

Music Education Competencies of Preschool Teachers and Preservice Preschool Teachers

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Öz

In this study, which attempts to reveal pre-school teachers' and pre-service pre-school teachers' musical competence to teach music in pre-school education, both quantitative and qualitative methods were performed. In the quantitative part, survey method was used for descriptive research. The sample of the research included pre-school teachers ($N=20$) working in pre-school institutions of a province in the Central Anatolia Region and junior and senior pre-service pre-school teachers ($N=84$) attending Education Faculty of a state university located in this province and taking the Music Education I and II courses during 2018-2019 academic year. As the data collection instrument, a 15- item questionnaire developed by the researchers and consisting of items about music self-efficacy and the effectiveness of the music education I and II courses they took in the 3rd grade was used to reveal the music competence of pre-school teachers and pre-service pre-school teachers. In the analysis of the data, frequency, percentage, arithmetic mean calculations were performed. In the qualitative dimension, the data of the pre-school teachers ($N=9$) and pre-service pre-school teachers ($N=19$), who were chosen from the same sample based on the basis of voluntarism, on their pre-school music education competencies were collected through semi-structured interviews and analyzed through Maxqda 11 program using content analysis. In general, the findings revealed that both the pre-school teachers and pre-service pre-school teachers have minimal skills or training in teaching music to preschoolers.

Keywords: Pre-school music education, pre-service pre-school teachers, music education competence

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Okul Öncesi Öğretmenlerinin ve Öğretmen Adaylarının Müzik Eğitime Yönelik Yeterliliklerinin İncelenmesi

Öz

Okul öncesi öğretmenlerinin ve öğretmen adaylarının okul öncesinde verilen müzik eğitimine yönelik yeterliliklerini ortaya çıkarmayı amaçlayan bu çalışmada hem nicel hem de nitel yöntemler kullanılmıştır. Araştırmanın nicel bölümünde betimsel tarama yöntemi kullanılmıştır. Araştırmanın örneklemini İç Anadolu Bölgesinde bulunan bir ilin okul öncesi kurumlarında çalışan okul öncesi öğretmenleri (N=20) ve 2018-2019 eğitim-öğretim yılında bu ilde bulunan bir devlet üniversitesinin Eğitim Fakültesi Okul Öncesi Eğitimi Bölümünde öğrenimlerine devam eden ve Müzik Eğitimi I ve II derslerini almış olan 3 ve 4. sınıf öğretmen adayları (N=84) oluşturmuştur. Veri toplama aracı olarak okul öncesi öğretmenlerinin ve öğretmen adaylarının müzik yeterliliklerini ortaya çıkarmak için araştırmacılar tarafından geliştirilen müzik öz-yeterliliği ve okul öncesi 3. sınıfta aldıkları müzik eğitimi I ve II derslerinin etkililiğine yönelik 15 maddeden oluşan anket kullanılmıştır. Verilerin analizinde frekans, yüzde, aritmetik ortalama hesaplamaları yapılmıştır. Nitel boyutta, gönüllülük esasına dayalı olarak araştırmanın örneklemini oluşturan okul öncesi öğretmenlerinin (N=9) ve öğretmen adaylarının (N=19) okul öncesinde verilen müzik eğitiminde yeterliliklerine ilişkin görüşlerini ortaya koydukları veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve Maxqda 11 programı ile içerik analizi kapsamında analiz edilmiştir. Elde edilen sonuçlar genel olarak ele alındığında hem okul öncesi öğretmenlerinin hem de okul öncesi öğretmen adaylarının okul öncesi çocuklarına yönelik müzik öğretiminde minimum becerilere ve eğitime sahip oldukları ortaya çıkmıştır.

Anahtar Kelimeler: okul öncesi müzik eğitimi, okul öncesi öğretmen adayları, müzik eğitimi yeterlilikleri

Introduction

Pre-school education is important to support children's early learning needs, as well as their academic success later in life (Egert, Fukkink, & Eckhardt, 2018). Pre-school education in Turkey involves the education of children in the age group of 3, 4 and 5 who have not reached the age of compulsory primary education. Pre-school education institutions are opened "as independent kindergartens and as nursery classes in a primary education school and practice classes affiliated to other related formal and non-formal education institutions" (Ministry of National Education [MoNE] Statistics, 2019, XIII).

Considering that pre-school education, which is called a critical period in which the foundation of personality is laid, affects all education grades and even the whole life of the individual, the education given in this period becomes more important (Aral, Kandır, & Can Yaşar, 2002). In this context, pre-school education provides a rich stimulating environment suitable for children's development levels and individual characteristics, supports their physical, mental, emotional and social development, prepares them for primary school by guiding them in the best way in line with the cultural values of society. It is also the first step of basic education where psycho-motor, social, emotional and cognitive development is completed largely and their personalities are shaped. It has an important role in their future lives as well (MoNE, 2013). Therefore, the primary goal of pre-school education is developing children physically, mentally and emotionally and acquiring good habits (MoNE Statistics, 2019). The quality of care and education provided to children in pre-school period can significantly influence the development of early language, math, and social

skills (Green, 2013). On the other hand, the academic readiness skills that children possess upon entry into kindergarten are key to leveraging their success in school (Weber-Mayrer, Piasta, & Pelatti, 2015). Therefore, the effectiveness of pre-school education for teachers depends on the scope of teachers' knowledge, the internalization of child-centered beliefs and the extent of their intellectual complexity (Pianta, 2011).

