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ORIGINAL ARTICLE

Systematic Review of Graduate Theses on E-Government

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ABSTRACT

In this research, the aim was to systematically review the postgraduate theses completed in the last five years on e-government. For this purpose, the theses made between 2014-2019 were scanned with the keywords e-government, e-government and e-government in the Higher Education Council (YÖK) Thesis Centre and 155 theses were found. As a result of the permission/unauthorized status of these theses, the ones that could not be reached directly were tried to be reached through the author or his/her advisor, and 94 of them were included in the scope of the research by evaluating their suitability for the research purpose. Thesis publication year, publication type, publication language, university, institute, and branch of science, keywords, target audience that will benefit or be affected by the research result, sample demographics, expression of research objectives, research method, number of samples and sampling method, data collection and analysis method, data collection tools, researched variables, limitations, future research proposals, recommendations for policymakers and those in the field of application, theoretical ties and findings related to e-government were evaluated. It is seen that many of the studies on e-Government are master's theses, published in Turkish as the language of publication, published in 2014 as the year, completed in Gazi University from the point of view of the university, and carried out in the Institute of Social Sciences and the Department of Business Administration. In the examined theses, it is seen that there are theses that do not specify keywords, and when examined in terms of the number of keywords, at least 2 and at most 10 keywords are specified. Examining the studies on e-Government in terms of identified research problems, it is important in terms of contributing to the literature, stating the similarities and differences in previous studies, and guiding future research.

Keywords: Current trends in e-government research, systematic review in e-government research, evaluation of postgraduate studies

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INTRODUCTION

The benefits that e-government transformation process provides to the state are not to be underestimated, and it has been adopted by the countries of the world. The transition to the electronic transformation process is now more than a necessity (Şahin, 2007). With the e-government transformation, which affects the communication processes of states with each other, their employees or citizens, the reduction of bureaucracy, the rapid response to needs, the effective use of 24/7 communication and savings in many respects have brought about the states' directing their citizens to use these environments effectively.

Although it makes lives easier for the state, institution, and citizens when used effectively, the lack of awareness of individuals about e-government services and their inability to use these systems effectively emerges as a situation that needs to be investigated (Akdoğan, 2011; Seferoğlu et al., 2011). Based on this need, it is important to examine the studies carried out on e-government and its applications, which have been developing day by day with serious financial investments. It is expected that researchers interested in this field, postgraduate students, and academicians will carry out studies on e-government and its applications to determine whether the projected level can be reached in return for investments. A systematic review of theses scientific studies provides detailed information and guides for interested individuals and researchers.

By analyzing scientific information, it is possible to access information about the depth, frequency, or prevalence of the subject in the determined area, and at the same time, a draft can be created regarding the general view in that area (Al, 2008). Studies carried out in the field of education help establish the theoretical foundations of the education system to guide education policies, and to determine and develop the methods to be used in the process. Therefore, thesis studies carried out in universities have a very different and separate place in terms of the information produced in this scientific research (Yeşilyurt, 2018). In this context, periodic reviews of postgraduate theses produced at universities, determination of research methods, data collection tools, and analysis methods are valuable for new research. By analyzing the theses made in a field, it is aimed to reveal the depth, prevalence and general appearance of the subject discussed (Karadağ, 2009). The increase in the number of theses produced in the relevant field makes it necessary to compile these theses with some methods and reveal a general point of view (Ahi & Kıldan, 2013). The data used in these processes are collected by different methods, mostly systematically recorded, and analyzed (Mortimore, 2000). While this research forms the basis of the theoretical foundations in the field of education and shapes education policies, they also enable the review of the literature and the re-evaluation of the previously obtained results. In this way, it is expected to increase the quality and functionality of education with the studies carried out and to guide the researchers by contributing to the research carried out in the field of education (Karadağ, 2009). The conducted study will provide a summary of the research done so far and will guide future studies on similar subjects in terms of sample type and sampling technique, research method, data collection tool, and data analysis.

When the studies carried out in the literature are examined, it is seen that content analysis or descriptive studies are carried out on many subjects. The contributions of these studies both to the field and the researchers are remarkable; it is important to show that little or too much research has been done on a subject and it is difficult or too much time is spent in accessing all the resources in the study area (Göktaş et al., 2012). Therefore, as Karadağ (2009) stated, trends in the field of needs analysis studies can be determined, and researchers can be guided and contributed

to the field with descriptive and in-depth analyzes.

Content or descriptive analysis and many dimensions such as methods in theses, sample levels, sampling techniques, data collection tools, and data analysis methods are considered together. The ways in which different perspectives affect the process are evaluated by revealing the relations between the tendencies (Göktaş et al., 2012). It will provide benefits in terms of a holistic view of the field with descriptive or in-depth analyses on any subject and qualified and comprehensive results for other possible research (Göktaş et al., 2012). The findings revealed by the analyses carried out in an area under investigation are important in terms of determining current trends in that area, thus determining whether it is working at a sufficient level and what other research can be done (Şimşek et al., 2008). In the field of content analysis, it is possible to change trends over time, analyze the qualitative data obtained from various sources, evaluate them quantitatively, and make meanings from the data obtained (Bauer, 2003; Salanda, 2011). In descriptive analysis, while quantitative inferences are made from qualitative data as in content analysis, it is also aimed to obtain summary information in line with the determined criteria (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2008).

Examining the studies in the literature and determining the strengths and weaknesses of the studies carried out is also of key importance in terms of what kind of research may be needed in the future. Although there might be many studies conducted for similar purposes in the literature, it is still valuable in terms of bringing together the trends and results of similar studies since they are out of date. When the studies on e-government are examined, the fact that there is no research in which existing research is classified or subjected to content analysis makes it necessary to examine the existing studies. It is thought that this research will guide researchers who want to work on a similar subject and contribute to the literature, as the tendencies and orientations of the theses on e-government are determined.

The aim of this research is to examine and report the postgraduate theses on e-government in terms of the determined criteria. In this direction, answers to the following research questions were sought:

Regarding the postgraduate theses on e-government:

1. What is their distribution according to their master's and doctorate levels?
2. What is their distribution over the years?
3. What is their distribution according to the universities where they are held?
4. What is their distribution by keywords?
5. How is their distribution according to the target group?
6. What is their distribution according to the research method?
7. What is their distribution according to the number of samples?
8. What is their distribution according to data collection methods?
9. What is their distribution according to data collection tools?
10. What are the limitations described in the theses?
11. What are the future research proposals included in the theses?
12. What are the suggestions given for those who are in the field of application and policymakers in the theses?

Examination of postgraduate theses on e-government in terms of identified research problems is expected to

contribute to the literature by indicating the similarities and differences between the previous studies and guiding the research studies in the future. In addition, while guiding the researchers with this research study, preventing the repetition of future studies can be claimed as another important contribution of this research study.

METHOD

In this study, the document analysis method was adopted. According to Patton (2002), analysis of textual expressions such as official articles and publications, data collected through reports, records, surveys, interviews, and answers to open-ended questions can be done with document analysis. In the current study, "e-government (N=155)", "e-government (N=2)", "e-government (N=141)" and "egovernment (N=8)" keywords were searched for the theses made between 2014-2019 through monthly periods between 2018 and 2019 on Thesis Center of YÖK. When the theses that were recurring with each other were removed, 155 theses were examined. Due to lack of permission and /or restriction of unauthorized publication of the theses, the theses that could not be accessed directly were tried to be reached through the authors or their advisors. As a result, 94 out of 155 theses were included in the scope of this research study for the research purpose. These theses were evaluated in accordance with the systematic review process. Recommended by Boland, Cherry, and Dickson (2017) and used by many researchers in the literature (Burns & Grove, 2007; Burns & Grove, 2009; Cooper, 2009; Findler et al., 2019; Grimshaw et al., 2003; Hemingway & Brereton, 2009; Higgins & Green, 2011; Jayarajah et al., 2014; Karaçam, 2013; Lin et al., 2014; Moule & Goodman, 2009; Selçuk et al., 2014; Sözbilir et al., 2012), systematic review process was applied. The systematic review process has seven steps, and detailed information on the application of these steps in the research process is described below:

1. In *the planning step of the systematic review*, the researchers created the work schedules.

2. In the step *of determining the research topic and research problems*, the research topic was decided as postgraduate theses related to e-government, and twenty research problems were determined.

3. In the step of *literature review*, postgraduate theses published between 2014-2019 were reached and determined with the help of monthly scans with the keywords "e-government, e-government" and "egovernment", which can be accessed through the Thesis Center of YÖK. While determining the keywords, both literature research and expert opinions were considered. The theses reached are listed according to the inclusion and exclusion criteria.

4. In the step *of determining the studies to be included in the research in accordance with the inclusion and exclusion criteria*, the inclusion criteria in the selection of the theses to be examined within the scope of the research are as follows:

- Year: Theses completed between 2014-2019 will be included in the research.
- Language: Theses prepared in all languages will be included in the research.
- Permission: Theses that are published with permission and that can be accessed through the author, or the supervisor will be included in the research.
- Subject: All the theses related to e-government will be included in the research.

Again, in this step, the exclusion criteria for the selection of the theses to be examined within the scope of the research are as follows:

- All the theses that did not meet the inclusion criteria were excluded from the study.
- Theses that could not be reached through keywords were excluded from the scope of the study.
- Theses that are not accessible through the author or advisor are excluded from the scope of the study.
- Theses that are not published between 2014-2019 are excluded from the scope of the study.

5. In the step *of coding the data obtained from the determined studies*, coding was carried out based on the sub-problems in line with the codes previously determined within the scope of the research. First, each thesis was coded by the researchers and the codes were compared. Considering the possibility of remembering the coding again, coding was carried out at least four weeks apart. After all the theses were coded, the coding was reviewed and the use of different codes with the same meaning was avoided. When comparing the coding, they were coded as 1 if they were consistent and 0 if they were not, and the value of relevance was checked. Pearson correlation coefficient value of 0.98 was reached, different codes were reviewed, and a common coding was reached. Various measures were taken to increase the validity and reliability of the study. To increase the internal validity of the study, the relationships between categories and coding were checked. The categories were broad enough to cover the relevant field and narrow enough to exclude irrelevant concepts. To ensure external validity and reliability, all the steps performed in the study process are explained in detail in the method section. To ensure internal reliability, scientific statements in the field of educational sciences were handled as a theoretical framework in the analysis of the data, categories were determined, coding was carried out independently by the researchers, and each thesis was coded by two scientists other than the researchers and the coding were compared. In this way, reliability between encoders was ensured. In the next step, which the coding of the scientists was also included in, the coding was compared and repeated until it was determined that the compatibility between the coding was 100% both to ensure reliability and prevent inaccuracies that may arise from the coding.

