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THE OPINIONS OF THE STUDENTS OF THE MUSIC DEPARTMENT ABOUT THE EDUCATION PROCESS DURING THE COVID-19 PANDEMIC

Research article

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Abstract

The Covid-19 pandemic, which began in Wuhan, China in 2019 and has impacted the world, has led to mandatory changes in all areas, particularly in the health sector. There is no doubt that education is one of the areas that has been impacted by the pandemic process and has faced rapid change. The purpose of the study was to determine the opinion of music department students on the education process during the Covid-19 pandemic, which began to take effect in our country in March 2020. The study group that conducted the research is composed of fourth-year undergraduate students studying at the College of Art, Design and Architecture, Department of Music in Çankırı Karatekin and Düzce Universities. The data of the study, which was carried out using document review and interview methods, which are qualitative research methods, were collected using a semi-structured interview form and analyzed with content analysis. As a result of the study, it was determined that the majority of the students in the music department were not happy with the teaching process during the pandemic period, and those who are together with their families had difficulty participating in classes in the digital environment and experienced problems such as unhealthy internet connection and the distribution of home environment. In this study, it was found that there were a lot of motivation losses in the practical field courses and there were great losses at the learning level. It is the other findings of the work that create a loss of concentration and motivation during the period, the feeling of laziness in students, feeling lonely spiritually, and damaging their self-confidence. In the study, the students who think that the level of learning with the high grades they received at the end of the period is not consistent and that they graduated by feeling insufficient in terms of knowledge and experience are other important findings.

Keywords: Covid-19 pandemic, music education, professional music education, distance learning

1. Introduction

In the 21st century, while technology is developing and advancing in its own process, with the Covid-19 pandemic, it has unexpectedly and suddenly settled in the center of life all over the world in many areas. With the Covid-19 pandemic, people all over the world have had to stay in their homes and carry out their work, education processes, and many obligations of their lives with the support of technology. Extraordinary times around the world have touched all domains, particularly the health sector. The Covid-19 pandemic process, which is a global public health crisis, has also deeply affected education systems in the world, causing a break in education at all levels of education, the closure of schools for a



long time, or a change in the way of teaching. “According to the data of the United Nations Educational, Scientific and Cultural Organization (Unesco 2020), it has been announced that approximately 1,576,021,818 students were affected by this situation together with schools and universities closing in more than 188 countries all over the world at that time, constitutes 92% of the number of students in the world” (Can, 2020). These mandatory measures taken for the protection of human health and the continuation of the functioning of the health sector started a sudden and difficult process in the field of education. All countries have tried for some time to manage through the implementation of existing distance education systems to continue education.

In Turkey, education was restarted with distance education in digital environments after a one-week break from the spring semester on March 12, 2020, in higher education institutions, as in other levels of education and training. A significant contribution has been made to education by transferring thousands of materials to digital media and keeping them open to all universities as the "YOK Courses Platform". The process of higher education continued in a virtual environment with distance learning, open education, and e-learning opportunities (YÖK, 2020). In universities with a high level of knowledge, capable of solving problems with scientific methods, and aiming to train qualified manpower, face-to-face education was interrupted, and different education methods were preferred according to the fields, needs, and methods of the courses taught. Mainly with the distance education platform and the technology infrastructures prepared, the courses started to be taught online through digital platforms such as Zoom, Perculus, Google Drive, etc.

Practice-oriented courses are not expected to produce positive results on digital platforms where theoretical knowledge and more collective courses can be better addressed. Music education, which is practice-based in general, also includes multidimensional domains like hearing/listening/playing/singing, etc. Consequently, distance learning may not be appropriate in all domains. Distance learning may have negative effects, on hearing, playing, and singing. Sakarya and Zahal (2020) concluded that in violin lessons in distance education, some students experience negativities because of computer connection errors, lack of internet or computer, etc. Although the students stated that these online courses have positive effects such as reaching the teacher instantly, seeing the mistakes made, being motivated, and having fun, they also stated that they include compulsory distance education, and that face-to-face education is more beneficial. Teaster and Blieszner (1999) stated that the slightest technical problem that emerged in remote education will reduce the quality of the course and the interaction of the students and emphasized the importance of preparing the course materials to make a good evaluation of the time.

In music education, individual instrument courses (violin, piano, singing, etc.), and collaborative play courses such as choral and orchestral courses are important for professional development. During the Covid-19 period, the inability of people to gather because of the outbreak prevented these courses from taking place. By combining songs played individually in the digital environment, collective playgrounds or vocals have been created. Özmenteş (2020) stated that musical activities that can hardly be performed face-to-face even in crowded classrooms in music education are not suitable for distance education at all, and emphasized that music courses are on the way to courses containing reading such as music theory, music history, etc.

In the relevant literature, numerous studies are conducted throughout the Covid-19 pandemic process. While Aksoy et al. (2020) examined the distance education status of

private music courses during the pandemic process, Ayaz Töral and Albuz (2021) expressed their teachers' opinions on distance instrument teaching for students aged 4-13 during the pandemic period, Boyacıoğlu (2020) investigated the spatial effect of the Covid 19 pandemic on music festivals, and Çakmak (2020) examined the effects of the pandemic process on music listening and performance practices. While Çiloğlu and Çevik Kılıç (2021) examined the perspectives of postgraduate students in music education in the field of music education during the coronavirus process, Inal, Sakarya, and Zahal (2021) evaluated the music courses on the EBA platform with the opinions of teachers. Sağer et al. (2020) explored the possible effects of the pandemic process on the music and performance practices of undergraduate students at Yıldız Technical University. While Özer (2020) evaluated the opinions of the lecturers on the distance education process in the music departments of the Fine Arts Colleges, Özer Akçay and Sürmeli (2022) examined the situation of the distance music courses in Fine Arts High Schools with the opinions of teachers during the pandemic process. Sakarya and Zahal (2020) examined distance violin education in accordance with students' opinions. Sarıkaya (2021) reviewed the opinions of music education students about distance education during the pandemic process. Umuzdaş and Baş (2020) researched the perceptions and experiences of conservatory students regarding distance education during the covid 19 epidemic, Yongacı and Dalkıran (2021) aimed to determine the situation of remote teaching of secondary school music courses with the opinions of teachers and students during the pandemic process.

This study has the expectation of developing solutions for the situation by determining both the individual effects experienced by the students during the covid 19 process and the effects reflected on professional music education in the axis of the pandemic.

1.1. Problem Statement

What are the opinions of the 4th year undergraduate students of the music department about the education process during the Covid-19 pandemic?

1.1.1. Sub-Problems

In accordance with the identified problem statement, attempts were made to obtain answers to the following sub-problems.

