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Müzik Eğitimi Alanında Yazılmış Olan Lisansüstü Tezlerin İçerik ve Yöntemlerinin Karşılaştırmalı Olarak İncelenmesi

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Makale Bilgisi

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ÖZET

Bu araştırmada, Türkiye'de müzik eğitimi alanında yazılan lisansüstü tezlerin içerik analizi yapılmıştır. Bu amaç doğrultusunda 339 adet lisansüstü tez incelenmiştir. Betimsel nitelikte olan araştırmada doküman analizi yöntemiyle toplanan veriler, içerik analizi yapılarak çözümlenmiştir. Araştırmada elde edilen veriler betimsel istatistik yöntemleriyle analiz edilerek tablolar halinde sunulmuştur. Araştırmada incelenen lisansüstü tezlerin büyük çoğunluğunun yüksek lisans tezi olduğu, müzik eğitimi alanında erişilebilir ilk tezin 1986 senesinde ve en fazla tezin 2019 senesinde yazıldığı, tezlerin büyük çoğunluğunun Gazi Üniversitesi'nde ve eğitim bilimleri enstitülerinde yapıldığı, tezlerin büyük çoğunluğunun nicel ya da karma araştırma yöntemleri ve tarama modeli kullanılarak çalışıldığı, veri toplama yöntemi olarak görüşme ve anket yönteminin en çok kullanıldığı, veri analiz yöntemi olarak en çok nicel veri analiz yöntemlerinin kullanıldığı, veri toplama aracı olarak en fazla doküman analizi ve anketlerin kullanıldığı, deneysel desen kullanılarak çalışılan tezlerde en çok ön test - son test - kontrol gruplu modelin kullanıldığı, deney grubu katılımcı sayısının ortalamasının 23,48, kontrol grubu katılımcı sayısının ortalamasının 16,34 olduğu, uygulama sürelerinin ortalama 14 hafta sürdüğü, betimsel ve anlam çıkarıcı istatistiklerin birlikte kullanıldığı ve çalışma grubu olarak en çok müzik alanındaki üniversite öğrencileri ile 6-15 yaş aralığındaki çocukların seçildiği sonucuna ulaşılmıştır.

Anahtar Sözcükler: Müzik, müzik eğitimi, içerik analizi, lisansüstü tezler

A Comparative Analysis of Content and Methods of Postgraduate Theses Made in the Field of Music Education

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ABSTRACT

In this research, content analysis of graduate theses written in music education in Turkey was made. For this purpose, 339 postgraduate theses were examined. In the descriptive research, the data collected by the document analysis method were analyzed by making content analysis. The data obtained in the research were analyzed with descriptive statistics methods and presented with tables. Postgraduate thesis in the field of music education, where the majority of the postgraduate theses examined in the research are master's theses, the first thesis accessible in the field of music education and the HEC national thesis center was written in 1986 and the most thesis was in 2019, the majority of theses were made in Gazi University and educational sciences institutes. The majority of theses are studied using quantitative or mixed research methods and scanning model, interview and survey method is used as the data collection method, quantitative data analysis methods are used as the data analysis method, The average of the number of participants in the experimental group was 23,48, and the average of the number of participants in the control group was 16,34, while the most used document analysis and questionnaires were used as the data collection tool, the model with the most pre-test - post-test - control group was used in the theses studied using the experimental design. It was concluded that the duration of application lasted 14 weeks on average, descriptive and meaningful statistics were used together, and the university students in the music field and children between the ages of 6-15 were selected as the study group.

Keywords: Content analysis, music, music education, postgraduate theses

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1. INTRODUCTION

Postgraduate is a high-level education program process in the context of graduate education (science expertise) or doctorate education provided by the institutes following four years of education at the faculties. It is designed in the discipline or science of interest to train scientists, researchers, and highly qualified labor the societies need, who obtained a bachelor's degree or diploma at a conceptual level (Karaman & Bakırcı, 2010, p.97). The general purpose of postgraduate education is to raise highly qualified labor such as the scientist and faculty members that the country needs, and to conduct research for solving the problems of the country and to provide technical development (Sevinç, 2001, p. 126). According to Karasar (2001, p.3), the accumulation of science, in other words, the contribution of the large and small contributions of the previous ones on which it rises, is an integrated product and requires detailed reporting of each scientific research. The detailed reporting of the research carried out for the general purpose of postgraduate education constitutes the postgraduate theses.

