

**THESES ON EDUCATIONAL TOPICS  
IN UNIVERSITIES IN IRELAND  
THEIR DISTRIBUTION BY UNIVERSITY,  
TOPIC AND DEGREE**

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Entries to the *Register of theses on educational topics in universities in Ireland* and its supplements, published by the Educational Studies Association of Ireland, were analyzed to determine the institutions, topics, degrees, and university departments associated with the theses in 16 time intervals between 1911 and 1982. Nearly one half of the theses were completed since 1974. Work for about 23% of the theses was carried out in Queen's University Belfast and for a nearly equal percentage in University College Dublin, followed by Trinity College with 17%, the New University of Ulster with 13%, University College Cork with 11%, University College Galway with 8%, and St Patrick's College Maynooth with 6 percent. The most common topics dealt with were history, curriculum, psychology, sociology, and philosophy. There were marked variations over the years in the proportions of theses presented at each of the universities and in the proportions of theses devoted to each topic. The majority of awards were for Master of Arts (42%) and Master of Education (37%) degrees and were for work carried out in the Education Departments of the universities.

Edward Thorndike, one of the earliest researchers in the field of education, appears to have been responsible for the frequently cited principle that since everything exists in some amount, all things can be measured (2, 3). It would seem only fair to apply this principle to the area of educational research itself to ascertain the extent to which it exists in Ireland. This has already been done for certain areas of research in a number of surveys. One of the earliest of these surveys is a list of theses on educational topics completed at University College Cork between

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1914 and 1967 (10) The first section of a bibliography of the social studies in Ireland compiled by the Research and Development Unit of the Catholic Communications Institute of Ireland dealt with works on education, it was comprised of books and theses produced after 1950 and of articles published after 1960 on educational topics based on research or experience of Irish conditions and was confined to materials considered from the perspectives of the sociology of education and language, social psychology, social administration, and public administration (12) Reviews of studies of reading (8, 9) and of empirical research (1) have also been published, while an extensive chronicle of theses presented for degrees at Irish universities has been produced by the Educational Studies Association of Ireland (4) Supplements to this chronicle have been published in succeeding years (5, 6, 7) The full register includes theses on educational themes which were accepted for higher degrees from 1911 to 1982 Listed by year are the author and title of each thesis, along with the degree awarded and the name of the institution, as well as the faculty or department within the institution in which work for the thesis was carried out

Each thesis is categorized under one or more of 18 headings: adult education, comparative education, curriculum, economics of education, educational administration, educational planning, educational psychology, educational technology, evaluation and assessment, guidance and counselling, history of education, methodology, philosophy of education, sociology of education, teacher education, management, special education, and linguistics Further details about the compilation of the register and the categorization by topics can be found in the introduction to the first register (4)

For the study reported in this paper, the register was used as a source to examine the frequency with which various educational topics appeared in theses across the years, by institution, and by degree\* The varying frequencies provide a number of indices of the development of research in education in the country as a whole, in each of the individual institutions, and within each of the areas of investigation, over the entire time period

\* It should be noted that no attempt was made to go beyond the listing provided in the register Thus errors or omissions in the register are reflected in this analysis The only exception to this was the correction of five degrees which were listed incorrectly Entry 176 should read MA not MEd entries 398 and 1222 should read MPsychSc not MPsych, entry 668 should read MSc not MScPsych and entry 905 should read MA not MPhil

covered by the register. No attempt has been made to analyze the causes for the variations which appear. A variety of factors, some as obvious as the emergence of new institutions, some as subtle as institutional ethos, and many somewhere in between — factors such as the availability of grants in certain areas or the interests and training of personnel in the various institutions — no doubt combined to bring about the changing quantities and emphases which an examination of the theses reveals.

