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Abstract

The main purpose of this study, which was realized in the qualitative research design, is to determine postgraduate student expectations of their lecturers. The study group is composed of master and doctoral students from different universities enrolled in Educational Sciences Institute that "seeks to prepare candidates as highly qualified education professionals capable of functioning in the current and dynamic field of education." A case study design was employed in this study. The data of the study were collected by a semi-structured interview form consisting of five open-ended questions. "Content analysis method" was used in the analysis phase of data. Five themes, each with categories, were identified and were compared to findings in the literature. As a result of the study, it can be said that lecturers need to regularly update their skills and knowledge in order to maintain an effective teaching activity in the context of professional development. They should also avoid traditional methods and support their courses with materials. The university education should not only consist of teaching courses for the lecturers, but also social relations should be developed especially for both the university students and the university itself by establishing relations with the close environment.

Keywords

Postgraduate Students, Lecturers, Views, Expectations, Case Study

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Postgraduate Students' Expectations of Their Lecturers

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The main purpose of this study, which was realized in the qualitative research design, is to determine postgraduate student expectations of their lecturers. The study group is composed of master and doctoral students from different universities enrolled in Educational Sciences Institute that “seeks to prepare candidates as highly qualified education professionals capable of functioning in the current and dynamic field of education.” A case study design was employed in this study. The data of the study were collected by a semi-structured interview form consisting of five open-ended questions. “Content analysis method” was used in the analysis phase of data. Five themes, each with categories, were identified and were compared to findings in the literature. As a result of the study, it can be said that lecturers need to regularly update their skills and knowledge in order to maintain an effective teaching activity in the context of professional development. They should also avoid traditional methods and support their courses with materials. The university education should not only consist of teaching courses for the lecturers, but also social relations should be developed especially for both the university students and the university itself by establishing relations with the close environment. Keywords: Postgraduate Students, Lecturers, Views, Expectations, Case Study

Introduction

Today, the function of universities for educating people with the necessary scientific competencies in the direction of scientific and technological developments has changed. In the beginning, undergraduate education for scientific qualification was considered adequate but today master and doctoral studies are necessary for that (Hoare, 2012). In fact, graduate education gives an individual an opportunity to realize his/her scientific and self-development. Students are provided with various assistance during the undergraduate education process. These are counselling services, technological aids and scientific studies. Therefore, it is expected that the teaching service for postgraduate will be carried out differently from the content and facilities in terms of postgraduate education (Güven & Tunç, 2007). It can be said that most of these expectations of the lecturers come from graduate students.

Graduate education is the highest level of education that enables students with a bachelor's degree to specialize in a specific field. The quality of graduate education is very important in terms of educating a qualified lecturer and increasing the quality of higher education (Sezgin, Kılınç, & Kavgacı, 2012). The training of skilled human resources required for development is especially expected from graduate education programs. Graduate education offers a variety of opportunities to individuals. These are; providing a wider range of job opportunities, providing a good income, providing status, not being detached from with the training process, providing the opportunity to learn and practice scientific knowledge (Tural, 1995). One of the most important factors used to determine the quality of educational experience of students receiving a graduate education is the student and lecturer relations. In some studies that investigate graduate students' perceptions of their supervisor (Bakioğlu & Gürdal, 2001; Korkut, Yalçınkaya, & Mustan, 1999; Summak & Balkar, 2010; Wadesengo & Machingambi, 2011), it has been found that the students did not find their supervisor adequate and vice versa in other studies (Abdullah & Evans, 2011; Abiddin, 2007). Lecturers need to

