



Expectations, Problems and Solutions for Postgraduate Academic Advisory in the Field of Primary School Teacher Education¹

Sınıf Öğretmenliği Eğitimi Alanında Lisansüstü Akademik Danışmanlığı Konusunda Beklentiler, Yaşanılan Sorunlar Ve Çözüm Önerileri¹

Esadiye PEKDEMİR², Sayım AKTAY³

Article Type⁴: Research Article

Application Date: 27.06.2023

Accepted Date: 02.04.2024

To Cite This Article: Pekdemir, E & Aktay, S. (2024). Expectations, problems and solutions for postgraduate academic advisory in the field of primary school teacher education. *Anadolu University Journal of Education Faculty (AUJEF)*, 8(2), 651-685.

ABSTRACT: The aim of this research is to reveal the status of academic advising in graduate education in the field of classroom teaching. In this regard, it aims to examine the perceptions of academics and graduate students regarding the phenomenon of academic advising, their expectations from academic advising, the problems they encounter during the academic advising process, and their proposed solutions to these problems. In line with these objectives, a qualitative research approach was adopted in the study. Phenomenology, which is one of the qualitative research types, was used as the research model. The sample of the study consists of thesis-based master's students, doctoral students, and academics who provide academic advising in the graduate education programs of Akdeniz University, Anadolu University, Afyon Kocatepe University, Gazi University, Muğla Sıtkı Koçman University, Pamukkale University, Dokuz Eylül University, and Ege University in the 2020-2021 academic year. According to the findings of the study regarding the perceptions of graduate education academic advising, it was observed that both academics and graduate students have a positive perception of the phenomenon of academic advising. Furthermore, both academics and graduate students generally define academic advising as a guidance process. Regarding the expectations related to graduate education academic advising, it was found that both academics and graduate students have various expectations from academic advising. Regarding the problems encountered in graduate education academic advising, the findings reveal that academics face difficulties mainly due to the students' deficiencies in scientific research skills and scientific research methods during the thesis stage. On the other hand, graduate students face problems in the academic advising process, particularly in terms of academics not providing timely feedback, inadequate guidance in research methods, and working with an advisor

¹This study is a version of the master's thesis titled "Expectations, Problems and Solutions for Postgraduate Academic Advisory in Study of Primary School Teacher Education" turned into a scientific article.

² Teacher, Konur Koyu Primary School, esadiyepkdemir@gmail.com, 0000-0002-8654-1187 (Corresponding author)

³ Assoc. Prof. Dr., Muğla Sıtkı Koçman University, Faculty of Education, sayimaktay@gmail.com, 0000-0002-5301-0099

⁴This study received approval from the Ethics Committee of the University on the date of 17.06.2020, under the decision number 115.

they did not choose. Additionally, it emerged that the main problem for graduate students in the field of classroom teaching was the difficulty in finding academics specialized in their field. The findings regarding the proposed solutions to the problems in graduate education academic advising indicate that academics mainly emphasize two topics in their proposed solutions. Firstly, it is suggested that especially master's students should go through a one-year preparation process, such as scientific preparation, before starting their master's courses. Secondly, it is recommended that academics who will provide academic advising should undergo a specific education on "academic advising" and a framework should be established for academic advising. When examining the proposed solutions from the perspective of graduate students, it is seen that the most commonly expressed solution is the ability to choose the individuals who will provide them with academic advising throughout their graduate education.

Keywords: Classroom teaching, academic advising, graduate education

ÖZ: Araştırma, sınıf öğretmenliği eğitimi alanındaki lisansüstü akademik danışmanlığının durumunu ortaya koymayı amaçlamaktadır. Bu doğrultuda akademisyenlerin ve lisansüstü öğrencilerinin; akademik danışmanlık olgusuna ilişkin algılarını, akademik danışmanlıktan beklentilerini, akademik danışmanlık sürecinde yaşadıkları problemleri ve bu problemlere ilişkin çözüm önerilerini incelemeyi amaçlamaktadır. Belirtilen amaçlar doğrultusunda çalışmada nitel araştırma yaklaşımı benimsenmiştir. Araştırmada model olarak ise nitel araştırma türlerinden biri olan olgubilim (fenomenoloji) kullanılmıştır. Araştırmanın örneklemini 2020-2021 eğitim-öğretim yılında Akdeniz Üniversitesi, Anadolu Üniversitesi, Afyon Kocatepe Üniversitesi, Gazi Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Pamukkale Üniversitesi, Dokuz Eylül Üniversitesi ve Ege Üniversitesi'nde bulunan Sınıf Öğretmenliği/Eğitimi lisansüstü eğitim programlarında eğitim alan tezli yüksek lisans öğrencileri, doktora öğrencileri ve yine aynı programda akademik danışmanlık yürüten akademisyenler oluşturmaktadır. Araştırmanın lisansüstü eğitim akademik danışmanlığı konusundaki algılara ilişkin bulgularına göre hem akademisyenlerin hem de lisansüstü öğrencilerinin akademik danışmanlık olgusuna ilişkin olumlu yönde algıya sahip oldukları görülmüştür. Yine hem akademisyenler hem de lisansüstü öğrencileri akademik danışmanlığı genel olarak bir yol gösterme süreci olarak tanımlamakta oldukları ortaya çıkmıştır. Lisansüstü eğitim akademik danışmanlığı konusundaki beklentilere ilişkin bulgulara göre hem akademisyenlerin hem de lisansüstü öğrencilerin akademik danışmanlık konusunda birbirlerinden çeşitli beklentilerinin olduğu görülmüştür. Lisansüstü eğitim akademik danışmanlığı konusunda yaşanan problemlere ilişkin bulgulara göre; akademisyenlerin akademik danışmanlık konusunda en çok tez aşamasında lisansüstü öğrencilerin hem bilimsel araştırma becerileri hem de bilimsel araştırma yöntemleri konusundaki eksiklikleri nedeniyle sorunlar yaşamakta oldukları ortaya çıkmıştır. Lisansüstü öğrencilerinin ise akademik danışmanlık sürecinde problemi en çok; akademisyenlerin zamanında geribildirim sağlamaması, araştırma yöntemleri konusunda yeterli yönlendirilmedikleri ve tercih etmediği bir danışmanla çalışması konularında yaşadıkları ortaya çıkmıştır. Ayrıca sınıf öğretmenliği alanında lisansüstü eğitime devam eden öğrencilerin en önemli sorununun alan uzmanı akademisyen bulamamak olduğu ortaya çıkmıştır. Lisansüstü eğitim akademik danışmanlığı konusunda yaşanan problemlere ilişkin çözüm önerileriyle ilgili bulgulara göre; akademisyenlerin çözüm önerileri arasında en çok üzerinde durulan iki konu vardır. Bunlardan ilki; özellikle yüksek lisans öğrencilerini bilimsel hazırlık gibi bir yıllık bir süreçten geçirerek yüksek lisans derslerine o şekilde başlamaları şeklindedir. İkincisi ise akademik danışmanlık yürütecek olan akademisyenlerin mutlaka "akademik danışmanlık" ile ilgili bir eğitimden geçmesi ve akademik danışmanlık için bir çerçeve çizilmesi gerektiği şeklindedir. Lisansüstü öğrencilerin çözüm önerileri görüşleri incelendiğinde; öğrencilerin çözüm önerisi olarak en sık görüş belirttiği konunun lisansüstü eğitimleri boyunca kendilerine danışmanlık edecek kişileri kendileri seçmek olduğu görülmüştür.

Anahtar sözcükler: Sınıf öğretmenliği, akademik danışmanlık, lisansüstü eğitim

1. INTRODUCTION

When individuals graduate from undergraduate programs at universities, their knowledge and experiences in terms of academic aspects are capable of addressing only a limited portion of the era they are in. In order to adapt to the changing world driven by technological advancements and the increasing progression of knowledge, individuals need to continuously update their knowledge (Sevinç, 2001) to keep up with the changes and be at the forefront of developments. In this process, having a willingness to learn becomes crucial. While every piece of knowledge an individual possesses is open to development, it is impossible for individuals to solely rely on the knowledge acquired during their undergraduate education throughout their lives (as cited in Aydemir & Çam, 2015). Universities are expected to be the places where new knowledge is generated, research is freely conducted, and research activities are encouraged to create scientific environments. In line with these expectations, it can be stated that one of the most important functions of universities is conducting research (İbiş, 2014).

Individuals who are not satisfied with undergraduate education seek to develop themselves in their areas of interest after completing their education (İlter, 2019), contribute to society, become part of the scientific world, or pursue postgraduate education conducted by universities for various purposes and expectations. When the literature is examined, it is observed that the concept of postgraduate education is defined in various ways. Postgraduate education is defined as the highest education institution where both the university's need for academics and society's need for qualified human resources and researchers are nurtured (Kayahan Karakul and Karakütük, 2014; Günay, 2018). With postgraduate education, highly qualified human resources, which are an important part of scientific and technological advancements and development, are cultivated (İbiş, 2014; Dikmen and Tuncer, 2016; Bayar and Çelenk, 2019; Koşar, Er, and Kılınç, 2020). According to another definition, the purpose of postgraduate education is to educate faculty members and researchers for the future of higher education institutions and provide solutions to the technological, economic, and cultural development problems of countries in this regard (Ünal and İlter, 2010; Samancı, Özdemir, and Yılar, 2016; Akgün and Güntaş, 2018). The importance of conducting postgraduate studies is to develop competence in a particular subject by conducting extensive research within a certain period of time (Şahin, Calp, Bulut, and Kuşdemir, 2013). Finally, Günay (2018) emphasizes the evaluation of postgraduate education in terms of intellectual and academic depth dimensions and highlights that increasing these dimensions of postgraduate education plays an important role in improving the quality of the entire education system. Considering all these definitions and statements, it can be expressed that there is a consensus that postgraduate education is a key point in cultivating qualified human resources. The concept of a qualified individual can be regarded as someone who continuously improves oneself and is sensitive to societal issues as a researcher or individual (Başer, Narlı, and Günhan, 2005; Aydemir and Çam, 2015; Toprak and Taşgın, 2017).

When individuals begin postgraduate education, which plays an important role in cultivating qualified human resources, it is expected that they have acquired certain skills during the education process. Individuals who have received postgraduate education can be said to possess high-level skills that contribute to science, guide developments in society, play an effective role in the country's development, or generate effective solutions to encountered problems (YÖK, 1983; Turgut, 1987; İlter, 2020). Postgraduate education starts with the master's program and is followed by the doctoral program. According to the Regulation on Postgraduate Education and Training published in Turkey, the aim of a thesis-based master's program is to enable individuals to acquire the ability to access information, compile, interpret, and evaluate it using scientific research methods. For an individual pursuing a doctoral program, the aim is to develop the necessary skills for independent research, analyzing and interpreting

scientific problems and data from a broad and deep perspective, and reaching new syntheses (Bülbül, 2003; YÖK, 2016).