During the Covid-19 pandemic process, for music department undergraduate 4th grade students:

- What are their opinions on learning environments?
- What are their opinions on the teaching of their courses?
- What are their opinions on undergraduate education processes?
- What are their opinions on the effect of the process on their graduation status?
- What are their opinions on the impact of the process on their professional life?

1.2. Aim and Importance

The aim of this study is to determine the opinions of the 4th-grade students of the music department about the education process during the Covid-19 pandemic. It is important in terms of determining the opinions of the music department students, who have continued the last two years of their undergraduate education with different education systems (distance,



face-to-face or hybrid, etc.) due to the Covid-19 pandemic, on the effects of this situation on their education, graduation, professional life, and determining the deficiencies in the field of education and developing recommendations in this direction.

2. Method

This study is in the general survey model of qualitative research methods. "Scanning models are search approaches designed to describe a past or present situation as it is" (Karasar, 2012). Quality research is also a phenomenological study. In the study, the opinions of the students of the music department on the phenomenon of the Covid-19 process are explained. Phenomenological studies focus on phenomena that we know, but for which we do not have a thorough and detailed understanding. Interviews are carried out with people to reveal the experiences and meanings of such phenomena" (Büyüköztürk et al. 2012). In phenomenological studies, it is important to keep a limited number of individuals to be included in the sample, since data sources require long interviews with individuals who experience the phenomenon that the research focuses on and who can express or reflect this phenomenon (Yıldırım, Şimşek, 2008). In the study, which is described as descriptive in terms of revealing an existing situation, the theoretical framework was explained by literature review, and content analysis was carried out on the data collected from the students by interview method. In the content analysis, similar expressions were identified, and themes and sub-themes were created to make them clearer to the reader.

2.1. Study group

The study group consists of 20 students, 10 from each college, studying in the 4th grade of undergraduate education at Çankırı Karatekin University, College of Art, Design and Architecture (CADA), Music Department, and Düzce University, College of Art, Design and Architecture (CADA), Music Department.

2.2. Data Collection

The data of the study were obtained through face-to-face or online interviews with 20 students determined by random method among the 4th year undergraduate students studying at the CADA Music departments of Düzce and Çankırı Karatekin Universities in the spring semester of the 2021-2022 academic year. Those conversations were recorded with the participant's consent. The interviews conducted in accordance with the form prepared with the approval of the Ethics Committee constitute the data of the study.

In the study, a semi-structured interview form was created to obtain the opinion of fourth-year music department undergraduate students on their education processes during the COVID-19 pandemic. In the semi-structured form, in line with the subproblems determined, the following questions were asked to the students to get their views on the education processes during the Covid-19 pandemic process.

- Can you tell us about your learning environment during the Covid-19 pandemic?
- Can you tell us about your courses during the Covid-19 pandemic?
- What are the positive effects of the Covid-19 pandemic process on your undergraduate education process?
- What are the negative effects of the Covid-19 pandemic process on your undergraduate education process?

- How do you think the impact of the Covid-19 pandemic process will be on your graduation status?
- How do you think the possible effects of the Covid-19 pandemic process will be on your professional life in the future?

2.3. Data Analysis

In the study, the recorded data were heard and reported separately by two researchers and divided into categories. Yıldırım and Şimşek (2008) state that the detailed reporting of the collected data and the explanation of how the researcher reached the results are among the important criteria of validity in qualitative research.

The data collected were analyzed using a content analysis method, conceptualized, and explained in a descriptive manner. In terms of confirming the reliability of the category, coding, and theming process, the analysis procedures of the collected data were checked by two researchers separately, twice with an interval of three days, and the results were compared.

2.4. Ethical Consent of the Research

In this study, all the rules set out in the scope of the "Directive on the Ethics of Scientific Research and Publication in Higher Education Institutions" were adhered to. Participants were informed of the topic and purpose of the study, and their written and verbal consent was obtained, indicating that the data would be used in scientific research.

Ethics committee consent information

Name of the committee that made the ethical evaluation: Çankırı Karatekin University Ethics Commission

Date of ethical evaluation decision: 11.03.2022

As a result of the meeting numbered 25 in the ethics evaluation document, it was decided that "There is no objection to the feasibility of the Research/Project in terms of scientific research ethics".

Name of the committee that made the ethical evaluation: Düzce University Ethics Commission

Date of ethical evaluation decision: 28.04.2022

As a result of meeting number 5 on the ethics evaluation document, it was decided that "the application of the relevant study is ethically appropriate, provided that the research protocol is followed and is valid from the ethical approval date".

3. Findings and Comments

In this section, the data obtained through the semi-structured interview were analyzed in line with the stages of coding the data, finding the themes, organizing the codes and themes, and defining and interpreting the findings. Analysis results are given in the order of the sub-problems.

3.1. Findings Regarding the First Sub-Problem

For the sub-problem 'What are the opinions of the 4th year undergraduate students of the music department about the learning environment during the Covid-19 pandemic?', the content analysis of the student's opinions on the question "Can you tell us about your learning environments during the Covid 19 pandemic?" is divided into two themes. The first theme is divided into five sub-themes, and the second theme is divided into two sub-themes. In Table 1, themes, and sub-themes from students' opinions on learning environments are presented with frequency and percent ratios. The themes in the table are listed according to their response rates.

Table 1. *Opinions on Learning Environments*

Themes and sub-themes	f	%	Codes
Theme 1: Inappropriate Learning Conditions			
Sub-themes			
The inconvenience of family/home environment	9	45	S6, S10, S11, S12, S15, S16, S17, S18, S20
Digital materials, internet, and connection problems	7	35	S1, S4, S6, S7, S9, S11, S20
Shared computer with sibling	6	30	S4, S6, S9, S17, S19, S20
Finding the period overwhelming, being unhappy	5	25	S5, S6, S7, S10, S16
Feeling uneasy in the digital environment	1	5	S10
Theme 2: Suitability of Learning Conditions			
Sub-themes			
Living alone in the city where studied, being in comfortable conditions	4	20	S2, S3, S5, S13
Being comfortable in the family home	3	15	S8, S14, S19

In Table 1, the first theme was determined as the unsuitability of the learning conditions of the students and, it is divided into five sub-themes: the inconvenience of family/home environment, digital materials, internet and connection problems, sharing a computer with siblings, finding the period overwhelming, being unhappy, feeling uneasy in the digital environment.

