

An Overview of Postgraduate Theses on Values in Music Education in Türkiye

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Abstract

Values have a substantial place in education and have begun to gain significance in recent years. With this study, postgraduate theses on values in music were examined. The study, designed with a qualitative methodology, was conducted with document analysis. The review reached a total of nineteen theses that were conducted between 2013-2023, and it was found that female researchers did most of them. The studies were carried out mostly in 2019, and there were no studies between 2016-2018. The initial study appeared as a doctoral thesis in 2013. Accordingly, it is seen that the studies are mostly carried out in Marmara and İnönü Universities, qualitative research methods are widely used, and mixed methods are rarely preferred. It was revealed that the sample groups were mostly used as books and music notes, followed by students, and then music teachers and teacher candidates were the least preferred. It was observed that the data collection tools were mostly demographic information form, expert opinion and scales, frequency/percentage, graphic representation, Cronbach's alpha coefficient, and normality tests by the analysis types. Some results and suggestions were presented by examining the postgraduate theses on values in the field of music education.

Keywords

1. Postgraduate theses
2. Values
3. Music Education
4. Document analysis

Received
09.07.2023

Accepted
03.12.2024

Review Article

Suggested APA Citation:

Çelik, S. (2024). An overview of postgraduate theses on values in music education in Türkiye. *Manisa Celal Bayar University Journal of the Faculty of Education*, 12(2), 584–599. <https://www.doi.org/10.52826/mcbuefd.1324905>

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Note: This study was presented as an oral presentation at the 10th National Colloquium, 7th International on Higher Level Music Education University of Aguascalientes in Mexico between 26-28 of June 2023.

INTRODUCTION

Human values are progressively being used as widespread concepts in psychology, sociology, and education. Human values have been used as substantial factors for social scientists discovering diverse social, psychological, economic, and political phenomena (Çelik, Malkoç & Bağcı, 2022; Hitlin, 2003). Value is the main element that leads the way for behavior (Kulaksızoğlu & Dilmaç, 2000). In other words, values are a person or a group of people's most considerable things (Friedman, Kahn & Borning 2006, p.349), a belief concerning the behavioral style, guides of evaluated person, and affairs preferences (Schwartz, 1994, p.20). The values are influenced by geographical, economic, and historical factors, along with personality and cultural elements (Czerniawska & Szydło 2021, p.511; Rokeach, 1979; Schwartz, 1996). Different from personality, human values are learned as faiths of society's admitting (Rokeach, 1973). Namely, personality features and values have dissimilar structures. Personality demonstrates who you are, and values demonstrate what you desire (Roccas et al., 2002). Differences among individuals relate to environmental effects and genetic factors (Gottlieb, 2007; Onur Cura & Çankaya, 2017; Plomin & Daniels, 2011).

German educator and philosopher Spranger (1928) first developed a value scale in psychology after Allport and Vernon (1931). The values identify individual differences such as traits, dynamics, and motivational tendencies. Allport and his colleagues (1960) have determined six different types of values such as theoretical economic, aesthetic, social, political, and ecclesiastical. A behavioral tool was designed to measure the values. Despite having been studied slightly, this tool has been popular for fifty years in the field of guidance and counseling.

The main element and source affecting the behaviors of individuals is culture (Hofstede, 2001); therefore, the behavioral roots are in the culture as a fact (Hall & Hall, 1990). Within the culture, values take place in the most inside and unseen part of an onion skin, according to Hofstede's model. Values are among the first cultural elements that individuals unconsciously learn within a society.

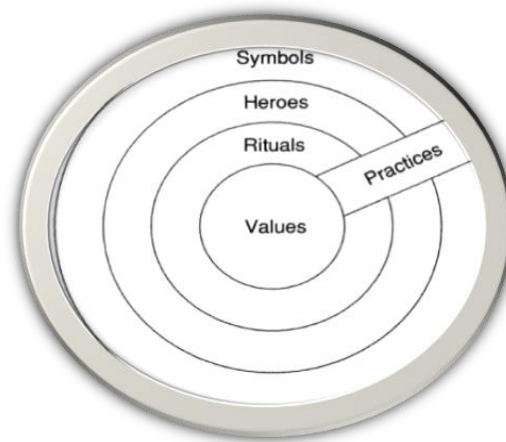


Figure 1. The onion diagram (Hofstede, 2001, p.11)

It is well known that numerous studies on human values have been conducted in recent years (Cisneros Concha, Domínguez & Chan Chi, 2018; Coelho et al., 2023; Maio, 2016) it appears as a concept that has an extremely substantial place in education. Value education is a crucial part of school pedagogy, even if the connection between values education and pedagogy is hugely controversial and problematic (Zajda, 2014). Further complicating this topic is values/moral education shows up to be "dependent on the changes of fashion" (Winch & Gingell, 1999).

