

## Research Article

# Postgraduate theses published in the field of preschool music education in Türkiye: a bibliographical study

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### Abstract

Preschool music education is an important field that affects and shapes the whole life of the individual. Preschool music education, which has not become a separate discipline for many years, has become a separate field of study both in preschool departments and in units such as music education departments and music departments with the development of the university structure and the diversification of departments. Rapidly increasing scientific studies and new approaches every year indicate the need for this field. At this point, graduate theses that contribute to the literature are important. In this study, which aims to examine graduate theses published in the field of preschool music education in Türkiye from a bibliographic point of view, all theses between 1985, the date of the first thesis, and the present day were included in the study. The study sample was limited to theses registered in the Thesis Documentation Center of the Council of Higher Education and open to access, and 94 theses were included in the sample. In the study, theses were examined in terms of university, distribution according to the years they were written, types, institute, method used, research design, sample selection, sample scope, data collection tools and analysis methods used. Frequency (f) and percentage (%) were used to analyze the data and the results were shown in tables and figures. As a result of the research, it was found that most of the theses were written in 2019 at Gazi University, within the scope of Educational Sciences Institutes, and that quantitative methods were mostly used as methods in the theses, experimental models were used, sample selection was determined randomly, and children between 26-72 months were generally studied. While questionnaires were mostly used as data collection methods, it was concluded that frequency and percentage analysis methods were used. In line with the results of the research, it is thought that conducting bibliometric studies at certain intervals will contribute to the literature.

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## Introduction

The educational process in the first years of life covers an important period in their development, as it is a process in which the needs of the individual are met for the first time after the family and the foundations of their educational life are laid (Kurnaz, Görelı, Coşkun, Sert & Altun, 2024, p. 443). This period of the first years of life is an issue to which different societies are sensitive. Various researches and studies on this subject have increased from the past to the present and the idea that the effects of the first five years of children's lives continue throughout their lives has become more and

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more widespread (Oktay, 1983, p. 3). When approaching this period in terms of education, it can be said that this period corresponds to the pre-school period. According to the Basic Law on National Education, preschool education is the education of children who have not reached the age of compulsory primary education. The aims and duties of pre-school education, in accordance with the general aims and basic principles of national education, are to ensure that children develop their body, mind and emotions and acquire good habits, to prepare them for primary education, to create a common growth environment for children from disadvantaged backgrounds and families, and to ensure that children speak Turkish correctly and beautifully (MoNE, 1973).

With the establishment of the Republic, one of the most important reforms in all fields was undoubtedly education. In the transition to the young Republic, some educational institutions were renewed according to the conditions and requirements of the day, some educational institutions terminated their activities, and some educational institutions were established from scratch in order to catch up with modern education. The first policies of the young Republic, despite the fact that it had emerged from the war, wounded on all fronts and economically collapsed, were related to education. According to Atatürk, the policy adopted was to “nurture national ideals, create a free and national state, and establish a dynamic and modern society” (Çetin & Gülseren, 2003, p. 2). The rapid innovations made in all areas of education also manifested themselves in art education, and the “Music Teachers’ School (Musiki Muallim Mektebi)” was officially established on 1 November 1924. This first and only institution had the mission of meeting both the need for music teachers and the need for artists in the country in those days. For thirteen years between 1924 and 1937, until the Ankara State Conservatory was officially established in 1936 and started education in 1937, Music Teachers’ School contrary to its name, had to concentrate on performance education (Özeke, 2003, p. 2). In 1924, this branch of education, which came into existence with the opening of the Music Teachers’ School, tried to take root and develop under the roof of institutions such as Ankara State Conservatory and Gazi Education Institute, and the opinions and cooperation of local and foreign experts were needed during the search for new structuring (Kalyoncu, 2004). According to the first published Music Teachers’ School Instruction (Musiki Muallim Talimatnamesi), the courses planned to be taught at the school were as follows, theory (musiki nazariyatı), musical reading (musiki kıraati), harmony, composition, counterpoint, history of music, vocal, Turkish literature, aesthetics (bediiyat), general civilisation history, history of Turkish civilisation, geography of Türkiye, ruhiyat (psychology), fenn-i terbiye (educational sciences) and special teaching methods (usul-i tedris), French, nature study, applied wisdom (practice, internship) and chemistry, scientific and applied calculus and hendese (applied mathematics and geometry), general and applied hygiene (health), patriotism and professional ethics, physical education (terbiye-i bedeniye) (Music Teachers’ School, 1925). In addition, final year students were also subjected to an internship practice called the “practice” period. These students were called “assistant teacher” (Muallim Muavini) and worked as interns in their own schools with a salary of 10 penny (kuruş) (Tangülü & Becerikli, 2020, p. 461). As can be seen from the courses, the institution started its education life with a programme that aimed to train a music teacher in a multifaceted way in terms of both field skills and cultural and vocational courses. However, the fact that the content of the field courses was generally oriented towards secondary education caused a restrictive situation for the trained music teachers to teach at different levels because the institution was established with the aim of training music for secondary education (Öztürk, 2014, p. 10). From the Music Teachers’ School) founded in 1924 to the Music Department of Gazi Institute of Education in 1937, to the Music Departments of Gazi, Atatürk and Buca Education Institutes in the 1960s, to the Music Departments of Higher Teacher Training Schools with the regulations in 1978-1979, and finally to the Music Education Departments of the Faculties of Education, which were affiliated to universities with the radical regulation in 1982, and today to the Music Education Departments. In the first quarter of the foundation of the Republic, both bureaucrats assigned by the state and local and foreign artist experts determined to carry out music reforms created art forms and institutions such as orchestra, opera, conservatory and theatre out of nothing. The foundations of today’s understanding of music education were laid in that period, and the process following this period has risen on the foundations laid (Şimşek, 2018, p. 249).

