

Problems faced by music teachers working in public education centers*

Egemen Balci¹, Anil Saytaş², and Zühal Dinç Altun³

Abstract

This study aimed to determine the problems experienced by music teachers working in public education centers. The research is a case study within the framework of the qualitative research approach. The study group of research is 10 music teachers, 6 females and 4 males, working in public education centers in Trabzon province. Participants were selected voluntarily using the convenience sampling method, which is one of the nonprobability sampling types. The data were obtained through semi-structured interview questions developed by the researchers, and expert opinions were obtained. A voice recorder was used during the interviews, and the conversations were converted into written text and analyzed by the content analysis method. The findings are presented in tables and supported by direct quotations from the participants' statements. According to the results of the research, the problems experienced by teachers are grouped under 4 main themes. These are the regulations of the public education center the lack of infrastructure and materials of the institutions, the negative attitudes and behaviors of the administrators, and the problems arising from the students. These themes also consist of subcategories within themselves. Suggestions were made in line with the findings of the study.

Keywords: Music Education, Public Education Center, Music Teacher, Problems of Teachers.

Cite: Balci, E., Saytaş, A., & Altun-Dinç, Z. (2024). Problems faced by music teachers working in public education centers. *Journal of Innovative Research in Teacher Education*, 5(1), 36-48. <https://doi.org/10.29329/jirte.2024.650.3>

*Trabzon University's ethics committee approved the research by its decision on 27.01.2023 numbered 2023-1/2.10

¹Corresponding author, Trabzon University, Fatih Education Faculty, Fine Arts Department, Country, egemen.balci@hotmail.com

²Trabzon University, Fatih Education Faculty, Fine Arts Department, Country, anil_saytas@hotmail.com

³Trabzon University, Fatih Education Faculty, Fine Arts Department, Country, zdincaltun@trabzon.edu.tr

INTRODUCTION

It is observed that many developments in the world have caused changes in the social structure. Societies should keep up with cultural, political, and social changes. The development towards knowledge, skills, and values created by change is mandatory. The Turkish Education System has an important place in economic development. Education plays an important role in the international competition. Education should keep up with the developments in an innovative structure (Türkoğlu & Sanem, 2011). For this reason, it is useful to emphasize the fact of what education means. The concept of education, which has more than one meaning in its broadest definition, is the orientation or orientation event that occurs because of informing the person or gaining his belief with a sincere factor. It is a change that takes time and is implemented from the bottom up (Çelikkaya, 1991). In the words of the famous philosopher Kant, "Education is the development of the hidden talents in human nature."

Education is carried out under two headings formal and informal. Formal education is divided into formal (in schools) and non-formal education (courses and in-service training) and is based on deliberate enculturation. Non-formal education is the education that is received without any age restriction in line with the interests and needs of the individual. Public education centres are one of the institutions that undertake this mission in Turkey. These centers serve under the General Directorate of Lifelong Learning of the Ministry of National Education. Public Education Centers were established in 1963. It serves under the Ministry of National Education, which aims to continue the education status of individuals regardless of their characteristics (Ministry of National Education, 2023). Today, Public Education Centers are active in all provinces and districts of Türkiye. It continues to serve actively with an education programme based on the objectives of the Ministry of National Education.

According to the 4th article of the regulation about Turkish Ministry of National Education, Lifelong Learning Institutions which is published in the official newspaper numbered 30388, the main principles of lifelong learning are: "lifelong learning, scientific and integrity, validity, voluntariness, openness to everyone, education everywhere, conformity to needs, cooperation and coordination, planning, continuity, innovation and openness to development" (Ministry of National Education, 2018). To reach these principles various institutions are in service in Türkiye Public Education centers are one of these institutions.

Public Education Centers are institutions that teach the good and the truth to all people living in their geographical area (Dolanbay, 2014). For Türkiye to be among the developed countries, Public Education Centers should ensure the economic, cultural, and social progress of individuals (Selçuk, 2017). As it is understood, public education centers provide education with an approach that covers the entire society. There is no discrimination between people who study in public education centers. Training programmes are prepared for people's interests, wishes, and needs. In determining the needs of society, developments in the world should not be ignored. The current number of non-formal education courses opened throughout Turkey is 3585 (Ministry of National Education, 2022). In each course, teachers and master trainers who have field-specific experience and equipment work on a permanent or paid basis and serve the trainees. Music, one of the auditory arts, is among the courses opened in public education centers. Music is an element that plays an important role in the transfer of cultural heritage. Written or oral music is taught in schools as a lesson, and in public education centers within non-formal education (Bozkaya, 2001). Music education is among the frequently requested courses in the Public Education Centers that provide education intending to serve society. The quality of music education in Public Education Centers aims to serve the public. The needs and problems of music teachers are important for quality music education.

