

Subject Origination and Methodical Analysis of Thesis Made in the Field of Social Studies Education in Turkey

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Abstract: The aim of this study is the postgraduate thesis studies in the field of social studies education in Turkey between 2015 and 2021; to examine according to descriptive, methodological and subject distributions. Document analysis technique, which is one of the qualitative research designs, was used in the research. The main data source of the research is postgraduate theses. These theses were obtained by scanning in YÖK Thesis Center, and a total of 785 postgraduate theses, of which 659 are master's and 126 are doctoral theses, were examined. In the research, "Thesis Classification Table" and "Methodical Classification Table" were used as data collection tools. Content analysis technique, which is one of the analysis techniques used for qualitative research, was used in the research. According to the descriptive distribution results of the research; When the thesis type distributions were examined, it was observed that the master's theses were much more than the doctoral theses and the universities where the most studies were conducted were Gazi and Marmara universities. When the research type distributions of the theses were examined, it was observed that the most qualitative research type was used, and the scanning design was mostly used as a design. When the sample distributions of the theses were examined, it was observed that they mostly worked with secondary school students. According to the subject distribution results of the research; It was observed that subjects belonging to the categories of attitude/opinion/concern/belief and teaching method/technique/strategy/approach were studied. Another result is; It is the result of the theses made in the field of social studies education that there are some methodological deficiencies. It has been observed that some of the theses examined do not have a method section, and some theses have a method section, but are very incomplete and faulty in content.

Keywords: Social Studies Education, Graduate, Subject Orientation.

Citation: Akman, Ö., & Ekici, K. (2022). Subject Origination and Methodical Analysis of Thesis Made in the Field of Social Studies Education in Turkey. In A. Ben Attou, M. L. Ciddi, & M. Unal (Eds.), *Proceedings of ICSES 2022-- International Conference on Studies in Education and Social Sciences* (pp.338-347), Antalya, Türkiye. ISTES Organization.

Introduction

Postgraduate studies in the field of education have a very important place in revealing the problems of countries in the education system. Postgraduate studies contribute to the advancement of science academically in terms of revealing the problems in education and providing solutions or suggestions for these problems (Tereci and Bindak, 2019). From this point of view, it is very important to examine the master's and doctoral dissertations conducted in the field of social studies education.

It has been seen that there are a number of difficulties in the process of researchers who want to work in field education in Turkey to reach the previous studies in the field and to support the studies to be carried out. Apart from this, within the scope of field education projects, scientific and Technological Research Council of Turkey (TUBITAK) and Turkish Academy of Sciences (TUBA) and could not be supported by organizations such as the research fund of the University Mone and provide a limited level of financial support is known. Although there are many reasons for this situation, another reason is that field education is not understood at an adequate level (Karamustafaoglu, 2019). Social studies education has an important place in field education. Based on this, the studies to be carried out on the field will improve the quality of the field. This study is important in terms of providing convenience to researchers by revealing issues that have not yet been studied in the field or revealing what the priority issues that need to be studied in the field will be.

The importance of original studies has increased over time and thus it has gained a respectable position in the scientific community by separating from other studies (Tereci and Bindak, 2019). For this reason, it is very important to scan the literature for researchers who will conduct a scientific study. In this context, this study is the graduate students in the field of social studies education in the subject area of this thesis is to identify and 2015-2021 were classified according to their work, and figure out what is the state of the field in our country, and for guiding researchers to do research in the field is important. In addition, this study is very important in terms of revealing what the deficiencies are in the theses made in the field of social studies education and what new researchers should pay attention to in their studies.

In this research, in the field of social studies education in Turkey between the years 2015-2021 of Masters and doctoral theses; i) the year of publication, type of dissertation, thesis, dissertation, University and the title of the thesis in terms of features, (II) the terms of the characteristics of thesis methodological and III) in terms of the distribution of the subject aims to examine. For this purpose, answers to the following questions have been sought.

1. What is the distribution of theses in the field of social studies education in Turkey according to the type, year, university and supervisor title?
2. What are the methods used in theses in the field of social studies education in Turkey?
3. What are the general orientations when looking at the topics of theses in the field of social

studies education in Turkey?

