



Evaluation of graduate studies on values education in Turkey: A content analysis study

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Abstract

In the study, it was aimed to examine theses written on value education between 2009 and 2019 in terms of descriptive and methodological features. In this context, 475 theses, which were written between the relevant years and have access, were reached. Within the scope of the research, the criterion-sampling method was used while determining theses. The criteria in the study were that all the theses should be registered in National Thesis Centre database of the Higher Education Council, Turkey (YÖK), have access permissions, be written between 2009 and 2019, include the terms value, values, value education and their subjects should be education and training. A thesis review form was developed by the researcher. The theses examined with the help of this form were analyzed via descriptive content analysis technique and presented as pivot tables containing statistics such as frequency and percentage. As a result of the research, it was concluded that the theses consisted mostly of master theses, were written in public universities and mostly by female students, and almost all of them were in Turkish. It was determined that the increase rate of the written theses and dissertations gradually increased from the year 2013, and in 2009, the number of theses increased more than six times. When the universities where the theses were written were examined, it was concluded that well-established universities such as Gazi University, Necmettin Erbakan University and Atatürk University had more theses and dissertations than other universities. The written theses and dissertations were mostly carried out in the department of Turkish Education. As a method, it was determined that the most qualitative research method was adopted in the theses and dissertations, and mostly scanning patterns were used. As the data collection tool, it was concluded that document analysis and documents were preferred as the sample group and mainly statistical techniques, descriptive and content analysis were used in the analysis of the data.

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Keywords: Descriptive content analysis; value education, value education theses and dissertations.

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1. Introduction

1.1. Background of the Study

The value education, which has an important place in ensuring social order, has been the subject of research of many disciplines from past to present (Aydın & Gürler, 2012; Ekşi & Katılmış, 2014). Values studied in different fields such as philosophy, psychology, economics and sociology are also seen as one of the most interesting subjects of social sciences (Balcı & Yanpar-Yelken, 2010; Baş & Beyhan, 2012; Kuçuradi, 2003). This interest stems from the fact that many social scientists consider value education important in explaining human behaviour (Kuşdil & Kağıtcıbaşı, 2000). Because values are one of the elements used to explain the basis of the attitudes and behaviours of the individual and society (Schwartz, 2012). Values can be addressed both individually and socially, as well as culturally. For this reason, it is considered more functional to make different value definitions instead of making a common definition of values accepted in all branches of science (Akbaş, 2008; Bacanlı, 2002). While values make decisions about beliefs and preferences related to life goals according to Rokeach, they are defined as the goals that guide him in life and are desired to be reached according to Schwartz (Rokeach, 1973; Schwartz, 1994). According to Güngör, values are the belief that something is desirable or not (Güngör, 1993). Values are defined as the whole of beliefs that distinguish man from other living creatures and guide people's behaviour (Ulusoy & Dilmaç, 2015). When the definitions of values are analysed in general, it is understood that there are criteria that shape the beliefs and behaviours of the individual about life goals. Values are a source of the social control system in society and increase the bond between individuals (Aydın & Gürler, 2012). For this reason, value education has always been a necessity for people. Since the past, value education, which has an important place in people's lives, has been referred to in different countries of the world by names such as moral education, ethics education, character education, citizenship education (Doğanay, Seggie & Caner, 2014; Zengin, 2017). When the history of Value Education is analysed, it is suggested that it extends to Aristoteles and Socrates under the name of character education. In Western literature, Ancient Greek milestones are taken as the starting point of character education activities (Aytan; 2012; Ling & Stephenson, 1998). However, when the related literature is analysed, it is seen that the first studies on value education activities were in America in the 1920s. There has been a decrease in the interest in education and value education, from the 1930s to the second half of the 1960s (Demircioğlu & Tokdemir, 2008; Elbir & Bağcı, 2013; Gökçek, 2007; Leming, 2008). In 1966, a book titled "Value and Teaching" was written by Merrill Harmin, Lois Raths, Howard Kirschenbaum and Sidney Simon, and this book was mentioned for the first time in the theory of value disclosure (Leming, 2008; Lickona, 1992). In the 1970s, interest in value education decreased again, this situation continued until the 1980s. The reason for the negative approach developed against value education in the 1970s is the rising self-

centrism and belief that everyone has a unique value structure and that there is no absolute truth (Ekşi, 2003). However, in these years, a study that could be considered as a turning point for value education research was carried out by Rokeach (1973). In this study, Rokeach (1973) developed and used a list of values to study the values in American society. Schwartz and Bilsky (1987) developed a theory that the values are universal, and Schwartz (1992) created a new list to test this theory by adding other values in addition to the values in Rokeach's (1973) value list. During the 1980s and 1990s, some American educators advocated a return to character education and stated that efforts should be made to build students' characters well (Kağan & Yılmaz, 2019; Milson & Ekşi, 2003). In advocating the return to character education, some developments that expressed social collapse such as violent events, substance abuse, early pregnancy, suicide and divorce among the youth were effective (Lickona, 1993). These developments led to increased interest in character education and more efforts to create character education programs (Demircioğlu & Tokdemir, 2008). Accordingly, the Partnerships in Character Education Program (PCEP) was established in 1994 by the American Ministry of Education, by the researchers and practitioners who set the educational policies (Berkowitz & Bier, 2007). Apart from the created program, various organizations were organized and agreements were signed to move character education practices to a better point in these years. The Aspen Declaration signed in 1992 and the Character Education Manifesto announced in 1996 are some of the studies on character education. In these studies, basic moral values were determined by stating how character education should be and recommendations were given to guide to practitioners (Ryan & Bohlin, 1999; Uysal, 2008). Today, the number of organizations that have developed and expanded the character education curriculum has increased significantly and funds have been allocated and efforts supported by federal governments to improve character education practices in many states (National Centre for Education Evaluation and Regional Assistance [NCEE], 2005). Character and value education practices accepted as American origin are carried out in different countries such as France, New Zealand, Finland, Australia, Philippines, England, Canada and it is a course that is taught as a separate discipline in many countries (Kafadar, Öztürk & Katılmış, 2018). When studies abroad are examined, there are more studies compared to Turkey and it is seen that in these studies, the term character education is preferred rather than value education (Althof & Berkowitz, 2006; Arthur, 2019; Berkowitz & Bier, 2005; Christopher, Nelson & Nelson, 2003; Jerome & Kisby, 2020; Kirschenbaum, 2000; Leming, 2008; Lickona, 1992; Pattaro, 2016).

When looking at the historical development of value education in Turkish history, it is seen that there is no direct value or character education term. However, there is historical evidence that some values focused on value education, such as justice, family unity, courage, love, respect, patience, responsibility and bravery, have been tried to gain since the first known Turkish state, the Asian Hun Empire (Akyüz, 2002; Kafesoğlu,

1983). Before Islam, the type of human to be raised in Turks is the alp and wise man. Characteristics of alp people are expressed in epics as compassionate, humble, knowledgeable and solemn (Sümer, 1980). After the acceptance of Islam, moral education was given with religious teachings especially in schools and the concept of moral education emerged (Yıldırım & Demirel, 2019). The increase in the number of thinkers and works for moral education was observed after the Turks accepted Islam. There are various studies on the moral education of Turkish-Islamic scholars such as Farabi, İbn Sina, Yusuf Has Hacip, Kashgarli Mahmut, Hodja Ahmet Yesevi, who lived during the Karahanli state period, and Mevlana Celâleddin Rumi, Yunus Emre, and Hacı Bektaş-ı Velî during the Seljuk state period. (Akyüz, 2002; Arat, 1979; Binbaşoğlu, 1992). Also, as in other Turkish-Islamic states, importance was given to moral and value education issues in the Ottoman state, and this education was tried to continue especially with the madrasah tradition (Gençcan, 2006). However, until the Tanzimat period, moral education was generally carried out through implicit programs, and its involvement in school programs was delayed a bit. During the Tanzimat period, “İlm-i Ahlak (Philosophy of Moral)” and “Ahlak (Moral)” lessons were conducted individually in the formal education institutions, but no comprehensive education was provided (Ağırakça, 2012; Ekşi & Katılmış, 2014). During the Constitutional Period II., “Malumat-ı Medeniye and Vataniye”, “Muhasabat-ı Ahlakıyye” subjects were added to the moral books and textbooks with the same name were published. These books, which talk about subjects such as homeland, nation, state, and parliament, also describe the person's duties to himself, his family, his homeland and his nation (Yaşar, 2018). Also, in the 1922 and 1924 curriculums, courses with the same name were added, and in these courses, the emphasis was placed on the value of nationalism, and children were tried to be instilled through moral principles (Keskin, 2008). Throughout history, although value education has been called different names such as moral education and character education, it generally serves the same purpose (Kuzu, 2015). In the programs implemented from 1926 to 2005, it was tried to gain value education through “Vatan Bilgisi - Homeland Knowledge” and “Sosyal Bilgiler - Social Studies” lessons, but it was not directly included in the curriculum (Yıldırım & Demirel, 2019). In 2004-2005 in Turkey have been radical changes in the primary education program and was reconstituted as all learner-centred programs. In the Social Studies Education Program, which is one of these programs based on the constructivism approach, the values to be given directly are specified and placed in the units (Balcı & Yanpar-Yelken, 2013; Yiğittir & Kaymakçı, 2012). With the 2005 Social Studies Program, value education was included in the curriculum, and it was also associated with teaching programs such as Religious Culture and Moral Knowledge, Turkish, Life Science, Science and Technology, and Mathematics (Çelik, 2010). Apart from this, in the first week of the 2010-2011 academic year, a circular was sent to carry out activities for value education in preschool, primary and secondary schools in and out of class activities, and in 2011-2012, value education became a project and started to be

taught in schools (Cihan, 2014). Similarly, in the Social Studies Education Programs published in 2017 and 2018, direct value education was included, as in the 2005 program (Kalaycı & Baysal, 2020). Also, the values that are aimed to be gained according to the grade level have been specified in many curricula, including Life Sciences and Turkish courses, and textbooks related to these values have been requested in the textbooks (Ulusoy & Dilmaç, 2012).

