



Analysis of the attitudes of final year students in faculty of education towards postgraduate education¹

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Abstract

Teachers who are in the most important position of education process, are expected to educate next generations ideally and to become educators who improve himself to be more productive, who can reach scientific data and use these datum correctly. In this content, at our research, it was aimed at determining the attitudes of teacher candidates towards the postgraduate education which contributes both to their academical and professional progresses highly. Study group of the research consists of the seniors studying at the departments of primary school teaching, Turkish teaching and English teaching of Çanakkale Onsekiz Mart University, Faculty of Education, at 2013-2014 fall term school year. Research is descriptive and figured according to survey model. Datums of the research were obtained through “Attitude Scale Towards Postgraduate Education” which is built up by Unal and Ilter (2010) and were analyzed through percent, frequency, t-test and single direction variance analysis (One Way ANOVA) statistics techniques. At the research, it has been found out that average of the general attitudes of senior undergraduate students towards the postgraduate education is at the “agree” range; accordingly, it can be said that attitudes of the senior undergraduate students towards the postgraduate education are high. Besides, while the attitudes of the senior undergraduate students towards postgraduate education do not differ according to gender, type of highschool graduated; significant differences are found at the attitudes towards the postgraduate education according to curricula which is studied, general success average, request for academic career and the reason factors for preferring the programme studied.

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1. Introduction

Developments at the knowledge era necessitate curriculums to be updated constantly and teachers to make students to reach the information, not in a form which conveys the information purely, and to teach learning (Köksalan, İter and Görmez, 2010: 281). Today`s teacher should be a person who improves himself, who conveys his knowledge by applying modern teaching methods, who moves students to the center at the teaching process and who knows and applies the alternative assessment instruments. With this aspect, he should be able to solve the problems of the students and the society the way he solves his own problems (Başer, Narlı and Günhan, 2005: 130). It is necessary to increase the qualifications of the teachers who are the centerpiece of education system in order to shed light on the problems of society and to form the type of human which is needed. Hence, direct proportion between the quality in teaching profession and qualification of education make teaching profession to reach the desired standards, essential (Oren, Yılmaz and Güçlü, 2012: 190).

Teaching is one of the professions which is expected to take on a task and to play a role the most, among various areas of profession. These roles are expected to change gradually in the future. (Başer and the others, 2005: 130). However; the period of change makes it obligatory for teachers to improve their personal and professional features constantly. At this stage, it can be said that primary duty is on the postgraduate education. Postgraduate and doctoral programs which are given after undergraduate programs, in order teachers to make their personal and professional features more qualified, are evaluated as a highly important factor. Consequently, teacher training should be based on a reliable system, and this profession should take advantage of postgraduate education opportunities more. (Köksalan and the others, 2010: 282). By taking postgraduate education, teachers will be able to improve themselves in professional and personal aspects, to develop a creative, investigative identity, to approach situations from a different perspective. Thereby, they take an instructive, innovative, prescient role at the departments they work. (Dönmez, Aydoğdu, Sever and Aypay, 2012: 10-11).

There is no single definition of the term ‘postgraduate’ although it is often used to describe further study undertaken by those who already have a first degree. It is frequently used to refer to master or doctoral studies, but it also includes certificates and diplomas which are taught to a more academically demanding standard than undergraduate certificates and diplomas (House, 2010: 3). According to Postgraduate Education Regulations of the Council of Higher Education, postgraduate education consists of art proficiency programs which are conducted at branches of postgraduate, doctorate, art (CoHE, 1996: paragraph 1). Postgraduate education is the education which consists of postgraduate and doctorate educations based on undergraduate education and art proficiency study on the branches of art and medical speciality and teaching, scientific research, practicing activities which require teaching, scientific research, practicing activities (Unal ve İter, 2010: 2). According to Köksalan and the others (2010: 280), postgraduate education is an education programme which enhances the postgraduate power which has higher level knowledge and activity than undergraduate education by studying deeply at a knowledge domain. Postgraduate programme which takes place in higher education, is an education period during which the investigative individuals whom society needs, are raised. (Dönmez and the others, 2012: 10-11).