Pre-school teachers provide education to children up to the age of five years. Dispositions that are desirable for pre-school teachers encompass the ability to seek help when faced with problems in the classroom, the ability to seek patterns in behaviors of children and the ability to evaluate and make changes in their own teaching (Hall & Hord, 2001). In this regard, to improve the skills, attitudes, and knowledge of pre-school teachers so that they can improve students' learning, they must be supported and incentivized to remain in the field and to increase in their sense of competence (Hall-Kenyon, Bullough, MacKay & Marshall 2014). In other words, in their professional development process, pre-school teachers are expected to enhance their qualifications, attend professional development trainings and undertake more responsibilities (Boyd, 2013) through pre-service and in-service training. Pre-service training of pre-school teachers involves training individuals before becoming preschool teachers, while in-service training involves ongoing development that professionals participate in after they begin working in a pre-school education setting (Gomez, Kagan, & Fox, 2015) to provide children with supports necessary to foster their skill development (Egert et al., 2018). One of the skills to be fostered in pre-school education is music.

Pre-school education programs include many activities such as art, music, science, movement and play, language, drama, math, and literacy to help achieve the primary goals of pre-school education. Music activities, in which teachers can place numerous learning elements, come first among these activities as one of the greatest helpers of pre-school teachers. The aim of the pre-school music activities is to provide the child with basic music skills to develop their aesthetic feelings and to use the music as an educational tool (Aral, et al., 2002). Music is a primary resource of communication and expression for young children (Malloch & Trevarthen, 2009) by facilitating communication skills, creating opportunities for social interaction, stimulating cognitive development, and providing background for cultural development (Custodero, 2006). In this regard, music is a means of transferring social rules, social and traditional norms and values, culture and concrete information to children through songs (Işın, 2008). On one hand, pre-school music education provides physical gains, on the other hand, it relaxes and calms the child spiritually. Singing activities contribute to language development as well. In other words, it can be stated that music curricula is expected to include singing, body movement, listening, and playing instruments.

However, even though the importance of music is known in preschoolers' holistic development, pre-school teachers neglect to include musical components in early childhood education programs because they feel inadequate in music education to provide children with supports necessary to foster such skill development (Egert et al., 2018). Also, teachers' teaching attitudes and their own musical abilities also affect their willingness to teach music (Lee & Lin, 2013). Teachout (1997) remarked that

teachers' professional attitudes towards music education are more important than their music skills.

Music Activities in Pre-school Curriculum

Since play is the primary vehicle for preschoolers' growth, a curriculum for preschoolers should include some opportunities that they should have through play and other relevant experiences (Curricular Guidance for Pre-School Education, 2006). Pre-school education curriculum in use in Turkey has been developed with the aim of ensuring that children attending pre-school education institutions grow healthy through rich learning experiences, supporting all development areas to reach the highest level, acquiring self-care skills and being ready for basic education. The program has a "developmental", "arm spiral" and "eclectic" structure that takes into account the developmental characteristics, interests and needs and environmental conditions of children. The activities that are available in pre-school education curriculum are: Turkish, Art, Drama, Music, Motion, Play, Science, Mathematics, Literacy Preparation and Field Trips.

Music activities are practices that support cognitive, language, motor, social and emotional development of children and positively affect musical development process. These activities include such activities as listening to sounds and music and distinguishing activities, rhythm activities, breath and sound exercises, singing, playing instruments, creative movement and dance, movement with music, and making musical stories. These activities provide the child with the habits of listening, singing and playing the right and qualified music, as well as the recognition of local, national and universal children's music. In addition, these activities help students acquire responsibilities such as making music individually or with community, listening to others and collaborating. Music is an effective way of facilitating learning and perception. Through music activities, the child learns and reinforces many concepts such as thin-thick, fast-slow, long-short. Besides, he / she can understand the subjects more easily. Educational and instructive children's songs, melody counters, riddles, rhymes and proverbs are tools used to contribute to language development. While singing them, the child will enjoy this experience and gain accurate and fluent speaking skills. In other words, children learn new words through music activities, use words correctly and fluently, distinguish sounds, sing the song in accordance with its rhythm and in this way support their language development.

Music Education Course Given to Pre-service Pre-school Teachers at University

Music Education is a course taken by pre-service pre-school teachers in the 5th and 6th semesters as Music Education I and Music Education II. Music Education I, which is a two-hour course, includes introduction and characteristics of music genres and instruments in Turkey and in the world, basic solfege education (note teaching, values, weighing studies, sound ranges, major-minor sequences, simple Turkish music sequences, measurement, tempo, nuance concepts, voice changing signs), the techniques of using sound correctly and singing correctly, dictation and sight-reading practices on children's songs and accompaniment instrument training. Music Education II, which is a three hour course, includes the importance of music in pre-school education, the relationship between music and education, music development and musical skills of 0-8 year old children, the use of music to reach the goals in pre-

school education program and the creation of appropriate repertoire, presentation and analysis of children's songs, criteria to be considered in the selection of children's songs, techniques of teaching songs to pre-school children, creating educational environment and equipment related to music education in pre-school education institutions, and different approaches about pre-school music education in the world.

The pre-service pre-school teachers taking part in this study did not use any resources within the scope of Music Education I course. They did rhythm practices and searched articles about music education, music approaches and made presentations in class. They found children's songs on the Internet and accompanied them with the rhythm instruments. In Music Education II course, which was taught without using any resources, they wrote songs for children and composed them, accompanied them with the rhythm instruments while presenting in the class (Cumhuriyet University, Undergraduate Course Contents, 2018).

Purpose and Importance of the Research

Music plays an important role in pre-school education and many attainments can be transferred to preschoolers through music. However, to what extent the music education is given consciously to preschool teachers working in preschool institutions during their university education and, how effective music is used in preschoolers' daily education program are among the issues that need to be examined in order to take necessary steps prospectively in preschool education. Therefore, the main aim of this study includes addressing these issues. Although different studies have been conducted to evaluate teachers' or students' views on music education in different contexts, this study attempts to reveal both students' and teachers' musical competence to teach music in pre-school education. This study also sheds some light on the importance of including intensive music training in pre-service pre-school teacher programs. In accordance with this purpose, the sub-aims given below have been included in the study:

1. to examine the effectiveness of music and music courses on pre-school education.
2. to determine the contribution of Music Education courses taken in the 3rd grade of pre-school teaching on their self-efficacy in music.
3. to reveal the participants' views on their competence on music and music education.

