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Investigating Secondary School Music Teachers' Views about Online Music Lessons During the COVID-19 Pandemic

Sıtkı AKARSU[1]

Kastamonu University

Abstract

In education systems, learning/teaching activities designed based on a specific curriculum for a specific age group are carried out following a work schedule. As long as conditions permit, the work schedule continues without interruption. However, crises such as pandemics disrupt this schedule and lead to problems in the planning and timely-execution of educational processes. The present study aimed to investigate secondary school music teachers' views about online music lessons during the COVID-19 pandemic and to offer outputs that will contribute to the implementation of distance education activities, which are expected to be more widespread in the future. The study employed the general screening model. The study group comprised 24 music teachers working in the central district of Kastamonu, a city in the north-west of Turkey. An interview form was developed to obtain the music teachers' views about the conduct of online lessons. Necessary permissions were obtained, and the interview form was distributed to the participants via e-mail. The data obtained from the interview forms were tried to be interpreted within theme tables by taking the opinions of the experts. The study employed the content analysis method, one of the qualitative data analysis methods. The study found that the majority of secondary school music teachers thought that distance education was not suitable for music lessons. It was also determined that most of the participants had no prior experience with distance education, had difficulty using instruments in online lessons, and had synchronization problems in all music activities. Furthermore, internet connection problems, low motivation on the student side, the inefficiency of online lessons, digital fatigue, and the risk of children being exposed to harmful content on the internet emerged as other problems encountered by the participants.

Keywords: Covid-19, Music Lesson, Distance Education, Secondary School.

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[1]Associate Prof. Dr., Faculty of Fine Arts and Design, Kastamonu University, Kastamonu, Turkey, ORCID: 0000-0002-3028-1021 **Correspondence**: sakarsu@kastamonu.edu.tr

Introduction

Education can be defined as the process of equipping the individual with the behaviors and competencies needed by the environment in which he/she lives. This process is carried out between the individual and an organization with many participants. In addition to the competencies specified in curricula, learning outcomes that are not included can also turn into behaviors in the individual. The contribution of the behavior to the individual varies depending on its content. In addition, every moment of this process affects all developmental domains of the individual (Başar, 1994).

Each nation creates its own education system, and these education systems determine different learning outcomes for different learning areas. Undoubtedly, these learning outcomes should contribute to both the individual and the society the individual interacts with. Activities aimed at achieving these outcomes can be carried out face-to-face in the classroom, as well as outside the school under certain circumstances. Out-of-school learning, which is defined as "distance education," actually caused some concerns among people. These concerns may be due to the fact that the distance education system has only recently started to be implemented widely (Odabaş, 2003).

Developments in technology and science, especially after the 1970s, affected all fields, including education. Without a doubt, the fastest and most obvious change occurred in the communication network. Postal services that took days or even months have been replaced by e-mails, which take only a few seconds to reach the recipient. This still ongoing development of the communication network is affecting the field of education, providing lifelong learning for all people, and making functional contributions to education systems. The ever-increasing use of information communication technology in education is making self-learning possible by taking the learner beyond the boundaries of the school (Arat & Bakan, 2011). In the conduct of self-learning activities, we can say that technology provides two important resources for education: the internet and the computer (Tuncer & Taşpınar, 2018).

There is an important connection between the development level of societies and educational activities. Developed countries aim to invest large amounts in education systems to be able to deliver education services to all parts of the country, and thus to promote nationwide development. In addition, developed countries tried to make education compulsory in order to ensure that the entire society goes through the educational process. However, due to problems such as adverse economic conditions, the ratio of the school-age population to the general population, the insufficient number of educators, and the lack of technological infrastructure, problems emerged in reaching each individual across the country during this process (Gelişli, 2015).

Novel methods and innovations are needed to overcome such problems and to provide the same educational opportunities for each individual. To this end, both educators and system builders

have tried to produce various plans, studies, and methods. Technology has emerged as one of the most important tools employed to solve such problems in education. One of the technology-based education applications is distance education (Gelişli, 2015).