It can be said that postgraduate education has more than one objectives. According to the Higher Education Institution (YOK), purpose of the master`s programme with thesis is to make student to achieve the ability of gathering information by doing scientific researches, evaluating and paraphrasing the information . Purpose of the non-thesis master`s program is to give students information about professional subjects and to show how to use the current knowledge in practice. However; the purpose of the doctoral program is to enable learners to gain the ability to identify steps which are necessary to conduct researches independently, to comment by examining scientific events from a broad and deep point of view and to reach new syntheses (CoHE, 1996: paragraph 9, 14, 18). In other words, postgraduate education aims at giving individuals scientific process abilities, increasing their professional competence and evaluating social events with an academical understanding by giving them scientific point of view and by making them generate solutions. However; Köksalan and the others (2010: 281) state that postgraduate education has two objectives, one of them is to educate assistant professors and researchers for future of the Higher

Education Institutions and to form academical sub-structure; the other objective is to generate solutions to the problems about technological, economical and cultural advancements of countries.

Postgraduate education, as it's objectives are mentioned, is not given just to satisfy the academician need of the universities. Substantial function of postgraduate education is to enable professional knowledge, ability and competence to improve. Moreover; increasing the quantity and quality of the academicians who have a crucial role in educating the teacher candidates, plays an important part in enhancing the performance at all the grades of education. As stated at the paragraph 43 of the Basic Law of National Education, teaching profession is a special expertise profession (MoNE, 1973). Accordingly, teacher training should be based on postgraduate education or supported with postgraduate education so as to improve the quality of teaching profession which requires certain expertise knowledge and skills.

Teacher candidates to continue postgraduate education is possible on the condition that they realize postgraduate education term truly and really want this. In other words, to develop a positive attitude towards postgraduate education plays an important part at their future process of education. As Ozgüven (1994) defines: "attitude" is the state of emotional readiness or tendency which is observed as accepting or rejecting a specific person, group, institution or idea. It gains importance that in what way the teacher candidates accept or refuse postgraduate education, to which degree they are ready for the process of education; in other words, determining the attitudes towards postgraduate education. So, it is aimed at revealing how are the attitudes of teacher candidates towards postgraduate education and which factors effect the attitudes towards postgraduate education.

1.1. Objective of the research

In this research whose general objective is to specify the attitudes of the undergraduate seniors Çanakkale Onsekiz Mart University Faculty of Education towards the postgraduate education, it has been seeked for answers for these questions.

- 1) How are the attitudes of the senior undergraduate students towards the postgraduate education?
- 2) Do attitudes of the undergraduate seniors towards the postgraduate education differ in terms of gender, type of highschool graduated, type of curriculum studied, general success average, request for an academic career and preference the licence program studied?

2. Methodology

2.1. Model of the research

This research which aims at determining the attitudes of the undergraduate seniors towards postgraduate education and presenting whether the attitudes of the students towards the postgraduate education differ according to various factors, is in descriptive norms and figured with general survey model. According to Yıldırım and Şimşek (2008), descriptive model is by searching the current subject making the relation between the variables without making a change. Survey model is an approach aiming at describing a case which is either in the past or still existing as it is. Case, individual or object which become subject to the research, are defined as they are in their own conditions (Karasar, 2009). According to Büyüköztürk (2009) the important advantage of scanning research is to provide us information acquired by samples from different sources.

2.2. Study Group

Study group of the research consists of 150 students in total including 54 (%36) senior school teaching, 48 (%32) Turkish teaching and 48 (%32) English teaching students from faculty of education of Çanakkale Onsekiz Mart University at 2013- 2014 education year. 94 (%62,7) of the students are females and 56 (%37,3) of them are males. To identify the working group of the research quote model was used. Quote model provides researchers freedom and flexibility. Also constituents show tendency to choose the units that are suitable for them (Özmen, 2009: 35). In this

context, the research is conducted on the final year students optionally who are studying in selected departments taking into account of the groups wanted to be compared.