Music education in Türkiye has taken many years to incorporate the needs of different age groups into its programmes, taking into account the possibility of teaching at different levels of education. Prior to the establishment

of today's preschool institutions, the institutions established to continue the education of these children included Primary School (Sıbyan Mektepleri), Islahhanes and Darüleytams, whose establishment dates back to the Karahan and Seljuk periods (Akyüz, Uygun & Kafadar, 2005, p. 150). General music education, which today covers the process from pre-school education to the end of high school, had a more limited scope until the 1950s. Pre-school education and music education were separate fields, not included in each other's programmes. Although the roots of pre-school education go back to the Ottoman Empire, no institutional initiative was taken until the 1927-1928 academic year after the establishment of the Republic. The "Main Teachers' School" (Ana Muallim Mektebi), which was reopened in Ankara at that time, was closed in 1932 (Bardak, 2023, p. 2). These schools, which trace their roots back to Darülmualimat (an educational institution opened in 1870 in the Ottoman Empire to train teachers for primary and secondary girls' schools), include a variety of different courses, including "Song (gına) and Piano" lessons. The content of these courses included general information about music, sheet music, school songs, two-part singing, violin and piano exercises, reading music in the key of G, and reading unison and two-part pieces (Güler & Öztürk, 2003, p. 271). In the early years of the Republic, it became important for all Turkish citizens to be literate with the alphabet revolution, and a large part of the country's resources were spent on adult education by transferring them to "National Schools" (Millet Mektepleri). Preschool education was limited to the family and local administrations (Çelik & Gündoğdu, 2007, p. 177).

Although there had been some attempts at pre-school education in the past, without good results, kindergartens began to be opened in 1915 with the Ordinance on Kindergartens. Although the desired efficiency could not be achieved in the first years of the Republic, the importance of pre-school education was discussed at the IVth meeting of the Council of the Ministry of National Education in 1949 and the relevant regulations in this direction were prepared at the Vth meeting of the Council of the Ministry of National Education in 1953. In addition to the above-mentioned developments, one of the important steps taken in this context was the establishment of the Child Development and Education Departments of the Girls' Technical Higher Teacher Training Schools in 1960 to train teachers in this field. In the following years, studies on the subject continued, and with the enactment of the National Basic Education Law No. 1739 in 1973, pre-school education took its place in formal education. Looking at the institutions that were opened and the council meetings that were held during this process, it can be said that the XIV Council of the Ministry of National Education in 1993 was the first council where detailed decisions on pre-school education were made for the first time (Öztürk, 2008, p. 12).

