



Analysis of Postgraduate Theses on the Concept of “Information Literacy” in Turkey

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Abstract: This research examines the postgraduate theses on the concept of information literacy from various perspectives. In this study, which was conducted within the framework of a qualitative research approach, document analysis was used for data collection. Within the scope of the study, “information literacy” was written as a keyword in the database of the Council of Higher Education (YÖK) National Thesis Center and scanned electronically and (f=33) postgraduate theses published in Turkey with “information literacy” in their titles were reached. In the study, theses were analyzed by content analysis in terms of type, year, language, university, affiliated institute, department, research method/approach, study group/participants, and thesis advisor titles. Because of the research, it has been determined that there are more master's theses than doctoral theses and that master's theses are mostly done in state universities. It has been determined that the number of postgraduate theses in 2019 is higher than in other years, the most common title for faculty members who are thesis managers is “professor doctor,” according to gender, women have prepared (f=21) theses, and men have prepared (f=12) theses. It has been determined that most of the “survey method” studies are conducted in postgraduate studies, most studies are conducted with “students” and most studies are conducted in “Hacettepe University.” Additionally, it has been determined that since 2018, the number of postgraduate theses using the concept of “information literacy” has increased, most of the research is done in the “institutes of educational sciences” of universities, and most of the postgraduate theses are prepared in the “Information and Document Management Department.” It has been determined that the language of the theses is Turkish except for 1 (one) study. According to the results of the research, it was determined that the “survey method/quantitative studies” method was used the most.

Keywords: Turkey, Information Literacy, Postgraduate Theses, Analysis

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Introduction

Today, rapid development in information and communication technologies has caused an information explosion. For this reason, in our age that we call the “information age,” societies that act according to the requirements of the age are called “information societies.” While knowledge production gives birth to new technologies, it also provides easy and rapid sharing of these technologies. This cycle is accepted as an indicator of a level of development in which knowledge is at the center of individuals and societies (Polat&Odabaş, 2008). “Information literacy” is defined by the Association of University and Research Libraries as “the set of skills required to find, retrieve, analyze and use information” (As cited in. Julien, 2005). Information literacy is “acquiring the skills to find, evaluate, use and transmit information that requires effective use of information resources and information centers” (Kurbanoğlu & Akkoyunlu, 2002: 20).

In today's world, which we call the “age of technology,” “information literacy” is defined as the ability to access and use information, and rapid change and emerging information societies need individuals with lifelong learning skills (Kurbanoğlu, 2001). Information literacy is the set of knowledge and skills that allow us to find, evaluate, and use the information we need, as well as filter out information we don't need. Information literacy skills are critical as they are tools that help us to successfully search and find information in the current and future information environments (Eisenberg, 2008: 39). Being successful in the age we live in requires consuming information well, and finding and using information. Information societies need individuals with lifelong learning skills. For this reason, it is critical to gain information literacy, which is the basis of lifelong learning, at an early age. Information literacy should be seen as a part of education programs in parallel with the increase in the amount of information at all levels of education (Kurbanoğlu&Akkoyunlu, 2002:20).

Citizens of a particular nation must know how to find information, how to distinguish it, and how to arrive at conclusions. Today, access to information becomes directly related to access to technology. Therefore, the stack of information can be overwhelming in some places, and scarce and one-sided in others. At this point, information literacy emerges as a functional skill that includes important functions. In particular, ways of accessing information, the framework of finding information, identifying information effectively and responsibly, and using and evaluating information can be achieved with information literacy. In this context, it can enable people to become knowledgeable, critical-thinking citizens by cognitively empowering them at the point of educating through information literacy education (Grassian & Kaplowitz, 2001). Information literacy is central to a knowledge-based society (Sasikala & Dhanraju, 2010). As can be understood from the definitions, the use, evaluation, and personalization of information or making it “private” can be considered as important as access to information. Providing the opportunity to contribute to the individual after accessing the information provides a rich resource at the point of developing creative thinking. Different perspectives will provide richness in meeting the needs and will pave the way for the dissemination of knowledge. Therefore, “the use, evaluation, and personalization of information” is as important as access to information. Today, with the effect of technology, access to information becomes easier, and it ensures that information is well understood and used by assimilation. For this reason, “information literate” is defined as those who can find, absorb, use, interpret and produce results in the fastest way. Additionally, this situation brings with it the concept of information age people (Akdağ&

