

Political Economy and Management of Education

RESEARCH ARTICLE

The Contribution of Master's Theses to Educational Processes

Mustafa Aygün*¹ | Engin Aslanargun²

¹Education Inspector, Ministry of National Education, Düzce, Türkiye.

²Prof. Dr., Faculty of Education, Duzce University, Düzce, Türkiye.

Correspondence: *Mustafa Aygün
mustafa-aygun3458@hotmail.com

Submitted: 27.05.2025

Acceptance: 25.07.2025

Published Online: 15.12.2025

Citation: Aygün, M., & Aslanargun, E. (2025). The contribution of master's theses to educational processes. *Political Economy and Management of Education*, 6(2), 1-18.

Abstract

This research is a qualitative case study aiming to understand the contribution of master's theses prepared in the field of education by eight teachers and two school principals—selected via criterion sampling from 176 teachers and school principals who completed their master's with thesis between 2002 and 2022 and were serving in public schools in Düzce. In the 2022-2023 academic year, Turkish, science, mathematics teachers, and school principals working in Düzce province attended the relevant presentations in groups of 30-40. The research data were collected through face-to-face semi-structured interviews using an open-ended questionnaire from 20 participants, who participated the thesis presentations as listeners and were selected by the maximum variation sampling method. It was concluded that the presented theses contributed to the development of understanding and to teaching/management processes. Teachers and principals expect the academicians and teachers to share their academic knowledge with them not by complex language but simple and clear way. They are also in need of getting new information but do not sure how to manage it. In line with the results obtained, recommendations were made to increase the practical contribution of master's theses.

Keywords: Educational Research, School Principal, Teacher, Master's Theses.

Introduction

Nowadays, it is not considered sufficient for teachers to only have developed practical skills and value ethical principles; they are also expected to have a theoretical background. The reciprocal relationship between theory and practice necessitates this situation. Effective practices are based on theoretical foundations; conversely, scientific research and studies conducted with data obtained from the field play an important role in the creation and adaptation of theory (Dixon, Ward, 2015). At this point, the education provided at the undergraduate level may be insufficient in today's world where rapid changes are experienced in every field. Employees need higher education for specialization and competence in their fields (Bülbül, 2023). Universities, through postgraduate education after undergraduate graduation, enhance the qualifications of individuals needed by business life while also contributing to knowledge production in an academic sense (Sari, 2022). As scientific knowledge increases, postgraduate programs become more specialized (Dearing & Lederer, 1967). On the other hand, developments in science and technology compel teachers and school principals to adapt to developments in this field. Postgraduate education is deemed necessary for educators to renew themselves and keep pace with changing conditions (Karakütük, 2002; Varış, 1972).

Postgraduate studies in the field of education are extremely valuable when considering their impact on practice and their potential to create change in classrooms. First and foremost, postgraduate studies not only serve as a source for new ideas and developments but also enable teachers to be involved in university research projects and collaborate with academics. The involvement of teachers in research positively affects their professional development and helps them understand the value of scientific research and broaden their perspectives (Lon & Licu, 2016). Master's programs also provide school principals with the necessary theoretical and practical knowledge to develop their managerial characteristics. Thanks to the education they receive, school principals can develop skills in problem-solving, analytical thinking, strategic planning, and efficient use of resources. In this way, school principals can manage their schools more effectively (Demircioğlu & Özdemir, 2023). Although teachers and principals face difficulties during postgraduate education due to their responsibilities in their own institutions, the inability of master's education to meet expectations, the failure to achieve a balance between theory and practice, and individual problems, they believe that postgraduate education is necessary for individual and professional development, acquiring social status, and obtaining economic benefits (Bilge and Aslanargun, 2018; Koşar, Er, & Kılınc, 2020; Alhas, 2006; Kaplan, 2022). Master's programs with and without thesis, which are the most effective way alongside in-service training for educating inspectors, school principals, and teachers with an educational understanding that will equip human capital according to the needs of the age, fill an important gap (Turhan & Yaraş, 2013).

Maviş, Sevim, and Akın (2021) reached conclusions that teachers' reasons for pursuing a master's degree are concentrated on professional and personal development and academic career building. Students pursuing a master's degree in educational sciences aim to achieve professional and personal development and acquire an academic career through this education. Teachers enroll in postgraduate programs for reasons such as being more beneficial to their students, updating their knowledge, following changes in the field, being well-equipped, being aware of new developments, changing their perspectives on problems, as well as gaining economic advantages. In addition to these, they are also seen to turn to postgraduate education for reasons such as deferring military service, meeting different people, taking advantage of the benefits offered by a master's degree to teachers, satisfying their curiosity, or feeling envious of those pursuing a master's degree (Karanlık, 2021; Gökçe, Gökçe, Demir & Bektaş, 2022). Aktan (2020), in addition to these, added reasons for pursuing a master's degree such as contributing to the school where one works, the inadequacy of MoNE's teacher training, the prevalence of a monotonous operation in schools, and negative managerial behaviors.

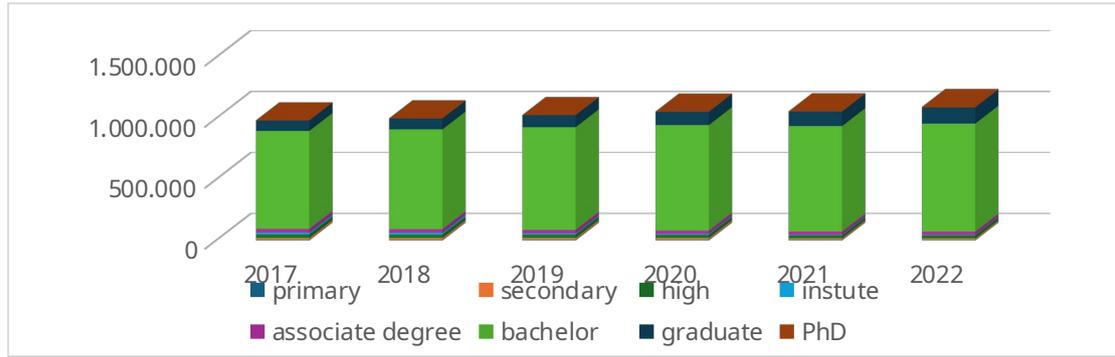
There are personal, institutional, social, and legislative reasons that make it difficult for teachers and school principals to pursue a master's degree (Koşar, Er & Kılınc, 2020; Kırıl & Altun, 2015; Karaman & Bakırcı, 2010; Toprak & Taşgın, 2017; Akyürek, 2022; Umur, 2015). The fact that the legislation providing the necessary leave for teachers and school principals pursuing a master's degree is not clear and is used against them (Koşar, Er & Kılınc, 2020; Kırıl & Altun, 2015), and the inadequacy of the regulation in solving problems (Karaman & Bakırcı, 2010) have been identified as problems arising from legislation. While the necessity for teachers and school principals to pursue a master's degree is evident, factors such as the intensive effort, endeavor, and

