


Content Analysis of Graduate Thesis Titled World Literature in Turkey

Abdulkadir Kırbaş

Atatürk University, Turkey,  <https://orcid.org/0000-0001-9846-0256>

Abstract: Introducing national and universal values via works of Turkish and international culture and art is one of the goals of teaching Turkish. Texts from different cultures are used in mother tongue education to compare students to works of art and culture that are universally recognized. People learn about national and universal ideals in this way by consuming works of international culture and art. Knowing the best pieces of international literature would not only broaden one's horizons but also enable one to comprehend and assess the sociology of many countries. By reviewing the content of postgraduate theses on international literature authored in our country, this study seeks to understand the literature and future research on the subject. In this study, fourteen master's and doctoral theses with the subject "world literature" were analyzed. Access to the database of the National Thesis Center of the Council of Higher Education was granted for this investigation. The university from which the postgraduate theses were created, the department, the year of publishing, the type of publication, the institute, and the method were all examined. Utilizing the document review technique, data were gathered. The content analysis technique was used to interpret the data that was obtained. The investigation revealed that Osman Gazi University was the site of the majority of studies. The majority of the research was done at the graduate level and in a social sciences institute. It has been determined that the Comparative Literature Department produced graduate theses. The majority of studies in the area of international literature were completed between 2022 and 2019. Eleven studies did not specify their approach, however, it was determined that the other three studies used a qualitative research paradigm.

Keywords: world literature, graduate theses, content analysis, Türkiye.

Citation: Kırbaş, A. (2023). Content Analysis of Graduate Thesis Titled World Literature in Turkey. In M. Shelley, V. Akerson, & M. Unal (Eds.), *Proceedings of IConSES 2023-- International Conference on Social and Education Sciences* (pp. 606-616), Las Vegas, NV, USA. ISTES Organization.

Introduction

One of the first artistic mediums produced by mankind is literature (Thomson, 1984). Humans are social creatures who build their lives around specific values throughout history. Among the ideals that serve as the foundation for society throughout are cultural values. As a component of educational activity, literature is crucial in imparting scientific, artistic, and cultural values that nations have developed throughout the millennia. Prominent literary works have a significant influence on students' reading habits and enjoyment, education, and personal development. They also help spread cultural and universal values to other countries. People will have the chance to learn about many cultures and gain from the historical and artistic knowledge of various

civilizations through great literary works (Bulut and Orhan, 2012).

Literature is the most important tool that connects all individuals in terms of emotions, thoughts, and values. Because the subject of literature is people and art. This aspect of literature is the greatest power that increases interaction between people in a universal sense. This aspect of literature, whose subject is human, today increases reconciliation and interaction between societies in terms of transferring universal values and artistic skills (Dyserinck 1991). A literary work has its roots in one culture and travels to other cultures and regions through translation into languages other than the original tongue. The great literary works from around the world were written with the same emotions and sentiments. These days, there is more cross-cultural connection due to the quick advancement of technology and the quick spread of all types of information (Wellek-Warren, 1983).

World literature is used in the same sense as general or universal literature (Kefeli, 2006). In terms of the concept of world literature, its formation on the social level constitutes the relationship between literature and sociology. Literature and culture are fields that mutually influence each other. The most important issue highlighted by literature is undoubtedly human. People's lives; Their happiness, sadness, success, failure, and their relationships with each other are the first-hand materials processed by literature. These human-centered issues lead to sociology (Sağlık, 2004). Just as these data tell us about the necessity of evaluating society and culture together, it also considers culture in the first degree to evaluate the human being and therefore the society of which he is a member. Since the science of world literature involves the literature of more than one nation and, in parallel, more than one culture, literature and intercultural communication develop. (Cuma, 2009). By studying how literary works reflect intercultural contact, world literature seeks to investigate literary history, social history, and cultural development. Research on world literature is crucial for translation, image, and typology studies. Moreover, the author's reading habits, their interactions with other literatures and cultures, and the influences of both foreign and domestic sources on national cultures. The methodologies and areas of interest in the study of literature and human-human connections are altered when society is considered in the context of ideas like globalization, multiculturalism, and human-society relations. This area of study looks at how various cultures interact and adds to the fields of literary history and social history research. It also examines how literary works are created. World literature, which focuses on national literature, can be viewed as a "method" that offers diverse viewpoints to national literary material, or it can be examined in terms of the influences and contributions of different cultures and literatures to this literature. A broader and more universal literary perspective on literature can be found in world literature. According to Aytaç (1993), the field of world literature can be characterized as a meta-synthesis that integrates many kinds of literature with a global scope.