#### METHOD

A cross tabulation of theses successfully presented for degrees and reported in the *Register of theses on educational topics in university in Ireland* (4) and its supplements (5, 6, 7) was made by institution and by topic. In addition, the number of each type of degree awarded in each institution is given. For this description, the 72 years covered by the *Register* have been grouped into 16 intervals. The size of the earliest intervals is governed by the year in which additional institutions began to present theses on educational topics. Thus, the first band, 1911-1914, is the period in which only University College Dublin (UCD) appears in the register. The second band, 1914-1916, begins with the year in which University College Cork (UCC) first appears, and the third, 1917-1924, with the appearance of University College Galway (UCG). The initial years of the next three intervals, 1925-1927, 1928-1935, and 1936-1940, are determined by the first appearances, respectively, of the Faculty of Medicine of the Queen's University Belfast (QUB), of Trinity College Dublin (TCD), and of other QUB faculties and departments. After this point, two ten year bands, 1941-1950 and 1951-1960, and two five year bands, 1961-1965 and 1966-1970, are used, each including between 50 and 100 theses. Finally, two year intervals from 1971 through 1982 are used, the number of theses had become so large that each of these intervals includes between 85 and 175 theses.

Of the 1,243 theses listed in the register, topic categorizations are given for all but nine. A single topic is used to describe the content of 919 of the theses, while 310 theses are reported as treating a combination of two topics, four as treating a combination of three topics, and one as treating a combination of four topics. This multiple topic classification results in 93 instead of the 18 topic categories employed by the Register. Since this is far too large a number to trace over the 16 year intervals and since many of the categories occur in only one (33 categories), two (11 categories), three (six categories) or four (seven categories) instances, only the nine categories to which more than 30 theses were assigned are

described completely here. These are curriculum, history, philosophy, methodology, curriculum/history,\* evaluation and assessment, psychology, sociology, and guidance and counselling. Together, these account for 830 (about two thirds) of the theses. (The remaining theses are grouped under 'other' in the tables.)

Over the years, 19 different degrees were awarded. These, along with the abbreviations used for them in the text and tables, are the Master of Arts (MA), Master of Education (MEd), Doctor of Philosophy (PhD), Bachelor of Letters (BLitt), Master of Science (MSc), Master of Commercial Science (MComSc), Master of Letters (MLitt), Master of Arts in Education (MAEd), Master of Psychological Science (MPsychSc), Diploma in Psychology (DipPsych), Master of Social Science (MSocSc), Master of Philosophy (MPhil), Master of Economic Science (MEconSc), Master of Business Administration (MBA), Master of Public Administration (MPA), Master of Business Studies (MBS), Doctor of Medicine (MD), Doctor of Laws (LLD), and Doctor of Philosophy (DPhil) degrees. The degree awarded was not indicated in the case of one thesis.

The tables provide details of the 1,233 theses for which complete information – university, topic, and degree – was available. Summaries based on only one characteristic include all the theses for which information on that characteristic was available.

## RESULTS

The distribution of theses over universities and topics in the four time periods 1911-1913, 1914-1916, 1917-1924, and 1925-1927 is shown in Table 1. The same information for the remaining 12 time intervals is given in Tables 2-13. All of the information can be summarized by year, by institution, by topic, and by degree and department.

### *Year*

One dramatic way to point out the enormous increase in the number of theses produced over time is to note that in the first 25 years, from 1911 through 1935 (approximately the first third of the entire period studied), only 88 or 7.1% of the 1,243 degrees were awarded, that in the second

\* The / convention is used to describe topics of theses which are categorized under two or more of the 18 headings. Thus curriculum/history is the categorization of a thesis which was assigned both the topic curriculum and the topic history.

25 year period (1936-1960), 205 or 16.5% of the awards were made, and that the last 22 years saw the award of the remaining 950 or 76.4% of the degrees. Another way of highlighting the same phenomenon is to point out that just over half of the theses were completed between 1911 and 1974, with the remainder completed in the eight years since 1974. Over a quarter of all the degrees ever awarded were granted in the four years, 1979 to 1982.

### *Institution*

Of the total of 1,242 theses assigned to institutions, the largest number, 286 (23%), were completed at QUB and a nearly equal number, 281, at UCD. About 17% (n 212) were completed at TCD, 13% (n 161) at NUU, and 11% (n 137) at UCC. Smaller numbers were completed at UCG (n 94, 8%) and St Patrick's College, Maynooth (n 71, 6%).

