

# The Effect of Concert Experience on Pre-School Teacher Candidates' Self-Efficacy Beliefs in Music Education

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## ABSTRACT

The purpose of this study is to examine the effect of concert experience on the music self-efficacy beliefs of pre-service preschool teachers. The research was conducted within the framework of an experimental design, a quantitative research method. The study group consisted of 207 pre-service preschool teachers selected via the purposive sampling method, a non-random sampling technique, all of whom were enrolled in the “Music Education in Early Childhood” course during the 2024-2025 academic year at Balıkesir University, Gazi University, Atatürk University (Erzurum), Yozgat Bozok University, and Tokat Gaziosmanpaşa University. The experimental group consisted of pre-service teachers who had attended a concert, while the control group comprised those who had not. Data were collected using the Music Education Self-Efficacy Belief Scale for Pre-Service Preschool Teachers developed by Yıldız (2017). One-way ANOVA and independent samples t-tests were employed for data analysis. The findings revealed that the music self-efficacy beliefs of pre-service preschool teachers differed significantly according to the universities they attended. Additionally, it was found that the music self-efficacy beliefs of pre-service teachers who had participated in a concert were statistically significantly higher than those of their peers who had not participated in a concert. The results indicate that concert experience strengthens pre-service teachers’ self-efficacy beliefs in the field of music. Accordingly, it is recommended that music education courses in undergraduate preschool teacher education programs be structured with a greater emphasis on practical experience and that experiential learning opportunities, such as concerts, be increased.

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## INTRODUCTION

The preschool period is considered a crucial stage in the development of individuals' cognitive, emotional, social, and motor skills. During this period, personality development and learning processes accelerate, resulting in significant gains in areas such as language development, problem-solving skills, social interaction, and emotional regulation. In this context, it is suggested that the quality and effectiveness of preschool education practices may have a substantial impact on individuals' academic and social development in later stages of life. The preschool period is a critical phase during which development and learning occur most intensively, and children actively engage in learning processes through interaction with their environment. The experiences and acquisitions gained during this period have the potential to shape not only subsequent learning processes but also individuals' social and emotional development (Kesicioğlu, 2019, p. 7). The primary aim of preschool education is to support children in acquiring the basic knowledge, skills, and concepts they will need both in school life and in daily life. Throughout this educational process, children develop crucial developmental skills, including cooperation, problem-solving, logical thinking, and emotional regulation (Kumar, 2025).

Music education is one of the disciplines known to contribute to children's emotional, social, and cognitive development during the preschool period. Therefore, the effective implementation of music education activities in preschool settings is crucial. Music is one of the ways through which children make sense of the world and express themselves. Young children respond to music naturally and intuitively; music constitutes an integral part of their cultural socialization processes. Children become socially connected to the musical systems of their families and communities, and they develop their cultural identities through music (Esimone & Ojukwu, 2014, p. 41).

With the growing interest in arts-based learning in early childhood music education, examining the effects of structured music programs on child development has become a necessity within contemporary educational approaches (Sun & Wong, 2025, p. 746). In Türkiye, preschool music education is generally

delivered by preschool teachers, which makes it essential to enhance the quality and effectiveness of the music courses that pre-service preschool teachers receive during their undergraduate education. Providing high-quality music education in the preschool period depends not only on the existence of a comprehensive and balanced curriculum that takes children's musical developmental characteristics into account, but also on the presence of preschool teachers who possess the musical competencies necessary to implement this curriculum effectively (Yıldız, 2018, p. 3). Presenting music education to preschool children in a natural, enjoyable, and relaxing manner is of great developmental importance. Preschool teachers and pre-service teachers utilize musical experiences—such as singing, rhythm activities, creative dance, and movement-based activities—to support children's cognitive, emotional, social, and motor development. Accordingly, preschool music activities should be planned and implemented holistically and purposefully, being appropriate to children's developmental levels (Demirhan & Gorgoretti, 2024, p. 66).

