

Expectations of Students in the Educational Administration, Supervision, Planning and Economics Master's Program without Thesis and Their Opinions Regarding the Satisfaction of Their Expectations

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ABSTRACT In this study, the expectations and ideas of the students of the Educational Administration, Supervision, Planning and Economics Graduate Program without Thesis are determined. The study group of the research consists of 34 educators who completed the course section of the Program in the 2013-2014 academic year. In order to get data, two open-ended questions were asked: What were your expectations before applying to the program? What are your ideas about the fulfillment of your expectations after completing the course section of the program? The data was analyzed using a qualitative technique. The results indicate that the students of the program have various expectations, which are categorized as organizational expectations and individual expectations. Results show that administrators and teachers have both common and different expectations. The individual expectations of both administrators and teachers are fulfilled. On the other hand, some of their organizational expectations are not fulfilled.

INTRODUCTION

A country's development and its ability to grow into a modern society and compete with others depend on its qualified human resources. Qualified human resources can be ensured only through qualified education. In an open-society system, education institutions are expected to grow qualified individuals since they affect the social life and order directly by their outcomes. Accordingly, the Turkish education system tries to grow qualified individuals through its organized structure.

The Turkish education system is constructed on a basic structure as formal and non-formal education. Formal education in Turkey includes: (1) pre-primary education, (2) primary education, (3) secondary education, and (4) higher education (CoHE 2014; Kiral 2015: 92-95). On the other hand, non-formal education includes all the educational activities organized with or without formal education (Oguz 2015: 66). In pre-school education, the Turkish education system generally aims to develop children physically, cognitively, emotionally and teaches them to speak Turkish fluently and correctly. In primary education, it aims to provide students with basic knowledge, skills, behaviors and habits in order to create

common citizens. In secondary education, it aims to qualify students for work life and prerequisites for higher education. Moreover, in higher education it aims to equip students with necessary qualifications for a specific job and develop researching, questioning and producing skills.

Consequently, teaching of knowledge is the basic function of primary and secondary education, on the other hand, production and dissemination of knowledge is the prior and main function of higher education (Erdem 2006, 2013). Higher education plays a role in training qualified manpower, which is the impulse of the development of country and scientists and researchers who are responsible for the production and dissemination of knowledge. Higher education tries to provide all these functions through associate degree programs, undergraduate and graduate programs. Evidently, the final step of the education system is a graduate program, which is responsible for the development of highly qualified manpower, and also scientists and researchers that are the source of production and dissemination of knowledge (Saglam 2007). In universities, graduate education is organized as an education level of an organization, which has a separate administrative structure. Fundamentally, higher education can be regarded as a world-

wide application. On the other hand, it is not a unique global system, but more complex than it. Higher education is the combination of network of different ideas, information and resources (Marginson 2006).

According to the 2547-Higher Education Law of Turkey, higher education consists of masters, doctorate, speciality in medicine, and competence in art education programs. Master's program is a part of higher education, which aims to provide education training and results of a research on the basis of any undergraduate program. On the other hand, doctorate program is a higher education program that aims to provide the results of an original research, which can be based on either a six term undergraduate program or at least four semesters of a master's program or specialist degree (regulated by Ministry of Health and Social Aids) gained in any laboratory branch by graduates of pharmacy or science faculties (Karakutuk 2001). In universities and faculties, the responsibility to provide graduate education and training, make scientific research and practice in similar and related science branches belongs to institutes, which are in the Higher Education Council. By this way, Social Sciences, Medical Sciences, Applied Sciences and Educational Sciences Institutions are constructed in universities in order to provide graduate education in departments, which are already providing undergraduate education. The aim of graduate programs, especially the doctorate programs, is to provide necessary knowledge, skills and attitudes for being able to make independent research, analyze and interpret scientific events with a wide and deep perspective, determine steps to reach new synthesis and adopt new technologies (Tosun 1997: 7-8; cited in Saglam 2007: 9). Accordingly, higher education must provide independent learning skills to individuals (Gow and Kember 1990: 307). So, at the end of graduate education, the individuals are expected to be an expert or specialist in the related science area. Thus, this is the last phase of education as formation. Moreover, researches show that knowledge specialization and differentiation will continue to increase (Muller 2015), hence graduate education is an important phase for the new age.