These overall figures obviously mask important variations over time. Only at UCD were theses being presented over the entire time span in question, and from 1911 through 1927, this institution had a virtual monopoly on educational theses (Table 1). After a drop to just under half of the awards in 1928-1935 (due mainly to a massive increase in the number of awards at UCG) (Table 2), UCD regained a position of dominance for the period 1936-1950 (nearly 70% of the awards in that period were for theses prepared at UCD) (Tables 3 and 4). The decline in UCD's share of the degrees awarded to under one quarter in the years from 1951 through 1970 was paralleled by QUB's dramatic rise to responsibility for over 50% of the awards in those years (Tables 5-7). The initiation of work at NUU with a solid 10% of total thesis production in 1966-70 (Table 7), the coming on the scene of St Patrick's College, Maynooth, in 1970-1971 (Table 8), and the marked increase in theses at TCD, first to 17% and then to 34% of the total (Tables 8 and 9), completely changed the share pattern of the institutions after 1970.

The transition years of 1971-1974 saw first QUB and then TCD presenting the major proportion of theses. Between 5 and 15% of the theses were presented at each of the other five institutions in these two time intervals (Tables 8 and 9). Between 1975 and 1980, a very stable distribution emerged, with 20.25% of the dissertations being prepared at TCD, nearly 20% at St Patrick's College, Maynooth, about 15% at QUB and about 10% each at UCD and UCG. A drop from 20% to 7% of the total at UCC was matched by a rise from 9% to 32% at NUU (Tables 10-12). In the most recent two year period, St Patrick's College, Maynooth, moved into first place with 28% of the theses, followed by TCD and NUU with 22% each,

QUB with 17%, UCD with 13%, UCC with 8%, and UCG with 6% (Table 13)

### *Topic*

An analysis by topic shows that, over the entire time span, history was the most frequently cited topic of theses presented, accounting for 195 (15.8%) of the 1,234 theses categorized, a further 82 dual topic theses involved history. The second most common thesis subject was curriculum, with 155 (12.6%) of the citations and a share in 137 dual topic theses. A close third in single subject citations was educational psychology with 142 (11.5%) theses, but with only 74 dual topic citations. Next in frequency, and still far ahead of the remaining topics, were sociology with 104 (8.4%) theses and 77 dual citations and philosophy with 82 (6.6%) theses and 45 dual citations. Methodology (with 46 theses) and evaluation and assessment (with 44) were next in order of frequency, the former had far more dual citations (n = 52) than the latter (n = 21). Forming the next cluster of topics were guidance and counselling with 31 theses (and 8 dual citations) and educational administration with 30 theses (and 24 dual citations), along with the combined topic of curriculum/history with its 31 theses. A group of combined topics followed in popularity: curriculum/sociology (n = 23), psychology/sociology (n = 22), curriculum/methodology (n = 21), and history/philosophy (n = 21). Comparative education was the subject of 19 theses (with 27 dual citations), teacher education of 18 theses (19 dual citations), educational planning of 16 (22 dual citations), curriculum/philosophy of 14, educational technology of 13 (9 dual citations), adult education of 11 (11 dual citations), curriculum/psychology of 11, and comparative education/history and psychology/methodology of ten each. The remaining single and combined topics were the subject of fewer than ten theses each.

As was the case with institutions, the fate of topics varied much over time. The years from 1914 to 1940 form one clear period in which the topics of curriculum, history, and philosophy were overwhelmingly dominant and during which new topics only gradually gained a foothold: methodology in 1917-1924, sociology in 1925-1927, and evaluation and assessment in 1928-1935 (Tables 1-3). No one of the latter three subjects accounted for as much as 10% of the theses in any one time interval, nor was their combined share ever more than about 16 percent. A period of transition occurred in 1941-1950 during which curriculum as a topic continued a dramatic decline begun in 1936, philosophy began a similar decline, while educational psychology entered the field for the first time as a serious competitor (Table 4).