For music education to be lasting and meaningful, theoretical knowledge must be supported by practical experience. Concert activities are essential events that highlight the pragmatic dimension of music education and provide students with opportunities to apply what they have learned through concert experiences. In this context, the extent to which concert experiences contribute to the development of pre-service preschool teachers' self-efficacy perceptions in the field of music is a matter of interest.

Although the literature includes various studies examining the music course self-efficacy levels of pre-service preschool teachers, there is a lack of comparative research supported by practical interventions such as concert experiences. This gap in the literature necessitates an investigation into the impact of concert experience on pre-service preschool teachers' music education self-efficacy beliefs.

Within this framework, the main research question of the study is: "Is there a difference in music education self-efficacy beliefs between pre-service preschool teachers who have concert experience and



those who do not, among those who have taken the Early Childhood Music Education course?” To approach the research from a different perspective and obtain more detailed results through potential statistical findings, the music self-efficacy belief scores of pre-service preschool teachers studying at five other universities were also compared, regardless of their concert experience. Accordingly, the secondary research question of the study is: “Is there a significant difference in the music self-efficacy belief scores of pre-service preschool teachers studying at five different universities?”

## METHOD

### Research design

This study was designed within the framework of an experimental research model, a quantitative research method. An experimental intervention was implemented in the study. Since the intervention was carried out in a real educational setting, the research has the characteristics of a field study. Among the five groups included in the study, participants who had a concert experience were assigned to the experimental group, while those without a concert experience constituted the control group. Data were collected only after the intervention had taken place. Therefore, the research design was structured as a posttest-only design with nonequivalent groups.

Although a control group was used in the study, a pretest was not administered because the participants had already received music education before the concert experience, and the results could have been confounded with the outcomes of the music education they were receiving at that time. Although studies conducted with this design are considered to fall within the category of weak experimental designs, the study employed this design due to the nature of the research problem. Within the group of students who took the *Early Childhood Music Education* course, the music education self-efficacy beliefs of those who had a concert experience (intervention group) were compared with those of those who did not.

### Participants

The study employed the purposive sampling method, a non-random sampling technique. This method

enables the selection of information-rich cases for in-depth examination, based on the research purpose (Büyükoztürk et al., 2014, p. 90). Purposive sampling methods are frequently preferred in research because they can be aligned with different research paradigms and allow for the selection of an unbiased and qualified sample, thereby enhancing the reliability and validity of the findings (Friday & Leah, 2024).

The experimental and control groups of the study consisted of third- and 4th-year students enrolled in the *Early Childhood Music Education* course at Balıkesir University, Gazi University, Atatürk University, Yozgat Bozok University, and Tokat Gaziosmanpaşa University. The experimental procedure (concert experience) was applied to students in two groups (Balıkesir University and Gazi University), while no intervention was conducted for the other three groups. Additionally, students in the Gazi University group who had not experienced a concert were identified and included in the control group.

Although data were initially collected from 232 students, 25 observations in the dataset contained missing values. Since the missing data analysis indicated that the missing values were not random, imputation was not performed. Therefore, observations with missing data were removed, and the studies were conducted on the remaining 207 valid cases.

The population of this study consists of pre-service preschool teacher students in Turkey who are enrolled in the *Early Childhood Music Education* course. The sample was selected using purposive sampling and includes a total of 207 pre-service preschool teacher students studying at Balıkesir, Gazi, Atatürk, Yozgat Bozok, and Tokat Gaziosmanpaşa Universities.

The number of students in the experimental and control groups of the study is presented in table 1.

According to Table 1, all students from Balıkesir University and the majority of students from Gazi University had concert experience. In contrast, students studying at Atatürk University (Erzurum), Tokat Gaziosmanpaşa University, and Yozgat Bozok University were found not to have had any concert experience.

### Procedure

Students enrolled in the preschool teaching programs of five different universities participated in the study.



