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## EXAMINATION OF PRESCHOOL TEACHERS MUSIC EDUCATION SELF-EFFICACY BELIEFS<sup>i</sup>

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### **Abstract**

This research aims to investigate the self-efficacy beliefs of preschool teachers in music education with various variables. Conducted using quantitative research methods, specifically a survey model, the study involved 324 preschool teachers in Istanbul during the 2020-2021 academic year. Data were collected using the "Preschool Teacher Candidates' Music Education Self-Efficacy Belief Scale" and a "Demographic Information Form" developed by the researcher. A validity and reliability analysis was conducted for this scale, originally designed for preschool teacher candidates, to assess its applicability to practicing preschool teachers. The scale showed high reliability, evidenced by a Cronbach's Alpha value of .961. In the analysis of the study, descriptive statistics, independent sample t-tests, and one-way ANOVA tests were employed. Post-hoc LSD tests were conducted to determine between which groups significant differences existed. The findings revealed that the self-efficacy beliefs of preschool teachers in music education did not show significant differences based on gender and professional tenure. However, significant differences were noted in relation to the type of university graduated from, the type of school where they work, age, educational level, receiving training in music education, instrument usage, having a music workshop in their institution, the methods used in song teaching, the frequency of including music activities in plans, and the use of contemporary music teaching methods.

**Keywords:** *Preschool Education, Preschool Teacher, Early Childhood, Music Education, Self Efficacy Belief.*

### ***Okul Öncesi Öğretmenlerinin Müzik Eğitimi Öz-Yeterlik İnançlarının İncelenmesi***

### **Öz**

Bu çalışmada, okul öncesi öğretmenlerinin müzik eğitimindeki öz-yeterlik inançlarını çeşitli değişkenler ile ortaya koymak amaçlanmıştır. Nicel araştırma yöntemlerinden tarama modeli kullanılan araştırma; 2020-2021 eğitim-öğretim yılında İstanbul ilinde görev yapan 324 okul öncesi öğretmeni ile gerçekleştirilmiştir. Araştırmanın verileri; araştırmacı tarafından geliştirilen "Demografik Bilgi Formu" ve Yıldız (2017) tarafından geliştirilen "Okul Öncesi Öğretmen Adaylarının Müzik Eğitimi Öz-Yeterlik İnanç Ölçeği" ile toplanmıştır. Okul öncesi öğretmen adaylarına yönelik hazırlanan bu ölçeğin, okul öncesi öğretmenlerine uygulanabilirliğine dair geçerlik ve güvenirlik çalışması yapılmış ve ölçeğin toplamında ortaya çıkan .961 Cronbach Alfa değerinin oldukça güvenilir olduğu görülmüştür. Araştırmanın analizinde; betimsel istatistikler, bağımsız örneklem t-testi ve tek yönlü anova testi kullanılmıştır. Anlamli farklılığın hangi gruplar arasında olduğunu tespit etmek üzere post-hoc testlerinden LSD testi yapılmıştır. Araştırmanın sonucunda okul öncesi öğretmenlerinin müzik eğitimindeki öz yeterlik inançlarının, cinsiyet ve mesleki kıdem değişkenlerine göre anlamlı bir fark göstermediği; mezun olduğu üniversite türü, çalıştıkları okul türü, yaş, eğitim durumu, müzik

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eğitimine yönelik eğitim alma, enstrüman kullanma, çalıştıkları kurumda müzik atölyesi olma durumu, şarkı öğretiminde kullandıkları yöntem, müzik etkinliklerine planda yer verme sıklığı ve çağdaş müzik öğretim yöntemlerini kullanma durumu değişkenlerine göre ise anlamlı bir fark gösterdiği saptanmıştır.

**Anahtar Kelimeler:** Okul Öncesi Eğitim, Okul Öncesi Öğretmeni, Erken Çocukluk, Müzik Eğitimi, Öz-yeterlik İnancı.

### **Extended Abstract**

The self-efficacy belief of individuals, which includes their confidence in successfully completing a task, plays a significant role in their achievements (Öztutgan, 2017). Teachers' self-efficacy beliefs directly influence students' self-efficacy beliefs. It is observed that, in addition to being well-equipped and competent in the field of early childhood education, preschool teachers with a high level of self-efficacy belief can contribute to the acquisition of musical skills by children (Delice, 2019). Therefore, this research aimed to identify the variables that would make a difference in the self-efficacy beliefs of preschool teachers in music education.

