



DIFFERENCES AMONG THE MUSIC-LISTENING HABITS OF PRE-SERVICE TEACHERS

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ABSTRACT

Music which is one of the most common forms of art in the lives of individuals is often believed to have considerable effect on the human life and therefore is evaluated to be of great importance. A distinction of the musical tastes, as well as the preferences of locations or equipments used when listening to music, which can be brought under the term "musical behaviour", between the groups of individuals belonging to different educational backgrounds by means of musical education is observed. The study focuses on the groups of individuals living in Turkey, where professional music education is mainly provided within faculties of education, faculties of fine arts and conservatories. Descriptive survey model is employed to obtain statistical information regarding the musical behavior of different groups questioned. The results are discussed with a number of comments made regarding the outcomes of the study.

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INTRODUCTION

Music is probably one of the most common forms of art in our daily lives. Uçan (2005), defines music as an aesthetic whole consisting of sounds that are combined after being processed with a specific purpose and method, according to a specific sense of beauty (p.10). According to Peretz (2006), in all known human societies, music emerged on its own and correspondingly. Music may have a powerful effect on human life and it has rather great importance. As to music-listening, it is one of the daily activities, needs and habits of people. It is an act, carried out consciously in accordance with the desires and preferences of the individuals.

Importance of education is rather high for music-listening habit, which is a significant one, to be sustained in a healthy and positive way. It is anticipated of individuals that received music education that they reach to a more qualified position in terms of listening, perceiving and evaluating music. This situation is reflected on the music choice and habits of the individuals that received music education; and it enables them to evaluate and use music in the right way. Thus, in terms of possibility of using music as an educational tool, future teachers who will have a significant role in raising individuals, paying attention to music and qualities of music-listening education is of crucial importance.

People encounter music in their daily lives, either willingly or unwillingly, actively or passively. In their study (2001), Sloboda, O'Neill and Ivaldi indicated that listeners felt better

spiritually when they listened to music of their own choice. It was also stated that ordinary listeners carried out the act of music-listening in the midst of their daily occupations rather than as a primary purpose.

Music-listening as a daily routine, is an act carried out by almost everyone in the society. However, scope of expression of the music is wider for the individuals that received music education. As Uçan (2005) have also stated: "music education is basically a process of giving a musical behavior, changing a musical behavior or developing a musical behavior" (p. 14). Based on this, it is anticipated that music education makes many contributions to the individuals in terms of musical behavior.

Music Education

Beyond doubt, one of the most important ways of progressing a society is education. Being necessary in every field, education is used with regards to the capacity and talents of the individuals in the field of art, which is among the spiritual needs of the human beings, as well. Contemporary art education uses the following as a base: individuals being sensitive to their living environment and setting as required, communicating with others in the best way, fulfilling their needs of aesthetics, developing their perception of aesthetics, satisfying their drives to make artistic commentary, and benefiting from art in the best way in order to make their life more meaningful (Uçan, 1994, pp. 70-71). In line with the importance given to art education Turkey, art education is divided on various branches and each of these branches showed progress within themselves. Music education is also a

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significant branch of education and a wide area of study within the scope of art education.

Three main types of music education can be defined as in the following:

1. *General music education* is aimed at everyone at every status, every stage and every age regardless of their profession-occupation, school, department, and branch-field or programme type. It aims to give the minimum-common general music culture that is necessary to live a healthy and balanced ‘humanely life’.
2. *Amateur music education* is aimed at people unprofessionally interested in, eager or prone to music or a specific branch of music. It aims to bring in required musical behavior to provide an effective musical participation, pleasure and satisfaction and to sustain and develop this as far as possible.
3. *Professional music education* is aimed at people who: choose, wish to choose, tend to choose, has the chance to choose, seems to choose music as a whole, branch of music or a related field as a profession, or has certain level of talent for music. It aims to bring in the necessary musical behavior and accumulation *required by the profession*. (Uçan, 2005, pp.31-32)

In Turkey, professional music education and instruction at bachelor’s level is provided within faculties of education, faculties of fine arts and conservatories. Besides these, the department of classroom teaching includes compulsory music courses as well. In other departments, music courses can be taken electively. It is of great importance to teach students how to listen to music for them to become sensitive listeners and enjoy listening (Anderson, 2016). Music-listening is also linked with other learning outcomes of music education. Therefore, activities done within the scope of music-listening education, form up the basis for individuals to benefit from music above average.

