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A REVIEW OF RESEARCH PUBLISHED IN THE FIELD OF MUSIC EDUCATION IN TÜRKİYE¹

Eylül BAL

Music Teacher, Modern Bilimler Akademisi, Adana, Türkiye, eylulbal1999@hotmail.com
ORCID: 0009-0001-4896-340X

İlhan ÖZGÜL

Prof. Dr., Kastamonu University, Faculty of Education, Kastamonu, Türkiye, ilhanozgul@kastamonu.edu.tr
ORCID: 0000-0002-5615-7934

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ABSTRACT

The purpose of this study was to examine the distribution of studies published in the field of music education in the TR Dizin database between 2018 and 2023 according to year of publication, type of music education, research methods, and reference usage. The document analysis method, one of the qualitative research approaches, was used in the study. The present study included a total of 161 articles published in the TR Dizin database. The researcher developed a Classification Form to categorize the data, which were then analyzed using frequency and percentage analysis. The findings indicate that the distribution of publications varies across years. Compared to other types of music education, the majority of articles were written in the field of vocational music education. Quantitative research methods were used more often than qualitative and mixed-method approaches. Furthermore, it was determined that researchers utilized local sources more frequently than foreign sources in their studies. Based on the findings, recommendations were made for future research, including more focus on general and amateur music education, diverse methodologies, periodic analyses, and increased use of international literature.

Keywords: Music education, music education research, TR Dizin database, research methods.

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Corresponded Author: Eylül Bal, Independent researcher, eylulbal1999@hotmail.com

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INTRODUCTION

It is known that the developing and changing digital communication tools of our era play an important role in conveying and disseminating academic studies to wider audiences. These tools enable the determination of whether the findings in published academic studies meet the criteria for scientific knowledge to be comparable and measurable. Furthermore, they function as effective instruments for the evaluation, dissemination and development of both past and current research data. In order for the findings obtained through academic research to be accepted as scientific knowledge, it is necessary that they meet the established criteria. The following list enumerates the primary characteristics that scientific knowledge is required to possess:

- Scientific knowledge is subject to change based on observation and interpretation (Turgut, 2009).
- The fact that scientific knowledge can be improved or completely changed depends solely on being based on experimentation, observation, and data.
- The Scientific knowledge/research concerns itself with the question of what we know and how we know it (Sandoval, 2005).
- Researchers' approaches, beliefs and experiences enable them to interpret scientific knowledge.

It is widely acknowledged that the primary objective of academic research is to disseminate novel scientific findings by researchers, thereby enhancing the scientific publication performance of the countries they represent. These studies, which are evaluated in terms of quantity and quality and transformed into scientific publications, are considered an important measure of the academic performance of countries and researchers (Damar et al., 2021). Considering the need for these studies to meet criteria such as measurability, evaluability, and revisability, it is important that these publications possess certain qualities. These qualities are listed below.

A notable strength of the research lies in its summary section, which offers the reader a comprehensive overview of the study by encapsulating the contents of each section in a succinct and accessible manner. This section should include information about the purpose of the research, the method used, how it was developed, and the findings (Tiryaki, 2014). The introduction constitutes the section in which the solution to the fundamental problem sought in the research, and the manner in which said problem will be resolved, is conveyed to the reader (Day & Gastel, 2019). In this section, a literature review should be conducted to support the study or to see previous research. The primary objective of the literature review is to identify and examine previous studies pertinent to the research topic (Gliner, Leech & Morgan, 2015). The methodology section provides a comprehensive overview of the study's design, including the research methodology and methodological framework. It also specifies the study's sample, population, data collection tools, and analytical methods. As Arıkan (2013) asserts, the selection of a scientific research method aims to facilitate the identification of findings and the creation of a scientific product based on the examination of these findings. Therefore, the method should be chosen in a manner that aligns with the objectives of the research, necessitating meticulous planning of the entire research process. Consequently, the research method should

be carefully selected to align with the study's objectives, requiring meticulous planning of the entire research process. The findings section presents the results of the research problem objectively, without interpretation, and its placement in relation to the discussion section depends on the chosen publication format. The discussion section, in turn, examines the theoretical and practical implications of the findings, ensuring that results are communicated clearly and comprehensibly. Furthermore, Vurucu (2019) highlights that digital databases facilitate researchers' access to and evaluation of studies, and that adhering to specific academic criteria can support the publication of research.

