher. In order to provide validity, these questions have been asked to three domain experts and have taken their final shapes for the application.

2.4 The Analysis of Data

Descriptive analysis technique has been used in analysing data obtained in the end of the interview. In the descriptive analysis, with the aim of reflecting the opinions of the participants, quotations are often included directly (Yıldırım & Şimşek, 2006, p.224). Data obtained from the research have been analysed by grouping and interpreted by the researcher. While quoting, coding has been done by abbreviating the names of the participants such as post graduate student 1 (P.G.S.1), post graduate student 2 (P.G.S.2) (Yıldırım & Şimşek, 2006, p. 224).

3. Findings and Interpretation

In this chapter, findings obtained from the answers that the post graduate students participating in the research gave for the research questions have been included.

3.1. Findings Related to the Academic – Sense Contribution of the Course “Scientific Research Techniques and Science Ethics” in Determining Scientific Research Topics Such as Thesis Subject, Articles and so on

When the student opinions related to academic – sense contribution of the course “Scientific Research Techniques and Science Ethics” in determining scientific research topics such as thesis subject, articles and so on are examined, it is seen that all of the students consider this course highly contributive. The following are the student opinions related to this topic:

“I have learned all related to what I have to do about a scientific research and how I have to determine topics in this course. I make use of my acquirements in this course in other courses I take, too. In addition, I make use of my acquirements in this course in the institution I work for, too.” P.G.S.1

According to the opinions of P.G.S.1, it can be considered that the acquirements of the course “Scientific Research Techniques and Science Ethics” have great contribution both in post graduate education and career. The opinions of the P.G.S. 2 – 3 and 5 have been included in the following:

“I think that I have found the answers of the questions “What topic do I have to do research on? Is it possible to do research on this topic?” with this course. I don’t think no students who don’t take this course may find answers to these questions.” P.G.S.2

“With this course, I have learned in what order I have to study while determining a topic and that I cannot do a scientific study on any topics I think of.” P.G.S. 3

“After taking the course, I think that I better determine topics that I have never thought of before and that will contribute to the field related to my branch.” P.G.S.5

It can be said that there is an analogy in the opinions of P.G.S.2, P.G.S.3 and P.G.S. 5 and determining research topic, the course contributes greatly to the students in academic – sense.

3.2 Findings Related to the Contribution of the Course “Scientific Research Techniques and Science Ethics” in Making Use of Field Literature

When the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in making use of field literature have been examined, it is seen that a great majority of the students have expressed that the course “Scientific Research Techniques and Science Ethics” does not go amiss. The student opinions related to this topic are the following:

“I don’t think that there is another lesson in which I can learn this. Thanks to this course, I have learned that I have to acquire a great many sources about my field and to regard field literature in a critical way.” P.G.S.1

“I have learned Google Academy and how to make use of it in this course. Prior to starting post graduate education, I scanned too many sources but did not use these sources I had scanned in my study. I know better now what a scientific study is and how I can use certain studies in my own research.” P.G.S.4

“I did not previously know what type of choice and scanning I had to make related to the topic on which I thought of studying. But now, I read the abstract of the writing and assessing whether it is appropriate for my study or not, I go on or not. That is, I save time and workforce.” P.G.S.

7

From the opinions of P.G.S. 1, 4 and 7, it can be said that the course “Scientific Research Techniques and Science Ethics” has great contribution for them about how to make use of field literature, they save time and workforce by faster determining the field literature that will be useful for their studies and they think that they feel themselves more confident about this topic.

The opinions of P.G. S. 9 and P.G.S. 10 differ from the other students’. The opinions of the students are as follows:

“I am still not sure how to make use of field literature”. P.G.S. 9

“No, I do not know.” P.G.S. 10

It can be said that P.G.S. 9 and P.G.S. 10 think that they do not have sufficient knowledge about how to make use of field literature.