It is hoped that the results of this study provide valuable insights about music education in pre-school education program. It reveals issues regarding pre-school teachers' attitudes, insufficient music activities used in pre-school education institutions and other factors related to pre-school music education given to these teachers. By focusing on the perspectives of the pre-school teachers and pre-service pre-school teachers, additional information can be obtained regarding the improvement of shortcomings confronted with while applying the curriculum. The study also includes some useful recommendations of pre-school teachers and pre-service pre-school teachers regarding pre-school music education given to both pre-service pre-school teachers at universities and preschoolers in pre-school education institutions.

Method

This research is a mixed methods study, both quantitative and qualitative methods were used to reveal pre-school teachers' and pre-service pre-school teachers' musical competence to teach music in pre-school education. In the quantitative dimension, the survey method was used for descriptive research due to its convenience in which a researcher could obtain the participants' opinions easily and its high degree of representativeness (Polit & Beck 2004, 50). A case study design was used in the qualitative dimension of the study. Case studies include investigation of a phenomenon "in depth and within its real life" with a holistic approach and investigation of factors such as environment, individuals, events, etc. and how these factors affect the relevant phenomenon or how they are affected by the phenomenon (Yin, 2009,18).

Participants

The participants of the study, who were easily accessible, consisted of 20 preschool teachers (all female) working in preschool institutions of a province in the Central Anatolia Region and 84 junior and senior preservice preschool teachers (65 females and 19 males) attending Education Faculty of a state university located in this province during 2018-2019 academic year and taking the Music Education I and II course.

The participants of the qualitative part of the study were 19 pre-service preschool teachers (11 females and 8 males) and 9 pre-school teachers who want to be involved in the qualitative part of the study on a voluntary basis and chosen from the same sample of the study. The distribution of the participants is given in Table 1.

Table 1

Distributions of the participants in the Study According to the Variables

Variables	S T U D E N T S		T E A C H E R S		
	N	f	N	f	
Gender	Male	19	22.6	-	
	Female	65	77.4	20	100
Age	20-25	71	68.9	13	65.0
	26-30	7	6.8	4	20.0
	31-35	3	2.9	3	15.0
	36-40	3	2.9	-	
	41 and above	-		-	
Grade Level	Junior	70	83.3		
	Senior	14	16.7		
The institution the participant teachers work	nursery class			7	35.0
	nursery school			7	35.0
	kindergarten			6	30.0
Total		84	100	20	100

According to the distribution of the data given in Table 1, while 77.4% of the pre-service pre-school teachers are female, 22.6 % of them are male. On the other hand, the pre-school teachers were all female. 68.9% of the student participants were in the range of 20-25 age group, 6.8% were in the range of 26-30 age group, 2.9% were in the

31-35 age group and 2.9 % were in the 36-40 age group. As for the teacher participants, 65% of them were in the range of 20-25, 20% of them were in the range of 26-30 age group and, 15 of them were in the 36-40 age group. Of the teacher participants, 35% have been working in nursery classes, 35% in nursery schools and, 30% in kindergartens.

Data Collection Tools

A fifteen item questionnaire prepared in Turkish for revealing the music competences of pre-school teachers and pre-service pre-school teachers was developed in the light of review of literature and experts (2 Associate Professors and 3 Assistant Professors of Music Education, 2 Pre-school teachers and 2 Turkish teachers). They proofread and corrected the questionnaire where necessary. The instrument contained the items related to Self-efficacy in music (n=9) and, Effectiveness of music and music courses (n=6). Content validity ratios (CVRs) of the items are given in Table 2.

Table 2
Content Validity Ratios (CVR) of Questionnaire Items

	Item Num.		N _R	CVR	CVI
Self efficacy in music	3	I find myself competent to practice music courses	14	1.00	0.89
	5	I have enough repertoire about songs to be taught to children	13	0.86	
	6	I know the terms and signs which are necessary to teach children songs	14	1.00	
	7	I have knowledge in choosing the appropriate song according to age and development levels of children	14	1.00	
	8	I can play the block flute effectively	12	0.71	
	9	I can play other musical instruments besides the block flute	13	0.86	
	11	I can decipher children's songs without resorting to any resources	14	1.00	
	12	I know the techniques of teaching pre-school children how to sing	12	0.71	
	13	I find myself competent in integrating music activities with other activities	13	0.86	
Effectiveness of music and music courses	1	I regard the time allocated for music courses is enough	14	1.00	0.88
	2	I regard the content of music courses sufficient	14	1.00	
	4	Music education given in the course meets my expectations for music teaching	12	0.71	
	10	Having good musical equipment contributes to my professional success	13	0.86	
	14	I think that music is used as an effective educational tool	14	1.00	
	15	I think that music activities can be used in all activities in the daily education program	12	0.71	
Number of Expert: 14			N _R : The number of expert to say <i>Required</i>		
Content Validity Ratio (CVR): 0.51			Content Validity Index(CVI): 0.885		
[(0.89>0.51) CVI> CVR]					

Content Validity Ratios (CVR) are factors that are predictive of the content or construct validity of the measuring instrument and are developed by Lawshe (1975) (as cited in Yurdugül, 2005, 2). Each of the questionnaire items in the present study was evaluated according to expert opinions (N=14) in terms of whether they have

measured the targeted structure, or whether they are unnecessary. For computation of CVRs, the formula $CVR = (N_e - N/2) / (N/2)$ in which N_e is the number of experts indicating "essential" and N is the total number of experts was used. In order to test the statistical significance of the obtained CVRs, the content validity criteria table which was created by Veneziano and Hooper (1997) was used. This value (0.51) was compared with the calculated Content Validity Index (0.89) of the items. In this respect, the questionnaire was found to be statistically significant [(0.89>0.51) CVI> CVR].

