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## INVESTIGATION OF THE VARIOUS DIMENSIONS OF TEACHERS AND STUDENTS' VIEWS INTENDED FOR INSTRUMENT EDUCATION IN MUSIC DEPARTMENTS OF FINE ARTS HIGH SCHOOL<sup>1</sup>

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### ABSTRACT

This work is a research in scanning model to find out the condition of instrument training in Fine Art High Schools in practice in aspects of physical condition, curriculum, teacher and student according to teachers' and students' views. The research includes the views of students and teachers of Fine Art High Schools' music departments from Çorum, Tokat, Ankara, Eskişehir, Balıkesir, Kırklareli, Mersin, Kahramanmaraş, Van, Iğdır, Diyarbakır, Şanlıurfa, Denizli and Kütahya on the subject of instrument classes in 2015-2016 educational year. The Research universe consists of 1998 teachers and 13.206 students. Its sample is formed by 99 teachers working in Fine Art High Schools, picked from all the regions of Turkey, two schools from each making 14 schools, and 798 students included from each grade level. According to the research results, the number of rooms is not sufficient, the students do not use these instrument rooms in schools appropriately, teachers and students think facilities of instrument maintenance are inadequate and music books in school libraries are the insufficiencies encountered. It's been expressed that teachers think the number of classes is not enough in an aspect of the program, the effect of the lesson to the total grade average is deficient, they do not agree having classes with 2 students, teachers and students think lesson program can partly respond to personal differences. According to the data obtained from teachers, students partly comprehend what they are taught during class, the number of instruments students have is limited; musical hearing outcomes for the lesson are inadequate.

**Keywords:** Music education, instrument training, teachers' and students' views.

<sup>1</sup>This study was taken from master's thesis carried out the Tokat Gaziosmanpasa University of Institute of Educational Science

## INTRODUCTION

All activities aimed at ensuring a positive change-improvement in an individual under the supervision of an expert can be called "education." The literature contains various definitions that describe the characteristics of the concept of education.

Individuals might tend to exhibit behavioral changes in the social environment in which they are born and raised in line with the goals set for their society. As Sonmez (2005) noted, an individual can improve his/her abilities through education and develop his/her behaviors according to various needs and interests of society. Hence, education is one of the most effective processes in shaping, directing, changing, developing, and empowering individuals, and thus communities.

Vocational music education is aimed at people with a certain level of talent who have decided to include music as a professional field in their careers (Ucan, 2001). Vocational music education requires an interest in the components of music, as well as the maintenance of the development of music to the extent that the individual can use his/her knowledge, skills, and attitudes in a functional way and make music a part of his/her professional life.

Music can offer different functions as a means of art and education in combination (Ozgur and Aydogan, 1999). The individual can better perceive and interpret music, and thus musical life and artistic perspective through instrumental training (Topalak, 2008). With this perception, the individual can play a more active role in his/her musical environment. In instrumental training, both the student and the teacher become stakeholders who carry out the process within the framework of a specific plan and curriculum. Instrumental training as a practical activity requires a high level of effectiveness of these stakeholders. The effectiveness of teachers and students in instrumental training makes instrumental training effective in turn. In other words, if the teacher and the student participate in the instrumental training process with the highest potential, the product of the training is obtained at a satisfactory level. In instrumental training, the instrument allows the individual to know himself/herself. In this context, the person who becomes aware of his / her emotions and related skills can acquire, especially affective and psychomotor educational achievements through systematic practices for development (Umuzdas, 2013).

It is essential to pay attention to the regular progression of instrumental training in line with the determined objectives and program. This training should be carried out systematically by qualified experts whose competence is confirmed by an exam and who are trained according to a certain discipline. In Turkey, instrumental training is carried out through programs and organizations such as High Schools of Fine Arts (HSFA), State Conservatories, Faculty of Education-Department of Fine Arts Education- Department of Music Education, Faculties of Fine Arts-Department of Music Sciences, and Music Education. One of the organizations that offer vocational art education at the secondary education level in Turkey is HSFA.

