

THE MOTIVATIONAL ORIENTATIONS OF ADULTS
IN PURSUIT OF GRADUATE EDUCATION

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DECLARATION OF ORIGINALITY

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ABSTRACT

The Motivational Orientations of Adults in Pursuit of Graduate Education

This qualitative study, based on semi-structured interviews, describes the motivational orientations of adults in pursuit of graduate education. The participants consisted of students enrolled either in a master's or in a doctoral program of both private and public universities in Istanbul. Three classifications, namely goal-oriented, activity-oriented and learning-oriented suggested by Houle (1961) are explored. Initially, this thesis defines motivation for adults who are the participants and the targets of graduate education programs. Secondly, graduate education is discussed. Then, the motivational orientations of target adults are discussed. Regarding the data collection, in the first phase, demographic information forms were filled out. Then semi-structured interviews were conducted with the participants. The data were analyzed based on content and thematic analysis methods. The findings indicated that Houle's typology (1961) is still applicable for this Turkish case, but there are also some new extensions. An additional classification named as mix-oriented emerged for this Turkish case. In addition, goal-oriented Turkish learners showed that they can also have a goal to avoid something like military duty. Therefore, a sub-category named as avoidance-oriented emerged for the category goal-oriented. Additional findings about daily lives, educational backgrounds, future plans of students and their evaluations on graduate education also emerged from the data. The study brought about a general perspective on the motivational orientations of adults in pursuit of graduate education. In addition, it opened new matters of discussion to increase the functions and the qualities of future graduate education programs.

ÖZET

Lisansüstü Eğitim Gören Yetişkinlerin Motivasyon Yönelimleri

Yarı yapılandırılmış görüşme yöntemine dayanılarak yapılan bu nitel çalışma, lisansüstü eğitim gören yetişkinlerin motivasyon yönelimlerini tanımlamaktadır. Katılımcılar İstanbul'daki özel ve devlet üniversitelerinde yüksek lisans ya da doktora programına kayıtlı öğrencilerdir. Houle (1961) tarafından önerilen, amaca yönelimli, etkinlik yönelimli ve öğrenme yönelimli olarak adlandırılan üç kategori incelenmektedir. İlk olarak, bu tez, lisansüstü eğitim programlarının hedefi ve katılımcısı olan yetişkinlerin motivasyonlarını tanımlamaktadır. Ardından lisansüstü eğitim ele alınmıştır. Daha sonra, hedef yetişkinlerin motivasyon yönelimleri ele alınmıştır. Verinin toplanmasına ilişkin olarak, ilk aşamada demografik bilgi formları doldurulmuştur. Ardından, katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır. Veriler içerik ve tematik analiz yöntemleri ile analiz edilmiştir. Bulgular, Houle (1961)'in tipolojisinin bu Türk örnekleme için de halen geçerli olduğunu ama bazı yeni genişletmelerin de mevcut olduğunu göstermiştir. Bu Türk örnekleme için karma yönelimli olarak adlandırılan ek bir kategori ortaya çıkmıştır. Ayrıca amaca yönelimli Türk öğrenciler, askerlik görevi gibi durumlardan kaçınma amacına da sahip olabileceklerini göstermişlerdir. Dolayısıyla amaca yönelimli kategorisi için kaçınma yönelimli olarak adlandırılan alt bir kategori ortaya çıkmıştır. Ayrıca öğrencilerin günlük yaşantıları, eğitim geçmişleri, gelecek planları ve lisansüstü eğitim değerlendirmelerine ilişkin yeni bulgular ortaya çıkmıştır. Bu araştırma lisansüstü eğitim gören yetişkinlerin motivasyon yönelimleri üzerine genel bir bakış açısı kazandırmıştır. Ayrıca, gelecekteki lisansüstü eğitim programlarının işlev ve kalitesini artırmak için yeni tartışma konuları açmıştır.

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ABBREVIATIONS

HEC Higher Education Council

ÖSYM Student Selection and Placement Center

PRD Private Doctorate Student

PRM Private Master Student

PUD Public Doctorate Student

PUM Public Master Student

CHAPTER I

INTRODUCTION

Lifelong learning for adults is an increasingly important topic in the 21st century. The idea of gaining knowledge that could be applied to new spheres and the notions comes concurrently into prominence with the changing demands of this century. Adults need to make a continuous effort to achieve their learning goals serving for such demands with a certain motivation, thus understanding the motivational orientations of adults in any kind of learning activity becomes rather critical in the field of adult education.

There are many studies about motivation in education and it is highly possible to reach various motivational reasons in any educational attempt. However, some motivational reasons become more prominent for adult learners. Adult learners aim to advance in their jobs and payments (Stein, Trinko & Wanstreet, 2008), they need to gain new skills for new circumstances (Rogers, 1951), they can have an interest in learning (Linderman, 1926), or they want to move their academic careers further (Cross, 1981). Besides, an adult can be placed in more than one cases. Accordingly; the needs, interests and aims of adults shape their motives to learn.

Cyril O. Houle conducted one of the first pioneer studies about the motivation of adult learners. He published a book *The Inquiring Mind* in 1961 based on his studies. Here, he came up with three distinct learning types as goal-oriented, activity-oriented and learning-oriented, which is applicable for graduate learners. Accordingly, goal-oriented learners have clear goals to achieve as opposed to activity-oriented learners who are interested in the social aspect of learning. On the other hand, learning-oriented learners have a desire to learn. Learning is like a habit for them. Many other researchers

have added dimensions to Houle's typology which is reflected from non-credit seeking continuing education learners.

1.1 Purpose of the study

The purpose of this study is to identify the participation reasons and the motivational orientations of adult learners currently enrolled in a graduate program in the public or private universities located in Istanbul/Turkey in the light of Houle's typology (1961). Houle (1961) suggested three classifications for adult learning as goal-oriented, activity-oriented and learning-oriented learning. In addition, the study aims to improve and extend Houle's typology with the help of the data coming from Turkish case.

1.2 Significance of the study

The number of graduate learners has been increasing gradually each academic year in Turkey for the last 5 years. According to the data of Higher Education Council (HEC) from 2017 shown in Table 1, the number of graduate students has increased gradually in each consecutive academic year.

The total number of graduate learners, including both master's and doctorate students, enrolled in the universities of Turkey was 333,052 during 2013-2014 academic year. The total number of graduate students has gradually increased in the consecutive academic years. The total number of graduate students for 2014-2015 academic year was 420,324; the total number of graduate students for 2015-2016 academic year was 503,178; the total number of graduate students for 2016-2017 academic year was 571,482.

Table 1. Number of Graduate Enrolments

Academic Year	Number of Graduate Students
2016-2017	571,482
2015-2016	503,178
2014-2015	420,324
2013-2014	333,052

This gradual increase is the case both for master programs and doctoral programs. As the learner profile of the graduate institutions basically consists of adult learners with increasing numbers, it is important to figure out the motivational orientations of these graduate learners. Only then it is possible to sustain effective and ongoing learning (Wlodkowski, 2008). Moreover, it is important to better understand the motivational orientations of these learners pursuing their graduate studies to be able to increase the functions and the qualities of graduate programs. In addition, adults have unique needs as learners and these needs should be taken into consideration when planning any education activity for adults. Hence, knowing what motivates adult learners for graduate education is also important for revealing the needs of adult learners, which is adaptable for graduate school recruitments and can also help the faculty adapt their courses, materials, teaching styles to meet their learners' needs.

Although Houle's typology (1961) functions as a milestone for studies in adult motivation, it is the reflection from non-credit seeking continuing education learners of that period. There have been a few studies asking learners of today whether the typology is still applicable, or additional dimensions are needed for different contexts and groups. Therefore, this study tries to fill the gap in the field by exploring whether Houle's typology (1961) can be applied to adult learners of today's world in a broader sense.

More specifically, this study includes a diverse population, and aims to contribute to the field especially for the Turkish case by suggesting new classifications extended from those of Houle's.

Keeping in mind the literature based mostly on quantitative studies exploring Houle's typology, this qualitative study focuses on many adults ($N=36$) enrolling in graduate programs, and it allows interpretation and comparison. Hence, the results of this study are expected to give rise to further studies.

1.3 Research questions

Focusing on the gradual increase in the number of enrollments for graduate programs in recent years in Turkey, what motivates these adult learners to pursue higher levels of academic learning comes to question. Taking into consideration this guiding question for the graduate education activities of adults in public and private universities in Istanbul, the study addresses the following research questions:

1.3.1 What are the motivational orientations of adults in pursuit of graduate education?

- What are the reasons that trigger adults to enroll in a graduate school?
- What affects the graduate school and program selections of adults?

1.3.2 How do adults evaluate their graduate education?

- How expectations of adults from a graduate education come about?
- How can Houle's typology be interpreted for Turkish adults pursuing a graduate education?

The first part of the research questions (1.3.1) are related to the decision-making processes of the adult learners and related to their initial motives. On the other hand, the

second part of the research questions (1.3.2) are related to evaluation processes of their decisions, future plans and related to the sustainment of their initial motives.

1.4 Operational definitions of terms

1. Activity-oriented learning is a process by which learners learn for social purposes such as having a human contact (Houle, 1961).
2. Goal-oriented learning is a process by which learners learn for a specific purpose such as getting a promotion (Houle, 1961).
3. Learning-oriented learning is a process by which learners learn for the sake of learning, for enjoyment (Houle, 1961).
4. Motivation to learn is finding learning activities meaningful, worthwhile and benefiting from those learning activities (Brophy, 2004).
5. Adult learners are categorized in three groups by age: younger adults (18 to 24), working-age adults (25 to 64), and older adults (65 and above) (Wlodkowski, 2008).

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on a review of literature on motivation (2.1). The review also discusses adult motivation (2.1.1), adult motivation research (2.1.2), graduate education (2.2), graduate education in Turkey (2.2.1) and adult motivation in graduate education (2.2.2).

2.1 Motivation

Motivation concept is so deep and detailed that there is apparently no one correct definition for it; every individual, dictionary and theory might have their own definitions. Hence, the term motivation has a potential to cause confusion in minds referring different meanings. However, it is possible to get rid of such a dimness in minds by clarifying the context. First, the origin and the dictionary meanings of the word itself will be helpful to understand the term. The word motivation stems from the Latin word *movere*, which means to move or to do (Kiziltepe 2008; Schunk, Pintrich, and Meccc 2008). Based on this origin, it can be described as a driving force of all actions performed and affects “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it” (Dömyei, 2001). Oxford Dictionaries focuses on the source and defines motivation as “a reason or reasons for acting or behaving in a particular way”. For example, escaping from the current place or state might be a reason and it functions as a motivation for holiday in this sense. On the other hand, Merriam-Webster Dictionary focuses on the process rather than initial source and defines motivation as “the act or process of being motivated”. Business

Dictionary put forward a more detailed definition and defines motivation as “internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role or subject or to make an effort to attain a goal”. Here, the focus is more on continuity and the overall result of the action. It is obvious that such dictionary definitions both have in similarities and differences depending on the context.

Although each author explains the concept of motivation differently based on their unique studies and their own worldviews, they somehow like the compliment of one another depending on the mentioned context. The studies of some fundamental authors such as Alderfer, Herzberg, and Maslow are valuable while explaining motivation in different settings such as workplaces or school settings. It is, therefore, important to review such studies to add on dictionary definitions. Each theory emphasizes different side of the issue and has a potential to elaborate the definitions. For example, some theories emphasize the role of socialization and the need of belongingness; while others assert rewards in order to explain motivation.

Within the context of this study; in that, educational context is taken into consideration, psychological and managerial definitions of the concept, motivation, become important. Although the term motivation is quite a substantial part of psychology in this study, likewise many other educational studies, managerial definitions might also be addressed. These managerial definitions are like the milestones of the concept in the historical continuum since motivation was initially more prevail in workplaces to be able to increase productivity. Hence, they are the fundamental starting points affecting psychological definitions.

The field of management first focuses on the initial force rather than a process that stimulates a behavior, gives direction to that behavior, and decides on the tendency to sustain it (Bartol & Martin, 1998). Accordingly, individuals must be sufficiently stimulated while having a goal to be achieved. They must also be willing to commit themselves for a certain period of time to actualize that goal. Motivation is also defined as the psychological characteristics of human beings, which contributes to the degree of commitment and the management process shapes it (Badu, 2005). However, Vroom (1964) states that motivation is a process shaped by choices made by individuals among alternative forms of voluntary activities. Quite differently from these definitions, addressing an initial force or a process, Locke and Latham (2002) moves the discussion further and state that motivation influences individuals' skills or abilities and how they use them. It is obvious that the concept of motivation refers to internal factors that force actions as well as external factors that help sustaining these actions. In addition, different sources of motivation exist, and these might have either positive or negative consequences. Generally, an intrinsic motivation is the one that forces an individual to move towards the achievement of goals. Although an extrinsic motivation still contributes to force a person to move towards the accomplishment of such goals, they are more related to the sustainment of the actions. Therefore, it is possible to point out an intrinsic motivation when an individual engages in an activity without any obvious external motives. Carol (2013) states that intrinsic motivation is the pleasure one gets from the task itself. Therefore, intrinsic motivation does not necessarily signify that an individual is in search for something in return.

In general, motivational definitions have three common aspects; they are all concerned with initial points to stimulate, process, and the sustainment of human

behavior over time (Steers & Porter, 1983). Even though some of them have managerial background or focus in the framework of history, it is highly possible to adapt them to any educational situation.

Considering the dictionary definitions and theoretical bases for the concept motivation in the framework of education and learning, definition of Brophy is adopted for this study. Brophy (2004) explains motivation as attention and effort to find learning activities meaningful and worthwhile and to benefit from those learning activities, which is expected to be a case of graduate learners.

2.2 Adult motivation

Motivation is important in adult learning. Therefore, adult motivation has been a topic of interest for years and significant research about motivational reasons why adults continue to learn has been done. As Dörnyei (1994) states, orientations and motivation are often interchanged in the literature. As mentioned in the previous part, almost every person can make his or her own definition of motivation. Here, motivation concept within the scope of adult education is addressed to be able to narrow down the concept for this study. According to Wlodkowski (2008), it is a concept that defines why adult learners think and behave the way they do. Hence, understanding the reason beneath a behaviour of an adult learner can be a good start for understanding his or her motivation. As Dörnyei (2001) states, motivation concerns the direction and magnitude of human behavior and it can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Accordingly, not only the reasons beneath a behaviour but also the decision process and the continuity should be understood to be able to explain motivation if any. It is essential

to identify the characteristics of adult learners reflected in their actions to be able to understand their motivation to start, sustain and complete those actions. Then, the theories related to adult learners and their motivation should be addressed.

2.2.1 The characteristics of adult learners

Understanding the features of adult learners, and adult learning as a part of andragogy is very crucial while explaining the motivation of this target group. Malcolm Knowles (1984) developed the theory of adult learning and proposed four basic assumptions on self-concept, experience, readiness to learn and orientation to learning. Then, a fifth assumption motivation to learn was added. These five assumptions about adult learners and adult learning are as follows (Knowles, 1984; p. 12).