have some qualifications in order to be able to fulfil their teaching duties. They need to have knowledge of subjects such as having sufficient field knowledge, effective communication skills with students, classroom management skill, planning skill of teaching activities, utilization of teaching techniques, and having knowledge and skill of using adequate teaching methods and techniques. According to Mahiroğlu (1998), the “superior” lecturer is a person who lectures clearly and comprehensibly, is an expert of the subject, who makes preparations for the lesson, and who has good teacher-student relationships. It is known that personality traits have an important influence in fulfilling teaching. In order for effective teaching to take place, it cannot be ignored that the lecturer must have a democratic approach. According to Bilen (2009), ideal lecturers have good and supportive pedagogical relationships with their students whereas there are a lot of studies showing that many students coming to university have unrealistic expectations about class sizes, staff availability, and workload (Crisp, Palmer, Turnbull, Netelbeck, & Ward, 2009; Kandinko & Mawer, 2013; Lowe & Cook, 2003; Murtagh, 2010; Smith & Hopkins, 2005). With regard to the main purpose of this study, which was carried out in the qualitative research, the main focus is to determine postgraduate student expectations of their lecturers.

Role of Researcher

I, Şenol, have always been interested in “teacher quality” and “teacher effectiveness.” I am also fully aware the importance of “teacher quality,” and “teacher effectiveness” to enable students to achieve their goal. These research interests have always caught my attention while I was working as a teacher at different schools in Turkey and doing my PhD in Education at the same time. With regard to the quality of my postgraduate education especially the quality of lecturers, I observed a lot of events at university, and thanks to my postgraduate friends, I learnt a lot. After I completed my doctoral-level education, I work as an assistant professor at Aksaray University and my curiosity about how postgraduate student expectations of their lecturers led me to examine this topic. In short, I as a teacher educator gave special attention to the need of investigating postgraduate student expectations of their lecturer. The lack of adequate studies on this topic stimulated me to examine the issue in detail. In addition, the issue of the expectations of postgraduate students are valuable data which should be collected and considered, which motivated me to examine this topic.

Method

Research Design

The study aimed to obtain in-depth information by using a semi-structured interview to determine the opinions of the master and doctoral students about the expectations of the lecturers and examine them qualitatively with a case study design. It is thought that case study method would be best to examine postgraduate students’ views because the researcher tries to understand a unique or an unusual phenomenon (Creswell, 2002; Merriam, 2001; Yin, 2003). Moreover, Robson (2011) emphasized that case studies exist in a specific time and place with particular people. Within this context, case study design enables the researcher to analyse research questions more easily in order to find out postgraduate student expectations of their lecturers.

Study Group

The study group of the research is composed of master and doctoral students enrolled in Educational Sciences Institute at different universities in Turkey. The departments in Educational Sciences Institute are as follows: “Educational Administration and Planning, Curriculum and Instruction, Psychological Counselling and Guidance, Computer Education and Instructional Technology, Measurement and Assessment in Education.” Provided that the participants are suitable for the interview, the researcher conducted interviews with them face-to-face. The total number of the participants interviewed face to face is 13. The researcher gave four students attending Gazi University, Ankara University, and Kırıkkale University a semi-structured interview form including open ended questions. Out of 21 students attending Kastamonu University, Ahi Evran University and Giresun University in Turkey sent an email including a semi-structured interview form including open ended questions, 16 students agreed to take part. As a result, a total of 33 students were reached in the study. 16 of these students are master students and 17 of them are doctoral students. 18 of the students are male, 15 are females. The information about the traits of participants are summarized in Table 1 below.

Table 1. The traits of participants

Variables	n	
Gender	Male	15
	Female	18
	Total	33
Department	Educational Administration and Planning	9
	Curriculum and Instruction	8
	Psychological Counseling and Guidance	8
	Computer Education and Instructional Technology	4
	Measurement and Assessment in Education	4
	Total	33
Universities	Gazi University	7
	Ankara University	6
	Kastamonu University	5
	Kırıkkale University	5
	Ahi Evran University	5
	Giresun University.	5
	Total	33

Out of the universities included in the sample, Gazi University and Ankara University are located in Ankara, the capital city of Turkey. The number of students of these universities is close to each other with a maximum number of students in Turkey. These universities are the most long-established universities of Turkey. In addition, it can be said that achievement

levels of the students admitted to these universities are much higher than those of the other universities. Kırıkkale University and Ahi Evran University are locally close to Ankara and the number of students and achievement levels of the students are close to each other. Kastamonu University and Giresun University are the universities located in the Black Sea Region. It can also be said that the number of students and achievement levels of the students in these universities are close to each other.