2.3. Data Collection Tool

Datum of the research is obtained through “Attitude Scale Towards Postgraduate Education” which is built up by Unal and Ilter (2010). 5 point likert scale consists of two dimensions: “function and request”. Terms of the scale are ranked in a way expressing 1 strongly disagree, 2 disagree, 3 partly agree, 4 agree and 5 strongly agree. Reliability of the scores obtained by the applied scale have been calculated by using the Cronbach Alpha (internal consistency). The reliability co-efficient (Cronbach alpha) of the scale which is made up of 15 items in total has been calculated by researchers as ,95; KMO value has been found as ,92. The reliability co-efficient which is calculated with the datum obtained from the sample group in this research has been found ,893. The obtained results indicate that the scale is reliable.

2.4. Analysis of the data

It has been made use of descriptive statistical techniques in determining the attitudes of undergraduate senior students at the faculty of education towards postgraduate education. Gap width of the scale is calculated with “group number to apply gap width” (Tekin, 1993) formula, arithmetic mean range used while evaluating the research findings is interpreted as; 1-1,80 strongly disagree, 1-81-2,60 disagree, 2,61-3,40 partly agree, 3,41-4,20 agree and 4,21-5,00 strongly agree. To analyze the data SPSS (Statistical Package for the Social Sciences) 18.0 was used. T-test and one-way analysis of variance (One Way ANOVA) are used in comparing the average points obtained from the scale at the research according to variances. Levene test to check the homogeneity of the group distribution at analysis of variance, LSD test to determine from which groups inter-groups difference result are done. P=0,05 significance level is based in interpreting the results.

3. Findings

At the research, firstly, it is sought for answer to the question “How are the attitudes of the senior undergraduate students towards the postgraduate education?”. Point averages and standard deviations of the participants related to overall of the scale and related sub-dimensions are represented on the Table 1.

Table 1. Attitudes of The Senior Undergraduate Students Towards The Postgraduate Education

Attitudes	N	Lowest	Highest	\bar{X}	S
Function Dimension	150	2,56	5,00	4,0570	,53353
Request Dimension	150	1,00	5,00	3,2644	,91250
General Attitudes	150	2,20	5,00	3,7400	,60021

When looked at the average points which senior undergraduate students got from the scale, it has been found out that the attitudes of the senior undergraduate students are at the “agree” range ($\bar{X} = 3,74$). Accordingly, it can be said that attitudes of the senior undergraduate students towards the postgraduate education are high. When looked at the average points which senior undergraduate students got related to sub-factors of the scale, it can be seen that point average related to sub-dimension function is ($\bar{X} =4,0570$); point related to sub-dimension request is ($\bar{X} =3,2644$). This means that attitudes of senior undergraduate students towards the function of postgraduate education are higher than the attitudes towards their request for postgraduate education. These results mean that senior undergraduate students develop a higher attitude towards to the function of postgraduate education but, relatively want postgraduate education less.

At table 2 below, T test statistics results about whether the attitudes of seniors towards postgraduate education differ in terms of gender factor.

Table 2. T test results of the attitudes of senior undergraduate students towards postgraduate education in terms of gender factor

Attitudes	Gender	N	\bar{X}	S	sd	t	p
Function dimension	Female	94	4,0898	,44303	148	,975	,331
	Male	56	4,0020	,65904			
Request dimension	Female	94	3,2606	,88312	148	,066	,947
	Male	56	3,2708	,96795			
General attitude	Female	94	3,7582	,53163	148	,479	,633
	Male	56	3,7095	,70467			

p< .05*

Attitudes of senior undergraduate students towards postgraduate education do not show a meaningful difference in terms of gender. [$t_{(148)} = 0,479$, $p > .05$]. Nominately, It can be said that the attitudes of female and male students towards postgraduate education are similar. Point average regarding the sub-dimensions of the scale does not prove a meaningful difference in terms of gender factor. Gender factor does not have a significant impact on the attitudes of senior undergraduate students towards postgraduate education.