Table 1: Experimental and Control Groups of the Study

Experimental Group		
School	Before Removing Missing Data	After Removing Missing Data
Balıkesir University	92	76
Gazi University	47	39
Total	139	115
Control Group		
Gazi University	9	9
Erzurum Atatürk University	19	19
Tokat Gaziosmanpaşa University	42	41
Yozgat Bozok University	23	23
Total	93	92

During the 2024-2025 academic year, all students had taken the *Early Childhood Music Education* course, which is the only course in their program focused on music education. Following this course, concerts specifically designed for the preschool level were organized at two of the universities included in the study. Students at the other three universities had no concert experience.

### Data Collection

In accordance with the Ethics Committee Approval dated September 1, 2025, and numbered 2025/08-13, data were collected to determine the effect of concert experience on the music self-efficacy beliefs of pre-service preschool teachers. The *Music Education Self-Efficacy Belief Scale for Pre-Service Preschool Teachers (OBÖ-T)* was used for data collection in this study.

### Music Education Self-Efficacy Belief Scale for Pre-Service Preschool Teachers

The *Music Education Self-Efficacy Belief Scale for Pre-Service Preschool Teachers (MÖYÖ)* was developed by Yıldız in 2017 as a unidimensional scale. The MÖYÖ consists of 33 items rated on a 5-point Likert scale. The Cronbach's alpha internal consistency coefficient of the scale is 0.94. Using the Split-Half method, the reliability coefficient was calculated as 0.90 for the first half and 0.92 for the second half. Studies have shown that the scale is a valid and reliable tool for measuring music education self-efficacy beliefs among pre-service preschool teachers.

### Data Analysis

The quantitative data obtained through the data collection tools were analyzed using IBM SPSS Statistics 25.0 (The Statistical Package for the Social Sciences). Initially, the sample consisted of 232 data points; however, 25 observations were found to contain missing values. A missing data analysis was conducted before any imputation. For missing data analysis to be applicable, the p-value must be greater than 0.05. In this study, the analysis resulted in a p-value of <0.001, indicating that the missing data were not random. Therefore, no imputation was performed, and the 25 observations with missing data were removed from the dataset. All analyses were conducted on the remaining valid data.

Initially, the study aimed to determine whether there is a difference in music education self-efficacy beliefs among the five different groups. For this purpose, a normality test was conducted to determine which statistical test to use. According to various studies, if the sample size exceeds 30 ( $N > 30$ ), the Kolmogorov-Smirnov test should be used, whereas if the sample size is less than 30 ( $N < 30$ ), the Shapiro-Wilk test is recommended (Gürbüz & Şahin, 2018, p. 214; Can, 2023, p. 90).

Accordingly, for the sample groups from Balıkesir University ( $n_1 = 72$ ), Gazi University ( $n_2 = 49$ ), and Tokat Gaziosmanpaşa University ( $n_3 = 41$ ), which each had more than 30 participants, the Kolmogorov-Smirnov test was applied to assess normality. In contrast, the Shapiro-Wilk test was used for the Yozgat Bozok University ( $n_4 = 21$ ) and Erzurum Atatürk



**Table 2: Kolmogorov-Smirnov and Shapiro-Wilk Normality Test Results**

Kolmogorov-Smirnov						
University	Statistics	P	Skewness	Std-Error	Kurtosis	Std-Error
Balıkesir University	,79	,200	-,843	,276	1,492	,545
Gazi University	,100	,200	-,318	-,343	,176	,674
Tokat Gaziosmanpaşa University	,202	,000	-1225	,396	1,860	724
Shapiro-Wilk						
Erzurum Atatürk University	,143	,620	-,331	,524	-,407	1,014
Yozgat Bozok University	,136	,131	-,562	,481	-,747	,935

**Table 3: Kolmogorov-Smirnov Normality Test Results**

Measurement	Statistics	P	Skewness	Std-Error	Kurtosis	Std-Error
Participants with Concert Experience	,068	,200	-,664	,226	,704	,447
Participants without Concert Experience	,160	,000	-,905	,251	,732	,498

University ( $n_s = 19$ ) groups, as their sample sizes were below 30.