This research, aiming to reveal the self-efficacy beliefs of preschool teachers in music education across diverse variables, utilized the survey model among quantitative research methods. The study group consisted of 324 preschool teachers working in public and private preschool educational institutions in Küçükçekmece, Bakırköy, and Güngören districts of Istanbul during the 2020-2021 academic year. The teachers in the study group were selected using the appropriate sampling method. In this study, the 'Demographic Information Form' prepared by the researcher and the 'Preschool Teacher Candidates' Music Education Self-Efficacy Belief Scale' developed by Yıldız (2017) were used. After obtaining the necessary permissions for the use of data collection tools from Fatih Sultan Mehmet Foundation University Ethics Committee and the Istanbul Provincial Directorate of National Education, the instruments were administered to volunteer preschool teachers under the precautions for the Covid-19 Pandemic. Completing the forms and scales took approximately 8-10 minutes. The data collected through these instruments were transferred to a computer environment. All statistical analyses were conducted using IBM SPSS 25.0 software. Initially, the normal distribution hypothesis of data collection tools was determined by examining skewness and kurtosis coefficients. The data set was cleansed of outliers, and parametric test methods were preferred. Subsequently, the reliability of data collection tools was evaluated, followed by the presentation of descriptive statistics. Lastly, hypothesis evaluations were conducted. Two methods were selected for hypothesis evaluation. The differences in the self-efficacy beliefs in music education of preschool teachers based on the variables of gender, type of university graduated from, and type of school worked at were assessed using an "independent samples t-test" as the normal distribution assumption was met. Differences based on age, professional seniority, and educational status were evaluated using "one-way ANOVA" as the normal distribution assumption was met for these variables.

The music education self-efficacy beliefs of preschool teachers were found not to differ based on gender. Teachers who graduated from foundation universities had significantly higher music education self-efficacy beliefs than those who graduated from state universities. Teachers working in private schools had higher self-efficacy beliefs in music education than those working in public schools. Teachers aged 21-26 had higher self-efficacy beliefs in music education than those in other age groups. Teachers with postgraduate education level had higher self-efficacy beliefs in music education compared to teachers with other educational levels. The music education self-efficacy beliefs of preschool teachers did not vary based on their years of professional seniority. Teachers who had received training or seminars in music education had significantly higher self-efficacy beliefs than those who had not. Teachers with proficiency in at least one musical instrument besides the commonly used instruments in schools had higher self-efficacy beliefs in music education than those without such proficiency. Teachers working in institutions with music workshops had higher self-efficacy beliefs than those in institutions without such workshops. Teachers who taught songs using their own voice and by ear had higher self-efficacy beliefs than those who taught songs using technological tools and equipment. Teachers who included music activities in their plans every day had significantly higher self-efficacy beliefs in music education than those in other groups. Teachers who employed contemporary music teaching methods had higher self-efficacy beliefs than those who did not. In light of these results, it is suggested that Music Education courses in the preschool teacher education programs be taught by

*faculty members specializing in music, that teachers with musical skills such as playing instruments, receiving training, and using music teaching methods have higher self-efficacy beliefs in music education, and thus, frequent in-service training should be provided by professional music educators. Preschool education institutions should be inspected for music centers and workshops, and their equipment should be diversified. Additional material support should be provided to public schools, and comfortable and spacious environments should be provided for institutions without music workshops to conduct music activities. The music education outcomes in the Ministry of National Education's Preschool Education Program should be expanded to include detailed outcomes aimed at developing children's musical skills, and resource books for music education in the preschool period prepared by music experts should be developed.*

## Introduction

**E**ducation is the process that has the most significant impact on shaping and developing society and the individuals within it. For this educational process to be comprehensive and multifaceted, a contemporary education system must be implemented. Music education, which is a part of art education, a crucial branch of contemporary education, plays a significant role in these processes (Dağdeviren, 2017). Music education is a process that imparts musical behavior to individuals through experiences. During this behavior acquisition process, individuals develop creativity, communication, and socialization skills while also exhibiting positive changes in their personalities. Starting music education, which affects many areas of development, at an early age is important for individuals and inevitably has reflections on social life (Ersoydan, Şahin, and Çalışandemir, 2018).