When evaluated in general, it is seen that studies on value education Turkey have gained speed since 2005 and many papers, articles and theses have been the subject of research (Karadağ, 2010; Kurtdede-Fidan & Öner, 2018). In parallel with this, there is a significant increase in the number of theses written about value education in Turkey. Various studies in the literature reveal the theses on value education in terms of descriptive characteristics and research trends (Adıgüzel & Ergünay, 2012; Akçay, 2017; Baş & Beyhan, 2012; Beldağ, 2016; DüNDAR & Hareket, 2016; Elbir & Bağcı, 2013; Görgüt, 2018; Gündoğdu, Çelik, Yanar, Kahyaoğlu & Dönük, 2017; Gündüz, Başpınar & Büyükkaracı, 2017; Kapkın, Çalışkan & Sağlam, 2018; Kemiksiz, 2019; Kurtdede-Fidan & Öner, 2018). However, these studies are limited in scope and differ in terms of analysed variables. Evaluation of these studies by gathering them under one roof is important in terms of determining research trends in value education and identifying gaps. In this sense, the research aims to examine theses on value education between 2009 and 2019 in terms of descriptive and methodological features. In this context, answers to the following questions were sought:

- In terms of descriptive characteristics, postgraduate theses on value education between 2009 and 2019;
- How is it distributed according to postgraduate and PhD levels?
- What are the languages in which they are written?
- How is it written according to male or female researchers?
- How is it distributed by universities?
- How is the distribution according to the type of university (state-private) at which it is written?
- How is the distribution according to the department in which it is written?
- In terms of methodological features, postgraduate theses on value education between 2009 and 2019;
- How is the distribution according to the research methodology?
- How is the distribution according to the research models?
- What are the sample groups on which it is based?
- How is the distribution according to the data collection tools used in the research?

- How is the distribution according to the data analysis techniques used in the research?

2. Method

This study is a descriptive content analysis study that focuses on examining descriptive information and methodological (research model, sample group and number, measurement tools and data analysis techniques) features of theses in the field of value education. Descriptive content analysis is an analysis technique in which the general trends and results are examined systematically by examining the researches on any subject (Çalık & Sözbilir, 2014). In a descriptive study, it is tried to give a general pattern based on the frequency and percentages of a theme to reveal the general situation (Dinçer, 2018). With this feature, in the research, information about the general trend is given to the researchers who will study in this field by revealing a general table on the theses written between 2009 and 2019 on value education.

2.1. Population/Sample

The population of the research consists of theses on values and value education indexed in the database of YÖK's national thesis centre. Within the scope of the research, while determining theses, criterion sampling method, one of the purposeful sampling methods, was used. The criteria in the study are that the theses should be registered in the YÖK's national thesis centre database, have access, be written between 2009 and 2019, include the terms value, values, value education and value teaching, and the subject of them should be education and training. Accordingly, the sample of the research consists of a total of 475 value education theses published between 2009 and 2019 with permission. Participant (subject) characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

2.2. Collection of Data

In the research, the data were collected through the “thesis review form” created by the researcher. The following sequence was followed during the data collection phase.

1. Keywords are entered in the advanced searches section of the Higher Education Council (YÖK) national thesis centre, and the theses with permission status and education and training between 2009-2019 are listed by selecting them (<https://tez.yok.gov.tr/UlusalTezMerkezi/>). While listing theses, to reach all the theses written between these years, search terms of value, values, value education, and value education are used.

2. As a result of the search, a total of 589 theses were reached, 168 with the value search term, 394 with the value search term, 22 with the value training search term, and 5 with the value teaching search term.

3. It was determined that 82 of the theses reached were the same due to the use of four different search terms. The number of theses listed at this stage dropped to 507.

4. The 507 thesis, which is open to access and whose subject is education and training, was downloaded in accordance with the year order, and was coded based on the created “thesis review form” and transferred to Microsoft Excel.

5. The coding of theses and their transfer to Microsoft Excel was carried out between 29.08.2019 and 26.12.2019. In the thesis review form created within the framework of the research questions, the number of the thesis, the type, language, year of the thesis, the gender of the author of the thesis, the university, the type of the university, the department, the method, the model, the sample group, the number of samples, measurement tools and data analysis techniques was included.

6. 32 theses, which were downloaded and examined from YÖK national thesis centre, were excluded from the scope of the research because their content does not reflect the value education and the number of theses listed were reduced to 475.

7. 475 theses examined by the researcher were saved in Microsoft Excel file format and made ready for making pivot tables containing descriptive statistics such as frequency and percentage.

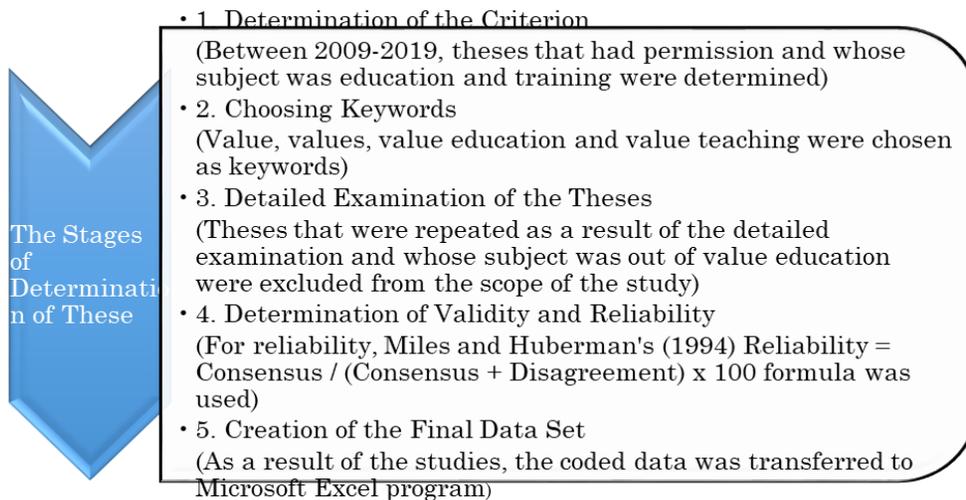


Figure 1. Data collection process

2.3. Analysis of Data

Descriptive content analysis technique, one of the qualitative data analysis techniques, was used in the analysis of the data. Descriptive information (type of thesis, language, year of researcher gender, university, university type, department) of the thesis created in the framework of the research questions included methods, patterns, sample groups, sample numbers, data collection tools and data analysis techniques. Before the data were coded, the relevant sections were first read in detail by the researcher, and the data obtained were noted on the computer. According to the research problems, the coding of the re-examined data was made using the form developed by the researcher. The following points were given importance while coding in the analysis process.

- While coding according to the descriptive information of theses/dissertations, they were classified as Type of theses: Master's and PhD, Year: 2009-2019, Researcher gender: Female-male, University: Name of the university where the thesis was made, Type of university: State-private, Department: Name of the department in which the thesis was made.
- While coding according to the descriptive information of theses/dissertations, they were classified as Type of thesis: Master's and PhD, Year: 2009-2019, Researcher gender: Female-male, University: Name of the university where the thesis was made, Type of university: State-private, Department: the name of the department in which the thesis was made.
- While coding according to the model (design) of theses/dissertations, as specified in the thesis, dissertation, research models were given as Quantitative (Quantitative, Survey, Document Review, Experimental, Causal and Cross-Sectional), Qualitative (Qualitative, Basic Qualitative, Descriptive Field, Survey, Phenomenon, Document Review, Case Study, Culture Analysis, Theory Creation, Action Research), Mixed (Mixed), and Literature Search (Qualitative, Scanning, Case Study, Method Not Specified). In some theses, while finding information about the research method, the same term was used as a model (such as Quantitative, Quantitative; Qualitative, Qualitative, Mixed, Mixed). While coding about the model of theses/dissertations, no changes were made as coded as written in the thesis/dissertation.
- While coding according to the sample group, Class level is grouped as primary school, middle school, high school (4 + 4 + 4). Accordingly, the sample group was

coded as preschool, primary school, middle school, high school and undergraduate students, teacher, principal, family, document, others and not specified.

- While coding according to measurement tools, according to Research methods, coding was done in 7 groups as Survey, Interview, Observation, Scale, Document Review, Others (Handmade products, Diaries etc.) and Not specified.
- While coding according to data analysis techniques, they are coded as Parametric (t-test, ANOVA, MANOVA, MANCOVA, ANCOVA, Correlation, Regression, Explanatory Factor Analysis, Confirmatory Factor Analysis) and as Non-Parametric (Mann Whitney U, Kruskal Wallis H), for quantitative research methods, and they are coded as (Descriptive Analysis, Content Analysis) and Unspecified for qualitative research methods. In the Mixed Method Researches and the studies conducted as Literature Review, a different classification method was not used since the data analysis techniques used in both research methods (Quantitative-Qualitative) were used.

Table 1. Sample thesis review form

Thesis No	Type of Thesis	Year	Language	Gender	University	Type of the University	Department	Method	Model	Sample Group	Data Collection Tools	Data Analysis Technique
1	Masters	2019	Turkish	Female	Kafkas University	State	Primary Education	Quantitative	Survey	Teacher	Scale	t-test, Anova

The data obtained at the end of the research were analysed with Microsoft Excel 2016 program. The collected data were interpreted using pivot tables. While creating pivot tables, information about the frequency and percentages of the data were given, the data were categorized and comments on the relationships between the data were made.