Considering the sub-themes related to the inconvenience of learning conditions,

In the first sub-theme, 45% of students (S6, S10, S11, S12, S15, S16, S17, S18, S20) reported that the family/family environment was inappropriate as it related to the learning environment. Regarding this sub-theme, the expressions of the student's opinions were as follows: S6: *I was with my family. There were five of us at home, and it was not a peaceful*

environment for me. I was unable to attend some classes. On the courses, the least noise went the other way. S11: Our learning process in applied courses was difficult. I had frequent internet outages. As everyone was at home, when I turned on the camera, someone in my family could unintentionally come into the room. We had such difficulties. So my setting was not very appropriate, S15: I was in the same house as my family. My brother studied distance learning, we had to attend classes at the same time in our house with a limited space. This was difficult for both of us. S16: Even if the doorbell rang while I was in class, I was distracted. It has not been effective because of reasons such as incoming relatives, freight, Internet problems.

In the second sub-theme, it is seen that 35% of the students (S1, S4, S6, S7, S9, S11, S20) experience problems with digital materials, the internet, and connection in the learning environment. Regarding this sub-theme, the expressions of the student's opinions were as follows: S1: *I was at home with my family. I had a computer, but as it was not a new computer, I had problems with connection, freezing, microphone and camera. Many people use the Internet with us, so I had a lot of problems such as slow connection or not being able to connect, and disconnecting. It never replaces face-to-face education, S4: The Covid 19 period was very difficult for me, I was in a family environment. My internet connection was poor. There was always an issue around the house. I could not open my webcam. I watched the classes again afterward, but it was ineffective. S20: I did not have a lot of problems in the theoretical classes, but in my applied music classes, we had disconnections and communication problems with our instructors due to the Internet connection. We could not hear each other with the instructors. These situations affected the courses.*

In the 3rd sub-theme, it is seen that 30% of the students (S4, S6, S9, S17, S19, S20) experience difficulties because they must use their computers together with their siblings. Regarding this sub-theme, the expressions of the student's opinions were as follows: S4: *We have three siblings at home, and even though we have our own rooms, we all had connection problems because we all received online education. S6: I was with my family in Afyon. Since my brother and I were using the same computer, we were unable to attend class at the same time and I had to make sacrifices. I was unable to attend some classes. On the courses, the least noise went the other way. I was having trouble turning on the microphone and camera. There were five of us at home, and it was not a peaceful environment for me. We had no problem with the internet. Sometimes I was on the phone, but I was not happy. S9: I was with my family. I had a computer and the Internet, but it was very hard to go to class at the same time because my brother was studying online. We were having trouble connecting.*

In the 4th sub-theme, 25% of students (S5, S6, S7, S10, S16) considered the semester overwhelming and unfortunate. Regarding this sub-theme, the expressions of the student's opinions were as follows: S5: *I was alone in my student's house. I felt comfortable, I had a laptop. Being on my own was boring. This was a very psychologically depressing period. S7: This period was very unproductive for me, and I was very unhappy. S16: Our concerns about their health have affected my psychology. One of the reasons I couldn't adapt to the courses was that I was afraid of passing the disease on to people at home because I was going to work.*

In the 5th sub-theme, it is seen that 5% of the students (S10) stated that they were uncomfortable in the digital environment. Regarding this sub-theme, the expression of a student's opinion was as follows: Q10: *Digital media brings formality and discomfort. Our professor says we need to turn up the volume on the computer. Any noise can be on the side*

and can be inappropriate. Maybe my brother's talking. I cannot open it for this anxiety. My concentration was falling apart and my ability to learn was never the same as that of the school environment.

The table shows that the second theme was determined to be the adequacy of learning conditions in the pandemic process. This theme is also divided into two sub-themes: living alone in the city where they study and being in comfortable conditions and being in comfortable conditions in the family home.

Account for sub-themes created regarding the adequacy of learning conditions.

In the first sub-theme, it is seen that 20% of the students (S2, S3, S5, S13) live alone in the city where they study, and their learning environments are suitable. Regarding this sub-theme, the expressions of the student's opinions were as follows: S3: *During the pandemic, I was alone at my own home. I had a computer, phone, and internet connection. I could easily attend classes.* S5: *I was alone in my student flat. I was comfortable, I had a computer. My internet connection was fine. I was able to attend classes without any problems.* S13: *I stayed in the city where I studied during the pandemic. Because my family's house had a stove and the environment was not suitable for studying.*

In the second sub-theme, it is seen that 15% of the students (S8, S14, S19) are in comfortable conditions in their family homes. Regarding this theme, the expressions of the student's opinions were as follows: S8: *I had my computer and internet connection. I was able to attend all classes.* S14: *Since we have a large two-story house, I was comfortable. I created a working environment like a classroom for myself in a room. I accepted it as a school environment. I had a laptop; I took my headphones. I prepared the necessary materials.* S19: *My learning environment was good for distance education, I was very comfortable, and I had the internet. My brother and I were attending classes by sharing the phone and computer, we did not have any big problems.*

Consistent with these views, most students were found to have gone through the process at home, but only three found the learning conditions appropriate.

When looking at the points where the students have problems, it is seen that there is a high rate of problems related to attending classes online with the family and problems arising from the internet connection, followed by technical and sharing obligations related to digital materials, there are many negativities along with reasons such as the distraction of the home environment. Although there are few students living alone away from their families, it is noteworthy that these students are satisfied with this period as they do not experience connection problems and organize their learning environments as they wish. In this case, we can say that a crowded environment increases the problems of Internet connection and provokes problems. All of these data suggest that the environment and learning conditions for students are harsh and inadequate during the COVID-19 pandemic.

3.2. Findings the Second Sub-Problem

For the sub-problem 'What are the opinions of the 4th year undergraduate students of the music department about the teaching of their courses during the Covid-19 pandemic?', the content analysis of their opinions on the question of "Can you tell us about your lectures during the Covid-19 pandemic?", is divided into 5 themes. The 1st, 2nd, and 3rd themes are

divided into two sub-themes. In Table 2, the themes and sub-themes formed from the students' opinions on learning environments are given with frequency and percentage ratios. The themes in the table are listed according to their response rates.

Table 2. *Opinions on Course Teachings*

Themes and Sub-themes	f	%	Codes
Theme 1: Theoretical courses			
Sub-themes			
Positive aspects of theoretical courses	7	35	S1, S3, S9, S10, S15, S16, S18
Negative aspects of theoretical courses	2	10	S10, S12
Theme 2: Applied courses			
Sub-themes			
Negative aspects of applied courses	17	85	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S17, S18, S19
Positive aspects of applied courses	3	15	S2, S9, S14
Theme 3: All courses			
Sub-themes			
Negative aspects of all courses	5	25	S5, S11, S13, S15, S16
Positive aspects of all courses	1	5	S8
Theme 4: Motivation and stress			
Theme 5: Teaching staff			
Theme 6: Exams			

In Table 2, it is seen that the theme of theoretical courses, which is the 1st theme, is divided into two sub-themes: positive aspects and negative aspects of theoretical courses. According to the sub-themes created for the theoretical courses in the teaching of the courses.

