

Evaluation of Music Education: Musical Competences and Self- confidence in Teaching

Leshkova Z.Stefanija

Islam Aida

Higher Education of the Future Teacher

- A complex task;
- It should develop general and specific competencies, and skills in various scientific fields in addition to arts and sport;
- The faculty educational plans and programs are the fundamental requirements that determine the competences (cognitive, motivational, moral and social) as a pre-requisites for mastering a wide range of tasks of the future teacher.

Higher Education of the Future Teacher in R. Macedonia

- Set by the educational government policy (Ministry of Education and Science, Bureau for Development of Education) according to teaching subjects in the school curricula, the Bologna process and the postulates and the needs of new era for modernizing higher education (Report to the European Commission, 2013) on three state faculties
- Faculty in teacher preparation programs provide future teachers with a foundation in human development, learning theories, and educational philosophy which can empower them to take an active role in shaping the education of children.
- Therefore, study programs in recent years are undergoing many changes in terms of structure, content, and number of representation of the subjects. This situation also refers to the music education which should develop the students specific competences irrespective of their musical predispositions.
- That is why, in addition to music theory, the course contains practical musicianship as singing and playing on keyboards, recorder or other children's musical instruments. So, due to complexity of the subject, especially performing music, the duration and the manner of studying is of crucial importance. In this way, future teacher will improve competencies and increase self-efficacy which is the greatest predictive power of attainment. Actually, self-efficacy is the first step in helping generalists to develop the right blend of skills, knowledge and understandings, necessary to teach music and to boost their own creativity

The Subject Music Education in the Faculty Curriculum

Table 1 Music subjects in the curriculum of the Faculty of Education in Skopje

Subject	Classes per Week	In semester	Study program
Fundamentals of music education with method 1, 2, 3,4*	2	5 th , 6 th , 7 th , 8 th	2004/2005
Knowledge of music instruments *	4	5 th	
Music instruments with keyboards *	3	6 th	
Music instruments **	4	7 th	
Choir and orchestra **	4	5 th	
Total	26	4	
Fundamentals of music education *	5	5 th	2011/2012
Method of music education *	5	6 th	
Knowledge of music instruments *	4	7 th and 8 th	
Creative music workshop **	4	6 th	
Total	18	4	
Fundamentals of music education with Knowledge of music instruments *	8	5 th	2013/2014
Method of music education *	5	6 th	
Creative music workshop **	4	8 th	
Total	17	3	

Note: * Compulsory subject, ** Elective subject

The Subject Music Education in the Faculty Curriculum

- Table 1 reveals that music education subjects in each reaccreditation of the study program continuously decline, so in the last one (2013/2014), number of classes are significantly reduced from 26 to 17. Such a thing produces a huge burden for the students, creating difficulties in mastering the content of the curriculum;
- This especially refers to the subjects *Fundamentals of music education* and *Knowledge of music instruments*, which are compressed into a singular course. In addition, there is an interruption in the continuity of studying the subjects and internship that is mandatory as late as 8-th semester, which is not in favor of the self-efficacy and confidence of the future teachers.

The Aim of the Research

- To examine influence of the current study program (2013/2014) upon musical competences and self-efficacy of the generalists in music teaching during the internship in school. The problem studied was to see if the music subjects provide required specific competencies for teaching music.

Hypothesis

- The hypothesis tested in this article is that the acquired musical competences during the education are crucial for the self-confidence in teaching music.

Method

- ***Research Sample***

- The students of the-Faculty of Pedagogy in Skopje who had just finished the compulsory internship respondents (N=42), of which 31 (73,8%) were female and 11 (26,2%) were male.

- ***Data Collection Procedure***

- The descriptive–explicative method was applied, which enabled review of the conditions and the situation.
- In the research technique, a questionnaire was used as the main tool which comprised dichotomous questions, questions with verbal and scaled answers and a five-point Likert scale of viewpoints. A questionnaire was designed for this purpose to find out about their (1) previous music activities, (2) attitude toward the subject music education in school curriculum, (and 3) confidence and self-efficacy in class teaching i.e. relation between the acquired competencies and the practical application in schools.