2.4. Validity and Reliability

To ensure the validity and reliability of the research, credibility, transferability, reliability and verifiability criteria were based on (Lincoln & Guba, 1986). To increase the credibility of the research, it was taken care of not to lose any data, and the studies were coded over a long period (between 29.08.2019 and 26.12.2019). After the coding of the data was finished, it was checked whether there was an inconsistency in the data, and when inconsistency was noticed, the relevant theses were re-examined. For the transferability criterion, detailed descriptive data collection and reporting methods were

used. As for the verification criteria, a comparison was made between the data obtained and the similarities and differences were mentioned (Mills, 2003). To ensure the reliability of the codings, after about 15 days, the researcher checked the encodings again. In addition, the reliability formula (Reliability = Consensus / (Consensus + Disagreement)) suggested by Miles and Huberman (1994) was used by a field expert and researcher for the reliability calculation. As a result of the calculation, the reliability of the research was calculated as 98%. Over 70% of the reliability calculations show that the conducted studies are reliable (Miles & Huberman, 1994). According to the results obtained here, the research is accepted as reliable.

3. Results

In this section, the findings are grouped according to the descriptive and methodological features of the theses (research model, sample group and number,

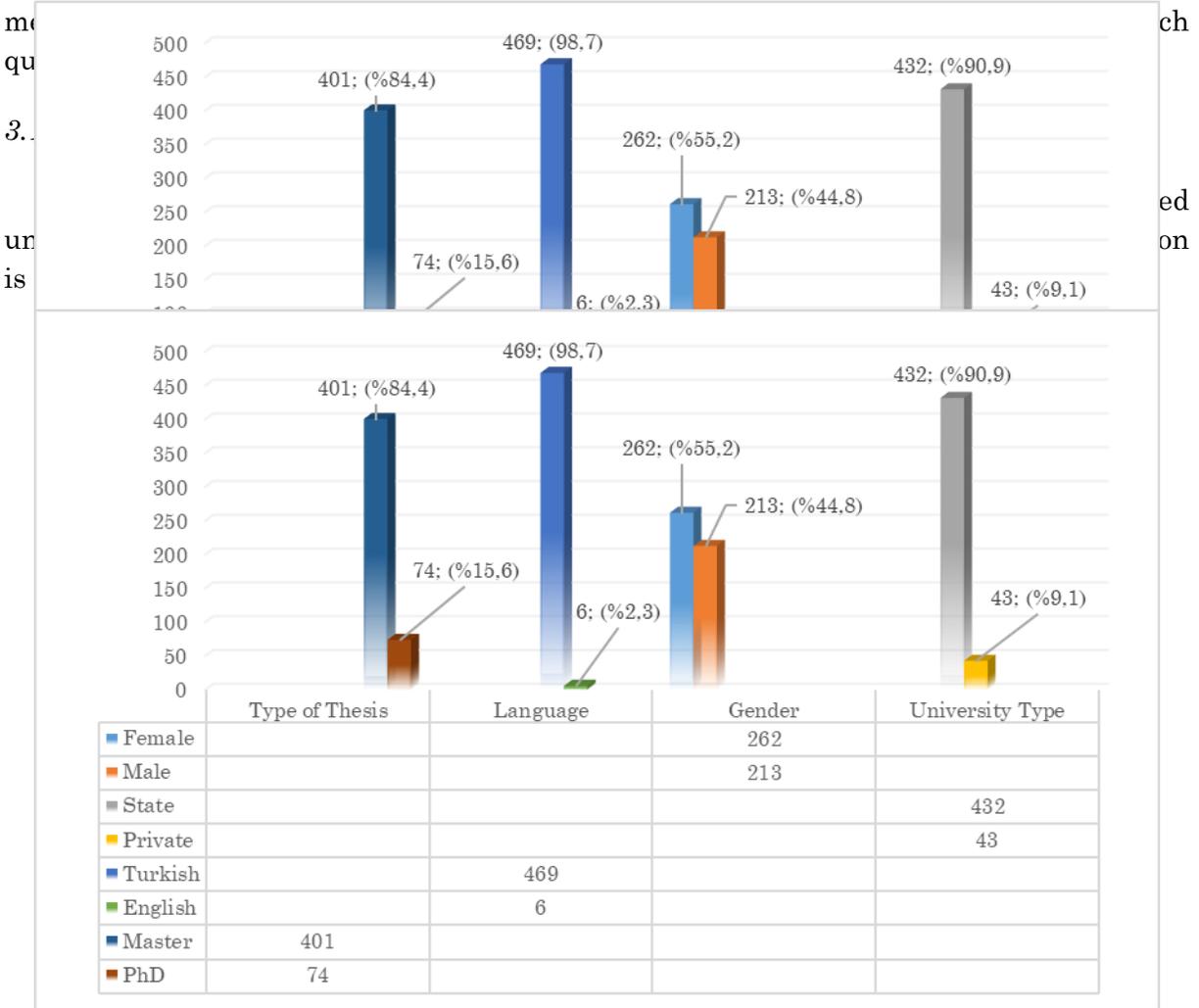


Figure 2. Descriptive features of value education theses

The majority of theses published in the field of value education between 2009 and 2019 consist of master's theses. Of these 475 theses written between these years, 401 (84.4%) were master's theses and 74 (15.6%) were PhD dissertations. Since the duration and process of writing a PhD dissertation are taken into consideration, it is an expected finding that the theses are higher in number. According to 2018-2019 Higher Education Statistics, in Turkey, while 394,174 students are enrolled in any graduate program, in the PhD program, this is 96,199 (<https://istatistik.yok.gov.tr/>). In other words, there are four times more students enrolled in the master's program than there are students

enrolled in the PhD program. The fact that PhD programs in Turkey do not have as many as master's programs and have fewer students supports this finding.

When the language of the studies was examined, it was seen that 469 of them were Turkish and six of them were English. Remarkably, this number is very small in the 11-year period (2009-2019). In Turkey, teaching English is taught at all levels of education, from the 2nd grade in public schools and the first grade in private schools. Even, in most preschool education institutions, students are gradually introduced to the English language (Özmat, 2017). In Turkey, foreign language education is carried out in primary education, secondary school and high school within the scope of 4 + 4 + 4 education system and also universities at the higher education level. Universities such as Middle East Technical University and Boğaziçi University have been teaching English for years, and in some state universities, one hundred per cent or thirty per cent language of instruction is given in English (Yaman, 2018). Especially in recent years, many steps have been taken to expand and support the education of English, suggesting that more English theses will be written.

When the genders of the students were analysed, it was seen that 262 were female students and 213 were male ones. When the numerical distribution of gender was analysed, the number of females (215,740) who received postgraduate education was lower than male students (274,633) (<https://isistik.yok.gov.tr/>). Nevertheless, the fact that the theses in the field of value education were mostly made by female students may have resulted from the interest of female students in these subjects. When the distribution of theses by university types was analysed, it was seen that 432 are state universities and 43 are private universities.

3.2. Distribution of theses by years

The distribution of the studies of theses/dissertations written in the field of value education by years is given in Figure 3.

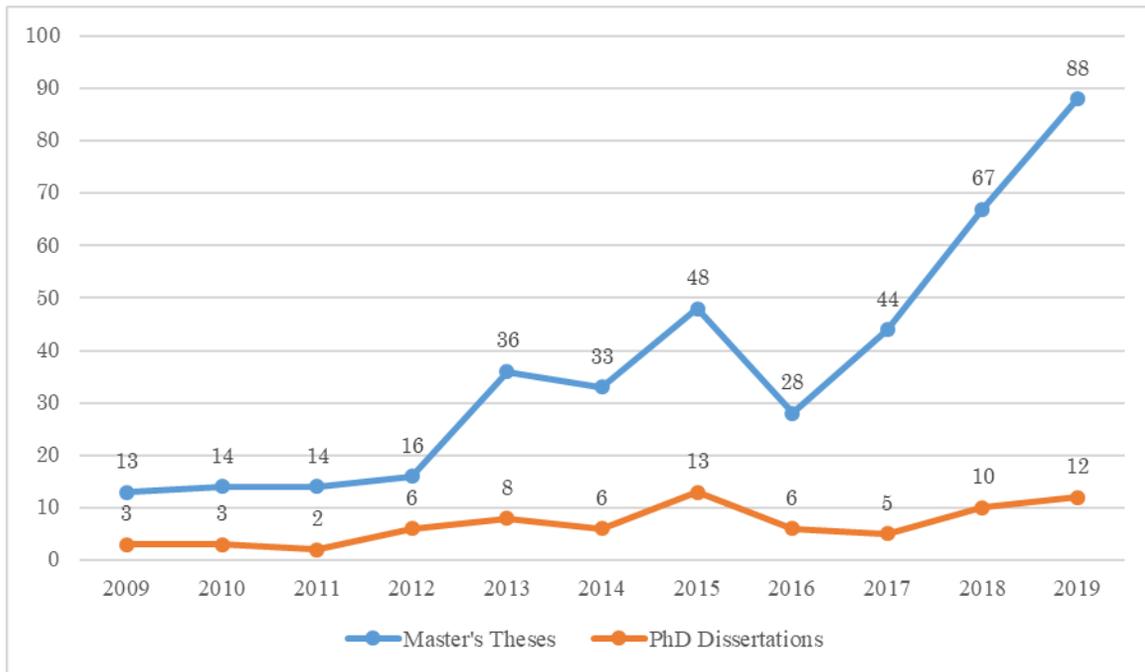


Figure 3. Distribution of theses/dissertations by years

When the distribution of theses by years was examined, it was seen that the theses written in the field of value education continue increasingly, except for 2011, 2014, 2016 and 2017. By 2009 from 2019, it was determined that the total number of theses written increased 6 times. It was observed that theses in the field of value education increased significantly, especially after 2012. The reason for this situation, starting from the academic year 2011-2012, it may be the beginning of teaching value education at schools as a project in Turkey (Cihan, 2014). It can be said that the studies in the field of value education have increased regularly since 2016. Although 1 PhD dissertation decreased in 2017, the increase curve appears to be regular. This may be due to the importance of the issue of value education gaining importance day by day and becoming a need (Gündüz et al., 2017).

