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THE INVESTIGATION OF THE ABSTRACTS OF THESES AND DISSERTATIONS IN THE DOMAIN OF MEASUREMENT AND EVALUATION*

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Abstract: The purpose of this study is to investigate the abstracts of theses and dissertations completed in the field of measurement and evaluation in state universities (Abant Izzet Baysal University, Ankara University, Hacettepe University and Mersin University) in Turkey between 2000 and 2009 in terms of categories of form and content considering the standards determined by American Psychological Association-APA. Within the framework of this qualitative research which can be qualified as documentary analysis, 90 Master of Science (M.Sc.) and 21 Doctorate (Ph.D.) theses completed at universities aforementioned are examined. Within the framework of the study, a data collection tool that aims to investigate the abstracts of the researches' systematically has been devised. Abstracts are studied by this instrument by each researcher independently and in order to attain the inter-participant consistency, the codes with regards to the coding scheme in data collection tool given to the same abstracts are compared. Data is analyzed through descriptive and content analysis. The content of the abstracts is presented and interpreted by either based on frequency counts and percentages of the categories used in deciding whether the specified criteria are matched or giving direct quotations. The findings indicate that information about the aim of research is not presented at one fourth; the aim is a repetition of title at one third of abstracts at Master's Degree. At one third of the abstracts at Doctoral Degree, findings of the research are not presented; at the four fifth of the abstracts of Master's Degree, 19 of 21 abstracts at Doctoral Degree, there is not research design; in the half of abstracts at Master's Degree and three fourth of abstracts at Doctoral Degree, there is not data collection procedure; at one third of abstracts at Master's Degree and one third of abstracts at Doctoral Degree, there are not data analysis techniques. These findings imply that the abstracts have crucial inadequacies regarding to the features which determine the quality of research.

Keywords: *Abstract of thesis and dissertations, Measurement and evaluation, Qualitative research, Content analysis*

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Özet: Bu araştırmanın genel amacı ölçme ve değerlendirme lisansüstü programı olan Türkiye'deki devlet üniversiteleri (Abant İzzet Baysal Üniversitesi, Ankara Üniversitesi, Hacettepe Üniversitesi ve Mersin Üniversitesi) bünyesinde 2000-2009 yılları arasında tamamlanmış yüksek lisans ve doktora tez özetlerinin, Amerikan Psikologlar Derneği (American Psychological Association-APA) tarafından belirlenen standartlar da gözönünde bulundurularak belirlenen biçimsel ve içeriğe özgü kategoriler açısından incelenmesidir. Doküman incelemesi yapilan bu nitel araştırmanın kapsamında adı geçen dört devlet üniversitesinde tamamlanmış yüksek lisans düzeyinde 90, doktora düzeyinde 21 olmak üzere toplam 111 tez özeti incelenmiştir. Özetlerin belirli bir sistematik çerçevesinde okunabilmesi için araştırmacılar tarafından bir veri toplama formu geliştirilmiştir. Her bir tez özeti, araştırmacılar tarafından birbirlerinden bağımsız olarak bu veri toplama formu kullanılarak incelenmiş, araştırmacılar arasında uyumun belirlenmesinde veri toplama formu dâhilinde yapılan kodlamalar karşılaştırılmıştır. Farklılığın olduğu yerlerde özetler tekrar okunmuş, uzlaşmaya varılmıştır. Verilerin çözümlenmesi, betimsel ve içerik çözümlemesi ile yapılmış, incelenen tez özetlerinin içeriği, veri toplama formunda belirtilen ölçütlerin karşılanıp karşılanmadığını belirlemede kullanılan kategori ve alt boyutların frekansı verilerek ve yüzdeleri hesaplanarak sunulmuştur. Kategorilere ilişkin çarpıcı olduğu düşünülen örnekler özetlenerek ya da doğrudan alıntılar biçiminde verilerek yorumlanmıştır. Araştırmadan elde edilen bulgulara göre; yüksek lisans düzeyindeki tez özetlerinin dörtte birinde araştırmanın amacına ilişkin bilgi sunulmadığı, yaklaşık üçte birinde amacın başlığın tekrarı niteliğinde olduğu, doktora düzeyindeki tez özetlerinin yaklaşık üçte birinde araştırma bulgularının sunulmadığı, yüksek lisans düzeyindeki tez özetlerinin beşte dördünde, 21 doktora düzeyindeki tez özetinin ise 19'unda araştırma modeline, yüksek lisans düzeyindeki tez özetlerinin yarısında, doktora düzeyindeki tez özetlerinin dörtte üçünde veri toplama sürecine; yüksek lisans düzeyindeki tez özetlerinin üçte birinde, doktora düzeyindeki tez özetlerinin ise üçte birinden fazlasında veri çözümleme tekniklerine yer verilmediği belirlenmiştir. Bu bulgular yüksek lisans ve doktora tez özetlerinin araştırmanın niteliğini belirleyen özelliklere ilişkin önemli eksikliklerinin olduğunu göstermektedir.

