

## The Factors Which Affect the Eagerness of Graduate Students for Postgraduate Education

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**Abstract:** The aim of this study is to determine how educational, research and developmental, psycho-social and socio-economical factors affect the students' eagerness for postgraduate education who study for master degree. Furthermore, determining affect level of those factors in accordance with some individual variants is also within the scope of this study. The research environment of this study is formed by 3225 students who study for master degree at education, science, medical and social science faculties of Eskişehir Anadolu and Osmangazi Universities. It was found that eagerness of the students for postgraduate education is affected by *Educational* factors more than *research and developmental, psycho-social and socio-economic* factors and is affected by *research and developmental* factors more than *psycho-social and socio-economic*. It was also found that the effects of *Psycho-Social* factors do not vary according to gender. However, effects of other factors vary according to the gender. *Educational, Research and developmental and socio-economic* factors affects the eagerness for postgraduate education of female students more compared to male students. *Educational and Research and Developmental* factors affect the eagerness for postgraduate education of postgraduates more than thesis and non-thesis master's degree students and *thesis* master's degree students more than non-thesis master's degree students. *Psycho-Social* factors affect the eagerness for postgraduate education of thesis and non-thesis master's degree students more than postgraduates. *Socio-Economic* factors affect the eagerness for postgraduate education of non-thesis master's degree students more than postgraduates. Effects on eagerness of postgraduate students of *Educational, Psycho-Social, Socio-Economical* factors vary according to the Institutes at which the students are studying. *Research and Developmental* factors affect the eagerness of Institute of Medical Sciences postgraduate students for postgraduate education more than Education and Social Sciences Institute students.

**Key words:** Postgraduate education · Eagerness · Socio-economical · Research and Development (R and D) · Psycho-social

### INTRODUCTION

Change asserts itself continuously with its continuity quality in education field with the new conceptions of administration, program and principle. Some of the examples of current changes in education field include the increase in interest of postgraduate education and career development and the increase in the demand of qualified work force [1]. Within this context, increase in tendency to postgraduate education has been observed in Turkey, too. According to Council of Higher Education's data, the volume of postgraduate in Turkey was increased at the rate of nearly %15 between 1997-2002 [2]. It is observed that the demand for postgraduate education is high while the supply to it remains low. It is the general view that demand for education increases in parallel with the efforts of expanding capacity, however, satisfying the demand is

problematic. Examining the reasons for increase in request for postgraduate education in relation to functions of education is a must in terms of job-utility. In a sense, putting emphasis on the reasons for the request for postgraduate education is a must from the point of determining economical, social and physiological motives of it.

### Functions of Education and the Reasons of the Demand for Postgraduate Education:

In general, education is defined as the process of creating terminal behavior. By means of "terminal" term which is included in the definition, it is emphasized that every behavior modification cannot be perceived as education. Terminal behavior concept implies the question of "why do educational institutions exist?". Responses to this pose the argument on what would be the functions of

educational institutes. Function corresponds to “to work” and “duty”. Function could be described as the contribution of a constituent to a whole by virtue of its works which is in harmony with it [3]. In one respect, an event or situation’s being functional is evaluated by contribution of its consequences to maintaining and developing a consistent social whole [4]. In terms of education, this could be explained as the following; Function is formed by goals, that is to say, function of education is to meet the goals of education optimally.

Functions of education could be considered in various ways. Generally, the functions of education have a social and individual core which is formed by social, economical and political purposes. Thus, educator and trainee dimensions should be approached together while studying functions of education. In one respect, they are the output of the interaction between aims of educator and trainee. From this point of view, within this research scope, functions of postgraduate education are grouped in four categories; a) education and teaching b) research and development c) psycho-social and d) socio-economical functions.

