



ISSN: 2146-1961

Kazu, I.Y. & Çam, H. (2021). Investigation of Postgraduate Studies on Education Program: A Content Analysis *International Journal of Eurasia Social Sciences (IJOESS)*, 12(43), 19-32.

DOI: <http://dx.doi.org/10.35826/ijoess.2812>

Article Type (Makale Türü): Research Article

INVESTIGATION OF POSTGRADUATE STUDIES ON EDUCATION PROGRAM: A CONTENT ANALYSIS¹

İbrahim Yaşar KAZU

Assoc. Prof. Dr. Fırat University, Elazığ, Turkey, iykazu@firat.edu.tr

ORCID: 0000-0002-1039-0482

Hüseyin ÇAM

Teacher, Ministry of Education, Kahramanmaraş, Turkey, huseyin4638@gmail.com

ORCID: 0000-0002-8274-4625

Received: 31.10.2020

Accepted: 23.02.2021

Published: 15.03.2021

ABSTRACT

The aim of this study is to examine the master's and doctoral theses published in the fields of education programs according to the determined criteria. The research being in a scanning model, was carried out based on a content analysis. In this study, postgraduate theses published at the CHE National Thesis Center which was open to access between 2018 and 2020 were examined. Additionally, 91 postgraduate theses reached by purposeful sampling method were analyzed with the assistance of thesis examination form created by the researcher. For this main purpose, the thesis was evaluated in terms of the university, institute, department, year, method, data collection tools, sample type and program dimension. In addition to these data, analyzes were made on which education level and dimension of the education program the postgraduate studies were directed. Re-coding reliability was calculated in order to ensure the reliability of the study. The data obtained were interpreted based on percentage and frequency. It was concluded that the highest number of studies were carried out at Gazi University, in educational sciences institute, in the field of education programs and teaching. As a result, in terms of the methods used, it was observed that the qualitative research method was mostly used and the studies in the program evaluation type were more intense. The research is important in terms of guiding researchers by revealing the trends of postgraduate studies.

Keywords: Education, education program, content analysis, postgraduate theses.

¹ – This study is produced from the doctoral thesis "Evaluation of Classroom Teacher Undergraduate Program According to Classroom Teacher, Instructor and Student Views."

INTRODUCTION

The issue of well-qualified teacher training, which is one of the most important concerns of educational institutions, has always been one of the main problems of Turkish national education. Because training teachers is not only about educating the professionals to convey knowledge, but also about educating the experts who will train the people of the future. Therefore, teacher training programs should be able to train teachers who have the skills to meet the needs of our age.

Teacher training is carried out through a specific planning and training program. When the concept of education program is examined, it is observed that the word "curriculum" (Oliva 2009: 4), which was first meant as the running track of race cars in the Roman period, was later used in education as an education program (Demirel, 2012). While Taba (1962) defines the curriculum as a plan for learning, Tyler (1969) describes it as a concept that aims to achieve general and specific goals and includes individual experiences of students, using past and present practices and theories. According to McNeil (1985: 1), the concept of curriculum forms a big part of the picture in teaching. According to Posner (1995), the curriculum is expressed as a series of learning products that enable decision-making in both teaching and evaluation processes, or as a plan or content design of all subjects to be learned, with the goal and evaluation dimensions of a field. Varış (1988), who is one of the pioneers of curriculum development in Turkey, has stated the concept of the training program as providing children and adults with the activities for achieving the goals of national education and institutions. According to Ertürk (1994), an education program is defined as all the teaching and learning activities inside and outside the school under the leadership of the school administration and the teacher. As for Demirel (2012), it refers to the learning experience mechanism provided to the learner through planned activities at school and outside. Various definitions have been made for the training program. According to Akpınar (2013), this is due to the differences in the underlying philosophy, the educational understanding, the perspective on knowledge, and the assumptions that accept human as the subject or object of education. As a result, the educational program that is reshaped according to the changing expectations and needs of the societies can be defined as all the learning experiences that individuals experience not only in an educational environment but in a society if it is viewed from a broad framework and based on lifelong learning.

The articles and theses prepared in the field of educational sciences in previous years have been examined in terms of different variables in a certain time period (Erdem, 2011; Kaya, 2013; Özbey & Şama, 2017). The field of educational sciences has sub-divisions such as educational technologies, educational management, education programs and teaching, and the results, generalizations and trends in these are determined through content analysis studies (Tatlı & Adıgüzel, 2012; Gömleksiz & Bozpolat, 2013; Aydın & Uysal, 2014; Ozan & Köse, 2014; Turan, Karadağ, Bektaş & Yalçın, 2014; Kozikoğlu & Senemoğlu, 2015; Akyol & Yavuzkurt, 2016; Özenç & Özenç, 2016; Ateş & Gül, 2017; Aydın, Selvitopu & Kaya, 2018). The pieces of information obtained from many previous studies in the field of educational sciences are scattered in the pool of knowledge. In studies examining certain periods, these scattered bits of information are synthesized to make seeing the big picture easier.