At the table 3 below, f test statistical inferences whether attitudes of senior undergraduate students towards postgraduate education differ in terms of the type of highschool graduated, take place.

Table 3. F- test inferences regarding attitudes of senior undergraduate students towards postgraduate education in terms of the type of highschool graduated

Attitudes	Type of the highschool graduated	N	\bar{X}	S	F	p	Significant difference
Function dimension	General highschool	50	4,1267	,46060	2,332	,101	----
	Anatolian highschool	70	4,0857	,48898			
	Anatolian teacher highschool	30	3,8741	,70014			
	Total	150	4,0570	,53353			
Request dimension	General highschool	50	3,1333	,97124	1,015	,365	----
	Anatolian highschool	70	3,3714	,87834			
	Anatolian teacher highschool	30	3,2333	,88906			
	Total	150	3,2644	,91250			
General attitude	General highschool	50	3,7293	,57086	,979	,378	----
	Anatolian highschool	70	3,8000	,55766			

Anatolian teacher highschool	30	3,6178	,73217
Total	150	3,7400	,60021

p< .05*

According to the results of one-way analysis of variance related to the type of highschool graduated of senior undergraduate students, attitudes of senior undergraduate students towards postgraduate education do not show significant difference [$F_{(2-147)}=,979$, $p> .05$]. Average of the points which the students who graduated from general highschool took from the attitude scale regarding to postgraduate education: $\bar{X} = 3,7293$, average of points which the students who graduated from Anatolian highschool took from the attitude scale: $\bar{X} = 3,8000$, and the average of points which the students who graduated from Anatolian teacher highschool took from the scale $\bar{X} = 3,6178$ are close. Also, average points regarding to sub-dimensions of the scale do not differ significantly in terms of type of highschool graduated.

At table 4 below, F test statistical inference results regarding to the fact that whether the attitudes of senior undergraduate students towards postgraduate education differ in terms of the type of curricula studied.

Table 4 . F test results of the attitudes of the senior undergraduate students towards postgraduate education in terms of type of programme studied

Attitudes	Type of programme studied	N	\bar{X}	S	F	p	Significant difference
Function dimension	Primary school teaching	54	4,0617	,47124	3,909	,022*	2-3
	English teaching	48	4,2037	,44405			
	Turkish teaching	48	3,9051	,63972			
	Total	150	4,0570	,53353			
Request dimension	Primary school teaching	54	3,2006	,95297	,296	,745	----
	English teaching	48	3,3403	,92762			
	Turkish teaching	48	3,2604	,86288			
	Total	150	3,2644	,91250			
General attitude	Primary school teaching	54	3,7173	,59571	1,557	,214	----
	English teaching	48	3,8583	,49976			
	Turkish teaching	48	3,6472	,68444			
	Total	150	3,7400	,60021			

p< .05*

Attitudes of senior undergraduate students towards postgraduate education do not differ significantly in terms of type of programme studied [$F_{(2-147)}=1,557$, $p> .05$]. Average of the points which the students studying at primary school teaching took from the scale $\bar{X} = 3,7173$, average of the points which the students studying at English teaching department took from the scale $\bar{X} = 3,8583$ and, average of the points which the students studying at Turkish teaching took from the scale $\bar{X} = 3,6472$ are close. However, average of points taken, related to the function dimension of the scale, differ significantly in terms of type of programme studied $F_{(2-147)}=3,909$, $p< .022$].

According to LSD test results with reference to from which groups difference result, senior undergraduate students studying at English teaching have a more positive attitude than the senior undergraduate students studying at Turkish teaching related to the function of postgraduate education.