Karahan, 2004: 20). Technological changes and developments have also affected the structure and functions of educational institutions. In this context, different perspectives have emerged in the understanding of education. When the effects of changes on individuals are examined, individuals must be trained as information literate who can constantly update themselves, adapt to changes easily, and not only follow the developments and produce the information they receive but also how to do it. This is among the important discussions (Ata, 2011:1). Along with these discussions, it is necessary to conduct some scientific studies within the framework of the concept of “information literacy” in the literature. It is seen that there are various scientific studies on “information literacy” apart from the postgraduate theses that are the subject of examination in the literature. Some of the main topics studied on “information literacy” in the literature are as follows; “Perceptions of information literacy and computer self-efficacy of teacher candidates”(Akkoyunlu&Kurbanoglu,2003); “information literacy of primary school teacher candidates” (Başaran, 2005); “Comparison of information literacy self-efficacy of teacher candidates and teachers” (Usluel Koçak, 2006); “information literacy and internet usage levels of teacher candidates” (Kaya&Durmuş, 2008); “The level of difficulty in information literacy skills of teacher candidates”(Gömlüksiz&Öner, 2011); Information literacy levels of postgraduate students studying in the field of Turkish education (İşcan et al., 2012); “Pre-service teachers' views on information literacy” (Gömlüksiz et al., 2013); “Information literacy of Turkish teacher candidates”(Özbay&Benzer,2013); “Information literacy and media literacy levels of science and technology teacher candidates”(Güven, 2014); “information literacy levels of social studies teacher candidates”(Ünal&Er, 2015); “Lifelong learning competencies and information literacy self-efficacy of teacher candidates” (Özgür, 2016); “Information literacy and teacher education” (Baysen et al., 2017); “pre-service teachers' information literacy self-efficacy and attitudes towards the profession” (Tuncer&Dikmen,2018); “Information literacy, collective teacher efficacy and effective school: Structural equation modeling”(Uğurlu et al., 2018); “Leaders of information literacy and internet self-efficacy perceptions of teacher candidates”(Ayyıldız, 2021); “National policies in media and information literacy education in Finland”(Özel, 2022); “How do postgraduate information and records management students design information resources? multimodal information literacy perspective (Ayık & Canatar, 2022), etc. topics appear to have been made.

The Purpose of Research

This research contributes to the literature and studies on this subject by examining the postgraduate theses on “information literacy” in terms of content. In line with the purpose of the study, answers to the following research questions were sought:

1. What is the distribution of the theses that are the subject of the research according to the postgraduate levels?
2. What is the distribution of thesis authors by gender?
3. What is the distribution of postgraduate theses in information literacy by years?
4. What is the distribution of postgraduate theses according to state and foundation universities?

5. In which language or languages are the postgraduate theses written?
6. What is the distribution of the postgraduate theses, which are the subject of the research, according to the institutes?
7. What is the distribution of the postgraduate theses, which are the subject of the research, according to the departments in which they are conducted?
8. How is the distribution of postgraduate theses according to the universities?
9. What is the distribution of the supervisors who conduct the postgraduate theses according to their titles?
10. How is the distribution of postgraduate theses related to the research subject according to the research method/approach?
11. What is the distribution of the selected samples/participants/study groups in the postgraduate theses?

In today's world, which we call “the age of technology/the age of information,” where rapid change, development, and transformation based on technology is experienced, individuals in order to the problem; information literacy, which means raising individuals who can search and find the information they need, have a certain consciousness about research&development, and have high decision-making skills in evaluating and using information, has an undeniable importance in the 21st century. Information literacy is an important skill today. Therefore, it is thought that it will contribute to the studies conducted on this subject in terms of shedding light and guiding the researchers. Additionally, the fact that no study has been conducted on the content analysis of postgraduate theses on information literacy increases the importance of the study.

