A REVIEW OF GRADUATE THESES RELATED TO ART EDUCATION IN TURKEY: A CONTENT ANALYSIS STUDY

Yücehan Yücesoy [a] *, Başak Bağlama [b], Burak Demir [c]

[a,b,c] † *Near East University, Ataturk Faculty of Education, Nicosia, Northern Cyprus*

Abstract

The main aim of this research is to reveal the trends in the graduate theses in the field of art education conducted in Turkey carried out between 2003 and 2020 in a holistic and comprehensive way. Content analysis as one of the qualitative research methods was used in this study. A comprehensive search on YOKTEZ which is national thesis center of Turkey were scanned using "art education" as keyword and 135 open-access graduate thesis on art education were obtained. The data were analyzed by descriptive statistical methods, and frequencies and percentages were given in tables and graphics. As a result of the analysis of the data, it was concluded that studies on art education were most studied in 2019, there were more professor titled advisors, more master theses were carried out and qualitative research methods and document analysis were frequently used in theses. It is thought that the results obtained from the research will shed light on future studies on art education.

Keywords: Education, art, art education, thesis, content analysis.

1. Introduction

Education, which is one of the basic elements of both individual and social progress, is the process of developing ideas and behaviors that have been systematized by humans. Education, where different methods are used according to the needs in line with the objectives, has been recently programmed according to the characteristics of the field (Ozkan, 2017; Sharipov,

---

* Corresponding author name. Phone.: +0-000-000-0000
  E-mail: author@institution.xxx
† Yücehan Yücesoy
E-mail: Yucehan.yucesoy@neu.edu.tr

2020). Art education, which can be described as a process in which desired artistic behaviors are built, has become a special field where different methods and techniques are used. Art education has developed to meet the needs experienced due to changing conditions (Allahverdiyev, Yucesoy & Baglama, 2017; Akkurt & Boratav, 2018).

Today, art courses starting with pre-school education aim to contribute to the development of society at all levels of education, including non-formal education (Chalmers, 2019; Yücesoy, Demir, Baglama, Polat, Oznacar, 2020). Being able to appreciate a quality work of art is a sign of being a part of modern culture. Art education help individuals to acquire vision in all aspects. Art education contributes to the development of society by allowing individuals to perceive existence, think analytically, question and get rid of the limitations of traditional norms, and develop new behaviors and structures, as art is definitely one of the important components of science and technology (Greteman, 2017).

Art education teaches a person to perceive new forms, to judge aesthetically, and also to express himself correctly. Art education greatly contributes to the development of not only artists but also art critics, culture and art historians, as well as art purchasers and proposers. With quality art education, the art market is prevented from developing in the wrong direction and art activities are formed with the right tendencies (Sen, 2005; Ozkan & Girgin, 2014).

It is very important to make scientific researches in order to increase the quality of art education and to ensure the continuity of related studies, and for this purpose, the general evaluation of the postgraduate studies on this subject in the literature, both to give an idea of the quality of the researches made in that period and to shed light on the following researches is crucial. Having information about the studies in this field will give the researchers an idea about which dimensions of the field have deficiencies and urgent needs to be resolved, and determining the important issues to be studied. This situation makes it necessary to examine postgraduate theses in the field of art education in terms of many criteria. The specified reasons within the framework of this study, it is aimed to examine postgraduate theses on art education in Turkey Higher Education Council (YÖK) National Thesis Center and reveal the overall trends through content analysis. In line with this general aim, answers to the following questions were sought:

1.   What is the distribution of theses on art education in terms of year of publication?

2.   What is the distribution of theses on art education in terms of thesis level?

3.   What is the distribution of theses on art education in terms of title of supervisors?

4.   What is the distribution of theses on art education in terms of university, institute and department?

5.   What is the distribution of theses on art education in terms of research methods?

6.   What is the distribution of theses on art education in terms of participants?

7.   What is the distribution of theses on art education in terms of data collection tools?

8.   What is the distribution of theses on art education in terms of data analysis methods?

9.   What is the distribution of theses on art education in terms of subjects?

2. Method

2.1. Research Model

Document analysis method, which is one of the qualitative research designs, was used in the research. Document analysis is the examination of all kinds of written material that provides information about a subject under investigation (Ekiz, 2009; Yildirim & Simsek, 2011). The main purpose of document analysis is to analyze the sources containing written information about the event or facts in detail that are aimed to be investigated. Such studies can be used as especially in cases where in-depth interviews and comprehensive observations are not possible (Simsek et al., 2008).