Method

The Pattern of the Research

In this research, document analysis (analysis), which is one of the qualitative research patterns, was used. Qualitative research is a type of research that includes some philosophical orientation/approaches, focusing on how people interpret their own experiences and what kind of meaning they attach to these experiences. Qualitative research is an inductive process with rich descriptions that focuses on meaning and understanding (Merriam, 2018).

Qualitative research; basically consists of three different data collection. These are observation, interview (interview) and documents (Patton, 2014). Interviews; mostly cover parts related to people's experiences, feelings and thoughts. Observations are concerned with the observable parts of human behavior, actions and interpersonal interactions. Dec. On the other hand, documents include the examination of all kinds of written texts (Patton, 2014). Since each of the theses constituting the main data source of this research has the property of being a document, the document analysis technique was used in the research.

Universe and sampling

The sample of the research consists of 785 graduate theses registered at Dec Thesis Center and published in the field of social studies education between the years 2015-2021, 659 of which are master's and 126 are doctoral theses in total.

Data Collection Tool

In order to collect the data of the study, the "Thesis Classification Table" (October A) was created in Microsoft Word and the descriptive information about the theses was classified under categories. These categories are; thesis number, thesis type, thesis year, university where it was made, 1. the title of consultant and 2. the title of consultant is in the form of. In determining the methodological characteristics and subject orientation, a "Methodological Classification Table" was created using the same method and classified into categories. These categories are; the thesis number is in the form of research method, research model, sample group, data collection tool, data analysis method and subject.

Analysis Of The Data

In the analysis of the data, the content analysis method used in qualitative research was used. "Content analysis is a systematic process for identifying content communication" (Merriam, 2018). Content analysis mostly refers to

text analysis, such as interview notes, documents, and diaries. In other words, content analysis is used as an attempt for the researcher to determine the meanings of the data and to make sense of the data by taking the voluminous qualitative material in the center (Patton, 2014). The main purpose of content analysis is to collect similar data around certain concepts and themes and to organize and interpret these concepts and themes in a way that the reader can easily understand (Karataş, 2015).

Results

In this part of the research, the findings showing the university distributions of the theses in the field of social studies education, which were published between 2015-2021 in Turkey and have reached the full version, are presented in the form of frequency and Decimals in the form of tables.

Table 1. Distribution of Theses published on Social Studies Education in Turkey according to Universities

University	f	%
Gazi University	69	8,78
Marmara University	48	6,11
Niğde Ömer Halisdemir University	38	4,84
Ataturk University	30	3,82
Euphrates University	30	3,82
Tokat Gaziosmanpasa University	27	3,43
Uşak University	26	3,31
Afyon Kocatepe University	25	3,18
Sakarya University	25	3,18
Akdeniz University	24	3,05
Kastamonu University	23	2,92
Necmettin Erbakan University	23	2,92
Muğla Sıtkı Koçman University	21	2,67
Kirsehir Ahi Evran University	20	2,54
Inönü University	19	2,42
Aksaray University	18	2,29
Sivas Republican University	18	2,29
Erzincan Binali Yildirim University	16	2,03
Bolu Abant İzzet Baysal University	16	2,03
Aydın Adnan Menderes University	14	1,78
Kütahya Dumlupınar University	14	1,78
Recep Tayyip Erdoğan University	14	1,78
Adıyaman University	13	1,65

University	f	%
Anatolian University	12	1,52
Ondokuz Mayıs University	11	1,40
Amasya University	11	1,40
Manisa Celal Bayar University	10	1,27
Ağrı Ibrahim Çeçen University	10	1,27
Giresun University	10	1,27
Pamukkale University	10	1,27
Gaziantep University	10	1,27
Yıldız Technical University	10	1,27
Erciyes University	9	1,14
September Dokuz Eylül University	9	1,14
Burdur Mehmet Akif Ersoy University	9	1,14
Caucasian University	8	1,01
Bursa Uludag University	8	1,01
Balıkesir University	8	1,01
Çukurova University	7	0,89
Trabzon University	5	0,63
Karadeniz Technical University	5	0,63
Nevşehir Hacı Bektaş Veli University	5	0,63
Hatay Mustafa Kemal University	5	0,63
Çanakkale Onsekiz March University	4	0,50
Istanbul University	4	0,50
Van Yüzüncü Yıl University	4	0,50
Ankara University	3	0,38
Ordu University	3	0,38
Eskişehir Osmangazi University	3	0,38
Mersin University	3	0,38
Bartın University	3	0,38
Zonguldak Bulent Ecevit University	3	0,38
Sinop University	2	0,25
Hacettepe University	1	0,12
Trakya University	1	0,12
Duzce University	1	0,12
Ege University	1	0,12
Bahçeşehir University	1	0,12
Kahramanmaraş Sütçü Imam University	1	0,12