Distance education is an education model that does not require a physical on-site presence of teachers and students and where educational activities are carried out via postal services and information communication technologies (İşman, 2011). In distance education, learning activities are carried out in a different environment than the classroom. It is arranged according to the needs of many people and offers mixed and multiple possibilities to contribute to the individual's learning. In distance education, students must both take more responsibility for their own learning and study more. Nevertheless, distance education provides an important opportunity for those who have not had the opportunity to attend face-to-face education (Kaya, 2002).

Demiray & İşman (2001) note that the idea of distance education dates back approximately 150 years ago. Kiryakova (2009) states that the idea of distance education was born in the 19th century. Distance education was carried out in the early years through existing communication technologies such as postal services. At that time, postal services were a cost-effective means of communication and formed the basis of distance education. Teachers used to mail teaching materials such as lectures, instructions, and assignments to students, and students mailed back these to their teachers. Revisions, corrections, or assessments were also carried out in this way (Kiryakova, 2009).

Modern distance education can be seen as a virtual learning environment, as it is carried out internet-based. The virtual classroom represents an interface between the students and a virtual teacher and provides personalized learning materials to the users (Kimovski, Trajkovic & Davcev, 2001). This integration of virtual and distance system not only provides certain advantages but also leads to certain disadvantages.

As the use of the internet in education is increasing, many studies are carried out and discussions are held for more efficient internet use. In fact, the level of use of information and communication technologies in education systems leads to differences in the development levels of countries. In addition, other than educational purposes, the information and communication network is used as a means of colonialism and propaganda (Tuncer & Taşpınar, 2018).

Distance education has a close relationship with social, economic, and technological conditions. Therefore, better literacy rates and more comprehensive education are needed to achieve the desired level of distance education. Distance education gives each individual lifelong learning opportunities. The quality of distance education activities depends on the development of information and communication technologies. Indeed, distance education can be as efficient as traditional education with the use of appropriate methods and technologies (Kiryakova, 2009). Yet, it will

undoubtedly take time to achieve this efficiency and to expand the use of distance education in educational processes.

Motivation in education is also very important. Students who are motivated to learn participate in lesson activities. When faced with difficulties, they try harder than give up (Schunk, 2009). The use of technology in education makes the individual feel special and motivated due to specially-tailored and personalized learning experiences. Distance education provides the individual with the freedom to learn the information at the desired place and time. It not only enables the learner to learn difficult topics but also prevents shy students from in-class nervousness and hesitation (Tecimer, 2006).

Although disputes over distance education were held in Turkey from 1923 to the 1960s, after 1970, some experience was gained and progress, albeit little, was achieved in the secondary education level. With the establishment of Anadolu University Open Education Faculty after 1980, distance education applications started to be implemented at the higher education level. It began to be used in primary, secondary, and higher education institutions between 1980 and 1990, and since then, has evolved into an institutional structure with high student potential. Since the 2000s, it has reached a student capacity of millions (Bozkurt, 2017).

Distance education studies in Turkey have now approached the desired levels. However, as of now, it is not possible to say that distance education is applicable at the same level at all educational levels and in all fields. Still, despite the fact that the frequency of use of distance education applications varies in different lessons, it can be said that there is an increase in the use of distance education applications in music education. It has also been determined that most of the distance education practices in music education are based on instrument education and that these studies are effectively carried out (Yungul, 2018).

In many countries across the world, learning/teaching activities in music education are carried out with the support of technology. Thanks to the latest developments, training programs have been developed to provide support for teachers in many topics from the history of music to solfege training. In music lessons conducted via distance education, activities can be offered to students for all learning areas such as playing (an indispensable learning area that continues to be used in music education even though it has not been included in the new program), chanting, and reading. Distance education offers teachers the opportunity to improve themselves, as well (Tecimer, 2006).

Due to major crises, it may be necessary to re-arrange the work schedule, re-plan educational plans and goals, and even re-specify the learning outcomes in curricula. All plans can change in the face of crises such as the COVID-19 pandemic. After the pandemic, activities in the field of education were interrupted in Turkey, as in the whole world, and the distance education process was initiated for

educational activities. In Turkey, face-to-face education was suspended on March 16, 2020, and the distance education process was initiated on March 23, 2020.

