



Reverse Tullip Education

## **Analysis Of Theses Written In The Field Of Preschool Education In 2000-2020: A Content Analysis**

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### **Abstract**

The aim of the study is to analyze the methods, sample size, measurement tool and analysis methods in theses written in the field of preschool education in the last 20 years and to try to improve the working processes and results in this field. Work is currently the most widely used methods and future researchers in the field of preschool education, sampling, and made in Turkey has shifted to measuring tool to help determine the methods of analysis thesis. In this study, the years of 2000-2020 in Turkey Higher Education Council in preschool education field method used in the thesis listed on the National Thesis Center, sample, measurement tools and analysis methods were investigated. The data obtained were subjected to frequency / percentage analysis with SPSS 20.0 package program. The frequency of use and percentage values of the data obtained in the study are given in 4 different titles in tables. In line with the results achieved and evaluations made, recommendations and suggestions were made for the researchers.

**Keywords:** Preschool education, method, sampling, measurement tool, analysis, content analysis, master's and doctoral thesis.

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## **INTRODUCTION**

Nowadays, it is accepted that the main purpose of modern education systems is to raise quality people with constructive, creative power, questioning and quality. The first step of this process is the most critical phase of human development, the preschool period and educational practices carried out in the name of preschool education. Preschool education gains importance because it is the first socialization experience of the child after the family and the social habits acquired during this period shape his life. In this period when the child is most open to learning, the inclusion of a rich stimulus in the education system implies important gains in terms of the environment in which he lived in the first stage and later in the societies.

Preschool education; Including childhood years from birth to the beginning of primary school; It is the first stage of planned and supervised education outside the family. In this age period, considering that the child is the most suitable and open to acquire a certain education, the importance of pre-school education increases one more time. Therefore, it should be accepted that this age is a basic educational process that instills more important values than other stages of education because it provides rich and stimulating environmental opportunities that are suitable for the individual characteristics and developmental levels of children, and aims to prepare children mentally and socially, especially for school, generally life. For the definition of pre-school education, it can be said that "it is the process of intentionally creating desired behavior changes in children through their own lives".

The idea that the first 6 years after birth is one of the most important periods in human life, and that care and education in this period significantly determines what kind of person will be in the future has become an opinion that most experts accept today. For this reason, it is as important as the child's nutrition and care in these early years, the more important it is for love to live, to be educated in a suitable environment and to adapt to the society in which it lives (Oktay, Zembat ve diğ., 1994).

The objectives of preschool education are listed as follows in the Kindergarten and Kindergarten Program published by the Ministry of National Education in 1994: 1. To ensure that children develop physically, mentally, emotionally and socially and gain basic habits. 2. To help develop the commitment of children to national, moral, moral, cultural and human values by making use of every opportunity. 3. To gain love of Atatürk, nation, homeland and flag. 4. Assuming responsibility for children; to ensure that they are honest, respectful, courteous and organized. 5. To allow the child to develop self-concept, express himself, gain independence and provide self-control (M.E.B. Kindergarten and Kindergarten Program, 1994).

In addition, the 20th article of the 1739 numbered National Education Basic Law aims and aims of preschool education, In accordance with the general objectives and basic principles of National Education, it has determined as follows: 1. To ensure that children develop physically, mentally, emotionally and socially and gain good habits. 2. Prepare them for basic education. 3. To create a common habitat for children from unfavorable environments and families. 4. To ensure that children speak Turkish correctly and beautifully (M.E. B. Pre-School Education Commission Report, 1993).

Based on all these, some educational researches are carried out to develop and improve preschool education due to the indisputable magnitude of the importance of preschool education in the life of the individual. In this study, the scale and methods used in Turkey Dissertation thesis listed on the National Council of Higher Education Center in the field of preschool education between the years 2000-2020 were examined.

Falkingham and Reeves (1998) suggested conducting educational research and using content analysis (meta-analysis) to summarize large volumes of published studies in specific subject areas to help readers digest the material more easily. Educational research plays an important role in enlightening and informing educational practices. Mortimore (2000) proposed four tasks to undertake in educational research. These are systematically observing and recording, analyzing and uncovering inferences, publishing indices, and most importantly, trying to improve training processes and results. Content analysis (meta-analysis) studies supported by statistical indexes help to summarize the results of many research articles effectively, which facilitates reliable and valid generalizations in a research area (Sağlam & Yüksel, 2007; Yılmaz, Çetinkaya & Avan, 2019).

In this context, the study includes content analysis of the method, sample group, measurement tool and analysis methods used in preschool education. Theses written in the field of preschool education of the last 20 years have been systematically observed, recorded and inferences made.

The aim of the study is to analyze the methods, sample group, measurement tool and analysis methods in theses written in the field of preschool education in the last 20 years and to improve the working processes and results in this field.

The study is designed to answer the following research questions.

