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**CLASSROOM TEACHERS' OPINIONS ON THEIR LEVEL OF FULLFILLMENT OF THE  
COMPETENCIES REQUIRED IN MUSIC CLASSES**

**ABSTRACT**

The purpose of this research is to reveal the opinions of classroom teachers related to their levels of fullfillment of the competencies in music classes. To this aim, screening model was used. The sample of the research consists of 300 classroom teachers working in primary schools in Diyarbakır -central province- during the acedemic year of 2008-2009. In order to obtain the data required, a questionnaire prepared by scanning the related literature and taking expert opinions was used. According to the results of the survey; it has been found that fullfillment level of competencies related to the planning phase is low and the lack of use of materials in the application phase is also noteworthy. It has also been determined that instrument training takes place at an "occasional" level and classroom teachers do not spend enough time on extracurricular activities such as organizing musical events and taking students to concerts, and organizing trips to the musical institutions and organizations within the surrounding area.

**Keywords:** Music Classes, Classroom Teacher, Competency, Instrument, Diyarbakır

**1. INTRODUCTION**

Sound is an important phenomenon that takes place in the environment where people are born and grow up. It has an important role in communicating with his or her environment. People perceive, resolve, interpret and process sound. And they transform it to different narrative expression forms step by step. Music is one of the foremost example of expression forms. Music education is one of the main branches of phonetic arts education. "Music education is the process of developing and enhancing of musical behaviour for the individuals by means of their own life" (Uçan, 1997). "Music education is a thinking and behaviour education for individuals and society to be healthy, respected, resourceful, honest, productive, compatible and contemporary. Every dimension, required to be gained through music education, nourishes, forms and sublimes individuals and societies physically and morally. Solid societies consist of individuals who are physically and morally educated" (Ünal, 1989). Art training is required for a healthy personality development. The individual gains his or her sense of self-confidence thanks to art training and provides balance between mind and excitement. The art training and related activities cleanse individual from many complex and harmful emotions and inner conflicts. So the purpose of art education is to

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grow up happy and compatible people (Yıldız, 2002). Music education received by the students in elementary and secondary schools for 12 years has many purposes. With music education, students are aimed to obtain a certain level of music culture and ability. Besides, it also aims to help the students gain the required skills to listen to music, to obtain cultural and artistic values by listening, to help our culture to live and to be passed on to the next generation. The earlier the musical ability is realized, the more it can be developed and, by directing the students with a certain level of talent to the fine arts and sports high schools as well as to the schools that could produce artists, a higher degree of virtuosity can be obtained. For this reason, the classroom teacher should be able to recognize the students with exceptional musical ability, help the children love the music and use "singing" as a source of entertainment and pleasure for the child.

The most appropriate time to discover and develop the musical ability of students is the period of primary education. Since primary school children are in a critical period when they are musically very sensitive, it becomes a necessity to uncover their musical potentials and to help them gain basic musical skills. As the musical abilities of these older children become more apparent, regular music education becomes a necessity for their development (Gembris, 1995; Kalyoncu and Öztürk, 2009). Music, which has been praised and accepted for centuries for its place in education, continues to be included in school programs for many reasons. These include; its role in providing an aesthetic experience by using the sounds as a way of expression, in helping the students to recognize their culture and making it possible for the students to relax and entertain themselves both mentally and emotionally regardless of their level, style and favorite type of music and also in filling their leisure time positively and developing the sense of responsibility (Göğüş, 2008). Researches on education and art have suggested that music education in elementary schools is being conducted more carelessly and inadequately than any other courses and it is not considered important as much as other theoretical classes. Uçan (1993) pointed out the problems of music classes at this level by stating that "due to the fact that music education practices in primary schools are becoming increasingly inefficient, inadequate, unproductive and very limited in some aspects, as a compensation it is tried to be given in three year secondary schools- i.e. the second stage of education-". According to Uçan (1993), considering the important and effective functions of music on people, these problems and approaches observed in music education are very striking. Today, the problems that Uçan has stated still exist. Considering the fact that the responsibility for helping the student to develop the essential musical behaviors is largely ignored by classroom teachers. The aim of this study is to determine to what extent classroom teachers are proficient in achieving the competencies required to give music classes.