The next interval of time, 1951-1965, saw the two topics of history and psychology accounting between them for first (1951-60) 60% of the theses and then (1961-65) 50%, at the time, no other topic claimed even 10% of the total (although evaluation and assessment was making its strongest showing to date or thereafter) (Tables 5 and 6). Another transition period, 1965-1970, was characterized by a massive decline in historical studies (from which the topic has not recovered to date) and a corresponding increase in sociological studies (not maintained at the same high level in ensuing years) (Table 7).

Since 1970, there has been a much higher degree of similarity in the proportions of theses committed to each topic along with the formation of two reasonably distinct clusters of topics. The topics of curriculum, history, psychology, and sociology form the first cluster and in general each accounts for between 8 and 15% of the total number of theses. Philosophy, methodology, curriculum/history, evaluation and assessment, and guidance and counselling form the second cluster and account for between 1 and 7% of theses (Tables 8-12). In the last two years, 1981-1982, all the topics in the first cluster, with the exception of sociology, increased their share of the total, curriculum to 20% and psychology to 16%. All the topics in the second cluster decreased their share of the total, methodology very markedly so (Table 13).

Just as topics were not independent of time, neither were they independent of institution. It is clear, for example, that the period in which the majority of theses were prepared in UCD (1911 to 1950) was also the period in which the topics of curriculum, history, and philosophy were dominant (Tables 1-4). These were, however, also the dominant themes at the other universities in the Republic in those same years. In the 1950s there were large numbers of theses with an historical orientation presented at UCD, UCC, and QUB (Table 5), and this continued to be true of UCC and QUB into the first half of the 60s (Table 6). Theses with curriculum as a topic became quite frequent at QUB beginning in 1971 (Tables 8-11) and have been very well represented at TCD and NUU since 1979 (Tables 12 and 13).

It is also clear that, while the topics of educational psychology and evaluation and assessment made their first appearance in a thesis at UCC in 1925-1927 (appearing under 'other' in Table 1), the rapid rise of psychology as a topic in the years between 1951 and 1970 was primarily associated with QUB (Tables 5-7). From 1973, psychology began to appear as a topic in a greater number of institutions, being fairly strongly

represented at UCD (Tables 9, 11, 13) and becoming very important at NUU from 1977 (Tables 11 13), as well as maintaining its importance at QUB

The topic of evaluation and assessment was strongly and uniquely associated with QUB in the years from 1941 to 1965 (Tables 4 6) From that time, theses with this topic, as in the case of psychology, began to appear regularly in several other universities

Methodology as a topic appeared first at UCD in 1917 1924 (Table 1) and took on considerable importance at UCG from 1928 to 1935 (Table 2) After an increase at UCD between 1941 and 1950 (Table 4), it fell into relative neglect until 1973 From that year until 1980, it appeared more frequently and regularly at TCD (Tables 9 11) and in 1979 1980 it was important at NUU (Table 12)

Sociology, after a precocious appearance at QUB in 1925 1927 (Table 1), was not again the major topic of a thesis until the 1950s when a fairly large number of sociological theses were presented at QUB (Table 5) In the late 1960s, both UCD and QUB produced a large number of such theses (Table 7) From the 1970s, sociology became more common, particularly at TCD (Tables 8, 9, 11), St Patrick's College, Maynooth (Table 11), and NUU (Tables 12 and 13)

Since 1977, guidance and counselling has been a very common topic for theses at TCD (Tables 11 13)

