

Evaluation of studies regarding women's representation in the field of social studies education*

Ebru Demircioğlu¹

Abstract

Social studies education assumes primary responsibility in emphasizing the place of women in society, teaching their rights, and revealing the roles of women in history. In addition, individuals living in society can learn how to live together as men and women through this education and can learn what rights women have as human beings and what their roles are in history. Social studies should have a special place, especially in terms of women's representation. In this context, the studies that can guide the level and the way women's representation should be in the components of the Social Studies education process books, curriculum, measurement-evaluation materials, course materials, etc. are important. Therefore, this study aims to evaluate the research on the representation of women in Social Studies education. In this qualitative study, data were collected through document analysis. First of all, the databases from which the data would be obtained were determined and the researches that would be included in the scope of the study were selected through keyword groups in the determined databases. In the study, 4 postgraduate theses, 9 articles, and 1 paper were studied. Descriptive content analysis was utilized in the analysis of the studies. When the results of the studies are considered, it is understood that there are negative results about the representation of women or that emphasize a deficiency. On the other hand, it is seen that there are positive results in favour of women in terms of women's representation. Based on these results, it has been suggested that the number of studies on both the representation of women and how women are represented in Social Studies education should be increased, and women should be represented more in Social Studies education materials and textbooks to guide program developers and textbook writers.

Keywords: Social studies education, Social studies course, Women's representation, Descriptive content analysis, Research trends.

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¹ Corresponding author, Trabzon University, Faculty of Education, Turkish and Social Studies Education Department, Turkey, isiginkizi@yahoo.com.tr

INTRODUCTION

Being born as a woman or a man determines the place we will be in our social life in the social order. Gender is much more than a person's biological characteristics. The individual continues her/his life with the social and cultural characteristics of the society in which s/he lives and socializes, as well as a change and transformation in the form of sexual identity. Femininity and masculinity are extremely important for society. Every society wants the individual with whom it lives to behave according to the characteristics of the gender that s/he was born; it even makes the individual feel obligated to do so. Roles and attitudes about gender are not allowed to be mixed, and when it is otherwise, society reacts and excludes it.

While society shapes the individual, the individual shapes the society as well. In the world we live in, the inequality between a woman and a man has become a serious problem in society. In fact, in many cases where a woman is confronted with a man, male hegemony generally emerges. All kinds of inequality between women and men bring injustice with it.

In our country, as in many countries of the world, our women have put their signature under significant success in many fields in public, and private sectors, law, literature, education, music, painting, sports, trade, politics, etc. For this reason, the women who add value to our lives should be given prominence and presented as role models to Turkish youth and future generations through education. The fact that women and men are equal in all areas should be internalized, adopted and maintained by men first. It is not enough to emphasize the existence of this equality in legal or printed texts or oral expressions. This perception should be learned and taught by doing and living in our educational institutions.

How and at what level the peace, equality and justice of women are taught, shown and conveyed in Turkish society is an extremely important issue. Undoubtedly, school comes first among the places that this can be done after the family in the society. The way to achieve this at school is through the textbooks used in the lessons and the classroom atmosphere. Particularly, the level of representation of women in textbooks and how women are represented in texts, visuals and activities shape the image of women in the minds of students.

Our schools play an important role in the construction of the place, position and image of women in society, and the courses based on social sciences in our schools contribute to the shaping of this image. Life Studies, Social Studies and History courses are courses that can teach many subjects such as women's representation, women's rights, the value of women, and women in history. Among these courses, the Social Studies course is very important as it teaches life itself by being about children's participation in life and learning about life. Therefore, this course is the most suitable one that can teach both social life, history and citizenship knowledge in terms of women in the most comfortable way. Social Studies course plays a very important role in individuals to have information about both personal and social problems, their relations with people, recognize and adopt national and global values, learn about their past, know their environment, learn about social events, and more importantly, to grow up as good citizens. Social Studies course is important in creating a democratic society, raising citizens who are aware of their responsibilities, emphasizing the place of women in society, teaching their rights and revealing the roles of women in history. In addition, with this course, individuals will learn how to live together as men and women in a society, what the rights of women as a human being and their role in history are.

