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OPINIONS OF MUSIC TEACHERS WORKING IN SECONDARY SCHOOLS REGARDING DISTANCE EDUCATION DURING THE PANDEMIC PROCESS

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Abstract

In the research, it was aimed to reveal the experiences and opinions of music teachers regarding the distance music education process during the Covid-19 pandemic. In the research, case study method, one of the qualitative research types was used. The study group of the research consists of 18 music teachers working in official and formal secondary schools affiliated to Malatya Provincial Directorate of National Education in Turkey. The data obtained through the semi-structured interview form were analysed by content analysis technique and the thematic codings were visualised and presented in tables. As a result of the research, it was determined that the most preferred technological tools of music teachers in the distance education process during the pandemic period were smartphones and laptops, the programmes they commonly used were Zoom and WhatsApp, and they did not receive any training on the distance education process. It was revealed that the teachers carried out activities for the course outcomes in the distance education process, used demonstration and question-answer techniques more as teaching techniques, preferred individual instrument instruments and workbooks as course materials, and evaluated the students' attendance and attendance-absenteeism as measurement and evaluation methods. The problems experienced in teaching the learning outcomes related to the listening-singing and musical creativity learning areas in the music curriculum to students were the most common points emphasised by the teachers. Teachers see the fact that distance education offers richness of materials and provide the opportunity to teach independently from time and place as positive aspects of distance education, while they see the restriction of social interaction among the negative aspects of distance education. In addition, technological infrastructure problems, internet connection problems, synchronisation problems, student indifference and parent insensitivity are among the problems that teachers draw attention to.

Keywords: Distance education, distance music education, Covid-19, pandemic

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1. Introduction

The Covid-19 outbreak was first detected in Wuhan city of China's Hubei province for the first time and reached a global dimension in a short time and affected the whole world (Lin, 2020). This pandemic has negatively affected many sectors such as economy, industry and education beyond the field of health. The World Health Organization (WHO) declared Covid-19 as a pandemic on 11 March 2020 (WHO Director-General, 2020). Considering similar global pandemics historically, it is predicted that this pandemic will continue for a long time. Therefore, countries have taken strict measures to minimise the loss of life and control the rate of spread of the virus. Various measures such as curfew restrictions are among the methods widely used in this process. In Turkey, the Covid-19 outbreak was first detected on 11 March 2020 and measures were taken rapidly. In line with the recommendation of the Ministry of Health, the Ministry of National Education announced that education activities will be suspended for one week as of 16 March 2020. In the same circular, it was also stated that distance education will be introduced as of 23 March 2020 (Ministry of National Education [MEB] , 2020a).

Distance education refers to an education system that allows education and training activities to be carried out without the learner and the teacher being in the same physical environment through tools such as computers, tablets, televisions, mobile phones (Clark, 2020). Distance education was carried out through communication tools such as radio and letters when technology was further behind. Records of the first examples of distance education emerged in the form of education by letter in England in 1840. In the processes of rapid evolution of technology, tools such as radio, television, telephone and computer have started to be used effectively in distance education. Today, the widespread use of the Internet has made instant communication between teachers and students possible. In this way, effective interaction can be achieved in distance education and students can have a more effective learning experience (Kaya, 2002).

Distance education can be implemented through various methods. These methods can be listed as synchronous, asynchronous and blended education. Synchronous education is a synchronous method in which two-way communication is provided, although the instructor and the trainee are physically located in separate places (Yorgancı, 2015). Synchronous education provides instant communication to the teacher and the student and offers the opportunity to answer questions during the training (Kanlı, 2009). Asynchronous education refers to the transmission of the prepared course content to students via the internet. This method reflects a flexible communication model independent of time and space (Yorgancı, 2015). In asynchronous education, the educational materials prepared by the teacher are uploaded to the platform and the student has the opportunity to access these materials at any time (Erfidan, 2019). The blended education model is an approach in which face-to-face education and internet-based education are carried out together (Güler & Şahin, 2015; Yıldız, 2011). In this method, traditional classroom education and online learning platforms are combined to provide students with various and rich learning experiences.

In Turkey, the concept of distance education has been discussed conceptually since 1923 until the 1960s, and distance education studies have been carried out with various initiatives

since the 1970s. As a result of these studies, progress has been made, albeit limited. However, distance education in the real sense was carried to the university level with the establishment of Anadolu University Open Education Faculty after 1980 (Bozkurt, 2017). Since the early 1990s, other universities have also started to implement distance education practices. Within the Ministry of National Education, open education high school was opened in 1992 and open primary school was opened in 1998, providing education at the 6th, 7th and 8th grade levels (Demiray et al., 2002). Developments in distance education through web-based education systems have started to be observed rapidly since 1996. Many universities have continued their studies in this field by establishing distance education centres and have continued until today (Bozkurt, 2017).

