



Programın Uygulanması ile İlgili Ulusal ve Uluslararası Tezlerin Tematik ve Metodolojik Analizi

Thematic and Methodological Analysis of National and International Theses on Curriculum Implementation

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Özet

Bu çalışmanın amacı programın uygulanması ile ilgili yapılmış ulusal ve uluslararası tezleri tematik ve metodolojik olarak analiz etmektir. Betimsel içerik analizi olarak desenlenen bu çalışmaya dâhil edilecek tezler amaçlı örnekleme yöntemlerinden ölçüt örnekleme yoluyla belirlenmiştir. 21'i ulusal ve 342'si uluslararası olmak üzere toplam 363 tez araştırmaya dâhil edilmiştir. Araştırma verileri, araştırmacılar tarafından geliştirilen "Tez Değerlendirme Formu" ile toplanmıştır. Verilerin analizinde içerik analizi türlerinden kategorisel analiz ve frekans analizi kullanılmıştır. Araştırma sonuçları, ulusal tezlerde programın uygulanmasının çoğunlukla program geliştirme ve program değerlendirme konuları altında ele alındığını, uluslararası tezlerde ise programın uygulanmasına ilişkin çalışılan temaların daha çeşitli ve programın uygulanma sürecine özgü olduğunu göstermiştir. Ulusal tezlerde daha çok karma yöntem ile nicel araştırma yöntemleri tercih edilirken uluslararası tezlerde daha çok nitel araştırma yöntemleri uygulanmaktadır. Seçilen araştırma yöntemine uygun olarak ulusal tezlerde daha çok karma yöntem araştırma desenleri, maksimum çeşitlilik ve uygun örnekleme yöntemleri, görüşme ve ölçek kullanımı, betimsel istatistikler ve içerik analizi tercih edilirken; uluslararası tezlerde nitel durum çalışması deseni, amaçlı örnekleme yöntemi, görüşme, gözlem ve dokümanlar aracılığıyla veri toplama ve kodlama tekniği ile veri analizi sıklıkla tercih edilmiştir. Hem ulusal hem de uluslararası tezlerin örnekleme grubunu çoğunlukla öğretmenler oluşturmaktadır. Bu araştırma kapsamında elde edilen bulguların, programın uygulanması ile ilgili yapılan çalışmalarını anlama ve alanda yürütülecek yeni çalışmalara yön verme açısından faydalı olacağı düşünülmektedir.

Anahtar Kelimeler: Programın uygulanması, İçerik analizi, Ulusal tezler, Uluslararası tezler

Abstract

The current study aims to conduct a thematic and methodological analysis of national and international theses on curriculum implementation. The theses to be included in this study, which was designed as descriptive content analysis, were determined by criterion sampling, one of the purposive sampling methods. A total of 363 theses, 21 national and 342 international, were included in the study. Research data were collected with the "Thesis Evaluation Form" developed by the researchers. In the content analysis of the data, categorical analysis and frequency analysis were used. The results of the research showed that the implementation of the curriculum in national theses was mostly discussed under the theme of curriculum development and curriculum evaluation, while in international theses, the themes studied on the curriculum implementation were more diverse and specific to the implementation process of the curriculum. While mixed methods and quantitative research methods were preferred in national theses, qualitative research methods were mostly used in international theses. In accordance with the selected research method, mixed method research designs, maximum diversity and convenience sampling methods, use of interviews

and scales, descriptive statistics and content analysis were utilized in national theses. On the other hand, in international theses, qualitative case study design, purposeful sampling method, data collection through interviews, observations and documents, and data analysis with coding technique were frequently employed. The sample group of both national and international theses is mostly teachers. It is thought that the findings obtained within the scope of this research will be useful in terms of understanding the studies on the implementation of the curricula and guiding future studies to be carried out in the field.

Keywords: Curriculum implementation, Content analysis, National theses, International theses

1. Introduction

Curriculum implementation refers to the process in which teachers deliver instruction and assessment through the use of specified resources provided in a curriculum (Nevenglosky et al., 2019). Curriculum implementation can be considered as part of the curriculum development process, which is the process of designing, implementing, evaluating, and reorganizing the curriculum in educational institutions in line with the data obtained as a result of the evaluation (Erden, 1998). Curriculum development studies in education consist of three basic stages: designing, implementing, and evaluating the curriculum. Curriculum design is aimed to organize the teaching in a meaningful integrity by revealing which elements the curriculum will consist of (Demirel, 2007). Curriculum designs help teachers to implement and maintain the curricular structure successfully by providing instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives (Wiles & Bondi, 2014). Implementation of the curriculum is the phase of putting the curriculum design into practice (Görge, 2017). In this phase, teachers, who are the implementers of the curriculum, implement the designed curriculum in their class. Finally, curriculum evaluation is the last stage of curriculum development where the effectiveness of the implemented curriculum is questioned and evaluated (Demirel, 2015). At the end of curriculum evaluation, generally a decision is made about the evaluated curriculum (Dusenbury et al., 2003).

While making a decision about the curriculum, it is not much emphasized whether the curriculum has been implemented as it is planned, and thus the implementation process of the curriculum remains as a black box waiting to be examined (Bümen et al., 2014). Moreover, when the literature on curriculum has been examined, it was discovered that more emphasis was placed on curriculum development, while little or no attention was paid to the curriculum implementation process. However more emphasis should be given to curriculum implementation process to guarantee that students have the cognitive, affective, and psycho-motor behaviors defined in curriculum design (Virgilio & Virgilio, 1984). It is not correct to make an evaluation of the curriculum materials and learning products without examining the teacher's approach to curriculum implementation and determining the level of curriculum implementation. Therefore, examining curriculum fidelity is seen as a significant research area recently (Bümen et al., 2014). In other words, it is substantial to investigate to what extent the activities carried out by the teachers in the classroom overlap with the objectives determined by the curriculum development experts in the curriculum. Given the significance of comprehending the curriculum implementation process, it is thought necessary for this study to examine national and international theses on the subject.

The examination of theses on curriculum implementation is significant in order to bring out the scope of the studies carried out in this regard, to identify the strengths and weaknesses of them and to determine what kind of new work is needed in this issue. Besides, being aware of the current trends in the literature motivates researchers about their academic publications (Lee et al., 2009). When the literature is reviewed, some studies examining the latest studies on curriculum are found. Avcı and Güven (2022), analyzed the graduate theses on curriculum development in Turkey between years 1993

and 2020. Al-Kathiri (2002) also investigated the characteristics of master's theses conducted in the department of curriculum and teaching methods. Besides, Taş and Duman (2021) reviewed postgraduate theses on curriculum evaluation. Similarly, Aslan and Sağlam (2017) made a methodological investigation of the theses conducted on curriculum evaluation. And Alkın-Şahin and Tunca (2016) investigated the theses on curriculum evaluation. More specifically, Süer (2022) made a content analysis of English curriculum evaluation studies. In another study by Karakuş (2021), curriculum implementation problems were presented by reviewing the studies on curriculum implementation problems in literature. There are also some studies which analyze postgraduate theses focusing on a specific curriculum. For instance, Arcagök (2021) and Gez-Çinpolat (2022) analyzed the postgraduate theses and academic dissertations on social sciences curriculum. Lee et al. (2009), also investigated the research trends in Science education by analyzing the publications on Science curriculum in a particular journal.

Literature shows that the conducted studies regarding the analysis of the theses and articles on curriculum are mostly on curriculum development, curriculum evaluation or on a specific curriculum. There is almost no study analyzing the theses which focus on curriculum implementation process directly. Moreover, the studies in the literature were mostly conducted regarding the national theses. In this study, unlike the literature, handling both national and international theses is considered valuable in terms of providing a unique perspective to the literature. In this respect, by considering the significance of examining studies on curriculum implementation, the aim of this study is to make a thematic and methodological analysis of national and international theses on curriculum implementation and thus to shed light on future studies on this subject. For this purpose, answers to the following questions were sought within the scope of the research:

1. What is the distribution of the national and international theses on curriculum implementation in terms of the demographic features (year, type)?
2. What is the distribution of the national and international theses on curriculum implementation in terms of the theme discussed?
3. What is the distribution of the national and international theses on curriculum implementation in terms of the method (mixed, qualitative, quantitative) applied?
 - 3.1. What is the distribution of the national and international theses on curriculum implementation in terms of the research design?
 - 3.2. What is the distribution of the national and international theses on curriculum implementation in terms of the sampling methods?
 - 3.3. What is the distribution of the national and international theses on curriculum implementation in terms of the sample groups?
 - 3.4. What is the distribution of the national and international theses on curriculum implementation in terms of the data collection tools?
 - 3.5. What is the distribution of the national and international theses on curriculum implementation in terms of the validity and reliability studies of data collection tools?
 - 3.6. What is the distribution of the national and international theses on curriculum implementation in terms of the data analysis techniques?