1. Self-concept: "As people become mature, their self-concept moves from one of being a dependent personality toward one of being a self-directed human being."
2. Experience: "As people become mature, they accumulate a growing reservoir of experience that becomes an increasing resource for learning."
3. Readiness to learn: "As people become mature, their readiness to learn become oriented increasingly to the developmental tasks of their social roles."
4. Orientation to learning: "As people become mature, their time perspective changes from one of postponed application of knowledge to immediacy of application, and, accordingly their orientation towards learning shifts from one of subject-centeredness to one of problem centeredness."
5. Motivation to learn: "As people mature, the motivation to learn becomes internal."

All these five assumptions of the theory of adult learning basically describe who adult learners are and what their basic features are. In the light of theory of adult learning (Knowles, 1984), adults, as opposed to children, are mature and they are not dependent anymore. Hence, they are self-directed in their actions including learning actions. For example, they go through decision making processes before selecting a course relevant to their requirements. However, this may not always be the case because their choice is also affected by financial issues in learning process. If an adult learner can pay for his or her own learning, s/he has a chance to make decisions and selections in what course they will apply for, where they will study and whether to be a full-time or a part-time learner. Those who are sponsored by an authority such as their employer might not have such a chance. Adult learners can also apply for a scholarship for their studies, which will also help them to feel free to make decisions and selections for the program, place and timing. In scholarship or self-sponsoring cases, adults are expected to be highly motivated to learn and successfully complete their studies not to waste the money they spend. This does not mean that sponsored students are not highly motivated. However, the degree of motivation can vary depending on whether the sponsored adult learners are driven by extrinsic or intrinsic factors. Extrinsic factors such as having a promotion or refunding the cost of fees might affect motivation. On the other hand, intrinsic factors such as valuing the learning opportunity and feeling that privilege to be a part of it might also affect motivation. However, if the program was not one they would choose, and they were simply participating not to miss the given opportunity, their motivation might be lower. (Boulton-Lewis et al, 2001; p.90)

Adult learners learn something with a great interest when they need to learn something (McKeachie, 1978). In other words, they are strongly motivated to learn what

they need to learn. For example, if an adult learner needs to use a computer, s/he will spare the necessary time and energy to gain the necessary knowledge to master that skill. The maturity of adults also contributes to their experience level. Adults have a chance to accumulate more and more experiences, and they can benefit from such experiences in their learning actions. During these learning actions, they need to use their experiences, which motivates them to learn and continue to learn. Adult learners benefit from sharing their experiences with others (Galbraith & Fouch, 2007; p. 37). Adult learners bring personal and workplace experiences to the learning setting, they have a chance to give real-life examples. Sensitivity or confidentiality of cases sometimes make learners reluctant to share information. Nonetheless, it should be taken into consideration that they always have personal or workplace experiences to which the learning matter can be related even if they do not verbalize them. Especially when adults relate their learning activity to their professional or personal life; they are more interested and motivated. Time perception of adults also differs from that of children. They are more problem orientated and want to use their knowledge immediately in given tasks or problems, which sustain their motivation. These all four assumptions on adult learning are closely related to adult motivation. However, the fifth assumption of Knowles is directly about the motivation to learn. Accordingly, adult learners have internal motives in their learning actions. This means, they start, sustain and finalize their learning actions with an inner motivation without triggered by any external factors.

Understanding the theory of adult learning is a key to understand the features and lives of adults as well as to understand their motivation. Although adult learners slow down physically, their intelligence quotient (IQ) does not decline with age (Foley, 1995; p.21). Nonetheless, their learning styles and motivation might change over time as

opposed to those of children. Brookfield (1986) confirms that the life span of adult learners affects their learning styles. They learn in different ways, at different times and for different purposes over time. In such a life cycle, they become mature and go through different phases of life. They also go into deep learning as opposed to surface learning through these phases of life.

Although motivation itself is a broad topic, motivation of adults is somehow specific because adults are motivated to learn by certain things shaped by their characteristics. Apparently adult learners have various responsibilities and needs in their lives. Therefore, understanding their learning needs and underlying learning motives are essential to understand, plan, develop and improve any adult education programs including graduate ones. According to Deci and Ryan (2000), psychological studies with adults indicate that intrinsic motivation may contribute to better understanding of adult education activities since adult learners have intrinsic needs and physiological drives, and these intrinsic needs help them act. It means that motivation of adult learners is heavily depend on intrinsic motives rather than extrinsic ones, and they basically learn something to meet their needs or just because they really want to learn it. A key point here is that motivation has a dual function; that is, motivation influences learning and performance and what adult learners do; and learning influences their motivation (Schunk et al, 2008). If they are motivated before or during a learning process, and they achieve their learning goals; their learning and performance are positively affected. Similarly, if they see that learning is possible, they are motivated to set new learning goals. An evidential study conducted in Taiwan with older adults shows it. Lin and Sandmann (2012) conducted a study to be able to analyze to what extent intrinsic motivation is essential in adult learning. A survey methodology was used to conduct this

quantitative research with a large sample size ($N= 816$). Overall, the two main findings of this study show that older adult respondents showed high intrinsic motivation in all five constructs and their most salient motivations were the desire for stimulation and generativity required for any learning. In addition, other variables like teacher, family and peer support, are the most important predictors of the intrinsic motivation of adult learners in this study. This research is good for a generalization because of its large size of participants. In addition, it proves the ideas addressed above on intrinsic motivation of adult learners. On the other hand, an adult learner is a self-directed person whose engagement and readiness to learn are based on the applicability to the tasks of their experiences. In other words, they can set themselves a goal shaped by their needs and try to actualize it by using their previous experiences and new knowledge.

2.2.2 Content and process theories on adult motivation

Learning is any process leading to a change in efficiency or use of conscious and unconscious cognitive processes that lead to a permanent capacity change not solely caused by biological maturation or aging (Chao, 2009). Hence, adult learning is any process completed by any adult that leads to the type of learning in pursuit of economic, personal or social goals. Profound effect of needs and intrinsic motivation in adult education contributes to motivation theories at one point or another. Content and process theories also handle with the issue of motivation. Content theories try to explore the driving force of actions that individuals are attempting to do. So, they provide insight into the motivations of individuals, including adults, with the focus of “what” question. Maslow’s Hierarchy of Needs is one of the content theories of motivation, and it has become the part of common knowledge. Maslow (1943) proposes a hierarchy of needs,

depicted as a pyramid with five levels. The lower four levels physiological, security, love/belonging and esteem are what he calls deficiency needs, while the highest level is self-actualization. According to this theory, deficiency needs must be met first and then individuals can move to the next upper level. In other words, there is a hierarchy of human needs, each of which must be satisfied before the next level. From bottom to top in the hierarchical order, these needs are classified as physiological, safety, belongingness and love, esteem, and self-actualization. Here, all basic lower level needs such as food, water and safety are at the bottom, and the needs related to the highest potential are at the top. Adults are generally those who somehow completed the lower levels needs in their lives. Cross (1981) said that most adults tend to be goal-oriented, participative and socialized in their learnings in pursuit of higher-level needs, which are their main motives. Hence if they benefit from knowledge that they bring to the learning setting, and if their expectations are met; their motivation is possibly affected in a positive way. Alderfer's ERG Theory (1972) expanded Maslow's Hierarchy of Needs and reclassified it into three basic categories: existence, relatedness and growth. Existence needs are the most concrete and easiest ones to verify. Relatedness needs depends on a relationship between two or more people. Finally, growth needs are the least concrete in that their specific objectives depend on the uniqueness of each person. Like Maslow, it suggests that most adults are motivated to achieve relatedness or growth needs in their lives, but they first must achieve existence needs. One must go step by step in the pyramids without missing his/her needs so that they fully actualize their needs and ultimately themselves. On the other hand, Herzberg's Dual-Factor Theory (1959) has a different perspective on what motivates (satisfies) or demotivates (dissatisfies) individuals, mostly adults. Herzberg's theory does not define satisfaction

and dissatisfaction as the opposite ends of the continuum. Hygiene factors are linked with the learning environment (work, school etc.), and these factors will not lead to a high level of motivation. However, they lead to dissatisfaction if not fulfilled. Motivator factors influence one's motivation to perform more efficiently. McClelland's Motivational Needs Theory (1961) based on three fundamental needs: achievement, affiliation, power. In this sense, achievable goals should be set for adults, and the feeling of affiliation and power should be met in education process. At the same time, regular constructive feedback in effort to sustain their motivation while pursuing their goals should be provided (Hitt et al., 2010).

Understanding where adult learners are in their life stage gives an understanding of their motivation for learning. If we consider the ERG Theory (1972); for example, an adult in the existence category needs increased economic benefits of adult learning rather than someone in the growth category, who might be more interested in getting more self-esteem. Adults in the relatedness category most probably are interested in the social aspect of adult learning. Even though, there are personal exceptions, the general tendencies will be in these ways. Furthermore, it is sometimes impossible to categorize life stages of an adult as the needs of them can be dynamic and fall in the scope of more than one of the categories. Even though the names of each theory changes, most of the theories in literature mainly focus on the needs of adults since adults are motivated, make decisions and developed behaviors in consistent with their needs as stated by Thoms (2001). For Wlodkowski (2008), the needs of adults are associated with their roles as a husband-wife, a worker and a citizen and with their responsibilities in their lives and their experiences. Hence, the adult learners' motivation to learn might be different from those of children in this sense as adults generally have higher levels needs

as opposed to children. If we consider that adults' motivation based mainly on their needs, the need analysis and the content theories exploring such needs become prominent.

Process theories explore the cognitive side of the individuals' actions. This cognitive side tells much on underlying motivations of individuals. Process theories focus on "how" and "why" questions to explain motivation. The major process theories are: Reinforcement Theory (1957), Adam's Equity Theory (1963), Vroom's Expectancy Theory (1964) and Goal-Setting Theory (1968). In a nutshell; Reinforcement Theory (1957) is based on rewards or punishments of a certain behavior. Adults are motivated to get reward or to avoid from any punishment in their actions. Equity Theory (1963) comes out any perception of unfairness in a setting, which in turn leads to tension and motivates the individuals to act to resolve that unfairness. Adults also try to solve the unfair situations in their lives or in their-learning settings, which triggers their motivation. Expectancy Theory (1964) argues that the force of an individual's motivation for any behaviour is expressed as the product of the valence of the outcome from that behaviour, the expectancy that effort will lead to good performance, and a good performance leads to valued outcomes. Adults as opposed to other target groups have more and certain expectations and this theory is more functioning within the scope of adult education. Goal-Setting Theory (1968) tells that motivation can be explained with reference to goals. These goals shape the motivation and the process. Adults mostly have certain educational goals and they struggle to reach them. This effort for reaching the goal make them motivated during the process. If we take the learning definition of Illcris (2002) into consideration as a process that leads to permanent capacity change, it is important to understand process theories on motivation during such a process. Chao

(2009) also defines learning as any process that makes a change. He emphasizes the effect of conscious or unconscious cognitive processes that lead to this change.

Considering these definitions, adult learning can be defined as any process of an adult learner that leads to learning. However, the reality is not so simple like the definitions. Learning is a complicated process because adult learners themselves are complicated beings. Even though adults have individual priorities in their lives, which is an outcome of previous experiences and their current needs, what motivates them is not just only limited to these triggering points, but also to learning process itself. Therefore, it is important to understand the process theories about motivation.

When the content and process theories on motivation are compared to each other, it is possible to draw a general picture on their focuses. Although each theory has its own specific ideas in it, they all explore the issue of motivation. While content theories dealing with the needs of adults, process theories dealing with the learning process, pointing out that both the needs and the process in adult education are very curial.

2.3 Adult motivation research

Houle conducted one of the pioneer studies about the motivational orientations of adult learners during 1960s with the aim of initiating discussion rather than drawing any conclusion. During that time, he was a visiting professor at the University of Wisconsin and giving public lectures to audiences from many disciplines. He felt that this issue is a concern not only for a group of people, but everyone and wrote "what kinds of men and women retain alert and inquiring minds throughout the years of their maturity?" (p. 12). He also wrote the book, *The Inquiring Mind* (1961) and included his adult motivation research in it.

In his motivation research, Houle interviewed with 22 adults (10 females and 12 males). The participants had different demographics in terms of age, educational background, marital status and income level. This study did not specifically mention which degree the students earned.

Houle (1961) conducted the interviews in different settings such as offices and conference rooms. Each interview lasted from 45 minutes to 3,5 hours. This exploratory study was on what motivates adult learners to learn. Here, Houle did not differentiate between non-credit or credit seeking students. The study showed that there were three main learning groups namely goal-oriented, activity-oriented, and learning-oriented learners.

Goal-oriented students had clear and defined goals to achieve. Activity-oriented students were interested in social opportunities in the educational setting, which are supposed to provide interactions with others and draw them to learning. Learning-oriented students had a desire for learning and regarded learning as a habit. The findings helped him to form a typology including those learning groups.

Houle's study is very prominent research and has been referenced many times. There were many valuable findings and extended characteristics that were discovered from Houle's interviews.

A summarized information adapted from Houle's findings is presented in Table 2. Accordingly, goal-oriented learners have a specific goal to achieve. For example, they have a goal to get a promotion while activity-oriented learners focus on the activity itself. On the other hand, learning-oriented learners likes learning and they have a desire to learn for the sake of pure learning.

Table 2. Summarized Characteristics of Houle's Typology Classifications

Orientation	Characteristics
Goal-oriented learning	<ul style="list-style-type: none"> - Starting with a need or interest - Not continuously involving in learning - Not being restricted to any activity, institution or method of learning - Satisfying the need or interest by taking a course or reading a book
Activity-oriented learning	<ul style="list-style-type: none"> - Participating in learning to meet people and make friends - Seeking to find a husband or wife, credit or escaping problems - Not saying truth about motives to learn - Finding success in coursework and not job
Learning-oriented learning	<ul style="list-style-type: none"> - Joining groups or classes for educational reasons - Having a constant goal - Being an avid reader since childhood - Selecting serious programs on television - Selecting a job for potential growth - Planning trips out for what to see - Having desires to know - Being preoccupied with learning - Learning as way of having fun - Having a self-concept that they are different from others

Note: This table is adapted from Houle (1961)

Houle stated that this classification does not have clear cuts or not like distinct circles, but they are closely related. In other words, each adult does not necessarily have only one type of motivational orientation. S/he can belong to more than one category; however, one category will still be more dominant than the others as shown in Figure 1.