Music-Listening

Just like other habits, music-listening habit is also shaped by the personal characteristics and preferences of the individuals. However, because of the features provided by the postmodern era, there is a tendency to standardization and this is reflected on music-listening habits as well. Music is accessible at different time and places nowadays, thus musical experience is seen to be more personalized (Frith, 1996).

Uslu (2007) has discussed the social functions of music that is an effective field in raising people that are wise, spiritually healthy and sharing, and that provides the environment for beneficial activities to emerge. Uçan (1994) stated the structure of music that: facilitates the socialization of the individuals; provides exchange of emotions, thoughts and impressions and forms community on these points; accelerates and strengthens social communication, interaction, unity, cooperation and cohesion, to be among the social services of the music. In his study about the amateur choirs of Turkish Classical Music within the context of socialization, Coşkun (2007) mentioned that in amateur groups, music is a factor that brings people together and paves their way for socialization.

Just as in every other field, technology, that have advanced rapidly in the last century, caused developments in the stages of production, presentation and listening of the music as well. At a recent time, it was determined that the devices preferred

most by young people to listen to music were respectively: computers, MP3 players and CD players. Moreover, differences of preferences of music-listening devices between men and women were also found to exist. Based on this point, production of separate devices for men and women by producers of music-listening devices may increase their desirability by the young division of the society (Yılmaz, Özdil ve Kapancıoğulları, 2009).

Economic aspect of obtaining and thus listening to music is also an issue encountered by people. At this point, the concept of music industry steps in. Darcan (2012) defined the concept of music industry basically as the production, distribution and vendition of written or recorded musical products and renditions. Especially throughout the 20th century, music industry gained major significance and provided that music reached to wider audience. As to live music events and concerts, they have a longer history. Nowadays, these events continue with the understanding of entertainment industry and also advancement of the technology.

Preferences regarding music-listening habits and ability to benefit adequately from the art of music of the educated people who make up the crucial dynamics of the society, create a significance expectation. In this study, it is aimed to determine the differences among the music-listening habits of the students studying at faculties of education of the universities. In this regard, answer to the problem, “Is there a difference in terms of music-listening habits between students studying at the Music Teaching Programme and other teaching programmes?” Related sub problems are as follows: 1) What are differences in music-listening environments? 2) What are the differences in music-listening devices? 3) What are the differences in awareness regarding the content of the music listened to? 4) What are the differences regarding the use of the music within the social life? 5) What are the differences regarding the economic aspect of music-listening habits?

METHODOLOGY

Descriptive survey model, which is one of the quantitative research methods, is used in this study. “Survey models are research approaches that aim to describe a condition as it has been since past.” (Karasar, 2013, p.77)

Research Participants

The population of this study is composed of pre-service teachers at the departments of music education and other teaching programmes in Turkey. As to the sampling, it consists of 90 candidates of bachelor’s in teaching from years 2, 3, and 4 of the Department of Music Education at Gazi University and 90 pre-service teachers studying at nine different teaching

Table 1 Information regarding the Sampling

Research Group	Department	Nr. of Participants
1. Group	Music Education	90
2. Group	Art & Crafts Education	10
2. Group	Biology Education	10
2. Group	Science Education	10
2. Group	Mathematics Education	10
2. Group	Social Sciences Education	10
2. Group	History Education	10
2. Group	Turkish Education	10
2. Group	Geography Education	10
2. Group	Computer and Instructional Technologies Education	10

programmes in Gazi University; thus forming up a total of 180 pre-service teachers. The 90 pre-service teachers from other teaching programmes are selected by random sampling method by calling 10 teacher candidates from each of the 9 teaching programmes. Information regarding the sampling is provided in Table 1.