During the coding process, all coders coded all the theses included in the study and the reliability between encoders was examined by comparing the codes for all of them. In the reliability coefficient determined by the percentage of consensus (consensus) or the correlation between coders, the percentage of consensus was calculated in this study. The percentage of consensus was determined by calculating the percentage of consensus among coders in the Intercoder reliability study suggested by Miles and Huberman (1994), and the agreement between encoders was found to be 98%. It is accepted that reliability is ensured when the agreement between researchers is 90% or more (Saban, 2009) and it is expected to be at least 75% and above (Şencan, 2005). Also, when the rate is 70% or more (Miles & Huberman, 1994), it is considered sufficient for the research to be accepted as reliable. The concordance value obtained from this study was found to be 98% and it is considered reliable for the research. This ratio also indicates a high level of agreement among the coders.

In the coding process, items related to each sub-problem were determined first and added to the measurement tool as a directive. For example, when examining theses according to their types, there are six types in the literature: master's degree (1), doctorate (2), specialization in medicine (3), proficiency in art (4), specialty in dentistry (5), minor specialization in medicine (6). Apart from this, considering the possibility that the type is not specified (7), 7 options were created. The type of thesis examined was coded according to which of these options was appropriate. The theses on e-government examined within the scope of the research consist of only master and doctoral theses.

6. In *the analysis and synthesis* step, the categories determined and organized during the research process formed the main lines of the study findings. All the findings under the categories were subjected to descriptive statistics. Descriptive statistics were analyzed using frequency. Frequency analysis of countable units and analysis indicators is determined by frequency analysis (Turan et al., 2014). Assistance was received from SPSS 25.0 and MS Excel 2016 programs in the research.

7. In the step *of reporting and presenting the research results*, the findings obtained during the research process were reported to answer the research sub-problems, after the analyses in line with the determined categories and themes and presented to the reader in tables in the form of numerical distributions and percentage values. Literature review studies include the review and evaluation of published research (APA, 2010), and a similar process was followed in this study. Finally, the findings are discussed in the light of the literature.

Research Model

One of the ways to recognize a field is to examine the studies done in that field (Staton-Spicer & Wullf, 1984). These studies guide researchers who want to work in that field (Cohen et al., 2007) and even help determine their trends. The trend in research shows the change in the studies on the determined subject over time and the direction of the changes. It summarizes the previous studies and makes it possible to make predictions about the future (Ozan & Köse, 2014). Besides the tendencies of the research, the synthesis studies on the qualities are also valuable (Dunkin, 1996), as the questionability of the studies is important in terms of concretizing the traceability, usability, and quality of the results (Karadağ, 2009). Therefore, when the studies carried out in the literature are examined, case studies help collect in-depth information about the researched subject and reveal all aspects of the event (Merriam, 1998), and one or more situation should be examined with a holistic approach within their own conditions such as environment and area (Yıldırım & Şimşek, 2008). In this research, it is aimed to reveal in-depth information about the relevant subject in the determined time frame and in line with the determined criteria. Descriptive analysis, which will assist researchers in achieving this goal, generally allows the production of systematic results in the relevant field in line with the criteria defined at the beginning of the research (Stone et al., 1966). It enables the production of systematic and theoretical results, especially in the findings consisting of texts (Bauer, 2003; Cohen et al., 2007; Fraenkel & Wallen, 2003). In this study, carried out in this context, the theses about e-government were examined with descriptive analysis in qualitative research, which is the analysis technique of dividing the relevant subject into small units and categorizing them in line with the criteria determined before the research (Bilgin, 2006; Kaya et al., 2013). This method enables the determined subject to be put forward in an objective and systematic way in line with the relevant criteria, to analyze it systematically and to make inferences (Holsti, 1969). In this way, researchers who carry out studies in that field will be informed by seeing the trends of the field and noticing the missing parts (Weber, 1990).

Working Group

The study group of the research was recruited from the Thesis Center of the Council of Higher Education between 2018-2020 through monthly search of keywords “e-government (N=155)”, “e-government (N=2)”, “e-government (N=141)” and “egovernment” (N=8)” in theses published between 2014-2019. The theses without permission of access were tried to be reached through their authors or supervisors, and the studies included in the research are presented in Appendix-1.

Data Collection Tool

The "Thesis Classification Form", which was created by using the literature and given its final shape by the researchers, was used to collect the data. In the process of creating the Thesis Classification Form, the forms in the literature and used in similar studies (Çiltaş et al., 2012; Göktaş et al., 2012; Hew et al., 2007; Kılıç-Çakmak et al., 2013; Selçuk et al., 2014; Sözbilir & Kutu, 2008; Sözbilir et al., 2012; Masood, 2004; Reeves, 1995; Ulutaş & Ubuz, 2008) were examined, and variables and categories that can be included in the research were determined. After these examinations, a draft form was created, and an expert's opinion was sought. The draft form was submitted for the opinion of 5 field experts, 2 assessment and evaluation field experts, and 3 Turkish education field experts. After the feedback was received, corrections were made. After these steps, piloting was carried out, the current deficiencies were eliminated, and the final version of the form was created. In the data collection tool, in addition to problems, there are areas for the identifier of the research to write down the summary and results in the form of notes. In this way, it is aimed to continue the coding process in a safer and more consistent manner.

In the process of examining the theses related to e-government, a guide has been prepared to assist the coders. The studies to be included in the research were stored on Google Drive and shared with the coders. The data collection tool was created on Google Forms, and it was filled and recorded on this platform so that there would be no missing information in each classification. The data collection tool includes areas to write the bibliography of the thesis examined, the fields in which the information of the thesis is stated (type, publication language, publication year, university, institute, branch of science, number of keywords and keywords, title of advisor) and the content of the thesis (type of proposal in the thesis, type of discussion in the thesis, expression of research objectives, sample demographics and the number of samples, sample selection and data collection type, data collection tool, methods and techniques used in data analysis, research method, researched variables, explained limitations, future research proposals, recommendations for those in the field of practice and policymakers, theoretical ties to e-government, findings, summary and results of the thesis for control purposes). In this way, an overlooked coding deficiency has been prevented. In the process of ensuring the reliability of the research, coding was carried out by two scientists in addition to the researchers, and the consistency of the coding was evaluated. In case of inconsistencies in the coding, the studies were reviewed and recoded. In this way, the internal validity and reliability of the research were tried to be ensured. In addition, it is an important criterion to collect data and report the steps such as how the researcher analyzes the data and reaches the findings in detail in ensuring validity in studies that follow such methods (Yıldırım & Şimşek, 2008). Therefore, in this research, all processes were reported in detail and discussed in the light of the literature.

Analysis of Data

Whether the research method is quantitative or qualitative, the most distinctive difference emerges in the data analysis process (Walcott, 1994). In the process of qualitative data analysis, a common language for data analysis has not developed most of the time (Özdemir, 2010). Therefore, it is useful to consider this situation in terms of ensuring validity and reliability. In this study, the evaluation of the data obtained with the data collection tool was made with descriptive analysis. In this analysis, the related words of a text can systematically be categorized and repeated by the researchers within the determined rules by reducing them to categories with smaller content (Büyüköztürk et al., 2008). An objective and systematic examination of verbal, written or other materials (Tavşancıl & Aslan, 2001) can be done through a synthesis by evaluating the research carried out for a determined purpose or subject in a holistic way (Büyüköztürk et al., 2008). In descriptive analysis studies, research is classified under different categories such as publication language, publication year, university where the thesis is studied, research method, sample group and size,

data collection tools, and data analysis methods. In the studies included in the current research, the data that can answer each research question are grouped together and analyzed through descriptive statistical methods (percentage and frequency), and numerical data obtained are presented and interpreted through tables and graphs.

To ensure the validity and reliability of the study, it was paid attention to have consensus among the researchers while coding. When the same data is coded again in the same way by different coders following the same method (Weber, 1990), it contributes to the reliability of the research. The coding carried out within the scope of the data collection form was coded by two different scientists apart from the researchers, and the agreement percentages of the coding were checked. Until the consistency between the encoders was completely ensured, re-coding was used in every process where there was inconsistency.

When the literature is examined, it is seen that the following steps are generally followed as a systematic approach in the data analysis process (Coffey & Atkinson, 1996; Wolcott, 1994):

- Data coding,
- Creation of categories,
- Editing codes and categories,
- Identifying and interpreting the findings,
- Categorical analysis stages.

Here, in the process of coding the data, one of the following steps (Corbin & Straus, 2007) should be selected and applied:

- Coding is made according to predetermined concepts,
- Coding made according to the concepts extracted from the data,
- Coding in a general framework.

In this research, it was ensured that the data were coded after they were collected, and the codes obtained were reported and presented in line with the research problems.

RESULTS

Table 1 shows the distribution of the postgraduate theses examined within the scope of the research, according to their level such as master's and doctorate, the language of publication, year, and the university/institute/branch they were carried out.

When Table 1 is examined, the majority of theses related to e-government are in postgraduate level(*f*=82, 87.2%), Turkish (*f*=74, 78.7%) is the most common language of publication, and the number of theses published most is 2014 (*f* =20, 21.3%), the majority of theses were written at Gazi University (*f*=7, 7.5%), Social Sciences Institute (*f*=69, 73.4%) and Business Administration department (*f*= 15, 16%).