- 1- 2000-2020 year between Turkey Higher Education Board research methods used in pre-school thesis in the area listed in the National thesis Center what? Which method was used and how often?
- 2- 2000-2020 year between Turkey National Council of Higher Education thesis what is the sample size studied in pre-school thesis in the areas listed in the Center? Which sample interval, how often was used?
- 3- Between the years 2000-2020, what are the data collection instruments used in the Higher Education Council in Turkey's theses areas listed in the National Thesis Center preschool? Which data collection tool was used and how often?
- 4- Between the years 2000-2020, Turkey Board of Higher Education what are the methods of analysis used in the pre-school thesis in the area listed in the National Thesis Center? Which analysis method was used and how often?

## **METHODS**

In this section, information about the model of the research, the sample of the research, the process of data collection and the analysis of the data is given.

### **Model of the Research**

Qualitative research method has been deemed appropriate for this study, which aims to examine the theses written on preschool education in terms of the method used, sample size, measurement tool and analysis methods (Yılmaz & Tan, 2016). Merriam (1998) mentioned that qualitative research is a method that allows reading the data one by one and presenting the research results based on the codes and categories in this way. Qualitative research is a method that adopts to examine the research problem with an interpretive approach, based on a holistic interdisciplinary perspective. The facts and events that are researched on are considered in their own context and interpreted in terms of the meanings that people attach to them (Altunışık and Others, 2010: 302).

### **Sample of the Study**

In the research (YÖK) National Thesis Center website; Master's and doctorate theses on pre-school education were examined. One of the purposeful sampling approaches in determining the theses to be examined in the research; By Büyüköztürk et al. (2011); The 'criterion sampling' method, which is described as a suitable method for use when observation units should consist of people, events, objects or situations with certain qualifications, is used. Accordingly, while examining the studies, it was paid attention to be made on pre-school education and that the pre-school children constitute the sample groups (Yılmaz & Ertuğrul Akyol, 2019).

### **Data Collection Process**

76 master's and doctoral theses prepared on pre-school education in different fields between 2000-2020, which are registered in the official website of the Higher Education Council National Thesis Center in the study, constitute the sample of the research. While collecting data, theses prepared within the scope of "pre-school education" on the thesis search page were taken into consideration.

## Data Analysis

The data obtained in the study were analyzed using content analysis. Content analysis is the systematic screening of printed or visual materials and analyzing thematically in terms of certain categories (Yıldırım & Şimşek, 2011: 227). First, the questions to be examined in theses were determined, and then the data were analyzed separately by three researchers in response to the answers of each research question. Data obtained by content analysis were subjected to factor / percentage analysis with SPSS 20.0 package program. They were classified among each other among certain themes, thereby revealing the frequency of use of data and their equivalents.

## RESULTS

The method used in theses, the sample size, the measurement tool and the data obtained for the analysis method, the factor / percentage analysis results are analyzed under four headings: the research method, the sample size, the data collection tool and the data analysis method.

**Table 1:** Method and Pattern of the Research

Method and Pattern		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Observation	9	10,0	11,8	11,8
	Correlation	12	13,3	15,8	27,6
	Comparative	10	11,1	13,2	40,8
	Experimental	8	8,9	10,5	51,3
	Screening	13	14,4	17,1	68,4
	Interview	13	14,4	17,1	85,5
	Descriptive	8	8,9	10,5	96,1
	Event	3	3,3	3,9	100,0
	Total	76	84,4	100,0	
Missing	System	14	15,6		
Total		90	100,0		

Looking at the table above, according to the analysis results under the title of methods and patterns used in theses, observation is 10.0%, correlation is 13.3%, comparative 11.1%, experimental 8.9%, screening 14.4%, interview 14%, 4, descriptive 8.9%, event 3.3%.

**Table 2:** Sample Size of the Study

Sample Size		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-100 child	11	12,2	13,3	13,3
	101-200 child	5	5,6	6,0	19,3
	201-500 child	18	20,0	21,7	41,0
	1-100 teacher	11	12,2	13,3	54,2
	101-200 teacher	11	12,2	13,3	67,5
	201-500 teacher	9	10,0	10,8	78,3
	1-100 family	3	3,3	3,6	81,9
	101-200 family	6	6,7	7,2	89,2
	201-500 family	9	10,0	10,8	100,0
		Total	83	92,2	100,0
Missing	System	7	7,8		
Total		90	100,0		

As seen in the table above, when the frequency / percentage analysis of the theses made for the sample size was made, 1-100 children were 12.2%, 101-200 children were 5.6%, and 201-500 children were 20.0%. The rates of teachers are determined as 12.2% between 1-100, 12.2% between 101-200 and 10.0% between 201-500. According to the analysis, it was concluded that the family sample size was 3.3% between 1-100, 6.7% between 101-200 and 10.0% between 201-500.