Purpose of the Study

The purpose of a literary work is not primarily to provide information, but to bear witness to an existence from an artistic perspective (Kefeli, 2006). The international similarities of documentary findings for literary science are based on the parallelism of the social and literary developments of nations, as well as their cultural and

literary contacts with each other. Some comparative studies try to show that similarities can exist despite cultural differences and extra-literary conditions; Some studies aim to prove how aesthetically and culturally different works created in the same period can be. (Zemanek-Nebrig, 2012; Zima 1992). Based on this function of world literature, it is included in the National Thesis Database of the Council of Higher Education (YÖK) (<https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp>), open to access in full text and containing the title of world literature. Theses at undergraduate and doctoral degrees were examined. In the study, answers were sought to the following sub-problems.

1. What is the distribution of master's and doctoral theses titled World Literature according to the universities where they are prepared?
2. What is the distribution of master's and doctoral theses titled World Literature according to the branch of science in which they are prepared?
3. What is the distribution of the publication type of the studies by years?
4. What is the distribution of the methods used in the studies according to publication type?
5. What is the distribution of master's and doctoral theses titled World Literature according to the institute where they are prepared?
6. What is the distribution of the studies in terms of the method in which they are conducted?

Method

This section contains information about the research design, study group, data collection, and analysis.

Design of the Research

This study, which examined postgraduate studies on world literature, was carried out with the qualitative research method. In qualitative research, instead of measurable characteristics such as the amount, average, and number of the events, people, or facts being investigated, they are studies that are conducted in detail and aimed at understanding, trying to reveal questions such as "how and why" (Denzin & Lincoln, 1998; Saban & Ersoy, 2019; Kırıl, 2020). In research designed with the qualitative method, it is possible to reach a deep perception of the event or phenomenon examined (Morgan, 1996). In qualitative research, qualitative data collection techniques such as observation, interview, document, and discourse analysis are generally used. In addition, qualitative research, in which it is essential to examine human perceptions and events in depth in social reality and their natural environment, also has a holistic perspective that combines different disciplines (Hatch, 2002; Merriam and Grenier, 2019).

In addition, qualitative research examines the problem in its context with an interpretive approach; When interpreting events and facts, it focuses on the meanings people attribute to them. The exploratory mental processes of a researcher who focuses on qualitative research become functional (Malterud, 2001; Silverman,

2016; Baltacı, 2019). In qualitative research, different relationships between events are discussed (Eysenbach and Köhler, 2002). In qualitative research, it is important to sharpen the details of the event and phenomenon examined. In addition, since it involves a researcher-focused examination process, qualitative research is largely subjective and may be affected by the personal views of the researcher (Shenton, 2004; Silverman, 2016).

Data Collection Tool

The data of the research are from fourteen master's and doctorate degrees titled World Literature, available in full text, in the National Thesis Database of the Council of Higher Education (YÖK) (<https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp>). It was collected from his thesis using the document analysis technique. Document analysis is a qualitative research method used to meticulously and systematically analyze the content of written documents (Wach, 2013). Document analysis is a systematic method used to examine and evaluate all documents, including printed and electronic materials. Like other methods used in qualitative research, document analysis requires examining and interpreting data to derive meaning, create an understanding of the relevant subject, and develop empirical knowledge (Corbin & Strauss, 2008). In qualitative research, data is collected through observation, interviews, and documents (Berg & Lune, 2015; Kırıl, 2020).