Table 1. *Distribution of Examined Thesis Information*

Variable		*f* (%)	Variable		*f* (%)
University where the thesis was made	Adnan Menderes	2 (2.13%)	Thesis Type	Master	82 (87.2%)
	Akdeniz	2 (2.13%)		Doctorate	12 (12.8%)
	Ankara	5 (5.3%)	Thesis Language	Turkish	74 (78.7%)
	Ankara Yıldırım Beyazıt	2 (2.13%)		English	19 (20.2%)
	Atatürk	2 (2.13%)		French	1 (1.1%)
	Atılım	2 (2.13%)	Thesis Year	2019	17 (18.1%)
	Bayburt	1 (1.1%)		2018	17 (18.1%)
	Bingöl	1 (1.1%)		2017	15 (16%)
	Boğaziçi	1 (1.1%)		2016	11 (11.7%)
	Çağ	1 (1.1%)		2015	14 (14.9%)
	Çanakkale Onsekiz Mart	3 (3.2%)		2014	20 (21.3%)
	Çankaya	5 (5.3%)	Institute where the thesis was published	Social Sciences Institute	69 (73.4%)
	Çukurova	1 (1.1%)		Graduate School of Natural and Applied Sciences	14 (14.9%)
	Dicle	1 (1.1%)		Institute of Education Sciences	4 (4.3%)
	Dokuz Eylül	1 (1.1%)		Institute of Informatics	4 (4.3%)
	Erciyes	1 (1.1%)		Institute of Turkic Studies	2 (2.1%)
	Gazi	7 (7.5%)		Graduate School of Business	1 (1.1%)
	Gaziantep	1 (1.1%)		Information technologies	2 (2.1%)
	Gebze Teknik	1 (1.1%)		Information and document management	5 (5.3%)
	Hacettepe	5 (5.3%)		Computer Science	1 (1.1%)
	Haliç	3 (3.2%)		Computer engineering	5 (5.3%)
	Hatay Mustafa Kemal	1 (1.1%)		Informatics	4 (4.3%)
	İnönü	1 (1.1%)		information technologies	1 (1.1%)
	İstanbul Arel	1 (1.1%)	Department where the thesis was made	Working Eco. and Industry. Relationship.	1 (1.1%)
	İstanbul Aydın	1 (1.1%)		Education Management and Supervision	2 (2.1%)
	İstanbul Kemerburgaz	1 (1.1%)		Education Direction., Inspection, Plan. and Eco.	1 (1.1%)
	İstanbul Okan	1 (1.1%)		Electrical and Computer Eng.	1 (1.1%)
	İstanbul	2 (2.13%)		informatics	2 (2.1%)
	Kahramanmaraş Sütçü İmam	1 (1.1%)		Public Relations and Promotion	1 (1.1%)
	Kırıkkale	2 (2.13%)		Economy	1 (1.1%)
	Kocaeli	1 (1.1%)		Business	15 (16%)
	Maltepe	1 (1.1%)		Business Administration	1 (1.1%)
	Marmara	6 (6.4%)		Public Law	3 (3.2%)
	Muğla Sıtkı Koçman	1 (1.1%)		Public administration	13 (13.9%)
	Muş Alparslan	1 (1.1%)		lodging and Ted. Chain. Management	1 (1.1%)
	Münih Teknik	1 (1.1%)		mah. Administrations and Location. Direction.	1 (1.1%)
	Necmettin Erbakan	1 (1.1%)		Financial Law	1 (1.1%)
	Niğde	1 (1.1%)		Finance	2 (2.1%)
	Okan	2 (2.13%)		Mathematics and Computer	1 (1.1%)
	Ordu	1 (1.1%)		Accounting	1 (1.1%)
	Osmaniye Korkut Ata	1 (1.1%)		Accounting Financing	1 (1.1%)
	Pamukkale	1 (1.1%)		Accounting and Auditing	1 (1.1%)
	Sakarya	3 (3.2%)		Political Science and Public Administration.	8 (8.5%)
	Selçuk	1 (1.1%)		Sociology	1 (1.1%)
	Süleyman Demirel	5 (5.3%)		Strategy	1 (1.1%)
	Tokat Gaziosmanpaşa	1 (1.1%)		Software Eng.	1 (1.1%)
	Türk Hava Kurumu	2 (2.13%)		Management Sciences	6 (6.4%)
	Uludağ	2 (2.13%)		management information systems	7 (7.5%)
	Yıldız Teknik	1 (1.1%)		management and organization	2 (2.1%)

It was observed that 7 (7.5%) theses that did not specify any keywords published in the postgraduate level were examined within the scope of the research. It is seen that there are 3 (3.2%) theses stating at least 2 keywords and 1 (1.1%) thesis stating at most 10 keywords. 27 (28.7%) theses that stated the highest number of keywords stated four keywords each. It can be said that among the completed theses, the most frequently stated (*f*=25, 26.6%) is the thesis of which the advisor was Doctoral Faculty Member.

The distributions of the keywords specified in the postgraduate theses examined within the scope of the research are shown in Table 2.

Table 2. *Distribution of Keywords*

Variable	*f* (%)	Variable	*f* (%)	Variable	*f* (%)
E-Government/Electronic Government	91 (20.4%)	E-Government in Africa	1 (0.2%)	Participation	1 (0.2%)
Information and Communication Technologies/ICT	15 (3.36%)	Smart board	1 (0.2%)	Kecioren Municipality	1 (0.2%)
EBYS/Electronic Document Management System/Cloud EBYS	11 (2.5%)	Smart phone	1 (0.2%)	City Information System	1 (0.2%)
Public administration	11 (2.5%)	Android	1 (0.2%)	Kirkuk	1 (0.2%)
E-Signature/Electronic Signature	9 (2%)	Questionnaire	1 (0.2%)	Limitations	1 (0.2%)
Information Society	8 (1.8%)	Interface	1 (0.2%)	Personal Information Security Awareness	1 (0.2%)
Iraq	8 (1.8%)	ASAN Service	1 (0.2%)	Protection of Personal Data	1 (0.2%)
E-Service/E-Service Quality	7 (1.6%)	Independent Audit	1 (0.2%)	Kocaeli	1 (0.2%)
E-Municipality/E-Municipality	6 (1.4%)	Ministry Websites	1 (0.2%)	Konya Metropolitan Municipality Example	1 (0.2%)
E-Transformation	6 (1.4%)	Success Factors	1 (0.2%)	Usability Evaluation	1 (0.2%)
Web Portal/Website/Portal	6 (1.4%)	Failure Factors	1 (0.2%)	Usability Guides	1 (0.2%)
DYS/Document Management System	5 (1.1%)	Document Management	1 (0.2%)	Data Sharing Between Institutions	1 (0.2%)
National Judicial Network Project (UYAP)/Information System	5 (1.1%)	Adoption	1 (0.2%)	Corporate Information Management	1 (0.2%)
E-Government Services/Applications/ E-Government 2.0	4 (0.9%)	Five-point Likert Scale	1 (0.2%)	Institutional Uniformism	1 (0.2%)
E-Invoice/Electronic Invoice	4 (0.9%)	Information State	1 (0.2%)	Institutionalization	1 (0.2%)
E-Management	4 (0.9%)	Knowledge Economy	1 (0.2%)	Globalization	1 (0.2%)
Internet	4 (0.9%)	Information systems	1 (0.2%)	E-Government in Libya	1 (0.2%)
Local Authorities	4 (0.9%)	IT Literacy	1 (0.2%)	Spatial Data	1 (0.2%)
Municipal Websites	3 (0.7%)	Interoperability	1 (0.2%)	Vocational Education	1 (0.2%)
E-Ledger	3 (0.7%)	Cloud computing	1 (0.2%)	Metal Industry	1 (0.2%)
E-Democracy	3 (0.7%)	Bursa Metropolitan Municipality	1 (0.2%)	MHRS	1 (0.2%)
E-Government Gateway/Main Gate	3 (0.7%)	Bureaucracy	1 (0.2%)	Mobile Signature	1 (0.2%)
E-Participation	3 (0.7%)	GIS	1 (0.2%)	Modelling	1 (0.2%)
E-Commerce/Electronic Commerce	3 (0.7%)	chad	1 (0.2%)	Modular Design	1 (0.2%)
Event/Application	4 (0.9%)	Geographic information system	1 (0.2%)	Accounting Information System	1 (0.2%)
Public Institution/Sector	3 (0.7%)	Answers	1 (0.2%)	MYSQL	1 (0.2%)
KEP/Registered E-Mail	3 (0.7%)	Dareboost	1 (0.2%)	Osmaniye Province E-Government Applications	1 (0.2%)
Availability	3 (0.7%)	Evaluation	1 (0.2%)	Student	1 (0.2%)
M-Government/Mobile Government	3 (0.7%)	Change/Transformation	1 (0.2%)	Teacher	1 (0.2%)
Satisfaction	3 (0.7%)	Auditor	1 (0.2%)	Planned Behavior Theory	1 (0.2%)
New Public Administration	3 (0.7%)	Audit	1 (0.2%)	POLNET	1 (0.2%)
Management/Governance	3 (0.7%)	Intention to Continue	1 (0.2%)	Project	1 (0.2%)
Open State/Open State Data	2 (0.5%)	Government Accounting	1 (0.2%)	Risk assessment	1 (0.2%)