Regardless of their levels, primary goal of educational institutions is to accomplish teaching. Education concept has been used its narrow “pedagogic” meaning, for years [5]. According to this perception, which is also called classical education, the aims of education are to raise children and to develop a behavior transferring information. In this connection, one of the aims of postgraduate education is to provide individuals with knowledge and skills which will make them harmonize new technology and developments [6]. Producing knowledge is also designated as one of the aims of doctorate [7].

One of the functions of higher education institutions focuses on scientific research and development. It could be suggested that there are two dimensions of this function: Firstly, higher education institutions bring individuals in acknowledgement, skills and attitude concerning principle, process and methods of scientific research. Performing research and development works through institutional relations is the second dimension. For example, doctorate studies aims at providing student with the skills which help her/him advance his/her own research process [8].

By courtesy of education, orientating individual with the life and personal satisfaction is targeted. In this connection, socialization, legalizing the society are social-driven aims [9]. Instances such as choosing partner, making friends, status gaining are the examples of person-oriented and latent function [5]. Some of the

psycho-social aims of education are self-consciousness, determining one’s emotions and thoughts rationally, building mental and ethic consistency [10].

Another aim of the educational institutions is to train “good” producers and consumers as well as satisfying quantitative and qualitative labor force requirement of which economy institution is in need. By favor of education, increase in production, creating new job opportunities and preserving individuals from technological unemployment are secured [11,12].

**Problem Statement:** By which of (a) education (b) research and development, (c) psycho-social and (d) socio-economical factors and at which level are students’ eagerness of postgraduate education influenced? Does affecting level of the factors concerning those dimensions, which is related to eagerness of maintaining education, vary according to any individual variables?

**Subproblems:**

- At which level and which of them, do (a) education (b) research and development, (c) psycho-social and (d) socio-economical factors influence students’ maintaining education?
- Do affecting levels of the factors which influence the students’ eagerness of maintaining postgraduate education vary according to (a) education (b) research and development, (c) psycho-social and (d) socio-economical dimensions?
- Do affecting levels of the factors which influence the students’ eagerness of maintaining postgraduate education vary according to variables of (i) gender (ii) program which is attended and (iii) institute to which is registered, in (a) education (b) research and development, (c) psycho-social and (d) socio-economical dimensions?

**Assumptions:**

- Students’ responses to the questions addressed in the instrument are assumed to reflect the truth.
- Information that is obtained from various sources is supposed to reflect the truths as well as notions of the experts which are consulted are valid.

**Restrictions:** Findings form this research are:

- limited by the students whom study in 2002-2003 Spring Semester, at Institutions of Education,

Science, Health and Social Sciences of Anadolu and Osmangazi Universities.

- limited by education, research and development, psycho-social and socio-economical dimensions which are mentioned in measurement instrument and by the questions which are formed according to those dimensions.

### Definitions

**Institutes:** The higher education establishments which provide postgraduate education in the fields of education, science, health and social sciences, after four years of bachelor's degree.

**Postgraduate Education:** The education which is organized to provide the opportunity to specialize on an desired branch receiving postgraduate (science specialization) or doctorate for whom received bachelor degree or diploma.

**Student:** People whom continue postgraduate, doctorate or proficiency in art education at postgraduate education institutions.

**Importance of the Study:** The importance attached to the study is arrayed within the following items:

- Study might be used in developing postgraduate programs and reconstruction of the system.
- Study might be benefited in reorganizing administration of general services and students' affairs according to students' requirements in postgraduate education
- Study might contribute to the discussion and comment of functions of instructional programs considering the reasons of postgraduate education request.

## MATERIAL AND METHOD

**Research Model:** Research model is designed to relational scan model. Relational scan models are the research models which aim at determining the existence and level of exchange among two or more variables [13, 14].