At the table 5 below, F test statistical inferences whether the attitudes of senior undergraduate students towards postgraduate education differ in terms of general success average variance take place.

Table 5. F test results of the attitudes of senior undergraduate students towards postgraduate education in terms of general success average variance

Attitudes	General success average variance	N	\bar{X}	S	F	p	Significant difference
Function dimension	Under 2.00	2	4,3889	,54997			
	2.00-2.49	27	4,0329	,72391			
	2.50-2.99	55	3,9737	,52898	1,329	,262	-----
	3.00-3.49	55	4,0848	,42335			
	3.50-4.00	11	4,3333	,46878			
	Total	150	4,0570	,53353			
Request dimension	Under 2.00	2	3,5833	,11785			
	2.00-2.49	27	2,8395	1,2459			4-2
	2.50-2.99	55	3,1485	,84843	3,446	,010*	5-2
	3.00-3.49	55	3,4879	,73483			4-3
	3.50-4.00	11	3,7121	,69957			
	Total	150	3,2644	,91250			
General attitude	Under 2.00	2	4,0667	,37712			
	2.00-2.49	27	3,5556	,82834			4-2
	2.50-2.99	55	3,6436	,55913	2,582	,040*	5-2
	3.00-3.49	55	3,8461	,48617			5-3
	3.50-4.00	11	4,0848	,49808			
	Total	150	3,7400	,60021			

p< .05*

Attitudes of senior undergraduate students towards postgraduate education show significant difference in terms of their general success average [$F_{(4-145)}=2,582$, $p < .05$]. According to LSD test results with reference to from which groups difference result, attitudes of senior undergraduate students whose general success average is between 3.00-3.49 towards postgraduate education $\bar{X} = 3,8461$ and attitudes of senior undergraduate students whose general success average is between 3.50-4.00 towards postgraduate education $\bar{X} = 4,0848$ are higher than attitudes of senior undergraduate students whose general success average is between 2.00-2.49 towards postgraduate education $\bar{X} = 3,5556$. Besides, attitudes of senior undergraduate students whose general success average is between 3.50-4.00 towards postgraduate education are higher than the attitudes of senior undergraduate students whose general success average is between 2.50-2.99 towards postgraduate education $\bar{X} = 3,6436$.

At table 6, T test statistical inferences about the fact that whether the attitudes of senior undergraduate students towards postgraduate education differ in terms of gender factor, take place.

Table 6. T test results of attitudes of senior undergraduate students towards postgraduate education in terms of academical career request factor

Attitudes	Request status for academical career	N	\bar{X}	S	sd	t	P
Function dimension	Yes	91	4,2002	,44789	148	4,318	,001*
	No	59	3,8362	,58152			
Request dimension	Yes	91	3,7381	,49823	148	10,317	,001*
	No	59	2,5339	,92681			
General attitude	Yes	91	4,0154	,39840	148	8,477	,001*
	No	59	3,3153	,61374			

p< .05*

Attitudes of senior undergraduate students towards postgraduate education differ significantly according to their request status for an academical career [$t_{(148)} = 8,477$, $p < .05$]. Points average of the attitudes towards postgraduate education of the students who want academical career $\bar{X} = 4,0154$ are higher than the points average of attitudes towards postgraduate education of the students who do not want academical career. About the “function and will” sub-dimensions of scale, points average of attitude towards postgraduate education of those who want academical career are higher than of those who do not want academical career. These findings show that request status for academical career differentiate the attitudes of senior undergraduate students towards postgraduate education significantly.

At table 7 below, F test statistical inference whether the attitudes of seniors towards postgraduate education differ in terms of reason factor to choose the programme they study, take place.