Discussions about the history of women and the representation and place of women in school and educational materials seem to have started at the end of World War II. At the end of the war, the Western Bloc, which was governed by liberal democracy, was victorious and began to dominate world politics to

a large extent. In this process, important developments were experienced in the field of human rights and the rights of groups such as women, children, etc. in society have started to be talked about and defended (Scott, 1993 cited by: Demircioğlu, 2014). Especially in the period following the 1960s, studies on gender representation are encountered in educational materials, especially in history textbooks (Demircioğlu, 2014). Studies carried out in this context continued with history textbooks and it was stated that there was a male-dominant representation in American history textbooks in the 1980s (Black, 2012).

Although studies on gender and women's representation in textbooks started in the late 1970s in Turkey, such studies began to become widespread in the 1990s (Doğan, 1993; Gümüšoğlu, 1994; Bašoğlu, 1996). Along with the 2000s, academic studies on gender and women's representation in education continued at different levels. It is seen that such studies are concentrated in the different levels of primary education, especially in the fields of Life Studies, and in other educational levels, especially in the examination of History textbooks (Can, 2009; Aykaç, 2012; Demircioğlu, 2014; Özyurt, 2014; Ercan, Belkis, & Siyez, 2017; Saritaş & Şahin, 2018; Doğanay and Çopur, 2021; Şen Ergün, 2021).

As mentioned above, the field of Social Studies education emerges as one of the basic courses in terms of getting to know the child herself/himself, knowing her/his rights and responsibilities, and gaining basic citizenship skills. Social Studies course, which is one of the courses that play a key role in the construction of students' perceptions of society, should have a special place, especially in terms of women's representation. This course should be structured in a qualified manner in the context of the place and importance of women in society and respect for women's rights. In this regard, research that can guide the level and the way that women's representation should be in the Social Studies course curriculum, textbooks and educational materials are essential. Among these studies, scientific studies on how women are represented in different dimensions of this course should be implemented and existing studies should be examined. Therefore, it is thought that the data to be obtained as a result of the evaluation of the studies on the representation of women in the field of Social Studies education can be a guide for policy developers and practitioners on the subject.

Aim of the Study

This study aims to evaluate the studies conducted on women's representation in Social Studies education. Within this framework, the research has tried to find answers to the following questions.

1. What is the distribution of the studies on women's representation in the field of Social Studies education by type, subject and publication years?
2. What is the distribution of the studies on women's representation in the field of Social Studies education according to their approach and design?
3. What is the distribution of the studies on women's representation in the field of Social Studies education by sample/study group/data source?
4. What is the distribution of the studies on women's representation in the field of Social Studies education by sample/study group/data source size?
5. What is the distribution of the studies on women's representation in the field of Social Studies education according to data collection method/tool?
6. What is the distribution of the studies on women's representation in the field of Social Studies education according to data analysis methods?
7. What are the results of research on women's representation in the field of Social Studies education?

METHOD

In this section, information about the research approach, data source, and data analysis is given. Explanations were made about what was done to ensure validity and reliability.

Research Design and Data Source

This study, which aims to evaluate the research on the representation of women in Social Studies education, was conducted with a qualitative approach. When the relevant literature is examined, it is understood that there is no study on the researches on representation of women in the field of Social Studies education. In the study, data were collected through document review. First of all, the databases from which the data would be obtained were determined. The research target audience of the study was reached through keyword groups in the databases. In the next stage, the fitness of the subject and the aim of the related studies were evaluated. The research that was found suitable and examined was selected from the Google Scholar, Dergipark databases, and the national thesis centre database of the Council of Higher Education by scanning different combinations of the keywords "Women in Social Studies Education", and "Women's representation in Social Studies Education". In the scan, 4 postgraduate theses, 9 articles, and 1 paper were obtained. These studies are as follows:

Post Graduate Theses

Zor (2008), in her master's thesis titled "Turkish Women from Past to Present and Their Reflections in Primary School 4th and 5th Grade Social Studies Textbooks", tried to find out how many places women have as names, pictures, or information in the textbooks of the Ministry of National Education and private publishing houses that women should be included in specific subjects. In the study, the 4th, 5th, 6th, and 7th-grade textbooks were examined together with the guidebooks, and it was determined to what extent women were included in these books.

Gazan (2010) examined the place of Turkish women in society from past to present in her postgraduate thesis named "The Place of Women in Turkish Society and Teaching It in Social Studies Course". She tried to reveal whether there is a significant relationship between the 6th-grade students' attitudes towards the place of women in Turkish society and their attitudes towards the Social Studies course.