In the field of pre-school education programmes, general framework programmes and principles were established in Türkiye until the 1900s. The first draft programme in the field of preschool education was adopted and implemented in 1953. The 1989 programme, which was implemented after the 1953 programme, is the first and only programme prepared with a thematic approach in the field of pre-school education. The 1994 programme, implemented in 1994, is the first developmental programme and includes specification tables. The 2002 and 2006 programmes, which were implemented after this programme, aimed to raise the child's behaviour to a higher level in all areas of development. The kindergarten programme was included in the programme that was implemented in 2013, the importance of family education and participation was emphasised in the updated programme, and the "Family Support Education Guide Integrated with the "Ministry of National Education Preschool Education Programme" and the "Family Support Education Guide" were prepared for the first time in the said programme. The Preschool Education Programme, which was last updated in 2024, is based on the child-centred design approach based on the progressive philosophy and is structured according to the process model among the programme models. This structuring is gaining importance as the most effective framework to support the development of the individual model required by the 21st century (MoNE, 2024). It is well known that music has been used both as an educational field and as an educational tool from the past to the present. This issue has attracted the attention of famous thinkers such as Confucius, Plato, Farabi, as well as educators such as Rousseau, Pestalozzi and Dewey. At the same time, different names such as Gesell, Bühler and Piaget, who contributed to the development of pedagogy, emphasised the importance of using music and art as an educational method (Başer, 2004).

In early childhood, it aims to stimulate children's love for music with basic musical skills, develop their rhythmic feelings and auditory skills, and contribute to the development of their aesthetic feelings so that they can create a general music culture (Özkut & Kaya, 2012, p. 167). In this context, it is of great importance to pay due attention to preschool music education as the preschool period is the first step of general music education. The music education to be given to children should take into account their level of development and attention should be paid to providing music education that supports all areas of development (Yüksel, 1996, p. 59). It is also proved by studies in the literature that the use of musical activities that give pleasure to children in terms of including play in better understanding and understanding the inner world of children in early childhood supports different developmental areas of children (Deleş & Kaytez, 2020, p. 7).

It is also stated by researchers that the use of music as an educational tool in the preschool period contributes to children's mental, physical and psychomotor, cognitive and language, spiritual and creative, emotional and social development (Kabataş, 2017, p. 156). In the preschool period, which is a critical period in terms of children's development and learning, children should be supported and motivated towards musical activities with various sound and rhythm exercises, singing activities, etc., where they can express their imagination and creativity through music without restricting their freedom and abilities (Yüksel, 1996, p. 54). In this direction, it can be stated that preschool music education using different methods and techniques has an effect on the development of students' listening, perception, imitation, singing, creative thinking, cognitive, affective, emotional and language development (Denizkurdu & Eker, 2023, p. 256). In addition, it can be stated that the musical education to be given to children in kindergartens will contribute to the development of their personality by developing them physically and mentally, and will also contribute to the formation and development of their musical tastes (Şen, 2006, p. 342).

It is very useful for pre-school music education to find a place as a field today and for pre-school music education to be planned scientifically and pedagogically. The Hungarian composer and music pedagogue Zoltan Kodaly underlined the importance of early childhood by pointing out that musical education begins in the womb (Cary-Göktürk, 2012). Nowadays, the number of academics and educators working on combining these two disciplines is increasing every day, and scientific studies are being published every day. A periodical review of academic studies in this field will serve as a guide for educators and researchers and will provide a measure of the progress made over time. Based on all this information, the problem statement of this research is; What is the appearance of the postgraduate theses published in the field of preschool music in Türkiye?

In the light of this main problem, the research sought answers to the following sub-problems;

- How are the published postgraduate theses in terms of publication year?
- How are the published postgraduate theses in terms of universities?
- How are the published postgraduate theses in terms of institute diversity?
- How are the published postgraduate theses in terms of thesis type?
- How are the published postgraduate theses in terms of the method used?
- How are the published postgraduate theses in terms of research design?
- How are the published postgraduate theses in terms of sample selection?
- How are the published postgraduate theses in terms of sampling scope?
- How are the published postgraduate theses in terms of data collection tools?
- How are the published postgraduate theses in terms of the analysis techniques used?

## Method

### Research Design

A model is defined as “a summarised version of the actual situation, which is representative of a system and an ideal environment, including only the variables considered important” (Karasar, 2009, p. 76). This research, which aims to examine the postgraduate theses published in the field of preschool music in Türkiye from various perspectives, was conducted in accordance with the document analysis technique, which is one of the qualitative research methods. In

qualitative research, “qualitative data collection techniques such as observation, discourse analysis, interview, document analysis are generally used. In addition, qualitative research, which is based on in-depth examination of human perceptions and events in social reality and natural environment, has a holistic perspective that combines different disciplines” (Hatch, 2002; Merriam & Grenier, 2019; cited in Baltacı, 2019, p. 370). Bibliometric research is an analytical method that sheds light on the developments and problems in a related discipline or makes suggestions by determining the current status of the discipline (Ball & Tunger, 2006), it is the numerical analysis of the relationships between publications proposed by institutions or individuals in a given region within certain periods (Broadus, 1987, p. 374).