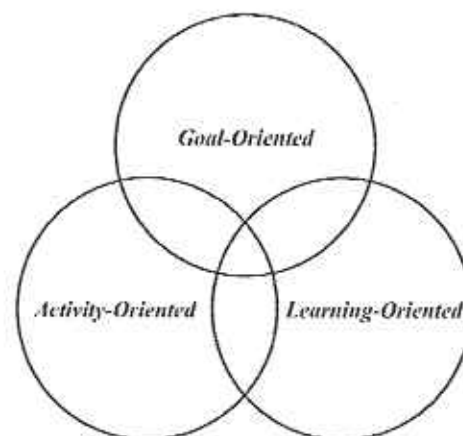


Figure 1. Houle's typology diagram (1961)

Houle's students conducted their own studies based on Houle's typology. One student, Sheffield (1964) introduced *The Learning Activities Survey* which is consisted of a 58-item Likert-type questionnaire, using five answer options: very frequently important for me, frequently important for me, sometimes important for me, seldom important for me, and never important for me. In addition to 58 items, participants filled out demographic information and this survey. 453 adult conference participants, degree seeking and non-degree seeking, were attended the study. The study did not include the age or education level of the participants. Sheffield found that Houle's typology is evident and put forward five factors namely learning-orientation, sociability-orientation, personal-goal orientation, societal-goal orientation, and need fulfillment orientation. Another student, Burgess (1971) developed *Reasons for Educational Participation* questionnaire including 70-item Likert-type questionnaire with the five-point scale. 1,046 adult learners, degree seeking and non-degree seeking, filled out it. This study did not include the participants' age or education level, either. Burgess found out seven orientations namely the desire to know, the desire to reach personal goals, the desire to reach social goals, the desire to reach religious goals, the desire to take part in social activity, the desire to escape, and the desire to comply with formal requirements.

Houle wrote *Motivation for Adult Education* in 1983 to elaborate his own typology and put forward subcategories: the desire to know, having religious goals, a need to escape, a required activity and social pressure. Accordingly, the desire to know was related to continued maintenance and growth, but a religious goal might be being close to God. Here, the escape refers to "escaping from any stressful situation".

On the other hand, a required activity is a learning process during which a learner does not gain progression without further formal education. Social pressure in learning

might be resulting from a person like friend or a group like family, which gives rise to formal education, too.

After adult motivation research of Houle, other studies about the motivational orientations of adult learners and about the participation reasons of them in educational activities were conducted. Among all, the study of Roger Boshier conducted in New Zealand has become prominent because it is based mostly on personal communication with Houle. He aimed to test and improve Houle's typology. Boshier (1971) developed Education Participation Scale (EPS) including 14 motivational factors and 48 items. He applied this scale to 233 participants in New Zealand and found out that adults are motivated basically by "life" or "need" related orientations. Then, he detailed this analysis and put forward his own classifications. He stated that participation of adult learners reasoning from motives are more complicated than Houle's classification. EPS has been used by many researchers.

Brockett and Donaghy (2011) also elaborated Houle's study and wrote *Self-Directed Learning: The Houle Connection*. According to Brockett and Donaghy (2011), learning-oriented adults categorized in Houle's study are those who are responsible for their own learning. They like learning and plan their learning activities with such a motive. Thus, they are self-directed learners. Houle was one of the first person using self-directed learning as a feature of adult learners. Then, his students Tough and Knowles added on this concept. Knowles even further developed Houle's study. Houle's typology classifications and extended themes of different researchers are referred and listed in summarized Table 3.

Table 3. Houle's Learner-Types Classifications with Expanded Themes

Typology Classification	Expanded Themes
Goal-oriented learning (learning by having a specific objective or purpose) (Houle, 1961)	Personal goal orientation (Sheffield, 1964) Need-fulfillment orientation (Sheffield, 1964) Desire to reach a personal goal (Burgess, 1971) Professional advancement (Boshier, 1971)
Activity-oriented learning (learning for social purposes and human contact) (Houle, 1961)	Desire to take part in a social activity (Burgess, 1971) Community service (Boshier, 1971) Sociability orientation (Sheffield, 1964) Societal-goal orientation (Sheffield, 1964) Desire to reach a social goal (Burgess, 1971) Desire to comply with formal requirements (Burgess, 1971) External expectation (Boshier, 1971) The desire to take part in a social activity (Burgess, 1971) Social contract (Boshier, 1971) Desire to escape (Burgess, 1971) Desire to reach religious goals (Burgess, 1971) Social stimulation (Boshier, 1971) Religious goal, escape, required activity, social pressure (Houle, 1983) Social stimulation, social contract, external expectation, community service (Gordon, 1993)
Learning-oriented learning (learning as an end in itself, enjoyment) (Houle, 1961)	Learning-orientation (Sheffield, 1964) Desire to know (Burgess, 1971) Cognitive interest (Boshier, 1971) Self-directed (Brockert & Donaghy, 2011)

Note: Themes are gathered from given literature.

2.4 Graduate education

In recent times, graduate education as a part of higher education has become an important degree creating new opportunities for lifelong learning in the world, which is also the case in Turkey. Graduate education mainly covers master and doctoral programs as well as post-doctoral programs. The application processes and requirements for graduate programs differ from one university to another. Nonetheless, all of the universities expect from a graduate candidate to meet scientific qualifications of applied

programs (Demirtaşlı, 2002; Alhas, 2006). They demand various documents from candidates and apply exams as well as interviews based on their requirements. However, in order to facilitate the education of graduate students, graduate schools basically have three obvious goals: selecting, evaluating, and educating graduate students (Clifton, A. R, 2009).

As graduate education becomes a prerequisite even for some jobs and the need for such programs has risen, the number of graduate schools and the diversity of requirements have increased following such a demand (Karaman & Bakırcı, 2010; p. 96). These programs educate people in more specific and detailed subjects. By doing so, they aim to raise more knowledgeable and effective individuals by giving an expertise in a specific field as opposed to an undergraduate degree. Austin and Sorcinelli (2013) see graduate education as a formal pathway to professionalization in learning that is intensified with the increasing globalization. Graduate education is more detailed than an undergraduate education focusing more on the synthesis of knowledge. Although it has different functions in today's world, main and initial focus of graduate education is to raise scientists, academicians and researchers (Çakar, 1997). It is critical, therefore, to ensure that graduate education is appropriately preparing students who are pursuing paths to academic career (Austin & Wulff, 2004). These people are supposed to produce knowledge, use that knowledge, and solve problems while criticizing them in a scientific way. However, it is not logical to assign such qualified people only to academic areas because private and public sectors also need such qualified labor force (Alhas, 2006). Ultimately, there is a mismatch between graduate students' goals, training, and actual careers from their own views (Golde & Dore, 2001). In other words, most of the graduate enrolments start with academic reasons, but they end up with non-academic

positions in reality. Such a conflict experienced often by graduate students may even contribute to decisions to leave graduate school (Lovitts, 2001). As graduate education functions as an initial stage for career, reforms might be needed to eliminate conflicts experienced by graduate students.

2.5 Graduate education in Turkey

In Turkey, graduate education is carried out by institutions organized in universities since 1982 in accordance with the law of Higher Education Council. The role and tasks of graduate schools are framed under the law numbered 2547 (Karaman & Bakırcı, 2010; p. 100). Until the late of 1960s, graduate education was like a doctoral program lasting 3-4 years. After 1970s, it was divided into masters and doctoral degrees. Their structure, functions and roles have been totally or partly shaped in accordance with the relevant regulations (Çakar, 1997). The number of universities and graduate programs is also rising in Turkey day by day along with the demands and opportunities. According to the data of Higher Education Council (2018), there are currently 206 universities (130 public, 71 private and 5 vocational schools of higher education) in Turkey. As to graduate education data of HEC (2018), there are 12788 master's programs (10362 public and 2426 private) and 5345 doctoral programs (4864 public and 481 private) in these universities.

Graduate education in Turkey, as a part of higher education, provides necessary education, scientific research and practical information necessary for masters, doctoral, post-doctoral studies as well as studies for proficiency in art or medicine (Sevinç, 2001). In this sense, these programs provide expertise and contribute to country by educating individuals who can conduct research, produce knowledge, be productive creative and

sensitive to the problems of the country (Sayan & Aksu, 2005). In this sense, graduate education is more than an education ending with a diploma. Instead, graduate education is a process of acquiring research skills, improving professional development, learning how to learn, and synthesizing cultural and ethical issues (İnce & Korkusuz, 2006). A graduate learner is expected to produce knowledge, conduct scientific research, follow the literature, and tries to find out new information and transfer his/her knowledge to others (Karaman & Bakırcı, 2010; p. 97)

A learner who completed his or her undergraduate education is a possible candidate for graduate programs in Turkey. Learners can either pursue graduate programs relevant to their undergraduate fields or in a different field they are interested in. However, they need to go through the requirements of the universities and their programs. In general, these requirements are such necessary documents as the ones about their educational background and studies, language proficiency, central entrance examination records etc. In addition, learners are supposed to be successful in scientific examinations and face-to-face interviews. Apart from common sets of standards, each university might have their own requirements, as well.

According to the law of Higher Education Council numbered 2547, a university is a higher education organization consisting of faculties, institutes, colleges and similar organizations and units. An institute is an organization conducting graduate education, scientific research and managing applications in universities or in faculties in similar or related departments. It has branches such as institute of social sciences, institute of health or institute of science and technology according to their specific fields of studies. Apart from these institutes, there are institutes carrying out more specifies subject areas

such as Institute of European Union Studies and Institute of Turcology. They can conduct specific research and applications.

Master's degree is a higher education degree based on undergraduate education outcomes. It aims to use scientific methods, conduct scientific research and reveal results in a related subject area while improving skills and expertise (Karaman & Bakırcı, 2010; p. 98). Doctoral degree covers at least 4-6 years and aims to reveal results of original research. One needs to have doctoral degree to have an academic position (Yılmaz, 2008). Therefore, these programs raise academically qualified and scientifically literate researchers (Can et. al., 2009). In addition, doctoral dissertations need to contribute to science, develop a new scientific methodology or apply an existing method to a new field (Çakar, 1997). Hence, master's degree is like the synthesis level of basic information learned during undergraduate education. On the other hand, doctoral degree is like process of combining information gathered through undergraduate and master's education to be able to reveal a scientific work (Gök & Silay, 2005). In other words, the purpose of the master's degree is to raise learners who can conduct scientific research, learn how to reach information, evaluate, interpret and process that information; while the purpose of the doctoral degree is to reveal an original study and results.

2.6 Adult motivation in graduate education

While the definitions and origins themselves do not connote a clarity for the term motivation, the target person or group, who is being motivated, matters a lot. To offer clarity, a focus on the "who" part of the issue might be useful. "Who" is related to this question: Is the learner a child or an adult? Depending on the answer, a discussion of

pedagogy or andragogy in relation to education come about. In the framework of this study, the target group is adult learners pursuing a graduate education program.

Therefore, adult motivation and andragogy are meant while referring to the issue of motivation.

For adults in graduate education, as a part of higher education, the underlying reasons to enroll in a program and sustain it might be different from those of children. The educational focus of andragogy is on voluntary actions in contrast to pedagogy (Conner, 2004; p. 210-227). Graduate education is one of the best examples of such voluntary actions. In addition; adult learners have their own control over their learning. In the light of the theory of adult learning, andragogical model of Knowles (1984) argues 5 following ideas directly relatable to the motivation of graduate learners (p.12):

1. "Letting adult learners know why something is important to learn" Graduate education is a volunteer action for most of the adults and help them learn something important, applicable, which is expected to contribute to their motivation in a positive way.
2. "Showing learners how to direct themselves through information" Instead of transferring pure information or transmitting knowledge, graduate education aims to teach how to learn information and conduct research. In this way, it contributes to the self-concept and motivations of adults who are self-directed in their actions.
3. "Relating the topic to the learner's experiences" Graduate programs, offering more specific subject areas, benefit more from the experiences of learners as opposed to undergraduate programs.

4. "Individuals will not learn until they are ready and motivated to learn" Adults, as mature enough, are expected to be ready to learn especially when they select the programs and content of their learning, which is mostly the case in graduate education.
5. "Helping overcome inhibitions, behaviors, and beliefs about learning" Graduate education, allowing self-direction and volunteer choices, has a potential to eliminate previous negative beliefs towards any learning activity.

Most of these conditions, affecting adult motivation in a positive way, have a potential to exist in graduate education. Unfortunately, undergraduate programs set the learning objectives, and learners find them readily in higher education, where satisfaction is not the key focus, which is also the case in Turkey. This can be the reason why many students do not terminate their education with an undergraduate degree, but rather they enroll in professional or academic graduate programs (Eide & Waehrer, 1998).

Andragogy, as base for graduate education highly requires meeting satisfaction that is related to intrinsic motivation for adult learners. Although graduate programs differ from undergraduate programs in terms of content and functioning, they are open to debate on the satisfaction issue.

In pedagogy, external factors such as teachers, environment and materials are the key point for motivation. When it comes to andragogy, this is not the case. Adult learners have the primary responsibility for their own motivation, which is mainly an intrinsic one. This is not to suggest that the external environment does not encourage motivation for them. Connor (1997) points out:

How can we expect to analyze and synthesize so much information if we turn to others to determine what should be learned, how it will be learned, and when it will be learned? Though our grandchildren or great-grandchildren may be free of pedagogic bias, most adults today are not offered that luxury (p.17).

Motivation should definitely be addressed in graduate education because it is highly related to the theory of adult learning. Considering this theory, graduate education is more relatable to adult motivation as opposed to undergraduate education which is relatively away from self-driven actions. Adult learners pursuing a graduate program are expected to have certain motivation to enroll in a program and sustain it. However, the orientations of their motivations are uncertain depending on the various factors. Literature is very limited for this issue especially for the Turkish case. Therefore, this study aims to fill the gap in literature, and to find out the motivational orientations of adult learners pursuing a graduate education.

CHAPTER 3

METHODOLOGY

This chapter describes the methods used to explore the motivational orientations of adults in pursuit of graduate education. The chapter begins with the description of a pilot study (3.1). The chapter then followed by; research design (3.2); participants (3.3); research instruments (3.4); data collection and procedures (3.5); data analysis (3.6); research permission and ethical considerations (3.7).

3.1 Research design

The purpose of this study is to explore the motivational orientations of adults in pursuit of graduate education. The study is based on a qualitative descriptive research design addressing adults who are currently enrolling in a graduate program either in a public or private university located in İstanbul. The field of education as a part of applied social sciences deals with everyday concerns of people's lives and practices; and qualitative research focuses on discovery, insight and understanding of such practices (Merriam & Tisdell, 2015). Therefore, qualitative research design is chosen for this study since it gives detailed information through in-depth interviews by focusing on various behaviours, beliefs, opinions and feelings of target adult learners.

Qualitative research design helps to understand how people interpret their certain experiences and what meaning they attribute to such experiences rather than making predictions. (Merriam and Tisdell, 2015). For this study, it is used to understand the experiences of graduate learners and what they attribute to their graduate education. This study is also effective for gaining insight into the experiences and motivational

orientations of contemporary graduate adult learners. According to Creswell (2013), understanding such experiences and attributes make qualitative research design more interpretive and socially constructed. Here, researchers do not find already existing knowledge, but they construct it through multiple cases or interpretations of a single event.

In this worldview, individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences... These meanings are varied and multiple, leading the researcher to look for the complexity of views... Often these subjective meanings are negotiated socially and historically. In other words, they are not simply imprinted on individuals but are formed through historical and cultural norms that operate in individuals' lives. (p. 24-25).

