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Master theses and doctoral dissertations conducted between 1986 and 2009 in music education

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Abstract

The purpose of this study is to put forward graduate theses and dissertations general music education. In the study, with this purpose, the distribution of 79 theses and dissertations conducted between 1986 and 2009 at 15 universities, which were able to be accessed by the researchers, in Turkey, and shown in tables under the titles of "Thesis Type, University Theses Conducted, Year Theses Conducted. This study can be an important source for educators and researchers in the area of general music education. In the discussion section, the subjects and the results of the theses accessed and analyzed were presented. As a result, it appeared that there were more research at master's and PhD level in general music education conducted mostly at graduate programs at Gazi University and Marmara University. This study can be an important source for educators and researchers in the area of general music education.
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Keywords: Music education; general music education; music teacher; graduate degree music education; theses; dissertations.

1. Introduction

Music is an indispensible cultural element with its personal, social, cultural, economical and educational functions in people's life.

Music education is "a process to help the individual to gain particular musical behaviors purposefully through his or her own experience, or to make particular differences in the individual's musical behavior through his or her own experience" (Uçan, 1997).

The purpose of music education is to develop the students' love of music and musical ability, to help them to gain artistic notion, to gain musical abilities; to encourage every student to sing songs and play a musical intrument depending on his or her interest and ability, to listen to musical art works, and to make music.

One of the three main types of music education, general music education is conducted at primary schools and high schools systematically. Systematical general music education is a type of music education implemented to help every student to gain common general music culture, which is necessary to live one's life decently, at the schools at various levels.

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In Turkey, general music education is compulsory at kindergardens, primary schools and high schools. It is an elective course at higher education.

In Turkey, vocational music education at higher education level is given at state conservatories, music and stage arts faculties, fine arts faculties, and music education departments of education faculties.

There are several institutions providing vocational music education, which have very important roles and missions in various areas of music at bachelor's, master's, PhD., and proficiency in arts degrees in Turkey, namely, education faculties music education departments in music education, state conservatories of rectorships or fine arts faculties in composition, performance, and instrument manufacturing and repair, music departments of fine arts faculties in musicology (Uçan, 1989).

Graduate degree education at higher education consists of maser's, PhD., and proficiency in arts programs. There are two types of master's degree program: with and without thesis. The purpose of master's program with thesis is to provide the student with the ability to reach information/knowledge through research, and with the ability to evaluate and interprete information/knowledge. The purpose of master's program without thesis is to provide the student with a sophisticated professional background in a given area, and to show him or her how to use this professinal information in practice. Proficiency in arts is a graduate degree program aiming at producing an original art work in visual arts, and producing artists with proficient performance and creativity in music and stage arts. The purpose of PhD program is to provide the student with the ability to conduct research independently, to examine and analyze scientifical issues with a broad and deeper perspective, and to determine the necessary steps to reach new syntheses in research. It is imperative that the doctoral thesis as a result of doctoral program bring a new insight, a method, or application of a known method to a new area (yok.gov.tr).

In this respect, the purpose of research is to produce a source in music education for educators and researchers. This study can help researchers interested in general music education determine issues on which they can study, and approach this area from a different view.

2. Method

The purpose of this study is to determine the master's theses and doctoral dissertations conducted in general music education between 1986 and 2009. It is a descriptive study in terms of it's purpose, the method used in accordance with this purpose, and the type of the data collected.

The population of the study is all the theses conducted in music education. The sample consists of the master's theses and the doctoral dissertations conducted in general music education between 1986-2009. This study is limited to the area of music education and the master's and the doctoral dissertations available at the time.

During the data collection phase, the research data bases of the universities and the institutions were search through the Internet by using such key words as music education and general music education; and the distribution of the collected data was shown in tables under the headings of "type of the thesis, the university in which the thesis conducted, and the year it is conducted."

3. Results (Findings)

In this section, the theses and the dissertations accessed are given in a list, and the distribution of the collected data was shown in tables under the headings of "type of the thesis, the university in which the thesis conducted, and the year it is conducted."