Method

Research design

This research is qualitative research and was prepared in the scanning model. “Scanning models are research models that detect a past or present situation as it exists. The event, person, or object that is the subject of the research is tried to be defined in its own conditions and as it is. No attempt is made to modify or influence them in any way. There is something to be known, and it is there. The important thing is to “observe” it correctly (Karasar, 2020:109). In this study, document analysis, one of the qualitative research techniques, was used. The data obtained from document review were analyzed by percentage (%) and frequency (f) analysis methods. Document analysis is the analysis of written materials containing information about the facts and events that are aimed to be investigated (Yıldırım and Şimşek, 2013:217). Document review includes the analysis of written materials such as official publications, reports, records, and open-ended responses to surveys (Patton, 2002). In the study, the documents that are the subject of the examination and the postgraduate theses on “information literacy” in the database of the Council of Higher Education (YÖK) National Thesis Center were examined.

Data Collection Tools

The data were collected with the “Postgraduate Thesis Review Form,” which was created by the researchers by taking the opinions of two field experts. The theses stated in the form were analyzed by content analysis in terms of their descriptive characteristics (thesis type/type by gender, year, language, university, institute, department, research method/approach, sample/study group/participants, thesis advisors). The theses obtained because of scanning in the database of the Council of Higher Education (YÖK) National Thesis Center were first transferred to the “Postgraduate Thesis Review Form.” Each thesis was read once by the researchers. Then, the “Postgraduate Thesis Review Form” was read a second time to be filled.

During the second reading, the required fields on the form were filled and recorded in the computer environment. Evaluations after the second reading were compared and analyzed, and consistency between raters was calculated. Miles&Huberman (2015) percentage of agreement formula was used to calculate the consistency. The participation rate of the researchers who made the evaluation was 90%. A compliance percentage above 70% is considered reliable (Miles & Huberman, 2015). Because of the high percentage of compliance, reliability in data analysis was ensured and ethical issues that had to be followed in the research were meticulously complied with.

Sample/study groups

The sample of this research consists of postgraduate theses with the keyword “information literacy” in the title and which are in the database of the Council of Higher Education (YÖK) National Thesis Center as of October 2022. A total of (f=33) postgraduate theses, 24 masters and 9 doctoral theses on this subject have been reached. This research has some limitations. The most fundamental limitation of the research is that the thesis titles include “information literacy” as a keyword and that all emerging, accessible and accessible theses are included in the research.

Analysis of data

The data obtained with the “Postgraduate Thesis Review Form” were coded in the computer environment and transferred to the researchers. Numerical data are presented in a table by making frequency (f) and percentage (%) statistics in a computer environment. The data obtained were analyzed by the content analysis technique. The main purpose in contentofanalysis is to reach concepts and connections that can make sense of the data. The data obtained in the content analysis are examined in more detail (Yıldırım and Şimşek, 2013, p. 259).

Research ethics

Ethical principles were followed at every stage of this study. The data in the postgraduate theses, which are the subject of the study, were taken ethically, and the sources used were given in the “references” section of the study according to the APA citation method. Ethics committee permission is not required for this study.

Findings

This research examines the postgraduate theses on “information literacy” in Turkey. Data on 33 postgraduate theses, 24 of which are masters and 9 are doctoral theses, are given below in table order.

Table 1. Findings Regarding the Type of Postgraduate Theses

<i>Type of thesis</i>	<i>f</i>	<i>%</i>
Master's	24	72,72
Doctoral	9	27,27
Total	33	100

When Table 1 is examined, it is seen that 72,72% of the current postgraduate theses on information literacy consist of master's theses. The rate of theses in the doctoral theses is 27,27%.