Due to COVID-19, which caused a global crisis, schools were closed in 191 countries around the world after 17 April 2020, and 1,724,657,870 students were affected by this situation. After this date, the distance education system became the key element in the continuity of educational activities. Educators and school administrations, some of whom did not have sufficient familiarity with the internet, computer, communication tools, and video conferencing services (e.g., Zoom, etc.) that can be used in distance education, were suddenly faced with the necessity to use these tools. Teachers had to support their students' learning and well-being with different methods and tools other than face-to-face teaching, to which they were more accustomed, as well as cope with the social and psychological challenges caused by the pandemic (Çetinkaya Aydın, 2020; Erbaş, 2021).

The use of the internet and communication tools in educational activities provides benefits in achieving the learning outcomes. Although we can say that as in all fields, the use of the internet and communication tools have certain advantages in music teaching activities too, it differs quite a lot in this field. Taking these as a starting point, the present study aimed to investigate music teachers' views on online music lessons and to offer possible contributions to future distance education activities.

Purpose of the Study

The aim of this study is to determine the views of middle school music teachers working in the central district of Kastamonu, on the 13-week (23 March 2019 - 19 June 2019) online music lessons in the second semester of the 2019-2020 academic year and to offer recommendations for distance education processes in line with the findings. To this end, a questionnaire form was developed to obtain information about the teachers' knowledge about and experience with distance education, to explore their positive and negative opinions about distance education, as well as to learn about their views about the effect of distance education on student motivation and self-control and on regulating teacher roles, about strengths and weaknesses of distance education, and about increasing the quality of education in distance education.

Method

The study employed the survey model. The general screening model seeks to describe a past or current situation. Here, care should be taken to ensure that the current situation is stable. It has some limitations such as data finding and controlling (Kıncal, 2013).

Research Group

The study group comprised of 24 music teachers working in the central district of Kastamonu, a city in the north-west of Turkey. Those who volunteered to participate were included in the study. Table 1 presents some demographic characteristics (gender, teaching experience, faculty, educational background) of the participating teachers.

Table 1. Distribution of the Study Group by Gender, Department, and Teaching Experience

		Number of Participants	
		f	%
Gender	Female	20	83
	Male	4	17
Faculty	Faculty of Education	14	59
	Faculty of Fine Arts	8	33
	Conservatory	2	8
Teaching Experience	1-5 years	10	42
	6-10 years	7	29
	11-15 years	4	17
	16-20 years	1	4
	21 years and above	2	8
Educational Background	Bachelor's Degree	21	88
	Master's Degree	3	12
	Doctor's Degree	-	-

As can be inferred from Table 1, of the participants, 83% are female teachers and 17% are male teachers. 59% are graduates of faculties of education, 33% of faculties of fine arts, and 8% of conservatories. 42% have a teaching experience of 1-5 years. 29% have a teaching experience of 10 years and above, which indicates that they are quite experienced teachers. On the other hand, 71% have a teaching experience of fewer than 10 years. 88% hold a bachelor's degree, while 12% hold a master's degree. None of the participants in the study group holds a doctor's degree.

Data Collection Tool

The data were obtained through an interview form consisting of two parts. The first part includes questions about demographic characteristics such as gender, faculty, and teaching experience. The second part includes nine open-ended and seven multiple-choice questions. The items were developed based on scales used in similar studies (Barış & Çankaya, 2016; Süer, et al., 2005; Adnan & Boz, 2015; İşman, et al., 2004; Çetin, et al., 2013). Afterward, to ensure content validity, experts were consulted.

Data Collection

Before the interview form was applied to music teachers, it was first presented to the Kastamonu Provincial Directorate of National Education. After obtaining permissions from the Governorship and the Provincial Directorate of National Education, the heads of music teachers in schools were contacted, and the scale was applied to the teachers. The interview form was uploaded to

the online form and questionnaire building site "jotform" and the relevant link was sent to the music teachers through the heads of music teachers. These online data were then collected via e-mail.

Data Analysis

The descriptive analysis technique was used to analyze the data. In this analysis method, data are summarized and interpreted according to predetermined themes. In addition, direct excerpts are frequently used to reflect the opinions of the individuals in the study group as accurately as possible (Kıncal, 2013).