The fact that education is a dimension, tool, method and field has made music an indispensable element of education. Education is a process in which verbal, numerical, physical and artistic skills are acquired together and individuals are brought into society as a member of society. In addition, music education has a structure that provides both the communication between other dimensions of education and the interaction between other branches of art (Türkmen, 2016, p. 9). If we associate music education with time, music education is a process and it carries the psychological, social, cultural, cognitive, affective, and psychomotor qualities of the people since the existence of music with itself. It is always the individual and society that interact in this process. Music education starts from pre-school until the end of higher education (Feyzi and Tekin, 2019, s.31). Professional music education is one of the three main types of music education and oriented for individuals who have an aptitude for music or interest in music and choose music as a job, a profession, serious-continuous occupation, task, or study area (Gencel Ataman, 2009, p. 342).

In professional music education, new and extended opportunities emerged with the laws enacted in 1982-1983 to develop research and academic education programs at *undergraduate*, *postgraduate* and *doctorate* or *proficiency in art* degrees (Uçan, 2005, p. 55). As a result of these efforts, the master's theses written by Sibel Dogan Ozbakan in 1986 named "The decisions are taken by the National Education Councils in the Republican Era regarding music education" and by Filiz Kamacioglu "In-school and out-of-school music education" have taken its place in the literature as the oldest and accessible studies with the keyword *music education* from the Council of Higher Education National Thesis Center. Today, it is observed that there are postgraduate programs in many universities, and the field of music education research under these programs reached a large proportion.

When the Council of Higher Education National Thesis Center database is reviewed, it is seen that there are 457 postgraduate theses accessible between 1986-2020 with the keyword *music education*. The content analysis of these studies in the literature is very important in terms of providing important convenience and a guide for researchers who will study in the field. Such content and meta-analysis studies have attracted the attention of many researchers in recent years (Selcuk, Palanci, Kandemir & Dundar, 2014, p. 431). When the literature is reviewed, there can be seen the content analysis studies on postgraduate theses in the field of music (Gençel Ataman, 2009, Karkın, 2011, Topbaş, 2013, Apaydınlı, Yıldırım Orhan ve Evren Tunca, 2014, Çeşit, Kaptanoğlu ve Çanakçı, 2015, Öztutgan, 2016, Arıca, Birel ve Qader, Ertekin, 2017, Akıncı, Ertek Babaç ve Köse, Kurtarslan, Yıldırım Orhan ve Göklen, Tepeli and Yüksel 2018, Soycan ve Babacan, 2019, Can ve Günenç, Feyzi ve Tekin, Gebeloğlu, Üstün, 2020, vb.), however, not any content analysis studies in the field of music education reached. It can be considered as the reason for this situation that there are many postgraduate theses (f: 339) accessed with the keyword music education. When international research examined, it is seen that content analysis studies have been made for articles on music education. (Schmidt and Zdzinski (1993), McCharty (1999), Yarbrough (2002), Kantorski and Stegman (2006), Miksza and Johnson (2012), Killian, Liu and Reid (2012), Nichols (2013), Silveria and Diaz (2014), Stambauh and Dyson (2016), Silvey, Sims, Pohlman and Regier (2019), ect.). Based on this, the research aims to present the current situation and to carry out the content analysis of the postgraduate theses, these accessed with the keyword *music education* from the Council of Higher Education National Thesis Center, have permission to publish and were written between 1986-2020.

2. METHOD

Screening model was adopted as the basic approach in the research. If a research bears a purpose to describe a past or present event as it exists, screening models are used (İslamoğlu and Alnıaçık, 2014, p. 97). In this descriptive study, the data collected by document analysis method were analyzed by content analysis methods. The data summarized and interpreted in descriptive analysis were subjected to a deeper process in content analysis, and concepts and themes that are not noticeable with a descriptive approach can be discovered as a result of this analysis (Yıldırım and Şimşek, 2013, p. 259). Content analysis involves systematically screening of printed and visual materials and analyzing thematically in terms of certain categories. (Saban, 2009, p. 838).

2.1. Research Universe and Participants

The research universe consisted of postgraduate theses scanned with the keyword "music education" at the YÖK national thesis center and without access restrictions. In the limitation of the theses examined in the research, the following parameters were taken into consideration and 339 theses formed the research sample.