Anahtar Kelimeler: *Lisansüstü tez özetleri, Ölçme ve değerlendirme, Nitel araştırma, İçerik analizi.*

Introduction

Scientific studies are completed by following regular stages of a scientific method to obtain proven facts (Türkdoğan, 1989), which extends from a need for a research question to result reporting and evaluations of specific solutions to a given problem (Dewey, 1933; Ertürk, 1975; Kaptan, 1981; Karasar, 2009; Yıldırım, 1973). The way to transform research into outcomes in order to provide accumulation and controllability of scientific information is reporting, which is defined as the final stage of a specified scientific method. Information in scientific fields is shared through discussions in conducted academic research and new idea production. Academic communication thus occurs and shareability of research results is provided by scientific research reports including a detailed and systematic inventory of all stages in the research. In other words, a research report is a written means of communication in sharing scientific information. Such written communication may be the result of theses, outcomes of scientific research in graduate programs, as well as articles published in scientific journals, which are research reports at the same time.

Reviews of literature are the most important and indispensible part of both solution-seeking process to new, authentic and significant research problems and research reporting process in the form of theses or articles which include obtained information by following stages of a certain scientific method. Reviews of literature entail developments in scientific fields by defining and limiting research questions, placing research in a historical perspective, preventing unnecessary, undesirable repetition in the research, choosing the most eligible method for the study and constructing new information on the current studies (American Psychological Association [APA] Publication Manual, 2009; Kökdemir, Demirutku, Çırakoğlu, Işın, Muratoğlu, and Yeniçeri, 2004; Yıldız, 2005).

Reviews of literature are mostly made through access to abstracts. “Abstracts” in theses, as forms of scientific reports, and “Summaries” in scientific articles are brief, but comprehensive introductory parts of research content. “Abstracts” or “Summaries” enable other researchers to glance through research content and they provide information for indexing different types of research reports. In a manual published by APA in 1984, it was highlighted that the most significant paragraph of an article might be a well-presented “Summary” for scientific writings such as articles and the summary of an article (hard copy or online) as a part of compiled summaries would imply that it would start a long, active life after publication. This function definitely applies to “Abstracts” in theses, as well. On the other hand, researchers mostly decide whether they are willing to read a scientific writing based on “Abstract” or “Summary”. When significance of shareability of scientific research is taken into account, it is also important to have “Abstracts” include information as much as possible. They must be well-organized and self-adequate. In addition, research construction in order to determine whether these parts include related features is crucial. In the review of literature based on this case, it was seen that there were many studies both in Turkey and in other countries, which examined the following: significance of scientific research