2. Method

In this part of this qualitative study, the information regarding the research design, the population and sample, the data collection tools, the data analysis, the validity and reliability of the study are presented.

2.1. Research Design

Content analysis was used as the method of this study. Content analysis, as a research method, can be defined as a systematic approach which organizes and reveals meaning from verbal, visual or written data to describe a specific phenomenon and to draw a realistic conclusion from the data (Bengtsson, 2016; Downe-Wambolt, 1992). There are three different approaches of content analysis as meta-analysis, meta-synthesis, and descriptive content analysis (Dinçer, 2018). In meta-synthesis studies, the effect size is calculated by collecting quantitative data from previous studies. On the other hand, in meta-synthesis studies, the findings of previous studies are synthesized and interpreted with a critical perspective via themes, main templates or matrixes (Çalık & Sözbilir, 2014). Qualitative data is used for meta-synthesis and the findings are presented on specific themes or frames (Dinçer, 2018). In descriptive content analysis, previous studies are analyzed based on specific criteria through descriptive statistics, frequencies, and percentages (Çalık & Sözbilir, 2014). Descriptive content analysis helps to identify general trends in the field by reviewing and organizing the qualitative and quantitative studies conducted independent of each other. (Selçuk et al., 2014). Descriptive content analysis differs from meta-analysis and meta-synthesis in terms of using both qualitative and quantitative data (Dinçer, 2018). In this study, it was aimed to determine the general tendencies by reviewing both qualitative and quantitative theses conducted during a specific time period in a specific field through frequencies and percentages. Thus, it was deemed appropriate to use a descriptive content analysis approach as the research design of this study.

2.2. Population and Sample

Target population of this study consists of the national and international theses conducted on curriculum implementation. Turkish Higher Education Council Presidency Dissertation Center website and Proquest (dissertation & thesis) database were used to obtain national and international theses. Purposive sampling was used to get a sample of the theses. Selection of the sample in a purposive manner refers to the deliberate selection of the data sources which are more suitable and relevant to the topic of the study (Yin, 2012). Inclusion criteria for the study were that the theses should be conducted over the last five years, that is between 2018-2022, to keep the data of the study up to date; the theses should be full text and open access; the theme of the theses should be related to education and training and for the international theses, the language should be English.

By taking into consideration of the criteria for inclusion, the "curriculum implementation" keyword and its Turkish translation were typed to screen theses conducted on the field. These keywords were searched on the summary section of both national and international theses. As a result of the search, a total of 27 national and 594 international theses were reached. However, 7 of the national theses were not conducted regarding education and training theme. Thus, they were excluded and only 21 national theses which met the inclusion criteria were included in the study. As regards to international theses, the themes which are not relevant to education and training theme such as theology, nursing, patients, engineering, medicine, were excluded from the theme search and finally 349 international theses were reached which are conducted on curriculum implementation and

relevant to education and training theme. However, 7 theses out of 349 international theses were recognized during analysis process that they don't meet one of the research criteria as they were conducted before 2018. Thus, they were excluded from the study. Finally, 342 international theses were included in the sample of this study. Consequently, the data analysis of this study was performed on a total of 363 theses, of which 21 were national and 342 were international.

2.3. Data Collection Tool

The national and international theses which form the sample of this study were transferred to the personal computer in pdf format. Each file was saved by assigning a number. The data of this study was collected through "Thesis Evaluation Form" which was developed by the researchers by considering the data collection tools used in similar studies in literature before (Avcı & Güven, 2022; Karadağ, 2009b). The developed form includes the titles regarding the year, thesis type, theme, research method, research design, sampling method, participants, data collection tools, the reliability and validity studies of the data collection tools and data analysis techniques. Previous literature and the research questions of this study were considered while forming the titles in the data collection tool. Content validity of the thesis evaluation form was established by expert opinion. For this process, the opinions of a total of three experts, two experts working in the department of curriculum and instruction and an expert working in the department of measurement and evaluation in education, were taken. The feedback received from the experts showed that the developed form is suitable for use in data collection and analysis processes and to obtain data consistent with the research purpose and questions of this study.

2.4. Data Analysis

In the process of data analysis, first of all, national and international theses obtained from the mentioned databases were downloaded and each of them was analyzed and recorded in accordance with the relevant form. In the analysis of the data, categorical analysis, and frequency analysis, which are types of content analysis, were used. Content analysis is a process of gathering similar data within the framework of certain themes and interpreting them in a way that the reader can understand (Yıldırım & Şimşek, 2013).

In the categorical analysis process, (i) coding of data, (ii) categories (iii) organizing the categories, and (vi) defining the findings and its interpretation are performed respectively (Corbin & Strauss, 2007). In the study, firstly, a data coding process on the thesis evaluation form was made. During the analysis process, each researcher individually coded and compared the same part of the theses. This comparison made it possible to reach a consensus on using the same codes for different words with the same meaning. For instance, administrator, principal, educational leader words were coded as "school principal." In the following process, the codes obtained were brought together by considering the research questions and common aspects were determined. Thus, the categories that form the main findings were created. The categories were presented by frequency analysis.

Frequency analysis is a descriptive statistic. Descriptive statistics, including frequency distributions, means and standard deviations, are the numerical and graphical techniques used to organize, present, and analyse data (Fisher & Marshall, 2009). Frequency analysis is a quantitative analysis of recording units and reveals the frequency of appearance. In this study, frequency analysis was used to analyze the data obtained from determination of the research design, sample group, sampling method, data collection tools, reliability and validity studies of the data collection tools and

analysis methods distributions of the theses in the study group. The findings, obtained from the qualitative analysis of the theses in the sample group, were presented as percentages and frequencies.

To ensure the reliability of the data analysis of this study, coding was done and compared by another expert. As mentioned before, coding was done by each of the researchers to have consensus on the use of the same codes. Besides, another expert who has studies on qualitative research and is competent in this field was asked to code the national and international theses with the help of the thesis evaluation form developed by the researchers. Twenty-five percent of the theses were randomly selected to check the reliability of the study. The codes made by the experts were compared with the codes made by the researchers. Evaluations were made regarding the codes on thesis evaluation form for each thesis and tried to reach a consensus. Miles and Huberman's reliability formula was used to calculate the reliability and confidence level was found to be 90%. Miles and Huberman (1994) recommended that the reliability of the coding should be at least 80% concordance level for a good qualitative reliability (cited in Creswell, 2014). Therefore, it can be said that the analysis results of this study are reliable.

Some other precautions were also taken to ensure the validity and reliability of the study. In qualitative studies, it is expected to select the method in accordance with the research aims and to report all procedure objectively and in detail to ensure trustworthiness and transparency (Yıldırım & Şimşek, 2013). In this study the rationale for selecting research design was explained and the sampling method, data collection tool and data analysis processes have been given in detail. A clear and rich description of the phases of this research also contributes to the reliability of this study. Moreover, records and analyzes of the theses were transferred to the computer environment and have been preserved for possible confirmation in the future to secure validity.

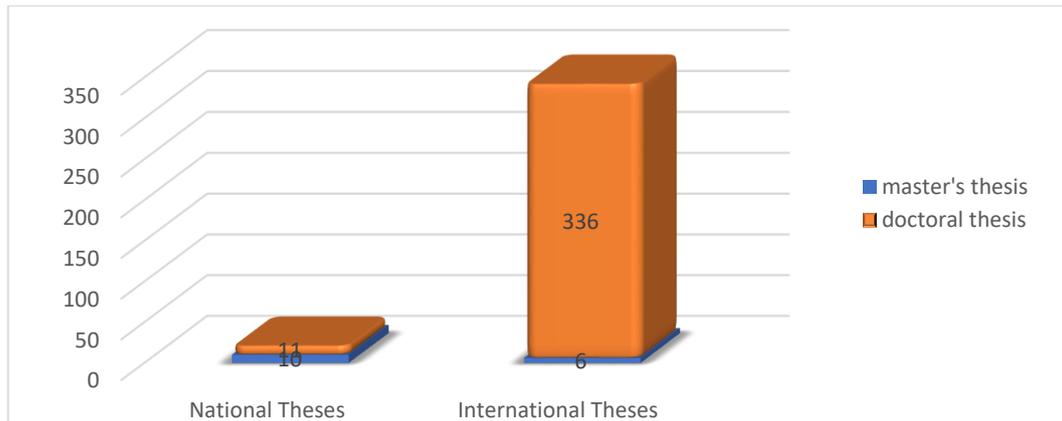
3. Findings

This study aims to present a thematic and methodological analysis of the national and international theses on curriculum implementation. In this part of the research, the findings obtained as a result of the data analysis are presented in line with the aim and sub-questions of this study.