Master's programs are divided into two, those with a thesis and those without thesis. Master's programs without thesis can be completed in one year after successfully completing necessary courses and submitting a final project. On the other hand, in master's programs with thesis, the first year the courses are held and during the

second year, the thesis is prepared. It can be claimed that generally the ones who want to be an academician prefer master's programs with thesis, however the ones who work in any other field and want to complete master's program in an easier way prefer master's programs without a thesis. Moreover, one of the reasons for the preferability of master's programs without thesis can be the timing of courses. The courses are given in evening education and it is ideal for the ones who work. Also, there is no prerequisite for foreign language. Master's programs vary according to the related field. Generally, educators (teachers, principals and so on) study the Educational Administration, Supervision, Planning and Economics Master's Program, which is the subject of current research. Graduates of this master's program have a relative advantage in appointment as administrators and supervisors by the Ministry of National Education. Hence, many educators complete the Educational Administration, Supervision, Planning and Economics Master's Program without Thesis either by distance education or evening education in private or public universities. In this research, it is aimed to determine the expectations of administrators and teachers studying in and about to complete the Educational Administration, Supervision, Planning and Economics Master's Program without Thesis and their opinions regarding the satisfaction of their expectations. Today, the competition shows itself to be increasing in many areas including education. Hence, in order to supply this education demand and at the same time provide qualified manpower it is necessary to analyze expectations and needs of the ones who demand education and take precautions accordingly, which is one of the basic responsibilities of education providers. In accordance with this purpose, the following research questions are answered.

1. What were the expectations of the participants before applying to the master's program without thesis?
2. What are the opinions of the participants about the fulfillment of their expectations after starting the master's program without thesis?

METHODOLOGY

The research design is a descriptive survey model since it tries to determine the current state of the problem. Descriptive survey studies are used frequently in social sciences and try to de-

scribe facts or events by collecting the opinions of individuals with respect to that fact or event (Lodico et al. 2006: 157; Scott and Morrison 2007: 232). Moreover, the validity of a survey research is high (Karakaya 2011: 60). In research, convenience sampling and criterion sampling are used as a sampling method (Yildirim and Simsek 2006). The study group of the research includes the educators who studied Educational Administration, Supervision, Planning and Economics Master's Program without Thesis in the Faculty of Education in Adnan Menderes University in the 2012-2013 academic year. 34 educators participated to the study voluntarily. Four questions, referring to the participants' demographic information and two open-ended questions were asked. For the content validity of the questions, two field experts were consulted. The data was analyzed using the qualitative (content analysis) technique. Since mass descriptive data is gathered in qualitative researchs, first of all the

data was organized and coded. Then the main themes and sub-themes were gathered from coded data. Each sub-theme under the main theme was considered, as the expectations of educators and the ideas regarding the satisfaction of those expectations were determined. The data was analyzed by two researchers and the reliability of the study was calculated using the formula: $[\text{Number of agreements} / (\text{Total number of agreements} + \text{number of disagreements})]$ (Miles and Huberman 1994: 64). The reliability of the study was determined as eighty-nine percent and it was accepted as a significant level of reliability for this research.

RESULTS

The demographic characteristics of the participants studying the Educational Administration, Supervision, Planning and Economics Master's Program without Thesis are summarized in Table 1.

Table 1: Demographic characteristics of participants

<i>Code</i>	<i>Age</i>	<i>Service year*</i>	<i>Duty</i>	<i>Gender</i>
A1	43	13	Vice Provincial Director of National Education	M
A2	45	18	District Director of National Education	M
A3	48	13	Principal	M
A4	43	13	Principal	M
A5	45	10	Principal	M
A6	33	5	Principal	W
A7	39	15	Principal	M
A8	41	11	Principal	M
A9	51	14	Principal	M
A10	40	1	Principal	M
A11	45	14	Principal	M
A12	39	7	Principal	M
A13	30	2	Principal	M
A14	37	5	Vice principal	M
A15	43	3	Vice principal	M
A16	30	5	Vice principal	M
A17	39	6	Vice principal	M
A18	40	9	Vice principal	M
A19	36	8	Vice principal	M
A20	42	13	Vice principal	M
A21	37	5	Vice principal	M
A22	30	5	Vice principal	W
A23	35	5	Vice principal	M
A24	25	3	Teacher (substitute administrator)	M
A25	40	13	Teacher	W
A26	37	12	Teacher	W
A27	40	11	Teacher	W
A28	26	2	Teacher	W
A29	37	12	Teacher	M
A30	35	8	Teacher	M
A31	36	11	Teacher	M
A32	33	6	Teacher	M
A33	31	5	Teacher	M
A34	38	13	Teacher	M

*For administrators, service year in administration and for teachers service year in teachership is considered.

