

The Competency of Pre-Service Classroom Teachers' Regarding the Learning-Teaching Process in a Music Course: Implementation from a Turkish University

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Abstract

This study was a descriptive study that evaluated pre-service classroom teachers' competencies in regarding the learning-teaching process in a music course. The study made use of a general screening model. Participants of the research is consists of pre-service classroom teachers taking music and music teaching course at the primary school teaching department of the Education Faculty at a university located in Mediterranean region of Turkey during spring semester of 2014-2015 academic year. This study has employed "criterion sampling method", one of the purposive sampling methods. The "personal information form", a questionnaire prepared by the researcher, and the evaluation form for performance indicators pertaining to the learning-teaching process were used in the research as data collection tools. The findings of the study revealed that although pre-service teachers generally considered themselves rather competent in the learning-teaching process of music courses, the evaluation of the observation forms based on performance indicators prepared by the researcher showed that their competencies in lesson planning, material preparation, organization of learning environments, and time management considered as less competent.

Keywords: Pre-service classroom teachers, learning-teaching process, music course.

1. Introduction

Considering the influence of teachers on students, the quality and competencies of the teaching profession is of great significance. "What kind of teachers do we need for our students?", "which competencies should teachers have?" are the questions that come to mind.

Teachers hold a great importance for providing a quality education and for raising qualified individuals. Teachers' competency is defined as the "knowledge, skills and attitudes that are necessary in order to be able to perform the teaching profession in an effective and efficient manner" (Ministry of National Education (MEB), 2006).

The teachers' sense of competence is said to be very important in the success of learning and teaching activities and in the motivation of students to learn (Sünbül and Arslan, 2009). It is stated that the quality of teacher training has a direct influence not only on the development of children's knowledge, but also in the shaping of their personalities, especially during the early years of their education (European Parliament, 2008, p.2). A teacher who is deemed as professionally competent must demonstrate that they can teach successfully; can do effective planning, monitoring and evaluation for learning and manage the teaching curriculums according to the needs of individuals and groups within the classroom (TED, 2009, p.26).

The necessity of a teacher's expertise in their field and having the professional teaching knowledge that will enable them to pass on their knowledge and skills to students is believed to hold importance as to ensure quality in education.

"Researchers have found that a teacher's level of subject-matter competence is the prime predictor of student learning (Cassidy, 1989; Mullins, 1993) and should be the major component of teacher preparation" (Reimer, 1993, cited Byo,1999, p.113). For this reason, classroom teachers are held separate from others in primary schools, which are the first step in formal education.

Pre-service classroom teachers are not only expected to have general professional competencies but also acquire field-specific competencies and skills. One of the field-specific competencies that classroom teachers are required to possess, as identified entered into force in 2008 by the General Directorate of Teacher Training and Education of the Ministry of National Education, is "art and aesthetics". This field of competence includes the acquisition of core knowledge on fine arts (music and painting) by students, and practices to induce the ability to use this knowledge in the process of learning artistic endeavors (MEB, 2008, p.10).

In Turkey, music education is provided as part of the art courses included in the curricula of undergraduate programs on classroom teaching in faculties of education, and consists of the "Music" course which is offered in the third semester as 1 hour of theoretical and 2 hours of applied classes, and the "Music Teaching" course offered in the fourth semester as 1 hour of theoretical and 2 hours of applied classes, respectively.

Even though the Elementary School Music Course (2006) curriculum prescribes the delivery of music courses by classroom teachers in the first, second and third grades, and by music teachers in the fourth grade,

due to various reasons such as the lack of music teachers in some schools in the current circumstances in Turkey, music courses are generally taught by classroom teachers during the first four years of elementary education.

Music education in primary school carries importance in terms of bringing out the musical ability in students and providing proper guidance. The value of musical education provided during this period is undeniable in terms of forming a basis, introducing children to music and getting them to embrace and love it. This is why a great responsibility falls on classroom teachers who will be introducing music to students during this period and providing musical education in accordance with the teaching curriculum.