The Ministry of National Education initiated a project called "Fatih Project in Education" in 2010 in order to provide equal opportunities in education and training and to improve technological facilities in schools (MEB, 2020b). With this project, it is aimed to use information technology tools effectively in the learning-teaching process by appealing to more than one sense organ. In 2011, implementation plans were prepared, schools were equipped with smart boards, tablets were distributed to students and teachers were given seminars about the project. Within the scope of the Fatih Project, which started to be piloted in 2011-2012, the Ministry of National Education established a technology-oriented education platform called "Education Information Network (EBA)". EBA aims to facilitate communication between students and teachers and is designed as an interactive platform where teachers can assign homework to students and receive feedback. In this way, the aim was to provide students with more effective and diverse learning experiences by integrating technology into the educational process.

With the sudden emergence of the coronavirus pandemic, the education system has been forced to move to digital platforms. In this period, the value of the Education Information Network (EBA) platform available in our country has increased even more during the pandemic process. As of 23 March 2020, broadcasts organised by EBA in cooperation with Turkish Radio and Television (TRT) started to be offered to students. In this process, students had the opportunity to follow their lessons on EBA.

For students who have difficulty in accessing EBA and do not have internet or computer facilities, the lessons were broadcast over TRT channels. In this way, students who do not have internet or computer facilities were provided with the opportunity to follow their lessons asynchronously via television (Eken et al., 2020). This method has been an effective solution used to ensure equal opportunity in education.

During the Covid-19 pandemic period, the materials offered for music lessons on EBA TV cover a limited content such as song videos introducing various instruments, interview videos in the field of music, folk songs, and videos that teach the songs in school textbooks to be performed with melodica. As for audio content, school songs and regional folk songs are presented in MP3 format. In terms of application content, there is an application called "Music Lesson Street" for Level I. In addition, there are course activity books called "Music and Play" for students and guide books for teachers for levels I, II and III as music lesson book content. However, as a result of the examination of EBA and EBA TV contents, it was observed that the content supporting the music lesson outcomes for grades II was inadequate and incomplete.

When the related literature is examined, there are various studies in which the opinions of teachers and students are examined in the studies conducted in the field of instrument

education and general music education in distance education. It was observed that the studies conducted in the field of instrument education in distance education were conducted on the violin instrument (Afacan, 2022; Aksoy & Nayir, 2020; Aksoy & Nayir, 2022; Aldemir, 2020; Güzel et al., 2020; Küçükkılınç, 2022; Sakarya & Zahal, 2020; Sever, 2014) on the piano instrument (Akgül, 2021; Çağlak-Eker, 2022; Ertem & Akbulut, 2022; Ertem & Akbulut, 2022; Topalak, 2016) and on the flute instrument (Şenol Sakin, 2021). In addition, it has been determined that there are also studies on general instrument education and orchestra practices (Artaç, 2018; Ayaz-Töral & Albuz, 2021; Can & Yungul, 2017). In addition, studies using technology and modern pedagogies in the field of music education have been encountered during the Covid-19 pandemic process. Uludağ (2023) developed an experimental study consisting of a combination of flipped learning model, station technique and technology to reduce the negative effects of COVID-19 on the distance education Harmony course. In another study, İrmiş and Uludağ (2023) revealed the effects of blended learning activities based on ASSURE model on students and teachers in music lessons.

In the studies conducted in the field of general music education, it was observed that there were studies examining the opinions of undergraduate students and academicians (Akıncı & Bolat, 2020; Akyürek, 2020; Artaç, 2018; Kesendere et al., 2020; Özer & Üstün, 2020; Piji Küçük, 2020; Sakarya & Zahal, 2020; Umuzdaş & Baş, 2020; Yılmaz, 2022). Few studies (Aydın, 2021; İnal et al., 2021; Kırnık, 2021; Tabak & Ümit, 2021) were found in which the opinions of music teachers on the teaching of secondary and high school music courses with distance education during the Covid-19 pandemic process were examined.

At this point, it is important to determine how music teachers carried out distance education during the Covid-19 pandemic and to reveal the advantages and disadvantages of distance music education from the perspective of teachers in order to understand the current situation. In addition, it is thought that studies conducted to understand the experiences of music teachers in distance education, to improve their education processes, and to provide faster and more effective education in similar crisis situations in the future will make a solution-oriented contribution to the relevant field. In line with the aforementioned requirements, this study aims to reveal the current situation by determining the experiences and opinions of music teachers working in official and formal secondary schools affiliated to the Ministry of National Education regarding the distance music education process in the Covid-19 pandemic. In line with this purpose, the problem statement of the research was determined as; "What are the opinions of music teachers working in secondary schools about distance education in the Covid-19 pandemic process?". In line with the problem statement of the research, answers to the following questions were sought;

1. How do music teachers carry out distance education during the pandemic process?

2. What are the activities, teaching methods/techniques, teaching materials and measurement and evaluation procedures that music teachers apply in the teaching of the course in the distance education process?

3. Which achievements do music teachers have difficulties/problems while teaching the course in the distance education process?

4. What are the problems/negatives experienced by music teachers regarding distance education during the pandemic process?

5. According to music teachers, what are the positive and negative aspects of music lessons taught through distance education during the pandemic period?

6. What are the opinions and suggestions of music teachers regarding the effective and efficient teaching of music lessons conducted through distance education?