Implementing music activities during preschool education provides children with a more permanent and efficient learning process. It is also known that using music in the preschool period positively contributes to children's developmental areas (Demirci and Mertoğlu, 2017). Considering the numerous benefits of music in children's developmental stages, it becomes evident that music education is a necessity within the educational process. According to Yıldız (2018), a quality music education provided to children in the preschool period is possible through a multidimensional and balanced educational program that considers the children's musical skills and with teachers who have the required musical competence. Therefore, every educator should possess a certain level of musical competence in music education (Sušić, 2018). During the preparation for teaching, self-assessments by individuals, as well as external factors, play a significant role in professional success. In this context, one of the critical concepts that influence the fulfillment of the requirements of the teaching profession and its effective continuation is self-efficacy (Öztutgan, 2018). Self-efficacy is one of the fundamental principles of Bandura's social cognitive theory. According to this theory, self-efficacy is a crucial motivational construct behind people's behaviors. Individuals with a developed sense of self-efficacy demonstrate greater persistence and perform better when determined (Arseven, 2016).

Self-efficacy refers to an individual's belief in how successful they will be in overcoming future challenges. It is the result of people's perceptions of what they can accomplish using their abilities. The sense of self-efficacy arises from an individual's belief in their ability to handle and cope with various situations (Senemoğlu, 2012). Self-efficacy beliefs affect how motivated people are and how much effort they will put in to overcome an obstacle. The stronger people's belief in their abilities and their perceived self-efficacy, the more significant and sustained their efforts will be (Bandura, 1977; 1989).

In Turkey, studies on preschool teachers' self-efficacy in music education and the factors affecting these competencies generally focus on whether their self-efficacy levels differ according to variables such as gender, class level, and age, as well as the strengths and

weaknesses of teacher candidates and teachers in music instruction and the difficulties they face in music activities (Elaldı, Batdı, and Ölgör, 2020; Gülle and Akay, 2019; Deniz and Kürücü, 2019; Burak, 2019). International studies have also shown that teachers and teacher candidates receiving music education increase both their individual self-efficacy beliefs and their confidence in music instruction. Additionally, these studies indicate that such education improves teachers' knowledge and skills related to music, which positively influences their pedagogical approaches and the music education they provide to students (Bartel and Cameron, 2002; Garvis, 2013; Prichard, 2017; Sušić, 2018).

The belief in self-efficacy, which involves individuals' confidence in successfully completing a task, plays an essential role in achieving success (Öztutgan, 2017). Teachers' self-efficacy beliefs directly influence students' self-efficacy beliefs. It is seen that preschool teachers being equipped and competent in this field, as well as having a high level of self-efficacy belief, are essential for children to acquire musical skills (Delice, 2019). Therefore, this study identifies and examines the variables that might lead to differences in preschool teachers' self-efficacy beliefs in music education.

The research problem is defined as: "Do preschool teachers' self-efficacy beliefs in music education differ according to various variables?" In line with this problem, the following sub-problems were addressed:

1. Do preschool teachers' self-efficacy beliefs in music education significantly differ according to various demographic variables (gender, age, professional seniority, educational background, type of university graduated from, and type of school they work in)?
2. Do preschool teachers' self-efficacy beliefs in music education differ according to their music education background?
3. Do preschool teachers' self-efficacy beliefs in music education differ according to their ability to play an instrument?
4. Do preschool teachers' self-efficacy beliefs in music education differ according to whether there is a music workshop in the institution they work in?
5. Do preschool teachers' self-efficacy beliefs in music education differ according to the method they use in teaching songs?
6. Do preschool teachers' self-efficacy beliefs in music education differ according to the frequency with which they include music activities in their lesson plans?
7. Do preschool teachers' self-efficacy beliefs in music education differ according to their application of contemporary music teaching methods?

## Method

### Research Model

In this study, which aims to reveal preschool teachers' self-efficacy beliefs in music education using various variables, the survey model, a quantitative research method, was employed. "Survey models are research approaches that aim to describe an existing situation, either in the past or present, as it exists. The event or object of the study is defined within its own conditions and as it is" (Karasar, 2010, p. 77).

### Study Group

The study group of this research consists of 324 preschool teachers working in officially designated public and private preschool education institutions under the Ministry of National Education in the Küçükçekmece, Bakırköy and Güngören districts of Istanbul during the 2020-2021 academic year. A convenience sampling method was used to select the teachers in the study group. Due to limitations of time, money, and workforce, selecting a sample that is easily accessible and suitable for application is possible with the convenience sampling method (Büyüköztürk, 2012). The distribution of the demographic characteristics of the study group is presented in Table 1.