International researches (Abril & Gault, 2005; Bresler, 1993; Hash, 2010; Holden & Button, 2006; Krehbiel, 1990; Russell-Bowie, 2009) carried out on musical education have revealed that the music training provided in primary education was considered less important compared to other courses and was not covered adequately. When we consider the important and influential function that music holds in people's lives, this problem and approach being observed in musical education is quite remarkable.

Confidence in the ability to teach music has been found to be a significant factor in the field of pre-service generalist teacher music education (Jeanneret, 1995; 1997; Hennessy, 2000; Holden & Button, 2006; Russell, 1996, cited in Collins, 2014, p.4).

Research findings indicate that knowledge pertaining to the teaching and learning process affects student's success more than field knowledge. The knowledge of teachers as to teaching and learning within any field directly affects the success of students (World Bank, 2005, quoted by TED, 2009, p.4). Therefore, "Teacher competencies must be known before hand so as to be gained by teacher candidates through pre-service training programs and to improve these competencies in teachers through in-service training programs" (Uçan, 2006, p.68).

The ability and motivation of teachers to use the arts as a tool in their practice is related to their complete education (Oreck, 2004, cited in Battersby and Cave, 2014, p.53). Thus, based on the perspective that competencies acquired by teacher candidates during their pre-service education can favorably or unfavorably affect their professional life, this study attempted to identify and evaluate the competencies of pre-service classroom teachers' in music lessons learning and teaching process. In this context, answers were sought to the following questions:

- What is the music competence level of preservice classroom teachers' in the area of learning teaching process in a music course?
- What is the music competence level of pre-service classroom teachers' in the area of theoretical and practical knowledge and skills (planning and organization, material preparation, learning atmosphere organization, organizing activities, time management)?
- What is the music competence level of pre-service classroom teachers' in the area of musical culture?
- What is the music competence level of pre-service classroom teachers' in the area of monitoring and evaluation?
- Does the competency levels of pre-service classroom teachers regarding music course learning-teaching process vary according to gender, the type of high school they graduated from, whether they received music training before the university or not, and their academic grade point averages?

2. Method

This study was a descriptive study that evaluated pre-service classroom teachers' competencies in regarding the learning-teaching process in a music course. The study made use of a general screening model. Screening models are "approaches that aim to describe, as is, the characteristics of a past or present situation. They attempt to describe the event, individual or item that is the subject of the study according to its own inherent conditions" (Karasar, 2009, p.77).

2.1. Participants

Participants of the research is consists of pre-service teachers taking music and music teaching course at the primary school teaching department of the Education Faculty at a university located in Mediterranean region of Turkey during spring semester of 2014-2015 academic year. This study has employed "criterion sampling method", one of the purposive sampling methods. According to Patton, (1990) "the logic and power of purposeful sampling lies in selecting in formation-rich cases for study in depth (p.169). In selection of the pre-service teachers, basic criterion has been established as being 2th graders of Primary School Teaching program who have taken music and music teaching course and completed their music trainings. All of the preservice teachers who are 2th graders took part in the study. Demographic information about the participants is provided in Table 1.

Table 1. Demographic information of participants

		n	%
Gender	Female	54	68,4
	Male	25	31,6
	Total	79	100,0
Type of high school the teacher candidates graduated from	Regular High School	46	58,2
	Vocational High School	2	2,5
	Anatolian High School	27	34,2
	Other	4	5,1
	Total	79	100,0
Whether or not music training has been received prior to university	Primary School	28	35,4
	Secondary School	18	22,8
	High School	27	34,2
	Primary , Secondary & High School	3	3,8
	Primary & Secondary School	3	3,8
	Total	79	100,0
Music Course Achievement Score	10-50	15	19,0
	51-70	51	64,6
	70-80	8	10,1
	81-100	5	6,3
	Total	79	100,0