Ökdem (2018), in her postgraduate thesis titled "The Opinions of Social Studies Teachers on the Concept of Republican Women", tried to reveal the changes in women's rights, social and political fields after the proclamation of the Republic, and what the views of Social Studies teachers were about these changes.

Sümer (2021), in his thesis "The Use of Audio-Visual Materials in Teaching Women's History in Social Studies Lessons: The Example of Videos", aimed to develop educational videos integrated with the related learning outcomes of Social Studies courses that make the leading women who played important roles in the national history scene and their experiences visible and with interesting and stimulating content. Within the scope of the research, he conducted material development studies for the use of videos as audio-visual teaching material in the teaching of women's history, and in this context, he developed six videos that make the female actors of history visible.

Articles

Şeker (2014), in his article titled "Examination on the Presentation of Family and Women Themes in Social Studies Textbooks: A Qualitative Research", researched how "family" and "women" are presented in the 4th, 5th, 6th and 7th grade Social Studies textbooks of the Ministry of National Education in the 2013-2014 academic year. He examined how and with which materials the "family" and "women" elements in the textbooks were expressed in line with the program achievements, and what were the ways and methods followed in the presentation of these elements.

Çelik (2016), in her article titled "The Reflections of the Image of Turkish Women in the Historical Process to Textbooks", examined the textbooks of three publishers from the 6th grade Social Studies textbooks used by the Ministry of National Education in 2014, using document analysis method. She aimed to reveal the handling of the image of Turkish women in Social Studies textbooks in the historical process.

Avaroğulları and Çapar (2016), in their article titled "Turkish Women and Firsts in History", carried out an activity design for the acquisition of "Examples of the position of women in Turkish history, comments in terms of the development of women's rights" in the unit called The Adventure of Democracy within the 6th grade Social Studies course in the 2015-2016 academic year. Through this activity, the biographies of Fatma Aliye Topuz, Fatma Esmâ Nayman, Safiye Ali, Lale Aytaman, Sabiha Gökçen, Türkan Akyol and Tansu Çiller were tried to be taught.

Tuncel and Aslaner (2017), in their article titled "Looking at Secondary School Students' Perception of 'Modern Women' through the Window of Social Studies Lesson", aimed to understand the perceptions of "modern women" of the 7th and 8th-grade secondary school students in the context of Social Studies course and to compare them with the perception of modern women presented in the media.

Bayburt and Duman (2017), in their research titled "Women's Rights Education in the 5th, 6th, 7th Grade Social Studies Curriculum in Turkey", examined the level of women's rights that have been handled. For this purpose, they scanned the target behaviours, topics and contents in the curriculum.

Tatan, Demir and Oğuz Haçat (2020), in their article titled SS10 "Women Image in Social Studies Course Programs (1968-1998-2005-2018)", evaluated the women's image in Social Studies Course Programs of the years 1968, 1998, 2005, and 2018. Tatan, Demir and Oğuz Haçat (2020) evaluated the image of women in 1968, 1998, 2005 and 2018 Social Studies Curriculums in their article titled SS10 "The Image of Women in Social Studies Curriculum (1968-1998-2005-2018)". They comparatively examined how the image of women is handled.

Osmanoğlu and Cantemür (2020), in their article titled "Figures in Social Studies Textbooks", performed a document analysis in the secondary school Social Studies textbooks of the Ministry of National Education for the 5th and 7th grades and of the 6th grade Sevgi Publishing. One of the aims of the research is to determine the gender status of the figures in the books.

The aim of Körükcü, Uslu, and Çetin's (2020) article "Examination of Social Studies Teacher Candidates' Perceptions of Women in Terms of Various Variables" is to examine the perceptions of Social Studies teacher candidates towards women in terms of various variables.

The aim of Demircioğlu and Özalp's (2023) research structured with a qualitative approach titled "Representation of Women Scientists in Social Studies Textbooks" is to reveal the level of representation of female scientists in Social Studies textbooks.

Papers

Çengelci Köse, Özbey, İbiş (2018) aimed to determine the gender perceptions of Social Studies teacher candidates in terms of professions and roles attributed to professions in their paper named "Examination of Social Studies Teacher Candidates' Perceptions of Gender in Terms of Roles Attributed to Professions".