Analysis of Data

The data obtained in the research were explained in descriptive content analysis. Descriptive content analysis, which is the subject discussed in this study, is a systematic study that includes all studies, published or unpublished, conducted within a specified subject and evaluating their trends and research results in a descriptive dimension (Jayarajah, Saat, & Rauf, 2014; Lin, Lin, & Tsai). , 2014; Suri and Clarke, 2009; Ültay, Aktay and Ültay, 2021).

Working Group

The study group of the research consists of 14 master's and doctoral theses in the field of world literature in Turkey between 2011 and 2022.

Results

This section includes the findings of the research and their interpretation. When the table is examined, studies were conducted at ten master's degrees and four at doctoral degrees. Most studies were conducted at Eskişehir Osmangazi University (f = 21.4) for two master's degrees and one doctoral degree. Additionally, two studies were conducted each at İhsan Doğramacı Bilkent University, Yeditepe University, and Istanbul Bilgi University (f=14.2).

Table 1. Distribution of Master's and Doctoral Theses titled World Literature according to the Universities where they were prepared and their Degrees

	Doctoral Dissertation	Master's Degree	<i>f</i>
Hacettepe University		1	7.1
İhsan Doğramacı Bilkent University	2		14.2
Yeditepe University	2		14.2
İstanbul Bilgi University	2		14.2
Harvard University	1		7.1
İstanbul University		1	7.1
Eskişehir Osmangazi University	1	2	21.4
Necmettin Erbakan University	1		7.1
Mustafa Kemal University	1		7.1

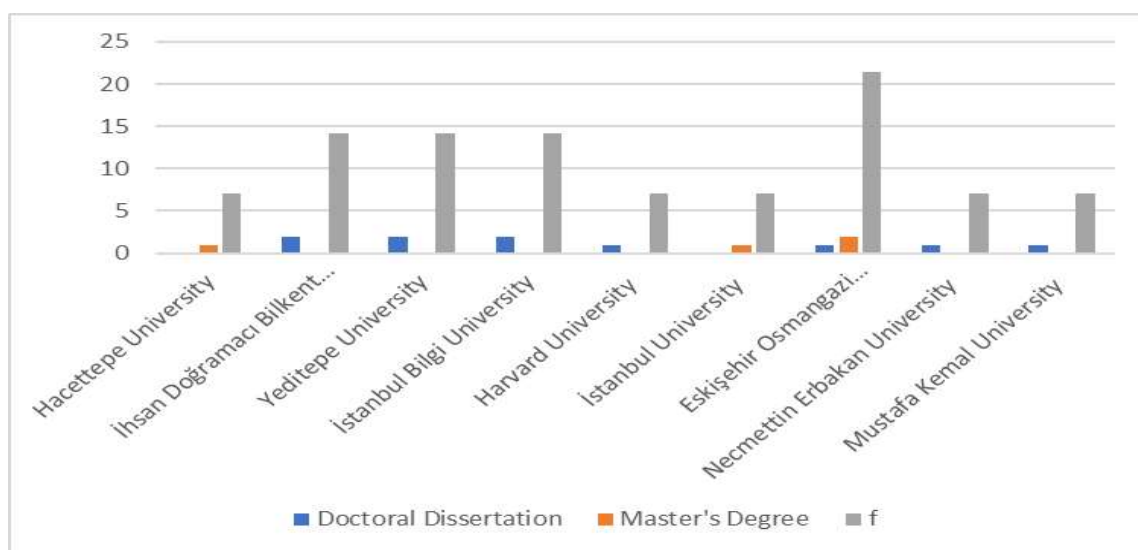
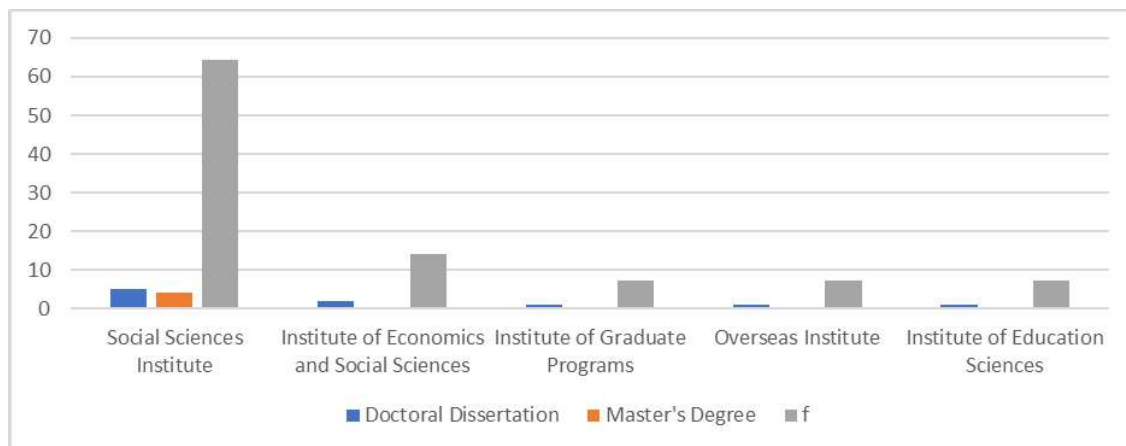