Music education refers to an important process that is considered necessary for the perception and comprehension of music (Say, 2019). This training is divided into three types: general, amateur (amateur), and vocational (professional) music education; while general music education contributes to the establishment of music in society, private music education is a personal education type, while professional music education trains individuals who are specialized in this field (Çuhadar, 2016). Music education is a holistic process, and it gains qualifications according to which of the three main purposes mentioned above. While general music education is expected to be compulsory for everyone, professional music education is the professional handling of music by people who have a duty to music. Music education, on the other hand, is the education received by interested, willing people (amateurs) who are interested in music as a hobby (Uçan, 2012). For this reason, the education of people who are interested in music as a hobby and want to improve themselves is provided by public education centers or private courses.

Today, it is revealed by the studies that individuals working in many occupational groups face different problems (Karsavuran, 2014; Durmaz, 2016). Among these occupational groups, an occupation in which individuals have the most social interaction with each other is the teaching profession. It is a known fact that this profession has its problems. These problems sometimes depend on the branch of the teachers, the level of the school, the personal competence of the teacher, the curriculum, the student, the parent, or the attitude and behavior of the school administration studies are showing that it is related (Demir & Arı, 2013).

The teaching profession wears out people with different factors and exposes them to stress. Teachers working in public education centers encounter these problems. Problem situations can also cause health problems in some teachers. For teachers to be more productive in their work, it is foreseen that some studies should be conducted on professional rights and remuneration. Teachers who want to cope with different problem situations and provide a qualified education to students need a positive language of communication with the administration. The administrators of the institutions working in administrative duties work to motivate the teachers (Öksüz & Özdemir, 2020). With these negativities, disruptions occur in education. The elimination of problems raises teachers' attitudes towards their work. The effects of high teacher attitudes on students and education quality are known.

Although the public education centers contribute to the training demanded by the public, the teachers working in these centers face some difficulties in the process, sometimes they can overcome these problems, and sometimes these problems might remain unresolved. Eliminating the problems experienced by teachers will provide a significant improvement in the quality of education. This research focuses on the stated problems and can produce solutions to these problems.

Purpose of the research

This study aimed to determine the problems experienced by music teachers working in Public Education Centers in Trabzon province and its districts. The research sought answers to the following questions:

1. What are the problems experienced by music teachers working in public education centers?
2. What are the difficulties in terms of students' attendance in public education centers?
3. What are the difficulties that teachers face in public education centers regarding infrastructure?
4. What are the difficulties in terms of students' attendance in public education centers?
5. What are the problems teachers face regarding the management of these centers?

The importance of research

This research is important in terms of revealing the problems experienced by the teachers working in the Public Education Centers and laying the groundwork for the decision-makers in the field to be aware of these problems and produce solutions. It can be said that the improvements that can be made in this area will both help increase teachers' commitment to the profession and significantly increase the quality of the education given in these centers. Practitioners need to examine the opinions of teachers working

in Public Education Centers, which are basic institutions for lifelong learning, regarding their working conditions. The limited research on these centers and the determination of the situation here are thought to be one of the reasons for this study.

METHOD

Model of the research

The research is a case study within the framework of a qualitative research approach. The case study is a method that investigates social phenomena by making a detailed analysis of a single event, and by associating a single event with various facts, it gives a holistic quality to the researched data. It also allows for an in-depth examination of detailed information that may be overlooked by other methods (Punch, 2013). In other words, they are "original studies that examine a person, event, or institution in-depth and longitudinally" (Paker, 2015). This study can be considered as a case study as it tries to examine in depth the problems encountered by the participating teachers in their duties in public education centers through their own experiences.

Study group of the research

The study group of research consists of 10 music teachers, 6 females and 4 males, working in public education centers in Trabzon province and its districts. In the study, the participants were selected voluntarily using the convenience sampling method, which is a nonprobability sampling method (Büyüköztürk, 2012). Convenience sampling is preferred "*in cases where there is a need to produce information in the shortest time with the least cost by choosing easily accessible units*" (Yüzer, 2009). For the protection of personal rights and ethical principles, the real names of the participants were not used; instead, the letter "FT1" was used for female participants, "MT1" for male participants, and numbers were given to avoid confusion with each other. General background information about the participants is presented in Table 1 below.