Table 1. The Distribution of the Graduate Degree Theses Conducted in General Music Education between 1986 and 2009 in Turkey According to Type

	f	%
Master's	63	79.75
Proficiency in Arts	4	5.06
PhD	12	15.19
TOTAL	79	100

As it is shown in Table 1, there are 79 graduate degree theses conducted in general music education between 1986 and 2009. Among these studies, it can be observed that the number of master's theses are at the top of the list with the percentage of 79,75. The number of PhD studies can be seen at the second place with the percentage of 15.19. The percentage of the proficiency in arts studies can be seen as the lowest with 5.06 %.

Table 2. The Distribution of the Graduate Degree Theses Conducted in General Music Education between 1986 and 2009 in Turkey According to the Universities Conducted

	Master's		***Proficiency in Arts***		***PhD***		**TOTAL**	
	f	***%***	***f***	***%***	***f***	***%***	**f**	**%**
Abant İzzet Baysal University	2	3.17	-	-	1	8.33	3	3.80
Afyon Kocatepe University	1	1.59	-	-	-	-	1	1.26
Ankara University	1	1.59	-	-	2	16.67	3	3.80
Dokuz Eylül University	8	12.69	-	-	-	-	8	10.12
Erciyes University	1	1.59	-	-	-	-	1	1.26
Gazi University	18	28.57	4	100	6	50.00	28	35.44
Hacettepe University	3	4.76	-	-	-	-	3	3.80
Haliç University	1	1.59	-	-	-	-	1	1.26
İnönü University	1	1.59	-	-	-	-	1	1.26
İstanbul University	1	1.59	-	-	-	-	1	1.26
İstanbul Teknik University	4	6.35	-	-	1	8.33	5	6.33
Marmara University	11	17.46	-	-	2	16.67	13	16.45
Ondokuz Mayıs University	1	1.59	-	-	-	-	1	1.26
Selçuk University	6	9.52	-	-	-	-	6	7.60
Uludağ University	4	6.35	-	-	-	-	4	5.10
TOTAL	63	100	4	100	12	100	79	100

Table 2 shows the distribution of the graduate degree theses conducted in general music education between 1986 and 2009 according to the universities where they conducted. It can be observed that 35.44 per cent of the master's and doctoral dissertations were conducted at Gazi University. It can be said that Gazi University can be the most prefered university having the oldest education faculty, and also because of the quality and the quantity of its teaching staff. Gazi University is followed by Marmara University with 16.45 per cent, and Dokuz Eylül University with 10.12 per cent, and Selcuk University with 7.60 per cent of all the theses conducted.

Table 3. The Distribution of the Graduate Degree Theses Conducted in General Music Education between 1986 and 2009 in Turkey According to the Year Conducted

	Master's		*Proficiency in Arts*		*PhD*		**TOTAL**	
	f	*%*	*f*	*%*	*f*	*%*	**f**	**%**
1986	1	1.59	-	-	-	-	1	1.26
1987	-	-	-	-	-	-	-	-
1988	-	-	4	100	-	-	4	5.10
1989	-	-	-	-	-	-	-	-
1990	-	-	-	-	-	-	-	-
1991	1	1.59	-	-	-	-	1	1.26
1992	1	1.59	-	-	-	-	1	1.26
1993	1	1.59	-	-	-	-	1	1.26
1994	3	4.76	-	-	-	-	3	3.80
1995	5	7.93	-	-	-	-	5	6.33
1996	4	6.30	-	-	-	-	4	5.10
1997	2	3.17	-	-	1	8.33	3	3.80
1998	4	6.34	-	-	-	-	4	5.10
1999	2	3.17	-	-	-	-	2	2.53
2000	3	4.76	-	-	-	-	3	3.80
2001	8	12.69	-	-	-	-	8	10.12
2002	3	4.76	-	-	4	33.34	7	8.86
2003	3	4.76	-	-	-	-	3	3.80
2004	3	4.76	-	-	2	16.67	5	6.33
2005	5	7.93	-	-	1	8.33	6	7.60
2006	6	9.52	-	-	1	8.33	7	8.86
2007	1	1.59	-	-	2	16.67	3	3.80
2008	5	7.93	-	-	-	-	5	6.33
2009	3	4.76	-	-	1	8.33	4	5.10
TOTAL	63	100	4	100	12	100	79	100

It can be observed in Table 3 that in some years there was a dramatic increase the number of the research conducted. This increase occured in 2001 with 10.12 percent. This may be relevant with the number of graduate students accepted in this year, and these students' research interests were more in general music education.