2.2. Instruments

The "personal information form", a questionnaire prepared by the researcher, and the evaluation form for performance indicators pertaining to the learning-teaching process were used in the research as data collection tools. The questionnaire consists of questions aimed at determining the state of competency of pre-service classroom teachers with respect to the learning-teaching process (planning and organizing, theoretical-practical knowledge and skills, organising learning environments, preparation of materials, musical culture, monitoring and evaluation). Questionnaire was designed according to a 5 point Likert-type scale. The relevant categories were: "Strongly disagree (1)", "Disagree (2)", "Uncertain (3)", "Agree (4)", "Strongly agree (5)". Expert opinions were taken with the purpose of determining the content validity of the questions in the questionnaire and the questions were put into their final form after reliability and validity studies. The options and limits of the scale were as follows: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Uncertain (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

2.3. Procedure

As for determining how pre-service classroom teachers used abilities with respect to the learning-teaching process, micro teaching practices were performed in a classroom environment and recorded on camera. In evaluating the recorded data, the performance indicators pertaining to the learning-teaching process were determined by the researcher and a validity study was performed, by taking expert opinion. The aims and goals of the course were taken into consideration while determining performance indicators.

Study has been conducted within a period of 12 weeks during the spring semester in the academic year 2014-2015 by taking into consideration the following processes:

- By giving the pre-service teachers subjects contained in the primary school music teaching program, they have been asked to draw up a 30-minute lesson plan about this subject.
- Pre-service teachers shared the lesson plans and implementation activities prepared by them with the lecturer and they prepared the lesson plan based on the feedback they have received
- While pre-service teacher is doing his presentation, the fellow prospective teachers have taken the role of students in the classroom. The researcher has assumed the role of participant observer.
- Course narration by students has been recorded by camera.
- Evaluation of the lessons have been made together in the classroom, and lecturer has provided suggestions and feedbacks.
- Pre-service teacher who has watched the record of narration has done self-criticism.
- The personal information form and the questionnaire containing questions related to the learning-teaching process prepared by the researcher were applied, by obtaining teachers' opinions regarding the procedure.

●The video recordings of teacher candidates were compared by the researcher with the performance indicators of lesson planning, preparing materials and classroom practices by means of observation.

2.4. Data Analysis

Having checked whether the data satisfied the general conditions of parametric tests by Kolmogorov-Smirnov normality test, t-test was performed on independent groups to see whether there was a significant difference between genders with respect to their levels of ability to learn-teach music courses, and One-Way Analysis of Variance (ANOVA) was conducted to identify the differences with respect to the type of high school graduated from, whether the subject received music training before the university, music course achievement scores, and academic grade point average. In order to identify the groups for which ANOVA test revealed significant differences, Scheffé's test was employed. The significance level was taken as $p < 0.05$.

3. Findings

Table 2. T test result of pre-service classroom teachers according to genders

Gender	n	\bar{X}	ss	sd	t	p
Female	54	4,04	,41	77	3,78	,000*
Male	25	3,63	,51			

* $p < 0.05$

As Table 2 demonstrates, the analysis results show that there is a significant difference according to genders ($p < .05$). Accordingly, it can be said that female students music lessons teaching-learning competency level ($\bar{X} = 4.04$) was higher than male students ($\bar{X} = 3.63$).

Table 3. Result of one-way analysis of pre-service classroom teachers according to music course achievement scores

Variance source	Sum of Square	df	Mean Square	f	p	(Scheffe)
Between groups	3,304	3	1,101	5,462	,002*	
Within groups	15,121	75	,202			1-3
Total	18,424	78				3-4

* $p < 0.05$

1- (10-50) 3- (71-80) 4- (81 +)

As Table 3 shows, statistically there is a statistically significant difference between students' competency levels regarding the learning-teaching process and the variable of music course achievement scores [$F(3-75) = 5.462$; $p < 0.05$]. According to the results of the Scheffé's test, which was performed to identify the source of the difference, students with a final grade of 71-80 in the music course had higher competency levels regarding the learning-teaching process ($\bar{X} = 4.40$).