subject and authenticity, eligibility of research title and word/sentence based evaluation, the quality of research problem, decision making process for research sample and population, and research model, use of data collection techniques, qualities of the applied measurement tools, use of psychometric terms, application of data analysis approaches, presentation of research results and suggestions and main inadequacies in these parts (Altınkurt, 2007; Balcı, 1993; Cleary, 2000; Erkuş, 1999; Juodaitytė and Aušra, 2008; Kivirauma, 1999; Kolaç, 2008; McCurdy and Cleary, 1984; Oruç and Ulusoy, 2008; Taymaz, 1985; Yıldız, 2004). However, there were also studies focusing on the role of advisors in increasing the quality of theses and other studies, differences in manuals for thesis writing, well-qualified thesis advisors with enough knowledge of research methods, and lack of comprehensive manuals for thesis writing (Işıksoluğu, 1994; Ramazan, Öztuna and Dibek; 2005; Ramazan and Balat, 2007). Yet, only few studies structured to examine abstracts of scientific research were reached (Adams and White, 1994; Coorough and Jack, 1997; Nelson and Coorough, 1994). In these studies, it was examined whether there was specific information on research methods and techniques such as general content information included in "Abstracts" of scientific research reports, certain indicators of the quality of research, statistical techniques used for research model and data analysis. However, the following general qualities were not examined: proper reflection of content in the abstract and right formal features, definitions of abbreviations and names, explicitly stated names of measurement tools, an informative introduction sentence at the maximum level, information presentation without evaluation, content integrity and readability.

Considering the fact that the most striking part of access to other scientific research data by researchers is "Abstract" of a scientific research report and there are certain qualities in this part in terms of content and a piece of information which is not virtually presented in a right fashion, however well-defined content it has, will not arise enough scientific attention, the purpose of the present study is to to investigate the abstracts of theses and dissertations completed in the field of measurement and evaluation in state universities in Turkey between 2000 and 2009 in terms of categories of form and content considering the standards determined by American Psychological Association-APA.

Method

There are totally 139 theses (112 at master's degree and 27 at doctoral degree) completed in the field of measurement and evaluation in state universities (Abant Izzet Baysal University, Ankara University, Hacettepe University and Mersin University) in Turkey between 2000 and 2009. Within the framework of this research, all the postgraduate theses completed in the field of measurement and evaluation at universities aforementioned between 2000 and 2009 were attempted to reach, the abstracts of totally 111 theses (and 90 Master of Science (M.Sc.) and 21 Doctorate (Ph.D.) theses were examined. Distribution of the examined postgraduate theses by years is given in Table 1.

Table 1. Distribution of Postgraduate Theses by Years

Years	Master's Degree	Doctoral Degree
	f	f
2000	1	0
2001	7	0
2002	14	3
2003	9	3
2004	9	2
2005	7	3
2006	16	2
2007	11	4
2008	8	4
2009	8	0
Total	**90**	**21**

The manual by American Psychological Association (APA) is mostly taken into account for scientific research writing. According to the manual, a research abstract needs to present the aim and the content of the study properly and efficiently with a limited number of words and to include subjects' or participants' qualities, hypotheses, data collection tools and significant findings. Considering these, the researchers developed a data collection form to read the available abstracts in a systematic way. The data collection form was used to encode the abstracts of theses in terms of categories of type of research report, general features, form and content considering the standards determined by American Psychological Association-APA. The main categories used in the encoding process, categories and subdimensions as well as definitions of these main categories/subdimensions are presented below:

1. Type of Research Report

1.1. Empirical Research Report: Original reports based on empirical data which reflected the stages of the research process (introduction, method, result, discussion) were examined under this category.

1.2. Evaluation Research Report: Pragmatic research reports including analytic evaluations of the current published materials, which organized previously published papers including meta analysis, made an overall assessment and revealed a given problem under question in the research field were defined under this category.

1.3. Theoretical Research Report: Research reports which focused on the research literature to develop a theory in a field, examine the development of a theory to extend and clarify theoretical structures, reveal inaccuracies of an available theory by analysis or attempt to determine superior aspects of one theory to another were defined under this category.

1.4. Methodological Research Report: Reports which attempted to evaluate applicability of methodology to the research question, and included information, explanations, proofs, and simulations to compare the suggested approach with the current alternative approaches were mentioned in this category.

