

Attitudes of Pre-Service Music Teachers towards Value Education in Turkey

Özgür Eğilmez¹, Hatice Onuray Eğilmez², Doruk Engür³
¹ Department of Music Education, Mehmet Akif Ersoy University, Turkey
^{2,3} Department of Music Education, Uludağ University, Turkey

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ABSTRACT

In the music education curriculum, which is implemented from 2017-2018 academic year, the directive for teaching values was prepared for the first time. In this context, the research was conducted by comparing the attitudes of pre-service music teachers towards values education in terms of some variables, which will be included in the courses of value education according to the new music education curriculum. Data collected using the values education attitude scale were analysed using t-test, Kruskal-Wallis H test, and Spearman's correlation coefficient. Results showed that attitude scores did not change according to gender or level of parents' education but had a significant difference according to the year students were in. Scale scores were not correlated with the amount of parents' income or students' GPAs. This study is crucial as it tries to determine the attitudes of pre-service music teachers who are assigned as music teachers in a few years and will conduct music lessons according to the Ministry of National Education music curriculum. Moreover, it aims to shed light on the determination of targets for values education in the training of pre-service music teachers in the institutions that train music teachers with the help of the results that this study offers.

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Corresponding Author:

Hatice Onuray Eğilmez

Department of Music Education,

Uludağ University,

Gorukle Campus, Nilufer- Bursa, 16059, Turkey.

Email: haticeegilmez@gmail.com

1. INTRODUCTION

Values defined as "the whole of material and spiritual elements that cover the social, cultural, economic and scientific values of a nation" [1] are "principles and standards that shape the individual attitudes in different situations and directs behaviors and actions" [2]. Values are important elements that direct behaviors while formation of the character of young people and shaping social life. Values serve to prevent unauthorized elements in the behavior of individuals, thereby leading individuals to adopt behaviors that are accepted by society [2].

The social, cultural and economic structure of the societies is directly proportional to the qualities of the generations. However, rapid changes in social life affect individuals' view of the world and their value judgments. Values have changed drastically in recent years due to factors such as technology and environmental factors in Turkey, too. As a result of this change, trying to adopt and even the adoption of the different values incompatible with the structure of the Turkish society by the young people without gaining the social approval worries firstly their family then Turkish society [3]. The ability of societies to live and survive depends on the values they have and the transferring of values to future generations has a vital importance [2]. In this direction, it is considered as important to educate young people who are dependent on universal values. With this view, in all over the World, falling of a great task to educational institutions and

paying attention to teach values which can be defined as ‘developing awareness in moral, cultural, psychological, social and individual fields and an education provides internalization of these’ [4] are among common accepted thoughts. Value education is in line with this importance, in 2010, education of values in the curriculum of some courses in preschool, primary and secondary schools provided by the Ministry of National Education in Turkey [5]. In the draft music education curriculum, which is implemented from 2017-2018 academic year, for the first time, a directive on value education has been included.

According to the new music lesson curriculum [6], in modern democratic societies, it is stated that as much as academic achievement, many values that regulate human relations are increasingly prominent. Also, in the program it is emphasized an important effect of education programs as well as family, society, media, and while bringing up individuals who recognize, adopt and transform national, moral and universal values and transform them into behavior by internalizing them. In this direction, values like; friendship, diligence, sensitivity, honesty, aesthetics, equality, kindness, freedom, sharing, patience, respect, love, responsibility, patriotism, loyalty have been included into Music Teaching Program. Researches also show that the positive behaviors of the students who learn and sing the songs containing the words about our values increase and the decrease in their negative behaviors can be detected [7],[8]. It is seen that music can be used as an effective tool in the settlement of values. In this context, it has been a matter of curiosity for the attitudes of music teachers to value education, which will take an active role in the implementation of the new draft music lesson teaching program and the teaching of values in music lessons.

2. RESEARCH METHOD

In the study correlational research design is employed. In this model, the aim is to determine the existence and extent of covariation between variables [9]. In this research, the attitudes of musical teacher candidates towards values education were examined in terms of gender, class level, general academic grade average (GPA), income level of parents, education level of parents, working status of parents and parental occupation variables.