In the 1st sub-theme, it is seen that 35% of the students (S1, S3, S9, S10, S15, S16, S18) expressed positive opinions about the teaching of theoretical courses. According to this, they expressed their opinions as: S1: *I think we can say that the Covid 19 process was positive thanks to our teachers and their dedication. They told us to make us understand tirelessly.* S9: *I did not have much difficulty in theoretical courses, but if I had courses such as hearing solfege, I would have had difficulties. I had a course in hearing Turkish music.* S18: *Theoretical courses were face-to-face, you have already memorized and learned.*

In the second sub-theme, it is seen that 10% of the students (S10, S12) expressed negative opinions about the teaching of theoretical courses. According to this, they expressed their opinions as: S10: *Verbal courses were relatively better but being at home when the teacher asked questions was distracting, and there could be disconnections from the environment. Since there was no one with us to ask to catch up with the subject, we couldn't answer the*

teacher and had to keep quiet. 1-2 seconds of distraction could ruin the course. That's why I always prefer face-to-face education instead of digital. S12: There are things that I need to memorize in the written courses. Because we can't pay attention, sometimes we can only get 20% or 30% of what the teacher tells due to distraction. Sometimes we can't listen at all, we just sit idly by the screen. For example, I have a distraction problem. For example, the teacher is saying something, sometimes I listen even when face to face, but I cannot perceive it. There are a few stimuli on the computer. There is only one screen, less than the sound stimulus.

It is seen that the "applied courses" theme, which is the 2nd theme in the table, is divided into two sub-themes as positive and negative aspects of applied courses. According to the sub-themes created for the applied courses in the teaching of the courses.

In the 1st sub-theme, 85% of the students (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S15, S17, S18, S19) expressed negative opinions towards the teaching of applied courses. According to this, they expressed their opinions as S1: *Practical courses must be done face to face. Courses with the instruments, hearing, studio-related recording, mixing, etc. courses must be face-to-face. Studio classes are courses that I can hardly understand, even face-to-face. The teacher opened the screen, showed it, and explained how it was done, but these are not courses that can be done online without touching the recording devices. S10: I think it had no positive effect on our applied courses. I see a year as garbage for applied courses. Because the teacher sees us personally when we are at school and can guide us better. I could feel the sincerity between us a little more when I was at school. I was entering the class with this motivation. Everyone was watching you in the video chat environment, this created stress for me too. But when we were at school, we did one-on-one with the teacher and there was comfort in being able to make mistakes. S18: I cannot play and show in applied courses only because the teacher is not with me. We made our piano course theoretical, out of necessity. But I couldn't concentrate on any courses like at school. There is comfort at home, of course, but no discipline as the school has. I think that I have lost in practical courses rather than theoretical courses.*

In the second sub-theme, it is seen that 15% of the students (S2, S9, S14) expressed positive opinions about the teaching of the courses. According to this, they expressed their opinions as: S2: *The course I was comfortable in was the violin. We were doing our courses with video recording. I found that I studied a lot while saving and deleting to post a nice video. It has been fruitful for my own work. S9: I did not have much difficulty in instrumental courses, S14: According to the video recording our teacher sent us, when we made recordings about the performance and had the chance to watch ourselves, we found ourselves in a different learning method. Having the chance to observe what we play by watching was a different and positive learning method, I think, in this process.*

The 3rd theme in the table, "all courses", is divided into two sub-themes: positive and negative aspects of all courses. According to this.

In the 1st sub-theme, it is seen that 25% of the students (S5, S11, S13, S15, S16) stated their opinions about the negative aspects of all courses. According to this, they expressed their opinions as: S5: *I think that no course was productive during the pandemic process, I could not focus at all. I just entered the classes like that. When I became a hybrid and started to come face to face to some courses, for example, I realized that I did not understand anything by hearing Turkish music. I was just singing, but I never learned the motives or*

anything. I think that all courses are more productive when face-to-face, S15: Of course, efficiency is much less than the courses we teach face-to-face. Internet interruptions were frequent in classes and communication became difficult. We had problems in the courses where we had to play and sing together like a choir, S16: I think it was bad in general because the process was based on trial and error. Our school's system was also bad, the internet was problematic. It was not very efficient, we lost time. Especially in our instrument courses, we felt like we were on our own.

In the second sub-theme, 5% of the students (S8) expressed a positive opinion about the teaching of all courses. According to this, the opinion of the student was as follows: S8: I think all the courses online were very good. I wish it had continued. We were able to attend courses in our pajamas in our own home environment.

The table shows that the 4th theme is motivation and stress. 45% of the students (S10, S12, S13, S14, S15, S16, S18, S19, S20) state that they experience low motivation and stress in the teaching of the courses. According to this, they expressed their opinions as: S14: Connection problems negatively affected our understanding of the lectures of our teachers. We had the trouble of not being able to see eye to eye. While expressing that the digital environment lowered our motivation, S16: Even when everyone was trying to ask questions, there was chaos, it was difficult for the teacher to manage this situation, and time could not be used efficiently. Sometimes our teachers could not connect to the system, so we lost a lot of time. All this reduced our motivation a lot. S19: It was not like in school. Anything in the house (such as the dining environment, and someone's conversation) could distract my concentration, while it was not possible to get out of class when I was at school, there could be things that we were distracted and missed at home. It was not good in terms of perception because I could not concentrate like in the classroom.

In the table, it is seen that the 5th theme is the teaching staff and 10% of the students (S1, S3) expressed their opinions about the instructors in the teaching of the course. According to this, they expressed their opinions as follows: S1: I think we can say that the Covid 19 process was positive thanks to our teachers and their dedication. They talked about it in order to help us understand it tirelessly and S3: It was a comfortable period because our instructor's provided convenience in elective courses, theoretical courses and exams.

The table shows that the 6th theme is exams. It is seen that 10% of the students (S3, S8) expressed their opinions about the exams in the teaching of the courses. According to this, they expressed their opinions as follows: S3: Our teachers provided convenience in exams with the effect of the period. For example, we had to sing more songs than solfeggio, but because the exam was online, we had to sing less. Q8: I think the exams were very good, they were stress-free. We were able to attend the courses in our pajamas in our own home environment.

Based on the results above, it is found that students faced numerous problems in teaching the course during the pandemic process. While theoretical courses can be conducted relatively easily, it is thought that most of them have problems in applied courses, and it is thought that especially hearing harmony, instrument, and studio courses need to be face-to-face. It can be seen among the findings that the motivation of the students towards the courses is low because of various reasons such as internet connection problems, digital media opportunities, the obligation to constantly connect to the course from home, the feeling of being watched in the digital environment, and it can be interpreted that these experiences

negatively affect the learning level. In the findings, the positive opinions about the efforts of the instructors in the course processes are remarkable. Likewise, a small group of students stated that they discovered a learning method for instrumental courses in an effort to adapt to the conditions, which can be interpreted as a consoling finding regarding the situation.