2. Method

2.1. Research Model

This research was designed with qualitative research method. Qualitative research is a type of research in which qualitative data collection methods such as observation, interview, document analysis, etc. are used and a qualitative process is followed to reveal perceptions and events in their current form with a realistic and holistic understanding (Creswell, 2020). The most distinctive feature of qualitative research is that the people who make up the research sample try to address events, phenomena and norms from their own perspectives (Yıldırım & Şimşek, 2006). Case study method, one of the qualitative research types, was used in the study. Case study is the detailed handling of a problem, event, activity or an individual encountered by the researcher with various data collection tools over a certain period of time (Ocak & Olur, 2019).

2.2. Working Group

The study group of the research consists of 18 volunteer participants who work as music teachers in official and formal secondary schools affiliated to Malatya Provincial Directorate of National Education in Turkey and who conduct remote synchronous lessons during the pandemic process. Table 1 shows the demographic characteristics of the music teachers who constitute the study group of the research regarding gender, age, education level, length of service, and distance education experience variables.

Table 1. Descriptive statistics about the study group

Variable		*f*	%
Gender	Female	10	55,6
	Male	8	44,4
Age	25-34	3	16,7
	35-44	14	77,8
	45-54	1	5,5
Education Status	Licence	15	83,3
	Master's Degree	3	16,7
Length of Service	6-10	4	22,2
	11-15	7	38,9
	16-20	6	33,3
	21 and above	1	5,6
Distance Education Experience	No	18	100

According to Table 1, 18 music teachers participated in the study. It is seen that 10 of the 18 music teachers participated in the study are female and 8 of them are male. The age distribution of the music teachers participating in the study was 3 teachers between the ages of 25-34, 14 teachers between the ages of 35-44 and 1 teacher between the ages of 45-54. According to their educational status, 15 of the participants are bachelor's degree graduates and 3 of them are master's degree graduates. When the length of service is analysed, there are 4 teachers with 6-10 years of service, 7 teachers with 11-15 years of service and 1 teacher with

16-20 years of service. In addition, it was observed that the teachers participating in the study did not have any distance education experience before the pandemic period.

2.3. Data Collection

The data of the study were collected through a semi-structured interview form containing open-ended questions created by the researchers. Semi-structured interviews aim to provide a more in-depth look at the situation under investigation (Büyüköztürk et al., 2014; Ocak & Olur, 2019). The first part of the semi-structured interview form, which consists of two parts, includes questions about the demographic characteristics of music teachers. In the second part of the interview form, there are questions designed to determine the status, functioning and problems of the music lessons conducted by music teachers working in secondary schools during the COVID-19 pandemic process. The questions created for this purpose were finalised by taking the expert opinions of three different faculty members. Since it was not possible to interview music teachers face-to-face due to the pandemic period, interviews were conducted and recorded on the zoom platform. Afterwards, the recorded interviews were made ready for the analysis process by making a written transfer in computer environment.

2.4. Analysing Data

Content analysis technique, one of the qualitative data analysis techniques was used in data analysis. Content analysis is a qualitative research technique that aims to reveal meaningful patterns and thematic structures by systematically analysing research data. This technique is based on a detailed analysis of materials containing different types of data such as text, images or symbols (Krippendorff, 2018).

The interviews with the music teachers participating in the study lasted between 25-40 minutes on average. These interviews were transcribed in computerised format and read and evaluated in detail by each researcher individually. As a result of repeated evaluations, a coding key was created based on the answers given. In order to evaluate the reliability of the codes related to the coding key and to ensure the reliability of the research, it was sent to a field expert experienced in qualitative data analysis and asked to code it. The codings obtained were compared by performing inter-coder consensus analysis. During the comparisons, the numbers of agreement and disagreement were determined for each code and the inter-coder reliability was calculated using the formula Reliability = (Agreement / [Agreement + Disagreement]) x 100 (Miles & Huberman, 1994). The coefficient of concordance obtained as a result of the calculation was determined as .92. The codes with descriptive differences of opinion were re-evaluated by the researchers and a consensus was reached. The finalised codes were included in the sub-themes within the relevant theme. In the analysis process, a separate code was used for each participant (T1, T2, T3, T4.....,T18) in order to keep the identities of the teachers confidential. The analyses were supported by direct quotations from the study group.

3. Findings

In the process of distance music education during the pandemic period, the responses reflecting the opinions and suggestions of music teachers regarding the realisation of the course, the activities, teaching methods and materials they applied in the teaching of the course, the measurement and evaluation processes, the achievements they had difficulty in

implementing, the problems they encountered in the teaching of the course, and the effective and efficient processing of the distance education process were examined in detail. The findings obtained are presented below.

3.1. Findings and Comments Related to Music Teachers' Realisation of the Lesson in the Distance Education Process

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes reached as a result of the content analysis conducted by examining the opinions of the teachers who constitute the study group of the research on how they carried out music lessons in the distance education process are given in Table 2.