Table 7. F test results of attitudes of senior undergraduate students towards postgraduate education in terms of reason factor to choose the programme studied

Attitudes	Reason to choose the programme studied	N	\bar{X}	S	F	p	Significant difference
Function dimension	My desire	110	4,1343	,46757	3,105	,028*	1-3
	My parent's desire	9	3,9259	,78567			
	Ease at employment	18	3,8272	,60165			
	Sufficiency of my grade	13	3,8120	,64212			
	Total	150	4,0570	,53353			
Request dimension	My desire	110	3,2955	,88758	,157	,925	---
	My parent's desire	9	3,1852	1,27868			
	Ease at employment	18	3,1852	,97500			
	Sufficiency of my grade	13	3,1667	,84437			
	Total	150	3,2644	,91250			
General attitude	My desire	110	3,7988	,54288	1,359	,258	---
	My parent's desire	9	3,6296	,92021			
	Ease at employment	18	3,5704	,67339			
	Sufficiency of my grade	13	3,5538	,68388			
	Total	150	3,7400	,60021			

p< .05*

Attitudes of senior undergraduate students towards postgraduate education do not differ significantly in terms of their reason to choose the programme they study [$F_{(3-146)}=1,359$, $p> .05$]. However, average points of the senior undergraduate students taken from function sub-function dimension of attitude scale towards postgraduate education differ significantly in terms of reason to choose the programme studied [$F_{(3-146)}=3,105$, $p< .05$]. According to LSD test results which is done to determine that between which groups, the difference exists, it can be inferred that average of attitude points of the students who choose the programme they study voluntarily, towards postgraduate education ($\bar{X} = 4,1343$) are higher than the average of points of the students who choose programme they study because of ease at employment ($\bar{X} = 3,8272$) and adequacy of grades ($\bar{X} = 3,8120$). Average of attitude points related to request sub-dimension of the scale does not change among the students who choose the programme they study for different reasons.

4. Conclusion, Discussion and Suggestions

Now that the average of general attitude points of the senior undergraduate students towards postgraduate education is at “agree” range at the research; attitudes towards postgraduate education are said to be very high. Besides, that the average of points of function sub-dimension is at “agree” range proves that the attitudes of senior undergraduate students towards the function of postgraduate education are high. That points average taken from request sub-dimension, is between “partly agree” shows that attitudes of senior undergraduate students towards postgraduate education are at medium level. In other words, it can be said that attitudes of senior undergraduate students towards the function of postgraduate education are higher than the attitudes towards their request for postgraduate education. Also at Unal and Ilter’ (2010) study, it was reached the outcome that attitudes of primary school teacher candidates towards the function of postgraduate education are not high but higher than the attitudes towards the request for postgraduate education. Ilhan, Sünkür and Yılmaz (2012) prove that attitudes of school teachers towards postgraduate education; although they are not so high, are positive. Köksalan and the others (2010) also reached the outcome that attitudes of school teacher candidates towards their request for postgraduate education are not that high. These results support that attitudes of teacher candidates towards the function of postgraduate education are higher than the attitudes towards request for postgraduate education. In other words, it can be said that senior undergraduate students view the function of postgraduate education as significant, but have hesitation on the point of request for postgraduate education. Reason of that can be said to be the teacher candidates’ concern for the future and desire to take a position immediately. Oren and the others (2012) reach the conclusion that teacher candidates associate their reason not to want postgraduate education to the subjects such as “concern for the future”, “guarantee for position at government” and “appointment condition”.

In the context of second question of research, it has been detected that attitudes of senior undergraduate students towards postgraduate education do not differ significantly in terms of gender. So, points between male and female students, taken from attitude scale towards postgraduate education, do not differ significantly. It can be inferred that gender factor does not have a meaningful effect on senior undergraduate students to develop an attitude towards postgraduate education. While this outcome conflicts with the studies of Unal and Ilter (2010) and Oren and the others (2012), it jibes with the studies of Ilhan and the others (2012). It can be said that this differentiation results from sample difference.