Table 4. Pre-service classroom teachers' competencies regarding theoretical and practical knowledge and skills

ITEMS	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	\bar{X}	SS
(N=79)	f-%	f-%	f-%	f-%	f-%		
I believe that I know the musical features, terms and signs necessary to be able to teach children's songs.	18/22.8	44/55.7	16/20.3	1/1.3	-	4.00	.698
I believe that I can make students use the tools and instruments around in music education.	24/30.4	41/51.9	11/13.9	3/3.8	-	4.09	.771
I believe that I can properly sing the National Anthem.	11/13.9	48/60.8	20/25.8	-	-	3.88	.619
I believe that I can properly conduct the National Anthem.	15/19.0	36/45.6	24/30.4	4/5.1	-	3.78	.811
I believe that I can properly play school songs	11/13.9	35/44.3	27/34.2	4/5.1	2/2.5	3.62	.881
I believe that I can properly sing school songs.	15/19.0	44/55.7	14/17.7	4/5.1	2/2.5	3.83	.883
I believe that I can decipher melodies with my instrument.	10/12.7	16/20.3	40/50.6	11/13.9	2/2.5	3.26	.943
I believe that I have the basic skills to read musical notes.	20/25.3	38/48.1	14/17.7	6/7.6	1/1.3	3.88	.919
I believe that I can play at least one of the instruments which may be used in music courses.	19/24.1	35/44.3	16/20.3	6/7.6	3/3.8	3.77	1.02
I believe that I have theoretical knowledge on music.	7/8.9	40/50.6	24/30.4	7/8.9	1/1.3	3.56	.827
I believe that I can effectively use one of the musical instruments deemed appropriate by the school in the music course.	21/26.6	35/44.3	16/20.3	5/6.3	2/2.5	3.86	.970
I believe that I can teach how to play at least one of the instruments which may be used in music courses.	23/29.1	41/51.9	10/12.7	3/3.8	2/2.5	4.01	.898
I believe that I am knowledgeable about the methods and techniques of music teaching.	15/19.0	41/51.9	17/21.5	6/7.6	-	3.82	.828
I believe that I am knowledgeable about music genres.	13/16.5	44/55.7	14/17.7	5/6.3	3/3.8	3.74	.940
I believe that I can make students have a repertoire of high-quality works at local, national and universal levels.	10/12.7	48/60.8	15/19.0	5/6.3	1/1.3	3.77	.799
I believe that I can organize musical activities in line with the subjects of the music course and the levels of development of students in primary education.	13/16.5	53/67.1	9/11.4	3/3.8	1/1.3	3.93	.739
I believe that I can prepare and organize activities in line with the first, second, third, and fourth grade achievements of the music course curriculum in primary education.	24/30.4	46/58.2	5/6.3	3/3.8	1/1.3	4.12	.790

Teachers that are supposed to teach music in elementary schools should have the necessary theoretical knowledge in line with the objectives of the curriculum. Thus questions aiming to determine the state of theoretical and applied skills of pre-service teachers were also included in the questionnaire, which are given in Table 4. Table 4 reveals that, in general, even though pre-service teachers find themselves competent in terms of

theoretical and applied knowledge and skills ($\bar{X} > 3.56$), they stated that they were uncertain about “their ability to decipher melodies with their instruments” with an average of ($\bar{X}=3.26$).

Planning renders learning and teaching processes meritorious. Therefore, pre-service teachers are expected to know how plans are drawn up, what they should pay attention while planning, and how to make use of their knowledge to make effective plans. Planning is a requirement of competent and successful teaching. In order for a teacher to be deemed successful in preparing plans, he/she is expected to possess the necessary skills to pay regard to individual differences while planning, to incorporate objectives and achievements into the teaching plan, to identify the methods and techniques to be adopted, to integrate materials and resources into the plan, to specify the assessment and evaluation techniques to be adopted, and to ensure association with other courses and intermediate disciplines (MEB, 2006). Pre-service teachers’ competencies with respect to planning and organization in music courses are listed in Table 5.