Table 2. Teachers' Opinions on the Music Course Conducted in the Distance Education Process

Theme	*Sub Theme*	*Code*	*Teachers who expressed an opinion*	*f*
Realisation of Music Lesson	Environment of the Course	School	T7, T11, T14	3
		Home	T1, T2, T3, Ö4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
	In class Technological Tools Used	Tablet	T2, T4, T7, T9, T13, T14, T18	7
		Smartphone	T1, T3, T4, T6, T7, T8, T9, T10, T11, T12, T18	11
		Desktop Computer	T11, T13, T16	3
		Laptop Computer	T1, T2, T3, T5, T6, T7, T8, T9, T14, T15, T17	11
	In Course Processing Used Programlar	Eba	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
		Zoom	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
	Communication Practices Used in the Processing of the Course	WhatsApp	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
	Status of Receiving Training Related to the Programme Used	Personal Effort	T1, T2, T3, T4, T5, T6, T8, T9, T10, T11, T14, T15, T16, T17, T18	15
		School Informatics Formator	T8, T10, T12, T13	4
		Friend Help	T7, T11	2
		Student Aid	T2	1

* Some teachers expressed opinions on more than one sub-theme.

In Table 2, in line with the coding within the scope of the theme of realisation of the music lesson, it is understood that the teachers realise their lessons at home during the distance education process. It is seen that some of the teachers, although rarely, carry out their lessons at school. Teachers stated that they mostly used smartphones and laptops in the lesson, used Eba and Zoom programmes in the teaching of the lesson, and used WhatsApp application to communicate with students. In addition, teachers stated that they had difficulties in using Eba and Zoom programmes and that they mostly overcome these difficulties with their personal efforts. Some opinions about the themes, sub-themes and codes in Table 2 are as follows:

T14: *"I usually carried out my lessons at home, we go to school one day a week, and when we were at school, I carried out my lessons in the informatics classroom at school."*

T5: *"I have my own laptop computer and I used it. When I could not reach my computer, I used my mobile phone. I used the computer more to do more detailed operations."*

T9: *"I mostly conduct my lessons on my computer. When it coincided with the online lessons of my own children, I gave a tablet to one of them and a computer to the other and I was teaching my lesson on my phone."*

T7: *"I use Zoom and Eba, we define the lesson via Eba and the children connect to the lesson via Eba..."*

T13: *"I used all programmes such as WhatsApp Zoom Eba. Since it is easier to connect to Zoom, I usually used it. Sometimes I could not connect to EBA, I shared the lesson links to the school class groups via WhatsApp so that they could participate in the lesson."*

T1: *"We give information about our lesson to children via WhatsApp. Sometimes when there is a problem in EBA, we share links to school class groups, so that children can participate in the lesson without any problems by clicking on the link."*

T14: *"Sometimes I had problems defining lessons in EBA, and sometimes there may be problems with the Zoom programme. In such cases, I send the lesson links to the children through the school WhatsApp groups and the children click on the link and join the lesson."*

T2: *"I have not received any training on EBA and Zoom before. I learnt EBA through various videos and the children at school showed it to me. They helped me with screen sharing, audio sharing and chat. Also, I tried to learn by watching videos on YouTube and learnt by my own means."*

T10: *"I did not receive any training, I learnt by asking my friends and by trial and error. My computer teacher also helped me a lot. There could have been a service like maid training on this subject.*"

3.2. Findings and Interpretations Related to Activities, Teaching Methods/Techniques, Teaching Materials and Measurement and Evaluation Processes Applied by Music Teachers in Distance Education Process

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes obtained as a result of the content analysis conducted by examining the opinions of the teachers constituting the study group on the activities, teaching methods and techniques, teaching materials, measurement and evaluation procedures and how they carry out their lessons in the teaching of music lessons in the distance education process are given in Table 3.

Table 3. Teachers' Opinions on Lesson Processing Processes in Distance Education Process

Theme	*Sub Theme*	*Code*	*Teachers who expressed an opinion*	*f*
Course Processing Process	Activities Organised	Towards Achievement	T2, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17	12
		Creating Orff Instrument	T1, T12, T14	3
		Rhythm Practice	T8, T9, T11	3
		Instrument Teaching	T3, T6, T7, T8, T10, T11, T13, T14, T15, T16, T17	11
		Song Teaching	T1, T4, T5, T6, T7, T8, T9, T11, T12, T13, T14, T15, T16, T17, T18	15
	Methods and Techniques	Show and Do	T1, T2, T3, T4, T5, T6, T7, T8, T9, T11, T12, T13, T14, T15, T16, T17, T18	17

	Research Review	T3, T7, T8, T12, T14, T15, T16, T17	8
	Demonstration	T10	1
	Discussion	T1, T2, T4, T10, T12, T18	6
	Question and Answer	T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	16
Course Equipment	Digital Resources	T2, T5, T9	3
	Musical Instruments	T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T16, T17, T18	16
	Personal Documents	T1, T3	2
	Student Workbook	T1, T3, T4, T5, T6, T7, T8, T9, T10, T12, T13, T14, T15, T16, T17, T18	16
Measurement and Evaluation	According to Participation in Course Activity	T3, T4, T6, T8, T10, T13, T14, T15, T16, T17, T18	11
	According to Absenteeism	T5, T6, T7, T9, T10, T13, T14, T15, T16	9
	Research Assignment	T1, T2, T7, T12	4
	Application Examination	T1, T2, T7, T11, T12, T14, T15	7
	Oral Examination	T1, T5, T11, T12, T14, T15, T16	7

* Some teachers expressed opinions on more than one sub-theme.

