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Music teacher training institutions in Turkey and a research about today's general condition of these institutions

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Abstract

Music teacher training process in Turkey started in 1924 in Ankara with the foundation of Musiki Muallim Mektebi (Music Teacher Training School). In years, the number of these institutions increased in different regions and reached the number of 23. Today, more than 800 students are being educated as a music teacher at these music teacher training schools. At all these institutions, centralized music teacher training curriculum that was prepared by the specialists working at Y.Ö.K. (Higher Education Council) is currently used. Despite that the same curriculum is used in each institution, there are variations among institutions both academically and physically, and even in the instruments that are taught and in their applications. In the present study the academic staff dispersions, building features, equipment adequacy, the variation of instruments that are taught, and the association with music establishments abroad of the institutions were investigated in order to determine the general conditions and the differences among the departments that graduating music teachers in 23 provinces. It is assumed that the current research will help in providing the necessary conditions to serve quality education for music teacher trainees as a result of determining the general state of the institutions that educate music teacher trainees. For this specific reason the present study is considered significant.

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Keywords: Music teacher training institutions; academics in music; instruments; building features; international relations.

I. Introduction

According to Atatürk, one of the most significant means of realising the foundation goals of the Republic, and to enhance the adoption of national consciousness is education, and one of the most important ways of national improvement is through music education. With this belief, Atatürk brought “Tevhid-i Tedrisat”, in other words, the unification of education and training law into force, placing special importance on music education and putting it in the curriculum of formal education (Kahramankaptan, 1998). The placement of music course in the educational programs constitutes the very initial point of music education in Turkish Republic. Before that date, beginning from 1830s in our country, in the programs of civil Ottoman educational institutions such as rüstiye, idadi, sultani, darülmaarif that were under the inspection of the state, although there were music courses named “Gina”, “Musiki and Gina”, and “Musiki”, since there were not qualified teachers available, it wasn't possible to deliver the intended

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music education during those years (Ünal, 1988). As music course was included in the programs after Tevhid-i Tedrisat law but there were not qualified teachers to hold the classes, Atatürk has placed primary importance to music teacher training and urgently found the Musiki Muallim Mektebi (Music Teacher Training School) in 1 September 1924 (Şentürk, 2001).

Musiki Muallim Mektebi was conjoined as a department in Gazi Terbiye Enstitüsü (Gazi Training Institute) in 1937. Other music teacher training institutes that were found after Gazi were comprised within the Faculties of Education of the universities in 1982 as 2547 numbered law stated that all higher education institutes would come under universities. Music teachers were trained by Musiki Muallim Mektebi between 1998-1999 as independent institute or department, and after the rearrangement of Educational Faculties, they were combined with Art Departments, and so, they formed the Departments of Fine Arts Education. In this respect, music education programs that were partially independent before 1998 were renewed and reduced to a single model as Y.Ö.K. (The Council of Higher Education) reported that there was standardization problem, goal conflict, negligence in methodology, problem in balancing pedagogical theory and practice, and irresponsible and individual use of sources (Kalyoncu, 2005). In 2006 the present program was evaluated and put into practice after a revision was done. Music teacher training institutions have increased in a period of 85 years, and now there are 23 schools that train approximately 815 students to become music teachers each year. These students are accepted as a result of an ability exam, and follow the 4-year educational program that has been made mandatory by Y.Ö.K. for all departments. Nevertheless, although the same program is mandatory in all institutions, there are differences in the application because of nuances in physical conditions, the number of training staff, and/or in other various factors. In the present study the differences between the general states of the institutions in question and the practices done there are determined.

2. Method

In the present study, data related to the general state of the Music Education Departments of Educational Faculties (MED) in 23 provincial universities were collected considering the views of Department Chairs and assuming that their views reflect the reality. A questionnaire was used as data collection tool.