Music Education and Types of Music Education

Music education is a discipline encompassing both scientific and artistic principles, with the objective of imparting musical skills to individuals while concurrently serving as a conduit for the transmission of cultural heritage from one generation to the next (Uçan, 2005; Ürün, 2016). In its broadest sense, music education is defined as the process of imparting musical skills to individuals and developing and changing musical skills and attitudes in individuals (Uçan, 2005). The process is influenced by the individual's unique musical experience. The degree of change in musical behaviors is determined by the student's interaction with the teacher and the provided learning environment, as well as the individual's unique musical experiences.

Music education is a structured process that encompasses the teaching and learning of music; it includes skills such as performance (playing instruments, singing, and music literacy), theory, composition, listening, music appreciation, and music history. It takes place in various settings, including schools from preschool through secondary education, private lessons, conservatories, community-based programs, and higher education institutions. In this process, individuals need to receive education aimed at developing their musical skills. Within this scope, music education is divided into different classifications based on its target audience and duration, in accordance with its fundamental objectives. Uçan (2005) has defined music education as comprising three main types: general music education, amateur music education and vocational music education. Özgül (2001, 2023) states that educators specializing in music education at the preschool and primary school levels are equipped during their undergraduate studies with professional music education grounded in the principles of general music education. Consequently, it is possible to add a fourth category to the existing classification of music education. This pedagogical approach is formally defined as "Professional music education based on general music education."

General music education aims to convey the general musical culture, which is essential and necessary for every individual regardless of school, profession, or program type, to individuals and societies (Uçan, 2005). General music education constitutes the basis for both professional and amateur music education categories (Girgin, 2015). While this education is a mandatory requirement for every individual, it creates positive effects in the academic and musical development processes of individuals without age distinction (Tarman, 2006). "This type of education is compulsory in preschool and elementary school programs, while it is categorized under elective

courses in secondary education programs. It is carried out by preschool and classroom teachers in preschools and elementary schools, whereas in middle schools, it is conducted by music teachers.

Amateur music education is conducted for individuals aiming to receive training in a specific area of music on an amateur basis. This type of music education is described as the education received by individuals who are interested in any field of music and choose music as a hobby (Aksoy, 2015; Uçan, 2005). Unlike professional and general music education, it is not linked to a mandatory curriculum; rather, individuals participate voluntarily according to their own interests and motivations. Individuals interested in music on an amateur basis can benefit from this education through certain communities, private initiatives, and institutions. These communities include music ensembles at primary, secondary, and high schools, as well as individual vocal training, instrumental instruction, orchestras, and choir activities offered within these institutions.

Professional/Vocational music education is a form of training designed for individuals who have chosen a branch of music as their profession and possess a certain level of musical ability. This type of education is systematically planned and delivered by experts in the field, with the aim of cultivating the musical behaviors required for professional practice (Tarman, 2006; Uçan, 2005). As a prerequisite for participation, individuals are required to achieve satisfactory scores in compulsory examinations that evaluate their musical aptitude and performance prior to commencing professional music education programs. In Turkey, institutions providing vocational music education include a variety of educational settings, such as faculties of education and fine arts, state and private conservatories, and fine arts high schools, offering structured programs for the professional training of musicians and music educators.

Literature Review and Research Aim

A comprehensive literature review was conducted to provide a comprehensive overview of the current state of research in the field of music education. A survey of the national literature revealed the existence of several studies published in the field of music education. Özer and Demirbatır (2021) study revealed that the majority of publications in the field of instrumental education were published between 2015 and 2020, with a notable surge in publications in 2017. In the study conducted by Aydınlı Gürler (2021), a total of 340 postgraduate theses were examined, and it was concluded that these studies were most frequently published in 2010. In their study, Tek and Özgül (2022) examined articles published in the TR Index database between 2010 and 2020. The study revealed a prevalence of studies on instrument education in the field of music education, with the piano being the most preferred instrument.