In Table 3, in line with the codings within the scope of the lesson process theme, it is seen that the teachers mostly carried out activities such as achievement-oriented activities, song teaching and instrument teaching in the lesson. Teachers stated that they used demonstration and question and answer techniques more during the lesson. In addition, it is understood that teachers mostly use individual instruments and student workbooks as teaching aids in distance education. Teachers stated that they performed measurement and evaluation procedures in distance education mostly according to students' participation in the activities and their attendance and non-attendance. Some of the views on the themes, sub-themes and codes in Table 3 are as follows:

(T6): *"I use the instruments I have and follow the school textbook. I do my lessons by projecting the screen, but it is not possible to organise collective lesson activities. For this reason, I listen to the children individually. We cannot do anything together due to synchronisation problems, but in order to teach the songs, I sing first and then I make the children sing. We play melodica and I created a melodica method for the children. I shared this method with the children via WhatsApp and they play melodica according to the order in this method."*

(T5): *"I was able to use the question and answer method and demonstration methods in distance education, but I could not use other methods due to sound synchronisation problems."*

(T14): *"I usually determine the method according to the outcome in my annual plan. I prefer the show and do technique when teaching songs. Sometimes I assign research homework and ask the children to make a presentation to me in the next lesson. At the end of the lesson, I use the question and answer technique to learn the level of comprehension of the outcome."*

(T12): *"I use my musical instruments and I also use the school textbooks and the children participate in the lessons using their melodica."*

(T15): *"We mostly use books in the distance education process. I also have musical instruments and I make the children play the melodica. I teach the notes by projecting them on the screen, first I play the melodica and then the children play them to me one by one."*

(T10): *"I evaluate the measurement and evaluation process according to the student's participation in the activities in the lesson."*

(T13): *"I gave different grades between the students who attended my class and the students who did not. I gave good grades to the students who attended the class, while I slightly lowered the grades of the students who did not attend the class."*

3.3. Findings and Comments Related to the Acquisitions that Music Teachers Experience Difficulties/Problems in Implementation in the Distance Education Process

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes reached as a result of the content analysis conducted by examining the opinions of the teachers constituting the study group about which achievements they had difficulties/problems while teaching the course in the distance education process are given in Table 4.

Table 4. Teachers' Opinions on the Acquisitions with Problems in Implementation in the Distance Education Process

Theme	*Sub Theme*	*Code*	*Teachers who expressed an opinion*	*f*
Learning Area	Listening Speaking	Singing the National Anthem Together	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
	Musical Creativity	Revitalises the Lived Stories of Folk Songs	T1, T2, T5, T6, T7, T9, T10, T11, T12, T14, T17, T18	12
		Converts Music with Different Rhythmic Structure into Movement	T1, T8, T10, T11	4

* Some teachers expressed opinions on more than one sub-theme.

As can be seen in Table 4, teachers point out that they have difficulty in making students acquire the learning outcomes "sings the national anthem together" in the listening and singing learning domain of the music curriculum and the learning outcomes "animates the lived stories of folk songs" and "transforms music with different rhythmic structures into movement" in the musical creativity learning domain in distance education due to internet infrastructure and synchronous problems. Some of the views on the themes, sub-themes and codes in Table 4 are as follows:

(T1): *"When I conduct the National Anthem, I show the children the management of the anthem. When they sing the anthem, they know where to enter, where to extend and where to end. However, I cannot do this because of the voice synchronisation problem in the online lesson. The delay of my voice creates a big problem in the music lesson and I don't think the children understand this. Therefore, I cannot provide a complete learning."*

(T6): *"I could not do the singing and playing activities collectively, I had to do it individually. The children show me the things I teach in the lessons by sending me a video at the end of the lesson, so I can correct the wrong places and provide feedback. However, I cannot perform collective activities due to the sound synchronisation problem in the lessons. Therefore, I cannot fully realise the gains."*

(T6): *"We cannot do anything collectively and the most important reason for this is the problem of sound synchronisation. For example, when acting out the stories of folk songs, we cannot do the drama together because we are not side by side."*

(T8): *"In distance education, I realised some outcomes by using body percussion and taught children to transform their bodies into musical instruments. However, it was not possible to get the children to do something together at the same time. Therefore, I usually had them do the parts they needed to do one by one."*

3.4. Findings and Comments on the Problems / Negativities Experienced by Music Teachers in the Distance Education Process

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes reached as a result of the content analysis conducted by examining the opinions of the teachers constituting the study group regarding the problems/negatives they experienced in the teaching of the course in the distance education process are given in Table 5.