The mean range for 4-point Likert type questionnaire was identified as: 1- 1.74 (Never); 1.75- 2.49 (Rarely); 2.50- 3.24 (Frequently) and; 3.25-4 (Always).

In the qualitative part of the study, as the data collection tool, an Interview Form was prepared by the researchers in the light of the literature and expert opinions (2 Associate Professors and 1 assistant professor in the field of Educational Sciences, 2 assistant professors with PhD in music education and lecturing music education courses, 1 Turkish teacher and 1 pre-school teacher). Some of the questions asked to the participants (both teachers and students) in order to reveal the effectiveness of music and music courses on preschoolers are as follows:

1. *How do you evaluate practices taking part in music education?*
 - *Do you think that practices taking part in music education are sufficient?*
 - *Does music education meet your expectations? How do you evaluate music education in terms of its purpose and its educational attainments?*
 - *What are the aims of practices in music education in pre-school education?*
 - *How do you evaluate the contributions of music education given to preschoolers?*
 - *Do you think that the time allocated for music education in pre-school education is enough?*
 - *Do you think that the resources used in music education in pre-school education is sufficient?*
2. *What do you think about the qualifications of teachers in music education of preschoolers?*
 - *What are the most important features that you think are necessary for teachers in music education of preschoolers?*
 - *What characteristics of teachers cause problems in music education of preschoolers?*

Data Analysis

Statistical analysis was performed using frequencies, percentages and arithmetic mean.

In the qualitative part of the study, each participant's response was coded as P1-S/T-M/F (P: Participant 1: Participant No: S: Student /T: Teacher; M: Male / F: Female) and then codes and themes were created by conducting content analysis. In the analysis, the qualitative analysis program Maxqda 11 was used.

Findings

The frequencies and percentages of each item were examined and given in Table 3 to determine musical competence of the participants.

As given in Table 3, from the students' perspective, while the items with the highest percentage in terms of "always agree" are: "Having good musical equipment contributes to my professional success" ($f= 58\%$) and "I think that music activities can be used in all activities in the daily education program" ($f=44\%$), the items with the

lowest average are: “Music education given in the course meets my expectations for music teaching” (f=0%), “I can play the block flute effectively” (f= 4.8%) and “I can play other musical instruments besides the block flute” (f= 4.8%).

Table 3
Frequency and Percent Values Obtained from Each Item

	Students				Teachers			
	A	F	R	N	A	F	R	N
	f	f	f	f	f	%	f%	f%
	%	%	%	%	%	%	%	%
1. I find the time allocated for music courses is enough	36	16	24	8	6	12	2	-
	42	19.0	28.6	9.5	30	60	10	
2. I find the content of music courses sufficient	5	11	32	36	4	6	8	2
	6.0	13.1	38.1	42.9	20	30	40	10
3. I find myself competent to practice music courses	5	23	32	11	5	4	11	-
	6.0	27.4	38.1	13.1	25	20	55	
4. Music education given in the course meets my expectations for music teaching	-	7	32	24	4	1	8	7
		8.3	38.1	58.6	20	5	40	35
5. I have enough repertoire about songs to be taught to children	9	5	15	55	3	10	4	3
	10.7	6.0	17.9	65.5	15	50	20	15
6. I know the terms and signs which are necessary to teach children songs	15	21	37	45	3	10	5	2
	17.9	25.0	44.0	53.6	15	50	25	10
7. I have knowledge in choosing the appropriate song according to age and development levels of children	17	34	24	9	11	5	4	-
	20.2	40.5	28.6	10.7	55	25	20	
8. I can play the block flute effectively	4	11	15	54	1	5	12	2
	4.8	13.1	17.9	64.3	5	25	60	10
9. I can play other musical instruments besides the block flute	4	16	38	26	2	2	5	11
	4.8	19.0	45.2	31.0	10	10	25	55
10. Having good musical equipment contributes to my professional success	58	16	7	3	10	5	3	2
	69.0	19.0	8.3	3.6	30	25	15	10
11. I can decipher children's songs without resorting to any resources	7	12	38	27	2	3	13	2
	8.3	14.3	45.2	32.1	10	15	65	10
12. I know the techniques of teaching pre-school children how to sing	13	24	33	14	6	10	4	-
	15.5	28.6	39.3	16.7	30	50	20	
13. I find myself competent in integrating music activities with other activities	20	30	26	8	5	8	7	-
	23.8	35.7	31.0	9.5	25	40	35	
14. I think that music is used as an effective educational tool	31	36	11	6	8	8	4	-
	36.9	42.9	13.1	7.1	40	40	20	
15. I think that music activities can be used in all activities in the daily education program	44	35	4	1	10	8	2	-
	52.4	41.7	4.8	1.2	50	40	10	

A:Always; F: Frequently; R: Rarely; N:Never

From the teachers’ perspective, while the items with the highest average in terms of “always agree” are: “I have knowledge in choosing the appropriate song according to age and development levels of children” (f=55%) and “I think that music activities can be used in all activities in the daily education program” (f=50%)”, the

items with the lowest average are: “I can play other musical instruments besides the block flute” ($f=10\%$) and “I can play the block flute effectively” ($f=5\%$).

In qualitative findings of the research, data obtained from the views of the pre-school teachers ($N=9$) and the pre-service pre-school teachers ($N=17$) on their competence on music and music education were collected through semi-structured interviews and the main themes that emerged as Expectations from Music Education, Functionality of Music Education, Problems Experienced in Music Education and Recommendations for Music Education are shown in Figure 1, 2 and 3 with their related codes.