As demonstrated in other studies in the literature, the most frequently used method in scientific studies published between 2000 and 2017 related to music education was the quantitative research method (Oğuz & Erbil Kaya, 2017). Recent studies indicate a shift in research methodology towards quantitative approaches, while concurrently highlighting the production of studies on instrumental education and special needs students (Çelik et al., 2015; Dubaz Bükülmez, 2023).

Research indicates that Music education not only develops musical abilities; it also engages cognitive, emotional, social, and motor domains. It fosters creativity, discipline, teamwork, and cultural awareness. Moreover, research consistently associates music education with a range of benefits, including improved academic performance (such as stronger language skills, mathematical ability, and standardized test scores), enhanced brain development, higher graduation rates, better emotional regulation, and stronger social connectedness (Hallam, 2010).

Nevertheless, the efficacy of academic research in the domain of music education may be constrained by issues such as inadequate recognition of research methodologies and their erroneous implementation (Yücel Toy & Güneri Tosunoğlu, 2007; Usta, 2012). In this context, it is considered necessary to focus on the quality and quantity of research in the field of music education published in digital databases.

The purpose of this study is to examine the distribution of studies published in the field of music education in the TR Dizin database between 2018 and 2023, with respect to year, type of music education, research methods, and reference usage. The research problems are defined below.

Research Problems

1. What is the distribution by year of studies related to music education published in the TR Dizin database?
2. What is the distribution according to the types of music education of studies related to music education published in the TR Dizin database?
3. What are the research methods used in studies related to music education published in the TR Dizin database?
4. What is the reference status of studies related to music education published in the TR Dizin database?

METHODS

Research Model

In this study, document analysis was employed as a qualitative research method. According to Mohajan (2018), qualitative research is a systematic approach that aims to explore and interpret individuals' experiences and meanings within real-life contexts. Document analysis is a commonly used method in qualitative studies. As noted by Merriam and Tisdell (2016), documentation includes a wide range of written, visual, and auditory materials, such as photographs, videos, and films. The document review method is based on the premise that documents lie at the center of research. This involves analyzing written materials that provide information about the phenomena or events under investigation (Yıldırım & Şimşek, 2011). By examining existing written, audio, and visual materials, this method facilitates the identification of trends and the development of new perspectives (Çepni, 2018). Kısa (2023) outlines the advantages of document analysis as follows: the absence of participant response, the possibility of analyzing data over an extended period, the opportunity to work with

large samples, the reporting of individuals' feelings and thoughts, and its economic advantage over other techniques.

Scope of the Research

The present study encompasses a total of 161 articles published in Turkish within the TR Dizin database between 2018 and 2023 in the field of music education and containing the keyword "music education."

Data Collection Tools and Techniques

A comprehensive examination of 161 research articles published between 2018 and 2023 in the TR Dizin database, incorporating the keyword "music education", was conducted in the course of the study. The researcher developed a classification form to serve as the data collection instrument. Prior to the formulation of the form, a comprehensive literature review was conducted on the field and problems. Furthermore, the finalised data collection tool was formulated in accordance with the opinions and suggestions proffered by two field experts during the development process.

Data Collection Process

The present study examined research articles published in Turkey between 2018 and 2023 that included the keyword "music education" in Turkish. The selection criteria for this review encompassed the following parameters: firstly, the articles under consideration were required to be research articles; secondly, they were required to be published in Turkish; and thirdly, they were required to contain the keyword "music education." Within the specified scope, a comprehensive literature review was conducted in the TR Dizin database, which resulted in the identification of a total of 161 articles.

Data Analyses

The articles obtained as a result of the research were classified according to pre-determined criteria, including year of publication, type of music education, research method, and reference distribution, while adhering to the requirements that the articles be research articles, published in Turkish between 2018 and 2023, and include the keyword "music education." Following the classification stage, percentage and frequency analyses of the data were conducted. To enhance clarity, the results were interpreted using tables and graphs. Within the scope of the third research problem, a classification form was developed to determine the methods of music education studies published in the TR Dizin database, comprising three dimensions: quantitative, qualitative, and mixed methods. During the process of determining the methods, the opinions and suggestions of two field experts were consulted to enhance the reliability and accuracy of the classification.

FINDINGS

This section presents the findings related to the sub-problems of the research in order. The data obtained are presented in tables and graphs.