Ethics

To make certain ethical aspect of the study, the researcher carried out interview with voluntary postgraduate students by asking them to complete a written informed consent form, explaining them their right to take part in or leave from the research, and informing them of confidentiality, anonymity and voluntary nature of participation. Those who would consent to participate and have appropriate time for the interview were included in the study. In addition, the voluntary participants were informed that the purpose of the study was to learn about their opinions of their lecturer and their names would be kept confidential.

Data Collection Tool

Since there was no ready-to-use interview form in a review of the literature that was suitable for the purpose of this study, the researcher developed a semi-structured interview form. Firstly, in the direction of the interview purpose, a question pool was formed for the semi-structured interview form. Then, the semi-structured interview form (interview questions, alternative questions and probes) was presented to two qualitative research experts and two curriculum and instruction experts before the trial application. Taking into account the feedbacks from the experts, from an original pool of 10 questions, the number was reduced to five as the excluded six questions were not understandable or covered by other questions. In addition, pilot interviews were applied to four students (two master and two doctoral students) in order to ensure the comprehensibility of the questions. As a result, the interview form consisted of a total of 5 open-ended questions.

Data Analysis

In the study, content analysis method as described by Strauss and Corbin (1990) was used the analysis phase of data. Within content analysis process, the data were read several times by the researcher and two external experts not involved in the study in order to gain a general viewpoint and were coded in two cycles. In the first cycle, the important text parts were divided into units of meaning with the use of open and descriptive coding. The meaning every section conceptually explained was tried to find. Then, the second cycle was realized. In this phase, categories were re-formed with pattern and axis coding. Then, they were themed. To summarize, the following steps below were followed:

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1. Data gathered from the interviews was transcribed. Transcripts of the interview and open-ended questions were read several times by the researcher and two external experts. Individual notes about interesting and relevant information on the subject were taken by the researcher. These notes were thought to be useful in coding data. Based on the categories in all transcripts, main themes were identified.
 2. Taking into account the content analysis of the first question “What are the postgraduate student expectations of their lecturers in terms of professional development?”, the researcher emerged six main categories with agreement of other experts.

3. The same procedure was followed for the second, third, fourth and fifth open-ended questions “What are the postgraduate student expectations of their lecturers in terms of learning and teaching process?, “What are the postgraduate student expectations of their lecturers in terms of monitoring and evaluating learning and progress?, What are the postgraduate student expectations of their lecturers in terms of recognizing student?, What are the postgraduate student expectations of their lecturers in terms of community and community relations?” respectively.
 4. For trustworthiness, the themes were named, compared and checked by experts to ensure the consistency of the research. In other words, based on the examination of the concepts, the relationships of the concepts with each other were revealed and these relations were explained under a theme, whereas inconsistent concepts were extracted with the agreement of the experts. As a result, the trustworthiness was taken into account in identifying themes and preparing tables for presenting data.
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Trustworthiness

In order to ensure the credibility of the study, the participant confirmation was realized (Creswell, 2014; Marriam & Tisdell, 2016). Opinions gathered from students in this context were confirmed. It was stated that their names would be kept confidential and would not be explained in any way in order to enable the participants to respond to the questions sincerely and realistically. Facilitating participants' volunteering is an important element in terms of ensuring the trustworthiness of the study. At this point, volunteerism was taken as a basis for the selection of master and doctoral students by informing them about the research process prior to the interview, and by explicitly explaining that they had the opportunity to leave the research (honesty in informants; Shenton, 2004). Another criterion for trustworthiness is that participants' opinions were shown through direct quotation. For this, the opinions of the students were conveyed as they were. It was taken into account that the questions should be clear enough, not complicated, not difficult to understand or not to lead to misunderstanding. In this way, the trustworthiness of the collected data was ensured (Yıldırım & Şimşek, 2013).