Table 2. Findings Regarding the Gender of the Authors of the Postgraduate Theses

<i>Type of thesis</i>	<u><i>Female</i></u>		<u><i>Male</i></u>		<u><i>The overall total</i></u>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Master's	16	66,6	8	33,3	24	100
Doctoral	5	55,5	4	44,4	9	100

Table 2 in postgraduate theses in master's theses; (f=16/66,6%) females, (f=8/33,3%) males. In the doctoral program, it was determined that this ratio was (f=5/55,5%) female and (f=4/44,4%) male. It is seen that the number of female researchers is higher in both postgraduate thesis studies.

Table 3. Findings Regarding the Distribution of Theses by Years

<i>Publication Year of Theses</i>	<i>Master's theses</i>		<i>Doctoral theses</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
2004	1	3,03	-	-	1	3,03
2005	-	-	1	3,03	1	3,03
2007	2	6,06	-	-	2	6,06
2008	2	6,06	-	-	2	6,06
2011	2	6,06	-	-	2	6,06
2013	1	3,03	1	3,03	2	6,06
2016	3	9,09	-	-	3	9,09
2017	1	3,03	1	3,03	2	6,06
2018	3	9,09	2	6,06	5	15,15
2019	5	15,15	1	3,03	6	18,18

<i>Publication Year of Theses</i>	<i>Master's theses</i>		<i>Doctoral theses</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
2021	2	6,06	1	3,03	3	9,09
2022	2	6,06	2	6,06	2	6,06
Total	24	72,8	9	27,2	33	100

When Table 3 is examined, it is seen that the most postgraduate studies ($f=6/18,18\%$) were conducted in 2019. It can be seen that the studies were conducted in 2018 ($f=5/15,15\%$) and 2021 ($f=2/6,06\%$). It is seen that the least number of studies ($f=1/3,03\%$) were conducted in 2004 and 2005. This rate was realized in 2007, 2008, 2011, 2013, 2017, 2022 (as of October) ($f=2/6,06\%$).

Table 4. Findings regarding the distribution of postgraduate theses by public and foundation universities

<i>University</i>	<i>f</i>		<i>%</i>	
	<i>Master's theses</i>	<i>Doctoral theses</i>	<i>Master's theses</i>	<i>Doctoral theses</i>
State Universities	23	9	96,96	100
Foundation Universities	1	-	3,03	-
Total	24	9	100	100

When Table 4 is examined, it is seen that state universities publish theses at a rate of ($f=32/96, 96\%$) when considering the types of universities where theses are written. It is seen that only ($f=1/3,03\%$) theses are produced in foundation universities.

Table 5. Findings on the Distribution of the Language in which Postgraduate Theses are Written

<i>Language</i>	<i>f</i>		<i>Total (f)</i>	<i>Total (%)</i>
	<i>Master's theses</i>	<i>Doctoral theses</i>		
Turkish	23	9	32	96,96
English	1	-	1	3,03
Total	24	9	33	100

Considering the language distribution of postgraduate theses on “information literacy” in Table 5, 23 master’s theses and 9 doctoral theses are in “Turkish” ($f=96,96\%$); One master’s theses (3,03%) was prepared in “English”

Table 6. Findings regarding the Institute Distribution of Postgraduate Theses

Distribution of Postgraduate Theses by Postgraduate Schools	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Institute of Educational Sciences	9	37,44	-	-
Institute of Social Sciences	6	24,96	9	100
Institute of Turkish Studies	5	20,83	-	-
Postgraduate School of Natural and Applied Sciences	3	12,48	-	-
Institute of Health Sciences	1	4,16	-	-
Total		100	9	100

When Table 6 is examined, it is seen that postgraduate theses on “information literacy” (f=9/37,24%) are mostly made in educational science institutes. It is seen that postgraduate theses (f=6/24,96%) were made at the institute of social sciences. It was determined that it was done at the Institute of Turkish Studies (f= 5/20, 83%) and the Institute of Science (f=3/12, 48%). It is seen that the least number of studies (f=1/4,16%) are in the health sciences institute.