Findings Related to the First Problem

The distribution of studies related to music education published in the TR Dizin database by year is presented below.

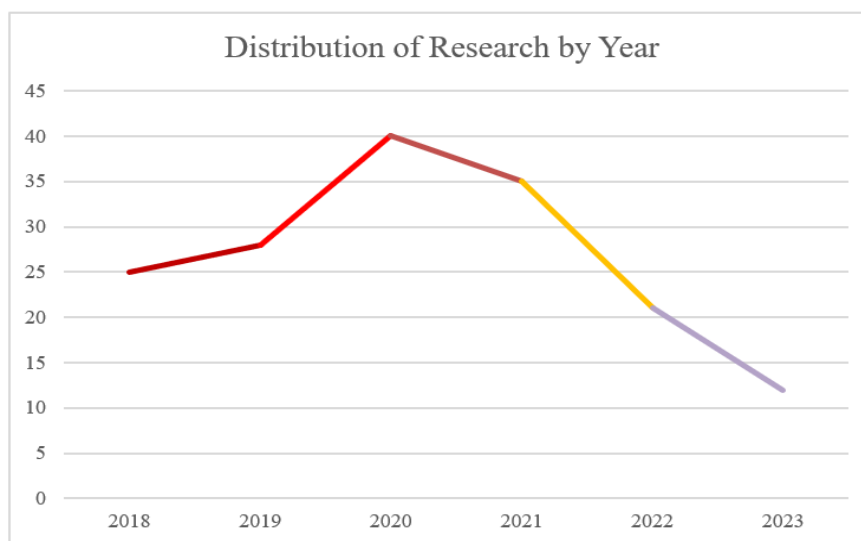


Figure 1. Distribution of Research by Year

Figure 1. shows that the majority of studies conducted in the field of music education in the TR Dizin database between 2018 and 2023 were published in 2020. This is followed by 2021, 2019, 2018, and 2022, respectively. The number of publications increased during the 2018–2020 period, and a decline began from 2020 onwards.

Findings Related to the Second Problem

The distribution of studies related to music education published in the TR Dizin database according to types of music education is presented below.

Table 1. Distribution of music education types

Year		(f)	(%)
2018	Professional Music Education	16	9,94
	General Music Education	4	2,48
	Professional Music Education Based on General Music Education	3	1,86
	Amateur Music Education	2	1,24
2019	Professional Music Education	19	11,8
	General Music Education	6	3,73
	Professional Music Education Based on General Music Education	3	1,86

	Amateu Music Education	-	-
2020	Professional Music Education	28	17,40
	General Music Education	11	6,83
	Professional Music Education Based on General Music Education	1	0,62
	Amateur Music Education	-	-
2021	Professional Music Education	19	11,8
	General Music Education	13	8,07
	Professional Music Education Based on General Music Education	-	-
	Amateur Music Education	3	1,86
2022	Professional Music Education	9	5,60
	General Music Education	9	5,60
	Professional Music Education Based on General Music Education	1	0,62
	Amateur Music Education	2	1,24
2023	Professional Music Education	8	4,97
	General Music Education	3	1,86
	Professional Music Education Based on General Music Education	1	0,62
	Amateur Music Education	-	-
Total		161	100

Table 1. shows the annual distribution of articles published between 2018 and 2023 according to the types of music education. The most frequently published type is vocational music education, followed by general music education, vocational music education based on general music education, and amateur music education. The yearly distribution indicates that the highest number of publications occurred in 2020, followed by 2021, 2019, 2018, 2022, and 2023.

Findings Related to the Third Problem

The research methods used in studies related to music education published in the TR Dizin database are presented below.

Table 2. Methodologies of studies published in the field of music education

Method		(f)	%
Quantitative	Experimental	Experimental	8 %4,97
		Partially Experimental	5 %3,11
		Weakly Experimental	5 %3,11
	Non-Experimental	Survey	49 %30,43
		Relational/Correlational	16 %9,94
		Simple Descriptive	1 %0,62
		Comparative	1 %0,62
	Interactive	Case Study	15 %9,32
		Fact Science	6 %3,73
		Interpretation	1 %0,62
Qualitative	Non-interactive	Document Analysis	27 %16,72
		Collection/Meta-Analysis	3 %1,86
		Concept Analysis	2 %1,24
	Other	10 %6,21	
Mixed		12	%7,45
Total		161	100

As demonstrated in Table 2, quantitative research methods are observed to be predominantly preferred in studies published in the field of music education. Qualitative research methods follow this approach, while mixed methods are identified as the least utilized technique. Within the context of studies designed with quantitative research methods, experimental studies are found to be less preferred in comparison to non-experimental research methods. Furthermore, the survey method is found to be more frequently employed in quantitative research methods compared to alternative approaches.