Data Analysis

Descriptive content analysis was used in the analysis of the studies. According to Çalık and Sözbilir (2014), this type of analysis aims to examine the qualitative and quantitative studies conducted independently of each other and to determine the general trends in the field. Dinçer (2018) states that descriptive content analysis is the most common practice to categorize studies in a particular field. Usually, frequency and % are used. In this type of analysis, different dimensions (subject, theme, method, analysis, conclusion, etc.) in research can be handled and analyzed and research can be examined regardless of quantitative or qualitative.

Validity and Reliability

Theses, articles and papers, which are the data sources, were examined twice at different times by the researcher. It was checked whether both reviews were meaningful and consistent. Codes and in the creation of the tables in the findings, the opinions of another expert in the field of educational sciences were consulted. Afterwards, the two researchers met and inquired about the codes and had a discussion on them. In the direction of the interview, some codes have been rearranged. Miles and Huberman's (1994) formula was used to determine the consensus within the scope of reliability studies. According to this formula, the percentage of agreement was calculated to be 92.39%. No time limit was applied while determining the studies. For external validity, some of the findings obtained were revealed to be present in other previous research and these similar findings are presented in the "Discussion and Conclusion" section. To ensure external reliability, the processes of collecting data, and making it ready for categorization and description were carried out sequentially. In the descriptive phase, the codes SS1, SS2, SS3... were used for the research. Qualitative results are quantified and given us frequencies. Findings related to the research questions are discussed and given with tables under separate headings.

FINDINGS

The data obtained from this study, which aims to evaluate the studies on the representation of women in Social Studies education research, is presented in this section.

Findings Related to Publication Year, Types, and Subjects of Studies

The distribution of studies on the representation of women in Social Studies education by publication year and type is presented in Table 1.

Table 1. The Distribution of the Studies by Publication Year and Types

Year	Thesis	Article	Paper
2008	SS1	-	-
2010	SS2	-	-
2014	-	SS5	-
2016	-	SS6, SS7	-
2017	-	SS8, SS9	-
2018	SS3	-	SS14
2020	-	SS10, SS11, SS12	-
2021	SS4	-	-
2022	-	SS13	-
Total	4	9	1

As seen in Table 1, most of the studies within the scope of the study are in the type of *articles*. Only one research on the subject was produced from a *full-text paper*, and 4 *theses* were made. There has been an increase in research after 2016. No research was found before 2008.

Table 2 shows the distribution of studies on the representation of women in Social Studies education by subject.

Table 2. The Distribution of the Studies by Subjects

Subjects	Studies	f
Turkish women/ family in textbooks	SS1, SS5, SS6, SS11, S13	5
Turkish women according to students' attitudes/views	S2, SS8	2
Teaching Turkish actresses	SS4, SS7	2
Turkish women/ women's rights in the curriculum	SS9, SS10	2
Turkish women according to teachers' views	SS3	1
Turkish women according to the perceptions of Social Studies teacher candidates	SS12	1
Gender perceptions of Social Studies teacher candidates	SS14	1

As can be seen in Table 2, the subject of 5 studies is related to *Turkish women and their families* in the textbooks. This subject has been studied the most. *Turkish women according to students' attitudes/ views*, *teaching Turkish actresses*, and *Turkish women/ women's rights in the curriculum* were studied twice. *Turkish women according to teachers' views*, *Turkish women according to the perceptions of the Social Studies teacher candidates*, and *gender perceptions of the Social Studies teacher candidates* are the other subjects studied.

Findings Regarding the Approach/Pattern of the Research

The distribution of studies on the representation of women in Social Studies education according to their approaches is presented in Table 3.

Table 3. The Distribution of the Studies by Approaches

Approach	Studies	f
Qualitative	SS3, SS4, SS5, SS6, SS8 SS10, SS11, SS13	8
Quantitative	SS2	1
Mixed	SS14	1
Unspecified	SS1, SS7, SS9, SS12	4

When Table 3 is examined, it is seen that more than half of the studies (f:8) are structured with a *qualitative* approach. *Quantitative research* was done once and *mixed research* was also done once. 4 studies do not specify the research approach. Only 4 of the studies stated the research design. SS1 is structured in *scanning* design, SS2 and SS12 *descriptive* design, and SS5 in *case study* design.

Findings Regarding the Sample/Study Group/Data Source Type of the Studies

The distribution of studies on the representation of women in Social Studies education by sample/study group/data source type is presented in Table 4.