4. Discussion

In this section, the subjects and results of the studies are presented. These studies were conducted between 1992 and 2009.

4.1. The Theses Accessed, Analyzed, and Their Results

In a master's thesis conducted in 1992 (Gazi University), the attitudes of school directors toward general music education were determined. The results show that the number of the hours of music class was inadequate, that music class should be supported with various musical activities, and that music teachers had enough knowledge in their profession.

In a master's thesis conducted in 1994 (Gazi University), music education at primary and high schools of Turkey and Bulgaria were analyzed and compared. The results of this study showed that there are important differenced between the music education of the two countries. It was also determined that music education did not have an important place in the education system.

In a master's thesis conducted in 1994 (Gazi University), the expectations of the students at primary and high schools in Ankara from music education were examined. The expectations of a great number of the students were that music class must be compulsory, that they should learn to play at least one musical instrument in music class, that the instruments taught should be the most appropriate examples from each music types selected, that the songs taught must be richer in terms of their subject matter, that the students should be encouraged music as a profession, and that the students should be provided with critical thinking ability in musical activities they attended.

In a master's thesis conducted in 1995 (Dokuz Eylül University), Kodaly method were examined. With this study, the first Turkish resource about the Kodaly method were made available for music educators of Turkey.

In a master's thesis conducted in 1996 (Gazi University), music education programs of the years 1957, 1971, 1986, 1991 and 1994 were analyzed in terms of their contents and statements according to modern programming approach. It was observed that each program was more advanced and progressive than the previous one.

In a master's thesis conducted in 1996 (Gazi University), the place of a school band in music education was examined. Accordig to the results, there was no sufficient resources about school band, and there were scientifically inappropriate applications in student selection, methodology, the teacher responsible for the bands etc. Two albums were prepared by the researcher which can be resource for school band.

In a master's thesis conducted in 1997 (Selçuk University), the qualities of a good music education was examined, and the importance of children songs was stressed.

In a doctoral dissertation conducted in 1997 (Ankara University), the relationship between the emphatic abilities and conformity degrees of the adolescents who were received music education and the adolescents who were not received music education was determined, and the effects of such variables as gender, social class, having a sibling, the order to be born, education of the parents on the emphatic abilities and conformity degrees of the adolecents were examined. The results of this study showed that receiving or not receiving music education did not make a significant difference in the adolescents' emphatic abilities, however, it caused a significant difference in personal and general conformity degrees.

In a master's thesis conducted in 1998 (Dokuz Eylül University), the approach of Carl Orff, German composer and music educator, toward music education was examined, and the contributions of Orff instruments to music education were determined. The results showed that Orff instruments were not common in Turkey. .

In a master's thesis conducted in 2000 (Dokuz Eylül University), the role of Kodaly method was investigated, and it was suggested that Turkish folk music, which had been neglected, could be rendered as alive in the educational system for both the students and the teachers. It was also suggested that it could help significantly in generation general music culture in Turkey.

In a master's thesis conducted in 2001 (Gazi University), jazz harmony and the music types affected by jazz and huseyni maqam, a commonly used maqam in education music repertoire were analyzed; and an original piano accompanied song repertoire was prepared because of the need of piano accompanied songs for music teachers.

In a master's thesis conducted in 2001 (Gazi University), some problems encountered in music education at 3-6 age group children were discussed, and some suggestions were made for the solution of these problems. The results show that music had an important role in cognitive, emotional, social and lingiustic developments of children of 3-6 age group, however, it was revealed that music teacher candidates had a limited competence in the area.

In a master's thesis conducted in 2002 (Gazi University), the role of music education in 6-12 age group children's development was investigated. The interviews with the classroom teachers showed that mostly classroom teachers had taught music class to this age group students, and music education had an important role in this age group children's development.