#### *Degree and department*

The overwhelming majority of degrees granted for the theses described in the register were MAs and MEds The former were awarded over the entire time span 1911 1982 and comprised 528 (42.5%) of the 1,242 degrees awarded They were awarded at all of the institutions with the exception of TCD MAs were awarded for work carried out in the Education Department of St Patrick's College, Maynooth, and, in the other five institutions, for work in Education Departments as well as in several other departments (Logic and Psychology, Social Science, Linguistics, Modern Irish History, History, and Political Economy at UCD, Applied Psychology, Philosophy French, Irish Language and Literature, and History at UCC, Psychology and Sociology at UCG, Psychology, Library Studies, and History at QUB, and Linguistics, History, and the Institute of Continuing Education at NUU) MEds have been awarded since 1941 and comprised 463 (37.3%) of the degrees awarded, they were awarded for work carried

out in Education Departments in all seven institutions

With the exceptions of the isolated instances of an MD degree in 1925/27 (Table 1) and an LLD in 1928/35 (Table 2), the PhD was both the earliest degree offered after the MA (appearing from 1928 on) and the next in frequency of award to the MA and MEd. It accounts for 98 (7.9%) of the awards and was made for work carried out in all institutions with the exception of NUU. At UCG and Maynooth, it was awarded only for work carried out in Education Departments, but in the four remaining institutions, as well as for work in Education Departments, it was granted for work in a variety of other departments (Logic and Psychology, Social Science, and Business Administration at UCD, Applied Psychology and Philosophy at UCC, Psychology, Economics, Scholastic Philosophy, and Business Studies at QUB, and Economics, Sociology, Political Science, and Geography at TCD). The three MComSc degrees awarded by QUB between 1936 and 1950 (Tables 3 and 4) and the BLitt at TCD between 1941 and 1950 (Table 4) are the only other degrees that pre-date or coincide with the introduction of the MEd.

The next two degrees, both in order of introduction after the MEd and of frequency of award, are the MSc and the MLitt. The former accounts for 50 (4.0%) of all the degrees awarded. Of these 44 were awarded by QUB, 42 for work in its Psychology Department and two for work in an Economics Department, single MSc awards were made for work in the Statistics Department at UCC, the Remedial Linguistics Department at TCD, and the Social Science and Applied Social Studies Departments, the School of Social Sciences, and the Geography Department at NUU. The MLitt degree, which comprised 22 (1.8%) of the degrees was awarded only at TCD for work carried out in the Education (n = 20), Sociology (n = 1), and Modern History (n = 1) Departments.

The remaining kinds of degrees tend to have been awarded for these on educational topics by only one or two institutions and in rather small numbers. At UCD, a single DipPsych thesis (in the Department of Logic and Psychology) dealt with an educational topic in the period 1961-1965 (Table 6) while after that interval MPsychSc degrees appear in the register. In the same time interval and again in 1979/80, a total of four MAEds were awarded at QUB for work done in its Education Department (Tables 6 and 12). From 1966 on, educational topics were covered for 11 MSocSc degrees at UCD (Department of Social Science) and UCC (Department of Sociology). Beginning with the 1971/72 period, educational topics were covered for 13 MPhil degrees at NUU (12 for work

done in the Education Department and one in the School of Humanities), six MBA degrees at UCD and UCG (Education and Business Administration Departments), and three MEconSc degrees at UCD (Department of Political Economy)

From the 1973-74 interval on, ten DPhils were awarded at NUU (nine in the Education Department and one in the School of Physical Sciences), while the next two year interval saw the first MPA degrees for educational work at UCD (two for theses prepared in the Department of Political Economy and one each for work in the Department of Business Administration and in an Economics Department) Finally, the award of two MBS degrees for a thesis related to education occurred first in 1977-78 for work carried out in UCD's Business Administration and Industrial Relations Departments

#### DISCUSSION

If we take theses presented for degrees at universities as the index, there has been an explosion in studies in education since 1970. The initial rumblings of the explosion were detectable in the 1960s when the average annual output of theses exceeded ten for the first time. During the 1970s, the yearly average rose further, first to about 50 and then to nearly 90.

The expansion was first obvious at Queen's University Belfast, and this was not the only phenomenon presaged at that institution. The topics psychology, sociology, and evaluation and assessment appeared in large numbers in theses there before showing a similar increase in universities in the Republic, and it was there also that the Master of Education degree was first awarded at an Irish university nearly 30 years before the degree was introduced at Trinity College Dublin and at the University Colleges in Cork and Galway.