### **Population and Sample**

While the universe refers to all the objects, objects and individuals that are in the field of any study, research or observation, sampling is the process of selecting a part that can represent it in the most accurate way from this universe (Kaptan, 1998, pp. 116-118). The population of this study consists of all postgraduate theses published in the field of preschool music education in Türkiye between 1985 and 2024. The sample of the study was determined by simple random sampling method, which is one of the sampling methods. Büyüköztürk defines simple random sampling method as “a study in which each sampling unit is given an equal probability of selection” (Büyüköztürk, 2012). In determining the sample of the study, the master’s, doctoral and diploma theses registered at the Thesis Documentation Centre of the Council of Higher Education were searched with the keywords ‘preschool’, ‘preschool music’, ‘early childhood music’, ‘kindergarten and/or preschool music’, ‘music education in the age group 3-6/4-6/5-6’ and 99 postgraduate theses were obtained. While the population of the study consisted of these 99 dissertations, the sampling of the study was limited to 94 dissertations due to the fact that one dissertation was out of scope and 4 dissertations were not accessible.

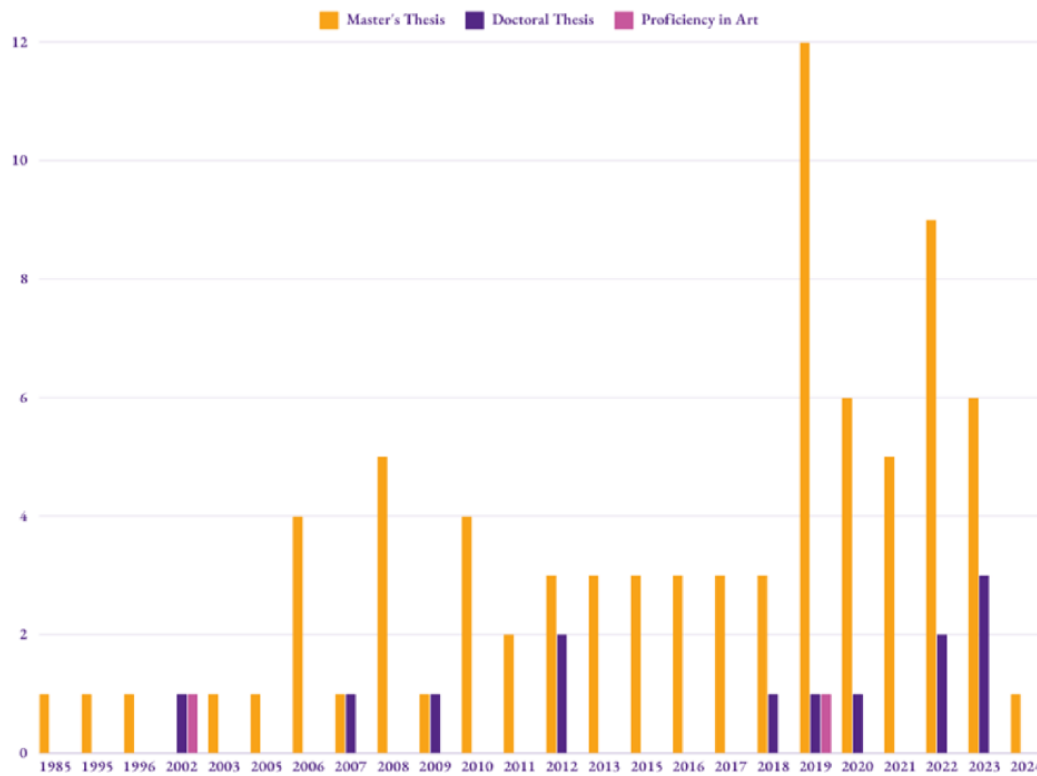
### **Data Collection Process and Data Analysis**

In order to collect the data for the study, 99 postgraduate theses conducted between 1985 and 2024 were reached as a result of the search in the National Thesis Data website of the Higher Education Institution with the keywords “pre-school”, “pre-school music”, “early childhood music”, “kindergarten and/or pre-school music”, “3-6/4-6/5-6 age group music education”. As a result of the search, 94 theses, including 79 master’s, 13 doctoral and 2 proficiency in art theses, were included in the scope of the study because one thesis was out of scope and 4 theses were inaccessible. The studies included in the scope of the study were classified according to years, universities, thesis types, methods and designs, sample selection and sample scope, data collection tools and analysis techniques used. Maxqda 24. package programme was used in the content analysis of the data obtained and the results of the analysis were shown under the relevant tables.