Table 5. Pre-service classroom teachers’ competencies regarding planning and organizing

ITEMS (N=79)	Strongly Agree f-%	Agree f- %	Uncertain f-%	Disagree f- %	Strongly Disagree f- %	\bar{X}	SS
I believe that I have the necessary competence for making use of the active methods and techniques that are part of education programs While planning musical activities,	33/41.8	43/54.4	1/1.3	2/2.5	-	4.35	.641
I can use methods and techniques in line with the purpose of the activity.	21/26.6	43/54.4	11/13	4/5.1	-	4.02	.784
I believe that I can organize educational environments suitable for music education.	19/24.1	49/62.0	9/11.4	1/1.3	1/1.3	4.06	.722
I believe that I can perform the necessary planning and organization for music education.	-	60/75.9	18/22.8	1/1.3	-	3.74	.465

According to MEB (2006), teachers’ competence in material preparation is a requirement for the quality and efficiency of teaching. Through the materials used in the teaching environment the content to be taught to the learner is concretized by appealing to more than one sense organs, the teaching process is enriched, and thus the learning process is fulfilled in an easy and rapid manner (Selvi, 2008; Yıldırım, 2008). A study by Al-Batanich and Brooks (2003) emphasizes that the utilization of tools and materials diversifies the teaching environment and increases academic success.

MEB (2006) underlines that, while preparing materials, teachers should pay attention to the individual characteristics of students, use computers and other technological equipment, appeal to the opinions of students, be cautious that the materials are economical and user-friendly, make use of the resources available in the environment, pay attention that the content of the material facilitates its presentation, provide students with opportunities to prepare their own materials, and the materials are in line with the content to be learned. The questions prepared for that purpose and the state of self-efficacy perception of pre-service teachers are given in Table 6.

Table 6. Pre-service classroom teacher candidates' competencies regarding preparation of materials in music course

ITEMS (N=79)	Strongly Agree f-%	Agree f- %	Uncertain f-%	Disagree f- %	Strongly Disagree f- %	\bar{X}	SS
I can prepare a variety of materials (visual, audial, work sheets, etc.) for in-class and out-of-class activities	27/34.2	44/55.7	5/6.3	3/3.8	-	4.20	.722
I believe that I take into account student comments while preparing materials in the teaching-learning process.	19/24.1	47/59.5	7/8.9	4/5.1	2/2.5	3.97	.876
I try to prepare handy and economical materials in musical activities.	20/25.3	43/54.4	8/10.1	5/6.3	3/3.8	3.91	.976
I try to make use of computers and other technological means for preparation of materials in musical activities.	23/29.1	38/48.1	12/15.2	4/5.1	2/2.5	3.96	.939
I believe that I take into account benefits from environmental facilities in preparation of materials.	23/29.1	45/57.0	9/11.4	2/2.5	-	4.12	.704

Another competency that teachers are expected to have is the ability to organize an effective learning environment in order for the learning-teaching process to be carried out efficiently. According to MEB (2006), while organizing the learning environment, teachers are expected to take different student backgrounds into consideration, pay attention to the principles regarding the usage of relevant tools and instruments, take measures for safe utilization of tools and instruments, arrange the physical conditions of the learning environment such as temperature, lighting, etc. to support the learning process, so on and so forth. According to Erden (2008), teachers who are able to create a favorable learning environment are those who motivate learners by paying attention to their needs, provide them instant feedbacks, and develop positive relations with them. Thus they raise happy, self-confident, and peaceful individuals. The questions prepared for that purpose and the self-efficacy perceptions of pre-service teachers are given in Table 7.