Table 4. Distribution of Studies by Sample/Study Group/Data Source Type

Sample/study group/data source	Studies	f
Textbooks/ Teachers' guidebooks	SS1, SS5, SS6, SS11, SS13	5
Secondary school students	SS2, SS7	2
Curriculum	SS9, SS10	2
Social Studies teacher candidates	SS12, SS14	2
Social Studies teachers	SS3	1
Related literature	SS4	1
Pictures and expressions of secondary school students	SS8	1

According to Table 4, the most studied (f:5) data source in the studies is *textbooks/teachers' guidebooks*. The frequency of studying *secondary school students*, *curriculum* and *Social Studies teacher candidates* is 2. *Social Studies teachers*, *related literature*, and *pictures and expressions of secondary school students* were studied once.

Findings Regarding the Sample/Study Group/Data Source Size of the Studies

The distribution of studies on the representation of women in Social Studies education by sample/study group/data source sizes was also examined and this distribution is presented in Table 5.

Table 5. The Distribution of the Studies by Sample/Study Group/Data Source Size

Size	Studies	f
Between 1-10	SS5, SS6, SS7, SS9, SS10, SS11, SS13, SS14*	8
Between 11-30	SS1, SS3, SS14*	3
Between 31-100	SS2, SS8	2
Between 101-300	SS12	1
Unspecified	SS4	1

*Since SS14 is structured with a mixed approach, its qualitative dimension is between 1-10 and its quantitative dimension is between 11-30. Both are shown in the table and counted separately as frequencies.

As can be seen in Table 5, more than half of the studies (f:8) have a study group/data source between 1-10. The size of three studies is between 11-30, two of them are between 31-100 and one study is between 101-300. One study did not specify the data source and size.

Findings Regarding the Data Collection Method/Tool of the Studies

The distribution of studies on the representation of women in Social Studies education according to data collection methods/tools is presented in Table 6.

Table 6. Distribution of Studies by Data Collection Methods/Tools

Data collection methods/ tools	Studies	f
Document review	SS5, SS6, SS10, SS11, SS13	5
Survey	SS2*, SS14***	2
Scale	SS2*, SS12**	2
Interview	SS3, SS14***	2
Observation	SS7	1
Information form	SS12**	1
Unspecified	SS1, SS8, SS9	3

* In SS2, both a survey and a scale were used. Both are shown in the table and counted separately as frequencies.

** In SS12, both an information form and a scale were used as data collection tools. Both are shown in the table and counted separately as frequencies.

*** In SS14, both a questionnaire and an interview were used as data collection tools. Both are shown in the table and counted separately as frequencies.

When Table 6 is examined, it is seen that the most used (f:5) data collection method is *document analysis*. *Survey*, *scale* and *interview* were used twice, and *observation* and *information forms* were used once. 3 studies did not specify the data collection method/tool.

Findings Related to Data Analysis Method of Studies

The distribution of studies on the representation of women in Social Studies education according to data analysis methods is presented in Table 7.

Table 7. Distribution of Studies by Data Analysis Methods

Analysis Methods	Studies	f	
	Descriptive statistics	SS12**	1
Quantitative data analysis	Parametric statistics	SS2, SS12**	2
	Nonparametric statistics	-	-
Qualitative data analysis	Descriptive analysis	SS10	1
	Content analysis	SS1, SS3, SS11, SS13, SS14	5
	Semiotics /sequential analysis	SS8	1
Not including data analysis	SS4	1	
Unspecified	SS5, SS6, SS7, SS9	4	

*In SS4, it was stated that there was no data analysis and descriptive interpretation was made.

**In SS12, both descriptive and parametric statistical methods were used. Both are shown in the table and counted separately as frequencies.

In Table 7, it is seen that half of the studies (f:7) were analyzed using *qualitative* data analysis methods. 5 of them were analyzed by *content*, the rest by *descriptive* and *semiotic/sequential* analysis. *Quantitative* data analysis methods were used in 3 studies, 2 of which were *parametric statistics* and 1 was *descriptive statistics*. Nonparametric statistics were never used. 4 studies did not explain what the data analysis methods are.

Findings Related to the Results of the Studies

The results of the studies on the representation of women in Social Studies education are thematically given in Table 8.