A single event, graduate education, might also be interpreted differently. Here, this study is based on Houle's (1961) typology which has three distinct categories namely goal-oriented learning, learning-oriented learning, and activity-oriented learning based on his own study with a certain group. However, Turkish case has a potential to be formed through different historical and cultural norms and has also a potential to create different categories.

In addition, basic qualitative research design is used in this study to be able to describe the situation. In other words, a specific type of qualitative design such as grounded theory or ethnographic study is not applicable for this study while describing the situation of graduate learners. As stated by Merriam and Tisdell (2015), basic qualitative research is one of the most common form of research used in educational studies (p. 24.) All qualitative research interested in meaning is constructed by individuals and basic qualitative study mainly tries to uncover and interpret these meanings.

3.2 Pilot study

A pilot study refers to mini versions of a full-scale study. In this sense it functions as a feasibility report or a pre-test. Hence, a pilot study might give early warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate (Hundley and Teijlingen, 2001). Although it does not guarantee the success of the whole study, it increases the likelihood of the success. It is a crucial part of a good research design allowing meaningful insights.

In this case, a pilot study was conducted with accessible four graduate students, including two females and two males, who volunteered to participate in the study. Here, the only criterion was being a graduate student (MA or PhD) in İstanbul/Turkey regardless of other factors like demographics, university or department. However, such factors were tried to be balanced to ensure diversity when there were more than four volunteers. These four participants were from three different universities located in İstanbul, and from different grade levels. The distribution of the grade levels and universities are as shown in Table 4.

Table 4. University and Grade Level Distribution

Participant	University Type	Grade Level	Class
Pilot 1	Private I University	MA	Course
Pilot 2	Public B University	MA	Course
Pilot 3	Public A University	PhD	Thesis
Pilot 4	Public A University	PhD	Thesis

A flexible time schedule was arranged considering the comfort of each participant. The researcher met with each of these participants face-to-face in different settings such as cafes, offices and campuses. First, the researcher introduced herself. She explained the details of the study and the procedure while answering possible questions and concerns of the participants. Then, the consent forms mentioning specifically the details of the study and the confidentiality issue were introduced. The participants had one copy of it, either. As a second step, these four participants filled out the demographic information forms. Accordingly, one female MA student was from the age interval 21-30, and one PhD female student was from the age interval 21-30. One MA male student was from the age interval 21-30, and one PhD male student was from the age interval 31-40. All the participants were single. The demographics included three employed, and one unemployed participant who had some financial scholarship for his graduate education. All participants were pursuing a graduate education in harmony with their undergraduate fields. For example, a participant coming from counseling background studies still counseling or a similar field such as psychology. Only one participant had a non-Turkish origin. He came to Turkey from Iran to pursue his PhD studies. As a final step, interviews were conducted with each of the participants and they all went smoothly. The interviews were recorded for transcription with the consent of participants.

The pilot study was about the motivation of participants to pursue graduate education and it gave rise to initial outcomes of the whole study. On the basis of this pilot study; interview questions, the research design and the procedure were revised. The findings of the pilot study also showed that grade level (MA or PhD) and university type

(public and private) might matter a lot for the study outcomes. Therefore, this pilot study was fruitful to decide on sampling of the participants for the whole study.

Even though students' motivation was still goal-oriented and activity-oriented, learning-oriented learners were missing for this pilot group; it is also sometimes impossible to assign one typology for one learner. Hence, a new category called mixed oriented came about. The conclusion for the pilot study were that the main motivation was goal-oriented learning. Additionally, males had a higher percentage of selecting goal-oriented learning. Among all four learners interviewed; two aimed to have better job skills, one aimed to make her family happy, and one regarded graduate education as an activity providing new learning as well. She also had a goal to be an academician. For her case, it is highly possible to mention a mix-oriented motivation. The following is an example of what one PhD student in a public university stated to support learning as a goal, "I hope to have a good position. I want to work in a good setting with a good income." The following is what a PhD student in a public university stated about learning as an activity:

Everybody thought what would happen after graduation and they tried to go different countries. During that time, I decided on pursuing a graduate education. There was a feeling of emptiness about what to do after university. Of course, the casier way was to go on anything. That's why I decided on going on graduate education with friends to have good times (Pilot 4).

As for a mixed oriented PhD student in a public university:

This university is both social and has many opportunities in many senses. It is very open-minded, critical, and the field is related to my undergraduate field. I like learning about educational policies that drew my attention as a field. It affects many social and political dynamics in the country...Courses are discussion based, and maybe telling the ideas easily could be a reason to pursue graduate education. I also want to be an academician (Pilot 3).

3.3 Participants

Originally, participants of the study were intended to be from various public universities. However, after conducting the pilot study, participants from private universities were also targeted as the pilot groups refers to the types of universities while responding interview questions. Ultimately, the participants of this study were adult learners from 6 different universities: Public A University, Public B University, Public C University, Private D University, Private E University and Private F University.

In most cases, only a convenience sample is possible as the researcher needs to use naturally formed groups such as a classroom, an organization or volunteers (Creswell, 2013). Sampling can also be based on assumptions that are supposed to be discovered, understood and gained insight and selecting a sample from which the most can be learned (Patton, 2015). Accordingly, convenient sampling method was used in this study while selecting the universities and the volunteer participants in order to gain insight into the issue.

In order to conduct this study, accessible universities located in İstanbul were ranked in a way to reflect their positions for graduate learners. Although measures such as student selectivity, peer assessment, graduation rates, graduation rate performance, faculty resources and financial resources function as the indicator of educational quality of universities in general (US News, 2018), this is not be the case for university education in Turkey. As stated by Altunay (2010), higher education reality of Turkey is different from other countries. In Turkey, the quality of a university is determined by the students studying there. In other words, the fundamental criterion for a university to establish reputation is whether it is preferred by the successful students of the country.

Altunay (2010) used university entrance examination as an instrument to assess this criterion. In this thesis, current university entrance examination statistics are similarly used to reflect the positions of accessible universities.

For the students to be placed a four-year or above undergraduate program, they should score high in the university entrance examination among over two million students. Therefore, while categorizing the accessible universities in İstanbul, one input measure, the percentage of high achievers of this exam was taken into account for public and private universities. The statistics of 2017 published by Student Selection and Placement Center (ÖSYM) forms the foundation of this ranking process. Accessible universities were ranked according to the amount of the high achievers of the university entrance exam.

While calculating the percentages, number of the students received from top ten thousand was divided into the total number of the students registered to these universities. As there are different results between public and private universities according to this calculation, two types of universities listed separately in terms of their rankings as seen in Table 5 and 6.

Table 5 shows the rankings of public universities mentioned in this study. There are 3 public universities (Public A, Public B, Public C) from low, middle and high-ranking types. Table 6 shows the rankings of private universities mentioned in this study. There are 3 private universities (Private D, Private E, Private F) from low, middle and high-ranking types.

- Universities receiving 36% and above of their students from top ten thousand are considered “high ranking” public universities.
- Universities receiving 36%- 9% of their students from top ten thousand are considered “middle ranking” public universities.
- Universities receiving 9% and below of their students from top ten thousand are considered “low ranking” public universities.

Table 5. Target Public University Rankings

	University	Ranking	Type
1.	Public A	66%	High
2.	Public B	9,5%	Middle
3.	Public C	8,3%	Low

- Universities receiving 4% and above of their students from top ten thousand are considered “high ranking” private universities.
- Universities receiving 4%- 1% of their students from top ten thousand are considered “middle ranking” private universities.
- Universities receiving 1% and below of their students from top ten thousand are considered “low ranking” private universities.

Table 6. Target Private University Rankings

	University	Ranking	Type
1.	Private D	22%	High
2.	Private E	2,5%	Middle
3.	Private F	0,9%	Low

As seen in Table 5 and 6, prepared by using the statistics of 2017 published by Student Selection and Placement Center (ÖSYM), the universities and the volunteer participants were selected from different percentiles in order to reflect diversity. Public and private universities from the same type are like the counterparts of one another. Then, a snowball sampling technique, as a common type of non-probability sampling method, was used to find out new participants. As the researcher interviewed with a participant, she asked for another participant. Apparently, snowball sampling method enabled many participants by doing so. Therefore, this strategy involves locating a few key participants who may easily meet the established criteria of the target study. According to LeCompte and Schensul (2010), the term criterion-based selection is also used instead of snowball technique because one might first establish criteria for convenient sampling reflecting the purpose of the study. Criteria established for this specific study by the researcher are taken into consideration while asking for new participants. The basic criteria were including both private and public universities, balancing gender types, balancing grade levels and balancing the number of participants from each university to be able to create diversity as well as add on the existing studies. All universities were in İstanbul, which is a cosmopolitan city of Turkey. In Turkey, there are 206 universities (129 public, 72 private and 5 vocational high schools), and 61 of them (13 public, 44 private and 4 vocational high schools) are in İstanbul (HEC, 2018). As it has very many universities, it also has a potential to have many learners from different backgrounds as opposed to other cities. After contacting with each potential participant and talking with them about the study, face-to-face meetings were done. No compensation was provided to participants. Their names and universities were coded to ensure confidentiality. In addition, the participants were informed about the

study approval and about their rights protected by Boğaziçi University Institutional Review Board for Research with Human Subjects (Boğaziçi University INAREK/SBB Ethics Sub-Committee) (Appendix A).

The total number of participants were 36 ($N=36$). 18 participants were MA students, and 18 were PhD students. The gender distribution was also equal: 18 females and 18 males. When the data started to renew themselves, the interviews were ended. As an MA student and as an English teacher in a public high school, the researcher had easy access to these adult learners and had built good rapport with most of them. Nonetheless, there were also some cases that created discouragement and disappointments. The distribution of numbers based on universities, grade levels and genders are shown in Table 7.

Table 7. Distribution of Numbers Based on University, Grade Level and Gender

#Participants	University	MA	PhD	Female	Male
6	Public A University	3	3	3	3
6	Public B University	3	3	3	3
6	Public C University	3	3	3	3
6	Private D University	3	3	3	3
6	Private E University	3	3	3	3
6	Private F University	3	3	3	3
TOTAL #: 36	6	18	18	18	18

While Houle also had both male and female participants in his study, he did not stress much diversity among them. Efforts were made in this study to ensure diversity among participants in terms of university types, departments and gender.

3.3.1 Descriptions of the participants

In the light of demographic information form (Appendix C), participants are described.

Descriptions of the 18 students from public universities are listed (Appendix D).

Descriptions of the 18 students from private universities are listed (Appendix E).

Accordingly, descriptive characteristics of 36 participants are as follows: 18 of the participants were female, and 18 of them were male. 18 of the participants were MA students, and 18 of them were PhD students. 25 of the participants were single, 10 of them were married and 1 of them was divorced.

18 of the participants were studying in public universities, and 18 of them were studying in private universities. 20 of the participants were in their course stage, and 16 of them were in their thesis stage.

According to their own perspectives, 25 of the participants were from middle income level, 7 of them were from low income level, 3 of them were from high income level and only 1 of them was from very low-income level including their scholarships if any.

22 of the participants were at the age interval of 21-30, 12 of them were at the age interval of 31-40 and 2 of them at the age interval of 41-50. 28 of the participants were working adults, and 8 of them were not working during that time of data collection.

29 of the participants were following a graduate program in harmony with their undergraduate programs. For example, a student graduated from English language department follows a degree in English literature. On the other hand, 7 of the participants were following a different program as opposed to their undergraduate programs.

3.4 Instruments

A participant information and consent form (Appendix B), describing the study and the ethical rights of the participants, was presented to participants just before applying the instruments. A demographic information form (3.4.1) and semi-structured interview questions (3.4.2) were employed for this study.

3.4.1 Demographic Information Form

A demographic form, created by the researcher, categorizes information such as gender, age, marital status, educational background, as well as level of education, employment, and income (Appendix C). Following the demographic section of the study, participants are asked to attend semi-structured interview section.

3.4.2 Semi-Structured Interview Questions

Semi-structured interview questions created by the researcher to address issues touching upon any motivational reasons for starting and continuing graduate education. *Education Participation Scale* (EPS) developed by Boshier (1971) as a detailed quantitative instrument driven from Houle's typology was explained in literature review section. This scale was created based on personal communication with Houle, and on Houle's typology, which makes it very essential also for this qualitative study. Taking into consideration such a similar instrument, EPS was used as a guide while creating interview questions. The questions were in Turkish, which is the mother tongue of the participants (Appendix F). English versions of these questions are in the following page (Appendix G).

1. Could you tell me briefly about yourself and your daily life?
2. Could you tell me briefly about your educational background and studies?
3. When did you decide to pursue graduate education? Why?
4. What were the reason/s that directed your decision?
5. Why did you select this school and program?
6. What did you gain from graduate education when compared to undergraduate education?
7. Where do you see yourself after graduation?
8. What would you have done if you had not started the graduate education?

3.5 Data collection and procedures

The participants were sought by using convenient sampling method. Through snowball technique, the participants were gathered. Face-to-face meetings were arranged according to their own schedule. E-mails, phone messages and phone calls were the medium of communication before face-to-face meetings. In addition, the preferences of each participant were considered while selecting the meeting place. The meetings were in various places such as cafes, offices and campuses.

The first step was to give information to the participants about the study and the researcher. They were free to ask or give any kind of information to the researcher so that the participants felt safe and secure to attend the study. The second step was to have the written consents of the participants. A copy of the consent forms was also given to them. Then, the participants were asked to fill out a demographic information form which collects demographics such as gender, age, marital status, educational background, as well as level of education, employment, and income. Finally, the

participants were interviewed using a semi-structured interview protocol and their voices were recorded just for transcription purposes. The total time of each meetings took no more than 30-45 minutes. The interview questions were centered around the motivational orientations of the participants.

The purpose was to find out if Houle's three distinct learner types (goal-oriented, learning-oriented, and activity-oriented) are still relevant or have changed over time for Turkish adult learners. The questions' main focus was motivation with a sub-focus on participants' daily life, educational background, decision-making processes, reasons for their decisions, educational experiences and reflective thinking on their future plans. Elaboration for answers were asked of each interviewee to confirm any unclear concepts and to dig deeper into previous interview answers on their motivation for graduate education.

As stated by Rubin & Rubin (2012), interviewing is an exchange process based on a meaningful relationship between the interviewer and the interviewee. During this meaningful process, participants are treated as a partner in the research, which was also the case for this study. There was reciprocity because the interviewee had given his/her time, energy and emotion. In consideration of such a devotion, the interviewer owed great loyalty, protection, and a voice in return. The interviewees' answers were recorded, transcribed and member-checked. Only the researcher and the major professor had access to whole interview contents to be able to ensure the anonymity of the study and to protect the ethical rights of the participants.

3.6 Data analysis

Data gathered through demographic information form (Appendix C) and semi-structured interviews were organized, analyzed, and interpreted in effort to understand and describe motivational orientations of graduate students. The data were organized and analyzed based on content analysis method to answer the research questions. Content analysis is a generic terminology used to analyze texts in several different ways. (Powers & Knapp, 2006). It mainly includes a systematic coding and categorizing. By doing so, it helps exploring large amounts of textual information to determine patterns of words used, their frequency, their relationships, and the structures and discourses of communication (Mayring, 2000).

