



Analysis of the Graduate Studies in Different Disciplines Prepared for Music Education in Turkey

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Abstract

This qualitative research is a descriptive study aiming to analyze the graduate studies in different disciplines prepared for music evaluation and to reveal the current situation in Turkey. The sample of the study involves 25 graduate theses in different disciplines which are in the database of the National Thesis Center and defended in line with music education field. These theses were examined with content analysis and 10 criteria as follows: thesis type, its university, researcher's gender, publication year, title of advisor, its institute, its department, research area, research model and research class. The findings were interpreted in tables by calculating the frequency and percentage. The findings reveal that 76% of the examined theses in the scope of this study are master's (MA), 20% doctorate (PhD) and 4% specialty in medicine theses. Most of the MA theses were prepared in Hacettepe University, and most of the PhD theses were prepared in Ankara University and the specialty in medicine thesis was completed in Gaziosmanpaşa University. In addition, most of these theses were written by female researchers and the number of theses in different disciplines prepared for music education in Turkey is not numerous. Music education and preschool education were associated, and most of the PhD theses had equal distribution in the fields of Education Policies, Preschool Education, Mathematics Education, Empathic Skills and Sociology. Lastly, it was revealed that most of the theses were prepared based on descriptive model and quantitative approach.

Keywords: Music, Education, Music education, Graduate studies, Interdisciplinary studies, Qualitative research.

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Contribution of this paper to the literature

This study aimed to contribute to the literature by the determination of graduate studies prepared in different disciplines for music education.

1. Introduction

Almost every researcher who has a scientific point of view wants to have detailed information about the resources conducted in her/his field. The need to identify issues that have never been studied before or studies that have been studied but have deficiencies as well as generating new ideas by taking inspiration from the studies conducted in the relevant field may be considered among this request. Considering the diversity of resources and the difficulties in accessing them, it can be said that analyzing and describing the related literature is a very demanding and difficult task. Thus, researchers prefer to limit their studies instead of covering the entire literature. This situation is also valid for literature in music education.

There are a large number of studies describing music education literature in Turkey. Some of them are about the articles about music as in [Ece \(2007\)](#) study, "Music Related Articles Published in Scientific Journals (Bibliography)(2000-2006)" and some are about papers as in [Ercan and Yıldırım \(2016\)](#) study, "Analysis of Music Conferences Held in Turkey: MUZED Silk Road Conferences Sample" In addition, [Varış \(2012\)](#) "The analysis of postgraduate dissertations on viola written in Turkey" and [Alyörük \(2016\)](#) " Graduate Thesis in Field of Guitar Performed in Turkey: A Bibliography Study" are article examples that are about graduate studies.

Descriptive studies that have been or will be made for any resources (articles, books, papers, thesis, etc.) that make up the literature will undoubtedly contribute to the researchers and the field. However, it is possible to say that it is the graduate studies that constitute the basis of the literature, considering that they are prepared in a long process involving the use of university facilities (research center, laboratory etc.) and they are shaped at least by one advisor competent in the field and defended before a competent jury. That's why, research on graduate studies are of great importance in studies that aim to describe and examine the literature.

It is seen that in their studies on literature evaluation and analysis, researchers generally focus on graduate studies conducted in the relevant/related department(s). Considering that a large part of the literature consists of graduate studies in the relevant department, this situation is usual but it should be kept in mind that graduate studies prepared in departments of other disciplines which are dealt with from a different dimension and perspective can make a great contribution to the field. For this reason, it is seen that such studies, which are considered as "interdisciplinary", are increasingly included. As a matter of fact, [Ece and Ceşit \(2011\)](#) that most of the interdisciplinary research in the field of music has been conducted in the recent history and interdisciplinary studies have increased as we come today, supports this situation. Therefore, graduate studies prepared in different disciplines to describe the music education literature should also be investigated.

1.1. Statement of the Problem

This study's statement of the problem is "What is the current status of graduate studies in different disciplines prepared for music education in Turkey?"

1.2. Sub-Problems

This study tried to find answers to the sub-problems given below.

1. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to their types?
2. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the universities they were prepared for?
3. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the gender of researchers?
4. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the publication year?
5. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the title of advisor?
6. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the institutes?
7. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the department?
8. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the research area?
9. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the research models?
10. How is the distribution of graduate studies in different disciplines prepared for music education in Turkey according to the research class?