3.3. Distribution of theses/dissertations by universities

The distribution of master's theses and PhD dissertations in the field of value education by universities is as in Figure 4.

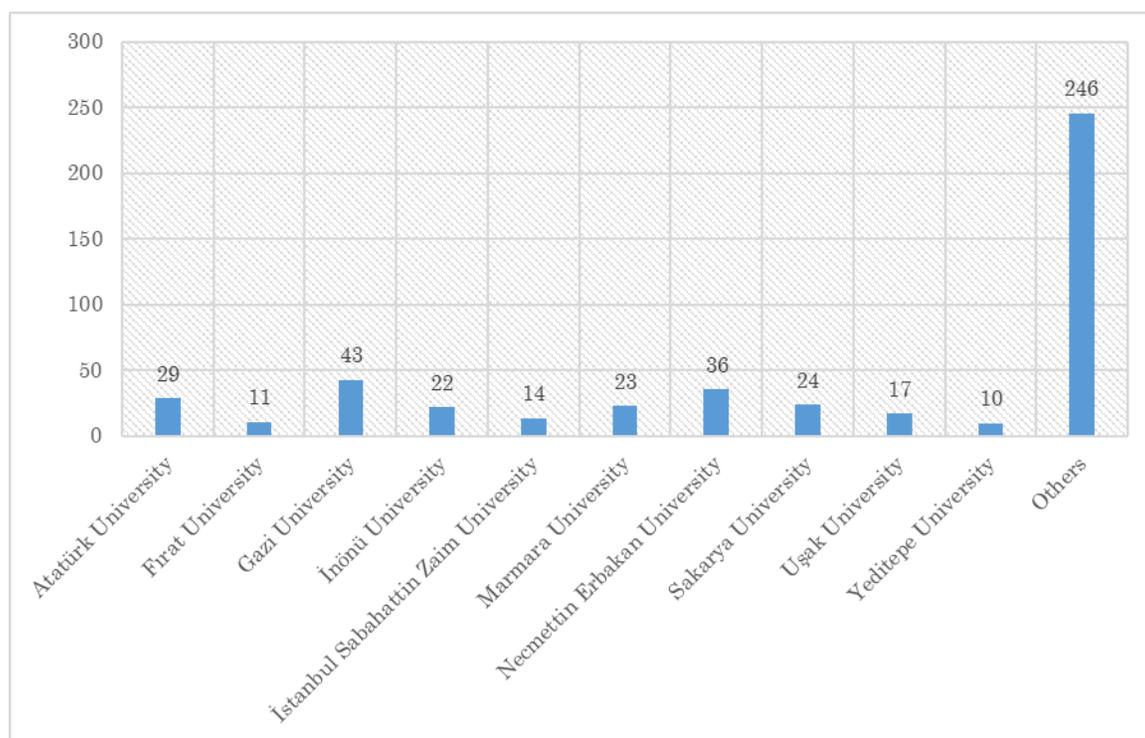


Figure 4. Distribution of theses/dissertations by universities

According to Figure 4, it was seen that theses/dissertations written in the field of value education were mostly done at Gazi University (43), Necmettin Erbakan University (36), Atatürk University (29), Sakarya University (24) and İnönü University (22). The reason why the theses/dissertations in these universities are more than the number of other universities may be that their establishment dates (before 2006) are old and they have been providing education for many years (Doğan, 2017). The name of Necmettin Erbakan University, whose former name was Selçuk University, changed in 2012. For this reason, theses/dissertations on value education at Selcuk University between 2009 and 2012 were gathered under the name of Necmettin Erbakan University in order not to create confusion. If the theses/dissertations are below 10, they are gathered under the other title. Considering the distribution of theses/dissertations by universities, it is seen that more than half (those below 10) are distributed to many universities.

3.4. The distribution of theses according to departments

The distribution of theses/dissertations on value education according to the departments is given in Figure 5.

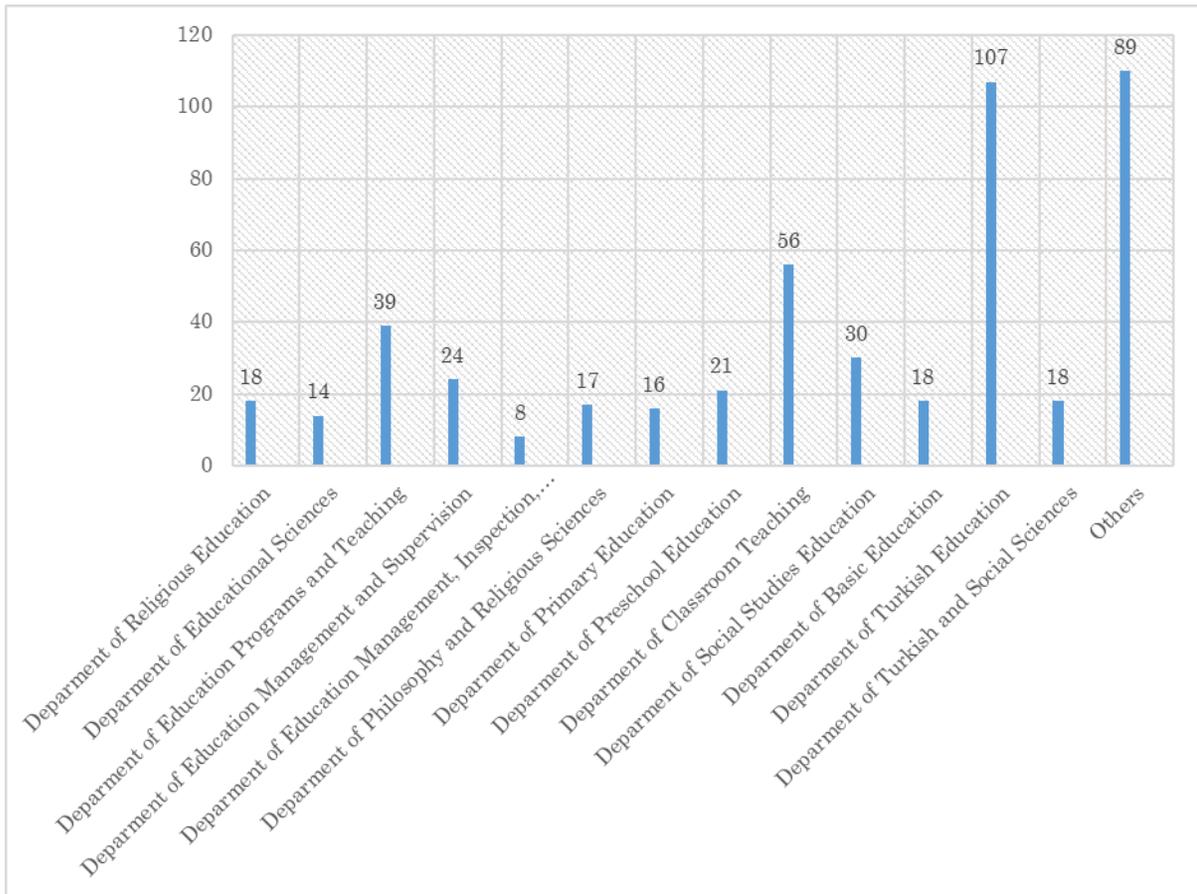


Figure 5. The Distribution of Theses/Dissertations According to Departments

When the distribution of theses was analysed according to the departments, it was seen that the theses/dissertations most frequently made about value education were in Turkish Education department. This department was followed by Classroom Teaching, Education Programs and Teaching, and Social Studies Education departments, respectively. In accordance with the decision taken by the Higher Education Institution (YÖK) from the academic year of 2016-2017, the education faculties were restructured and the names of some departments were changed. The most remarkable change in this change was in the primary education department. The primary education department, consisting of 5 departments, was divided into the Department of Preschool Education, Classroom Teaching, Social Studies, Mathematics and Science Education. Accordingly, the main branches of Classroom and Preschool were gathered under the Department of Basic Education, Turkish and Social Studies Education departments were under the Turkish and Social Sciences Department, and Science and Mathematics Education departments were under the Mathematics and Science Education Department (Yurdakal, 2018). For this reason, while examining the relevant departments, a listing was made

according to both the changed section names and the newly used section names and tabulated accordingly.

3.5. Distribution of theses/dissertations in the field of value education according to the methods

The distribution of theses/dissertations in the field of value education according to the method they are written is as in Figure 6.