Apart from the rapid increase in the number of educational theses being presented at Irish universities, the 1960s, and, to an even greater extent, the 1970s saw a marked increase in the variety of degrees being awarded for educational topics and in the types of university departments in which educational research was being carried out. MPA and MEconSc degrees joined the MA and MEd degrees and Departments of Political Science and of Business Administration began to figure as well as Departments of Education and of Psychology.

It is of interest to relate the findings reported in this paper to other

surveys of educational research in Ireland, this however is rendered difficult by differences between surveys in the population of research studies investigated and in the systems of topic classification used. The *Register* (4) and its supplements (5, 6, 7) document educational research only in the form of theses successfully presented for degrees at Irish universities. While some other surveys (8, 9) include theses among the works which they list, their topic, reading, does not appear as a category in the register classification. Another published survey (1) specifically excludes unpublished graduate students' theses and research not of an empirical nature.

Keeping these important sources of difference in mind, it is still possible to point out some notable correspondences between the findings of Alvarez (1) and those presented in this paper. Because Alvarez also used multiple assignment of topics to a single work, his 148 titles produce 307 topic classifications. Of these, 47 (15.3%) fall under the rubric of curriculum (general aspects, mathematics, reading, religion, or social studies), approximating very closely the share that topic held among theses (12.6%). The only topic in Alvarez's schema with a higher frequency of occurrence than curriculum is schooling with 50 assignments, however, no straight forward comparison of this topic with one in the *Register* list can be made. If we consider that Alvarez's topics — adolescents, children, community, disadvantaged populations, family and home background, pupils, and social development and social environment — correspond roughly to the register topics psychology and sociology, we can then claim another instance of agreement. These topics together account for 81 (26.4%) of the classifications in Alvarez, a proportion that is reasonably close to the share psychology and sociology held among theses since 1960 (21.4%).

At the opposite end of the frequency spectrum, we can point to the 13 studies of teacher learning process, nine studies in policy and planning, seven in investment and economics, five in special education, three each in administration/organization and audio visuals and communication and one on adults as having roughly the same relatively low frequencies as the topics of methodology, educational planning, economics, special education, educational administration, educational technology, and adult education in the register of theses.

The major exceptions to this rule of agreement involve the topics of evaluation, examinations, and testing (with 37 or 12% of the classifications in Alvarez) and of language and bilingualism (with 16 or 5%), each

much more common than the corresponding topics of evaluation and assessment and linguistics, respectively, in the register. It is interesting to speculate upon the possibility that this discrepancy is related to the fact that the two major institutions represented in the titles so classified by Alvarez were the Educational Research Centre and the Institiuid Teangeol aochta Eireann, two institutions which do not have the same opportunity as do the university departments to influence the selection of subjects for investigation in theses.

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TABLE 2

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES 1928 1935

Topic	Institution				Total	
	UCD	UCC	UCG	TCD	N	%
Curriculum	4	1	4		9	21.4
History	6	3	1	3	13	31.0
Philosophy	2	1		1	4	9.5
Methodology			3		3	7.1
Curriculum/ History	1				1	2.4
Evaluation & Assessment	1				1	2.4
Other	6	1	4		11	26.2
<b>Total</b>	<b>20</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>42</b>	
Degree						
MA	20	6	12		38	90.5
PhD				3	3	7.1
LLD				1	1	2.4

TABLE 3

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES, 1936-1940

Topic	Institution					Total	
	UCD	UCC	UCG	QUB	TCD	N	%
Curriculum	3	1	1	1		6	12.0
History	13				1	14	28.0
Philosophy	9		2			11	22.0
Methodology			1			1	2.0
Curriculum/ History	2					2	4.0
Evaluation & Assessment	2					2	4.0
Other	9	3	2			14	28.0
<b>Total</b>	<b>38</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>50</b>	
Degree							
MA	38	4	6			48	96.0
PhD					1	1	2.0
MComSc				1		1	2.0