**Population and Sampling:** The research population of this study is formed by 3225 students who study for master degree at education, science, medical and social science faculties of Eskişehir Anadolu and Osmangazi Universities. Sample is determined by stratified sampling

Table 1: The Universe and Sampling of the Research

Institute	Research	Sample
Institute of Education Sciences	406	80
Institute of Science	1456	290
Institute of Medical Sciences	179	36
Institute of Social Sciences	1194	238
TOTAL	3235	644

method and composed of twenty percent (%20) of total student numbers of each institute [13-15]. The research universe and sample is given in Table 1 as the following;

**Data Collection:** Field scanning has been performed to prepare measurement instrument and related specialists and practitioners has been seen. The survey is formed by two parts with every part including thirty questions on the purpose of determining personal info and the affecting level of the factors which have an impact on postgraduate process of whom receive postgraduate education. The questions in the second part have been reduced to twenty six in accordance with view of specialists and added an open ended question. Here again with respect to the view of specialists, the survey has been conducted to fifty students to determine the reliability of the measurement instrument. However, forty six of returning questionnaires have been able to be evaluated and Cronbach Alpha Coefficient method has been applied to evaluate the reliability of the instrument, statically. Reliability coefficient of the instrument has been ascertained as  $\alpha=0.8238$ . In compliance with the criteria which has been implemented in the process; in the situation of  $0.80 < \alpha < 1.00$ , data gathering instrument is highly reliable [16].

**Data Analysis:** The following is the procedures while analyzing the obtained data: (1) Questionnaires which have been left unanswered or filled wrongly are omitted checking the responses one by one to see whether they are convenient with the instructions or not. (2) Responses to the twenty six questions have been digitized using graduation scale. Scale average is determined as the following: between 1.00-1.79 Never affects, between 1.80-2.59 affects Little, between 2.60-3.39 affects Reasonably, between 3.40-4.19 affects *Much* and between 4.20-5.00 affects Highly. (3) Frequency, percentage, standart deviation and arithmetic average have been determined for every item which is in the prepared instrument, to analyze the first subproblem of the research. (4) Arithmetic average and standart deviation points have been determined for (a) education (b)

research and development, (c) psycho-social and (d) socio-economical dimensions to analyze the second subproblem of the research. With the purpose of determining whether those dimensions vary at the affecting level of students' eagerness for postgraduate education or not, Dependent Two Sample T-Test has been conducted. (5) To approach the third subproblem of the research, Single Sample T-test (Independent Intergroup T-Test) for double set comparisons and One Way Analysis of Variance (ANOVA) F test analysis for more than two sets comparisons has been performed to determine whether there are any differentiations according to some individual variables for (a) education (b) research and development, (c) psycho-social and (d) socio-economical dimensions. Turkey HSD (Tukey's Honestly Significant Difference Test) multiple comparison test has been applied to assess which group is the resource of the difference where F test statistic is significant as a cosequence of Variance Analysis. Level of significance in statistics analyses has been accepted 0.5.

## RESULT AND DISCUSSION

Within the scope of the first subproblem of the research, determining which factors and how effective they are in students' postgraduate education for (a) education (b) research and development, (c) psycho-social and (d) socio-economical dimensions are aimed. Arithmetic average, standart deviation and affecting level for education dimension which affects students' maintaining postgraduate education are given in Table 2.

According to Table 2, desire for learning innovations, increasing level of professional qualifications, information and skills related to field affect students' eagerness for postgraduate education *highly*. In addition, It is found that desire for following developments in the field, creating terminal attitudes related to the field and teaching field information better affect students' eagerness for postgraduate education, *much*.