Expert examination was one of the methods used to increase the persuasiveness of the research. Four experts who have general knowledge about the research subject and are specialized in qualitative research methods were requested to examine the process from the design of the research to the gathered data, analysis of it and reporting of the results. The report was finalized in the direction of feedback from the experts (Holloway & Wheeler, 1996; Houser, 2015; Streubert & Carpenter, 2011). In addition, “Detailed description” which is the rearrangement of the raw data gathered in the scope of the research according to the emerging themes and transfer to the reader without adding comments (Lincoln & Guba, 1985) and “purposeful sampling selection” were used to provide transferability. As Meriam (2009) emphasizes, transferability was tried to increase by paying attention to the selection of samples in the research. In order to increase the consistency of the research, other researchers were requested to help in the analysis of the data as suggested by LeCompte and Goetz (1982) and the results reached were provided to be confirmed (as cited in Yıldırım & Şimşek, 2013). After the application, transcripts for both interview and five open-ended questions were examined separately with a coding key by three experts working on qualitative research methods. The topics and sub-themes formed from the obtained data were discussed by use of the inter-encoder consensus centered on the use of multiple encoders. As a result of the calculation by Miles and Huberman (1994)'s reliability formula; $[P = (\text{number of agreements} / \text{total number of agreements} + \text{disagreements}) \times 100]$, an agreement of 75 % was reached. This estimate is considered reliable for research because the fact that reliability calculations exceeded 70% is considered reliable for a research (Miles & Huberman, 1994).

Findings and Comments

Based on the participant students' data obtained from the interview and open-ended questions, five major themes were identified. These were "Professional Development, Learning and teaching process, Monitoring and evaluating learning and progress, Recognizing student, Community and community relations." Each interview lasted 30-35 minutes.

When students were asked how an ideal lecturer should be, their opinions in terms of lecturers' professional development were collected in 6 categories (Table 2). These categories are composed of "Becoming an expert in his/her subject, Program knowledge, General culture knowledge, Monitoring professional development, Being dominant in native and foreign languages and Following current developments.

Table 2. The opinions of the postgraduate students' expectations of the lecturers in terms of professional development.

Theme	Categories
Professional Development	Becoming an expert in his/her subject
	Program knowledge
	General culture knowledge
	Monitoring professional development
	Being dominant in native and foreign languages
	Following current developments

Eleven students stated that a lecturer should be dominant in his/her subject first. These eleven students also said that a lecturer should be a specialist of the subject, teach the courses of his/her specialization, and have the required qualifications in his/her own class. In fact, being a specialist of the subject matter that constitutes one of the most important characteristics of effective teachers stands out in the related literature (Demmon Berger, 1986; Shulman, 1986).

Seven students also stated that a lecturer should have a program knowledge. They emphasized that the program was like a road map by saying that whatever the program was, it should be followed by the lecturer, which can show that lack of program knowledge exists among lecturers. The related remarks of one student are given below:

There is a program and a content that need to be followed. The program that was declared to students should be followed with the main lines. The student must follow the outlined program. The lecturer should have program knowledge. The program is sometimes got off. (S4)

Six students also argued that lecturers' general culture level was low by saying that the lecturers were not as good they expected. In addition, they pointed out that they were disappointed when they faced that situation. One student articulated his/her views in the following way: "The level of general culture of the teaching staff should be high; but I did not find most of them as I expected. Some of them are far below my expectations" (S7). One striking view among seven students emphasizing the importance of native and foreign languages is given as follows: "Lecturers buy foreign publications and translate them but these are not enough in practice. It is extremely important for a lecturer of the education faculty to know his/her mother tongue and a foreign language (S15).