## **2. RESEARCH SIGNIFICANCE**

The prospect of this study is based on two main factors. The first factor is the place and importance of music in children's life, as well as the fact that the elementary school children are in a musically critical period. Another reason for the importance of this study are the problems in the first stage primary school music teaching practices. The fact that elementary and high school students do not have the necessary musical knowledge and skills is strictly based on the problems of primary school music teaching practices. Music classes considered less important than the other courses and the

inadequacy of the music education received by classroom teachers at the undergraduate level leads to problems related to the applications in primary school music education. Another reason that is also worthy to investigate is the need to identify the current problems related to the efficiency of classroom teachers in music classes and to suggest solutions to help them to take necessary precautions.

### 3. PROBLEM

To what extent the classroom teachers working in primary schools in Diyarbakır province fulfill the competencies they need in music classes?

#### 3.1. Sub-Problems

- What are the opinions of primary school teachers about their levels of fulfillment of competencies required in planning music classes?
- What are the opinions of primary school teachers about their levels of fulfillment of competencies required in the application phase of music classes?
- What are the opinions of primary school teachers about their levels of fulfillment of competencies required in the assessment phase of music classes?

### 4. MATERIALS AND METHODS

In this research the general survey model was used. "The survey models are research approaches that aim to describe situation in the past or already existing" (Karasar, 2002). This research is descriptive because it is aimed to reveal the level of fulfillment of classroom teachers' competencies in music classes. The population of research consist of 3089 classroom teachers working in 275 primary schools in Diyarbakır province in the academic year of 2008-2009. The sample of the study consists of 300 teachers working in selected primary schools by random sampling. For determination of sample size;  $n = \frac{Nt^2pq}{d^2(N-1) + t^2pq}$  formula is used (Kalaycı, 2009).

N: Number of individuals in the target group.

n: Number of individuals to be sampled.

p: probability of realization

q: probability of not realization

d:  $\pm$  sampling error that is accepted according to the frequency of occurrence of the event.

According to the formula;  $N=3089$ ,  $t=1.96$  ( $\alpha=0.05$  at  $\infty$  degrees of freedom theoretical t value is found on the table),  $d=0.05$  ( $\pm 5\%$  if sampling error is accepted) and P value between 0.8 and 0.5, the sample size between 230 and 340. The distribution of the number of schools where the teachers who created the sample groups work is introduced in Table 1 according to the central districts.

Table 1. Number of schools constituting the sample group

County Name	Number of School
Yenişehir	8
Bağlar	6
Sur	9
Kayapınar	5

Distributions of the personal characteristics of the classroom teachers comprising the sampling group are presented in Table 2.

Table 2. Distributions of the personal characteristics of classroom teachers' comprising the sample group

Gender		Frequency	Percent
	Female	149	49.7
Male	151	50.3	
Total	300	100.0	
Time Spent in the Profession	1-5 Years	50	16.7
	6-10 Years	96	32.0
	11-15 Years	85	28.3
	16-20 Years	40	13.3
	21 and Over	29	9.7
	Total	300	100.0

Gender distribution of the classroom teachers that comprise the sampling group; 49.7% of them is female and 50.3% is male; Distribution according to the duration of the profession; 16.7% is "1-5 years", 32.0% is "6-10 years", 28.3% is "11-15" year, 13.3% is "16-20 years" and 9.7% is "21 years and over". In order to establish the research and to achieve the targeted objectives, documentary screening and resources on the subject were determined collected and analysed. The conceptual structure and main framework of the questionnaire developed as a data collection tool was determined. In the study, the survey was used to determine the competencies of the classroom teachers in the music class. The mentioned consist of questionnaire personal information, and the planning, implementation and evaluation sections to determine the level of realization of the competencies in classes. There are fifty-five substances in the survey totally. In rating scale 1. Never, 2. Rarely, 3. Sometimes, 4. Often and 5. Always. The views of experts in the field were collected to determine the scope validity of the survey. In order to test the consistency of the substances contained in the survey, a pilot application was made to the randomly selected 100 classroom teacher and the Chronbach alpha coefficient of the obtained data was calculated. The results are presented in Table 3.