Data Collection

In order to determine the music-listening habits of the pre-service teachers, questionnaire technique was used in this research. In the questionnaire prepared and implemented by the researcher: a 5 point likert scale prepared for 15 items in total composed of 3 items written for each of the sub problems, is found. Items of the questionnaire took their final shape after being edited based on the review of relevant literature and opinions of experts. Cronbach’s Alpha reliability test from SPSS 21 program was applied to the data obtained through the responses of the participants, and reliability coefficient was found to be ‘0.816’. It may be said that this coefficient is satisfactory in terms of reliability.

Data Analysis

The data obtained from the questionnaire applied to the pre-service teachers, was processed with SPSS 21 statistical analysis program. First, a crosstab graphs for each of the questions were prepared for visual representation of all the responses belonging to the two research groups. Then, frequencies and percentages of the responses given by 1st and 2nd research group were analysed separately. In order to determine whether there was any difference between the two groups, Independent Samples Test was used.

Findings and Comments

Comparative graphs, frequencies and percentage table of the responses given by the pre-service teachers were analysed, and findings and comments regarding the sub problems of the study are presented in this section.

Findings and Comments Regarding the First Sub problem

In this section, findings and comments regarding the responses given to the items 1,2 and 3 comprised by the first sub problem of the study, “ What are the differences in music-listening environments?”, are found.

department of music education are more critical when compared to participants from other departments of education in terms of deciding on a place such as a café or a restaurant based on their music taste.

When Table 2 is analysed for item two which states, “I prefer listening to music where I can have mental and physical rest”, it is seen that 83, 3% of the pre-service teachers participating to the study from the music education department, and 76, 7% of the participants from other departments of education gave a positive response to item 2. According to the findings, it is understood that participants studying at music education program prefer environments that give opportunity to have mental and physical rest more, when compared to participants studying at other departments of education.

When Table 3 is analysed for item three which states, “I prefer being alone where I listen to music”, it is seen that 30 % of the pre-service teachers participating from music education department and 38, 9% of the pre-service teachers from other departments of education gave positive response to item 3. Moreover, the table demonstrates that 37, 8% of the candidates of music teaching expressed they were undecided about the item. According to the findings, it is seen that participants studying at other departments of education have more tendency to prefer being alone where they listen to music, when compared to the participants from the department of music education.

Findings and Comments Regarding the Second Sub-Problem

In this section, there are findings and comments regarding the responses given to the items 4, 5 and 6 comprised by the second sub-problem asking, “What are the differences music-listening devices?”

When Table 3 is analyzed for item four, “I care about the audio quality of devices such as speakers, headphones, etc.”, it is seen that 92, 14% of the participants from music education programme and 65, 6% of the pre-service teachers from other departments gave a positive response to item 4. According to the findings, it is seen that participants from the department of music education are more critical when compared to participants from other departments of education in terms of placing importance on the audio quality of music-listening devices such as speakers or headphones.

Table 2 Findings regarding the first Sub problem

Item No	Teaching Programme	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
First	Music	0	0	3	3,3	3	3,3	42	46,7	42	46,7	90	100
Item	Other	13	14,4	14	15,6	4	4,4	32	35,6	27	30,0	90	100
Second	Music	0	0	4	4,4	11	12,2	30	33,3	45	50,0	90	100
Item	Other	9	10,0	5	5,6	7	7,8	35	38,9	34	37,8	90	100
Third	Music	2	2,2	27	30,0	34	37,8	16	17,8	11	12,2	90	100
Item	Other	8	8,9	29	32,2	18	20,0	14	15,6	21	23,3	90	100

When Table 2 is analyzed for item one, “I prefer places (café, restaurants, etc.) where I can listen to the music I like”, it is seen that while 92, 14% of the participants from music education gave a positive response to item 1, this number is 65, 6% for the pre-service teachers from other departments. According to the findings, it is seen that participants from the

When Table 3 is analysed for item five which states, “Headphones are my first choice to use for music-listening”, it is seen that 58, 9 % of the pre-service teachers participating from music education department and 63, 3% of the pre-service teachers from other departments of education gave positive response to item 3.