3.1. Findings Regarding the Demographic Features of the Theses

In this part of the study, the findings regarding the demographic features of the national and international theses in the study group were presented. In this direction, findings regarding the type of the theses and the year in which they were conducted were presented respectively.

When the type of the theses was examined, it was seen that out of 21 national theses, 10 were master's and 11 were doctoral theses. Regarding the international theses, out of 342 theses, 6 were conducted as master's theses and 336 as doctoral theses. Figure 1 summarizes the type of national and international theses in the study group.

Figure 1. Distribution of the Theses in the Study Group According to the Types

When figure 1 is examined, it is obvious that while the number of master's and doctoral theses in national theses is close to each other, international theses conducted on curriculum implementation have been mostly studied as doctoral theses. Figure 2 shows the distribution of both national and international theses according to the years they were conducted.

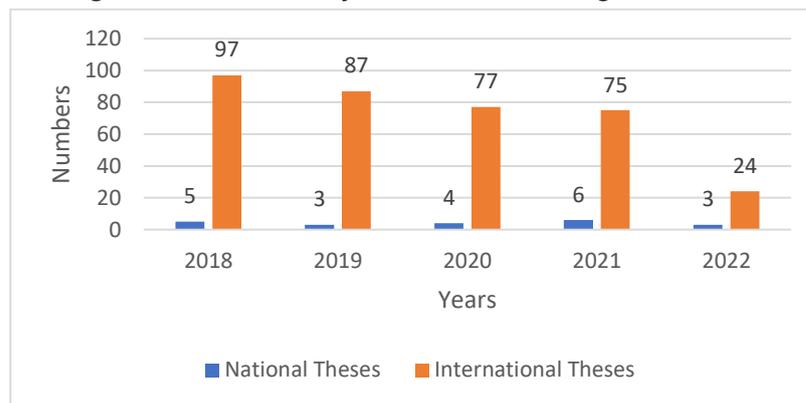
Figure 2. Distribution of the Theses According to the Years

Figure 2 indicates that for national theses, curriculum implementation was mostly studied in 2021. This is followed by the year 2018. As regards international theses, 2018 was the year with the highest number of theses conducted on curriculum implementation. Besides, the number of international theses conducted on curriculum implementation has decreased with each passing year.

3.2. Findings Regarding the Thematic Analysis of the Theses

The second research question of the study aimed to reveal the themes studied in the national and international theses on curriculum implementation. As more than one subject is covered in a thesis, the number of the theses examined, and the number of the themes covered do not match with each other. In Table 1, the themes studied in the theses in the study group and the frequency and percentage values of the themes are presented.

Table 1. *Thematic Distribution of the Theses in the Study Group*

	Themes	National		International		Total	
		f	%	f	%	f	%
1	Curriculum development	6	20.7	5	1.2	11	2.4
2	Evaluation of curriculum effectiveness/implementation	12	41.4	45	10.6	57	12.5
3	The effect of curriculum on professional development	1	3.5	25	5.9	26	5.7
4	The effect of curriculum on cognitive domain	2	6.9	43	10.1	45	9.9
5	The effect of curriculum on affective domain	2	6.9	13	3.1	15	3.3
6	The effect of curriculum on skill development	2	6.9	12	2.8	14	3.1
7	School principals' role and effect on curriculum implementation	-	-	35	8.2	35	7.7
8	Design and implementation of a curriculum	1	3.5	31	7.3	32	7
9	Factors that affect curriculum implementation	-	-	22	5.2	22	4.8
10	Challenges/barriers to curriculum implementation	-	-	17	3.9	17	3.7
11	Curriculum adaptations, integrated/modified curriculum	-	-	23	5.4	23	5.1
12	Examination of the curriculum fidelity	-	-	10	2.4	10	2.2
13	Perspectives/perceptions on curriculum implementation	2	6.9	73	17.1	75	16.5
14	Experiences on curriculum implementation	-	-	33	7.8	33	7.3
15	Competence on curriculum implementation	1	3.5	9	2.1	10	2.2
16	Teachers' role and practices on curriculum implementation	-	-	27	6.3	27	5.9
17	Need analysis	-	-	3	0.7	3	0.7
Total		29	100	426	100	455	100

As it is seen in Table 1, a total of 17 different themes were covered in 363 theses examined within the scope of the study. The most studied theme in national theses was on curriculum evaluation (f=12) with a rate of 41% and it is followed by curriculum development (f=6) theme with 21%. As regards to international theses, perspectives/perceptions on curriculum implementation were the mostly studied theme (f=73) with a rate of 17% and it is followed by curriculum evaluation (f=45) with 11% and the effect of curriculum implementation on cognitive domain such as learning and achievement (f=43) with 10%. While there is no national study on school principals' roles and effect on curriculum implementation, it is the fourth mostly covered theme (f=35) in international theses with a rate of 8%.

3.3. Findings Regarding the Methodological Analysis of the Theses

In this part of the study, the findings regarding the methodology of the national and international theses in the study group were presented. In this direction, findings regarding the method, research design, sampling method, participants, data collection tools, validity and reliability studies of the data collection tools, data analysis techniques used in the theses in the study group were presented respectively in the form of subheadings.

3.3.1. Findings Regarding the Research Method Used in the Theses

The first research question under the methodological analysis of the theses aimed to reveal the research method of the theses conducted on curriculum implementation. In Table 2, the research methods and the frequency and percentage values of them are presented.

Table 2. *Distribution of Research Method of the Theses in the Study Group*

			<i>Theses</i>					
			<i>National</i>	<i>%</i>	<i>International</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Method	1	Qualitative	1	4.8	204	60	205	56.5
	2	Quantitative	3	14.3	41	12	44	12.1
	3	Mixed Method	16	76.2	79	23	95	26.2
	4	Unstated	1	4.8	18	5	19	5.2
Total			21	100	342	100	363	100

As it is seen in Table 2, the most conducted research method in total is qualitative (f=205) method with a rate of 57%. The qualitative research method is followed by mixed method (f=95) research with 26% and quantitative (f=44) research with 12%. It is also seen that there is no information about the research method used in a total of 19 theses, 1 of which is national and 18 is international, with a rate of 5%.

When the research methods used in theses are examined separately in national and international theses, it is seen that the mostly applied research method in national theses conducted on curriculum implementation is the mixed method research (f=16) with a rate of 76%. The mixed method research is followed by quantitative (f=3) research method with 14% and qualitative (f=1) research method with 5%. On the other hand, as for the international theses, the most applied research method is qualitative (f=204) research method with a rate of 60%. The qualitative research method is followed by mixed method (f=79) research with 23% and quantitative (f=41) method with 12%.

3.3.2. Findings Regarding the Research Design Used in the Theses

The second research question under the methodological analysis of the theses aimed to reveal the research design of the theses conducted on curriculum implementation. In Table 3, the research designs and the frequency and percentage values of them are presented. The total number of the theses and the research designs is different from each other as more than one design was applied in some of the theses analyzed within the scope of this study.

Table 3. *Distribution of Research Design Used in the Theses in the Study Group*

		Theses				Total	%	
		National	%	International	%			
Research Design	1	Descriptive/Survey design	5	16.7	29	8.2	34	8.9
	2	Case study design	4	13.3	153	43.5	157	41.1
	3	Experimental design	6	20	19	5.4	25	6.6
	4	Phenomenology	-	-	22	6.3	22	5.8
	5	Causal comparative research	1	3.3	8	2.3	9	2.4
	6	Correlational design	-	-	12	3.4	12	3.1
	7	Action research design	2	6.7	17	4.8	19	5
	8	Narrative inquiry design	-	-	6	1.7	6	1.6
	9	Grounded theory design	2	6.7	7	2	9	2.4
	10	Ethnographic design	-	-	11	3.1	11	2.9
	11	Mixed method research designs	10	33.3	22	6.3	32	8.4
	12	Content analysis	-	-	4	1.1	4	1.1
	13	A basic qualitative research design	-	-	7	2	7	1.8
	14	Heuristic research approach	-	-	1	0.3	1	0.3
	15	Design based research approach	-	-	3	0.9	3	0.8
	16	Unstated	-	-	31	8.8	31	8.1
Total			30	100	352	100	382	100

As it is seen in Table 2, 15 different research designs were applied in 363 national and international theses examined within the scope of the study. The most conducted research design in total is qualitative case study (f=157) design with a rate of 41% and it is followed by descriptive survey (f=34) design with 9% and mixed method research (f= 32) designs with 8%. Mixed method research designs applied in the theses analyzed in this study include exploratory sequential design, explanatory sequential design, convergent parallel design, multistage mixed design, concurrent embedded design, and concurrent triangulation design.