Teacher training undergraduate programs, updated in 2018, has been implemented since the 2006-2007 academic year. The evaluations recommended that field education courses and vocational knowledge courses needed to be reconstructed and given stronger emphasis in the programs. In addition, it was found that the undergraduate programs offering secondary education field teaching differ between faculties (Ulubey & Bařaran, 2019). Programs, General Competencies for Teaching Profession, Teacher Strategy Document, Ministry of Education 2015-2019 Strategic Plan, and the 10th Development Plan in Turkey have all emphasized the importance of ensuring compliance with official documents such as the Higher Education Qualifications Framework. The need to restart quality and accreditation studies in education faculties, to adapt to the Bologna process, and to create common core programs in parallel with the developments in the world has been stressed. The aim of collecting elective courses in different teacher training programs with similar content and different names in a common elective course pool, targeting prospective teachers who will graduate from the programs to be versatile role models and to graduate with the qualification of researcher teacher were shown as reasons for updating the 2018 programs (CHE, 2018). The name, content, weekly hour and credits of the courses in the 2018 Teacher Training Undergraduate Programs were updated. First of all, after the lessons that needed to be removed, combined or added to the 2006 teacher training programs were determined, the Ministry of Education was consulted about the draft programs prepared. Accordingly, it was presented to the Teacher Training Working Group and was approved by the Council of Higher Education and started to be implemented with the first graders in the 2018-2019 academic year.

In this study, the concept of education program was determined as the key concept. As the teacher training program in the field of educational sciences started to be implemented after its renewal in 2018, determining the structure and characteristics of the studies can guide academicians, postgraduate students or researchers who are considering working in the field to reach in-depth information about the subject. The study aims to examine the postgraduate studies conducted within the framework of the education program. For this purpose, the answers to the following questions were sought:

1. How is the distribution of postgraduate theses by university, institute and department where they are prepared?
2. What is the distribution of postgraduate theses by publication year and type?
3. What is the distribution of postgraduate theses by method and sample type?
4. How is the distribution of postgraduate theses by data collection tool and analysis technique?
5. What is the distribution of postgraduate theses by educational level and program dimension?

METHOD

Research Design

In this study, one of the qualitative research methods, the document review technique was used. Document review includes the analysis of written materials containing information about the phenomenon or events

targeted for research (Yıldırım and Şimşek, 2011: 187). In addition, content analysis provides the opportunity to look at the field from a holistic perspective. It determines how orientations change over time in the studies conducted, and provides more qualified and comprehensive results in future studies (Göktaş, Hasaebi, Bařarođlu, Akay, Bayrak, Baran, & Szbilir, 2012: 446). It aims to examine the master’s and doctoral theses, which were published in the database of the Council of Higher Education National Thesis Center, which had “education program” content between 2018 and 2020. However, due to some postgraduate theses’ inaccessibility, not all of them could be accessed and merely 86 studies were analyzed. Ethics committee approval of this article has been obtained with the meeting number 20 and also with the issue of 97132852/302.14.01 in Firat University.

Data Collection and Analysis

The analysis of the research data was carried out by descriptive and content analysis method through the “thesis review form” created by the researcher. While analyzing the data, firstly the research trends were established by searching the studies that were carried out on different subjects, the categories included in the studies were listed. Accordingly, the themes and codes of the thesis review form were arranged. The study was carried out on a total of 86 studies in the field of educational sciences, which are accessible out of 53 master’s and 38 doctoral theses. The thesis coding form was examined in terms of the university, institute, department, year, type of thesis, language, method, sample type, data collection tool, analysis technique, related education level and program dimension. Relevant parts of each study were examined by adhering to the determined criteria of the research; the results were interpreted by converting them into frequency, percentage and graphic tables. For the reliability of this study, particular attention was paid to ensure that the studies were all analyzed by at least two researchers by reaching a consensus. 9 theses selected randomly (10% of the sample) among the theses examined by the researcher and the percentage of overlap among coders was calculated (Miles & Huberman, 2015), reliability was found to be 94%. Over 70% agreement between the coders indicates that the study is reliable (Miles & Huberman, 2015). In addition, figures and tables created by using descriptive statistics such as frequency and percentage were interpreted in the presentation of the data.

FINDINGS

In this part of the study, the postgraduate theses were examined and evaluated under the titles of publication year, subject areas, university, institute, department, method, data collection tools, sample type, relevant education level and program dimension.

Analysis of Postgraduate Theses by University

The distribution of the theses, which were completed between 2018 and 2020 and published in the Council of Higher Education National Thesis Center, according to universities, is presented in Table 1.