Six students were of the view that the teaching staff should closely follow the innovations in the field, not stop back even only after he/she has got accomplishments in a

certain period, and be able to follow innovations and developments closely and convey them to their students livingly, which shows how right the students are considering the fact that according to Darling-Hammond (2000) and Smittle (2003), when teachers improve their professional knowledge and renew themselves systematically, this will increase their effectiveness and enable them to succeed in dealing with the changes in 21st century. Two students related to this fact presented their views in the following way...". Of course, a faculty member should follow current information, be open to communication and innovation. I cannot think of faculty member that is close to innovations in such a fast developing world" (S13).

"I think that individuals who improve themselves constantly, have strong social interactions and are open to learning and development will be a better lecturer" (S14). The findings above related to postgraduate students' views showed that they attached importance to "professional development" in the context of their expectations of their lecturers."

The opinions of the postgraduate students' expectations of the lecturers in terms of learning and teaching process were collected in 6 categories (Table 3). These categories are composed of "time management, material preparation process, arranging learning environments, applying teaching methods and techniques, lesson planning and effective communication.

Table 3. The opinions of the postgraduate students' expectations of the lecturers in terms of learning and teaching process.

Theme	Categories
Learning and teaching process	Time management
	Material preparation process
	Arranging learning environments
	Applying teaching methods and techniques
	Lesson planning
	Effective communication

Thirteen of the students emphasizing the importance of time management stated that in some courses, the course lasted very slowly and in a relaxing way in the first few weeks of it but most of the time, after the course became slack, the teacher overtaxed in the last weeks. In addition, these students were of the opinion that what they wanted to see in a lecturer was that he should make a good lesson plan, arrange the learning environment appropriately with regards to the subject, pay attention to time management and prepare the material related to the subject. Nine of the students emphasized that some lecturers taught rather monotonously and routinely and when the teaching was realized in this way, they did not learn anything at all. These nine students also stated that the goal would be realized better when more active methods including constructivism approach helping students be more active were used.

Two striking views of the seven students emphasizing the importance of material preparation process and effective communication are given as follows: "At the same time, the faculty member must be a good material designer. Most lecturers follow the program through a specific book. He/She does not prepare additional materials" (S18). "In the post-graduate education, especially the lecturers should be in better communication. When students feel more comfortable, they share more." (S23)

The findings above show the importance of material preparation process and effective communication which are vital components that ease the implementation of effective teaching and learning. In Oliva's (2005) opinion, material preparation is an important element to be included in lesson plans and teaching materials can be used to develop learning, keep up interests, increase variety in lessons (Goe, Bell, & Little, 2008; Stronge, 2007). Similarly,

Losee's (2014) research revealed that effective teachers increase positive communication with their students just as Polk (2006) emphasized that having communication skills are traits of effective teachers.

The opinions of the postgraduate students' expectations of the lecturers in terms of monitoring and evaluating learning and progress were collected in 4 categories (Table 4). These categories are composed of "Providing feedback, Process-oriented evaluation, Giving great importance to quality in assignments rather than quantity, Alternative assessment."

Table 4. The opinions of the postgraduate students' expectations of the lecturers in terms of monitoring and evaluating learning and progress.

Theme	Categories
Monitoring and evaluating learning and progress	Providing feedback
	Process-oriented evaluation
	Giving great importance to quality in assignments rather than quantity
	Alternative assessment

Thirteen students were of the opinion that the lecturer should attach importance to the feedback by emphasizing that student feedback should be educative in nature and be given in a timely manner. In the related literature, Ferguson (2011) pointed out that feedback is regarded as an essential approach to ease students' development as independent learners in order to follow, assess, and organize their own learning. The effect of feedback on future applications and the improvement of students' learning were emphasized by Eraut (2006):

When students enter higher education . . . the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback. (p. 118)

As can be seen clearly, the findings related to the opinions of the postgraduate students' expectations of the lecturers related to "Providing feedback" are confirmed by the related literature.

