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Examination of the curriculum and instructional PhD dissertations in the field of educational sciences concerning theoretical framework, method and contributions of research dimensions

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ABSTRACT This study focused on the doctoral program in Curriculum and Instruction (CIPP) due to its crucial role in training qualified human capital and in creating solutions for economic and social problems. It investigated to what extent CIPP contributes to training innovative and creative Turkish PhD holders evaluating their dissertations through a rubric. Two expert raters in educational sciences evaluated seventy dissertations completed by the Turkish PhD holders in Turkey and abroad between 2013 and 2019 according to the cutoff scores in the rubric. Twenty-nine dissertations were rated at Below Level 1, forty-one dissertations at Level 1 and no dissertations at Level 2. No significant difference was observed among the dissertations despite significant differences in theoretical framework, method and contributions of research dimensions. The dissertations completed in Turkey and abroad do not contribute an innovative perspective to education. It is understood that the programs are not effective to train innovative and creative the PhD holders. Several implications were discussed to improve the doctoral programs.

Keywords: *Contributions of research dimension, Field of curriculum and instruction, Method dimension, PhD dissertation, Rubric, Theoretical framework dimension*

Eğitim programı ve öğretim alanındaki doktora tezlerinin kuramsal çerçeve, yöntem ve araştırmanın alana katkı boyutlarına göre değerlendirilmesi

ÖZ Bu çalışmada sosyal ve ekonomik problemlerin çözümünde ve nitelikli insan kaynaklarının yetiştirilmesinde çok önemli rolü olan Eğitim Programları ve Öğretim (EPÖ) doktora programına odaklanılmıştır. Çalışmada EPÖ alanında doktora derecesine sahip kişilerin dereceli puanlama anahtarı kullanılarak doktora tezleri değerlendirilmiş olup ilgili alandaki doktora programının ne kadar yenilikçi ve yaratıcı araştırmacı yetiştirdiği araştırılmıştır. Eğitim bilimlerinde uzman iki kodlayıcı, 2013 ve 2019 yılları arasında Türkiye ve yurtdışında ilgili alanda Türklerin yapmış olduğu yetmiş doktora tezini, dereceli puanlama anahtarındaki kesme puanına göre analiz etmiştir. 1. seviye altında yirmi dokuz tez, 1. seviyede kırk bir tez ve 2. Seviyede hiç tez değerlendirilmiştir. Tezlerin alt boyutlarını oluşturan kuramsal çerçeve, yöntem ve araştırmanın alana katkılarında anlamlı farklılık oluşmasına karşın tezlerde anlamlı bir fark meydana gelmemiştir. Türkiye ve yurtdışında tamamlanan doktora tezleri eğitime yenilikçi bir bakış açısı kazandırmamaktadır. Söz konusu doktora programlarının yenilikçi ve yaratıcı doktora derecesine sahip kişileri yetiştirmede etkin olmadıkları anlaşılmaktadır. Doktora programlarını iyileştirmek için çeşitli öneriler tartışılmıştır.

Anahtar Sözcükler: *Araştırmanın katkıları boyutu, Doktora tezi, Eğitim programları ve öğretim alanı, Kuramsal çerçeve boyutu, Dereceli puanlama anahtarı, Yöntem boyutu*

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INTRODUCTION

Education is considered as a social institution since people acquire knowledge, skills, qualifications and values through it. Therefore, educators have a significant impact on human capital who strives to acquire necessary qualifications in different fields in the knowledge-based economy and society. Higher education in particular has an important role in the formation of human capital and qualified human capital provides competitiveness among countries. Today, innovation capability is one of the pillars of the Global Competitiveness Index and higher education is the main supplier of this pillar through research and development (World Economic Forum, 2019). In this sense, PhD holders are particularly important to research and innovation on account of advanced training in doctoral programs to extend knowledge beyond its current boundaries (OECD, 2019a). Education also needs to continuously evolve to overcome the challenges stemming from the fast changing and unpredictable globalized world (Serdyukov, 2017). Coping with these challenges necessitates training human capital that can develop innovative policies, approaches and applications particularly through doctoral education. In this context, PhD holders in educational sciences can implement innovative teaching practices in their classrooms. These practices can determine the characteristics of classroom activities, which can enable students to acquire the 21st century skills the knowledge-based economy and society need. Therefore, the competency of PhD holders has an impact on a wide spectrum ranging from pushing the boundaries of the knowledge in their fields to training pre-service teachers.

The Recommendation on "European Qualifications Framework (EQF) for Lifelong Learning" was adopted by the European Parliament and the Council of Europe in 2008. The core element of the EQF is a set of eight reference levels defined at each level in terms of knowledge, skills and competence. In this context, Turkish Qualifications Framework (TQF) has been prepared, under the coordination of the Vocational Qualifications Authority (VQA), by the NQF Preparation Commission which comprises representatives from the Ministry of National Education (MoNE), the Council of Higher Education (CoHE) and technical working groups also including social parties (VQA, 2015). A doctoral degree is the highest-level qualification in higher education and equivalent to the level 8 in both EQF and TQF. These programs should enable them to gain skills necessary to be innovative in science, develop a new scientific method or employ a known method to another field during their doctoral training to deal with the problems encountered in social, cultural and economic domains (Turkish Graduate Education Regulation, 2016).