As can be seen from Table 1, 10 music teachers, 6 females and 4 males, participated in the study. The age range of the participants ranged from 25 to 40. Eight of the participants are graduates of the Music Teaching Program, one of them is a graduate of Conservatory Musicology and one of them is a graduate of Conservatory Music Sciences. 4 of the participants were on violin, 3 on piano, 2 on baglama, 2 on guitar; One of them teaches in the choir branch. The years of service of the participants at the Public Education Center ranged from 1 to 13 years. 7 of the participants work in public education centers as paid and 3 as permanent staff. It was found out that 7 of the participants started to work in the public education center according to their score ranking and 3 were appointed, and the number of students was at most 63 and at least 15. However, it is seen that the number of students attending the course is lower than the number of registered students. It was determined that more than half of the participants could not be appointed to teach in public schools. Since 6 of the participants could not be appointed, one of them was working in the city center because he wanted to. In addition, as can be seen in the above table one of them works for the flexibility of working hours, one of them works because he likes it, and one of them works in Public Education Centers to complete additional courses.

Data collection tools and processes

In this study, data was collected using a semi-structured interview technique. In the study, a semi-structured interview form consisting of open-ended questions was first created. The form included two sections: In the first section demographic information of participants was sought. In the second part of the form main questions related to the research questions were raised. As an example, the form included a question which is as follows: What are the difficulties of working as a teacher in public education? (Absenteeism, learning status, financial conditions, physical conditions, and management, etc.).

The data collection tool, the interview form consisting of semi-structured questions, was presented to the opinions of two field experts and a measurement expert by the researcher, and it was prepared in line with their feedback and made ready for application. Afterwards, two pilot interviews were conducted, and the questions were revised and finalized according to the understanding of the questions. The interviews were recorded with a voice recorder, considering the protection of personal rights and ethical principles, and then dictated and sent to the participants online to go through again what they said in the interviews. The participants made modifications to their conversations and returned to the researchers. After this process, the written texts were ready for analysis.

Table 1. Demographic Information of Participants

Participants	Age	Graduated program	Instrument	Years of service in public	The type of assignment in the institution	Initiation criteria	The number of Registered Students	The number of students	Reason for choosing to work in public education
FT1	32	Music Teaching	Violin Piano	5	Paid teacher*	Ranking of points	45	40	Not Assigned
FT2	33	Music Teaching	Violin	7	Paid teacher	Ranking of points	30	22	Not Assigned
FT3	40	Music Teaching	Piano	7	Permanent	Be appoint	40	40	To work in the city center
FT4	35	Musicology	Piano	11	Paid teacher	Ranking of points	63	56	Working time flexibility
FT5	38	Music Teaching	Violin	11	Paid teacher	Ranking of points	37	30	Not Assigned
FT6	40	Music Teaching	Violin	10	Paid teacher	Ranking of points	15	7	Not Assigned
MT1	40	Music Teaching	Bağlama**	13	Permanent	Be appoint	50	27	Favourite job
MT2	36	Music Sciences	Guitar Choir	5	Paid teacher	Ranking of points	35	35	Not Assigned
MT3	25	Music Teaching	Bağlama	1	Paid teacher	Ranking of points	15	15	Not Assigned
MT4	32	Music Teaching	Guitar	3	Permanent	Be appoint	45	30	To complete course hours and fees

* Paid teacher: A person who has not passed the public personnel selection exam held by the state. He only gets paid for the hours he worked in the institution he agreed with. He is not a public servant.

** Turkish folk music instrument

The Analysis of Data

The data obtained were analyzed by content analysis method, and the findings were transformed into categories and themes and presented in tables and supported by direct quotations from the statements of the participants. Content analysis is frequently used in qualitative studies (Ekiz, 2009). The content analysis technique is an effective tool in revealing general trends about the subject studied. In content analysis, answers to why and how questions are sought to reach reality. In this way, hidden messages that are not visible on the surface are tried to be revealed (Metin & Ünal, 2022)

FINDINGS

In this part of the study, the findings obtained from the analysis of semi-structured interview data are presented in tables. These findings were interpreted with direct quotes from the participants'

conversations. The findings obtained from the participants' answers to the question "What are the problems you frequently encounter in the institution you work for?" are presented in Table 2 below.

Table 2. Problems Experienced by Music Teachers Working in Public Education Centers

Themes	Categories	Participants	f
Sourced from the public education center regulation	Having a lower limit on the number of students in the regulation	FT1, FT2, FT3, FT4, FT5, FT6 MT1, MT2, MT3, MT4	10
	Inability to teach individually with students	FT1, FT2, FT3, FT4, FT5, MT1, MT2, MT3, MT4	9
	Deduction from the payable	FT2, FT4, FT5, MT2	4
Due to the lack of infrastructure and materials	Insufficient supply of materials and equipment (not buying instruments)	FT1, FT2, FT3, FT4, FT5, FT6 MT1, MT2, MT3, MT4	10
	The lack of a physical environment (space and classroom use)	FT1, FT2, FT4, FT5, FT6, MT1, MT2, MT3, MT4	9
	Institution administrators to set a class-opening limit	FT1, FT2, FT4, FT6, MT2, MT3, MT4	7
Sourced from Institution Managers	Mobbing and incompetence of corporate managers	FT1, FT2, FT4, MT1, MT3	5
	The failure of corporate managers to take initiative in decision-making	FT1, FT2, FT4, FT6	4
	The distinction between permanent and paid teachers	FT2, FT4, FT5, FT6	4
Originating from the student	Not attending class	FT1, FT2, FT4, FT5, FT6 MT1, MT2, MT3, MT4	9
	Having students of different ages and levels in the same classroom environment	FT1, FT2, FT4, FT5, MT1, MT2, MT4	7
	Financial inadequacy	FT3, FT6	2