“It is positive that the number of Anatolian High Schools of Fine Arts, first opened in Istanbul in 1989, gradually increased across the whole country; however, when these schools are examined in terms of quality, they have significant problems in terms of instrumental training both with regards to teaching staff and the curricula followed” (Cilden and Ercan, 2004). The problem statement of this research, which is important both for the identification of current regional problems and the general situation, was determined as follows: “What are the opinions of the students and teachers of the music department of the High School of Fine Arts on instrumental training?” Their opinions were tried to be obtained through the physical status, curriculum, teacher, and student dimensions of the data collection tool. This study is important because the effect of the geographical region variable in instrumental training in HSFA has been eliminated. The findings of the study are expected to be a source for further research. The study is also important in that it contributes to the process of developing functional applications that can meet its recommendations.

## METHOD

The population of the study consists of the teachers and students in 74 HSFA in Turkey in the 2015-2016 academic year. The sample of the study, selected by the convenience sampling method, consists of teachers working in 14 different HSFA in seven different regions of Turkey and students studying in these schools. The convenience sampling method is a non-probability sampling type in which the researcher determines the research sample by taking into account factors such as cost, time and easy accessibility to the desired population (Buyukozturk et al., 2017). The sample of the study consisted of 99 teachers and 998 students.

Student and Teacher Survey: The present study employed “Survey on Instrumental Training-related Problems” developed by Ozay (2013) to determine the opinions of the instructors of individual instrumental training and piano teaching and undergraduate students in the department of music education about the problems of individual instrumental training and piano lessons in practice. To determine the scope validity of the use of the survey in HSFA, the survey and expert opinion forms were sent to five faculty members, and the survey was re-edited in line with the opinions of these experts. The Cronbach’s Alpha coefficients of the subscales of the survey were calculated as follows: .86 for teachers and .84 for students in terms of physical condition, .79 for teachers and .73 for students in terms of the items related to curriculum, .85 for teachers and .94 for students in terms of the items related to instructors, and .93 for teachers and .91 for students in terms of the items related to students. These findings indicate that the internal consistency of the items is high (Yockey, 2011).

## FINDINGS

The answers to the questions asked to the participants to search for answers to the question “Do the opinions of teachers and students in HSFA on physical condition differ significantly?” were analyzed, and the results of the analysis are described in Table 1.

**Table 1.** Results of t-test for Independent Samples of Items related to Physical Conditions and Their Total Scores

Physical Condition	Group	N	$\bar{x}$	Standard Deviation	sd	t	p
1- Classrooms are suitable for classes.	Student	798	3.87	1.33	117.82	4.11	.001**
	Teacher	99	3.28	1.50			
2- The practice rooms are suitable for instrument practice.	Student	798	3.62	1.43	895	3.47	.001**
	Teacher	99	3.09	1.50			
3- The number of practice rooms in the school is sufficient.	Student	798	2.95	1.51	895	.85	.396
	Teacher	99	2.82	1.51			
4- Instrument rooms in the school are used appropriately for academic purposes.	Student	798	3.23	1.35	895	.28	.781
	Teacher	99	3.19	1.34			
5- Accompanied warm-up is possible in classrooms.	Student	798	3.56	1.38	895	2.96	.003*
	Teacher	99	3.13	1.32			
6- It is possible to work in school during the weekend days	Student	798	3.87	1.43	895	2.76	.006*
	Teacher	99	3.45	1.34			
7-It is possible to study at school during the holidays.	Student	798	3.49	1.53	895	.31	.755
	Teacher	99	3.43	1.44			
8- It is possible to study at school outside the working hours.	Student	798	3.72	1.44	895	1.88	.060
	Teacher	99	3.43	1.46			
9- The school has facilities for maintenance & repair of the instruments.	Student	798	2.63	1.51	138.36	3.43	.001
	Teacher	99	2.09	1.22			
10-The library in the school has sources for theoretical information.	Student	798	2.76	1.49	136.38	3.43	.001
	Teacher	99	2.22	1.23			
Physical Condition Total	Student	798	33.72	9.30	895	3.61	.001
	Teacher	99	30.15	9.22			

Note:  $p < .01^*$ ,  $p < .001^{**}$ .