Table 5. Teachers' Opinions on Problems / Negativities Experienced in the Distance Education Process Problems arising from the teaching environment

Theme	*Sub Theme*	*Code*	*Teachers who expressed an opinion*	*f*
Encountered in Distance Education Problems / Negativities	Problems arising from the teaching environment	Teacher	T1, T9	2
		Student	T1, T6, T9	3
	Teacher-related Problems	Low Motivation	T3, T5, T6	3
		Software, Hardware, Internet	T1, T2, T4, T5, T6, T7, T9, T11, T13, T14, T18	1
		Teacher Competences	T1, T10	2
		In-Service Training	T1	1
	Student Related Problems	Lack of interest in the lesson	T1, T5, T6, T11, T13, T14, T15, T16, T17	9
		Software, Hardware, Internet	T1, T2, T3, T4, T5, T7, T8, T10, T11, T12, T14, T15, T16, T17, T18	15
		Absenteeism	T1, T5, T6, T8	4
	Problems caused by parents	Indifference	T1, T3, T5, T8, T14, T18	6
		Class Intervention	T2, T13	2
		Disturbing the Teacher	T4, T13	2

* Some teachers expressed opinions on more than one sub-theme.

In Table 5, in line with the codings under the theme of problems encountered in distance education, the majority of the teachers stated that they did not experience problems in the distance education process due to the environment in which the course was taught; some teachers stated that they experienced problems in their own teaching environment or problems arising from the student environment. It is seen that the majority of the teachers experienced problems due to software/hardware/internet in the distance education process, some teachers experienced low motivation, and some teachers experienced problems due to lack of competence in technological literacy and lack of in-service training. Teachers draw attention to the fact that students experience software/hardware/internet-related problems in the distance education process, students are uninterested in the course and students are absent in this process. In addition, some teachers stated that parents were also uninterested in the course and that some parents intervened in the course. Some of the views on the themes, sub-themes and codes in Table 5 are as follows:

(T1): *"The students who attend the lesson do not listen to the lesson in appropriate environments, because there is a lot of noise in the environments where the children have lessons. Sometimes during the lesson, my daughter would come in and out of the room. Because of this, both my attention and my students' attention were quickly distracted, and since I was not very good with technology, this process made me more difficult."*

(T2): *"During the distance education process, my computer broke down and I had problems with my internet infrastructure. Therefore, there were disconnections in the lessons."*

(T6): *"I had technological problems during the distance education process. Since my wife and children were also studying at home, our internet was insufficient."*

(T8): *"During the distance education process, we experienced problems due to the lack of technological equipment and insufficient internet. In addition, there were breaks in the internet provider. For this reason, students could not attend the lessons regularly. Since the non-music lessons were moved from the syllabus to the early morning hours, the students did not attend the music lesson because they went to the classroom in the afternoon after attending the lesson in the morning."*

(T1): *"Some students were reluctant to attend the class and students did not show the necessary importance and sensitivity."*

(T8): *"During the distance education process, participation in music lessons decreased a lot because parents did not view music lessons positively and considered music lessons as an unimportant lesson."*

(T13): *"At the end of the lesson, when I used the question and answer technique to find out whether the students had grasped the learning outcome, I was disturbed by the fact that some parents tried to give the answers to the students secretly."*

3.5. Findings and Comments Regarding the Positive / Negative Aspects of Music Lessons Taught by Distance Education

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes reached as a result of the content analysis conducted by examining the opinions of the teachers constituting the study group on the positive aspects of distance music education are given in Table 6.

Table 6. Teachers' opinions on the positive and negative aspects of distance education

Theme	*Sub Theme*	*Code*	*Teachers who expressed an opinion*	*f*
Positive and Negative Aspects of Distance Education	Negative Aspects	Attendance Absenteeism	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
		Synchronisation Problem	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18
		Low Motivation	T6, T10, T13, T15 T17	5
		Restriction of Social Interaction	T8, T9, T16, T18	4
	Positive Aspects	Material Richness	T3, T4, T5, T11, T12	5
		Independence of Time and Space	T1, T2, T3, T7, T14	5

* Some teachers expressed opinions on more than one sub-theme.

In Table 6, in line with the coding within the scope of the theme of positive and negative aspects of distance education, some of the teachers stated that students were absent in distance education because they were not obliged to attend the lesson and the synchronisation problem caused by the internet infrastructure as the negative aspects of distance education. At the same time, it is noteworthy that distance education causes low motivation and restriction of social interaction in students compared to face-to-face education. On the other hand, teachers consider the fact that distance education allows the use of rich and varied materials and provides freedom of time and space as it provides access to the course in any environment among the positive aspects of distance education. Some of the views on the themes, sub-themes and codes in Table 6 are as follows:

(T18): *"I do not think that distance education will affect the emotional health of students because it reduces social interaction among students."*

(T15): *"As in face-to-face education, the communication and interaction between teacher-student or student-student may decrease because they are not side by side. Therefore, it may negatively affect students' motivation."*

(T4): *"Instruments such as piano are very difficult to carry because they are heavy. I was able to introduce the piano instrument in my home to my students in the distance education course. I think this was the advantage of distance education."*

(T1): *"The only benefit of distance education, in my opinion, is that it provides the opportunity to take courses whenever and wherever you want."*

3.6. Findings and Comments Related to Music Teachers' Opinions and Suggestions for Effective and Efficient Teaching of Music Lessons with Distance Education

The distribution and frequencies of the codes related to the sub-themes within the scope of the themes reached as a result of the content analysis conducted by examining the opinions and suggestions of the teachers constituting the study group regarding the effective and efficient processing of distance music education are given in Table 7.