As other components of "Monitoring and evaluating learning and progress" expressed by the students, ten of the participant students stated that the lecturer should make a process-based evaluation and be an expert in following learning process. In addition, four students emphasized that lecturers should pay attention to the quality and authenticity of the assignments while assessing them besides criticizing them for the discarded assignments and lack of feedback. Two striking views from the students with regard to the importance of alternative assessment is given as follows: . . ." The lecturer should make evaluations using a combination of different assessment techniques such as portfolio, concept maps, and project rather than just paper-and-pencil tests" (S24). "Boring evaluation assessments are always realized. A teaching staff should benefit from portfolio or journals and give information to the students in advance about what they should do so that they can be more successful" (S25).

The findings above are confirmed by the related literature. The students pointed out the importance of alternative assessment rather than traditional assessment such as "multiple-choice tests, true/false tests, short answers, and essays" explained by Dikli (2003). Thanks to alternative assessment, students have an opportunity to apply the knowledge that they have learned and show it in a constructive way (Brown & Hudson, 1998; O'Malley & Pierce, 1996).

Other components related to postgraduate students' expectations of the lecturers in terms of recognizing student were collected in 6 categories (Table 5). These categories are composed of "Taking into account students' interests and needs, Guiding students, Showing respect to students and valuing them, Being moderate, Being fair, Being sincere."

Table 5. The opinions of the postgraduate students' expectations of the lecturers in terms of recognizing student.

Theme	Categories
Recognizing student	Taking into account students' interests and needs
	Guiding students
	Showing respect to students and valuing them
	Being moderate
	Being fair
	Being sincere

Fourteen students emphasizing the importance of students' interests and needs stated that a lecturer should be desirable, attract students' attention, arouse interest in his/her course by using methods that help them to be active, make a research and reveal their opinions.

Thirteen students were of the view that a lecturer must be guiding for them. In other words, according to the students, a lecturer's primary duty is to get students to become involved in the classroom by means of guiding just as Shuell (1986) suggests, "then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes...." One student articulated his view in the following way:

In this time, the lecturers should be guiding students in helping students them how to do research or do homework. The lecturers that don't guide student in a right way criticize students by saying "How bad students you are! Does a Ph.D. student do in this way? In other words, they both do not show the right way and they do not like your work and criticize you. (S24)

The students also attached importance to the personal characteristics of a lecturer- such as being respectful, moderate fair and sincere in their views. According to Stronge (2007), "caring, fairness and respect, friendly and personal interactions with students, enthusiasm and motivation towards teaching, and reflective practice" are the most important traits of an effective teacher (p. 23). It can be said that if lecturers have these traits, a genuine relationship between lecturers and students can develop and effective learning of students can be achieved. One student related to these traits presented his view in the following way.

A lecturer must criticize elementary students in a constructive criticism way without offending and being disrespectful. Some lecturers think they are always right and say everything. This is a very wrong behavior. They should be more empathic and behave well because they passed through years of schooling like us. (S25)

Another student also stated that lecturers should have adequate field knowledge, and even if they are well informed, they should not be arrogant, should see students as an individual, be respectful to them, teach their courses first instead of loading all the assignments on students, and then they should tell the students what to do.

The opinions of the postgraduate students' expectations of the lecturers in terms of community and community relations were collected in 3 categories (Table 6). These categories are composed of "Knowing the Environment, Cooperation with institutions, and Cooperation with leaders."

Table 6. The postgraduate students' expectations of the lecturers in terms of community and community relations.

Theme	Categories
Community and community relations	Knowing the environment
	Cooperation with institutions
	Cooperation with leaders

Twelve students were of the opinion that lecturers should know the environment, analysing it well, have a good relationship with the institutions and leaders besides emphasizing that environmental opportunities should be utilized at the maximum level, which is confirmed by Addae-Boahene and Arkorful's (2000) research. The researchers emphasize in their research that a quality education is based on a shared responsibility of all stakeholders and having a good relationship with the stakeholders. In other words, it can be said that developing cooperation with institutions and leaders can provide an eligible education, so that the community can utilize its contribution.