In the transmission of values, in addition to the cognitive targets of the schools, there are also affective goals such as love, respect, morality, tolerance, patriotism, honesty, and kindness. Kohlberg stated the requirement of having internal mental processes for these influential goals and expressed morality as a cognitive ability in which people apply what they know and learn. The most substantial distinctive feature in Kohlberg's views on morality is that people can reason (Ekşi, 2006).

There are national and spiritual values that provide continuity in societies and form the basis of their lives; therefore, it is seen that human values are utilized as a tool in the education systems of societies. The future life of society needs to try to gain these values starting from early childhood. Therefore, including value education in open or implicit teaching programs will contribute to protecting and transferring values (Karagöz, 2013, p.2).

Value education in Türkiye firstly by UNESCO, supported under the name "Living Values Education," which dates back to international projects prepared for the United Nation's 50th-year celebrations in 1995 (İstanbul Milli Eğitim Müdürlüğü [Istanbul Provincial Directorate of National Education], 2012, as cited in Cihan, 2014). In this scope, values such as democracy, justice, and freedom have been used to gain activity-based approaches via not inculcation. UNESCO's recommendation regarding education and training in 2001 has quoted that it must be considered an individual's necessity. In this point, values education has been underlined that it allows the improvement of character and personality during the education process, nourishing spiritual and human values (Quisumbing & Leo, 2005, p.14). It was developed to educate students and teachers on the value of various materials to different age groups. The project set out the way from an approach called "Let's share our values for a better world," which focused on the basic twelve universal values such as cooperation, freedom, happiness, honesty, love, humility, peace, respect, responsibility, simplicity, tolerance, and unity. Value education is among the education and training achievements of societies nowadays, and this situation is valid in our country, but it appears in the title of "2023 Education Vision Values Education" proclaimed by the Ministry of National Education Republic of Türkiye (MoNE, [TTKB], 2010).

Board of Education and Discipline was for governorships and all schools in 2010. In the first week of the 2010-2011 session, a circular was sent regarding the realization of activities for value education in all schools, both inside and outside the classroom (Cihan, 2014, p.433). In the following years, within the scope of curriculum renewal from 2017, the Ministry of National Education takes an on-base education philosophy. Primarily, the aim was to provide the age's innovations, competencies, and individual and societal requirements of dispersing. Old curricula, which are different from the new curriculum's main elements, have been values and values education. Thus, it has been underlined in the new program and must not be disconnected from values in lessons, topics, and attainments, besides the importance of school and family cooperation. In this scope, the curriculum related to the topic has demanded teaching and learning aimed toward those associated with national, spiritual, and universal values. Ten root values, such as justice, honesty, friendship, self-control, patience, respect, love, responsibility, patriotism, and helpfulness, are determined (TTKB, 2017, p.24).

The definition of value education encompasses the essence and soul of education; thus, it should not be subject to evaluation in another program or field of topic by the Ministry of National Education (2017, p.4). In this context, educators and schools must see the indispensable part of the curriculum and provide them with available approaches. Even if values forge a substantial area that needs to be developed and ripen via education, general education in music education does not have enough place and importance. Values education has been left to institutions outside the school to some extent (Ulu-Kalın & Koçoğlu, 2017). Namely, values education is seen through the hidden curriculum. In the renewed music lesson curriculum (MoNE, 2017) involving 1st-grade to 8th-grade attainments, three values have been taken into account.

In the part of the music lesson, attainments exist: friendship, diligence, sensitivity, honesty, aesthetics, equality, freedom, respect, patience, love, responsibility, patriotism, benevolence, sharing, and fidelity. The most repeated value in the curriculum is ethics (Kart & Şimşek, 2020, p. 22-23). In 2018, lessons on the curriculum of primary and secondary grades were revised (MoNE, 2018). Values have been defined as the principles' total that constituted the curriculums' perspective. In the curriculum, refinement of some skills regarding the field, such as music's recognition, music-body harmony' providing, and making music individualistically and collectively, to be able to see a music society link and be able to connect among history and aesthetic relationships, the most vital matter is to associate with national and universal values of music. In addition, as a discipline of music, it is important to set up links to other disciplines. Listening, singing, playing, comprehending music, making music with rhythmic

activities, explaining oneself via music, cultural heritage, and variations' developing by producing the active of music and music technologies' effectively using were pointed out (MEB, 2018, p.8; Özgül, 2021).