Table 7. Teachers' Opinions and Suggestions Regarding the Efficient Operation of Distance Education

Theme	Sub Theme	Code	Teachers who expressed an opinion	*f*
Teachers' Opinions and Suggestions on Distance Education	In-Service Training for Teachers	Seminar should be given	T1, T2, T6	3
	For Class Participation	Take Roll Call	T2, T5, T6, T9, T12, T13, T18	7
	For Parents	Information should be provided	T2, T3, T5, T13	4
	For Internet Infrastructure	Necessary Support Should Be Provided	T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T14, T15, T16, T17, T18	15
	For Technological Equipment	Must be Accessible	T1, T2, T3, T4, T5, T6, T7, T8, T9, T12, T13, T14, T15, T16, T17, T18	16
	For the Education Model	Face to Face Training	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18	18

* Some teachers expressed opinions on more than one sub-theme.

In Table 7, in line with the coding under the theme of teacher opinions and suggestions on distance education, it is understood that some of the teachers need seminars because they do not consider themselves sufficient in the distance education process. Teachers draw attention to the necessity of taking attendance in order to ensure students' participation in the lesson and that parents should be informed to give the necessary value to distance education as in face-to-face education. All of the teachers stated that the necessary internet infrastructure and technological equipment should be provided in order to realise distance education efficiently. In addition, it is noticeable that teachers prefer face-to-face education model because they think that face-to-face education has more positive aspects than distance education. Some of the views on the themes, sub-themes and codes in Table 7 are as follows:

(T13): *"In order for both teachers and students to participate in distance education in a healthy way, technological equipment should be provided."*

(T17): *"I think that technological devices should be provided to all students in order to provide equal opportunities for students."*

(T7): *"Internet infrastructure should be good, there should be no breaks in the lesson."*

(T15): *"Students should have unlimited internet for their devices and if possible, the synchronisation problem should be eliminated."*

(T12): *"It should be compulsory for all students to attend the class."*

(T18): *"Students should give due importance to music lessons and regular participation in music lessons should be ensured."*

(T2): *"For distance education to be efficient, seminars should be given to teachers by field experts. It is important to change the negative perspectives of families towards music lessons. Parents should be informed that music lessons are as valuable as other lessons."*

(T5): *"Parents also look at music lessons coldly and do not care. It is necessary to eliminate the idea that the lesson is not included in the exam and 'it is not included in the exam anyway, so it is okay not to take it'."*

(T1): *"Seminars or courses should be organised to increase the level of knowledge and equipment of teachers about distance education."*

(T3): *"I would like to continue face-to-face education, I do not think distance education is as useful as face-to-face education."*

(T4): *"I would like to continue face-to-face education in order to ensure equal educational opportunities for children."*

4. Conclusions and Discussion

According to the results of the research, it was observed that the devices that the music teachers in the study group preferred to use in the process of distance music education during the pandemic period were mostly smartphones and laptops; the least preferred device was desktop computers. Supporting this result, Aksoy, et al. (2020), Sakarya & Zahal (2020) reached similar results in their studies.

It was determined that music teachers defined courses through Eba during the distance education process and carried out their lessons through Zoom programme. Similarly, this finding is supported by the studies conducted by Küçükkılınç (2022) and Topalak (2021). In the study, it is understood that music teachers preferred the WhatsApp application to

communicate with students in the lessons they conducted during the pandemic process and that they taught the lessons that they could not define through Eba by sharing links from the school WhatsApp groups, again through the Zoom programme. This finding coincides with the research results that teachers prefer programmes such as WhatsApp and Zoom in distance education during the pandemic (Aksoy, et al., 2020; Ayaz-Töral & Albuz, 2021).

It was determined that music teachers did not receive any training on distance education during the pandemic process and did not have any previous experience in this regard. This result is similar to the results of the studies conducted by Aksoy, et.al (2020) and İnal, et.al. (2021). It is understood that the majority of music teachers did not receive any training on the programmes they used in the distance education process, and that they learned how to use these programmes through their individual efforts. On the other hand, it was determined that some of the teachers learnt the use of these programmes with the help of IT instructor teachers or colleagues in their schools. In this process, it was also seen that there were teachers who learnt these programmes with the support of their students. This result is a result that reveals the competence of teachers in terms of information and communication technologies literacy.