1. YÖK national thesis center database was used to determine theses examined.

2. On 29.05.2020, 457 postgraduate theses, which were conducted between 1986-2020, with the keyword "music education" in the database, were included in the research. 109 of these theses that did not have permission to publish and 9 of them, which were reached with the keyword "music education" but were determined outside the field of music education, were excluded from the sample group.

3. In the research, postgraduate theses written in Turkish language were analyzed.

2.2. Creating Content Analysis Themes

Following the literature review of theses written in the field of music education, those done with the content analysis have been chosen as sources. There were 17 themes/questions in total created, 6 of them to analyze the general information about 339 postgraduate theses in the field of *music education*, 6 of them to analyze the method chapters of the theses and 5 of them to analyze those using experimental design. The themes / questions created were presented to 3 experts to ensure the content validity. In the direction of expert opinions, 2 themes / questions were removed and the remaining 15 themes / questions are shown in Table 1.

Table 1.
Themes / Questions Created for Content Analysis of Graduate Theses in Music Education

	Postgraduate theses in music education;
Themes / Questions Created for the Analysis of General Information About Theses	1. What is the distribution by type of publication? 2. What is the distribution by publication years? 3. What is the distribution according to the universities in which it is made? 4. What is the distribution according to the institutes it is made? 5. What is the distribution of the researcher by gender?
Themes / Questions Created for the Analysis of Method Parts of Theses	6. What is their distribution according to research methods? 7. What is their distribution according to research models? 8. What are their distributions according to data collection methods? 9. What are their distributions according to data collection tools? 10. What are their distributions according to data analysis methods?
	Theses written using experimental design in the field of music education;
Themes / Questions Created for the Analysis of Theses Using Experimental Design	11. What is their distribution by experiment models? 12. What is the distribution according to the number of experiment and control group participants? 13. What is the distribution according to the application times? 14. What are their distributions according to data analysis methods? 15. What is their distribution according to the sample groups?

2.3. Data Analysis

For content analysis of 339 postgraduate theses included in the study, sub-themes of each theme / question were created (164 sub-themes in total) and postgraduate theses are examined many times and coded individually. With coding, data can be conceptualized more easily. In coding, data is made visible using specific pointers, and coding ensures that data captures a certain coherence of meaning (Keller,1995; as cited in Baltacı 2017). For ensuring the internal consistency in the coding the data were coded twice by the researcher in three weeks intervals and reliability coefficient calculated by Miles and Huberman formula (Reliability coefficient=number of consensus nomials/ (number of consensus nomials + number of nonconsensus nomials) X100) (Baltaci, 2017, p.8). The coding internal consistency coefficient in the study was %94.39. "Microsoft Excel" and "SPSS package program" were used for both coding and analysis of the encoded data. The data were analyzed with descriptive statistics methods (percentage, frequency, arithmetic mean and standard deviation) and presented in figures with tables.

3. FINDINGS

In this section, the findings are arranged according to sub-problems and presented in tables and graphics.

Table 2.
Distribution of Postgraduate Theses in Music Education by Publication Types

Publication Type	Frequency (f)	Percentiles (%)
Master Thesis	285	84,08
Doctoral Thesis	53	15,63
Master's Appilication Report	1	0,29
Total	339	100

Table 2 indicate the distribution of postgraduate theses written in the field of music education by types of publications. According to Table 2, 285 of the 339 postgraduate theses are master's theses (84.08%), 53 are doctoral theses (15.63%) and 1 is the master's application report (0.29%). This table shows that the majority of the theses in the field of "music education" are master's theses; It is also noteworthy that the number of doctoral theses remains at one fifth of the number of master's theses.