Postgraduate education is the educational process that enables individuals who have completed their undergraduate programs to specialize in a specific field through further education (Karaman and Bakırcı, 2010; Nayır, 2011; Bozan, 2012). The importance of postgraduate education stems not only from the cultivation of qualified human resources but also from the training of qualified academicians and the enhancement of the quality of higher education (Dikmen and Tuncer, 2016). One of the important stakeholders of postgraduate education is students, and the student-advisor relationship is undoubtedly one of the significant factors that determine the quality of education during their postgraduate education. In fact, students' relationships with their academic advisors play a crucial role in their academic achievements and satisfaction throughout the educational process and also have implications for their future career paths (Johnson, Huwe, and Lucas, 2000). The quality of communication between postgraduate students and their advisors has an important role in developing positive attitudes towards academic processes and scientific research, coping with challenges encountered in the research process, increasing motivation for academic life and research, and strengthening the collaboration between students and advisors (Dilci, 2009). Academic advising is an educational process (Seçkin, Aypay, and Apaydın, 2013) and is considered one of the essential services provided by universities. In this regard, academics who provide academic advising in higher education institutions have the responsibility to guide their students according to certain goals and principles (Seçkin et al., 2013). However, due to the insufficient qualifications of some faculty members, they may fall short of providing the necessary advisory services (Karabıyık Çeri, 2013).

"While academic advising services may differ between undergraduate and postgraduate education (Güven, 2014), the general content of these services can be described as providing information (Bektaş Köser, 2010) on department and faculty, relationships with other staff members within the faculty, course content, regulations, available services, scholarship opportunities, health and social services, as well as tasks such as course registration and program planning, monitoring the student's status (attendance, academic performance), assisting in future planning, and supporting the exploration of the student's abilities (Crookston, 1994; Demir, 1995; Tuttle, 2000; Çeçener, Güneş, and Akansel, 2021; Ismail, Roslan, Ismail, and Salleh, 2021). In addition to guiding students, academics also engage in various academic and administrative tasks such as peer reviewing in academic studies, conducting research, and serving on university committees (Kuzgun et al., 1997; Aypay, 2006; White and Schulenberg, 2012; White, 2015). The purpose of the study is to determine the perceptions and opinions of students and academics regarding academic advising in postgraduate education for primary school teaching. In line with this purpose, the following research questions are addressed:

1. What are the perceptions of academics about academic advising?
2. What are the perceptions of postgraduate students about academic advising?
3. What are the opinions of academics about academic advising?
 - a. What are the expectations of academics from postgraduate students in terms of academic advising?
 - b. What are the problems experienced by academics in academic advising?

- c. What are the proposed solutions to the problems experienced by academics in academic advising?
4. What are the opinions of postgraduate students about academic advising?
 - a. What are the expectations of postgraduate students from advisors in terms of academic advising?
 - b. What are the problems experienced by postgraduate students in academic advising?
 - c. What are the proposed solutions to the problems experienced by postgraduate students in academic advising?

2. METHOD

In this section, information about the research model, population and sample, data collection tools, data collection procedures, and data analysis is provided.

2.1. Research Design

The research aims to reveal the status of academic advising in the field of primary teacher education at the graduate level. In this regard, it aims to examine the perceptions of both academics and graduate students regarding the phenomenon of academic advising, their expectations from academic advising, the problems they experience in the academic advising process, and their proposed solutions to these problems. In line with these objectives, a qualitative research approach has been adopted in the study. The research model used is phenomenology, which is one of the qualitative research types.

Yıldırım and Şimşek (2018) state that qualitative research can be defined as a research approach that utilizes qualitative data collection methods such as observation, interviews, and document analysis, and aims to present perceptions and events realistically and holistically in their natural setting. Qualitative research approaches are considered suitable for exploring a problem, addressing an unknown research problem, and comprehensively understanding the fundamental phenomenon of research (Creswell, 2019). Furthermore, the greatest advantage of qualitative research is its ability to allow researchers to see the research topic through the perspectives of the individuals involved in the study (Yıldırım and Şimşek, 2018). Indeed, in qualitative designs, researchers can work individually as well as study activities, events, and processes (Creswell, 2017). The phenomenological design is a suitable research design for studies that aim to examine phenomena that we are not entirely unfamiliar with but do not fully comprehend. In phenomenological research, the individuals or groups with whom researchers collaborate are the data sources who have experienced and can reflect the phenomenon under investigation (Yıldırım and Şimşek, 2018).

2.2. Study Group

The study group of the research consists of thesis-based master's students, doctoral students, and academic advisors in the Graduate Programs of Classroom Teaching/Education at Akdeniz University, Anadolu University, Afyon Kocatepe University, Gazi University, Muğla Sıtkı Koçman University, Pamukkale University, Dokuz Eylül University, and Ege University.

The participants of the research were determined through purposive sampling method using criterion sampling. Participants (study group) who contribute to a deep understanding of the fundamental phenomenon in qualitative research are identified through purposive sampling (Creswell, 2019). Criterion sampling, which is one of the purposive sampling methods, allows the researcher to establish the criteria or use a pre-established criterion list (Yıldırım and Şimşek, 2018). In the selection of the study group in this research, the criterion was set as students enrolled in the graduate program of classroom teaching/education and academic advisors in the same program. Voluntary participation was also considered a criterion for the research. During the data collection process, metaphor data could not be applied to a large audience due to the pandemic, so it was only applied to participants who were interviewed online. In this regard, metaphor findings were used to support the interview findings. The participants for both metaphor and interview questions consist of the same individuals. Information about the participants is provided in Table 1 and Table 2.

Table 1: Information about Graduate Students

	Participants	Gender		Educational Level	
		Female	Male	Master	Doctoral
	Y1	Female		Master	
	Y2	Female		Master	
	Y3	Female		Master	
	Y4	Female		Master	
	Y5	Female		Master	
	Y6	Female		Master	
	Y7	Female		Master	
	D1	Female		Doctoral	
	D2	Male		Doctoral	
	D3	Female		Doctoral	
	D4	Female		Doctoral	
	D5	Female		Doctoral	
	D6	Female		Doctoral	
	D7	Female		Doctoral	
	D8	Male		Doctoral	
	D9	Male		Doctoral	
	D10	Female		Doctoral	
TOTAL	17	14	3	7	10

Table 2: Information about Academics

	Participants	Gender		Academic Title		
		Female	Male	Prof.Dr.	Assoc. Dr.	Dr. Lecturer
	A1		Female		Assoc. Dr.	
	A2		Male		Assoc. Dr.	
	A3		Female		Dr. Lecturer	
	A4		Female		Dr. Lecturer	
	A5		Female		Dr. Lecturer	
	A6		Female		Prof.Dr.	
	A7		Male		Prof.Dr.	
	A8		Female		Assoc. Dr.	
	A9		Male		Prof.Dr.	
	A10		Female		Prof.Dr.	
	A11		Male		Prof.Dr.	
	A12		Female		Assoc. Dr.	
	A13		Female		Dr. Lecturer	
	A14		Male		Dr. Lecturer	
	A15		Female		Prof.Dr.	
	A16		Male		Prof.Dr.	
TOTAL	16					
		10	6	7	4	5

2.3. Data Collection Tools

In qualitative research, interviews are the most commonly used data collection tools (Yıldırım and Şimşek, 2018). In this research, data was collected through semi-structured interviews to obtain participants' opinions and through a metaphor form to determine their perceptions. The interview questions, which were developed by obtaining expert opinions, aim to examine participants' general views on academic advising, problems encountered in the academic advising process and the proposed solutions to these problems, as well as their expectations from academic advising.

Another data collection tool used in this research is the metaphor form. The form, created with the guidance of expert opinions, consists of a metaphor sentence pattern: "Academic advising is like....," followed by the rationale for the metaphor in the "Because" section.

2.4. Data Collection

The selected study group, created in line with the research objectives, includes academic advisors who provide academic guidance in the field of classroom education in graduate education programs, as well as graduate students who receive academic advising from these advisors. Data was collected from the identified study group using semi-structured interview questions prepared by the researcher, based on expert opinions, and a metaphor form related to the concept of "academic advising". All of the data was collected through one-on-one online Zoom interviews with the participants. The interviews were conducted with the voluntary participation of academics and students, and they were initiated after

obtaining the participants' consent. The interview questions were directly posed to the participants by the researcher. The interviews were recorded with the participants' consent using recording devices, and at the end of the interviews, the audio recordings were transcribed and transformed into written documents.

2.5. Data Analysis

In the analysis of the data obtained from the interview questions in the study, the "descriptive analysis technique" was used. According to the descriptive analysis approach, the data obtained from the research are summarized and interpreted based on pre-determined themes. Additionally, in the descriptive analysis approach, the data can be presented considering the questions used in the interview process (Yıldırım and Şimşek, 2018). Accordingly, the audio recordings of the conducted interviews were listened to and transcribed by the researcher. The coding process was carried out based on the concepts derived from the data. During the coding process, direct quotations of participants' views were also identified for inclusion in the findings section. The resulting codes were grouped under their respective themes, and the themes were presented in a structured manner.

For the analysis of the data obtained from the metaphor form in the study, the "content analysis technique" was used. The main purpose of content analysis is to uncover concepts and relationships that can explain the obtained data. Additionally, this technique involves the process of grouping similar data around specific concepts and themes (Yıldırım and Şimşek, 2018).

2.6. Validity and Reliability

Throughout the research, it has been ensured that the research questions align with the research method. The method of the research has been chosen because it is considered most suitable for the researcher's purpose. Additionally, a purposive sampling method has been preferred to reach the most appropriate participants in line with the research objectives. In this context, participants have been selected or excluded based on specific criteria. Throughout the research process, as well as in the creation of measurement tools and reporting processes, the literature has been utilized. The contribution of a second researcher has been ensured in the digitalization and analysis of the obtained data. The researcher has remained unbiased throughout all these processes.

3. FINDINGS

The findings and interpretations of the research are presented based on the views of academics and postgraduate students regarding the academic advising process. The participants' views are presented under four main headings: "Perceptions of academics regarding academic advising," "Perceptions of postgraduate students regarding academic advising," "Views of academics on academic advising," and "Views of postgraduate students on academic advising."

The main heading "Views of academics on academic advising" is presented in three subheadings: "Expectations of academics from postgraduate students regarding academic advising," "Problems experienced by academics in academic advising," and "Solutions proposed by academics for the problems experienced in academic advising." The main heading "Views of postgraduate students on academic advising" is also presented in three subheadings: "Expectations of postgraduate students from their advisors regarding academic advising," "Problems experienced by postgraduate students in

academic advising," and "Solutions proposed by postgraduate students for the problems experienced in academic advising.

3.1. Perceptions of the Academics Regarding Academic Advising

In order to reveal the perceptions of academics regarding academic advising, participants were initially asked to create a metaphor related to academic advising. Afterwards, they were asked about their general thoughts on academic advising. In this context, the data obtained from the content analysis of the metaphors created by academics regarding academic advising are presented in Table 3.