- ***Data Analysis***

- Data collected were processed using qualitative and quantitative analysis. The qualitative analysis included reduction, collating data and extrapolation. Research materials were computerised with an SPSS computer program for PC. Descriptive statistics were used for the description of characteristic value of the variables: percentage, arithmetic mean, standard deviation, Pearson correlation coefficient and statistical interference — t-test, ANOVA, linear regression analysis.
- In order to test the hypothesis from the data, three factors were taken as relevant variables for further analysis: Factor 1 — self-confidence, Factor 2 — musical skills (singing and playing keyboards), and Factor 3 — theoretical knowledge. In all three factors, a correlation was made with intercorrelation.

Findings

Table 2 Responses regarding musical background of students

	Yes		No		Sometimes	
	N	%	N	%	N	%
Do you like listening to music?	42	100	0	0	0	0
Do you like singing?	30	71,4	4	9,5	8	19
Do you like going to concerts?	32	76,2	8	19	2	4,8
Did you have any musical activities in the primary school?	42	100	0	0	0	0
Did you have any musical activities in the secondary school?	0	0	42	100	0	0
Do you attend musical activities out of classes?	10	28,6	32	76,2	0	0

- Questions concerning musical background indicate that the interviewees had musical activity only in the primary education; As the most favorite musical activities, is singing (67%);
- In the course of the secondary education, studying the subject musical education is not included (except in the specialized music school) that creates interruption in the continuity of their musical activities.

Table 3
Responses concerning the music attitudes of future teachers

Attitudes toward subject music education	Yes		No		I don't know	
	N	%	N	%	N	%
Music education subject is important	19	45,2	23	54,8	0	0
Music is useful for the development of children	15	35,7	4	9,5	2 3	54,8
There are more important subjects for the development of the children	27	64,3	11	26,2	4	9,5

The answers relating to the attitude of the pre-service teachers for the importance of the subject Music Education show that only half of the respondents 19 (45,2%) consider it to be important in school curriculum, and 23 (54,8%) of them categorize it under not important items.

Table 4

Responses concerning the self-confidence in teaching music topics

Topics of subject music education	How confident you feel in teaching music topics?									
	Very confident		Confident		I don't know		Less confident		Not confident	
	N	%	N	%	N	%	N	%	N	%
Teaching theory	12	28,5	19	45,2	0	0	10	23,7	1	2,3
Singing	9	21,5	15	35,7	2	4,7	12	28,5	4	9,5
Playing keyboards	5	12	11	26,2	0	0	16	38,1	10	23,7
Listening	15	35,7	20	47,6	0	0	7	16,6	0	0

- According to the results, respondents had the greatest self-confidence in implementing the topics listening to music (83,3%) and music theory (73,8%). Self-confidence weakens at contents that require specific musical competencies, e.i. singing (57,1%) and playing keyboards (38,1%). Therefore the students believe that the skills would improve with optimal allocation of subject content during the studies (100%), the longer internship in the schools (100%), and increasing the number of semesters for continuous studying of musical activities (95,2%).

Discussion

- In relation to the responses of the participants to the first group of questions, t-test and ANOVA were calculated. According to the statistical analysis, it was determined that these relevant variables: gender ($t = 1.141$, $df (40)$, $p > 0.05$), musical background ($F = 0.275$, $df (40)$, $p > 0.05$) and attitude ($F = 0.453$, $df (40)$, $p > 0.05$) don't represent an important factor that affects the level of self-efficacy.
- The research showed that during the practice in school, future teachers do not have difficulties regarding teaching of the theoretical part of the subject — music theory and notation. The lack of confidence is evident during singing and playing keyboards. This situation is due to the fact that 95,7% of the population begins with methodical study of playing the keyborads for the first time at the faculty.

Table 5
Descriptive statistics of variables

Relevant Factors	M	SD	N	Min	Max
(1) Self-confidence	2,63	0,56	42	1,00	5,00
(2) Musical skills- singing and playing keyboards	2,33	0,79	42	1,00	5,00
(3) Theoretical knowledge	3,33	1,12	42	1,00	5,00

By means of the Pearson's coefficient of correlation, a comparison was made among the relevant factors (Table 6). With their inter-correlation, it was determined a positive connection at the level $p < 0.01$ among all of them: Factor 1 is connected to Factor 2 ($r = 0.57$ ($N = 42$), $p < 0.01$), Factor 1 is connected to the Factor 3 ($r = 0.61$ ($N = 42$), $p < 0.01$), and Factor 3 is connected to the Factor 2 ($r = 0.47$ ($N = 42$), $p < 0.01$).