Expectations from Music Education

With the analysis of the data obtained from the views of the participants, the codes related to expectations from music education of pre-school have been aligned under this theme and shown in Figure 1.

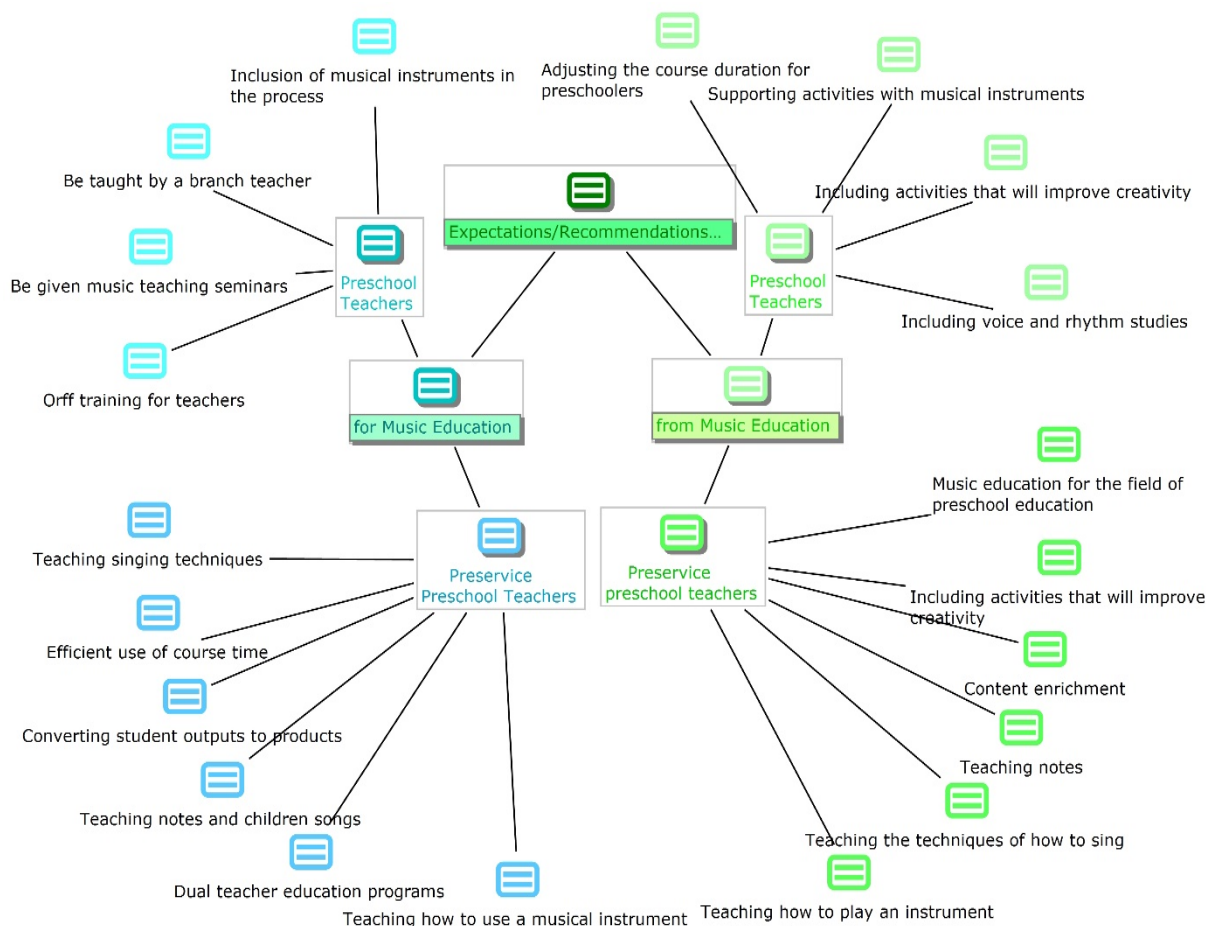


Figure 1. Expectations and recommendations regarding music education

As given in Figure 1, when the data obtained from the teachers were analyzed, the codes that emerged in this theme were: *Supporting activities with musical instruments, including activities that will improve the creativity of preschoolers, including voice and rhythm studies and adjusting the course duration according to the interest of preschoolers.* Regarding this situation, some expressions of teachers are given below:

In order to make an activity in music courses interesting, it must be supported with musical instruments. P1-T-F

If the musical instruments are involved in the teaching process, the course becomes more interesting. P3-T-F

I assign importance to teach music courses in a way that can improve the child's creativity. Instead of teaching existing songs, I try to produce new songs together with my children. P9-T-F

The codes emerging from the views of pre-service pre-school teachers on expectations from music education were *Music education for the field of pre-school education, Enrichment of the content of music courses, Including activities that will improve the creativity of students, Teaching how to play an instrument, Teaching notes and, Teaching the techniques of how to sing*. The views of some pre-service pre-school teachers on expectations from music education are given below:

Instead of teaching music related to our field, we are taught music education full of theoretical knowledge and at high level. P14-S-F

we focused on the theoretical part of music in our music class. When looking ahead, this music education filled with theoretical knowledge will not give us anything. P15-S-M

Functionality of Music Education

The codes emerging from the views of the pre-school teachers regarding the functionality of music education were *Integration with other courses, Learning to work as a team, Developing auditory attention, Developing the skills of voice, tempo rhythm and tone, Developing social skills, Development in creative thinking, Contribution to emotional development, Improving self-esteem, Improving musical skills, Improving individual performance abilities and Revealing potentials and skills of each student* (See Figure 2).