2.2. Data Collection

The research data were obtained by using the keyword "art education" in the database of YOK National Thesis Center (www.tez.yok.gov.tr). As a result of the search, 359 theses on art education were reached. Those open to access among these theses have been included in the research. These included in the research were examined and interpreted in line with predetermined criteria. These criteria include year of publication, thesis level, title of advisor, university, institute, department, research method, particpants, data collection tools, data analysis methods and subjects.

2.3. Data Analysis

The theses examined in this study were analyzed within the framework of predetermined criteria and a descriptive content analysis study was conducted in order to determine the trends of postgraduate theses on art education in Turkey from past to present. Although descriptive content analysis can reveal general trends in a field, in-depth analysis and synthesis cannot be made for the qualities of the studied studies due to the large number of documents examined. Therefore, the findings obtained are tabulated and presented with descriptive statistics such as frequency and percentage, and interpreted.

3. Results

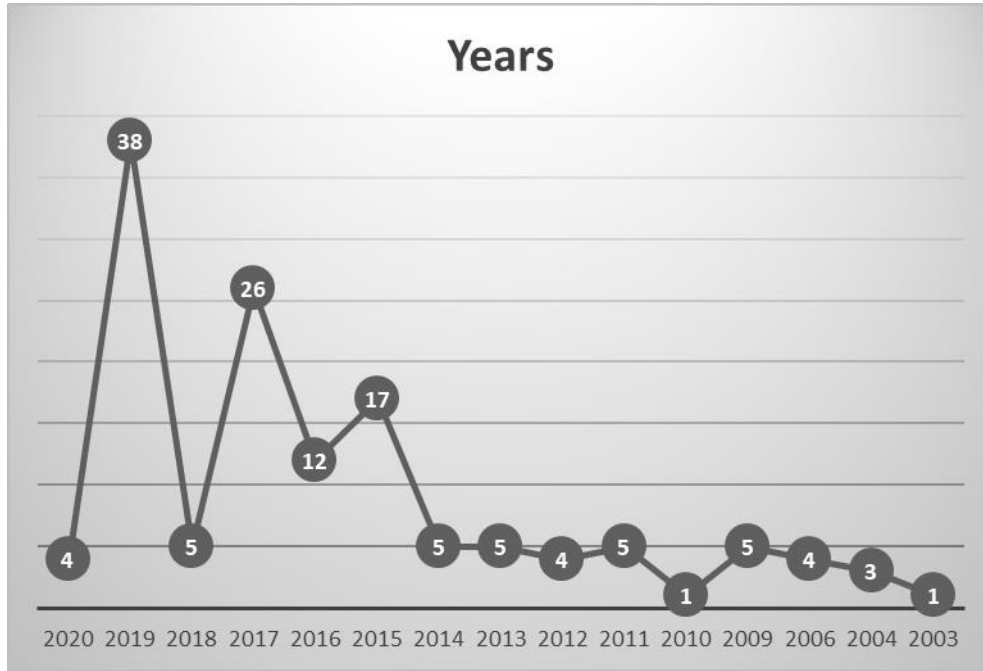### 3.1. Distribution of Theses on Art Education According to Years

Figure 1. Distribution of theses by years

3.2. Distribution of Theses on Art Education According to Thesis Level

Table 1. Distribution of theses by thesis level

Thesis level	f	%
Master	106	78.5
Doctorate	29	21.5
Total	**135**	**100**

Table 1 shows the distribution of theses on art education in Turkey according to thesis level. In the light of the data obtained from the research, when the postgraduate theses on art education were examined, it was determined that the most common thesis level according to the levels of the theses was 106 master theses. In addition to this, it is seen that there are 29 doctoral theses.

3.3. Distribution of Theses on Art Education According to Title of Advisor

Table 2. Distribution of theses by title of advisor

Title of Advisor	*f*	%
Professor	60	44.4
Associate Professor	39	28.9
Assistant Professor	25	18.5
Doctor	11	8.1
Total	**135**	**100**

When the distribution of thesis advisors according to their titles is examined, it is seen that, titles of 60 thesis advisors are Professor, titles of 39 thesis advisors are Associate Professor, titles of 25 thesis advisors are Assistant Professor and titles of 11 thesis advisors are Doctor. Therefore, it can be said that thesis on art education in Turkey were mostly carried out with thesis advisors with Professor titles.

3.4. Distribution of Theses on Art Education According to University

Table 3. Distribution of theses by title of university

University	*f*	%
Gazi University	47	34.8
Marmara University	27	20
Anadolu University	25	18.5
19 Mayıs University	19	14,1
Necmettin Erbakan University	17	12.6
Total	**135**	**100**

As it can be seen from Table 3, there are various universities conducting these studies related with art education from past to present. Among these universities, Gazi University has the highest number of theses on art education in Turkey with 47 theses and Necmettin Erbakan University has the least number of theses with 17 theses.