Table 3: *Metaphors of the Academics Regarding Academic Advising*

CATEGORY	METAPHOR
ABSTRACT	Radiant face
	To feel proud
	Companionship
	Family
PROFESSION	Advocacy
	Co-pilot
NATURAL STRUCTURE	Pole star
	Water source
OBJECT	Lamp
	Compass
	Key
ARTIFICIAL STRUCTURE	Lighthouse
	A snowy path
RESPONSIBILITY	Growing a sapling
	Growing a flower

Table 3 presents the metaphors created by academics regarding academic advising, along with the frequency of each metaphor and its corresponding category. Graduate students generated a total of 15 valid metaphors related to academic advising. The most frequently mentioned metaphor was "lighthouse" (2). The metaphors created by academics were categorized into 6 categories. These categories are as follows: 1) Academic advising as an abstract concept, 2) Academic advising as a profession, 3) Academic advising as a natural structure, 4) Academic advising as an object, 5) Academic advising as an artificial structure, and 6) Academic advising as responsibility.

It was observed that participants who generated the metaphors "radiant face" and "to feel proud" aimed to describe the feeling they experience when the academic advising process is completed successfully. The participant who created the "gururlanmak" metaphor explained their reason for creating this metaphor as follows: "I can say it's because I see the result of my efforts. They are like my students, look, they have grown, I have raised them, and I feel proud of them. It's because of this feeling. You know, they were my student and they graduated, I feel proud of them."

In the "lighthouse" metaphor, it was observed that participants once again emphasized the guiding function of academic advising. Regarding the participant who created the metaphor "a snowy path", their reason for creating this metaphor was: "Sometimes you sink, sometimes you emerge. Sometimes the road is clear, sometimes it is muddy, sometimes it is icy, and if the student in front of you is not studying, if they don't put in some effort, it becomes really challenging."

The participant who created the metaphor of "growing a flower" explained their reason for creating this metaphor: "You need to understand, know, and recognize what the flower, i.e., the advisee, needs in every aspect. You need to provide water when they need it, be their light when they need it, and be their support. And when it comes to pruning, you need to trim certain behaviors that don't fit, you need to do this. You need to do the necessary work for them to bloom, flourish, mature, and spread, and you also need to rid them of things that hinder their growth."

The general views of academics regarding academic advising are presented in Figure 1.

General Views	Exhausting and stressful
	Important
	Necessary
	Multidimensional
	Requiring knowledge
	Valuable
	Contributing
	Enjoyable and challenging
	Journey

Figure 1: *General Views of Academics Regarding Academic Advising*

When examining Figure 1, it can be seen that academics generally describe the academic advising process as exhausting, stressful, important, necessary, multidimensional, requiring knowledge, valuable, contributing, enjoyable, challenging, requiring up-to-date information, pleasurable, and a journey. An academic who emphasizes the importance of the academic advising process stated, "I think it is important when we look at the process as a whole. I find it important to inform the student about the process and the situations within the process and to follow up with the student."

The multidimensional nature of the academic advising process is also mentioned in the opinions. An academic on this matter expressed, "Faculty members have several tasks. One is teaching. Another is conducting research. The next one is societal contribution, which means sharing and disseminating their knowledge and experiences with the community. Now, academic advising is somewhere in between the first two areas, and this requires a very well-designed process."

In addition, some academics describe the academic advising process as enjoyable and challenging. An academic regarding this stated, "Every year, we add thousands of experts to the field of classroom education. Therefore, when we look at it, it is an enjoyable and rewarding situation, but at the same time, it is a challenging process. Because especially in the process of a master's degree, our advisees are required to write a graduate thesis for the first time in their lives. We have to make a lot of effort for it to be scientifically flawless."

3.2. Perceptions of Graduate Students Regarding Academic Advising

Participants were asked to create a metaphor related to academic advising in order to uncover graduate students' perceptions of academic advising. Subsequently, they were asked about their general thoughts on academic advising. In this context, the data obtained from the content analysis of the metaphors created by graduate students regarding academic advising are presented in Table 4.

Table 4: *Metaphors of Graduate Students Regarding Academic Advising*

CATEGORY	METAPHOR
ABSTRACT	Master-apprentice relationship
	Mother-child relationship
	Guiding
PROFESSION	Orchestra conductor
	Gardener
	Captain
NATUREL STRUCTURE	Plane tree
	Water
OBJECT	Beacon
	Map
	Compass
ARTIFICIAL STRUCTURE	Navigation
	Bridge
	Lighthouse
	A long journey

When examining Table 4, it can be observed that students' metaphors related to academic advising, along with the frequencies of these metaphors and their corresponding categories, are presented. Graduate students generated 15 valid metaphors regarding academic advising. The most frequently repeated metaphors are "map" (2) and "lighthouse" (2).

The metaphors created by graduate students are categorized into 5 categories. Accordingly, the categories are "1) Abstract academic advising, 2) Profession as academic advising, 3) Natural structure as academic advising, 4) Object as academic advising, and 5) Artificial structure as academic advising."

The participant's reasoning for the metaphor of "orchestra conductor" is as follows: "I see it as managing such a massive organization where multiple instruments and different people are synchronized simultaneously. Yes, there is a plan in front of all of them, but actually, it's about managing the sounds that enter and exit at different times, rise and fall."

It is observed that participants created the metaphors of "beacon," "map," "compass," and "navigation" because they believed that academic advising carries guiding and route-setting qualities. In fact, one of the participants' reasoning for creating the metaphor of "map" is: "Academic advising, in my eyes, is always in the form of guidance."

The participant's reasoning for the metaphor of "compass" is: "It is a person who guides their student in every aspect and enables them to find the right direction in the end.". It can be seen that participants created the metaphor of "lighthouse" due to the guiding function of academic advising. Another metaphor, "a long journey," is explained as follows: "It is a support that guides us to see different landscapes at every step of the long career path, enabling us to make conscious choices and use the steering wheel effectively on this road.

The general opinions of graduate students regarding academic advising are presented in Figure 2.

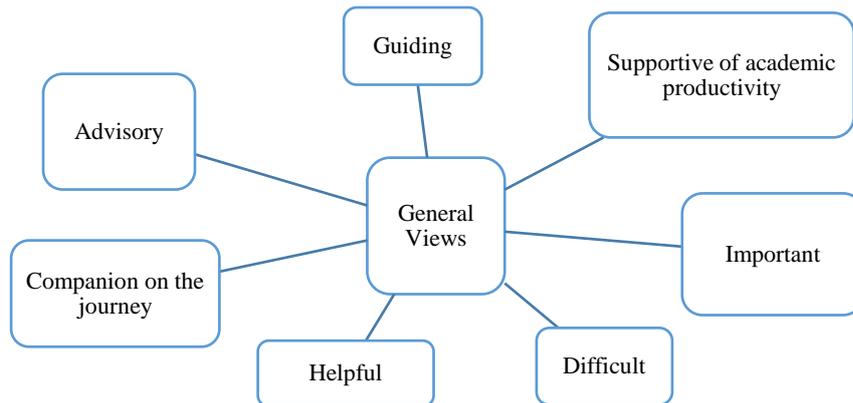


Figure 2: *General Views of Graduate Students on Academic Advising*

When examining Figure 2, it can be seen that graduate students generally define academic advising process as guiding, supportive of academic productivity, important, challenging and demanding, helpful, a companion on the journey, advisory, like family, knowledge provider, a control mechanism, and life coaching.

Regarding the guiding aspect of academic advising, one student states, "Our advisors are the ones who will guide us. If our advisors cannot provide good guidance and establish good communication with us, it creates significant difficulties in the process. We may find our way somehow, but as the name suggests, you consult them, and they show you the way. I see it as a guiding force.". Another student views academic advising as companionship, saying, "Whether official or unofficial, you start sharing a part of your life with someone you may know or meet for the first time, and it is time that will never come back. I generally think of it as sharing time and being a companion on the journey.".

In addition, a student who sees academic advising as life coaching expresses their opinion as follows: "In every path, in every aspect of our lives, we need someone to support us. I think of our academic advisor as the person who acts as our life coach during that period.".

3.3. Opinions of Academics about Academic Advising

Under this heading, the findings obtained from the descriptive analysis of the data regarding academics' expectations from graduate students, the problems they encounter with graduate students, and their proposed solutions to these problems in the academic advising process are presented.

3.3.1. *Expectations of Academics from Graduate Students in Academic Advising*

To uncover the expectations of academics from graduate students in academic advising, academics were asked about their expectations from graduate students in terms of academic advising. In this context, the opinions of academics regarding their expectations from graduate students in academic advising are presented in Figure 3.