The related remarks of the students emphasizing the importance of cooperation with institutions and leaders are given below: "The academicians should meet with the opinion leaders in community and benefit from their powers" (S16).

It is crucial that the teaching staff should be a model for the community and guide it. Relationships with the community should never be broken. They should direct the community, produce ideas, present them, and be at the forefront. (S11)

Discussion and Conclusions

In this study which aims to determine postgraduate student expectations of their lecturers, the findings regarding the postgraduate student expectations of their lecturers in terms of professional development align with those of similar studies (Çakmak, 2009; Çakma & Akkutay, 2016; Demirbolat, 2005; Ergün, Duman, Kıncal, & Arıbaş 1999; Kumral, 2009; Özçakır Sümen & Kesten, 2014; Özdemir & Üzel, 2010; Tam, Heng, & Jiang 2009; Wang, Gibson, & Slate, 2007).

In the field literature, there are some studies especially highlighting the significance of subject mastery, as an indicator of the educator's proficiency (Arnon & Reichel, 2007; Roberts, 1981). Strage (2008) discovered that the most striking traits of an ideal professor were composed of "being knowledgeable, caring, concerned about students, and funny or entertaining" (pp. 225-227). In addition, Helterbran (2008) utilized "ratemyprofessor.com" to find out students' thoughts of the ideal professor. "Knowledge and presentation," and "professional personal qualities (enthusiasm, approachability, caring)" were general categories for ideal professor (pp.132-126). In a study by Rubin (1981), students were asked to identify five general categories for ideal professor. These five categories were as follows: (a) "knowledge, intellect, and ability, or expertise in the subject;" (b) "professionalism, or qualities that command respect;" (c) "ability to communicate;" (d) "openness (to students and their ideas);" and (e) "being nurturing and supportive" (pp. 972-974). In a study by Seldin (1993),

students believe that ideal professor should have a full knowledge of his/her educational field. Students also think that the professor should publish new articles and publications and be in search of new knowledge. As it seen clearly, the aforementioned studies support the findings of this study. Briefly, it can be inferred from the students' point of view that lecturers should take into account the postgraduate students' special attention to professional development and personality traits. Therefore, they should not only have necessary knowledge about their subject matter but also have information about the suitable techniques and methods to transfer this knowledge into students.

Faculty members need to regularly update their skills and knowledge in order to maintain an effective teaching activity in the context of professional development (Burns & Lawrie, 2015; Liu, 2015). According to the results of the study by Hussain and Birol (2011), higher education institutions need to maintain the general quality of service they offer in order to increase students' satisfaction levels. Another conclusion of that study is that lecturers must fulfil the expectations of teaching quality for the supply of academic qualifications. According to Hénard and Roseveare (2012), quality teaching in higher education is composed of “the effective design of curriculum and course content, a variety of learning contexts, soliciting and using feedback, and effective assessment of learning outcomes” (pp. 7-8) by implying that good teaching determines quality teaching as Gravett and Geysler (2004) argued.

The findings of the postgraduate student expectations of their lecturers in terms of learning and teaching process are supported by a similar study by Özçakır Sümen and Kesten (2014). In their research, most of the students stated that the lessons were treated by traditional methods (teacher-centered education focusing on transferring knowledge in which the teacher is seen as the only authority in the classroom) and were not supported with materials. With regard to the method of teaching, students were of opinion that the ideal professor should benefit from different practices, and innovative activities highlighting critical thinking and technological means, and they should give importance to their ability to talk with students by considering their opinion. A study by Woods, Badzinski, Fritz and Yeates (2012) revealed that “an ideal professor gives importance to on the integration of faith and learning, is flexible, maintains high academic standards, encourages students, and has an adaptive teaching style” (pp. 170-171). In another study by Kyridis, Dinas, Ioannitou, Lambropoulou, and Vlachaiti (2002), 32,2 % of the students supposed that teaching methodology was of great importance role in the educational process.

