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### **Examination of Music Teachers' Professional Value Levels According to Different Variables**

*Müzik Öğretmenlerinin Mesleki Değer Düzeylerinin Farklı Değişkenler Açısından İncelenmesi*

**Abstract:** This is a quantitative research in which the professional values of music teachers are examined according to different variables. Music teachers working in elementary schools are determined as the population. 373 people from the relevant population were reached. The data collection tool is a 5-point Likert-type 'Teacher Professional Values Scale' consisting of 4 sub-dimensions and 24 items used to assess teachers' perceptions of their professional values. Cronbachs' Alpha reliability analysis was used to assess the reliability levels. The data were collected on Internet in December 2019 and analyzed by statistical survey method. In accordance with the determined general goal, answers were sought to such questions such as 'What are the professional value levels of music teachers?' and 'Do the professional value levels of the music teachers differ according to gender, age, education level, former year(s)/experience(s) in the profession, the school they work (private/state), the place of residence where they continue their profession?'. According to the findings of the study, the study group has professional values associated to the 'respect for diversity' sub-dimension at the highest level and the 'openness to cooperation' sub-dimension at the lowest level. In terms of the value levels of the 'opposition to violence' sub-dimension: Female teachers and teachers working in private schools have the highest scores. In terms of value levels of the 'individual and social responsibility' sub-dimension: Music teachers working in private schools have the highest; music teachers with professional seniority between 11-15 and 6-11 years got the lowest scores compared to teachers with other professional seniority. In terms of value levels of the 'openness to cooperation' sub-dimension: Female teachers and private school teachers have the highest; music teachers with professional seniority more than 26 years have higher scores than music teachers with professional seniority between 11-15 years; music teachers working in villages, towns and districts got lower scores than teachers working in metropolitan cities. In terms of total professional values, it

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is determined that female music teachers, music teachers working in private schools and music teachers working in metropolitan cities have the highest value levels.

**Keywords:** Professional Values, Teacher Professional Values Scale, Music Teachers

**Öz:** Bu çalışma müzik öğretmenlerinin mesleki değerlerinin farklı değişkenlere göre incelendiği nicel bir çalışmadır. İlköğretim okullarında çalışan müzik öğretmenleri evren olarak belirlenmiştir. İlgili evrenden 373 kişiye ulaşılmıştır. Veri toplama aracı 4 alt boyut ve 24 maddeden oluşan 5'li likert tipi 'Öğretmen Mesleki Değerler Ölçeği'dir. Ölçek üzerinde Cronbachs' Alpha güvenilirlik analizi çalışması yapılmıştır. Veriler 2019 Aralık ayında internet üzerinden toplanmış, istatistiksel tarama yöntemi ile analiz edilmiştir. Belirlenen genel amaç doğrultusunda 'Müzik Öğretmenlerinin Mesleki Değer Düzeyleri nedir?', 'Müzik öğretmenlerinin mesleki değer düzeyleri cinsiyete, yaşa, eğitim seviyesine, meslekte geçen yıl/tecrübeye, görev yaptıkları okula (özel/devlet), mesleklerini sürdürdükleri yerleşim yerine göre farklılaşmakta mıdır?' sorularına cevap aranmıştır. Araştırma sonuçlarına göre, müzik öğretmenlerinin 'farklılıklara saygı duyma' düzeyleri en yüksek, 'şiddete karşı olma' düzeyleri ise en düşük değeri alan alt boyutlardır. 'Şiddete karşı olma' alt boyutu değer düzeyleri bakımından: Kadın öğretmenlerin ve özel okulda çalışan öğretmenlerin en yüksek puanları aldığı görülmüştür. 'Kişisel ve toplumsal sorumluluk' alt boyutu değer düzeyleri bakımından: Özel okulda çalışan öğretmenlerin en yüksek; 11-15 yıl ve 6-10 arası mesleki kıdeme sahip müzik öğretmenlerinin diğer mesleki kıdeme sahip öğretmenlere göre en düşük puanları aldıkları saptanmıştır. 'İş birliğine açık olma' alt boyutu değer düzeyleri bakımından: Kadın öğretmenlerin ve özel okul öğretmenlerinin en yüksek; 26 yıl ve üzeri mesleki kıdeme sahip öğretmenlerin 11-15 yıl arası kıdeme sahip öğretmenlerden daha yüksek; köy, kasaba, ilçe yerleşimlerinde görev yapan müzik öğretmenlerinin büyükşehirde görev yapan öğretmenlerden daha düşük olduğu tespit edilmiştir. Toplam mesleki değerler bakımından: Kadın müzik öğretmenlerinin, özel okulda çalışan müzik öğretmenlerinin ve büyükşehirde görev yapan müzik öğretmenlerinin değer düzeylerinin en yüksek olduğu saptanmıştır.

**Anahtar Kelimeler:** Mesleki Değerler, Müzik Öğretmenleri, Öğretmen Mesleki Değerler Ölçeği

### Introduction

Teaching is a profession that aims to compile, explain, teach, comprehend, and as a result, develop and progress in the person learning. The knowledge to be taught may differ according to the field of study. However, the final product of teaching is the 'person who has acquired knowledge'. In the educational process, there are many different stages and variables both for teachers and students. One of them is 'values'. According to Roy (2003, p. 1), 'value system' studies, which play an important role in understanding the beliefs, attitudes and behaviors of individuals and the characteristics of different cultural groups, have been one of the basic methods that can be used to understand both individuals and cultures and organizations.