In a master's thesis conducted in 2002 (Gazi University), the importance of the teacher's use of classroom instruments and instrument education given to the students were examined in terms of music education. The results showed that the teacher should use his of her instrument in class effectively for an effective music education.

In a doctoral dissertation conducted in 2002 (Gazi University), the levels of personality projections of high school students who received music education, and the students who received no music education were investigated. According to the results of the study, the students whose parents' educational background were higher prefered to take music class more; the students receiving music education had higher personality projection scores; and there was a significant difference between the scores of the two group.

In a doctoral dissertation conducted in 2002 (Gazi University), the differences between the musical sound perceptions of children at 4-6 age who received music education and the children who did not receive music education were examined. The results showed that the students who received music education had less voice problems, and there is an important difference between the auditory perceptions of the two group in favor of the group who received music education.

In a doctoral dissertation conducted in 2002 (Gazi University), the effect of musicalized reading tags on students' first reading experience was studied. According to the results, it was suggested that music had a positive effect on traditional first reading experience.

In a master's thesis conducted in 2003 (Gazi University), whether the teachers working at primary and high schools in Ankara used effective learning and teaching strategies in music education. According to the results, the

teacher used effective learning and teaching strategies in the classroom; they did not use their instruments effectively in the classroom, but they use their voices effectively; they did not arrange going to cultural and concert activities; they did not implement computer in their lesson; they conducted choir and instrument teaching as out-of-class activities; and they give their lessons as student centered.

In a master's thesis conducted in 2005 (Uluda University), the educational importance of Orff instruments was stressed, and the use and extensity of Orff instruments in music education at pre-school institutions were determined in Bursa. The results showed that the directors and the teachers working at particularly state schools had a very limited knowledge about Orff-Schulwerk approach and the Orff instruments; the teachers working both at state and private schools used musical activities in the context of Orff instruments rarely.

In a doctoral dissertation conducted in 2005 (Abant zzet Baysal University), the role of folk songs used in school music education in the development of the individual's musical-cultural identity was examined, and music text books of Turkey, Bulgaria and Hungary were compared. The results showed that in spite of the some similarities among the cultures of these countries, some significiant differences were observed.

In a master's thesis conducted in 2006 (Afyon Kocatepe University), the problems encountered in music education at primary school second level from past to the date were investigated. Acording to the results, the teachers found the number of music class hours insufficiant, they did not participate in neither professional nor cultural activities, they had to work at an another job because of insufficient economical income, they needed an effective in-service education, and they wanted to be asked their opinions when the music education program was prepared.

In a master's thesis conducted in 2006 (nönü University), the school songs used in music education at primary school second level text books were analyzed. The results showed that there were 8 books that was used actively, there were total 390 school songs with lyrics in these books, these songs were mostly composed in tonal musical system, and the subject matter of these songs were mostly about ''love, love of country, nature, homeland etc.''

In a master's thesis conducted in 2006 (Dokuz Eylül University), the effect of music teaching based on active learning techniques on learning musical information, and the development of musical hearing abilities and positive attitude toward music lesson were examined; and a comparison with these techniques with the traditional music teaching strategies was made. The results of the study showed that music teaching based on active learning techniques was more effective than the traditional music teaching strategies in learning musical information and developing musical abilities. It was also determined that this type of music teaching increased the students' interest in music lesson.

In a master's thesis conducted in 2006 (Haliç University), an evaluation of primary school music education was made. Methods and techniques used in music education, teaching principles that must be followed in music class, and characteristics that a music educator must have were discussed.

In a master's thesis conducted in 2006 (Gazi University), the prosodical features of the school songs used in music education at primary school second level in Turkey were determined. According to the results, the voice range and the rhythmic structure of the songs consisted of the sample were found to be teachable and singable. Yet, it was also determined that they had prosodical flaws in terms of rhytmical flow and accentuation.

In a master's thesis conducted in 2007 (Marmara University), the effect of *mandolin* education given at 6th grade music class on the success of music lesson was examined. According to the results, the students received *mandolin* education appeared more successful in music lesson compared to the students received music education supported with voice education.