2. General Features

2.1. Accuracy: Indicators of proper reflection of the aim and content of the research in the abstract were grouped under this category. The abstracts were examined for content accuracy by comparing the aim and content in the abstract with the title.

2.2. Self-adequacy: Indicators of abbreviations and shorter names, introduction of abbreviations and shorter names, and explicit statements of tests were grouped under this category.

2.3. Expressive Quality: Observations of an introduction sentence with information about the aim or result, an introduction sentence not repeating the title, presentation of five most remarkable terms, findings or results the maximum were encoded under this category.

2.4. Objectivity: Observations of information presentation instead of assessment and interpretation were grouped under this category.

2.5. Content Integrity and Readability: Observations of the use of present tense to present applicable results or follow-up inferences and past tense to present information about the applied tests or test variables, in other words, proper use of report language, third-person writing, and non-informative expression avoidance were grouped under this category.

3. Formal features

3.1. Number of Words: Under this category, the number of words in each abstract was decided.

3.2. Number Writing: Observations of number writing in Arabic neumeral system, except for those at the beginning of sentences were mentioned under this category.

3.3. The unity of language: Indicators of identical use of any term or notation format included in the overall content of the abstract were mentioned under this category.

4. Content

4.1. The Use of Key Words: Indicators of key word presentation and key words covered in the content were mentioned under this category.

4.2. Purpose of Study: Indicators of the question under examination or the aim of the study were grouped under this category.

4.3. Method: Research model presentation, sources used for data collection, introduction of source features such as number, gender, and age, details of data collection process, information about data collection tools and data analysis techniques were grouped under this category.

4.5. Findings: Findings, including statistical data, were grouped under this category.

4.6. Results and Suggestions: Inferences based on research findings and suggestions based on research results were mentioned under this category.

Each abstract was studied by the data collection form by each researcher independently and in order to attain the inter-participant consistency, the codes with regards to the coding scheme in data collection tool given to the same abstracts were compared. In case of differences, the abstracts were re-read and a compromise was reached.

Data was analyzed through descriptive and content analysis. The content of the abstracts was presented and interpreted by either based on frequency counts and percentages of the categories used in deciding whether the specified criteria were matched or giving direct quotations.

Findings

Types of research reports of postgraduate theses were defined and the abstracts were examined according to the main categories, categories and subdimensions presented in the method, considering the standards determined by American Psychological Association-APA. The findings of the investigation are respectively as follows:

3.1. Type of Research Reports of Postgraduate Theses

Types of research reports of postgraduate theses were defined based on empirical, evaluative, theoretical and methodological categories. Distribution of the theses by research type is presented in

Table 2. Distribution of Postgraduate Theses by Type of Research Report

Type of Reserach	**Master's Degree**	**Doctoral Degree**
	f	**f**
Empirical research	69	8
Evaluation Research	0	0
Theoretical Research	2	6
Methodological Research	19	7
Total	**90**	**21**

According to Table 2, 69 (76.7%) of 90 theses at master's degree were empirical, 19 (21.1%) were methodological, 2 (2.2%) were theoretical research type and 8 of 21 theses at doctoral degree were empirical, 7 were methodological, 6 were theoretical research report type. There was no evaluative type thesis.

As it was mentioned above, there were 139 postgraduate theses completed in the field of measurement and evaluation, but the abstracts of totally 111 theses were examined in this study. However, the titles of totally 28 theses whose abstracts could not be reached were also examined (22 at master's degree and 6 at doctoral degree). By looking at the title only, it was suggested that 12 theses at master's degree were empirical, 3 were methodological and one thesis at doctoral degree was empirical and 4 were methodological type.

3.2. General Features of Abstracts of Postgraduate Theses

The abstracts of postgraduate theses were studied according to the following subcategories under the main category of "general features": "accuracy", "self-adequacy", "expressive quality" and "objectivity (evaluation)".

3.2.1. Accuracy. Findings of "aim" and "consistency between the content and the title", subdimensions of accuracy, are presented in Table 3.