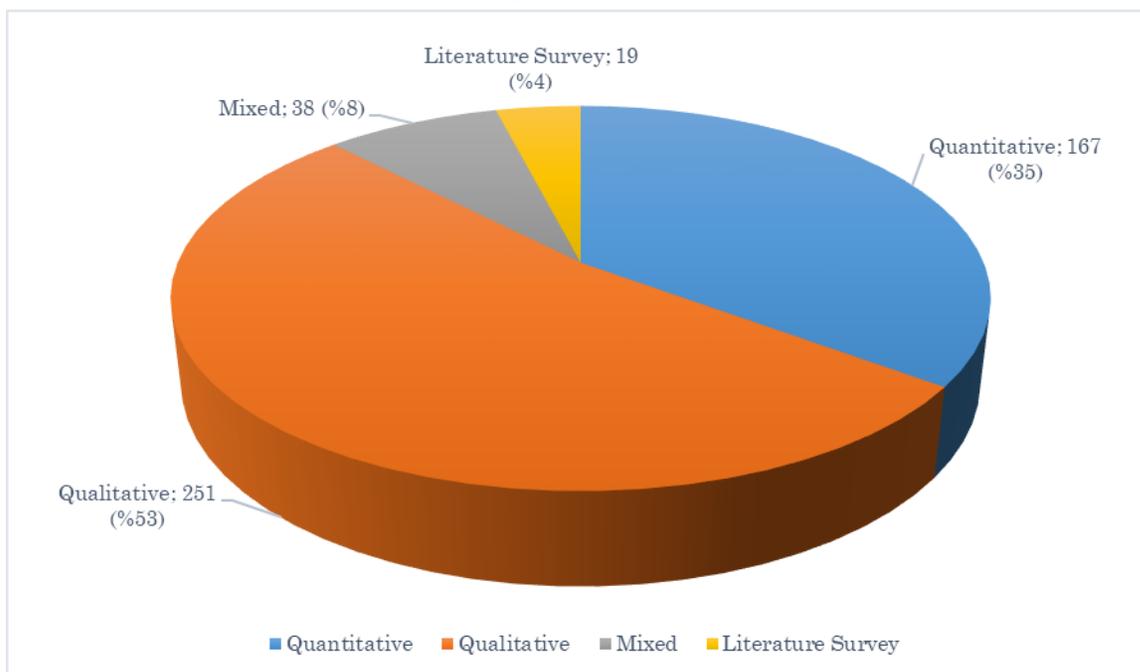


Figure 6. The Distribution of Theses/Dissertations According to their Methods

When Figure 6 was analysed, it was seen that more than half of the theses on value education were made according to qualitative research methods. This is followed by studies such as quantitative research (35%), mixed research (8%) and a literature survey. This finding shows that in theses/dissertations on value education, the qualitative research method is generally emphasized. The reason for this may be that, as seen in the previous figure, theses/dissertations are mostly realized in the department of Turkish Education, and in this department, theses/dissertations are mostly in the form of textbooks and text analysis.

3.6. Methodological distribution of theses/dissertations by years

The methodological distribution of theses/dissertations written by years is given in Figure 7.

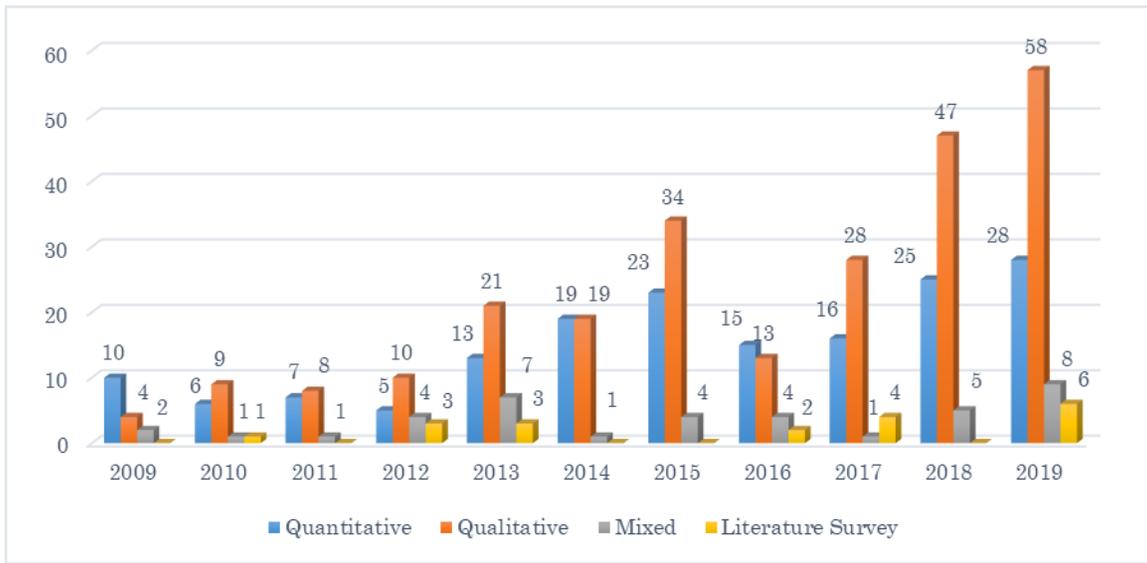


Figure 7. Distribution of Theses/Dissertations by Years According to the Methods

When looking at the methodical distribution of theses by years, it is seen that there is no steady increase or decrease tendency in any methodology, but theses/dissertations carried out with quantitative and qualitative research methods have increased since 2016. In addition, it is understood that the number of studies carried out with mixed-method has increased in the last two years. In 2009, it is seen that the most quantitative research method was used in theses on value education, but the method most frequently used after this year is the qualitative research method. The reason for this situation may be due to the preference of qualitative research in social sciences and the sciences that examine social phenomena (Neuman, 2011; Yildirim & Şimşek, 2011).

3.7. Models used according to research methods

Models of theses/dissertations written about value education according to research methods are given in Figure 8.

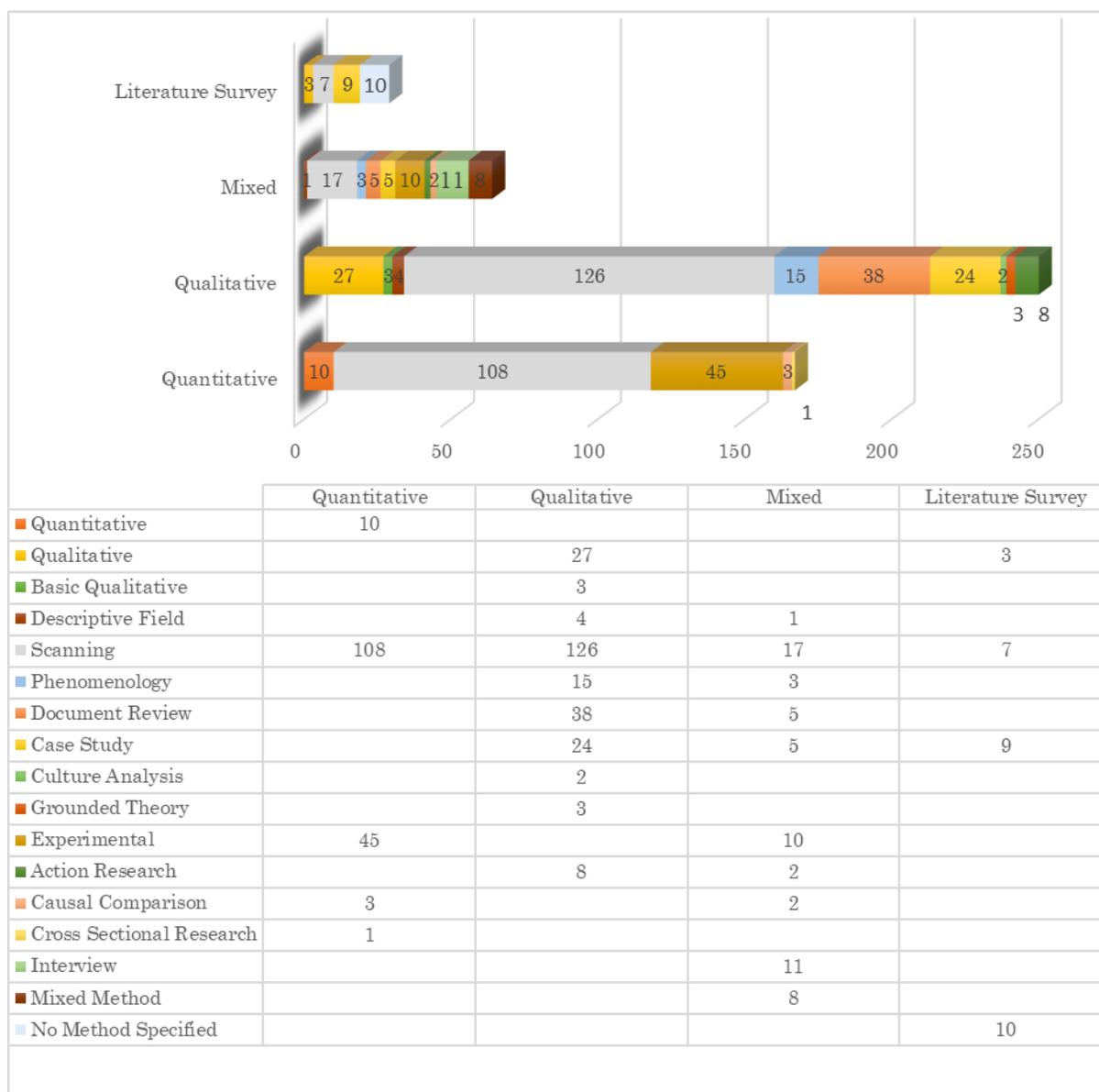


Figure 8. Models Used According to Research Methods

In Figure 8, research models of theses/dissertations prepared in the form of quantitative, qualitative, mixed and literature survey are given. As the studies carried out with the survey model are divided into different types within themselves, they are gathered under the general title. In theses carried out with quantitative research methods, it is seen that the most experimental model is used after the survey model. In some theses, model information is not given and only the method name is mentioned. The number of theses without the model name, which is written in this way with the quantitative research method, is 10. It is seen that theses/dissertations, which are carried out with qualitative research methods, are mostly included in the survey type

studies. In these studies, which are mostly done in the form of document reviews, researchers express their theses/dissertations in the form of model scanning. Also, the studies, which are named as document review model, are the most preferred model after scanning type studies. While 24 of the researchers stated methods in their studies but did not specify model, 24 of them carried out their studies using case study model. In the thesis carried out with mixed method, the most preferred models are survey and experimental model in quantitative research methods, while in qualitative research methods, it is in the form of interview, document review and case study. Although the interview is a data collection technique, in some theses this is expressed as a technical pattern (Türnüklü, 2000). Eight theses carried out with the mixed method were directly collected under the title of mixed-method without specifying quantitative and qualitative research models. In the studies carried out as a literature review, no pattern is generally specified. Then, the most frequently mentioned models are case study and scan models, respectively.