Table 3 Findings Regarding the Second Sub-Problem

Item No	Teaching Programme	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
Fourth	Music	0	0	2	2,2	3	3,3	20	22,2	65	72,2	90	100
Item	Other	5	5,6	7	7,8	4	4,4	29	32,2	45	50,0	90	100
Fifth	Music	4	4,4	16	17,8	18	20,0	23	26,7	29	32,2	90	100
Item	Other	6	6,7	17	18,9	10	11,1	30	33,3	27	30,0	90	100
Sixth	Music	8	8,9	26	28,9	29	32,2	20	22,2	7	7,8	90	100
Item	Other	11	12,2	19	21,1	26	28,9	25	27,8	9	10,0	90	100

According to the findings, it is seen that participants studying at other departments of education have more tendency to prefer using headphones for music-listening.

When Table 3 is analysed for item six which states, “While listening to a music piece I prefer watching its music video too”, it is seen that 30 % of pre-service teachers participating from music education department and 37, 8% of the pre-service teachers from other departments of education gave positive response to item 3. According to the findings, it can be inferred that participants studying at other departments of education have more tendency to prefer watching the music video of a piece while they are listening to it.

Findings and Comments Regarding the Third Sub-Problem

In this section, there are findings and comments regarding the given responses to the items 7,8 and 9 comprised by the third sub-problem asking, “What are the differences in awareness regarding the content of the music listened to?”

to better than the participants studying at other departments of education.

When Table t is analyzed for item nine which states, “I distinguish the genre of the music I am listening to”, it is seen that 93, 3% of the participants from music education programme and 73, 3% of the pre-service teachers from other departments gave a positive response to item 9. According to the findings, it is seen that participants studying at music education programme can distinguish the genre of the music they are listening to, better than the participants studying at other education programmes.

Findings and Comments Regarding the Fourth Sub-Problem

There findings and comments regarding the items 10, 11 and 12 comprised by the fourth sub problem of the study asking, “What are the differences regarding the use of music in social life?” are found in this section.

Table 4 Findings Regarding the Third Sub-Problem

Item No	Teaching Programme	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
Seventh	Music	4	4,4	5	5,6	12	13,3	41	45,6	28	31,1	90	100
Item	Other	7	7,8	7	7,8	6	6,7	35	38,9	35	38,9	90	100
Eighth	Music	0	0	1	1,1	0	0	40	44,4	49	54,4	90	100
Item	Other	8	8,9	11	12,2	23	25,6	31	34,4	17	18,9	90	100
Ninth	Music	0	0	1	1,1	5	5,6	35	38,9	49	54,4	90	100
Item	Other	6	6,7	6	6,7	12	13,3	44	48,9	22	24,4	90	100

When Table 4 is analyzed for item seven, “I pay attention to the lyrics of the songs while I am listening”, it is seen that 76, 7% of the participants from music education programme and 77, 8% of the pre-service teachers from other departments gave a positive response to item 4. According to the findings, it is seen that the rate of pre-service teachers from both participant groups paying attention to the lyrics are close to each other.

When Table 4 is analyzed for item eight which states, “I distinguish the instruments that are used in the music I am listening to”, it is seen that while 98, 8% of the participants from music education programme gave positive response to item 8, this rate is 53,3% for the pre-service teachers from other departments. According to the findings, it is seen that the participants studying at music education programme can distinguish the instruments used in the music they are listening

When Table 5 is analyzed for item ten which states, “I listen to music while studying”, it is seen that 18, 9% of the participants from music education programme and 30% of the pre-service teachers from other departments gave a positive response to item 10. According to findings, it is understood that participants studying at other departments of education prefer to listen to music while they are studying, more than the participants studying at music education programme. When Table 5 is analyzed for item eleven, “I listen to music on my way to places (walking, transportation, etc.)”, it is seen that 92, 3% of the participants from music education programme and 77, 8% of the pre-service teachers from other departments gave a positive response to item 11. According to the findings, it is seen that participants from the music education programme prefer to listen to music on their way to places, more than the participants from other departments of education.