In this respect, the subject of 'values' is increasingly taking place in studies carried out in the field of education, which has a very important place in the change and transformation of societies and individuals. Varieties of 'value' and their measurement studies are widely studied in many fields of social sciences. Value is an important concept in understanding human behavior in individual, social and professional fields. Rokeach (1973, p. 11) defines values as persistent beliefs that indicate whether certain behaviors are individually or socially acceptable.

In their study, Schwartz et al. (2001, p. 268) state that people's evaluations such as good, right, fair and their choices in life are realized by taking social values as criteria. In the research, it is also stated that these principles, which can change in importance and guide life, are an invariable element of social integrity. Fitcher (1990, p. 142) accepts values as criteria that determine the importance of behavioral patterns, goals and other sociocultural elements. Dökmen (2002, p. 263) defined values as 'actions, behaviors that people find meaningful for themselves as well as others and schemas that produce these actions'.

It is seen that three types of classification are commonly made in the studies on values. These are individual, social and professional values. The environment and society one lives in have an

important place in the formation of the value structure of individuals (Erdoğan, 2010, p. 6). Parashar, Dhar and Dahr (2004, p. 143), who claim that every society has its own system of values, state that the social unifying role of common values in societies plays a role in ensuring the integration of individuals with social life.

Value system varies according to societies, geography and era. According to Sinatra and Kardash (2004, p. 483), a situation that is good for one society may be described as bad for another society. In addition, values that are important for the same individual and society may differ over time.

It can be briefly said that professional values, which are the subject of this research, are the standards and behavior patterns specific to a profession and accepted by the community that practices that profession. Keskin and Yıldırım (2006, p. 119) assert that professional values, which take their origins from professional ethical values, are formed by the reflection of personal experiences. Accordingly, as people encounter new experiences in their professional life, they can develop their professional values by adapting their individual values to these situations. Dönmez (2011, p. 3) states that professional members' perception of themselves as a member of that profession and their integration with their profession is an important factor in the formation of professional values. As Sabancıoğulları and Doğan (2012, p. 275) expressed, professional values can also be gained through trainings given specific to professions.

#### **Purpose and Importance of the Research**

Professional values are patterns or standards specific to a profession and interact with individual values. With this research, it is desired to reveal the professional values of the people who practice the music teaching profession by examining them according to different variables. For this purpose, the research questions were determined as follows:

1. What are the professional values of music teachers?
2. Do the professional value levels of music teachers differ according to gender?
3. Do the professional value levels of music teachers differ according to age?
4. Do the professional value levels of music teachers differ according to their education level?
5. Do the professional value levels of music teachers differ according to the years/experience in the profession?
6. Do the professional value levels of music teachers differ according to the school (private/state) they work in?
7. Do the professional value levels of music teachers differ according to the place of residence where they continue their profession?

The population chosen, the scales used and the results obtained reveal the differentiation of music teachers' professional values according to various variables. It is thought that the results obtained will be beneficial for both practitioners and researchers.

#### **Method**

##### **Research Model**

This research is a descriptive research designed to be quantitative. In order to determine the professional value levels of music teachers and the differentiation of these levels according to various variables, a statistical survey model was chosen from the general survey models.

##### **Study Group**

The population of this research consisted of music teachers working actively in private and public primary schools in Turkey, and the study group consisted of 373 music teachers who could be reached from this population. The scale study was transferred to the internet and delivered to the

teachers. The study group was determined by simple random method among the music teachers who voluntarily participated in the study through the internet.

#### **Data Collection Tools**

The 'Teacher Professional Values Scale' was used as a data collection tool in the study. Cronbach's alpha analysis was performed to determine the reliability level of the scale.

Cronbach's alpha coefficient is obtained by dividing the variance of the questions in a scale by the general variance. It takes a value between 0 and 1. A negative alpha value means that the reliability has deteriorated (Karagöz, 2016, p. 1004).

#### **Teacher Professional Values Scale**

'Teacher professional values scale' was developed by Tunca (2012). Scale consists of 4 sub-dimensions: openness to cooperation (OTC), personal and social responsibility (PSR), opposition to violence (OTV) and respect for diversity (RFD). There are 24 items in the 5-point Likert-type scale. The sub-dimension of "opposition to violence" is scored in reverse.

**Table 1.** Reliability Statistics of the Professional Values Scale for Teachers

<b>Subsize/Scale</b>	<b>Number of Items</b>	<b>Cronbach's Alpha Confidence Coefficient</b>
Respect for Diversity (RFD)	8	0.588
Personal and Social Responsibility (PSR)	8	0.777
Opposition to Violence (OTV)	5	0.737
Openness to Cooperation (OTC)	3	0.838
Professional Values Scale	24	0.828

As seen in the table, 'openness to cooperation' was the sub-dimension with the best score with 0.838. The overall score of the 'professional values scale' is 0.828. From the sub-dimensions, 'personal and social responsibility' scored 0.777 and 'opposition to violence' scored 0.737. Looking at the scores, it is understood that these are also good measurement tools. The sub-dimensions 'respect for diversity' scored 0.588. It is possible to say that this score is at the generally accepted level. When the findings of reliability analyzes made in this study are evaluated together, it is possible to say that the 'professional values scale for teachers' is a valid and reliable measurement tool.