When the research design used in national theses is examined, it is seen that mixed method research designs (f=10) are the mostly applied ones with a rate of 33%. Mixed method research designs in these theses include explanatory sequential design, exploratory sequential design, convergent parallel design, concurred embedded design and multistage mixed design. Mixed method research designs are followed by experimental (f=6) design with 20% and descriptive/survey (f=5) design with 17%. On the other hand, when the international theses are examined in terms of applied research design, it is recognized that they are mostly designed as qualitative case study (f=153) with a rate of 44%. Qualitative case study is followed by descriptive/survey (f=29) design with 8% , mixed method research design (f=22) with 6% and phenomenology (f=22) design with 6%. It is also noticed that no design was stated in 31 of the international theses with a rate of 9%.

3.3.3. Findings Regarding the Sampling Method Used in the Theses

The third research question under the methodological analysis of the theses aimed to reveal the sampling method of the theses conducted on curriculum implementation. In Table 4, the sampling methods and the frequency and percentage values of them are presented. The total number of the

theses and the sampling methods is different from each other as more than one sampling method was applied in some of the theses analyzed within the scope of this study.

Table 4. *Distribution of Sampling Method Used in the Theses in the Study Group*

	Theses					
	National	%	International	%	Total	%
1 Purposeful sampling	2	5.3	162	41.8	164	38.5
2 Criterion sampling	5	13.2	39	10.1	44	10.3
3 Convenience sampling	6	15.8	43	11.1	49	11.5
4 Snowball sampling	-	-	18	4.6	18	4.2
5 Simple random sampling	4	10.5	20	5.2	24	5.6
6 Maximum variation sampling	7	18.4	4	1	11	2.6
7 Homogenous sampling	2	5.3	2	0.5	4	0.9
8 Cluster sampling	5	13.2	2	0.5	7	1.6
9 Stratified/quota sampling	-	-	6	1.6	6	1.4
10 Self-selected/voluntary	4	10.5	26	6.7	30	7
11 No sampling/all universe	1	2.6	2	0.5	3	0.7
12 Typical case sampling	1	2.6	1	0.3	2	0.5
13 Unstated	1	2.6	63	16.2	64	15
Total	38	100	388	100	426	100

As it is seen in Table 4, 12 different sampling methods were used in 363 national and international theses examined within the scope of the study. The most used sampling method in total is purposeful sampling (f=164) with a rate of 39% and it is followed by convenience sampling (f=49) with 12% and criterion sampling (f=44) with 10%.

When the sampling method used in national theses is examined, it is seen that maximum variation sampling (f=7) is the most used one with a rate of 18% and it is followed by convenience sampling (f=6) with 16%. On the other hand, when the international theses are examined in terms of the used sampling method, it is recognized that purposeful sampling (f=162) is the most used one with a rate of 42% and it is followed by convenience sampling (f=43) with 11% and criterion sampling (f=44) with 10%. There are 1 national and 63 international theses which don't define any sampling method.

3.3.4. Findings Regarding the Participants in the Theses

The fourth research question under the methodological analysis of the theses aimed to reveal the participants of the theses conducted on curriculum implementation. In Table 5, the participants and the frequency and percentage values of them are presented. The total number of the theses and the participants is different from each other as there was more than one participant in most of the theses analyzed within the scope of this study.

Table 5. *Distribution of the Participants in Theses in the Study Group*

	<i>Theses</i>					
	<i>National</i>	<i>%</i>	<i>International</i>	<i>%</i>	<i>Total</i>	<i>%</i>
1 Students	8	21.6	100	18.7	108	18.9
2 Teachers	15	40.5	202	37.7	217	37.9
3 School principals	5	13.5	111	20.7	116	20.2
4 Parents	2	5.4	14	2.6	16	2.8
5 Faculty members/staff	5	13.5	27	5	32	5.6
6 Instructional coaches	-	-	9	1.7	9	1.6
7 Curriculum coordinators	-	-	18	3.4	18	3.1
8 Curriculum designers	-	-	3	0.6	3	0.5
9 Specialists	-	-	9	1.7	9	1.6
10 Graduate students	-	-	7	1.3	7	1.2
11 Counselors	-	-	12	2.2	12	2.1
12 Support staff	-	-	5	0.9	5	0.9
13 Preservice teachers	1	2.7	2	0.4	3	0.5
14 Children	1	2.7	2	0.4	3	0.5
15 Documents	-	-	8	1.5	8	1.4
16 Others*	-	-	7	1.3	7	1.2
Total	37	100	536	100	573	100

*This group of participants includes policy informants, librarian, teaching assistants, therapists, donors.

As it is seen in Table 5, a total of 15 different participant groups were included in 363 theses examined within the scope of the study. The most included participants in both national and international theses are teachers (f=217) with a rate of 38%. Teacher participants are followed by school principals (f=116) with 20% and students (f=108) with 18.9%.

When the participants of national theses are examined, it is seen that teacher participant (f=15) is the mostly used one with a rate of 41% and it is followed by students (f=8) with 22%, school principals (f=5) with 14% and faculty members/staff (f=5) with 14%. On the other hand, when the international theses are examined in terms of the participants, it is recognized that teacher participant (f=202) is the most used one with a rate of 38% and it is followed by school principals (f=111) with 21% and students (f=100) with 19%.

While, in international theses, participants who are directly associated with the curriculum such as curriculum coordinators (f=18), curriculum designers (f=3), specialists (f=9) and instructional coaches (f=9) are included in the studies, it is striking that there are no national theses with these participants.

3.3.5. Findings Regarding the Data Collection Tools Applied in the Theses

The fifth research question under the methodological analysis of the theses aimed to reveal the data collection tools used to collect the data of the theses conducted on curriculum implementation. In Table 6, the data collection tools and the frequency and percentage values of them are presented. The total number of the theses and the data collection tools is different from each other

as there was more than one data collection tool in most of the theses analyzed within the scope of this study.

Table 6. *Distribution of the Data Collection Tools in the Theses in the Study Group*

	<i>Theses</i>					
	<i>National</i>	<i>%</i>	<i>International</i>	<i>%</i>	<i>Total</i>	<i>%</i>
1 Scale	12	21.1	11	1.8	23	3.4
2 Survey/Questionnaire	6	10.5	48	7.6	54	7.9
3 Interview	16	28.1	247	39.3	263	38.3
4 Observation	5	8.8	95	15.1	100	14.6
5 Documents	3	5.3	93	14.8	96	13.9
6 Field notes/research journals	5	8.8	57	9.1	62	9
7 Test/Assessment scores	5	8.8	43	6.8	48	6.9
8 Artifacts	-	-	27	4.3	27	3.9
9 Inventory	1	1.8	1	0.2	2	0.3
10 Checklist	-	-	4	0.6	4	0.6
11 Rubric	4	7	3	0.5	7	1
Total	57	100	629	100	686	100

As it is seen in Table 6, 11 different data collection tools were used in 363 national and international theses examined within the scope of the study. The most used data collection tool in total is interview form (f=263) with a rate of 38% and it is followed by observation (f=100) with 15% and documents (f=96) with 14%.

When the data collection tools used in national theses are examined, it is seen that interview (f=16) is the most used one with a rate of 28%. It is followed by scale (f=12) with 21% and survey/questionnaire (f=6) with 11%. On the other hand, when the international theses are examined in terms of the used data collection tools, it is recognized that interview (f=247) is the most used one with a rate of 39% and it is followed by observation (f=95) with 15% and documents (f=93) with 15%.

3.3.6. Findings Regarding the Validity and Reliability Studies of Data Collection Tools Used in the Theses

The sixth research question under the methodological analysis of the theses aimed to reveal the validity and reliability studies of the data collection tools used to collect the data of the theses conducted on curriculum implementation. Under this heading the validity and reliability studies conducted for data collection tools were presented respectively.