3.5. Distribution of Theses on Art Education According to Institute

Table 4. Distribution of theses by title of institute

Institute	*f*	%
Institute of Educational Sciences	111	82.2
Institute of Social Sciences	22	16.3
Institute of Health Sciences	2	1.5
Total	**135**	**100**

When the distribution of postgraduate theses on art education published according to the institutes to which they are affiliated was examined, it was determined that the Institute of Educational Sciences ranked first with a maximum rate of 82.2%. The Institute of Educational Sciences is followed by the Institute of Social Sciences with 16.3%, while the institute with the least thesis was the Institute of Health Sciences with 2 thesis and 1.5%.

3.6. Distribution of Theses on Art Education According to Department

Table 5. Distribution of theses by department

Department	*f*	%
Fine Arts Education	92	68.1
Arts and Design	14	10.4
Primary Education	7	5.2
Teaching Art and Crafts	11	8.1
History of Art	2	1.5
Curriculum and Teaching	2	1.5
Visual Arts	1	0,7
Physical Education and Sports	1	0,7
Educational Sciences	1	0,7
Philosophy	1	0,7
Graphic Design	1	0,7

Basic Education	1	0,7
Child Development	1	0,7
Total	**135**	**100**

Table 5 shows the distribution of theses on art education by title of department. According to the results, most theses were carried out in the field of Fine Arts Education with 68.1% and 92 theses. In addition, Fine Arts Education is followed by Arts and Design with 10.4% and 14 theses and Department of Teaching Art and Crafts with 11 studies with 8.1%. There were 2 theses with a rate of 1.5% in the Departments of History of Art and Curriculum and Teaching. It is also seen that the least number of studies were in Visual Arts, Physical Education and Sports, Educational Sciences, Philosophy, Graphic Design, Basic Education and Child Development disciplines with the rate of 1 thesis and 0.7%.

3.7. Distribution of Theses on Art Education According to Department

Figure 2. Distribution of theses by research method

When the results on the distribution of research methods in postgraduate theses on art education are examined, it is seen that qualitative research is at most 40%, while qualitative research is followed by quantitative studies with 22%. It was also determined that review studies take the most third. While action researches follow the review studies with 9%, it is seen that mixed research methods take the least rate with 3%.

3.8. Distribution of Theses on Art Education According to Participants

Table 6. Distribution of theses by participants

Participants	*f*	%
University students	49	36,3
Documents	43	31,9
Primary school students	14	10,4
High school students	12	8,9
Branch teachers	11	8,1
Preschool teachers	6	4,4
Total	**135**	**100**

Considering the distribution of the participants in the postgraduate theses on art education in Turkey, it was determined that the highest rate was university students with the rate of 36.3%, documents followed the university students with the rate of 31.9% and primary school students with the rate of 10.4%. The group with the least number of participants was determined to be preschool teachers with 4.4%.

3.9. Distribution of Theses on Art Education According to Data Collection Tools

Table 7. Distribution of theses by data collection tools

Data Collection Tools	*f*	%
Document analysis form	54	40
Interview form	45	33,3
Scale	36	26,7
Total	**135**	**100**

When the distribution of data collection tools in the theses was examined, it was determined that the document analysis form was used with a rate of 40% at most. While the document analysis form was followed by the interview form with a rate of 33.3%, it was concluded that the least used data collection tools were scales with 26.7%.

3.10. Distribution of Theses on Art Education According to Data Analysis Methods

Table 8. Distribution of theses by data analysis methods

Data analysis methods	*f*	%
Qualitative and quantitative analysis	29	20,7
Thematic analysis	69	50,9
Statistical analysis	37	27,4
Total	**135**	**100**

Table 8 shows the distribution of theses on art education according to data analysis methods. Results revealed that thematic analysis is used mostly in studies with a rate of 50.9%. This result was followed by statistical analysis with 27.4% and qualitative and quantitative analysis methods were the least with 20.7%.

3.11. Distribution of Theses on Art Education According to Data Analysis Methods

Table 9. Distribution of theses by participants

Subject	*f*	%
Multi-disciplinary art education	51	31,8
Attitudes towards art education	21	16,6
Comparative studies on art education	13	9,6
Historical developments in art education	12	8,9
Art education and aesthetics	11	8,1
Metaphoric perceptions towards art education	8	5,9
Art and psychology	5	3,7
Graphic design	4	3,0
Special education and art	3	2,2

Computer supported art education	2	1,5
Total	**135**	**100**

Results on the distribution of theses on art education according to research subject revealed that there are 10 different research subject studied in the theses on art education in Turkey with various frequencies and percentages. Considering the distribution of the postgraduate theses on art education according to the subjects, it was determined that the most studies were made on the multi-disciplinary art education with a rate of 51 theses and 31.8%. Studies on multidisciplinary arts education are followed by 21 theses involving attitudes towards art education with a rate of 16.6%. When the postgraduate theses were examined, it was determined that the least studied subject was computer supported art education with the rate of 1.5%.