Table 3. Reliability analysis

Dimension	Cronbach Alpha	Number of Items
Planning	0.913	11
Implementation	0.961	38
Evaluation	0.806	6

According to the Table 5 the value of alpha was found as;  $\alpha=0.961$  for the implementation dimension;  $\alpha=0.913$  for the planning dimension and  $\alpha=0.806$  for the evaluation dimension. All three dimensions the survey has a high degree of reliability because it is  $\alpha>0.80$ . So, there is no need to exclude or include any questions to the survey. The implementation of the questionnaire to the sample group was conducted in April and May of the 2008-2009 academic year. The distributed surveys have not been deemed invalid or rolled back as empty. SPSS 15.0 Package program was used to analyze the data obtained in the study. For each item, the frequency (f) and percent (%) values are calculated in the analysis of the data in the survey.

## 5. FINDINGS

In this phase, findings related to sub-problems are presented in their respective order. The findings for each sub-problem are presented in tables primarily related to that sub-problem. During the data collection phase, no single table was created for each question;

findings related to the questions were grouped and expressed in a single table according to the subproblems they belonged to. The verbal explanations related to each table were presented in the first paragraph under the table, and comments are given in the following paragraphs.

**5.1. Findings and Comments Related to the First Sub-problem**

The frequency and percentage distributions of the sub-problem "What are the opinions of classroom teachers about their levels of fulfillment of the competencies required in the planning phase in music classes?" Are presented in Table 1.

Table 4. Distributions of classroom teachers' opinions on their level of fulfillment of competencies required in the planning phase in music classes

	Planning		Never	Rarely	Sometimes	Very Often	Always	Total	Average
4	When I make the annual plan, I examine the primary school music education program	F	11	53	111	80	45	300	3.32
		%	3.7	17.7	37.0	26.7	15.0	100	
5	When I make the daily plans, I examine the primary school music education program	F	24	65	96	70	45	300	3.16
		%	8.0	21.7	32.0	23.3	15.0	100	
6	I include the tools and materials in the annual plan	F	23	64	93	77	43	300	3.18
		%	7.7	21.3	31.0	25.7	14.3	100	
7	I incorporate activities such as concerts and auditions into the annual plan	F	89	95	69	26	21	300	2.32
		%	29.7	31.7	23.0	8.7	7.0	100	
8	I organize the classroom environment in a way that could motivate the students for music classes	F	35	80	86	78	21	300	2.90
		%	11.7	26.7	28.7	26.0	7.0	100	
9	I organize the classroom environmentt, in a way that will facilitate learning	F	30	63	93	79	35	300	3.09
		%	10.0	21.0	31.0	26.3	11.7	100	
10	I get students' opinion on how to do the measurement	F	49	105	93	45	8	300	2.53
		%	16.3	35.0	31.0	15.0	2.7	100	
11	I get students' opinion on how to do the assessment	f	60	107	77	49	7	300	2.45
		%	20.0	35.7	25.7	16.3	2.3	100	
12	I can identify and develop materials for music classes	f	66	95	93	40	6	300	2.42
		%	22.0	31.7	31.0	13.3	2.0	100	
13	It's important for me to choose materials to match the goals set in the music curriculum	f	56	31	70	89	54	300	3.18
		%	18.7	10.3	23.3	29.7	18.0	100	
14	It is important for me to choose materials to match the target behaviors set in the music curriculum	f	53	30	66	93	58	300	3.24
		%	17.7	10.0	22.0	31.0	19.3	100	