Table 3.
Distribution of Postgraduate Theses in Music Education by Publication Years

Publication Years	Frequency (f)	Percentiles (%)
2019	70	20,65
2018	24	7,08
2017	10	2,95
2016	15	4,42
2015	17	5,01
2014	16	4,72
2013	14	4,13
2012	11	3,24
2011	19	5,60
2010	16	4,72
2009	12	3,54
2008	23	6,78
2007	14	4,13
2006	17	5,01
2005	5	1,47
2004	7	2,06
2003	4	1,18
2002	7	2,06
2001	3	0,88
2000	4	1,18
1999	7	2,06
1998	5	1,47
1997	6	1,77
1996	3	0,88
1995	4	1,18
1994	2	0,59
1992	2	0,59
1988	1	0,29
1986	1	0,29
Total	339	100

Table 3 presents the distribution of postgraduate theses in the field of music education by publication years. When Table 3 is examined, it is seen that the first thesis accessible in the field of music education and YÖK national thesis was written in 1986. 80% of theses written in 29 different years were written after 2006 (f: 278). It is seen that the most thesis in the field of music education was written in 2019 (f: 70, 20.65%). The level of increase of theses by years is shown in Figure 1.

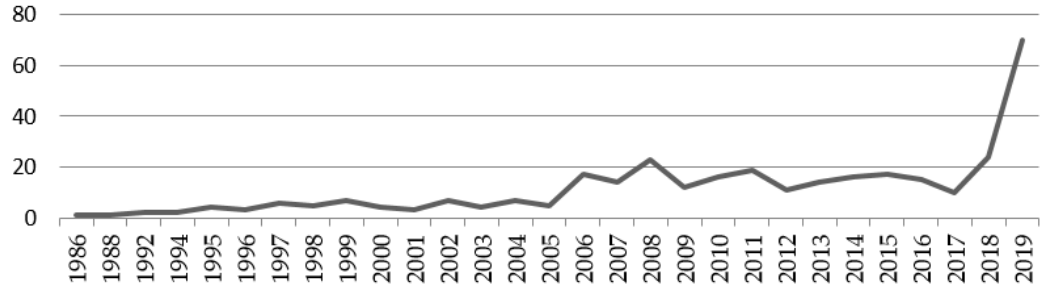


Figure 1 . Distribution of post-graduate theses in music education by publication years

When Figure 1 is examined, it is clearly seen that there has been a great increase in the number of theses in the field of music education especially in the last two years (2018-2019).

Table 4.
Distribution of Postgraduate Theses in Music Education by University

University	Frequency (f)	Percentiles (%)
Gazi University	95	28,02
Marmara University	33	9,73
Atatürk University	23	6,78
Necmettin Erbakan University	19	5,60
Pamukkale University	15	4,42
İnönü University	14	4,13
Selçuk University	14	4,13
Uludağ University	14	4,13
Dokuz Eylül University	13	3,83
Afyon Kocatepe University	12	3,54
Abant İzzet Baysal University	9	2,65
Cumhuriyet University	9	2,65
Mehmet Akif Ersoy University	9	2,65
Samsun On Dokuz Mayıs University	9	2,65
Ankara University	8	2,36
Haliç University	6	1,77
Van Yüzüncü Yıl University	6	1,77
Trakya University	4	1,18
Kırıkkale University	3	0,88
Ömer Halis Demir University	3	0,88
Trabzon University	3	0,88
Anadolu University	2	0,59
İstanbul Teknik University	2	0,59
Mimar Sinan Güzel Sanatlar University	2	0,59
Adıyaman University	1	0,29
Boğaziçi University	1	0,29
Hacettepe University	1	0,29
İstanbul Aydın University	1	0,29
İstanbul Okan University	1	0,29
Karadeniz Teknik University	1	0,29
Kocaeli University	1	0,29
Niğde University	1	0,29
Çanakkale On Sekiz Mart U.	1	0,29
Sakarya University	1	0,29
Süleyman Demirel University	1	0,29
Yıldız Teknik University	1	0,29
Total	339	100

It is seen in Table 4 that postgraduate theses in the field of music education are carried out in 36 different universities. More than half of the 339 postgraduate theses (f: 170) were conducted at Gazi, Marmara, Atatürk and Necmettin Erbakan University. Gazi University stands out as the university where theses are made the most (f: 95, 28.02%). This situation may be caused by Gazi University starting postgraduate education compared to many universities and having a high number academic staff.