Table 7. Findings related to the Distribution of the Departments of Postgraduate Theses

Distribution of Postgraduate Theses by Major Departments	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Department of Information and Records Management	8	33,33	5	55,50
Department of Computer and Instructional Technologies	4	16,66	-	-
Department of Educational Sciences	2	8,32	-	-
Public Relations and Promotion	2	8,32	1	11,11
Department of Mathematics and Science Education	1	4,16	-	-
Department of Turkish and Social Sciences Education	1	4,16	2	22,22
Department of Educational Administration	1	4,16	-	-
Strategy Science Department	1	4,16	-	-
Department of Lifelong Learning	1	4,16	-	-

Distribution of Postgraduate Theses by Major Departments	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Interior Architecture Department	1	4,16	-	-
Department of Nursing	1	4,16	-	-
Department of Philosophy and Religious Sciences	1	4,16	1	11,11
Total	24	100	9	100

When Table 7 is examined, there is diversity in the departments. Doctoral theses in the field of “information and records management” (f=5/55,50%); “Turkish and social sciences education” department (f=2/22,22%); in the “public relations and promotion” (f=1/ 11, 11%); it is seen that it was prepared in the “philosophy and religious sciences” section (f=1/11,11%). Among the postgraduate theses, in the “information and document management” section of the master's theses (f=8/33,33%), in the “computer and instructional technologies” section (f=4/16, 66); in “educational sciences” (f=2/8,32%); it is also seen that it was prepared in the “public relations and promotion” section (f=2/8,32%). (f=1/4,16%) It is seen that postgraduate theses have were prepared in the departments of mathematics and science education, Turkish and social science education, educational administration, strategy science, lifelong learning, interior architecture, nursing department, philosophy and religious sciences.

Table 8. Findings regarding the Distribution of Universities where Postgraduate Theses are made

Universities	<i>Postgraduate Type of Thesis</i>			
	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Hacettepe University	2	8,32	5	55,55
Gazi University	3	12,48	1	11,11
Marmara University	4	16,64	-	-
Çankırı Karatekin University	3	12,18	-	-
Bolu Abant İzzet Baysal University	1	4,16	1	11,11
Necmettin Erbakan University	1	4,16	1	11,11
Ankara University	-	-	1	11,11
Atatürk University	1	4,16	-	-
Bartın University	1	4,16	-	-
Dokuz Eylül University	1	4,16	-	-
Gebze Technical University	1	4,16	-	-

Universities	Postgraduate Type of Thesis			
	Master's theses		Doctoral theses	
	<i>f</i>	%	<i>f</i>	%
Istanbul Bilim University	1	4,16	-	-
Istanbul University	1	4,16	-	-
Karadeniz Technical University	1	4,16	-	-
Selçuk University	1	4,16	-	-
Yıldız Technical University	1	4,16	-	-
Zonguldak Bülent Ecevit University	1	4,16	-	-
Total	24	100	9	100

When Table 8 is examined, the master's theses on “information literacy” were found in Hacettepe University ($f=2/8,32\%$); doctoral theses ($f=5/55,5\%$) at Hacettepe University; Master's theses at Marmara University ($f=4/16,6\%$); at Gazi University ($f=3/12,48\%$); it was determined that it was done in Çankırı Karatekin University ($f=3/12,48\%$). It is seen that Marmara University ranks first among postgraduate theses, and Hacettepe University ranks first in doctoral theses.

Table 9. Distribution of Postgraduate Thesis Advisors by Titles

Postgraduate Thesis Advisors (Titles)	Master's theses		Doctoral theses	
	<i>f</i>	%	<i>f</i>	%
Professor	7	29,16	8	88,88
Associate Professor	8	33,33	1	11,11
Dr. Instructor Member	2	8,33	-	-
Assist Prof.Dr.	7	29,16	-	-
Total	24	100	9	100