According to Table 6, the highest inclination of participants was with the average of 3.32, which means "When I make the annual plan, I examine the primary school music education program. When the participants are asked about their opinions on the statement "When I make the annual plan, I examine the primary school music education program" 3.7% answered "Never", 17.7% "Rarely", 37% "Sometimes", %26.7 "Very Often and %15 "Always". For this statement, the average inclination of the participants was "Sometimes" with an average of 2.32. The lowest attendance rate of was 2.32 with the statement "I incorporate activities such as concerts and auditions into the annual

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plan". When the Participants in the survey were asked about their opinions on the statement, "I incorporate activities such as concerts and auditions into the annual plan", "29.7% answered "Never", 31.7% "Rarely", 23% "Sometimes", 8.7% "Very Often" and 7% "Always".

For this statement, the average inclination of the participants was "Rarely" with an average of 2.32. One of the most important activities to be done during the planning phase, which is one of the three stages of the musical teaching process, is to make an annual plan in the direction of the primary music program.

3.7% of the respondents respond "Never" to the expression "When I make the annual plan, I examine the primary school music education program. From this point forth, it can be said that classroom teachers may encounter problems in planning the music teaching process.

The average inclination of the classroom teachers participating in the questionnaire for the statement. When I make the daily plans, I examine the primary school music education program was "sometimes" with an average of 3.16. It is thought that the daily plan, which includes the planning about the activities to be done and how the classroom teachers use them during the class, is extremely important in terms of efficiency and effectiveness during the instructional process. The average inclination for this statement doesn't seem to be sufficient. It is especially noteworthy that the average inclination of twenty-four of the classroom teachers who participated in the survey for the expression "When I make the daily plans, I examine the primary school music education program" is "Never". Under the light of this information, it is difficult to say that our classroom teachers are making a proper daily plan that could match the purpose of music classes.

For the statement, "Tools and materials are included in the annual plan", the average inclination of participants was "Sometimes" with an average of 3.18. One of the important issues to be considered in the planning stage is the fact that the classroom teacher should place the tools and materials that will be used in music lessons in a systematic manner on the annual plan because the lack of related tools materials is thought to have a negative effect on the class. Regarding the statement "Activities such as concerts and auditions are included in the music curriculum", the average inclination of the participants was "Rarely" with an average of 2.32. Planning of concerts and auditions during the period of instruction by taking the conditions related to the school and the instructional environment into account is important to ensure that time and conditions that are necessary for these activities have been provided. The fact that the average inclination of the participants was "Rarely" shows us that the required conditions mentioned in this statement have been largely ignored. The average inclination of participants for the statement "I organize the classroom environment in a way that could motivate the students for music classes was "Sometimes" with an average of 2.90. The music class should be organized in such a way that they include materials such as instrument pictures, paintings and portraits of composers and various instruments that would keep the interest of students in such a way that they would be able to perform musical activities such as singing and playing willingly and whenever they desire. However, it should not be forgotten that improving the conditions within the classroom is directly proportional to the facilities available in the school and the region where the school is located.

The average inclusion tendency for the expression "I organize the classroom environment in a way that could motivate the students

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for music classes" is not considered enough due to the fact that the schools in question are located at the central province of Diyarbakır.

The average inclination of the participants for the statement "I organize the classroom environment, in a way that will facilitate learning" was "Intermediate" with an average of 3.09. The necessary environmental conditions must be fulfilled in order to ensure full provision for the instruction. The inadequacy of classroom seating and the limited range of motion during musical activities make it difficult to learn. Given these factors, the classroom teacher is expected to organize the classroom setting in which the music course is taught in a way that could facilitate learning. However, the fact that the highest inclination of surveyed classroom teachers for this statement was "Sometimes" reveals that this requirement doesn't reflect enough on current practice due to lack of facilities. The average inclination of participants of the survey for the statement "I get students' opinion on how to do the measurement" was "Rarely" with an average score of 2.53. Statistical data related to this statement show that classroom teachers are inadequate in getting student opinion when making decisions about measurement. The average inclination for the statement "I get students' opinions on how to make the assessment" was "Rarely" with an average score of 2.45.