financial burden required by master's programs, the incompatibility of school programs with course hours, negative remarks from those pursuing master's degrees, the absence of desired courses, inability to meet admission requirements, and other prejudices stand as obstacles for teachers pursuing master's degrees (Toprak & Taşğın, 2017). The time commitment required for postgraduate education and the conflict between education hours and working hours, personal situations such as family life, health, and age, individuals perceiving the process as challenging, not feeling the need, being uninformed about postgraduate education, and it being fee-based have been identified as reasons that distance teachers from master's education (Akyürek, 2022). Sayan & Aksu (2005) determined that while leave, course, and duty days are common problems for teachers pursuing postgraduate education, the failure to consider this situation in intra-provincial appointments also makes it difficult for teachers to pursue master's education, and that some school administrators have negative attitudes towards teachers pursuing master's degrees. Aktan (2020) found that for teachers and school principals who have started postgraduate education, problems experienced in the process include lessons not being as productive as desired, too many assignments being given, the absence of faculty members in the field of interest, difficulties in obtaining leave from their own schools, transportation problems, and administrators deeming master's degrees unnecessary. There are also findings that the importance and necessity of postgraduate education are not understood by the Ministry, that the Ministry is reluctant to make legal changes to facilitate postgraduate education, and that it does not provide encouraging financial support (Umur, 2015). In the Ministry of National Education (MoNE) legislation, regulations encouraging postgraduate education are extremely limited. Nevertheless, there are regulations that can be explained as exempting teachers and school principals pursuing master's degrees from exams, granting educational leave, providing financial contributions, and giving additional points for administrative positions. The MoNE has issued a directive regulating the participation of teachers and school principals working in MoNE educational institutions in national and international scientific studies in order to increase their professional competencies, enable them to acquire new skills, and inform them about developments in the field. While this allows participants in such studies to be considered on official leave, it leaves congress and symposium expenses to them. It does not provide any travel allowance, per diem, or fee payment or support to the participants (Bilimsel Toplantılara Katılım, 2019). Although not within its own legislation, the MoNE has regulations in collective agreements concerning the financial and social rights for public officials in general and for service branches, regarding increased payment of additional course fees for teachers and school principals pursuing postgraduate education (Kamu Görevlileri Hakem Kurulu, 2012, 2017).

Currently, many research studies are being conducted in the field of educational sciences. Some educational research aims to re-evaluate the results of previously conducted studies on the same subject in light of the data obtained, while some research serves as a resource for educational policies and reforms to be made. All research conducted in the field of education is aimed at improving the quality of education and also helps to increase the quality of researchers (Göktaş et al., 2012; Karadağ, 2009). There are criticisms that although educational research in Turkey is numerically sufficient, it is low in quality, and that studies are career-oriented rather than seeking solutions to educational problems (Kazancı Tınmaz, 2020). For future generations to live in a better world, research in the field of education needs to address issues of national and global importance related to learning instead of trivial pursuits (Basse, 1995).

The Ministry of National Education (MoNE) is responsible for raising students studying in pre-school, primary, and secondary education institutions in Turkey as healthy individuals in material and moral aspects. For this purpose, it determines, implements, monitors, and supervises national education plans and strategies. Improving the professional development, qualifications, and competencies of teachers is also among its duties within this scope (Decree Law on the Organization and Duties of the Ministry of National Education, 2014). However, teachers who find MoNE's activities for their professional development insufficient and want to improve themselves see postgraduate education as a solution at this point (Tahmaz, 2019). Over the years, the interest of MoNE personnel in postgraduate education programs has shown a steady increase. The postgraduate education status of MoNE personnel between 2017 and 2022 is shown in Figure 1.

Figure 1. Education status of MoNE personel between 2017-2022.



Looking at Figure 1, in the MoNE 2022 Administration Activity Report, out of a total of 1,093,096 MoNE personnel, 133,963 (12.26 percent) are master's degree graduates. In 2017, it is seen that 86,147 personnel (8.93 percent) were master's degree graduates. MoNE personnel who have graduated with a master's degree have shown a steady increase both proportionally and numerically (MEB İdare Faaliyet Raporları, 2017-2022).

Data obtained from the Council of Higher Education National Thesis Center (YÖKTEZ, 2023) show that between 2002 and 2022, 50,312 master's level and 10,058 doctoral level studies were conducted on education-related topics. Scientific studies conducted at the postgraduate level will be meaningful when they meet practitioners and contribute to the field. It can be said that informing teachers and school principals about master's theses conducted in the field of education and their utilization of the results of master's research remains an important problem. To address this problem, the effect of master's studies in education on participant teachers and school principals after presentations was investigated to understand their impact.

The Necessity of Master's Education for School Principals and Teachers

Postgraduate education is considered important for professions such as engineering, medicine, and pharmacy, and it is also a necessity for those who want to specialize in their professions or work in academia (Turgut, 1987). From this perspective, if teachers are content with only the education they receive at the undergraduate level and do not continue their professional development, it will lead to a decline in the quality of education. Therefore, it is important to create opportunities for teachers to continue their professional development (Kaçan, 2004). Although the motivation level of teachers working in the public sector for professional development is low due to the security of their civil servant status (Can, 2019; Bümen et al., 2012), effective teachers who attach importance to their professional development participate in in-service training, do academic readings, and use the internet effectively to renew themselves. Conducting research is a less frequently resorted method (Eroğlu, Özbek, 2020).

Teachers are the most important element of an effective and efficient education system. It is possible for schools to keep pace with change and development by increasing the qualifications of teachers (Saykal & Uluçınar Sağır, 2021; Kırgın and Aslanargun, 2023). Increasing the qualifications of teachers will also make the individuals they educate qualified. To achieve this, it is necessary to provide teachers with the knowledge, skills, and other competencies required by their profession. Among the factors affecting professional competence, such as the climate of the school worked in, personal attitude towards teaching, in-service training received, personal expectations, and experience gained in the profession, professional development has a special importance. Thanks to professional development, it is possible for teachers to keep up with developments in the field of education and increase their competencies (Yenen, 2022). Master's education is one of the studies that will make a significant contribution to teachers becoming competent in their profession by increasing their academic knowledge, apart from in-service training activities (Keskin, 2023; Varış, 1972). With the education provided in education faculties, teacher candidates are tried to be equipped with competencies in three areas: subject matter knowledge of their own branch, teaching formation, and general culture. Thanks to the education teachers receive, they are expected to create a good educational environment and solve problems they encounter inside and outside the classroom. Teachers can be effective and efficient if they can continue their professional development. Therefore, postgraduate education is gaining more importance day by day as one of

the ways for teachers' professional and personal development (Alabaş, Kamer, and Polat 2012). Diaz (2021) stated that postgraduate education provides the skills and understanding necessary for success in educational leadership and develops school principals in the field of professional and technical competence, while Kirgin and Aslanargun (2022) reached conclusions that teachers value the opinions of school principals who have a master's degree and see them as more reliable and worthy of respect. In the same study, they determined that school principals with master's degrees developed in terms of communication, management, and knowledge, and looked at events and problems from a broader perspective. The duties and roles assigned to the teaching profession are increasing day by day. Teachers must update themselves to train the human model required by the age, apply modern education-teaching methods by centering the student, and be able to propose solutions to individual and social problems. Such a teacher model can be realized through postgraduate education (Başer, Narlı, & Günhan, 2005). Pursuing a master's degree in educational sciences is important and necessary for teachers in terms of gaining a scientific perspective, transferring theoretical knowledge into practice, developing communication and leadership skills, and thus being professionally effective and efficient (Koşar, Er, and Kılınc, 2020).