Population of research consists of students, who are enrolled in music teaching program and studying in Turkey. Survey questions were sent to students through Google Forms. For this purpose, firstly the lecturers in music departments of 10 different universities were reached and were asked to deliver the Google Forms link to their students.

As a sample, 122 students (87 girls, 35 boys) studying in 10 different university music teaching programs that can be reached by online questionnaire were included in the research. Twenty six of the students are in first grade, 20 are in second grade, 32 are in third grade and 44 are senior students whose average age is 22.22 (SD = 3.03).

In order to collect data in the research, Attitude Scale Towards Values Education [10] was used in addition to the personal information form prepared by the researchers for the teacher candidates. The scale is consists of 22 five-point likert type items, 10 of which are negative. According to Yasaroglu [10] the item factor loads of the scale were between 0.523 and 0.765. The scale had a single factor and the Cronbach's alpha coefficient calculated to determine internal consistency was 0.92. For the recent study alpha value is 0.93.

Before analysis of the data, parametric test assumptions were checked. In the analysis of the scores according to sex usage of t-test, according to class and according to parental occupation Kruskal-Wallis H test, according to education status analysis one-way ANOVA, according to working status of parents analysis Mann-Whitney U test were deemed suitable. Spearman's correlation coefficients were calculated to determine correlations between attitude, income, and GPA variables.

3. RESULTS AND ANALYSIS

Table 1 shows that although female students ($M = 3.99$) had higher scores than male students ($M = 3.80$) this difference is not statistically significant, $t(120) = 1.59, p = .115$. The attitude towards education of values does not change according to gender.

Table 1. Variation of Attitudes Towards Value Education of Musical Teacher Candidates by Gender

Gender	N	M	SD	t	df	p
Female	87	3.99	0.62	1.59	120	.115
Male	35	3.80	0.62			

The results of the research coincide with the results of research gained by Yaşaroğlu (2014) [10]. However, in Fidan's (2009) research, it is seen that the views towards value teaching differentiate significantly in favor of female students [11]. Altunay and Yalçınkaya (2011) also found that female teacher candidates attach more importance to all value areas than men [12]. Again, Coşkun and Yıldırım (2009) reported in their research that female students' value levels are higher compared to males [13].

In Table 2, it is seen that the attitudes scores for the values education of the music teacher candidates varied according to the year of education, $H(3) = 8.51, p = .037$. According to the Mann-Whitney U test, the freshmen and juniors have lower attitude scores than the sophomores and seniors.

The fact that the attitude scores do not change linearly suggests that the difference does not stem from time spend at university. It is also believed that this is due to the fact that universities do not organize activities related to value education in their music education programs.

Table 2. Kruskal-Wallis Test Results Concerning the Variation of Attitudes towards Values Education of Music Teacher Candidates in Terms of Year of Education

	N	M	SD	Mean Rank.	H	p	Significant Difference
Freshmen	26	3.78	0.57	50.31			
Sophomores	20	4.17	0.46	74.15	8.51	0.037	1=3 < 2=4
Juniors	32	3.75	0.75	53.33			
Seniors	44	4.06	0.57	68.31			

In Table 3 it is seen that the p values are higher than 0.05. This situation shows that there is no relation between 'attitude towards values education - income', 'attitude towards values education - gpa' and 'income - gpa'. In this respect, it can be said that the attitudes of the music teacher candidates towards the education of the values are similar for all economic status levels and academic achievement levels.

In the researches of Altunay and Yalçınkaya (2011) a parallel result is reached, there was no significant difference between the averages according to income level of the family [12]. In their study Gömleksiz and Cüro (2011) stated that, they could not detect a significant difference in attitudes of students towards values according to their families income level, however, they detected statistically significant differences in terms of socio-economic level of the schools and gender of the students [14]. For recent study, it is seen that economic conditions have no effect on attitudes of music teacher candidates towards the education of values.