#### **Analysis of Data**

The data collected online within the scope of the research from the 'Teacher Professional Values Scale' were transferred to the Microsoft Excel program by making the necessary numerical transformations, then the necessary coding was made in the Spss22 statistical program and the analyzes were completed.

The tests used for the analysis of the data are:

-Independent sample t-test: It is a test that satisfies parametric assumptions and is used to test the direction of the difference between the means of two independent groups and whether this difference is significant (Akyol et al., 2017, p. 2).

-Mann-Whitney U test: It is an alternative to the independent two-sample t test (Student-t test). It tests whether the scores obtained for two independent groups are significantly different from each other. Mann Whitney-U Test compares the median values of the groups; examines whether there is a difference between the ranking scores. When there is a significant difference in the results of Kruskal-Wallis Analysis of Variance when making multiple comparisons, the Bonferroni Corrected Mann-Whitney U Test is applied to determine between which groups this difference occurs (Boyacıoğlu and Güneri, 2006, p. 35, Ünlü, 2011, p. 149).

-Anova test: It is a method used in cases where the number of independent groups is more than two and whether there is a difference between the data obtained from the groups and the group averages (Boyacıoğlu & Güneri, 2006, p. 36). If there is a difference between the groups, the statistic that tests which group the difference originates from is known as post-hoc. In the selection of post-hoc tests, when group variances are equal, "multiple comparison tests" such as LSD, Tukey, Bonferroni and "multiple range tests" such as SNK, Duncan, Tukey's B are used; in case the variances are not equal, "multiple interval tests" such as Games-Howell and Tamhane's T2 are used (Kayri, 2009, p. 51).

-Kruskal-Wallis: It is a non-parametric, one-way analysis of variance technique. In the case of more than two groups, this test is used to investigate the difference between the medians of the groups, if the data deviate from the prerequisites of the analysis of variance (Boyacıoğlu and Güneri, 2006, p. 36 Akyol, 2017, p. 4).

### Findings

In this section, the data collected on the questions related to the general purpose of the research are presented.

#### 1. Findings Regarding the Professional Value Levels of Music Teachers

Table 2 shows the findings regarding the professional value levels of music teachers.

**Table 2. Findings Regarding the Professional Value Levels of Music Teachers**

Variable	N	Minimum	Maximum	$\bar{X}$	S.D
Respect for Diversity	373	3.00	5.00	4.5342	0.39804
Personal and Social Responsibility	373	1.25	5.00	3.6552	0.68171
Opposition to Violence	373	1.00	5.00	3.8552	0.73372
Openness to Cooperation	373	1.00	5.00	3.6148	1.01526
Professional Values	373	2.49	5.00	3.9149	0.49992

$\bar{X}$ : Mean, S.D: Standard Deviation

Respect for diversity sub-dimension has minimum 3, maximum 5, mean 4.5342 and 0.39804 standard deviation values. Personal and social responsibility sub-dimension has a minimum 1.25, maximum 5, mean 3.6552 and 0.68171 standard deviation values. The sub-factor of opposition to violence has minimum 1, maximum 5, mean 3.8552 and 0.73372 standard deviation values. The sub-factor of openness to cooperation has a minimum of 1, a maximum of 5, and a mean of 3.6148 and 1.01526 standard deviations. The professional values scale has a minimum of 2.49, a maximum of 5, a mean of 3.9149 and 0.49992 standard deviation values. In simpler terms, 'respect for diversity' is the highest rated value. This is followed by the 'professional values' total score. Next comes the values of 'opposition to violence' and 'personal and social responsibility'. 'Openness to collaboration' is the lowest rated professional value.

#### 2. Findings Related to Professional Value Levels of Music Teachers According to Gender

According to the normal distribution statistics obtained for the gender variable, it is observed that the sub-dimensions, except for the 'respect for diversity' sub-dimension, conform to the normal distribution. For this reason, only the 'Mann-Whitney U test' was applied for the 'respect for diversity' sub-dimension and the 'independent sample t-test' was applied for the other sub-dimensions.

Table 3 shows the 'independent sample t-test' findings.

**Table 3. Independent Sample T-Test Findings Testing the Difference of Professional Values of Music Teachers According to Gender**

Variable	Gender	n	$\bar{X}$	S.D	Degree of Freedom	t	p
Personal and Social Responsibility	Female	253	3.6793	0.65636	371	0.995	0.320
	Male	120	3.6042	0.73252			
Opposition to Violence	Female	253	3.9083	0.69725	371	2,037	0.042*
	Male	120	3.7433	0.79671			
Openness to Cooperation	Female	253	3.6877	0.98422	371	2,022	0.044*
	Male	120	3.4611	1,06571			
Professional Values	Female	253	3.9566	0.48680	371	2,355	0.019*
	Male	120	3.8269	0.51763			

\*represents a significant difference at the 5% significance level,  $\bar{X}$ : Mean, S.D: Standard Deviation

When Table 3 is examined, it is seen that there is no statistically significant difference at the 5% significance level between male and female music teachers in terms of the value of 'personal and social responsibility'. A statistically significant difference is found between male and female music teachers at the 5% significance level in terms of 'opposition to violence' ( $t_{(371)} = 2,037$ ;  $p = 0.042 < 0.05$ ), 'openness to cooperation' ( $t_{(371)} = 2,022$ ;  $p = 0.044 < 0.05$ ) and 'total professional values' ( $t_{(371)} = 2.355$ ;  $p = 0.019 < 0.05$ ) values. As can be seen from the mean values, these two sub-dimensions and total professional values of female music teachers are higher than male teachers.