The creativity and professionalism of the human capital have a critical role in developing innovative solutions for economic and social problems. The labor force for production and service sectors develop its professional qualifications and acquire necessary competence at educational institutions, which are workplaces for the educational sector. The teachers in Turkey get their pre-service teacher training at the faculties of education. The curricula for all types of education in all levels are developed in collaboration with the Curriculum and Instruction departments at the faculties of education. All the teachers regardless of their branches prepare their students for professional life through these curricula. The doctoral programs, the highest level in education, are expected to train the human capital that can bring high level innovative approaches and applications to education. The PhD holders in Curriculum and Instructional PhD programs (CIPP) are supposed to be administrators for educators. Therefore, the level of their competence directly affects the quality of education. To illustrate, the results of the content knowledge examination for pre-service teachers conducted by the Center for Assessment, Selection and Placement (ÖSYM, 2018) indicated that the Turkish teachers' mean score is about 27 and the Elementary Mathematics teachers' mean score is about 12 out of 50 questions. This has serious implications for both teacher training curricula and the academicians' qualifications in the field of education. It is not known how these teachers will compensate their lack of content knowledge in their teaching professions and how this issue will influence their teaching practices. Therefore, this study focused on the doctoral program of Curriculum and Instruction (CIPP) due to its crucial role to train

qualified human capital and to create solutions for economic and social problems. This issue is critical because new approaches appear in curriculum design and instruction in the 21st century. There is a shift from a static, linear learning progression model to a non-linear dynamic model. In this dynamic model, each student has his/her learning path to acquire different skills and attitudes. With regard to students' assessments a shift from standardized testing to different types of assessments takes place (OECD, 2019b). The PhD holders in CIPP are expected to find solutions for the problems stemming from curricula in all levels of education varying from primary to higher education. Decision makers and researchers particularly the PhD holders in CIPP are supposed to answer what knowledge, skills, attitudes and values students should have to improve and shape their world and how instructional systems develop these features effectively (OECD, 2018).

To develop innovative approaches and applications in the curricula for all levels of education, the PhD holders in CIPP should demonstrate authority, innovation and qualifications to come up with new ideas and processes in study or work (European Commission, 2018). In this study, we will examine their dissertations because they demonstrate their technical, analytical and writing skills (Lovitts, 2005). They certify to what extent their owners are competent to use their knowledge, skills to develop new ideas and processes. In this regard, dissertations provide external and internal evaluators with an overall impression for their owners' technical, analytical and writing skills.

This study aims to compare the doctoral dissertations of CIPP completed in Turkey and abroad by the Turkish PhD holders. The doctoral dissertations completed abroad were selected from the European and American universities. Besides, all dissertations were evaluated according to doctoral level qualifications determined by the EQF and TQF, but it is important to note that to compare among the dissertations at national and international levels, differences in the doctoral training with regard to the admission criteria and training courses should be also taken into account. In this regard, the candidates should submit their diplomas, transcripts, doctoral proposals, curriculum vitaes, intention and reference letters, language proficiency documents to the universities abroad. The PhD students should be involved in research-related activities (peer reviewed articles, presentations and conference proceedings), take specialist skills training (summer courses, specialist courses and workshops), transferable skills training (organization of events and participating in working groups) teaching and societal outreach (supervision of BA and MA thesis) and prepare annual progress report (Ghent University, 2019; Leuven University, 2018; Vrije University, 2019). On the other hand, the Turkish universities ask PhD candidates to submit their diplomas, transcripts, academic personnel and postgraduate education entrance exam results and knowledge of foreign language documents. The PhD students should take at least seven courses, a seminar course, a qualifying examination and prepare a proposal for their dissertations (Turkish Graduate Education Regulation, 2016). It is understood that the European and US universities demand more documents to select the PhD candidates in the entrance to the doctoral programs and ask them to develop their research transferable skills in the training program. Contrarily, the documents submitted to the entrance for Turkish doctoral programs seem to be less distinctive to determine the right candidates. Furthermore, the doctoral training does not focus on developing the PhD students' research and transferable skills. In this regard, it is assumed that there are significant differences among the dissertations in CIPP completed in Turkey and abroad by the Turkish PhD holders.

Studies Conducted to Evaluate the Dissertations in CIPP

The literature review indicated that several studies (Bıkmaz, Aksoy, Tatar, & Altınyüzük 2013; Çapuk, 2014; Çeri, 2013; İşcan & Bıkmaz, 2012; Kozikoğlu & Senemoğlu, 2015; Yağan, 2018; Yetkiner, Erdol, & Ünlü, 2019) were implemented to examine the dissertations completed in CIPP. Bıkmaz et al. (2013) examined 358 doctoral dissertations conducted in CIPP in Turkey between 1974 and 2009 through the content analysis in their studies. They took into account some variables such as the subject of the theses, university and the design of the studies. In his doctoral dissertation, Çapuk (2014) compared Curriculum and Instructional master and doctoral programs between Turkey and the US using collective case study and comparative research methodologies. Çeri (2013) evaluated master and doctoral programs in Curriculum and Instruction according to the faculty members' perceptions in Turkey between the