As pointed out, no one can act independently from culture (Kagıtcıbası, 2013). Therefore, it must be known that society's cultural structure, way of life, norms, and traditions are necessary for effective educational process outcomes. The most indispensable element is the educators as role models; therefore, values and beliefs were learned from people's interactions with their environments afterward and were reflected as behavior. During this time, teachers transmit their values to their students consciously or unconsciously (Coombs-Richardson & Tolson, 2005). Teachers' behaviors are also a significant factor that determines the behaviors of students. In this context, while evaluating, teachers or educators are a prominent element in obtaining the values of students (Memiş & Gedik, 2010). Therefore, it is known that students are affected by their teachers for a natural reason. As role models, students are influenced by their teachers' value judgments. Value education is a vital element for teachers, and even if they do not demonstrate their roles to students, their interactions with students are obvious (Halstead & Taylor, 2000). It is chiefly related to the topic of Human Values in Music Education (Mursell, 1934). Before, I underlined the power of music via sample studies in the literature. Mursell signed it in his book on learning human values through music, emphasizing music's social experience and moral force as an opportunity (Reichling, 1993, p.115). Due to the accepted value of education and the holistic and combined approach to this concept, all human beings must be dissipated by development. Quisumbing and Leo are presented as models below. It is the cycle of this process.

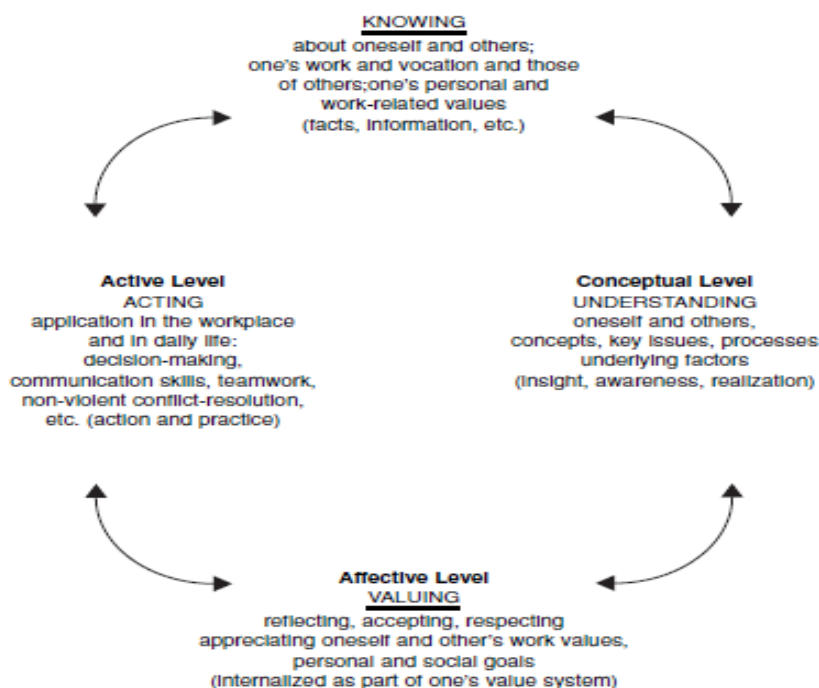


Figure 2. Teaching and learning cycle (Quisumbing & Leo, 2005, p.29)

As indicated, there is a cycle of knowing, understanding, valuing, and acting processes. Valuing as a movement an outcome in the third line. Along with the preparation of all determined curricula following the acquisition of value education, the music lesson curriculum also includes activities that emphasize our cultural values along with musical activities in terms of their purpose and scope. Music involves words and melodies that impact people's attitudes and values holistically as a sturdy tool (Räsänen, 2010). Music involves words and melodies that impact people's attitudes and values holistically as a sturdy tool (Räsänen, 2010). Music education has been categorized as extrinsic and intrinsic. For instance, extrinsic dimensions of music education include psychosocial values such as empathy and cultural indulgence or academic accomplishments like the progress of intangible thinking (Crooke, 2016; Mark, 1982). If music is made for children's necessities correctly, personal values also can be succeeded by this tool (Mursell, 1951, p. 20). Undoubtedly, music education is also an effective tool in gaining spiritual, moral, and human values and improving the person spiritually and aesthetically, rather than just teaching music in societies. Therefore, obtained changes in music education are generally based on musical experiences and relatively bring about behavioral changes. These changes occur immediately behind the behavior, such as

knowledge, skills, emotional, and cognitive changes (Çelik, 2021). As an essential notion, values in music education draw attention. Therefore, the study aims to evaluate the status of written values in postgraduate theses in Türkiye and emerge and evaluate the status of written values in the music education field. The objective of the study is to evaluate values in the music education field between 2013-2023 years. For these objectives, responses to the subsequent questions were sought:

- What is the distribution of postgraduate theses on values in music education in Türkiye by gender?
- What is the distribution of postgraduate theses on values in music education in Türkiye by type of thesis?
- What is the distribution of postgraduate theses on values in music education in Türkiye by years?
- What is the distribution of postgraduate theses on values in music education in Türkiye by the university?
- What is the distribution of postgraduate theses on values in music education in Türkiye by the research method?
- What is the distribution of postgraduate theses on values in music education in Türkiye by the sample group?
- What is the distribution of postgraduate theses on values in music education in Türkiye by the data collection tools?
- What is the distribution of postgraduate theses on values in music education in Türkiye by analysis?