When Table 1 is examined it is seen that one of the participants is a Vice Provincial Director of National Education, one of them is the District Director of National Education, 11 of the participants are principals, 10 of them are vice principals, one of them is teacher with an administrative duty and 10 of them are teachers. The age range of administrators is 25-51 years and their service years are between 2 and 18. The teachers' age range is 26-40 years and their service years are between 2 and 15. Moreover, it can be concluded that most of the participants are male and the number of administrators is higher than number of teachers.

The expectations of administrators and teachers are organized under two themes, namely, organizational expectations and individual expectations. While organizational expectations are

structured under three sub-themes, namely, administrative, academic and career expectations, individual expectations are structured under two sub-themes as socio-cultural and development-learning expectations. The administrators' and teachers' individual expectations are demonstrated in Table 2 and organizational expectations are summarized in Table 3. In each table, the administrators' and teachers' expectations are given in separate columns.

As it is seen in Table 2, while administrators express 13 expectations related to development and learning, teachers emphasize nine expectations and seven of these expectations are common between administrators and teachers. Moreover, administrators express four and teachers express two expectations as socio-cultural expectations and those two expectations are com-

Table 2: Administrators and teachers individual expectations and frequencies

Main themes	Sub themes	Number/Administrators' expectation expressions	f	Number/Administrators' expectation expressions	f
<i>Individual Expectations</i>	<i>Development-Learning Expectations</i>	1-Increasing personal development	24	1-Increasing personal development	10
		2-Learning how to prepare research or subject scientifically	15	2-Learning how to prepare research or subject scientifically	7
		3- Improving undergraduate gainings	9	3- Improving undergraduate gainings	6
		4- Looking from different perspective to the facts and events	22	4- Looking from different perspective to the facts and events	5
		5- Increasing self-esteem and self actualization	16	5- Increasing self-esteem and self actualization	8
		6- Increasing the level of knowledge	13	6- Increasing the level of knowledge	7
		7- Getting masters degree	19	7- Getting masters degree	9
		8- Learning about how to make a scientific presentations	5	8- Learning new knowledge related to education	6
		9- Adopting to the innovations	6	9- Rainforcing reading habits by a higher order education	4
		10- Learning how to discuss in a scientific frame	8		
		11- Producing original ideas	3		
		12- Expressing ideas consciously	7		
		13-Showing academic sufficiency	2		
<i>Socio- cultural Expectations</i>	<i>Socio- cultural Expectations</i>	1-Interacting socially	5	1-Interacting socially	3
		2-Accessing to social activities	2	2-Accessing to social activities	1
		3-Understanding the world and the Turkey	1		
		4-Social reflections (prestige, other peoples views)	3		

Table 3: Administrators and teachers organizational expectations and frequencies

<i>Main themes</i>	<i>Sub themes</i>	<i>Number/Administrators' expectation expressions</i>	<i>f</i>	<i>Number/Administrators' expectation expressions</i>	<i>f</i>
<i>Organizational Expectations</i>	<i>Administrative Expectations</i>	1-Increasing professional development	24	1-Increasing professional development	10
		2-Reflecting the gained knowledge to institutions	15	2-Reflecting the gained knowledge to institutions	2
		3-Gaining experience in the field of school management	7	3-Learning the theoretical basis of the problems faced in schools and generating solutions	3
		4-Managing the school as being educated in educational administration program	21	4-Being together with the experienced ones	2
		5-Specialising in school management and acting this role scientifically	19		
		6-Being more beneficial for students, teachers and parents	12		
		7-Being an effective and efficient administrator	4		
		8-Understanding academic environment and cooperating with them	6		
		9-Learning how to act in positive or negative events in administration	5		
		10-Analysing deficiencies of practice in field and eliminating them	11		
		11-Combining theory and practice	14		
<i>Academic Expectations</i>	<i>Academic Expectations</i>	1- Discussing the regulations of education	8	1- Discussing the regulations of education	3
		2- Learning about academic and scientific works	15	2- Learning about academic and scientific works	3
		3- Learning different perspectives of education	11	3- Getting information about educational administration	6
		4-Learning the theories of educational administration	13	4- Learning the perspectives of administrators about education	2
		5-Learning about educational administration and closing deficits.	10		
		6-Learning new methods and strategies of the field	9		
		7-Being able to conduct scientific publications in management field and presenting them	6		
		8-Being informed about the changes in curriculum	7		
		9-Following the publications of the field consciously	8		
		10-Questioning the education with a critical manner	9		
<i>Career Expectations</i>	<i>Career Expectations</i>	1-Getting diploma by easier way	5	1- Getting diploma by easier way	2
		2-Occupationlacarreer and possibility of promote	13	2-Occupation and carreer and possibility of promotion	4
		3- Being one step forward than the other colleaguages	11	3- Being one step forward than the other colleaguages	3
		4- It is a part of my career plan	9	4- It is a part of my career plan	4
		5- Being an administrator in an urban school	1	5- It will be compulsory for the selection and appoinment of administrators in the future	6
		6- Being advantaged in administrator appointments	2		

