An investigation of music teaching self-efficacy levels of prospective preschool teachers*

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The aim of the study is to investigate music teaching self-efficacy levels of prospective preschool teachers. The study used survey model. Participants of the study consisted of a total of 120 prospective teachers studying at Mersin University, Faculty of Education, Department of Primary Education Preschool Teaching Program in Mersin, a City in Turkey. Two data collection instruments were used for the study. The first one was “Personal Information Form” for demographic and educational background information about the prospective teachers. The second one was “Music Teaching Self-Efficacy Scale” developed by Özmenteş (2011). According to the findings of this study, it was found that there was no significant difference according to genders and high school type they graduated from (p>0.05). The results revealed that music teaching self-efficacy levels of preschool teachers are low.

Key words: Self-efficacy, music education, music teaching.

INTRODUCTION

The role of self-efficacy in teaching and learning continues to interest researchers. ‘Self-efficacy’ term was defined as a part of social-cognitive theory by Albert Bandura (1994). According to Bandura (1997), self-efficacy is the belief in one’s capabilities to deal with different situations and to perform a certain task required to produce given attainments, and this belief is dependent on individual’s belief in his abilities. This belief is also necessary for organizing a certain behavior and realizing that behavior to reach a certain goal (Azar, 2010). The concept of self-efficacy is used particularly in educational processes to predict the behaviors of teachers about the duties and responsibilities of teaching and to explain individual differences in teachers’ activities in the field of education (Üstüner et al., 2009). The successful implementation of quality music programs in early childhood settings depends in large measure on teachers’ sense of personal music teaching self-efficacy, that is, their personal beliefs about their ability to teach music and their ability to produce positive outcomes in music for children (Vannatta-hall, 2010). “A healthy and well-directed music life from childhood will make individuals more successful, happier and balanced in the future” (Malkoç and Ceylan, 2011). For this reason, music training and teaching in the preschool period gains more importance. Martin examined efficacy levels of novice teachers at various points in their education and concluded that efficacy beliefs begin early in teacher...
education programs (Barnes, 2000). Since the knowledge and experience the individuals who selected this profession gained in faculty of education will significantly affect their success in their professional lives, they are of importance (Özkut and Kaya, 2012).

Previous studies (Choy, 2005; Dere, 2008; Gönçü, 2009, 2010; Koca, 2013; Tufan, 2006) revealed that preschool teachers and prospective preschool teachers have inadequate knowledge in terms of music training. Based on these views, this study aimed to investigate music teaching self-efficacy levels of prospective preschool teachers. The following questions were answered in the study:

1. What are the music teaching self-efficacy levels of prospective teachers studying in preschool teaching program?
2. Do the music teaching self-efficacy levels of prospective preschool teachers show a significant difference according to gender?
3. Do the music teaching self-efficacy levels of prospective preschool teachers show a significant difference according to type of high school they graduated from?

MATERIALS AND METHODS

Research model

The study used survey model. Survey models are a research approach which aims to describe past or current situation as it is. The event, individual or object analyzed in the study, is defined within its conditions and as it is (Karasar, 2009).

Participants

Participants of the study consisted of a total of 120 prospective preschool teachers studying at Mersin University, Faculty of Education, Department of Primary Education Preschool Teaching Program (3 and 4 grades). Of the prospective teachers, 86.7% (N=104) were females, while 13.3% (N=16) were males.

Materials

Two data collection instruments were used for the study. “The first one was “Personal Information Form” for demographic and educational background information about the prospective preschool teachers. The second one was “Music Teaching Self-Efficacy Scale” developed by Özmenteş (2011). The scale was developed to measure music teaching self-efficacy of primary education and preschool teachers and prospective teachers. The items in the scale were presented according to five-degree Likert type scale ranging from I Strongly Agree: 5 points; I Agree: 4 points; I Slightly Agree: 3 points; I Disagree: 2 points; I Strongly Disagree: 1 point. Positive statements were coded as 5-4-3-2-1, and negative statement were coded as 1-2-3-4-5. Accordingly, negative question items 5,9,12, 17, 21 and 22 were scored inversely. The highest possible score from the scale is 115.00, while the lowest possible score is 23.00. High scores indicate high music teaching self-efficacy levels. The scale consisted of 23 items. Cronbach’s alpha reliability coefficient of the scale was calculated to be .924 (Özmenteş, 2011).

Procedure

Data were collected in 2011 - 2012 academic year. “Personal Information Form” and “Music Teaching Self-Efficacy Scale” were applied on participants by researcher.

Data analysis

Descriptive statistics calculations were used to evaluate the data. In addition, using SPSS package program, “independent group t-test” was used to determine whether the responses of prospective teachers to scale items varied according to (a) gender variable. On the other hand, One Way Analysis of Variance (ANOVA) was used to determine whether they varied according to high school type variable. The options and limits of the scale were as follows: I Strongly Disagree (1.00-1.80); I Disagree (1.81-2.60); I Slightly Agree (2.61-3.40); I Agree (3.41-4.20); I Strongly Agree (4.21-5.00).

For Negative statements: (4.21-5.00) => I Strongly Agree, (3.41-4.20) => I Disagree, (2.61-3.40) => I Slightly Agree, (1.81-2.60) => I Agree, (1.00-1.80) => I Strongly Agree.

FINDINGS

Descriptive statistics calculations were used to evaluate the data and demographic information about prospective preschool teachers are presented in Table 1.