As can be seen from Table 2, the problems experienced by teachers are grouped under four main themes. These are "sourced from the public education center regulation", "due to lack of infrastructure and materials", "Sourced from Institution Managers" and "originating from the student". It was found that the most common problem of the participants was caused by the regulation, and the least experienced by the music teachers was caused by the students.

Sourced from the public education center regulation, it is seen that they are grouped under three categories: having a lower limit on the number of students in the regulation, inability to teach individually with students, and deduction from the payable. FT1 stated that having a lower limit on the number of students in the regulation is as follows:

"You have the required number of students in your class. A class must have at least 12 students. In other words, the public education center offers you a course with 12 students. However, sometimes I have problems with students' attendance. Students have an illness, they have exam periods in their schools, or they cannot attend classes for a few weeks for any reason. During these weeks, the number of students drops to 7 or 9. When the number of students drops below 12, you must close the course. The effort and time you spend in other weeks is not considered. This work does not matter. Did 7 people come to your class 1 day, you must close the course."

In the second category, inability to teach individually with students, 9 participants gave their opinions. For example, FT2 expressed the problem she experienced as follows:

"For example, according to the system, there must be 12 students in the class in the violin lesson. How do you expect me to give violin lessons to 12 students in the same class and at the same time? If every application is accepted, there is a level difference for each applied student. Some are at the beginner level; some are at the intermediate level and have received their education from somewhere. How can I teach them together in the same way and at the same time? A violin lesson is a lesson that should be done individually and alone. That is why I try to give it as individual as possible. frankly, the public education center does not allow this according to the regulation, but I still try to implement it without their knowledge."

In the category of "deduction from salary" which is in the third place, FT4 expressed the problem she experienced as follows:

"There is a heavy snowfall and schools are taking a break from education, of course our center is also taking a break. Staff teachers are happy because it is like a vacation for them, they go skiing. We are devastated. Why? Because our salary is cut by the center There are public holidays and then our salary is cut off. In other words, we do not have a certain salary that we receive every month, we cannot even invest in other people."

The theme titled due to lack of infrastructure and materials has been examined under 2 categories. These are insufficient supply of materials and equipment (not buying instruments) and lack of physical environment (use of space and classrooms)

MT2 talked about his problem with insufficient supply of materials and equipment (not buying instruments) as follows:

"We do not have a music class. We must teach in standard classrooms used in other courses. We cannot use the blackboard, there is a lack of perforated music stand, and there is a lack of instruments. Since education in public education centers is free, mostly individuals with insufficient financial situations come and do not have instruments and we cannot teach. We do not have instruments to lend to students at our center. If there were instruments belonging to the center and we could lend them to the students, I think there would be more student participation."

She expressed the problem of FT1 in the category of lack of physical environment, which is the second category in the theme due to the lack of infrastructure and materials:

"Our public education center does not have its building or equipment. I give my lessons in the building belonging to the youth center However, the youth center expects me to provide an education in line with its purpose, and the public education center expects me to provide education under its purpose. When this happens, I experience confusion and division. Maybe if the public education center had its building and equipment, I wouldn't go through this mess either."

The theme sourced from Institution Managers consists of 3 categories. These were determined as institution administrators to set a class opening limit, failure of corporate managers to take initiative in decision making, and the distinction between permanent and paid teachers.

MT3 expressed the problem he had for the Institution administrators to set a class opening limit category, which is the first category in the Sourced from Institution Managers theme.

"A teacher at a high cost of living needs to attend classes for at least 40 h a week to make a living. But unfortunately, not every one of us can teach as many times as I have specified. The reason for this is the administrators of the public education center Nepotism is too much, allowing some teachers to teach for up to 40 hours, while others do not. I have no

idea what the reasons and criteria for disallowing are. I do not know if it is because of the teacher's behaviour or whether they have criteria for it. The non-permanent teacher must also have 40 hours of lessons per week. I work in the center 5-6 days a week. Getting to and from the public education center is costly. It is meaningless to come to the center for three to five hours a day and work. The money I earn is not enough for my travel expenses. The salary I get in country conditions is very funny. Some teachers are married and try to live on the salary they receive from the center My colleague has a new child and is trying to survive by working 20 hours a week. He works as a musician as a second job to make a living."