mon between both of them. Administrators and teachers state the expectation *"increasing personal development"* with highest frequency. While administrators state the expectation *"showing academic sufficiency"* with lowest frequency, teachers state, *"reinforcing reading habits by a higher order education"* with lowest frequency. When the theme is socio-cultural expectations, both administrators and teachers expect *"interacting socially"* most frequently. Also, administrators expect *"understanding the world and Turkey"* and teachers expect *"accessing to social activities"* least frequently.

Administrators (n=24) and teachers (n=10) state that all their expectations are fulfilled except joining social activities. Following sentences are direct quotations of the participants' expressions reflecting their expectations and their opinions regarding the satisfaction of those expectations.

"I was expecting it to improve my personal development. I had to read so many books throughout the program. Especially the critical pedagogy course was so effective in my development." A6

"I was expecting to develop myself. I think this education developed me as much as possible. I had to read many books that I have never read that much before." A33

"I want to see that I am sufficient academically. I am going to certify it after I complete this program." A22

"I love reading and I would like to combine it with a higher order education. With this program, I both, read a lot and will have a diploma." A26

"I hoped to interact socially with people in a different environment after so many years. Our friend group was so good. I had perfect times. Although the courses were a little bit challenging, everything was fine and good." A9

"I expected to understand the world and Turkey better. I learned to observe and criticize the events occurring in the world and Turkey with a wider perspective." A8

"I was expecting that there would be social activities. There would not many attempts in the social activities dimension. There would be social activities and it would help us socialize better." A31

Table 3 indicates that administrators state 11 expectations and teachers state four expectations regarding their administrative expectations and

two of these expectations are common between administrators and teachers. Moreover, it is seen that administrators state 10 expectations and teachers state four expectations regarding their academic expectations and two of them are common between administrators and teachers. Also, administrators express six expectations and teachers express five expectations regarding their career expectations and four of them are common between participants. Administrators and teachers state the expectation *"increasing professional development"* with highest frequency as their administrative expectations. While administrators state the expectation *"being an effective and efficient administrator"* with lowest frequency, teachers state, *"being together with experienced ones"* with lowest frequency. When the theme is academic expectations, administrators expect *"learning about academic and scientific works"* most frequently and *"being able to conduct and present scientific research in management"* least frequently. However, teachers expect *"learning about educational administration field"* most frequently and *"learning the perspectives of administrators about education"* least frequently. Moreover, as a career expectation, administrators state the expectation *"occupational career and possibility of promote"* with highest frequency and *"being an administrator in an urban school"* with lowest frequency. On the other hand, teachers state the expectation *"it will be compulsory for the selection and appointment of administrators"* with highest frequency and *"getting diploma by easier way"* with lowest frequency.

Administrators state that the expectations numbered 1, 2, 4, 5, 6, 7, 10 and 11 under the theme administrative expectations are satisfied, while their expectations numbered 3, 8 and 9 are not satisfied. Teachers express that all their administrative expectations are satisfied. Following sentences are some participants' direct quotations regarding the satisfaction of their administrative expectations.