3.3 Findings Related to the Contribution of the Course “Scientific Research Techniques and Science Ethics” in Which Methods and Data Collecting Techniques Will Be Used for a Topic Intended to Do Research on

When the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in which methods and data collecting techniques will be used for a topic intended to do Research on have been examined, it can be said that all of the students feel themselves sufficient about determining which method to use, but feel themselves partially sufficient about which data collecting technique to use in the method and they think that this situation arises from the insufficiency of the applications performed during the course. Student opinions related to this topic are the following:

“I have sufficient knowledge to direct my study. However, I know that it is infinite and there is much I do not know about. Knowing which method to use is not sufficient, it has to be outcome – oriented. For instance, like composing. While composing, you have to compose considering how the end of the piece will register on the audience. I think this is the same for determining which methods and techniques to use in scientific research, too.” P.G.S.1

“It has certainly contributed. However, I don’t feel myself wholly proficient. I absolutely feel the need for consulting an instructor. Having taken the course “Scientific Research Methods”, I have noticed how an important and serious job determining methods is.” P.G.S.2

“I can determine the method. However, I cannot be sure about data collecting technique. I think that this will realize by performing more application.” P.G.S.4

“I can partially say that. I define the method. However, I cannot be sure with which data collecting technique I have to process this method. I think that it is necessary to reinforce with more examples.” P.G.S.5

“I can partially say that. I think over what the method and the technique could be. However, I don’t feel myself so equipped as to make a decision.” P.G.S. 7

3.4. Findings Related to the Contribution of the Course “Scientific Research Techniques and Science Ethics” in Having Sufficient Accumulation of Knowledge about Science and Research Ethics

When the student opinions related to the contribution of the course “Scientific Research Techniques and Science Ethics” in having sufficient accumulation of knowledge about science and research ethics have been examined, it can be said that students have sufficient accumulation of knowledge about science and research ethics and that they are more sensitive and careful about science and research ethics while performing their studies. The student opinions about this topic are as follows:

“Before starting post graduate education, I don’t have any ideas about this topic. I have achieved this awareness in the course “Scientific Research Methods and Techniques”. I am attentive to this topic during all the studies I make.” P.G.S.1

“I was not aware of the fact that it was such a critical topic at all.” P.G.S. 5

“I have achieved the awareness of the fact that there is no copy – paste thing in scientific studies and it is some theft. I get so frightened that I pay attention even while preparing simple course assignments. I feel a guilty conscience.” P.G.S. 7

3.5. Findings Related to the Eagerness of Post Graduate Students for Doing Research in the Topics about the Field

When the opinions of the students about doing research in the topics about the field have been examined, it is seen that the interest, eagerness and motivations of the students in doing research about the field are high and that the course “Scientific Research Methods” has contributed to these motivations in an improving way. However, it has been determined that some students have high motivations for doing research about the field but they feel themselves insufficient. The student opinions related to this topic are the following:

“I think that I am interested and eager to study related to my field. However, I think that I have to produce qualified outcomes as I will put my signature under every study I have achieved.” P.G.S. 1 ,

“I have the motivation not only for my own field but also for doing all types of scientific research. However, After I have taken this course, my first question is “What contribution will it have to the field? I am more selective now.” P.G.S. 4

It can be said that the opinions of P.G.S.1 and P.G.S.4 show parallelism with each other, the students are interested and eager to do scientific research and their producing qualified outcomes is among their primary targets.

The opinions of P.G.S.5 and P.G.S.6 are as follows:

"I love my field so much and my motivation is high. However, I am aware of my deficiencies about my field." P.G.S. 5

"You feel yourself as a scientist since the moment the course starts. The motivation reaches peak and you want to do everything. However, in the moment you get out of the door, maybe because of our different responsibilities, I do not know, the motivation collapses. You feel yourself insufficient." P.G.S. 6

The opinions of P.G.S. 5 and P.G.S.6 show parallelism with each other. It can be said that the motivations of the students are high but they feel themselves insufficient in studying related to their fields.

3.6. Findings Related to Being Inclined to Do Scientific Research in Terms of Field of Art

When the student opinions related to being inclined to do scientific research in terms of field of art have been examined, it can be said that all of the students think that they will take a performance – based education as they attend post graduate education in the field of fine arts but they notice that doing scientific research in the education process is at the forefront more. The student opinions related to this topic are the following:

"When I started the post graduate programme, I thought that I would branch out in the field of piano teaching. However, it turned out a disappointment for me when I came across a programme involving a more general education." P.G.S. 4

"The performance has always been at the forefront. The idea of doing scientific research has always put me into trouble." P.G.S. 5

"In fact, I was conscious of its importance. However, I was unaware of so many rules. When I started the programme, I had the dream of developing my instrument playing and also reflecting this development into scientific studies. However, I have understood it is not so. I have seen that scientific research requires serious endeavour and it is at the forefront more than the performance." P.G.S. 6