## **Findings**

### **Findings and Comments Related to the Sub-Problem**

In the first sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to years?” are presented.



**Figure 1.** Distribution of postgraduate theses according to years

Looking at Figure 1, it was determined that most master's theses were written in 2019 (12), most doctoral theses were written in 2023 (3), and proficiency in art theses were written in 2002 and 2019. In addition, it was seen that the most postgraduate theses were written in 2019 (14). postgraduate studies in the field of pre-school music education can be examined in 3 periods. 1985-2009 is the first period in which the number of theses is numerically low and the process is static. While the 2010-2018 period emerged as the second period in which the theses gained momentum, it can be considered as the third period in which the momentum of the theses from 2019 to the present has increased. The total number of postgraduate theses in the first two periods is less than the theses in the third period. This shows that preschool music education has found more place in the academy in 2019 and after.

#### **Findings and Comments Related to the Sub-Problem**

In the second sub-problem of the research, the findings related to the question "How is the distribution of postgraduate theses in the field of preschool music education according to universities?" are presented.

**Table 1.** Distribution of postgraduate theses according to universities

University	Master's Thesis		Doctoral Thesis		Proficiency in Art		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Gazi University	13	16.46	4	30.77	-	-	17	18.09
Marmara University	13	16.46	2	15,38	-	-	15	15.96
Ondokuz Mayıs University	5	6.33	1	7.69	-	-	6	6.38
Atatürk University	3	3.8	-	-	-	-	3	3.19
Cumhuriyet University	3	3.8	-	-	-	-	3	3.19
Pamukkale University	3	3.8	-	-	-	-	3	3.19
Selçuk University	3	3.8	-	-	-	-	3	3.19
Uludağ University	3	3.8	1	7.69	-	-	4	4.25
Adıyaman University	2	2.53	-	-	-	-	2	2.12
Ankara University	2	2.53	1	7.69	-	-	3	3.19
Haliç University	2	2.53	-	-	-	50	3	3.19
İnönü University	2	2.53	1	7.69	-	-	3	3.19
İstanbul Okan University	2	2.53	-	-	-	-	2	2.12
Mehmet Akif Ersoy University	2	2.53	-	-	-	-	2	2.12
Yıldız Teknik University	2	2.53	-	-	-	-	2	2.12
Abant İzzet Baysal University	1	1.27	-	-	-	-	1	1.06
Afyon Kocatepe University	1	1.27	-	-	-	-	1	1.06
Akdeniz University	1	1.27	-	-	-	-	1	1.06
Anadolu University	1	1.27	-	-	-	-	1	1.06
Bahçeşehir University	1	1.27	-	-	-	-	1	1.06
Balıkesir University	1	1.27	-	-	-	-	1	1.06
Çukurova University	1	1.27	1	7.69	-	-	2	2.12
Dokuz Eylül University	1	1.27	-	-	-	-	1	1.06
Fatih Sultan Mehmet V. University	1	1.27	-	-	-	-	1	1.06
Hacettepe University	1	1.27	-	-	-	-	1	1.06
İstanbul University	1	1.27	-	-	1	50	2	2.12
Müzik ve Güzel Sanatlar University	1	1.27	-	-	-	-	1	1.06
Necmettin Erbakan University	1	1.27	1	7.69	-	-	2	2.12
Niğde University	1	1.27	-	-	-	-	1	1.06
Trabzon University	1	1.27	-	-	-	-	1	1.06
Trakya University	1	1.27	-	-	-	-	1	1.06
Ufuk University	1	1.27	-	-	-	-	1	1.06
Üsküdar University	1	1.27	-	-	-	-	1	1.06
Van Yüzüncü Yıl University	1	1.27	-	-	-	-	1	1.06
İstanbul Teknik University	-	-	-	7.69	-	-	1	1.06
<b>Toplam</b>	<b>79</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>94</b>	<b>100</b>

Table 1 shows that the highest number of master's theses were conducted at Gazi University and Marmara University (13). While the highest number of doctoral theses were conducted at Gazi University (4), this number was followed by Marmara University. In addition, it was determined that the proficiency in art theses were conducted at Haliç and Istanbul Universities. The fact that Gazi University is the first teacher school in the history of the republic and Marmara University is the second institution and their history is based on very old times can be considered as an indicator of the high number of theses made in these schools.

