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# The problems of music teachers in primary education schools in Turkey and solution offers

İlgim Kilic\*

*İnönü University, Malatya 44280, TURKEY*

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## Abstract

This research aims at determining and describing the basic problems experienced in the course “Music Education” in primary education schools from music teachers’ perspectives, and contributing to make the course more functional. This is a qualitative research study and employs interviews in order to collect the data in determining the perspectives, experiences, feelings and perceptions of music teachers working in primary education schools. Having written down and having analysed the data, the findings were interpreted. Based on the findings, recommendations were made for solutions.

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**Key Words:** Music education, music teachers, primary education schools

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## 1. Introduction

The music and music education take an important and indispensable place in the life of an individual. With the way of music education, changes and transformations occur in the social, cultural, artistic and musical life of individual. In this way, Uçal Canakay (2006: 296) states that music is considered as an important factor in each step of life for personality development, and also music has contributions in socialization of individual, development of creativity, expressing themselves, learning mother tongue, development of intelligence. Many international research has confirmed that musical lessons provide intellectual development and develop intelligence and numerical skill (Anvari, Trainor, Woodside & Levy, 2002; Bilhartz, Bruhn & Olson, 2000; Ho Cheung & Chan, 2003; Cheek & Smith, 1999; Rauscher, Shaw, Levine, Wright, Dennis & Newcomb, 1997; Schellenberg, 2004; Stefanakis, 2005). This change coming individuals’ life with the way of music education shall have the effect on society when it combines with transformation and development environment, so that the society shall be art-sensitive and modern (Uçan, 2005: 30).

As in all music genres, the individual, who interacts with music with the way of music lessons within music education, shall gain a group of behaviors with music and makes these behaviors real in association with level, period, content and quality of music lesson. Accordingly, to give individuals the effective, productive and healthy music education, the necessary atmosphere for music lesson should be prepared from the first week of educational period in the school. The atmosphere of music education should have the quality that differentiates musical sensation of individual, prevent the unilateral music creativity, listening and production and provides the participation of students in different kinds of music activity. Music teachers are responsible for planning and performing of music education of students in primary education schools.

In this respect, some basic problems in a period from the first week of education in schools to the end of first period (fall) (September-January) have been determined, and solution offers have been presented. For this reason, the aim of this research is to determine the status of “music education” lesson according to view of music teachers,

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\*Corresponding Author İlgim KILIÇ, Tel. +90-505 794 49 26  
E-mail Address: [ilgimkilic@gmail.com](mailto:ilgimkilic@gmail.com)

determine some basic problems and thoroughly describe these problems, provide these lessons with more operational structure and function. Furthermore, this research has the importance, because it contributes to “music education” lesson for more operational structure and function and also aims at determining the problems in “music education” lesson and brings to solution offers.

This research is limited with the music teachers in different schools of different cities for their views of music education and fall semester of 2011-2012 education period.

Problem sentence of research is “what are the problems of music teachers in primary education schools in Turkey?.” For this reason, the sub-problems of research are as following; “what are the problems of music teachers in primary education schools a) in terms of working environment and conditions, b) in terms of teaching-learning conditions, c) in terms of trial-measuring and assessment operations, d) in terms of relations with school management and teachers from different branches, and e) in terms of sufficiency of teachers?”.

## 2. Method

In this research, a qualitative study has been performed; interview method has been used as data collection method to expose views, experience, feelings and sensation of music teachers in primary education schools. Interviews have been performed with the way of verbal communication. Collected data has been described with the way of analysis, obtained findings have been commented and then conclusions have been obtained. In the scope of the conclusions, the offers have been brought forward. The population of research consists of music teachers in primary education schools during 2011-2012 education period. The sample of research consists of music teachers in rural areas and city centers of Turkey to deeply reflect the range of individuals who may be the witnesses of problems in “music” lesson in primary education schools. The highest range of sample has been selected, therefore it is aimed at specify whether any common matter between different cases occurs, and showing the different dimensions of the problem in the scope of this range. In this respect, the sample of research has been formed with mixed groups within all regions during 2011-2012 education period. For this reason, the sample of research consists of 20 music teachers, who completed this internship and have at least five years of experience and has been working in Primary Education Schools in Malatya, Kars, Erzincan, Diyarbakır, Adıyaman, Batman, Yozgat, Nevşehir, Ankara, Bayburt, Giresun, Düzce, Kahramanmaraş, Osmaniye, Antalya, Kocaeli, Kırklareli, Çanakkale, Uşak, Kütahya and Manisa under the body of Ministry of National Education.

Table 1. Information about Personal Characteristics of Music Teachers in Sample Group

Variable		n	%
Gender	Female	10	50,0
	Male	10	50,0
	<b>Total</b>	<b>20</b>	<b>100,0</b>
Graduated School	Gazi University	6	30,0
	Pamukkale University	1	5,0
	İnönü University	6	30,0
	Süleyman Demirel University	2	10,0
	Ondokuz Mayıs University	3	15,0
	Uludağ University	2	10,0
	<b>Total</b>	<b>20</b>	<b>100,0</b>
Experience	2 <sup>nd</sup> year	11	55,0
	3 <sup>rd</sup> year	4	20,0
	4 <sup>th</sup> year	3	15,0
	5 <sup>th</sup> year	2	10,0
	<b>Total</b>	<b>20</b>	<b>100,0</b>
Available Music Room in the School	No	14	70,0
	Yes	6	30,0
	<b>Total</b>	<b>20</b>	<b>100,0</b>
Teachers with lessons for the Students requiring Special Education	<b>Yes</b>	6	30,0
	<b>No</b>	14	70,0
	<b>Total</b>	<b>20</b>	<b>100,0</b>

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