Participation tendency of the participating class teachers' "I can identify and develop materials for music classes" was "Rarely" with an average score of 2.42. One of the most effective ways for the learners to access information and maintain permanence is to use materials. The material development to achieve the tasks in music classes can facilitate the instructional process and it would be possible to learn by doing. Considering the data related to the statement, it is possible to suggest that classroom teachers participated in the survey had limited ability to identify and develop materials they could use in music classes.

The average inclination for the participants related to the statement "It's important for me to choose materials to match the goals set in the music curriculum" was "Sometimes" with an average of 3.18. In order to make the instructional process related to the learning areas included in the music education curriculum of institutions of primary education, appropriate material should be selected for each learning area. During the learning process, selected material will achieve its goal if the suitability between material and learning field is ensured. However, 18.7% of the participants responded "Never" to this statement. For this reason, it is thought that there may be flaws in their learning and this problem may have an effect on their future learning. The average tendency of the class teachers participating in the survey for the expression "It is important for me to choose materials to match the target behaviors set in the music curriculum" was "sometimes" with an average of 3.24. In the light of the data related to the planning dimension, it is seen that classroom teachers do not fulfill the competencies related to planning dimension in music classes, that is, no good planning has been done.

## **5.2. Findings and Comments Related to the Second Sub-Problem**

The frequency and percentage distributions related to the 2<sup>nd</sup> sub-problem "What are the classroom teachers' opinions on their level of fulfillment of the competencies required in the application phase in music classes?" are presented in Table 5.

Table 5. Distributions of classroom teachers' opinions on their level of fulfillment of competencies required in the implementation phase in music classes

	Implementation		Never	Rarely	Sometimes	Very often	Always	Total	Mean/Average
1	I can detect students with notable musical aptitude	f	4	25	76	112	83	300	3.82
		%	1.3	8.3	25.3	37.3	27.7	100	
2	I can detect students with limited musical aptitude	f	7	38	77	103	75	300	3.67
		%	2.3	12.7	25.7	34.3	25.0	100	
3	I can determine the readiness level of students in music classes	f	16	48	99	101	36	300	3.31
		%	5.3	16.0	33.0	33.7	12.0	100	
15	I also use other sources besides the course books in music classes	f	120	49	75	36	20	300	2.29
		%	40.0	16.3	25.0	12.0	6.7	100	
16	I use method books for instrument education	f	163	57	53	23	4	300	1.83
		%	54.3	19.0	17.7	7.7	1.3	100	
17	Students watch concerts according to their levels in music classes	f	164	60	52	20	4	300	1.80
		%	54.7	20.0	17.3	6.7	1.3	100	
18	Students listen to concerts in cds, cassettes selected according to their levels	f	45	84	82	66	23	300	2.79
		%	15.0	28.0	27.3	22.0	7.7	100	
19	I teach the essential theoretical information in music classes	f	23	48	96	87	46	300	3.28
		%	7.7	16.0	32.0	29.0	15.3	100	
20	I give instrument instruction in music classes	f	82	64	64	55	35	300	2.66
		%	27.3	21.3	21.3	18.3	11.7	100	
21	I teach singing in music classes	f	34	56	74	86	50	300	3.21
		%	11.3	18.7	24.7	28.7	16.7	100	
22	I use special teaching methods in music classes	f	47	77	100	65	11	300	2.72
		%	15.7	25.7	33.3	21.7	3.7	100	
23	I give them additional instruction to develop their taste in music	f	22	64	100	65	49	300	3.18
		%	7.3	21.3	33.3	21.7	16.3	100	
24	I use rote song learning method in singing instruction	f	5	10	36	97	152	300	4.27
		%	1.7	3.3	12.0	32.3	50.7	100	
25	I use written music in singing instruction	f	65	76	90	40	29	300	2.64
		%	21.7	25.3	30.0	13.3	9.7	100	
26	I use improvisation practice in music education	f	115	61	71	42	11	300	2.24
		%	38.3	20.3	23.7	14.0	3.7	100	
27	I use compositional practices in music education	f	158	77	42	20	3	300	1.78
		%	52.7	25.7	14.0	6.7	1.0	100	
28	I give students a certain level of musical culture	f	13	55	113	75	44	300	3.27
		%	4.3	18.3	37.7	25.0	14.7	100	
29	I give students some examples from different musical styles in music classes	f	32	71	87	70	40	300	3.05
		%	10.7	23.7	29.0	23.3	13.3	100	
30	I exemplify different and appropriate musical styles from other Turkish countries and communities	f	60	93	73	47	27	300	2.63
		%	20.0	31.0	24.3	15.7	9.0	100	