Table 2: Distribution of Aritmetic Average and Standart Deviation of Students' Maintaining Postgraduate Education for Education Dimension

Factors	$\bar{x}$	SS	Affecting Level
1 Desire for learning innovations in the field	4.21	0.88	Highly
2 Desire for following developments in the field	4.19	0.86	Much
3 Desire for increasing level of information in the field	4.56	0.72	Highly
4 Desire for increasing level of skills in the field	4.27	0.91	Highly
5 Desire for creating terminal behaviours in the field	3.83	1.02	Much
6 Desire for teaching field information better	4.07	1.08	Much
7 Desire for increasing level of professional qualifications in the field	4.41	0.89	Highly
General Average	4.22	0.63	Highly

Table 3: Distribution of Aritmetic Average and Standart Deviation of Students' Maintaining Postgraduate Education for Research and Development Dimension

Factors	$\bar{x}$	SS	Affecting Level
1 Desire for being scientist	4.14	1.07	Much
2 Desire for conducting scientific research	4.21	1.06	Highly
3 Interest in theoretical issues	3.62	1.15	Much
4 Desire for learning scientific research process	3.69	1.13	Much
5 Desire for acquiring scientific wiew	4.12	1.02	Much
6 Desire for building an academic carrier	4.03	1.18	Much
General Average	3.97	0.85	Much

Table 4: Distribution of Aritmetic Average and Standart Deviation of Students' Maintaining Postgraduate Education for Psycho-Social Dimension

Factors	$\bar{x}$	SS	Affecting Level
1 Postponing military duty -delaying beginning to work	1.48	0.99	Never
2 Satisfying the need for belonging to a group	1.82	1.09	Little
3 Desire for having a high status job	2.87	1.40	Reasonable
4 Desire for being an academician at university	3.73	1.40	Much
5 Desire for making a circle of friends	2.62	1.24	Reasonable
6 Need for social acceptance	2.50	1.28	Little
7 Free time occupation	1.82	1.19	Little
8 Desire for self -realization	3.75	1.26	Much
General Average	2.58	1.17	Little

Table 5: Distribution of Arithmetic Average and Standart Deviation of Students' Maintaining Postgraduate Education for Socio-Economical Dimension

Etmenler	$\bar{x}$	SS	Affecting level
1 Desire for job protection	3.15	1.34	Reasonable
2 Increasing appointment opportunities	3.14	1.44	Reasonable
3 Enhacing opportunities of building higher carrier	3.57	1.33	Much
4 Enhancing opportunities of finding job	3.18	1.48	Reasonable
5 Desire for better job conditions	3.19	1.48	Reasonable
General Average	3.25	1.17	Reasonable

Table 6: Distribution of Arithmetic Averages and Standart Deviations of Factors Which Affect Students' Maintaining Postgraduate Education for Education, Research and Development, Psycho-Social and Soco-Economical Dimensions

Dimensions	$\bar{x}$	SS	Affecting Level
1 Education	4.22	0.63	Highly
2 Research-Development	3.97	0.85	Much
3 Psycho-Social	2.58	1.17	Little
4 Socio-Economical	3.25	0.73	Reasonable

Affecting level of the factors which influence students' maintaining postgraduate education for Research and Development dimension and intragroup agreement level are given in Table 3.

According to Table 3, it was found that students' desire for conducting scientific research affects students' eagerness for postgraduate education, *Highly* while other variables affect *Much*.

Affecting level of the factors of students' maintaining postgraduate education for Psycho-social deimension is given in Table 4.

According to Table 4, Desire for being an academician at university and desire for self-realization affects students' eagerness for postgraduate education, *Much* while desire for having a high status job and desire for making a circle of friends seem to affect *Reasonably*. However, satisfying the need for belonging to a group, need for social acceptance and free time occupation factors affect *Little*. Postponing military duty and delaying beginning to work factors affect students' eagerness for postgraduate education at a level of *Never*.

Considering general average of all variables for Pshycho-Social dimension, it is suggested that affecting level of all variables for students' eagerness for postgraduate education and agreement among students are at Reasonably level.

Affecting level of the factors of students' maintaining postgraduate education and intra group agreement for Socio-Economical deimension are given in Table 5.

According to Table 5, the factor of enhancing opportunities of building higher carrier affects students' eagerness for postgraduate education, *Much* and other variables affect students' eagerness for postgraduate education, Reasonably.