In Table 7 and in Table 8, the validity and reliability studies of the data collection tools and the frequency and percentage values of them are presented. The total number of the theses and the validity and reliability studies is different from each other as there was more than one validity or reliability studies conducted in most of the theses analyzed within the scope of this study.

Table 7. *Distribution of Validity Studies of Data Collection Tools Used in the Theses in the Study Group*

		Theses						
		National	%	International	%	Total	%	
Validity of the data collection tools	1	Factor analysis	10	26.3	14	3.8	24	5.9
	2	Expert panel	16	42.1	91	24.7	107	26.3
	3	Pilot test	5	13.2	77	20.9	82	20.1
	4	Item analysis	2	5.3	4	1.1	6	1.5
	5	Convergent validity (t-test)	-	-	1	0.3	1	0.2
	6	Member check	-	-	7	1.9	7	1.7
	7	Unstated	5	13.2	175	47.4	180	44.2
Total		38	100	369	100	407	100	

As it is seen in Table 7, six different studies were applied to validate the data collection tools in 363 theses examined within the scope of the study. The most applied validity method in total is expert panel (f=107) with a rate of 26% and it is followed by pilot test (f=82) with 20% and factor analysis (f=24) with 6%.

When the validity studies applied to data collection tools in national theses are examined, it is seen that expert panel (f=16) is the mostly applied one with a rate of 42% and it is followed by factor analysis (f=10) with 26%. On the other hand, in international, expert panel (f=91) is also the most used validity method with a rate of 25% and it is followed by pilot test (f=77) with 21% and factor analysis (f=14) with 4%. There are 5 national and 175 international theses which don't define any validity study of the data collection tools. In Table 8, the reliability studies of data collection tools used in the theses in the study group and the frequency and percentage values of them are presented.

Table 8. *Distribution of Reliability Studies of Data Collection Tools Used in the Theses in the Study Group*

		Theses						
		National	%	International	%	Total	%	
Reliability of the data collection tools	1	Cronbach's Alpha	14	45.2	45	13	59	15.7
	2	Inter-rater reliability	1	3.2	16	4.6	17	4.5
	3	KR-20	3	9.7	1	0.3	4	1.1
	4	Item analysis	5	16.1	-	-	5	1.3
	5	Test-retest correlation	1	3.2	10	2.9	11	2.9
	6	Subscale correlation	1	3.2	1	0.3	2	0.5
	8	Split half reliability	-	-	1	0.3	1	0.3
	9	Parallel form of reliability	-	-	2	0.6	2	0.5
	10	Guttman's 16	-	-	1	0.3	1	0.3
	11	Unstated	6	19.4	269	77.8	275	72.9
	Total		31	100	346	100	377	100

As it is seen in Table 8, 10 different reliability studies were used in 363 theses examined within the scope of the study. The most applied reliability method in total is Cronbach's Alpha (f=59) with a rate of 16%. When the reliability studies applied to data collection tools in national theses are

examined, it is seen that Cronbach's Alpha ($f=14$) is the most applied one with rate of 45% and it is followed by item analysis ($f=5$) with 16%. On the other hand, in international theses, Cronbach's Alpha ($f=45$) is the most used reliability method with a rate of 13% and it is followed by inter-rater reliability ($f=16$) with 5%. There are 6 (19%) national and 269 (78%) international which don't define any reliability study of data collection tools.

3.3.6. Findings Regarding the Data Analyses in the Theses

The final research question under the methodological analysis of the theses aimed to reveal the data analysis techniques used to analyze the data of the theses conducted on curriculum implementation. In Table 9, the data analysis techniques and the frequency and percentage values of them are presented.

Table 9. Distribution of the Data Analysis Techniques Used in the Theses in the Study Group

		Theses						
		National	%	International	%	Total	%	
Data analysis techniques	1	Descriptive statistics	11	22	76	14.8	87	15.4
	2	Content analysis	11	22	15	2.9	26	4.6
	3	Qualitative descriptive analysis	8	16	11	2.1	19	3.4
	4	Thematic analysis	-	-	55	10.7	55	9.7
	5	ANOVA	6	12	24	4.7	30	0.5
	6	MANOVA	-	-	2	0.4	2	0.3
	7	Correlation analysis	-	-	23	4.5	23	4.1
	8	T-test	8	16	42	8.2	50	8.8
	9	Regression analysis	-	-	21	4.1	21	3.7
	10	Kruskal Wallis H test	1	2	2	0.4	3	0.5
	11	Mann Whitney U test	1	2	7	1.4	8	1.4
	12	Coding	-	-	195	37.9	195	34.5
	13	ANCOVA	1	2	6	1.2	7	1.2
	14	MANCOVA	-	-	4	0.8	4	0.7
	15	Frequency analysis	-	-	11	2.1	11	1.9
	16	Welch and Brown Forsythe test	1	2	-	-	1	0.2
	17	Chi-square test	-	-	14	2.7	14	2.5
	18	Wilcoxon signed rank test	1	2	5	0.9	6	1.1
	19	Unstated	1	2	2	0.4	3	0.5
Total		50	100	515	100	565	100	

As it is seen in Table 9, 18 different data analysis techniques were applied in 363 theses examined within the scope of the study. The most applied data analysis technique in total is coding ($f=195$) with a rate of 35%. It is followed by descriptive statistics ($f=87$) with 15% and thematic analysis ($f=55$) with 10%.

When the data analysis techniques applied in national theses are examined, it is seen that descriptive analysis ($f=11$) and content analysis ($f=11$) are the mostly applied ones with a rate of 22%. On the other hand, in international theses, coding ($f=195$) is the most used data analysis technique with a rate of 38% and it is followed by descriptive statistics ($f=76$) with 15% and thematic analysis

(f=55) with 11%. There are 1 national and 2 international theses which don't state any data analysis techniques.

4. Conclusion, Discussion and Recommendation

In this part of the study, the findings were discussed in light of the relevant literature and the conclusion of the study was made. As there was no study examining the theses on curriculum implementation, the findings were discussed within the context of conducted studies on curriculum. Significant suggestions were also made for researchers. The aim of this study was to make a thematic and methodological analysis of the national and international theses on curriculum implementation. In this direction, 363 theses which were conducted between 2018 and 2022 were analyzed. 21 of these theses were national and 342 of them were international.

While the number of master's and doctoral theses in national studies is close to each other, international studies were mostly carried out as doctoral theses. Aslan and Sağlam (2017) and Taş and Duman (2021) stated in their study, which investigates the postgraduate theses on curriculum evaluation, most of the national theses were studied at master's level. Some other studies in literature also show that national theses are mostly conducted as master's theses (Avcı & Güven, 2022; Aykan & Çalışkan, 2022). When compared to previous studies in the literature, the number of doctoral theses in this study being close to master's theses is promising in terms of specialization in the field. When the years they have been performed are examined, it is seen that curriculum implementation has been studied in international theses mostly in 2018 and the number has decreased with each passing year. However, the national theses on curriculum implementation were mostly conducted in 2021 and it was followed by the year 2018. The decrease between the years 2018 and 2021 can be explained by the difficulty of data collection due to Covid-19. A similar result regarding this fluctuation in the number of theses between years was also stated by Akkaş-Baysal and Kırat (2022). On the other hand, there are also some other studies (Avcı & Güven, 2022; Hazır Bıkmaz et al., 2013) which state that most of the theses on curriculum development were carried out in recent years. This shows that the importance of studying on the implementation of the curricula has started to be understood lately and there is still a need for national theses on curriculum implementation to have a deeper insight and specialization on the topic.

Evaluation of the curriculum effectiveness or implementation is the mostly studied theme in national theses. And it is followed by curriculum development theme. This shows that the curriculum implementation process in national theses is mostly covered by curriculum development and evaluation studies. On the other hand, in international theses there is more diversity in the themes studied regarding the implementation of the curriculum and they are more specific to curriculum implementation process. The mostly studied themes in international theses are perceptions/perspectives on curriculum implementation, evaluation of curriculum effectiveness or implementation, the effect of curriculum implementation on cognitive domain, school principals' role and effect on curriculum implementation.