31	I teach selected-appropriate musical pieces from other Turkish countries and communities	f	70	95	75	35	25	300	2.50
		%	23.3	31.7	25.0	11.7	8.3	100	
32	To me, musicality is very important	f	11	37	101	105	46	300	3.46
		%	3.7	12.3	33.7	35.0	15.3	100	
33	I keep individual differences into consideration in music education	f	6	26	61	118	89	300	3.86
		%	2.0	8.7	20.3	39.3	29.7	100	
34	I use a variety of instruments in music classes	f	146	75	49	14	16	300	1.93
		%	48.7	25.0	16.3	4.7	5.3	100	
35	I teach games with music	f	35	70	100	65	30	300	2.95
		%	11.7	23.3	33.3	21.7	10.0	100	
36	To me, singing at the correct tempo is important in music classes	f	5	20	71	131	73	300	3.82
		%	1.7	6.7	23.7	43.7	24.3	100	
37	To me, singing with the correct dynamics is important in music classes	f	5	21	69	133	72	300	3.82
		%	1.7	7.0	23.0	44.3	24.0	100	
38	It is important for me that students must read the poems they memorized in correct tempo	f	3	8	52	125	112	300	4.12
		%	1.0	2.7	17.3	41.7	37.3	100	
39	It is important for me that students must read the poems they memorized with correct dynamics	f	2	9	54	124	111	300	4.11
		%	0.7	3.0	18.0	41.3	37.0	100	
40	It is important for me that ,students must read the poems they memorized with appropriate expression	f	1	10	45	124	120	300	4.17
		%	0.3	3.3	15.0	41.3	40.0	100	
41	I use ear training in music classes	f	72	61	74	72	21	300	2.70
		%	24.0	20.3	24.7	24.0	7.0	100	
42	I reward the students who have success in musical activities	f	3	26	101	102	68	300	3.69
		%	1.0	8.7	33.7	34.0	22.7	100	
43	I organize extra-curricular musical activities outside the classroom	f	67	105	75	38	15	300	2.43
		%	22.3	35.0	25.0	12.7	5.0	100	
44	I organize musical activivites on particular days and at particular times	f	56	87	65	63	29	300	2.74
		%	18.7	29.0	21.7	21.0	9.7	100	
45	I organize mini-concerts as a part of intramural activities	f	105	94	57	37	7	300	2.16
		%	35.0	31.3	19.0	12.3	2.3	100	
46	I organize mini-concerts as a part of extramural activities	f	184	66	40	7	3	300	1.60
		%	61.3	22.0	13.3	2.3	1.0	100	
47	I take my students to musical activities such as concerts and auditions	f	188	73	30	8	1	300	1.54
		%	62.7	24.3	10.0	2.7	0.3	100	
48	I inform my students about the musical institutions and organizations around	f	71	90	75	48	16	300	2.49
		%	23.7	30.0	25.0	16.0	5.3	100	
49	I organize trips to musical institutions and organizations around	f	203	62	27	6	2	300	1.47
		%	67.7	20.7	9.0	2.0	0.7	100	

According to Table 2; the highest inclination was "I use rote song learning method in singing instruction" with the average score of 4.27. When the participants were presented the statement "I use rote song learning method in singing instruction" 1.7% responded "Never",