As can be seen in Table 1, there is a significant difference between students and teachers in the mean scores of the first, second, fifth, sixth, ninth, and tenth items and in the average total scores of physical conditions

assessments. Students had significantly higher mean scores than teachers on the first, second, fifth, sixth, ninth, and tenth items and in the average total scores of physical conditions assessments. In other words, when compared to their teachers, students evaluate the physical condition of their schools as better.

The second question to which we sought an answer was as follows: "Do the opinions of the teachers and students in HSFA on the curriculum differ significantly?" In this context, the answers to the questions asked to the participants were analyzed; the results of the analysis are described in Table 2.

**Table 2.** Results of t-test for Independent Samples of Items related to Curriculum and Their Total Scores

Curriculum	Group	N	$\bar{x}$	Standard Deviation	sd	t	p
1- Weekly course hours are suitable for presenting the studies.	Student	798	3.09	1.51	134.33	7.71	.001**
	Teacher	99	2.02	1.28			
2- The effect of the course on the grade point average is appropriate for the labor required by the course.	Student	798	3.49	1.36	895	7.39	.001**
	Teacher	99	2.43	1.21			
3- I think it is appropriate to have courses with at least two students.	Student	798	3.14	1.63	130.57	6.86	.001**
	Teacher	99	2.06	1.46			
4- A student can change his/her teacher when necessary.	Student	798	3.26	1.51	147.23	1.51	.134
	Teacher	99	3.07	1.11			
5- The curriculum of the course is flexible enough to respond to individual differences.	Student	798	3.29	1.31		2.600	.009*
	Teacher	99	2.93	1.19			
6- I think it is appropriate to take the final exam in front of the commission.	Student	798	3.50	1.48	135.65	-4.08	.001**
	Teacher	99	4.05	1.23			
Curriculum Total	Student	798	19.77	5.73	895	5.29	.001**
	Teacher	99	16.57	5.23			

Note:  $p < .01^*$ ,  $p < .001^{**}$ .

As can be seen in Table 2, there is a significant difference between students and teachers in the mean scores of the first, second, third, fifth, and sixth and the average total scores of curriculum assessments. Students had higher mean scores than teachers on the first, second, third, and fifth items and in terms of the total scores. In

other words, when compared to their teachers, students evaluate the curriculum of their schools as better. However, the average of teachers' answers to the sixth item is significantly higher than that of students.

**Table 3.** Results of t-test for Independent Samples of Items related to Teachers and Their Total Scores

	Group	N	$\bar{x}$	Standard Deviation	sd	t	p
1- I start my classes on time.	Student	798	4.09	1.20	324.08	-10.58	.001**
	Teacher	99	4.74	.44			
2- I finish my classes on time.	Student	798	4.24	1.12	176.50	-4.94	.001**
	Teacher	99	4.63	.66			
3- I come to class prepared.	Student	798	4.25	1.14	250.42	-6.96	.001**
	Teacher	99	4.70	.50			
4- I divide the class hour equally among my students.	Student	798	4.02	1.30	165.33	-3.82	.001**
	Teacher	99	4.38	.83			
5- I use class hours efficiently.	Student	798	4.10	1.21	276.36	-8.48	.001**
	Teacher	99	4.66	.50			
6- I use various teaching methods effectively.	Student	798	3.89	1.33	245.66	-8.44	.001**
	Teacher	99	4.54	.59			
7- I can transfer the basic techniques related to my instrument to my students.	Student	798	4.33	1.08	289.07	-8.72	.001**
	Teacher	99	4.83	.43			
8- I have a rich theoretical knowledge of my instrument.	Student	798	4.27	1.08	197.51	-3.70	.001**
	Teacher	99	4.53	.58			
9- I reflect the developments about my instrument to my classes.	Student	798	4.11	1.18	234.87	-7.36	.001**
	Teacher	99	4.62	.55			
10- I choose methods and music works appropriate to the level of the students.	Student	798	4.28	1.15	360.84	-9.23	.001**
	Teacher	99	4.81	.40			
11- I supervise students' work outside class hours.	Student	798	3.78	1.36	181.23	-6.34	.001**
	Teacher	99	4.36	.79			
12- I associate the class with theoretical music lessons.	Student	798	3.89	1.24	181.84	-6.39	.001**
	Teacher	99	4.43	.72			
13- The teacher encourages students to participate in festivals and competitions.	Student	798	3.73	1.47	211.96	-7.15	.001**
	Teacher	99	4.37	.74			
14- I suggest to my students that they listen to music that will support their education.	Student	798	3.79	1.38	342.82	-12.80	.001**
	Teacher	99	4.68	.49			
15- I encourage my students to give concerts, etc.	Student	798	3.90	1.39	344.62	-10.98	.001**
	Teacher	99	4.67	.49			
16- I set an example for my students with my musical activities outside the class.	Student	798	3.81	1.39	163.77	-4.71	.001**
	Teacher	99	4.29	.90			
17- I evaluate students' performance objectively.	Student	798	4.01	1.29	283.33	-11.17	.001**
	Teacher	99	4.79	.52			
Teacher Total	Student	798	68.48	15.34	331.08	-12.20	.001**
	Teacher	99	78.01	5.59			