As seen in the table 2 all groups except for Tokat Gaziosmanpaşa University met the normality criterion ( $p > 0.05$ ). However, evaluating normality solely based on the p-value is not sufficient; if the Skewness and Kurtosis values fall within the accepted range ( $-1.96 \leq S-K \leq +1.96$ ), the distribution can also be considered normal (Can, 2023, p. 87). Examination of the Skewness and Kurtosis values for the Tokat Gaziosmanpaşa University group indicated that this group also met the normality assumption.

Accordingly, to determine whether there is a significant difference in the music self-efficacy belief scores of pre-service preschool teachers studying at five different universities, a parametric test, the One-Way ANOVA, was used due to the normal distribution of the data.

Next, a normality analysis was conducted on the data collected from pre-service preschool teachers with and without concert experience to determine the appropriate statistical test for examining whether concert experience affects music self-efficacy beliefs. Accordingly, since both groups—those with concert experience ( $n_1 = 115$ ) and those without concert experience ( $n_2 = 92$ )—had more than 30 participants, the Kolmogorov-Smirnov test was applied to assess the normality of the distribution (Table 3).

Examining the Kolmogorov-Smirnov normality test results presented in Table 3, it is observed that the group with concert experience met the normality assumption ( $p_1 > .05$ ). In contrast, the group without concert experience initially appeared not to meet this assumption ( $p_2 < .05$ ). However, despite the p-value being below .05, the Skewness and Kurtosis values for the group without concert experience were within the accepted range ( $-1.96 \leq S-K \leq +1.96$ ), indicating that this group can also be considered normally distributed.

Accordingly, to compare the music self-efficacy scores of pre-service preschool teachers based on concert experience, an independent samples t-test, a parametric test, was used due to the normal distribution of the data.

## RESULTS AND DISCUSSION

Below are the findings and interpretations related to the study's sub-problems.

### Findings and Discussion on Music Self-Efficacy Belief Scores Among Participant Groups

The distribution of pre-service preschool teachers' music self-efficacy levels according to their universities is presented in Table 4.

As observed in Table 4, students from Balıkesir University and Gazi University have the highest mean



**Table 4: Distribution of Music Self-Efficacy Levels of Pre-Service Preschool Teachers by University**

University	N	Mean	Std. Deviation	Std. Error
Balıkesir University	76	3,8628	,47227	,05417
Erzurum Atatürk University	19	3,5295	,25720	,05901
Ankara Gazi University	49	3,6438	,51495	,07356
Tokat Gaziosmanpaşa University	41	3,5070	,41748	,06520
Yozgat Bozok University	22	3,2521	,40162	,08563
Total	207	3,6450	,48793	,03391

**Table 5: Test of Homogeneity of Variances for Music Self-Efficacy Scores Across Universities**

Measurement	Levene Statistic	df1	df2	Sig.
Based on Mean	1,814	4	202	,127
Based on Median	1,945	4	202	,104
Based on Median and with adjusted df	1,945	4	188,367	,105
Based on the trimmed mean	1,876	4	202	,116

**Table 6: One-Way ANOVA Results for Music Course Self-Efficacy Scores Across Universities**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8,037	4	2,009	9,898	,000

scores, whereas students from Yozgat Bozok University have the lowest mean scores. Before conducting the ANOVA test, it is essential to examine the homogeneity of variances, as it is a key assumption. The results regarding the homogeneity of variances are presented in Table 5.

According to Table 5, the Levene's test results show that the significance values (Sig.) for all measurements are greater than 0.05. Therefore, the data meet the assumption of homogeneity of variance required for the One-Way ANOVA.