academic years 2012-2013 using qualitative method in her master's thesis. İşcan and Bıkmaz (2012) analyzed CIPP in Turkey and abroad based on application requirements, student admission and curricula variables using the qualitative data. Kozikoğlu and Senemoğlu (2015) examined 121 doctoral dissertations completed in CIPP in Turkey between 2009 and 2014 in terms of several variables such as university, year, research topic, method, research design, sample type, sample size by means of the content analysis. In her doctoral dissertation, Yağan (2018) evaluated the doctoral dissertations in CIPP in Turkey deriving the students' and faculty members' perceptions through qualitative research method and case study design. Besides, she compared the doctoral programs of England and Turkey. Yetkiner et al. (2019) analyzed 50 doctoral dissertations completed in CIPP in Turkey between 1996 and 2017 in terms of research subjects, universities, research design, research method, sample size, data collection tools and education level variables through content analysis method. The Turkish researchers have a tendency to study the dissertations completed in CIPP in the Turkish context according to common variables in a definite period. For that reason, the studies share common points regarding the research topic, methods and contributions. In other words, these factors decrease the originality of the dissertations.

Importance of the Study

The current study is expected to make contributions to the literature in several aspects. One of the distinctive features of this study is to evaluate the dissertations through the explicit and empirical criteria in a rubric. The researchers of this study developed a rubric, which aims to evaluate the dissertations in educational sciences taking into account "Knowledge", "Skills" and "Responsibility and Autonomy" dimensions in the TQF, EQF and Turkish Graduate Education Regulation (TGER). Another distinctive feature of this study is to determine the levels of the competences of the dissertations according to the cutoff scores identified in the rubric. Based on the cutoff scores, the researchers created three Levels, namely bottom, middle and top cutoff scores in the rubric. In Below Level 1 (0-16:00), researchers poorly express the scientific, social and applied importance of their studies and their study methods and rarely use authentic methods and techniques and solve complex problems. In Level 1 (16:50-22:00), they sufficiently indicate the scientific, social and applied importance of their studies and their study methods and sometimes utilize authentic methods and techniques and solve complex problems. In Level 2 (23:00-30:00), they clearly and straightforwardly demonstrate the scientific, social and applied importance of their studies and their study methods and often utilize authentic methods and techniques and solve complex problems. Therefore, it is thought that this study can attract the attention of the decision makers and researchers to take initiatives to improve the doctoral programs and thesis progress in education according to these developed competence levels. At the same time, these competence levels are envisioned to give external and internal evaluators an impression to what extent the doctoral programs train innovative and creative researchers.

It is known that many researchers have studied the dissertations completed in educational sciences in the Turkish context and some researchers (Çapuk, 2014; Bayrak Karsli, Karabey, Cagiltay, & Göktaş, 2018) compared the dissertations produced in Turkey to those dissertations abroad. However, the literature review showed that any study has not yet been conducted to evaluate the dissertations completed in the field of educational sciences abroad by the Turkish PhD holders. Hence, it is considered that this study can fill a gap in this area. It is an important issue since the thesis of the Turkish researchers, who study abroad by their own means or get scholarships from the Turkish government such as MoNE and the Scientific and Technological Research Council of Turkey (TUBITAK), have not been evaluated by the Turkish authorities. In this context, this is the first study to evaluate whether there are similarities or differences among the CIPP dissertations completed in Turkey and abroad. Therefore, results might give an idea about the quality of Turkish doctorate education in the field of educational sciences and the qualification level of their graduates. For that reason, the analysis made here differ from the other studies regarding this issue in terms of the diversity of data set and the evaluations of the dissertations with regard to the dimensions in the rubric. It is important to note that this study can act as a guide to the researchers or evaluators, when making evaluations whether there are similarities or differences among the dissertations completed in Turkey and abroad in fields other than education.

Objectives of the Study

This study aims to fulfill three objectives. The first objective is to identify the levels of competences of the dissertations completed in CIPP according to the cutoff scores in the rubric. The second objective is to find out whether there are differences among the dissertations completed in Turkey and abroad in terms of the dimensions in the rubric created in consideration of TQF, EQF and TGER. The third objective is to find out whether there are differences in these dimensions. Research questions; In accordance with these objectives, the answers for the following questions were sought:

RQ1. What are the levels of competences of the Turkish PhD holders' CIPP dissertations completed in Turkey and abroad?
RQ2. Are there significant differences among the Turkish PhD holders' CIPP dissertations completed in Turkey and abroad?
RQ3. Are there significant differences among the dissertations with regard to the theoretical framework, method and contributions of research dimensions?

METHODOLOGY

In this study quantitative research design was embraced to realize the objectives of the study. The dissertations conducted in CIPP between 2013 and 2019 were reached through document analysis. Two raters evaluated the dissertations according to a rubric scoring "no", "partial" and "yes", which correspond to "0", "1" and "2", respectively.