Local Authorities in Azerbaijan/Azerbaijan	2 (0.5%)	Foreign trade	1 (0.2%)	Digital Abyss	1 (0.2%)
Information security	2 (0.5%)	Digitalization	1 (0.2%)	Unionist Attitude	1 (0.2%)
Information Technologies/Informatics	2 (0.5%)	Birth Registration	1 (0.2%)	Cyber Attack	1 (0.2%)
E-Ledger/E-Invoice in China	2 (0.5%)	DRG	1 (0.2%)	Cyber Warfare	1 (0.2%)
State	2 (0.5%)	E-Archive/Electronic Archive	1 (0.2%)	Social Impacts	1 (0.2%)
E-Administrative Services/E-Administrative Transactions	2 (0.5%)	E-Documentation	1 (0.2%)	Social media	1 (0.2%)
Education Sector/Field	2 (0.5%)	E-Declaration	1 (0.2%)	Social Policy	1 (0.2%)
Electronic Government Project	2 (0.5%)	E-Government Service Quality Perception	1 (0.2%)	Transparency	1 (0.2%)
Public relations	2 (0.5%)	Critical Success Factors in E-Government Applications	1 (0.2%)	Tablet	1 (0.2%)
Accountability	2 (0.5%)	Adoption of e-Government	1 (0.2%)	Technical Specifications	1 (0.2%)
Service Quality	2 (0.5%)	E-Expert	1 (0.2%)	Technology Adoption	1 (0.2%)
Universities in Iraq	2 (0.5%)	E-Customs	1 (0.2%)	Turkish Public Administration	1 (0.2%)
Statistical Analysis/SPSS	2 (0.5%)	E-Laboratory	1 (0.2%)	Turkish Police Service	1 (0.2%)
Good Governance/Management	2 (0.5%)	EBA	1 (0.2%)	Public Data	1 (0.2%)
Measuring Public Value/Public Value	2 (0.5%)	EGO	1 (0.2%)	Law	1 (0.2%)
Public Service/Public Service	2 (0.5%)	E-Government in Education	1 (0.2%)	Decision	1 (0.2%)
MEBBIS	2 (0.5%)	Economy	1 (0.2%)	Turkish Tax Administration	1 (0.2%)
Accounting Profession	2 (0.5%)	Electronic Tax Return	1 (0.2%)	Türkiye	1 (0.2%)
Union/Union Organizing	2 (0.5%)	Integration	1 (0.2%)	Turkish economy	1 (0.2%)
Technology	2 (0.5%)	Ethic	1 (0.2%)	E-Government in Turkey and in the World	1 (0.2%)
Technology Acceptance Model	2 (0.5%)	Impact Assessment	1 (0.2%)	Spatial Query	1 (0.2%)
E-Government in Turkey/E-Service Applications in Turkey	2 (0.5%)	FATIH Project	1 (0.2%)	Jordan	1 (0.2%)
Metadata Management	2 (0.5%)	Gaziantep Tax Office	1 (0.2%)	Tax Audit	1 (0.2%)
VEDOP	2 (0.5%)	GDT	1 (0.2%)	Functions of Tax Audit	1 (0.2%)
Productivity	2 (0.5%)	Revenue Administration Projects	1 (0.2%)	Data Management	1 (0.2%)
E-Finance	1 (0.2%)	General Budget	1 (0.2%)	WAMMI	1 (0.2%)
E-Accounting/Electronic Accounting	1 (0.2%)	Customs Automation	1 (0.2%)	Structural Equation Model	1 (0.2%)
E-Pulse	1 (0.2%)	Georgia	1 (0.2%)	Yemen	1 (0.2%)
E-school	1 (0.2%)	Heeks' Factor Model	1 (0.2%)	Local E-Government	1 (0.2%)
E-Health	1 (0.2%)	Law	1 (0.2%)	Native Binary Pattern	1 (0.2%)
E-Satisfaction	1 (0.2%)	Human Computer Interaction	1 (0.2%)	Corruption	1 (0.2%)
E-Notification	1 (0.2%)	Human Resources	1 (0.2%)	Citizenship	1 (0.2%)
E-Commerce Development	1 (0.2%)	Functionality	1 (0.2%)	Face recognition system	1 (0.2%)
E-Tax	1 (0.2%)	Java	1 (0.2%)	Difficulties	1 (0.2%)

When Table 2 is examined, it is seen that the most used keywords are E-Government/Electronic Government (*f*=91, 20.4%). Emphasizing the features of e-government as the keywords of the researchers, Transparency (*f*=1, 0.2%), Bureaucracy (*f*=1, 0.2%), Participation (*f*=1, 0.2%), Efficiency (*f*=2, 0.5%, Functionality (*f*=1, 0.2%) keywords were also used.

The distribution of the postgraduate theses examined within the scope of the research according to the target audience is shown in Table 3.

Table 3. *Distribution of the Target Audience in Theses*

Variable	*f* (%)
University Employee	5 (5%)
Citizen	11 (11%)
Officer	18 (18%)
Safety Worker	11(11%)
University Student	7 (7%)
Private sector	2 (2%)
National Education Employee	9 (9%)
Secondary Education Student	11(11%)
Other	4 (4%)
Unspecified	37 (37%)

When Table 3 is examined, it can be said that the target group interested in the most is in education (*f*=24, 24%) and the second is the civil servants (*f*=18, 18%) who benefit from or are affected by the research results.

The distribution of the postgraduate theses examined within the scope of the research according to the sample demographics is shown in Table 4.

Table 4. *Distribution of Sample Demographics in Theses*

Variable	*f* (%)
Academic and Administrative Staff	5 (5%)
Citizen	11 (11%)
Municipal Employee	3 (3%)
Auditor	11(11%)
Police Department	11(11%)
Customs Firm	11(11%)
Employee	11(11%)
Tax Office Employee	11(11%)
Associate/Undergraduate/Master Student	7 (7%)
Licensed Company	11(11%)
Teacher	2 (2%)
Executive	4 (4%)
Officer	12 (12%)
Accountant/Financial Advisor	5 (5%)
Manager/Assistant Manager	11(11%)
Teacher	2 (2%)
Secondary Education Student	11(11%)
E-Government Applications	25 (25%)
Other	4 (4%)
Unspecified	12 (12%)

When Table 4 is examined, it is seen that e-government applications (f=25, 25%) are mostly examined as sample demographics in theses, followed by civil servants (*f*=12, 12%) and citizens (*f*=11, 11%).

Table 5 shows the distribution of the aims of the postgraduate theses examined within the scope of the research.

Table 5. *Distribution of Research Objectives in Theses*

Variable	*f* (%)
Hypothesis	26 (27.7%)
Research question	19 (20.2%)
Research question and hypothesis	3 (3.2%)
Unspecified	46 (48.9%)

When Table 5 is examined, it is seen that the hypothesis (*f*=26, 27.7%) is commonly preferred, followed by the research question (*f*=19, 20.2%) in the way of expressing the research objectives in theses. As can be seen in Table 6, it

can be said that the purpose of the research was not specified in most of the theses (*f*=46, 48.9%)

The distributions regarding the research methods of the postgraduate theses examined within the scope of the research are shown in Table 6.

Table 6. *Distribution of Research Methods Used in Theses*

Variable	*f* (%)
quantitative-quasi-experimental	11 (11.7%)
quantitative-descriptive	31 (33%)
Qualitative-scan	3 (3.2%)
Qualitative-situation	3 (3.2%)
Qualitative-document review	28 (29.8%)
qualitative-phenomenology	2 (2.1%)
Integrated (hybrid)	4 (4.3%)
Type field compilation	7 (7.4%)
Unspecified	8 (8.6%)

When Table 6 is examined, it is seen that quantitative-descriptive (*f*=31, 33%) research methods were used the most in theses.

The distribution of the postgraduate theses examined within the scope of the research regarding the sample number is shown in Table 7.

Table 7. *Distribution of the Number of Samples in Theses*

Variable	*f* (%)
0-50	9 (9.6%)
51-100	6 (6.4%)
101-150	6 (6.4%)
151-200	5 (5.3%)
201-250	5 (5.3%)
251-300	2 (2.1%)
301-350	2 (2.1%)
351-400	2 (2.1%)
401-450	3 (3.2%)
451 and above	12 (12.8%)
Other	2 (2.2%)
Unspecified	40 (42.6%)

When Table 7 is examined, it is seen that the maximum number of participants in the theses is between 0-150 (*f*=21, 22.4%).

The distribution of the sampling techniques used in the postgraduate theses examined within the scope of the research is shown in Table 8.

Table 8. *Distribution of Sampling Techniques in Theses*

Sampling Technique	*f* (%)
Unspecified	39 (41.5%)
Suitability for Purpose	20 (21.28%)
random	19 (20.2%)
Easily accessible	14 (14.9%)
Quota Sampling	2 (2.13%)

When Table 8 is examined, it can be seen that the majority of the theses did not specify the sampling technique (*f*=39, 41.5%). Also, the researchers used the most appropriate sampling methods for their research purposes (*f*=20,

21.28%) and random sampling (*f*=19, 20.2%).

The distribution of data collection methods used in the postgraduate theses examined within the scope of the research is shown in Table 9.

Table 9. *Distribution of Data Collection Methods Used in Theses*

Variable	*f* (%)
Classical	80 (85.1%)
Online	4 (4.3%)
Mixed	8 (5.3%)
Unspecified	5 (5.3%)

When Table 9 is examined, it is seen that the classical (*f*=80, 85.1%) data collection method is used the most in the theses. The type of data collection method also gives information about the stages that researchers followed in the data collection process. Data were collected face-to-face with traditional methods in the classical type, using digital platforms in the online type, and both face-to-face and printed data in the mixed type.

The distribution of data collection tools used in the postgraduate theses examined within the scope of the research is shown in Table 10.

Table 10. *Distribution of Data Collection Tools Used in Theses*

Variable	*f* (%)
Questionnaire	46 (48.9%)
Scale	7 (7.4%)
Document/Archive	2 (2.2%)
Interview/Interview Form	14 (14.9%)
Evaluation form	1 (1.1%)
Example Case	1 (1.1%)
Document Review Form	33 (35.1%)
Unspecified	4 (4.3%)

When Table 10 is examined, it is seen that most of the data were collected by using the questionnaires (*f*=46, 47.9%).

The distributions regarding the data analysis methods of the postgraduate theses examined within the scope of the research are shown in Table 11.

Table 11. *Distribution of Data Analysis Methods Used in Theses*

Variable	*f* (%)
Qualitative	55 (58.5%)
Quantitative	45 (47.9%)
Unspecified	1 (1.1%)

When Table 11 is examined, it is seen that among the data analysis methods used in theses, the qualitative data analysis method (*f*=55, 58.5%) is used the most. In addition to descriptive and predictive methods of quantitative analysis, it is seen that content, descriptive, and document analysis are used among the qualitative data analysis methods.

The distributions of the analysis techniques used in data analysis in the postgraduate theses examined within the scope of the research are shown in Table 12.

Table 12. *Distribution of Data Analysis Techniques Used in Theses*

Variable	*f* (%)
Descriptive Techniques (%,f,M,SS)	71 (75.5%)
T-Test	17 (18.1%)
Analysis of Variance (ANOVA)	15 (16%)
correlation	12 (12.8%)
Regression	5 (5.3%)
Chi-Square	7 (7.4%)
Mann Whitney U-Test	4 (4.3%)
Kruskal Wallis H Test	5 (5.3%)
Factor Analysis	8 (8.7%)
Chad Analysis	1 (1.1%)
Unspecified	19 (20.2%)

When Table 12 is examined, it is seen that descriptive techniques (*f*=71, 75.5%) are used the most among other data analysis techniques in theses.