3.3. Findings Regarding the Third Sub-Problem

For the sub-problem 'What are the opinions of the 4th year undergraduate students of the music department about the undergraduate education process during the Covid-19 pandemic?', the students were asked a question, which is divided into two parts, 'Can you tell us about the positive and negative aspects of the Covid-19 pandemic process in terms of your education process?'. Table 3 includes the themes and sub-themes formed from the students' opinions on the positive effects of the Covid 19 pandemic process on the education processes of the students and Table 4 includes their negative effects.

First, in Table 3, 5 themes and their sub-themes, based on the students' opinions on the positive effects of the pandemic process on their undergraduate education, are given with frequency and percentage rates. The themes in the table are listed according to their response rates.

Table 3. *Opinions on the Positive Effects of the Pandemic Process on Undergraduate Education*

Themes and Sub-themes	f	%	Codes
Theme 1: Effective Use of Time	9	45	S1, S2, S3, S8, S9, S11, S14, S17, S19
Theme 2: Psychological Effects			
Sub-themes			
1. The comfort of being at home	7	35	S5, S6, S8, S9, S14, S17, S20
2. Feeling safe at home regarding health	1	5	S15
3. Understanding the value of face-to-face education	1	5	S15
Theme 3: Teaching Process			
Sub-themes			
1. Be able to study courses and gain time for repetitions	6	30	S4, S8, S12, S13, S18, S20
2. The advantage of having a course repetition	5	25	S1, S2, S8, S9, S13
3. GPA increases with easier exams	3	15	S1, S6, S19
Theme 4: Economic Effects	6	30	S14, S15, S16, S17, S18, S19
Theme 5: New Learning Opportunities	4	20	S10, S12, S13, S14

It is seen in Table 3 that the first theme is the "effective use of time" theme. 45% of the students (S1, S2, S3, S8, S9, S11, S14, S17, S19) express positive opinions in terms of using time during the pandemic process. In this respect, they expressed their opinions as follows: S2: *This term was generally very positive as I was able to attend my classes and take care of*

my private affairs. S8: I had the opportunity to do many things that I could not do before. I had the opportunity to develop myself. We had plenty of time. The comfort was good, S19: When I was in face-to-face education, I was coming to school by making some road trips, it was comfortable for me that this disappeared during the pandemic. It was more comfortable in terms of time.

It is seen in Table 3 that the second theme, "psychological effects" is divided into three sub-themes: "comfort of being at home", "feeling safe at home regarding health" and "understanding the value of face-to-face education".

According to the sub-themes created regarding the psychologically positive effects of the pandemic process on undergraduate education; It is seen that 35% of the students (S5, S6, S8, S9, S14, S17, S20) expressed their opinions about the comfort of being at home. Regarding this sub-theme, the students expressed their opinions as follows: S5: *I think the positive effect was just being comfortable. It was a luxury to be in the class in pajamas whenever you wanted at home. It was so nice not to come to school. This was something we always wanted,* S9: *I think the positive aspect was that we were at home and comfortable,* S17: *Of course, there was also a side where we saved time and enjoyed the comfort of being at home.*

In the second and third sub-themes of the psychological effects in Table, with a 5% rate, the student coded S15 said, *“Being at home in such a period of health felt safe. It was not very positive in terms of education”* and *“Maybe we understood the value of being a little more face-to-face. Because, in general, we miss being at school a little more, going to school every day, spending time at school, and studying”*.

The third theme in the Table, the "teaching process" theme, is divided into three sub-themes: "being able to study for courses and gaining time for repetitions", "advantage of repeating the course", and "GPA increases with easier exams". According to the sub-themes created regarding the positive effects of the pandemic process on the teaching process of undergraduate education.

30% of the students (S4, S8, S12, S13, S18, S20) state that they can study for courses and gain time for repetitions. In this respect, the students expressed their opinions as follows: S4: *I think the pandemic has been good for flute courses. S12: I improved my ability to play an instrument a lot. Time passed quickly at school, but slower at home. I had more time, we couldn't go out and I had plenty of time. It was an opportunity for those who used it wisely,* S13: *Despite my lack of knowledge, they had advantages in terms of spending time and repeating my courses. I especially gained a lot of time to practice my instrument. We learned plenty of motives, saz semai, and preludes.*

It is seen that 25% of the students (S1, S2, S8, S9, S13) stated that having course repetitions is an advantage. In this respect, the students expressed their opinions as follows: S1: *It was nice to have the repetition of the courses. Our teachers generally did homework-oriented exams by thinking of us. This, in turn, increased our GPAs, and course passing became easier. S8: It was perfect for me to have the course repetition. If I want, I can attend the lecture if I want, I can watch the recording. The things I must do have always bored me. Some courses were a waste of time for me, and this has disappeared with online education. I was able to live free on my own. I entered if I wanted to, and if I did not want to, I watched the replay. I think it's not laziness, it's personal comfort. S9: Whenever you want, you attend class or do not. Everything is up to you. You have a chance to watch it later.*

It is seen that the fourth theme is "economic effects". It is seen that 30% of the students (S14, S15, S16, S17, S18, S19) expressed their opinions on the economic positive effects of the pandemic process in their undergraduate education. In this respect, the students expressed their opinions as follows: S14: *I think that if they transform distance education into a healthy system, we can be more successful than school. In other words, it saves a lot of travel, transportation, costs, money, and time*, S16: *There were advantages of being with the family economically, and S19: It was positive that I did not have any travel expenses economically.*

It is seen that the fifth theme is "new learning opportunities". It is seen that 20% of the students (S10, S12, S13, S14) stated that the pandemic process created new learning opportunities in their undergraduate education. In this respect, the students expressed their opinions as follows: S10: *With the pandemic process, we have seen that we can now reach many places that we had to go to physically, through digital media, i.e.. symposia, and live links. It has created an opportunity to reach some activities that we could be deprived of in the past. It can have a positive effect in this respect.* S12: *We prepared a video for our instrument teachers; I know that I spent a day on a video. By the time we reached it, we were finally playing it without fail. We were studying hard to get it right. These obligations caused us to develop our other skills,* S13: *During the pandemic, I did not prepare for the exams as seriously as I did face-to-face. Because I was going to send a video or audio recording, I had the opportunity to record again. The conditions of the applied courses led us to learn with lots of repetition and to discover different methods.*

According to the above findings, It can be said that students especially emphasize the comfort of this process, they can spare more time for their personal issues and especially instrument studies thanks to time-saving, the process has economic advantages and they feel safer by staying at home. The fact that students consider watching course repetitions as a chance, new study methods, new and different learning, and information access environments can be considered important contributions of the pandemic process.