While the international theses are designed mostly as qualitative research, it is the least used one in national theses. Mixed method research is the most applied one in national theses and it is followed by quantitative methods. This finding is in agreement with Avcı and Güven's (2022) findings which showed quantitative research method was mostly preferred and it was followed by mixed method research in the theses on curriculum development. The present finding seems also to be consistent with other research (Turan et al., 2014) which found that qualitative research methods are used more in the international literature. One of the reasons for applying quantitative methods in

national theses can be related to the quicker process of data collection and analysis. Also, more generalizable, and objective results with the help of valid and reliable data collection tools may direct researchers to quantitative methods. Although there is a tendency towards using mixed methods, it is obvious that researchers still can't abandon quantitative research models while conducting national theses. However, to get a deeper understanding and a holistic view on curriculum implementation, the experiences and the opinions of the stakeholders should be analyzed more deeply. Thus, instead of applying only quantitative methods, qualitative and mixed method research methods, in which human behavior is investigated by a holistic and flexible approach (Yıldırım & Şimsek, 2013), should be preferred in studies on curriculum implementation. Within the scope of this research, the frequent use of mixed methods in national theses is seen as a positive development in terms of the richness and quality of the studies on curriculum implementation.

Mixed method research designs are the most used one in national theses and they are followed by descriptive/survey design. Since the most used methods in national theses are mixed methods and quantitative methods, these designs are expected to be mostly applied ones. On the other hand, case study design is the mostly applied research design in international theses in which qualitative methods are mostly used. Accordingly, in the current study while purposeful sampling is the most applied sampling method in international theses, maximum variation sampling and convenience sampling are the most used ones in national theses. This finding of the study is in accord with the findings of both this study and the relevant studies conducted which state that in national studies quantitative research models are mostly applied while in international studies qualitative research models are predominantly used (Akkaş-Baysal & Kırat, 2022; Aslan & Sağlam, 2017; Çelik & Yücel, 2021; Gömleksiz & Bozpolat, 2013; Ozan & Köse, 2014; Tosuntaş et al., 2019; Turan et al., 2014).

The most included participants in both national and international theses are teachers. In national theses, it is followed by students. On the other hand, teachers are followed by student and school principal participants in international studies on curriculum implementation. The number of the national theses which include school principals as participant is quite less when compared with the international theses. It is a striking finding as school principals have a leading role during the implementation process of the curricula in schools (Virgilio & Virgilio, 1984). This finding is also seen while analyzing the studied themes on curriculum implementation. While the role and effect of school principals on curriculum implementation is studied in international theses, there is no national theses studied on this theme. One of the possible reasons for this situation can be related to the preferred research design in national theses. As in national studies mixed methods and quantitative research designs are mostly used, research may have preferred not to include school principals in their samples due to the inability to reach large numbers. The findings of the current study are consistent with those of Turan et al. (2014), who analyzed the articles published in a national journal and found that researchers who could not give up quantitative research designs concentrate on student and teacher samples and do not include administrators in their studies on educational administration. There are also some other studies examining the national theses on curriculum development and curriculum evaluation which state that teachers and students are included as participants in the majority of the theses (Akkaş-Baysal & Kırat, 2022; Aslan & Sağlam, 2017; Avcı & Güven, 2022; Kozikoğlu & Senemoğlu, 2015; Taş & Duman, 2021). It is also noteworthy that although participants directly concerned with curriculum such as curriculum designers and specialists take part in international theses as participants, there is no national study conducted with these participants. In this respect, it can be suggested for future researchers that they should include not only teachers and students but also

school administrators and other stakeholders connected with the implementation of the curriculum in their studies to get a sophisticated, detailed, and in-depth knowledge on the topic.

Data collection tools used in both national and international theses are also in good rapport with the findings regarding the research method applied in these theses. Interview is the most used data collection way in national theses, and it is followed by scale. This is expected as mixed method is the most conducted research design in national theses on curriculum implementation. Previous studies which examine the theses in the field of educational sciences also indicate that scale, interview, and survey are the mostly used data collection tools in national theses (Akkaş-Baysal & Kırat, 2022; Avcı & Güven, 2022; Aykan & Çalışkan, 2022; Gömleksiz & Bozpolat, 2013). Interview is the most applied data collection tool also in international theses. However, unlike national theses, interviews are followed by other qualitative data collection tools such as observations and documents while gathering data of international theses. While qualitative and quantitative data collection tools are used together in national theses, most of the international theses are conducted by only using qualitative data collection tools by triangulation. It can be said that the research methods used in the studies are also reflected in the data collection tools.

Validity of the data collection tools are mostly ensured by expert panel, and it was followed by factor analysis in national theses. To validate the qualitative data collection tools such as interview and observations, the expert panel was mostly conducted by asking experts to review the data collection tools to ensure content and face validity. Exploratory or confirmatory factor analyses were conducted to validate the quantitative data collection tools such as scales. On the other hand, expert panel was also the mostly used validity technique to validate data collection tools in international theses and unlike national theses, it was followed by pilot test. As in international theses qualitative data collection tools are mostly used, applying expert panel and pilot test is meaningful to validate qualitative data collection tools. Cronbach Alpha coefficients were calculated for the reliability analysis of the data collection tools in both national and international theses. While Cronbach Alpha was followed by item analysis in national theses, the reliability of the data collection tools was ensured by inter-rater reliability in international theses.

When data analysis techniques were examined, it was recognized that, in good agreement with the preferred research design, in national theses, descriptive statistics and content analysis are the mostly applied data analysis techniques. Besides, coding is the most used analysis technique in international theses in which qualitative research design is mostly applied. These findings of the study is in good agreement with the studies of Akkaş-Baysal and Kırat (2022), Aslan and Sağlam (2017), Avcı and Güven (2022), Ozan and Köse (2014), Taş and Duman (2021) who investigated the national postgraduate theses on curriculum and stated that mostly quantitative research models, quantitative data collection tools and quantitative analysis techniques are used in the theses conducted. However, both in this current study and the mentioned studies in literature, it is also recognized that besides quantitative method, there is a tendency towards qualitative and mixed method research in recent years. It is thought that this tendency towards qualitative and mixed method research designs will help to reveal new unstudied issues related to the implementation of the curriculum and will lead to more in-depth and qualified studies on this subject.

Finally, the findings of the study have shown that although there are some national studies which do not identify any information regarding the method of the study, this number is quite high in international theses. This situation can be explained with different report writing methods between national and international theses. Emphasis is placed on naming and explaining the method used while reporting national studies. However, in the reports of international studies, it is seen that the process

is explained clearly without worrying about naming. There are some other studies in literature which confirm the findings of this study by stating that there are some postgraduate theses and studies in which some information regarding the method is missing (Avcı & Güven, 2022; Şimşek et al., 2008; Tosuntaş et al., 2019; Yücel, 2021). No matter what approach is used in reporting research, giving no exact information, or not naming the research methods and design threatens the validity and reliability of the research. Based on the finding of this study regarding the unnamed research methods in international theses, it can be suggested that all information regarding the methodology should be given precisely.

This study, which examines the national and international theses on curriculum implementation has some limitations. In this study, the conclusion and the discussion were made based on 21 national and 363 international theses conducted on curriculum implementation. Since the number of national and international theses is not close, it may not be very meaningful to make a comparison. Moreover, making comparisons is not the main purpose of the study. However, it is thought that examining the national and international theses on curriculum implementation and determining the differences will provide a unique perspective to national studies on the subject. As the national theses on curriculum implementation is limited, future researchers can also examine the articles on curriculum implementation to compare their findings with this current study's findings and to get more information about the studies conducted on curriculum implementation. Another potential limitation identified for this study is about the selection of the in line with the determined criteria, the last date to search the theses was 27.01.2023. Therefore, it can be stated as a limitation that the theses, which were opened to full-text access after this date, were not included in the research. Besides, in order to reach the theses conducted on curriculum implementation, the theses, accessed when searching with the keyword "curriculum implementation" and its Turkish translation in the summary section of the theses, were included in the study. In order to reach all the theses related to the curriculum implementation, the option to search with different spellings for search terms was also selected. Thus, access to all theses with the words "implementation", "implementations", "curricula", "curriculum", "curriculums" in summary section was provided. However, the theses that are related to curriculum implementation but do not include these keywords in their abstract may not be included in this study. It may be suggested for future researchers to repeat the research with more keywords that can include studies related to the curriculum implementation.