### Findings and Comments Related to the Sub-Problem

In the third sub-problem of the research, the findings related to the question "How is the distribution of postgraduate theses in the field of preschool music education according to the institute?" are presented.

**Table 2.** Distribution of postgraduate theses by institute

Institutes	Master's Thesis		Doctoral Thesis		Proficiency in Art		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Institute of Educational Sciences	47	59.49	9	69.23	-	-	56	59.57
Institute of Social Sciences	22	27.84	2	15,38	1	50	25	26.59
Institute of Postgraduate Education	6	7.59	1	7.69	1	50	8	8.51
Institute of Health Sciences	2	2,53	-	-	-	-	2	2.12
Institute of Music and Fine Arts	1	1.27	-	-	-	-	1	1.06
Institute of Fine Arts	1	1.27	-	-	-	-	1	1.06
Institute of Science	-	-	1	7.69	-	-	1	1.06
<b>Total</b>	<b>79</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>94</b>	<b>100</b>

Table 2 shows that the majority of the postgraduate theses were conducted in the institutes of educational sciences (58) and social sciences (25). The reason why most of the theses were conducted in the institutes of education and social sciences can be explained by the fact that the scope of the research is education-oriented. It is thought that the reason why there are so few theses in the field of postgraduate, music and fine arts is due to the fact that it is newer than other institutes.

### Findings and Comments Related to the Sub-Problem

In the fourth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to their types?” are presented.

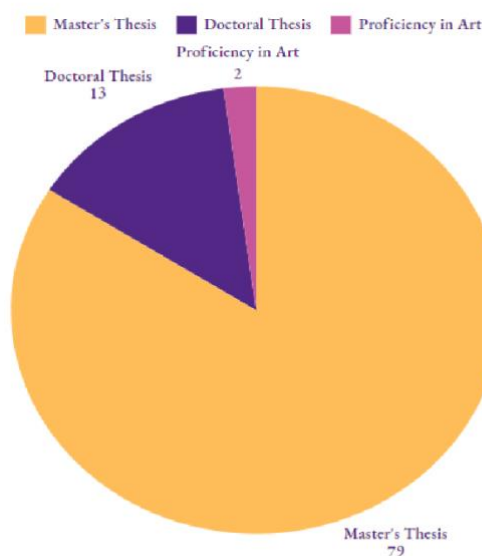
**Figure 2.** Distribution of postgraduate theses according to their types

Figure 2 shows that 79 master's theses, 13 doctoral theses and 2 proficiency in art theses were conducted. It is thought that the reason why there are more master's theses here is that there are master's programmes in almost every university.

### Findings and Comments Related to the Sub-Problem

In the fifth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to the method?” are presented.



**Table 3.** Distribution of postgraduate theses according to method

Method	Master's Thesis		Doctoral Thesis		Proficiency in Art		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Quantitative Methods	54	68.37	6	46.15	2	100	62	65.96
Qualitative Methods	17	21.52	3	23.07	-	-	20	21.28
Mixed Methods	4	5.1	3	23.07	-	-	7	7.45
Unspecified	4	5.1	1	7.69	-	-	5	5.32
<b>Total</b>	<b>79</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>94</b>	<b>100</b>

When Table 3 is examined, it is seen that quantitative methods are mostly used in the choice of method in the postgraduate theses.

### Findings and Comments Related to the Sub-Problem

In the sixth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to the research design?” are presented.

**Table 4.** Distribution of postgraduate theses according to research design

Method	Research Design	<i>f</i>	%
Quantitative Methods	Experimental	31	32,98
	Survey	24	25,53
	Descriptive Survey	8	8,51
	Case Study	9	9,57
Qualitative Methods	Phenomenological	4	4,26
	Action Research	3	3,19
	Descriptive Survey	2	2,13
	Surver	2	2,13
Mixed Methods	Explanatory Sequential Design	2	2,13
	Convergent (Variant) Design	1	1,06
	Unspecified	5	5,32
Unspecified		3	3,19
<b>Total</b>		<b>94</b>	<b>100</b>

When Table 4 was analysed, it was seen that the most common experimental design (31) was used in quantitative method designs and the most common case study (9) was used in qualitative method designs. However, it was seen that the design used in the postgraduate theses in which mixed design research approach was used was not specified (5) and it was determined that no information was given about the design used in 3 theses.

### Findings and Comments Related to the Sub-Problem

In the seventh sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to sample selection?” are presented.