"It was to learn the answer of how to do better in what I do by satisfying professional development. I saw that there are a lot of subject related to my professional development, which I do not know. I am happy with the education I received that I realized my professional inadequacy and had a chance to fulfill it." A23

"It was to develop myself professionally and to adopt more and faster to innovations. I be-

lieve that I developed myself professionally and I am able to adapt to innovations. The education I received is the proof of this.” A34

“I was expecting to be more an effective and efficient school principal by the knowledge I received. I believe to reach this by the knowledge I get, or at least I take a step forward.” A12

“I was expecting to be with the experienced ones regarding school management and benefit from their experiences. There were mainly school manager friends in our class. I benefited from their experiences such as what are the problems of practice in field of administration, how the problems are solved... I believe that those experiences will stand me in good stead in the future.” A28

Administrators state that their expectations with numbers 1, 2, 3, 4, 5, 6, 8, 9 and 10 under the theme academic expectations are fulfilled, while some administrators state that their expectation number 7 is not fulfilled. Teachers express that all their academic expectations are satisfied. Following sentences are some participants' direct quotations regarding the fulfillment of their academic expectations.

“I wanted to learn how to conduct academic and scientific studies. After courses started, lack of my knowledge about this subject was fulfilled. I learned how those kinds of studies are conducted in scientific research methods course but it is really difficult. In past, we had not realized most of the ethical issues.” A5

“I was expecting to learn scientifically different perspectives of education. It touched upon many subjects of education. Especially, I developed a better perspective of educational administration. Now, I can observe the events more scientifically.” A1

“It was to become qualified to write a book in education and supervision. We spent that much effort. It is necessary to produce in due time in return of all those efforts.” A2

“I wanted to carry my knowledge in educational administration to upper levels. I believed that I carried my knowledge to upper levels by means of the things I learned from my lecturers in class, the books and articles I read.” A32

“It was to learn the administrators' perspectives about education and their experiences. I perceived their perspectives. However, I observed that most of them had low levels of idealism and hope for the future of education.” A27

Administrators and teachers state that their expectations numbered 3 and 4 under the theme career expectations are fulfilled, while administrators express that their expectations with numbers 1, 2, 5 and 6, and teachers express that their expectations with numbered 1, 2 and 5 are not fulfilled. Following sentences are some participants' direct quotations regarding the fulfillment of their career expectations.

“I was expecting to be one step forward than my other colleagues; I started to feel it by the education I received. At least I stopped to judge people because of their opinions.” A19

“I was expecting to be an administrator in an urban school. Even it is not now, I think my diploma will be effective in future appointments.” A24

“I was expecting that it will be compulsory for the selection and appointment of administrators in the future. It is pleasing to see an increasing importance of programs in the Ministry of National Education's academic careers and career steps.” A29

“I was expecting to get a master's degree in an easier way but I got tired a lot. I was not expecting to get tired that much.” A30

Moreover, administrators and teachers state that they were pleased with the dialogue of lectures, but they had to read a lot in a short time and they slogged, as the courses required so much energy and work. Also, they express that the courses should be more practical than theoretical and they should not continue till midnight.

DISCUSSION

Today, there are some struggles related to higher education programs. These struggles range from the state of graduates, research supports for experts, industrial and governmental politics, developing and sustaining research and dissemination skills of students, and developing and sustaining guidance skills of instructors to satisfying the balance between course load and research (Evans 1997: 174). On the other hand, countries have made some improvements in higher education programs like Bologna Process. The Bologna Process has been an important opportunity for the reconstruction and internationalization of some countries' higher education systems (Aypay 2015: 190). Accordingly, in order to improve the quality, recognition

and visibility of higher education institutions at the international level, some practices are followed by countries (CoHE 2014).

For the quality of graduate education, some improvements are necessary. For example, the capacity of the university to deal effectively with rapidly evolving specialization and differentiation is an important point (Muller 2015). Many universities open new graduate programs and their numbers increase day by day (Oguz 2015: 65), which is a sign for development in higher education. Moreover, it is crucial to determine the students' expectations from graduate programs and their ideas regarding the satisfaction of those expectations in order to solve problems and develop systems. Researches state that according to the perspectives of academicians working in the educational administration, supervision, planning and economics field, educational administration field is a complicated structure and it is problematic in some aspects (Orucu and Simsek 2011). Thus, current research reveals that students have some unsatisfied expectations and there are some problems about the application of the program.

Findings related to the administrators and teachers' expectations are supported by some other research findings. Nural and Bayraktar (2007) indicate that the expectations of educational administration, supervision, planning and economics program students are developing, in terms of becoming a qualified administrator by gaining knowledge of educational administration and supervision, being successful by applying the learnings in professional life, being an expert teacher, learning scientific research methods and applying it in education, being familiar with new developments and adopting them, being pioneers to recovery of the education system and benefiting financially.