The findings of the postgraduate student expectations of their lecturers in terms of monitoring and evaluating learning and progress coincide with the results of Demirbolat's (2005) study. The most important function of measurement and evaluation is to improve learning and to increase the effectiveness of teaching (Gronlund, 1998). This function is also as important at the level of higher education as it is at other levels of education. Therefore, it is expected that lecturers will know the measurement and evaluation process and behave according to the principles of measurement and evaluation while teaching.

In the study by Demirbolat (2005), when the expectations of the postgraduate students about teaching process in terms of recognizing student were examined, they stated that lecturers should guide the students, enable them to do research, and take pains to be respectful and democratic of the class environment in the first place. In a study by Rogers (2006), it was determined that establishing good interactions with teachers would enable students to feel more motivated and confident.

The findings regarding the postgraduate student expectations of their lecturers in terms of recognizing student were supported by the study conducted by Saydan (2008). In his study, the students expressed their belief that they could be happier and more successful if there is a teaching staff that is gentle, sincere and that helps and appreciates them. In the field literature, there are some studies that give more importance to a professor's personal traits, such as “being

empathic,” “encouraging dialogue” and “expression of opinion” and “being truly concerned about students’ well-being” (Epting, Zinn, Buskist, & Buskist, 2004; Mclean, 2001). In the study by Hill and Christian (2012), it is showed that students would rather professors having personality characteristics such as “empathy, compassion and personal interest for their students.” Most of the students emphasized that the ideal college teacher “should not regard his/her own ideas and beliefs as the right ones, but he should be open to fresh ideas and perceptions” (pp. 595-599).

In a study by Kyridis, Dinas, Ioannitou, Lambropoulou, and Vlachaiti (2002), with regard to the professor's attitude and behavior, students point out the importance of a “critical dialogue,” including “students’ expressing their own ideas and beliefs, criticizing and questioning the official knowledge” (pp. 81-85). Willingham (2009) says that teacher personality constitutes of only one dimension of a good teaching, while another study by Kyridis and others (2002) revealed that “the profound knowledge of the subject” was considered one of the most important traits about the ideal university teacher (p. 82).

The findings regarding the postgraduate student expectations of their lecturers in terms of community and community relations are consistent with Giroux’s study (1988). In his study, students usually realize how useful and good an honest communication including friendly and comfortable atmosphere is. Most of them also think that the ideal professor should have interactions with the public life constantly in order to change society by using his/her power.

In a similar study by Özçakır Sümen and Kesten (2014), significant changes were found in students’ opinions before and after the start of their studies. Some of the students of the Faculty of Education before the start of their studies thought that their lecturers would cooperate with the leaders and institutions in the community, but when they started to university, some of these students said that they did not cooperate whereas others said that it realized.

From this point of view, the education in the university should not only consist of teaching courses for the lecturers, but also social relations should be developed especially for both the university students and the university itself by establishing relations with the close environment.

As a result, teaching institutions and faculty members should try to improve the quality of education and training because of these emerging dimensions of expected academic characteristics. Because university students' evaluations of educational services include both student-teaching staff relationships in the classroom and the conditions and behaviours that facilitate learning. Studies about student satisfaction on the educational process reveals that learning is very strongly related to the satisfaction provided. For this reason, to understand what students expect from the education process is important to meet the student satisfaction and appreciate about this process.

With regard to another result of the study, it was determined that the postgraduate students’ expectations of their lecturers in a total of six universities with diverse student population located in two different regions in Turkey were similar to each other. This may be due to the similar socio-economic characteristics of the universities where the study was conducted.

Finally, the study has several limitations that should be taken into account. First, participant postgraduate students did not exemplify all postgraduate students. Therefore, the study cannot be generalized because the study is limited by 33 voluntary participants. Secondly, the data was gathered from the postgraduate students in only six universities in Turkey. In future research, it can be investigated more specifically and deeply by use of different sampling techniques.

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