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Geniş Özet

Giriş

Program geliştirme, eğitim kurumlarındaki programın tasarlanması, uygulanması, değerlendirilmesi ve değerlendirme sonucunda elde edilen veriler doğrultusunda yeniden düzenlenmesi sürecidir (Erden, 1998). Eğitimde program geliştirme çalışmalarının programı tasarlama, uygulama ve değerlendirme olmak üzere üç temel aşamadan oluştuğu açıktır. Program tasarımı sürecinde programın hangi unsurlardan oluşacağı ortaya konularak öğretimin anlamlı bir bütünlük içinde düzenlenmesi amaçlanır (Demirel, 2007). Programın uygulanması, tasarlanan programı uygulamaya koyma aşamasıdır (Görgeç, 2017). Program değerlendirme ise uygulanan programın etkililiğinin sorgulandığı ve değerlendirildiği program geliştirmenin son aşamasıdır (Demirel, 2015). Program değerlendirme çalışmalarının sonunda genellikle değerlendirilen program hakkında bir karar verilir (Dusenbury vd., 2003).

Programla ilgili bir karar verilirken programın planlandığı gibi uygulanıp uygulanmadığı üzerinde fazla durulmamakta ve bu nedenle programın uygulama süreci incelenmeyi bekleyen bir kara kutu olarak kalmaktadır (Bümen vd., 2014). Ayrıca programla ilgili alanyazın incelendiğinde, programın uygulanma sürecine çok az ya da hiç önem verilmeyerek en çok program geliştirmeye ilişkin çalışmalara ağırlık verildiği görülmektedir. Ancak öğrencilerin program geliştirme sürecinde tanımlanan bilişsel, duyuşsal ve psikomotor davranışlara sahip olmalarını sağlamak için programın uygulanması sürecine daha fazla önem verilmesi gerekmektedir (Virgilio ve Virgilio, 1984). Öğretmenin öğretim programını nasıl uyguladığını incelemeyen ve programın ne düzeyde uygulandığı belirlenmeden program materyalleri ve öğrenme ürünleri hakkında bir değerlendirme yapmak doğru değildir. Bu nedenle program geliştirme uzmanlarının belirlediği program hedefleri ile program uygulayıcısı olan öğretmenlerin sınıf içerisinde gerçekleştirdikleri etkinlikler arasındaki ilişkinin incelenmesi son zamanlarda önemli bir araştırma alanı olarak görülmektedir (Bümen vd., 2014). Programın uygulanma sürecini anlamamanın ne kadar önemli olduğunun farkındalığıyla bu çalışmada programın uygulanmasına ilişkin ulusal ve uluslararası tezlerin incelenmesine yönelik bir ihtiyaç duyulmuştur.

Program uygulamasına yönelik tezlerin incelenmesi, bu konuda yapılan çalışmaların kapsamını ortaya çıkarmak, güçlü ve zayıf yönlerini tespit etmek ve bu konuda ne tür yeni çalışmalara ihtiyaç olduğunu belirlemek açısından önemlidir. Ayrıca alanyazındaki güncel eğilimlerin farkında olmak araştırmacıları akademik yayınları konusunda motive etmektedir (Lee vd., 2009). Literatür incelendiğinde programa ilişkin güncel çalışmaları inceleyen bazı çalışmalara rastlanmaktadır. Avcı ve

Güven (2022), 1993-2020 yılları arasında Türkiye'de program geliştirme üzerine yapılan lisansüstü tezleri incelemiştir. Al-Kathiri (2002), doktora tez çalışmasında program ve öğretim yöntemleri bölümünde yürütülen yüksek lisans tezlerinin özelliklerini araştırmıştır. Ayrıca Taş ve Duman (2021), program değerlendirme ile ilgili lisansüstü tezleri incelemiştir. Benzer şekilde Aslan ve Sağlam (2017) program değerlendirme konusunda yapılan tezlerin metodolojik bir incelemesini yapmışlardır. Alkın-Şahin ve Tunca (2016) ise program değerlendirme ile ilgili tezleri incelemiştir. Daha spesifik olarak Süer (2022), İngilizce dersi öğretim programı değerlendirme çalışmalarının içerik analizini yapmıştır. Karakuş (2021) tarafından yapılan bir başka çalışmada da programın uygulaması sırasında karşılaşılan problemler, alanyazında bu konuda yapılmış çalışmalar gözden geçirilerek sunulmuştur. Belirli bir öğretim programına odaklanan lisansüstü tezleri analiz eden bazı çalışmalar da literatürde yer almaktadır. Örneğin, Arcagök (2021) ve Gez-Çinpolat (2022), sosyal bilimler programı ile ilgili lisansüstü tezleri ve akademik tezleri analiz etmiştir. Lee vd. (2009) de belirli bir dergideki Fen Bilimleri öğretim programına ilişkin yayınları analiz ederek Fen eğitimindeki araştırma eğilimlerini araştırmıştır.

Alanyazın, programa ilişkin tez ve makalelerin analizine yönelik yapılan çalışmaların daha çok program geliştirme, program değerlendirme veya belirli bir öğretim programı üzerine olduğunu göstermektedir. Doğrudan programın uygulanmasına yönelik araştırmalara odaklanan çalışma yok denecek kadar azdır. Bu bağlamda, programın uygulanmasına yönelik çalışmaların incelenmesinin öneminden hareketle, bu çalışmanın amacı, programın uygulanmasına ilişkin ulusal ve uluslararası düzeyde yapılan yüksek lisans ve doktora tezlerinin metodolojik ve tematik bir analizini yapmak ve böylece bu konuda yapılacak çalışmalara ışık tutmaktır. Bu amaçla bu araştırma kapsamında aşağıdaki sorulara yanıt aranmıştır:

1. Programın uygulanması ile ilgili ulusal ve uluslararası tezler demografik özellikler (yıl, tür) açısından nasıl bir dağılım göstermektedir?
2. Programın uygulanması ile ilgili ulusal ve uluslararası tezler çalışılan konu açısından nasıl bir dağılım göstermektedir?
3. Programın uygulanması ile ilgili ulusal ve uluslararası tezler yöntem (nitel, nicel, karma) açısından nasıl bir dağılım göstermektedir?
 - 3.1. Programın uygulanması ile ilgili ulusal ve uluslararası tezler araştırma deseni açısından nasıl bir dağılım göstermektedir?
 - 3.2. Programın uygulanması ile ilgili ulusal ve uluslararası tezler örnekleme yöntemi açısından nasıl bir dağılım göstermektedir?
 - 3.3. Programın uygulanması ile ilgili ulusal ve uluslararası tezler katılımcı grup açısından nasıl bir dağılım göstermektedir?
 - 3.4. Programın uygulanması ile ilgili ulusal ve uluslararası tezler veri toplama araçları açısından nasıl bir dağılım göstermektedir?
 - 3.5. Programın uygulanması ile ilgili ulusal ve uluslararası tezler veri toplama araçlarının geçerlik ve güvenilirlik çalışmaları açısından nasıl bir dağılım göstermektedir?
 - 3.6. Programın uygulanması ile ilgili ulusal ve uluslararası tezler veri analizi teknikleri açısından nasıl bir dağılım göstermektedir?

Yöntem

Mevcut çalışma içerik analizi yöntemlerinden betimsel içerik analizi kullanılarak desenlenmiştir. Ulusal tezlere Yükseköğretim Kurulu Başkanlığı Tez Merkezi'nden; uluslararası tezlere ise Proquest (dissertation & thesis) veritabanından ulaşılmıştır. Tezler güncelliği sağlamak açısından 2018– 2022 yılları arasında son beş yıl ile sınırlı tutulmuştur. Araştırmaya dahil edilecek tezler amaçlı