Note:  $p < .001^{**}$ .

Another question to which we sought an answer was, “Do the opinions of the teachers and students in HSFA on teachers differ significantly?” In this context, the answers to the questions asked to the participants were analyzed by content analysis; analysis results are presented in Table 3.

As seen in Table 3, there is a significant difference between teachers and students in all the items and total scores of the “teachers” subscale. In other words, teachers’ level of agreeing with and total scores of all items in the “teachers” dimensions were significantly higher than the students.

**Table 4.** Results of t-test for Independent Samples of Items related to Students and Their Total Scores

	Group	N	$\bar{x}$	Standard Deviation	sd	t	p
1- Students are willing to participate actively in classes.	Student	798	4.06	1.24	144.01	5.74	.001**
	Teacher	99	3.46	.94			
2-Students can easily understand the subject covered in classes.	Student	798	4.12	1.05	895	8.17	.001**
	Teacher	99	3.21	.97			
3-Students have instruments that are qualified for class work.	Student	798	4.24	1.09	132.92	11.72	.001**
	Teacher	99	3.44	.95			
4-Students’ musical hearing achievements are sufficient for the requirements of classes.	Student	798	4.03	1.21	135.09	10.20	.001**
	Teacher	99	2.90	1.02			
5- Students have the necessary knowledge accumulation for the subjects covered in classes.	Student	798	3.97	1.08	140.84	11.60	.001**
	Teacher	99	2.89	.84			
6-Students have the necessary skills for the subjects covered in classes.	Student	798	4.06	1.07	133.67	11.54	.001**
	Teacher	99	2.92	.91			
7-Students can associate their knowledge with the information they learn in other theoretical music classes.	Student	798	4.02	1.15	133.43	9.81	.001**
	Teacher	99	2.97	.98			
8-Students have information about the objectives of classes.	Student	798	4.16	1.08	895	9.25	.001**
	Teacher	99	3.10	1.08			
9-Students show the developments envisaged by the curriculum.	Student	798	3.97	1.10	132.51	9.11	.001**
	Teacher	99	3.03	.95			
10-Students study their lessons in a planned manner.	Student	798	3.73	1.26	146.47	9.95	.001**
	Teacher	99	2.70	.93			
11-Students study hard enough	Student	798	3.81	1.20	138.37	10.62	.001**

for their classes.	Teacher	99	2.67	.97			
12-Students continue their studies without interruption during holidays.	Student	798	3.61	1.30	142.81	10.68	.001**
	Teacher	99	2.42	1.00			
13-Students use their instruments in extracurricular activities.	Student	798	3.75	1.40	154.73	5.16	.001**
	Teacher	99	3.19	.97			
Student Total	Student	798	51.54	10.50	895	11.77	.001**
	Teacher	99	38.52	9.25			

Note:  $p < .001^{**}$ .

As seen in Table 4, there is a significant difference between teachers and students in all the items and total scores of the “students” subscale. In other words, teachers’ level of agreeing with and total scores of all items in the “teachers” dimensions were significantly higher than the students.