Within the scope of the second subproblem, whether affecting levels of factors which affect students' maintaining postgraduate education vary according to education, research and development, psycho-social and socio-economical dimensions or not is tried to be determined. For that purpose, arithmetic averages, standart deviations and affecting levels regarding each dimension are given in Table 6.

According to Table 6, students' eagerness for postgraduate education is affected Highly by Education dimension, *Much* by Research and Development dimension, *Little* by Psycho-Social dimension and *Reasonably* by Socio-Economical dimension.

Dependent Two Sample t Test has been conducted among each dimension to determine whether there is a significant statistical difference among defined affecting levels. According to the obtained data, the differences among arithmetic averages are significant statically. According to these findings, It was found that eagerness of the students for postgraduate education is affected by *Educational* factors more than *research and developmental* ( $t = 14.86$ ),, *psycho-social* ( $t = 73.94$ ) and *socio-economic* ( $t = 35.15$ ) factors and is affected by *research and developmental* factors more than *psycho-social* ( $t = 47.58$ ) and *socio-economic* factors ( $t = 21.19$ ). Finally, *Socio-Economic* factors affect more than *Psycho-Social* factors. According to those results; It can be suggested that the aims of improving oneself and producing science are dominant. Besides, it is observed that economical factors are effective in maintaining postgraduate education. The fact that Psycho-social factors affect little may be associated with the fact that those factors have decreased in value while economical values are increasing.

Table 7: Effects of Gender on Eagerness for Postgraduate Education

Dimensions		Number of Subject	Arithmetic Average $\bar{x}$	Standard Deviation SS	"t" Value
Education	Female	326	4.3100	0.57	3.66*
	Male	318	4.1300	0.67	
Research-Development	Female	326	0.4.12	0.73	4.70*
	Male	318	3.8100	0.93	
Psycho-Social	Female	326	2.5500	0.73	-0.64
	Male	318	2.5900	0.72	
Socio-Economic	Female	326	3.3700	1.20	2.75*
	Male	318	3.1200	1.11	

\* No difference

Table 8: Effects of the Program Which is Attended Currently on Eagerness for Postgraduate Education

Dimensions	Program Category	Number f	Arithmetic Average $\bar{x}$	Standard Deviation (SS)
Education	Postgraduate (THESIS)	361	4.19	0.59
	Postgraduate (NON-THESIS)	61	3.97	6.83
	Doctorate(Proficiency in Art)	222	4.35	0.60
Research-Development	Postgraduate (THESIS)	361	3.98	0.81
	Postgraduate (NON-THESIS)	61	2.96	1.01
	Doctorate(Proficiency in Art)	222	4.24	0.66
Psycho-Social	Postgraduate (THESIS)	361	2.69	0.73
	Postgraduate (NON-THESIS)	61	2.72	0.79
	Doctorate(Proficiency in Art)	222	2.35	0.66
Socio-Economic	Postgraduate (THESIS)	361	3.30	1.18
	Postgraduate (NON-THESIS)	61	4.01	1.07
	Doctorate(Proficiency in Art)	222	2.96	1.07

Table 9: Variance Analysis Regarding Effects of the Current Program Category Which is Attended, on Eagerness for Postgraduate Education

Name of the Test	Level of Variance Source	Sum of Squares (KT)	Degree of Freedom (Sd)	Mean of Squares (S)	Significance Value (F)
Education	Intergroups	8.3196	2	4.1598	10.7375*
	Intragroup	248.3305	641	.3874	
	Total	256.6501	643		
Research-Development	Intergroups	77.9070	2	38.9535	63.7758*
	Intragroup	391.5154	641	.6108	
	Total	469.4224	643		
Psycho-social	Intergroups	17.9015	2	8.9507	17.6372*
	Intragroup	325.3026	641	.5075	
	Total	343.2041	643		
Socio-economic	Intergroups	54.6156	2	27.3078	21.2975*
	Intragroup	821.8944	641	1.2822	
	Total	876.5100	643		

\* No difference

**Effect of Gender on Eagerness for Postgraduate Education:**

The question which is assessed in this dimension of the research is whether affecting level of Education, Research and Developmental, Psycho-social and Socio-economical factors which affect students' eagerness for postgraduate education vary according to the gender. With this design, numerical values resulting from independent intragroup t test are given in Table 7 to ascertain whether the differences among arithmetic averages pertaining to Education, Research and Developmental, Psycho-social and Socio-economical dimensions are significant or not.