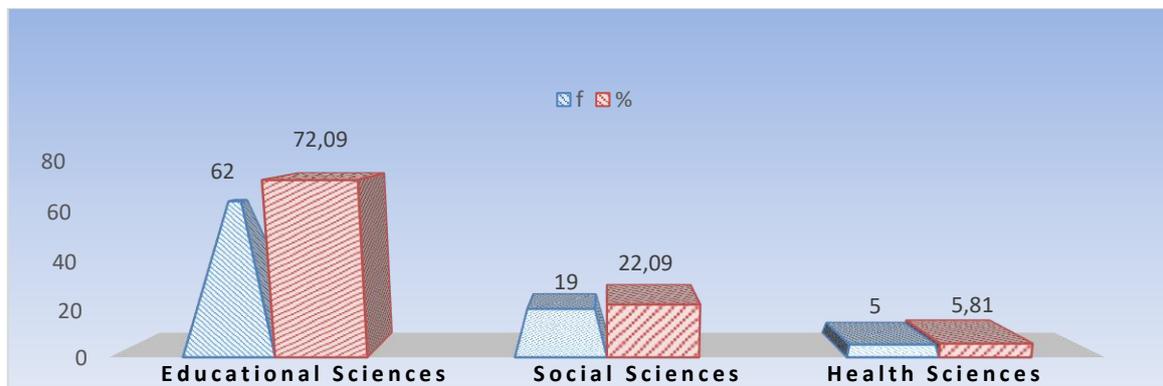
Table 1: Distribution of Postgraduate Theses by University

University	f	%	University	f	%	University	f	%
Abant İzzet Baysal	2	2.33	Hacettepe	4	4.65	Ondokuz Mayıs	1	1.16
Mediterranean	1	1.16	Hasan Kalyoncu	1	1.16	Middle East Technical	1	1.16
Anadolu	4	4.65	Inonu	2	2.33	Osman Gazi	6	6.98
Ankara	5	5.81	Istanbul	2	2.33	Pamukkale	3	3.49
Bahçeşehir	1	1.16	Istanbul Aydın	1	1.16	Sakarya	3	3.49
Balikesir	1	1.16	Caucasus	1	1.16	Selcuk	2	2.33
Boğaziçi	1	1.16	Karabük	1	1.16	Sivas	1	1.16
Çanakkale	1	1.16	Karadeniz Technical	1	1.16	Sütçü Imam	2	2.33
Dicle	2	2.33	Marmara	2	2.33	Tokat	1	1.16
Dokuz Eylül	2	2.33	Mersin	2	2.33	Trakya	1	1.16
Ege	2	2.33	Mugla Sıtkı Kocman	1	1.16	Uludağ	1	1.16
Gazi	9	10.47	Necmettin Erbakan	3	3.49	Yıldız Teknik	5	5.81
Gaziantep	5	5.81	Nigde Omer Halis Demir	1	1.16	Zonguldak	1	1.16
						Total	86	100.00

When the distribution of theses published between 2018- 2020 by universities is examined, it is viewed that most of the postgraduate theses were made in Gazi University (9), followed by Eskişehir Osman Gazi University (6), then Ankara University (5), Gaziantep University (5) and Yıldız Technical University (5). Since these universities are among the leading universities of our country, it is expected that many studies will be done. In other universities, it is observed that there are four or fewer studies in the specified years. It is a fact that there are more postgraduate studies than the number reached regarding the content of educational programs. However, as a result of restricting the research to keywords limited number of theses were reached. The reason for this is that the specified words are not included in the thesis title or the key words of the thesis.

Analysis of Postgraduate Theses in terms of Institute and Department / Field

The frequencies and percentages of the data obtained in terms of institutes in the postgraduate theses examined within the scope of the research are shown in Figure 1 below.

**Figure 1.** Distribution of Postgraduate Theses by Institute

In terms of the institutes where postgraduate theses were published, it was determined that 72.09% were published in educational sciences, 22.09% in social sciences, and 5.81% in health sciences. The reason for the

institute of social sciences to be in the second place is due to the absence of educational sciences institutes in some universities. The fact that preschool education and child development departments are in the institute of health sciences force some postgraduate studies to be carried out in this institute.

The data obtained about the distribution of the postgraduate theses examined within the scope of the research in terms of department / field in 2018-2020 are shown in Table 2 below.

Table 2. Distribution of Postgraduate Theses by Field

Department	f	%	Department	f	%
Curriculum and Instruction (26) / Curriculum Development in Education (1)	27	31.40	Science Training	2	2.33
Preschool education	8	9.30	Mathematics and Science Fields	1	1.16
Psychological Counseling and Guidance	7	8.14	Turkish Education	1	1.16
Special Education	5	5.81	Adult education	1	1.16
Pediatric Development	5	5.81	Educational Psychology	1	1.16
Classroom Education	4	4.65	Graduated from Primary Education	1	1.16
Education Management and Supervision / Inspection / Planning	4	4.65	Family Education Counseling	1	1.16
Educational Sciences	3	3.49	Fine Arts	1	1.16
Music	2	2.33	Working economy	1	1.16
Social Sciences	2	2.33	Disability Studies	1	1.16
Elementary and Early Childhood Education	2	2.33	Handcrafts	1	1.16
Psychology	2	2.33	Languages	1	1.16
Physical education	2	2.33	Total	86	100.00

When the postgraduate studies were examined in terms of department /field of study, it was found that the highest number of studies conducted in education programs and education (31.40%) were related to education programs. The studies in the field of preschool education ranked as the second (9.30%), followed by the field of guidance and psychological counseling (8.14%), special education (5.81%) and child development (5.81%). In addition, the number of studies conducted in other fields constitutes almost half of the total number. This situation shows that since the education program is a general subject, researches in different fields from mathematics and science to foreign languages within the scope of educational sciences show that it is a multidisciplinary field.