Table 2. Distribution of Master's and Doctoral Theses titled World Literature according to the Institutes where they were prepared

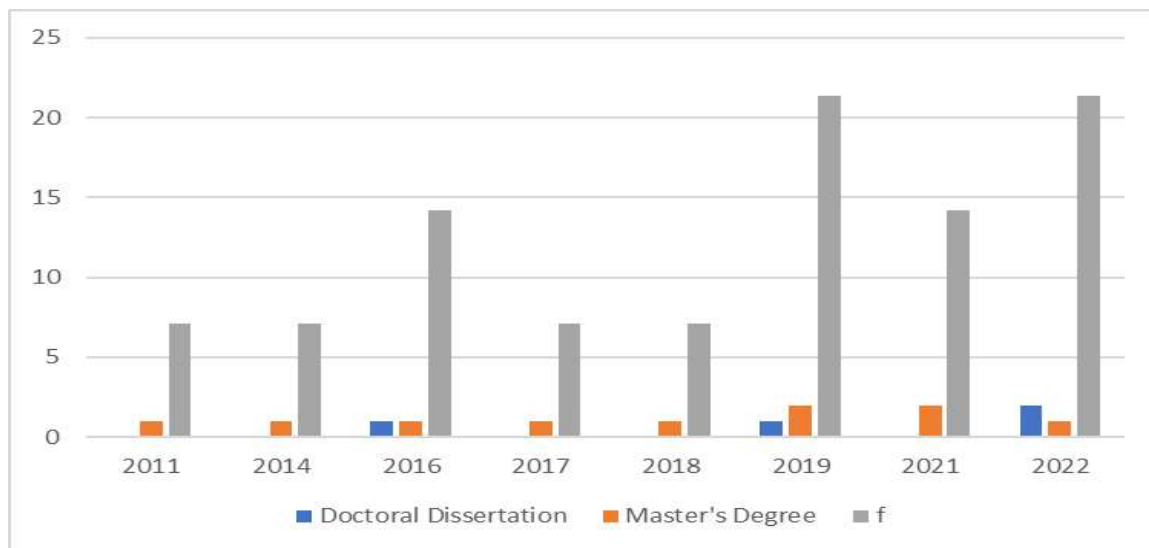
	Doctoral Dissertation	Master's Degree	<i>f</i>
Social Sciences Institute	5	4	64.2
Institute of Economics and Social Sciences	2		14.2
Institute of Graduate Programs	1		7.1
Overseas Institute	1		7.1
Institute of Education Sciences	1		7.1



When the table is examined, it is seen that most studies were conducted in the Institute of Social Sciences with nine studies ($f = 64.2\%$), and the Institute of Economics and Social Sciences with two studies ($f = 14.2$). It was held at the Graduate Programs Institute ($f = 7.1$), Overseas Institute ($f = 7.1$), and the Institute of Educational Sciences ($f = 7.1$).