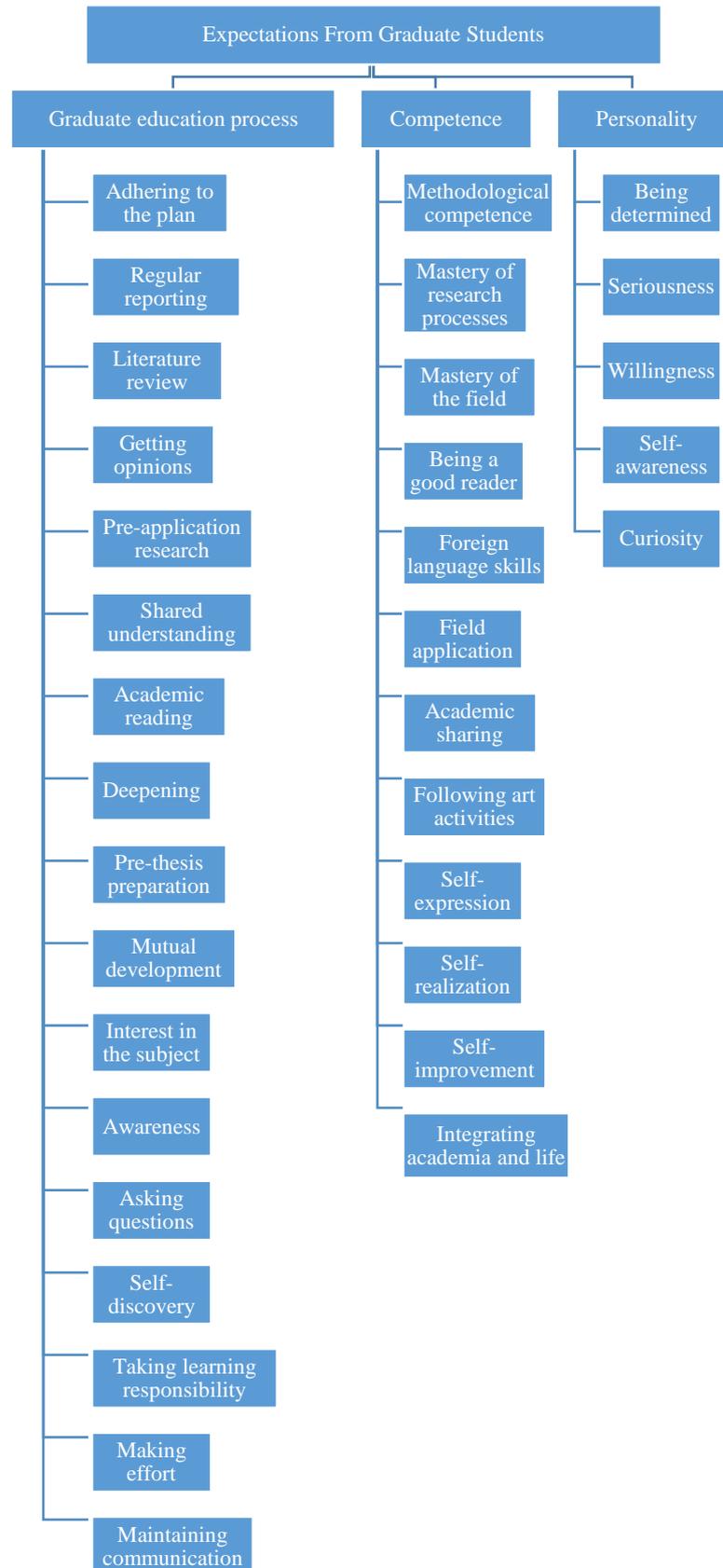


Figure 3: Expectations of Academics from Graduate Students in Academic Advising

When examining Figure 3, the opinions of academics about their expectations from graduate students in academic advising are presented under three main headings: "graduate education process," "competence," and "personality." Among the expectations related to the graduate education process, there are subheadings such as "adhering to the plan, regular reporting, literature review, being seen, pre-application research, shared understanding, academic reading, deepening, pre-thesis preparation, mutual development, interest in the subject, awareness, asking questions, self-discovery, taking learning responsibility, making effort, maintaining communication." Expectations related to the student's competence include subheadings such as "methodological competence, mastery of research processes, mastery of the field, being a good reader, foreign language skills, field application, academic sharing, following art activities, self-expression, self-realization, self-improvement, integrating academia and life.". Expectations related to the student's personality include subheadings such as "being determined, seriousness, willingness, self-awareness, curiosity".

When examining the expectations of academics during academic advising in the graduate education process, it can be observed that an academic who has expectations regarding literature review stated, "I expect them to have the ability to search both domestic and international sources. In other words, they should be able to conduct a literature review for at least the past five years in their field and possess searching skills." Another academic expressed their expectation regarding academic reading, stating, "My most important expectation is for them to read extensively. I want them to read a lot of research. Because this process is not just about studying their own topic; it also brings along academic knowledge in their field." An academic who expects graduate students to make the most of the pre-thesis preparation process expressed their views as follows: "During the course period, certain things need to gradually take shape in their minds. They should have some preparations regarding which field they will work on, whether they can work in the same field as their advisor or work on a topic related to their advisor. I want them to see and evaluate these preparations themselves."

During academic advising, academics have expectations regarding the competence of graduate students. One academic who has expectations regarding methodological competence expressed their opinion, "I want the students who come to me to learn both quantitative and qualitative methods during the course stage because it falls under research methods. I want them to be competent and not deficient in this regard so that there are no difficulties.". Furthermore, an academic who expects mastery of the field expressed their expectation as follows: "My fundamental expectation from my students is for them to truly master the field from the beginning. They must engage in detailed reading at an effective level and truly identify a problematic situation. They should design a solution-oriented problem based on their own needs, using a scientific approach without compromising scientific principles, and work in a principled manner with a sense of responsibility to achieve the most effective outcome.". An academic who expects students to be proficient in foreign languages expressed their expectation, stating: "As you know, foreign language proficiency is one of the essentials for our academic work. Otherwise, how will we follow the international literature? It's not just about the literature in Turkey. Therefore, we expect them to have developed themselves in English as well."

During academic advising, academics have expectations regarding the student's personality. In this regard, an academic who expects students to be determined and approach their work with seriousness expressed their expectation as follows: "I expect them to be determined and not view this as just a hobby. I expect them to approach their work seriously. It's not like saying, 'I'll do it a little, I'll work and do my master's at the same time.'. No, you are being given the title of a science expert, it doesn't work that way.". Lastly, academics especially expect graduate students to be curious.

3.3.2. Problems Experienced by Academics in Academic Advising

In order to reveal their opinions about the problems experienced by academics in academic advising, they were asked about the problems they encounter in academic advising. The opinions of academics regarding the problems they face in academic advising are presented in Figure 4.

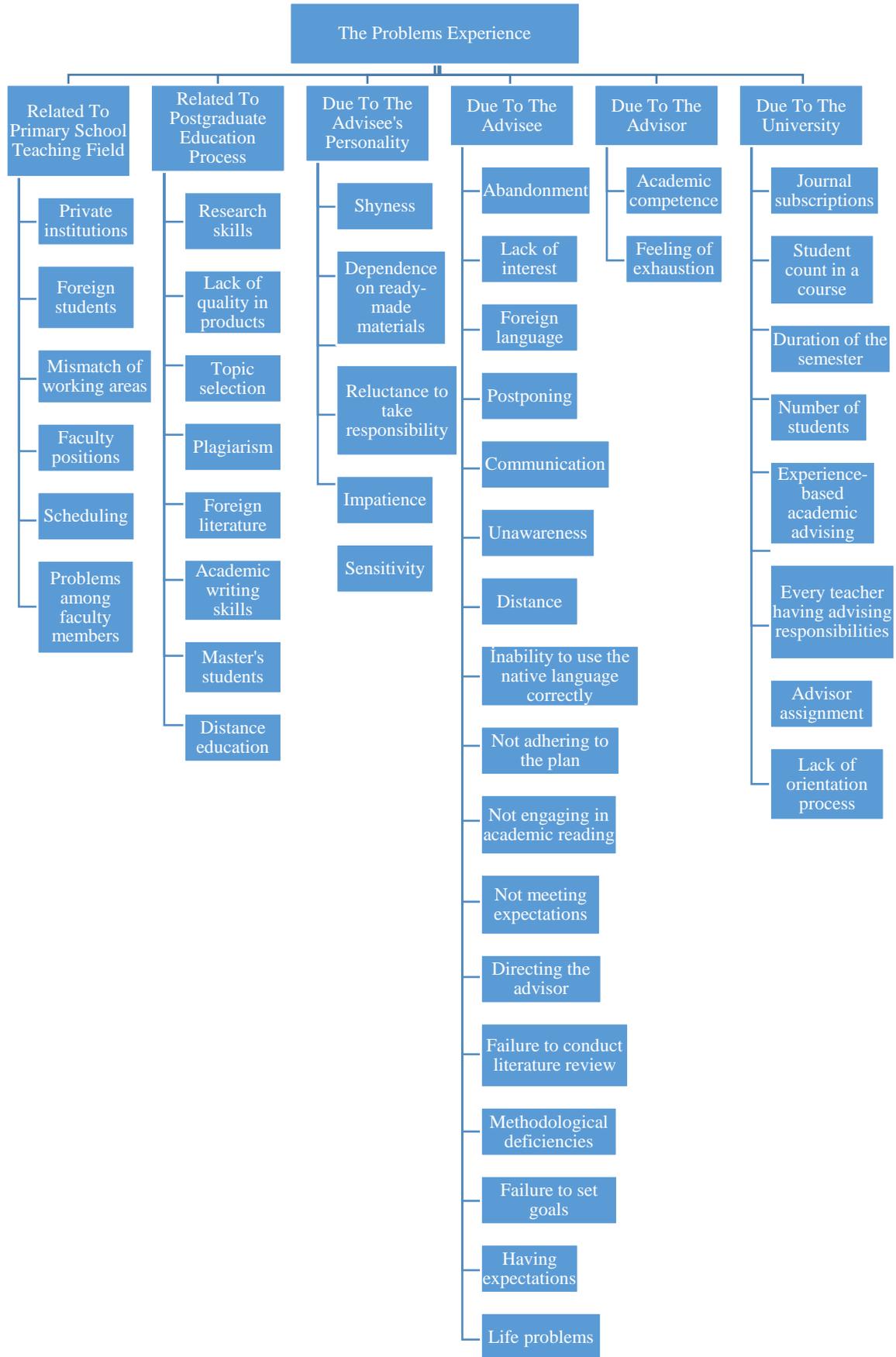


Figure 4: The Opinions of Academics About the Problems They Experience in Academic Advising

When examining Figure 4, the opinions of academics regarding the problems they experience in academic advising are presented under six main headings: 'related to primary school teaching field,' 'related to postgraduate education process,' 'due to the advisee's personality,' 'due to the advisee,' 'due to the advisor,' and 'due to the university.' Among the problems experienced by academics in the primary school teaching field, there are subheadings such as 'private institutions, foreign students, mismatch of working areas, faculty positions, scheduling, problems among faculty members.' Among the problems experienced by academics in the postgraduate education process, there are subheadings such as 'research skills, lack of quality in products, topic selection, plagiarism, foreign literature, academic writing skills, master's students, and distance education.' Among the problems related to the advisee's personality, there are subheadings such as 'shyness, dependence on ready-made materials, reluctance to take responsibility, impatience, sensitivity.' Among the problems related to the advisee, there are subheadings such as 'abandonment, lack of interest, foreign language, postponing, communication, unawareness, distance, inability to use the native language correctly, not adhering to the plan, not engaging in academic reading, not meeting expectations, directing the advisor, failure to conduct a literature review, methodological deficiencies, failure to set goals, having expectations, life problems.' Among the problems related to the advisor, there are subheadings such as 'academic competence, feeling of exhaustion.' Among the problems related to the university, there are subheadings such as 'journal subscriptions, student count in a course, duration of the semester, number of students, experience-based academic advising, every teacher having advising responsibilities, advisor assignment, lack of orientation process'.

It is observed that academics experience problems related to academic advising in the field of primary school teaching. In this context, an academic expressed their opinion regarding the issue of private institutions: 'We have students who are working as teachers. I feel sorry for them because they are very enthusiastic, but private schools do not support their master's studies. When we talk to them, they say yes, we support them, but they do not provide any convenience to the teachers. We have that problem as well.'

It has been observed that academics experience problems related to postgraduate education in the field of academic advising. In this regard, an academic who faces difficulties in research skills expressed their opinion as follows: 'They do not reach the competence to conduct their thesis during the course stage. Yes, they somehow pass their courses, but when it comes to the thesis, they cannot do it because they do not have sufficient competence in scientific research. As a result, it always falls on the advisor.'. Another academic, highlighting the problem with academic writing skills, stated their opinion on the matter: 'The most serious deficiency is writing. Sometimes we ask students for reports, and the student, for example, scans articles, but they cannot put those articles together and create a coherent composition. Producing a scientific language and a framework appropriate to scientific discourse is the area where we struggle the most.'

It has been observed that academics experience problems are related to the advisee's personality in the field of academic advising. An academic mentioned that students' reliance on ready-made materials in certain areas from the undergraduate process creates problems in academic advising. They expressed their opinion as follows: 'Until they reach their master's degree, students have always been given things ready-made. Suddenly, in the master's program, they enter this process; research topics are given, and we ask them to conduct research and make presentations in class. They struggle, they find it difficult.'