#### DISCUSSION and CONCLUSION

The physical condition indicates the suitability of internal and external parts of buildings for efficient education activities. Based on the findings obtained from the opinions of teachers and students, this study concluded that the practice rooms in HSFA are suitable for classes and practicing instruments. The rates of students and teachers agreeing with the statements that the music stands, mirrors, etc. are sufficient and that the heating and insulation are suitable in the practice rooms shows the suitability of the physical conditions. In the literature, the results of the studies examining the opinions of the working groups, including the HSFA and music departments on physical conditions are generally pessimistic.

Yigit (2014) stated that the physical conditions of HSFA were insufficient and that HSFA buildings were not planned and constructed appropriately for these high schools. It was observed that all of the students agreed with the statement that the number of practice rooms in the school is adequate, while none of the teachers agreed with this statement. The results obtained were similar to the findings of Cimen (2004); it was found that the piano and practice rooms and other physical conditions were insufficient in HSFA. The fact that some of the practice rooms in the school are used as teacher’s rooms, some of them as piano rooms, and some of them as practice rooms, and the fact that the buildings are not constructed appropriately for their purposes reveal this insufficiency. Moreover, when the HSFA was first opened, the student quota was 24; however, over the years, the number was increased to 30, but the study environment remained the same. This is considered to be one of the reasons leading to the inadequacy of the practice rooms. The studies of Yigit (2014), Ozay (2013), Apaydinli and Cicek (2016), Ozgun (2006), Mumcu (2002), and Parasiz (2001) reported similar findings. Umuzdas (2006) found that the principals and deputy principals think that the instruments and equipment in schools are insufficient. In another study conducted at the primary school level, Umuzdas (2012) reached a similar result. The research of Jelen (2013) carried out with a university sample reported results indicating the inadequacy of physical conditions in the Gazi University Music Education Department, one of the most

established institutions of Turkey. This finding may be attributed to the ratio of the number of students and teachers to the number of practice rooms.

This research considered the curriculum as another dimension. While all of the students found the class hours sufficient for the instrumental training, it is seen that the teachers found this duration insufficient. Yigit (2014), Ozay (2013), Soytok (2012), Ozyoruk (2006), Mumcu (2002), and Parasiz (2001) reported similar findings indicating the insufficiency of instrument class hours. The literature findings and the opinions of the teachers obtained in this study are consistent, indicating that the duration of instrument classes is insufficient in terms of reaching the goals. It is thought that different opinions of students on this subject may be caused by students' attitudes towards instrument classes in general. The fact that the duration of classes is 40 minutes and the obligation of having at least two students present in classes causes teachers to experience problems due to the insufficiency of class hours. Another study found that in the 9th grade, there is one weekly instrumental training class while in the 10th, 11th, and 12th grades, there are two weekly instrumental training classes. In addition to the obligation that instrumental training classes must be held with at least two students, this number is much higher in crowded schools. This results in a very short duration per student (10, 20 minutes per student). It is thought that teachers can't fulfil the requirements of the course in such a short time (Sogukcam, 2007).

The results of the present study indicate that the most important problems in terms of "physical condition" are the insufficient number of practice rooms, the fact that the students do not use the practice rooms in accordance with the objectives and achievements of the course, that students and teachers find their schools' maintenance & repair capabilities insufficient, and that music notebooks in school libraries are not sufficient. In terms of the "curriculum," it can be said that teachers find class hours insufficient, they think that the effect of the course on grade point averages is insufficient, they do not agree with the obligation that there must be at least two students present in the classroom and that teachers and students partially agree that the curriculum of the course responds to individual differences.

It can also be concluded that the teachers think that students can only partly understand the subjects covered in the classes and that they believe that the instruments which the students have and the achievements related to musical hearing achievement are insufficient.

Also, the teachers think that the students have the necessary knowledge about the subjects covered in the course, can associate their knowledge with the information from other theoretical music lessons, have some knowledge about the objectives of the course, show the developments envisaged in the curriculum, study for the course in a planned manner, sometimes neglect to study during their holidays, and only sometimes use their instruments in extracurricular activities.

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