TABLE 4

TOPICS OF THESES RELATED TO EDUCATION AND THL DEGREES  
AWARDED FOR THLM IN IRISH UNIVERSITIES, 1941-1950

Topic	Institution					Total	
	UCD	UCC	UCG	QUB	TCD	N	%
Curriculum	5		1			6	8.7
History	12	2	2		1	17	24.6
Philosophy	7	1	1			9	13.0
Methodology	4	1				5	7.2
Curriculum/ History	2	1			1	4	5.8
Evaluation & Assessment				4		4	5.8
Psychology		1		2		3	4.3
Other	13	1	1	2	4	21	30.4
<b>Total</b>	<b>43</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>69</b>	
<b>Degree</b>							
MA	43	5	4			52	75.4
MLd				4		4	5.8
PhD		2	1	2	5	10	14.5
BLitt					1	1	1.4
MComSc				2		2	2.9

TABLE 5

TOPICS OF THeses RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES 1951-1960

Topic	Institution					Total	
	UCD	UCC	UCG	QUB	TCD	N	%
Curriculum	1			3		4	4.8
History	11	5	2	13		31	36.9
Philosophy	3	2				5	6.0
Curriculum/ History	1					1	1.2
Evaluation & Assessment				5		5	6.0
Psychology		1		17	1	19	22.6
Sociology		1		6		7	8.3
Other	3	3	1	3	2	12	14.3
<b>Total</b>	<b>19</b>	<b>12</b>	<b>3</b>	<b>47</b>	<b>3</b>	<b>84</b>	
Degree							
MA	19	12	3	10		44	52.4
MEd				22		22	26.2
PhD				13	1	14	16.7
MSc				2		2	2.4
MLitt					2	2	2.4

TABLE 6

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES, 1961-1965

Topic	Institution					Total	
	UCD	UCC	UCG	QUB	TCD	N	%
Curriculum	2			3		5	8.6
History		4	2	8	1	15	25.9
Philosophy	1					1	1.7
Methodology				1		1	1.7
Curriculum/ History	1			1		2	3.4
Evaluation & Assessment				4		4	6.9
Psychology	1	3		10		14	24.1
Sociology	1					1	1.7
Guidance & Counselling	1					1	1.7
Other	6	2	1	5		14	24.1
<b>Total</b>	<b>13</b>	<b>9</b>	<b>3</b>	<b>32</b>	<b>1</b>	<b>58</b>	
<b>Degree</b>							
MA	10	8	2	7		27	46.6
MEd				19		19	32.8
PhD		1	1	3	1	6	10.3
MAEd				3		3	5.2
MPsychSc	2					2	3.4
DipPsych	1					1	1.7





TABLE 9

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES, 1973-1974

Topic	Institution							Total	
	UCD	UCC	UCG	QUB	TCD	NUU	MAYNOOTH	N	%
	N	N	N	N	N	N	N	N	%
Curriculum		2		3	3		2	10	8.8
History		7	1	3	3		1	15	13.3
Philosophy			2		4			6	5.3
Methodology					6			6	5.3
Curriculum/ History		2	1		4			7	6.2
Evaluation & Assessment		1	1	2		1		5	4.4
Psychology	4	1	1	2	1	2		11	9.7
Sociology	1	1	1	4	5	2	2	16	14.2
Guidance & Counselling				2			1	3	2.6
Other	5	3	2	6	13	4	1	34	30.1
<b>Total</b>	<b>10</b>	<b>17</b>	<b>9</b>	<b>22</b>	<b>39</b>	<b>9</b>	<b>7</b>	<b>113</b>	
<b>Degree</b>									
MA	4	3	6	5		6	3	27	23.9
MEd		11	2	12	32		4	61	54.0
PhD	1	3		1	3			8	7.1
MSc				3				3	2.7
MLitt					4			4	3.5
MPsychSc	1							1	0.9
MSocSc	2							2	1.8
MPhil						1		1	0.9
MBA	2		1					3	2.7
DPhil						2		2	1.8
Unknown				1				1	0.9