Demographic information of the participants is presented with frequency and percentage distributions. Responses to open-ended questions in the interview form were reviewed, themes were determined, and relevant theme tables were created. The theme tables were examined by the researcher and two experts, and a joint decision was made.

Thus, the views of participating teachers about the advantages and disadvantages of distance education, problems encountered in the process, etc. were tried to be systematically described.

Limitations of the Research

The research is limited to music teachers working in the central district of Kastamonu, the second semester of the 2019-2020 academic year, and the scale items used in the research.

Results

Music Teachers' Knowledge about and Experience with Distance Education

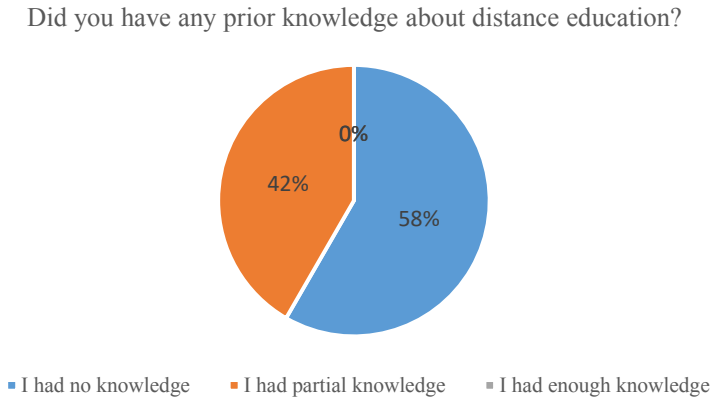

Figure 1. Music Teachers' Knowledge about Distance Education

58% of the participating music teachers reported that they did not have any knowledge about distance education, while 42% stated that they had some knowledge on the subject. Accordingly, none of the participants had a sufficient level of knowledge about distance education.

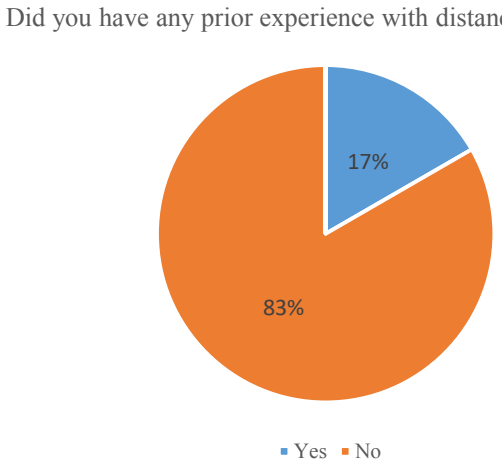

Figure 2. Music Teachers' Experience with Distance Education

17% of the music teachers stated that they had had some experience with distance education, while 83% stated that they had had no experience. As can be inferred from both Graphic 1 and 2, a majority of the music teachers did not have sufficient knowledge and competency about distance education.

Findings Regarding the Online Teaching Process

Table 2 Teaching Materials Prepared Before the Lesson

Materials and Documents	Number of Participants
Instruments (guitars, pianos, melodicas, flutes)	9
Instruments prepared at home (maracas, drums, glasses)	4
Videos and slides related to the subject being taught, computers	10
Written resources (books, PDF files)	10
No Preparation	7

As seen in Table 2, nine teachers used instruments in their online lessons. Four teachers prepared rhythm instruments with home materials and used them in their lessons. On the other hand, ten teachers reported using both written sources (Books, PDF files) and videos and slides about the subject being taught (n: 10). Also, it was determined that seven teachers did not use any teaching materials in their lessons. (Since some teachers reported using more than one teaching material, the total number of teaching materials used by the teachers is higher than the total number of teachers.)

Table 3. Whether Chanting Activities Could Be Carried Out

Status	**Number of Participants**		**Number of Chanting Activities**
	f	%	
Yes	11	46	56
No	13	54	-

As can be inferred from Table 3, 46% of the teachers reported that they were able to carry out chanting activities in their online lessons while 54% reported that they were not. Those who reported that they were able to carry out chanting activities carried out a total of 56 chanting activities, 30 of

which they used in rhythm activities. Some excerpts from the interviews with those who reported that they were not able to carry out chanting activities are as follows:

P15: We tried to chant, but the goal was to sing as a choir, and we failed because the audio quality of the app did not allow us.