Analysis of Postgraduate Theses by Year and Type

It was determined that the number of MA theses (58.14%) out of 86 studies between 2018 and 2020 was higher than the number of PhD studies (41.86%). The data regarding the distribution of the studies by year and type are shown in Table 3.

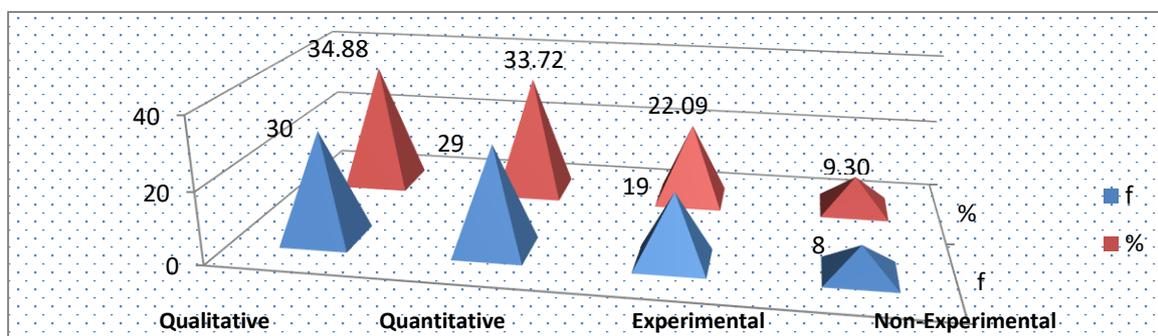
Table 3. Distribution of Postgraduate Theses by Year and Type

Publishing Year	Master's Degree		PhD Degree		Total	%
	f		f			
2018	32		21		53	61.63
2019	16		12		28	32.56
2020	2		3		5	5.81
Total	50		36		86	100.00

When the distribution of the studies by year is examined, it can be seen that the majority was conducted in 2018 (61.63%), then in 2019 (32.56%) and finally in 2020 (5.81%). Especially with the updating of undergraduate programs in 2018, a lot of research was carried out but due to the fact that the subject was out of date in the following periods, the number of studies decreased. In addition, when the studies were examined in terms of their research language, it was found that the majority of them were Turkish (83) and the rest (3) of them were written in English at Boğaziçi University (1), Middle East Technical University (1) and Uludağ University (1).

Analysis of Theses According to Research Method

Theses included in the research; the frequency and percentage values in terms of the research method used are given in Figure 2 below.

**Figure 2.** Types of Methods Used in Postgraduate Theses

According to the postgraduate studies conducted within the framework of the content of the curriculum, it was determined that the qualitative methods constitute the majority (34.88%), followed by mixed methods (33.72%). In addition, it was determined that the quantitative studies (31.09%) consist of those conducted by using experimental methods (22.09%) and non-experimental methods (9.30%). It was determined that qualitative method research is generally at the master's level and mixed method research is generally at the doctoral level. It can be stated that the quantitative method was used in both master's theses and doctoral dissertations. While qualitative studies provide in-depth analysis of events, mixed method approach is used more frequently because it helps to eliminate the limitations of the qualitative and quantitative method. In addition, it was determined that the studies conducted were either descriptive or correlational. Thus, it was found that most of the researches was conducted to reveal the current situation of the field of education program.

Analysis by Sample Type

The data obtained from the theses classified in terms of sample size and sample type are given in the table below.

Table 4. Sample Status of Graduate Theses

Sample Type	f	%
Purposeful Sampling	36	41.86
Criterion Sampling	7	8.14
Simple Random Sampling	7	8.14
Convenient Sampling	4	4.65
Easy and Purposeful Sampling	2	2.33
Stratified and Purposeful Sampling	1	1.16
Cluster Sampling	1	1.16
Cluster and Criteria Sampling	1	1.16
Random Sample	1	1.16
Non sampling	26	30.23
Total	86	100.00

When the Table 4 is examined, it is seen that in majority of the postgraduate studies conducted within the framework of curriculum content, purposeful sampling (41.86%), and the criterion sampling (8.14%) and simple random sampling (8.14%) approaches were used. The sampling method was exerted intensively to write postgraduate theses to achieve a specific purpose. The criterion sampling method was also frequently selected, as the sample group had to meet certain criteria in order to achieve the same goals. In addition, it was determined that a convenient sample was selected, especially in the master's level theses. Furthermore, using samples was not preferred in 30.23% of the postgraduate theses, most of which were prepared with qualitative and experimental methods.

Analysis According to Data Collection Tools

When the data collection tools utilized in the studies were analyzed, it was determined that the scale, interview form and document analysis methods were applied separately or together. Findings regarding the data collection tools used in the analyzed theses are presented in Table 5 below.