Table 5.
Distribution of Postgraduate Theses in Music Education by Institutes

Institutes	Frequency (f)	Percentiles (%)
Institute of Educational Sciences	212	62,54
Institute of Social Sciences	86	25,37
Institute of Science	28	8,26
Fine Arts Institute	7	2,06
Graduate Education Institute	4	1,18
Institute of Health Sciences	2	0,59
Total	339	100

Table 5 shows the distribution of postgraduate theses in the field of music education by institutes. According to Table 5, 212 (62.54%) of the 339 postgraduate theses written in the field of music education are in education institutes, 86 (25.37%) in

social sciences institutes, 28 (8.26%) in science institutes. 7 (2.06%) worked in fine arts institutes, 4 in post-graduate education institutes and 2 in health science institutes. When the overall total is analyzed, it is seen that more than half of the postgraduate theses are studied in educational sciences institutes. This finding indicate that graduate students who want to study in the field of music education prefer music education programs affiliated to educational sciences institutes.

Table 6.
Distribution of Postgraduate Theses in Music Education by the gender of the researcher

Gender	Frequency (f)	Percentiles (%)
Male	178	52,51
Female	161	47,49
Total	339	100

Table 6 shows the distribution of postgraduate theses in the field of music education by gender of the researcher. As seen in Table 6, 178 of the graduate theses written in the field of music education were prepared by researchers, male (52.51%) and 161 female (47.49%). In line with this finding, it can be said that there is no big difference in the number of male and female researchers who write a postgraduate thesis in the field of music education.

Table 7.
Distribution of Postgraduate Theses in Music Education by Research Methods

Research Methods	Frequency (f)	Percentiles (%)
Quantitative	137	40,41
Mixed	115	33,92
Qualitative	87	25,66
Total	339	100

According to Table 7, 137 of the postgraduate theses written in the field of music education were prepared using quantitative (40.41%), 115 mixed (33.92) and 87 qualitative (25.66%) research methods. According to this finding, most of the theses (f: 252, 74.33%) written in the field of music education were studied using quantitative or mixed research methods.

Table 8.
Distribution of Postgraduate Theses in Music Education by Research Models

Research Models	Frequency (f)	Percentiles (%)
Descriptive research methods	293	86,43
Empirical Methods	27	7,96
Mixed Typed	19	5,60
Total	339	100

Table 8 shows the distribution of postgraduate theses in music education by research models. According to table 8, it is seen that more than three quarters of the total 339 theses are conducted by scanning model (86.43%), and the remaining quarters are carried out by trial model (7.96%) and mixed (5.60%) models. According to this finding, in most of the theses written in the field of music education, the scanning model was used as a research model. This stiuation may indicate that more studies are needed to be carried out with the experimental model related to the field of music education.

Table 9.
Distribution of Postgraduate Theses in Music Education by Data Collection Methods

Data Collection Methods	Frequency (f)	Percentiles (%)
Interview and Survey Methods	155	45,72
Document Analysis	66	19,47
Document Analysis - Interview and Survey	65	19,17
Interview and Survey, Experimental Methods	14	4,13
Observation and Experimental	12	3,54
Experimental	10	2,95
Interview and Survey - Observation	6	1,77
Interview - Observation and Experimental	4	1,18
Observation	3	0,88
Document Analysis and Experimental	2	0,59
Document Analysis and Observation	1	0,29
Observation and Survey	1	0,29
Total	339	100

Table 9 shows the distribution of postgraduate theses in music education by data collection methods. According to Table 9, interview and survey (f: 155, 45.72%), document analysis (f.66, 19.47%) and document analysis - interview and survey (f: 65,

19.17%) methods were used as data collection method in more than three fourths of the graduate theses (f: 286, 84.36). In the remaining theses, the data were obtained by other data collection methods (f: 53, 15.62%).

Table 10.
Distribution of Postgraduate Theses in Music Education by Data Collection Tools

Data Collection Tools	Frequency (f)	Percentiles (%)
Survey	80	23,60
Document Analysis	68	20,06
Interview Form	36	10,62
Scale	33	9,73
Survey and Document Analysis	25	7,37
Survey and and Interview Form	21	6,19
Scale and Survey	16	4,72
Observation Form	11	3,24
Document Analysis and Interview Form	11	3,24
Tests	10	2,95
Tests and Survey	4	1,18
Scale - Observation Form - Interview Form	4	1,18
Interview Form and Scale	3	0,88
Scale - Tests	3	0,88
Tests- Observation Form - Interview Form	3	0,88
Observation Form and Survey	3	0,88
Evaluation Form	2	0,59
Document Analysis and Scale	1	0,29
Document Analysis - Tests and Survey	1	0,29
Tests and Observation Forms	1	0,29
Tests - Scale - Survey	1	0,29
Observation Forms and Scale	1	0,29
Scale - Evaluation Form	1	0,29
Total	339	100