For this study thematic analysis was also applied. Here, provisional coding was used. According to Saldaña (2013) provisional coding is a set of pre-determined codes that come from previous findings in literature. “Provisional codes can be revised, modified, deleted, or expanded to include new codes” (Saldaña, 2013; p. 144). Therefore, provisional coding is also valued when a study is building on or corroborating previous research, which is the case for this study.

Each interview answer was transcribed and reviewed in relation to Houle’s three learner types (goal-oriented, activity-oriented, and learning-oriented). They were transcribed and reviewed immediately after each interview not to forget or move away from the participant and the content. Since qualitative data offers a deeper understanding of human experiences, the method of theme development as an effective means is required (Vaismoradi, M., Jones, J., Turunen, H. and Snelgrove, S., 2016). Therefore, from the content keywords and phrases, descriptions, provided additional explanations, highlighted differences or possible new factors and/or relevant findings were tried to be

differentiated in accordance with Houle's typology. For each question guided by the researcher, a descriptive and short theme was expelled. Sometimes questions are grouped under one theme. Then the coding process started. The coding process during a first cycle was like a descriptive coding aiming indicating the main point of each sentence and relating those to Houle's earner types if possible. The second cycle of coding included sub-coding to group descriptive codes into sub-sets or sub-themes, and elaborative coding to compare patterns or themes to Houle's original constructs, looking for additional or new factors that further explain or add on to Houle's original theory. Saldaña (2013) also states that a colleague not involved in the study can provide a reality check to improve the likelihood of using the most meaningful codes from the answers. A colleague of the researcher checked themes and codes to verify what the researcher was seeing emerge in the data analysis.

3.7 Research permission and ethical consideration

As a very first step, Institutional Board Review (IRB) approval of Boğaziçi University INAREK/SBB Ethics Sub-Committee was taken for this qualitative study (Appendix A). The committee approved the topic, goal of the study as well as the whole procedure. The consent given by the committee also guarantees the ethical rights of each participant and it includes the details of the ethical rights. Therefore, this study has the research permission and ethical approval. The participants were given information related to this research approval and their ethical rights verbally before data collection process. They also got a written copy of consent form which also explains the study details and ethical rights of them. Accordingly, their names and school names are coded because of

confidentiality issue. In addition, they had a right to withdraw from this volunteer study in any time.

Creswell (2013) suggests five main approaches that a researcher can benefit to establish the trustworthiness and credibility of a qualitative study. These approaches are: (1) saturation in the field; (2) peer review; (3) member checks; (4) clarifying researcher bias via reflexivity or debriefing; and (5) triangulation. They are briefly discussed below to show the strategies used by the researcher in this qualitative study.

(1) Saturation in the field includes building engagement and trust with the participants and checking for any possible misinformation and inaccuracy presented by the participants. A pilot study was conducted with four graduate-level students. Here, the questions were tested to see whether they were clear to generate expected answers. Students used in this pilot test found that the questions were easily understood. Hence, the researcher deduced that no additional clarification was required, and the answers presented by the participants were related to Houle's three learner types. In effort to build trust with the participants, the researcher provided interview questions prior to the interview. In addition, to address confidentiality concerns, participants were given codes rather than pseudonyms, and only the researcher and major professor had access to unrecorded/raw interview transcripts which were kept on a secure computer.

In addition, (2) peer review was conducted by a colleague of the researcher. She checked statistics, themes and codes to verify them. Through (3) member-checking, the participants read and verify their technical answers/statements with their interview transcripts. For example, a participant read and corrected his mathematical terms that are misspelled in the transcription by the researcher. The result themes and codes were ultimately reviewed by the researcher's colleague and major professor.

A researcher's preconceptions, beliefs, values, assumptions, and experiences have a great potential to shape his/her research. (4) Reflexivity is a purposeful situating of oneself in relation to the study and acknowledgement of such potential influences. The researcher obtained my bachelor's degree in 2015 in foreign language education. A natural career progression was to advance into language teaching; however, she wanted to further her education and to continue teaching.

The researcher decided to pursue a master's degree in adult education because she decided to challenge herself in learning to teach adults as she had mostly thought elementary and secondary level students before. So, the researcher taught adult students for the next several months with such a purpose. As to her work, she is still teaching English in a vocational public high school to a very challenging young adult group while building her understanding of vocational education, features of young adults as well as language teaching while following her master's studies. During this time, the researcher tried to go ahead in volunteer actions and in any kind of artful events, which nourish her mind and soul.

In such a life cycle, her motivation was as goal-oriented because she wanted to get a degree to follow doctoral studies to become an academician. However, her motivation was also as learning-orientated because she wanted to learn about adults and to move further her experiences. The researcher still has that goal, but it is more of an internal accomplishment for her own satisfaction and self-fulfillment. Therefore, the researcher categorized her motivational orientation as a mixed-oriented in the framework of this study.

As a candidate of adult education graduate student, the interest of the researcher in motivation and Houle's work began in the spring of 2017 with a class presentation. She developed a passion for the topic of motivation of adults' continuous learning. During that period, her friends were suggesting various reasons for their graduate education. Hence, the researcher really wanted to learn more about different motivational orientations. In addition, as a future adult educator, she wants to be able to understand her students' motivations to learn. Knowing who follows adult education activities and why they follow it is also valuable information for policymakers as stated by Merriam, Caffarella, and Baumgartner (2007). Therefore, the researcher believes that this study has a potential contribute to teaching and learning processes of those who are engaging in adult and higher education activities like her. It has also a potential to shape education policies. She does, however, know that as an adult education graduate student who are in her thesis stage, there may be a tendency to misinterpret answers because of her own biases and experiences.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter provides presentation of the findings in relation to each interview question (4.1) and followed by major themes and their discussions (4.2) in relation to research questions.

For many years, Houle's typology (1961) has been widely studied by researchers and it has been applied to various adult learners. However, exploring whether Houle's typology is still relevant to today's learners or additional dimensions are needed is required. The purpose of this study was to explore motivational orientations of adult learners pursuing a graduate program and interpreting them in relation to Houle's typology.

Content analysis method was used while analyzing large amounts of textual information to determine patterns of words used, their frequency, their relationships, and the structures and discourses of communication (Mayring, 2000). In this study, themes and sub-themes emerging from this data set were used. In addition, thematic analysis was also used for interview question 3, 4 and 5 with provisional coding, which is a set of pre-determined codes that come from Houle's study.

Frequency tables make large data sets to be seen clearly. They also allow the data to be transferred to any other reader or setting (Maxwell, 2010). That's why frequency tables are also presented in this study. Although frequencies could indicate greater importance, they can sometimes simply reflect greater willingness or ability to talk at length about the topic (Shields & Twycross, 2008). Keeping this in mind, interpretations are made with the quotes from the real data not to miss the context.

4.1 Findings

Findings of each interview question are presented with their frequencies in this part.

Frequency tables enable to show sub-themes of each interview question with their frequencies.

It is also possible to see the frequency distinctions between master's and doctorate students as well as the frequency distinctions between public and private school types if any. However, the researcher only interprets the results which are significant for the purpose of this study.

Interview Question 1: Could you tell me briefly about yourself and your daily life?

As seen in Table 8, most of the participants frequently identified their daily life through their graduate studies. They also frequently identified their daily life through their work life if they have a job. Some of the participants of this study viewed their lives as busy, routine and deprived of extra activities such as leisure time activities. Some of those who are married mentioned their family life, too. For this question grade levels (master or PhD) and school types (public or private) do not create much difference for the answers.

Table 8. Frequency Table of Interview Question 1

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
Work Life	7	31,81	6	28,57	6	28,57	9	37,5
Study Life	9	40,90	9	42,85	9	42,85	8	33,3
Busy Life	1	4,75	1	4,76	1	4,76	2	8,3
Routine Life	2	9,09	1	4,76	2	9,52	1	4,16
Family Life	2	9,09	1	4,76	2	9,52	2	8,3
Extra Life	1	4,75	3	14,28	1	4,76	2	8,3
Total	22	100	21	100	21	100	24	100

Interview Question 2: Could you tell me briefly about your educational background and studies?

As seen in Table 9, most of the participants of the study have continuous educational paths. This means they continued their education without having any break times. Some of the participants also have non-continuous educational paths, which means they have had some gap years on purpose or unintentionally. For this theme, PhD students have more continuous educational paths as opposed to master's students. However, school types do not create much difference for the answers.

Table 9. Frequency Table of Interview Question 2

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	F	%	F	%	f	%
Continuous Edu. Path	3	33,33	8	88,89	6	66,67	6	66,67
Non-continuous Edu. Path	6	66,67	1	11,11	3	33,33	3	33,33
Total	9	100	9	100	9	100	9	100

Interview Question 3: When did you decide to pursue graduate education? Why?

As seen in Table 10, most of the participants decided on their graduate education during their university years. Some of the participants made their decisions after university.

Very few of them decided it even before university. Both master and PhD student mostly have various goals in their minds. Very few of the master's students have activity oriented and learning-oriented reasons as well as other reasons. On the other hand, PhD students do not have activity oriented and learning- oriented reasons. They also have other reasons. Although grade levels create differences for this question, university types do not create any distinctive differences.

Table 10. Frequency Table of Interview Question 3

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
Before University	1	11,12	1	11,11	1	11,11	1	11,11
During University	4	44,44	6	66,67	6	66,67	5	55,56
After University	4	44,44	2	22,22	2	22,22	3	33,33
Total	9	100	9	100	9	100	9	100
Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
Goal-Oriented Reasons	8	44,44	7	70	8	88,89	7	70
Activity-Oriented Reasons	0	0	1	10	0	0	0	0
Learning-Oriented Reasons	3	16,67	0	0	0	0	0	0
Other Reasons	7	38,89	2	20	1	11,11	3	30
Total	18	100	10	100	9	100	10	100

Interview Question 4: What were the reason/s that directed your decision?

As seen in Table 11, participants of the study have different reasons to pursue graduate education. Both master and PhD student mostly have goal-oriented reasons. They also have activity-oriented, learning-oriented reasons as well as other reasons. For this question, grade levels and university types do not create much difference.

Table 11. Frequency Table of Interview Question 4

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	F	%
Goal-Oriented Reasons	15	55,56	11	57,89	5	33,33	10	62,5
Activity-Oriented Reasons	3	11,11	3	15,79	2	13,33	1	6,25
Learning-Oriented Reasons	4	14,81	3	15,79	4	26,67	2	12,5
Other Reason/s	5	18,52	2	10,53	4	26,67	3	18,75
Total	27	100	19	100	15	100	16	100

Interview Question 5: Why did you select this school and program?

As seen in Table 12, there are different reasons on selecting the universities and graduate programs. Master's students both from public and private universities frequently selected familiar schools and programs. On the other hand, PhD students of public universities mostly cared their personal needs while selecting their schools and programs. For PhD students of private universities familiarity was the main reason for their selections likewise master's students.

Table 12. Frequency Table of Interview Question 5

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
Familiarity	9	37,5	10	33,33	3	15	8	40
Quality	6	25	7	23,33	4	20	3	15
Opportunities	3	12,5	7	23,33	1	5	3	15
Personal Needs	5	20,83	2	6,68	9	45	5	25
Obligation	0	0	1	3,33	1	5	0	0
Other Reason/s	1	4,17	3	10	2	10	1	5
Total	24	100	30	100	20	100	20	100

Interview Question 6: What did you gain from graduate education when compared to undergraduate education?

As seen in Table 13, both master and PhD students mostly regard graduate education as full of opportunities as opposed to undergraduate education. The participants often regard graduate education as practical and deeper as opposed to their undergraduate education. Very few of the participants also regard it as difficult. Only a few PhD students from private universities regard it as qualified. Only a master's student from a public university mention her disappointments. In addition, very few master and PhD students focus on the self-learning side of the graduate education.

Table 13. Frequency Table of Interview Question 6

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
Deeper Understanding	7	30,44	1	6,25	4	16	8	40
Practical	3	13,04	6	37,5	2	8	1	5
Self-learning	0	0	1	6,25	1	4	4	20
Quality	0	0	0	0	0	0	3	15
Opportunities	12	52,17	6	37,5	14	56	4	20
Disappointment	1	4,35	0	0	0	0	0	0
Difficult	0	0	2	12,5	4	16	0	0
Total	23	100	16	100	25	100	20	100

Interview Question 7: Where do you see yourself after graduation?

As seen in Table 14 most of the participants from each category frequently identified academic career paths as their future plans, but this ratio is higher for PhD students as expected. PhD students have a tendency to start such a degree in pursuit of academic positions. Some of the participants of this study also have non-academic career paths in their minds. Very few of the participants do not have clear future plans.

Table 14. Frequency Table of Interview Question 7

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	F	%	f	%	f	%
Academic Career Path	6	66,67	4	44,44	8	88,89	7	77,78
Non-academic Career Path	3	33,33	2	22,22	0	0	1	11,11
Unplanned	0	0	3	33,33	1	11,11	1	11,11
Total	9	100	9	100	9	100	9	100

Interview Question 8: What would you have done if you had not started the graduate education?

As seen in Table 15, most of the participants of this study, regardless of their grade levels and school types, would have other plans if they would not start their graduate education. Some of the participants stated that they would have no other plan. It means they see their graduate education as a must or an obligation for themselves. 100% of the private PhD students stated that they would definitely have other plans if they did not start their graduate education.

Table 15. Frequency Table of Interview Question 8

Sub-Themes	Master (Public)		Master (Private)		PhD (Public)		PhD (Private)	
	f	%	f	%	f	%	f	%
No Other Plan	2	22,22	1	11,11	2	22,22	0	0
Other Plans	7	77,78	8	88,89	7	77,78	9	100
Total	9	100	12	100	9	100	9	100

4.3 Major themes and discussion

In this part, major themes with their sub-themes drawn from the data are discussed within the framework of this study. Some interview questions are combined and discussed under one theme. There are 2 main themes drawn from research questions. The data also elicited 2 additional themes which were not targeted with initial research questions. Here, research questions, themes and additional themes of the study are presented. Then, each theme is discussed within the framework of this study.

Research Questions;

1. What are the motivational orientations of adults in pursuit of graduate education?
 - What are the reasons that trigger adults to enroll in a graduate school?
 - What affects the graduate school and program selections of adults?
2. How do adults evaluate their graduate education?
 - How expectations of adults from a graduate education come about?
 - How can Houle's typology be interpreted for Turkish adults pursuing a graduate education?

Themes:

Theme 1: Motivational orientations of graduate students

Theme 2: Evaluations of graduate students

Theme 3: Daily lives of graduate students
(extra)

Theme 4: Educational backgrounds of graduate students
(extra)

The main themes are "motivational orientations of graduate students" and "evaluations of graduate students". Interview questions 3, 4 and 5 are combined within the scope of Houle's typology (1961) under one theme called "motivational orientations of graduate students". In addition, interview questions 6, 7 and 8 are also combined under one theme called "evaluations of graduate students".

