

MUSIC TEACHERS' PERSONAL TENDENCIES REGARDING ADMINISTRATIVE LEADERSHIP

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ABSTRACT

Education environments in our days which are changing/transforming/developing are effected not only with teachers's contributions but also by management leadership tasks in positive or negative ways. The management leaders of education environments are selected by education system's implementations. So teachers are natural sources of such group because of active classroom management applications in their profession.

In this research, it is aimed to determine personal trends of music teachers related to management leadership tasks. It is being thought that music teachers are highly prone to establish a democratic working climate because of their abilities to manage group music works, social activities. This study is important for creating awareness about management leadership tasks among the group of music teaching profession.

To gather data, a questionnaire has been used which is structured in Aksu's (2004) "Yönetici Eğilim Ölçeği" (Management Trend Scale). The scale's factor related to personal trends has been applied to 174 music teacher. The data has been tabled and given in the findings and interpretation part. Suggestions which are thought to create solutions have been presented, taking into consideration music teachers and relevant people in institutions which train music teachers, in accordance with the results of such questionnaire.

Key Words: Music teacher, management leadership, personal trend.

INTRODUCTION

As the elements of educational process in elementary and secondary educational institutions, administrative leaders perform the task of organizing many components such as teachers, students, building, equipment and teaching programs. In the scope of this research, administrative leadership duties refer to the duties of school principals and vice principals.

Administratorship, which is a factor important enough to affect academic success in educational process (Wiley, 2001; Mulford, Silins, 2010; Peker, et al., 2011), also affects school culture (Özdemir, 2006; Çelikten, 2003). Therefore, the effect of the administrative leadership on the educational processes is at a notable level and it is of interest to the researchers.

Today, it is a known fact that in order to cope with the world that is globalized with the developing technology and is rapidly getting smaller in a constant motion, we must necessarily update the educational factors at the same speed. In the light of this reality, administrative leadership training has gained importance at the national and international levels (Battal, Şahan, 2002; Grogan, Andrews, 2002; Akın, 2012; Korkmaz, 2005); its theoretical framework has begun to be built (Çetin, 2008; Ada, Küçükali, 2006; Cerit, 2008); and the role of modern administrative leaders in the new world has begun to be discussed (Balyer, 2012; Gümüşeli, 2001; Ada, 2004; Brooks, Normore, 2010).

In the Turkish education system, administrators are selected among the teachers in service. Therefore, teachers' tendencies regarding administratorship (Aksu, 2004; Bingül, Hacifazlıoğlu, 2011; Yeşilkaya, 2007) or their opinions regarding administrators and their implementations or their skills (Küçükali, 2003; Karadağ, 2011; Kocabaş, Karaköse, 2005; Kösterelioğlu, Argon, 2010) constitute one of the focal points for the researchers on this subject.

Teachers, who constitute the source of the administrative leadership duties, bring to mind that their administrative skills and interests can be different from each other due to the fact that they come from different disciplines and they experience unique educational processes in terms of their field education. Within the teaching occupation, music teachers have maintained the activity of collectively making music not only in role of implementer with their musician identity but also in role of guide with their teacher identity. For instance, it is among the natural responsibilities of the music teachers in their daily occupational lives to enable groups with different duties to sing a musical piece and to maintain a democratic working environment resulting from the nature of collectively making music. With such and similar features, music teachers stand out as the important candidates for the administrative leadership duties in the educational institutions.

In the light of what has been explained above, prospective teachers are among the focal points of these duties due to the fact that teachers constitute the source of the administrative leadership. In the researches in which an attempt was made to determine the general tendencies (Tebiş, Okay, 2012a) and personal tendencies (Tebiş, Okay, 2012b) of the prospective music teachers regarding the administrative duties that they will come across in the schools where they will teach, it was set forth that the prospective music teachers had a high level of self-confidence on this subject and they had a strong belief that they would fulfill the administrative duties, but they did not have any knowledge on this subject, and accordingly, they were not able to reach a consensus in many matters. The researchers pointed out the high level of self-confidence exhibited by the prospective music teachers. The idea, which stands out within the suggestions developed by these researchers in accordance with these results, is that the related people must develop music teachers' awareness on preparing for administrative duties during their vocational training.

This research was considered important in terms of determining the tendencies of the group, who renders service in music discipline among the teachers who work in educational environments, regarding the administrative leadership and its related duties, their personality features and approaches; creating awareness in the related group in this regard; and drawing attention to the administrative leadership. This study was conducted in order to determine personal tendencies of music teachers regarding the administrative leadership duty.