Table 3. Correlation of Attitude towards Values Education, Income and GPA Variables to Each Other

		Attitude	Income	Gpa
Attitude	r_s	–	- 0.009	0.035
	p	–	0.92	0.71
Income	r_s		–	- 0.094
	p		–	0.32
Gpa	r_s			–
	p			–

In Table 4, it is seen that the educational status of the mother of the music teacher candidates had no effect on the student attitude, $F(2,119) = 0.217, p = .80$, and the educational status of the father did not affect the aforesaid attitude, $F(2,119) = 0.448, p = .64$. It can be said that the educational level of the mother or father does not have a significant influence on the attitudes of the music teacher candidates towards education of values.

It is known that the family is an important institution in the settlement of values. Fidan (2009) in one of the research shares the idea that in general, the determining factor is family in value teaching of teacher candidates and the values given at school consolidate in family [11]. In another research it is stated that family plays an important role in terms of gaining values of teacher candidates and in this matter families needed to be educated [15]. Although it is widely acknowledged that the educational status of the parents is important in the settlement of values, it has been found in our research that the educational level of the mother or father does not have a significant influence on the attitudes of the music teacher candidates towards values education. A parallel result was reached by Altunay and Yalçınkaya (2011). They found there was no significant difference in attitudes in terms of parental education status [12].

Table 4. ANOVA Results Concerning the Variation of Attitudes towards Value Education of Music Teacher Candidates in Terms of Parental Education Level

	Education	N	M	SD	SS	df	MS	F	p
Mother	1	45	3.97	0.64	0.171	2	0.086	0.217	0.80
	2	43	3.94	0.62					
	3	34	3.88	0.61					
	Residual								
Father	1	35	3.86	0.62	0.352	2	0.176	0.448	0.64
	2	49	3.99	0.67					
	3	38	3.93	0.58					
	Residual								

1 = secondary school and lower, 2 = high school, 3 = two year degree and higher

Table 5 shows that there is no significant difference in attitudes towards values education whether the music teacher candidates' mothers are working or not, $U = 1419.5$, $p = .16$. In the same way, whether father is working or not does not affect foresaid attitude significantly, $U = 1417.5$, $p = .64$.

While the answers to this question are interpreted, it should be taken into consideration that some students mark the option of not working for the retired parent while others mark the working option. This situation creates confusion in determining the percentage of parents who never worked. Nevertheless, it seems that the number of unemployed mothers is much higher than the number of unemployed fathers. In the same way, it is seen that the working status of the mother has a greater influence on the attitude than the working status of the father, although it is not significant. In this case, it may be wrong to suggest that unemployment of mother does not affect the attitude of student towards values education. In Turkey, the mother ranks first in the family in child education [16]. "Even though male domination is observed as a result of the patriarchal structure of the traditional Turkish society, it can be said that the woman created a silent power against the male with the mastery of fulfilling the domestic role [16]. It can be thought that the influence of the mother is higher in gaining values based on this view. However, even though it is thought that, mothers who do not work so that they have chance to spend more time with their children and have influence on attitudes towards to values education of teacher candidates, it should not be forgotten that the teenagers who are studying at university away from their home and as their age requires they want to have an independent life, parental influence is decreased.

Table 5. Mann-Whitney U Test Results Concerning the Variation of Attitudes towards Value Education of Music Teacher Candidates in Terms of Parental Working Status

		N	M	SD	Mean Rank.	U	p
Mother	Working	42	3.84	0.60	55.30	1419.5	0.16
	Not working	80	3.99	0.63	64.76		
Father	Working	88	3.94	0.59	60.61	1417.5	0.64
	Not working	34	3.93	0.72	63.81		

As in Table 6, there is no significant effect of the maternal occupation on the attitude towards values education, $H(3) = 2.01$, $p = .57$. Likewise, there is no significant effect on the foresaid attitude of the father's occupation, $H(7) = 8.00$, $p = .33$. Although there is no significant difference, it has been detected that the attitudes of the students on values education whose parents are working in the field of education are lower and the attitude scores of the students whose parents are working in the field of health are higher.

No significant effect on the attitudes of the music teacher candidates towards values education of the parents' occupation has been detected. Although there is no significant difference, the attitudes of the parents working in the educational field are expected higher in their children's attitudes towards values education, but it is remarkable that their attitudes are among the low attitudes and it seems it is a matter that needs to be considered. The students whose parents are working in the field of medicine, attitude scores towards values education tend to be higher.