University	f	%
Kocaeli University	1	0,12
Kilis 7 Aralık University	1	0,12
Total	785	100

Table 1 shows the distribution of graduate theses published in the field of social studies education in Turkey according to the universities where they were conducted. According to this table, the Universities of graduate thesis work maximum, respectively; Gazi (f=68), Marmara (f=48), Niğde Ömer Halisdemir (f=38), Atatürk (f=30), the Euphrates (f=30), Tokat Gaziosmanpaşa (f=27), Butler (F=26), Afyon Kocatepe (f=25), Sakarya (f=25) and Akdeniz (f=24) of universities. Again, according to this table; the universities where graduate thesis studies are carried out the least, respectively; Hacettepe (f=1), Thrace (f=1), Düzce (f=1), the Aegean (f=1), Bahçeşehir (f=1), Kahramanmaraş Sütçü İmam (f=1), Kocaeli (f=1) and Kilis 7 Aralık (f=1) universities.

The fact that the vast majority of dissertations were conducted at Gazi and Marmara universities can be explained for various reasons. One of these reasons can be explained by the fact that the academic staff numbers of these two universities are higher than other universities. Another reason is; this can be explained by the fact that the graduate programs of these universities have been opened earlier than other universities and the research opportunities offered to students are wider.

Table 2. Distribution of Research Patterns used in published Theses on Social Studies Education in Turkey

Research Pattern	f	%
Scanning (descriptive, relational, cross-sectional, general, singular)	247	30,99
Experimental pattern	116	14,55
State study (case study)	84	10,53
Document review	62	7,77
Phenomenon science (phenomenology)	58	7,27
Descriptor (Expander) sequential pattern	49	6,14
Action research	46	5,77
Nested (embedded) pattern	25	3,13
Descriptive	21	2,63
Converging parallel pattern	12	1,50
Simultaneous pattern	11	1,38
Interview technique	11	1,38
Basic qualitative research	7	0,87
Variation pattern	5	0,62
Explorer sequential pattern	4	0,50
Historical research	4	0,50

Research Pattern	f	%
Oral history	2	0,25
Embedded theory	2	0,25
Ethnography	1	0,12
Design-based research	1	0,12
Multi-stage mixed method	1	0,12
Intervention pattern	1	0,12
Narrative questioning	1	0,12
Unspecified	26	3,26
Total	797	100

Table 2 includes the distribution of research patterns used in theses published in the field of social studies education in Turkey. According to this painting; the most commonly used pattern in theses appears to be a scanning pattern (f = 247) by a large margin. Then the most commonly used patterns, respectively; experimental pattern (f = 116), state study (f = 84), document review (f = 62), fact science (f = 58), descriptive pattern (f = 49), action research (f = 46), nested pattern (f = 25), descriptive (f = 21), converging parallel pattern (f = 12), mate timed pattern (f = 11) and interviewing technique (f = 11). This is the order; basic qualitative research (f = 7), variation pattern (f_5), explorer sequential pattern (f = 4), historical research (f = 4), oral history (f = 2), and shepherd theory (f = 2) follow the patterns. The number of theses for which the research pattern is not specified appears to be f = 26. The least used research patterns are: intervention pattern (f = 1), narrative inquiry (f = 1), multi-stage mixed method (f = 1), design-based research (f = 1), and ethnograph (f = 1).

Table 3. Distribution of Published Theses on Social Studies Education in Turkey based on Subject Orientation

Subjects studied in theses	f	%
Attitude/opinion/anxiety/belief	234	28,74
Teaching approach/method/technique/strategy	208	25,55
Skill/level/self-proficiency review	78	9,58
Textbook review	55	6,75
Perceptions/awarenesses	49	6,01
Teaching program review	38	4,66
Work/book review	20	2,45
Metaphor	17	2,08
Concept teaching/misconception	13	1,59
Field information/occupational competency	13	1,59
Problems faced in education-education	10	1,22
Design an educational model/process/learning environment	9	1,10
Lesson reviews	9	1,10