METHOD

The "Administrator Tendency Scale" was utilized in collecting data in the research. Related permission was taken from the researcher who developed this scale. A new survey was structured in order to determine personal tendencies of music teachers regarding the administratorship by benefiting from the scale that was developed by Aksu (2004). In order to reach as much music teachers as possible, the survey was conveyed to the teachers via a data collection website that was developed in collecting online data. The data were collected from 174 music teachers. The data were collected in the electronic environment and their frequencies were taken. Their distribution was presented in the findings section in the form of tables and they were interpreted. An attempt was made to offer suggestions to the related people on the subject in the light of the results that were obtained according to these presented findings.

FINDINGS AND INTERPRETATION

The results, which were found by processing the following obtained data, were rendered into tables in a way that their frequencies and percentages can be monitored. Furthermore, short interpretations were also featured after the findings were set forth.

Table 1: State of Agreement on the Opinion That Administratorship Is a Reputable Duty

Rate of Agreement	%	n
Completely	15.5	27
Mostly	36.2	63
Partially	31.0	54
Slightly	8.6	15
Disagree	8.6	15
Total	100	174

As seen in Table 1, the options, which show the music teachers' rate of agreement on the reputation of the administrative duty, exhibited a distribution as follows: "Mostly" option with a ratio of 36.2%; "Partially" option with a ratio of 31%; "Completely" option with a ratio of 15.5%; and "Slightly" and "Disagree" options with a same ratio of 8.6%. According to these rates of accumulation, it can be stated that the music teachers have a partially hesitant opinion regarding the reputation of the administrative duty, but half of them regard this duty as reputable.

Table 2: State of Agreement on the Opinion "If I Were an Administrator, I Could Create a Better Workplace Environment by Influencing My Coworkers"

Rate of Agreement	%	n
Completely	29.3	51
Mostly	46.6	81
Partially	19.0	33
Slightly	1.7	3
Disagree	3.4	6
Total	100	174

When we examine Table 2, it is observed that the music teachers exhibited a notable accumulation in "Mostly" option with a ratio of 46.6%, "Completely" option with a ratio of 29.3% and "Partially" option with a ratio of 19% in their beliefs that they can create a better workplace environment by influencing their coworkers. In view of this distribution, it can be interpreted that the music teachers have a strong belief that they can create a better workplace environment by influencing their coworkers.

Table 3: State of Agreement on the Opinion "I Prefer My Managing Rather Than Being Managed by Someone Else"

Rate of Agreement	%	n
Completely	12.1	21
Mostly	24.1	42
Partially	32.8	57
Slightly	13.8	24
Disagree	17.2	30
Total	100	174

In Table 3, it can be observed that the music teachers' rate of agreement on the opinion "I prefer my managing rather than being managed by someone else" exhibited a distribution as follows: "Partially" option with a ratio of 32.8%; "Mostly" option with a ratio of 24.1%; "Disagree" option with a ratio of 17.2%; "Slightly" option with a ratio of 13.8%; and "Completely" option with a ratio of 12.1%. In view of the fact that the opinions of the music teachers exhibited a distribution with close ratios in "Completely" and "Mostly" options (36.2%), "Slightly" and "Disagree" options (31%) and "Partially" option (32.8%) that signified a hesitation, it can be interpreted that the teachers did not have a common opinion on managing or being managed.

Table 4: State of Agreement on the Opinion “In My Undergraduate Study, I Had the Opportunity to Think about Administratorship”

Rate of Agreement	%	n
Completely	1.7	3
Mostly	10.4	18
Partially	12.1	21
Slightly	24.1	42
Disagree	51.7	90
Total	100	174

In Table 4 that examined whether or not the music teachers found the opportunity to think about being an administrator during the courses that they took in their undergraduate studies, a strong accumulation was observed in “Disagree” option with a ratio of 51.7% and “Slightly” option with a ratio of 24.1%. In view of this distribution, it can be stated that the music teachers have the opinion that they did not found the opportunity to think about being an administrator due to various reasons such as their educators and the contents of the courses that they took.