During the pandemic process, music teachers used various teaching methods and techniques in the lessons they conducted in the distance education process. While most teachers carried out activities for song teaching and the outcomes in the music curriculum, it is understood that some teachers also included activities based on instrument teaching. In contrast to this finding, in Topalak's (2021) study, it was determined that teachers had difficulty in performing activities based on instrument teaching. In addition, in the study, it was determined that some teachers also included designing-creating activities and rhythm studies in the distance education process. A similar finding is emphasised in the study of İnal, et al. (2021). In the study, the techniques that teachers mostly preferred to use were demonstration, demonstration and question-answer techniques. In the study conducted by İnal, et al. (2021), it was determined that teachers mostly used teaching through presentation.

It was understood that the music teachers who constituted the study group tended to make evaluations by taking into account the students' participation in the course during the distance education process. While it was seen that some teachers made evaluations according to the attendance-absenteeism status, it was determined that some teachers carried out evaluation processes with measurement tools such as practice exams, oral exams, research assignments, etc. The teaching materials frequently preferred by the teachers in the distance education process were workbooks and instruments. Some teachers also used digital teaching materials in their lessons. Similar results were found in the study of İnal, et al. (2021).

In the context of the problems experienced in transferring the learning outcomes related to the learning areas in the music curriculum to the students in the distance music education process, the learning outcomes in the listening-singing and musical creativity learning areas in the curriculum were the most emphasised common learning areas by the teachers. Teachers pointed out that they had difficulty in transferring the learning outcomes of the music curriculum in the listening-singing learning domain, "sings the national anthem together", and in the musical creativity learning domain, "animates the stories of folk songs" and "transforms music with different rhythmic structures into movement", to students in distance education due to internet speed, infrastructure and synchronisation problems. This result is supported by the studies (İnal, et al., 2021; Sağer, et al., 2020; Şenol-Sakin, 2021; Topalak, 2021; Umuzdaş & Baş, 2020) in which it was determined that there were problems in realising the outcomes of singing and playing together due to internet infrastructure and synchronisation problems.

In the research, it is understood that there are problems in the distance education process during the pandemic period due to the fact that the home environments of the students' family members are not suitable and convenient for distance education due to lockdown restrictions. It is seen that the biggest problem faced by teachers in the distance education process is software, hardware and internet-related problems. This result is supported by many studies (Akyürek, 2020; Küçükkılınç, 2022; Özer & Üstün, 2020; Topalak, 2021), in which it was determined that there were internet-related problems in the distance education process. Demir & Öztosun-Çaydere (2021) concluded in their study that the connection problems encountered by music teachers in the distance education process negatively affected both the student and the teacher. In addition, it is understood that some teachers experience low motivation, while others are insufficient in technological literacy and need in-service training. In Gelişli's (2015) study, the necessity of providing in-service training in order to increase teacher efficiency in the distance education process was emphasised. In addition, teachers pointed out that students were uninterested and reluctant in this process and their attendance was low due to the lack of attendance obligation compared to the normal process. Some teachers, on the other hand, were of the opinion that parents were also indifferent and careless towards the course. Supporting this result, Akıncı & Bolat (2020) also suggested that parents should be informed about distance education activities.

In the study, music teachers generally attributed the low motivation of students to the fact that distance education restricts the social interaction between students-students and students-teachers compared to face-to-face education and pointed out that this is the negative aspect of distance education and defended the necessity of face-to-face education. In Piji-Küçük's (2020) study, which supports this result, a significant portion of the teachers considered distance music education more inefficient than face-to-face education. On the other hand, the teachers in the study consider the richness of materials and the ability to teach independently from time and place among the positive aspects of distance education. This result is also supported by the research results (Piji-Küçük, 2020; Sever, 2014).

The necessity of improving the internet infrastructure, which is a prerequisite for the efficient operation of distance education, and the need to provide technological equipment support as well as equal internet access to students in terms of equality of opportunity stand out among the common views emphasised by the teachers. In the research results supporting these views (Kırnık, 2021; Özer & Üstün, 2020; Sarıkaya, 2021; Topalak, 2021), it is suggested that the internet infrastructure should be improved and technological device support should be provided. Finally, in order to ensure the participation and motivation of students in the distance education process, it is necessary to review the conditions regarding absenteeism, which are extremely flexible, and the necessity of conducting information meetings by school administrations in order for parents to show the necessary importance to distance education is among the other opinions defended by teachers.

In line with this research, it is related to the efficient processing of distance music education;

- Providing the internet infrastructure and technological devices necessary for teachers and students to participate in the lessons in order to ensure equal opportunities in education,
- In order to increase the efficiency of the distance music education process, adding the student attendance and absenteeism tracking system to the distance education platform used,

- Giving seminars to music teachers by expert educators about the platform used in distance education and creating online teaching materials,
- It is recommended that digital and interactive teaching materials supported by instructional technologies should be prepared by music educators who are experts in their field and shared openly on the EBA platform for the access of teachers and students.

Declaration of Conflicting Interests and Ethics

This study was carried out in accordance with the decision of Inonu University Social and Human Sciences, Scientific Research Ethics Committee dated 17.06.2021 document date and numbered E.54855 and in compliance with research and publication ethics. In the research, the authors do not have any conflict of interest declaration.

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