Although not reflected in the Table, students coded S6, S7, S10, S11, S15, S16, and S17 answered the question about the positive effects of the pandemic process on undergraduate education as "there were no positive aspects or, if there were other aspects, it was not in terms of education". The fact that more than ¼ of the students interviewed within the scope of the study did not find any positive aspects in terms of education in the process is a substantial rate and is considered as valuable data. This result can be interpreted as the process is not the same for all students and creates different results.

Table 4. *Opinions on the Negative Effects of the Pandemic Process on Undergraduate Education*

Themes and Sub-themes	f	%	Codes
Theme 1: Psychological Effects			
Sub-themes			
1. Loss of Concentration/ Motivation	9	45	S2, S4, S5, S13, S14, S15, S16, S18, S19
2. Being lazy	8	40	S1, S2, S3, S4, S5, S9, S14, S20
3. Mental depression/feeling of loneliness	6	30	S2, S6, S7, S8, S12, S18

4. Injury of self-confidence 5 25 S5, S14, S16, S19, S20

Theme 2: Teaching Process
Sub-themes

1. Quality of learning	11	55	S1, S10, S11, S12, S13, S14, S15, S16, S17, S19, S20
2. Applied courses	8	40	S1, S2, S3, S4, S9, S10, S15, S17
3. Barriers in the digital learning environment	6	30	S10, S13, S15, S16, S18, S20
4. Evaluation system	6	30	S1, S10, S11, S14, S17, S19

Theme 3: Effects on Physical Health 3 15 S10, S16, S17

In Table 4, three themes and their sub-themes, based on the students' opinions on the negative effects of the pandemic process on their undergraduate education, are given with frequency and percentage ratios.

It is seen that the first theme in the table, the "psychological effects" theme, is divided into four sub-themes: "Loss of concentration/motivation", "being lazy", "mental depression/sense of loneliness", and "injury of self-confidence". According to the sub-themes created regarding the psychological negative effects of the pandemic process on undergraduate education.

1 In the first sub-theme, 45% of the students (S2, S4, S5, S13, S14, S15, S16, S18, S19) stated that they experienced a loss of concentration/motivation during the pandemic process. In this respect, the students expressed their opinions as follows: S4: *In face-to-face education, even the tone of voice, the teacher's glance, and even the humor of the teacher allowed us to concentrate on the course, while in online education everything is left to itself.* S13: *During the learning process in the school environment, we had the chance to ask our friends about a subject that we could not understand sufficiently, to share and learn, but we were deprived of this in the process. In this process, if I did not look at something that I could not understand in the course right after the course, I would forget, permanence was a big problem. Self-control had to be very high. Of course, there were times when I could not focus, S15: Being at home and in bed all the time reduced my motivation psychologically. The prolongation of the process created intimidation.*

In the second sub-theme, 40% of the students (S1, S2, S3, S4, S5, S9, S14, S20) state that they become lazy during this period. In this respect, the students expressed their opinions as follows: S1: *I think it was a comfortable and laziness process for students,* S2: *Since there is no school environment in online education, I was distracted a lot because we attended the courses from our own room and sometimes even from our bed,* S19: *There was a situation where being at home led to laziness. There were times when I could not attend courses. I mean, sometimes I attended the class on the phone, but I was sleepy and slept I didn't attend the class. But I did this in some theoretical classes. I did not do it in our major area courses, because we spoke with the microphone open.*

In the third sub-theme, 30% of the students (S2, S6, S7, S8, S12, S18) stated that they were mentally overwhelmed and felt lonely during this period. In this respect, the students

expressed their opinions as follows: S6: *Yes, we were at home in our comfortable space, but we were alone in the online courses, on our own. You must understand everything yourself. No interaction. No classroom environment,* S12: *I think it had the most negative psychological effects,* S18: *Being closed at home all the time affected my psychology, I used to socialize more. Now, even after returning to school, I realize that I go out less and get used to remaining down.*

In the fourth sub-theme, 25% of the students (S5, S14, S16, S19, S20) stated that they experienced a loss of self-confidence in this period. In this respect, the students expressed their opinions as follows: S5: *This period has made me lazy in every way. I don't want to leave the house. I don't want to attend courses. I have become an antisocial person. This period had a great impact on my psychology. You are nothing at home alone. You can do everything yourself by studying hard, but it is very difficult,* S14: *We were in a process where our belief in life was broken. We skipped the music, we fell into the anxiety of life, the problem of bringing home food. Life conditions broke our enthusiasm for music and our school. I lost a little self-confidence,* S16: *We had a lack of knowledge and self-confidence in this process. Because it is a process we experience for the first time, mask, permanent home, illness, a new order.*

It is seen that the second theme in the Table, "teaching process", is divided into four sub-themes: "Quality of learning", "Applied courses", "Barriers in the digital learning environment", and "Evaluation system". According to the sub-themes created regarding the negative effects of the pandemic process on undergraduate education.

In the first sub-theme, 55% of the students (S1, S10, S11, S12, S13, S14, S15, S16, S17, S19, and S20) stated negative opinions about the quality of learning during the pandemic process. In this respect, the students expressed their opinions as follows: S1: *It was a period when there was little knowledge and learning and more comfort. The studio courses were a negative period for the practical courses,* S15: *This is where we felt the emotion of studying at university and being in the family home, and suddenly turning life into a computer environment had a lot of negative effects. I think it is a learning loss. It is very important and valuable to be face-to-face, especially in instrument courses,* S16: *I think it was negative in terms of learning, not only students but also teachers were trying to adapt to a new situation. Something new was being tried and solutions were found by trial and error. So, even at the last point, I think the process was a bit painful.*

In the second sub-theme, 40% of the students (S1, S2, S3, S4, S9, S10, S15, S17) have negative opinions about the teaching process of applied courses during the pandemic process. In this respect, the students expressed their opinions as follows: S3: *It was an unproductive period in terms of courses, especially for applied courses. Our teachers tried to do their best and even more, but the environment was not suitable.* S4: *I have lost a lot in terms of applied courses, especially studio courses, which are our major area courses. We must spend time alone in the studio, touching and working on the equipment and recording alone. I could not do it because I did not have the opportunity at home, and I personally see my studio knowledge as very inadequate,* S10: *Applied courses were bad. Especially instrument and voice training courses. There is a synergy when they are side by side. You know the teacher, the teacher knows you, but you know that those recordings can be watched later. There was also anxiety about it. It takes away one's freedom, but it is not the same at school. It's been a second, it's over.*