Table 5. Data Collection Tool in Postgraduate Theses

Data Collection Tool	f	%	Data Collection Tool	f	%
Scale and Interview Form	18	20.93	Survey and Interview Form	2	2.33
Scale	15	17.44	Test	2	2.33
Interview Form	12	13.95	Test and Interview Form	1	1.16
Document Analysis	10	11.63	Scale, Diary and Interview Form	1	1.16
Document Analysis and Interview Form	4	4.65	Survey and Test	1	1.16
Surveys	4	4.65	Observation Form	1	1.16

Scale and Form	3	3.49	Observation and Interview Form	1	1.16
Test and Scale	3	3.49	Scale and Diary	1	1.16
No Document	3	3.49	Scale and Observation Form	1	1.16
Questionnaire and Scale	2	2.33	Questionnaire, Scale and Interview Form	1	1.16
			Total	86	100.00

When Table 5 is examined, it is seen that more than one data collection tools are applied in some of the theses. Studies in which the highest number of scales and interview forms (20.93%) were used together as data collection tools, then only the studies using the scale (17.44%), soon after the interview form (13.95%) and the document review form (11.93%) have been utilized. In addition, the least frequently used tools for data collection are observation form (1.16%), test and interview form (1.16%), scale, diary and interview form (1.16%), questionnaire and test (1.16%), observation form and interview form (1.16%), scale and diary (1.16%), scale and observation form (1.16%), questionnaire, scale and interview form (1%, 16). The frequent use of scale, questionnaire and interview form can be interpreted as an expected result, since most of the studies are scanning studies.

Analysis Techniques Used in the Postgraduate Theses

Findings regarding the data analysis technique used in the theses examined are presented in Figure 3 below. Multiple data analysis techniques were found to have been used in some of the studies. Content analysis and descriptive statistics were used together in most of the theses (41.86%), followed by those applying only content analysis (29.07%) and only descriptive statistics (29.07%) as a data analysis techniques.

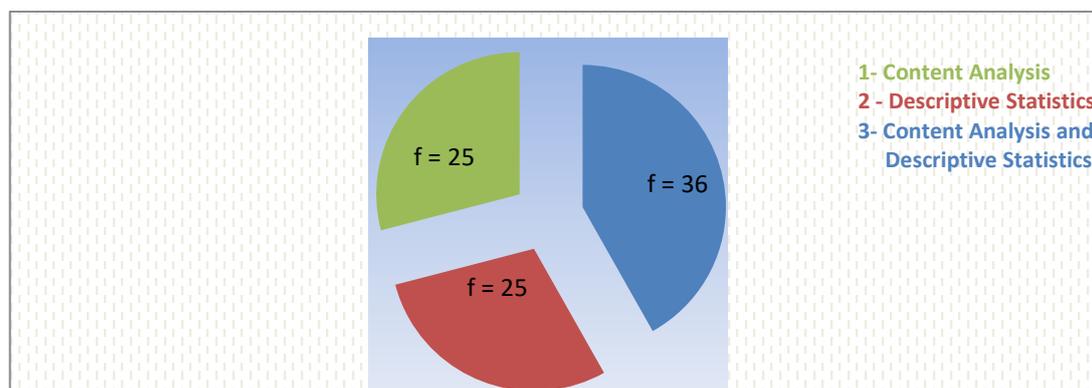


Figure 3. Analysis Technique in postgraduate Theses

Analysis of Postgraduate Theses by Education Level and Program Dimension

It was determined that the analyzed postgraduate studies were aimed at different education levels from preschool to higher education, and the findings regarding the analysis in terms of program dimension are given in Table 6.

Table 6. Postgraduate Examination of Theses in Terms of Education Level

	Education Level	Program Dimension	f	Total	%
Formal Education	Preschool	Development	2	20	22.99
		Evaluation	18		
	Primary and Secondary School	Development	13	35	40.23
		Evaluation	22		
	High School	Development	1	8	10.34
		Evaluation	7		
	Higher Education	Development	3	12	13.80
		Evaluation	9		
Non-formal education		Development	1	11	12.64
		Evaluation	10		
Total				86	100.00

When the Table 6 is examined, it is observed that the studies are conducted in formal education (87.36%) and non-formal education (12.64%). When analyzed according to formal education levels, out of 86 graduate studies, the majority of the studies were at the primary education level (40.23%), followed by pre-school level (22.99%), higher education level (13.80%), and high school level (10.34%). The high number of studies aiming to examine formal education programs can be explained by the more accessible sample groups. In addition, in terms of the curriculum dimension, most of the studies (76.74%) were found to be curriculum evaluation studies and the rest (23.26%) were curriculum development studies. It can be said that curriculum development studies are both more complex and time consuming, resulting in less work in this area than evaluation studies.