4. Discussion and Conclusion

Considering the results obtained in the light of the data obtained in the present study, there are different trends in the graduate theses on art education in Turkey from past to present. Firstly, it was concluded that 2019 was the year in which the highest number of theses was conducted and the years with the least number of studies were between 2003 and 2010. In their content analysis research for art education for communication in the society, Nacak and Yucesoy (2020) examined the articles in the field of communication and art education, and concluded that the least number of studies belongs to 2010. Contrary to the results obtained from this study, Nacak and Yucesoy (2020) found that the year in which the most article studies were conducted was 2016. Based on this, it can be concluded that the number of theses and articles made may differ in certain years, as the least research years between articles and theses may be the same.

Considering the results obtained regarding the level of theses, it was determined that the most common theses were master theses with 106 theses and 29 theses were written at doctoral level. Coskun, Dundar and Parlak (2014) carried out a content analysis of the studies on special education in Turkey and found similar results with this study indicating that there are more master thesis on special education. In the light of this, it can be said that art education and special education studies are the disciplines that are studied more intensively at the master level. Therefore, it may be suggested that studies in this field should be investigated in depth in doctoral dissertations and postgraduate students should be encouraged on this issue.

Results of the study showed that theses on art education in Turkey were mostly carried out with thesis advisors with Professor titles. Accordingly, Uygun (2012) examined the distribution of theses according to the titles of the advisors who directed theses on education history and obtained parallel results this study. According to the results, it was revealed that the theses related to art education were mostly included in Gazi University with 47 theses. Namdar and Onder (2019) also found that Gazi University has the highest number of theses on visual arts in primary education. Tarman, Acun and Yuksel (2010) investigated the thesis

studies on social studies education and determined that the most research was included in Gazi University, as if supporting the results obtained in this study. Therefore, it can be said that theses on social studies education and arts education are handled intensively and effectively in these universities.

Furthermore, results of the study showed that while qualitative research method was the most frequently method in theses on art education in Turkey, mixed research methods were the least used method in theses. Bicen and Demir (2020) found that qualitative and mixed research methods were used more intensely to support the result obtained in this study in their research in which they analyzed the content of studies on augmented reality and infographic use in education. In this context, if we consider that art education and infographics are a branch in which they can show parallelism and a related progress, it can be said that they proceed in the same direction in the research methods they have chosen.

It was determined that university students had the highest rate as participants used in theses on art education in Turkey. On the contrary, Dogru, Gencosman, Ataalkin and Seker (2012) examined the theses on science teaching and found that most participants were primary school students. It was found that the groups with the least participation are university students, in contrast to this study. Based on this result, it can be concluded that different groups of participants in different disciplines may stand out more in interdisciplinary studies.

Results of the distribution of data collection tools in the studies, it was determined that the document analysis form was used at a rate of 40% in the studies and scales were used less frequently in the studies. In the study where they evaluated research on technology leadership in education, Yucesoy and Dagli (2019) reached different results and found that the most used data collection tools used were questionnaires and the least used data collection tools were documents. From this point of view, it can be said that studies on technology leadership and art education may vary depending on the data collection tools used. Results showed that thematic analysis is used with a rate of 50.9% and qualitative and quantitative analysis methods were the least used with 20.7%. Danju, Demir, Caglar, Ozcelik, Karaagac, and Ozturan (2020) carried out a content analysis study on new approaches in education, examined the data analysis methods used in the studies involving new trends in education and they have reached the conclusion that qualitative and quantitative analysis methods were more frequently used. Therefore, it can be said that the data analysis methods included in the studies may vary according to the contents.

Considering the distribution of the theses examined as the last aim of the research by subjects, it was concluded that the subject that was frequently studies was related to multi-disciplinary art education and it was determined that the least studied subject was the studies on computer-aided arts education. However, Caglayan (2018) examined the theses on art education for individuals with intellectual disability and showed that multi-disciplinary art education was the least studied research subject and visual arts education in the development of the individuals with disability was the most frequently studied subject in theses. Therefore, it can be concluded that subjects might vary based on the discipline.