Table 7. Pre-service classroom teacher candidates' competencies regarding organising learning environments

ITEMS (N=79)	Strongly Agree f-%	Agree f- %	Uncertain f-%	Disagree f- %	Strongly Disagree f- %	\bar{X}	SS
I believe that I can organise learning environment so as to have a positive influence on aesthetic sensitivity of students.	20/25.3	44/55.7	10/12.7	4/5.1	1/1.3	3.98	.839
I believe that I can organise learning environments according to types of activities (individual, cooperative and etc.).	20/25.3	47/59.5	8/10.1	4/5.1	-	4.05	.749

Classroom teachers should also be well aware of the musical behaviors aimed to be induced, and possess sufficient application skills and music culture. While the questions prepared for that purpose and the self-efficacy perceptions of pre-service teachers are given in Table 8, the level of competencies regarding monitoring and evaluation is given in Table 9.

Table 8. Pre-service classroom teachers' competencies regarding music culture

ITEMS (N=79)	Strongly Agree f-%	Agree f- %	Uncertain f-%	Disagree f- %	Strongly Disagree f- %	\bar{X}	SS
I can ensure that students recognize national and international music.	18/22.8	43/54.4	15/19.0	3/3.8	-	3.96	.758
I believe that the students' environment can contribute to their ability to recognize music, and also to benefit from their musical environment.	23/29.1	43/54.4	5/6.3	6/7.6	2/2.5	4.00	.947
I believe that I can instill the habit and listening to music among students by allowing them to appreciate quality in music.	15/19.0	42/53.2	17/21.5	5/6.3	-	3.84	.802

Table 9. Pre-service classroom teachers' competencies regarding monitoring and evaluation

ITEMS (N=79)	Strongly Agree f-%	Agree f- %	Uncertain f-%	Disagree f- %	Strongly Disagree f- %	\bar{X}	SS
I believe that I am capable of effectively determining the goals of assessments and evaluations that I will perform regarding music education.	23/29.1	40/50.6	12/15.2	3/3.8	1/1.3	4.02	.846

The sub-competencies (course planning, material preparation, organization of learning environments, and time management skills of students) of the teaching-learning process competency area were detected by evaluation of an observation form based on performance indicators prepared by the researcher, and filled out both during the observation of micro-teaching sessions held in the classroom and also during the evaluation of videotaped lessons (see tables 10,11,12,13). In "Teacher Competencies" textbook, performance indicators are defined as "observable and measurable behaviors which can be considered as the evidence of whether competencies have been performed or not" (MEB, 2006). The performance indicators used in the research were categorized depending on mean score intervals (\bar{X}), where (2.33-3.00) was considered as competent, (1.67-2.32) as less competent, and (1.00-1.66) as incompetent.

Competency of pre-service teachers' regarding the learning-teaching process:

Table 10. Planning the lesson

Performance Indicators	COMPETENT	LESS COMPETENT	INCOMPETENT	\bar{X}	COMMENT
	f-%	f- %	f-%		
Prepares a student-centred lesson plan	28/35.4	45/57.0	6/7.6	2.28	Less Competent
Identifies objectives and attainments in the lesson plan.	71/89.9	1/1.3	7/8.9	2.81	Competent
Identifies activities for the objectives in the lesson plan.	28/35.4	50/63.3	1/1.3	2.34	Competent
Identifies methods and techniques for the objectives in the lesson plan.	24/30.4	43/54.4	12/15.2	2.15	Less Competent
Identifies sources and materials to be used in the lesson plan.	40/50.6	32/40.5	7/8.9	2.42	Competent
Mentions about how to use information and communication technologies in the lesson plan.	2/2.5	57/72.2	20/25.3	1.77	Less Competent
Identifies monitoring and evaluation activities in the lesson plan.	7/8.9	60/75.9	12/15.2	1.94	Less Competent

Planning the lesson \bar{X} =2.24 (Less Competent)