Table 4 shows the Mann-Whitney U test findings.

**Table 4.** U-Test Results of Music Teachers' Professional Values Total Scores According to Gender

Professional Values	Type of School Served	n	Mean Rank	Ranks Sum	MWU	p
Respect for Diversity	Female	253	191.53	48457.00	14034,000	0.236
	Male	120	177.45	21294,00		

*Mann – Whitney U test was used to test the significance of the difference between two sample means that did not show unrelated normal distribution.*

When the mean rank of the total score averages of the music teachers according to gender from the "respect for diversity" sub-dimension is examined, there is no statistically significant difference ( $U = 14034,000$ ;  $p = 0.236 > 0.05$ ).

### 3. Professional Value Levels of Music Teachers According to Age Group

According to the normal distribution statistics obtained for the age variable, it is observed that the sub-dimensions, except for the 'respect for diversity' sub-dimension, conform the normal distribution. For this reason, the 'Kruskal Wallis test' was applied only for the 'respect for diversity' sub-dimension and the 'One-Way Anova test' for the other sub-dimensions.

Table 5 shows the 'One-Way Anova' test findings.

**Table 5.** One-Way Anova Analysis Results of the Total Mean Scores of Professional Values of Music Teachers According to Age

Professional Values	Age	Source of Variance	Sum of Squares	Degree of Freedom	Squares Mean	F	p	Post Hoc
Personal and Social	Age 30 and Under	Between Groups	4,354	4	1,088	2,377	0.052	-
	Ages 31-35							

<b>Responsibility</b>	Ages 36-40 Ages 41-45 Ages 46 and Over	In-group	168,526	368	0.458			
<b>Opposition to Violence</b>	Age 30 and Under	Between Groups	0.571	4	0.143	0.263	0.901	-
	Ages 31-35 Ages 36-40 Ages 41-45 Ages 46 and Over	In-group	199,691	368	0.543			
<b>Openness to Cooperation</b>	Age 30 and Under	Between Groups	9,523	4	2,381	2,343	0.054	-
	Ages 31-35 Ages 36-40 Ages 41-45 Ages 46 and Over	In-group	373,919	368	1,016			
<b>Professional Values</b>	Age 30 and Under	Between Groups	2,487	4	0.622	2,529	0.040*	E>B
	Ages 31-35 Ages 36-40 Ages 41-45 Ages 46 and Over	In-group	90,483	368	0.246			

*One-Way ANOVA (one-way analysis of variance) was used to test the significance of the difference between the mean of three or more unrelated samples. \*Indicates significant difference at the 5% significance level*

When Table 5 is examined, it is seen that there is no statistically significant difference at the 5% significance level between music teachers of different age groups in terms of 'personal and social responsibility' ( $F(4.368) = 2.377$ ;  $p = 0.052 > 0.05$ ), 'opposition to violence' ( $F(4.368) = 0.263$ ;  $p = 0.901 > 0.05$ ) and 'openness to cooperation' ( $F(4.368) = 2.343$ ;  $p = 0.054 > 0.05$ ) values. In terms of 'total professional values', a statistically significant difference is found among music teachers at the 5% significance level ( $F(4.368) = 2.529$ ;  $p = 0.040 < 0.05$ ). The Tukey post hoc test findings, which were made to determine the group or groups that are the source of the difference, are as follows; while music teachers aged 46 and over ( $4.0379 \pm 0.49397$ ) had a higher professional value than music teachers aged 31-35 ( $3.7906 \pm 0.47482$ ), no difference was found between other groups in this regard.

Table 6 shows the results of the Kruskal Wallis test.

**Table 6.** Kruskal Wallis Test Results of Total Mean Scores of Professional Values of Music Teachers According to Age

Professional Values	Age	n	Mean Rank	$\chi^2$	Degree of Freedom	p
Respect for diversity	Age 30 and Under	79	194.66	4,301	4	0.367
	Ages 31-35	66	171.01			
	Ages 36-40	82	178.32			
	Ages 41-45	72	185.63			
	Ages 46 and Over	74	204.04			

*Kruskal-Wallis test was used to test the significance of the difference between the means of three or more samples that did not show unrelated normal distribution.*

In terms of the respect for diversity professional value, no statistically significant difference is found between music teachers in different age groups at the 5% significance level ( $(\chi^2 (sd=4, n=273) = 4.301$ ;  $p = 0.367 > 0.05$ ).

#### 4. Professional Value Levels of Music Teachers According to Education Level

According to the normal distribution statistics obtained for the education level variable, it is observed that the sub-dimensions, except for the 'respect for diversity' and 'opposition to violence' sub-dimensions, conform to the normal distribution. For this reason, only the 'Mann-Whitney U test' for 'respect for diversity' and 'opposition to violence' sub-dimensions and the 'independent sample t-test' for other sub-dimensions were applied.