P10 and P17: No, it was not possible.

Table 4: Student Attendance (Ratio to Class Size)

Attendance Rate	Number of Participants
20%	7
40%	11
60%	3
80%	3
100%	-

As can be inferred from Table 4, which indicates the rates of student attendance in online music lessons, seven teachers reported an attendance rate of 20%, eleven 40%, three 60%, and three 80%. Accordingly, none of the teachers reported 100% student attendance in their lessons.

Table 5. Problems Encountered in Online Lessons

Themes	Number of Participants
Internet Connection Problems	12
Communication Problems	6
Synchronization Problems	6
Lack of Motivation on the Student Side	2
Failure to Carry Out Group Activities	6

As can be inferred from Table 5, the most frequently encountered problem in distance education is internet connection problems (n: 12), followed by communication problems (n: 6), synchronization problems (n: 6), and failure to carry out group activities (n: 6). The least frequently encountered problem emerged as the lack of motivation on the student side (n:2). Note that since some teachers reported more than one problem, the total number of problems encountered by the teachers is higher than the total number of teachers.

Some excerpts related to the problems encountered in online lessons are as follows (Care was taken to include as many excerpts as possible to provide a clearer picture of the problems encountered):

P3: We usually have internet problems, problems with the audio or video quality. (Online lessons) are not as funny as face-to-face lessons, of course, we have difficulty understanding (what the students say).

P5: Chanting as a choir was not possible due to the connection problem and I could not achieve enough efficiency in showing and doing activities.

P7: We had a problem with our chanting activities due to the synchronization problem. Also, rhythm exercises were not efficient, either. We tried to chant with melodicas. However, most students hesitated to sing (maybe because they were not alone at home). (Distance education) has been a process where the teacher is generally active. However, music lessons require interaction and student involvement. I don't think it has been efficient.

P11: There was a problem while playing melodicas in the activities, we had to do it over and over again because some of my students had internet connection problems.

P12: We experienced disruptions while chanting together due to the synchronization problem. When we tried to do (the chanting activity) individually, participation was insufficient as some students felt shy. Since music lessons require practicing, the student should be more active than the teacher. But the opposite was the case.

P15: The problem with the audio quality... When we want to chant together, it is not possible to achieve harmony because some audio reaches later than some other (network delay). Since the music lesson is a practical lesson, it is important to use one-to-one teaching (when necessary). It is quite difficult to teach music lessons in distance education.

P16: My students can't sing as a choir. They also can't see the teacher. So their microphone must be off. There is also a connection problem.

P18: It is impossible to chant altogether. Problems occur when practicing the flute. Since we cannot ask students to turn on their cameras, we cannot control the keys (of their melodica). Class hours are too insufficient.

Distance Education in terms of its Suitability for Music Lessons

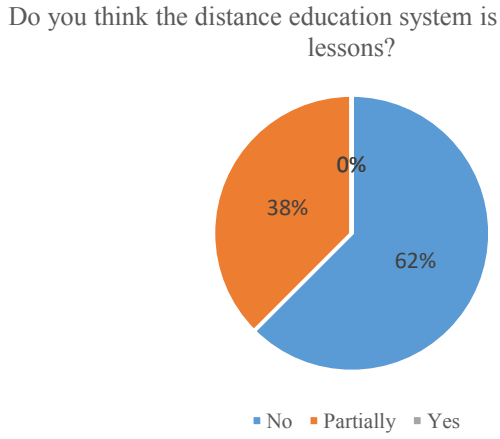

Figure 3. Suitability of Distance Education for Music Lessons

As can be seen in Graphic 3, most of the music teachers in the study group stated that distance education was not suitable for music lessons (62%; n: 15). On the other hand, 38% stated that distance education was partially suitable for music lessons. However, none of the participants was of the opinion that distance education was completely suitable for music lessons.