Data Source

To determine the dissertations in CIPP, a comprehensive review was implemented in the sections for Turkish universities and Institute of Abroad Studies in the National Thesis and Dissertation Center of CoHE database between 2013 and 2019. The dissertations selected randomly going backward from 2019 according to their open-access status. Hence, the accessibility of the dissertations and the equal distribution of them by years were our main priority when making selections. The dissertations written by the Turkish researchers abroad are available in the Institute for Abroad Studies. As a result of this review, seventy dissertations were included in the study. As it is seen in Table 1, thirty-six dissertations were completed at Turkish universities. On the other hand, thirty-four dissertations were completed in a variety of different countries such as the USA, the UK, and Germany. Based on the acknowledgement parts of these dissertations, it is understood that 13 PhD holders were supported with the scholarship by the MoNE to continue their doctoral training and the others completed their training through their own means.

Table 1.
Data source information where the PhD dissertations were completed

Venue of university where the PhD dissertations completed	University Type	Number
Turkey	State University	31
	Private University	5
Abroad		34
TOTAL		70
	PhD holders' professions	
Turkey	Associate Prof.	1
	Assistant Prof.	18
	Instructor	5
	Research Assistant	1
Abroad	Assistant Prof.	16
	Instructor	5
	Research Assistant	2
TOTAL		48

According to Table 1, twenty five out of thirty-six PhD holders who completed their dissertations in Turkey work at different positions at the Turkish universities. When those PhD holders who did their doctoral training abroad are concerned, twenty three out of thirty-four PhD holders work as academicians at Turkish universities. These figures indicated more than half of the PhD holders work as academicians.

Analysis of Data

The rubric was used to analyze the dissertations completed in CIPP. It was developed taking into account the top policy documents of the EQF and TQF, which define and determine the minimum knowledge, skills, competences, academic and professional qualifications at each level of education, and the policy document of TGER, which defines the minimum requirements the PhD holders should have. It comprises 5 items in "Theoretical Framework", 6 items in "Method" and 4 items in "Contributions of Research" dimensions. The items in theoretical framework dimension indicate to what extent researchers express the theoretical frameworks and research problems, scientific, social and applied aspects in their studies. In method dimension, the items are concerned to what degree researchers express the method of their studies, the selection of the sample, the validity and reliability of the data collection instruments, the presentation of the findings, the usage of authentic methods and techniques and coping with complicated and new problems in their studies. Lastly, the items in contributions of research dimension reveal to what extent researchers contribute to the literature and applications. The rubric involves a three-point scale, namely "no", "partial" and "yes". Its content and construct validities were ensured taking into account the perceptions of five scholars. The researchers calculated Krippendorff's Alpha and Fleiss' Kappa values to examine the consistency of assessments among five raters in this study. Krippendorff's Alpha and Fleiss' Kappa were calculated .775 and .617 respectively. Krippendorff's Alpha value is acceptable [α>0.667] (Krippendorff, 2004) and Fleiss' Kappa value [κ=.617] shows a substantial agreement among the raters (Landis & Koch, 1977). In addition to the development of the rubric, the researchers determined the cutoff scores to identify the dissertations' competence levels by addressing 31 scholars' perceptions. The mean scores for the items obtained from these scholars were calculated to determine the cutoff scores. According to this calculation, the researchers identified three Levels, namely Below Level 1 (not meeting expectations), Level 1 (meeting expectations) and Level 2 (exceeding expectations). They found that the cutoff scores for 00-16.00, 16.50-23 and 23.00-30.00 correspond to Below Level 1, Level 1 and Level 2, respectively.

Two raters, who are experts in the educational sciences, evaluated the dissertations according to the rubric. Intraclass correlation coefficient (ICC) was used to calculate the reliability of the rating on account of the continuous data (Koo & Li, 2016). In this study, two raters evaluated all of 70 dissertations. Two-way fixed model was used to determine the absolute agreement between the raters. Besides, the correlation and internal consistency reliability among the evaluation results were calculated to determine the reliability of the rating. As seen in Table 2, Cronbach's Alpha value was found to be .939. This value indicates that the internal consistency for the evaluation scores is excellent (Can, 2019; George & Mallery, 2016). This is an expected and desired result owing to the evaluators' rating through the rubric. Inter-item correlation coefficient among the evaluations of two raters was calculated as .889, which can be considered as high (Crocker & Algina, 2008).

Table 2.
Reliability statistics for two raters' evaluations

Reliability Statistics		Inter-Item Correlation Matrix		
Cronbach's Alpha	N of Items		Rater 1	Rater 2
.939	2	Rater 1	1.000	.889
		Rater 2		1.000

The scores for the dissertations in the study were calculated taking into account the mean averages of the raters' evaluation scores. For that reason, the coefficients for average measures were used to identify the consistency coefficient value. According to Table 3, ICC was calculated as .799, which means that

the reliability between the raters is at a good level (Koo & Li, 2016) and the reliability is statistically significant ($p<0.05$).

Table 3.
ICC values for the reliability of rating

	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.665	-.078	.889	16.361	69	69	.000
Average Measures	.799	-.170	.941	16.361	69	69	.000

RESULTS

The levels of competences of the dissertations completed in CIPP in Turkey and abroad

The cutoff scores, which were developed to determine the levels of competences of the dissertations in the rubric, were taken into account to identify the competence levels of the dissertations included in the current study. Two raters evaluated 36 and 34 dissertations completed in Turkey and abroad, respectively. According to Table 4, 15 and 21 dissertations completed in Turkey fell within the ranges Below Level 1 and Level 1, consecutively. On the other hand, 14 and 20 dissertations completed abroad were classified in the Below Level 1 and Level 1, respectively. It appears that no dissertations were evaluated at Level 2.