Independent sample t-test results can be seen in table 7.

**Table 7. Independent Samples T-Test Findings Testing the Differences Between Descriptive Statistics and Professional Values of Music Teachers According to Education Level**

Professional Values	Education level	n	$\bar{X}$	SS	Degree of Freedom	t	p
Personal and Social Responsibility	College and University	283	3.6413	0.68255	371	-0.694	0.488
	MSc and PhD	90	3.6986	0.68103			
Openness to Cooperation	College and University	283	3,5842	1,01383	371	-1,033	0.302
	MSc and PhD	90	3,7111	1,01941			
Professional Values	College and University	283	3.8980	0.49459	371	-1,157	0.248
	MSc and PhD	90	3.9679	0.51551			

*\*Indicates significant difference at 5% significance level,  $\bar{X}$  : Mean, SD: Standard Deviation. The Independent Samples T-Test was used to test the significance of the difference between the mean of two unrelated samples.*

When Table 7 is examined, it is seen that there is no statistically significant difference at the 5% significance level between music teachers who graduated from college and university, and music teachers with master's and doctorate degrees in terms of 'personal and social responsibility' (  $t_{(371)} = -0.694$  ;  $p = 0.488 > 0.05$ ), 'openness to cooperation' (  $t_{(371)} = -1,033$  ;  $p = 0.302 > 0.05$ ) values and 'total professional values' (  $t_{(371)} = -1,157$  ;  $p = 0.248 > 0.05$ ),

Table 8 shows the 'Mann-Whitney U test' results.

**Table 8. U-Test Results of Music Teachers' Professional Values Total Scores According to Educational Status**

Professional Values	Education level	n	Mean Rank	Ranks Sum	M.W.U.	p
Respect for Diversity	College and University	283	188.25	53275.50	12380,500	0.689
	MSc and PhD	90	183.06	16475.50		
Opposition to Violence	College and University	283	182.66	51692.50	11506,500	0.166
	MSc and PhD	90	200.65	18058.50		

*Mann – Whitney U test was used to test the significance of the difference between two sample means that did not show unrelated normal distribution.*

According to the education level, the music teachers received the 'respect for diversity' (U = 12380.500;  $p = 0.689 > 0.05$ ) and 'opposition to violence' (U = 11506.500;  $p = 0.166 > 0.05$ ) sub-dimensions. When the mean rank of the total score averages is examined, no statistically significant difference is found (U = 12380.500;  $p = 0.689 > 0.05$ ).



### 5. Professional Value Levels of Music Teachers According to Years/Experience in the Profession

According to the normal distribution statistics obtained for the variable of years/experience in the profession, it is observed that the sub-dimensions, except for the 'respect for diversity' and 'opposition to violence' sub-dimensions, conform to the normal distribution. For this reason, only the 'Kruskal Wallis test' for the 'respect for diversity' and 'opposition to violence' sub-dimensions and the 'One-Way Anova' test for other sub-dimensions were applied.

**Table 9.** One-Way Anova Analysis Results of the Total Mean Scores of Professional Values of Music Teachers According to Years/Experience in the Profession

Professional Values	Seniority	Source of Variance	Sum of Squares	Degree of Freedom	Squares Mean	F	p	Post Hoc
Personal and Social Responsibility	A) 0 – 5 Years	Between Groups	12,646	5	2,529	5,793	0,000*	A>B
	B) 6 – 10 Years							F>B
	C) 11 – 15 Years							A>C
	D) 16 – 20 Years	In-group	160,234	367	0,437			D>C
	E) 21 – 25 Years							E>C
	F) 26 Years and Above							F>C
Openness to Cooperation	A) 0 – 5 Years	Between Groups	12,806	5	2,561	2,536	0,028*	F>C
	B) 6 – 10 Years							
	C) 11 – 15 Years							
	D) 16 – 20 Years	In-group	370,637	367	1,010			
	E) 21 – 25 Years							
	F) 26 Years and Over							
Professional Values	A) 0 – 5 Years	Between Groups	3,861	5	0,772	3,181	0,008*	F>B F>C
	B) 6 – 10 Years							
	C) 11 – 15 Years							
	D) 16 – 20 Years	In-group	89,109	367	0,243			
	E) 21 – 25 Years							
	F) 26 Years and Over							

*One-Way ANOVA (One-Way Analysis of Variance) was used to test the significance of the difference between the mean of three or more unrelated samples. \*Indicates significant difference at the 5% significance level*