Table 8. Thematic Distribution of the Results of the Studies

Results
The fact that Turkish women are not included in the textbooks equally as men
Not giving enough space to Turkish women scientists in textbooks
Secondary school students have positive views on the place of women in society
Social Studies courses do not identify the understanding of republic concepts with contemporary, modern, free and equal concepts.

Developing interesting and intriguing educational videos for teaching women's history in the Social Studies course
Inclusion of women and family themes together in the textbooks
Including Turkish women and their rights in education, law and heritage in textbooks
Obtaining effective results in the teaching of Turkish women actors
Secondary school students base their perception of modern women on their physical appearance
Lack of target behaviour and sensitivity regarding women's rights in the Social Studies Curriculum
Adoption of traditional gender roles by male Social Studies teacher candidates compared to female candidates
Social Studies teacher candidates' perception that there is gender-based orientation in choosing a profession

Since the results of the studies are diverse, only a thematic representation is possible in Table 8. When examined in the table, it is seen that Turkish women are not given an equal place compared to men and Turkish women scientists are not sufficiently included in the textbooks, that women and family themes are mostly included together in the textbooks, and Turkish women are included in the rights of women in the fields of education, law, and inheritance. In addition, it is understood that secondary school students have positive views on the place of women in society and base their perception of modern women on physical appearance. Furthermore, they are also among the results that teachers associate the concept of republican woman with the concepts of contemporary, modern, free and equal, interesting and intriguing educational videos can be developed for teaching women's history in the Social Studies course. Finally, effective results were obtained in the teaching of Turkish women actors, and the target behaviours and sensitivity towards women's rights were not included in the curriculum, the perception of pre-service teachers that there is gender-based orientation in the choice of profession and that male teacher candidates adopt traditional gender roles compared to women are the other results obtained in the studies.

DISCUSSION AND CONCLUSION

The study aims to evaluate the studies on women's representation in Social Studies education and, therefore, to determine the general trends. 14 research within the scope of the study were examined thoroughly according to their type, publication year, subject, approach and design, sample/study group/data source, sample/study group/data source size, data collection method/tool, data analysis method and result.

Most of the studies are in the type of articles and their number has increased since 2016. In the studies, it is remarkable that the Turkish women/family and women's rights in the textbooks and curricula are studied more. Turkish women, teaching of Turkish women actors according to the views and perceptions of teachers/students/ teacher candidates, and gender perceptions of teacher candidates are the other subjects studied.

There are also quantitative and mixed research as well as studies that are mostly structured by the qualitative approach. Qualitative research provides the opportunity to examine the subject in depth. However, it is the quantitative approach that is for collecting data from large-scale samples, and the result was that only one research was quantitatively structured in the study. Mixed research, which provides a diversity of quantitative and qualitative data, is also one. In this regard, the necessity should be noted that quantitative and mixed studies should be preferred more in future research. In their studies, Dilek, Baysan and Öztürk (2018) and Dere and Gökçınar (2021) concluded that research in the field of Social Studies education tends to be structured with a qualitative approach. Contrary to these results, Oğuz Haçat and Demir (2018) and Tangülü and Karakuş (2021) concluded that in Social Studies education research, there is more of a mixed approach; Sönmez Merey and Kaymakçı (2009); Gürdoğan Bayır, Kılıç and Balbağ (2018); Kayaalp and Karamişe (2020) concluded that the quantitative approach was used more. That the research approach in four studies wasn't specified and the design in only four

studies was explained can be considered as a deficiency in terms of the method. In the research to be done in this field, attaching importance to approach/method issues and resolving this problem will make the next studies more qualified.

The sample/study group/data source is in line with the subjects of the studies. Because more work has been done with textbooks and curriculum. In other studies, data were obtained from secondary school students, teachers, and teacher candidates. In another trend research conducted in the field of Social Studies Education (Dere and Gökçınar, 2021), it was seen that studies were focused on textbooks. Tangülü and Karakuş (2021) also obtained information that in theses in the same field, mostly teachers and teacher candidates were studied.

Structuring the studies mostly with qualitative methods affected the sample/study group/data source and size. In the studies, mostly small-scale (under 30) data sources were used. There is research that studied with a large-scale (over 100) study group. Considering that scale is used and descriptive and parametric statistics are used as data analysis methods, it can be said that it is quantitative research, although no information is given about the research approach. The reason why more small sample groups are preferred in studies may be because it is structured with a more qualitative approach. By increasing the number of studies structured with a quantitative approach, the number of studies with large-scale samples will also increase and the richness of data will lead to more positive results in terms of the reliability of the research. In the study of Tangülü and Karakuş (2021), it was also concluded that the samples in the theses were mostly small-scale.