When Table 9 is analyzed, it can be seen that 33 theses were made at the “doctoral theses” ($f=9$) and “master's theses” ($f=24$) levels. In the distribution of consultant titles according to the “master's theses” level; it is seen that faculty members with the title of “assistant professor,” which was removed in 2017, only had a thesis at the “master's theses” level and the rate was ($f=7/29,2\%$). It is seen that the master's theses is prepared under the supervision of faculty members with the title of “Dr. Instructor Member” ($f=2/8,33\%$). It is seen that the master's theses is prepared under the supervision of faculty members holding the title of “Associate Professor” ($f=8/33,33\%$). It is observed that ($f=7/29,16\%$) master's theses was prepared under the supervision of faculty members holding the title of “professor doctor.” In the distribution of postgraduate theses prepared at the “doctoral theses” level, it is seen that the theses are prepared under the supervision of faculty members holding the title of “professor doctor” at a rate of ($f=8/88,88\%$). It is seen that 1 (one) thesis was prepared under the supervision of faculty members holding the title of “associate professor” at a rate of ($f=1/11,11\%$). It has been

determined that faculty members holding the titles of “Dr. Instructor Member” and “Associate Professor” do not provide consultancy for “Doctoral theses” theses.

Table 10. Distribution of Research Approaches/Methods Used in Postgraduate Theses

Approach/Methods	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Qualitative	1	4,16	1	11,1
Quantitative	5	20,83	2	22,2
Mixed	-	-	1	11,1
Survey	17	70,83	5	55,5
Method not specified	1	4,16	-	-

When Table 10 is examined, it is seen that the most used research method/approach at the “master’s theses” level is the “survey method” ($f=17/70,83\%$). It is seen that ($f=5/20,83\%$) of the master’s theses were made with the “quantitative research method.” It is understood that ($f=1/11,11$) of the master’s theses were made with the “qualitative research method,” and “method was not specified” in ($f=1/11,11\%$). The most frequently used research method/approach at the “doctoral theses” level is the “descriptive method” ($f=5/55,55\%$), and in the “doctoral theses” theses ($f=2/2,22\%$), “quantitative research method”; it is understood that ($f=1/11,11\%$) was done with the “qualitative research method,” and ($f=1/11,11\%$) with the “mixed method.”

Table 11. Distribution of Sample/Participants/Study Groups Used in Postgraduate Theses

Sample of the study/participants/ study group	<i>Master's theses</i>		<i>Doctoral theses</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Student	12	50,00	3	33,3
Pre-service teacher	3	12,50	1	11,1
Teacher	3	12,50	-	-
Student-teacher -	-	-	1	11,1
Instructor	-	-	1	11,1
Other	6	25,00	3	33,3

When Table 11 is examined, it is seen that “students” were selected in the sample of “master's theses” ($f=12/50,00\%$). At the rate of ($f=6/25,00\%$), different samples/working groups/participants were selected, especially printed and written materials, which were called “other.” It is understood that “teacher candidates” were selected in the sample of ($f = 3/ 12,50\%$) and “teachers” were selected in the sample of the same percentage ($f =3/12,50\%$). It was determined that “students” were selected in the sample of “doctoral theses” level theses ($f=3/33,33\%$). At the rate of ($f=3/33,33\%$), different samples/working groups/participants were selected, primarily printed and written materials, which were called “other.” It is understood that “pre-service teachers”

were selected in the sample of ($f=1/11,11\%$) and “students and teachers” were selected in the sample of the same percentage ($f=1/11,11\%$). It can be seen that “instructors” were chosen at the same rate ($f=1/11,11\%$).

Discussion and Conclusion

“Information literacy” as the keyword in the title of the Council of Higher Education (YÖK) National Thesis Center database between the years 2004–2022 was examined and a content analysis was conducted. Because of the study, in terms of the type of thesis; it has been determined that most master's theses (15.15%) were prepared in 2019, most doctoral theses ($f=2/6,06$) was prepared in 2018, and ($f=2/6,06$) in 2022. Based on these data, it can be said that there has been an interest in studies on “information literacy” recently.

It was determined that women ($f=16/66,6\%$) prepared significantly more postgraduate theses by gender in postgraduate theses. It occurred at a rate of ($f=8/33,30\%$) in men. It was determined that women prepared more theses in doctoral theses. It is in the form of women ($f=5/55,55\%$) and men ($f=4/44,44\%$). In particular, it is striking that the number of female researchers is higher in the two postgraduate thesis types.