METHOD

This part concerns the carried-out research process. The study was conducted using qualitative research. Qualitative studies provide for the researchers who are investigating related to a phenomenon, matter, case, person, or institution holistically and diligently (Yıldırım & Şimşek 2013).

A document will be used to analyze the research design. Document analysis is utilized to analyze the content of written documents carefully and systematically (Kıral, 2020). Document analysis requires the investigation and explication of data to make sense of it, form a figure out of the issue, and develop experimental knowledge (Corbin & Strauss, 2008). A document analysis technique was used in the study to investigate the current status of music education graduate theses in terms of diverse variables in Türkiye.

The research consisted of postgraduate theses on music education related to values at the YÖK (Council of Higher Education) national thesis database of open access between 2013-2023. Having been taken into 19 theses, it was formed by the researched sample. Criterion sampling was chosen as a purposeful sampling method in this study. The criterion sampling has been made up related to problem-specific qualifications for persons, cases, objects, or events (Büyüköztürk, 2012, p. 11). By the criterion sampling, the following criteria below;

1. YÖK thesis center's being accessible,
2. Being of the conducted with music education
3. Theses (f=19) presented by the database accessible from the YÖK thesis center by scanning were examined. "Value," "Values," and "Value education" as words and keywords were exhaustively scanned on the website of the YÖK Theses Center database both in the headline and abstract.

In addition, document analysis ensures the occasion to class with the contents of many texts or documents by transforming them into tables and charts. In this framework, the current status of postgraduate theses, including gender, publication year and type, university, methodology, and sample group, was analyzed, and document analysis was utilized frequently. In this framework, it was investigated the postgraduate theses such as used research methods, gender, publication year, and university, etc. in this way document analysis was executed.

FINDINGS

In this section, the findings are composed and presented below in tables, frequency graphics, and percentages by the problem status.

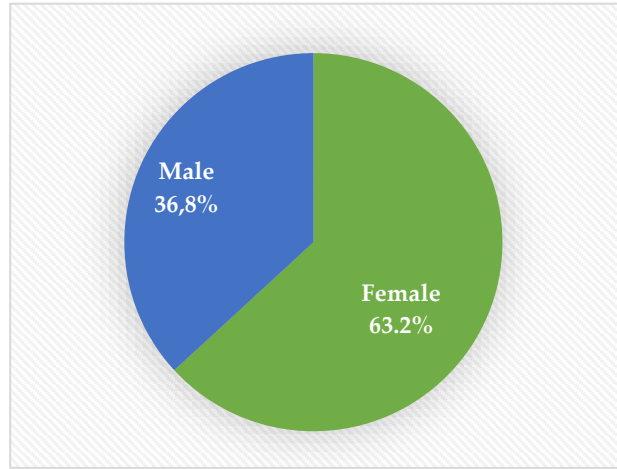


Figure 3. Distribution of written postgraduate theses on values in music education by gender.

In Figure 3, written theses on values in music education of authors have seen 12 (63.2%) females and 7 (36.8%) males. Female authors included in the study seemed much more than male authors.

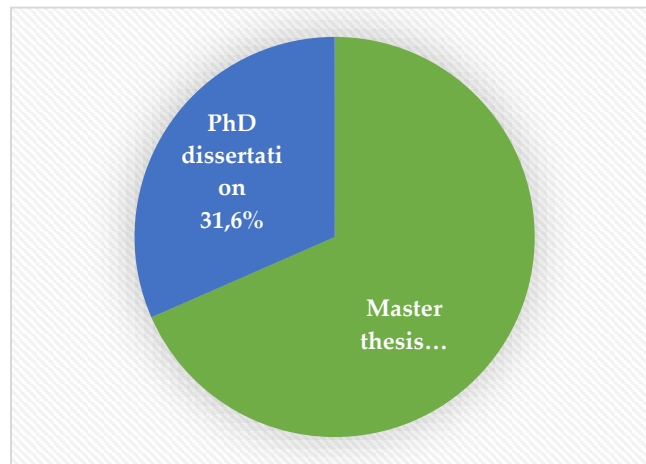


Figure 4. Distribution of the postgraduate thesis types on values in music education.

Observing Figure 4, the most written theses on values in this field have been seen as master theses 13 (68.4%). Ph.D. dissertations have been seen as 6 (31.6%).

Table 1. Distributions of the postgraduate thesis types by the years

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total
Ph.D. dissertation	1	-	1	-	-	-	-	1	1	1	1	6
Master Thesis	-	1	1	-	-	-	6	-	2	3	-	13

Table 1 presents the distribution of postgraduate theses by year. When the Table investigated, it is seen related to music education on values studies between 2013-2023 from YÖK database open-access, 6 Ph.D. and 13 Master

theses, a total of 19 postgraduate theses. In addition, most theses emerged mostly in 2019 and only as master theses. As can be seen, there has been no study in 2016, 2017, or 2018. The increase in postgraduate theses is shown in the figure below.