3.8. Sample group according to research methods

According to research methods, the sample group of theses/dissertations is given in Figure 9.

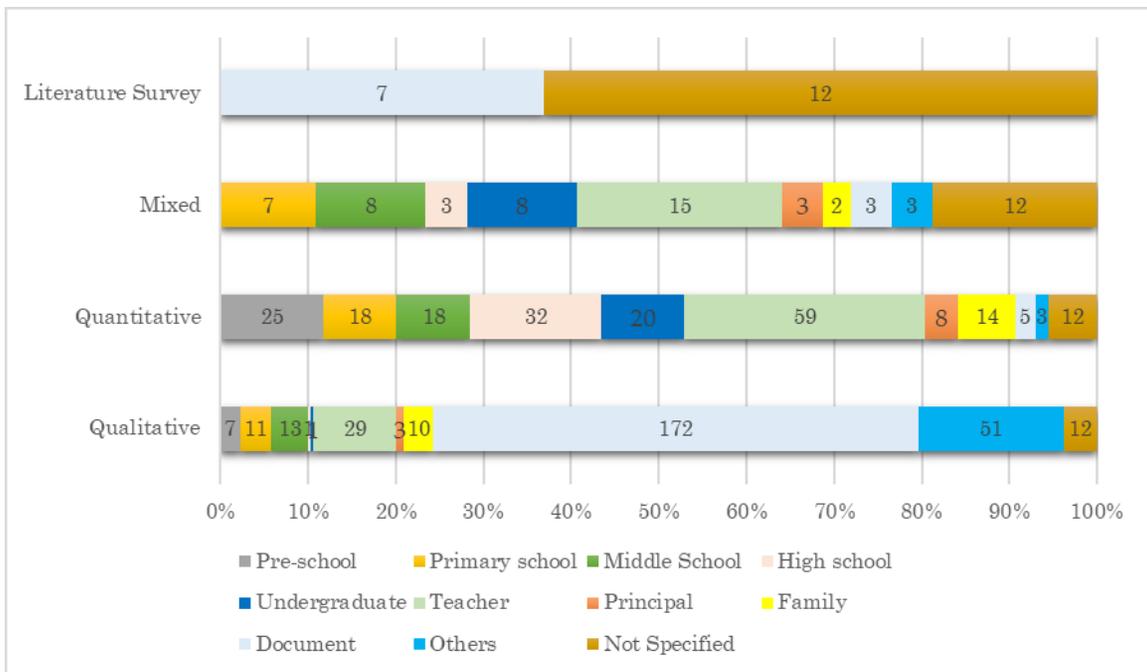


Figure 9. Sample Group According to Research Methods

When the sample groups are examined according to the research methods of theses written about value education, documents (172) constitute the largest sample group of theses/dissertations written using qualitative research methods. Afterwards, others (51),

teachers (29), secondary school students (13) were listed as the sample group, respectively. While the sample group was not specified in 12 theses, there were theses/dissertations with parents (11) and primary school (10) students. In theses/dissertations carried out using quantitative and mixed research methods, it is seen that teachers are most preferred as the sample group (59). In quantitative research, the sample groups consist mostly of high school students (32), pre-school students (25) and undergraduate students (20) after teachers. In the theses/dissertations carried out with the mixed method, it is seen that most of the secondary school (8) and undergraduate (8) students are worked after the teachers. It is understood that 12 theses/dissertations sample groups are not included in all methods. Documents constitute the sample group of theses/dissertations made using the literature survey method.

3.9. Data collection tools used according to research methods

Data collection tools according to the research methods of theses/dissertations in the field of value education are given in Figure 10.

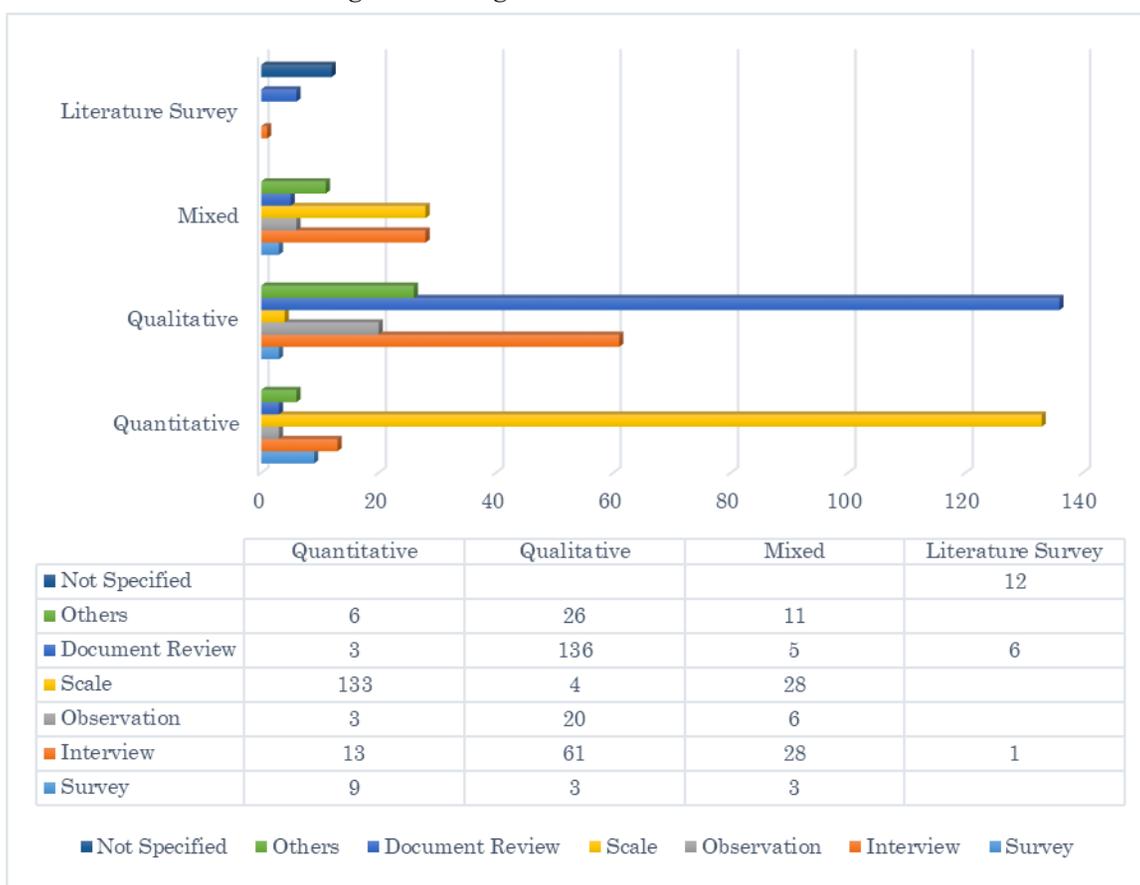


Figure 10. Data Collection Tools Used According to the Research Methods

In Figure 10, data collection tools used in theses/dissertations on value education are given. As more than one data collection tool is used in some theses/dissertations, the number of measurement tools is more than the total number of theses/dissertations. It is observed that the scales are the most used measurement tool in the ones carried out with the quantitative research method, and the most document examination is used in the ones carried out with the qualitative research method. While the interviews and scales were used as data collection tools in the ones carried out with the mixed research method, documents were also used in the literature survey.

3.10. Data analysis techniques used in theses/dissertations on value education

Data analysis techniques used in theses/dissertations in the field of value education are given in Figure 11.

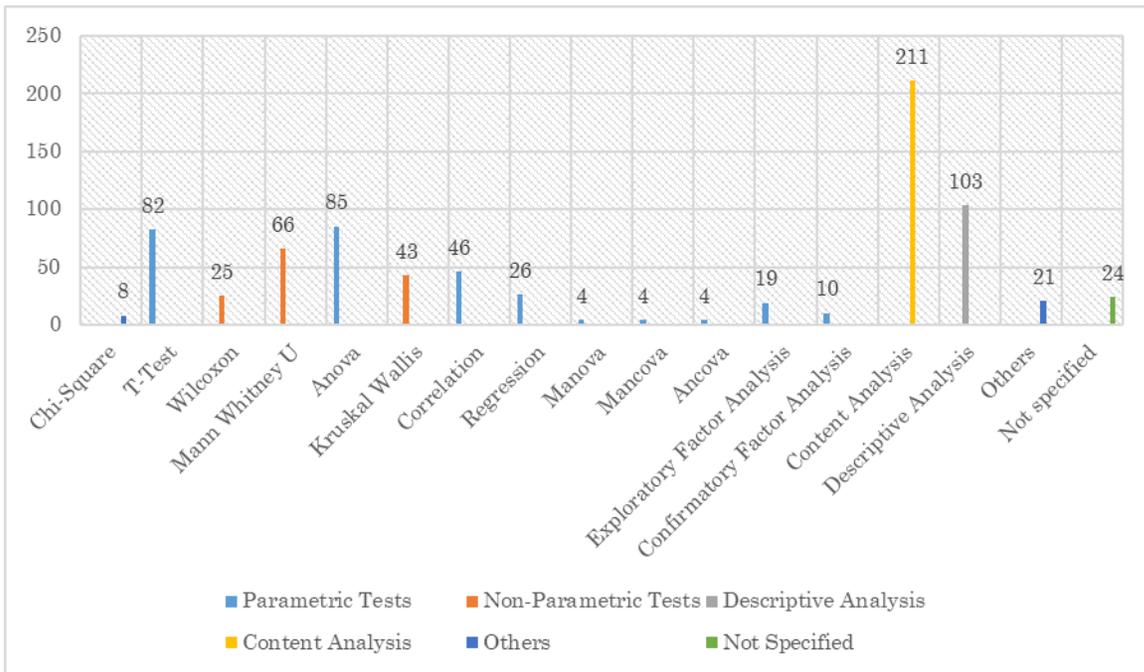


Figure 11. Data Analysis Techniques Used in Theses/Dissertations on Value Education

In Figure 11, statistical analyses used in theses in the field of value education are given. As more than one data analysis technique can be used in one thesis/dissertation, the number of statistical analysis has exceeded the total number of theses/dissertations. It is seen that in the theses/dissertations carried out with the quantitative method, ANOVA and t-test are used mostly, and then Correlation and Regression analysis are used when Figure 11 is analysed. This finding shows that a small number of advanced statistical analyses are used in quantitative research and mostly basic statistical techniques are used (Çokluk, Şekercioğlu & Büyüköztürk, 2018). It is understood that the content analysis and descriptive analysis techniques are used in the ones carried out

with a qualitative method. Again, it is seen that the content analysis technique is mostly used when looking at the general ones.