Table 4.
The levels of competences of the dissertations

Origin of the dissertations	Level of competence	Frequency	%	Cumulative %
Turkey	Below Level 1	15	41.7	41.7
	Level 1	21	58.3	100
	Level 2	0	0	
Abroad	Below Level 1	14	41.2	41.2
	Level 1	20	58.8	100
	Level 2	0	0	

Differences among the dissertations completed in CIPP in Turkey and abroad

Independent samples t-test was conducted to determine whether there is a significant difference among the mean scores derived from the evaluations of the dissertations completed in Turkey and abroad. To use this test, the data belonging to the variables should be continuous, the group variances should be equal and their distributions should be normal (Kirk, 2007). Shapiro-Wilk test was used as a normality test on account of involving continuous data and the number of data less than 50 (Büyüköztürk, 2014). Levene test was implemented to test the equality of the variances. According to the result of Shapiro-Wilk test in Table 5, the distribution of the data concerning the variables is normal ($p_{Turkish}>0.05$ and $p_{abroad}>0.05$). In Table 5, the result of Levene test indicates that there is not a statistically significant difference among the data with regard to the group variances ($p>0.05$). All assumptions for the independent samples t-test were ensured according to these results.

Table 5.
Shapiro-Wilk and Levene's Test for Equality of Variances results

	N	Mean	Std. Deviation	Shapiro-Wilk			Levene's Test	
				Statistic	Df	Sig.	F	Sig.
Turkey	36	16.81	2.198	.979	36	.707	.031	.861
Abroad	34	17.29	2.181	.963	34	.298		

According to the result of the independent samples t-test in Table 6, there is not a significant difference among the mean scores for the evaluations of the dissertations completed in Turkey and abroad (t= -0.427, p>0.05).

Table 6.
T-test results for Equality of Means

T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-.427	68	.670	-.224	.524	-1.269	.821

Differences among the dissertations with regard to the dimensions

In this study, it was examined whether a differentiation occurs among 3 dimensions, namely "theoretical framework", "method" and "contributions of research" for 70 dissertations through the rubric. As the number of the dimensions in the rubric is different (five items in theoretical framework, six items in method and four items in contributions of research), the mean average scores of the dimensions in the dissertations were calculated. To illustrate, the theoretical framework dimension of a dissertation was evaluated based on 6 points. The mean average for this dimension was calculated as 1.2 (6/5). In this way, the mean average scores for the items in the dimensions of 70 dissertations were measured.

An Anova test was conducted to find out whether there are significant differences among three dimensions. According to Table 7, skewness and kurtosis coefficients are less than 1 and the number of the variables is more than 50. These results indicate that there is a normal distribution (Şencan, 2005). However, the variances of the mean average scores for the dimensions of the dissertations are not homogeneous based on the results of Levene test in Table 8 (24.915, p<0.05).

Table 7.
Measures of Skewness and Kurtosis

	N	Mean	Std. Deviation	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
Theoretical Framework	70	1.237	.169	-.219	.287	-.014	.566
Method	70	1.327	.150	.002	.287	.273	.566
Contributions of Research	70	.691	.290	-.120	.287	-.916	.566

The Welsh test was used to provide a better performance under the circumstances where variances are heterogeneously distributed (Can, 2019; Liu, 2015). According to the result of Welsh test in Table 8, there is a significant difference among mean scores of the items in two dimensions (stat=133.800, p<0.05).

Table 8.
Homogeneity of Variances

Tests	Statistics	df1	df2	Sig.
Levene	24.915	2	207	.000
Welsh	133.800	2	131.346	.000

Games-Howell test is used when assumption of variance homogeneity is not met (Shingala & Rajyaguru, 2015). It was implemented to determine in which dimension the differentiation occurred. According to Table 9, a significant difference occurred in favor of method dimension when theoretical framework and method ones were concerned. A significant difference happened in theoretical framework compared to the contributions of research dimension. A significant difference was observed in the contributions of research dimension when method and the contributions of research dimensions were considered. Based on these results, it can be stated that the most significant difference is in method dimension, whereas the least significant difference is the contributions of research dimension.

Table 9.
Comparative results of Games-Howell Test

Dimensions	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Theoretical Framework-Method	-.090*	.0270	.003	-.1541	-.0264
Theoretical Framework-Contributions of Research	.546*	.04010	.000	.4508	.6413
Method-Contributions of Research	.636*	.03901	.000	.5435	.7291

*. The mean difference is significant at the 0.05 level.