Some views of the teachers are given below:

My students have short attention spans. Therefore, the time that I allocate to the courses is 20-25 minutes. When the children in my class start getting bored I generally integrate music instruction with other subjects by teaching songs or playing music. P9-T-F

In my opinion, the younger the better. Early exposure of preschoolers to music is beneficial to the development of their auditory functions and helps them better focus on verbal instructions during class. P4-T-F

Even, children make up songs and sing to themselves as they play. All these contribute to the improvement of their individual performance abilities. P6-T-F

The codes taking place under this theme and emerging from the views of pre-service pre-school teachers were *Relieving stress, Improving mood states, Reducing burnout, Building confidence, Collaboration with peers for creating activities, Providing students with joy, Learning to sing a variety of children songs, Gaining the ability to select appropriate songs for performance, Performing children's songs individually or collaboratively, Developing a singing voice and, Recognizing musical instruments*. The views of some pre-service pre-school teachers on functionality of music education are given below:

Of course music education is beneficial for us to reduce stress and improve our mood. P2-S-F

I know that the music course we take this year is not crucial and enough for my professional life but anyway it provides us with joy. P16-S-F

In music course we write lyrics, compose children songs and share them with the class. Overall all those provide us with improving the creativity and musical skills. P11-S-F

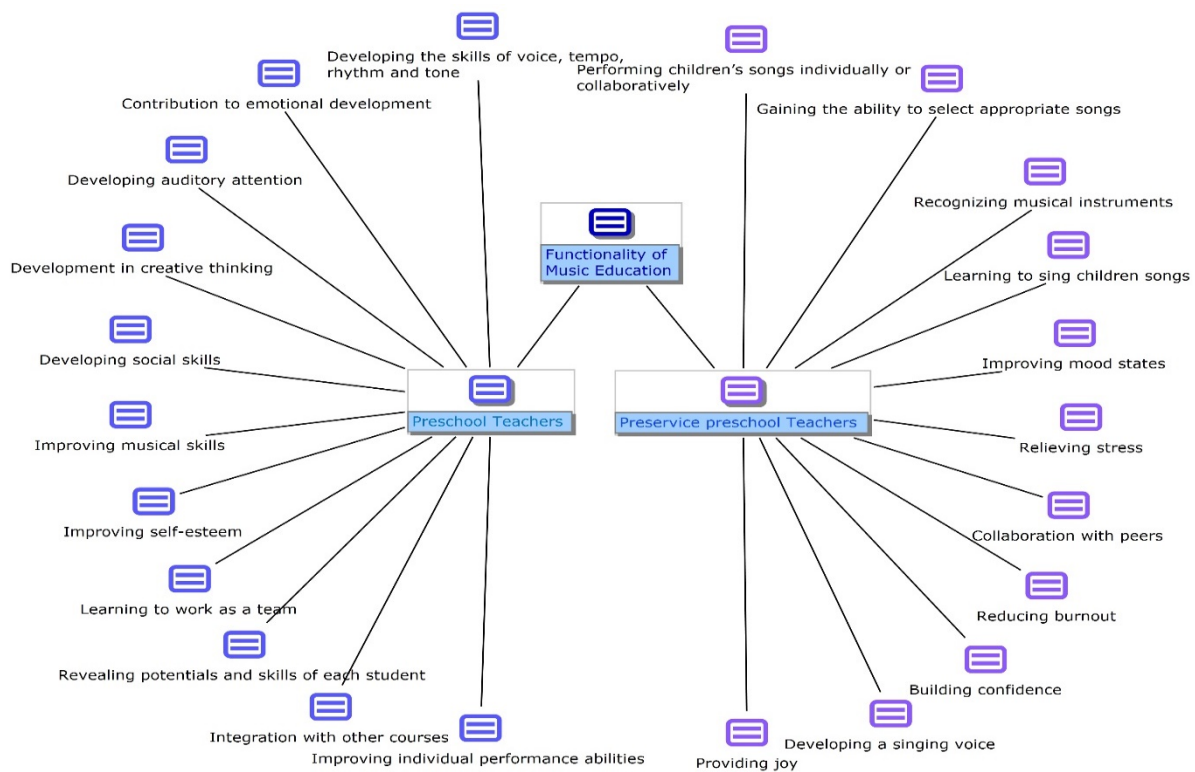


Figure 2. Functionality of music education

Problems Experienced in Music Education

Both pre-service pre-school teachers and pre-school teachers pointed to almost the same problems in music education. The codes obtained from the views of teachers under this theme and given in Figure 3 are *Difficulty in attracting the attention of children to music, Inadequacy of teachers in practice, Indifference to music activities, Lack of musical instruments and materials, Inability to play musical instruments, Children's diction problems, Reluctance of students to learn new songs.*

Some views of the pre-school teachers participating in this study are given below:

We have difficulty in attracting the attention of children to music, especially in the younger age group, and they are more interested in visual activities and materials. As they started learning the songs, they began to enjoy the music class. P3-T-F

Musical activities must be supported with musical instruments to attract attention. Since I cannot play musical instruments, the activities are not interesting and I have difficulty in keeping the rhythm of the songs. P9-T-F

Sometimes they can be reluctant to learn new songs. I'm having trouble arousing their attention when children are uninterested. P7-T-F