Table 11. Preparation of materials

Performance Indicators	COMPETENT	LESS COMPETENT	INCOMPETENT	\bar{X}	COMMENT
	f-%	f- %	f-%		
Takes into account the individual differences while preparing and selecting materials	-	52/65.0	27/33.8	1.66	Incompetent
Makes use of computers and other technological means for preparation of materials	54/67.5	25/31.3	-	2.68	Competent
Takes into account student comments while preparing materials in the teaching-learning process.	3/3.8	33/41.3	43/53.8	1.49	Incompetent
Tries to prepare handy and economical materials.	53/66.3	18/22.5	8/10.0	2.57	Competent
Tries to prepare materials in accordance with the learning content.	8/10.0	52/65.0	19/23.8	1.86	Less Competent
Benefits from environmental facilities in preparation of materials.	27/33.8	52/65.0	-	2.34	Competent
Tries to ensure that the material facilitates presentation of contents.	29/36.3	45/56.3	5/6.3	2.30	Less Competent

Preparation of materials \bar{X} =2.13 (Less Competent)

Table 12. Organising learning environments

Performance Indicators	COMPETENT	LESS COMPETENT	INCOMPETENT	\bar{X}	COMMENT
	f-%	f- %	f-%		
Takes into account different past experiences of students while organising learning environments .	9/11.3	56/70.0	14/17.5	1.94	Less Competent
Organises learning environments according to types of activities (individual, cooperative and etc.).	20/25.0	51/63.8	8/10.0	2.15	Less Competent
Provides good physical conditions (temperature, light, sound and etc.) for the learning environment so as to support learning.	36/45.0	35/43.8	8/10.0	2.35	Competent
Considers principles of use for materials while organising learning environments	46/57.5	23/28.8	10/12.5	2.46	Competent
Constitutes a model for efficient use of technological sources and teaches how to use them.	38/47.5	37/46.3	4/5.0	2.43	Competent
Organises learning environment so as to have a positive influence on aesthetic sensitivity of students	23/28.8	54/67.5	2/2.5	2.27	Less Competent
Organising learning environments $\bar{X}=2.27$ (Less Competent)					

Table 13. Time management

Performance Indicators	COMPETENT	LESS COMPETENT	INCOMPETENT	\bar{X}	COMMENT
	f-%	f- %	f-%		
Plans time efficient lessons .	12/15.0	58/72.5	9/11.3	2.38	Competent
Uses time efficiently in the teaching-learning process .	3/3.8	38/47.5	38/47.5	1.56	Incompetent
Time management $\bar{X}=1.97$ (Less Competent)					

3. Results, Conclusion and Discussion

The results of the study suggest that candidate pre-service classroom teachers generally consider themselves competent with respect to the learning-teaching process in music courses ($\bar{X}=3.91$). Haverback and Parault (2011) also noted that most of the pre-service teachers believe that they have greater competence than teachers. According to the study by Evans and Tribble (1986), pre-service elementary school teachers see themselves more competent than pre-service secondary school and high school teachers. However, the literature also contains counter-evidences on this matter. The results of the study by Adıgüzel (2009) revealed the opinion of elementary school inspectors that classroom teachers always have difficulties in course planning, material preparation, organization of the learning environment, organization of extracurricular activities, enrichment of teaching by paying attention to individual differences, time and behavior management.

Another finding of the study is that the competencies of candidate teachers with respect to the learning-

teaching process in music courses varied significantly by gender [$t(77) = 3,78, p < 0.05$]. The study suggests that female students ($\bar{X} = 4,04$) had higher competency levels with respect to the learning-teaching process in music courses than male students ($\bar{X} = 3,63$) (see Table 2). Several studies (Aktağ & Walter, 2005; Çavuş & Özdemir, 2015) found that there is a significant difference in favor of women in this respect. In their study on pre-service classroom teachers, Demiral, Baydar and Gören (2010) noted that female and male pre-service teachers showed differences in competencies regarding arts and aesthetics. In the research entitled “Investigation of Self-Efficacy Perception of Pre-Service Classroom Teachers in the Teaching Process” by Özdemir (2008), the self-efficacy perception of female pre-service teachers was found higher than the self-efficacy perception of male pre-service teachers. The results of the study by Coladarci (1992) suggested that female teachers were more dedicated to their profession than male teachers. Yet, Tschannen- Moran and Woolfolk-Hoy (2001) did not find any difference in terms of gender. They suggested that elementary school teachers considered themselves more competent than teachers teaching at other levels of education. According to the researchers, the lower the students’ age, the higher the teachers’ belief in their self-efficacy.