4. Conclusion, Discussion and Suggestions

When the master's theses and PhD dissertations in the field of value education between 2009-2019 are analysed in terms of their descriptive characteristics (type of thesis, language, gender, university type), it is seen that the studies are mostly composed of master theses (84.4%). In their study, Adıgüzel and Ergünay (2012) examined 157 master's (75.15%) and doctoral theses (24, 85%) written between 2000-2011. Similarly, it was concluded that both studies had more master's theses. However, when the study of Adıgüzel and Ergünay (2012) was examined, it is seen that there were 157 theses in the field of value education although it covered a period of twelve years. In this study, in which the theses conducted between 2009-2019 were examined, the number of theses reached was 475. This finding shows that there is a great increase in theses in the field of value education. It is seen that it is in almost every society when looking at the development of value education in the world. In particular, the values of the individual and the individual came to the fore with the idea of enlightenment and as a result, it was officially used for the first time in America in the 1860s (Nash, 1997). It was officially used in Turkey With the new primary education program, which started to be implemented by the Ministry of National Education (MoNE) in 2005-2006. The value education, which has been tried to be given implicitly through different courses until now, gained an official identity with this program. In the program where value education is tried to be given under the title of different courses, especially the social studies course is based on the concept, skill and value bases (Doğanay, 2008). Also, it is thought that the beginning of being taught in schools as a project of value education in 2011-2012 may be one of the reasons for the increase in the number of theses written (Cihan, 2014). In the study of Elbir and Bağcı (2013) on value education, they worked on 21 theses/dissertations and found that the theses/dissertations consisted mostly of master theses (71.4%). Baş and Beyhan (2012) in their study, similarly, they concluded that the master's theses are two times more than PhD dissertations. The reason for the higher number of master's theses is that the number of graduate programs in our country and the number of students studying in the program is higher than that of the PhD programs (<https://isistik.yok.gov.tr/>). In this regard, the finding reached is considered to be an expected finding. Besides, the fact that PhD education covers a more comprehensive and long process compared to master's education and that it is more difficult to write a thesis may be effective in this.

When the theses/dissertations written in the field of value education are examined in terms of their language, it is seen that almost all of them (98.7) are written in Turkish and only seven of them are in English. The reason for this situation may be that the

number of universities, the language of education of which is 100 per cent English or another language, is low in Turkey (Yaman, 2018). However, the language of theses/dissertations, in general, is Turkish, which reduces the readability rate in the international arena. To increase the rate of accessibility of theses/dissertations in the international arena, it is significant to increase the number of the ones written in English (Alpaydın & Erol, 2017).

When the researchers working on value education were compared in terms of their gender, it was concluded that female researchers (55.2%) were more than males (44.8%). The number of male students (274 633) at postgraduate level in Turkey is higher than female students (215 740) (<https://istatistik.yok.gov.tr/>). According to Lee and Taylor (2013), the number of males working in the field of value education is high. However, this number changes as females' enrolment rate increases. As a matter of fact, Lee and Taylor (2013) stated that the number of girls working in the field of value education increased in the 1970s by the 1980s. In contrast to the conclusion reached, Fazlıoğulları and Board (2012) concluded that both mentors and researchers are mostly men in PhD dissertations written in the field of value education. The reason for this situation may be that the sample consists only of PhD dissertations. Contrary to the studies, the fact that female researchers have worked more in the field of value education may have stemmed from their interest in this subject.

When the distribution of theses written in the field of value education by types of universities was examined, it was found that theses were written mostly in public universities (90%, 9). In the study of Karakoç, Özpolat and Kara (2018), as they stated, the number of public universities in our country is higher than private universities. The findings obtained from this aspect are in line with the results reached by Karakoç et al. (2018).

When the distribution of the value education theses/dissertations by years was examined, it was found that the distribution curve did not show a regular increase or decrease. However, it was observed that the number of theses written in 2013 increased by twice as compared to the previous year. Similarly, Akçay and Tunagür (2017), in their study, examined 116 theses/dissertations in the field of value education between 2005 and 2016 and concluded that the number of theses/dissertations written especially after 2013 increased. The reason for this can be that value education became a project and started to be taught in schools starting from the 2011-2012 academic year in Turkey (Cihan, 2014). Apart from this, the application, which increased the compulsory education period to 12 years, has been implemented nationwide since the 2012-2013 academic year (Gökçe, 2015). Increasing the schooling rate requires compliance between students, teachers, parents and other stakeholders of education in terms of value education. Therefore, especially from the year 2013, this may be one of the reasons for the increasing number of theses/dissertations in the field of value education. When the

theses written in the value of education in Turkey were examined, it was observed that there were no postgraduate studies between the years 2000 and 2005 (Adıgüzel & Ergünay, 2012). The reason why the theses written in the field of value education continue increasingly from this year, it may be a new curriculum prepared in accordance with the constructivist approach and started to be implemented in 2005-2006 academic year (MEB, 2005). Because with this renewed program, an understanding that puts the student at the centre, balances knowledge, skill and value and allows students to interact with the environment taking into account their individual differences and experiences (Ulusoy, 2010). With this implemented program, value education, which has been tried to be given implicitly, has gained an official quality. Therefore, it is an expected result that the first thesis written in educational sciences in the field of value education was written in 2006. In this study, in which the theses written in the field of value education between 2009-2019 are examined, although there are fluctuations by years, it is noteworthy that there have been more than 6 times increase from 2009 to 2019. Especially in recent years, among young people, behaviours such as crime, violence, substance abuse, abuse, unlawfulness, and harm to yourself and others have increased (Ekşi & Katılmış, 2014). Increased negative behaviour is observed not only among young people but also in many segments of society. Today, it is evident that there is a gradual moral decline in the values of society and humanity (Lakshimi, 2009). Therefore, the responsibilities of the schools have also increased in the face of the adversities brought by age. Schools have started to give more importance to national and moral values to ensure social unity, to create a peaceful individual and society. Accordingly, it is thought that the theses written in the field of value education have increased and will increase after that.

When the distribution of theses written in the field of value education by universities is examined, it is seen that the theses are mostly prepared at Gazi University, Necmettin Erbakan University, Atatürk University, Sakarya University and İnönü University. In the study of Akçay and Tunagör (2017) examining the theses written in the field of value education, they reached the conclusion that the university with the most thesis prepared was Atatürk University. Gazi University, İnönü University and Uşak University follow Atatürk University respectively. Similarly, it is observed that Gazi, Hacettepe and Selcuk Universities are the universities with the most written theses in the study of Elbir and Bağcı (2013), in which the master's theses in the field of value education were examined. According to another study in which 122 theses in the field of character and value education were examined between 2000 and 2016, the universities with the most theses were Marmara, Gazi, Atatürk, İnönü, Necmettin Erbakan University, respectively (Gündoğdu et al., 2017). The common feature in the different studies is that almost all of the universities where the theses are written are old, and they are well-established universities that have been teaching for years.

When the distribution of theses/dissertations was examined according to the departments, it was determined that the most theses/dissertations related to value

education were written in the Department of Turkish Education. This department was followed by Classroom Teaching, Education Programs and Teaching and Social Studies Education. Under the heading of the perspective of Turkish Education Programs, it is stated that "... the main purpose of our education system is to raise individuals with knowledge, skills and values integrated with our values and competencies" and the root values in the program are "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence" (Bıçak & Alver, 2018; MEB, 2018, p. 4). The Turkish lesson aims to read and write correctly and beautifully, to apply grammar rules, to listen effectively and to speak effectively, as well as to aim for the individual to have national, moral, human, social and universal values (Şen, 2008). Therefore, the study of the values in textbooks and literary texts constituted the subject of the studies (Deniz & Karagöl, 2018; Gürgil, Kılcan, Kılıçoğlu & Kurtoğlu, 2019; Pilav & Erdoğan, 2016; Tekşan, 2012). Similarly, in the study of Akçay and Tunagür (2017), they found the department with the thesis most written as Turkish Education Department. Baş and Beyhan (2012), on the other hand, examined the postgraduate theses written between 2005 and 2010 and determined the departments where most theses were written as Education Programs and Teaching, Education Management, Inspection, Planning and Economics and Social Studies Education. When looking at the distribution of theses written in different years according to the departments, it is possible to say that it varies. The developments in social sciences in recent years reveal that affective education can be given in social studies lesson (Tahiroğlu & Çetin, 2019; Okudan, 2010). With the program launched in 2005, the social studies course was shaped on the concept, skill and value items (MEB, 2015). With the program renewed in 2018, the same application was continued and importance was attached to value education (MEB, 2018). Therefore, it is possible to find a number of studies on value education in the field of Social Studies Education (Beldağ, Özdemir & Nalçacı, 2017; Çelikkaya & Kürümlüoğlu, 2017; Çoban & Akşit, 2018; Gömlekiz & Cüro, 2011; Karacan, 2018; Mindivanlı & Aktaş, 2016).