**Table 1.** Findings on the demographic characteristics of preschool teachers participating in the study

Demographic Characteristics	Groups	Frequency (f)	Percentage (%)
Gender	Female	301	92,9
	Male	23	7,1
Age	21-26	112	34,6
	27-32	116	35,8
	33-38	60	18,5
	39-44	24	7,4
	44 and above	12	3,7
Graduated University	State	214	66
	Private	110	34
Type of School Worked	State	174	53,7
	Private	150	46,3
Education Level	Associate Degree	82	25,3
	Education Faculty	178	54,9
	Formation	19	5,9
	Postgraduate	45	13,9
Professional Seniority	0-5 years	163	50,3
	6-10 years	76	23,5
	11-15 years	54	16,7
	16 years and above	31	9,6
Total		324	100

When examining the distribution of demographic characteristics of the preschool teachers included in the research, it was determined that 92.9% were female and 7.1% were male; 34.6% were aged 21-26, 35.8% were aged 27-32, 18.5% were aged 33-38, 7.4% were aged 39-44, and 3.7% were aged 44 and above. Additionally, 66% of the participants graduated from state universities, while 34% graduated from private universities; 53.7% worked in state schools, and 46.3% worked in private schools. Regarding their education level, 25.3% had an

associate degree, 54.9% had a bachelor's degree, 5.9% had a bachelor's degree with formation, and 13.9% had a graduate degree. In terms of professional seniority, 50.3% had 0-5 years of experience, 23.5% had 6-10 years, 16.7% had 11-15 years, and 9.6% had 16 years or more.

### **Data Collection Tools**

In this study, the 'Demographic Information Form' prepared by the researcher and the 'Preschool Teacher Candidates' Self-Efficacy Belief Scale for Music Education' developed by Yıldız (2017) were used.

### **Demographic Information Form**

The "Demographic Information Form" prepared by the researcher consists of two sections and 17 questions, divided into personal information and professional musical information. The six questions in the personal information section aim to gather information on the gender, age, professional seniority, educational background, type of university graduated from, and type of school where the preschool teachers work. The 11 questions in the professional musical information section aim to gather information about the preschool teachers' instrument-playing skills, knowledge of music education, and music activities conducted in the classroom.

### **Preschool Teacher Candidates' Self-Efficacy Belief Scale for Music Education**

The "Preschool Teacher Candidates' Self-Efficacy Belief Scale for Music Education" developed by Yıldız (2017) was designed to measure the self-efficacy perceptions of preschool teacher candidates regarding music education. The scale consists of 33 items with a five-point Likert-type rating: "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4), and "Strongly Agree" (5). Validity and reliability studies of the scale were conducted with the participation of 240 teacher candidates. During these studies, exploratory factor analysis identified a nine-factor structure with eigenvalues above 1, but only the primary factor met the desired statistical criteria, so a unidimensional structure was deemed suitable. The reliability studies found a Cronbach's Alpha internal consistency coefficient of ( $\alpha=0.94$ ). The item-total score correlations ranged between 0.40 and 0.68, indicating a high level of item discrimination. The split-half reliability coefficients were 0.90 for the first half and 0.92 for the second half of the scale. These findings confirmed that the scale is a valid and reliable tool for measuring preschool teacher candidates' self-efficacy beliefs in music education (Yıldız, 2017).

### **Data Collection**

After obtaining the necessary permissions to use the data collection tools, approval was secured from the Fatih Sultan Mehmet Vakıf University Ethics Committee and the Istanbul Provincial Directorate of National Education. The researcher then contacted officially designated public and private preschool education institutions in Istanbul under the Ministry of National Education, explaining the scope of the research. Data were collected from preschool teachers who volunteered to participate in the study, following the explanation of

the form and scale to be used, in compliance with Covid-19 pandemic measures. It took approximately 8-10 minutes to complete the form and the scale.

## Data Analysis

The data obtained from the collection tools were transferred to a computer environment, and all statistical analyses were conducted using IBM SPSS 25.0. Initially, the distribution of the data was assessed for normality by examining skewness and kurtosis coefficients. Outliers were removed, and parametric test methods were employed. Subsequently, the reliability of the data collection tools was evaluated, followed by the presentation of descriptive statistics. Finally, hypothesis testing was performed using two methods. The independent samples t-test was used to assess whether preschool teachers' self-efficacy beliefs in music education varied based on gender, type of university graduated from, and type of school where they worked, assuming the data met normal distribution criteria. One-way analysis of variance (ANOVA) was used to assess variations based on age, professional seniority, and educational background, also assuming normal distribution. Differences in self-efficacy beliefs based on two-option variables were tested using the independent samples t-test, while variables with more than two options were tested using one-way ANOVA. Statistical significance was evaluated at the level of  $p < 0.05$  for all results.