It is seen that very few of the theses (*f*=2, 2.1%) included three or more dimensional suggestions, and in many theses, no suggestions were specified (*f*=32, 34%). Again, in the theses, there is no three or more-dimensional discussion type (*f*=0, 0%), with very few of them have a two-dimensional discussion type (*f*=6, 6.4%), and most of them have no discussion (f=60, 63.8%).

The distributions of the variables investigated in the postgraduate theses examined within the scope of the research are shown in Table 13.

Table 13. *Distributions of Variables Researched in Theses*

Variable	*f* (%)
Gender	54 (10.63%)
Age	54 (10.63%)
Education level	41 (8.1%)
Status of using the e-Government portal	70 (13.8%)
Professional experience	50 (9.8%)
Average monthly income	45 (8.9%)
Marital status	36 (7.1%)
Place of assignment	29 (5.7%)
Perception towards e-Government	38 (7.4%)
Attitude towards e-Government	32 (6.3%)
Readiness for e-Government	6 (1.2%)
Computer usage time	21 (4.13%)
Daily internet usage time	18 (3.54%)
Other	14 (2.8%)

When Table 13 is examined, it is seen that using e-government portal (*f*=70, 13.8%) is studied the most, and the level of readiness for e-government (*f*=6, 1.2%) is the least.

The distributions regarding the limitations stated in the postgraduate theses examined within the scope of the research are shown in Table 14.

Table 14. *Distribution of Limitations Specified in Theses*

Variable	*f* (%)
Applied year	79 (23.4%)
Applied sample	72 (21.4%)
Measuring tools used	55 (16.3%)
Examined e-government applications	46 (13.65%)
Volunteering of participants	70 (20.77%)
Other	15 (4.5%)

When Table 14 is examined, the limitation that was mentioned the most is the year applied (*f*=79, 23.4%) and the second is the sample applied to (*f*=72, 21.4%).

Suggestions for future research in the postgraduate theses examined within the scope of the research are presented in Table 15.

Table 15. *Distribution of Future Research Proposals Stated in Theses*

Variable	*f* (%)
Researching different e-government applications	81 (19.6%)
Organizing training	25 (9.9%)
Preparation of awareness activities	41 (17.4%)
Conducting awareness studies	45 (10.9%)
Repeating the study with different samples	72 (17.4%)
Repetition of work in different periods	79 (19.1%)
Gathering in-depth data through interviews	55 (13.3%)
Other	16 (3.9%)

When Table 15 is examined, future research proposal suggested the most is investigating different e-government applications (*f*=81, 19.6%) followed by repeating the research in different periods (*f*=79, 19.1%) and with different samples (*f*=72, 17.4%).

The suggestions given for those in the field of application and policy makers in the postgraduate theses examined within the scope of the research are presented in Table 16.

Table 16. *Distribution of Recommendations Given to Policy Makers and What Happened in the Field of Implementation in the Theses*

Variable	*f* (%)
Strengthening the infrastructure	79 (19.5%)
Carrying out promotional activities	41 (10.1%)
Updating the system by considering citizen satisfaction	64 (15.8%)
Planning studies to ensure that employees receive regular up-to-date training on e-government and its applications	19 (4.68%)
Planning studies for e-Government users to receive up-to-date training on a regular basis	27 (6.7%)
Preparing the legal regulations that will include e-Government and its applications in full	35 (8.6%)
Developing policies for the effective use of the system	8 (1.97%)
Strengthening data security	24 (5.91%)
Development of a user-friendly interface	15 (3.7%)
Increasing the number of services offered	58 (14.3%)
Other	36 (8.9%)

When Table 16 is examined, the most important recommendation for those in the fields of implementation and policy making is strengthening the infrastructure (*f*=79, 19.5%). It is emphasized that the system cannot be accessed or there are malfunctions, especially in cases where some applications are used heavily. Updating e-government portal according to citizen satisfaction (*f*=64, 15.8%) is also among the most frequently mentioned suggestions.

CONCLUSION AND RECOMMENDATIONS

For the purposes of the research, the postgraduate theses included in the research were examined in terms of general information, sample demographics and numbers, measurement tools used, research patterns, and data analysis methods. During the research process, the data obtained by document analysis method were subjected to descriptive analysis, and the data obtained through the thesis review form were coded. Frequency and percentage ratios were analyzed and reported within the framework of research problems with descriptive statistical methods. It is an objective

and systematic method, and aims to determine the number of the word, expression, or text as a theme/category, it is possible to describe the features of the document examined (Bloor & Wood, 2006). To ensure consistency in coding the data and transferring it to the themes, assistance was received by 2 different science experts to code the same studies, apart from the researchers. The suitability of the codes was evaluated, and a common code was reached by discussing the inconsistent parts. The fact that the examined theses are accessible to all researchers through the Council of Higher Education Thesis Center, and that all these are downloaded and shared with all coders via the Google Drive cloud application, increase the validity of the research. While filling out the thesis review form, which was finalized by the researchers, the information in the theses was used. When there was missing information, the "unspecified" option was used. The title of the theses, the author of the theses, and the research objectives were evaluated together. In this way, the problems that may occur during the coding process are minimized. The description and classification of the characteristics of publications in the researched field is important in terms of following the changes and developments of the studies in a similar field and determining their tendencies and guiding the researchers (Yıldız et al., 2016). In this process, which proceeds according to scientific research steps, it is appropriate to evaluate the research carried out at certain periods (Gülbahar & Alper, 2009). Because the continuous increase in the number of articles, papers, and theses reveals the need for academic interest and research hunger in the subject, and research results guide other practitioners (Karadağ, 2009).

This research study aimed to reveal the data included of 94 postgraduate theses published between 2014-2019 and in categories such as master's and doctorate levels, years, keywords, target audience, sample demographics and number, research method, data analysis techniques. It is expected to act as a guide for future academic studies. It is seen that many of the studies carried out on e-government consist of postgraduate theses, the language is mostly Turkish, they are completed in 2014, and most frequently at Gazi University, in Institute of Social Sciences, and in the department of business administration Also, the level that studies conducted the most is master's, and less work is done at the doctoral level (Can-Yaşar & Aral, 2011; Doğan & Tok, 2018; Erdoğmuş & Çağıltay, 2009; Kabaca & Erdoğan, 2007; Karkın, 2011; Oruç & Ulusoy, 2008; Şimşek et al. 2008). It was concluded that most thesis was completed at Gazi University, followed by Ankara University and Hacettepe University, among the research examined, shows parallelism with the literature (Arık & Türkmen, 2009; Doğan & Tok, 2018; Varışoğlu et al., 2013). The reason for such a result might be the number of academicians and graduate students at universities in big cities is higher than in universities in other cities (Doğan &Tok, 2018).

In this study, it was observed that many of the faculty members who supervised the theses have the title of Doctoral Lecturer. This result is thought to be due to the importance of academic promotion criteria and the excitement and desire of being at the beginning of the profession (Arık & Türkmen, 2009), which overlaps with the literature (Arık & Türkmen, 2009; Doğan & Tok, 2018)

In the examined theses, it is seen that there are theses that do not specify keywords, and when examined in terms of the number of keywords, at least two and at most ten keywords are specified. The studies that specified the highest number of keywords stated four keywords each. It is seen that e-government/electronic state is used the most as keyword. It is seen that the researchers also use the keywords of transparency, bureaucracy, participation, efficiency, and functionality, which emphasize the features of e-government. Keywords should best represent the work. Therefore, choosing words that have the characteristics of e-government is the best choice in terms of summarizing the

research and accessing the research in the literature review. It is seen that very few of the examined theses contain three or more suggestions, and most of them do not give any suggestions at all. It is thought that this situation stems from the fact that most postgraduate theses are examined within the scope of the research, therefore these types of theses can be considered as a prelude to academic studies, and it is difficult to include three or more types of proposals. It was concluded that none of the theses had a three- or more-dimensional discussion type, a few of them had a two-dimensional discussion type, and most of them did not have a discussion dimension. It is thought that this situation stems from the fact that mostly master's theses are examined within the scope of the research; therefore, these types of theses are considered preliminary to academic studies, and it is difficult to contain three or more types of discussion. A large part of the target audience who benefit from e-government studies or are affected by the results are those who are interested in education and those who work as civil servants. It is thought that most of the services offered through e-government portal have attracted the attention of more researchers since they include education-oriented businesses and transactions.

It is seen that in the way of expressing the aims of the theses, the hypothesis is widely preferred followed by research question. It is also seen that some of the theses do not specify the purpose of the research, and it can be stated that this is a shortcoming, and that more attention should be paid to the expression of the objectives in future research.

It can be concluded that e-government applications were examined mostly as sample demographics, studies were carried out with civil servants and citizens as participants, and data were collected from different sources. Looking at the results in the literature, it is seen that data is collected mostly from students and then from teachers (Aypay et al., 2010; Baş & Özturan-Sağırlı, 2017; Doğan & Tok, 2018; Göktaş et al., 2012; Worker, 2013; Polat, 2010). It is stated that this is because researchers mostly prepare their research problems for these groups, and it is easier for them to reach these groups (Doğan & Tok, 2018). In addition, the sample of students and teachers is investigated much more as the process of obtaining permission to conduct scientific research takes a long time and is difficult. This might be due to the fact that course load of the researchers is high, and they cannot allocate enough time for scientific studies. They try to reduce the time to be spent, and as the studies using quantitative methods are fast and easy in terms of access to the sample, and time for data collection and interpretation, they mostly use them (Ahi & Kıldan, 2013; Alper & Gülbahar, 2009; Arık & Türkmen, 2009; Aydın et al., 2018; Çiltaş et al., 2012; Dikmen & Demirer, 2016; Doğan & Tok, 2018; Gökçek et al., 2013; Göksu et al., 2014; Göktaş et al., 2012; Gülbahar & Alper, 2009; Hannafin & Young, 2008; Kılıç Çakmak et al., 2013; Kılıç Çakmak et al., 2015; Kurtoğlu & Seferoğlu, 2011; Ross & Morrison, 2008; Ross et al., 2005; Seçer, Ay et al., 2014; Sert et al., 2012; Simsek et al., 2008; Simsek et al., 2009; Ulutaş & Ubuz, 2008; Varışoğlu et al., 2013). It is seen that the sample number is mostly 451 and above, and the maximum number of samples is between 0-150 participants. When the studies in the literature are examined, the number of samples is between 0-50 at most (Doğan & Tok, 2018) and the number of samples does not exceed 1000 (Akça-Üstündağ, 2013, Alper & Gülbahar, 2009; Büyüköztürk et al., 2009; Doğan & Tok, 2018; Erdoğmuş, 2009; Göktaş et al., 2012; Kılıç Çakmak et al., 2013; Kılıç-Çakmak et al., 2015; Kılıç-Çakmak et al., 2016; Küçük et al., 2013; Sönmez, 2005; Şimşek et al., 2008; Tatar & Tatar, 2006; Ulutaş & Ubuz, 2008). It is seen that e-government applications are mostly examined as a sample, and studies are carried out with civil servants and citizens as participants. When the literature is examined, it is stated that research are mostly carried out at undergraduate level (Akbaba & Türel, 2016; Akça-Üstündağ, 2009; Akça-Üstündağ, 2013; Alper & Gülbahar, 2009; Bozkaya et al., 2012; Çiltaş et al., 2012 ; Demirer & Erbaş, 2016; Doğan & Tok, 2018;