School management is the process of coordinating by using human and material resources to achieve the goals of education (Bayrak, 2001; Cozoğlu and Aslanargun, 2024). Since schools are institutions that produce services and whose product is educated people, human relations are of great importance. It is the duty of the school principal to unite and inculcate the relationships between teachers, students, and parents at the point of certain principles, beliefs, and ideals, and to establish the school culture (Çelik, 1997). At the same time, school principals have the mission of realizing the goals set by the Ministry of National Education for schools in line with basic principles, considering the expectations and needs of the school's environment, bringing school employees together in line with the school's goals by using scientific data, and leading them (Şahin, 2017). From this, we can say that the most important duty of school principals is educational leadership. It is possible for a school principal who comes by appointment to be accepted by teachers if they possess humane, technical, and conceptual competencies. Therefore, school principals need to know and adopt the duties and roles required by their positions (Bursalıoğlu, 1991; Can, 2018). Teachers who pursue a master's degree in educational administration and supervision can improve themselves in educational administration and become effective school principals by learning the literature. The courses in the master's program in educational administration and supervision are qualified to meet theoretical and practical needs (Kulaksız, 2019). For those responsible for school management, master's education can help acquire scientifically based knowledge to support management skills and be effective in solving problems experienced in schools. Indeed, teachers have evaluated that school principals with master's degrees have developed technical knowledge regarding management, skills in human relations, and conceptual competencies (Özbilen & Dilber, 2023). Furthermore, master's education is an important factor in promotion to school principalship in many countries (Brundrett, & Crawford, 2008). Postgraduate programs and other professional development programs lead to the development of school principals' abilities related to educational administration and also increase their recognition by their environment. Thus, school principals have the opportunity to exhibit higher professional standards (Huber, 2009).

Method

This research is a qualitative case study aimed at understanding the contribution of master's theses in the field of education to the work of teachers and school principals by sharing them and thus understanding their contribution to practice. The focal points of research designs that guide the path to be followed in qualitative research differ from each other. In a case study, which is one of the qualitative research designs, events and phenomena are tried to be understood as they are (Hancock and Algozzine, 2011). In summary, a case study is a method in which an event or phenomenon is tried to be understood in its natural environment, within a predetermined framework, without the researcher's intervention on variables, by investigating its how and why in-depth and with many

dimensions. For this reason, it is extremely suitable for use in educational research (Leymun, Odabaşı, and Yurdakul, 2017). In this study, since the contribution of master's theses in the field of education to teachers and school principals through presentation is investigated, it is highly suitable for a case study.

Study Group and Procedure

This research is a multi-stage, interconnected study. It was determined that teachers and school principals working in Düzce province, who graduated from the Ministry of National Education Information System (MEBBİS) between 2002 and 2022 with a thesis-based master's degree, prepared 176 master's theses, and 116 of these were on education-related topics. A decision was made with an expert faculty member to conduct theses presentations in the fields of Turkish, Science, Mathematics, and School Principals, which are the most frequently studied fields in the field of education and training. The sample was selected using the criterion sampling method, a probability-based sampling method. The criterion sampling method involves forming groups according to criteria determined by the researcher (Yıldırım and Şimşek, 2018). The criteria for selecting the group for presentations were being in one of the fields and secondary school branches with the highest number of theses, completion of theses between 2002 and 2022, and working in Düzce province. The audience for the thesis presentation was determined using the criterion sampling method, taking into account those who met the criteria mentioned above. The groups were composed of Turkish, science, elementary school mathematics teachers, and school principals, all of whom were presenting in their respective fields. A total of 10 presentations were conducted. The advisor of the teacher who prepared the thesis was also invited to the presentation. The last 15 minutes of the 45-minute presentations were organized as a question-and-answer session, during which the thesis advisor and the thesis advisor answered the questions.

The research group from which the data for this study were collected consisted of 16 teachers and 4 school principals, selected using the maximum variation sampling method, a purposive sampling method. The maximum variation sampling method aims to provide diversity that will facilitate understanding of the research problem. By finding commonalities across various situations, different dimensions of the problem are examined (Yıldırım & Şimşek, 2018). Since the participants in this study were Turkish, science, mathematics, and school principals, and each group participated in presentations covering different topics according to their field, they met the requirement for maximum diversity. The following questions were asked to understand the contribution of thesis presentations to practice:

1. In your opinion, in what ways can the presented thesis contribute to school principals/teachers? Can you explain?
2. Did the presented thesis have any impact on your coursework/management processes? Can you explain what impact it had?

Data Collection

The data for this research were collected using a semi-structured interview form containing open-ended questions. The research questions were prepared in line with the conceptual framework and the opinions and suggestions of an expert faculty member. Consensus was reached with the advisor that the questions in the interview form would clarify the research problem. Before interviewing the participants, the interview questions were sent to one person who attended each thesis presentation to check the comprehensibility and clarity of the questions. During the question-and-answer session after the thesis presentations, those who participated the most were observed and

noted. Based on these observations, face-to-face interviews were conducted with a total of 20 participants, consisting of two teachers/school principals from each thesis presentation group, and the questions in the interview form were posed. An attempt was made to obtain more detailed information by supporting the research questions with probes. Before the interviews, the teachers/school principals selected for interviews were contacted by telephone, the purpose of the research was explained, and their voluntary participation was confirmed. Before the face-to-face interviews, participants were assured that their answers and identity information would be kept confidential, and their voluntary participation in the research was confirmed. Permission was requested to make audio recordings during the interviews. The necessary environment was created for participants to express themselves comfortably. While asking the research questions, necessary information was provided to ensure that the interviewed participants did not deviate from the topic. For participants who digressed from the topic or whose responses were inconsistent with the research questions, different questions were asked to try to keep them on topic. Since the collected data confirmed each other and contained repeated data, in other words, because the obtained information was considered to have reached saturation, no further interviews were conducted with more participants.

Interviews were recorded on an audio recording device and then transcribed. Codes were assigned to ensure the confidentiality of the interviewed teachers and school principals. The codes T1, T2, T3, T4 were used for Turkish teachers; M1, M2, M3, M4, M5, M6 for mathematics teachers; F1, F2, F3, F4, F5, F6 for science teachers; and OM1, OM2, OM3, OM4 for school principals.