## Findings and Discussion

The findings and discussion regarding the sub-problems of the research are presented here.

**Table 2.** Independent samples t-test analysis results regarding whether preschool teachers' self-efficacy beliefs in music education differ according to their demographic characteristics

	Groups	N	Mean	Std. Deviation	T	df	P
Gender	Female	301	4,19	0,49	0,071	322	0,943
	Male	23	4,18	0,64			
Type of University Graduated	State	214	4,11	0,48	-4,072	322	*0,000
	Private	110	4,34	0,49			
Type of School Worked At	State	174	4,12	0,48	-2,633	322	*0,009
	Private	150	4,26	0,51			

\* $p < 0.05$

When the table is examined, according to the results of the independent samples t-test applied, it was determined that the self-efficacy beliefs of preschool teachers participating in the study in terms of music education did not differ significantly by gender at a 95% confidence level ( $t = .071$ ,  $p = .94$ ,  $p > .05$ ). These results are consistent with some studies that examined the gender variable in music education self-efficacy (Burak, 2019; Çevik, 2010; Delice, 2019; Deniz and Kürücü, 2019; Ersoydan et al., 2018; Mentiş Köksoy, 2017; Öztutgan, 2018; Topoğlu, 2014; T. Tunç and Bulut, 2016; Uzunoğlu Yegül, 2014). In contrast to the results obtained from this study, studies by Çevik (2011), Koca (2016), and Eren and Engür (2019) found that music education self-efficacy significantly differed by gender, with female teachers



having higher self-efficacy. In similar studies that also found a significant gender difference, Koca (2013) and G. Özmenteş (2014) reported that this difference was in favor of male teachers. It is believed that these different results in the literature might stem from differences in the sample group and sample sizes chosen. This inconsistent relationship between gender and self-efficacy suggests that gender may not have a reliable impact on music education self-efficacy.

It was determined that preschool teachers' self-efficacy beliefs in music education differed significantly according to the type of university they graduated from at a 95% confidence level ( $t = -4.07$ ,  $p = .00$ ,  $p < .05$ ). It is observed that teachers who graduated from private universities have higher self-efficacy beliefs in music education (mean = 4.34) compared to those who graduated from state universities (mean = 4.11).

In the literature, no studies examining the variable of the type of university graduated in relation to self-efficacy beliefs in music education were found. Considering the results of this study, it can be assumed that preschool teachers who studied at private universities received more comprehensive education in music, and this might lead to higher self-efficacy beliefs in music education. When considering the likelihood that private universities have more financial resources or that their students are in better financial situations, it is thought that teachers from these institutions are more likely to have received extensive music education, which might enhance their self-efficacy beliefs. İlyas (2012) stated that there are significant differences in spending between state and private universities, with the budget at state universities being restricted by specific allocations, while private universities have greater financial freedom (cited in F. Tunç, 2020).

It was also determined that the self-efficacy beliefs in music education of preschool teachers participating in the study differed significantly according to the type of school they worked at a 95% confidence level ( $t = -2.63$ ,  $p = .009$ ,  $p < .05$ ). Teachers working in private schools were found to have higher self-efficacy beliefs in music education (mean = 4.26) compared to those working in state schools (mean = 4.12).

In studies by Gömleksiz and Serhatlıoğlu (2013) and Kaya (2019), examining preschool teachers' self-efficacy beliefs, no significant difference was found according to the type of institution where teachers worked. Although no studies were found in the literature examining the music education self-efficacy belief variable, it is assumed that the results from Gömleksiz and Serhatlıoğlu (2013) and Kaya's (2019) findings that the type of institution does not significantly affect self-efficacy are not consistent with the results of this study. On the other hand, Semerci and Uyanık Balat (2018), in their study, found that there was a significant difference in self-efficacy according to the type of school, with private school teachers having higher self-efficacy. Given that teachers' self-efficacy perceptions might also encompass music education self-efficacy belief, this finding aligns with the results of the current study. The higher self-efficacy beliefs in music education among private school teachers could be attributed to several factors, such as higher expectations from the institution and parents,

better physical conditions within the school, smaller class sizes, and opportunities for in-service training provided by the institution.