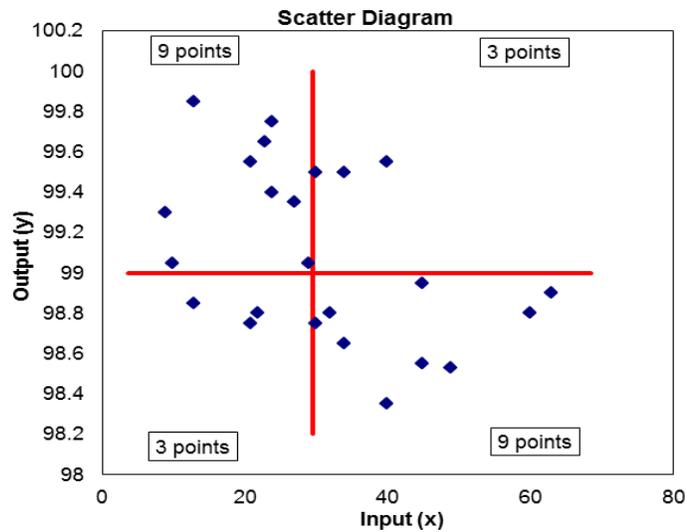


Figure 2. Scatter Analysis

Table 6
Pierson's coefficient of correlation

	Factor 1	Factor 2	Factor 3
Factor 1			
Factor 2	0.57**		
Factor 3	0.61**	0.47**	
	42	42	

*level of significant ($p < 0,05$)

** level of significant ($p < 0,01$)

- The acquired music skills (singing and playing) are a significant predictor ($\beta = 0.894$, $p < 0.01$) and in 79% it has influence on the self-confidence of the student in teaching music ($R^2 = 0.79$, $F(1,146) = 580.815$, $p < 0.01$);
- The acquired theoretical knowledge is a less significant predictor ($\beta = 0.789$, $p < 0.01$) and in 62% it has influence on the self-confidence in teaching music ($R^2 = 0.62$, $F(1,146) = 240.271$, $p < 0.01$).

Conclusion and Recommendation

- According to the responds, gender, musical background and the attitude don't affect the music competences and self-confidence ($t = 1.141$, $df (40)$, $p > 0.05$) ($F = 0.453$, $df (40)$, $p > 0.05$).
- The Pearson's coefficient of correlation between self-confidence, music practice, and teaching theory was made. Intercorrelation was determined that there is a positive connection among them at the level of $p < 0.01$, self-confidence in the practical ($r = 0.57$ ($N = 42$), $p < 0.01$) and self-confidence in the theoretical part of teaching ($r = 0.61$ ($N = 42$), $p < 0.01$) respectively. In order to determine to what extent theoretical knowledge and acquired musical skills have influence on the degree of self-confidence, a linear regression analysis was calculated, from where it can be seen that: (1) the acquired musical skills (playing and singing) are a significant predictor ($\beta = 0.894$, $p < 0.01$), and in 79% it has influence on the self-confidence of the students ($R^2 = 0.79$, $F (1,146) = 580.815$, $p < 0.01$), (2) the acquired theoretical knowledge is a less significant predictor ($\beta = 0.789$, $p < 0.01$) with 62% influence on the self-confidence ($R^2 = 0.62$, $F (1,146) = 240.271$, $p < 0.01$).

Conclusion and Recommendation

- The hypothesis tested in this article has confirmed that acquired musical competences during studying are crucial for self-confidence in teaching music.
- The survey confirmed that the most of the students begin with a playing keyboards for the first time at the faculty. Therefore, it is clear how important is the academic program for generalists to develop the will (i.e., self-efficacy) and the skills (i.e., competence) needed to provide effective music teaching. Each of these components highlights the importance of practical, hands-on experience in building their teaching confidence.
- As a result, the students consider that there is a need to review the faculty music program in terms of increasing the number of semesters for continuous studying of musical activities, optimal allocation of teaching musical contents within the semester, and elongate the duration of internship (clinical practice) as a vital component to effective teacher preparation.
- The recommendation is reviewing the music curriculum according to useful student insights also as one of the postulates of EU higher education concept.

Thank You