According to Table 6, the ANOVA analysis yielded a p-value of < .001, indicating that there are statistically significant differences in music self-efficacy mean scores among the five universities.

In other words, students' music self-efficacy levels vary depending on the university they attend. Therefore, to determine which universities exhibit these differences, the results of the Tukey post-hoc test are presented in Table 7.

Examining Table 7, Balıkesir University, which has the highest mean score for music self-efficacy among the sample universities, shows a statistically signifi-

cant difference compared to all other universities except Gazi University. The music self-efficacy scores of Gazi University students differ significantly from those of Yozgat Bozok University. Still, no significant difference is observed compared to Tokat Gaziosmanpaşa and Erzurum Atatürk Universities. Similarly, the scores of Erzurum Atatürk University students do not show a statistically significant difference when compared with Tokat Gaziosmanpaşa and Yozgat Bozok Universities.

### Findings and Discussion on Music Self-Efficacy Belief Scores of the Experimental and Control Groups

The t-test results for pre-service preschool teachers with and without concert experience are presented in Table 8.

Table 8 presents the group statistics for pre-service preschool teachers with and without concert experience. It can be seen that the mean scores of teachers with concert experience are higher than those of teachers without concert experience.

In Table 9, the independent samples t-test conducted between pre-service preschool teachers with and



**Table 7: Tukey Post-Hoc Test Results for Music Course Self-Efficacy Scores Across Universities**

University	University	Mean Difference	Std. Error	Sig.
Balıkesir University	Ankara Gazi University	,21905	,08255	,065
	Erzurum Atatürk University	,33333*	,11557	,035
	Tokat Gaziosmanpaşa University	,35582*	,08731	,001
	Yozgat Bozok University	,61077*	,10908	,000
Ankara Gazi University	Tokat Gaziosmanpaşa University	,13676	,09536	,606
	Erzurum Atatürk University	,11428	,12177	,882
	Yozgat Bozok University	,39172*	,11563	,007
Erzurum Atatürk University	Tokat Gaziosmanpaşa University	,02248	,12504	1,000
	Yozgat Bozok University	,27744	,14111	,286
Tokat Gaziosmanpaşa University	Yozgat Bozok University	,25496	,11907	,207

**Table 8: Descriptive Statistics for the Experimental and Control Groups**

Concert Experience	N	Mean	Std. Deviation	Std. Error Mean
Yes	115	3,8018	,49884	,04652
No	92	3,4489	,39655	,04134

**Table 9: Independent Samples t-Test Results for Music Course Self-Efficacy Scores: Experimental vs. Control Groups**

	Levene's homogeneity test		T Testi				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Homogeneous Distribution	4,537	,034	5,529	205	,000	,35290	,06382
Non-Homogeneous Distribution			5,670	204,994	,000	,35290	,06223

without concert experience first examined the homogeneity of variances using Levene's test. The Levene's test result indicated that the variances were unequal ( $p = 0.034 < 0.05$ ). Therefore, the analysis was conducted based on the assumption of unequal variances.

The results of this analysis show a significant difference between the two groups ( $p < 0.001$ ). This indicates a statistically significant difference in music self-efficacy scores between teachers with and without concert experience.

In other words, "Pre-service preschool teachers with concert experience have significantly different music self-efficacy beliefs compared to those without concert experience."

## CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This study examined the music self-efficacy beliefs of pre-service preschool teachers with and without concert experience. Based on the findings, the research conclusions, discussion, and recommendations are presented below.

Regarding the research question, "*Is there a significant difference in music self-efficacy belief scores among pre-service preschool teachers studying at five different universities?*"

- The findings indicate that pre-service preschool teachers' music self-efficacy level vary according to the university they attend.



Students studying at Balıkesir and Gazi Universities were found to have higher and more closely aligned music self-efficacy perceptions compared to students from other universities. In contrast, students from Yozgat Bozok, Erzurum Atatürk, and Tokat Gaziosmanpaşa Universities exhibited lower and similar levels of music self-efficacy.