**Table 3.** Results of the one-way anova test analysis regarding whether preschool teachers' self-efficacy beliefs vary according to age, education level, and professional seniority

	Groups	N	Mean	Std. Deviation	F	P	LSD
Age Group	21-26	112	4,23	0,4322	4,707	*0,001	1-5
	27-32	116	4,15	0,50745			2-5
	33-38	60	4,29	0,52265			3-5
	39-44	24	4,05	0,52493			4-5
	44 and older	12	3,68	0,47231			
Educational Status	Associate's Degree	82	4,17	0,49148	5,405	*0,000	1-4
	Education Faculty	178	4,13	0,48855			2-4
	Formation	19	4,09	0,54417			3-4
	Postgraduate	45	4,45	0,44494			
Professional Experience	0-5 years	163	4,23	0,45794	2,195	0,089	
	6-10 years	76	4,11	0,50111			
	11-15 years	54	4,23	0,55432			
	16 years and over	31	4,03	0,54766			
Total		324	4,18	0,49673			

\*p<0.05

When Table 3 is examined, the results of the one-way ANOVA test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education based on age groups is statistically significant at the 95% confidence level ( $F = 4.707$ ,  $p = .001$ ,  $p < .05$ ). Teachers in the age group of 21-26 (mean = 4.23) have higher music education self-efficacy beliefs compared to other age groups. Due to the homogeneity of variances, the LSD post-hoc test was applied to determine the source of the significant difference.

These findings are consistent with Çevik's (2011) study on music education self-efficacy, where the age variable was found to have a significant impact on music education self-efficacy beliefs. In contrast, the findings differ from those of Topoğlu (2014) and Eren and Engür (2019), who found no significant differences based on age. The varying results in these studies may be attributed to the different disciplines and sample groups used in the research. The higher self-efficacy beliefs observed in the younger age group in this study might be related to the enthusiasm, motivation, and freshness of knowledge that teachers have in the early years of their careers.

The analysis also revealed that the difference in self-efficacy beliefs based on educational status is statistically significant at the 95% confidence level ( $F = 5.405$ ,  $p = .00$ ,  $p < .05$ ).

Teachers with postgraduate education (mean = 4.45) have higher self-efficacy beliefs regarding music education compared to those with other educational backgrounds. An LSD post-hoc test was conducted to identify the specific groups contributing to the significant difference.

These findings are in line with Delice's (2019) study, which also examined the impact of educational background on music education self-efficacy and found that postgraduate education significantly influenced self-efficacy beliefs. The similarity between these results suggests that as the level of education increases, teachers' confidence and self-efficacy beliefs in music education also tend to improve.

Regarding professional experience, the ANOVA results show that the difference in self-efficacy beliefs of preschool teachers based on years of experience is not statistically significant ( $F=2.195$ ,  $p=.08$ ,  $p>.05$ ).

Previous studies by Koca (2013) and Delice (2019) also reported similar findings, indicating that professional experience does not significantly affect music education self-efficacy beliefs. However, F. Koç and Sak (2017) found a significant difference in self-efficacy beliefs regarding music activities based on professional experience, with preschool teachers with 6-11 years of experience showing higher self-efficacy compared to those with 0-5 years of experience.

**Table 4.** Independent samples t-test results for differences in preschool teachers' self-efficacy beliefs regarding music education based on whether they received music training

Music Training Status	N	Mean	Std.Dev	T	df	P
Yes	90	4,48	0,46194	7,306	322	*0,000
No	234	4,07	0,46032			

\* $p<0.05$

When Table 4 is examined, the results of the independent samples t-test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on whether they have attended music training or seminars, is statistically significant at the 95% confidence level ( $t = 7.306$ ,  $p = .00$ ,  $p < .05$ ). Teachers who have received music training or attended seminars (mean = 4.48) have higher self-efficacy beliefs in music education compared to those who have not (mean = 4.07).

In the literature, similar results have been reported by Chokera (2016), Mentiş Köksoy (2017), and Gülle and Akay (2019), indicating that music training significantly influences self-efficacy beliefs in music education. These findings suggest that receiving training in music education positively impacts self-efficacy beliefs, supporting the idea that teachers who receive such training can provide higher-quality instruction, which in turn enhances their self-efficacy beliefs in music education.

**Table 5.** Independent samples t-test results for differences in preschool teachers' self-efficacy beliefs regarding music education based on instrument proficiency

Instrument Proficiency						
Status	N	Mean	Std.Dev	T	df	P
Yes	91	4,52	0,4091	8,3	322	*0,000
No	233	4,06	0,4669			

\*p&lt;0.05

When Table 5 is examined, the results of the independent samples t-test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on whether they are proficient in playing at least one musical instrument, is statistically significant at the 95% confidence level ( $t = 8.3$ ,  $p = .00$ ,  $p < .05$ ). Teachers proficient in playing at least one musical instrument (mean = 4.52) have higher self-efficacy beliefs in music education compared to those who are not (mean = 4.06).