Table 5 Findings Regarding the Fourth Sub Problem

Item No	Teaching Programme	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
Tenth	Music	29	32,2	27	30,0	17	18,9	8	8,9	9	10,0	90	100
Item	Other	34	37,8	23	25,6	6	6,7	17	18,9	10	11,1	90	100
Eleventh	Music	0	0	2	2,2	5	5,6	24	26,7	59	65,6	90	100
Item	Other	8	8,9	8	8,9	4	4,4	25	27,8	45	50,0	90	100
Twelfth	Music	26	28,9	17	18,9	9	10,0	22	24,4	16	17,8	90	100
Item	Other	22	24,4	21	23,3	15	16,7	21	23,3	11	12,2	90	100

When Table 5 is analyzed for item twelve, “I prefer to sleep accompanied by music”, it is seen that 42, 2% of the participants from music education programme and 35, 5% of the pre-service teachers from other departments gave a positive response to item 12. According to the findings regarding this item, it is understood that pre-service teachers participating from music education programme prefer to sleep accompanied by music, more than the participants from other departments of education.

Findings and Comments Regarding the Fifth Sub Problem

In this section, findings and comments regarding the responses given to the items 13, 14 and 15 comprised by the fifth sub problem of the study, “What are the differences regarding the economic aspect of music-listening habits?” are found.

When Table 6 is analyzed for item thirteen, “I buy the music I like (via internet, cd, etc)”, it is seen that 58, 9% of the participants from music education programme and 31, 1% of the pre-service teachers from other departments gave a positive response to item 13. According to the findings, it is seen that participants studying at music education programme buy the music they listen to (via internet, cd, etc.), more than the participants studying at other departments of education.

Table 6 Findings Regarding the Fifth Sub Problem

Item No	Teaching Programme	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
Thirteenth	Music	4	4,4	15	16,7	18	20,0	35	38,9	18	20,0	90	100
Item	Other	28	31,1	22	24,4	12	13,3	15	16,7	13	14,4	90	100
Fourteenth	Music	2	2,2	11	12,2	22	24,4	32	35,6	23	25,6	90	100
Item	Other	26	28,9	28	31,1	15	16,7	16	17,8	5	5,6	90	100
Fifteenth	Music	0	0	4	4,4	23	25,6	38	42,2	25	27,8	90	100
Item	Other	16	17,8	28	31,1	18	20,0	20	22,2	8	8,9	90	100

When Table 6 is analyzed for item fourteen, “I buy sources such as books, magazines, etc. about composers and interpreters”, it is seen that 61, 2% of the participants from music education programme and 23, 4% of the pre-service teachers from other departments gave a positive response to item 14. According to the findings, it can be inferred that participants studying at music education programme have more tendency to buy books, magazines, etc. about composers or interpreters when compared to participants from other departments of education.

When Table 6 is analyzed for item fifteen, “I regularly join in music events such as concerts”, it is seen that 70% of the pre service teachers participated in study from music education programme and 31, 1% of the pre-service teachers from other departments gave a positive response to item 15. According to the findings, candidates of teaching music are more eager to join in music events such as concerts, when compared to pre service teachers from other departments of education.

Result of the t Test and Comments

In this section, there are the results and comments regarding the results of the Independent Samples t Test, one of the statistical analysis methods, applied in order to determine whether there is a significant difference between the music-listening habits of pre service teachers studying at music education programme and other departments of education. When table 7 is analysed, a significant statistical difference is determined between the music-listening habits of the two groups as significance level, p is smaller than 0, 05. (.000<0, 05) When the mean values are examined, it is seen that the mean value of pre-service teachers studying at music education programme (\bar{x} =56, 74), is higher than the mean value of pre-service teachers studying at other departments of education (\bar{x} =49,3).

Table 7 Result of Independent Samples t Test

Group	N	Mean	Standard Deviation	t	df	p
Music	90	56,74	5,668	-5,668	133,202	,000
Other	90	49,31	10,992			

RESULTS AND RECOMMENDATIONS

This section is devoted to results and recommendations regarding the findings obtained through the items comprised by the sub problems of the study.

According to the findings pertaining to the first sub problem, “What are the differences in music-listening environments?” it can be said that music education received at bachelor’s level may even have influence on daily preferences of the individuals, such that they are more critical. In addition to this, it can be stated based on the findings that candidates of music teaching use music as they resume their daily lives and even as they rest much more than the pre-service teachers from other departments that, the music education they receive has contribution to their daily habits. On the other hand, it is concluded that other teaching candidates have more tendency towards preferring to be alone while they are listening to music when compared to music teaching candidates.