örnekleme yöntemlerinden ölçüt örnekleme ile seçilmiştir. Çalışmaya dahil edilecek tezler için kriterler, tezlerin son beş yılda gerçekleştirilmiş olmaları, tam metin ve erişime açık olmaları, eğitim ve öğretim konu alanında yürütülmüş olmaları ve uluslararası tezler için dilinin İngilizce olması şeklinde belirlenmiştir. Bu kriterler doğrultusunda “programın uygulanması” ve “curriculum implementation” anahtar sözcükleri kullanılarak yapılan taramalar sonucunda 21’i ulusal ve 342’si uluslararası olmak üzere toplam 363 tez araştırmaya dahil edilmiştir. Araştırma verileri, araştırmacılar tarafından geliştirilen “Tez Değerlendirme Formu” ile toplanmıştır. Tez değerlendirme formu literatürde daha önce benzer çalışmalarda kullanılan veri toplama araçları dikkate alınarak geliştirilmiştir (Avcı ve Güven, 2022; Karadağ, 2009b). Geliştirilen form yıl, tez türü, tema, araştırma yöntemi, araştırma deseni, örnekleme yöntemi, katılımcılar, veri toplama araçları, veri toplama araçlarının güvenilirlik ve geçerlilik çalışmaları ve veri analiz tekniklerine ilişkin başlıkları içermektedir. Veri toplama aracında başlıklar oluşturulurken önceki literatür ve bu çalışmanın araştırma soruları dikkate alınmıştır. Tez değerlendirme formunun kapsam geçerliği uzman görüşü ile sağlanmıştır. Bu süreç için eğitim programları ve öğretim anabilim dalında görev yapan iki uzman ve eğitimde ölçme ve değerlendirme anabilim dalında görev yapan bir uzman olmak üzere toplam üç uzmanın görüşleri alınmıştır. Uzmanlardan alınan geri bildirimler, geliştirilen formun veri toplama ve analiz süreçlerinde kullanılmaya ve bu çalışmanın araştırma amacı ve soruları ile tutarlı veriler elde etmeye uygun olduğunu göstermiştir. Verilerin analizi sürecinde öncelikle söz konusu veri tabanlarından elde edilen ulusal ve uluslararası tezler indirilmiş ve her biri ilgili form doğrultusunda incelenerek kaydedilmiştir. Verilerin analizinde içerik analizi türlerinden kategorisel analiz ve frekans analizi kullanılmıştır.

Genel Bulgular

Araştırma kapsamında incelenen 363 tezdten 21’i ulusal 342’si uluslararası tezdur. Ulusal tezlerden 10’u doktora, 11’i ise yüksek lisans tezdur. Uluslararası tezlerde ise 6 tanesi yüksek lisans, 336 tanesi doktora tezi olarak yürütülmüştür. Yıllar açısından incelendiğinde uluslararası tezlerde en fazla tezin 2018 yılında gerçekleştiği ve bundan sonraki yıllarda tez sayısının giderek azaldığı görülmektedir. Ulusal tezlerde ise en fazla tez 2021 yılında gerçekleştirilmiş ve bunu 2018 yılı izlemiştir. 2019 ve 2020 yıllarında bir azalmak görülmektedir. Ulusal tezlerde programın uygulanmasının program geliştirme ve program değerlendirme konuları altında ele alındığı görülmektedir. Öte yandan uluslararası tezlerde programın uygulanmasına ilişkin çalışılan temalarda daha fazla çeşitlilik vardır ve bunlar daha çok programın uygulanma sürecine özgüdür. Ulusal tezlerde daha çok karma yöntem ile nicel araştırma yöntemleri tercih edilirken, uluslararası çalışmalarda daha çok nitel araştırma modelleri uygulanmaktadır. Seçilen araştırma yöntemine uygun olarak ulusal tezlerde daha çok karma yöntem araştırma desenlerinin, uluslararası tezlerde ise durum çalışması deseninin uygulandığı görülmektedir. Yine seçilen araştırma yöntemi doğrultusunda, ulusal olarak gerçekleştirilen tezlerde örneklem seçme yoluna gidilirken daha çok maksimum çeşitlilik ve kolay ulaşılabilir örnekleme tekniklerinin kullanıldığı, uluslararası tezlerde ise amaçlı örnekleme yönteminin daha sık tercih edildiği görülmektedir. Hem ulusal hem de uluslararası tezlerin örneklem grubunu çoğunlukla öğretmenler oluşturmaktadır. Ulusal tezlerde katılımcı olarak sıklıkla öğretmenlerden sonra öğrencilere yer verilirken, uluslararası tezlerde öğrencilerle birlikte okul müdürlerine de katılımcı olarak araştırmalarda sıklıkla yer verildiği görülmektedir. Ayrıca ulusal tezlerde uluslararası tezlerden farklı olarak program geliştirme uzmanlarına hiç yer verilmediği dikkat çekmektedir. Ulusal tezlerde veri toplama aracı olarak sıklıkla görüşme ve sonrasında ölçek kullanımına başvurulmuştur. Diğer taraftan uluslararası tezlerde de en çok görüşmeler yaparak veri toplama yoluna gidilmiştir. Görüşmelerden sonra tercih edilen veri toplama araçları yine nitel verilerin elde edildiği gözlem ve dökümanlar olmuştur. Veri toplama

araçlarının geçerliği ulusal tezlerde çoğunlukla uzman görüşü ve faktör analizi ile sağlanırken, uluslararası tezlerde yine uzman görüşü ve sonrasında pilot uygulama yoluyla veri toplama araçlarının geçerliliği sağlanmaya çalışılmıştır. Veri toplama araçlarının güvenilirliği için hem ulusal hem de uluslararası tezlerde en çok Cronbach Alfa katsayısına bakılırken, ulusal tezlerde en çok tercih edilen ikinci yöntem madde analizi yapmak, uluslararası tezlerde ise kodlayıcılar arası uyumu incelemek olmuştur. Elde edilen verilerin analizinde, ulusal tezlerde betimsel istatistikler ve içerik analizi sıklıkla kullanılırken, uluslararası tezlerde kodlama yolu ile nitel verilerin analizinin yapılması en çok tercih edilen veri analiz tekniği olmuştur. Tezlerin yönteminde hem ulusal hem de uluslararası çalışmalarda, araştırmanın yöntem ve deseni, örnekleme yöntemi, katılımcıları, veri toplama araçları, veri toplama araçlarının güvenilirliği ve geçerliliği, veri analizi ile ilgili bilgilerin açık bir şekilde belirtilmediği, özellikle uluslararası tezlerde bu sayının çok daha fazla olduğu dikkat çekmektedir.

Tartışma, Sonuç ve Öneriler

Araştırma bulgularına genel olarak bakıldığında programın uygulanması ile ilgili yürütülen ulusal tezlerin daha çok karma ve nicel araştırma yöntemleri ile tasarlandığı görülürken, uluslararası tezlerin nitel olarak yürütüldüğü dikkat çekmektedir. Özellikle Eğitim Programları ve Öğretim Anabilim Dalı'nda yürütülen ulusal tezleri analiz eden çalışmalar incelendiğinde, araştırmanın bu bulgusu ile uyum içinde oldukları görülmektedir. Avcı ve Güven (2022), program geliştirme ile ilgili yapılan ulusal tezleri inceledikleri çalışmalarında nicel araştırma yöntemlerinin sıklıkla kullanıldığını ve bunu karma yöntemle tasarlanana araştırmaların takip ettiğini belirtmiştir. Benzer şekilde, programla ilgili ulusal tezleri inceleyen başka çalışmalarda da (Akkaş-Baysal ve Kırat, 2022; Aslan ve Sağlam, 2017; Ozan ve Köse, 2014; Taş ve Duman, 2021), yürütülen tezlerde nicel araştırma yöntemlerinin, nicel veri toplama araçlarının ve nicel veri analiz tekniklerinin sıklıkla kullanıldığı belirtilmiştir. Bununla birlikte yine bu çalışmalarda son dönemde karma ve nitel araştırma yöntemlerine doğru bir eğilimin olduğu da not edilmiştir. Ulusal tezlerde nicel araştırma yöntemlerinin sıklıkla tercih edilmesinin muhtemel sebeplerinden biri veri toplama ve analizi süreçlerinin daha hızlı bir şekilde gerçekleşmesi olabilir. Ayrıca nicel çalışmalarda zaten geçerliği ve güvenilirliği sağlanmış ölçme araçlarının kullanımı ile daha nesnel ve genellenebilir sonuçların üretilebilmesi gerçeği de araştırmacıları nicel araştırma yöntemlerine yönlendirmiş olabilir. Fakat yapılan araştırmalarda son yıllarda karma ve nitel yöntemlere doğru bir eğilimin olması, programın uygulanması ile ilgili daha derinlemesine ve nitelikli bilgiye erişebilme açısından önemli görülmektedir. Araştırma kapsamında elde edilen bulguların, eğitim programlarının uygulanması ile ilgili yapılan çalışmaları anlama ve bu alanda yapılacak gelecek çalışmalara yön verme açısından faydalı olacağı düşünülmektedir.

Yayın Etiği Beyanı

Bu araştırmanın planlanmasından, uygulanmasına, verilerin toplanmasından verilerin analize kadar olan tüm süreçte "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

Arařtırmacıların Katkı Oranı Beyanı

Yazarlar alıřmaya eřit oranda katkı saėlamıřtır.

atıřma Beyanı

Arařtırmanın yazarları olarak herhangi bir ıkar/atıřma beyanımız olmadıėını ifade ederiz.