Studies by Topoğlu (2014), Mentiş Köksoy (2017), and Burak (2019) have reported similar findings, indicating that proficiency in playing a musical instrument significantly influences music education self-efficacy beliefs. Tunalı Özdemir (2008) also found that preschool teacher candidates who play a musical instrument have more knowledge about music compared to those who do not. These findings suggest that proficiency in playing a musical instrument plays a crucial role in music education and significantly impacts self-efficacy beliefs. It is believed that teachers who use musical instruments beyond the commonly used ones in schools can create a more engaging educational environment, which in turn enhances their self-efficacy beliefs in music education.

**Table 6.** Independent samples t-test results for differences in preschool teachers' self-efficacy beliefs regarding music education based on the presence of a music workshop at their institution

Presence of Music Workshop	N	Mean	Std.Dev	T	df	P
Yes	121	4,33	0,5111	4,181	322	*0,000
No	203	4,1	0,4680			

\*p&lt;0.05

When Table 6 is examined, the results of the independent samples t-test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on whether there is a music workshop at their institution, is statistically significant at the 95% confidence level ( $t = 4.18$ ,  $p = .00$ ,  $p < .05$ ). Teachers working in institutions with a music workshop (mean = 4.33) have higher self-efficacy beliefs compared to those without one (mean = 4.1).

Aslan (2020) found that 96.25% of preschool teachers participating in his study did not have a separate classroom for music activities and emphasized the lack of an appropriate environment for music activities. Similarly, Salı et al. (2013) noted that 62.9% of preschool teachers faced challenges in implementing music activities due to the absence of a music workshop in their institutions. These findings suggest that the presence of a music workshop in preschool institutions plays a significant role in music education, potentially affecting

teachers' self-efficacy beliefs. Teachers who lack a suitable environment for music activities may feel less competent in delivering music education effectively.

**Table 7.** Independent samples t-test results for differences in preschool teachers' self-efficacy beliefs regarding music education based on the method used in song teaching

Song Teaching Method	N	Mean	Std.Dev	T	df	P
Technological tools	221	4,15	0,4802	-2,135	322	*0,034
Teaching by ear using their own voice	103	4,27	0,5224			

\*p<0.05

When Table 7 is examined, the results of the independent samples t-test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on the method they use in song teaching, is statistically significant at the 95% confidence level ( $t = -2.14$ ,  $p = .03$ ,  $p < .05$ ). Teachers who teach songs by ear using their own voice (mean = 4.27) have higher self-efficacy beliefs compared to those who use technological tools for song teaching (mean = 4.15).

Bulut and Aktaş (2014) and Acay Sözbir and Çamlıbel Çakmak (2016) found in their studies that most teachers use a method where they first sing the song themselves and then have the children repeat it. These findings suggest that preschool teachers often use the method of teaching songs by ear with their own voice. Although there is no study in the literature directly investigating the impact of this song teaching method on self-efficacy beliefs in music education, the findings of this study suggest that teaching songs through repetition using their own voice may positively influence teachers' self-efficacy beliefs in music education.

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**Table 8.** One-way anova results for differences in preschool teachers' self-efficacy beliefs regarding music education based on the frequency of including music activities in lesson plans

Frequency of Including Music Activities	N	Mean	Std.Dev	F	P	LSD
Every day	143	4,35	0,4656	19,517	*0,000	1-2
3-4 days a week	88	4,17	0,4435			1-3
1-2 days a week	93	3,95	0,5016			2-3

\*p<0.05

When Table 8 is examined, the results of the one-way ANOVA indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on the frequency of including music activities in lesson plans, is statistically significant at the 95% confidence level ( $F = 19.52$ ,  $p = .00$ ,  $p < .05$ ). Teachers who include music activities in their plans every day (mean = 4.35) have higher self-efficacy beliefs compared to others. Since variance homogeneity is provided, the LSD post-hoc test was conducted to determine the source of the significant difference.

Topaç (2008) and Gölbaşı (2013) found in their studies that the majority of preschool teachers believe that music activities should be included in their daily lesson plans. Although preschool teachers frequently include music activities in their plans, those who do so less

frequently may feel inadequate in these activities and lack sufficient knowledge. This situation is thought to negatively affect their self-efficacy beliefs in music education.