Data Analysis and Interpretation

Data for this study was collected using a semi-structured interview form with open-ended questions. A total of 20 participants were interviewed face-to-face, and their responses were recorded on a voice recorder with permission. Data saturation was reached when repetition of the same issues was observed. Permission was requested to audio-record the interviews. Because the collected data were consistent and repetitive, in other words, because the information received was deemed saturated, no further interviews were conducted. Codes were assigned to protect participant confidentiality. In qualitative research, data can be analyzed primarily using descriptive and content analysis approaches. Some researchers have also added systematic analysis to these two analysis approaches (Yıldırım & Şimşek, 2018). In this study, the responses to each research question were grouped under themes based on the codes obtained from the content analysis.

Credibility and Transferability

A study's acceptance as scientific depends on meeting the criteria of validity and reliability. In quantitative research, validity is defined as the measurement tool's ability to accurately and accurately measure what is being measured, while reliability is defined as the ability of different measurements to produce the same results (Baltacı, 2019; Creswell & Miller, 2000; Arslan, 2022). Due to the philosophy and research methods underlying qualitative research, the concept of validity in quantitative research has been replaced by the concepts of credibility and transferability in qualitative research (Merriam, 2013). To ensure credibility in this study, interviews were conducted with participants face-to-face in a trustworthy environment. Before the interviews, participants were provided with preliminary information about the topic and process to be discussed, and their willingness to participate was confirmed. During the interviews, probes and alternative questions were asked to obtain in-depth information. To diversify the data sources, data were collected from teachers from different branches and school principals at different levels

Findings

In this section, the results obtained in the research are given. In order to determine the contribution of master's theses in the field of education to the practice in the education system, codes were obtained from the data obtained from the interviews with teachers and school principals and themes were reached by combining similar codes. The contribution of thesis presentations to teachers was explained under the themes of 'developing understanding and course process'. From the data obtained from school principals, the contribution of thesis presentations to school principals was explained under the themes of understanding development and management process.

Contribution of Master's Thesis Presentations to Participants' Understanding Development

In the first section participants were asked to present the contribute of the thesis to school principals/teachers. The themes and frequency values obtained as a result of the analysis of the contribution of the presented thesis studies to teachers' lesson teaching processes are given in Table 1.

Table 1. Contribution of thesis presentations to teachers.

Theme	Codes	Participants
Developing understanding (24)	Trying to understand the students	F5, M2, M5, M6
	Self-assessment	F4, F6, M4
	Giving importance to student requests	M4, F5, M3
	Taking negativity into account	F5, M3
	Anticipating problems	F3, T3
	Overcoming anxiety/fear	F2, T2
	Willingness to improve	F3, T3
	Emphasising the foundation	M6, F6
	Assessing failure anxiety	T2
	Changing the understanding of lesson teaching	T1
	Belief in success	F5
	Concentration on weaknesses	T3
	Lesson process (33)	Course process redesign
Fun, enjoyable teaching		F3, T1, T2, T3, T4
Content/Application research, sharing		F4, M2, M4, T1, T4
Embodiment/association with life		F4, M4, M6, T2, F6
Multiplying alternatives		F2, T4, M3
Calendarising the process		M6, F1
Ensuring participation		F3, T2
Giving feedback		M6
Concentration on unsuccessful students		M3
Enriching rewards		M1
Encouraging peer co-operation		T3
Increasing activities		F2
Increasing colleague interaction		M3
Involving parents in the process	M6	

When Table 6 is analysed, the participants stated the contribution of the thesis study to the course processes under the themes of understanding and course process.

The theme of developing understanding

Under the theme of understanding, the teachers stated the effect of the thesis study on the lesson teaching processes as follows: 'trying to understand students (4), making self-evaluation (3), giving importance to student requests (3), taking negativities into consideration (2), foreseeing problems (2), overcoming

anxiety/fear (2), desire for development (2), giving importance to the foundation (2), evaluating the anxiety of failure (1), changing the understanding of lesson teaching (1), belief in success (1), focusing on weaknesses (1)' ($f=24$). The opinions of the participants about the effect of thesis presentations on their understanding are as follows:

- *'After this presentation, I ask the students, what do you like to do the most, what do you enjoy doing? I assign the homework according to the answer I get. For example, if they like music, I give them a different assignment, if they like taking photographs, I give them a different assignment.'* (F5).
- *'I also try to develop a perspective from the children's point of view when I teach a lesson, such as how they can understand this lesson better or how I can make them comprehend this subject if I gamify it.'* (M2).
- *'Actually, I have been working at this school for 8 years. At the beginning, I wondered if I was a failure. There were periods when I was very upset, when I felt exhausted according to the results of the tests. My children were very happy. They always came to my class very pleasantly and I always give very pleasant lessons. We are actually a very noisy class. You know, I benefit a lot from peer support when solving questions. In the presentation, I saw that my other colleagues also experienced the same anxiety.'* (M4).
- *'We need to overcome the anxiety that I cannot do it. I also saw in the research presentation that these applications work very similar to each other. When you learn one, you can do the other. Because there will never be a return to classical education, nor should there be.'* (F3).
- *'After listening to this thesis, I was already using it, but I thought I should use it more. I mean, I thought I should use it more actively.'* (F2).

It can be said that thesis presentations have different effects on teachers at the point of application. The most important reason for this situation is that the interviewed teachers participated in different thesis presentations. The teachers who expressed their opinions stated that according to the thesis presentation they attended, some of them started to foresee possible problems by putting the student at the centre and to take student requests into consideration, while others stated that they focused on the points that needed to be improved. In addition, there were teachers who stated that they changed their understanding of lesson teaching and created a belief that students would be successful.

The theme of lesson process

The contribution of the thesis studies presented to the lesson teaching processes was evaluated by the teachers as; 'redesigning the lesson process (5), fun, enjoyable lesson teaching (5), sharing content/application research (5), concretising/associating with life (4), multiplying alternatives (3), calendaring the process (2), ensuring participation (2), giving feedback (1), focusing on unsuccessful students (1), enriching rewards (1), encouraging peer cooperation (1), increasing activities (1), increasing colleague interaction (1), involving parents in the process (1)' ($f=33$). The opinions of the participants about the course processes of thesis presentations are as follows:

- *'The importance of giving feedback to students was emphasised in the presentation. In this direction, I try to give feedback and ideas in accordance with the calendar.'* (M6).
- *"I see that children get bored very quickly when we teach children with the traditional method only with the presentation technique. But I give an example of an implicit meaning topic, children, we give some messages in daily life. When we call the things that we do not say directly in these messages but infer them as implicit meaning, they are not very interested, but when we create a speech bubble on a cartoon and say to a wolf who sees piglets there and says 'salaam alaikum young people', the piglets say 'oh, we got away with it. He is a Muslim', we see that when we ask the children what meanings they infer from this, they are very interested, and they immediately make inferences such as "Hodja, Muslims greet each other and Muslims do not eat pork". Therefore, it does not attract children's attention with the direct expression technique, but when we explain it with visuals, they really learn very carefully."* (T2).