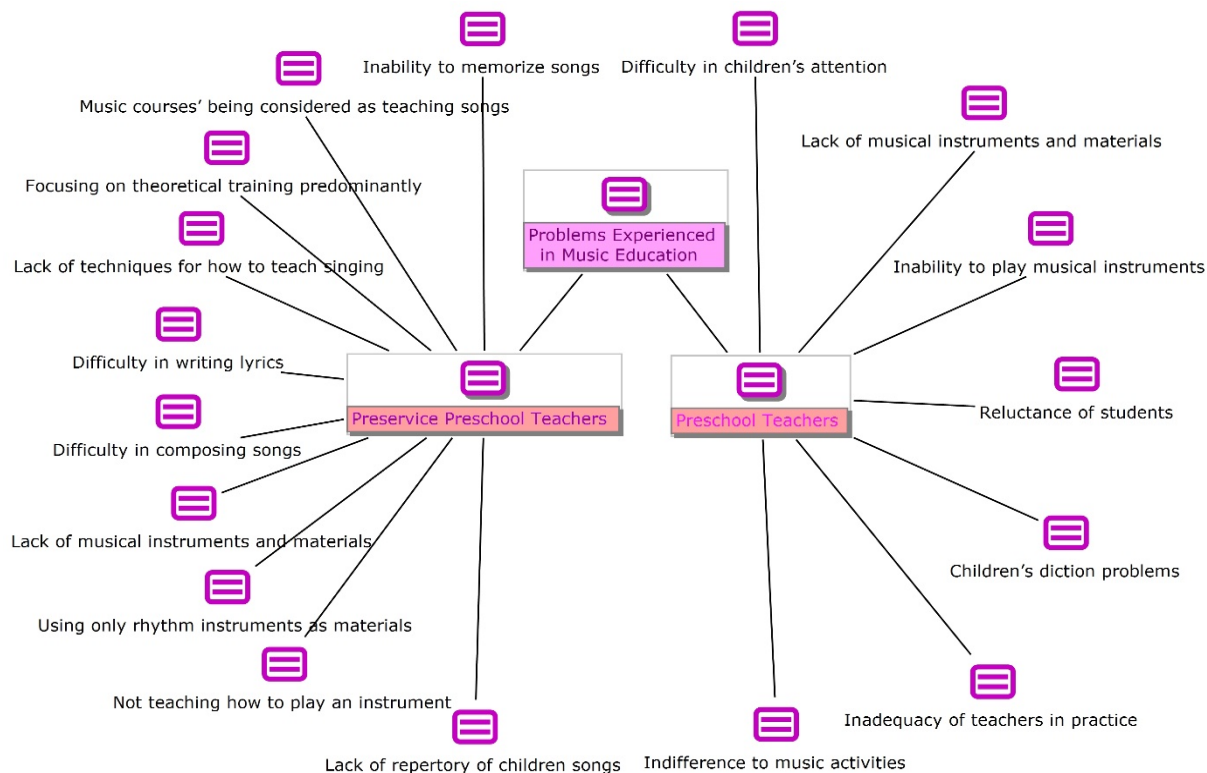


Figure 3. Problems experienced in music education

The codes obtained from the pre-service pre-school teachers’ views related to this theme were aligned as *Music courses’ being considered as teaching songs*, *Using only rhythm instruments as materials*, *Difficulty in writing lyrics and composing songs*, *Inability to memorize songs*, *Focusing on theoretical training predominantly*, *Lack of techniques related to how to teach singing a song in music courses*, *Lack of musical instruments and materials*, *Not teaching how to play an instrument in music courses*, *Lack of repertory of children songs*.

Some quotations from the pre-service pre-school teachers’ views are given below:

As materials we use only rhythm instruments which are made of sloppy and single-use, quick-breaking materials. P5-S-M

I have had difficulty to write lyrics and compose songs because I have never done it before. Especially I have been forced to compose songs due to not having the knowledge of musical notes. P8-S-F

Instead of learning necessary knowledge regarding pre-school music education we are taught higher level music education full of with unnecessary theoretical knowledge. P15-S-M

Recommendations for Music Education

The codes including the teachers’ recommendations for preschoolers’ music education were *Inclusion of musical instruments in the teaching process*, *be taught by a branch teacher*, *be given music teaching seminars to pre-school teachers*, *Orff training for teachers* (See Figure 1).

Some views belonging to the teachers are given below:

We can make the lesson more interesting by incorporating musical instruments. P6-T-F

Music course should be taught by a music branch teacher. There must be a separate music room, and we can help children learn the notes and experience different musical instruments. We can also explore a child's talent for music in such an environment. P2-T-F

Orff training should be given to pre-school teachers in order to help their students develop versatile musical skills. P3-T-F

The codes obtained from the views of pre-service pre-school teachers were *Teaching how to use a musical instrument, Teaching notes and children songs, Converting student outputs to products, Teaching singing techniques, Efficient use of course time and Dual education programs*. Some views from pre-service pre-school teachers regarding recommendations for music education are given below:

I believe that a musical instrument should be taught in the course. We should also be taught how music teaching should be done, how to make children learn songs more easily. P5-S-M

Music education should focus on the knowledge about how to choose and teach children songs, what kind of figures we need to support the course while teaching these songs. P10-S-F

Discussion

In this research, comprehensive results were obtained as a result of both quantitative and qualitative analyses of the data obtained in order to determine pre-service pre-school teachers' and pre-school teachers' musical competence to teach music in pre-school education. In this vein, first, musical self-efficacy of the participants and the effectiveness of music and music courses taken in the 3rd grade of pre-school teaching were examined. Then, in line with the participants' views on their competence on music and music education, the qualitative results of the study were reached. In general, the findings revealed that both the pre-school teachers and pre-service pre-school teachers have minimal skills or training in teaching music to preschoolers. In spite of the fact that pre-school teachers are expected to put music activities into their daily plan, they have not had adequate musical background stemming from insufficient music education taught in early childhood teacher education programs. In this regard, in a study carried out by Kelly (1998), it was addressed that music course taught pre-service pre-school teachers in teacher education programs as the part of daily curriculum was not useful and sufficient. However, as Rajan (2017) stated, although teachers had limited music experience and knowledge, this did not seem to deter teachers' inclusion of music in daily activities.