In a doctoral dissertation conducted in 2007 (Gazi University), it was observed that music teachers showed a negative attitude toward the ''patern, texture, form, genre in music'' unit in the program. It can be seen that the limited number of the class hours, the exessive number of the students, the physical conditions of the schools and insufficency in the facilities cause important problems in pursuing the unit effectively according to the time table drawn by the program. The results also show that the teachers did not comprehend the unit sufficiently; that they did not pay very much attention to plan the unit and the lessons, therefore, the implementations of the unit appeared to be inadequate; and besides, that the time table imposed by the program should be revised. As a result, it was suggested that the unit program and music education program should be revised and developed; the programs of music departments of universities should be arranged towards this direction; music teachers' pre-service and in service education activities should be enhanced; and besides, the number of hours of music lessons should be increased.

In a master's thesis conducted in 2008 (Marmara University), music education implemented at pre-schools was examined based on the teachers' opinions. The results of the study showed that the teachers had difficulty in providing appropriate instrument (piano, guitar, accordeon, electric organ, Orff instruments etc.) for the lesson, participating in-service education programs, and accessing written documents such as books and journals about their profession. It was also observed that the teachers with 1-10-year working experience had difficulty in assessing the students' musical development through musical activities, the teachers teaching music to 4-5-age group of students had difficulty in supporting the children's social development, and the teachers teaching music to 5 age group of the students had more difficulty in song selection and finding appropriate songs for the subject matter implemented at the time.

In a master's thesis conducted in 2008 (Marmara University), the effect of music education on the conceptual developments of 60-72 month old children attending pre-schools was examined. The results showed that there was no significant difference in learning concepts through music in terms of such variables as gender, number of siblings, the duration of attendence to a pre-school, whether they took private music lessons, musical interest in the family. It has been suggested according to the result of the study that music education had an important effect on conceptual development among the cognitive development stages.

In a master's thesis conducted in 2009 (Marmara University), the relationship among the attitude of the students who took general music class toward music lesson, their musical self confidence and the level of their motivation, and how these relationships differed according to which variables were examined. The results showed that the students' attitudes toward music class could be shaped according to physical and social conditions at the school; that the economical state of the students' parents had an effect on the students' attitude toward music class and their musical self confidence; and that the students' having an instrument affected the students' attitude towards music class positively.

In a master's thesis conducted in 2009 (Gazi University), the use of TRT popular children songs in school music education was investigated, and a comparison was mas between these songs and the songs used in school text books. The results showed that there were no songs from TRT popular children song repertoire in school music text books. Another comparison was made between the two song repertoire in terms of voice range, number of meters, tonality, tempo, note values used and subject matters.

In a doctoral dissertation conducted in 2009 (Gazi University), the acquisitios of the program of 2006 primary school 6th grade music lesson in terms of learning areas, the activities related to these acquisitions, the success levels of methods of techniques related to these activity examples, the consistency between the teachers' guide book based on the teaching program and the student's text books were determined. According to the results, generally a success was observed at 4 learning areas of the program.

It is suggested that presentation of these studies to researchers under the condition of complying the rules of scientific and ethical rules is a necessity, because the number of available theses and dissertations is only 32 while the total number of master's theses and doctoral dissertations is 79. As a result of this study, it is observed that abstracts of some theses were not adequately informative about the content, there were some inconsistencies between the title and the content of some theses, there was no statements about problem and sub-problems in the results sections of some theses. Generaly, there were results and suggestions about teaching program, music teacher, class hours, and the benefits of music class, which are the corner stones of music education. In this respect, results and suggestions of each these can be considered a source for new research studies.

5. Conclusion and Recommendation

With this study, 63 master's theses, 4 proficiency in arts study, 12 doctoral dissertations, total 79 gradutae degree theses in general music education conducted between 1986 and 2009 were found.

The number of master's theses in general music education are the most among the other theses with the percentage of 79.75.

An increase in the number of theses conducted in general music education in 2001 can be observed with the percentage of 10.12, and 35.44 per cent of the total theses were conducted at Gazi University. "Student excusing" carried out in 2000 can be responsible for this increase.

As a result, it can be beneficial to conduct the subjects listed above not only at the level of master's degree, but they should also be conducted at the level of PhD degree.

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