The second category of the sourced from Institution Managers theme is Mobbing and the incompetence of corporate managers. About this category, FT1 expressed her experiences as follows:

"You are an educator with a 4-year university degree. You go to an institution and you are humiliated. I was humiliated in this center. I am speaking sincerely. If they are not ashamed to say it, I will not be ashamed to say it. Once, when I asked the director of the center why they discriminated among some teachers, treated some of us badly and treated some of us unfairly, he said: 'Get a job as a permanent teacher, this is not a place to earn money, you come here when you can't be a teacher. Will I give you an account for what I did. Yes, this is not a place to make money, it is an educational institution, and I am an educator. I am here to teach what I have learned."

In the same category, FT4 expressed her problem as follows:

"I don't like center managers at any time and in any way. Because it is not always the teacher who does his job well, but the teacher who speaks well and is in first place. I do not believe that this will ever change. No matter the person in management changes, the incoming will be just like the other outgoing. Nepotism, bias, and discrimination will exhibit such behaviour Because unfortunately the world is in such an order now."

The third of the problems arising from the management, the fact that the managers of the institution do not take the initiative in decision making, gave their final 4 opinions. Under the subtitle that corporate managers do not take initiative in decision making, FT2 expressed himself as follows: *"His relationship with the management could be more flexible. Some things can be more proactive, yes, we are all teachers after all. If you're all in it, some things can be understood, and some things can be shown."*

4 participants gave their opinions on the distinction between the permanent and paid teachers category, which is the fourth of the management-related problems. In the sub-title The distinction between permanent and paid teachers, he expressed the FT2 problem as follows:

"In our unit, when the permanent and contracted employees are compared, we the contractors are the more oppressed group. For example, we are asked to do something more. Staff do not have to do what we do because they have no fear of being fired. The coders do not have a problem, but if you are not staffed, you must obey every order as if the order is in a big place because you do not want to lose your job. This also puts pressure on us. You are subject to psychological violence. You want me to do the given task immediately. You are in a dilemma. You start to think whether I am doing my job with love or out of necessity. You know that if I do not fulfil this task my manager wants, I will have trouble. If he does not open a lesson or if he does, he opens fewer hours. No, it does not open for 40 hours, it opens for 30 hours, and even these are left to the initiative of the

manager. Normally, the law says you can open for 40 hours, but this is completely done according to the personal decisions of the managers."

Problems originating from students were examined in 3 categories. These sub-titles were determined as Having students of different ages and levels in the same classroom environment, financial inadequacy, and not attending class.

In the not attending class category, which is the first of the problems arising from the student, 9 participants gave their opinions. He expressed the problem of MT1 in the sub-title of not attending class as follows: *"Our student numbers are decreasing due to different reasons such as exams in their schools, seasonal work, gardening, and village work. For example, university students registered at our center do not attend classes during midterm and final exams. During these periods, our class size decreases considerably."*

During the lesson, which is the second of the student-related problems, 7 participants expressed their opinions on the category of Having students of different ages and levels in the same classroom environment. During the course, under the subtitle of having students of different ages and levels in the same classroom environment, he expressed the FT4 problem as follows:

"Each of my students is different in terms of age, achievement level, learning speed and development characteristics, one is 30 years old, one is 7 years old, and one is 11 years old. One of them has never been educated, and one of them has been training for 3 years. How can I collect them and teach them at the same time? I found a solution myself. I create level groups among the students and teach together with 2 people who start the course in the same period. I sit them both on the piano and give the same pieces. But that is unhealthy either. While one child can do it, the other cannot. It was not a very healthy and enjoyable time for him. He cannot progress according to his level and must wait for the other. This situation is unfair to the two students. Music, especially instrument learning, is a lesson that should be done individually."

Two participants expressed their opinions in the financial inadequacy category, which is the third of the problems arising from the student. FT3 expressed his opinion about the problem to the financial inadequacy category as follows:

"There is a lot of work for families here, but considering the current situation, the economic difficulties in our country do not allow such a thing. It can be very difficult for families to allocate the necessary budget for their children who want to learn an instrument. After all, this is a special request, not a compulsory education. It is like a course or a hobby. Therefore, when buying an instrument for families, he thinks about the need for it now and sees it as unnecessary and costly. Unfortunately, families do not want to spend money while sending their children to education in the field of art. They can even have their children unregistered because it costs too much."

DISCUSSION AND CONCLUSION

This study aimed to determine the problems experienced by music teachers working in public education centers. According to the results of the research, the problems experienced by teachers are grouped under 4 main themes. These are the regulations of the public education center the lack of infrastructure and materials of the institutions, the negative attitudes and behaviours of the administrators, and the problems arising from the students.