It has been observed that academics experience problems related to the advisee in the field of academic advising. One of the most common problems is students abandoning the process before completing it. An academic expressed their opinion on this matter: "They don't continue, only a few can

finish their thesis, it becomes a problem. Completing a thesis is not an easy task. It's not like attending a class and saying, 'I did my thesis, it's done.' Not everyone who can do well in courses can necessarily do well in their thesis. I think that is generally the case with our students. Many of them come and go without being able to complete their thesis." Regarding the problem of students not engaging in academic reading, an academic expressed their opinion: 'If a student does not engage in sufficient academic reading, naturally, their knowledge remains shallow. To tell the truth, they fall short of meeting the academic expectations. An important issue is the failure to conduct an adequate literature review, and this is a serious problem. A limited literature review is being conducted, and as a result, we constantly have to remind them.'

Academics are experiencing problems in academic advising, both by engaging in self-criticism and by criticizing other academics who provide advising. In this context, it has been stated that sometimes problems arise in the advising process due to the insufficient academic competence of the advisors. An academic expressed their opinion on the matter as follows: "Many academics attempt to provide academic advising without fully understanding the language and nature of educational research. Therefore, I believe that our academic advisors have aspects of their competencies that need much more improvement. It seems as if we see academic advising as a task that we should do among our other work, something we should get rid of, something we should do when we find the opportunity. I think academic advising should truly be recognized as one of the fundamental tasks of a faculty member."

Academics are experiencing university-related problems in the field of academic advising. An academic expressed their opinion on the problem arising from the number of students in a class: "During the semester, there can sometimes be a large number of students in a single class. This then resembles undergraduate education. For example, in the first semester, my class was open, and 19 students chose it. It is not possible to conduct meaningful work with these 19 students."

Another academic emphasized the lack of a specific framework in academic advising as a problem. They expressed their opinion on the problem arising from experience-based advising as follows: "None of us received any training on how to provide advising. We did not receive any training on how to do advising during this process. It was entirely based on experience. I believe that a good advising training should be provided. It is running on an apprenticeship system."

3.3.3. Solution Suggestions for the Problems Encountered by Academics in Academic Advising

In order to elicit the opinions of academics regarding solution suggestions for the problems they encounter in academic advising, they were asked about their solution suggestions for the problems in academic advising. In this context, the opinions of academics regarding the solution suggestions for the problems they encounter in academic advising are presented in Figure 5.

Solution Suggestions	Scientific preparation
	Student-centeredness
	Online groups
	Open communication
	Information sharing
	Facilitation
	Collaboration with the Ministry of Education
	Advisor selection
	Elimination
	Enriching courses
	Danışmanlık eğitimi
	Questioning institutions
	Scientific results
	Being a role model
	Profile definition
	Grouping
	Monitoring boards
	Additional provisions
	Orientation

Figure 5: *Solutions Suggestions for the Problems Encountered by Academics in Academic Advising*

When examining Figure 5, it can be observed that the solution suggestions are presented under a single main heading. Among the solution suggestions for the problems encountered by academics in academic advising, there are opinions such as "scientific preparation, student-centeredness, online groups, open communication, information sharing, facilitation, collaboration with the Ministry of Education, advisor selection, elimination, enriching courses, questioning institutions, scientific results, being a role model, profile definition, grouping, monitoring boards, additional provisions, orientation."

As a solution suggestion, some academics emphasize the importance of scientific preparation, especially for the graduate process. One academic expressed their opinion on this suggestion as follows: "Perhaps there could be such a scientific preparation or readiness before moving on to graduate courses. Let them start taking their courses after the preparation. Because, for example, when I teach a course, should I focus on the content of the course or on academic writing skills? When they give me their reports, I see that they are all plagiarized. They have simply copied and pasted without following the rules. Well, it's understandable that they don't know. I think if this is provided before starting the courses, it will help the students to be more successful in their courses."

An academic who emphasizes the need for counseling education suggests that "everyone should receive counseling services at the beginning, i.e., about how counseling can be done. If everyone receives this education, it will truly be possible to demonstrate shared understanding. Because the ways in which advisors and this process can vary tremendously. Regarding academic counseling, I also strongly desire that students receive education about this process. How does an academic counseling process progress? What should students pay attention to? I think this is very important. Unfortunately, we are not able to do this at all, and this process is entirely conducted between the counselor and the advisee. Neither the counselor nor the advisee receives any education, and thus, common ground may not be established."

Regarding the definition of a profile related to academic counseling and academia, and the suggestion that academic counseling should be carried out by specific academics, one academic expressed their opinion on the subject as follows: "If departments, sub-disciplines, or universities cannot do it internally, then the Council of Higher Education (YÖK) should define the qualifications of graduate education or the academic profile of academics who will provide graduate education. In every corner of the country, relevant or irrelevant people and departments are opening graduate programs, which deteriorates the quality. Academic counseling should be determined first, taking into account the academic profiles of the departments."

Regarding grouping academics in terms of academic activities, one academic stated: "In the world, universities categorize their academics into two groups. One group's job is to be a professor and teach. They go and do that. The other group consists of research professors who conduct their own research and guide other researchers. I believe that this could be a possible solution, at least in principle."

3.4. Perceptions of Graduate Students Regarding Academic Advising

Under this heading, the findings obtained through the descriptive analysis of the data regarding graduate students' expectations from academics, the problems they encounter with academic advisors, and their suggestions for solving these problems in the academic advising process are presented.

3.4.1. *Expectations of Graduate Students from Academics in Academic Advising*

To identify the expectations of graduate students from academics in academic advising, they were asked about their expectations from academics in the academic advising process. In this context, the opinions of graduate students regarding their expectations from academics in academic advising are presented in Figure 6.

Expectations From Advisor	Personality	Communication
		Awareness
		Compatibility
		Being optional
		Fairness
		Not reflecting their own stress
		Not being egotistical
		Empathy
	Graduate Education Process	Feedback
		Allocating time
		Encouraging originality
		Academic activities
		Advisor preference
		Accessibility
		Efficient use of time
		One-on-one work
		More practical experience
		Attention
		Guidance
		Topic selection
	Academic Advisor Competence	Expertise in the field
		Sharing
		Knowledge of philosophy
		Staying updated
		Technological literacy
		Mastery of methodology
		Being in the field
		Versatility
	Good guidance	
	Spiritual Satisfaction	Maintaining and increasing motivation
		Support in moments of crisis
		Informal discussion environment
		Academic companionship
		Recognizing the student as an adult
		Getting to know each other
Having high human values		
Encouragement		

Figure 6: *Expectations of Graduate Students from Academics in Academic Advising*

When examining Figure 6, the opinions of graduate students regarding their expectations from academics in academic advising are presented under four main headings with subheadings: 'personality,' 'graduate education process,' 'academic advisor competence,' and 'spiritual satisfaction.' Expectations related to the advisor's personality include subheadings such as 'communication, awareness,

compatibility, being optional, fairness, not reflecting their own stress, not being egotistical, empathy.' Expectations related to the graduate education process include subheadings such as 'feedback, allocating time, encouraging originality, academic activities, advisor preference, accessibility, efficient use of time, one-on-one work, more practical experience, attention, guidance, topic selection.' Expectations related to the advisor's competence include subheadings such as 'expertise in the field, sharing, knowledge of philosophy, staying updated, technological literacy, mastery of methodology, working in the field, versatility, good guidance.' Expectations related to spiritual satisfaction include subheadings such as 'maintaining and increasing motivation, giving support in moments of crisis, informal discussion environment, academic companionship, recognizing the student as an adult, getting to know each other, having high human values, encouragement.'

During the time spent with academic advisors, graduate students have expectations regarding the advisor's personality. In this sense, there are expectations regarding the advisor's communication style. One student expressed their expectation as follows: 'In graduate studies, especially when you are inexperienced and learning everything from your advisor, the communication of your advisor will be good, and they will know how to communicate with you. After establishing communication with mutual respect, things progress very well.'

Graduate students have expectations regarding the graduate education process in terms of academic advising. Students expect timely feedback. One student who has an expectation about allocating time expressed their view as follows: 'Definitely, they should allocate time. Because a thesis is being conducted together, they will co-manage it. There is a saying, maybe you have heard it; in master's studies, the thesis belongs to the advisor, and in doctoral studies, the thesis is yours. Especially in master's studies, the name of your advisor is mentioned alongside yours. The advisor should be able to allocate time for you so that you can produce excellent work.'

Graduate students have expectations regarding the academic advisor's competence in academic advising. In this regard, one of the students who expects the advisor to be an expert in the field expressed their view as follows: 'In primary education, there are different areas of specialization. For example, in teaching Turkish, there are different areas such as writing learning, speaking learning, and reading learning. The same goes for mathematics education. Currently, I am working in the field of writing education. I definitely want there to be experts in the field of writing education if I cannot find a writing specialist.'

Graduate students have expectations regarding spiritual satisfaction in academic advising. In this sense, one student who has an expectation about maintaining and increasing motivation expressed their view as follows: 'If a student has a desire, I expect the advisor not to discourage it. Instead, they should support it if the student sees themselves as motivated in terms of academic and scientific studies. I expect the advisor to motivate the student.'

3.4.2. Problems Faced by Graduate Students in Academic Advising

In order to reveal the problems faced by graduate students in academic advising, they were asked about the types of problems they encountered during the academic advising process. In this context, the

opinions of graduate students regarding the problems they experienced in the academic advising process are presented in Figure 7.

The Problems Experience	Related To The Field Of Classroom Teaching	Lack of expertise
		Working hours
		Inability to take leave
	Related To The Graduate Education Process	Advisor Selection
		Distance education
		Working with the advisor in the same institution
		Lack of clarity in goals
	Communication -Related	Communication gaps
		The advisor's communication with other professors
		Feeling of worthlessness
		Discomfort
		Tone
	Advisor's Personality	Negative comments
		Inability to establish empathy
		Advisor change
		Failure to follow instructions
		Decrease in motivation
	Advisor-Related	Disregarding gender relations
		Failure to provide feedback
		Directing towards their own field
Worldview		
Inaccessibility		
Lack of time		
Inadequate guidance		
Methodological deficiencies		
Excessive freedom		
High expectations		
Comparison		
Idle advising hours		
Failure to thoroughly examine the work		
Lack of enthusiasm		
Seminar work		
Workload		

Figure 7: Problems Faced by Graduate Students in Academic Advising

When examining Figure 7, the opinions of graduate students regarding the problems they face in academic advising are presented under five main headings: "the field of classroom teaching," "the graduate education process," "communication," "advisor's personality," and "advising." Among the problems experienced by graduate students regarding the field of classroom teaching, there are subheadings such as "lack of expertise, working hours, inability to take leave." Among the problems experienced by graduate students regarding the graduate education process, there are subheadings such as "advisor selection, distance education, working with the advisor in the same institution, and lack of clarity in goals." Communication-related problems include subheadings such as "communication gaps, the advisor's communication with other professors, the feeling of worthlessness, discomfort, tone,

negative comments." Problems arising from the advisor's personality include subheadings such as "inability to establish empathy, advisor change, failure to follow instructions, decrease in motivation, disregarding gender relations." Advisor-related problems include subheadings such as "failure to provide feedback, directing towards their own field, worldview, inaccessibility, lack of time, inadequate guidance, methodological deficiencies, excessive freedom, high expectations, comparison, idle advising hours, failure to thoroughly examine the work, lack of enthusiasm, seminar work, workload."