Moreover, the answers of the participants have resulted in 2 extra themes. These themes are "daily lives of graduate students" and "educational backgrounds of graduate students". In total, 4 major themes have been acquired for discussion. The quotes that represent each theme in the best possible way are also included in this discussion part.

Theme 1: Motivational orientations of graduate students

Under the interview question “When did you decide to pursue graduate education? Why?”, decision making processes of the participants and their motivational orientations beneath such a decision, shaping their career, were identified in the framework of Houle’s typology (1961).

Graduate education is a pathway to academic professionalization (Austin & Sorcinelli, 2013). This means, graduate students can have an aim to choose academic occupations. According to Kızıltepe (2015), choosing an occupation is a lifelong process in Turkey likewise in many other countries. She states that choices of the students are shaped by their motivations and perceptions since they choose the best occupation for themselves. It is meaningful, therefore, to identify motivations of students while deciding on their occupations. The career decision-making process of adults is affected by the extent to which they explore wider options in their lives, and the extent to which they look ahead and reflect on and identify their own interests (BIS Research Paper, 2013; p. 16). Therefore, each adult makes his or her own career choices based on their own explorations. It means everybody can decide on graduate education which is a part of their future career in different stages of their lives. The participants of this study frequently decided on their graduate education during their undergraduate years as stated by a master’s student from private E University: “Graduate education is always in my mind especially since the second year of university.” Some of the participants made their decisions after graduating from university as stated by another master’s student from public A University: “After experiencing the monotonous work life, I realized that academy would be more suitable for me.” On the other hand, very few of the

participants decided to pursue a graduate education even before their university educations as stated by a master's student from private F University:

I made my decision before university with that purpose I chose my BA field to be able to stay at university. I want to go further and continue in this way. So, I can say that I have been thought over it for a long time (PRM33, F University).

Based on Houle's typology (1961), both master and PhD students mostly have diverse goals to achieve through graduate education. Thus, these participants are goal-oriented learners in terms of their motivations. Although the goals of the graduate students are expected to be shaped by their motivation towards academic career (Austin, 2002), this is not always the case. As students of this century are becoming more diverse in their backgrounds, needs, motivations, and expectations (Keller, 2001) their goals can also be diverse in this sense.

A master female student explained her goal-oriented motivation shaped by family as follows:

My sisters were even not a graduate of secondary school. There was a prejudice in family against my education path because of them. I wanted to prove this prejudice wrong and I had an ambition, great ambition to pursue graduate education. Actually, I decided on it to prove myself and to break down the prejudices (PUM8, B University).

A male PhD student also emphasized his goal-oriented motivation triggered by family members:

I started to work to experience it and to analyze my own needs. While engaging in work, one cannot say let's go back to graduate education even though I always wanted it. Ultimately, my family told me not to forget my own goal and I started (PRD2, E University).

Austin (2002) regards graduate education as a socialization way to academic career. For her, socialization implies that an individual's understanding of the academic career begins with the graduate school experience. However, Houle (1961) regards

socialization as an activity providing new environments and new friends. Socialization purposes of the participants in this study comply with Houle's idea. While making their decisions on pursuing a graduate education, some master's students have similar activity-oriented motivation as stated by a master's student from A University: "I do not like monotonous works, I decided that academic jobs are active and the setting is suitable to socialize." In accordance with Houle's study, learning-oriented motivations are also observed in the study. For example, a master's student from C University said: "I believe that a person learns as much as s/he studies further, and I want to learn".

On the other hand, PhD students do not have activity-oriented and learning-oriented reasons while making their decisions, which might be interpreted as they are closer to academic life as opposed to a master's student, and they have just academic, goal-oriented motivation in this sense. This means, PhD students comply with the socialization idea of Austin (2002) through graduate education towards an academic career. Participants also have other orientations which cannot directly be integrated to Houle's themes. This suggests that adult learners are mix of different experiences and backgrounds (Holyoke & Larson, 2009) and it is difficult to make generalizations about them by assigning certain categories. Although grade levels create differences for this question, university types do not create much difference.

Through the research question "What were the reason/s that directed your decision?", more about the motivational orientations of the participants were elicited. It is clear that participants of the study have different reasons while deciding on pursuing a graduate education, which is a sign of their initial motivations. Both master and PhD students mostly have goal-oriented motivations as suggested by Houle (1961). For some participants this goal-orientated classification functions differently. It appears that

Turkish adults, especially males, do not always have a goal to achieve something. Males have masculine obligations such as obligatory military service, or masculine responsibilities shaped by culture such as having a proper job following graduation before getting married. In avoidance/escape motivation, behavior or actions are directed by an undesirable event (Tsutsui-Kimura et. al., 2017). It seems that, this motivation is to overcome undesirable events or obstacles for Turkish students. Despite advances in the neurobiology of motivation (Salamone & Correa, 2002; Tsutsui-Kimura et al., 2017), only a few studies have addressed such an escape motivation (Salamone, 1994; Perrotti et al., 2013).

It is clear for this study, however, that some adults do not want to have any break in their plans, including the academic ones, to meet such obligations and responsibilities. Thus, they developed an “avoidance-oriented motivation”. Instead of achieving something, they aim to get rid of something, which is mostly the case for male master’s students of private universities. For example, they aim to get rid of military service duty or employment exposed by masculine roles (Bayar et. al, 2017). Therefore, a sub-classification called “avoidance-oriented” might be added for goal-oriented learners for these Turkish participants. Such an avoidance-oriented motivation may affect the efficiency of graduate education processes and products, such as thesis or dissertations, in a negative way. If a recent study on academic writing is considered, there has been unfortunately a rising number of plagiarisms in academic writings in Turkey (Toprak, 2016). Avoidance-oriented enrolments might be one of the reasons beneath such unethical behaviours of graduate students if it is a sole motivation. On the other hand, it is unfair to stigmatize those people as unmotivated by locating the problem to the individuals themselves as they avoid from one thing and do other things. Instead the

grounds on which the problem is formulated and those who formulate the problem should become visible (Ahl, 2006).

A male master's student explains his avoidance-oriented goal resulting from military service duty, but not followed by it as follows:

Even if I have a motivation of getting rid of my military duty, and it seems as if my main goal, I also try to get benefit from graduate education as I have to spare my time for it. I started PhD in Hong Kong and I quitted it. My visa expiry time and my suspension time for military duty were about to finish. So, I immediately registered for an MBA program when I came back to Turkey. It was a non-thesis program and there was even no document or examination for it. I extended that MBA as much as possible to extent my suspension time (PRM26, E University).

Another male student explains his avoidance-oriented goal resulting from employment issue as follows:

As a first reason, I was not certain that I could find a proper job immediately after my graduation. During the last year of university while having a graduation rush, I didn't want to deal with employment issue. I thought that pursuing a graduate education would give me some time (PRM20, D University).

On the other hand, participants also have goal-oriented motivations mainly to achieve something such as a promotion, status, and better job in return for their graduate education as suggested by Houle (1961). However, it is still possible to observe avoidance-oriented goals as a second or third goal as in the case of student below:

As I stated before, I thought that it would be beneficial both for my personal and professional development. I think, graduate degree will help me find job in future. In addition, there is an important problem "military duty". I could extent it via my MA. I registered for a MA for also this reason like many other male students, but of course it is not the main reason for me (PUM7, B University).

A female student focuses on academic goals as many other participants:

First of all, being an academician is a respectful job in our society. Such academic career can also satisfy me personally as I have always desired to be an academician in my field (PUM2, A University).

Participants also have activity-oriented, learning-oriented motivation as well as other orientations while deciding on their graduate educations. An activity-oriented master's student from F University says: "I love being in the university setting with different activities and opportunities, I like these social extension". A PhD student from A University also emphasizes the setting and activity:

I like school itself. I like being in school setting and being in this environment. The environment is young and you can think innovative, you somehow become up-to-date about any kind of activities (PUD6, A University).

On the other hand, a learning-oriented master's student from D University focuses on the pure learning side of his education and states: "One of the most important reason for me to pursue graduate education is my own intellectual curiosity. I really love learning". A PhD student from C University also support his learning goal as follows: "Of course, the reason is lifelong learning. Only in this job one can always learn and renew himself/herself and serve for himself/herself if s/he likes learning". For this question, grade levels and university types do not create much difference. However, private universities seem ready for avoidance-oriented learners to meet their needs as emphasized by a male PhD student from E University:

When I had a military service related problem and when I said I need an urgent MA enrolment, it was the lifesaver university for me. It was accessible in this sense (PRM20, E University).

Furthermore, it is sometimes really difficult to assign only one motivation typology for some cases. Houle (1961) suggests that all three learner types might overlap with one another. He still claims that one type would be always more dominant. For this study, some students listed all types of motivation for themselves not referring one of them dominantly. Therefore, a new typology called mixed-oriented has emerged

for this study. The following saying of a master's student from private F University is a sample of such mixed-oriented learner.

The first reason is of course my desire to learn, to increase knowledge, to improve so as not to forget what I learnt about my field while working in a school. Then, also economic reasons for the future came also into scene. Another reason is to change the environment. Teachers in a vocational high school have no topics, they always talk about football and matches during a conversation, which I want to change. I want to meet and be with people who have different ideas, perspectives here. I like being here. These all motivate me, I cannot tell one of it as my sole reason to enroll in a graduate school (PRM31, F University).

Under the research question "Why did you select this school and program?

motivational orientations of participants again within the scope of Houle's typology (1961) were identified. Although understanding the school choice process is not simple, identifying the factors that influence this process can be critical (Aydın, 2015). One point is that there are apparently different reasons for selecting a graduate school and a program for the participants. Nora (2004) states that students are more likely to re-enroll if they feel accepted, safe, and happy at their universities, which also is the case for this study. Master's students both from public and private universities frequently selected the most familiar schools and programs, which functions as goal-oriented motivation towards a familiar school, program or setting. A master's student from A University continued her studies in her own school: "It was my own school and I think that this school is the best option". Another master's student regards the importance of familiarity as this:

To be honest, another field in another school with other instructors made me scared. As I was the graduate of this private F University, I got 30% scholarship. So, I chose this school (PRM32, F University).

Another point is that PhD students of public universities mostly cared about their personal needs or interests while selecting their schools and programs, which is expected

because one of the most important reasons to follow education are on the personal level as stated by Dench and Regan (2000). Meeting the needs and interests actually functions as again a goal-oriented motivation. Adults want to do something based on their needs and interests, take their life into different directions and want to gain skills for personal satisfaction. These goals are not only about the intellectual brain, they are also about social and emotional interests (Hyland, 2011). One of these personal needs reflected in the study was self-actualization as stated by a PhD student from C University: "I just thought that I could actualize myself in this school with this program". Another PhD student from B University followed his personal interest and stated: "This was a field that gives responses to many inequalities in which I am interested." For PhD students of private universities, familiarity was again the main reason for their selections likewise master's students.

Students carefully choose their higher education institution. Among many alternatives, this process is highly complicated for candidates. In addition, increasing number of alternatives has resulted in competition among universities (Lindong, 2007; Marginson, 2006; Sabir, Ahmad, Ashraf & Ahmad, 2013). There are still some certain factors affecting the university and degree choices of students. Quality of the education has become a major criterion in higher education (Horodnic & Zait, 2015). Studies showed that students' university choice decision is also influenced by university attributes such as staff quality, type of institutions, availability of desired programs, curriculum, international reputation, quality of facilities such as library, computing facilities and social facilities, campus and class size and availability of financial aid (Soutar & Turner, 2002; Belanger, Mount & Wilson, 2002; Hoyt & Brown, 2003;

Holdsworth & Nind, 2006). In line with such findings, the participants of this study also referred quality of the schools, programs and instructor as well as the opportunities such as funding provided by universities for this question. However, they sometimes do not have many alternatives, and are obliged to select a school and program. Quality, opportunities, obligations and other reasons were also slightly mentioned by a few of the participants for this question. All in all, goal-oriented reasons are prominent for this theme likewise the studies in literature based on Houle's typology (1961).

Within the scope of interview questions 3, 4 and 5, motivational orientations of the participants, who are graduate students, were identified. These motivational orientations of adult students were identified through their decisions and selections. Based on Houle's typology (1961), goal-oriented motivation is the most prominent theme for the participants of this study. Furthermore, a new sub-category for this theme as avoidance-oriented emerged from the data, which is more common among males who have masculine obligation such as joining the army or masculine responsibilities shaped by Turkish culture like having a proper job. Nonetheless, they do not want to have any break in their plans, including the academic ones, to meet such obligations and responsibilities. That's why, they develop an avoidance-oriented motivation.

Even though, learning-oriented and activity-oriented motivations are also present, they are not much prominent like goal-oriented motivation in this study. For some cases, it is difficult and wrong to assign a single category because adults are in reality a mix of distinct generations with different backgrounds (Holyoke & Larson, 2009). Therefore, a new category called as mixed-oriented also emerged from the data to identify motivation clearly.

Theme 2: Evaluations of graduate students

Under the interview question “What did you gain from graduate education when compared to undergraduate education?”, participations evaluated their graduate education in comparison to their undergraduate education, which gives signs about the sustainment of motivation after initial enrollment. Graduate study is a critical transition process of becoming a responsible scholar (Lovitts, 2005), but becoming an independent scholar is not easy for graduate students. Students need to be supported during their journeys while developing a scholarly identity (Lin & Cranton, 2005). Both master and PhD students mostly focus on the opportunities such as funding, assistantships or projects as well as new skills provided in graduate education, which is very limited during undergraduate years. A PhD student explains his opportunities as this:

I learnt a lot during graduate education. I changed my field and got new skills. I have many opportunities as a result of such an education. I can either work in a private sector or pursue an academic career. I will not have any struggles in this sense with these opportunities (PUD6, A University).

From the perspective of participants, graduate education is practical and deeper as opposed to undergraduate education. These are expected elements of graduate education to develop independence, critical thinking and creativity during this process (Lin & Cranton, 2005). Adults find it important that the learning is relevant, problem oriented and practical (Kendall, Carey, Cramp & Perkins, 2012; Gorges and Kandler, 2011).

A master’s student explains the practical side of graduate education as follows:

The best people in marketing sector or CEOs of good companies sometimes come to our courses. When we meet with them, learn their success and their background, it is a really practical education for us and it also motivates. You have real people in front of you with their rights and wrongs, which is a really good experience for me (PRD25, E University).

A PhD student makes a good analogy for graduate education while explaining the deeper side:

Graduate education is more complicated, detailed and deeper. There are less people and the quality of education is higher. Undergraduate education was to save daily life or to get a job. However, graduate education is like a *creme de la crème* (PRD36, F University).