3. Results

In the Tables, 23 MED were sequenced from 1 to 23 according to the year they were founded as in the following. 1 Gazi (Ankara-1937), 2 Marmara (Istanbul-1969), 3 Dokuz Eylul (Izmir-1973), 4 Uludag (Bursa-1981), 5 Selcuk (Konya-1987), 6 Karadeniz Teknik (Trabzon-1989), 7 Malatya (1989), 8 Ataturk (Erzurum-1992), 9 Mehmet Akif Ersoy (Burdur-1993), 10 Yuzuncu Yil (Van-1994), 11 Abant Izzet Baysal (Bolu-1994), 12 Nigde (1996), 13 Pamukkale (Denizli-1996), 14 Harran (Urfa-1996), 15 Canakkale Onsekiz Mart (1998), 16 Cumhuriyet (Sivas-1998), 17 Ondokuz Mayis (Samsun-1999), 18 Gaziosmanpasa (Tokat-1999), 19 Mugla (2001), 20 Balikesir (2002), 21 Erzincan (2003), 22 Adnan Menderes (Aydin-2004), 23 Trakya (Edirne-2007)

3.1. Findings Related to the Academic Life of Music Education Departments

Table 1. The Dispersion of Full -Time and Half-Time Academic Staff of Music Education Departments at Universities

University	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Top.	
Quota	50	50	30	40	40	50	30	30	60	30	30	30	30	40	30	30	30	25	30	40	30	30	30	30	
Prof.	16	1	2	1	2	1	2	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	28
Assoc.Prof.	7	5	-	-	2	-	1	-	1	-	5	-	2	-	-	1	1	-	-	1	-	-	-	-	26
Asst. Prof.	9	6	2	5	6	3	-	1	7	4	3	6	2	3	2	-	3	2	1	1	2	2	1	71	
Lecturer	3	9	6	11	10	14	2	-	2	3	8	2	11	2	8	5	7	1	7	4	2	-	3	120	
Foreign.Lect.	1	1	-	6	1	-	-	3	-	1	-	-	-	-	-	-	2	2	2	-	-	-	1	20	
Instructor	1	-	3	6	-	-	8	2	-	-	-	4	1	-	1	1	-	5	5	-	-	9	1	47	
Res. Asst.	32	8	1	5	5	1	2	7	3	3	6	4	1	-	1	-	2	-	-	1	3	-	-	85	
Specialist	-	-	1	1	-	1	-	-	4	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	8
Total	69	30	15	35	26	20	15	13	18	11	24	16	17	5	12	7	15	10	15	7	7	11	7	405	
Half-Time	12	17	11	3	3	-	2	6	2	1	4	4	-	3	2	1	3	9	-	9	5	2	21	120	

In Table 1, the dispersion of full-time and half-time academic staff in each of 23 MED was presented according to the total number and academic title. Additionally, student quotas of each department that were determined by 2009 Guide of ÖSYM (Student Selection and Placement Centre) in the Higher Education Programs, were presented in the table to enable the estimation of student load for each staff. According to the table, it can be observed that the MED that has most academic staff is Gazi University with the number of 69, and the MED of Harran University has the least number of academic staff of 5. It was observed that the academic staff numbers decreased in the MED of eastern provinces, and the decrease of the academic staff can be related also according to the foundation year of the institutions. From among the total of 405 academic staff that worked in the 23 MED, 28 were professors, 26 were associate professors, 71 were assistant professors, 120 were lecturers, 47 were instructors, 85 were research assistants, and 8 were specialists. There were also 20 foreign musicians as lecturers in the institutions. 20 of the institutions employed half-time academic staff in the fields that permanent staff was not available

Table 2. The Educational State of the Academic Staff of the Music Education Departments at the Universities.