Considering the data collection methods/tools, it is seen that document analysis is more common than the others, but the number of frequencies does not allow interpretation. In their research, Özkaral and Mentiş Taş (2017) and Dere and Gökçınar (2021) determined that document analysis was mostly used in theses made in Social Studies education. In the research of Gürdoğan Bayır, Kılıç and Balbağ (2018) and Kayaalp and Karameşe (2020), it is stated that scales are used more in the theses made in the field of Social Studies education; however, it was determined that observation and interview were used very few. In the theses analyzed by Tangülü and Karakuş (2021), questionnaires were used most. In the studies of Dilek, Baysan, and Öztürk (2018) and Oğuz Haçat and Demir (2018), the most frequently determined data collection method in research is interview. The use of more than one type of data collection method/tool in studies can be considered a positive situation in terms of increasing the validity and reliability of the studies. However, only in 3 of the studies examined more than one data collection tool was used.

Although the studies have mostly been studied with textbooks and curricula, the reason why it couldn't be stated in the form of document analysis and, therefore, could not be converted into numbers may be because the data collection method was not specified in 3 studies. A similar situation is also present in data analysis methods. The frequency of content analysis, one of the qualitative data analysis methods, is the same as document review. There are 4 studies whose data analysis method is not specified. Surveys, scales, interviews, and observations are other data collection methods/tools used. Other types of analysis are descriptive and semiotic methods of qualitative analysis, parametric statistics and descriptive statistics from quantitative analysis methods. Dere and Gökçınar (2021) found in their studies that descriptive statistics, one of the quantitative analysis methods, was preferred more in theses, which is contrary to the result of this research. It should also be noted that descriptive and semiotic analysis methods, which are qualitative, weren't found in other trend studies (Sönmez Meryem and Kaymakçı, 2009; Özkaral and Mentiş Taş, 2017; Dilek, Baysan and Öztürk, 2018; Gürdoğan Bayır, Kılıç and Balbağ, 2018; Oğuz Haçat and Demir, 2018; Kayaalp and Karameşe, 2020; Dere and Gökçınar, 2021; Tangülü and Karakuş, 2021) in the field of Social Studies education.

In addition to the deficiencies in issues such as the approach/method, sample/study group/data source diversity, and sample size determined in the studies examined, when the results of the studies are

evaluated, it can be said that some negative results or results emphasize a deficiency regarding the representation of women, as follows: First of all, it is understood that the Turkish women are not included in the textbooks equally compared to the men and Turkish women scientists are not included enough, and secondary school students base their perception of modern women on physical appearance. Furthermore, it is seen that the target behaviours and sensitivity about women's rights are not included in the curriculum, the perception of the teacher candidates that gender-based orientation is present in choosing a profession, and the male candidates adopt traditional gender roles compared to women. For this reason, and with the idea that women can develop through the education of courses based on social sciences in the construction of their place and image in society, it should be stated that women should be represented more in social studies education materials and textbooks.

Despite these results, it is understood that there are also positive results in favour of women in the representation of women in Social Studies education research. Turkish women, the rights of women in the fields of education, law, and inheritance are included in the textbooks, and secondary school students have positive views on the place of women in society among the results of the studies. In addition, other positive results are that teachers associate the concept of a republican woman with the concepts of contemporary, modern, free, and equal, and interesting and intriguing educational videos can be developed for teaching women's history in Social Studies education, and effective results were obtained in the teaching of Turkish women actors.

In line with the results obtained from the research, more studies on female representation in social studies education should be carried out by increasing the sample size, approach/method diversity, and sample/study group/data source diversity to guide education policies, program developers and textbook authors. Moreover, the number of studies on how women are represented in Social Studies education research should be increased.

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Author Biography

Associate Professor Ebru Demircioğlu completed her doctorate in history education at Atatürk University. He worked as a lecturer at Karadeniz Technical University and Trabzon Universities. In 2019, he has been working as a project coordinator at the Ministry of Internal Affairs, Department of Internal Security. Demircioğlu has academic studies on history education, social studies education, gender representation in education, women's history and law enforcement history.