When the methods that mastered the theses on value education were examined, it was determined that the studies were carried out mostly according to the qualitative research method. Studies carried out with quantitative and mixed methods follow studies carried out with qualitative research methods. A small number of studies were conducted as a literature review. Similar to the findings obtained, Kurtdele-Fidan and Öner (2018) examined 98 postgraduate theses in the field of value education between 2011-2016 and identified qualitative, quantitative and mixed research methods as the most preferred methods, respectively. Baş and Beyhan (2012), on the other hand, examined 22 postgraduate studies conducted between 2005 and 2010 and concluded that qualitative and quantitative researches were almost equal in these studies, whereas studies carried out with mixed methods were much less. In another study examining PhD dissertations between 2000 and 2015, it was seen that unlike other findings, the most preferred methodology was mixed-method studies. After the mixed method researches, the most

preferred method is a quantitative research method. Studies carried out with qualitative research were less preferred than the other two methods (Gündüz et al., 2017). When the studies on the subject are examined in general, it can be seen that the preferred methods differ according to the years when the theses were written. It is thought that the year of writing the thesis and the type of thesis have an effect on method selection.

When the methodological distribution of theses by years was examined, it was seen that there was no regular increase or decrease in any methodology. However, although the most preferred method in 2009 was the quantitative research method, it was concluded that the most used method after this year was the qualitative research method. According to Lee and Taylor (2013), the most preferred methodologies in the field of value education between 1971 and 2011 were literature analysis and conceptual and quantitative research. However, qualitative research and experimental research have increased in the last 20 years. In the social sciences in Turkey, although qualitative research methods are used frequently, especially in areas such as education, psychology and anthropology, it is possible to say that this use is still limited. However, there is a noticeable increase in the interest in qualitative research methods, especially among postgraduate students (Ertugay, 2019; Tanyaş, 2014). The positivist approach, which prevailed in traditional education understanding until the 1970s, affected social sciences and other fields and statistical methods used in science were adapted to educational researches (Yıldırım, 1999). In recent years, developments in science and technology have put society in a social and cultural, economic and political change and transformation. This change has been characterized as a transition from traditional to beyond traditional, from positivism to beyond positivist. As a result of this effect, the emphasis on qualitative research has gradually increased and more preferred in social sciences (Çokluk, Yılmaz & Oğuz, 2011; Neuman, 2011). Research results show that theses written in the field of value education are affected by this change process.

According to the research methods, when the methods used were examined, it was seen that the most common survey method was used in qualitative and quantitative researches, and after survey methods in quantitative methods, an experimental method was seen, and in qualitative ones, document analysis was used. In the studies carried out with the mixed method, it was found that the survey and the experimental model were frequently used in the quantitative part of the research and the interview, document review and case study were used in the qualitative part. Although the interview is a kind of data collection technique, it was named as a model in some theses. Adıgüzel and Ergünay (2012) stated that the model of more than two of the master's theses they examined was the survey. In the PhD dissertations, the most preferred model is experimental models. Similarly Beldağ (2016), between the years 1999 to 2015 he worked in the value orientations on training in Turkey and this context he examined 126 theses. He stated that in the theses he studied, ten different research models were used, but nearly half of them were carried out with a survey model. Gündoğdu et al., (2017) studied

the character and the tendencies in Value Education in Turkey and made the content analysis of 122 theses in this context. They stated that more than half of these theses were carried out by qualitative research method, and more than 70% of qualitative articles were descriptive. Kapkın et al. (2018) examined 113 postgraduate theses written in the field of value education between 1999 and 2017 and concluded that more than half of the studies were in the type of survey. When models of theses carried out in the field of value education between different years were examined, it was seen that it was mostly done in the survey model. In the survey model, it is aimed to describe and identify a situation existing in the past or today (Cohen, Manion & Morrison, 2000; Karasar, 2006). Therefore, the fact that an existing situation is so depicted and the application phase does not focus on it may be an obstacle to scientific developments.

When the sample groups were examined according to the research methods of the theses written about value education, it was seen that the documents constituted the largest sample group of the theses written with the qualitative research method. In a study where content analysis of the sample group of 122 theses written between 2000 and 2016 was conducted, the most frequently studied subjects were textbooks and literary texts. Apart from this, teachers, primary school students, undergraduate students, middle school students and principals were studied respectively (Gündoğdu et al., 2017). The reason why the sample group consisted mostly of documents in qualitative research may be due to the fact that qualitative studies in the field of value education take place mostly in the form of textbooks or examination of literary texts. As a matter of fact, Kemiksiz (2019) examined the text education theses written between 2009 and 2018 and determined that 178 theses were bearing these qualities. In this study, in which the theses written in the field of value education between 2009-2019 are examined, considering that the total number of the theses reached is 475, the ratio of the number of theses written in a text-centred way (178) among all theses will be better understood. In the theses written in the field of value education according to quantitative and mixed research methods, it was concluded that the most preferred sample group was teachers and one of the least preferred sample groups was principals. Similarly, when the sample groups of articles published in the journal of value education were examined, it was observed that most of the students and undergraduate students are working (Dündar & Eylem, 2016). In the literature, generally, there are studies in which pre-school, primary and middle school students which are selected as sample groups (Gündüz et al., 2017; Kapkın et al., 2018). In a study conducted in 2017, considering all components of value education, it was stated that the school, family and environment triangle was important, but studies with administrators were few (Gündüz et al., 2017). According to Berkowitz and Bier (2005), no matter how central the school is in value education, it is not sufficient alone. Today, the only factor on the child in value education is no longer only family, school or environment. Children now notice the changes in the world before us and are affected more quickly (Aydın & Gürler, 2012). Therefore, value education should be

started from a young age and value education should be extended to cover more than one component.

When the measurement tools used according to the research methods are examined, in the theses carried out with the quantitative research method, scales were used the most, and in the theses carried out with the qualitative research method, document examination was used the most. In theses conducted with a mixed research method, interviews and scales were used the most as data collection tools, and in the literature survey, it was determined that the document review was used. Similarly, in the literature, there are various studies in which scales are used in theses using quantitative research method and document review is used in theses using qualitative research method (Adıgüzel & Ergünay, 2012; Baş & Beyhan, 2012; Beldağ, 2016; Dündar & Hareket, 2016; Gündoğdu et al., 2017; Kurtdede- Fidan & Öner, 2018). In addition, Gündüz et al. (2017) examined 54 PhD dissertations written between 2000 and 2015 and found that scales and interviews were used more frequently in studies on value education. When the related literature is examined, it is seen that the data collection tool is used in this direction, since the written theses are mostly descriptive. However, trying to measure more affective values using a single measurement tool may not always give accurate results. In particular, in qualitative research, one of the most known applications of increasing the validity and reliability of research is triangulation. Triangulation is the application of the researcher to increase the diversity of the collected data and to bring different perspectives to the research (Merriam, 1995). When multiple data collection tools are used and if the collected data are compatible with each other and produce similar results, the results are assumed to be valid (Silverman, 2015). Therefore, to get more valid and reliable results, it is important to use more than one data tool. In the theses written in the field of value education, considering the data analysis techniques used, it is seen that the t-test and ANOVA statistics, which are one of the most parametric tests, are used in the theses conducted with the quantitative method. In qualitative methods, it was seen that content analysis and descriptive analysis techniques were generally used. When looking at the overall theses, it was determined that content analysis was mostly used. When the relevant literature was examined, in the theses written of the value education field, it was seen that descriptive statistics, t-test and ANOVA statistics were used, and document analysis, descriptive analysis and content analysis were used as qualitative data analysis technique (Baş & Beyhan, 2012; Beldağ, 2016; Dündar & Hareket, 2016; Gündoğdu et al. , 2017).

When the findings obtained were examined, it was determined that basic statistical techniques were generally used and advanced statistical techniques were not utilized sufficiently. More use of advanced statistical techniques in researches will help to increase the number of investigated features and to better analyze the effect and relationship between various variables that affect value education.

According to the results obtained, the suggestions are as follows:

- In the theses written in the field of value education, focusing on PhD studies may be beneficial for conducting more in-depth and multi-faceted research.
- It is thought that the increase in the number of theses written in English will contribute to the field of education to increase the rate of accessibility of the theses in the international field and to find new research topics suitable for the developments in this field.
- Dissemination of the theses on value education on the level of newly established and private universities apart from well-established universities and collaboration between these universities can provide new experiences for many researchers and consultants.
- Value education is a very broad concept used by many disciplines. Therefore, to be successful in value education, a multidimensional approach should be taken and efforts should be made to find interdisciplinary study topics.
- When the methods of the studies were examined, it was seen that theses conducted with the mixed-method were less in number than other methods. So as to get detailed results and enrich the research results, the number of mixed-method studies can be increased.
- In order to achieve the desired quality in value education, it should be supported by many elements of society. To ensure the moral development of the individual, a balance should be sought between the family, school and the environment. In this balance, the variety in sample selection can be important.
- When the models used according to research methods are examined, it is seen that the most common pattern is scanning. Although the interview was a data collection technique, it was named as a model in some theses. Especially by trying to increase the knowledge and skill level of researchers in this field on scientific research methods, these mistakes can be prevented. In addition to describing the situation in the studies carried out, the problems experienced or likely to be experienced can be prevented if the application-oriented patterns are increased.
- When the models used in the studies conducted were examined, it was concluded that mostly scales and documents were used. Therefore, using more than one data collection tool to obtain more valid and reliable results can help increase the quality of the studies.
- More advanced statistical analysis (MANOVA, MANCOVA, ANCOVA etc.) can be used depending on the research problems and the quality of the data.
- In this study, theses on value education (2009-2019) were examined in terms of their descriptive and methodological features. From now on thesis studies on

value education, using research results can contribute to the increase in the quality of theses.

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