According to the values in Table 7, Effects on eagerness for maintaining postgraduate education of Psycho-social factors do not vary in terms of gender while other factors do. Educational, Research and Developmental and Socio economical factors affect the eagerness for postgraduate education of female students in comparison with male students. or not.

**Effect of the Program Which Is Attended Currently on Eagerness for Postgraduate Education:**

The question which is assessed in this dimension of the research is whether affecting level of Education, Research and

Table 10: Effects of the Institute Category Which is Attended Currently on Eagerness for Postgraduate Education

Dimensions	Institute Category	Number f	Arithmetic Average $\bar{x}$	Standard Deviation (SS)
Education	Institute of Educational Science	80	4.34	0.75
	Institute of Science	290	4.19	0.63
	Institute of Medical Science	36	4.42	0.41
	Institute of Social Science	238	4.19	0.61
Research and Development	Institute of Educational Science	80	4.34	1.02
	Institute of Science	290	4.03	0.77
	Institute of Medical Science	36	4.28	0.49
	Institute of Social Science	238	3.89	0.92
Psycho-social	Institute of Educational Science	80	2.63	0.71
	Institute of Science	290	2.62	0.74
	Institute of Medical Science	36	2.47	0.47
	Institute of Social Science	238	2.52	0.75
Socio-economic	Institute of Educational Science	80	3.38	1.02
	Institute of Science	290	3.27	1.08
	Institute of Medical Science	36	3.23	0.91
	Institute of Social Science	238	3.19	1.34

Developmental, Psycho-social and Socio-economical factors which affect students' eagerness for postgraduate education vary according to the program which is attended currently. With this purpose, arithmetic averages and standard deviation values residing in program categories for Education, Research and Developmental, Psycho-social and Socio-economical dimensions are given in Table 8.

One way variance analysis has been conducted with points pertaining to each dimension to determine whether there is a significant statistical difference among averages of defined affecting levels of factors according to the program category. Obtained values resulting from these calculations are given in Table 9.

According to the values from Table 9, it was found that there is a statistical significance among affecting level of education, research and development, psycho-social and socio-economical dimensions which affect eagerness for postgraduate education according to the program category which is attended currently. Within this context, in accordance with the results of Turkey HSD Test, Educational factors affect the eagerness for postgraduate education of postgraduates more than thesis and non-thesis master's degree students. In contrast, the eagerness of thesis master's degree students is affected by Educational factors more than non-thesis master's degree students. This finding can be interpreted as that doctoral students and postgraduates tend to

postgraduate education more. This is also true for Research and Development dimension. Psycho-Social factors affect the eagerness for postgraduate education of thesis and non-thesis master's degree students more than doctoral students. Socio-Economic factors affect the eagerness for postgraduate education of non-thesis master's degree students more than doctoral students. This may be based on the fact that non-thesis postgraduate students are generally graduated from Secondary Education Branch Teaching and attend the program with the aim of employment. On the other hand, the same factors affect the eagerness of thesis master's degree students more than eagerness of doctoral students. It can be said that this is because doctoral students generally have got a job and they have solved the economical problems relatively.