**Table 5.** Distribution of postgraduate theses according to sample selection

Sample Selection	<i>f</i>	%
Random Sampling	18	19,15
Convenience Sampling	15	15,96
Purposeful Sampling	14	14,89
Cluster Sampling	7	7,45
Criterion Sampling	4	4,26
Maximum Variation Sampling	1	1,06
Unspecified	35	37,23
<b>Total</b>	<b>94</b>	<b>100</b>

When Table 5 is analysed, it is determined that the most common sampling techniques used in postgraduate theses are random sampling (18), convenience sampling (15) and purposeful sampling (14). However, in 35 postgraduate theses, there was no information about which sampling technique was used during sample selection.

### Findings and Comments Related to the Sub-Problem

In the eighth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to the sample levels?” are presented.

**Table 6.** Distribution of postgraduate theses according to their sampling scopes

Sample Scope	<i>f</i>	%
3-6 years old (36-72 months old)	38	40,43
Preschool teacher/Music teacher/Academician	32	34,04
Music lesson programs/Books/Theses	8	8,51
Preschool/Music teacher candidate	5	5,32
Preschool and Classroom Teacher	3	3,19
Parent	2	2,13
0-6 years old	1	1,06
Parent and Kindergarten Teacher	1	1,06
Preschool Teacher Candidate and Preschool Teacher	1	1,06
Preschool and Child Development Teacher Candidate	1	1,06
Unspecified	2	2,13
<b>Total</b>	<b>94</b>	<b>100</b>

When Table 6 is examined, it was determined that most of the sample scopes used in graduate theses were preschool children aged 3-6 years (36-72 months) (38), preschool/music teacher/academician (32) and music lesson programmes/books/theses (8), respectively. However, there were 2 postgraduate theses in which the scope of the sample was not specified.

### Findings and Comments Related to the Sub-Problem

In the ninth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to the data collection tools used?” are presented.

**Table 7.** Distribution of data collection tools used in postgraduate theses

Method	Data Collection Tools	<i>f</i>	%
Quantitative Methods	Survey	29	28,43
	Scale	19	18,63
	Achievement, Screening, and Skill Scale/Test/Inventory	19	18,63
	Lesson Observation/Evaluation Form	2	1,96
Qualitative Methods	Semi-structured Interview Form	10	9,80
	Document Analysis	7	6,86
	Structured Interview Form	4	3,92
	Observation Form	1	0,98
Mixed Methods	Scala	3	2,94
	Structured Interview Form	2	1,96
	Achievement and Skill Scale/Test	2	1,96
	Semi-structured Interview Form	1	0,98
Unspecified		3	2,94
<b>Total</b>		<b>102</b>	<b>100</b>

When Table 7 is analysed, it is seen that surveys (29) are mostly used in quantitative method data collection tools, semi-structured interview form (10) is used in qualitative method data collection tools and scale (3) is used in mixed method data collection tools. The reason why the number of data collection tools is higher than the number of postgraduate theses is due to the fact that more than one data collection tool is used together in some studies.

### Findings and Comments Related to the Sub-Problem

In the tenth sub-problem of the research, the findings related to the question “How is the distribution of postgraduate theses in the field of preschool music education according to the analysis techniques used?” are presented.

**Table 8.** Distribution of postgraduate theses according to the analysis techniques used

Analysis Techniques		f	%		
Quantitative Methods	Descriptive Statistics	Frequency/Percentage	33	20,37	
		Mean, Standard Deviation	7	4,32	
		Graphical Representation	6	3,70	
	Inferential Statistics	Mann-Whitney U test	26	16,05	
		Independent Samples T-test	15	9,26	
		Wilcoxon Signed-Rank Test	14	8,64	
		Analysis of Variance (ANOVA)	10	6,17	
		Kruskal-Wallis H test	8	4,94	
		Paired Samples T-test	7	4,32	
		Chi-square ( $\chi^2$ )	6	3,70	
		Correlation/Regression	4	2,47	
		Pearson's r	1	0,62	
		Qualitative Methods	Content Analysis	16	9,88
			Descriptive Analysis	6	3,70
Unspecified		3	1,85		
<b>Total</b>		<b>162</b>	<b>100</b>		

In Table 8, when the distribution of analysis techniques used in graduate theses is examined, it is found that in quantitative method studies, frequency/percentage (33) is most commonly used in descriptive statistics, and Mann-Whitney U test (26) is most commonly used in inferential statistics. In qualitative method studies, it is observed that content analysis (16) is most frequently utilized. However, in 3 graduate studies, the analysis technique used was not specified.