It can be seen that graduate students face problems in the field of classroom teaching in terms of academic advising. In this context, a student expressing their opinion about the issue stated, "I am doing my doctorate in the field of classroom teaching, but there is no classroom teaching-based academician in the department of classroom teaching science at the university where I am doing my doctorate. They are all from different fields. I will never forget when our department head said that he was teaching our classes. I graduated from sociology, what am I doing there? He used to say, 'I am also the department head.' He is aware of it, but there is nothing he can do about it. The position was opened there, so he came according to that. My biggest problem was the absence of a mentor in the field of classroom teaching in Turkish education, after the doctoral course period."

It is observed that graduate students experience problems in the academic advising process regarding the graduate education process. In this context, a student stated, "For example, our advisor was assigned automatically. Now, when a thesis advisor is assigned to me without me determining the field I will work on and when I do not want to work in their field, I encounter a problem. Students generally face problems in the selection of an advisor. Forcing a student to work with an advisor they do not want, making a student take a course they do not want is a problem."

It is observed that graduate students face communication-related problems in academic advising. Regarding the problem caused by communication gaps, a student expressed, "I had a good relationship with my advisor during my master's degree with due regard. But sometimes I felt that we couldn't find the right channel, and this situation led to communication gaps. Sometimes we couldn't understand each other."

Regarding the feeling of worthlessness experienced by students due to the communication style of academics, a student expressed their opinion, "For example, our requests for discussion are usually not rejected, but we see that they are cut short. When we say, 'I did this and that, what should we do next?' the advisor says, 'Do this and that, then let's meet again later,' and we see that we are quickly directed to another matter without taking up much of our advisor's time. This situation creates a feeling of worthlessness in the student."

It has been observed that graduate students experience problems related to the personality of their advisors in academic advising. A student emphasizing the negative attitudes of the previous advisor after changing advisors expressed their opinion on the matter, saying, 'Unfortunately, problems can arise after changing advisors. You may not get along with your advisor, and changing advisors is a right granted to us by all universities. But one of our friends went and talked to the advisor she changed. Despite informing the advisor from the beginning, the advisor started ignoring her and cut off communication. This was not a pleasant behavior.'

It has been observed that graduate students experience problems related to the advisor in academic advising. A student expressing their opinion stated, 'The student's perspective is not given much importance, and the academic advisor directs the student based on their own field, which is a problem, in my opinion.' Regarding the problem caused by the advisor's methodological deficiencies, a student

expressed, 'While writing my thesis, for example, some things were left unclear regarding the methodology. I would ask my other professors.' Another student related to the topic stated, 'When writing my thesis, I couldn't find answers to some questions, especially when writing the detailed steps of the methodology. My advisor's guidance in this regard is often not sufficient.' Regarding the problem caused by the advisor's workload, a student expressed their opinion, 'My advisor is often overwhelmed. Due to academic procedures, there is workload like undergraduate and graduate courses. When our meetings are delayed due to this workload, there is a slight disconnect, and we experience confusion because the topics we need to discuss have accumulated.'

3.4.3. Solution Suggestions for the Problems Encountered by Graduate Students in Academic Advising

In order to reveal the opinions of graduate students regarding solution suggestions for the problems they experience in academic advising, they were asked about their solution suggestions for the problems they encounter in academic advising. The opinions of graduate students regarding solution suggestions for the problems they experience in academic advising are presented in Figure 8.

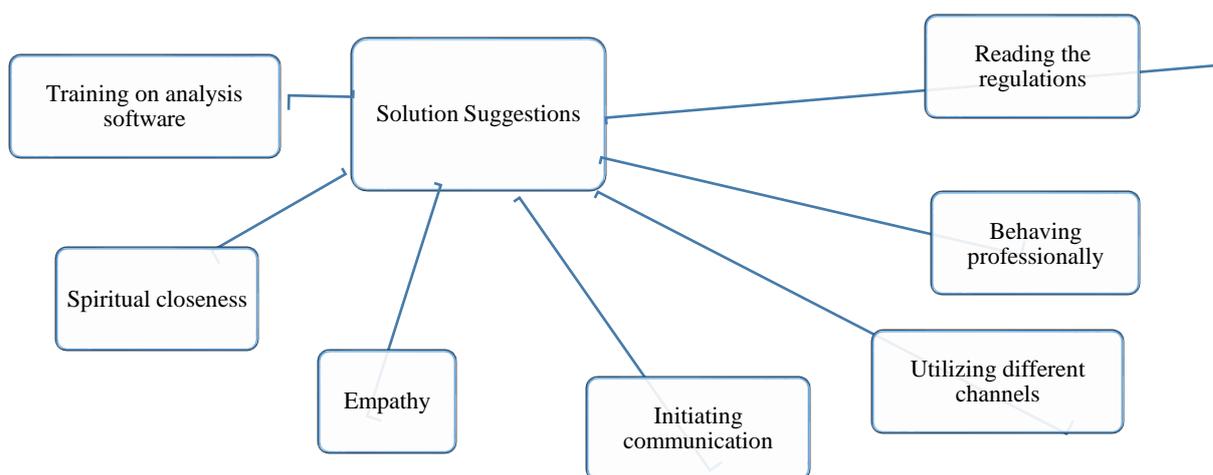


Figure 8: *Solution Suggestions from Graduate Students*

Figure 8 reveals the solution suggestions of graduate students regarding the problems they face in academic advising. Among these suggestions are opinions such as "reading the regulations, utilizing different channels, behaving professionally, initiating communication, empathy, spiritual closeness, training on analysis software, academic writing training, age limit, advisor preference, student quota, weekend classes, practical courses, mandatory meetings." Regarding the solution suggestion of advisor preference, a student expressed their opinion as follows: "I believe it would be more beneficial for the thesis advisor to be chosen by the student initially, rather than being assigned directly."

Graduate students who need to spend more one-on-one time with their advisors and acquire more information in areas where they lack expertise have expressed that increasing the emphasis on practical courses could address these deficiencies. One student shared their viewpoint on this matter: "If our process with the advisor had progressed not in the form of assignments but as a course, I believed I could have gained better things, better accomplishments, what I could have acquired myself. This process

progressed as an assignment, but personally, I would have preferred it to progress as a course, as one-on-one lessons. In this sense, it would be beneficial to have more practical courses." Additionally, utilizing different channels was suggested as a solution when students do not receive support from their academic advisors. A student related to the topic expressed their opinion: "By seeking support from different professors or requesting the assignment of a second advisor. If you can't receive that support from your advisor, and if you are determined to complete this task, then I think you can finish it by utilizing other channels, by seeking support from other sources.

4. DISCUSSION and RESULTS

In this section of the study, based on the findings obtained from the research conducted to uncover the perceptions and opinions of graduate students and academics regarding academic advising, the discussion, conclusions, and recommendations are presented.

4.1. Discussion

When examining the perceptions of academics regarding academic advising in graduate education:

Academics perceive academic advising as a lamp, compass, lighthouse, polar star, water source, assistant pilot, and a snowy road, emphasizing the guiding role of the academic advising process. Additionally, academics describe academic advising as important, necessary, enjoyable, challenging, multidimensional, beneficial, exhausting, and tense, resembling a journey. When exploring the perceptions of graduate students on the subject, they perceive academic advising as a map, lighthouse, bridge, long journey, compass, captainship, and orchestra conducting, also emphasizing the guiding role of the academic advising process, similar to academics. Graduate students describe academic advising as important, challenging, companionship, helpful, guiding, and life coaching. In this regard, it is observed that both academics and students generally have a positive perception of academic advising. Similarly, in a study conducted by Gülmez and Özteke Kozan (2017) to examine the perceptions of research assistants regarding the concepts of "academic advisor" and "academic life," data were obtained through metaphors. The research assistants' perceptions of their academic advisors were categorized into seven categories: enlightening, supportive/protective, productive, directive, neutral, impartial, colonialist, and supervisor. The research assistants had both positive and negative perceptions of their academic advisors.

When examining the expectations regarding academic advising in the process of graduate education:

It is observed that the expectations of academics from graduate students differ at certain points between doctoral and master's students. Accordingly, academics expect doctoral students to deepen their knowledge in their field of study and progress towards becoming a scientist, while they expect master's students to acquire necessary research skills and produce foundational work. Additionally, academics have common expectations for both levels of students, such as being determined, enthusiastic, curious, taking their work seriously, asking many questions, conducting literature reviews and academic readings, participating in intellectual activities, reading many books, and following the given plan. When examining the results of graduate students' expectations from advisors, no significant difference was observed between master's and doctoral students. The expectations of students regarding academic advising are similar. In this regard, graduate students generally expect their advisors to be accessible, to

have more one-on-one meetings, to participate in academic activities together, to have a good command of all research methods, to provide sufficient guidance, to provide timely feedback, to increase their motivation, to be versatile, and to be knowledgeable about current studies in the field. Some studies have yielded similar results to the findings of this research regarding expectations. In the study conducted by Grant (2005), it was found that graduate students in the field of education have various expectations from their advisors, including facilitating learning of new things, encouraging intellectual progress, addressing academic deficiencies, and expressing interest. These findings are consistent with the research findings. In a study by Dikmen and Tuncer (2016) aiming to reveal the expectations of graduate students from their advisors, it was found that master's students expect support from their advisors regarding scientific research methods. This finding is consistent with the research results. Similarly, in the same study, it was revealed that the expectations of graduate students regarding the frequency of meetings with their advisors were met. However, this result does not align with the research findings, as graduate students expressed significant problems in spending enough time with their advisors and, as a result, they developed expectations for attention, time allocation, and accessibility from academic advisors. Another study by Seçkin, Aypay, and Apaydın (2013) aiming to uncover the opinions of graduate students regarding academic advising revealed that graduate students have expectations from their advisors in terms of getting to know them and allocating time. These findings are consistent with the research results.