Subjects studied in theses	f	%
Value training	7	0,85
Institution/association review	5	0,61
Dissertation/article review	5	0,61
Magazine/newspaper/film/poetry review	5	0,61
Moral identity profile/personality types	4	0,49
Cognitive structure	4	0,49
Material enhancement	3	0,36
App/website/social media group review/development	3	0,36
Current affairs/controversial topics	2	0,24
Design events	2	0,24
Teacher-made exams	2	0,24
Scale enhancement	2	0,24
Meta-analysis	2	0,24
Program development/recommendation	2	0,24
Digital/active citizenship	2	0,24
Teacher-student relationship	1	0,12
Family participation in lessons	1	0,12
Oral history study	1	0,12
School culture	1	0,12
Teaching styles	1	0,12
Measurement-assessment	1	0,12
Reasons for preferring the teaching profession	1	0,12
Citizenship type	1	0,12
Civic engagement strategies	1	0,12
Informal reasoning	1	0,12
Ecological footprint	1	0,12
Total	814	100

Table 3 includes the distribution of theses published in the field of social studies education in Turkey based on subject orientation. According to this painting; thesis in the field of social studies studies most often shows that attitude/opinion/anxiety/belief (f = 234) and teaching approach/method/technical/strategy (f = 208) are studied. This order is followed by skill/level/self-efficacy review (f = 78), textbook review (f = 55), perception/awareness (f = 49), and teaching program review (f = 38). The teacher-student relationship (f = 1), family participation in classes (f = 1), school culture (f = 1), reasons for preferring the teaching profession (f = 1), and measurement-evaluation (f = 1) appear to be treated as subjects only once. This is the case. shows that studies in the field of social studies have been piled into a particular subject area.

Discussion and Conclusion

In this research, in the field of social studies education in Turkey between the years 2015-2021 of Masters and doctoral theses; i) the year of publication of the thesis, dissertation type Thesis University and the title of the thesis in terms of features, (ii) the methodological characteristics of the thesis and (III) subject the distributions were investigated. In the direction of this research, the following results have been reached.

The title characteristics of the graduate theses published in the field of social studies education; The type of thesis, the year the thesis was published, the university where the thesis was made and the thesis advisors are as follows: The most theses published in the field of social studies education were published in 2019. The year in which at least the thesis is published is 2021. Deciently, when the type of graduate theses is examined, it is among the results that master's theses are much more than doctoral theses.

In addition, according to the distribution results of the universities where the Deciphered theses were published, it is among the results reached by the research that the most theses were published at Gazi University. When examined in terms of the title characteristics of thesis advisors, it is seen that in the vast majority of thesis advisors, faculty members with the title of Associate Professor are advising on theses.

The distribution results of the theses published in the field of social studies education according to the research method, research design, study group, data collection tool and data analysis method are as follows: It is observed that the most commonly used research method in theses is the qualitative research method. It is observed that the most used research pattern in the theses examined is the scanning pattern. In addition, it is among the results that there are theses in which the research pattern is not specified. Dec. When the study group of the theses is examined, it is seen that the students at the secondary school level are the most in the study group. It is observed that the interview technique is used the most as a data collection tool in the thesis. And again, as an analysis technique in these theses, we see that t-test and content analysis techniques are used much more than other analysis techniques with very close ratios to each other.

Another finding of this research, in which thesis studies conducted in the field of social studies education are examined, is the conclusion that the theses conducted in the field have a number of methodological shortcomings. It has been observed that there are no method sections in some of the theses examined, and although there is a method section in some theses, it is very incomplete and erroneous in content. For example; it is among the findings that the information about which analysis the research mentioned in the abstract section of the theses uses is not included in the method section or that a different analysis is performed in the method section than the analysis method mentioned in the abstract section. Dec. In addition, it was observed that the analyses included in the method section and claimed to be used in the research were not used in the findings section.

Recommendations

The findings regarding the topics studied in the theses in the field of social studies education are as follows:

It is observed that the subjects under the category of attitude / opinion / anxiety / belief and teaching approach / method / technique / strategy are studied the most in the theses made in the field of social studies education in the second year. This order is followed by skill /level /self-efficacy examination, textbook examination, perception /awareness and curriculum examination categories. It is observed that the teacher-student relationship, family participation in classes, school culture, reasons for choosing the teaching profession, and assessment and evaluation issues are discussed as topics only once.

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