In the distribution of postgraduate theses according to public foundation universities ($f=23+9=32/96,96\%$), it was determined that theses were prepared in state universities. It was determined that one thesis ($f=1/3,03\%$) prepared as a master's theses among the postgraduate theses was prepared in a foundation university in Turkey. Almost all the theses on “information literacy” were prepared in state universities.

In the distribution of the language in which the postgraduate theses were written, “Turkish” was written at a rate of ($f=23+9=32/96,96\%$). The postgraduate thesis was written in “English” at a rate of ($f=1/3,03\%$) from postgraduate theses. It is seen that Turkish is used extensively and is preferred as the language of science.

In the distribution of postgraduate theses by institutes, it is seen that most postgraduate theses were prepared by the institute of educational sciences ($f=9/37,24\%$). It is followed by the institute of social sciences ($f=6/24,96\%$). It was determined that it was a health sciences institute with at least a master's theses ($f=1/4,06\%$). All of the doctoral theses ($f=9/100\%$) were prepared within the social sciences institute. In this sense, it is seen that a high percentage of postgraduate theses ($f=6+9=15$) are prepared by the social sciences institute.

In the distribution of master's theses according to department, it is seen that master's theses are the discipline of information and records management ($f=8/33,33\%$). In doctoral theses, it is seen that most theses are prepared ($f=5/55,50\%$) in the information and document management department. Since it is a knowledge-based department, it is seen that the concept of “information literacy” is discussed intensively in the thesis studies in this department.

In universities where postgraduate theses are made, the highest number of master's theses are respectively; Marmara University ($f=4$), Gazi University ($f=3$), and Hacettepe University ($f=2$) are seen. It has been determined that the highest number of studies ($f=5/55,55\%$) in doctoral the dissertations were prepared by

Hacettepe University. Hacettepe University is the university that produces the most theses with (f=2+5) studies in the number of postgraduate theses on the concept of “information literacy.”

In the data regarding the titles of the postgraduate thesis advisors, in the master's theses (f=24); Prof. Dr. (f=7), Assoc. Doctor (f=8), Assist. Assoc. doctor (f=7), Dr. It was determined that he was a faculty member (f=2). In his doctoral thesis, Prof. Dr. (f=8), Assoc. doctor (f = 1). Almost all of the doctoral the dissertations and an important part of the master's theses were written by Prof. Dr. (f=7+8=15).

In the method/approaches used in the theses prepared on the concept of “information literacy,” in the master's theses (f=24); the most used method was the “survey method” (f=17/70,83%). It was followed by the “quantitative research method” with a rate of (f=5/20,83%). No method/approach was specified in 1 (one) master’s theses. As in master's theses, the “survey method” was mostly preferred in doctoral theses (f=5/55,55%). It is seen that the “survey method” is preferred in the number of postgraduate theses (f=17+5=22). It is seen that qualitative and mixed research methods are preferred once.

In the data regarding the sample of the postgraduate theses, it is seen that the most sample/participant/study group (f=12/50%) in the master's theses is “students.” It is seen that the sample/participant/study group (f=3/33,33%) is “students” in doctoral theses. Because of the research; it is seen that the most thesis is the master’s theses (f=24). It was determined that the people who prepared the master’s theses were mostly women in terms of gender. Most of the advisor faculty members who prepared the postgraduate thesis “Prof. Dr.” It has been determined that they have the title of “social sciences institute” (f=6+9=15) the most. The university where the most theses were prepared (f=2+5=7) is “Hacettepe University.” The branch of science with the most studies is “information and document management.” “Survey method” (f=17+5=22) is the most used method in the research method. The most used and preferred sample is “students.”

As a result, it is seen that the concept of “information literacy” has recently attracted attention not only for postgraduate theses but also for many types of research, especially articles, due to the “information age/technology age.” These studies in the literature; (İpek&Tavukçuoğlu,2020), (Ayık&Ayık, 2021), (Mandıracı&Zan,2021), (Ayyıldız, 2021), (Özel, 2022), (Ayık&Canatar, 2022), (Ünal&Furat, 2022) are some studies on information literacy.

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