- “I now take web2 applications into account when making lesson plans. I place the applications I know from friends and the internet into the lesson plan” (T4).
- “It is definitely very nice to feel that self-confidence in the student by organising the lesson processes well. Especially for lower level students. Now, since the student who knows the subject already knows it, it does not become that much of an incentive for him/her after a while. But as I said, if the child knows the subject as a definition, including lower level students, if children can define the subject, they understand it, and this understanding is a great motivation especially for children with low academic achievement, we can observe it.” (M3)
- ‘After the presentation, I try to give homework related to their lives, where they can produce concrete products.’ (M6).
- ‘Before this presentation, I did not pay attention to which subject they chose when giving homework. After this presentation, what I really want the students to do is to prepare an educational material. For example, when we explain the subject of atom, I want the children to be able to make them in three dimensions when we explain boron atom model, Dalton atom model, etc.’ (F6).

The main purpose of thesis presentations is to determine their contribution to lesson processes. The change in understanding and perspective can only be meaningful if it affects practice. Otherwise, what is done remains an intellectual activity. Teachers stated that after the thesis presentation, they re-planned their lessons according to the situation and created alternatives for the work done. In addition, the effects of thesis presentations such as making the lesson fun, getting rid of monotony, ensuring student participation, making it concrete, etc., are promising for teachers and students. On the other hand, it is important for teachers to be encouraged to research by thesis presentations in terms of professional development. The fact that thesis presentations lead teachers to interact more with each other professionally can have positive reflections on student success. At this point, it can be said that the process that started with understanding development after thesis presentations made significant contributions to lesson practices.

Contribution of Thesis Presentations to Principals' Practices

In the second part it is asked if the presented thesis have any impact on their coursework/management processes. The themes and frequency values reached as a result of the analysis regarding the impact of the presented thesis studies on the management processes of school principals are given in Table 2.

Table 2. Contribution of thesis presentations to principals.

Theme	Codes	Participants
Understanding Development (7)	Desire for professional development	OM1, OM2, OM4 OM1, OM4 OM2 OM3
	Self-criticism	
	Proactive approach	
	Changing perspective	
Management Process (10)	Being informed	OM1, OM2, OM3 OM2, OM3 OM1, OM4 OM1, OM3 OM4
	Using communication skills	
	Making professional development an agenda	
	Applying research results	
	Being motivated	

Looking at Table 2, participants stated the contribution of the presented thesis study to the management processes under the themes of understanding and management process.

The theme of understanding development and management process

Principals stated the impact of the presented thesis study on the management processes under the theme of understanding as; "desire for professional development (3), self-criticism (2), proactive approach (1)

and changing perspective (1)" (f=7). Participants' views on the impact of thesis presentations on their understanding are as follows in their own words:

- *"Since I am also someone who has done a master's degree, I have been trying to encourage and help teachers and administrators to do master's degrees as much as possible from the very beginning. In fact, a letter came from the Ministry of National Education DYS. Some principals asked the Ministry of National Education for permission, asking if they should allow those who want to do a master's degree. There is already something provided by the ministry in this regard. That is, I allow teachers to do master's degrees in a way that does not disrupt the lesson. Beyond giving permission, I personally encourage and help them more. It is a fact that these presentations will develop principals in all aspects. After the master's presentation, I did a self-evaluation: what am I doing right, what am I doing wrong." (OM1)*
- *I think the principal should not consider communication as merely communication. In relation to this, they can touch upon many points within communication, such as guidance, management, and as an administrator. From matters of etiquette to how the style should be, what language should be used with people. We need to use these parts of communication as a whole. Did the presentation have an effect on me, yes it did. I can say that it affected my perspective. I pay more attention to communication now. What you say can be different from what the other person understands." (OM3).*
- *"When you listen to the presentation, you inevitably do a self-evaluation. When I saw the research questions, my own memories came to mind. I asked myself what I would do now. I can say that this has an effect on school management." (OM4).*

It can be said that thesis presentations have an effect on principals encouraging teachers for professional development in master's degrees, thinking about taking precautions before things happen, and approaching events and situations with a mature approach by doing self-evaluation.

The contribution of the presented thesis studies to the management processes was stated by school principals as; "being informed (3), using communication skills (2), making professional development an agenda (2), applying research results (2) and being motivated (1)" (f=10). Participants' views on the impact of thesis presentations on their management processes are as follows in their own words:

- *"Actually, I can easily say that young principals are well-equipped. Do they have a wealth of knowledge, yes they do. But they have shortcomings in using it. They can experience problems in communication. This might be due to the emotion of youth. Presentations like this will have an effect on the management and communication skills of principals. I learn a lot from every seminar in terms of professional development. For example, in this seminar, I got tips on communication errors. I pay attention to these in my communication with teachers and other staff." (OM2).*
- *"At the beginning of the year teacher's board meeting or at the teacher's board meetings in the second term and at the end of the year, for example, at the beginning of the year, we say, 'Let's note down here in which area you feel deficient in in-service training, and let's provide in-service training in the area you want'. This presentation had an effect on this." (OM1).*
- *"These kinds of seminars help us to renew ourselves and be motivated. We exchange ideas. We learn new information. Although we have shortcomings in terms of application, we try to apply what we learn. I see the effects of this in my own school." (OM4).*
- *"Professional experience is very valuable. Friends who spoke at the thesis presentation shared their memories. It would be a lie if I said these didn't affect me. I try to apply the lessons I learned and the managerial information in my school, and I can say that the results are positive. What a wealth of information would emerge if every school principal shared their experience. This increases the motivation of both us and the teachers." (OM3).*

Principals stated that master's thesis presentations affected their management processes by informing and updating them, giving importance to communication, trying to be natural, trying to apply what they learned, and obtaining positive results. As a natural result of this situation, they said that their motivation increased. On the other hand, making professional development an agenda item in teacher meetings is an important gain from thesis presentations. Teachers can postpone their professional development due to work intensity and other reasons. At this point, the contribution of thesis presentations is a situation that should be valued.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The development of postgraduate education is shaped by constantly changing societal needs and technological advancements, and advanced education programs and interdisciplinary studies are gaining increasing importance. For teachers and school principals, postgraduate education is the first step of advanced education. Although there are different expectations from teachers and school principals regarding postgraduate education, the contribution of the studies to the field is an important reason. For this reason, postgraduate programs are becoming increasingly popular among educators. On the other hand, whether the quantitative increase in master's education has a qualitative impact on the field is an important problem.

In educational practices in developed countries, data obtained from scientific research are considered important. These countries pay attention to making data-driven decisions to increase the effectiveness of educational activities. Since they make decisions with data that is consistent with the reality in the field, they do not fall into the trap of approaches aimed at gaining political benefit or misleading situations where there is no possibility of action (Ekiz, 2017). Educational research is extremely valuable for teachers to understand educational processes and make professional decisions. This is because personal experience, expert opinion, tradition, intuition, common sense, and beliefs can be insufficient in making correct decisions compared to evidence-based educational research (McMillan & Schumacher, 2013). Teachers and school principals working in institutions where educational research is conducted believe in the importance of theoretical and research-based knowledge, but their research-based experience is not at a sufficient level. The reasons for this situation can be listed as the fact that the knowledge produced in scientific studies does not overlap with the needs of society and therefore is not effective in solving problems, the insufficient cooperation between academia and schools, the lack of interest of teachers and school principals in scientific publications, and the structure of scientific research (Kazancı Tınmaz, 2020). Due to the insufficient dissemination of master's thesis studies to practitioners, their contribution to the professional development of teachers and school principals and the quality of education received by students is limited. In addition, the lack of mechanisms that educational stakeholders can benefit from the master's studies in the field of education can create a feeling that the work of those who receive postgraduate education is not sufficiently valued. Strengthening the relations between education faculties and schools, producing scientific solutions to the real problems of the field, and understanding the expectations of teachers and school principals can be possible by sharing postgraduate studies with interested parties.