When pre-service pre-school teachers' and pre-school teachers' musical self-efficacy was examined, the lowest percentages in terms of "always agree" level were observed among the items which were related to playing a musical instrument. In studies conducted by Hendricks (2014) and Hendricks, Smith, and Legutki (2015), positive influences have been found between self-efficacy and instrumental performance. The percentage of the item 6, namely, I know the terms and signs which are necessary to teach children songs was among the highest ones related to musical self-efficacy of pre-service pre-school teachers. Younger teachers are possible to bring

their relatively more up to date experiences as students into the classroom environment that may help these teachers develop relationships with their students (Moss Long, 2016). In this regard, Woolfolk Hoy and Davis (2006) asserted that it is certainly because of this proximity in age that the younger teachers have “common sense” strategies or innate sense of teaching and learning opinions transferred in their curriculum (p. 132). On the other hand, the percentage of pre-school teachers in terms of “always agree” for the item 7, namely, I have knowledge in choosing the appropriate song according to age and development levels of children was higher than the percentage of pre-service pre-school teachers. Similarly, in a study carried out by Tanrıseven (2012), experienced teachers held higher self-efficacy beliefs than inexperienced ones. Gaining mastery experience according to professional year is an important factor as an effective resource of self-efficacy (Moss Long, 2016). It is apparent that singing is one of the most common ways used by pre-school teachers. Almost all examples of using music by kindergarten teachers depend on songs (Gillespie & Glider, 2010).

Regarding the results of the effectiveness of music and music courses taken in the 3rd grade of pre-school teaching, both students and teachers have agreed that although having good musical equipment contributes to their professional success, music education given in pre-school education of university does not meet their expectations for music teaching.

It is striking that although the students took Music Education 1 (in Fall term) and Music Education 2 (in Spring term) courses in the third grade and they were taught how to play the flute, most of those (N=54) indicated that they cannot play it well. Moreover, it is apparent from the results that both teachers and students cannot play any musical instruments effectively and have difficulty in using musical instruments as resources in the music class. Similarly, findings from previous studies (e.g. Sönmezöz & Hakyol, 2016; Sözbir & Çakmak, 2016) highlighted that most of the pre-school teachers could not play any musical instruments.

In the context of the qualitative aspect of the research, the competence of the participants on music and music education was questioned. When evaluating the overall results from the interpretation of the codes that emerged in line with the views of teachers and students, it is seen that music education given to pre-service pre-school teachers does not contribute in the desired level. Instead of teaching music education which is required for pre-school education involving how to teach music to preschoolers, teaching children’s songs and musical instruments, both the teachers and students have expressed that music education is full of unnecessary theoretical knowledge. Therefore, they feel insufficient in music education at the beginning of their profession or before graduation. Similarly, a traditional curriculum including the fundamentals of music was not found to be useful for pre-service pre-school teachers by Kelly (1998). By the same token, Nardo, Custodero, Persellin, and Fox (2006) reported that music was not a priority in the preparation of teachers.

The common views of both teachers and students regarding the theme expectations from music education were related to improving creative skills of students and supporting music courses with a musical instrument. As Güler (2006) stated, music activities are needed for a child to have aesthetic tastes by developing his /her own skills such as self-expression, judgment, evaluation, and creativity.

In the theme of functionality of music education, collaboration with peers, contribution to individual or teamwork performance abilities, contribution to social skill development and boosting self-confidence were the codes both the teachers and students agreed on in common. Such functions also underlie music activities taking part in the curriculum of preschoolers (MoNE, 2013).

From the perspectives of both the teachers and the students participating in this study, the common problems they experienced both in their professional life and in their education life were inadequacy in practice, lack of musical instruments and materials and inability to play musical instruments. Numerous studies have put forward lack of practice, lack of resources and musical instruments made use of in music courses and lack of pre-school teachers' performing skills such as singing and playing instruments (Gillespie & Glider, 2010; Güler, 2006; Koca 2016; Rajan, 2017; Sönmezöz & Hakyol, 2016; Sözbir & Çakmak, 2016).

Regarding the theme recommendations for music education, similar results such as music teaching seminars, teaching how to play Orff instruments and training pre-school teachers in terms of using simple instruments have observed in some studies related to music education for preschoolers as well (Koca, 2016; Nardo et al., 2006; Siebenaler, 2006; Sözbir & Çakmak, 2016).

Conclusion and Recommendations

This study attempted to reveal pre-service pre-school teachers' and pre-school teachers' musical competence to teach music in pre-school education. The findings obtained from the participants of this study have shown that musical activities can be integrated with all activities belonging to other courses in the daily education program of preschoolers and being well equipped with music contributes to professional success. However, although music education takes an important place in pre-school education, both the students and the teachers participating in the study feel themselves inadequate for music education at the beginning of their profession or before graduation. They stressed that music education given in pre-school education of university has not met their expectations for music teaching due to being full of unnecessary theoretical knowledge rather than being an applied course. On the other hand, most of the teachers and students have stressed that they cannot play a musical instrument although they would like to play an instrument very much. Therefore, they have difficulty in using musical instruments as main resources in the music class.

In line with the findings it is recommended that in-service training programs be organized for pre-school teachers to enhance their musical competence and professional development and to implement music in their classrooms. In pre-school education music is almost an integral part of every activity. However, due to pre-school teachers' being not confident in their own musical abilities, they can be reluctant to use music in their classrooms. That's why it is suggested holding seminars that encourage teachers to use music and to teach them how to integrate every activity of preschoolers with music. It is clear from the views that music education given to pre-service pre-school teachers at universities is not sufficient for them to make use of in their professional life. In this regard, it is suggested that music courses for Pre-school Teaching Departments of the Education Faculties should have their own specific curricula including music teaching methods and basic music proficiency for pre-school

education. Playing at least classroom instruments may be mandatory for pre-service teachers' university education.

On the other hand, although the findings of the study may provide some insights about music education in pre-school education and musical competence of pre-school teachers and pre-service pre-school teachers, it is not sufficient to provide in-depth insights due to a very limited set of population. Therefore, more extensive research with large samples is suggested for future researchers.

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Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılabilecek tüm etik ihlallerde “Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün” hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

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