Table 3. Distribution of Abstracts of Postgraduate Theses by Consistency among Aim, Content and Title

Consistency (Accuracy)	**Master's Degree f**	**Doctoral Degree f**
Aim and content is consistent with the title.	73	19
Aim is consistent with the title, but content is inconsistent with the title.	4	1
Aim is inconsistent with the title, but content is consistent with the title.	3	0
Aim and content are inconsistent with the title.	10	1
Total	**90**	**21**

It was observed that in 73 (81.1%) of 90 theses at master's degree and 19 of 21 theses at doctoral degree, both the aim and the content were consistent with the title, in the abstracts of 4 theses (4.5%) at master's degree and 4 theses at doctoral degree, the aim was consistent with the title, but the content was inconsistent with the title, in the abstracts of 3 theses at master's degree (3.3%) the aim was inconsistent with the title, but the content was consistent with the title and finally in the abstracts of 10 theses at master's degree (11.1%) and in one abstract of a thesis at doctoral degree, neither the aim nor the content was consistent with the title.

Examples of consistency between the aim and/or the content and the title in the postgraduate theses are given below.

- The title only included a psychometric investigation of foreign language intensive high school applications, while the aim and the content mentioned teachers' and school administrators' views about methods of student selection, other methods and applications were collected. In addition, to this end, to what extent primary school graduation degree predicted high school achievement was also examined. (Both the aim and the content were inconsistent with the title.) (Master's Degree)
- The title was "*Student participation in the process of……..: ..... Evaluation of ....and Evaluation of ….*". In the introduction sentence of the abstract, the aim was "*... and .... to determine applicability of evaluation methods"* and in the next paragraph the aim was restated but this time the aim was "*to examine whether these methods contribute to the development of student presentation skills"*. Also, the content stated "*..... and ..... there are two groups and one of the groups has evaluation of ….. training, first evaluations of these two groups are compared and then these evaluations are compared to those of teachers*". (Both the aim and the content were inconsistent with the title. There were also inconsistencies between the aim and the content.) (Master's Degree)
- *The title* was *"..... Theory of and ..... Comparison of the Theory in the Context of Samples"*. However, the aim was ..... to determine whether stability of item parameters considered as superior to the theory of ….to the theory of …….was ensured. (Inconsistency between the aim and the title was observed.) (Doctoral Degree)

3.2.2. Self-adequacy._ The subdimensions of "Use of abbreviations" and "introduction of abbreviations and shorter names", "introduction of data collection tools" were studied under self-adequacy and distribution of these subdimensions is presented in Table 4.

Table 4. Distribution of Abstracts of Postgraduate Theses by Self-Adequacy

Consistency (Accuracy)	**Master's Degree f**	**Doctoral Degree f**
There are abbreviations and shorter names are introduced by abbreviations.	25	9
There are abbreviations and shorter names are not introduced by abbreviations.	21	5
There are no abbreviations.	44	7
Names of data collection tools are explicitly given.	78	20

As it is clear from Table 4, it was seen that in the abstracts of 25 (27.8%) theses at master's degree, "abbreviations were used and abbreviations and shorter names were introduced", in the abstracts of 21 (23.3%) theses "abbreviations were used but abbreviations and shorter names were not introduced", in the abstracts of 44 (48.9%) theses, "abbreviations were not used", in the abstracts of 78 (86.7%) theses, "names of data collection tools were explicitly stated". Similarly, in Table 4, it is clearly seen that in the abstracts of 9 of 21 theses at doctoral degree "abbreviations were used and abbreviations and shorter names were introduced", in the abstracts of 5 theses "abbreviations were used but abbreviations and shorther names were not introduced", in the abstracts of 7 theses "abbreviations were not used" and in the abstracts of 20 theses "names of data collection tools were explicitely stated".