Universities	MA and/or PhD attained abroad	MA and/or PhD attained in Turkey	Current PhD student abroad or in Turkey	Only MA qualification	Neither MA nor PhD qualification	Current MA student	Sufficient for being a PhD student or promoting, but has/have not accomplished the foreign language requisite
Gazi	3	32	0	29	0	0	10
Marmara	1	5	3	3	0	0	8
Dokuz Eylül	1	7	0	12	2	0	6
Uludag	2	5	2	7	6	2	12
Selcuk	1	7	10	4	0	0	0
K.T.Ü	1	3	0	6	8	1	0
İnönü	0	2	3	6	6	3	3
Atatürk	2	1	5	10	1	1	3
Mehmet Akif Ersoy	1	8	4	2	1	0	0
Yüzüncü Yıl	1	3	1	6	0	0	0
A.I.B.Ü	2	6	5	6	0	0	6
Nigde	0	6	4	2	3	1	12
Pamukkale	0	6	1	5	5	2	2
Harran	1	2	1	0	2	0	0
Onsekiz Mart	0	0	1	5	3	2	5
Cumhuriyet	0	2	1	2	0	2	1
Ondokuz Mayıs	0	4	3	2	4	1	0
Tokat	0	1	9	0	6	2	5
Mugla	0	1	1	5	4	0	0
Balikesir	0	2	4	1	0	0	0
Erzincan	0	2	2	1	1	1	0
Adnan Menderes	1	1	6	1	2	2	0
Trakya	1	1	1	1	3	0	0
Total	18	107	67	116	57	20	73

In table 2, the educational state of the permanent academic staff in the 23 MED were presented. According to that, 18 staff had either MA and/or PhD diploma from universities abroad while 17 had either MA and/or PhD diploma from universities in Turkey. Again, 116 persons held just MA degree, and 20 staffs were in the process of doing MA. The number of staff who did not have or were not enrolled in MA or PhD was 57. Nonetheless, it was observed that 73 persons have fulfilled the requisites of Universities Council for being able to be promoted, except not being able to pass the foreign language condition.

Table 3. Masters Programs Availability in the Music Education Departments

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total	
MA	X	X	X	X	X	X	X	X	X	X	X	X	X	-	-	X	X	-	-	-	-	-	-	X	16
PhD	X	X	X	-	X	-	X	-	X	-	X	-	-	-	-	-	X	-	-	-	-	-	-	-	8

In 8 of the 23 MEABD there were both MA and PhD programs, and in 8 there was just MA programs. It was observed that the institutions which did not have a post graduate program were founded more lately, and have not

reached the necessary qualification to open post graduate programs regarding their academic staff compared to the institutions which had post graduate programs.

Table 4. Instruments that are taught in the Music Education Departments in the course of School Instruments

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Recorder	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Guitar	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Baglama	X	X	X			X	X		X	X	X			X			X	X	X		X	X	
Orff Instr.		X									X	X								X			
Electronic Organ		X					X				X	X						X			X		
Mandolin	X								X							X						X	
Accordion		X																					X
Total	4	6	3	2	2	3	4	2	3	3	5	5	2	3	2	3	3	4	3	3	4	4	2

In its 2006 program Y.Ö.K foresees that music teacher trainees should get accustomed to one or few of the following instruments for 3 semesters: baglama, recorder, guitar, and mandolin. However, various applications might be observed in the MED in the scope of School Instruments course. It can be observed that Orff instruments, electronic organ, and accordion are also taught. It was observed that the highest number of instruments was taught by MED of Marmara University in the scope of School Instruments course.

Table 5. Instruments that are Taught at Music Education Departments

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Violin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Viola	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cello	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Contrabass	X	X		X			X					X							X				X
Flute	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Guitar	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Baglama	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X		X		X	X	X
Hornpipe	X	X		X																			X
Ud	X				X	X		X				X				X					X		
Reed flute												X											X
Trumpet	X	X															X						
Obua		X																					
Saxophone	X																						
Zither					X	X													X				
Tar						X																	
Total	11	10	6	8	8	8	7	7	6	5	5	9	6	6	5	7	7	5	8	5	6	7	8