Doğru et al., 2012; Göktaş et al., 2012; Gülbahar & Alper, 2009; Gürdal et al., 2005; Gürel et al., 2017 ; Kanlı et al., 2014; Kılıç Çakmak et al., 2013; Kılıç Çakmak et al., 2015; Kılıç Çakmak et al., 2016; Küçük et al., 2013; Latchem, 2006; Önder et al., 2013; Selçuk et al., 2014; Sert, 2010; Şimşek et al., 2008; Tatar & Tatar, 2006; Ulutaş & Ubuz, 2008; Varışoğlu et al.,, 2013; Wu et al., 2012). In the studies abroad, it is seen that the participants mostly work at the primary education level, and at least in pre-school and adult education (Lubiensky & Bowen, 2000).

It is seen that the sampling technique is not specified in many of the theses examined and that the convenience for purpose and random sampling technique is used the most. The least studied is the whole count sampling (Kılıç Çakmak et al., 2016), and the most easily accessible and then purposeful sampling (Akça-Üstündağ, 2009; Akça-Üstündağ, 2013; Alper & Gülbahar, 2009; Doğan et al. Tok, 2018; Erdem, 2018; Göksu, Özcan, Çakır, & Göktaş, 2017; Göktaş et al., 2012; Kılıç Çakmak et al., 2015; Kılıç Çakmak et al., 2016; Küçük et al., 2013; Şimşek et al. et al., 2008).

The reason why qualitative studies are less in number compared to other research methods is that researchers and academicians prefer it less (Saban et al., 2010), and they require more time and effort (Doğan & Tok, 2018; Ekiz, 2009) for data diversification and enrichment. It is thought that quantitative methods should be supported by qualitative methods in the processes (Tosuntaş et al., 2019). However, it can be said that the interest in qualitative studies is increasing (Alper & Gülbahar, 2009; Gülbahar & Alper, 2009; Hsieh & Shannon, 2005; Kelly & Lesh, 2000; Masood, 1997; Şimşek et al., 2008; Şimşek et al., 2009). It is possible to state that there is an increase in mixed research methods in which both qualitative and quantitative methods are used together (Erdoğmuş, 2009).

Data tool methods provide information about the stages that researchers followed in the data collection process. Data is collected face-to-face with traditional methods in the classical type, using digital platforms in the online type, and both face-to-face and printed in the mixed type. It is seen that the classical type of data collection tool type is mostly used in the theses examined within the scope of the research, and this result is in line with the results of other studies in the literature (Dündar & Movement, 2016; Kılıç-Çakmak et al., 2013; Kılıç-Çakmak et al., 2015; Kılıç-Çakmak et al., 2016). Again, in the theses examined within the scope of the research, it is seen that most data is collected by using the questionnaire form and this result is similar to the literature (Akça-Üstündağ, 2009; Alper & Gülbahar, 2009; Erdem, 2018; Göktaş et al., 2012; Hew et al., 2007; Kılıç-Çakmak et al., 2013; Kılıç-Çakmak et al., 2015; Kılıç-Çakmak et al., 2016; Küçük et al., 2013; Selçuk et al., 2014; Sert et al., 2012; Şimşek et al., 2008; Şimşek et al., 2009; Ulutaş & Ubuz, 2008; Varışoğlu et al., 2013; Yılmaz & Altınkurt, 2012). This way, data can be collected in a short time (Balcı, 2005; Büyüköztürk et al., 2009; Hew et al., 2007; Sert et al., 2012), cost-effective and easy. Questionnaires are thought to be accessible (Baş, 2005; Sert et al.,2012), provide clear and numerical data to researchers in experimental models (De Jong, 2007; Erkuş, 2009; Güzeller, 2009; Juodaityte & Kazlauskine, 2008; Shih et al., 2008), are more advantageous in terms of labor and time compared to other studies (Baş, 2005; Doğan & Tok, 2018; Göktaş et al., 2012; Gülbahar & Alper, 2009; Kurtoğlu & Seferoğlu, 2011), and minimize research costs (Baş, 2005; De Leeuw & Hox, 1996). When the literature is examined, it is seen that while mixed studies are more numerous abroad, they are not preferred very much in Turkey (Arık & Türkmen, 2009; Aydın et al., 2010; Çiltaş et al., 2012; Doğan & Tok, 2018; Eğmir et al., 2017; Fazlıoğulları & Kurul, 2012; Göktaş et al., 2012; Gülbahar & Alper, 2009; Varışoğlu et al., 2013), and after 2000, there has been an increase in its use (Göktaş et al., 2012). In addition, determining the data collection tool suitable for the research problem in studies is the most natural practice (De Jong, 2007; Erkuş, 2009; Güzeller, 2008; Juodaityte & Kazlauskine, 2008; Sert et al., 2012; Shih, Feng, & Tsai, 2008). It is thought that the researchers prefer interviews over

observation as the participants/subjects feel less in control, and they want to obtain objective results in a shorter time (Akça-Üstündağ, 2014; Doğan & Tok, 2018).

Among the data analysis methods, qualitative data analysis method is used the most, as it is the most descriptive and predictive among the quantitative analysis methods (Hart et al., 2009). On the other hand, it is seen that content, descriptive and document analysis are used among the qualitative data analysis methods. Among the research methods used in theses, it is seen that the quantitative-descriptive method is used the most, and these results show parallelism with the literature (Akça-Üstündağ, 2013; Alper & Gülbahar, 2009; Arık & Türkmen, 2009; Balcı & Apaydın, 2009; Bozkaya et al., 2012; Cherry & Dickson, 2017; Cooper, 2009; Doğan & Tok, 2013; Dunkin, 1996; Findler et al., 2019; Göksu et al., 2014; Göktaş et al., 2012; Gülbahar & Alper, 2009; Hrastinski & Keller, 2007; Karadağ, 2009; Kılıç-Çakmak et al., 2013; Kılıç-Çakmak et al., 2015; Kılıç-Çakmak et al., 2016; Küçükoğlu & Ozan, 2013; Ozan & Köse, 2014 ; Selçuk et al., 2014; Sert et al., 2012; Şimşek et al., 2008; Şimşek et al., 2009; Turan et al., 2014; Üstündağ, 2013; Yalçın et al., 2009; Yılmaz & Altınkurt , 2012). Wu et al. (2012) stated that scanning and then experimental methods were used mostly. It is seen that his experimental research has been used a lot (Chang & Hsieh, 1997; Evrekli et al., 2011; Gürdal et al., 2005; Şimşek et al., 2007). It is seen that descriptive techniques are mostly used as data analysis techniques. When the literature is examined, it is seen that techniques such as descriptive analysis, followed by t-test and ANOVA are mostly used, and frequency and percentage analysis are mostly used in descriptive data analysis methods (Akça-Üstündağ, 2013; Alper & Gülbahar, 2009; Arık & Türkmen, 2009; Balcı & Apaydın, 2009; Bektaş et al., 2013; Chang & Hsieh, 1997; Cherry & Dickson, 2017; Cant & Cooper, 2010; De Jong, 2007; Doğan & Tok, 2013; Doğru et al., 2012; Dunkin, 1996; Eğmir et al., 2017; Erdem, 2018; Erdoğan et al., 2009; Fazlıoğulları & Kurul,, 2012; Findler et al., 2019; Göktaş et al., 2012; Gürdal et al., 2005; Juodaityte & Kazlauskine, 2008; Kaleli-Yılmaz , 2015; Karadağ, 2009; Karadağ, 2010; Kılıç-Çakmak et al., 2013; Kılıç-Çakmak et al., 2015; Kılıç-Çakmak et al., 2016; Ozan & Köse, 2014; Selçuk et al., 2014; Shih et al., 2008; Şimşek et al., 2008; Tsai & Wen, 2005; Turan et al., 2014; Varışoğlu et al., 2013; Yağmur-Şahin et al., 2013; Yalçın et al., 2009). It is stated that the reason for the preference for these techniques is that the examined features are less, easily explained and interpreted (Akça-Üstündağ, 2014; Doğan & Tok, 2018; Kılıç-Çakmak et al., 2013; Kılıç-Çakmak et al., 2016).

In the theses, the use of the e-government portal was investigated the most, and it was seen that the level of readiness for e-government was tried to be investigated the least. In the studies carried out on e-government and its applications, it is important whether the data collected population uses e-government or not; that is why it has been investigated in many studies. As a limitation in the theses, the year in which the study was applied and the sample group applied to were mentioned consecutively. Therefore, most researchers stated that studies with different sample groups should be renewed at different times. In the theses examined, some suggestions made by the researchers were studying different e-government applications, repeating the research studies in different time periods and with different samples. These situations, which are especially expressed as limitations, are presented to the readers as future research suggestions.

As seen in the research, academic studies carried out in many fields were subjected to content analysis in line with the criteria determined by the researchers such as quality, quantity, method, and technique used, keywords, and trends in the examined subjects were tried to be determined. The results obtained from these studies are important in terms of reference and saving time for other researchers, shortening the time spent in reaching the information, and directing

the research to be done. They are also valuable in terms of presenting numerical data to researchers, graduate students, academicians, and all individuals who are interested in the field, and consider working on e-government. The most important suggestions for those who are in the field of application and policymaking in postgraduate theses is strengthening the infrastructure and followed by updating the system according to citizen satisfaction. Again, in the suggestions, it is not only stated that arrangements should be made for users to receive training, but it is also emphasized that employees should also receive training.

