

## **Türkiye’de Yayınlanan Yetişkin Eğitime İlişkin Makalelerin Meta Değerlendirmesi**

### **A Meta-Evaluation Of Published Articles On Adult Education In Turkey**

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#### **Extended Summary**

##### **Purpose**

This article aims the meta-evaluation of the articles published in Turkey with regards to the field of “adult education” in terms of the essential elements required to be present in a scientific study. In line with this aim, 49 articles written in the form of research-investigation have been evaluated under the headings of ‘introduction’, ‘method’, ‘findings’, ‘conclusion’ and ‘suggestions’.

##### **Method**

The study has been structured by using the qualitative research methods and techniques. The method of the research is document review, which is used in qualitative studies. The data obtained has been analyzed by using the descriptive analysis technique, which is a qualitative analysis technique. Since the evaluation of the articles published in the field of adult education in Turkey in terms of certain criteria was aimed, the meta-evaluation method was employed in the present study. The articles were evaluated in terms of the defined criteria and by means of document analysis. The population of the study comprises the 156 articles, in the forms of research about the adult education and relevant subjects, review and compilation, which had been published in peer-reviewed academic journals in Turkey. The sample of the study comprises 49 research and review articles prepared in the qualitative, quantitative and mixed types. In the selection of the sample of the study, the purposive sampling was employed. In order to reach the articles on adult education published in academic journals in Turkey, the articles published in peer reviewed academic journals under the main heading of “adult education” were searched by using the Google Academic and ULAKBİM (Turkish National Academic Network and Information Center) databases – without any time limitation; and all found articles which were considered to be related to the subject headings concerning the adult education were included in the scope of the study.

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In order to carry out the meta-evaluation of the articles, an “article evaluation form” composed of 24 sub-dimensions under the headings of ‘Introduction’, ‘Method’, ‘Findings’, and ‘Suggestions’ has been developed. The experts of the field were asked to assess the suitability of the prepared set of criteria to the subject to be measured, and the agreement among the experts about the suitability of the evaluation form to the subject to be evaluated was found to be 0.91. The articles reviewed in the present study were also evaluated by another researcher having a good command of the subject at different times. Cohen’s Kappa statistics was used in order to evaluate the consistency between the researchers carrying out the evaluations. It was found out that “a significant degree of consistency” existed between the two researchers (Kappa: .798;  $p < 0.001$ ). The data has been expressed by frequency/percentage values.

### **Results and Discussion**

The results of scientific studies are of great importance in terms of effecting the policies and practices concerning science. These results constitute an empirical basis for implementations and are used as a guide for the implementers in professional activities. Information is produced by means of scientific research in all disciplines, but this does not mean that each information produced carries the quality of being scientific. Thus, it is necessary to question the qualities of the studies conducted in scientific areas. This process is of great importance in terms of the realization and usability of the results to be attained by means of research and revealing the quality of these studies. The history of the adult education as an area of research does not date back too far. Thus, there are a limited number of studies in this field. There is no study in Turkey that reviews the articles published about the adult education. The present study, which aims to evaluate the publications in this field in terms of the essential elements required to be present in a scientific study, is thought to contribute to the field both in terms of the description of the existing situation and in determination and elimination of the shortcomings concerning the process of research.

It was found out that, in the ‘Introduction’ section of the reviewed articles, the explanations about the problem situations had been organized generally in a structure going from the general to the specific and in the way that will serve to the objectives of the study. In the remaining parts of the study, it was observed that the variables mentioned in the introduction part are partially in connection with the objectives of the studies, and that some articles addressed subjects irrelevant to the aim and content of the study. On the other hand, it was seen that the importance of the research conducted was explained in almost half of the articles, however only general statements which are far from being fully explanatory were used or the importance of the study was not mentioned at all. In most of the studies on the adult education, the objective of the study was found to be stated. On the other hand, when the rates that the sub-objectives depended on the objective of the study were examined, it was found that only in about half of the articles the sub-objectives had been listed in connection with the objective of the study, and that no sub-objectives had been given, but only the objective of the article was