In this research, the impact of master's thesis presentations in the field of education on the work of teachers and school principals in the field was tried to be understood. Teachers described changes in their understanding of the practice following the theses presentation as " Trying to understand the students, self-assessment, giving importance to student requests, taking negativity into account, anticipating problems, overcoming anxiety/fear, willingness to improve, emphasising the foundation, assessing failure anxiety, changing the understanding of lesson teaching, belief in success, concentration on weaknesses." According to Dixon and Ward (2015), enrolling in and completing a master's degree is seen as a way for teachers to develop new knowledge, skills, and understandings through the examination and restructuring of their professional practices, helping them gain a conscious and critical perspective on teaching and learning. In this research, it is

seen that sharing thesis presentations with teachers created a similar effect. It is an expected situation that the change in teachers' perspectives on teaching, students, and their profession after the master's thesis presentation is reflected in practice. The first stage of change begins in the realm of ideas. At this point, it is important that teachers state that they see the effects of the master's presentation they attended. It is important for teachers to foresee problems before they occur, to take into account student demands, and to try to understand students in terms of managing lesson processes and maintaining communication with students. It is also seen that teachers make some evaluations about themselves after the presentation. Self-evaluation, evaluating failure anxieties, focusing on weak points, and getting rid of prejudices are beneficial pursuits in terms of professional development. An important contribution of thesis presentations is that they awaken a desire for development in teachers. Starting and continuing development is only possible with willingness.

School principals stated that the development of understanding regarding the practice of thesis presentations was achieved through "desire for professional development, self-criticism, proactive approach and changing perspective." According to Dilci (2019), doing a master's degree in the field of educational sciences increases individuals' competencies and has an impact on their daily lives. It is seen that school principals want to do master's degrees and follow scientific studies after the thesis presentation. Analyzing events and phenomena and foreseeing potential problems and taking necessary precautions beforehand are among the desired characteristics of school principals. The development of a proactive understanding in school principals is important at this point. One of the effects of thesis presentations is that they change the perspective of school principals on events and people. This approach, which includes understanding students and teachers, looking at problems from different angles, being patient, and respecting alternative views, can be expected to have an impact on the effectiveness and efficiency of institutions. A manager who is self-centered and sees himself as nearly perfect prevents the manager from renewing himself and also gains immunity against managerial errors. Managers who do not face their own failures look for errors and shortcomings in others. Thus, they hinder the development of the institution they work in and their own development. At this point, the way for school principals to avoid managerial illnesses is through self-evaluation. It is understood from the interviews with the participants that thesis presentations have an effect on the understanding of changes mentioned above.

Teachers stated the impact of thesis presentations on the course processes as "Course process redesign, fun, enjoyable teaching, content/application research, sharing, embodiment/association with life, multiplying alternatives, calendarising the process, ensuring participation, giving feedback, concentration on unsuccessful students, enriching rewards, encouraging peer co-operation, increasing activities, increasing colleague interaction, involving parents in the process." Gürün et al. (2023) found that master's education has a positive effect on teachers' lesson practices and that they take concrete steps. Lon and Lucu (2016), in a study they conducted, found that teachers who were continuing their master's and doctoral studies were actively experimenting, reading, analyzing, and discussing research related to professional and school development, exhibiting a reflective-evaluative inquiry approach, and adding innovations to teaching strategies in their classrooms. Teachers who attended the master's thesis presentation stated that instead of single and similar studies on the topics they worked on with students in lesson processes, they offered options; for example, when giving a project assignment, they asked the whole class to work on different topics instead of the same topic. It is likely that students with different interests and abilities doing similar work will have a negative impact on their creativity. Also, teachers making alternative plans and designing lesson processes according to the situation are among the contributions of the presentation. In education, in the sense of "putting the stone in its place," seeing special situations within the lesson and directing the flow of the lesson in the subsequent processes will create educational opportunities. This will affect the permanence and quality of the educational activity. People produce better products and work on topics they are interested in and talented in. Students gaining self-confidence and competence, experiencing the feeling of success, and, most importantly, having different perspectives happens by supporting their differences. Teachers stated that when they returned to the field after the thesis presentation, they gave feedback to students about their situations and that this contributed to the development of the students. Feedback is extremely important for students to see their blind spots and learn the areas they need to develop. It is clear that making the lesson fun, getting rid of monotony, and increasing students' interest and participation in the lesson will do so. Teachers stated that they tried to

make their lessons fun after the thesis presentations. During the thesis presentations, a discussion environment was created, providing interaction among colleagues. As a result, teachers stated that they shared content with their colleagues and increased their interaction. Some teachers stated that they involved student parents more in the process in relation to the thesis presentations. It is seen that teachers are looking for new applications after the presentations.

School principals stated the impact of thesis presentations on management processes as "being informed, using communication skills, making professional development an agenda, Applying research results and being motivated." Şahin (2017), in a study he conducted on teachers comparing school principals with and without postgraduate education working in middle schools, found that there was no significant difference between the two groups in terms of organizational communication and the level of teacher participation in decisions made at school, but that school principals with master's degrees had better communication skills and gave more space to teachers' opinions in determining the agenda of board meetings. Kulaksız (2019) reached the conclusion that school administrators with master's degrees were highly effective in terms of technical, human, and conceptual competencies by the teachers of the schools where these principals worked. The participants of this research stated that thanks to the thesis presentations, they were informed about professional studies, saw that there were scientific studies on the problems they encountered, and shared experiences with each other. In addition, they stated that they made professional development an agenda and engaged in developmental activities such as in-service training, doing master's degrees, looking at scientific research results, etc., among themselves and in meetings. It can be said that all these studies will have an impact on the competencies of the administrators. Akay, Boz, and Ulusoy (2022), in a study they conducted with school principals, stated that the master's education of school principals largely solved their communication problems, improved their communication with educational stakeholders, and enabled them to find quick and clear solutions to problems. Similarly, in this study, it is seen that they pay attention to the basic rules of communication, such as being natural, using "I" language, and responding to teachers' expectations of appreciation. It is inevitable that good communication, understanding, and desire for development in the institution will affect the motivation of the employees. Indeed, the participants confirmed this situation by stating that they were more motivated.

Recommendations

Interacting with teachers and principals in the selection of research topics for master's theses in the field of education, having them read and evaluate the thesis after it is completed by the interested parties, and making the results obtained an agenda in school meetings can increase the contribution of the studies to the field.