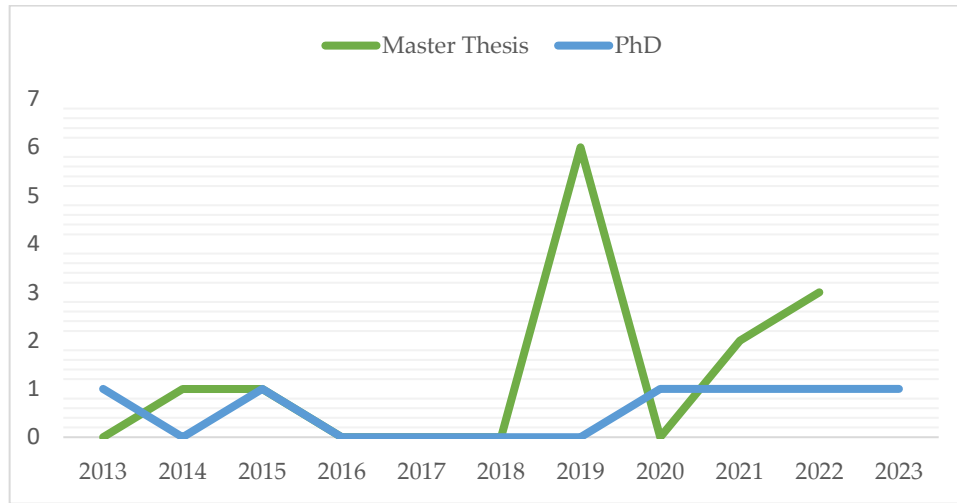


Figure 5. Distribution of postgraduate theses on values in music education by publication years.

When Figure 5 is considered, it is seen that there is a great increment in the number of theses in the area of values in music education. Even if there have not been written postgraduate theses at all between 2016-2018 particularly, an increase in the studies of values in music education has gradually been observed since 2019.

Table 2. Distribution of written theses by the university.

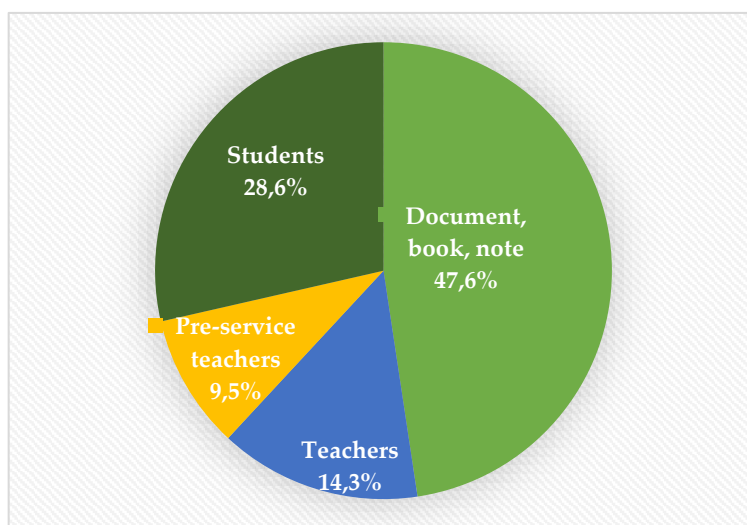
University	PhD	MA	Total
Marmara	3	-	3
İnönü	1	2	3
Bursa Uludağ	1	1	2
Trabzon	-	2	2
Gazi	-	2	2
Yüzüncü Yıl	1	-	1
Sivas Cumhuriyet	-	1	1
Çankırı Karatekin	-	1	1
Bolu Abant İzzet Baysal	-	1	1
Kırıkkale	-	1	1
Atatürk	-	1	1
Fırat	-	1	1
Total	6	13	19

Table 2 shows that involving the table universities, where prepared postgraduate theses at dissimilar universities of Türkiye. It is noteworthy that regardless of the type of thesis, most studies were conducted at Marmara University [in Istanbul] (f=3) and at Inonu University [in Malatya] (f=3).