Table 5: State of Agreement on the Opinion That Music Teachers Raise Themselves Thinking About Becoming an Administrator

Rate of Agreement	%	n
Completely	0.0	0
Mostly	25.9	45
Partially	24.1	42
Slightly	17.2	30
Disagree	32.8	57
Total	100	174

As seen in Table 5, it is observed that the music teachers exhibited an accumulation in “Disagree” option with a ratio of 32.8%; “Mostly” option with a ratio of 25.9%; “Partially” option with a ratio of 24.1%; “Slightly” option with a ratio of 17.2%; and “Completely” option with a ratio of 0% about the opinion that they raise themselves as administrators. The fact that none of the music teachers preferred “Completely” option in this distribution is the indication that none of the participating music teachers raised themselves thinking about becoming an administrator. On the other hand, it can be stated that this tendency is supported in view of the preferences in “Slightly” and “Disagree” options. However, the fact that one out of every four teachers marked “Mostly” option gives us an impression that there is an interest and tendency on this issue and that the distribution observed in Table 5 may change in accordance with this tendency.

Table 6: State of Agreement on the Opinion That Administratorship Is an Appropriate Job for Music Teachers

Rate of Agreement	%	n
Completely	8.6	15
Mostly	36.2	63
Partially	24.2	42
Slightly	15.5	27
Disagree	15.5	27
Total	100	174

In Table 6 that presented music teachers’ rate of agreement on the opinion that administratorship is an appropriate right job for them, the ratios of the options are observed as follows: “Mostly” option with a ratio of 36.2%; “Partially” option with a ratio of 24.2%; “Slightly” and “Disagree” options with a same ratio 15.5%; and

“Completely” option with a ratio of 8.6%. According to these distributions, a positive accumulation is observed with a total ratio of 44.8% when “Completely” and “Mostly” options are considered together whereas a negative accumulation is observed with a total ratio of 31% when “Slightly” and “Disagree” options are considered together. The difference (13.8%) between these two accumulations set forth a result slightly in favor of the positive opinion. In accordance with this distribution, it can be stated that the music teachers exhibited a cautious feeling of acceptance towards the opinion that administratorship is an appropriate job for them.

Table 7: State of Agreement on the Opinion “Administratorship Is a Promotion That Brings Satisfaction in Terms of Career”

Rate of Agreement	%	N
Completely	5.2	9
Mostly	19.0	33
Partially	31.0	54
Slightly	13.8	24
Disagree	31.0	54
Total	100	174

In Table 7 that presented music teachers’ tendencies regarding the opinion that administratorship is a promotion that brings satisfaction in terms of career, the distribution ratios of the options are as follows: “Partially” and “Disagree” options with a same ratio of 31%; “Mostly” option with a ratio of 19%; “Slightly” option with a ratio of 13.8%; and “Completely” option with a ratio of 5.2%. In view of this distribution, it can be interpreted that approximately half of the music teachers did not agree with the related opinion as they exhibited an agreement on “Slightly” and “Disagree” options with a total ratio 44.8%. However, when the accumulation in “Partially” option (31%) is examined, it can be stated that the opinions on this subject bear an impression of uncertainty at a considerable level.

Table 8: State of Agreement on the Opinion “Managing Adults Provides More Job Satisfaction Compared to Managing Children and Youngsters”

Rate of Agreement	%	n
Completely	0.0	0
Mostly	12.1	21
Partially	36.2	63
Slightly	20.7	36
Disagree	31.0	54
Total	100	174

When music teachers’ rate of agreement on the opinion that managing adults provides more job satisfaction compared to managing children and youngsters is examined in Table 8, a strong distribution is observed in “Partially” option with a ratio of 36.2%; “Disagree” option with a ratio of 31%; and “Slightly” option with a ratio 20.7%. In view of these ratios, it can be stated that the music teachers did not agree with the related opinion by exhibiting a notable tendency of hesitance.

Table 9: State of Agreement on the Opinion “I Find Administratorship Pleasurable Since It Requires Being Versatile and Dynamic”

Rate of Agreement	%	n
Completely	6.9	12
Mostly	31.0	54
Partially	29.3	51
Slightly	12.1	21
Disagree	20.7	36
Total	100	174

In Table 9 that presented music teachers’ rate of agreement on the opinion that they find administratorship pleasurable since it requires being versatile and dynamic, it can be stated that the distribution exhibited an accumulation with notable ratios in the following options: “Mostly” option with a ratio of 31%; “Partially” option with ratio of 29.3%; and “Disagree” option with a ratio 20.7%. In view of these ratios, it can be stated that the music teachers did not prioritize a certain opinion when “Mostly” and “Completely” options that represented the positive tendency are considered together with a collective ratio of 37.9%; “Slightly” and “Disagree” options that represented the negative tendency are considered together with a collective ratio of 32.8%; and “Partially” option that represented abstention with a ratio of 29.3% is considered.