Demir (2007) studied with graduate (masters and doctorate) students and concluded their expectations as financial expectations (better job and economic welfare, increase in salary, job with a career), career expectations (being an academican, experting in field, being researcher, continuous development, having a voice) and other expectations (being competent in field, idealism, as he/she likes, being compulsory). Career, academic development, researching, preparing projects and presentations, following changes and developments are classified as positive expectations of students, which were constructed

during the program. On the other hand, participants stated some negative aspects of the program such as the courses are follow-up of undergraduate courses, they are imprecise and inadequate, lack in practice, it is difficult to be a teacher and student at the same time, lecturers are unprepared, lack of interest for innovations, lecturers' biases and so on.

In their study about the ideas of 4th grade undergraduate students of education faculty related to graduate programs, Canbulat and Cakmak (2007) found that undergraduate students' expertization, self actualization, more detailed research, increasing academic knowledge, academic career, prestige, gain a status, social support, and professional support from graduate programs.

As it is seen, although there are some common and different points and findings between the current study and other studies in the field, the main difference of this study is that all the participants are educators and they do not have any economic expectations. Moreover, the current study reveals that administrators expect to be able to publish and present scientific papers in the administration field. However, this expectation of some of the administrators was not satisfied. One of the reasons for this problem may be the participants' workload. They may not have enough time to develop themselves in terms of scientific research. On the other hand, when it is considered that some of the courses of EASPE master's and doctorate programs are general knowledge courses, some of them are educational sciences courses and some of them are special field courses (Ustuner and Comert 2008: 510), the research method course as one of them may not be held effectively and this may be the reason for unsatisfaction in related expectations.

Moreover, the findings of the research published in editorship of Arthur Levin are very frustrating. In general, the research findings indicate that educational administration programs are the least powerful ones amongst all graduate programs in the research country (2005: 13). It can be concluded that the educational administration field should be developed in order to provide more qualified education. Measuring the qualification of academic programs and conducting researches accordingly become important issues in many countries (ASA Membership Initiative 2011) and the current study's findings are important for analyzing and developing academic programs of the country.

CONCLUSION

An effective and efficient education system is the main component for development. Hence, it is not possible to expect that countries, which do not have enough human resources, both in number and qualification can necessarily function as effective and efficient social systems and compete with modern developed countries. It is necessary for countries that want to compete and win in modernization competition to become more qualified and increase in number their human resources. Qualified human resources are constructed by graduate programs. In this study, the expectation of students from the master's program is a first step of graduate programs and their ideas regarding the fulfillment of those expectations are determined in order to improve the programs to develop more qualified human resources.

The results indicate that the students of the program have various expectations from the program such as career development, reflecting knowledge to the institution they work, gaining experience in school administration, being together with experienced educators, discussing the rules and regulations of education, being familiar with scientific and academic studies, learning different views of education, learning theories of educational administration, getting a master's degree in the short term, becoming advantaged with respect to other colleagues, and developing self-confidence. Those expectations are categorized as organizational expectations and individual expectations. While individual expectations are classified as development and learning expectations and socio-cultural expectations, organizational expectations are classified as administrative expectations, academic expectations and career expectations. Results show that administrators and teachers both have common and different expectations. The individual expectations of both administrators and teachers are fulfilled, while some of their organizational expectations are not fulfilled.

RECOMMENDATIONS

Qualitatively and quantitatively enough, powerful human resources can be constructed by qualified education. In order to fulfill the expectations of the ones who start graduate programs, first of all their expectations should be

determined and necessary precautions should be taken to make the program more qualified. In this research, the administrators' and teachers' expectations are determined as individual and organizational expectations. It is found that while participants' individual expectations were fulfilled, some of the organizational expectations were not. Besides, it is thought to contribute to the subsequent qualitative and quantitative researches in field by the thematization of educators' expectations as individual and organizational, sub-thematization of them and organization of expectations. Comparative research can be designed on students of educational administration, supervision, planning and economics program from different universities. Also, students of programs with thesis and without thesis can be compared regarding their expectations and ideas. Moreover, it is necessary to make master's programs without thesis effective in administrators' appointment and rotation, carrier development (supervisor, department manager, district director of national education) in order to satisfy organizational needs of students.

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