REFERENCES

- Akay, M., Boz, E., & Ulusoy, İ. (2022). Eğitim yönetimi alanında lisansüstü eğitim alan okul müdürlerinin deneyimleri. *Akademik Açı*, 2(2), 3-31.
- Aktan, O. (2020). Öğretmenlerin kariyer gelişimi açısından lisansüstü eğitimin değerlendirilmesi. *Yükseköğretim ve Bilim Dergisi*, 10(3), 596-607.
- Akyürek, M. İ. (2022). Öğretmenlerin lisansüstü eğitim yapmamasının nedenleri ve üniversitelerden beklentiler: Bir fenomenoloji çalışması. *Uluslararası Temel Eğitim Çalışmaları Dergisi*, 3(1), 1-8.
- Alabaş, R., Kamer, S. T., & Polat, Ü. (2012). Öğretmenlerin kariyer gelişimlerinde lisansüstü eğitim: tercih sebepleri ve süreçte karşılaştıkları sorunlar. *E-Uluslararası Eğitim Araştırmaları Dergisi*, 3(4), 89-107.

- Alhas, A. (2006). *Lisansüstü eğitim yapmakta olan milli eğitim bakanlığı öğretmenlerinin lisansüstü eğitime bakış açıları (Ankara ili örneği)*. (Yüksek Lisans Tezi). Gazi Üniversitesi. Ankara.
- Arslan, E. (2022). Nitel araştırmalarda geçerlilik ve güvenilirlik. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 51(Özel sayı 1), 395-407.
- Baltacı, A. (2019). Nitel araştırma süreci; nitel bir araştırma nasıl yapılır? *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(2), 368-388.
- Bassey, M. (1995). *Creating education through research*. Newark, Kirklington Moor Press/British Educational Research Association.
- Başer, N., Narlı, S., & Günhan, B. (2005). Öğretmenlerin lisansüstü eğitim almalarında yaşanan sorunlar ve çözüm önerileri. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (17), 129-135.
- Bayrak, Ç. (2001). *Bir sistem olarak okul*. (ed. Ö. Demirel, Z. Kaya). Öğretmenlik Mesleğine Giriş. Ankara: Pegem Yayıncılık.
- Bilge, B. and Aslanargun, E. (2018). Öğretmenlerin Mesleki Gelişimlerine Okul Müdürlerinin Katkıları, *Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 12, 278-303.
- Bilimsel Toplantılara Katılım Yönergesi. (2019, 19 Kasım). <https://mevzuat.meb.gov.tr/dosyalar/2027.pdf>. adresinden 11.10.2023 tarihinde alınmıştır.
- Brundrett, M., & Crawford, M. (Eds.). (2008). *Developing school leaders: An international perspective*. Routledge.
- Bursalıoğlu, Z. (1991). *Okul yönetiminde yapı ve davranış*. (8. Baskı). Ankara: Pegem Akademi.
- Bülbül, T. (2003). Ankara üniversitesi eğitim bilimleri fakültesinde görev yapan öğretim üyelerinin lisansüstü öğretime öğrenci seçme sürecine ilişkin görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 36(1), 167-174.
- Bümen, T. N., Ateş, A., Çakar, E., Ural, G. ve Acar, V. (2012). Türkiye bağlamında öğretmenlerin mesleki gelişimi: sorunlar ve öneriler. *Milli Eğitim Dergisi*, 42(194), 31-50.
- Can, E. (2019). Öğretmenlerin meslekî gelişimleri: Engeller ve öneriler. *Eğitimde Nitel Araştırmalar Dergisi*, 7(4), 1618-1650.
- Can, N. (2018). *Okul yönetiminde rol oynayan öğeler*. (Ed. Niyazi Can). Kuram ve uygulamada eğitim yönetimi. Ankara: Pegem Akademi. 178-205.
- Cozoğlu, T. and Aslanargun, E. (2024). A Thematic Analysis On Articles Published In The Field Of Educational Administration After 2000s., *International Journal of Educational Research Review*, 9(1):41-52 DOI:[10.24331/ijere.1176980](https://doi.org/10.24331/ijere.1176980)
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Çelik, V. (1997). *Okul kültürü ve yönetim*. Ankara: Pegem Yayınları.
- Demircioğlu, H., & Özdemir, O. (2023). The effect of master's degree administrators in educational administration on the success of the school. *International Journal of Social Science, Innovation and Educational Technologies (Online)*, 4(14), 48-58.
- Diaz, P. (2021). *School administrators' perceptions of a doctorate in educational leadership on professional preparaton*. (Doktora Tezi). Northern Arizona University ProQuest Dissertations Publishing.

- Dilci, T. (2019). *Eğitim bilimleri örnekleminde lisansüstü eğitimin niteliksel boyutuna ilişkin görüşler (nitel bir çalışma)*. Fırat Üniversitesi Sosyal Bilimler Dergisi, 29(1), 159-179.
- Dixon, H., & Ward, G. (2015). The value of masters study to teachers' professional practice: contradictory discourses within the workplace. *Australian Journal of Teacher Education*, 40(2), 51-65.
- Ekiz, D. (2017). *Bilimsel araştırma yöntemleri*. Ankara: Anı Yayıncılık.
- Eroğlu, M., & Özbek R. (2020). Etkili öğretmenlerin mesleki gelişimi. *Dicle Üniversitesi Eğitim Fakültesi Dergisi*, (1),37, 73-92.
- Gökçe, H., Gökçe, Z., Demir, N., & Bektaş, O. (2022). Lisansüstü eğitimin fen bilimleri öğretmenlerinin mesleki gelişimlerine katkısı. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 42(2), 1409-1442.
- Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, Ö., Yıldırım, G., & Reisoğlu, İ. (2012). Türkiye'de eğitim teknolojileri araştırmalarındaki eğilimler: 2000-2009 dönemi makalelerinin içerik analizi. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(1), 177-199.
- Gürün, E., Görmüş, M., Bulut, M., Durulmuş, M., Taçyıldız, A., & Döblan, İ. (2023). Eğitim Yönetimi Alanında Yüksek Lisans Yapmanın Öğretmenlik Mesleğine Etkileri. *International Social Sciences Studies Journal*, 9(112), 7365-7373.
- Hancock, D.R., & Algozzine, B. (2011). *Doing case study research: a practical guide for beginners researchers*. New York: Teachers College.
- Huber, S. (Ed.). (2009). *School leadership-international perspectives*. Springer Science & Business Media.
- Kaçan, G. (2004). Sınıf Öğretmenlerinin mesleki gelişime ilişkin isteklilik düzeyleri. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 5(1), 57-66.
- Kamu Görevlileri Hakem Kurulu Kararı. (2012, 1 Haziran). Resmî Gazete (Sayı: 28310).<https://www.resmigazete.gov.tr/eskiler/2012/06/20120601-21.pdf> adresinden 21.11.2023 tarihinde alınmıştır.
- Kaplan, N. U. (2022). *Yüksek lisans öğrencilerinin doktora eğitimine devam edip etmeme kararları ve bu kararlarında etkili olan etmenler*. (Yüksel Lisans Tezi). Tokat Gaziosmanpaşa Üniversitesi Eğitim Bilimleri Enstitüsü. Tokat.
- Karadağ, E. (2009). Eğitim bilimleri alanında yapılmış doktora tezlerinin tematik açıdan incelemesi. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 10(3), 75-87.
- Karakütük, K. (2002), *Öğretim üyesi ve bilim insanı yetiştirme-lisansüstü öğretimin plânlanması (2.Baskı)*, Ankara: Anı Yayıncılık.
- Karaman, S., & Bakırcı, F. (2010). Türkiye'de lisansüstü eğitim: sorunlar ve çözüm önerileri. *Sosyal Bilimler Araştırmaları Dergisi*, 5(2), 94-114.
- Karanlık, M. (2021). *Eğitim programları ve öğretim yüksek lisans programı mezunlarını izleme çalışması*. (Yüksek Lisans Tezi). Düzce Üniversitesi. Düzce.
- Kazancı Tınmaz, A. (2020). Eğitim yönetiminde kuram, araştırma ve uygulama bütünlüğünün incelenmesi. (Doktora Tezi). Gazi Üniversitesi. Ankara.