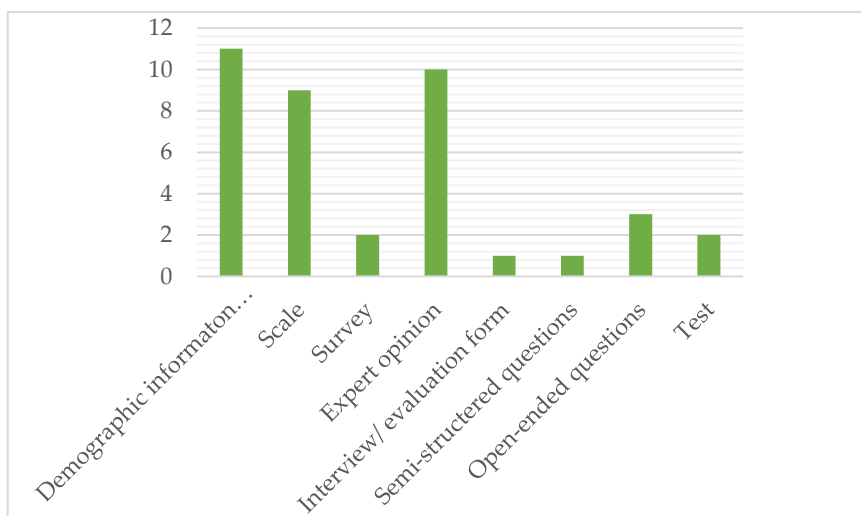
Table 3. Distribution of postgraduate theses on values in music education by research method.

Method	PhD	MA	Total
Quantitative	2	3	5
Qualitative	-	9	9
Mixed	4	1	5

Considering Table 3, it is often seen that qualitative research methods ($f=9$) regardless of publication type. Ph.D. dissertations mostly use mixed methods and not quantitative methods. Therefore, quantitative methods ($f=2$) are scarce and are prepared mostly as mixed methods. Additionally, it has drawn attention to the fact that written master theses are frequently used with qualitative methods ($f=9$). The mixed method was used ($f=1$) uncommonly.

**Figure 6.** Distribution of postgraduate theses on values in music education by the sample group.

According to Figure 6, written theses' sample groups are mostly seen as (47.6%) documents, books, notes, etc. Subsequently, it has been observed frequently as students (28.6%). Therefore, teachers (14.3%) and pre-service teachers (9.5%) scarcely occurred as sample groups in postgraduate theses related to the values in music education. Conversely, it stands out not being academicians and school administrators as a sample group.

**Figure 7.** Distribution of postgraduate theses on values in music education by data collection tools.

In the figure, as seen, mostly having been collected tools, demographic information form ($f=11$), and expert opinions ($f=10$), then scales ($f=9$) followed. Document, book, and music notes have not pointed out in the figure due to being the sample group's figure formerly.

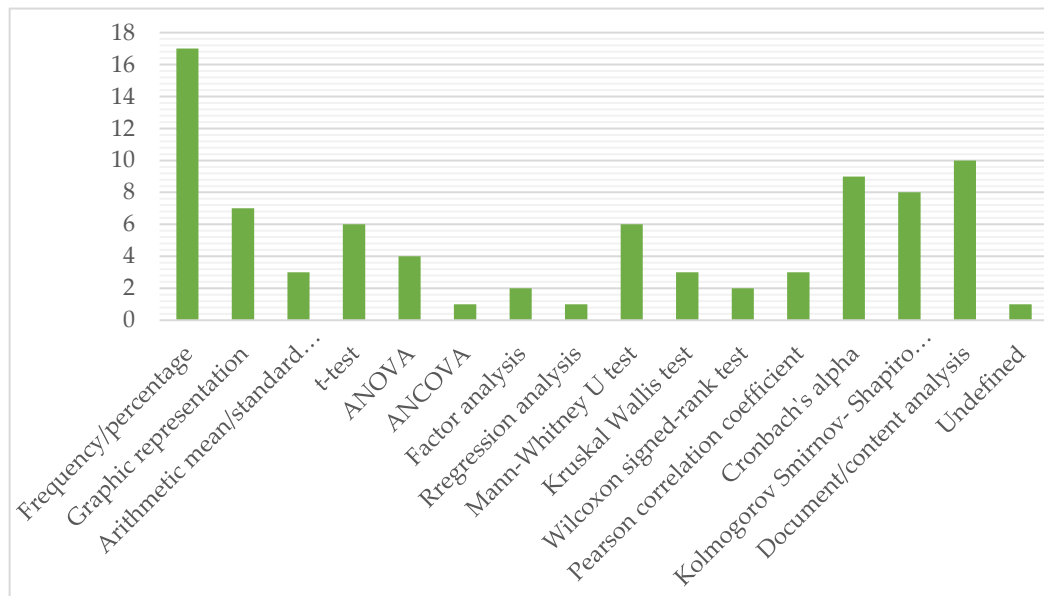


Figure 8. Distribution of postgraduate theses on values in music education by analysis.

While looking at the figure, used analysis mostly emerged frequency/percentage ($f=17$), document/content analysis ($f=11$), and graphic representation ($f=7$). Cronbach's alpha ($f=9$), which is bound with the study because of the scales' reliability to be measured. Quantitative research generally requires using this method while using scales to provide reliability. On the other hand, Kolmogorov Smirnov-Shapiro Wilk has been made ($f=8$) to test the distribution of dataset normality.