### Conclusion, Discussion and Recommendations

In this study, it was tried to determine how the postgraduate theses published in the field of preschool music in Türkiye from 1985 to the present. In this direction, 94 theses were analysed in terms of the variables considered within the scope of the study.

When the theses were analysed according to the years in which they were conducted, it was found that the most thesis studies were conducted in 2019. Other studies in the literature are similar to the findings of the study (Belge, 2021; Çetinkaya, 2023; Katıtaş, 2021; Özparlak, 2020; Wang et al. 2022). In 2019, the reason for conducting more studies can be said to be due to the increased interest of researchers in the field of preschool music.

According to the findings obtained regarding the universities, it was found that the most thesis studies were carried out at Gazi University. The studies in the literature also show similarities with the findings of the research. Danacı, 2023; Köseli, 2020; Özey, 2020; Üstün, 2020, concluded in their studies that the fact that Gazi University is the first teachers' school in the history of the Republic and its history is based on old times may be due to the fact that more postgraduate theses are carried out at this university.

When the distribution of theses according to the institutes was analysed, it was found that most of the thesis studies were conducted in the Institute of Educational Sciences. It can be thought that the fact that the institute in question is mostly located within universities and its establishment is based on a longer history compared to other institutes is the reason why more studies are carried out in this institute. When other studies in the literature are examined, they are similar to the findings of the study. Dursun and Bahadır, 2023; Kalkanoğlu, 2020; Kivılcım and Çelik, 2023; Topaloğlu, 2023, determined that the most thesis studies were conducted in the institute of educational sciences.

In this context, when the distribution of the theses evaluated according to their types was examined, it was found that most thesis studies were carried out in the Master's programme. When the studies examining the current postgraduate theses in the field of music in the literature are examined, a similar result is obtained. Bak, 2023; Dönmez,

2022; Güler & Toptaş, 2022; Karaoğlu, 2024, reached the conclusion that the most master's theses were carried out in their studies. The reason why master's theses are more than the theses carried out in other programmes may be due to the fact that almost every university has a master's programme. The fact that there are more enrolment quotas for master's programmes compared to doctorate and proficiency in art programmes, and that not all doctorate and proficiency in art programmes exist within the institutes may also explain the higher number of master's theses.

When analysed according to the methods in which the theses were written, it was seen that quantitative methods were mostly used in the choice of method in postgraduate theses. Similar studies in the literature support this finding. Aydınli-Gürler, 2021; Boyraz & Yazıcı, 2019; Düzbastılar & Koçal, 2021; Özer & Onuray-Eğilmez, 2021, found that the most commonly used method in postgraduate theses was quantitative method.

When the designs used in the theses were analysed, it was determined that the experimental design was used more. Ertekin-Kaya's (2023) study also supports this finding.

When the sampling choices of the theses were analysed, it was found that random sampling was mostly used. The study conducted by Aydınli-Gürler (2021) is similar to the findings of this study. In addition, when the theses were analysed according to the sample levels, it was found that children between 36-72 months were generally studied. The findings of Yazıcı and Topalak (2019) in their study are similar to the findings of this study. When the data collection tools used in the theses were analysed, it was found that questionnaires were mostly used as data collection tools. The studies in the literature also support this finding. İldinç and Akkaş, 2023; Özer and Onuray-Eğilmez, 2021, concluded that questionnaires were mostly used in their study.

When the analysis techniques used in the theses were examined, it was found that frequency/percentage calculation technique was mostly used in the analysis of the data. Aksoy and Göklen, 2022; İldinç and Akkaş, 2023; Özer and Onuray-Eğilmez, 2021; Soycan, 2021, reached similar findings.

Looking at the results of the research in general, it was found that most of the dissertations were written in 2019 at Gazi University, within the framework of Educational Sciences Institutes, mostly quantitative methods were used as methods in the dissertations, experimental models were used, sample selection was determined randomly, and children between 36-72 months were generally studied. While the questionnaire was the most commonly used method of data collection, it was concluded that the frequency and percentage analysis method was the most commonly used method of analysis.

As a result of the results of the research, repeated studies can be carried out at certain intervals to provide a source for other scientific studies. In addition to this study, which includes dissertations published in the field of preschool music, articles and papers written in the related field can also be examined. Individuals graduating from Master's degree programmes can be encouraged to include studies on pre-school music education in their doctoral and arts programmes. Considering the existence of universities in all geographical regions of Türkiye, it can be ensured that universities more often include studies in the field of music related to preschool, which is a widespread educational institution.

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