1.3. Aim and Significance of the Study

This study which is considered to be important in terms of evaluating a different dimension of the music education literature aims to analyze graduate theses in different disciplines prepared for music education in accordance with defined criteria and to reveal the current situation in Turkey.

2. Method

2.1. Research Model

This qualitative research is a descriptive study in which literature review and document analysis techniques are used.

2.2. Population and Sample

The population of this research consists of graduate studies in different disciplines prepared for music education in Turkey. The sample of the study, on the other hand, consists of 25 graduate studies in different disciplines, which are in the database of the National Thesis Center and conducted in the field of music education.

In order to determine the sample, the database was accessed through the official website of the [National Thesis Center \(2020\)](#) and a search was made by typing "music education" in the search term section. As a result of the search, 459 postgraduate theses with "music education" in the title were determined as of 04.09.2020.

Out of the 459 theses, in order to determine non-area ones, the criteria of department, art major, thesis subject and advisor were examined. In accordance with the purpose of the research, theses conducted in the departments and art majors directly related to music such as the department of music education, music art major, music education art major and Turkish Music art major were not included in this study. Among theses where the department and art majors were not determined, theses directly related to music education were excluded by examining thesis subject, content and advisor's research area. With this method, the number of graduate theses in different disciplines prepared for music education was determined to be 25.

2.3. Data Collection

[Yıldırım and Şimşek \(2013\)](#) state that document analysis can be used alone as a data collection method in qualitative research, as well as in combination with other data collection methods. In this study, literature review and document analysis method were used in data collection.

2.4. Data Analysis

In the analysis phase of the research, first of all, similar studies in literature review were examined and the categories to be analyzed were determined based on these studies.

Within this context, 10 criteria were determined, namely the type of thesis, the university where it was prepared, the researcher's gender, the publication year, the title of the advisor, the institute it was prepared for, the department / program it was prepared in, the field of study, the research model and the research class. After the criteria were determined, the theses were analyzed using the content analysis method. The data were interpreted in tables by calculating the frequency and percentage.

3. Findings and Comment

In this study, graduate studies in different disciplines prepared for music education in Turkey have been evaluated in accordance with the determined criteria. The frequency and percentage values of the categories made according to the Thesis Type criteria are given in [Table 1](#).

Table-1. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding their types.

Thesis type	f	%
Masters of Degree (MA)	19	76
Philosophy of Doctorate (PhD)	5	20
Specialty in medicine	1	4
Total	25	100

As seen in [Table 1](#), 76% of the theses examined within the scope of this study consist of MA, 20% PhD and 4% specialty in medicine.

Table-2. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the universities.

University	MA		PhD		Specialty in Medicine	
	f	%	f	%	f	%
Ankara University	1	5,263	3	60	-	-
Hacettepe University	3	15,789	-	-	-	-
Anadolu University	-	-	1	20	-	-
Gaziosmanpaşa University	-	-	-	-	1	100
İstanbul Aydın University	1	5,263	-	-	-	-
Gazi University	2	10,526	1	20	-	-
Uludağ University	2	10,526	-	-	-	-
Çanakkale Onsekiz Mart University	1	5,263	-	-	-	-
Atatürk University	2	10,526	-	-	-	-
Ege University	2	10,526	-	-	-	-
Bolu Abant İzzet Baysal University	2	10,526	-	-	-	-
Marmara University	1	5,263	-	-	-	-
Boğaziçi University	1	5,263	-	-	-	-
İstanbul University	1	5,263	-	-	-	-
Total	19	100	5	100	1	100

As seen in [Table 2](#), the percentage of the theses defended regarding the universities is respectively: 15,789 % for Hacettepe University; 10,526 for Atatürk University, Ege University, Bolu Abant İzzet Baysal University, Gazi University and Uludağ University, and 5,263% for Ankara University, Marmara University, Boğaziçi University,

İstanbul University, İstanbul Aydın University and Çanakkale Onsekiz Mart University. Of these theses, 60% was defended in Ankara University and 20 % in Anadolu and Gazi Universities. The study in speciality in medicine was completed in Gaziosmanpaşa University.

Table-3. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the researcher's gender.

Gender	MA		PhD		Specialty in Medicine	
	f	%	f	%	f	%
Female	13	68,42	4	80	1	100
Male	6	31,57	1	20	-	-
Total	19	100	5	100	1	100

As seen in Table 3, 68,42 % of the MA theses were written by females and 31,57 % by males. 80% of the PhD theses were prepared by females and 20% by males. It was found that all (100%) of the study of speciality in medicine was written by a female researcher.