DISCUSSION

The levels of competences of the dissertations completed in CIPP in Turkey and abroad

It was found that 29 dissertations completed at Turkish universities and abroad were evaluated at Below Level 1. This means that the dimensions, namely theoretical frameworks, methods and contributions of the studies in these 29 dissertations were poorly demonstrated. On the other hand, 41 dissertations produced at Turkish universities and abroad were considered to meet the expectations with regard to these dimensions. Besides, any dissertation was not evaluated at Level 2 with the exceeding expectations. In other words, all of the dissertations do not meet the expectations. These findings are supported by Karadağ (2009) since he examined 324 doctoral dissertations produced in educational sciences in Turkey by means of a thematic and methodological review and found that PhD holders studied attitudes and success in their dissertations to a large extent and the level of the methodological qualifications was insufficient. As a result of the examination of 750 dissertations completed in the field of humanities and social sciences of private higher education institutions in Thailand, Laosum, Kanjanawasee and Pitayanon (2016) found that most of the dissertations were rated at the standard level. In another study, Uysal (2013) examined 107 dissertations completed in the field of educational administration supervision planning and economics in Turkey in her dissertation. She revealed that the topics are similar and repetitive in these dissertations. In addition, Fazlıoğulları (2012) analyzed 1.083 dissertations produced in educational sciences in Turkey and he pointed out that diversity is needed in themes, paradigms, research designs, data collection and analysis in the dissertations. What is more, a theoretical contribution cannot be provided to the field and a new model cannot be created in 121 dissertations completed in CIPP (Kozikoğlu & Senemoğlu, 2015). The levels of competences of the dissertations demonstrate that the doctoral programs are not so effective to train innovative and creative researchers. Hence, the PhD holders seem not to be able to produce dissertations at Level 2. This issue becomes more critical when their professions are taken into account because more than half of them are academicians. It is hard to expect them to bring innovative approaches and applications to education area. For that reason, the doctoral programs in educational sciences should be redesigned to train innovative researchers. As suggested by Çetin (2016) that doctoral students should choose high quality themes in their studies. PhD candidates or researchers can utilize educational design research in their dissertations as this design research can enable them to investigate scientifically educational problems in real learning settings to get usable and effective solutions (McKenney & Reeves, 2012). Through the educational design research, they can select new issues, research designs and data collection and analysis to study in their dissertations.

Differences among the dissertations completed in CIPP in Turkey and abroad

In this study the dissertations produced in CIPP in the universities in Turkey and abroad by the Turkish PhD holders were examined whether there is a significant difference among the mean scores of the dissertations. The result of independent samples t-test indicated that a significant difference did not happen among the dissertations. This finding is noteworthy while the universities in Turkey and abroad apply different criteria to select the candidates to their graduate programs (Yağan, 2018). Furthermore, 13 PhD holders, who completed their dissertations abroad, got the funding from the MoNE to work as academicians at the universities in Turkey. These PhD holders had the right to obtain a scholarship after

a competitive selection. It can be deduced that the Turkish researchers have a tendency to study similar research topics and use similar research designs, data collection and analysis in the dissertations regardless of where they conduct their doctoral training in accordance with the former result concerning the levels of competences of the dissertations completed in CIPP in Turkey and abroad. This issue remains a challenge for the MoNE, CoHE and higher education institutions to deal with because they cannot fully benefit from these dissertations to develop innovative approaches and applications in education area.

Differences among the dissertations with regard to the dimensions

It was found that there are significant differences among the dimensions of the dissertations according to the results of ANOVA test. The differences occurred in favor of method, theoretical framework and contributions of research dimensions, respectively. It can be deduced from these findings that the PhD holders have developed a well-established notion of methodology and theoretical framework in their dissertations. This also indicates that the contributions of their dissertations to the field of education are limited. In other words, the most significant difference occurs in method dimension, while the least significant difference occurs in the contributions of research dimension. Based on this finding, it can be argued that the doctoral programs are not very successful to train researchers with the qualifications prescribed in the TQF, EQF and TGER. These researchers' contributions to meeting their societies' social and economic needs remain so limited. Therefore, it is vital for them to graduate from their doctoral programs as competent in accordance with the requirements in TQF, EQF and TGER.

Limitations and implications

In this study the dissertations completed in the field of curriculum and instruction in educational sciences were evaluated through a rubric. The master's thesis or dissertations completed in the other fields such as assessment and evaluation, educational administration and planning and guidance and psychological counseling could be evaluated by means of this rubric. Besides, two raters with an expertise in educational sciences evaluated the dissertations in this study for raising the reliability of this study. The dissertations completed in educational sciences by the Turkish PhD holders who studied abroad could be examined because the Turkish government provides students with scholarships to study abroad. In this way, researchers could examine to what extent the scholarship program is useful to train the required human resources at the level of higher education.

CONCLUSION

PhD holders in educational sciences should be competent in "Theoretical Framework", "Method" and "Contributions of Research" dimensions in TQF, EQF and TGER to develop innovative approaches and applications in the field of education. This is quite important when the PhD holders in CIPP are concerned because they are expected to find solutions for the problems stemming from curricula in all levels of education varying from primary to higher education. More than 1 in 3 PhD holders in this study failed to demonstrate sufficient competence in the related dimensions. The others completed their dissertations with the expected features according to the rubric. Furthermore, the dissertations completed by the Turkish researchers in Turkey and abroad do not statistically show significant difference contrary to expectations that described in top policy documents including TQF, EQF and TGER. In general, they are more inclined to study the well-structured topics and methods in the literature, which means that the dissertations completed in educational sciences have a limited impact on developing policies in education. In addition to these findings, the results of the pre-service teachers' content knowledge examinations implemented by Assessment, Selection and Placement Center (ÖSYM) indicate that there is a serious problem with the quality of the human capital. It is noteworthy how the PhD holders, who show competency at Below 1, can train qualified human capital and develop innovative educational approaches and applications. Therefore, this issue should be investigated further with future studies to

comprehensively understand the PhD holders' competence levels with regard to their dissertations. In addition, the results might be improved by diversifying the raters. Other raters from different disciplines like social sciences might be involved in future studies and their ratings could be compared with each other. Besides, more dissertations might be evaluated in the field of educational sciences to generalize the findings of this study.