In 2006 course contents of Y.Ö.K, it was suggested that among the instruments to be taught in MED there should be violin, viola, cello, contrabass, baglama, flute, guitar, and ud, and makes it mandatory that one of these instruments be taught for 8 semesters. Nevertheless, it was observed that in some MED instruments such as hornpipe, reed flute, trumpet, obua, saxophone, zither, and tar were also taught. While in all of 23 Departments violin and viola, in the 22, cello, flute, and guitar, in the 19 baglama, in the 7 contrabass and ud were taught; in the 4 institutes hornpipe, in the 3 trumpet and zither, in the 2 reed flute, and each obua, saxophone, and tar were taught by one different institutions. The MED of Gazi University is the institution, with its rich academic staff, that carries out the Instrument Training course providing the most option variety.

Table 6. Music Education Departments' Piano Course Weekly Lesson Hours and Student Numbers per Lesson

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Piano Teaching Staff Number*	11	13	6	8	6	6	?	3	3	3	6	4	5	2	4	2	6	7	2	5	2	4	3

1 hour 3-4 pupils											X														
1 hour 4 pupils														X		X		X							
1 hour 1 pupil	X	X	X						X		X		X				X	X		X		X	X		
1 hour 2 pupils					X	X	X	X																	
1 hour 2-3 pupils																							X		
2 hours 2 pupils					X					X	X				X										
2 hours 2-3 pupil																			X						

In Table 6 piano course weekly lesson hours and student numbers per lesson are presented. Additionally, the total number of full-time and half-time teaching staff in each institute is presented in the table. In the program of Y.Ö.K. piano course is foreseen to be 1 hour per week for 8 semesters, and as it might be observed from the table, this is how it is applied in 11 institutions. However, in most institutions piano course is applied 1 hour per week with more than 1 student. One might suggest that this is because of the insufficient number of piano teaching staff.

Table 7. Weekly Lesson Hours of Instrument Courses of Music Education Department and Student Numbers per Lesson

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1 hour 3-4 pupil												X												
1 hour 1 pupil	X	X	X	X	X			X	X	X	X		X		X		X	X	X	X		X	X	
1 hour 2 pupil						X	X							X		X						X		

The Instrument courses have been foreseen to be 1 hour per week for 8 semesters by the program of Y.Ö.K. In 17 Departments it is applied as it is foreseen to be, and it was observed that in MED of Nigde University it was carried out with 3-4 students per hour, and with 2 students per hour in 5 different institutions.

Table 8. Weekly Class Hours of Music Education Department Voice Training Course and Student Numbers per Lesson

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Vocal Training Staff Number*	10	7	4	4	4	2	?	4	3	2	2	2	2	1	3	2	4	3	2	3	0	3	1
1 hour 1 student	X	X	X						X		X		X				X	X		X			X
1 hour 2 students				X	X	X	X	X							X	X						X	
1 hour 3 students										X		X											
1 hour 4 student														X									
1 hour 1-2 student																			X				
1 hour 4-5 student																						X	

In Table 8 it was observed that in each institution Voice Training course was applied as foreseen in the program of Y.Ö.K. that is 1 hour per student. Nevertheless, it was observed that in some institutions student number in 1 hour was more than 1. When the total number of full-time and half-time staff is considered it might be noticed that the cause for delivering the course with more than one student is the insufficient number of voice training staff.

Table 9. The views of MED Chairs Related to the Program of Y.Ö.K. that has been foreseen mandatory for all Departments since 2006 and its Efficiency in Training Music Teachers

Competence Level	F	%
Completely	-	00.00
Mostly	7	30.43
Partially	14	60.87
Barely	2	08.70
None	-	00.00
Total	23	100.00

23 MED chairs evaluated the mandatory Y.Ö.K. program that consisted of 163 credits field courses, teaching courses, and general culture courses music education bachelor program, which consist of 8 semesters. In this respect, approximately 61% of the chairs have stated that the program in question was partially effective in training music teachers. There weren't any chairs who thought that the program was completely effective or non effective.