In the third sub-theme, 30% of the students (S10, S13, S15, S16, S18, S20) stated their opinions about the obstacles in the digital learning environment during the pandemic process. In this respect, the students expressed their opinions as follows: S13: *At the end of each course, I always studied what was explained in the book, in order not to have any problems in the long run. Because I was learning in the face-to-face classroom environment at school and I did not forget, but it was not possible to learn in the digital environment to the same extent, I could not fully understand it and then I had to study myself,* S15: *It was difficult to understand in courses such as an applied instrument. We could not immediately ask something that was on our minds during the courses in the digital environment, this was challenging,* S20: *For example, we used to open a link on YouTube and listen to it in repertoire courses. But when we were at school, our teacher was playing, it was more effective learning for us. While I had the chance to ask questions to my teacher at school, I did not have this chance when I watched it on YouTube.*

In the fourth sub-theme, 30% of the students (S1, S10, S11, S14, S17, S19) stated negative opinions about the evaluation system during the pandemic process. In this respect, the students expressed their opinions as follows: S10: *There is no supervision there, you can do everything, as we normally have our exams under the supervision of the instructors for many courses. Here you will do what you know, and you do what you do not know there as well, there was such a problem and disadvantage with the evaluation process. You are on the Internet. The teacher does not see you personally, he does not know what you are doing, of course, there were all kinds of illegalities. It was not very healthy. In that way, for example, it had an impact on the average of people who will graduate and do a masters. He cannot come close to my level, but I see he has reached my level. How did this work happen with this method,* S14: *The evaluation system was not very healthy with cheating and phone calls. The situation was not under the control of our teachers, of course,* S17: *Those high grades were just a slight downside. It's like a bit of a conflict between those who study and those who don't.*

It is seen that the third theme in the table was determined as effects on physical health with the opinions of 15% (S10, S16, S17) of the students. In this respect, the students expressed their opinions as follows: S10: *During the pandemic process, I received a lot of radiation with the interaction of the phone and tablet. Everyone in the family is at home, the TV is on, and we had two or three computers. The tablet my brothers use is already on. There was so much radiation around that I was constantly waking up with a headache. My headache was already affecting my studies. I had no desire to study,* S16: *Staying at the computer for a long time also damaged my health, so I started using glasses,* S17: *Looking at the computer screen constantly caused me eye pain and headache after a while.*

When the answers of the students are examined, it is seen that the pandemic process has created many negative effects. When the created themes are examined within themselves; It is seen that there are many different opinions, such as the student's mental and physical health problems, motivation problems related to school, loss of learning, and various difficulties, especially the problems related to applied major area courses and injustices in the evaluation phase of the process.

In undergraduate education, it is seen that this period has negative psychological returns in many different aspects such as difficulty in maintaining concentration and motivation, feeling lazy, feeling spiritually lonely and damaging their self-confidence. It can be thought that

staying alone at home for a long time and being away from the interaction in the school environment lead students to become asocial and move away from their goals.

While the students stated that the quality of the teaching regarding the teaching process was not sufficient, they especially emphasized the deficiencies in the applied courses. The fact that many obstacles such as internet connection problems in courses, not being able to reach the necessary equipment for courses, and the uneasiness brought by the digital environment create problems regarding the quality of learning are considered remarkable data.

Students' criticism of the evaluation system is also of great importance here. It is noteworthy that during the evaluation process, unfair note-taking situations occur due to reasons such as information sharing on the internet, the possibility of calling each other by phone, and the difficulty of controlling the evaluation system in the process. In this period, it can be thought that, if the student really wants to learn the information and has the intention, he learns and a student who only thinks of passing the course finishes the semester with high grades without learning much.

When the data are analyzed, the fact that students experience physical health problems such as eye pain and headache due to the radiation they are constantly exposed to in front of the computer emerges as another negative effect of the process.

3.4. Findings Regarding the Fourth Sub-Problem

For the sub-problem 'What are the opinions of the 4th year undergraduate students of the music department regarding their graduation status during the Covid-19 pandemic?', the content analysis of the opinions on the question 'What are the effects of the Covid-19 pandemic process on your graduation status?' is divided into 3 themes. In Table 5, the themes created from the opinions on the effects of the pandemic process on the graduation status of the students are given with frequency and percentage rates.

Table 5. *Opinions on the Effect of the Pandemic Process on Graduation Status*

Themes and sub-themes	f	%	Codes
Theme 1: Graduation with Lack of Knowledge and Experience	18	90	S1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S14, S15, S16, S17, S18, S19, S20
Theme 2: Becoming a Pandemic Process Graduate	8	40	S6, S7, S9, S11, S14, S16, S19, S20
Theme 3: Evaluation System-Graduation Relationship	5	25	S12, S13, S16, S17, S18

In Table 5, it is seen that 90% of the students (S1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S14, S15, S16, S17, S18, S19, S20) express their opinions that they will graduate with a lack of knowledge and experience due to the pandemic process. Therefore, the theme created with the highest rate of consensus was 'graduation with lack of knowledge and experience'. In this respect, the students expressed their opinions as follows: S1: *I cannot graduate. I have shortcomings, especially in terms of violin and piano courses. Taking what I lack, and hard-to-understand studio courses online made me more regressed.* S10: *It had a negative impact*

on my graduation. I was able to attend very few concerts during my education period. During this 1.5-year period, we could not perform any concerts or attend events. I think we have great shortcomings in experience. The knowledge we received in the courses was less. Knowledge at that time was not permanent. This was not possible in the internet environment, S15: If this process had not happened, I could have graduated with more knowledge. I have the feeling that we have graduated a bit incomplete.

For the second theme, which is defined as being a graduate of the pandemic process, it is seen that 40% of the students (S6, S7, S9, S11, S14, S16, S19, S20) stated that they would graduate with a lack of knowledge and experience due to the pandemic process. In this respect, the students expressed their opinions as follows: S9: *If there was a face-to-face semester, we could learn a lot more in most courses. The classroom environment is something very different. I think I couldn't graduate because of this, S14: They may underestimate us as the pandemic generation. Because we really lost a lot of time. We lacked a lot in terms of knowledge, and experience. We're going to be a little loser. It seems to me that we will have a psychological war against people who will try to crush us in the upcoming period. We will meet such people wherever we are, both in schools and in the workplace, and I think we will face this pressure. S19: We should try to recover the shortcomings that occurred during the pandemic. I think all our shortcomings will appear in the future. I think there will be prejudice against us because of the pandemic period graduates. Because even now, such things are made fun of on social media.*