3.3% Rarely", 12% "Sometimes", 32.3% "Very Often" and 50.7%. The highest inclination rate for this statement was "Always" with the mean score of 4.27. The lowest inclination rate was for the statement "I organize trips to musical institutions and organizations around" with an average score of 1.47. When the participants were presented the statement; "I organize trips to musical institutions and organizations around" 67.7 responded "Never", 20.7% responded "Rarely", 9% "Sometimes", 2% "Very often" and 0.7% "Always". The average inclination rate for the participants was "Never" with the average score of 1.47. The average inclination rate of the participants for the statement "I can detect students with notable musical aptitude". Was "Very often" with an average score of 3.82 "I can detect students with limited musical aptitude was "Very often" with an average score of 3.67. The average inclination rate of the participants for the statement " I can determine the readiness level of students in music classes." was "Sometimes" with an average score of 3.31. The inclination rate for the statement "I also use other sources besides the course books in music classes" was "rarely" with an average score of 2.29. In order to increase the efficiency in music classes and to choose the appropriate methods and techniques according to the topics in a healthy way, besides the course book, it will be very beneficial to use, choral works other source books containing pieces and a suitable singing repertoire selected by considering the students' level to enrich the child's ability and repertoire by singing. The average incination for this statement is not considered high in terms of diversity of sources used in music education.

The average inclination rate of participants for the statement "I use method books for instrument education" was "Rarely" with an average score of 1.83.

The inclination related to the statement "I give the essential theoretical information in music classes" was "Sometimes" with an average score of 3.28.

Music classes do not only involve expressive abilities and skill, but also include an theoretical foundation which is essential. In addition to playing and singing behaviors, this foundation based on theoretical information such as notes, musical terms and signs, definitions and the role and the importance of music in our lives is of great importance. Considering the responses of the participants, it can be said that "classroom teachers don't equip the students with sufficient theoretical knowledge in music classes".

The inclination rate for the statement "I use special instructional methods in music education" was "Sometimes" with an average score of 2.72". It's important to note that, special appraches such as teaching notes with colors, Dalcroze method, teaching notes with graphics/visuals, teaching of cascading notes; and Orff method are very useful for primary school children to develop the rhythmic sensitivity and for the acquisition of rhythmic movements. Considering the frequency of utilization of these methods by the classroom teachers by using the data obtained, it can be suggested that classroom teahcers don't use special teaching methods adequately.

The inclination rate of the participants for the statement "I use compositional practices in music education" was "Never" with an average score of 1.78. The practice of creating musical compositions using the theoretical foundation that has been established is considered to be very important for the student in terms of self-confidence, creativity, concreteization and reinforcement of the learning that their own production will provide. Considering this statement, it is difficult to say that our classroom teachers have the competency which is necessary to conduct an educational process

involving compositional practices in music. In the light of the application dimension of the questionnaire, it is seen that classroom teachers' practical competencies are not sufficient to conduct music classes with efficiency.

### 5.3. Findings and Comments Related to the Third Sub-Problem

The frequency and percentage distributions related to the 3<sup>rd</sup> sub-problem "What are the opinions of primary school teachers about their levels of fulfillment of competencies required in the assessment phase of music classes?" are presented in Table 6.

Table 6. Distribution of classroom teachers' opinions on their level of fulfillment of the competencies required in the evaluation phase in music classes

	Evaluation		Never	Rarely	Sometimes	Very often	Always	Total	Mean/Average
50	I take the students' talents into account while scoring their work	F	13	20	42	101	124	300	4.01
		%	4.3	6.7	14.0	33.7	41.3	100	
51	I take the students' efforts into account while scoring their work	F	7	7	26	99	161	300	4.33
		%	2.3	2.3	8.7	33.0	53.7	100	
52	I take the students' level of participation in music classes into account while scoring their work	F	6	5	27	99	163	300	4.36
		%	2.0	1.7	9.0	33.0	54.3	100	
53	I take students' level of development into account while scoring their work	F	4	14	33	92	157	300	4.28
		%	1.3	4.7	11.0	30.7	52.3	100	
54	I do the measurement by asking students questions about music theory	F	37	41	87	68	67	300	3.29
		%	12.3	13.7	29.0	22.7	22.3	100	
55	I do the measurement by observing students' musical performance	F	1	6	42	96	155	300	4.33
		%	0.3	2.0	14.0	32.0	51.7	100	