When Table 9 is examined, a statistically significant difference is found between the groups in terms of 'personal and social responsibility' values at the 5% significance level ( $F(5,367) = 5.793$ ;  $p = 0.000 < 0.05$ ). The Tukey post hoc test findings, which were made to determine the group or groups that are the source of the difference, are as follows; Music teachers with 0–5 years ( $3.8022 \pm 0.66755$ ) seniority years have higher personal and social responsibility values than music teachers with 6–10 years ( $3.5247 \pm 0.72940$ ) seniority years and those with 26 years and above ( $3.9327 \pm 0.53715$ ) seniority years, music teachers with a seniority of  $3.9327 \pm 0.53715$  years have higher personal and social responsibility values than music teachers with a seniority of 6–10 years ( $3.5247 \pm 0.72940$ ), 0–5 years ( $3.8022 \pm 0.66755$ ), music teachers with a seniority year of 11–15 years ( $3.3714 \pm 0.69099$ ) have higher personal and social responsibility values than music teachers with a seniority year of 16–20 years ( $3.7604 \pm 0.55104$ ), music teachers with 11–15 years ( $3.3714 \pm 0.69099$ ) have higher personal and social responsibility values than music teachers with 11–15 years of seniority, music teachers with 21–25 years ( $3.7500 \pm 0.68515$ ) years of seniority have higher personal and social responsibility values than music teachers with 15 years ( $3.3714 \pm 0.69099$ ) seniority, music teachers with 26 years and more ( $3.9327 \pm 0.53715$ ) years of seniority have higher personal and social responsibility values than music teachers with 11–15 years ( $3.3714 \pm 0.69099$ ), among other groups no difference is found in this regard.

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A statistically significant difference is found between the groups in terms of openness to cooperation at the 5% significance level ( $F(5,367) = 2.536$ ;  $p = 0.028 < 0.05$ ). The Tukey post hoc test findings, which were made to determine the group or groups that are the source of the difference, are as follows; Music teachers with a seniority of 26 years or more ( $4.0256 \pm 0.84944$ ) have a higher level of cooperation than music teachers with a seniority of 11-15 years ( $3.3865 \pm 1.08860$ ). No difference is detected.

A statistically significant difference was found between the groups at the 5% significance level in terms of total professional values ( $F(5,367) = 3.181$ ;  $p = 0.008 < 0.05$ ). The Tukey post hoc test findings, which were made to determine the group or groups that are the source of the difference, are as follows; Music teachers with a seniority of 26 years or more ( $4.1359 \pm 0.39219$ ) have a higher overall professional level than music teachers with a seniority of 6–10 years ( $3.8512 \pm 0.51232$ ), 26 years and more ( $4.1359$ ). Music teachers with  $\pm 0.39219$  seniority years have a higher overall professional level than music teachers with 11–15 years ( $3.7763 \pm 0.52372$ ). No difference is found between the other groups in this regard.

Kruskal Wallis test results are shown in Table 10.

**Table 10.** Kruskal Wallis Test Results of the Total Mean Scores of Professional Values of Music Teachers According to Years/Experience in the Profession

Professional Values	Seniority Year	n	Mean Rank	$\chi^2$	Degree of Freedom	p
Respect for Diversity	0 – 5 Years	67	195.08	3,486	5	0.626
	6 – 10 Years	91	179.56			
	11 – 15 Years	69	185.42			
	16 – 20 Years	60	183.09			
	21 – 25 Years	47	176.49			
	26 Years and Over	39	211.95			
Opposition to Violence	0 – 5 Years	67	189.24	1,405	5	0.924
	6 – 10 Years	91	190.10			
	11 – 15 Years	69	178.84			
	16 – 20 Years	60	185.18			
	21 – 25 Years	47	180.20			
	26 Years and Over	39	201.35			

*Kruskal-Wallis test was used to test the significance of the difference between the means of three or more samples that did not show unrelated normal distribution.*

No statistically significant difference is found between the groups at the 5% significance level in terms of 'respect for diversity' ( $(\chi^2 (sd=5, n=273) = 3.486$ ;  $p=0.626 > 0.05$ .) and 'opposition to violence' ( $(\chi^2 (sd=5, n=273) = 1.405$ ;  $p=0.924 > 0.05$ .) values.

### 6. Professional Value Levels of Music Teachers According to the Type of School They Work

According to the normal distribution statistics obtained for the variable of school type, it was observed that the sub-dimensions, except for the sub-dimensions 'respect for diversity' and 'opposition to violence', conform to the normal distribution. For this reason, only the 'Mann-Whitney U test' for 'respect for diversity' and 'opposition to violence' sub-dimensions and the 'independent sample t-test' for other sub-dimensions were applied.

Independent sample t-test results can be seen in table 11.

**Table 11. Independent Samples T-Test Findings Testing the Differences Between Descriptive Statistics and Professional Values of Music Teachers According to Type of School**

Professional Values	Type of School Worked	n	$\bar{X}$	S.D	Degree of Freedom	t	p
Personal and Social Responsibility	State school	268	3,6147	0.67744	371	-1,835	0.067
	Private school	105	3.7583	0.68493			
Openness to Cooperation	State school	268	3,5162	1,01679	371	-3,031	0.003*
	Private school	105	3.8667	0.97139			
Professional Values	State school	268	3.8544	0.48968	371	-3,797	0,000*
	Private school	105	4.0691	0.49487			

\*represents a significant difference at the 5% significance level,  $\bar{X}$  : Mean, S.D: Standard Deviation. The Independent Samples T-Test was used to test the significance of the difference between the mean of two unrelated samples.

In terms of personal and social responsibility values, there is no statistically significant difference at the 5% significance level between the music teachers working in public schools and private schools ( $t_{(371)} = -1,835$ ;  $p = 0.067 > 0.05$ ).

A statistically significant difference is found between the groups in terms of openness to cooperation at the 5% significance level ( $t_{(371)} = -3.031$ ;  $p = 0.003 < 0.05$ ). When the average values are examined, it is seen that the values of openness to cooperation of music teachers working in private schools are at a higher level than teachers working in public schools.