CONCLUSION AND DISCUSSION

Values have a substantial place in psychology, sociology, philosophy, and education. Values transfer in the teaching and learning durations, even if they are not direct, have been relatively incontrovertible in the hidden curriculum. Moreover, the educator's role as a role model is vital to the students. This study has been aimed at an overview of postgraduate theses on values in music education in Türkiye in the current situation presented and via obtained data and some outcomes by evaluation. A study that has been so far made on values in music studies (Turhal & Varış, 2022) nevertheless has been made in the literature study of this field, and all written theses have been involved not included. Therefore, this study aimed to reveal the theses in this area in detail.

The results have shown regarding the values written postgraduates theses in Türkiye total of 19 theses between 2013-2023 years. Based on the YÖK thesis center, the theses that were open access were investigated in this direction; data on gender, university, year of publication, research method, research design, and a sample group of the theses are presented and have been evaluated in terms of various characteristic features of them. 13 (63.2%) of the authors were female and 6 (36.8%) of them were male; therefore, by the gender, women authors have seen much more than male authors. Since the first written thesis in 2013, 13 (68.4%) master theses and 6 (31.6%) Ph.D. dissertations emerged. It was determined that most studies were conducted in 2019, and it was only a master's thesis. This case can result from the scarcity of doctorate-level education institutions, where researchers want to become experts in other fields of music education. Master programs being much more than doctorate programs and having been accepted, involved in the quota of students can bring about. Since 1982, postgraduate education formed in the framework of the institutes (Sağır, 2005), emerged a total of 215 programs in the music field master level 141 and doctorate level 74 programs in 2023 (Nazlımoğlu & Karakoç, 2023). Due to the being of the doctorate, which is the most significant level, means the deepening in the specific field. Therefore, more studies are needed based on the

values at the doctorate level in music education. Besides, the supervisors of the researchers might not be orientated to make them in this area. The number of theses has increased progressively over the years; however, it is observed that no theses were written in 2016, 2017, and 2018. In those years, music education studies were neglected, even if the number of these has advanced in the last few years.

Conducted with the theses it was made from ten dissimilar universities, and the most written theses at Inonu University were both doctorate and master theses. In order of universities, Bursa, Marmara, and Trabzon University have followed regarding this case. In Türkiye, master's programs in music education exist more than doctorate programs. This outcome can be interpreted as related to this situation.

The methodology was qualitative. In this field, widespread studies have made inferences concerning the sample groups such as books, music notes, and documents by carrying out document analysis. Subsequently, all students, regardless of age group, have been made in written theses. School songs, Turkish folk songs were analyzed by researchers in music lesson books, notes in terms of the conformity values education by having been investigated on musical and rhythmic features, vocal range, tonal-mağam cases (Bayat, 2019; Budak, 2021; Çetin, 2021; Gişi, 2019; Karakoç, 2019). In this context of value education, some qualifications such as love, loyalty, friendship, honesty, humility, and Turkish folk songs' teaching of social values to students could be a significant source (Kova, 2014) and religious elements were found. Some striking empirical studies have been executed by gaining some value via music-making songs on students as well (Akarsu, 2015; Alemdar, 2019; Gül, Mintaş & Engür, 2020; Sungur, 2022; Topaç, 2022). The first written postgraduate study (Karagöz, 2013) faced a Ph.D. named teaching values to elementary students using school songs.

In her study, both developed a scale and using and teaching school songs on value education in music education has been found to be an effective and permanent method. Consequently, in the study, education was the most significant activity, and singing and music education had an exclusive place and effect. Therefore, school songs have been seen as an influential tool for value education. Music's effect on human being life is no doubt known; for instance, Mizzoni (2006) also carried out preschool students to gain value, and students have started to behave positively. They should talk to each other kindly if they fall into the game area and help and hoist each other; therefore, their awareness of how to act improved highly. As pointed out by (Mursell, p.4), valid educational values are human values. Briefly, music can also help children to make adjustments in their behavior more appropriately (Mursell, 1951, p.17).

The study examined preschool period textbooks mostly on love, responsibility, and respect; however, values are not handled enough of values (Çetin, 2021). Sample groups, mostly collected via documents, books, and notes, give some points. Document analysis on these groups can be convenient and easy in terms of reaching out to them. In other studies, in the same way, songs have been investigated constantly in terms of the text contents (Dinçel, 2017; Kara & Demirhan, 2021; Keskin & Akyıldız, 2021; Kırmızı, Saygı & Yurdakul, 2014; Tut & Kiroğlu, 2017). Besides, some songs' contents in music books used at secondary school have not come across as a value of tolerance at all, and honesty and responsibility values have taken place (Gişi, 2019; Gökmen, 2022).