Table 3. Distribution of Studies by Publication Year

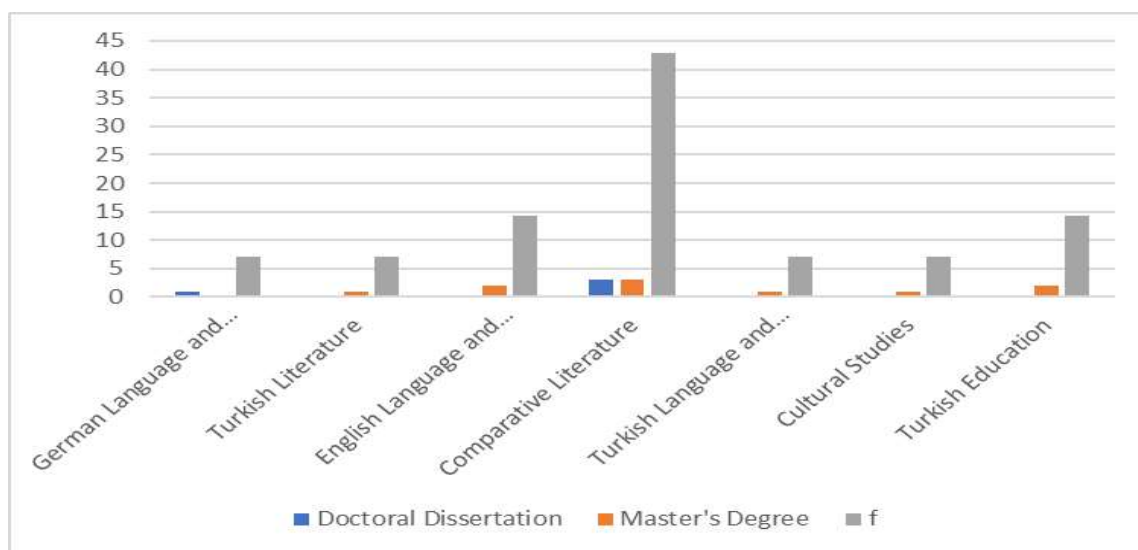
	2011	2014	2016	2017	2018	2019	2021	2022
Doctoral Dissertation			1			1		2
Master's Degree	1	1	1	1	1	2	2	1
<i>f</i>	7.1	7.1	14.2	7.1	7.1	21.4	14.2	21.4



Upon closer inspection, the table reveals that the highest rates were made between 2019 and 2022 ($f=21.4$). One study at the master's level was found to have been carried out in 2011, 2014, 2016, 2017 and 2018 ($f = 7.1$). Two studies were carried out in 2022 ($f = 14.2$) and one study was carried out in 2016 and 2019 ($f = 7.1$) for the doctorate.

Table 4. The Distribution of Master's and Doctorate Theses named "World Literature" by Scientific Discipline

	German Language and Literature	Turkish Literature	English Language and Literature	Comparative Literature	Turkish Language and Literature	Cultural Studies	Turkish Education
Doctoral Dissertation	1			3			
Master's Degree		1	2	3	1	1	2
<i>f</i>	7.1	7.1	14.2	42.8	7.1	7.1	14.2