3.7 Findings Related to the Duration of the Course "Scientific Research Techniques and Science Ethics"

When the student opinions related to the course "Scientific Research Techniques and Science Ethics" have been examined, it can be said that all of the students find the duration of the course insufficient. The student opinions related to this topic are the following:

"It is absolutely necessary that it also be included in the second semester and that application be included more in the second semester." P.G.S.1

"It is sufficient in terms of weekly course hours. However, it should be included in the second term, too. There is a seminar course that we are to pass. We have also started to study considering for the thesis. However, we have difficulty in making precise decisions about how we will solve the things. If the course "Scientific Research Techniques and Science Ethics" were also included in the second term, we would support our studies." P.G.S.2

"It is absolutely not sufficient. There is only some lead – in but it does not continue. It should be included in at least two terms. Not only for me, I think that all of my friends have a weakness for the method part as well." P.G.S.4

"It has been good to take it in the first term. However, it should have continued in the second term too and we should have been forced to write an article related to our field. Because I think that learning will be better when there is some necessity." P.G.S.6

"The course content is too much for a term. It is a very important course, once you fail the primary topics, clearing it up becomes very difficult." P.G.S.9

It can be said that all of the students think that the course should also be included in the second term since a better learning will realize with the applied studies towards their fields. In addition, it is seen that they don't feel themselves sufficient in determining scientific research methods and directing their studies in view of the fewness of the course hours.

4. Conclusion and Recommendations

When the motivations of the students that have post graduate education in the field of fine arts towards the course "Scientific Research Techniques and Science Ethics" have been examined, it has been seen that the course positively contributes to the student's motivations towards their academic development and doing scientific research and that their awareness about directing their studies with the acquisitions in this lesson is high. Similarly, it has also been determined in Saraçoğlu's study (2005) that gym candidate teachers' achievement of the course "Research Methods" is at "good" degree and their research attitudes are at "positive" level.

It has been determined that the course "Scientific Research Techniques and Science Ethics" positively contributes to the academic studies of the students in terms of making use of the field literature but two students

do not feel themselves sufficient in this topic.

It is seen that students do not feel themselves sufficient in which methods and techniques to use for a topic intended to do research on? Similarly, in Aslan's study (2010), too, it has been reached the end of the fact that students that have post graduate education in Turkish education programmes perceive themselves as insufficient in research methods and techniques.

It is seen that all of the students find themselves sufficient in science ethics and that their motivations towards doing research in the topics related to their fields are high. However, it has been determined that some students' motivations are high but they feel themselves insufficient in doing research.

With the pre – approach of the fact that all of the students' will take a master degree in the field of fine arts, it is seen that they suppose they will study with a programme in which performance is at the forefront but they notice, with the start of the courses, that scientific research is at the forefront more. In addition, it has been determined that all of the students find the duration of the course insufficient.

Within the framework of the obtained results, the following recommendations can be made:

Within the framework of the obtained results from the answers of the students within the scope of the study, it is seen that students have sufficiency problem with determining and applying the appropriate data collecting technique for the method they will use in their scientific research. To enable this, it is considered necessary that the course be planned in a way to include more application and its duration be extended for two terms.

That the students come with the pre – approach of the fact that they will take a master degree in the field of arts may negatively affect their course achievement and motivations towards doing scientific research. For that reason, in terms of students' directing their academic studies, it is considered important that pre – informing towards the content of the education be presented to the students in the beginning of the course stage.

It is seen that students' motivations towards doing research in their fields are high. For that reason, students should be directed to do research by the course instructor and within the framework of science – art relation, by creating appropriate environments for the participation in research activities, the participation of the students should be provided. So as to direct students' academic studies, the collaboration among the instructor of the course “Scientific Research Techniques and Science Ethics”, student and student counsellor should be provided.

The course “Scientific Research Techniques and Science Ethics” is an important course in which students that have education in post graduate level get the acquirements with which they will direct their studies that they will realize in academic – sense. However, it has also importance in terms of the fact that it is the course in which especially the students that have post graduate education in the field of fine arts will ground science – art relation and realize their studies in the framework of this relation and acquire the ability of interpreting by assessing the information they get. For that reason, the fact that post graduate students in music education department have got maximum acquirement within the course “Scientific Research Techniques and Science Ethics” will contribute much to the development of their academic identity and directing their studies by determining the problems, methods and techniques related to the music field.

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