**Table 3:** Data Collection Tool of the Research

Data collection tool	Frequency	Percent	Valid Percent	Cumulative Percent
Observation Form	5	5,6	6,6	6,6
Personal Information Form	16	17,8	21,1	27,6
Scale	24	26,7	31,6	59,2
Test	13	14,4	17,1	76,3
Interview form	6	6,7	7,9	84,2
Survey	4	4,4	5,3	89,5
Evaluation form	3	3,3	3,9	93,4
Literature Search	1	1,1	1,3	94,7
Content Analysis	3	3,3	3,9	98,7
Field Notes	1	1,1	1,3	100,0
Total	76	84,4	100,0	
Missing System	14	15,6		
Total	90	100,0		

According to the information given in Table 3, data collection tools observation form 5.6%, personal information form 17.8%, scale 26.7%, test 14.4%, interview form 6.7%, survey 4.4%, The evaluation form was found to be 3.3%, literature review 1.1%, content analysis 3.3%, field notes 1.1%.

**Table 4:** Data Analysis Method of the Research

Analysis Method	Frequency	Percent	Valid Percent	Cumulative Percent
Regression	5	5,6	5,6	5,6
Correlation	12	13,3	13,3	18,9
Frequency / Percent	10	11,1	11,1	30,0
T-Test	9	10,0	10,0	40,0
ANOVA	14	15,6	15,6	55,6
Scheffe Test	2	2,2	2,2	57,8
Graphics	9	10,0	10,0	67,8
Content Analysis	15	16,7	16,7	84,4
Descriptive Analysis	10	11,1	11,1	95,6
Other	4	4,4	4,4	100,0
Total	90	100,0	100,0	

According to Table 4, where the data analysis methods, frequency / percentage analyzes are given above, regression 5.6%, correlation 13.3%, frequency / 11.1%, t-test 10.0%, ANOVA 15.6%, scheffe test 2.2%, graphs 10.0%, content analysis 16.7%, descriptive analysis 11.1%, other 4.4%.

## DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Between 2000-2020, a total of 97 theses in the field of preschool education published at <https://tez.yok.gov.tr/UlusalTezMerkezi/> were subjected to content analysis, and the method, sample size, measurement tool and analysis method of 76 theses were reached.

When the methods of the theses examined were analyzed, it was concluded that more studies were conducted with correlation, scanning and interview methods (Tan & Yılmaz, 2016). Except these, experimental, descriptive, observation methods were used in the theses examined. It is thought that the reason for focusing especially on these methods is related to the study of the effect of a subject, teaching method, material or other variables on children. However, these methods can be used to determine whether there is a relationship between the mentioned variables and various topics such as skill, behavior, and interest level in children.

Correlation analysis, frequency / percentage values, content analysis, descriptive analysis and ANOVA calculations were made in the analysis methods of the theses examined. Chi-square, scheffe test, minitab release, MSTAT-C, Tukey HSD, which are discussed under other methods, are the least preferred analysis methods. The reason for this is that the theses examined are mostly due to the intended studies about the direction of these relations by targeting the relational values, and since these theses are mostly composed of master's theses, these methods can be evaluated as more preferred.

The samples of these studies are composed of children, teachers and parents, and for the most part, the sample consists of students (children) with pre-school education, and the number of samples is generally between 200-500 (Yılmaz & Fakirulloğlu, 2016).

When we look at the data obtained in the direction of the research, it was seen that the sample group consisted of children, teachers and parents. However, in the theses written about children in preschool education period, it is seen that most of the researchers communicate with the family or teachers rather than the students who received pre-school education (Yılmaz & Aydın, 2019). This situation can be evaluated as the data collection phase from children is not used as it requires a more strict and demanding work process compared to other alternatives. However, the limited use of tools to collect data from children can also be considered within the scope of these results (Avan, Gülgün, Yılmaz & Doğanay, 2019). The fact that the measurement tool determined to be used for the purpose in the thesis planning period is not suitable for the child's developmental characteristics may also explain the orientation towards the family or teacher. In other words, it is a fact that preschool education child, who has not yet acquired literacy skills, cannot use written and individual tools such as questionnaires, scales and information forms.

It is believed that a researcher who is in the process of writing a thesis, directly meeting with the children and collecting information will not be preferred for the obstacles that may be encountered in family or ethics. The researcher's orientation towards the teacher and the family in order to overcome such problems directly can explain the use of intensive measurement tools (Uysal & Yılmaz, 2019).

It is one of the conclusions reached in the study that the theses written in direct proportion with the method / pattern and measurement tools that are preferred or deemed appropriate to be used in this direction are mostly quantitative. Other methods that followed were qualitative and then mixed method.

In the studies conducted, it has been studied with the methods that analyze relational values and it is thought that different analysis methods should be used to obtain more information and to detail the acquired information (Yılmaz & Yanarates, 2020).

In this study, researchers at the moment and the future of the methods most commonly used in the field of preschool education, sample size, and made in Turkey has shifted to measuring tool to help determine the methods of analysis thesis. In order to have more information about the studies in this field or to guide a subject, method, measurement and analysis tools, researchers may consider the following suggestions;

- 1- This study can be expanded by examining doctoral and master's theses to make various comparisons.
- 2- Researchers can work directly by reaching the information about preschool children through a harder and careful study.
- 3- The studies, in which the methods and analysis methods used by the researchers are analyzed with different distributions, can be conducted.
- 4- This study can be expanded by examining the articles published in the field.

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