According to Bloom's Taxonomy of Educational Objectives (Bloom & Krathwohl, 1956), graduate programs most often focus on the three higher levels: analysis, synthesis and evaluation because it is assumed that graduate students are supposed to have as they have already passed the lower levels: knowledge, comprehension, and application. Higher levels are more complicated as opposed to the lower levels. Very few of the participants regard graduate education as difficult like a master's student from D University: "The number of classes may be less, but they are more difficult". Only a few PhD students from private universities regard it as qualified like a PhD student from F University: "There are less people and quality of education is higher." Only a master's student from a public A University mention her disappointments: "I don't think that it has brought me anything at all within the same field". She probably does not see herself in higher levels in the taxonomy as she is in the same field. In addition, very few master's and PhD students focus on the self-learning side of the graduate education like a PhD student from D University: "Freedom of doing my own research in my own way is great."

As can be understood, participants of the study regard their graduate education as different when they compare it to their undergraduate education. While explaining the differences, they mostly mention opportunities provided through or as a result of graduate education. They also mention the practical and deeper side of their graduate

education. Very few of them also evaluate their graduate education in terms of difficulties and disappointments as well as quality and self-learning sides.

Under the research question “Where do you see yourself after graduation?”, graduate students evaluated their future plans after graduate education. In addition, this question enabled the researcher to understand to what extent the participants aim to pursue an academic career, which is supposedly one of the main and initial focuses of graduate education (Çakar, 1997).

According to Austin and Sorcinelli (2013), graduate education is a formal pathway to professionalization in learning. It is critical, therefore, to prepare graduate students for an academic career (Austin & Wulff, 2004). Most of the participants in this study frequently mentioned their academic career paths as their future plans. This means they plan to be an academician in future and pursue their current education accordingly. The ratio is higher for PhD students, which is expected as they are closer to academic life. To put it in a different way, participants of this study, especially PhD students, have academic plans in their minds. Thus, they plan to work in an academic environment if possible.

A master’s student from B University explains her academic plans in a certain way: “It is very certain for me. I immediately want to start PhD to get academic positions.” Another master’s student from A University mentions his academic plans with alternatives: “I see myself following a PhD either in Turkey or abroad to be an academician if possible”. On the other hand, another student even compares her career path with others:

I hope to apply for a PhD program. So, I plan to continue in this path. I mean, I will stay in academy as a professional. My friends do or plan to do other things like working in a bank or in a firm, but I do not like such things. Academy is the best for me and I want to continue in this career (PRM26, D University).

Some of the participants of this study also have non-academic career paths in their minds. It is logical to assign such qualified people only to academic areas, but also to private and public sectors needing qualified labor force (Alhas, 2006). For these participants, graduate education is enough for their goals and they no longer want to be a part of academic environment. Instead, they plan to work in public or private sector with their new skills and diplomas.

After graduation, I see myself in a different place, not in academy. I aim and dream to be sport programmer as a graduate of marketing, communication and public relations. I think there is a gap in this sector and I want to fill it as a woman (PRM21, E University).

There are also very few participants who do not have clear future plans. These people are confused about their future plans as emphasized by a master's student from A University: "I don't plan to continue in academy, but not sure what to do."

As can be understood, most of the participants plan to follow an academic-career path after graduation if they have such a chance. Unfortunately, they are also aware of the fact that there is a mismatch among their real goals, training, and actual careers (Golde & Dore, 2001). In other words, most of the students enrolling in a graduate school start with academic reasons, but they end up with non-academic positions in reality. On the other hand, it is interesting to note that there has been an increasing number of opportunities within education along with the increase in the demand of skilled individuals. Thus, there is a competition in the sense that everybody should be given an opportunity to express their potential skills. However, this is not easily achievable in today's world and creates a trap. Opportunity trap issue came to scene

stating that positional competition is to struggle over access to credentials, jobs and positions (Brown, 2003). It seems that the emerging system of lifelong learning and opportunities will do little to reduce inequality in this sense (The Economist, 2017).

Some of the participants plan their futures in line with their work plans as they do not want to follow an academic career path; rather, they want to go on with a job. On the other hand, there are also very few participants who still have not decided on their future plans. The conflict experienced by graduate students as a result of discrepancy between their initial goals and real positions waiting for them might make them indecisive (Lovitts, 2001). For this question, grade level and university type do not create much difference.

The research question “What would you have done if you had not started the graduate education?”, helped the researcher to see where the participants put their graduate education in their future plans. In other words, this question helped the participants evaluate their alternative future plans. According to data, most of the participants of this study, regardless of their grade levels and school types, would have had other plans if they had not started their graduate educations. Interestingly, 100% of the private PhD students stated that they would definitely have had other plans if they had not started their graduate education.

Actually, I had a dream of becoming a pilot for a long time, but I had eye-related problems. So, I would be working if I had not started graduate school, and I would probably work in aviation industry (PRD36, F University).

I would, of course, continue to work as stewardess. If this job became difficult, I would be a tutor teaching Turkish or English. In addition, I would also have a chance to teach Turkish to foreigners (PUM13, C University).

Some of the participants stated that they would have had no other plan. It means they see their graduate education as a must or an obligation for themselves, which might be interpreted as a sign of motivation towards graduate education.

Actually, I cannot even think of such a case because I would have got really bored if I couldn't have started my graduate education. I would be unhappy without a graduate education in my life (PUM8, B University).

If I had not started my graduate education, I would be waiting to start it with a great excitement because I see it an absolute must for me. Maybe it would happen later, but I would never give up (PUM14, C University).

As can be understood, most of the participants, especially PhD students of private universities, have other alternatives in their minds if they had not started a graduate journey. On the other hand, graduate education is like a need and a must from the perspective of some of the participants and university can play an important role in meeting of needs through their programs, facilities, and services (Abiddin & Ismail, 2009).

Theme 3: Daily life of graduate students

Under the interview question "Could you tell me briefly about yourself and your daily life?", this additional theme was generated, which was not targeted with initial research questions. Thus, how graduate students see their lives was identified. Also, this theme enabled the researcher to understand where these people put their graduate education in their daily lives. The participants of this study are adult graduate students aging from 21 to 50. These people are mature and self-directed human beings in their actions (Knowles, 1984). Therefore, understanding their lives is one of the best ways to gain insight into their actions including pursuing a graduate education.

Both master and PhD students frequently identified their daily lives through their graduate studies. For most of the students, graduate education is in the center of their

lives since it requires much time and energy. The participants also frequently identified their daily life through their working life, if they have a job, which is expected since adult students have such roles and responsibilities as opposed to younger students (Bradley & Graham, 2000). A saying of a master student from a private university reflects such daily life of graduate students:

I work in the technology transfer office of this university. My daily life passes at work in weekdays. During weekends, I do sport or other extra activities if there is. Here, we work a lot and after 7 p.m., I have MA courses (PRM25, E University).

A PhD student from a public university also emphasizes the same situation:

We are in school all day. I have 3 days for school and 2 days for library day. So, when I don't come to school, I go to library. Generally, I spend the days with reading, writing and conducting research as well as my assistantship tasks as a PhD student (PUD17, C University).

Family, job, and other commitments play crucial parts in adult learning. These commitments have a potential to function as a situational barrier in higher education for adult learners (Carney-Crompton & Tan, 2002). In the light of such commitments, some of the participants of this study regarded their lives as busy, routine and deprived of extra activities such as leisure time activities.

I have such a basic life indeed. I don't have any extremes in my daily life, and I am generally in my graduate school surrounding if I am not at home (PUM2, A University).

In general, my daily life is routine: coming to school and going to work, going back to home and taking care of the child etc. Always the same stuff (PRD30, E University).

As it can be understood, the participants of the study mention their daily lives through their graduate education. They put it in the center of their lives even when they have many other commitments in their daily lives, which suggests a certain motivation

for graduate education. As individuals get older in age, they build families, careers, and positions, and graduate education for adults become one activity among many in which adults can participate to meet specific needs, such as learning a new job-related skill (Terrell, 1990). That is to say, the participants might have certain needs to meet with their graduate education if they put it in the center of their lives. Furthermore, some of the participants, as emphasized before, regard their lives as busy, routine and deprived of extra activities, which suggests a lack of motivation in general. Thus, the participants have daily routines shaped by their responsibilities, but do not have any extremes, with their own words, in their lives. Graduate students as adults make great sacrifices to enroll in a graduate school and try to balance multiple roles such as work, education and family life for them (Fairchild, 2003). For this theme grade level (master or PhD) and school types (public or private) do not create much difference for the answers.

Theme 4: Educational backgrounds of graduate students

Under the interview question “Could you tell me briefly about your educational background and studies?”, this additional theme was generated, which was not targeted with initial research questions. Thus, past educational experiences of the participants were identified. In addition, this theme enabled the researcher to understand who attends a graduate school and whether past experiences shape this decision.

According to Knowles (1984), adults have internal motives in their learning actions. This mean, they start, sustain and finalize their learning actions with an inner motivation without triggered by any external factors. That is why, they are supposed to take responsibility for their own educational paths. The point, which is frequently identified by the participants of this study, is having continuous educational paths. In other words, they did not have any breaks before starting their graduate education, which

might be interpreted as a sign of internal motivation towards graduate education and ultimately towards academic career path.

I did double major with degrees in economics and mathematics. I graduated as top student from both of them. Immediately after, I started this master program, and I want to pursue PhD, too (PRM25, D University).

A female PhD student also stated a similar educational path:

I studied physics in public A University. Then I started a master's program there on physics. However, I decided to focus on science history for my thesis with a co-advisor. Now I do PhD in public C University again on science history with that co-advisor while conducting my other studies (PUD16, C University).

Another point, which is also identified by the participants of this study, is having non-continuous educational paths because of various reasons. According to Villela and Iiu (1991), adult student's palette of life experience becomes more colored with age, employment, and other roles or responsibilities which might be reflected on their educational paths. Knowles (1984) regards adult life as an accumulation of life experiences and knowledge. Thus, the previous experiences of adults including responsibilities might be a base for their future education. Adults already have a lot of knowledge and experience in life. This knowledge and experience base should be taken into account (Votava & Husa, 2011). Adults in this study generally have breaks to finish their other tasks and responsibilities like military service duties, family related or job-related responsibilities, which is especially the case for males. Men have massive masculine responsibilities in Turkish culture and fulfilling the military service duty is only one of them (Bayar et. al, 2017). In addition, this theme revealed that adults may sometimes have to delay their education as they cannot be accepted to a desired program.

A saying of a master student from a private university reflects a non-continuous educational path:

I finished university in 2008. Immediately after, I started a non-thesis master's program in public B University. Then, I need to get break and be prepared for exams to be assigned as a teacher. When I started to work in 2013 as a Turkish literature teacher, I studied philosophy from an open and distance program. Now, I started a thesis master program in my own field in private F University (PRM31, F University)

A male PhD student from a public university also mentions a non-continuous educational path with the emphasis on military duty experience:

After university, we have some certain stages in our lives as you can imagine. As a man, what was expected from me was to find a proper job. However, I had to finish my military duty to be able to find a proper, permanent job. On the other hand, I wanted to continue a graduate program although I did not have the necessary scores. People around me, especially my brother, said that it would be more difficult to endure military setting after a graduate education. Thus, I joined the army as I wanted to get rid of it immediately. After that experience, I certainly wanted to pursue a graduate program, but again I worked for a while before starting a master program as a man. Now, I pursue my PhD studies and struggling with my thesis (PUD10, B University).

As it can be understood, the participants of the study have either a continuous or non-continuous educational path. When they have a continuous educational path, they have probably planned their graduate education beforehand with a certain motivation towards an academic career. In cases of non-continuous educational paths, individuals have had to take breaks either on purpose or as an obligation. Military service duty is one of these obligations. Students with high educational backgrounds are more likely to go on with graduate education than military service duty (Bachman, Freedman-Doan, & O'Malley, 2001). People might also want to have gap times for themselves or need to wait to be accepted to a desired program. Furthermore, some obligations like military service duty or family and job-related responsibilities might cause to follow non-continuous educational paths. Actually, military service duty for males is an attention

grabbing, culture-specific obligation revealed in this theme. While the military duty might be competing with graduate schools for young adults, it might also serve as a pathway to graduate education for many others (National Research Council, 2003). In other words, experiences gone through during break times, such as military times, might even affect the motivation in a way to enroll in a graduate school. For this theme, PhD students have been observed to have more continuous educational paths as opposed to master's students. However, school types do not create much difference for the answers.

CHAPTER 5

CONCLUSION

The main focus of this study is to explore motivational orientations of adults pursuing a graduate program in public or private universities located in Istanbul. Qualitative data via semi-structured interviews from 36 participants, excluding the pilot ones, were collected. This data gathered from 3 public and 3 private universities of different rankings. In the light of the data coming from such a target group, the researcher obtained the conclusion below.

The findings indicated that Houle's typology (1961) is still applicable for this Turkish adult students currently enrolled in a graduate program, but there are also some new extensions. The theme called as motivational orientations of graduate students showed that goal-oriented learners are more prevalent in this study. In general, graduate students have academic goals as expected. In addition, a sub-category named as avoidance-oriented emerged for the category goal-oriented. It appears that Turkish adults also have an avoidance-oriented goals. This is mostly the case for males who have masculine obligations such as obligatory military service, or masculine responsibilities shaped by culture such as having a proper job following graduation before getting married. However, these adults do not want to have any break in their plans, including the academic ones, to meet such obligations and responsibilities. Thus, they develop an avoidance-oriented motivation. A more comprehensive understanding of such motivation would still be necessary. Learning oriented learners are also common in this study whereas activity- oriented learners are limited in number. The data shows that students do not enroll in a graduate school in search of social interactions or activities as

Houle's non-degree students. What is more, an additional classification named as mix-oriented emerged for those who have all types of orientations suggested by Houle.

The theme called as evaluations of graduate students has important implications on graduate education itself and on future plans of graduate students. From the perspective of graduate students, graduate education is full of various opportunities such as funding as opposed to undergraduate education that they have received. In addition to this, graduate education is deeper and practical for adults in term of given education and its applicability to lives of adults. Even though it seems not as easy as undergraduate education, students still pursue graduate education. This may show that they sustain their initial motivation. Another important conclusion of the study is that graduate students mainly aim to go further in their studies and desire to work in academic environments. They, thus, have an ultimate motivation to be an academician. However, academic positions are not ready for them in reality as imagined by graduate students in this study.

Additional themes namely daily lives of graduate students and educational backgrounds of graduate students also emerged from this study, which suggests additional implications for motivation. One of the implications of the study on daily life is that the students participating in this study are mature adults, and they have responsibilities in their adult lives such as earning money. While fulfilling their responsibilities in a busy lifecycle, they still put their graduate education in the center of their daily lives, which is a sign of motivation towards graduate education. That is to say, they have a certain motivation to pursue a graduate education, but the orientation of this motivation might change. It looks like that educational paths of the participants are mostly continuous, which might be a sign of motivation to go on with graduate education. The voices of the participants, having non-continuous paths, proved that

experiences gained during gap times also motivated them to go on graduate education. For example, a workplace experience might direct individuals to go on with graduate education as they see it in harmony with their aims and needs.

Another important conclusion of this study is that private universities seem to be ready, flexible and easier for some urgent needs of the participants as stated by them. For example, when a male participant needs to have a graduate education to postpone his military duty, a private university would be a more flexible and easier option for him. On the other hand, school types as public or private do not necessarily affect motivational orientations of graduate students in this study. When it comes to the effect of grade level as master or PhD, PhD students seem more motivated for an academic career path as can be expected.