Reviewing the relevant literature suggests that universities with higher self-efficacy levels provide students with more opportunities for practical application in music courses and employ more effective teaching methods. For instance, Joseph and Heading (2010) emphasized the importance of translating theoretical knowledge into practice in music education. Conversely, in universities with lower self-efficacy levels, pre-service teachers often feel inadequate in planning and implementing music activities. Pre-service preschool teachers considered their university music education insufficient and experienced difficulties in conducting music activities (Alpaslan, 2010; Özgül, 2023).

Notably, the results of this study highlight that Balıkesir University, where all students had concert experience, and Gazi University, where the majority of students had concert experience, displayed higher music self-efficacy perceptions compared to the other universities. When examining the effect of the concert experience, the primary focus of the study is on the music self-efficacy beliefs of preschool teacher candidates.

Pre-service preschool teachers with concert experience demonstrated significantly higher music self-efficacy beliefs compared to those without concert experience.

The findings indicate that actively engaging with music, particularly through activities such as performances and concert experiences, strengthens pre-service teachers' self-efficacy beliefs in the field of music. Concert experience enhances individuals' interaction with music and, through practice-based processes, contributes to the reinforcement of essential musical skills, including rhythm, melody, vocal use, musical expression, and stage presence.

The experiences gained in this process not only strengthen the personal and musical competencies of pre-service teachers but also positively influence their

perceived self-efficacy in planning, implementing, and effectively guiding music activities in classroom settings. Ehrlin and Tivenius (2018) found that pre-school teachers conducted significantly fewer music activities compared to music teachers, emphasizing the need for more practice-oriented music courses for pre-service preschool teachers. Similarly, Koca (2016) reported that pre-service teachers often faced deficits in musical skills while planning activities, which prevented them from completing many of the scheduled program activities. Pektaş and Elmacı (2024) also concluded that pre-service teachers frequently experienced difficulties and felt inadequate in planning and implementing music activities.

Music in early childhood education supports children's cognitive, social, emotional, and psychomotor development in an integrated manner. Therefore, pre-service teachers must possess the skills and competencies necessary to implement music activities effectively and adequately (Ergün, 2025; Taşlık, 2019; Blasco-Magraner et al., 2021). Participation in music activities enhances teachers' professional readiness, enabling them to conduct activities more consciously, confidently, and creatively. This process also contributes positively to the development of their professional identity.

In conclusion, the music self-efficacy levels of pre-service preschool teachers varied according to their universities. Students at Balıkesir University, all of whom had prior concert experience, and students at Gazi University, the majority of whom had prior concert experience, demonstrated higher and more closely aligned music self-efficacy perceptions compared to students at other universities. Additionally, pre-service teachers with concert experience showed significantly higher music self-efficacy beliefs than those without such knowledge. These findings indicate that active engagement with music and practice-based experiences strengthens pre-service teachers' perceptions of self-efficacy in the field of music.

## Recommendations

Based on the findings of the study, the following recommendations are proposed:

- Practical models should be developed in pre-school teacher education programs to reduce



inter-university differences in quality and curriculum content.

- To evaluate the consistency of the findings with those obtained through different research designs and to more clearly determine the impact of concert experiences on pre-service preschool teachers' music self-efficacy beliefs, future studies are recommended to adopt a single-group design in which participants' music self-efficacy is measured both before and after the concert experience.
- Elective courses focusing on practical music teaching methods (e.g., Orff Method, Kodály Method) should be included in preschool teacher education programs.
- The number of music courses should be increased, and course content should be designed to include practical activities, such as performance-based exercises and concert experiences, to enhance pre-service teachers' music self-efficacy.

### Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. Ethical permission was obtained from Balıkesir University Ethics Committee of the Social and Humanities Sciences Researches on 01.09.2025 with the registration number of 2025/08-13.

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