The study also suggested that there is a statistically significant difference between pre-service teachers’ competence in learning-teaching process and the music course achievement scores [$F(3-75) = 5,462; p < ,05$]. According to the results of the Scheffe’s test performed to identify the sources of this difference, a comparison between the students with a final grade in the range of 10-50 ($\bar{X} = 3,73$) and the students with a final grade in the range of 71-80 in the music course ($\bar{X} = 4,40$) revealed a significant difference in favor of the latter, while a comparison between the students with a final grade between 71 and 80 ($\bar{X} = 4,40$) and those who had a final grade of 81 and above ($\bar{X} = 3,49$) indicated a significant difference in favor of the former. The study suggests that the students with a final grade between 71 and 80 have higher competency levels in the learning-teaching process ($\bar{X} = 4,40$) with respect to other students (see Table 3).

No significant difference was detected ($p > 0.05$) between the students’ competency levels in the learning-teaching process and the parameters of the type of the high school graduated from [$F(3-75) = 2,572; p > 0.05$], whether music training had been received before university or not [$F(4-74) = 1,521; p > 0.05$], and the cumulative grade point averages [$F(2-76) = 1,281; p > 0.05$]. A study by Başer, Günhan and Yavuz (2005) revealed similar findings to the effect that the type of the high school graduated from is not a parameter that affects the self-efficacy perception of pre-service teachers.

The findings of the study revealed that although pre-service teachers generally considered themselves rather competent in the learning-teaching process of music courses, the evaluation of the observation forms based on performance indicators prepared by the investigator, which were filled out in the classroom during micro teaching sessions, as well as the evaluation of videotaped lectures showed that their competencies in lesson planning, material preparation, organization of learning environments, and time management considered as less competent (see tables 14,15,16,17).

The teacher training curricula implemented in faculties of education should be able to provide pre-service teachers with the general as well as field-specific competencies which MEB requires teachers to possess. For teachers, it is extremely important to possess the competencies regarding the teaching-learning process in order to be able to organize and implement learning activities in a successful manner. While classroom teachers are generally competent in courses designed for cognitive processes, this is not the case in courses such as painting or music education.

These teachers see themselves as not being musical—that is, not having a musical background and the skills required to teach music (Hennessy, 2000; Holden & Button, 2006; Russell-Bowie, 2002; Seddon & Biasutti, 2008; Wiggins & Wiggins, 2008). Such issues should be addressed in preservice teacher education courses, but the problem is that there is a lack of adequate time devoted to music education in generalist preservice teacher education courses (Alter et al., 2009; de Vries, 2011; Hallam et al., 2009; Holden & Button, 2006; Russell-Bowie, 2009) (cited in Vries, 2015, p.211).

We believe that this study, which aimed to evaluate the competency levels of pre-service classroom teachers in terms of the learning-teaching process in music courses, will make a contribution to the identification of inadequacies of pre-service teachers. It is obvious that if pre-service classroom teachers are provided with a more comprehensive training in arts during their undergraduate education, they will be of more avail to their students. This study can be considered as a needs assessment study for classroom teacher training programs, since its findings on competency levels of pre-service teachers can be utilized in the evaluation of the teacher training programs. In light of the conclusions of this study, the music courses offered in faculties of education should be designed paying attention to the needs of training successful teachers and in consideration of factors such as the content, duration, and implementation of music courses. Furthermore, this study, which aims to identify the subjects in which pre-service teachers are competent or incompetent in relation to music courses, may also provide guidance to the agencies responsible for the preparation of teachers’ in-service training programs.

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Notes

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