Positive Aspects of Distance Education

Table 6: Positive Aspects of Distance Education

Themes	Number of Participants
Fosters self-control in students	1
Shows the importance of music lessons	1
Can be used under extraordinary circumstances	2
Contributes to the teacher-student relationship	1
Provides a comfortable learning environment	1
No positive aspects	18

As can be inferred from Table 6, only a few teachers mentioned the positive aspects of distance education. "Fosters self-control in students," "shows the importance of music lessons," "contributes to the teacher-student relationship," and "provides a comfortable learning environment" were each stated by one music teacher. Some excerpts related to the positive aspects of distance education are as follows:

P11: I don't think distance education has any advantages for the music lesson. The only advantage is that since we can't meet students face to face due to school closures, it sustains communication between us and them.

P13: Children are more comfortable and safer at home. They can focus better.

Negative Aspects of Distance Education

Table 7. Negative Aspects of Distance Education

Themes	Number of Participants
Internet connection problems causing disruptions	5
Limited communication	2
Causes digital fatigue	3
Inefficient lessons	11
Prevents learning by doing	2
The risk of children being exposed to harmful content on the internet	1

As can be inferred from Table 7, the most frequently stated negative aspect of distance education is that lessons are inefficient. Other negative aspects reported by the teachers are "internet connection problems causing disruptions" and "digital fatigue." Also, one teacher noted that online lessons carried the risk of children being exposed to harmful content on the internet.

Some excerpts related to the negative aspects of distance education are as follows:

P1: We cannot interfere with the psychomotor skills and performances of the students due to the lack of effective communication (in online lessons).

P5: We can't achieve harmony in musical activities, we can't find the opportunity for one-to-one teaching, students have difficulty in actively participating in lessons due to frequent disconnection problems.

P7: Staying in front of the computer and phone for a long time causes digital fatigue. We can't reach every student. A student who is present one day may not be present the other day. So, we can't achieve continuity in the teaching of the subjects.

Distance Education in terms of Student Motivation and Self-Control

Table 8. Distance Education in Terms of Motivation and Self-Control

Themes	Number of Participants
Positive in terms of motivation and self-control	4
Negative in terms of motivation and self-control	17
Positive in terms of motivation but negative in terms of self-control	2
Negative in terms of motivation but positive in terms of self-control	1

As can be inferred from Table 8, most of the music teachers (n: 17) think that distance education negatively affects students' motivation and self-control in music lessons. On the other hand, only a few participants (n: 4) think that distance education has positive effects on students' motivation and self-control. Some music teachers think distance education positively affects students' motivation alone, while some think that it positively affects students' self-control alone.

Some excerpts related to the effects of distance education on students' motivation and self-control are as follows:

P1: Lack of factors such as school, classroom, and classmates to motivate students to lessons, as well as children behaving more comfortably at home, causes low motivation and reluctance on the student side.

P3: The students were enthusiastic about music. Children are a little more motivated with funny rhythm games and songs, we are having a good time with the children.

P12: There may be problems with students' self-control. Since the cameras are turned off, we can't see what they are doing (in lessons). Some students may be in a crowded environment, so background noise such as TV and other people talking may be distracting.

Contributions of Distance Education to Teachers (Achievements on the Teacher Side)

Table 9. Distance Education in Terms of Its Contributions to Teachers

Themes	Number of Participants
Using technology effectively and efficiently	6
Using different teaching methods and techniques	2
Leads to research	1
Improves creativity	4
Improves communication skills	1
Preparation of teaching contents and materials	1
Standardization of lessons	6
No contribution	3

As can be inferred from Table 9, a majority of the teachers are of the opinion that distance education contributes to teachers' competencies. The most frequently stated contributions are "using technology effectively and efficiently" (n:6) "standardization of lessons" (n:6). On the other hand, three teachers stated that they did not think that distance education contributed to them at all.

Some excerpts related to the contributions of distance education to teachers are as follows:

P7: It helped me learn to use technology more effectively. It led me to do more research.

P13: For example, I think a lot about how I can teach a subject in other ways, how I can concretize it. And I do research on different activities I can do for teaching different subjects.

P18: It has had no contribution at all.

Effect of Distance Education on the Quality of Education

Table 10. Teachers' Views about Whether Distance Education Would Increase the Quality of Education

Does It Increase the Quality of Education?	Number of Participants
Yes	3
No	21

As can be inferred from Table 10, to the question, "Do you think distance education increases the quality of education?" twenty-one teachers responded with 'No.' On the other hand, three teachers responded with 'Yes.'