CONCLUSION, DISCUSSION AND SUGGESTIONS

One of the main factors determining the success of educational programs in practice is the characteristics of the program elements. Therefore, it should be ensured that the curriculum development and evaluation processes are performed well. The findings obtained as a result of the evaluation of the programs strengthen the curriculum development studies. Consequently, This study aimed to examine the postgraduate theses focusing on curriculum, by taking into account criteria such as the year of publication, subject areas, university, institute, field, method, data collection tools, sample type, and program dimension.

According to the results, the first five universities with the highest number of studies were Gazi, Eskişehir Osman Gazi, Ankara, Gaziantep, and Yıldız Technical Universities. Considering the foundation year and current structures of the specified universities, they are expected to produce a large number of theses. Similar results were obtained in the study titled '*Examination of Theses in the Field of Education Programs and Teaching*' by Özkal (2020) which examined the studies between 2015 and 2019 and found that Osmangazi University, Abant İzzet Baysal, Çukurova, Hacettepe, Gaziosmanpaşa and Gaziantep Universities had the highest number of theses, respectively. Examining the doctoral dissertations in the field of curriculum and instruction between 2009 and 2014, Kozikoğlu and Senemoğlu (2015) determined that the highest number of dissertations were

completed at Firat and Abant İzzet Baysal University. The results obtained in this study demonstrates that Osmangazi University proceeds as one of the universities with the highest number of theses completed, as also demonstrated by Kozikoğlu and Senemoğlu (2015) and Özkal (2020).

It was determined that of the 86 postgraduate studies with a focus on curriculum, the number of MA studies (50) was higher than the number of PhD studies (36). The study by Uygun (2012) who conducted an analysis of the postgraduate theses in the field of education history, concluded that the number of theses at the master's level (86.9%) was much higher than the theses at the doctoral level (13.1%). When the distribution of the studies was examined by year, it was found that the majority (53) was completed in 2018, followed by those in 2019 (28) and finally (5) in 2020. Since, significant number of the 2019 theses and especially 2020 theses were restricted to access, few 2019-2020 theses were included in this present study. Correspondingly, the majority of the theses are in Turkish language (83) and the rest (3) of them are in English, completed at Boğaziçi University (1), Middle East Technical University (1), and Uludağ University (1). In the research conducted by Fazlıoğulları and Kurul (2012), it was stated that 93.3% of the theses were written in Turkish, and 6.7% in English. The content analysis of postgraduate studies on children literature carried out by Balta (2019) revealed that the majority of theses were written in Turkish (255), while a small number of theses were written in English (14). This result supports the findings of our study.

In terms of the institutes where postgraduate theses were published, it was determined that 72.09% belonged to educational sciences, 22.09% to social sciences, and 5.81% to health sciences institutes. Although this finding is similar to that of Balta's (2019) study, it is different from the result that the number of thesis enrolled in social sciences institutes is higher than in educational sciences institutes (Balci, 2012). Accordingly, it can be stated that the difference between institutes has been decreased at the postgraduate level in recent years, and more doctoral dissertations have been prepared in educational sciences compared to other institutes. The increase in educational sciences institutes, the significance of the educational program and the increasing importance of interdisciplinary studies can be shown as the reasons for this result.

The postgraduate studies examined in the research were mostly in the field of Curriculum and Instruction (31.40%), followed by the field of Preschool Education (9.30%), and the field of Guidance and Psychological Counseling (8.14%), which is supported by the results obtained by similar studies in the literature. When the postgraduate studies conducted within the framework of the curriculum content were examined according to their methods, it was found that 34.88% were prepared by qualitative, 33.72% by mixed, 22.09% by experimental, and 9.30% by quantitative methods. When the literature is reviewed, it was seen that different results were obtained. Selçuk, Özdemir, and Çakmak (2016) found that the highest number of theses were conducted by using the mixed method, then quantitative method, and finally qualitative method. Ozan and Köse (2014) concluded that quantitative, qualitative and mixed methods were most frequently used, respectively. Abell (2008) examined international studies in the field of educational sciences and criticized the plurality of case studies and recommended a mixed method because studies using the mixed method are

stated to be very crucial in verifying different data sources by removing the limitations of the qualitative and quantitative method (Creswell, 2008). Therefore, conducting mixed studies is highly recommended.

When the theses were examined according to the sample type in the study, it was determined that the purposeful sampling (41.86%) was selected in the majority of the study, and then the criterion sampling (8.14%) and the simple random sampling (8.14%) approach were used. In addition, it was determined that 30.23% of the postgraduate studies, most of which were prepared with qualitative and experimental methods, did not have a sample. Not only easily accessible sample groups, but also an appropriate number of samples should be selected to increase the validity and reliability. Considering the sampling type used in the studies, the appropriate selection of the sample can be an important source of data for the quality of the publications, application areas, literature, and future studies. In addition, when the data collection tool is examined, it is seen that more than one data collection tool is used. Accordingly, it can be said that the use of multiple data collection tools is common in terms of quality in studies on educational programs. In the content analysis study of Çiltaş, Güler, and Sözbilir (2012), who have similar results with the results of this study, it is recommended that researchers use more than one data collection tool in order to increase the reliability of the findings and to reach more valid results. It was concluded that the data collection tools mostly used are as follows; scales and interview forms (20.93%) were used together such as the scale (17.44), the interview form (13.95) and document review form (11.93%). In the study of Ozan and Köse (2014), the results of questionnaire / scale, success tests, interview form and observation form were obtained, respectively. Eskici and Çayak (2016) stated that the scale, interview form, questionnaire, document analysis and achievement tests were mostly used as data collection tools, Uyar Yeşilpınar (2017) stated that in the content analysis study for education programs and teaching, document analysis, interview, observation, achievement test and questionnaire were used. When the research is analyzed in terms of data analysis, it is seen that more than one data analysis technique is used in some of the studies. Accordingly it was concluded that both content analysis and descriptive statistics or only content analysis and only descriptive statistics were used mostly as the data analysis technique.