Table 10 shows the distribution of postgraduate theses in the field of music education by data collection tools. When Table 10 is examined, it is seen that 7 different data collection tools are used in postgraduate theses (survey, document analysis, interview form, scale, observation form, test, evaluation form). In more than two thirds of the 339 theses (f: 231, 68.14%), survey and document analysis were used either alone or in combination with at least one of the other data collection tools. In one third of the graduate theses (f: 108, 31.86%), other data collection tools were used. According to this finding, it can be said that there is a need for more studies in the field of music education, where data collection tools other than survey and document analysis are used as data collection tools.

Table 11.
Distribution of Postgraduate Theses in Music Education by Data Analysis Methods

Data Analysis Methods	Frequency (f)	Percentiles (%)
Quantitative	159	46,90
Mixed	101	29,79
Qualitative	79	23,30
Total	339	100

Table 11 shows the distribution of postgraduate theses in the field of music education by analysis methods. When Table 11 is examined, it is seen that quantitative (46.90%) methods are used as data analysis method in 159 of a total of 339 theses. In the remaining 101, mixed (29.79%) and 79 were used qualitative (23.30%) methods. According to the findings obtained, it can be said that almost half of the theses are based on quantitative data analysis methods.

Table 12.
Distribution of Postgraduate Theses Studying Using Experimental Design in the Field of Music Education According to Research Models

Research Models	Frequency (f)	Percentiles (%)
Pretest-Posttest-Control Group Model	27	58,70
Single Group Pretest- Posttest Models	7	15,22
Posttest Control Group Model	4	8,70
Unspecified	3	6,52
Unsynchronized Control Group Model	2	4,35
Pretest - Posttest Matched Control Group Model	1	2,17
Repeated Posttest Models	1	2,17
Multiple Starting Pattern Between Subjects	1	2,17
Total	46	100

Table 12 shows the distribution of postgraduate theses studied using experimental design in the field of music education by research models. According to Table 12, 27 of the postgraduate theses studied using an experimental design were used with a pretest - posttest - control group model (58.70%). 7 used single group pretest-posttest model and the remaining 12 used other models (26.08%). This finding shows that more than half of the graduate theses studied using an experimental design use a pretest - posttest - control group model.

Table 13.
Distribution of Postgraduate Theses Written Using Experimental Design in the Field of Music Education by Number of Experimental and Control Groups

	N	Min.	Max.	Ortalama	SD
Experimental Group Numbers	44	2	90	23,48	18,49
Control Groups Numbers	35	0	61	20,54	13,18
Unspecified	2				

Table 13 shows the distribution of the postgraduate theses studied in the field of music education by using experimental design according to the number of participants in the experimental and control groups. According to Table 13, the number of participants in the experimental group of the graduate theses studied using the experimental design varies between 2 and 90, and the arithmetic mean is 23.48. The number of participants in the control group ranged from 0 to 61, and their arithmetic mean was 20.54. In 2 of the theses working using the experimental design, no information was given about the number of participants.

Table 14.
Distribution of Postgraduate Theses Written Using Experimental Design in the Field of Music Education According to the Experiment Durations

	N	Min.	Max.	Ortalama	SD
Experiment Duration (week)	42	1	24	9,55	5,19
Unspecified	4				

Table 14 shows the distribution of postgraduate theses by using experimental design in the field of music education, according to the application time. According to Table 14, the application times of theses vary between 1 and 24 weeks, on average, it is around 9-10 weeks. This finding shows that the experimental application times for music education are sufficient.

Table 15.
Distribution of Postgraduate Theses Written Using Experimental Design in the Field of Music Education According to Statistical Methods

Statistical Methods	Frequency (f)	Percentiles (%)
Descriptive Statistics	6	13,04
Descriptive and Predictive statistics	40	86,96
Total	46	100

Table 15 shows the distribution of postgraduate theses written using experimental design in the field of music education according to data statistical methods. According to Table 15, it is seen that descriptive and predictive statistics methods are used together as data analysis method in 40 of 46 theses (86.96%). In 6, it is seen that only descriptive statistics methods (13.04%) are used. According to the obtained result, both descriptive and predictive statistical methods were used in the data analysis of most of the postgraduate theses written using experimental design.