Teachers' Preferences for Distance Education Platforms

Table 11: Music Teachers' Preferences for Distance Education Platforms

Distance Education Platform	Number of Participants
Education Information Network (EBA) Infrastructure	11
Other Open Source Platforms (Zoom, Skype, Microsoft Teams, etc.)	13

As can be inferred from Table 11, a majority of the teachers (n:13) prefer open-source platforms such as Zoom, Skype, etc. for their online lessons. On the other hand, the number of

teachers who use the Education Information Network (EBA) of the Ministry of National Education is almost half the number of participants (n:11).

Music Teachers' Preferences for the Delivery of Music Lessons

Table 12. Music Teachers' Preferences for the Delivery of Music Lessons

Delivery Method	Number of Participants
Face-to-face education	24
Distance education	0

As can be inferred from Table 12, all of the participating teachers preferred face-to-face education for the delivery of music lessons.

Discussion, Conclusion and Recommendations

Countries may need to make partial changes in their education systems when they deem it necessary. Sometimes, in global crises such as a pandemic, they try to overcome the process with the least damage possible. To this end, some critical steps are taken while dealing with this undesirable situation in the social structure, especially for health and education. Due to the global COVID-19 pandemic, some arrangements have been made in education and training activities in our country as in other countries. At first, some measures including school closures for short periods were taken. It was later decided that lessons would be carried out through distance education. Distance education methods, which had not been used widely in our country until then, were initiated at all educational levels, and all teachers from all educational levels had to use many new technology-based teaching methods. The transition to distance education has been a laborious and challenging process not only for all personnel included in the education system but also for education policymakers. Indeed, similar processes have been experienced in many other countries. Therefore, taking these as a starting point, the present study aimed to develop some insights into secondary school music teachers' experiences in the distance education process. The study reached some concrete results in this regard.

Based on the views of the music teachers who participated in this study, it can be said that distance education is not a suitable system for music lessons. To effectively carry out individual and group activities and to ensure that students achieve the desired learning outcomes during the teaching of the music lesson, some prerequisites need to be met, such as effective communication between the teacher and the students, the ability to carry out group activities in accordance with the essentials of basic music elements, and access to necessary materials to carry out activities. Küçük (2020) stated that they preferred the document and lecture video in his work to follow the lessons within the scope of distance education most of the candidate music teachers. It is a study that supports that documents and lecture videos are not enough. in music lessons. The music teachers who participated in the study stated that online music lessons failed to reach the specified goals and learning outcomes due to the failure to meet the necessary conditions.

Contrary to popular belief, music lessons address all cognitive, affective, and psychomotor domains. Activities in this lesson are carried out both individually and in groups. Although the music lesson is considered a lesson with learning outcomes mainly for the affective domain, the study conducted by Akarsu (2017) determined that a significant portion of the learning outcomes (44.26%) specified in the music teaching program of the Ministry of National Education targeted the psychomotor domain, followed by learning outcomes for the cognitive domain (34.97%) and for the affective domain (20.77%). To ensure that the learning outcomes specified for all these three domains are achieved, teaching/learning activities specific to each domain need to be designed/carried out. Also, interaction and communication between the teacher and the student, as well as the integration of effective feedback into the educational processes, are very important.

58% of the participating music teachers reported that they did not have any prior knowledge about distance education, while 83% stated that they did not have any prior experience with distance education. This result indicates the necessity of meeting this need for experience. Music teachers need to use instruments in their lessons. Moreover, instrument-related learning outputs have an important place among music lesson outcomes. However, in the study, only nine of 24 participants reported that they could use an instrument in their online music lessons, while seven stated they could not. Other participants (n:8) stated that they used in their lessons the rhythm instruments they prepared with home materials. Unsurprisingly, it will be difficult for music lessons conducted in this way to achieve the targeted learning outcomes.