3.2.3. Expressive Quality._ The abstracts were studied according to the following subdimensions under "Expressive Quality": **"**an introduction sentence with aim or result oriented information", "an introduction sentence not repeating the title", "presentation of five most remarkable terms, findings or results the maximum" and the findings are listed in Table 5.

Table 5. Distribution of Abstracts of Postgraduate Theses by Expressive Quality

Expressive Quality	**Master's Degree f**	**Doctoral Degree f**
Introduction sentence includes information about the aim of research.	78	16
Introduction sentence is not a repetition of the title.	64	18
Five most remarkable terms, findings or results the maximum are presented.	77	18

In 78 (86.7%) of 90 theses at master's degree, and in 16 of 21 theses at doctoral degree, it was observed that introduction sentence included information about the aim of research. Within the framework of APA standards, it is stated that information about results could be included in introduction sentence, but such statements were not found in the theses. In the abstracts where introduction sentence did not include information about the aim of research problem case was explained and techniques which constituted research subject or theoretical information was included. Examples of such cases are given below.

- *"..... includes problem case which explains the need for a scale development to measure dispositions*". (Master's Degree)
- *"......, a technique developed to decrease limitations in multiple choice tests*." Information about the technique which constituted research subject was presented. (Master's Degree)
- Theoretical knowledge such as attitudes and the effects of teachers! Attitudes on children's behaviors was included. (Master's Degree)

It was seen that in the abstracts of 64 (71.1%) theses at master's degree, introduction sentence was not a repetition of the title and in the abstracts of 77 (85.6%) theses, five most remarkable terms, findings or results the maximum were included. It was also determined in the abstracts of 18 theses at doctoral degree, introduction sentence was not a repetition of the title and in the abstracts of 18 theses, five most remarkable terms, findings or results the maximum were included.

It was seen in the abstracts of postgraduate theses inapt to the criterion of presentation of five most remarkable terms, findings or results the maximum, either theoretical knowledge was given or only the following statements were included: "*Findings and Interpretations" are presented in Section ..., "Results and suggestions are presented in Section ...*"

3.2.4. Objectivity._ The abstracts were studied according to "information presentation without any interpretation or assessment" under the category of objectivity and it was seen that in the abstracts of 72 (80.0%) theses at master's degree and in the abstracts of 14 theses at doctoral degree, information was presented without any interpretation or assessment.

Examples of information presentation together with certain interpretations and assessments in the abstracts of postgraduate theses are given below. The examples show that interpretations were made in non-informative cases, as well.

- *"Item discrimination levels were generally found pretty satisfactory."* (Master's Degree)
- *"It could be suggested for the PISA examination that it was in favor of the students from towns with small populations in the Marmara Region."* (Master's Degree)
- *It was found that "the predictive power of the scores was moderate for Physical Sciences course achievement, …was low."* (Master's Degree)
- *"…it could be suggested that the difference between the latent trait theory and the classical test theory was theoretical"* (Doctoral Degree)
- *"It could be suggested that weighted scoring was eligible for the studies of test development by the classical test theory"*. (Doctoral Degree)

3.2.5. Content Integrity and Readability._ Investigation of content integrity and readability of the abstracts was carried out according to the subdimensions of "use of proper report language", "third-person writing" and "non-informative expression avoidance" and the findings of these sub-dimensions are presented in Table 6.

Table 6. Distribution of Abstracts of Postgraduate Theses by Content Integrity and Readability

Content Integrity and Readability	Master's Degree f	Doctoral Degree f
It is written in proper report language.	80	17
Third-person writing is used.	87	20
Non-informative expressions are avoided.	73	20

As it is clear from Table 6, in 80 (88.9%) of 90 theses at master's degree, proper report language was used in the abstracts, in 87 (96.7%) of 90 theses, third-person writing was used, and in 73 (81.1%) theses, non-informative expressions were avoided. It was determined that in the abstracts of 17 theses of 21 theses at doctoral degree, proper report language was used, and all the theses except for one used third-person writing and avoided non-informative expressions.

Examples of non-informative expressions in the abstracts of theses at master's degree are given below.