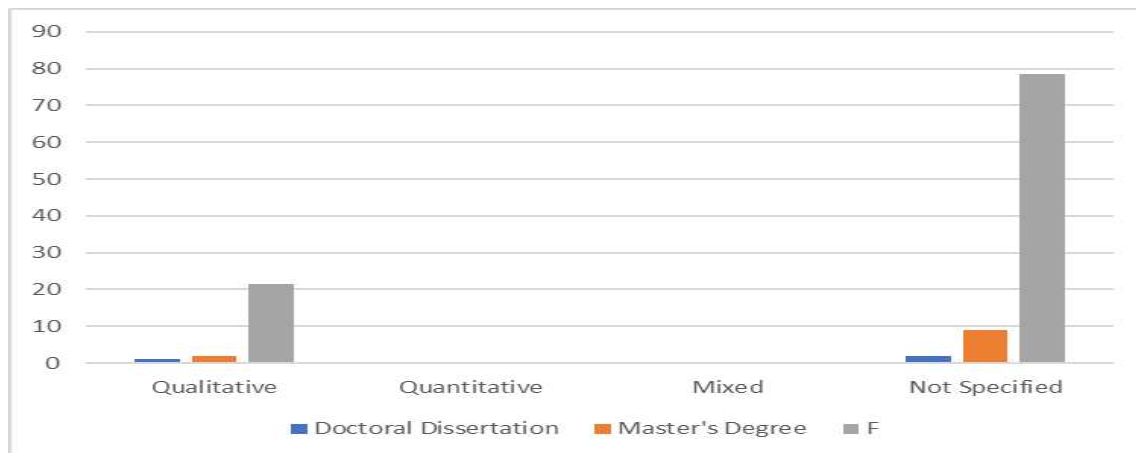


Examining the table reveals that the Department of Comparative Literature has the highest rate of master's and doctoral degrees ($f = 42.8$). Studies were conducted in the Turkish Education Department ($f = 14.2$) and the English Language and Literature Department ($f = 14.2$). The Departments of Turkish Literature, Turkish Language and Literature, and Cultural Studies have determined that only one study was carried out.

Table 5. Study distribution according to methodology

	Qualitative	Quantitative	Mixed	Not Specified
Doctoral Dissertation	1	-	-	2

Master's Degree	2	-	-	9
F	21.4			78.5



Upon examining the table, it was observed that the qualitative technique was used for both master's degrees ($n = 1$) and doctoral studies ($n = 3$; $f = 21.4$). The research methodology ($f = 78.5$) was not disclosed.

Discussion and Conclusion

The research's findings led to the following conclusions being drawn.

This study looked at 14 master's and doctoral theses on world literature that were released as full texts with open access and were listed in the Higher Education National Thesis Centre database. These theses were evaluated in terms of the department of science, the method used, the university where they were prepared, the degree of publishing, the year of publication, and the institute where they were prepared. Nine different universities, including Harvard University, Hacettepe University, İhsan Doğramacı Bilkent University, Yeditepe University, Istanbul Bilgi University, Eskişehir Osmangazi University, Necmettin Erbakan University, and Mustafa Kemal University, prepared the studies. Furthermore, a doctorate-holding Turkish researcher carried out a study at Harvard University, and the National Thesis Centre database contains this study as well. The university that conducted the most research was Eskişehir Osmangazi. It might be argued that this figure is quite low given the 208 universities in our nation. Nine master's degrees and four doctoral degrees are visible in the studies under the heading "World Literature." It is believed that the fact that there were only 14 studies conducted in 9 different universities between 2011 and 2022 in our nation regarding world literature is insufficient to advance the field's growth and serve as a source for future research in this area. Upon examining the major scientific disciplines and institutions where the studies were made, it was determined that the majority of the studies were produced by the Institute of Social Sciences and were carried out in the Department of Comparative Literature. Upon analyzing the studies according to their publication year, it becomes evident that a single research titled "world literature" was released in 2011, 2014, 2017, and 2018. Three investigations were carried out in the area

of world literature in 2019 and 2022. This finding suggests that there has been a recent rise in interest in the study of world literature. Upon analyzing the studies concerning their preparation process, it was determined that 11 studies did not provide a method, while only 3 research did provide a method. This finding indicates that the research's methodology is deficient.