stated in a considerable number of articles. In addition, it is also notable that the limitations of the research had not been stated in the majority of the articles. It was seen that serious problems existed in the 'Method' sections of the articles concerning the adult education, and that the elements constituting the method were either had not been explained in adequate detail or they hadn't been mentioned at all. It was seen that the model used had been mentioned in more than half of the articles, but no information had been given about the model constituting the structure of the study in nearly half of them. It is notable that quantitative researches constituted the majority among the studies published on the adult education, and that most of the qualitative ones comprised the articles with the descriptive screening pattern. On the other hand, it was seen that the rate at which the qualitative approach had been used in the studies was lower comparing to the quantitative method; and that the case study and phenomenology patterns had been used predominantly in the qualitative studies. As for the description of the population and sample of the studies, it was seen that some studies had tried to react to the whole population without taking any sample since they had been considered to be accessible. In addition, no explanation had been made in one third of the articles about the population, target population or the target group and it had not been stated based on what criteria the sample had been selected and how the size of the sample had been determined. The researchers of the field of the adult education predominantly prefer to use the survey/scale among the tools of data collection; and they rarely use the alternative data collection tools such as observation, interview and document review. On the other hand, it was determined that the reliability of the data collection tools had not been reported in the majority of the articles on the subject of adult education, and that they had not been presented to the expert opinion in order to determine the validity of the data collection tools used. In the articles presented to the expert evaluation in order to determine their validity, how the process had worked had not been explained in detail, and it had only been stated that they had been presented to the opinion of an expert. When the articles were examined in terms of their data analysis techniques, it was found out that the techniques mostly used in the articles were, in descending order, the frequency/percentage and the mean/standard deviation technique from descriptive analysis techniques; and the t-test, ANOVA and the Chi-square techniques from predictive analysis techniques. As for the qualitative analysis techniques, the descriptive analysis and the content analysis are the methods used in descending order mostly used in this category. Another notable aspect of these studies was the fact that the reason why the parametric analysis techniques such as the variance analysis and the t-test had been used had not been explained. It was seen that the data obtained had been interpreted, in the section 'Findings', in a way that was related to and consistent with the objectives of the study; and that the findings had been supported with the relevant literature and discussed in a way that had addressed the similarities and differences with the previous similar studies in the section 'Discussion', where the findings were discussed. On the other hand, in nearly half of the articles, the results to be obtained from the research had not been discussed in theoretical terms at all or had been mentioned very superficially while the findings had been inter-

preted, and references had been made only to a limited number of similar studies. In the majority of the articles, the results had been summarized in the 'Results' section of the articles on adult education in a way that they were consistent with the findings. On the other hand, in a small percentage of the articles, some of the findings obtained had not been addressed while the results had been summarized or the results of the study were not consistent with the findings of the study. In addition, more than half of the articles were found to have presented suggestions based on the results of the study; and it was found that, in the remaining articles, some suggestions had been expressed in a way that was not related to the study results.

### **Conclusion**

When the data obtained at the end of the study is evaluated, it can be seen that the majority of the articles written about the adult education in Turkey are in the compilation category and the articles in the review category are in the minority. The articles written on the subject of adult education paradigmatically comprised quantitative researches and that these researches had been patterned in the form of a descriptive screening type of research. It was also determined by means of the present study that the survey/scale had been used as the data collection tool in most of these studies; that the frequency, percentage, mean, t-test, Chi-square and ANOVA had been preferred as the data analysis techniques; and that the advanced analysis techniques had been used very rarely.

Based on the results obtained from the present study, it is thought that, in order to improve the quality of the studies to be conducted in the field of adult education, the use of the qualitative and mixed research models in studies should be encouraged; the researchers should be provided with in-service training on scientific research on a regular basis; and universities should provide the researchers with consultancy support on statistics.