CONCLUSION AND SUGGESTIONS

Music teachers exhibited a hesitant tendency of acceptance towards the opinion that that fulfilling the duty of administratorship in educational institutions is a reputable duty (Table 1).

Music teachers exhibited a cautious feeling of acceptance towards the opinion that administratorship is an appropriate job for them (Table 6). This result was due to the fact that they did not know the requirements of such an office and they did not know their personality features in terms of eligibility and competence for this office.

The participants exhibited a cautious tendency towards the opinion that administratorship is a promotion that brings satisfaction in terms of career. On the other hand, approximately half of them stated that they did not agree with this opinion and that administratorship is not a promotion that brings satisfaction in terms of career (Table 7).

Exhibiting a hesitant tendency, music teachers stated that they did not agree with the opinion that managing adults provides more job satisfaction compared to managing children and youngsters (Table 8).

Reflecting a strong feeling of self-confidence, music teachers believe that they can create a better workplace environment when they become administrators by influencing their coworkers (Table 2).

Music teachers exhibited close distributions on the opinion “I prefer my managing rather than being managed by someone else”. Therefore, they set forth that they did not have a common tendency regarding the issue of managing or being managed (Table 3). This condition results from the indecisiveness that music teachers experience in taking on the duties of the administrator.

During their undergraduate studies, music teachers did not think about becoming administrators in the schools that they would work (Table 4). It is understood that competent environments, which can evoke an opinion regarding administrative leadership, are not able to be prepared in the process of training teachers.

A great majority of music teachers set forth that they did not raise themselves as administrators. On the other hand, the fact that there was a small group that marked “Completely” option indicates that this condition may change in the future via guidance/informing (Table 5).

Music teachers were not able to reach a consensus on the opinion that they find administratorship pleasurable since it requires being versatile and dynamic (Table 9). It is concluded from this condition that the participants did not consider/know the living conditions and activities required by the administratorship, and accordingly, they hesitated while expressing their opinions.

In view of these results, an attempt was made below to explain new suggestions that will enable music discipline to be more dynamic, productive and active in the field of teaching.

When the above-mentioned results were evaluated in general, it was understood that the music teachers had a high level of self-confidence in fulfilling administrative leadership duties and they believed that they would be embraced and appreciated by the people around them while fulfilling these duties. On the other hand, it is observed that the issues on which they exhibited hesitant approaches result from the fact that they had almost no preliminary learning and preparation regarding these duties; that they either did not come across this issue throughout their education or they found little opportunity to think about this issue.

In line with what has been mentioned above, it is suggested that the related courses in teacher raising education must be given more actively with a field-oriented and job-oriented manner; that prospective teachers must be frequently given information on administrative leadership; that encouraging/reassuring motivations must be presented towards them aside from the related courses; and that prospective teachers must follow up administratorship and leadership seminars and similar studies in their occupational lives.

Music teachers working in the field are recommended to not abstain from the necessary preparations for the administrative duties; to have a desire for the administratorship tests that are conducted pursuant to the system in effect; to prepare and participate in these tests; and to fulfill these duties with the above-mentioned high self-confidence should they succeed in these tests.

Profession of educating, particularly active teaching in the classroom, requires a good administratorship in essence. Therefore, teachers are leaders, administrators, compilers, assemblers and organizers as required by the philosophy of their occupation. Thanks to such characteristics, teachers are proficient in fulfilling administrative leadership duties. In terms of working conditions, music discipline is among the primary areas that require collective working and in which collective activities are performed the most. Thanks to this attribute, music teachers can exhibit a successful and more active attitude in collaborative working activities. For that reason, it is considered that music teachers will create an active, sharing, regulative and democratic environment in the office of administrator. As supported by the results of this research, the fact that the self-confidence of music teachers was found high despite their weak preliminary learning is an indication that they constitute the ideal group for these duties among teachers from other fields.

IJONTE's Note: This article was presented at 4th International Conference on New Trends in Education and Their Implications - ICONTE, 25-27 April, 2013, Antalya-Turkey and was selected for publication for Volume 4 Number 3 of IJONTE 2013 by IJONTE Scientific Committee.

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