3.2 Findings related to the physical condition of the music education departments

Table 10. Music Education Departments' Being Build Especially for Music Education

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Owning Private Building	X	X	X	X		X	X		X	X			X			X		X					

In Table 10, it is observed that 11 of the 23 MED owned a private building that was built especially for music education.

Table 11. The Views of Music Education Department Chairs Related to the Competence of Building Conditions

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Completely	x						x						x										
Mostly			X	x		X		x	x	X							x				x		
Partially		x									x	x							x	x			x
Barely															x	x							
None					x									x									x

Competence Level	F	%
Completely	3	13.04
Mostly	9	39.13
Partially	4	17.39
Barely	5	21.74
None	2	08.70
Total	23	100

39.13% of the MED chairs have stated that the buildings they used to carry out the education and training were mostly competent. Nevertheless, 21.74% of them stated that they were barely sufficient. It was observed that Gazi, İnönü, and Pamukkale Universities' MED buildings were completely competent, and Selcuk and Harran Universities' MED buildings were none competent at all.

Table 12. The Views of MED Chairs Related to the Sufficiency of the Number of Study Rooms Allocated for Students to Practice Violin, Viola, Flute, etc. Instruments

Competence Level	F	%
Completely	5	21.74
Mostly	8	34.78
Partially	2	08.69
Barely	6	26.09
None	2	08.70
Total	23	100

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Completely	X						X			X			X					X					
Mostly		X	X	X		X		X	X		X										X		
Partially															X					X			
Barely					X							X				X	X		X			X	
None														X									X

Department chairs indicated that 34.78% of the number of rooms of MED that were arranged for students to play their individual instruments was mostly sufficient. Yet, 26.09% stated that the number of rooms was barely sufficient. It was stated that practicing room number of Gazi, İnönü, Yüzüncü Yil, Pamukkale, and Gaziosmanpaşa Universities' MED were completely sufficient, and they were none sufficient at all in Harran and Trakya universities.

Table 13. The View of MED Chairs Related to the Sufficiency of the Number of the Rooms Designed for Collective Classes

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Completely	x												X					X					
Mostly		X		X		X	X	X	X	X	X	X					X					X	
Partially			X		X									X	X				X				
Barely																X				X		X	X
None																							

Competence Level	F	%
Completely	3	13.04
Mostly	11	47.83
Partially	5	21.74
Barely	4	17.39
None	0	00.00
Total	23	100

Department chairs indicated that 47.83% of MED number of rooms that were designed for collective classes was mostly adequate. 21.74% of them stated that room number was barely adequate. It was stated that the room number in Gazi, İnönü, Pamukkale, and Gaziosmanpasa Universities’ MED was completely sufficient, and that they were barely adequate in the MED of Cumhuriyet, Balıkesir, Adnan Menderes, and Trakya Universities.

Table 14. The Number of Pianos that are Registered to the Office Equipment Lists of Music Education Departments

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Quota	50	50	30	40	40	50	30	30	60	30	30	30	30	40	30	30	30	25	30	40	30	30	30
Piano Number	60	20	32	28	20	29	35	15	25	26	25	19	30	12	15	18	27	32	12	15	12	12	9
Grand Piano Number	8	2	2	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1

In Table 14, the number of pianos that were registered to the office equipment lists of MED is presented. Additionally, Department quotas were stated in the table considering the 2009 ÖSYM Higher Education Programs and Quotas Guide. So, when the approximate total number of students that Departments have is calculated considering 4 years period, the mean number of pianos per a student is found. According to this, it was determined that in the MED of Harran University approximately 13 students were to use a piano. And, in the MED of Marmara, Mugla, Mehmet Akif Ersoy, Erzincan, Adnan Menderes Universities, and Trakya, which is a 3 years old institution, it was observed that approximate number of students per a piano was 10. The institution that had more pianos than all others was Gazi University, and it was striking that Marmara, which accepted the same number of students with Gazi each year had 1/3 less pianos. It was observed that in the MED of 15 institutions there was also grand piano.