- *"… a certain increase was observed."*
- *"The decrease in the number of choices increased test scores, while it lowered test variables."*
- *"The obtained findings were discussed in the light of the related literature and some suggestions were made."*
- *"Certain suggestions were made according to the research results."*
- *"Suggestions for similar research were made and the obtained findings were interpreted through discussion in the light of the related literature."*
- *"The collected data was analyzed by eligible statistical techniques."*
- *"Suggestions were made based on the research results."*
- *"The obtained findings showed that teachers generally had misconceptions about terms."*

3.3. Formal Features of Abstracts of Postgraduate Theses

The abstracts were studied according to the categories of "the number of words", "number writing" and "the unity of language" in terms of formal features.

It was observed in the investigation of formal features that the number of words in the abstracts of theses at master's degree ranged from 100 to 560 aand from 120 to 720 at doctoral degree.

In the abstracts of 85 (94.4%) theses at master's degree and 19 of 21 theses at doctoral degree, Arabic neumeral system was used for numbers. In the bstracts of 2 these at master's degree, Romen neumeral system was used for numbers, 3 tez özetinde both Arabic and Romen neumeral systems and in

the abstracts of 2 theses, there was no number used. Similarly, in one abstract of a thesis at doctoral degree, vboth Arabic and Romen neumeral systems were used and one abstract did not include numbers.

In the investigation of the unity of language, the unity of language was observed in 80 (%88.9) theses at master's degree and all of the theses at doctoral degree. Terms in the abstracts of theses at master's degree in which adulteration of the unity of language was observed are given below.

- *test statistics/test variables"*
- *"tool/measurement tool/information form"*
- *"scale/peer evaluation form/survey"*
- *"multiple choice, written examination and performance task/ different measurement approaches/different test formats/three evaluation types"*

3.4. Content of Postgraduate Theses

The content of the abstracts was examined according to the following categories: "key word presentation", "covered key words", "aim", "research method", "findings", "result", and "suggestions".

3.4.1. Key Word._The findings of the use of key words in the abstracts are presented in Table 7.

Table 7 . Distribution of Abstracts of Postgraduate Theses by Key Words

Use of Key Words	**Master's Degree**	**Doctoral Degree**
	f	**f**
Key words are given and each is covered.	20	4
Key words are given but some of them are covered.	4	0
Key words are given but not covered.	4	0
Key words are not given.	62	17
Total	**90**	**21**

In the abstracts of 28 (31.1%) theses at master's degree, and in 4 theses at doctoral degree, key words were included. In 20 of 28 theses at master's degree where key words were written, the key words were also covered in the content and in 4 theses, some of the key words were covered. Finally, 4 these did not cover the key words in the content. In all of the abstracts of theses at doctoral degree where key words were written, the key words were also covered in the content. In the abstracts of 62 (68.9%) theses at master's degree and in the abstracts of 17 theses at doctoral degree, key words were not included.

3.4.2. Purpose._ It was determined in the content investigation that in the abstracts of 88 (97.8%) theses at master's degrre and in the abstracts of all of the theses at doctoral degree, except for one, the aim of research was stated.

3.4.3. Method._ The content of the method was studied according to the subdimensions of **"**research model", "sources from which research data is collected", "source features", "data collection process", "data collection tools" and "data analysis techniques" and the obtained findings are presented in Table 8.

Table 8. Distribution of Abstracts of Postgraduate Theses by Method

Method	Master's Degree f	Doctoral Degree f
Research model is mentioned.	19	2
Sources of research data are presented.	80	18
Source features from which data is collected are introduced.	60	8
Data collection process is explained.	44	6
Data collection tools are mentioned.	69	15
Information about data analysis techniques is mentioned.	59	12