A statistically significant difference is found between the groups in terms of total professional values at the 5% significance level ( $t_{(371)} = -3,797$ ;  $p = 0.000 < 0.05$ ). When the average values are examined, it is seen that the total professional values of music teachers working in private schools are at a higher level than teachers working in public schools.

The results of the Mann Whitney U test are shown in table 12.

**Table 12. U-Test Results of Vocational Values Total Scores of Music Teachers According to Type of School**

Professional Values	Type of School Worked	n	Mean Rank	Sum of Squares	M.W.U.	p
Respect for Diversity	State school	268	181.71	48698.00	12652,000	0.127
	Private school	105	200,50	21053.00		
Opposition to Violence	State school	268	173.54	46510,00	10464,000	0,000
	Private school	105	221.34	23241,00		

Mann – Whitney U test was used to test the significance of the difference between two sample means that did not show unrelated normal distribution.

When the mean rank of the total score averages of the music teachers from the 'respect for diversity' sub-dimension according to the type of school they work in, there is no statistically significant difference ( $U = 12652,000$ ;  $p = 0.127 > 0.05$ ).

A statistically significant difference is found when the mean rank of the total score averages of the music teachers from the sub-dimension of 'opposition to violence' according to the type of school they work in is examined ( $U = 10464,000$ ;  $p = 0.000 < 0.05$ ). When the rank averages of the total score averages are examined, it is seen that the music teachers working in private schools have a higher level of opposition to violence than the teachers working in public schools.

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### 7. Professional Value Levels of Music Teachers According to Place of Residence

According to the normal distribution statistics obtained for the variable of residence where they continue their profession, it is observed that the sub-dimensions except 'respect for diversity' and 'opposition to violence' conform to the normal distribution. For this reason, only the 'Kruskal Wallis test' for the 'respect for diversity' and 'opposition to violence' sub-dimensions and the 'One-Way Anova test' for the other sub-dimensions were applied.

One-Way Anova test results are shown in table 13.

**Table 13.** One-Way Anova Analysis Results of the Total Mean Scores of Professional Values of Music Teachers by Place of Duty

Professional Values	Place of Work	Source of Variance	Sum of Squares	Degree of Freedom	Squares Mean	F	p	Post Hoc
Personal and Social Responsibility	A) Metropolitan B) Province (Non-Metropolitan Provinces)	Between Groups	1,071	2	0.536	1,154	0.317	-
		In-group	171,808	370	0.464			
Openness to Cooperation	A) Metropolitan B) Province (Non-Metropolitan Provinces)	Between Groups	7,324	2	3,662	3,603	0.028*	A>C
		In-group	376,118	370	1,017			
Professional Values	A) Metropolitan B) Province (Non-Metropolitan Provinces)	Between Groups	1,501	2	0.750	3,036	0.049*	A>C
		In-group	91,469	370	0.247			
	C) District / Town / Village							

*One-Way ANOVA (one-way analysis of variance) was used to test the significance of the difference between the mean of three or more unrelated samples. \*Indicates significant difference at the 5% significance level*

No statistically significant difference is found between the groups in terms of personal and social responsibility values at the 5% significance level ( $F(2,370) = 1.154; p = 0.317 > 0.05$ ).

A statistically significant difference is found between the groups in terms of openness to cooperation at the 5% significance level ( $F(2,370) = 3.603; p = 0.028 < 0.05$ ). The Tukey post hoc test findings, which were made to determine the group or groups that are the source of the difference, are as follows; While the music teachers working in the metropolitan city ( $3.7222 \pm 1.00464$ ) are at a higher professional value level than the music teachers working in the District / Town / Village ( $3.4157 \pm 0.99783$ ), no difference is found between the other groups in this regard.

In terms of total professional values, a statistically significant difference is found at the 5% significance level ( $F(4,368) = 3.036; p = 0.049 < 0.05$ ) between music teachers working in Metropolitan ( $3.9632 \pm 0.51016$ ), Province (Non-Metropolitan Provinces) ( $3.8542 \pm 0.46697$ ) and District / Town / Village ( $3.8218 \pm 0.47843$ ). The findings of the LSD post hoc test performed to determine the group or groups that are the source of the difference are as follows; While the music teachers working in the metropolitan city ( $3.9632 \pm 0.51016$ ) are at a higher professional value level than the music teachers working in the District / Town / Village ( $3.8218 \pm 0.47843$ ), no difference is found between the other groups in this regard.

Kruskal Wallis test results are shown in Table 14.

**Table 14.** Kruskal Wallis Test Results of the Total Mean Scores of Professional Values of Music Teachers According to Place of Work

Professional Values	Place of Work	n	Mean Rank	$\chi^2$	Degree of Freedom	p
Respect for Diversity	Big city	234	195.06	4,264	2	0.119
	Province (Non-Metropolitan Provinces)	50	163.24			
	Town / Town / Village	89	179.16			
Opposition to Violence	Big city	234	192.64	4,464	2	0.107
	Province (Non-Metropolitan Provinces)	50	197.61			
	Town / Town / Village	89	166.22			

*Kruskal-Wallis test was used to test the significance of the difference between the means of three or more samples that did not show an unrelated normal distribution. used.*

'respect for diversitys' ( $\chi^2$  (sd=2, n=273) = 4.264; p=0.119>0.05.) and 'opposition to violence' at the 5% significance level ( $\chi^2$  (sd=2, n=273)= 4.464; p=0.107>0.05.).