Findings Related to the Fourth Problem

The reference status of studies related to music education published in the TR Dizin database is presented in the graph below.

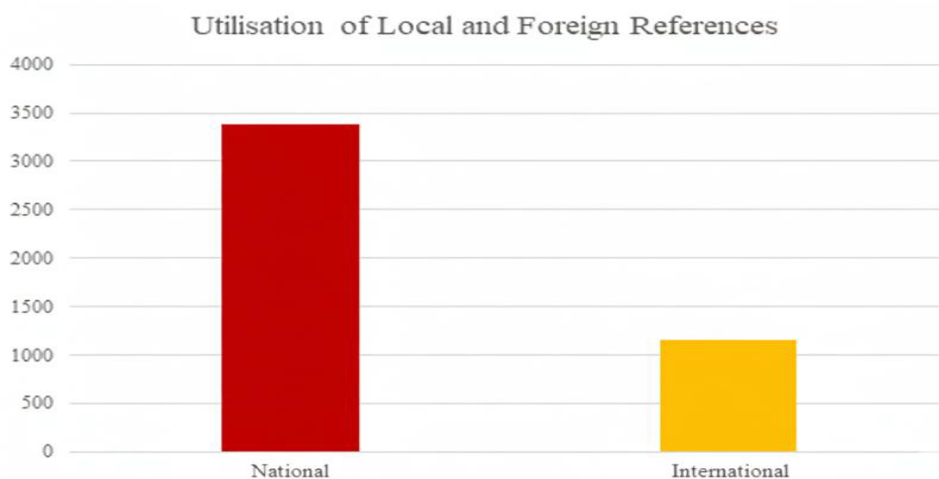


Figure 2. Utilisation of Local and Foreign References

Figure 2. shows the numerical distribution of local (national) and international references used in studies related to music education in the TR Dizin database. According to Figure 2, the use of local references is approximately 3,500, while international references are around 1,200. This indicates that local sources are used nearly three times more than international sources in the studies examined.

CONCLUSION and DISCUSSION

In this study, a total of 161 articles published in the TR Dizin database in the field of music education between 2018 and 2023 were examined by analysing their numerical distribution according to the years of publication, type of music education, method, and reference status.

A subsequent examination of the distribution of publications by year revealed a heterogeneous pattern, indicating that the studies did not exhibit a uniform distribution across publication years. Analysis of the data showed that the highest number of publications was recorded in 2020, followed by 2021, 2019, 2018, 2022,

and 2023. An increase in the number of publications was observed between 2018 and 2020, after which a decline began in 2021.

The findings obtained in this study largely overlap with the results of previously published research. In this regard, studies conducted by Özer and Demirbatır (2021), Geboloğlu (2020), Çetinkaya (2023), Aksoy and Göklen (2022), and Çelik et al. (2015) revealed that theses and articles published in the field of music education do not exhibit a homogeneous distribution across years and that these studies vary according to publication year. In a study examining researchers' motivation and publication performance during the pandemic, Parlar and Kart (2022) reported that certain positive aspects of the pandemic included increased work performance among researchers, improved focus within their personal work environments, and the production of a greater number of high-quality publications. According to data from the TR Dizin database, the highest number of studies on music education was published between 2020 and 2021, coinciding with the onset of the COVID-19 pandemic. It can therefore be hypothesized that the yearly distribution of scientific publications reflects fluctuations associated with the initial and subsequent phases of the pandemic, with a decline followed by a gradual increase in research output.