In 2019, the total doctorate graduate was 8.069 in Turkey, and nearly %10 of them was in the field of educational sciences. This ratio clearly displays that doctorate education in the field of educational sciences has an important place in the Turkish higher education system. Therefore, CoHE should prepare the frameworks concerning the research paradigms, curriculum redesign and instructional systems in the educational doctoral programs in collaboration with the other stakeholders including MoNE, VQA, higher education institutions and international organizations such as the OECD and UNESCO to improve them. In this way, the researchers can study different research paradigms and methods in dissertations, thereby contributing to the field of education. Turkish Higher Education Quality Council should evaluate to what extent the higher education institutions implement these frameworks. Besides, the dissertations completed by the Turkish scholarship students abroad by MoNE might be examined to evaluate the effectiveness of the scholarship programs. Similarly, the effectiveness of CoHE scholarships such as Mevlana, 100/2000 Doctoral Scholarship and International Research Scholarship might be also investigated.

Acknowledgements

All the dissertations in this study were accessed through the Higher Education of National Thesis and Dissertation Center. The PhD holders gave the consent to share their studies in this center. Therefore, any consent from them was not obtained. We paid attention not to make these PhD holders' or universities' names obvious. There is no conflict of interest. The researchers can access to this study through the authors' academic websites.

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APPENDIXES

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Bu çalışmada sosyal ve ekonomik problemlerin çözümünde ve nitelikli insan kaynaklarının yetiştirilmesinde çok önemli rolü olan Eğitim Programları ve Öğretim (EPÖ) doktora programına odaklanılmıştır. İlgili doktora programının ne kadar yenilikçi ve yaratıcı araştırmacı yetiştirdiğini araştırmak için EPÖ alanında doktora derecesine sahip kişilerin doktora tezleri değerlendirilmeye alınmıştır.

Tezlerin değerlendirilmesinde eğitimin her seviyesini tanımlayan ve bu seviyelerin her birinde bulunması gereken asgari bilgi ve beceri kazanımlar ile akademik ve mesleki yetkinlikleri belirlemesi nedeniyle üst politika belgeleri olan Avrupa Yeterlilikler Çerçevesi, Türkiye Yeterlilikler Çerçevesi ve Lisansüstü Eğitim ve Öğretim Yönetmeliği esas alınarak geliştirilen dereceli puanlama anahtarı esas alınmıştır. İlgili puanlama anahtarı, kuramsal çerçeve, yöntem ve araştırmanın alana katkıları boyutlarından oluşmaktadır. Ayrıca, araştırmacılar tezlerin yeterliliklerini belirlemek için puanlama anahtarında 1. seviye altı, 1. seviye ve 2. seviye gruplarına ilişkin kesme puanlarını oluşturmuşlardır. Oluşturulan bu kesme puanlarına göre;

1. Seviye Altında (0-16:00): Araştırmacılar tezlerinde çalışmalarının bilimsel, sosyal ve uygulamalı önemlerini yeteri kadar açık ifade etmezler ve çalışmalarında karmaşık problemleri çözmek için nadiren özgün yöntem ve teknikler kullanırlar. Bu seviyedeki tezler, üst politika belgelerinde aranan beklentileri karşılamamaktadır.

1. Seviyede (16:50-22:00): Araştırmacılar tezlerinde çalışmalarının bilimsel, sosyal ve uygulamalı önemlerini yeteri kadar açık ifade ederler ve çalışmalarında karmaşık problemleri çözmek için bazen özgün yöntem ve teknikler kullanırlar. Bu seviyedeki tezler, üst politika belgelerinde aranan beklentileri karşılamaktadır.

2. Seviyede (23:00-30:00): Araştırmacılar tezlerinde çalışmalarının bilimsel, sosyal ve uygulamalı önemlerini açık bir şekilde ifade ederler ve çalışmalarında karmaşık problemleri çözmek için sıklıkla özgün yöntem ve teknikler kullanırlar. Bu seviyedeki tezler, üst politika belgelerinde aranan beklentileri ileri düzeyde karşılamaktadır.

Dereceli puanlama anahtarındaki kesme puanlarıyla doktora tezlerinin yeterlik seviyelerinin belirlenmesiyle ilgili doktora programının ne kadar yenilikçi ve yaratıcı araştırmacı yetiştirdiği araştırılmıştır. Bu bağlamda bu çalışmada aşağıdaki soruların yanıtları aranmıştır:

Doktorasını Türkiye ve yurtdışında EPÖ alanında yapan Türk araştırmacıların doktora tezlerinin yeterlilik seviyesi nedir?