When the results regarding the problems encountered in academic advising during postgraduate education are examined:

It has been observed that academicians experience the most problems in academic advising, especially in master's thesis advising. Among the most common problems they face in master's thesis advising are the lack of knowledge about scientific research methods during the coursework period in postgraduate education, weak scientific research skills, reliance on ready-made solutions, and not having a clear goal when entering graduate studies. In addition, issues such as dropping out, last-minute rush and deficiencies in academic writing and reading are common problems experienced by both doctoral and master's students. Among the problems experienced by academicians in the academic advising process are excessive workload, short duration of the semester, lack of advisor training, low number of journal subscriptions by universities, and the absence of an orientation process for students. It has been observed that the problems related to academic advising are similar among doctoral and master's students. The problems experienced by graduate students in academic advising are found to be common among doctoral and master's level students. It has been observed that the problems related to the subject are common. One of the important problems in academic advising in postgraduate education in the field of primary education is that students cannot find academic advisors who are experts in their field. Furthermore, it has been observed that students who continue their postgraduate education while working as primary school teachers face serious problems in obtaining leave and attending classes. In addition, it has been observed that some universities do not give students the choice of advisor in academic advising and assign advisors directly. It has been observed that this has a negative impact on the advising process. Moreover, it has emerged that students do not feel comfortable while communicating with their advisors, and advisors' negative comments and occasionally inappropriate attitudes lead to students feeling undervalued. Advisor-related problems such as not providing timely feedback, directing their students to work on a topic in their own area of expertise, inaccessibility, inadequate guidance regarding the process, insufficient information on scientific research methods, high expectations, being busy, not utilizing advising hours efficiently, and not being able to allocate time are also revealed.

Some studies have similar findings to the results of this research regarding the problems experienced. In the study conducted by Laurs (2010), it was found that doctoral students require their advisors to improve their academic writing skills, and they perceive the style used by their advisors in providing feedback on their work as rude and demotivating. These findings are consistent with the research findings. In a study conducted by Akbulut, Şahin, and Çepni (2013) to determine the problems encountered in the doctoral thesis process, it has been found that advisors have an influence on determining the thesis topic and that the determined topic is related to the advisor's area of expertise. Sometimes the advisor has an influence on determining the topic even though the student has no interest or curiosity in the topic. Thus, even if the advisor can provide better guidance in the field, a qualified product does not emerge. Therefore, students' interests and desires should be taken into account when determining the thesis topic, especially in doctoral and postgraduate education. Ulusoy and Güçlü (2020) found in their study aimed at revealing the problems encountered by primary school teachers in postgraduate education that "the Ministry of Education and administrators in educational institutions do not adequately support primary school teachers in the postgraduate education process, and primary school teachers find the legal regulations of the Ministry of Education regarding their own field of postgraduate education insufficient." These findings are supportive of the research findings. According to the findings of the study conducted by Dikmen and Tuncer (2016) to reveal the expectations of students receiving postgraduate education from their advisors, although scientific research methods and techniques are included in the provided training, students' biggest deficiency is still in this area. In addition, the lack of access to advisors and the absence of an orientation training are also revealed as problems experienced by postgraduate students. These findings are also supportive of the research findings.

The lack of knowledge of scientific research methods is a commonly mentioned problem by both academics and postgraduate students, and it is among the issues experienced in the advising process. It is concluded that the education provided to postgraduate students in this regard is insufficient and needs to be improved in terms of quality. Attention should be paid to enhancing the competencies of both postgraduate students and academics in the field of scientific research methods, which is the backbone of scientific research. According to the results of the study conducted by Bakioğlu and Gürdal (2001) aiming to reveal the role perceptions of advisors and students in postgraduate theses, it was observed that postgraduate students leave the writing of their theses to the end of the research process. This result is consistent with the findings of the research. However, the results of the study conducted by Boychuk, Fast, Shevchuk, Horobets, and Shkoba (2021) with doctoral candidates revealed the necessity of providing academic advisors with adequate academic and psychological support to prevent academic misconduct and produce higher-quality scientific research. This finding is supportive of the research findings.

When examining the solution suggestions regarding the problems experienced in academic advising during postgraduate education:

Among the solution suggestions for the problems experienced by academics in academic advising are: having a scientific preparation process, being student-centered, establishing online groups for communication and information sharing, maintaining open communication, informing students about the postgraduate education process during undergraduate education, facilitating permission and continuation of postgraduate education for working students, collaboration between universities and the Ministry of Education, allowing students to choose their academic advisors, eliminating student elimination in entrance exams and interviews for postgraduate education, enriching and diversifying courses,

questioning the academic advising processes of institutions, taking into account the results of scientific studies on academic advising, serving as role models for students, defining the profile of academics, dividing academics into groups based on the tasks to be performed to lighten their workload, having monitoring committees for postgraduate education, and implementing an orientation process.

Among the solution suggestions for the problems experienced by postgraduate students in academic advising are: reading the relevant legislation, using alternative channels in case of not being able to reach the advisor, behaving professionally in advisor selection and throughout the postgraduate education process, maintaining frequent communication with the advisor, establishing empathy and spiritual closeness with the advisor, receiving training on analysis programs and academic writing, setting an age limit in academic advising, allowing students to choose their advisors, setting quotas for the number of students per advisor, scheduling classes on weekends due to working hours during weekdays, increasing the number of practical courses, and holding mandatory meetings at regular intervals similar to advising hours. The results of the study conducted by Lowe and Toney (2001) aiming to examine satisfaction with academic advising suggest taking measures such as recognizing advising as a priority activity, training advisors, defining advising responsibilities and accountability, evaluation, and rewards to establish a more effective advising system. These suggestions are supportive of the research findings.

4.1. Results

When examining the perceptions of academic advising in postgraduate education, it is observed that academics have a positive perception of academic advising. Academics generally see academic advising as a guiding process and carry it out willingly and enjoyably. At the same time, it is observed that academic advising is a challenging and exhausting process for them. Postgraduate students also have a positive perception of academic advising. Like academics, postgraduate students also perceive the academic advising process as a guiding one. In addition, it is observed that establishing a spiritual connection with their advisors is crucial for postgraduate students. In fact, the sources of students' willingness and motivation in the process are seen to be this spiritual connection.

When examining the expectations regarding academic advising in postgraduate education based on the opinions of academics and postgraduate students, it is seen that academics have various expectations from postgraduate students regarding academic advising. When these expectations are examined, it is seen that advisors expect postgraduate students to start postgraduate education with a specific goal, to have acquired skills related to the postgraduate education process during the undergraduate period, and to be equipped in terms of both academic and personal aspects related to academia and life. In addition, it is observed that advisors expect students who possess personality traits such as determination, curiosity, and the ability to perform a task seriously. When examining the opinions of postgraduate students, it is also seen that postgraduate students have various expectations from academic advisors. Postgraduate students expect academic advisors to provide timely feedback on emails and corrections related to their work, to establish empathy with the students, to be accessible, to allocate time for meetings, and to engage in one-on-one practical work. Additionally, students expect advisors to have a better command of scientific research methods and particularly expect better guidance in this regard for postgraduate students.

When examining the problems experienced in academic advising in postgraduate education based on the opinions of academics and postgraduate students, it is found that academics struggle the most with

postgraduate advising. In addition, one of the most common problems is that students start the process, somehow complete the coursework, and then leave the process unfinished. Furthermore, the problems arising from the lack of sufficient proficiency in scientific research skills and methods, especially for postgraduate students during the coursework phase, are also among the frequently mentioned issues. Academics have also mentioned that academic advising in the field of primary education has its unique problems. In this context, it has been stated that it is a problem that attention is not paid to the formation of positions in the mentioned field and that there should be academics who have been trained in this field of primary education. Additionally, it has emerged that the heavy workload of academics and their inability to allocate sufficient time to their advisees due to this workload are among the most commonly encountered problems.

When examining the opinions of postgraduate students, it is seen that they experience various problems in the academic advising process. They encounter the problem of academics not providing timely feedback, not being sufficiently guided in research methods, and working with an advisor they did not choose. In addition, postgraduate students who work as classroom teachers face difficulties in obtaining permissions, leading to disruptions in their educational process. It has been particularly noted that private institutions create significant problems regarding permissions. Furthermore, for postgraduate students continuing their education in the field of classroom teaching, the most important problem is the inability to find an expert academic advisor and consequently not being able to conduct research in the desired subject and field of classroom education.

When examining the opinions of academics and postgraduate students regarding solution suggestions for the problems encountered in academic advising in postgraduate education, it is observed that academics come up with their own solutions for the problems they face in the academic advising process, as each process is unique. However, they also express that some common solutions can be developed for certain problems and offer some solution suggestions. Among these solution suggestions, two issues are emphasized the most. The first one is to subject postgraduate students, especially master's students, to a one-year process such as scientific preparation before starting master's courses. The second one is that academics who will carry out academic advising must undergo a specific education on "academic advising" and a framework must be drawn for academic advising. Another frequently mentioned solution suggestion is the selection of academics to conduct academic advising and that these academics should solely focus on academic advising. Another point highlighted as a solution suggestion is that students should be able to choose their advisors themselves.

When examining the solution suggestions of postgraduate students, it is seen that the most common suggestion is for students to be able to choose the individuals who will advise them throughout their postgraduate education. Following this, the next most common solution suggestion from students is to receive detailed training in "academic writing" and "data analysis software." Additionally, students attempt to minimize problems by seeking advice from other professors and fellow students in the same educational process, using different channels, in cases of communication issues and difficulties in reaching their advisors. Lastly, it is revealed that another point emphasized by postgraduate students as a solution suggestion is to increase the number of practical courses in the curriculum.

This research is limited to the individuals who constitute the study group of the research. Therefore, the following recommendations have been suggested by the researchers:

- The research can be expanded with a study group consisting of academics and postgraduate students from different disciplines in the postgraduate education academic advising process.

- Comparative studies can be conducted on academic advising processes in different disciplines in postgraduate education.
- Academic advising processes in postgraduate education can be compared between domestic and international settings.
- By expanding the study group, other research topics can be investigated regarding the problems in academic advising in postgraduate education.
- The educational processes of academics regarding academic advising in postgraduate education can be examined.

Declaration of Contribution Rate of Authors

1st author's contribution rate to the article is 60%, 2nd author's contribution rate to the article is 40%.

Conflict of interest statement

The authors declared that they have no conflict of interest.