5.1 Limitations of the study

The target participants of this study were both master and doctoral students from 6 universities, including public and private ones, of different rankings. Therefore, the participants have provided various data in terms of demographics and interview themes. One limitation of this study is the large number of participants, which is uncommon in qualitative research as the intent was not to generalize, but to understand a certain group of individual's views. The large number of participants was a limitation for going into details for each case. Another limitation of the study is that the study investigated both master and doctoral students while looking at both public and private universities. Only a certain group of students, such as MA students of one program can provide different views and in-depth perspectives since they share the similar features and experiences. In addition, saturation might be achieved better with less participants.

5.2 Recommendations of the study

Knowledge gained through this research can potentially be helpful for four different groups: policy makers, the faculty, researchers and the learners themselves.

For policy makers, the findings of this study present valuable information. Educational policy makers can take into account the motivational orientations and learning needs of adult learners drawn from this study while developing programs and curriculums. When the motivations and needs of learners are considered during such a preparation process, it would be possible to increase the functions and the qualities of graduate education by meeting the expectations of target learners. Moreover, if the motivational differences among learners are considered important, specific programs for specific needs can be developed. For example, online programs can be applied. By doing so, it would be possible to have more diverse, qualified and efficacious graduate programs in our country.

For the faculty, considering the motivations of target adult learners is also noteworthy to meet their needs and to function well. One recommendation of this study is to integrate questions to identify motivational orientations of candidates into their written or verbal exams which are obligatory for graduate education. Alternatively, a self-perception inventory on motivation can also be developed and applied for newcomer graduate students. Graduate students can also be provided homework or projects depending on their unique motivation types during their graduate courses. Another recommendation is to organize orientation days or a week for newcomer graduate students to identify their existing motives. This will also help students adapt themselves to the program and school environment easily, and it will enhance their existing motivations. The last recommendation for the faculty is to increase the functions

of available academic advisors who are mentoring graduate students. Their functions and duties can be specified in a more certain way in accordance with the relevant regulations.

For researchers, knowing the culture-specific needs and expectations of the applying adult learners can contribute to the quality of future graduate programs. Houle's typology is not relevant to all contexts and cultures. An analysis of the studies conducted on Houle's typology and previous research based on this typology were generally applied in the western parts of the world. However, they have not given much emphasis on culture or context. Actually, the context and the culture are important in any adult learning processes in general. Therefore, looking specifically at the context and culture issues in which the participants live would be useful for further studies. For example, conducting a quantitative study of students from one discipline cross-culturally will be useful in this sense. One recommendation for researchers specific to this study is to interview less than thirty-six adult learners. Interviewing with many participants have provided additional findings and solidified the overlapping answers. However, saturation will be achieved better with less participants. Another recommendation for further researchers is to conduct a longitudinal study to reveal if and under what conditions motivations change. It would be also important to reveal whether there is a pattern for any specific age groups such as working adults. By doing so, researchers would have a chance to see how motivation changes and the reasons for the motivation change over time. The last recommendation for further studies would be conducting similar research with academicians to reveal how the motivation of graduate students affects the motivation of academicians.

For students, having certain motivation towards graduate education is essential to sustain and complete it. This study has shown that some students are not aware of their needs, motives and aims. Unfortunately, some of them did not even think over it before this study. That's why, they get lost during this tough graduate journey as they do not have action plans in their minds. This study recommends that graduate students should gain awareness on their education by reflectively thinking over their needs, motives and aims while enrolling in a graduate program. This will help them plan alternative future routes. In addition, they should often reflectively think over their initial needs, motives and aims during their graduate education to see whether they sustain them or not. This will help them make new plans or shape the existing ones, which will prevent them from getting lost during their graduate education.

APPENDIX A

APPROVAL OF BOĞAZIÇI UNIVERSITY-INAREK/SBB ETHICS

SUB-COMMITTEE

T.C.
BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu

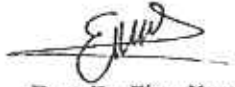
Sayı: 2017/54

15 Eylül 2017

Emine Karaduman
Yetişkin Eğitimi

Sayın Araştırmacı,

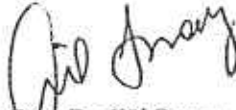
"Motivational Orientations of Adults in Pursuit of Graduate Education" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2017/48 sayılı başvuru İNAREK/SBB Etik Alt Kurulu tarafından 15 Eylül 2017 tarihli toplantıda incelenmiş ve uygun bulunmuştur.



Doç. Dr. Ebru Kaya



Yrd. Doç. Dr. İnci Ayhan



Doç. Dr. Gül Sosay



Doç. Dr. Mehmet Yiğit Gürdal



Yrd. Doç. Dr. Bengü Börkan

APPENDIX B

PARTICIPANT INFORMATION AND CONSENT FORM (TURKISH)

KATILIMCI BİLGİ VE ONAM FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi
Araştırmanın adı: The Motivational Orientations of Adults in Pursuit of Graduate Education (Lisansüstü Eğitim Gören Yetişkinlerin Motivasyon Yönelimleri)
Proje Yürütücüsü: Prof. Zeynep KIZILTEPE Araştırmacı: Emine KARADUMAN
E-mail: zeynep.kiziltepe@boun.edu.tr E-mail: emine.karaduman@boun.edu.tr
Telefonu: 0 212 359 6794 Telefonu: 0 554 877 2268

Sayın Katılımcı,

Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü öğretim üyesi Prof. Zeynep Kızıltepe danışmanlığında araştırmacı Emine Karaduman tarafından Yetişkin Eğitimi Programı'na bağlı olarak "Lisansüstü Eğitim Gören Yetişkinlerin Gündüsel Yönelimleri" / "The Motivational Orientations of Adults in Pursuit of Graduate Education" başlıklı yüksek lisans tez çalışması yürütülmektedir. Bu çalışmanın amacı farklı üniversitelerde lisansüstü eğitim gören yetişkinlerin gündüsel yönelimlerini incelemektir. Bu araştırmaya katılmayı kabul ettiğiniz takdirde öncelikli olarak sizinle ilgili demografik bilgi formunu doldurmanız beklenmektedir. Ardından araştırmacı tarafından sizinle yaklaşık 20 dakika sürecek görüşme yapılacaktır. Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Analizlerde isminiz farklı bir isimle değiştirilecektir. Scs kayıtlarınız sadece deşifre amaçlı kullanılacaktır. Gerek görüldüğünde size tekrar ulaşılabacaktır. Araştırmanın veri ve sonuçları yüksek lisans tezinin yanı sıra bilimsel nitelikteki diğer çalışmalarda da kullanılacaktır. Bu araştırmaya katılmak tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Yapmak istediğimiz araştırmanın size risk getirmesi beklenmemektedir. Katıldığınız takdirde çalışmanın herhangi bir aşamasında çalışmadan çekilme hakkına da sahipsiniz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde proje yürütücüsü Prof. Zeynep Kızıltepe'ye ve araştırmacı Emine Karaduman'a e-posta ya da telefon ile ulaşabilirsiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu'na (İNAREK) danışabilirsiniz. Yukarıdaki metni okudum ve katılmam istencen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Formun bir örneğini aldım ve çalışmaya katılmayı kabul ediyorum.

Katılımcının Adı-Soyadı:

İmzası:

Adresi:

Telefonu:

E-maili:

Tarih (gün/ay/yıl):/...../.....

Araştırmacının Adı-Soyadı:

İmzası:

APPENDIX C

DEMOGRAPHIC INFORMATION FORM (TURKISH)

DEMOGRAFİK BİLGİ FORMU

1. Adınız:
2. Yaşınız:
18-20 21-30 31-40 41-50 51-60 Diğer (...)
3. Cinsiyetiniz:
Kadın Erkek Diğer
4. Medeni durumunuz:
Bekar Evli Diğer (.....)
5. Gelir düzeyiniz:
Çok düşük Düşük Orta Yüksek
6. En son tamamladığınız eğitim düzeyi:
Üniversite Yüksek Lisans Doktora Post-Doktora
Diğer (.....)
7. Şu an devam ettiğiniz eğitim düzeyi:
Üniversite Yüksek Lisans Doktora Post-Doktora Diğer (...)
8. Şu anda devam ettiğiniz okul/bölüm/sınıf bilgisi:

9. Şu anki iş durumunuz:
Çalışmıyor Part-Time Full-time Freelance Diğer (...)
10. Şuan yapmakta olduğunuz iş (varsa belirtiniz):

11. Daha önce tamamladığınız eğitim için okul/bölüm/tamamlanan yıl bilgileri:

Lisans 1:

.....

Lisans 2:

.....

Yüksek Lisans 1:

.....

Yüksek Lisans 2:

.....

PhD 1:

.....

PhD 2:

.....

Diğer:

.....

APPENDIX D

DEMOGRAPHICS OF PUBLIC UNIVERSITY STUDENTS

	Age	Gender	Marital Status	Income	Edu. Level	School	Class	Current Job	Current Depart.	Previous Edu. Info
PUM 1	31-40	M	Single	Low	MA	A	Thesis	-	Critical and Cultural Studies	American Cult. and Lit.
PUM 2	21-30	F	Single	Med.	MA	A	Thesis	Research Assistant	Psy. Counseling and Guidance	Preschool Education
PUM 3	21-30	F	Single	Low	MA	A	Thesis	English Teacher	ELT	ELT
PUD 4	21-30	F	Single	Med.	PhD	A	Course	Research Assistant	ELT	ELT
PUD 5	21-30	M	Single	Low	PhD	A	Course	-	Mechanical Engineering	Mechanical Engineering
PUD 6	31-40	M	Single	Low	PhD	A	Thesis	-	Mechanical Engineering	Mechanical Engineering
PUM 7	21-30	M	Single	Low	MA	B	Course	Erasmus Advisor	MBA	ELT
PUM 8	21-30	F	Single	Med.	MA	B	Course	English Teacher	Women Studies	ELT
PUM 9	41-50	F	Married	High	MA	B	Thesis	TTO Coord.	Forensic Science	Economics
PUD 10	31-40	M	Single	Med.	PhD	B	Thesis	Research Assistant	Radio, Tv and Cinema	Women Studies
PUD 11	21-30	M	Married	Med.	PhD	B	Thesis	Research Assistant	Economics	Economics
PUD 12	21-30	F	Single	Med.	PhD	B	Thesis	Research Assistant	Economics	Economics
PUM 13	21-30	F	Married	High	MA	C	Course	Stewardless	Turkish Lang. and Lit.	Turkish Lang. and Lit.(+History)
PUM 14	31-40	M	Married	Med.	MA	C	Course	Turkish Lit. Teacher	Turkish Lang. and Lit(+ Law)	Turkish Lang. and Lit.
PUM 15	21-30	M	Single	Med.	MA	C	Thesis	-	History	History
PUD 16	21-30	F	Married	Med.	PhD	C	Thesis	-	Philosophy	Physics
PUD 17	31-40	F	Single	Med.	PhD	C	Thesis	Research Assistant	Philosophy	Philosophy
PUD 18	31-40	M	Single	Med.	PhD	C	Thesis	Research Assistant	Philosophy	Philosophy

Note: PUD: Public Doctorate Student
PUM: Public Master Student

APPENDIX E

DEMOGRAPHICS OF PRIVATE UNIVERSITY STUDENTS

	Age	Gender	Marital Status	Income	Edu. Level	School	Class	Current Job	Current Depart.	Previous Edu. Info
PRM19	21-30	M	Single	Med.	MA	D	Course	-	Economics	Economics (+Maths)
PRM20	21-30	F	Single	Med.	MA	D	Thesis	Research Assistant	International Relations	International Relations
PRM21	21-30	F	Single	Low	MA	D	Course	-	Economics	Industrial Engineering (+ Econ.)
PRD22	21-30	F	Single	Med.	PhD	D	Course	Research Assistant	Maths	Maths
PRD23	21-30	M	Single	Very Low	PhD	D	Thesis	Research Assistant	Maths	Maths
PRD24	31-40	M	Single	Med.	PhD	D	Thesis	Research Assistant	Maths	Maths
PRM25	21-30	F	Single	Med.	MA	E	Course	TTO	Marketing	Commun. Management (+ Art History)
PRM26	21-30	M	Married	Med.	MA	E	Thesis	Makerlab Director	Marketing	Mechatronic Engineering
PRM27	31-40	F	Single	Med.	MA	E	Thesis	TTO PR	Marketing Comm. and PR	Advertising
PRD28	31-40	M	Married	Med.	PhD	E	Thesis	Instructor	Computer Engineering	Information Technologies
PRD29	31-40	M	Married	Med.	PhD	E	Thesis	Marketing Coord.	MBA	MBA
PRD30	21-30	F	Married	Med.	PhD	E	Course	Project Assistant	Computer Engineering	Computer Engineering
PRM31	31-40	M	Single	Med.	MA	F	Course	Turkish Lang. Lit. Teacher	Turkish Lang. and Lit.	Turkish Lang. and Lit.
PRM32	21-30	F	Single	High	MA	F	Course	-	Turkish Lit.	Turkish Lit.
PRM33	21-30	F	Single	Low	MA	F	Course	Turkish Lang. Lit. Teacher	Turkish Lang. and Lit.	Turkish Lang. and Lit.
PRD34	31-40	M	Married	Med.	PhD	F	Thesis	Lecturer	English Lit.	English Lit.
PRD35	41-50	F	Others	Med.	PhD	F	Course	English Teacher	English Lit.	ELT
PRD36	21-30	M	Single	Med.	PhD	F	Course	Research Assistant	Public Rel. and Publicity	Visual Com. Designer

Note: PRD: Private Doctorate Student

PRM: Private Master Student

APPENDIX F

SEMI-STRUCTURED INTERVIEW QUESTIONS (TURKISH)

1. Kendinizden ve gündelik hayatınızdan kısaca bahseder misiniz?
2. Eğitim geçmişinizden ve çalışmalarınızdan kısaca bahseder misiniz?
3. Lisansüstü eğitim almaya ne zaman karar verdiniz? Neden?
4. Sizi bu tercihe yönlendiren sebep/ler neler?
5. Neden bu okulu/alani tercih ettiniz?
6. Lisans eğitiminizle kıyasladığımızda lisansüstü eğitiminiz size neler kazandırdı?
7. Mezun olduktan sonra kendinizi nerede görüyorsunuz?
8. Lisansüstü eğitime başlamasaydınız ne yapardınız?

APPENDIX G

SEMI-STRUCTURED INTERVIEW QUESTIONS (ENGLISH)

1. Could you tell me briefly about yourself and your daily life?
2. Could you tell me briefly about your educational background and studies?
3. When did you decide to pursue graduate education? Why?
4. What were the reason/s that directed your decision?
5. Why did you select this school and program?
6. What did you gain from graduate education when compared to undergraduate education?
7. Where do you see yourself after graduation?
8. What would you have done if you had not started the graduate education?

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