**Effect of Institute Category on Eagerness for Postgraduate Education:** The question which is approached in this dimension of the research is whether affecting level of Education, Research and Developmental, Psycho-social and Socio-economical factors which affect students' eagerness for postgraduate education vary according to the institute which is attended currently. With this purpose, primarily, arithmetic averages and standard deviation values residing in institute categories for Education, Research and Developmental, Psycho-social and Socio-economical dimensions are given in Table 10.

Table 11: Variance Analysis Regarding Effects of the Current Institute Category Which is Attended, on Eagerness for Postgraduate Education

Name of the Test	Level of Variance Source	Sum of Squares (KT)	Degree of Freedom (Sd)	Mean of Squares (S)	Significance Value (F)
Education	Intergroups	3.1005	3	1.0335	2.6087
	Intragroup	253.5496	640	0.3962	
	Total	256.6501	643		
Research-Development	Intergroups	6.4193	3	2.1398	2.9578*
	Intragroup	463.0031	640	0.7234	
	Total	469.4224	643		
Psycho-social	Intergroups	1.8968	3	0.6323	1.1856
	Intragroup	341.3073	640	0.5333	
	Total	343.2041	643		
Socio-economic	Intergroups	2.3458	3	0.7819	0.5725
	Intragroup	874.1642	640	1.3659	
	Total	876.5100	643		

No Difference

One way variance analysis has been conducted with points pertaining to each dimension to determine whether there is a significant statistical difference among averages of defined affecting levels of factors according to the institute category. Obtained values resulting from these calculations are given in Table 11.

According to the values obtained from Table 11, it was found that there is not a statistical significance among affecting level of education, research and development, psycho-social and socio-economical dimensions which affect eagerness for postgraduate education according to the institute category which is attended currently. In contrast, effects of the factors for Research and development dimension on the eagerness of postgraduate students vary according to the institutes. Within this context, in accordance with the results of Turkey HSD Test, Research and developmental factors affect the eagerness for postgraduate education of the students from Institute of medical Sciences more than the students from Institute of Educational and Social Sciences. Observing this, it can be suggested that the students from Institute of Medical Sciences tend to maintain their education with the purpose of improving their research and development skills compared to the students from Educational and Social Sciences.

### CONCLUSION AND RECOMMENDATIONS

Attained results and recommendations which are within the frame of obtained findings could be summarized as the following;

- It was found that eagerness of the students for postgraduate education is affected by Educational factors more than research and developmental, psycho-social and socio-economic factors. In addition, it is affected by research and developmental factors more than psycho-social and socio-economic. Finally, it is observed that socio-economical factors are more effective than psycho-social factors.
- It was found that the effects of Psycho-Social factors do not vary according to gender. However, effects of other factors vary according to the gender. Educational, Research and developmental and socio-economic factors affects the eagerness for postgraduate education of female students more compared to male students.
- Educational and Research and Developmental factors affect the eagerness for postgraduate education of postgraduates more than thesis and non-thesis master's degree students and thesis master's degree students more than non-thesis master's degree students. Psycho-Social factors affect the eagerness for postgraduate education of thesis and non-thesis master's degree students more than postgraduates. Socio-Economic factors affect the eagerness for postgraduate education of non-thesis master's degree students more than postgraduates.
- Effects on eagerness of postgraduate students of Educational, Psycho-Social, Socio-Economical factors do not vary according to the Institutes at which the students are studying. Research and Developmental factors affect the eagerness of Institute of Medical Sciences postgraduate students for postgraduate education more than Education and Social Sciences Institute students.

## RECOMMENDATIONS

Based on the results obtained from this research, following recommendations could be made for putting the issue into practice and further researches:

- Program development works for Educational and Research and Developmental dimensions should be rendered more functional.
- In order to enhance the students' opportunities of employment, appointment and having higher carrier, legal regulations should be made.
- The factors which affect the eagerness of postgraduate education for each dimension could be the subject for qualitative research.
- The researches which assess in what degree the eagerness of students which is in education, research and development, psycho-social and socio-economical dimensions is satisfied by Institutes, could be designed.

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