The results of this research on the theme of the lack of infrastructure and materials of the institutions are like the results of Kaya's (2015) study. Kaya (2015) stated that students with financial problems could not provide materials and equipment. They expressed similar views to the results of this research on the limitation of education rights because they could not provide materials and equipment. Serençelik (2007) drew attention to the problems experienced in management, individual differences, and financial inadequacy in his master's thesis on Public Education Centers. In addition, he concluded in his study that incompetent people close to the administration are given priority in public education centers. In this context, it is like the views belonging to the category of incompetence in the theme of the negative attitudes and behaviours of the administrators of this research. Bağcı and Can (2019) concluded that there are deficiencies in music classes, instruments, and equipment in their studies on the problems faced by music teachers. In this context, it overlaps with the problems of this research.

In the beginning, the problem experienced by the teachers of the public education center with the students is the problem of absenteeism that the students show in the courses. The fact that most of the students have a school life and have responsibilities in their private lives has been evaluated as an important reason for their absence from the courses. The most important problems experienced by students are the different education levels of the students, the difficulties experienced in the presence of all students in the classroom during the course, and economic problems due to individual differences. In the studies conducted by different researchers (Selçuk, 2017; Serençelik, 2007; Toktaş, 2007), it has been observed that the students who attend the courses opened by the public education centers experience absenteeism and economic difficulties. The economic difficulties of the students can cause problems for the activities they will do in the courses. In the beginning, the participants' suggestions for the solution to the problems experienced by the students are the provision of material support to the students and the teaching of the lessons according to the individual differences of the students.

It is seen that the problems experienced by the public education centers regarding the physical environment are caused by the inconvenience of the physical conditions of the public education service buildings and course places. It has been determined that the problems related to the physical situation are the lack of a service building or its common use, the lack of equipment, the inadequacy of the course places, the inadequacy of the number of classrooms, and the shortage of materials and equipment. In different studies (Dolanbay, 2014; Özengi & Şahan, 2017; Toktaş, 2007; Kazu, 2007; Serençelik, 2007), it has been determined that public education centers have various problems related to the physical environment. It can be said that the lack of independent and well-equipped service buildings in public education centers reduces the quality of the courses and makes it difficult for students to participate. It was determined that the participants made suggestions such as meeting the need for independent and well-equipped service buildings of public education centers providing equipment and hardware support to the centers and allocating a music classroom for the organization of public education music courses in the institution, to solve the problems related to physical spaces.

The problems experienced by music teachers and the results of the literature review of public education centers show parallelism with the findings of this research. The problems experienced by the music teachers working in the Public Education Centers are the problems arising from the regulations, the lack of infrastructure and materials, and the problems arising from the administration and the students. This situation reveals that the problems experienced by teachers are similar. Considering today's conditions, teachers are not satisfied with any specific topics and have expressed their opinions on them. As the working organizational climate affects the work efficiency and motivation of teachers, problems are experienced mainly due to problems with regulations, lack of infrastructure and materials, management, and student-related problems.

According to the results of the research, the following suggestions can be given to solve the problems experienced by music teachers working in public education centers. For the unique individual teaching

process of the music lesson, the lower limit of 8 students in the regulation can be changed so that lessons can be held with fewer students or one-on-one with a single student. Lessons can be provided in smaller groups to be formed according to the age and level of the students. Equal conditions can be offered by eliminating the differences between permanent and paid teachers in remuneration. A well-equipped music classroom defined by the Ministry of National Education can be created by the institution or the Ministry of National Education to avoid problems in the supply of materials and equipment. An instrument lending system can be established on an institutional basis for students with financial difficulties. The physical conditions of the classrooms can be designed to facilitate music lessons. The administration can impartially allow the teacher to open classes for up to 40 hours when enough students is provided. By creating a system of appreciation and reward to increase the productivity of teachers, serious measures can be taken against mobbing and incompetence. Local center administrators can make decisions using the initiative under the special circumstances and conditions in their institutions. In the future comparative studies between different Public Education Centers can be made with wider participants.

Statement of Researchers

Researchers' contribution rate statement: The first author contributed to the methodology, results, and discussion sections. The second author determined the research problem and contributed to the introduction and discussion sections. The third author prepared the dataset for the study and contributed to the methodology and results sections.

Conflict statement: The authors declare no conflict of interest.

Support and thanks: None.