Another finding obtained by the current study is that theses studies were conducted in formal education (87.36%) and non-formal education (12.64%). When analyzed according to formal education levels, it was determined that 22.99% of the studies focused on pre-school, 40.23% to primary education, 10.34% to high school, and 13.80% to higher education level. Nevertheless, Özkal (2020) found that teachers, teacher candidates, middle school students and lecturers were mostly included in the sample group. Kurtdeğede Fidan and Öner (2018) found that students, teachers, parents, administrators, and teacher candidates respectively were included in the study group. In addition, when the studies were examined in terms of curriculum development and evaluation dimensions, it was determined that a total of 66 studies (76.74%) were in the curriculum evaluation dimension and 20 studies (23.26%) were in the curriculum development dimension. It can be stated that the reason for this situation is that curriculum development studies take more time and are more complex than curriculum evaluation.

These results are expected to guide the studies to be conducted in the field of curriculum and instruction by revealing the tendencies in the field. However, future studies may take international competition and developments into consideration, conduct research with a sample selected for the purpose, use a mixed model in which qualitative and quantitative methods are combined, and increase multi-disciplinarity.

ETHICS DISCLAIMER

“In this article, journal writing rules, publishing principles, research and publishing ethics rules, journal ethics rules are followed. Responsibility belongs to the authors for any violations related to the article. Ethics committee approval of this article has been obtained with the meeting number 20 and also with the issue of 97132852/302.14.01 in Firat University.

Article writing author influence rate: 1st author: %50, 2nd author: %50.

REFERENCES

- Abell, S.K. (2008). Twenty years later: does pedagogical content knowledge remain a useful idea? *International Journal of Science Education*, 30 (10), 1405-1416
- Akpınar, B. (2013). *Eğitimde program geliştirme*. Data Yayınları.
- Akyol, B. & Yavuzkurt, T. (2014). Türkiye’de lisansüstü tezlerde eğitim yönetimi. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*. 5(2), 908-926.
- Ateş, H.K., & Gül, M. (2017). Türkiye’de Üstün Yetenekliler Eğitimi ile İlgili Yapılan Lisansüstü Tezler Genel Bir Bakış. *Üstün Zekâlılar Eğitimi ve Yaratıcılık Dergisi (ÜZEYAD)*, 4(3), 33-57, <http://jgedc.org>.
- Aydın, A., Selvitopu A. & Kaya, M. (2018). Sınıf yönetimi alanındaki lisansüstü tezlerin incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*. 18 (1), 41-56.
- Aydın, A. & Uysal, Ş. (2014). Türkiye’de eğitim yönetimi teftişi planlaması ve ekonomisi alanındaki doktora tezlerinin incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*. 177-201.
- Balcı, A. (2012). Türkiye’de çocuk edebiyatı üzerine hazırlanan lisansüstü tezler hakkında bir meta-analiz çalışması. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(17), 195-206.
- Balta, E.E. (2019). Çocuk edebiyatı üzerine yapılmış lisansüstü çalışmaların içerik analizi (2011-2018 Yılları). *Uluslararası Toplum Araştırmaları Dergisi*, 15 (25), 3415-3442.
- Creswell, J.W. (2008). *Educational research: planning, conducting and evaluating quantitative and qualitative research (3rd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Çiltaş, A., Güler, G. & Sözbilir, M. (2012). Türkiye’de matematik eğitimi araştırmaları: bir içerik analizi çalışması. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(1),565-580.
- Demirel, Ö. (2012). *Kuramdan uygulamaya eğitimde program geliştirme*. Pegem Akademi.
- Erdem, D. (2011). Türkiye’de 2005–2006 yılları arasında yayımlanan eğitim bilimleri dergilerindeki makalelerin bazı özellikler açısından incelenmesi: betimsel bir analiz. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 2(3). 140-147.