Another important activity in music lessons is chanting activities. Akıncı (2018) stated that it is within the scope of the material of song activities in music education. Also singing activities emphasized that it contributes to success and aesthetic perspective. Chanting activities have many important contributions such as ensuring the transfer of cultural values, enhancing children's aesthetic development, and contributing to the development of children's affective domain. However, most of the teachers who participated in this study reported that they were unable to carry out chanting activities in their online lessons. The main reason why they are unable to carry out these activities is the synchronization problem in distance education. Işıkhan (2017) stated that is “coordination” another name for synchronization. He also stated that two or more pieces in the music should adapt in terms of speed and time. The synchronization problem arises in the activities required to be performed at the same time by students because the audio reaches at different times, which, in turn, disrupts the harmony. Sağer, Özkişi & Yüceer (2020) have reached some findings about synchronization and instrument training in their music education. In their work, stated that they had synchronization problems and the sound quality is poor, the sound is cut off, in collective playing activities, uncontrollable compliance when students are not together.

In this work teachers reported that when they wanted to do a chanting activity with the students, the audio from students reached at different times due to the internet speed problems. Such problems may have negative consequences not only for the educational dimension of music but also for the learning outcomes aimed at the affective development in children, which is one of the general purposes of music education. Therefore, tempo and harmony in musical performance should be free from the negative effects of network delay in online lessons. The participants reported that they experienced such problems not only in chanting activities but also in instrument-playing activities. They also stated that they avoided using instruments in their lessons at early hours for fear of disturbing their neighbors.

Another problem that the participants experienced during the distance education process is internet connection problems. İşman (2011) emphasized that internet opportunities in distance education are different. He stated that rapid developments in satellite, fiber optic, television, radio, computer, internet and other information technologies affect the structure and form of education. He also added that educators tend to develop new educational programs and learning-teaching models. This situation creates a disadvantage for learners and teachers. The participants reported that this was a problem not only for themselves but also for the students: student attendance was negatively affected by this problem. Eighteen of the 24 participants reported that student attendance was below 50%. Student attendance, as well as student involvement in lessons, affects not only the overall success average of the class but also the motivation of teachers and students. "The motivation level and type of students affects their level of involvement in the lesson. Unmotivated students may display negative behaviors such as excessive reluctance, disobedience, rebellion, etc. in lessons, extrinsically motivated students exhibit withdrawal or passive or symbolic participation in the lesson, whereas intrinsically motivated students tend to actively participate in classroom activities" (Nayır, 2016).

In the distance education process, secondary school music teachers faced some problems such as limited communication, failure to perform group activities, and lack of motivation on the student side, as well as internet connection problems. Music lessons are conducted jointly with both individual and group activities. Therefore, it was determined that music teachers could not perform the activities at the desired level to reach the learning outcomes.

The participating teachers also stated that online lessons caused other problems such as the inefficiency of online lessons and the risk of children being exposed to harmful content on the internet, and affected negatively children's motivation and self-control, as well as the quality of education. In addition, a majority of the teachers stated that they preferred open-source platforms such as Zoom, Skype, etc. for their online lessons rather than the Education Information Network (EBA) of the Ministry of National Education. It was determined that the only advantage of this distance

education process for music teachers was that they had an opportunity to effectively use technology, which contributed to their teaching competencies. Also, all of the participating teachers stated that they preferred face-to-face education rather than distance education for the delivery of music lessons.

From a realistic perspective, finding solutions to all these problems that have arisen due to the pandemic in the education system is not easy. It is possible to prevent or alter any situation that you can control. However, developments that occur out of our control can sometimes leave the entire humanity desperate. Nevertheless, countries must take all possible steps and all possible measures to ensure that systems in all areas remain functional. During the school closures due to the pandemic, music lessons have been tried to be carried out online. Some measures can be taken to enable teachers to use the internet effectively and efficiently, which is among the problems faced by music teachers. This problem can be solved through online in-service training programs to be organized by Provincial Directorates of National Education. Some solutions such as strengthening the internet infrastructure and providing technology opportunities to every student are tried to be put into effect by the country's administration in the long term. However, in terms of music lessons, even if the best conditions are provided, some problems may still arise in the conduct of online activities. The synchronization problem is one of these problems. Individual music activities can be carried out online. However, some problems may arise in the performance of group activities. Because rhythm and harmony are two of the basic components of music. To discuss this problem and offer solutions, Provincial Directorates of National Education can organize online meetings for music teachers.

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