TABLE 10

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES, 1975-1976

Topic	Institution							Total	
	UCD	UCC	UCG	QUB	TCD	NUU	MAYNOOTH	N	%
Curriculum	1	1		4	2	3	4	15	15.2
History	1	6	3	3	1		1	15	15.2
Philosophy	1	2				1		4	4.0
Methodology		1	1		2			4	4.0
Curriculum/ History	1	1			1			3	3.0
Evaluation & Assessment			1		1		1	3	3.0
Psychology		1		6	1			8	8.1
Sociology		3		2	1	1	1	8	8.1
Guidance & Counselling		1			1			2	2.0
Other	6	4	1	1	14	4	7	37	37.4
<b>Total</b>	<b>10</b>	<b>20</b>	<b>6</b>	<b>16</b>	<b>24</b>	<b>9</b>	<b>14</b>	<b>99</b>	
<b>Degree</b>									
MA	5	4	1	2	1	5	5	23	23.2
MEd		13	5	6	22		8	54	54.5
PhD	3	3		3			1	10	10.1
MSc				5		1		6	6.1
MLitt					1			1	1.0
MPhil						1		1	1.0
MBA	1							1	1.0
MPA	1							1	1.0
DPhil						2		2	2.0

TABLE 11

TOPICS OF THESIS RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THLM IN IRISH UNIVERSITIES 1977-1978

Topic	Institution							Total	
	UCD	UCC	UCG	QUB	TCD	NUU	MAYNOOTH	N	%
Curriculum	1	1	2	4	1	2	1	12	7.7
History		5		3	3	3		14	9.0
Philosophy	4	1	3		1		1	10	6.5
Methodology	1				3	1		5	3.2
Curriculum/ History				1	2			3	1.9
Evaluation & Assessment		1	2			1		4	2.6
Psychology	3	2	1	5		6		17	11.0
Sociology	1	2	1	3	6	2	4	19	12.3
Guidance & Counselling		1			6			7	4.5
Other	8	4	6	8	15	16	7	64	41.3
<b>Total</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>24</b>	<b>37</b>	<b>31</b>	<b>13</b>	<b>155</b>	
Degree									
MA	9	1	7	4		17	1	39	25.2
MEd		11	7	10	32	3	12	75	48.4
PhD	3	4		1	2			10	6.5
MSc		1		9		2		12	7.7
MLitt					3			3	1.9
MPsychSc	3							3	1.9
MSocSc	1							1	0.6
MPhil						5		5	3.2
MBA			1					1	0.6
MPA	1							1	0.6
MBS	1							1	0.6
DPhil						4		4	2.6

TABLE 12

TOPICS OF THESES RELATED TO EDUCATION AND THE DEGREES  
AWARDED FOR THEM IN IRISH UNIVERSITIES, 1979-1980

Topic	Institution							Total	
	UCD	UCC	UCG	QUB	TCD	NUU	MAYNOOTH	N	%
Curriculum		1	2	3	6	6	1	19	11.0
History	5	2	1	2	2		3	15	8.7
Philosophy	1	1	2		7		1	12	6.9
Methodology	1		1	1	2	6	1	12	6.9
Curriculum/ History	1	1	1					3	1.7
Evaluation & Assessment	1		1	2		2	1	7	4.0
Psychology	1	2		5	1	5	1	15	8.6
Sociology	1	2		3	3	8		17	9.8
Guidance & Counselling		3		1	6	1		11	6.4
Other	5		5	11	9	27	5	62	35.8
<b>Total</b>	<b>16</b>	<b>12</b>	<b>13</b>	<b>28</b>	<b>36</b>	<b>55</b>	<b>13</b>	<b>173</b>	
Degree									
MA	3	1	3	4		48		59	34.1
MEd	9	8	9	21	33	1	12	93	53.8
PhD	1	2	1	2			1	7	4.0
MLitt					3			3	1.7
MAEd				1				1	0.6
MSocSc	1	1						2	1.2
MPhil						4		4	2.3
MPA	2							2	1.2
DPhil						2		2	1.2