**Table 9.** Independent samples t-test results for differences in preschool teachers' self-efficacy beliefs regarding music education based on the use of contemporary music teaching methods

Use of Contemporary Music Teaching Methods	N	Ort.	Std.Dev	T	df	P
No	126	4,03	0,5164	-4,789	322	*0,000
Yes	198	4,29	0,4566			

\*p<0.05

When Table 9 is examined, the results of the independent samples t-test indicate that the difference in self-efficacy beliefs of preschool teachers regarding music education, based on the use of contemporary music teaching methods, is statistically significant at the 95% confidence level ( $t = -4.79$ ,  $p = .00$ ,  $p < .05$ ). Teachers who use contemporary music teaching methods (mean = 4.29) have higher self-efficacy beliefs compared to those who do not (mean = 4.03).

Teachers who use contemporary music teaching methods are thought to open up different opportunities for children, thereby enhancing the quality of education. Arı (2000) argued that traditional methods should be replaced with contemporary music teaching methods by providing necessary training to teachers. In the study by Salı et al. (2013), it was found that 87.1% of preschool teachers integrate music activities with other activities, although they encounter more challenges when combining these with science and drama activities. These findings suggest that integrating other activities with music is less frequently preferred, possibly due to teachers' lack of confidence or knowledge in music education. Mertoğlu (2005) emphasized that for preschool teachers to plan and implement a qualified music education, it is crucial for them to have fundamental knowledge and skills in music, follow children's development and needs, and integrate music with other activities (as cited in Salı et al., 2013). To achieve these goals, it is thought that teachers' self-efficacy beliefs in music education should be high.

## Conclusions

In this study, the self-efficacy beliefs of preschool teachers regarding music education were examined based on their demographic characteristics (gender, age, professional experience, education level, the type of university they graduated from, the type of school they work at), whether they received music education, the presence of a music workshop at their institution, the method they use in teaching songs, the frequency of including music activities in their lesson plans, and their use of contemporary music teaching methods.

Based on the statistical analysis of the data obtained in the study, the following conclusions were reached:

- The self-efficacy beliefs of preschool teachers regarding music education did not vary by gender.
- Teachers who graduated from private universities had significantly higher self-efficacy beliefs in music education than those who graduated from public universities.
- Teachers working in private schools had higher self-efficacy beliefs in music education compared to those working in public schools.
- Teachers in the age group of 21-26 had higher self-efficacy beliefs in music education than teachers in other age groups.
- Teachers with postgraduate education had higher self-efficacy beliefs in music education than teachers with other levels of education.
- The self-efficacy beliefs of preschool teachers regarding music education did not vary according to their years of professional experience.
- Teachers who had received music training or attended seminars on music had significantly higher self-efficacy beliefs in music education compared to those who had not.
- Teachers who had training or were proficient in at least one musical instrument, other than commonly used school instruments, had higher self-efficacy beliefs in music education compared to those who did not.
- Teachers working at institutions with a music workshop had higher self-efficacy beliefs compared to those at institutions without one.
- Teachers who taught songs by ear using their own voice had higher self-efficacy beliefs compared to those who used technological tools in song teaching.
- Teachers who included music activities in their plans every day had significantly higher self-efficacy beliefs in music education compared to other groups.
- Teachers who used contemporary music teaching methods had higher self-efficacy beliefs compared to those who did not use these methods.

### **Recommendations**

- The Music Education courses offered in preschool teacher training programs could be taught by faculty members specializing in music.
- Given that teachers with more developed musical skills (such as playing instruments, receiving training, and using music teaching methods) tend to have higher self-efficacy beliefs in music education, in-service training sessions could be regularly organized with professional music educators, and feedback on teachers' practices could be gathered.

- Music centers and music workshops in preschool education institutions should be inspected, and their tools and equipment should be diversified and updated. Additional material support could be provided to public schools. Institutions without a music workshop should be provided with comfortable and spacious environments to conduct music activities.
- The objectives related to music education in the Ministry of National Education's Preschool Education Program could be expanded to include more detailed achievements aimed at developing children's musical skills. Source books on music education in the preschool period, prepared by music experts, could be created.
- This study could be replicated using different sample groups, variables, and methods.
- Further research could explore the reasons why preschool teachers who graduated from private universities or who work in private institutions have higher self-efficacy beliefs in music education using different research methods.
- The scale used as a data collection tool could be applied to both prospective preschool teachers and current preschool teachers to explore the subject from a different perspective.
- The relationships between the significant variables could be investigated.
- The differences between teachers' self-efficacy beliefs based on their responses to the scale and their observed self-efficacy in music education practices could be examined through observations.



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