As it is clear from Table 8, it was seen that in the abstracts of 19 (21.1%) theses at master's degree and in the abstracts of 2 theses at doctoral degree, research model was mentioned, in the abstracts of 80 (88.7%) theses at master's degree and in the abstracts of 18 (85.7%) theses at doctoral degree, sources from which research data was collected were stated, in the abstracts of theses 60 (66.7%)at master's degree and in the abstracts of 8 theses at doctoral degree, source features from which data was collected were introduced, in the abstracts of theses 44 (48.9%)at master's degree and in the abstracts of 6 theses at doctoral degree, data collection process was explained, in the abstracts of 69 (76.7%) theses at master's degree and in the abstracts of 15 theses at doctoral degree, data collection tools were mentioned, and in the abstracts of 59 (65.6%) theses at master's degree and in the abstracts of 12 theses at doctoral degree, information about data analysis techniques was presented.

3.4.4. Findings._ It was shown that findings were mentioned in 83 (92.2%) abstracts of theses at master's degree and 15 of 21 theses at doctoral degree.

3.4.5. Result and Suggestions._ Findings to show whether results and suggestions are included in the abstracts of postgraduate theses are presented in Table 9.

Table 9. Distribution of Abstracts of Postgraduate Theses by Results and Suggestions

Result and Suggestions	Master's Degree f	Doctoral Degree f
Research results are mentioned.	51	17
Suggestions based on research results are mentioned.	6	1

It was seen that in 51 (56.7%) abstracts of theses at master's degree included research results, and 6 theses (6.7%) included suggestions based on research results. 17 abstracts of theses at doctoral degree included research results and one included suggestions based on research results.

Result and Discussion

When the research findings are reviewed within the framework of the specified main categories, categories and subdimensions, the following lacking points in terms of general, formal and content features observed in the abstracts of postgraduate theses completed in the field of measurement and evaluation are given below:

- In the investigation of general features, it was observed that in the abstracts of nearly one third of theses at master's degree, the aim was a repetition of the title, in nearly one fifth, there was objectivity adulteration in information presentation, in nearly one fifth, there were non-informative expressions. In one third of the abstracts of 21 theses at doctoral degree, there was objectivity adulteration in information presentation, in one fourth, there was no information about the aim of research, in one fourth, there were no definitions for abbreviations and shorter names.
- It was concluded in the investigation of formal features that postgraduate theses generally followed the rules of formal features.
- In the investigation of content features, it was observed that in the abstracts of two thirds of theses at master's degree and doctoral degree, there were no key words, in four fifths of the abstracts of theses at master's degree, and in the abstracts of 19theses of 21 theses at doctoral degree, research model was not mentioned. In half of the abstracts of theses at master's degree, and in three fourths of theses at doctoral degree, data collection process was not mentioned. In one third of the abstracts of theses at master's degree, and in more than one third of the abstracts of theses at doctoral degree, data analysis techniques were not included. In addition, in nearly one third of the abstracts of theses at doctoral degree, research findings were not presented, in nearly half of the abstracts of theses at master's degree, research results were not included and there were only few studies in which suggestions based on research results were made in theses at both degrees.

It was observed that three fourths of the research reports at master's degree included in the investigation were empirical, nearly one fourth was methodological and that the research reports at doctoral degree showed an even distribution by the three types of research reports.

The research results are consistent with the findings of a study by Adams and White (1994) in 1992 in which the authors studied the abstracts of totally 1152 theses at doctoral degree compeleted in the fields of public administration, criminology, administration, planning, social studies and women studies. The authors' findings showed that theoretical research was missing in all of the fields. Again, the research results are similar to the result of a study by Coorough and Jack (1997) in which the authors studied the abstracts of totally 10279 theses published between 1950–1990 in the field of education by content analysis method. They concluded that in one fourth of the theses, there was no statistical data for the presentation of findings. In another study by Nelson and Coorough (1994) in which the authors studied the abstracts of theses at doctoral degree compeleted in the fields of philosophy and education according to research model, sample, significiance of results, and the participants' ages, it was seen that doctoral theses in the field of education were rather survey models. Since research model was not included in the examined theses in that study, consistency between the findings of the present study and those of the research by Nelson and Coorough (1994) could not be evaluated.

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