- Keskin, H. (2023). Öğretmenlerin lisansüstü eğitim alma nedenlerinin incelenmesi. *International Social Sciences Studies Journal*, 9(109), 6094-6104.
- Kıral, E., & Altun, B. (2015). 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. *The Anthropologist*, 21(3) 512-521.
- Kırgın, F., & Aslanargun, E. (2023). Eğitim yönetimi alanında yüksek lisans yapmış okul müdürlerine karşı bakış açıları. *Anadolu Eğitim Liderliği ve Öğretim Dergisi*, 11(1), 169-185.
- Koşar, D., Er, E., & Kılınç, A. Ç. (2020). Yüksek lisans yapmak: eğitim yönetimi öğrencilerinin lisansüstü eğitim yapma nedenlerine ilişkin nitel bir araştırma. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (53), 370-392.
- Kulaksız, S. (2019). *Eğitim yönetimi ve denetimi yüksek lisans mezunu okul yöneticilerinin yönetsel etkililik düzeyleri*. (Yayımlanmamış Yüksek Lisans Tezi). Akdeniz Üniversitesi.
- Lon, G. Ve Lucu, R. (2016). The impact of postgraduate studies on the teachers' practice. *European Journal of Teacher Education*, 39(5), 602-615.
- Maviş-Sevim, F. Ö., & Akın, U. (2021). The role of graduate education in professional development of teachers: Is graduation enough? *Eğitim ve Bilim*, 46(207), 483-510.
- McMillan, J. H., & Schumacher, S. (2013). *Research in education: Evidence-based inquiry*. New International Edition. Birleşik Krallık: Pearson Education.
- Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında KHK, T.C. Resmî Gazete, Sayı: 28054, 14 Eylül 2014.
- MEB İdare Faaliyet Raporları. (2017-2022). <https://sgb.meb.gov.tr/www/dokumanlar/icerik/30>. adresinden 28.12.2023 tarihinde alınmıştır.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage publications.
- Olgun, C.K. (2008). Nitel araştırmalarda içerik analizi tekniği. *Sosyoloji Notları Dergisi*, (5), 66-70
- Ozan Leymun, Ş., Odabaşı, F., & Kabakçı Yurdakul, İ. (2017). Eğitim Ortamlarında Durum Çalışmasının Önemi. *Eğitimde Nitel Araştırmalar Dergisi*, 5(3), 367-385.
- Öğretmenlik Meslek Kanunu. (2022, 14 Şubat). Resmî Gazete (Sayı: 31750).
- Özbilen, F. M., & Dilber, Y. (2023). Receiving postgraduate education in the field of educational administration: a qualitative analysis from the school vice principals' perspectives. *International Journal of Eurasian Education and Culture*, 8(23), 2199-2237.
- Sari, M. (2022). *Tezsiz yüksek lisans programlarının etkililiğinin ve kalitesinin değerlendirilmesi (ATÜ iş sağlığı ve güvenliği tezsiz yüksek lisans programı örneği)*. (Yüksek Lisans Tezi.) Çukurova Üniversitesi. Adana.
- Sayan, Y., & Aksu, H. (2005). Akademik personel olmadan lisansüstü eğitim yapan bireylerin karşılaştıkları sorunlar üzerine nitel çalışma. Dokuz Eylül Üniversitesi- Balıkesir Üniversitesi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 17, 59-66.
- Saykal, A., & Uluçınar Sağır, Ş. (2021). Türkiye'de Öğretmen Yeterlikleri ve Teknolojik Pedagojik Alan Bilgisi Araştırmaları. *Gazi Eğitim Bilimleri Dergisi*, 7(2), 115-137.

- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Şahin, C. N. (2017). *Ortaokullarda lisansüstü eğitim alan yöneticilerin örgütsel iletişim düzeyi ile öğretmenlerin karara katılma davranışlarının analizi*. (Yüksek Lisans Tezi). Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Tahmaz, S. A. (2019). *Lisansüstü eğitim alan öğretmenlere ilişkin yönetici tutumları*. (Yüksek Lisans Tezi). Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü. Denizli.
- Toplu Sözleşme Kararları. (2017, 25 Ağustos). Resmî Gazete (Sayı: 29690). Erişim adresi: <https://www.resmigazete.gov.tr/eskiler/2017/08/20170825-9.pdf>.
- Toprak, E., & Taşgın, Ö. (2017). Öğretmenlerin lisansüstü eğitim yapmama nedenlerinin incelenmesi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 7(13), 599-615.
- Turgut, M. F. (1987). Eğitimde lisansüstü eğitim. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 2(2).
- Turhan, M., & Yaraş, Z. (2013). Lisansüstü programların öğretmen, yönetici ve denetmenlerin mesleki gelişimine katkısı. *Elektronik Sosyal Bilimler Dergisi*, 12(43), 200-218.
- Umur, Z. (2015). *Eğitim yönetimi ve denetimi tezsiz yüksek lisans öğrencileri ile öğretim üyelerinin eğitim yönetimi ve denetimi tezsiz yüksek lisans programına ilişkin görüşleri*. (Yüksek Lisans Tezi). İnönü Üniversitesi Eğitim Bilimleri Enstitüsü. Malatya
- Varış, F. (1972). *Türkiye'de lisansüstü eğitim*. Ankara Üniversitesi Yayınları, Ankara.
- Yenen, E. T. (2022). Öğretmenlerin mesleki yeterliklerini etkileyen faktörler. *MANAS Sosyal Araştırmalar Dergisi*, 11(1), 27-45.
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11.Baskı). Ankara: Seçkin Yayıncılık.
- Yüksek Öğretim Kurumu Ulusal Tez Merkezi. (2023). <https://tez.yok.gov.tr/UlusalTezMerkezi/IstatistikBilgiler?islem=3> adresinden 17.06.2023 tarihinde alınmıştır.
- Zhang, Y., & Wildemuth, B. M. (2009). *Qualitative analysis of content*. (Ed: B. Wildemuth). In Applications Of Social Research Methods To Questions In Information And Library. Portland: Book News.