It has been detected in the research that the attitudes of senior undergraduate students towards postgraduate education do not differ significantly in terms of type of highschool graduated. This result differs from the study results of Unal and Ilter (2010). It can be said that this difference result from the fact that Unal and Ilter (2010) conducted their researches with school teacher candidates.

It has been detected in the research that general attitude points of senior undergraduate students towards postgraduate education do not differ significantly in terms of the type of programme studied. However, it has been come to the conclusion that undergraduate students who study at English teaching have higher attitude towards function sub-dimension of the scale than the undergraduate students who study at Turkish teaching. At the study of Ilhan and the others (2012), it has been deduced that primary school teacher candidates have a higher attitude than mathematics teacher candidates. It has been stated that this outcome may result from the fact that primary school teaching students take an education on multiple disciplines. Within the scope of our research, reason that the attitudes of English teacher candidates towards the function of postgraduate education are higher than Turkish teacher candidates may result from the fact that foreign language is a necessity for postgraduate education.

It has been detected in the research that general attitude points of senior undergraduate students towards postgraduate education differ significantly according to general success average range. It has been found that attitudes of senior undergraduate students whose general success average is between 3.00-3.49 and 3.50-4.00 are

higher than the attitudes of senior undergraduate students whose general success average is between 2.00-2.49 towards postgraduate education. Also, it has been found that the attitudes of the senior undergraduate students whose general success average is between 3.50-4.00, towards postgraduate education are higher than attitudes of senior undergraduate students whose general success average is between 2.50-2.99 towards postgraduate education. When looked whether the attitude concerning sub-dimensions of scale towards postgraduate education differ in terms of the general success average range, no significant difference has been found among points average regarding function sub-dimension in terms of general success average. It turns out that general success average concerning request sub-dimension of scale of the students whose general success average related to request sub-dimension is between 3.00 -3.49 and 3.50-4.00 have a higher attitude than the students whose general success average is between 2.00-2.49; the students whose general success average is between 3.50-4.00 have a higher attitude than the students whose general success average is between 2.50-2.99. At a similar research which was conducted by Dönmez and others (2012), it was found that general attitudes of teacher candidates towards postgraduate education do not differ in terms of academic average factor. At the same research, in terms of both function and request sub-dimensions, it was seen that attitudes towards postgraduate education do not differ according to academic average factor.

It has been detected in the research that general attitude points of senior undergraduate students who want academic career towards postgraduate education are higher than general attitudes points of senior undergraduate students who do not want academic career. When looked at the average attitude points concerning both two sub-dimensions of the scale, it has been come to the conclusion that the students who request for academic career have a higher attitude than the students who do not request for academic career.

It has been detected that general attitudes of senior undergraduate students towards postgraduate education do not differ significantly according to their reason to choose the programme they study. But, when analyzed the points average regarding sub-dimensions of the scale, it has been deduced that attitude points taken concerning function sub-dimension differ according to reason to choose the programme studied, and attitudes of students who choose the programme they study willingly towards the function of postgraduate education are higher than of the students who choose the programme they study for the reason of ease at work and adequacy of their grade. At the research conducted by Dönmez and the others (2012), it was found that attitude points related to function dimension do not differ according to programme type studied; however, attitude points concerning request sub-dimension differ among the teacher candidates who study at different undergraduate programs.

These suggestions can be made in the direction of the results got from the research:

In order to take the attitudes of senior undergraduate students towards postgraduate education to higher stage, *seminars, scientific meetings and conferences* can be organized to raise students` awareness about postgraduate education and to motivate them in this direction.

As English language is an important criteria at postgraduate education, during their undergraduate education, candidates studying at other branches of teaching can be given foreign language education at a sufficient level and be encouraged in this direction.

By observing the academic achievement of the teacher candidates throughout the period of education, studies which promote success can be conducted.

In order teacher candidates to develop more positive attitude towards postgraduate education, highschool can guide students better in leading to postgraduate programs in line with students` personal choices.

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