REFERENCES

- Akbulut, H. İ., Şahin, Ç. ve Çepni, S. (2013). Doktora tez sürecinde karşılaşılan problemlerin belirlenmesi: Eğitim fakültesi örneği. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 20, 50-69. <https://dergipark.org.tr/tr/pub/zgefd/issue/47944/606571>
- Akgün, Ö. E. ve Güntaş, S. (2018). Lisansüstü öğrencilerinin bilimsel araştırma yeterliliklerinin danışman görüşlerine dayalı olarak incelenmesi: Kuzey Kıbrıs Türkiye Cumhuriyeti örneği. *Sakarya University Journal of Education*, 8(2), 131-144. DOI: 10.19126/suje.365103
- Aydemir, S. ve Çam, Ş. S., (2015). Lisansüstü öğrencilerinin lisansüstü eğitimi almaya ilişkin görüşleri. *Turkish Journal of Education*, 4(4), 4-16. DOI: 10.19128/turje.00354
- Aypay A. (2006). Üniversitelerde akademik etkinlik ve örgütsel davranış arasındaki ilişki. *Kuramsal ve Uygulamada Eğitim Yönetimi*, 46, 175-198. <https://dergipark.org.tr/tr/download/article-file/108342>
- Bakioğlu, A. ve Gürdal, A. (2001). Lisansüstü tezlerde danışman ve öğrencilerin rol algıları: Yönetim için göstergeler. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 21(21). <https://dergipark.org.tr/tr/pub/hunefd/issue/7817/102680>
- Başer, N. , Narlı, S. ve Günhan, B. (2005). Öğretmenlerin lisansüstü eğitim almalarında yaşanan sorunlar ve çözüm önerileri. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (17). <https://dergipark.org.tr/tr/pub/deubefd/issue/25433/268383>
- Bayar, A. ve Çelenk, M. (2019). Sınıf öğretmenlerinin lisansüstü eğitimine ilişkin görüşleri. *Çağdaş Yönetim Bilimleri Dergisi*, 6(2), 225-237. <https://dergipark.org.tr/tr/pub/cybd/issue/49666/594769>
- Bektaş Köser, D. B. (2010). *Üniversitelerde akademik danışmanlık hizmetinin önemi ve Türkiye'de bulunan devlet ve vakıf üniversitelerinde akademik danışmanlık hizmetinin değerlendirilmesi* (Yayımlanmış Yüksek Lisans Tezi). Beykent Üniversitesi, İstanbul.
- Bozan, M. (2012). Lisansüstü eğitimde nitelik arayışları. *Sosyal ve Beşeri Bilimler Dergisi*, 4(2), 177-187. <https://dergipark.org.tr/tr/pub/sobiadsbd/issue/11354/135707>
- Boychuk, P. M., Fast, O. L., Shevchuk, O. P., Horobets, T. V. and Shkoba, V. A. (2021). The Impact of the Academic Advising Style on the Development of an Academic Integrity Culture among Future PhD Candidates. *International Journal of Learning, Teaching and Educational Research*, 20(4), 302-319. <https://doi.org/10.26803/ijlter.20.4.16>
- Bülbül, T. (2003). Ankara Üniversitesi Eğitim Bilimleri Fakültesinde görev yapan öğretim üyelerinin lisansüstü öğretime öğrenci seçme sürecine ilişkin görüşleri . *Ankara University Journal of Faculty of Educational Sciences (JFES)* , 36 (1) , 167-174 . DOI: 10.1501/Egifak_0000000069
- Creswell, J. W. (2017). *Araştırma deseni: Nitel, nicel ve karma yöntem yaklaşımları*. (3.baskı). S. B. Demir (Çev. Ed.). Ankara: Eğiten Kitap.
- Creswell, J. W. (2019). *Eğitim araştırmaları: Nicel ve nitel araştırmanın planlanması, yürütülmesi ve değerlendirilmesi*. (2.baskı). H. I. Durmuş (Yay. Haz.). İstanbul: Eğitim Danışmanlığı ve Araştırmaları Merkezi.
- Crookston, B. B. (1994). A developmental view of academic advising as teaching. *NACADA journal*, 14(2), 5-9.
- Çeçener, G., Güneş, N. ve Akansel, N. (2021). Lisansüstü eğitimde akademik danışmanlar ve öğrenciler için rehber. *Bursa Uludağ Üniversitesi Sağlık Bilimleri Enstitüsü*. <http://hdl.handle.net/11452/18041>
- Demir, A. G. (1995). Akademik danışmanların ve öğrencilerin akademik danışmanlık hizmeti ile ilgili değerlendirmelerinin karşılaştırılması. 22–28. <https://hdl.handle.net/11511/70864>
- Dikmen, M. ve Tuncer, M. (2016). Lisansüstü eğitim yapan öğrencilerin danışmanlarından beklentileri: Eğitim bilimleri bölümü anabilim dalları örneği. *Eğitim Programları ve Öğretim Kongresi*, 270-283. <https://openaccess.firat.edu.tr/xmlui/handle/11508/9739>
- Dilci, T. (2009). *Eğitim bilimleri alanında yürütülen lisansüstü eğitimin öğrenci ve öğretim elemanlarının görüşlerine dayalı olarak değerlendirilmesi* (Yayımlanmış Doktora Tezi). Fırat Üniversitesi, Elazığ.
- Grant, B. M. (2005). Fighting for space in supervision: Fantasies, fairytales, fictions and fallacies. *International Journal of Qualitative Studies in Education*, 18(3), 337-354. <https://doi.org/10.1080/09518390500082483>

- Gülmez, D. ve Özteke Kozani, H. I. (2017). A study of research assistants' perceptions about academic adviser and academic life through metaphors. *Journal of Education and Practise*, 8(7), 96-106. <https://eric.ed.gov/?q=EJ1137345&id=EJ1137345>
- Günay, D. (2018). Türkiye'de lisansüstü eğitim ve lisansüstü eğitime felsefi bir bakış. *Üniversite Araştırmaları Dergisi*, 1 (2), 71-88. DOI: 10.32329/uad.450965
- Güven, E. (2014). *Araştırma görevlilerinin danışmanları ile ilişkilerinin mentorluk bağlamında değerlendirilmesi.* (Yayımlanmış Yüksek Lisans Tezi). Sakarya Üniversitesi, Sakarya.
- Ismail, A., Roslan, L., Ismail, H. B. and Salleh, N. A. M. (2021). Students' satisfaction towards academic advising service. *Asian Journal of University Education*, 17(3), 291-298. <https://files.eric.ed.gov/fulltext/EJ1309467.pdf>
- İbiş, E., (2014). Lisansüstü eğitim sorunları. *Yükseköğretim Dergisi*, 4(3), 117-123. DOI:10.2399/yod.14.019
- İlter, İ. (2019). Lisansüstü eğitime yönelik tutum ölçeği'nin Türk kültürüne uyarlanması: Geçerlik ve güvenilirlik çalışması. *Elementary Education Online*, 18(1). DOI: 10.17051/ilkonline.2019.527218
- İlter, İ. (2020). Relationships between academic achievement, awareness about the postgraduate study and postgraduate study intentions. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 53(1), 117-156 . DOI: 10.30964/auebfd.582502
- Johnson, W. B., Huwe, J. M., and Lucas, J. L. (2000). Rational mentoring. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 18(1), 39-54. DOI:10.1023/a:1007713804708
- Karabıyık Çeri, B. (2013). *Eğitim programları ve öğretim lisansüstü programının öğretim elemanlarının görüşlerine göre değerlendirilmesi.* (Yayımlanmış Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, İstanbul.
- Karaman, S. ve Bakırcı, F. (2010). Türkiye'de lisansüstü eğitim: Sorunlar ve çözüm önerileri. *Sosyal Bilimler Araştırmaları Dergisi*, 5(2), 94-114. <https://dergipark.org.tr/tr/pub/gopsbad/issue/48557/616554>
- Kayahan Karakul, A. ve Karakütük, K. (2014). Views of academics on student selection criteria for graduate education . *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 47 (2), 179-200. DOI: 10.1501/Egifak_0000001343
- Koşar, D., Er, E. ve 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 . DOI: 10.21764/maeuefd.581698
- Kuzgun, Y., Akbalık, G., Aydıner Sevim, S., Ersever, H., Pişkin, M. ve Hamamcı, Z. (1997). Öğrencilerin akademik danışmanlardan bekledikleri görevler ve danışmanların görev algıları. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 30(1). https://doi.org/10.1501/Egifak_0000000275
- Laur, D. (2010). Collaborating with postgraduate supervisors. In *Shifting sands, firm foundations: Proceedings of the 2009 Association of Tertiary Learning advisors of Aotearoa New Zealand Conference* (pp. 18-30).
- Lowe, A. and Toney, M. (2001). Academic advising: Views of the givers and takers. *Journal of Collage Student Retent*, 2(2), 93-108. DOI:10.2190/D5FD-D0P8-N7Q2-7DQ1
- Nayır, F. (2011). Problems of postgraduate students including school principals, teachers and inspectors in educational sciences. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 44 (2), 199-222. DOI: 10.1501/Egifak_0000001230
- Samancı, O., Özdemir, R. ve Yılar, R. (2016). Sınıf öğretmeni adaylarının lisansüstü eğitim ile ilgili görüşleri. *e-Kafkas Journal of Educational Research*, 3(1), 56-63. <https://dergipark.org.tr/tr/pub/kafkasegt/issue/19198/204123>
- Seçkin, M. Aypay, A. ve Apaydın, Ç. (2013). Lisansüstü eğitim alan öğrencilerin akademik danışmanlık hakkındaki görüşleri. *Yükseköğretim ve Bilim Dergisi*, 4(1), 28-35. DOI:10.5961/jhes.2014.086
- Sevinç, B. (2001). Türkiye'de lisansüstü eğitim uygulamaları, sorunlar ve öneriler. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 34(1), 125-137. DOI: 10.1501/Egifak_0000000052
- Şahin, D., Calp, Ş., Bulut, P. ve Kuşdemir, Y. (2013). Sınıf öğretmenliği eğitimi bilim dalında yapılmış lisansüstü tezlerin çeşitli kriterlere göre incelenmesi. *Zeitschrift für die Welt der Türken/Journal of World of Turks*, 5(3), 187-205. http://www.dieweltdertuerken.org/index.php/ZfWT/article/view/515/sahin_calp

- Toprak, E. ve Taşğın, Ö. (2017). Investigation of The reasons why teachers do not make graduate education . *OPUS International Journal of Society Researches* , 7 (13) , 599-615 . DOI: 10.26466/opus.370680
- Turgut, M. F. (1987). Eğitimde lisansüstü eğitim. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 2(2). <https://dergipark.org.tr/tr/pub/hunefd/issue/7835/103143>
- Tuttle, K. N. (2000). Academic advising. *New directions for higher education*, (111), 15-24. <https://eric.ed.gov/?id=EJ652361>
- Ulusoy, B. ve Güçlü, N. (2020). Sınıf öğretmenlerinin lisansüstü eğitim sürecinde karşılaştıkları sorunlar. *Journal of Social Sciences And Education*, 3(1), 368-386. <https://dergipark.org.tr/tr/pub/josse/issue/54491/649030>
- Ünal, Ç. ve İlter, İ. (2010). Sınıf öğretmeni adaylarının lisansüstü eğitime olan tutumları (Fırat, Erzincan ve İnönü Üniversitesi sınıf öğretmenliği ABD örneği). *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14(2), 147-164. <https://dergipark.org.tr/tr/pub/ataunisobil/issue/2826/38214>
- White, E., and Schulenberg, J. (2012). Academic advising—a focus on learning. *About Campus*, 16(6), 11-17. <https://doi.org/10.1002/abc.20082>
- White, E. R. (2015). Academic advising in higher education: A place at the core. *The Journal of General Education*, 64(4), 263-277. <https://doi.org/10.5325/jgeneeduc.64.4.fm>
- Yıldırım, A. ve Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11.baskı). Ankara: Seçkin Yayıncılık.
- Yükseköğretim Kurulu. (1983). *Lisansüstü Eğitim-Öğretim Enstitülerinin Teşkilât ve İşleyiş Yönetmeliği*. <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=10165&MevzuatTur=7&MevzuatTertip=5>
- Yükseköğretim Kurulu. (2016). *Lisansüstü Eğitim ve Öğretim Yönetmeliği*. <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=21510&MevzuatTur=7&MevzuatTertip=5>