Table-4. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the publication year.

Publication Year	MA		PhD		Specialty in Medicine	
	f	%	f	%	f	%
1995	1	5,263	-	-	-	-
1997	-	-	1	20	-	-
1998	1	5,263	-	-	-	-
2000	1	5,263	-	-	-	-
2002	2	10,526	1	20	-	-
2005	1	5,263	-	-	-	-
2007	1	5,263	-	-	-	-
2008	2	10,526	-	-	-	-
2009	1	5,263	-	-	-	-
2011	1	5,263	-	-	-	-
2012	-	-	-	-	1	100
2013	-	-	1	20	-	-
2014	2	10,526	1	20	-	-
2015	1	5,263	-	-	-	-
2016	2	10,526	-	-	-	-
2017	1	5,263	-	-	-	-
2019	2	10,526	1	20	-	-
Total	19	100	5	100	1	100

As seen in Table 4, 10,526% of the MA theses were submitted in 2002,2008, 2014, 2016,2019 and 5,263% in 1995, 1998, 2000, 2005, 2007, 2009, 2011, 2015, 2017. 20% of the PhD theses were prepared in 1997, 2002, 2013, 2014 and 2019. The study of the speciality in medicine was prepared in 2012.

Table-5. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the advisor's title.

Title of Advisor	MA		PhD		Specialty in Medicine	
	f	%	f	%	f	%
Assistant Prof.	6	31,57	1	20	-	-
Associate Prof.	5	26,31	-	-	1	100
Professor	8	42,10	4	80	-	-
Total	19	100	5	100	1	100

As seen in Table 5, 42.10% of the MA theses were supervised by professors; 31.57% by assistant professor and 26.31% of them by associate professor. 80% of the PhD theses were carried out under the consultancy of the professors and 20% were by associate/assistant professors. The study in speciality in medicine (100%) was prepared under the supervision of an associate professor.

Table-6. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the institutes.

Institute	MA		PhD		Specialty in Medicine	
	f	%	f	%	f	%
Institute of Educational Sciences	7	36,84	2	40	-	-
Institute of Social Sciences	4	21,05	1	20	-	-
Institute of Health Sciences	8	42,10	-	-	-	-
Institute of Science	-	-	2	40	-	-
Medical School	-	-	-	-	1	100
Total	19	100	5	100	1	100

As can be seen in Table 6, 42.10% of the MA theses were prepared in the Institute of Health Sciences, 36.84% of the Institute of Educational Sciences and 21.05% of the Institute of Social Sciences. 40% of the PhD theses were prepared in the Institute of Educational Sciences, and 20% in the Institute of Social Sciences. The study in speciality in medicine in was prepared in the Faculty of Medicine.

Table-7. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the department/program.

Department/Program	MA		PhD		Speciality in Medicine	
	f	%	f	%	f	%
Department of Educational Administration and Policy department/ Education Management and Inspection Program	1	5,263	-	-	-	-
Department of Educational Sciences/ Social and Historical Fundamentals of Education/ Cultural Foundations of Education	1	5,263	1	20	-	-
Department of Education Programs and Teaching	1	5,263	-	-	-	-
Department of Preschool Education	2	10,526	-	-	-	-
Home Economics (Child Development) / Child Development and Education	2	10,526	2	40	-	-
Department of Primary Education/Primary School Teaching	2	10,526	1	20	-	-
Child Health and Education Program	1	5,263	-	-	-	-
Department of Science Education	1	5,263	-	-	-	-
Department of Otorhinolaryngology and Head and Neck Surgery	-	-	-	-	1	100
Audiology and Speech Disorders Program	3	15,789	-	-	-	-
Department of Orthopedics and Traumatology	1	5,263	-	-	-	-
Department of Physical Therapy and Rehabilitation	1	5,263	-	-	-	-
Department of Behavioral Sciences	1	5,263	-	-	-	-
Department of Neuroscience	1	5,263	-	-	-	-
Department of Business Administration / Business Management	1	5,263	-	-	-	-
Department of Sociology	-	-	1	20	-	-
Total	19	100	5	100	1	100

As can be seen in Table 7, 15,789% of the MA theses were prepared in the Audiology and Speech Disorders Program; 10,526% in the Department of Preschool Teaching / Education, in the Department of Home Economics (Child Development) / Child Development and Education, and in the Department of Primary Education / Primary School Teaching. 5,263% of the MA theses were prepared in the Department of Educational Administration and Policy/Education Management and Inspection Program, in the Department Educational Sciences/Social and Historical Fundamentals of Education/ Cultural Foundations of Education, in the Department of Education Programs and Teaching, in the Child Health and Education Program, in the Department of Science Education, in the Department of Orthopedics and Traumatology, in the Department of Physical Therapy and Rehabilitation, in the Department of Behavioral Sciences, in the Department of Neuroscience and in the Department of Business Administration / Business Management.