Table 16.
Distribution of Postgraduate Theses by Using Experimental Pattern in the Field of Music Education by Sample Groups

Sample Groups	Frequency (f)	Percentiles (%)
University Students in Music	17	36,96
6-15 Age Group Children	16	34,78
0-5 Age Group Children	6	13,04
9-17 Age Group Children	2	4,35
Special Education and Rehabilitation Center Students	2	4,35
Music Teachers	2	4,35
Primary Education 6th Grade Students	1	2,17
Total	46	100

Table 16 shows the distribution of postgraduate theses written using experimental design in the field of music education according to the sample groups. According to Table 16, in 17 of the graduate theses written using an experimental pattern in the field of music education, university students (36.96%) in the field of music constituted the sample group. n 16 of the graduate theses, children in the 6-15 age group (34.78%) and 13 in the other field and age group or children (28.26%) constituted the sample group. According to this finding, more than 70% of the sample groups of theses are "children in the 6-15 age group" and "university students in the field of music". n the field of music education, it is clear that you need more experimental studies to work with groups other than these two sample groups.

4. DISCUSSION

In the survey conducted within the scope of the research, it was seen that the studies in the literature were limited to the sub-dimensions of music education (instrument training, vocal training, etc.) and content analysis was made. In this research, the postgraduate studies obtained as a result of the keyword of music education are discussed. The survey has more comprehensive data in terms of expressing the quantitative and qualitative status of music education research and is therefore important.

The conclusion and discussion section of the research are presented as three titles as follows.

4.1. Content Analysis Discussion for Postgraduate Theses Using Experimental Design

It is concluded that the majority of the postgraduate theses examined in the research are master's theses. When the literature was reviewed, studies consistent with this result were reached. (Gençel Ataman (2009), Karkın (2011), Toptaş (2013), Apaydınlı (2014), Yıldırım Orhan and Tunca (2014), Çeşit (2015), Kaptanoğlu and Çanakçı (2015), Küçüksomanoğlu (2016), Öztutgan (2016), Arıca (2017), Birel and Qader (2017), Ertek Babaç and Köse (2018), Kurtarslan (2018), Yıldırım Orhan and Göklen (2018), Can and Günenç (2019), Gebeloğlu (2020), Öztutgan ve Öztutgan (2020) and Üstün (2020)). In the research, it was concluded that the first thesis accessible in the field of music education and Council of Higer Education Thesis Center was written in 1986 and the most thesis was written in 2019. It is concluded that the majority of postgraduate theses are made at Gazi University and educational sciences institutes, and there is not a big difference in the number of male and female researchers who write a postgraduate thesis in the field of music education. Öztutgan and Öztutgan (2020), in their content analysis studies for 25 graduate studies written in different disciplines of music education in 2020, concluded that most of the master's theses were written at Hacettepe University, most of the doctoral theses were at Ankara University, and the majority of the theses were conducted by women researchers. In their study conducted in the United States of America, Kantorski and Stegman (2006) examined the content of music education theses in which qualitative research methods were used between 1998-2002 and reached the conclusion that an average of 25 theses were written per year. In Council of Higer Education Thesis Center, there are 2433 theses with the keyword "music" and 457 with the keyword "music education. This result shows that nearly a fifth of the postgraduate theses written about music are about music education. In our country, especially in the level of doctorate, doing more studies, and more in-depth studies in the field of music education will be a significant step in producing solutions for the problems encountered. It is clearly seen that there has been a great increase in the number of theses written in the field of music education, especially in the last two years. With the "GRADUATE EDUCATION and TEACHING REGULATION" announced on April 20, 2016, it can be thought that the new regulation brought by the programs regarding the expel of students has a direct effect on this result. Students who do not complete their thesis studies up to six years in the master's program and twelve or fourteen semesters in the doctoral program are dismissed from the programs.