- Ertürk, S. (1994). *Eğitimde program geliştirme*. Yelkentepe Yayınları.
- Eskici, M., & Çayak, S. (2016). Eğitim bilimleri anabilim dalında yapılan yüksek lisans tezlerine genel bir bakış. *Trakya Üniversitesi Sosyal Bilimler Dergisi* 19 (1), 211-226.
- Fazlıoğulları, O. & Kurul, N. (2012). Türkiye'deki eğitim bilimleri doktora tezlerinin özellikleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 24, 43-75.
- Göktaş, Y., Hasançebi F., Varışoğlu, B., Akçay, A., Bayrak, N., Baran, M. & Sözbilir, M. (2012). Türkiye'de eğitim teknolojileri araştırmalarındaki eğilimler: Bir içerik analizi. *Kuram ve Uygulamada Eğitim Bilimleri*. 12(1),443-460.
- Gömlüksiz, M.N. & Bozpolat, E. (2013). Eğitim programları ve öğretim alanındaki lisansüstü tezlerin değerlendirilmesi. *The Journal of Academic Social Science Studies*, 6 (7), 457-472.
- Kaya, M.F. (2013). Coğrafya eğitiminde yönelimler: 2012 yılına kadar yapılan lisansüstü tezler üzerine bir meta-analiz çalışması. *Marmara Coğrafya Dergisi*, 27, 282-313.
- Kozikoğlu, İ. & Senemoğlu N. (2015). Eğitim programları ve öğretim alanında yapılan doktora tezlerinin içerik analizi (2009-2014). *Eğitim ve Bilim*, 40(182), 29-41.
- Kurtdede Fidan, N., & Öner Ö. (2018). Değerler eğitime yönelik yapılan lisansüstü tezlerin incelenmesi. *International Journal of Field Education*, 4 (1), 1-17.
- McNeil, J.D. (1985). *Curriculum. A comprehensive introduction*. Canada: Little, Brown and Company.
- Miles, M.B. & Huberman, A.M. (2015). *Nitel veri analizi*. (Akbaba Altun, S. ve Ersoy, A. Çev. ed.). Pegem Akademi.
- Oliva, P.F. (2009). *Developing the curriculum (7th ed.)*. MA: Pearson All and Bacon.
- Ozan C. & Köse E. (2014). Eğitim programları ve öğretim alanındaki araştırma eğilimleri. *Sakarya Üniversitesi Eğitim Bilimleri Dergisi*, 4(1), 116-136.
- Özbey, Ö.F. & Şama, E. (2017). 2012-2016 arasındaki yıllarda çevre eğitimi kapsamında yayımlanan lisansüstü tezlerin incelenmesi. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*. 6 (1), 212-226.
- Özenç, M., & Özenç, E.G. (2016). Bitişik eğik yazı ile ilgili olarak yapılan araştırmalara tümdengelimci bir bakış. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 17(3).
- Özkal, N. (2020). Eğitim programları ve öğretim alanında yapılan doktora tezlerinin incelenmesi: 2015-2019. *OPUS - Uluslararası Toplum Araştırmaları Dergisi* 15 (25), 3415-3442.
- Posner, G.J. (1995). *Analyzing the curriculum. McGraw-Hill Humanities Social*. McGraw-Hill Humanities Social.
- Selçuk, G., Özdemir A. & Çakmak A. (2016). Türkiye'deki eğitim programları ve öğretim araştırmalarında güncel eğilimler. *Manisa Celal Bayar Üniversitesi Eğitim Fakültesi Dergisi* 4(1), 41-56.
- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace, & World.
- Tatlı, S. & Adıgüzel, O.C. (2012). Türkiye'deki lisansüstü karşılaştırmalı eğitim tezlerinin çok boyutlu bir incelemesi. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*. 12 (1), 143-150.
- Turan, S., Karadağ, E., Bektaş, F. & Yalçın, M. (2014). Türkiye'de eğitim yönetiminde bilgi üretimi: Kuram ve uygulamada eğitim yönetimi dergisi 2003-2013 yayınlarının incelenmesi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*. 20 (1), 93-119.
- Tyler, R. (1969). *Basic principles of curriculum and instruction*. The University of Chicago Press.

- Ulubey, Ö. & Başaran, S. (2019). 2018 öğretmen yetiştirme lisans programlarının değerlendirilmesi. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 9(2), 263-300
- Uyar Yeşilpınar, M. (2017). Eğitim programları ve öğretim alanına yönelik bir dergideki araştırmalara ilişkin içerik analizi: 2002-2015. *Kastamonu Eğitim Dergisi*, 25 (3), 1009-1024.
- Uygun, S. (2012). Eğitim tarihi alanında yapılmış lisansüstü tezlerin analizi. *Sosyal Bilimler Enstitüsü Dergisi*, 33, 263-282.
- Varış, F. (1988). *Eğitimde program geliştirme*. Ankara Üniversitesi Eğitim Fakültesi Yayınları.
- Yıldırım, A. & Şimşek, H. (2011). *Nitel araştırma yöntemleri*. Seçkin Yayıncılık.
- YÖK. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007)*. Meteksan Yayınları.
- YÖK (2018). Öğretmen yetiştirme lisans programları *sınıf öğretmenliği lisans programı* 21 Temmuz 2020 tarihinde http://www.yok.gov.tr/documents/10279/41805112/Sinif_Ogretmenligi_Lisans_Prgrami.pdf adresinden erişilmiştir.