Table 15. Departments that have Concert Hall in their Building

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Owning Concert Hall	X	X	X	X	-	X	X	-	-	X	-	-	X	-	-	X	X	-	-	-	X	-	-

Approximately in the half of the Departments of the institutions there wasn’t a concert hall. 9 of the institutions that had concert halls owned buildings that were built especially for music education, but although MED of Yüzüncü Yıl, Gaziosmanpasa, and Mehmet Akif Ersoy Universities had private buildings, it was observed that they did not have concert halls. And, although the MED of Erzincan University didn’t have a private building, they had a concert hall.

Table 16. Views Related to the Technical Equipage Sufficiency of Concert Halls of those Departments that have Concert Halls

Univ.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Completely	X												X										
Mostly			X	X		X	X			X													
Partially		X												X			X				X		
Barely																							
None																X							

Competence Level	F	%
Completely	2	16.67
Mostly	5	41.67
Partially	4	33.33
Barely	0	00.00
None	1	08.33
Total	12	100

41.67% of 12 institutions that have concert hall within their Department stated that the technical equipage of their hall was mostly sufficient, and 33.33% indicated that it was partially adequate. Yet, 8.33% noted that it wasn't sufficient at all.

3.3 Findings related to music education departments' relations abroad

Table 17. The LLP/Erasmus Agreements, Sent and received Students Number of Music Education Departments

Universities	Universities with which Erasmus Agreement has been Signed	Number of Sent Students	Number of Received Students
Gazi	-	-	-
Marmara	Poland- Germany –Hungary	6	-
Dokuz Eylül	-	-	-
Uludag	Hungary- Italy- Germany	12	-
Selcuk	Italy- Portugal	4	-
K.T.Ü	Hungary- Bulgaria	4	3
İnönü	-	1	-
Atatürk	-	-	-
Mehmet Akif Ersoy	Czech Republic	-	-
Yüzüncü Yıl	-	-	-
A.I.B.Ü	Hungary-Lithuania	5	1
Nigde	Romania-Lithuania	3	1
Pamukkale	-	-	-
Harran	-	-	-
Onsekiz Mart	Germany Bulgaria	1	-
Cumhuriyet	Portugal- Poland- Estonia	1	-
Ondokuz Mayıs	-	-	-
Tokat	Romania	4	-
Mugla	-	-	-
Balikesir	-	-	-
Erzincan	-	-	-
Adnan Menderes	-	-	-
Trakya	Spain	-	-
Total		41	5

In Table 17, it can be observed that 11 MED had established LLP/Erasmus student and teaching staff mobility project with universities abroad. From 11 institutions it was observed that the MED of Trakya and Mehmet Akif Ersoy Universities haven't activated their agreements. It should be also noted that since LLP/Erasmus student mobility project was activated only 41 students have benefited from this opportunity and went abroad, but just 5 students came to our country from abroad in the scope of this project. It was also striking that the rooted MED in the two big cities, Istanbul and Ankara, haven't taken part in that project yet.

4. Discussion

According to the research results of the study carried out by Prof. Gül Çimen (2004) related to the conditions in which piano education was provided, in more of the half of the departments there was need for piano trainer; in one third of the departments there wasn't enough pianos, and in one fourth other physical conditions (building and study rooms) were inadequate. It was also added that in most Departments the basic necessary conditions for piano training and education were not supplied. In another study, it was suggested that the number of voice training staff be increased as their number was not adequate in the music education institutions (Sevinc, 2004).