According to these results; rather than repeating similar subjects in different situations, it may be suggested to provide subject diversity, thesis advisors might direct graduate students in

consideration of this situation, and increase scientific research that will support the development of the field of arts education in Turkey. It should be noted that the quantity of postgraduate studies depends on the number of lecturers in the relevant field and the availability of departments in university institutes that will allow thesis to be made on these subjects. The low number of theses in some universities may be associated with these needs.

References

Akkurt, S., & Boratav, O. (2018). Neden sanat egitimi?. *Uluslararasi Egitim Arastirmacilari Dergisi, 1*(1), 54-60.

Allahverdiyev, M., Yucesoy, Y., & Baglama, B. (2017). An overview of arts education and reflections on special education. *International Journal of Educational Sciences, 19*(2-3), 127-135.

Bicen, H., & Demır, B. (2020). A Content analysis on articles using augmented reality technology and ınfographic in education. *Postmodern Openings/Deschideri Postmoderne*, *11*(1), 33-44.

Caglayan, N. (2018). Turkiye'de zihinsel engellilerde sanat egitimi ile ilgili lisansustu tezlerin incelenmesi. *Anadolu Journal of Educational Sciences International, 8*(2), 403-418.

Chalmers, F. G. (2019). Art education as global education. In *Art, Culture, and Pedagogy (pp. 29-36).* Leiden: Brill Sense.

Coskun, I., Dundar, S., & Parlak, C. (2014). Turkiye'de ozel egitim alaninda yapilmis lisansustu tezlerin cesitli degiskenler acisindan incelenmesi (2008-2013). *Ege Egitim Dergisi*, *15*(2), 375-396.

Danju, I., Demir, B., Caglar, B. B., Ozcelik, C. D., Coruhlu, E. K., & Ozturan, S. (2020). Comparative content analysis of studies on new approaches in education. *Laplage in Journal*, *6*(Extra-C), 128-142.

Dogru, M., Gencosman, T., Ataalkin, A. N., & Seker, F. (2012). Fen bilimleri egitiminde calisilan yuksek lisans ve doktora tezlerinin analizi. *Journal of Turkish Science Education*, *9*(1), 49-64.

Ekiz, D. (2009). *Bilimsel arastirma yontemleri.* Ankara: Ani Yayincilik.

Greteman, A. J. (2017). Helping kids turn out queer: Queer theory in art education. *Studies in Art Education, 58*(3), 195-205.

Nacak, A., & Yucesoy, Y. (2020). Art education for communication in the society: A content analysis. *Revista Tempos e Espaços em Educação*, *13*(32), 1-15.

Namdar, A. O., & Onder, V. (2019). Türkiye'de ilkogretimde gorsel sanatlar ile ilgili yapilan lisansustu tezlerin egilimleri. *Kastamonu Egitim Dergisi, 27*(2), 767-784.

Ozkan, B., & Girgin, F. (2014). Okul oncesi ogretmenlerinin gorsel sanat etkinligi uygulamalarini degerlendirmesi. *Ejovoc (Electronic Journal of Vocational Colleges), 4*(4), 79-85.

Ozkan, R. (2017). *Egitim bilimine giris.* Ankara: Pegem Akademi.

Sen, U. S. (2005). Sanat egitiminde bilimsel arastirma yontemlerinin kullanilmasi. *Ataturk Universitesi Sosyal Bilimler Enstitusu Dergisi, 5*(1), 343-360.

Sharipov, F. (2020). Internationalization of higher education: Definition and description. *Mental Enlightenment Scientific-Methodological Journal, 2020*(1), 127-138.

Simsek, A., Ozdamar, N., Becit, G., Kilicer, K., Akbulut, Y., & Yildirim, Y. (2008). Turkiye'deki egitim teknolojisi arastirmalarinda guncel egilimler. *Selcuk Universitesi Sosyal Bilimler Dergisi, 19,* 439-458.

Tarman, B., Acun, Ċ., & Yuksel, Z. (2010). Sosyal bilgiler egitimi alanindaki tezlerin degerlendirilmesi. *Gaziantep University Journal of Social Sciences*, *9*(3), 725-746.

Uygun, S. (2012). Egitim tarihi alaninda yapilmis lisansustu tezlerin analizi. *Erciyes Universitesi Sosyal Bilimler Enstitusu Dergisi*, *1*(33), 263-282.

Yildirim, A., & Simsek, H. (2011). *Sosyal bilimlerde nitel arastirma yontemleri* (8th ed.). Ankara: Seckin Yayincilik.

Yucesoy, Y., & Dagli, G. (2019). Evaluation of the studies on technology leadership: A content analysis. *Near East University Online Journal of Education*, *2*(1), 58-68.