According to the findings regarding the second sub problem, “What are the differences in music-listening devices?” the fact that pre-service teachers of music department lay importance on the audio quality of music-listening devices such as speakers and headphones more than other teaching candidates, shows that the music education they received at bachelor’s level contributed them to become conscious in terms of getting efficiency from music and about the technical side of the music. It is also understood that choosing headphones to listen to music can contribute to individuals positively. However, this preference does not have any relation to receiving bachelor’s level music education or not. A conclusion is also reached about preferring to watch the music video of a piece that pre-service teachers from other departments are more eager to watch the music video of the pieces while they are listening to piece when compared to pre-service teachers from music education programme. Based on these, it can be concluded that though music education received at bachelor’s level by the candidates of music teaching has many contributions on musical development, it also causes them to think that listening to a music plainly would be enough for their profession and furthermore, that this would provide concentrating only on the music.

According to the findings regarding the third sub problem, “What are the differences in awareness regarding the content of the music listened to?” it is concluded that participants studying at other departments of education, have more tendency to pay attention to the lyrics of the pieces they are listening to when compared to pre-service teachers from music education programme. Because paying attention the lyrics of a music is an action carried out by people in society that have not received any music education, this habit is not mentioned as one of the special learning outcomes of music education at bachelor’s level. In addition to this, it is clearly seen that music education received at bachelor’s level brings in a serious level of competence and habit in terms of perceiving elements regarding the content of a music piece while listening to it. On the other hand, in terms of distinguishing the genre of a piece they are listening to, participants from music education programme are more successful compared to the participants from other departments of education.

According to the findings regarding the fourth sub problem, “What are the differences regarding the use of the music within the social life?”, listening to music while studying cannot be considered as a common habit for both of the participant groups. However, using music as a background during study time, can be a factor that increases efficiency. On the other hand, music teaching candidates having more tendency towards listening to music on their way to places is

about their acceptance of music as a profession with the contribution of music education they received at a bachelor’s level. In addition to this, it was also concluded that pre-service teachers from music education programme had more tendency towards getting sleep accompanied by music when compared to participants from other departments of education.

According to the findings regarding the fifth sub problem, “What are the differences regarding the economic aspect of music-listening habits?” it can be said that music education received at bachelor’s level has contributions on sensitivity and tendency towards buying the music that one likes. In addition to this, it is concluded that candidates of music teaching have more tendency towards buying books, magazines, and etc. about composers and interpreters, when compared to participants from other departments of education. On the other hand, it is concluded that participants from music education department have also shown more tendency towards joining in musical events such as concerts when compared to participants from other departments of education. The reasons behind joining musical events such as concerts are that pre-service teachers of music education department care about the execution and performing of music and that they wish to provide moral and material support to the artists. This can also be characterized as a result of music education they received.

Within the context of recommendations regarding the results of the study; courses or activities on music-listening may be implemented by means of extending their scope, in addition to the courses given within the department of music education. Widening the sampling group of this study could provide more reliable results in similar studies to be carried out in the future. Preparing the items of the questionnaire within this study more in number and more detailed in terms of scope, could provide more success in data collection. Ideal environments to listen and understand music in the best way should be developed. Studies towards making society conscious in order to bring in music-listening habits in such environments could be carried out. The price of musical events, concerts, materials and work of music should not be too high, so that quality music is accessible to people from all strata. For this, some measures that decreases/regulates the costs may be taken by state authorities. In order for the pre-service teachers to use music at any context as an educational tool, they should first be educated about it. Therefore, by means of increasing the number of elective courses on music education available to education programmes at bachelor’s level, their scope may be extended. In order for the children to acquire positive and right habits regarding music-listening, music education at every level of education may be provided to students starting from childhood. Among the factors that affect people’s psychological condition and mood negatively, music-listening habits being negative may also exist. In order for individuals to be psychologically more healthy and efficient, systems that examine these habits and help in treating them could be developed.

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