REFERENCES

- Bağcı, H.& Can, Ü. (2019). Müzik öğretmenlerinin karşılaştığı sorunlar [Problems faced by music teachers], *Turkish Studies Educational Science*, 14(3), 391-410. <http://dx.doi.org/10.29228/TurkishStudies.22703>
- Bozkaya, İ. (2001). Halk eğitiminde müziğin yeri ve Bursa'daki halk eğitim çalışmalarına toplu bir bakış [The place of music in public education and a general overview of public education studies in Bursa], *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 14(1), 108-121. Retrieved from <https://dergipark.org.tr/tr/pub/uefad/issue/16676/173252>
- Büyüköztürk, Ş. (2012). Örneklem yöntemleri [Sampling methods]. Retrieved from <http://w3.balikesir.edu.tr/~msackes/wp/wp-content/uploads/2012/03/BAYFinal-Konulari.pdf>
- Çelikkaya, H. (1991). Eğitimin anlamları ve farklı açılardan görünüşü [Meanings of education and view from different angles], *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3(3), 73-85. Retrieved from <https://dergipark.org.tr/tr/pub/maruaeabd/issue/352/2310>
- Çuhadar, H. (2016). Müzik ve müzik eğitimi [Music and music education], *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(1), 217-230. Retrieved from <https://dergipark.org.tr/tr/pub/cusosbil/issue/32036/350104>
- Demir, M. K., & Ercan, A. R. I. (2013). Öğretmen sorunları-Çanakkale ili örneği. [Teacher problems-Çanakkale province example]. *Ondokuz Mayıs University Journal of Education Faculty*, 32(1). 107-126. Retrieved from <https://dergipark.org.tr/tr/pub/omuefd/issue/20246/214791>
- Dolanbay, T. (2014). Hayat boyu öğrenme sürecinde halk eğitimi merkezlerinin yaşadığı yönetsel sorunlar [Administrative problems experienced by public education centers in the lifelong learning process], [Unpublished Master's Thesis]. Bartın Üniversitesi, Bartın. Retrieved from <https://acikerisim.bartın.edu.tr/handle/11772/300>

- Durmaz, Ş. (2016). İşgücü piyasasında kadınlar ve karşılaştıkları engeller. [Women in the labor market and the obstacles they face]. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(3), 37-60. Retrieved from <https://dergipark.org.tr/tr/pub/aeusbed/issue/26794/282028>
- Ekiz, D. (2009). *Bilimsel Araştırma Yöntemleri [Scientific Research Methods]*, (2nd ed.). Ankara: Anı.
- Karasar, N. (2016). *Bilimsel Araştırma Yöntemi [Scientific Research Method]*, (37th ed.). Ankara: Nobel.
- Karsavuran, S. (2014). Sağlık sektöründe tükenmişlik: Ankara'daki sağlık bakanlığı hastaneleri yöneticilerinin tükenmişlik düzeyleri [Burnout in the health sector: Burnout levels of managers of hospitals of the Ministry of Health in Ankara]. *Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 32(2), 133-163. <https://doi.org/10.17065/huilibf.95124>.
- Kaya, E. (2015). Türkiye'de halk eğitimi merkezleri [Public Education Centers in Turkey]. *International Journal of Science Culture and Sport* 3, 268-277. <https://doi.org/10.14486/IJSCS289>.
- Kazu, İ. Y. (2007). Yetişkinler Mesleki Eğitiminde Karşılaşılan Sorunlar ve Çözüm Önerileri [Problems Encountered in Adult Vocational Education and Suggestions for Solutions]. Paper presented at the *Türkiye'de Yaygın Eğitim Sisteminin Sorunları ve Çözüm Önerileri Sempozyumu*. (Ankara, Türkiye).
- Metin, O., & Ünal, Ş. (2022). İçerik Analizi tekniği: İletişim bilimlerinde ve Sosyolojide doktora tezlerinde kullanımı [The Content Analysis Technique: Its Use in Communication Sciences and Ph.D. Theses in Sociology]. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 22(Special Issue 2), 273-294. <https://doi.org/10.18037/ausbd.1227356>
- Millî Eğitim Bakanlığı, Hayat Boyu Öğrenme Kurumları Yönetmeliği. [Ministry of National Education, Lifelong Learning Institutions Regulation] (2018). T. C. Resmî Gazete [Official newspaper], 30388, 11 April 2018. Retrieved from <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24507&MevzuatTur=7&MevzuatTertip=5>
- Ministry of Education. (2023) Hayat Boyu Öğrenme Genel Müdürlüğü [General Directorate of Lifelong Learning], Retrieved from <https://hbogm.meb.gov.tr/>
- Öksüz, N., & Özdemir, F. (2020). Halk eğitim çalışanlarının iş stresi ve tükenmişlik ilişkisi: Hatay Örneği [The relationship between work stress and burnout of public education employees: The case of Hatay], *Turizm Çalışmaları Dergisi*, 2(2), 35-52. Retrieved from <https://dergipark.org.tr/pub/tucade/issue/59173/798832>
- Özengi, M., & Şahan, G. (2017). Halk eğitimi merkezlerinin kursiyer görüşlerine göre durum değerlendirilmesi: Amasra örneği [Evaluation of the situation of public education centers according to the trainees' views: The case of Amasra.]. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 10(ERTE Special Issue), 345-361. <https://doi.org/10.12780/usaksosbil.373871>
- Paker, T. (2015). Durum çalışması [Case study]. In F. N. Seggie and y. Bayyurt (eds.). Nitel araştırma yöntem, teknik, analiz ve yaklaşımları [Qualitative research methods, techniques, analysis and approaches], Ankara: Anı.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. (3rd ed.). London: SAGE.
- Say, A. (2019). *Müziğin Kitabı [Book of Music]*, İstanbul: Isık Yayınları.
- Selçuk, M. (2017). Halk Eğitim Merkezlerinin Karşılaştığı Sorunlar [Problems Encountered by Public Education Centers], Unpublished master thesis, Pamukkale Üniversitesi, Denizli. Retrieved from <https://gcris.pau.edu.tr/bitstream/11499/2106/1/Mehmet%20Sel%20C3%A7uk.pdf>
- Serençelik, İ. (2007). Halk Eğitim merkezlerinde milli eğitim bakanlığı ve sivil toplum kurumları tarafından verilen kurslara katılan eğitimcilerin sorun alanları, çözüm önerileri, geleceğe yönelik beklentileri ve iş doyumlarının araştırılması [Investigation of problem areas, solution suggestions, future expectations and job satisfaction of educators attending courses given by ministry of national education and non-governmental institutions in public education centers]. Paper presented