Table 6. Kruskal-Wallis Test Results Concerning the Variation of the Attitude Scores of Musical Education Candidates towards Values Education in Terms of Parental Occupation

	N	M	SD	Mean Rank	H	p
Mother						
Education	14	3.66	0.53	18.11		
Worker	14	3.93	0.61	22.93	2.01	0.57
Self-employment	7	3.81	0.74	21.43		
Health	7	4.04	0.61	25.50		
Father						
Education	11	3.75	0.60	35.95		
Worker	20	4.08	0.52	50.00		
Self-employment	27	3.96	0.69	45.56		
Security	7	3.69	0.65	34.57	8.00	0.33
Manager	9	4.01	0.51	46.39		
Health	3	4.55	0.30	71.83		
Engineer	5	3.65	0.53	31.90		
Civil Servant	6	3.93	0.44	42.67		

4. CONCLUSION

Results showed that attitude scores did not change according to gender or level of parents' education but had a significant difference according to the year students were in. Scale scores were not correlated with the amount of parents' income or students' GPAs.

It is seen that the economic status of the music teacher candidates, their gender, the educational status of their families, their professions and their working status do not affect the attitudes of musical teacher candidates towards values education. In this case, it is suggested that music teacher candidates' attitudes towards values education should be researched with different variables.

There is a need for further studies with larger samples in which the occupations of the participants' mothers are determined precisely by giving more options in the survey will probably give more accurate results since in this current study some of the participants had to choose 'not working' option for their retired mothers.

Furthermore, more research is needed to be carried out to compare the attitudes of the music teacher candidates towards values education and the attitudes of the teacher candidates who are studying in departments in the Faculty of Education so that it can be determined at which level the attitudes of the music teacher candidates are similar to the other teacher candidates.

When a research is carried out to compare between attitudes of pre-service music teacher candidates and in-service music teachers towards value education will probably help to obtain vital data concerning the implementation level of the values education.

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BIOGRAPHIES OF AUTHORS



Özgür EGİLMEZ is lecturer in Music Education Department at Uludag University, Bursa, Turkey. He completed his Masters of Arts degree in music (1998) at Gazi University Ankara, Turkey. After completing his Bachelor's degree (BA), he taught music in elementary and secondary schools for five years and worked as a violin teacher in Ankara and Bolu Anatolian Fine Arts Highschool. Recently he is teaching violin and mandolin, Popular Music Studies, Turkish Folk Music and also supervising the teacher trainees in Music Education Department at Uludag University. He performed in various concerts in Turkey and presented papers at the conferences in Turkey, Greece, Hungary, Spain and Japan. In the frame of Teaching Staff Mobility of Erasmus+ Program he also taught in Szeged University, Hungary (2007) and played Turkish folk songs with the “Baglama” (Turkish Folk Music instrument) at the concert held in the 12th Cultural Festival. He also taught and gave concerts in the Conservatories of Music Lorenzo Perosi (2009), Alfredo Casella (2013), Italy and Conservatorio Superior De Musica da Coruna (2017), Spain. Now he is continuing Phd program in Mehmet Akif Ersoy University.



Hatice ONURAY EGİLMEZ is associated professor in Music Education Department at Uludag University, Bursa, Turkey. She completed her Masters of Arts Degree (1998) and Doctor of Philosophy degree (2003) in music education at Gazi University Ankara, Turkey. She teaches piano and accompanies in student concerts. She has presented papers at international conferences in Turkey, Bulgaria, Greece, Hungary, Spain and Japan. She also written many articles in international journals. She is the Erasmus coordinator of the Music Education Department at Uludag University. In the frame of teaching staff mobility of Erasmus+ Program she also taught and gave concerts in Szeged University, Hungary (2007), in the Conservatories of Music Lorenzo Perosi (2009), Alfredo Casella (2013), Italy and Conservatorio Superior De Musica da Coruna (2017), Spain.



Doruk Engür is a research assistant in Music Education Department at Uludag University where he teaches courses on music theory. He has Ph.D in Music Education, MA in Music Education, MA in Assessment and Evaluation in Education, BA in Music Education and BA in Sociology. His current research interests focus on music education, music theory, assessment and evaluation, music sociology and music psychology.