5. Conclusion and Recommendation

After Musiki Muallim Mektebi was founded in 1924, music teacher training institutions have increased their number to 23 today. The present study showed that most of the institutions were not sufficient regarding the number of teaching staff. And, when the annual student quota is regarded, it appears that in most institutes student number per a teaching staff is excessive. Additionally, in some institutes Instrument Training, Voice Training, and Piano courses increase the number of students per class because of the inadequacy of teaching staff. It was also experienced that in some institutions, the reason for the increase of student number in the instrument courses was not only the inadequacy of teaching staff but also the illiteracy of the authorities related to the field, and their belief that the courses in question can be carried out in the scope of collective courses with many students. Instrument courses that are seen especially necessary to be carried out individually by all specialist music trainers are evaluated to negatively affect instrument training when carried out with few students in 1 hour. The inadequacy of teaching staff also causes that a part of the courses of 21 institutes be given by half time personnel. It might be suggested that since the continuity of half time staff can not be provided for various reasons, this increases the load of permanent teaching staff, and the student number per individual classes, which decreases the efficiency.

Although the total number of professors and associate professors in the institutes is 54, in 9 institutions out of 16, which were founded after 1992, there are neither professors nor associate professors. It is seen necessary that at universities within which new MED are established, management should provide the necessary conditions for their staff to help them improve their careers, and to lead the music professors and associate professors, who are mostly at the universities in big cities, to the Departments where they are needed.

Approximately 1/5 of the teaching staff at the Music Education Departments has completed their post graduate studies and accomplished the requisites of Universities Council for being promoted, but were not able to pass the foreign language minimum score. When we remember that the language of music is universal, moderating the foreign language conditions for music field will increase the rate of academic promotion. However, when we consider that 67 teaching staff continue to their PhD studies in Turkey and abroad, the hope that in the future young assistant professors, associate professors, and professors will become available is getting stronger. The PhD programs in music teaching that are available in 8 institutions today will be established in other institutions as well as the number of teaching staff increases, and this will enable new academicians to be educated, or to train better equipped new music teachers.

The program that was made mandatory by Y.Ö.K. in 2006 to be applied in all MED was evaluated by MED. 60.78% of the Department chairs stated that the program in question was partially effective in music teacher training. In that case, it seems that Y.Ö.K., which is the primarily responsible institution for music teacher training, should regard the views of MED and take the necessary steps to improve the current program or to develop a new one.

In its 2006 program, Y.Ö.K. has limited the instruments to be taught by the instrument training, and school instruments courses. Nevertheless, there are differences among the institutions regarding the instruments that are taught. These differences are tolerated since universities are autonomous institutions, and these help in evaluating the potential sufficiency of the present teaching staff. However, it is necessary that while the instruments to be taught are selected, the institutions that train music teachers should be more determinative as they will better observe to what extent the instruments in question are usable in music lessons.

Music Education is different than other fields because of its nature. In order that music education is carried out appropriately to its needs, special environments are needed. Only 11 out of the 23 Music Education Departments train music teachers in buildings that were built especially for music education. According to the views of

Department chairs, only 39.13% of the MED have mostly adequate building conditions. According to Department chairs, 21.74% of the building conditions are partially adequate. In this sense, it is a must that the MED of the Universities take the necessary steps to build private buildings, and to equip them technically and instrumentally appropriately for music education, so that they will meet the international standards.

In our age of globalisation, our universities, the goal of which is cultural interaction, establish agreements with the universities abroad in the scope of European Union LLP/Erasmus Student and Teaching Staff Exchange Projects, and they try to introduce the Turkish culture and the Turkish music, which is a must within the Turkish culture, to Europe. It was observed that 11 of the music teacher training institutions have established LLP/Erasmus agreements with the European Universities, but 2 institutions haven't activated their agreements yet, and thus, only 9 institutions have sent totally 41 students to universities abroad. It is necessary to encourage more students to take part in this project in the process of music teaching, so that they can observe various approaches and the music of various cultures in the place of their main land. Turkish music teaching institutions are preferred very rarely by foreign students. It might be suggested that it is necessary to make the necessary presentations to make foreign students prefer to come to Turkey, so that the rich Turkish culture and Turkish music can be introduced.

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