As seen in Table 1, 86.7% prospective teachers (N=104) were females and 13.3% (N=16) were males. When type of high schools was examined it is seen that 50% of participants graduated from Anatolian High School, 23.3% graduated from General High School, 10.8% graduated from Vocational School and 15.8% graduated from the other schools. When Table 2 analyzed, it is seen that arithmetic average of all items was at “I Slightly Agree” level (3.33). According to this result, it can be stated that music teaching self-efficacy levels of prospective preschool teachers are low. In second sub-problem of the research, it has been researched whether music teaching self-efficacy of prospective preschool teachers differs according to gender or not. To find an answer to this problem “t-test” has been applied and the results are presented in Table 3.

As seen in Table 3, the analysis results show that there is no significant difference according to gender (p>.05). Accordingly, it can be said that male and female teacher candidates have the same level of music teaching self-efficacy. In third sub-problem of the research, it has been researched whether music teaching self-efficacy of prospective preschool teachers differs according to high school type they graduated from. For this aim one-way
Table 1. Demographic information about prospective preschool teachers.

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>F</th>
<th>%</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>86.7</td>
<td>120</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>Type of high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General High School</td>
<td>28</td>
<td>23.3</td>
<td>120</td>
</tr>
<tr>
<td>Vocational School</td>
<td>13</td>
<td>10.8</td>
<td>120</td>
</tr>
<tr>
<td>Anatolian High School</td>
<td>60</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>15.8</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. The result of general average score of prospective preschool teachers’ music teaching self-efficacy levels.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Minimum</th>
<th>Maximum</th>
<th>( \bar{X} )</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>General average</td>
<td>120</td>
<td>2.13</td>
<td>4.39</td>
<td>3.33</td>
<td>.338</td>
</tr>
</tbody>
</table>

Table 3. T test result of prospective preschool teachers according to genders.

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>104</td>
<td>76.87</td>
<td>7.37</td>
<td>118</td>
<td>.621</td>
<td>.536</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>75.56</td>
<td>10.31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P>0.05.

Table 4. Result of one-way analysis of prospective preschool teachers according to high school type they graduated from.

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Sum of square</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>.786</td>
<td>3</td>
<td>.262</td>
<td>2.363</td>
<td>.075</td>
</tr>
<tr>
<td>Within groups</td>
<td>12.858</td>
<td>116</td>
<td>.677</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13.644</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p>.05

Analysis of variance (ANOVA) was applied and the results are presented in Table 4. As seen in Table 4, there is no significant difference between self-efficacy levels of prospective teachers mean scores according to the high school type they graduated from \([F (3, 116) = 2.363; p > .05]\).

**RESULTS AND DISCUSSION**

Based on the data obtained, analysis of average scores of prospective preschool teachers from music teaching self-efficacy scale revealed that the highest average was obtained from the statement, “I believe that I can teach a school song to my students accurately” \((4.22 = \text{I Strongly Agree})\). This was followed by the item, “I can make my students perform various rhythmic activities in music courses” \((4.09 = \text{I Agree})\). Analysis of other items showed that self-efficacy scores of the students were low in the following items: “I am sufficient in using musical instruments in music courses” \((3.36 = \text{I Slightly Agree})\), “I have the capacity to accurately teach my students a musical instrument” \((3.26 = \text{I Slightly Agree})\), “I am competent in voice training” \((3.02 = \text{I Slightly Agree})\), “I can successfully conduct a musical group” \((2.85 = \text{I Slightly Agree})\).

A T test was performed to answer the following question: ‘Do the music teaching self-efficacy levels of prospective preschool teachers show a significant difference according to gender?’ It was found that there was no significant difference according to genders \((p > .05)\). ANOVA test was performed to determine whether self-efficacy levels of...
prospective teachers showed a significant variation according to type of high school they graduated from. The results showed that there was no significant difference (p > .01).

"In addition to how competent the teachers are educated in professional terms, how competent the teachers consider and perceive themselves is also important. This is related to self-confidence, self-recognition and assessment of teachers. It can be stated that a teacher who objectively evaluates himself/herself and who is self-confident is closer to achievement" (Üstüner et al., 2009). Self-efficacy is important for the prospective preschool teachers to be more efficient and effective in music activities they will perform with their students. Hoy and Spero (2005) state that 'teachers with higher efficacy judgments tend to be more open to new ideas, more willing to experiment with new methods to better meet the needs of their students, and more committed to teaching'. Parallel to this view, Hsiao et al. (2011) have also stated that teachers who have a high sense of self-efficacy usually use effective approaches and also implement new educational practices in the classroom. The research results have shown that arithmetic average of all items was at "I Slightly Agree" level (3.33). In accordance with the results of the research, it can be stated that music teaching self-efficacy levels of prospective preschool teachers are low and prospective preschool teachers can be less confident to teach music. In parallel to this view, Kane (2005) have also stated that 'teachers with low levels of perceived efficacy related to music teaching have been shown to be less confident to teach music'.

In Turkey preschool teaching programs of faculties of education include 2-credit "Music Training I" music course in the V. semester and 3-credit "Music Training II" in the VI semester. Based on the data obtained from previous studies and the present study, it is suggested that to increase music courses of prospective preschool teachers during graduate program and reflecting these courses in teaching applications music courses should be included in the curriculum in the senior year.

REFERENCES