An examination of the distribution of publications according to music education types reveals that the professional music education type is predominantly preferred in the published studies. This type is followed respectively by general music education, professional music education based on general music education, and amateur music education. When the literature is reviewed, several studies consistent with the findings of this research were identified. In studies conducted by Aydınli Gürler (2021) and Demirbatır (2021), it was determined that the professional music education type stands out by a significant margin in academic studies within the field of music education. There are many institutions in our country conducting studies on vocational music education, encompassing three main types: Faculties of Education, Faculties of Fine Arts, and Conservatories. When their programs and operations are evaluated, it is evident that all these institutions aim to train researchers and educators with professional competence and expertise in the field of music. Fine Arts High Schools also operate as institutions providing vocational music education (Yener & Apaydınlı, 2016).

In line with these institutions, comparisons of studies conducted by Yalçın (2017) and Tosun and İlhan (2022) indicate that the number of conservatories offering vocational music education in Turkey has increased. Similarly, when Yalçın's (2017) findings are compared with current data from the Ministry of National Education (MEB), the number of Fine Arts High Schools actively providing vocational music education is also observed to have risen. Furthermore, a comparison of Yalçın (2017) and Yener and Apaydınlı (2016) shows that the number of institutions offering vocational music education has grown over the years. Based on these findings, it can be concluded that the number of institutions actively engaged in vocational music education in Turkey has increased, a growth believed to be directly related to the number of enrolled students and graduates. Gök (2018), in his study on institutions providing vocational music education, stated that approximately 2,500

students graduate from these programs each year and that, with the planned establishment of new faculties and music institutions, a significant increase in the number of existing educational institutions can be expected.

When the methodologies of the publications examined in this study were evaluated, it was observed that quantitative non-experimental methods were used most frequently, followed by qualitative non-interactive methods and mixed methods. Among quantitative approaches, survey methods were the most commonly employed, whereas document analysis was predominant in studies using qualitative approaches. These findings are consistent with the literature; studies conducted by Topaloğlu (2023), Aksoy and Göklen (2022), Oğuz and Erbil Kaya (2017), Dubaz Bükülmez (2023), and Kılıç Tapu (2017) similarly indicated that the most frequently used method in scientific publications is the quantitative non-experimental survey method. The data suggest that quantitative research methods are generally preferred in scientific publications, likely because they are more time-efficient and allow easier access to samples due to the structured data collection tools they employ. As noted by Aksoy and Göklen (2022), the longer data collection periods required in experimental studies, coupled with the greater complexity of data collection and analysis compared to non-experimental methods, may explain their less frequent use. Additionally, qualitative methods are often favored because they enable researchers to interpret results and draw conclusions more easily from the collected data, which is widely regarded as a key strength of qualitative approaches.

An examination of the data regarding the use of domestic and foreign sources indicates that researchers have generally adopted a passive approach toward the utilization of foreign materials. This finding is supported by previous studies; research conducted by Önal (2017), Önal (2018), and Tatar and Ece (2012) similarly reported that foreign sources were used far less frequently than domestic ones. The findings of the present study suggest that researchers' preference for local sources may stem from challenges in accessing foreign materials as well as their attitudes toward using such sources.

RECOMMENDATIONS

- This study examined publications from 2018 to 2023. To better track the dynamics of the field over time, it is recommended that similar content analyses or bibliometric studies be conducted periodically in the coming years.
- During the reviewed period, research on vocational music education was found to be clearly predominant. To achieve a more balanced literature and support the multifaceted development of the field, it is suggested that future studies place greater emphasis on general music education and amateur music education.
- Quantitative research methods were found to be dominant in the examined studies. In order to gain a deeper and more comprehensive understanding of the field, it is recommended that future research increasingly adopt qualitative, mixed-methods and other diverse approaches to enhance methodological variety.

- The studies reviewed made limited use of foreign (international) sources. Future research should investigate the underlying reasons for this underutilization (e.g., language barriers, access issues, lack of institutional incentives, etc.) and take steps to encourage more effective incorporation of international literature.
- The scope of this study was limited to publication year, type of music education, research methodology, and reference usage. It is recommended that future research also take into account alternative criteria, such as research problems, data collection tools, data analysis methods, statistical approaches.

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Idea or Notion	Eylül BAL-İlhan ÖZGÜL
Literature Review	Eylül BAL-İlhan ÖZGÜL
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Data Collecting	Eylül BAL
Data Analysis	Eylül BAL-İlhan ÖZGÜL
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