- at the *Türkiye'de Yaygın Eğitim Sisteminin Sorunları ve Çözüm Önerileri Sempozyumu [Problems of the Non-Formal Education System in Turkey and Solution Suggestions Symposium]* (Ankara).
- Türkoğlu, A., & Sanem, U. Ç. A. (2011). Türkiye'de halk eğitimi: Tarihsel gelişimi, sorunları ve çözüm önerileri. [Public education in Turkey: Its historical development, problems and solutions]. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 2(2), 48-62. Retrieved from <https://dergipark.org.tr/pub/aduefebder/issue/33887/375224>
- Toktaş, P. (2007). Halk Eğitim Merkezlerinde Yaşanan Sorunlara İlişkin Kursiyer Görüşleri (Ankara Örneği) [Trainee Views on the Problems Experienced in Public Education Centers (Ankara Example)]. Paper presented at the *Türkiye'de Yaygın Eğitim Sisteminin Sorunları ve Çözüm Önerileri Sempozyumu [Problems of the Non-Formal Education System in Turkey and Solution Suggestions Symposium]*. (Ankara).
- Uçan, A. (2012). Genel Müzik eğitiminde geleneksel müziklerimizin yeri ve önemine genel bir bakış [An overview of the place and importance of our traditional music in general music education]. Paper presented at the *Van Yüzüncü Yıl Üniversitesi 1. Müzik Eğitimi Sempozyumu*. [Van Yüzüncü Yıl University 1st Music Education Symposium] Retrieved from <https://www.yyu.edu.tr/images/files/IUusalM%C3%BCzikEgitimiSempozyumu/Belgeler/AliUcan.pdf>
- Milli Eğitim Bakanlığı [Ministry of Education], (2022). Yaygın eğitim kurs programları [Non-formal education course programs]. Retrieved from <https://e-yaygin.meb.gov.tr/pagePrograms.aspx>
- Yılar, Ö. (2006). *Halkbilimi ve Eğitim [Folklore and Education]*. Ankara: Pegem.
- Yüzer, A. F. (2009). *İstatistik [Statistics]*, (Vol. 1448). Eskişehir: Anadolu Üniversitesi. Retrieved from <https://ets.anadolu.edu.tr/storage/nfs/IST203U/ebook/IST203U-12V3S1-8-0-1-SV1-ebook.pdf>

Author Biographies

Egemen BALCI, is a music teacher. He graduated from Karadeniz Technical University, Department of Music Teaching, in 2015. He works at Trabzon Akçaabat Fine Arts High School in Trabzon. He works as a teacher of musical hearing lessons. He continues his master's degree at Trabzon University's Fine Arts Education Department and Music Teaching Department.

Anıl SAYTAŞ, is a music teacher. He graduated from Erzurum Atatürk University, Department of Music Teaching. He works at the Yomra Public Education Center in Trabzon. He is doing his master's degree at Trabzon University, Department of Fine Arts Education, Department of Music Teaching.

Zühal DINÇ ALTUN, works as an Assoc. Prof. in the department fine arts education at the Trabzon University. She received a EdD degree in teacher education from Leicester in England. Her research interests are teacher training, music education and training for different age groups, and alternative music teaching approaches in special education.