Doktorasını Türkiye ve yurtdışında EPÖ alanında yapan Türk araştırmacıların doktora tezlerinde anlamlı farklılık var mıdır?

Doktora tezlerinin kavramsal çerçeve, yöntem ve araştırmanın alana katkıları boyutlarında anlamlı farklılık var mıdır?

Bu çalışmada nicel araştırma deseni kullanılmıştır. Çalışmada 2014 ve 2019 yılları arasında Türkiye ve yurtdışında EPÖ alanında Türk araştırmacılar tarafından yapılan yetmiş doktora tezine YÖK Ulusal Tez Merkezi veri tabanından doküman incelemesi neticesinde ulaşılmıştır. Bu tezlerden 36'sı Türkiye'de ve geri kalan 34 tez ise Amerika, Kanada, İngiltere ve Almanya gibi çeşitli ülkelerde tamamlanmıştır. Eğitim bilimlerinde iki uzman doktora tezlerini dereceli puanlama anahtarındaki hayır (0), kısmen (1) ve evet (2) puanlama ölçütüne göre değerlendirmiştir.

Kodlayıcılar arasındaki değerlendirmenin güvenirliğinin sağlanmasında sınıf içi korelasyon ile iç güvenirlik katsayıları hesaplanmıştır. Buna göre sınıf içi korelasyon katsayısı 0,799 ve Cronbach's Alpha katsayısı 0,939 olarak hesaplanmıştır. Bu sonuçlar, değerlendiriciler arasındaki uyum değerlerinin iyi düzeyde olduğunu göstermektedir.

Doktora tezlerinin eğitim bilimlerinde iki uzman kodlayıcının değerlendirmesi sonucunda yirmi dokuz tezin 1. seviye altında ve kırk bir tezin ise 1. seviyede oldukları anlaşılmıştır. 2. seviyede herhangi bir teze rastlanılmamıştır. Türkiye ve yurtdışında EPÖ alanında yapılan doktora tezlerinde anlamlı farklılık olup olmadığını anlamak için bağımsız grup t-testi uygulanmıştır. Bu test sonucuna göre tezlerde anlamlı bir fark görülmemiştir. Son olarak, doktora tezlerinin kavramsal çerçeve, yöntem ve araştırmanın alana katkıları boyutlarında anlamlı farklılık olup olmadığını anlamak için ANOVA testi gerçekleştirilmiştir. Bu test sonucunda en anlamlı farklılığın yöntem boyutunda olduğu anlaşılmıştır. En az anlamlılık ise araştırmanın alana katkıları boyutunda gerçekleşmiştir.

Eğitim bilimlerinde doktora derecesine sahip kişilerin eğitim alanına yenilikçi yaklaşımlar ve uygulamalar geliştirmeleri için Türkiye Yeterlilikler Çerçevesi, Avrupa Yeterlilikler Çerçevesi ve Lisansüstü Eğitim ve Öğretim Yönetmeliğinde vurgulanan "Kavramsal Çerçeve", "Yöntem" ve "Araştırmanın Alana Katkı" boyutlarında yetkin olmaları gerekmektedir. Bu husus, EPÖ alanında doktora yapmış kimseler için daha büyük bir ehemmiyet taşımaktadır. Zira bu kişiler eğitimin her kademesinde müfredattan kaynaklanan sorunlara çözüm bulmak durumundadırlar. Doktora yapan üç kişiden en az birisi doktora tezlerinde 1. seviye altında yeterlilik gösterirken diğerlerinin yeterlilikleri 1. seviyede kalmıştır. 2. seviyede hiç doktora tezi değerlendirilmemiştir. 1. seviye altında yeterlilik gösteren doktora sahiplerinin nitelikli insan gücünü yetiştirmesi hususu dikkat çekmektedir. Beklentilerin aksine, Türkiye ve yurtdışında tamamlanan doktora tezlerinde anlamlı bir farklılık oluşmamıştır. Genelde doktora derecesine sahip kişilerin alan yazında belli konuları ve yöntemleri tezlerinde çalışmaya eğilimli oldukları anlaşılmaktadır. Bu husus doktora tezlerinin eğitim politikaları geliştirmede sınırlı bir etkiye sahip olduğunu göstermektedir. YÖK, eğitim bilimleri doktora programlarında araştırma paradigması, müfredatın yeniden tasarlanması ve öğretim sistemleri hususlarında MEB, Mesleki Yeterlilik Kurumu, yükseköğretim kurumları, OECD ve UNESCO gibi paydaşlarla iş birliği kurarak çerçeve programları hazırlamalıdır. Böylelikle, araştırmacılar tezlerinde farklı araştırma konularını ve yöntemlerini çalışabilecek duruma gelebileceklerdir. Yükseköğretim Kalite Kurulu, yükseköğretim kurumlarının ilgili çerçeve programlarını ne kadar uyguladıklarına ilişkin değerlendirmelerde bulunmalıdır. Ayrıca, yükseköğretim görmek üzere yurtdışına gönderilen burslu öğrencilerin doktora tezleri de bu minvalde incelenerek bursluluk programların etkinliği de incelenmelidir.