4.2. Content Analysis Discussion for the Methods Parts of Graduate Theses

It was concluded that the majority of the theses, in which the content analysis was conducted, were made with quantitative or mixed research methods. While Öztutgan and Öztutgan (2020) reached the conclusion that most of the theses were prepared based on quantitative approach, Küçükosmanoğlu (2016) and Üstün (2020) concluded that the majority of the theses were done with qualitative research methods. Rohwer (2019), in her content analysis study for the articles published between 1989-2017, concluded that the majority of the articles were made with qualitative research methods. Nichols (2013) stated that qualitative methods began to be used in 2003 in the content analysis study of the articles published in the first twenty

years of the "Journal of Music Teacher Education" journal (1991-2011), and while a few experimental studies were conducted in the first years, this number stabilized in the early 2000s. Killian, Riu, and Reid (2012) found in the content analysis studies of the articles published in the "Journal of Music Teacher Education" journal between the same years (1991-2011) that there was a significant increase in the number of both quantitative and qualitative studies in the fourth quarter. Silvey et al. (2019) concluded that quantitative research methods were mostly used in content analysis studies for articles published in the journal "NAfME" between 1989-2017. Kantorski and Stegman (2006) examined the content of music education theses in which qualitative research methods were used between 1998-2002 in their study in America. As a result of their research, they reached the conclusion that qualitative methods were mostly used as data collection and data analysis method. In the theses examined, it was seen that the "interview and survey" method was mostly used as the research method, and the "questionnaire" was used as the data collection tool. This result explains the high number of studies conducted with the quantitative research method. It is obvious that qualitative and quantitative research methods have their own strengths and weaknesses. Therefore, using two methods together will increase the reliability of the study.

In the research, it was concluded that the majority of the theses whose content analysis was conducted were studied by using the scanning model. Çeşit (2015), Küçükosmanoğlu (2016), Öztutgan (2016), Arıca (2017), Babaç and Köse (2018) have reached the same result in their work.

In the theses examined in the research, it was concluded that the interview - survey method and quantitative data analysis, were used most. It was concluded that document analysis and questionnaires were used mostly as data collection tool.

4.3. Content Analysis Discussion for Postgraduate Theses Using Experimental Design

It was concluded that the pre-test - post-test - control group model was used in the theses studied using the experimental design, the mean number of the participants in the experiment group was 24, the average of the participants in the control group was 17, the duration of the application lasted 14 weeks, and descriptive and meaningful statistics were used together. It was concluded that university students in the field of music were mostly chosen as the study group in the theses studied using the experimental design. It is noteworthy that in more than half of the theses studied using experimental design, one of the real experimental models with the highest scientific value is used as a research model. It is thought that the attachment of "personal information forms" to other data collection tools is effective in the use of descriptive analysis methods and descriptive analysis methods as data analysis method in most of the theses. In the theses examined, the selection of university students in the field of music mostly as a study group can be accepted as an indication that researchers prefer the easily accessible study group in their studies. This result is in line with the content analysis studies of Doğru, Gençosman, Ataalkın and Şeker (2012) and Gülbahar and Alper (2009) in the field of education.

Suggestions

In the study, content analysis was carried out for a total of 339 graduate theses, 285 of which are master's thesis, 53 of which are doctoral thesis and 1 of which is a master's application report, and all of which are scanned and accessible at the YÖK National Thesis Center with the keyword "Music Education". Studies other than graduate theses (articles, papers, foreign publications) are excluded.

The survey results conducted in other disciplines outside the arts of music / work that will be carried out in coordination can create an idea about the development and exchange of academic art education in Turkey.

Studies on different dimensions of music education in the examined thesis studies were also discussed in terms of method, and some results were obtained. When the music education research is examined in terms of methodology, it is thought that considering the availability of the studies conducted in terms of the musical education dimension by the researchers will increase the quality of the studies. For example, while quantitative research methods can be applied with a suitable number in terms of the study group of the studies on the dimensions of music education conducted in groups, the problem of sampling in the dimensions of music education carried out with individual practices such as instrument and vocal training is an obstacle to conduct quantitative studies. At this point, researchers can improve themselves in determining and applying the most suitable research methods for the musical education dimension they want to work with, by following relevant research, thus making future thesis studies more efficient.

Research and Publication Ethics Statement

The author hereby declare that he has not used any sources other than those listed in the references. The author further declare that he has not submitted this article at any other journal for publication.

Contribution Rates of Authors to the Article

This article is a single author article.

Statement of Interest

The author declare that there is no conflict of interest.

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