Recommendations

Some recommendations have been made for the relevant field and researchers based on the research findings.

- * The study of international literature should receive adequate attention from state, foundation, and private universities, as well as funding.
- * Doctorate and master's degree holders should concentrate on international literature research and include various world literary works in their writing.
- * Master's and doctorate advisers should make sure to train experts in this discipline by encouraging faculty members' students to study international literature.
- * Scholars ought to scrutinize the exceptional pieces of global literature, originating from both local and foreign sources, and incorporate them into the body of literature while allocating adequate resources to this area.

References

- Aytaç, G. (2021). *Karşılaştırmalı edebiyat bilimi*. Doğu Batı Yayınları.
- Berg, B. L. & Lune, H. (2015). *Sosyal bilimlerde nitel araştırma yöntemleri*. H. Aydın (Çev. Edt). Konya: Eğitim Kitabevi.
- Baltacı, A. (2019). Nitel araştırma süreci: nitel bir araştırma nasıl yapılır?/ The qualitative research process: how to conduct a qualitative research?. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(2), 368-388
- Bulut, M., & Orhan, S. (2012). Türkçe-edebiyat ders kitaplarının dil ve kültür aktarımındaki rolü ve önemi üzerine bir inceleme/Turkish and literature textbooks language and culture transmitting an investigation of the role and importance. *The Journal of Academic Social Science Studies*, 5(8),297-311.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks: Sage.
- Cuma, A. (2009). Edebiyat sosyolojisi ve karşılaştırmalı edebiyat bilimi-sanat ve bilimin sınır ötesi etkileşimi/ Sociology of literature and comparative literature- the interaction of art and science beyond boundaries, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22, 80-94.
- Denzin, N. K. & Lincoln, Y. S. (1998). *The lanscape of qualitative research: Theories and issues*. Thousand Oaks: Sage.
- Dyserinck, Hugo (1991). *Komparatistik-Eine Einführung*. Bonn: Bouvier Yay.
- Eysenbach, G., and Köhler, C. (2002). How do consumers search for and appraise health information on the

- world wide web? Qualitative study using focus groups, usability tests, and in-depth interviews. *Bmj*, 324(7337), 573-577.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Suny Press.
- Jayarajah, K., Saat, R. M. ve Rauf, R. A. A. (2014). A review of science, technology, engineering & mathematics (STEM) education research from 1999–2013: A Malaysian perspective. *Eurasia Journal of Mathematics, Science & Technology Education*, 10(3), 155-163.
- Kıral, B. (2020). Nitel bir veri analizi yöntemi olarak doküman analizi/Document analysis as a qualitative data analysis method. *Journal Of Social Sciences Institute*, 15, 170- 189.
- Kefeli, E. (2006). Karşılaştırmalı edebiyat: tanım, yöntem ve incelemeler, *Türkiye Araştırmalar Literatür Dergisi*, Cilt 4(8), 331-350.
- Lin, T. C., Lin, T. J. ve Tsai, C. C. (2014). Research trends in science education from 2008 to 2012: A systematic content analysis of publications in selected journals. *International Journal of Science Education*, 36(8), 1346-1372.
- Malterud, K. (2001). Qualitative research: Standards, challenges, and guidelines. *The Lancet*, 358(9280), 483-488.
- Merriam, S. B., and Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass Publishers.
- Morgan, D. L. (1996). *Focus groups as qualitative research* (C. 16). New York: Sage publications.
- Saban, A. & Ersoy, A. (2019). *Eğitimde nitel araştırma desenleri*. Anı Yay.
- Sağlık, Ş. (2004): Popüler Romanlar ve Edebiyat Sosyolojisi, içinde: Köksal, Alver, *Edebiyat Sosyolojisi İncelemeleri*, Hece Yay. 181-217.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Silverman, D. (2016). *Qualitative research*. Sage publications.
- Suri, H. ve Clarke, D. (2009). Advancements in research synthesis methods: From a methodologically inclusive perspective. *Review of Educational Research*, 79(1), 395-430.
- Thomson, G. (1984). *Şiir sanatı* (Çev. Cevat Çapan). Üç Çiçek Yayınevi.
- Ültay, E., Akyurt, H., Ültay, N. (2021). Sosyal bilimlerde betimsel içerik analizi/ Descriptive content analysis in social sciences. *IBAD Sosyal Bilimler Dergisi/ IBAD Journal of Social Sciences*, 10, 188- 201.
- Wach, E., & Ward, R. (2013). Learning about qualitative document analysis. *IDS Practice Paper in Brief*, 13, 1-11.
- Wellek, R. ve A. Warren A. (1993). *Edebiyat teorisi*, çev. Ömer Faruk Huyugüzel, Akademi Kitabevi.
- Zemanek, Evi-Nebrig, A. (2012). *Komparatistik*. Berlin: Akademie Yay.
- Zima, Peter (1992). *Komparatistik*. Tübingen: Francke Yay.
- Arslan, C., C. (2017). *Ambivalences of ottoman modernity: nahda, tanzimat, and world literature* [Unpublished doctoral dissertation]. Harvard University.
- Avcı, Ş. (2011). *Examination of texts from world literature in Turkish course books in terms of their content novels* [Unpublished Master's Thesis]. Mustafa Kemal University.