Music teachers' and pre-service music teachers' values (Çelik, 2021; Terzioğlu, 2019) were examined by using value scales, as the latest written postgraduate thesis (İssi, 2023) related to music teachers' professional values and their job satisfaction. It was found that the most important features of considerable value were respect, the right to life, and the politeness of pre-service music teachers. The least important values revealed by them were praying, religion/faith, and money/property. Kuşdil and Kağıtçıbaşı (2000) also found similar outcomes in their study in terms of being religious Turkish teachers. This finding has supported the spiritual values of pre-service music teachers. As Harper (1954) underlined, in music education, both moral and spiritual values must be found; these must also be found in the music educator's personality traits, life, and character. Because of that, common values need various tools to be gained. Creative drama, dance, and particularly music based on the cultural and national common elements can be utilized as tools in attaining the process of education (Eyüboğlu, 2023, p.78).

This kind of research can increase related to support for educational sociology and psychology. As role models, teachers' values and attitudes are inevitably determinative in gaining in students shaping of character; namely, this sort of study can enlarge music education. While looking into the other sample groups, a study of preschool students (Öztürk, 2020) by composing involved social values with songs have been planned musical activities. This empirical study showed preschool students have been affected by music on social values permanently.

Inferences were made about the sample group and research designs of the theses written. In terms of obtained outcomes, we can conclude that the studies are to be carried out more on the values and value in music education. It is essential to count issues such as the following international developments, allowing for an in-depth examination of the field by emphasizing the studies at the doctoral level and adopting mixed methods alongside quantitative and qualitative methods besides empirical studies.

SUGGESTIONS

It is seen that the first work on values education started after 2013. Although there is a decrease in these studies in certain years, it is observed that the acceleration has increased in recent years. This may be related to the fact that awareness of the value of education and music may have increased and that it has become popular recently.

- Research is conducted mostly by document review, which is related to more easily and reasonably accessible samples. The attained thesis' is mostly master's theses, and fewer PhD dissertations have been determined. Therefore, doctorate theses might be suggested to study focus on and encouraged much more than in this current case. Accordingly, it can be suggested to increase empirical studies by using music related to values in music education.
- In addition to this, it can be suggested that studies be carried out in working groups that include school administrators and even faculty members. In quantitative studies, it may be recommended to develop measurement tools as well as descriptive, due diligence, and correlational studies.
- Value education's significance in the developing world should be considered, and via music-transferring of human values studies can increase. New research should be encouraged in the future.

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Appendix 1. Subject titles of postgraduate theses on values in music education in Türkiye

Year	Author	Thesis type	Title
2013	Betül Karagöz	PhD	Teaching values to elementary students using school songs
2014	Öner Kova	MA	The musical analysis of the dishes and smash existed in TRT repertoire and their study in terms of the education of values
2015	Sıtkı Akarsu	PhD	Examination of the songs in the music textbooks of primary school (1-4) and middle school (5-8) in terms of values and students' perceptions about values education
2019	Cansu Gişi	MA	Examination of the works in music textbooks within the framework of values accepted by UNESCO
2019	Eda Alemdar	MA	Teaching ninth-grade students' societal values through musical activities
2019	Sevil Damla Terzioğlu	MA	The evaluation of music teachers' perceptions of portrait values on various variables
2019	Sinan Bulut	MA	The assessment of the folk songs in TRT Turkish Folk Music Repertory according to the values in the departments of music education
2019	Volkan Karakoç	MA	Examination of songs from secondary school music books in terms of musical characteristics and values education
2019	Recep Bayat	MA	A study on the usability of the Van region folk songs in TRT Turkish Folk Music repertoire in high schools
2020	Erhan Öztürk	PhD	The effect of music education on social values and social skills of preschool children
2021	Sibel Çelik	PhD	Pre-service music teachers' multicultural personalities, values, cultural intelligence levels, and investigation of their views on local music
2021	Zeynep Budak	MA	Investigation of the usability of Elaziğ-Harpur Turks in the TRT Turkish Folk Music Repertory in primary education music courses

Year	Author	Thesis type	Title
2021	Aslı Çetin	MA	Investigation of the pre-school song repertoire in the context of values education
2022	Esmâ B�rekçi	MA	An examination of the songs used by preschool teachers in terms of values education
2022	Fehime Pınar Sungur	MA	The effects of game and activity-based values education practices on the academic achievement and value perceptions of secondary school students within the scope of music lessons in distance education
2022	Nihat Topaç	PhD	The effect of song-oriented value education program on social skills of 5-6-year-old children
2022	Nilay G�kmen	MA	Primary school music textbooks included in the 2018 curriculum investigation in terms of values
2022	Yasemin Aşcı	MA	Religious music in the values education of children between 4 to 6 years
2023	Aslı Deniz İssi	PhD	Examining the relation between music teachers' professional value perceptions and their job satisfaction