When the literature is examined and the processes in which qualitative-textual data collected from different sources are analyzed, the results are expressed quantitatively, and quantitative inferences and evaluations are made, are called content analysis (Bauer, 2003; Salanda, 2011). Accordingly, the results obtained from this study are expected to guide researchers who are considering working on similar issues and give direction to the studies planned to be done. As Şimşek et al. (2008) emphasized in their study, it is recommended to carry out activities to establish a common standard in thesis writing processes, since there are too many inconsistencies between universities. It is discovered that most of the completed theses related to e-government are in the type of master's degree and the emphasis should be on the execution of theses in the type of doctorate. Also, there is an increasing number of theses completed on e-government, and more studies are recommended to be done in international languages. It is seen that research problems and sampling techniques are not clearly stated in theses and researchers who work on similar subjects can turn to purposive sampling techniques if possible and present their research problems to the reader clearly.

Although quantitative methods have some advantages, there is a need for academic studies with qualitative and least preferred mixed research methods (Eğmir et al., 2017). Therefore, carrying out qualitative and mixed research in addition to quantitative studies based on the research results will make great contributions to the literature. Evaluation and report of postgraduate studies carried out in Turkey within the framework of determined criteria, as the main element of this study, is expected to guide future studies and contribute to the literature.

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APPENDIX

Annex-1: Theses Examined within the Scope of Evaluation

** Sorted by data*

Number	Thesis Information*
1.	Abdulrahman, B. A. (2014). *Effects of e-government and gis technology for developing services in education sector case study: schools in Kirkuk city center*. Yüksek Lisans Tezi, Çankaya Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
2.	Altıntaş, E. (2014). *Yerel yönetimlerde bilişim sistemleri ve e-devle*t. Yüksek Lisans Tezi, Okan Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
3.	Arı, B. E. (2014). *E-Devlet ve Türk emniyet teşkilatı: POLNET* örneği. Yüksek Lisans Tezi, Uludağ Üniversitesi Sosyal Bilimler Enstitüsü, Bursa.
4.	Arsoy, S. (2014). *E-Devlet web sitelerinin kullanılabilirlik yönünden standartlara ve rehberlere göre değerlendirilmesi*. Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi Fen Bilimleri Enstitüsü, İstanbul.
5.	Aydın, İ. S. (2014). *E-Devlet uygulamalarında coğrafi bilgi sisteminin yeri: Kocaeli büyükşehir belediyesi örneği*. Yüksek Lisans Tezi, Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü, Kocaeli.
6.	Erkul, E. R. (2014). *Türkiye'de e-devlet sürecinde aktörlerin algıları: sorunlar ve çözüm önerileri*. Doktora Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
7.	Fadhil, W. M. (2014*). Irak ve Türkiye'de e-devlet uygulamaları ve karşılaştırılması*. Yüksek Lisans Tezi, Gazi Üniversitesi Bilişim Enstitüsü, Ankara.
8.	Göktepe, C. (2014). *E-Devlet uygulaması ve muhasebe mesleği açısından bir değerlendirme*. Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
9.	Gündoğdu, H. G. (2014). *Yönetime katılmada etkinlik için bilgi iletişim teknolojilerinin kullanılması: e-katılım ve e-demokrasi bağlamında Konya büyükşehir belediyesi örneği*. Yüksek Lisans Tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.
10.	Hassan, M. S. (2014). *Development of a face recognition system for e-government in Iraq*. Yüksek Lisans Tezi, Çankaya Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
11.	Ibrahim, T. (2014). *a Road map to a successful application of e-government in Iraq*. Yüksek Lisans Tezi, Çankaya University, Natural and Applied Sciences, Ankara.
12.	Iqbal, M. (2014). *İnsan bilgisayar etkileşimi standartlarına göre Türkiye ve Pakistan'ın e-devlet portallarının karşılaştırmalı analizi*. Yüksek Lisans Tezi, İstanbul Üniversitesi Fen Bilimleri Enstitüsü, İstanbul.
13.	Kahraman, H. (2014). *E-Devlet kavramı ve uygulamaları: emniyet teşkilatı örneği*. Yüksek Lisans Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
14.	Karataş, S. (2014). *E-Devlet ve yerel yönetimler: e-belediye uygulamaları*. Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
15.	Özçim, H. (2014). *Türkiye'de bilgi ekonomisi kavramı ve e- devlet uygulamaları*. Yüksek Lisans Tezi, Kırıkkale Üniversitesi Sosyal Bilimler Enstitüsü, Kırıkkale.
16.	Özmen Çolak, G. (2014). *E-Devlet hizmetleri kullanılabilirlik analizi*. Yüksek Lisans Tezi, Gazi Üniversitesi Bilişim Enstitüsü, Ankara.
17.	Parlakyıldız, O. (2014). *Kamu sektöründe bilişim teknolojileri kullanım teknikleri ve istatistiksel analizi ve gelişmiş ülkelerle karşılaştırılması.* Yüksek Lisans Tezi, Haliç Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
18.	Satmaz, Ö. (2014). *Türkiye'de e-devlet uygulamaları: Hatay ili İskenderun ilçesi örneği*. Yüksek Lisans Tezi, Çağ Üniversitesi Sosyal bilimler Enstitüsü, Mersin.
19.	Yalçınkaya, B. (2014). *E-Devlet üstveri standardının oluşturulması ve Türkiye için modellenmesi*. Doktora Tezi, Marmara Üniversitesi Türkiyat Araştırmaları Enstitüsü, İstanbul.
20.	Abed, A. (2015). *The role of e-government in raising the efficiency performance of the general budget.* Yüksek Lisans Tezi, Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü, Gaziantep.
21.	Akgül, A. E. (2015). *E-Devlet ve yurttaşlık ilişkisi üzerine sosyolojik bir değerlendirme*: Aydın ili örneği. Doktora Tezi, Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.
22.	Al-Dulaimi, D. S. (2015). *Improvement of birth registration system in Iraq with the use of electronic government services*. Yüksek Lisans Tezi, Çankaya Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
23.	Aydemir, S. (2015). *E-Gümrük uygulamaları*. Yüksek Lisans Tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
24.	Bektaş, M. (2015). *Elektronik belge yönetim sistemi (EBYS)'nin insan kaynaklarının dönüşümüne etkisi: Marmara Üniversitesi örneği*. Yüksek Lisans Tezi, Marmara Üniversitesi Türkiyat Araştırmaları Enstitüsü, İstanbul.
25.	Çolakkadıoğlu, M. S. (2015). *E-Ticaretin gelişmesinde e-devletin rolü ve e-ticaretin Türkiye ekonomisine kantitatifsel (sayısal) etkileri*. Yüksek Lisans Tezi, Haliç Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
26.	Esgin, E. (2015). *Kamuda kurumsal bilgi yönetimi için e-dönüşüm modeli: Marmara Üniversitesi elektronik belge yönetim sistemi örneği*. Doktora Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
27.	Güler, C. (2015). *Kamu kurumlarında elektronik belge yönetimi uygulamalarında karşılaşılan problemler: teknik şartnamelerin incelenmesi*. Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
28.	Karakuzu, Ö. (2015). *Bilgi toplumu dönüşüm sürecinde e-devlet kavramının siber ülke güvenliği açısından değerlendirilmesi.* Yüksek Lisans Tezi, İnönü Üniversitesi Sosyal Bilimler Enstitüsü, Malatya.
29.	Songur, L. (2015). *Ulusal yargı ağı projesi (UPAY)'ın adli yargı teşkilatının işleyişine getirdiği yenilikler üzerine bir araştırma "Konya ili örneği"*. Yüksek Lisans Tezi, Niğde Üniversitesi Sosyal Bilimler Enstitüsü, Niğde.
30.	Tamtürk, E. (2015). *Kamu yönetiminde elektronik belge yönetim sistemi: Türkiye iş kurumu örneği*. Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum.
31.	Urmak, T. T. (2015). *Türkiye'de e-devlet uygulamaları ve adalet bakanlığı analitik bir uygulama*. Yüksek Lisans Tezi, Haliç

	Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
32.	Uysal, M. A. (2015). *Elektronik devletten mobil devlete geçişte akıllı telefon uygulamalarının yeri, önemi ve İstanbul polis uygulaması.* Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
33.	Yıldız, M. (2015). *Impact assessment of e-government: an empirical study of measuring the public value created through e-initiatives*. Yüksek Lisans Tezi, Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
34.	Akkaya Türkavci, C. (2016). *A comprehensive analysis on citizen adoption of e-government services: a cross-cultural analysis*. Doktora Tezi, Münih Teknik Üniversitesi Bilgisayar Bilimleri Fakültesi, Almanya.
35.	Al-Hourani, A. M. S. (2016). *Measuring the quality of e-government services/case study Jordan.* Doktora Tezi, Okan Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
36.	Alpaydın, H. (2016). *Muhasebe mesleğinde internet kullanımı: göller bölgesinde bir araştırma.* Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü, Isparta.
37.	Aydınlı, S. (2016). *E-Devlet hizmetlerinde kalite algısı: Bayburt ilinde bir uygulama*. Bayburt Üniversitesi Sosyal Bilimler Enstitüsü, Bayburt.
38.	Balcı, E. (2016). *Bilgi Toplumlarında e-devletleşme süreci: EGO cepte örneği.* Yüksek Lisans Tezi, Türk Hava Kurumu Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
39.	Dinçer, A. E. (2016). *Türkiye'de milli eğitimde e-devlet uygulamaları: Aydın örneğinde FATİH projesi*. Yüksek Lisans Tezi. Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.
40.	Gürses, F. (2016). *Türkiye'de yerel yönetimlerde yöneticiler ve vatandaşlar perspektifinden e-devletin benimsenmesi: Bursa büyükşehir belediyesi ö*rneği. Doktora Tezi, Uludağ Üniversitesi Sosyal Bilimler Enstitüsü, Bursa.
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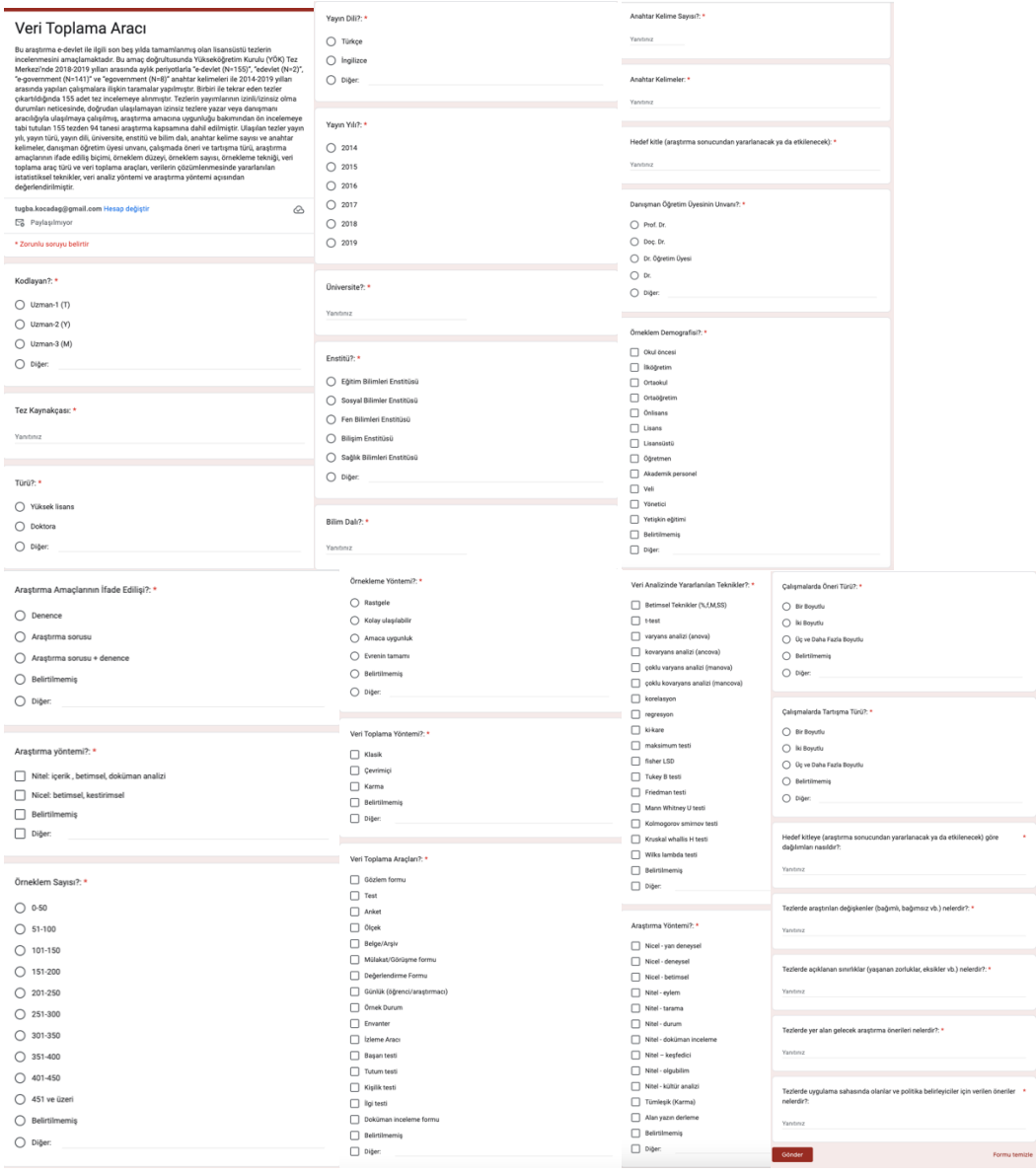
Annex-2: Data Collection Tool Final Form

The final version of the measurement tool can be accessed at https://forms.gle/9KCMz6bkfV5pgix99



Veri Toplama Aracı

Bu araştırma e-devlet ile ilgili son beş yılda tamamlanmış olan lisansüstü tezlerin incelenmesini amaçlamaktadır. Bu amaç doğrultusunda Yükseköğretim Kurulu (YÖK) Tez Merkezi'nde 2018-2019 yılları arasında aylık periyotlarla "e-devlet (N=155)", "edevlet (N=2)", "e-government (N=141)" ve "egovernment (N=8)" anahtar kelimeleri ile 2014-2019 yılları arasında yapılan çalışmalara ilişkin taramalar yapılmıştır. Birbiri ile tekrar eden tezler çıkartıldığında 155 adet tez incelemeye alınmıştır. Tezlerin yayımlarının izinli/izinsiz olma durumları neticesinde, doğrudan ulaşılamayan izinsiz tezlere yazar veya danışmanı aracılığıyla ulaşılmaya çalışılmış, araştırma amacına uygunluğu bakımından ön incelemeye tabi tutulan 155 tezden 94 tanesi araştırma kapsamına dahil edilmiştir. Ulaşılan tezler yayın yılı, yayın türü, yayın dili, üniversite, enstitü ve bilim dalı, anahtar kelime sayısı ve anahtar kelimeler, danışman öğretim üyesi unvanı, çalışmada öneri ve tartışma türü, araştırma amaçlarının ifade ediliş biçimi, örneklem düzeyi, örneklem sayısı, örnekleme tekniği, veri toplama araç türü ve veri toplama araçları, verilerin çözümlenmesinde yararlanılan istatistiksel teknikler, veri analiz yöntemi ve araştırma yöntemi açısından değerlendirilmiştir.

tugba.kocadag@gmail.com Hesap değiştir

Paylaşılmıyor

* Zorunlu soruyu belirtir

Kodlayan?: *
- Uzman-1 (T)
- Uzman-2 (Y)
- Uzman-3 (M)
- Diğer:

Tez Kaynakçası: *

Yanıtınız

Türü?: *
- Yüksek lisans
- Doktora
- Diğer:

Yayın Dili?: *
- Türkçe
- İngilizce
- Diğer:

Yayın Yılı?: *
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019

Üniversite?: *

Yanıtınız

Enstitü?: *
- Eğitim Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Fen Bilimleri Enstitüsü
- Bilişim Enstitüsü
- Sağlık Bilimleri Enstitüsü
- Diğer:

Bilim Dalı?: *

Yanıtınız

Anahtar Kelime Sayısı?: *

Yanıtınız

Anahtar Kelimeler: *

Yanıtınız

Hedef kitle (araştırma sonucundan yararlanacak ya da etkilenecek): *

Yanıtınız

Danışman Öğretim Üyesinin Unvanı?: *
- Prof. Dr.
- Doç. Dr.
- Dr. Öğretim Üyesi
- Dr.
- Diğer:

Örneklem Demografisi?: *
- Okul öncesi
- İlköğretim
- Ortaokul
- Ortaöğretim
- Önlisans
- Lisans
- Lisansüstü
- Öğretmen
- Akademik personel
- Veli
- Yönetici
- Yetişkin eğitimi
- Belirtilmemiş
- Diğer:

Araştırma Amaçlarının İfade Ediliği?: *
- Denence
- Araştırma sorusu
- Araştırma sorusu + denence
- Belirtilmemiş
- Diğer:

Araştırma yöntemi?: *
- Nitel: içerik , betimsel, doküman analizi
- Nicel: betimsel, kestirimsel
- Belirtilmemiş
- Diğer:

Örneklem Sayısı?: *
- 0-50
- 51-100
- 101-150
- 151-200
- 201-250
- 251-300
- 301-350
- 351-400
- 401-450
- 451 ve üzeri
- Belirtilmemiş
- Diğer:

Örnekleme Yöntemi?: *
- Rastgele
- Kolay ulaşılabilir
- Amaca uygunluk
- Evrenin tamamı
- Belirtilmemiş
- Diğer:

Veri Toplama Yöntemi?: *
- Klasik
- Çevrimiçi
- Karma
- Belirtilmemiş
- Diğer:

Veri Toplama Araçları?: *
- Gözlem formu
- Test
- Anket
- Ölçek
- Belge/Arşiv
- Mülakat/Görüşme formu
- Değerlendirme Formu
- Günlük (öğrenci/araştırmacı)
- Örnek Durum
- Envanter
- İzleme Aracı
- Başarı testi
- Tutum testi
- Kişilik testi
- İlgi testi
- Doküman inceleme formu
- Belirtilmemiş
- Diğer:

Veri Analizinde Yararlanılan Teknikler?: *
- Betimsel Teknikler (%,f,M,SS)
- t-test
- varyans analizi (anova)
- kovaryans analizi (ancova)
- çoklu varyans analizi (manova)
- çoklu kovaryans analizi (mancova)
- korelasyon
- regresyon
- ki-kare
- maksimum testi
- fisher LSD
- Tukey B testi
- Friedman testi
- Mann Whitney U testi
- Kolmogorov smirnov testi
- Kruskal whallis H testi
- Wilks lambda testi
- Belirtilmemiş
- Diğer:

Araştırma Yöntemi?: *
- Nicel - yarı deneysel
- Nicel - deneysel
- Nicel - betimsel
- Nitel - eylem
- Nitel - tarama
- Nitel - durum
- Nitel - doküman inceleme
- Nitel – keşfedici
- Nitel - olgubilim
- Nitel - kültür analizi
- Tümleşik (Karma)
- Alan yazın derleme
- Belirtilmemiş
- Diğer:

Çalışmalarda Öneri Türü?: *
- Bir Boyutlu
- İki Boyutlu
- Üç ve Daha Fazla Boyutlu
- Belirtilmemiş
- Diğer:

Çalışmalarda Tartışma Türü?: *
- Bir Boyutlu
- İki Boyutlu
- Üç ve Daha Fazla Boyutlu
- Belirtilmemiş
- Diğer:

Hedef kitleye (araştırma sonucundan yararlanacak ya da etkilenecek) göre dağılımları nasıldır?: *

Yanıtınız

Tezlerde araştırılan değişkenler (bağımlı, bağımsız vb.) nelerdir?: *

Yanıtınız

Tezlerde açıklanan sınırlıklar (yaşanan zorluklar, eksikler vb.) nelerdir?: *

Yanıtınız

Tezlerde yer alan gelecek araştırma önerileri nelerdir?: *

Yanıtınız

Tezlerde uygulama sahasında olanlar ve politika belirleyiciler için verilen öneriler nelerdir?: *

Yanıtınız

Gönder Formu temizle