40% of the PhD theses were prepared in the Department Home Economics (Child Development)/Child Development and Education, and 20% in the Department of Educational Sciences/ Social and Historical Fundamentals of Education/Cultural Foundations of Education, in the Department of Primary Education/Primary School Teaching and in the department of Sociology. The study in the Department of Speciality in Medicine was prepared in the Department of Otorhinolaryngology and Head and Neck Surgery.

Table-8. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the research area.

Research Area	MA		PhD		Speciality in Medicine	
	f	%	f	%	f	%
Education Policies	1	5,263	1	20	-	-
Education Materials/Materials Development	1	5,263	-	-	-	-
Secondary Education Institutions	1	5,263	-	-	-	-
Program Evaluation	1	5,263	-	-	-	-
Preschool Education	4	21,052	1	20	-	-
Mathematics Education	-	-	1	20	-	-
Turkish	1	5,263	-	-	-	-
Science Education	1	5,263	-	-	-	-
Laryngeal Diseases	-	-	-	-	1	100
Stuttering Treatment	1	5,263	-	-	-	-
Orthopedics and Traumatology	1	5,263	-	-	-	-
Frequency Sensitivity	1	5,263	-	-	-	-
Pain Sensitivity	1	5,263	-	-	-	-
Cognitive Function	1	5,263	-	-	-	-
Hearing	1	5,263	-	-	-	-
Language Development	1	5,263	-	-	-	-
Time Perception	1	5,263	-	-	-	-
Empathic Skills	-	-	1	20	-	-
Sociology	-	-	1	20	-	-
History	1	5,263	-	-	-	-
Total	19	100	5	100	1	100

As seen in Table 8, 21,052% of the MA theses were written in the field of Preschool Education and 5,263% are in the Education Policies, Educational Materials/Material Development, Secondary Education Institutions, Program Evaluation, Turkish, Science Education, Stuttering Treatment, Orthopedics and Traumatology,

Frequency Sensitivity, Pain Sensitivity, Cognitive Function, Hearing, Language Development, Time Perception and History.

20% of the PhD theses were prepared for the fields of Education Policies, Preschool Education, Mathematics Education, Empathic Skills and Sociology. The study in specialty in medicine was defended in the field of Laryngeal Diseases.

Table-9. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the research models.

Research Model	MA		PhD		Speciality in Medicine	
	f	%	f	%	f	%
Descriptive Model	13	68,42	3	60	1	100
Experimental Model	6	31,57	1	20	-	-
Mixed Model	-	-	1	20	-	-
Total	19	100	5	100	1	100

As seen in Table 9, 68.42 % of the MA theses examined within the scope of the study were prepared based on the descriptive model and 31.57 % on the experimental model. There is no study prepared based on the mixed model among the MA theses. 60% of the PhD theses were prepared based on the descriptive and 20% on the experimental and mixed model. It was determined that the study in specialty in medicine was prepared based on the descriptive model.

Table-10. Distribution of graduate theses in different disciplines prepared for music education in turkey regarding the research class.

Research Class	MA		PhD		Speciality in Medicine	
	f	%	f	%	f	%
Qualitative	4	21,05	1	20	-	-
Quantitative	15	78,94	4	80	1	100
Total	19	100	5	100	1	100

As seen in Table 10, 78.94% of the MA theses examined within the scope of the study are quantitative research and 21.05 are qualitative research. 80% of PhD theses are in quantitative research and 20% are in qualitative research. The study in specialty in medicine within the scope of the research (100%) was in the quantitative research class.

4. Conclusion and Discussion

1. It was found that the theses examined within the scope of the study were written between 1995 and 2019, and that 76% of these theses consist of MA, 20% PhD and 4% specialty in medicine theses. Ece and Ceşit (2011) point out that a large part of interdisciplinary music research is at MA thesis level, which is in line with the results of the current study. As of the 2019-2020 academic year, the total number of MA students is 297,001 while the number of PhD students is 101,242 (Higher Education Information Management System, 2020). According to these data, the number of MA students is almost three times higher than the number of PhD students. It can be said that the high numbers in MA thesis studies results from this situation.