- Aytekin, E. (2021). *Crime fiction in the translation zone of world literature: A comparison between American and Turkish literature through Mickey Spillane's and Kemal Tahir's Mike Hammer novels* [Unpublished Master's Thesis]. İhsan Doğramacı Bilkent University.
- Balçık, Y. (2022). *The concept of absence in examples of world literature (Death, disappearance, emptiness, silence)* [Unpublished doctoral dissertation]. Eskişehir Osmangazi University.
- Çalışkan, A. (2016). *Examination of works included in world literature that participate in elementary 100 essential readings from the point of education of values* [Unpublished Master's Thesis]. Necmettin Erbakan University.
- Demir, N. (2021). *A comparative approach to boarding school phenomenon in Turkish and world literature* [Unpublished Master's Thesis]. Eskişehir Osmangazi University.
- Hayal, E. (2016). *Ambivalences of Ottoman Modernity: Nahda, Tanzimat, and World Literature* [Unpublished Master's Thesis]. Yeditepe University.
- Işık, E., S. (2022). *Turkish romance fiction and world literature through the case of Nihal Yeğinobalı* [Unpublished Master's Thesis]. İhsan Doğramacı Bilkent University.
- Kardeş, B. (2022). *Transnationale migrations – und globalisierungsdiskurse in hybridenliteraturen von georgien- und türkeistämmigen literaturschaffenden und eine neuerörterung im kontext der weltliteraturkonzepte* [Unpublished doctoral dissertation]. Hacettepe Universität.
- Küçükislaınoğlu, Ü. (2014). *The structure of Nobel Prize in Literature and its function in world literature* [Unpublished Master's Thesis]. İstanbul Bilgi University.
- Özdemir, Y. (2016). *Scapegoating in world literature: A comparative study of victimization and transferring blame in literature* [Unpublished doctoral dissertation]. İstanbul University.
- Süleymanoğlu, N. (2019). *Multilingual writers of Prague in world literature* [Unpublished Master's Thesis]. Yeditepe University.
- Topaktaş Varan, D., A. (2019). *Melancholy as an aspect of third world literature* [Unpublished Master's Thesis]. İstanbul Bilgi University.
- Yetim, A. (2019). *An archetypal approach towards the representations of the myth of medea in contemporary world literature* [Unpublished doctoral dissertation]. Eskişehir Osmangazi University.