According to Table 8, the highest inclination rate of the participants was "I take the students' level of participation in music classes into account while scoring their work" with the average score of 4.36. When the statement "I take the students' level of participation in music classes into account while scoring their work" was presented to the participants 2% of the participants responded "Never", 1.7% "Rarely", 9% "Sometimes", 33% "Very Often" and 54.3% "Always". The average inclination of the participants for this statement was "Always" with the average score of 4.36. The lowest inclination rate of the participants was for the statement "I do the measurement by asking students questions about music theory" with the average score of 3.29. When the statement "I do the measurement by asking students questions about music theory" was presented, 12.3% of the participants responded "Never", 13.7% "Rarely", 29% "Sometimes", 22.7% "Very Often" and 22.3% "Always". Average inclination of the participants for this statement was "Sometimes" with the average point of 3.29. In the light of the findings about the assessment dimension of the questionnaire, it can

be suggested that the competencies related to assessment in the music classes are fulfilled sufficiently.

## **6. RESULT**

Results of the study suggested that, classroom teachers do not fulfill the requirements needed to perform well during the phases of planning and application. Developing and using materials that could enable the students to learn by doing by students, planning and organizing musical activities; bringing students to concert and concert events or tracing their records. One of the results of this research was that the class teachers did not perform enough instrumental training. It has been determined that classroom teachers have adequately fulfilled the qualifications in the assessment phase of the music course. As a result of the survey, it is seen that the classroom teachers are not at the adequate level to motivate the students for the music lessons and to facilitate learning. Based on the results of the research, the following suggestions were made:

- The number of semesters in which Music and Music Teaching courses are given in classroom teacher education programs should be increased together with the duration of classes. The precise conception of the importance of classroom music by the classroom teacher is only possible with the awareness of music history. For this reason, the history of Turkish and western music should be included in the music classes given to classroom teachers. With these changes, the lack of planning and implementation revealed by the study will be minimized as long as the candidate classroom teachers are concerned.
- There is a need for in-service training in order to see the classroom teachers as individuals who are able to see the importance of music both as a concept and a tool for learning and as a teacher, who can instill the love of music into students and who are able to teach music in the most effective way. In-service training courses with the specified content should be planned and implemented by the Ministry of Education In-Service Training Office.
- As far as the all phases of music classes are concerned, classroom teachers should collaborate with the schools where they are engaged in; and with music teachers who are working in the surrounding area.
- Music Education Branches should be re-organized. The establishment of the main branches of science that educate teachers in the fields of pre-school, primary and vocational education will ensure that more qualified teachers are trained in these areas.
- The current system should be changed so that the music classes are given by music teachers at all levels of primary education.
- The classroom must be organized in an efficient style for a fruitful music lesson.

## **7. CONCLUSIONS**

This research is a descriptive study aimed at revealing the opinions of classroom teachers on the fulfillment of the competencies they are required to have in music classes. Considering their openness and sensitivity, it can be said that primary school children are in a very critical period as far as music education is concerned. In Turkey, music classes are given by classroom teachers during the 1st, 2nd, 3rd and 4th year. In order for an effective music teaching to take place, it is vital for the classroom teachers to acquire the necessary knowledge and skills. It is not possible to reach the goals

of fundamental music education without a class having the required equipment. For this reason, opinions of classroom teachers about their levels of competencies were collected through the questionnaire prepared by the researcher. Given the views of classroom teachers on the competencies related to the planning and implementation stages of music lessons, it was determined that these competencies were not appropriately fulfilled.

#### NOTICE

This study is derived from Mehmet Akif Ersoy University Institute of Social Sciences "The Views of Elementary School Teachers on the Implementation of Adequacy for Music Lesson: Diyarbakır Province Sample" Master Thesis.

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