2. Most of the MA theses examined within the scope of the research were prepared in Hacettepe University and most of the PhD theses were in Ankara University and the study in specialty in medicine was completed in Gaziosmanpaşa University.

3. Most of the MA and PhD theses examined within the scope of the research were written by women, and the study in specialty in medicine was prepared by a female researcher. Kılıç (2010) states that women are more involved than men in graduate music education research, which is also in line with the result of this research. According to the data of YÖK statistics (Higher Education Information Management System, 2020) the number of female researchers who graduated from the areas (health, education, etc.) examined in this study is almost twice as high as male researchers. The reason for finding the high number of theses prepared by women in this study is thought to be related to this situation.

4. 10,526% of the MA theses examined within the scope of the study were written in 2002,2008, 2014, 2016,2019; 5,263% were in 1995, 1998, 2000, 2005, 2007, 2009, 2011, 2015, 2017. 20% of the PhD theses within the scope of the study were prepared in 1997, 2002, 2013, 2014 and 2019. The study in specialty in medicine within the scope of the study was prepared in 2012. Thus, it is possible to say that the number of graduate studies in different disciplines prepared for music education in Turkey is not so high and it follows a horizontal distribution. Turna and Bolat (2015) also state that as compared with other countries, the number of interdisciplinary studies in Turkey is rather limited and especially the PhD studies are inadequate. It can be said that this situation may result from the insufficient knowledge about interdisciplinary studies and the lack of communication between the institutions. Likewise, researchers' lack of competence in the field of music can be counted among the reasons for this situation.

5. 42.10% of the MA theses examined within the scope of the study were under the supervision of professors; 31.57% under the supervision of assistant professors and 26.31% under the supervision of associate professors. 80% of the PhD theses were supervised by professors and 20% by assistant professors or doctors. The study in specialty in medicine (100%) was prepared under the supervision of an associate professor.

6. It was turned out that most of the MA theses examined within the scope of the study were prepared in the Institutes of Health Sciences and most of the PhD theses were prepared in the Institutions of Educational Sciences and the specialty in medicine was carried out in the Faculty of Medicine.

7. Most of the MA theses examined within the scope of the study were prepared in the Audiology and Speech Disorders Program. Most of the PhD theses were prepared in the Department of Home Economics (Child

Development)/Child Development and Education. Lastly, the study in specialty in medicine was prepared in the Department of Otorhinolaryngology and Head and Neck Surgery.

8. Music education was associated with preschool education in most of the MA theses examined within the scope of the study. The reason for this can be that musical activities have an indispensable role in preschool education and that music education is used as a tool in teaching different fields. As a matter of fact, Özkut and Kaya (2012) point out that music has a very important place in art education, which is a dimension of preschool education. Thus, it is usual that there are much more interdisciplinary studies linking music education and preschool education.

The PhD theses examined within the scope of the study were equally distributed in the fields of Education Policies, Preschool Education, Mathematics Education, Empathic Skills and Sociology. In this context, the role of music in educational sciences, preschool education and in education of different fields, and the association of music education with fields such as psychology, sociology, history stand out at the PhD level research. Especially, the study of subjects as treatment of disease and music education, and the effects of music on diseases is interesting.

9. Most of the MA and PhD theses and the study in specialty in medicine examined within the scope of the study were prepared based on descriptive model and quantitative approach. Since most of the researchers try to reveal an existing situation by explaining it, it is possible to say that the descriptive model is preferred more. Similarly, it is concluded that quantitative approach is preferred in most of the theses, since it is objective and suitable for more sampling and generalization. In fact, Gürdal, Bakioğlu, and Öztuna (2005) express that a large number of subjects can be reached through quantitative studies and the results of such studies are generalizable.

5. Suggestions

1. Primary issues in interdisciplinary studies on music education can be determined and researchers who work on these issues can be encouraged by providing scholarships.

2. Not only academics competent in the field of music but also those in different fields such as engineering, medicine, health sciences, etc. can be employed in the research centers for music and music education, and new thesis under the supervision of these academics can be prepared.

3. The number of graduate studies on educational sciences, preschool education, the role of music education in education of different fields, and on the association of music education with psychology, sociology, history can be increased.

4. Among the graduate studies associated with music education, the number of studies prepared based on the experimental or mixed model can be increased

5. The number of qualitative research can be increased among the graduate studies associated with music education.

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