### Conclusion and Discussion

In line with the purpose of this research, the professional value levels of music teachers were determined and examined whether these levels differed according to various variables.

The data obtained from the 'Teacher Professional Values Scale' range from the highest to the lowest in terms of the value levels of the sub-dimensions; 'respect for diversity', 'opposition to violence', 'personal and social responsibility' and 'openness to cooperation'. To put it more clearly, the highest value perception of music teachers belongs to 'respect for diversity' and the lowest value perception belongs to 'openness to cooperation' sub-dimension. The data obtained by Tunca (2012, p. 144), who developed the scale, show that the 'respect for diversity' sub-dimension has the highest values and the 'opposition to violence' sub-dimension has the lowest values. Duman (2016, p. 115) obtains similar results in his research with classroom teachers. According to the research data, the 'respect for diversity' sub-dimension is the highest and 'opposition to violence' is the lowest. In the research conducted by K1ymık (2020, p. 77) with high school teachers, it is seen that the highest value is 'respect for diversitys', and the lowest value is 'openness to cooperation'.

According to similar studies, it is revealed that the 'respect for diversity' sub-dimension is the most important value for the teaching profession. It is observed that the lowest value varies between 'openness to cooperation' and 'opposition to violence'. Throughout his professional life, a teacher encounters students from many different socio-economic and cultural structures. Considering that this is a fact of the teaching profession, the high level of respect for diversity is an understandable result.

There is no difference between the variables in terms of the professional value of 'respect for diversity'.

In terms of 'personal and social responsibility' sub-dimension: it has been determined that the value levels of music teachers with 11 to 15 years of professional seniority have lower professional value than teachers with professional seniority between 0-5 years, between 16-20 years, between 21-25 years, 26 years and above. It has also been determined that music teachers with

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professional seniority between 6-10 years have lower professional value than music teachers with professional seniority between 0-5 years and 26+ years.

In terms of 'openness to cooperation' sub-dimension: Female teachers have higher professional values than male teachers; professional value levels of private school teachers are higher than teachers working in public schools; The professional values of teachers with a professional seniority of 26 years and above are higher than those of teachers with a seniority of 11-15 years; It has been determined that the value levels of music teachers working in villages, towns and districts are lower than teachers working in metropolitan cities, and there is no significant difference in this respect with non-metropolitan provinces.

In terms of 'opposition to violence' sub-dimension: Female teachers' professional value levels are higher than male teachers; It has been seen that the professional value levels of teachers working in private schools have higher scores than teachers working in public schools.

In terms of 'total professional values': The professional value levels of female music teachers are higher than male teachers; The professional values of music teachers aged 46 and over are higher than those aged 31-35; The professional values of music teachers with a professional seniority of 26 years or more are higher than those of teachers with professional seniority of 6-10 years and 11-15 years; the value levels of music teachers working in private schools are higher than those of teachers working in public schools; It has been determined that the value levels of music teachers working in metropolitan cities are higher than those of village, town and district teachers, and there is no significant difference in this regard with music teachers working in non-metropolitan cities.

Similar studies have been reached as a result of the studies conducted in the literature in terms of the value levels of teachers according to their genders. Altunay and Yalçinkaya (2011, p. 5) have found in their study with pre-service teachers that female preservice teachers attach more importance to all value dimensions than male preservice teachers. Duman (2016, p. 115-116), in his study on the professional values of classroom teachers, reveals that female teachers' values of openness to cooperation and respect for diversity, and their average professional value scores are higher than male teachers.

Studies in the literature as a result of research on years/experience in the profession reveal that the time spent in teaching profession has a positive effect on professional values. Özsoy and Vatan (2007, p. 11), in their study with college teachers, reveal that as the working year increases, the perception of values also increases. Şenlik (2019, p. 121-123), in his research with preschool teachers, has found that as the time spent in the profession increases, the value level of the sub-dimension of 'opposition to violence' also increases. In the same study, Şenlik determines that the 'openness to cooperation' sub-dimension value level of teachers working in towns and villages is higher than that of teachers working in provinces and districts.

### **Suggestions**

The Ministry of National Education of the Republic of Turkey, the relevant in-service training department, provides training for preservice teachers with study designs on 'teaching professional ethics' and 'our human values'. Carrying out projects, seminars and similar work designs on 'professional values', which will include teachers who are actively working in primary education institutions, can increase teachers' awareness of this issue and make a positive contribution to their professional satisfaction. The professional value level of 'opposition to violence' is lower in public schools than in private schools; The professional value level of 'personal and social responsibility' is low among teachers with 6-10 years and 11-15 years of experience in teaching profession; It has been concluded that the professional value level of 'openness to cooperation' is low among music teachers working in public schools and village/town/district settlements, and it is low among teachers with professional seniority between 11-15 years. In order to increase these professional value

dimensions, which factors will be effective in this regard, the relevant in-service department of the Ministry of National Education can determine the necessary training and informing activities for the personnel of the administration and guidance unit of primary schools. Thus, by encouraging the administration and guidance units to carry out activities related to the subject, it can be ensured that the aforementioned value levels of teacher's increase.

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