The third theme, which was created from the opinions about graduation during the pandemic process, was created as an 'evaluation system-graduation relationship'. It is seen that 25% of the students (S12, S13, S16, S17, S18) expressed their opinions by establishing a connection between the evaluation system during the pandemic process and their graduation. In this respect, the students expressed their opinions as follows: S3: *I want to do a master's degree and I think there are overblown transcripts of students all over Turkey during this period. In this case, even someone who has never thought of postgraduate education will be able to compete with me in the process. Those who will both be competitors and perhaps have nothing to do with academic life will have the chance to turn to academics due to inflated grades. This was one of the things that got me thinking, S16: Our teachers were extremely generous in the grades we received during this period. When we look at the paper, it seems positive, but since what we do on stage or in teaching in our field is at the forefront, I don't think it matters much what is written on the paper. It's just an empty plus on paper, S17: In this process, grade point averages have really increased for everyone. Maybe the teachers had to behave in the same way, but I guess he got mixed up with someone who really knows and someone who doesn't.*

According to the above findings; the opinions that students graduated by feeling inadequate in terms of knowledge and experience due to the pandemic period, their self-confidence is damaged due to the deficiencies in the process, feel the uneasiness of being referred to as pandemic graduates in their professional lives, the difficulties in the evaluation system and the injustice caused by the conditions of the period cause the graduation averages to increase and that it may bring long-term problems to come to the fore. It is thought that the statement of the student coded S19, 'I think those who really know and those who do not know are intermingled' reveals an important quality of the education process during the pandemic period.

3.5. Findings Regarding the Fifth Sub-Problem

For the sub-problem, 'What are the opinions of the music department undergraduate 4th-grade students on the impact of the Covid-19 pandemic process on their professional lives? , the content analysis of their opinions on the question 'How do you think the possible effects of the Covid-19 pandemic process will be on your professional life in the future?' is divided into 3 themes. In Table 6, three themes based on the opinions of the students about the possible effects of the pandemic process on their professional lives are given with frequency and percentage ratios.

Table 6. *Opinions on the Possible Effect of the Pandemic Process on Their Professional Life*

Themes and Sub-themes	f	%	Codes
Theme 1: Feeling of Professional Inadequacy	18	90	S1, S2, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20
Theme 2: Change in Professional Choices	3	15	S13, S15, S19
Theme 3: It had no negative effects	2	10	S3, S8

The first theme in the Table was formed as a 'feeling of professional inadequacy' with common opinions of 90% of the students (S1, S2, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20). In this respect, the students expressed their opinions as follows: S5: No matter how proficient I am in technology courses, everything would be different if this semester was with face-to-face education. Now, in every aspect, I need to pick myself up first, both psychologically, financially, and spiritually. Then I can turn to a profession, S10: *Knowledge, equipment, learning, and experience are very important in business life, but we did not attend enough concerts. There are only 2-3 concerts I have attended so far, but maybe it would have been more if it were not for the pandemic process. Maybe this would have been my opportunity to provide an experience with the choir and maybe an experience as a solo, but this did not happen. I would be more confident in my professional life. It's been a year and a half now. Now, it is as if we studied for 2 and a half 3 years, not 4 years. So you feel like you have such knowledge. I think this situation will cause problems in self-confidence when starting the profession*, S12: *There are those who have seen grades that they have never seen during this period. In fact, although the system seems to give them the advantage of high grades, they will still be what they are. We will experience the disadvantages of lack of knowledge or inflated averages in professional life, unless we close our gaps individually, of course. The issue is how seriously we take the expectations of our teachers and how we go through this process. If we do not take it seriously, we will experience pain in the following years.*

According to the table, the second theme was determined as 'change in vocational choices'. 15% of the students (S13, S15, S19) stated that they think about changes in their career choices due to the pandemic process. In this respect, the students expressed their opinions as follows: S13: *The prohibitions about life during this period caused a change in my thoughts about my profession and field. While I used to think that I could spend my life making music on the street or in a place, I realized that this was not a safe idea. I realized that I needed to focus on safer areas. The thought of if there is a pandemic again in the following years has affected my opinion of choosing a profession. I think I should have a steady and more serious*

job. It could also be teaching. With a proper solid job, the logic that the golden ticket is always in the hand began to form. The process made me nervous and led me to these thoughts, S15: If I can't complete my shortcomings until I get a job, of course, I may have problems based on the lack of knowledge about teaching. Here it is up to the student to complete those shortcomings. Let's say I want to have a graduate interview and I think that I have many shortcomings in connection. In this sense, it can have a negative impact on the profession. This is disturbing, S19: I need knowledge of the motive. But if I become a teacher in a school where expectations are high for me, my lack of knowledge can challenge me. This process prevented me from setting higher goals for myself outside of teaching. Lack of knowledge lowers my self-confidence a bit.

As can be seen in the third theme in the table, 10% of the students (S3, S8) state that the pandemic process will have no negative effect on their professional lives. In this respect, the students expressed their opinions as follows: S3: *I do not think that there will be a negative effect on my professional life in the future. We and our teachers tried to do our best. I can say that I have no loss as I have improved myself in studio classes and found them sufficient, but I think that it will be a big disadvantage for their professional life for those who have shortcomings in these courses, S8: It did not cause any loss in my future professional life. In fact, I can even say that it was beneficial for me as I take care of a lot of recording and private issues. Everything is now online, even the job interviews.*

Considering the above findings; It is noteworthy data that due to the pandemic period, the majority of the students completed their school by feeling incomplete in terms of their professional knowledge and they experienced a sense of professional inadequacy, they feel compelled to reconsider their career choices because they are exposed to various effects of the pandemic process. In line with these data, it can be said that the pandemic period has effects that can change the lives of many students in a long-term and permanent way. There are very few students among the students who stated that they spent this period working efficiently and fully. Considering the statement of the S3 coded student, the fact that he predicts that there may be losses in general, although he does not have any problems for himself, and that 90% of the answers of the students stated that there are professional concerns, it is considered as an indicator that the period caused serious losses in terms of education.

4. Conclusion, Discussion and Recommendations

When the findings of the study are generally examined, although there are some positive sides to being a student during the period of the pandemic, it was determined that there was a significant negative aspect.

As a result of the study, it was determined that most of the students spent this process with their families in their hometowns, but 45% did not find the learning conditions appropriate. When the factors that students have problems within terms of learning conditions are examined, it has been determined that problems with attending classes digitally in a crowded environment with family, problems with digital materials, internet connection, obligation to share computers with siblings at home, the overwhelming feeling of being at home all the time, and the uneasiness created by the digital environment.

In the literature, many studies support the conclusion that this study has problems arising from internet and connection problems. (Akçay and Sürmeli, 2022; Sakarya and Zahal 2020;

Umuzdaş and Baş, 2020; Özer, 2020;). In parallel with the result of this study, Piji-Küçük (2020) stated that "the sound cannot be transmitted to the other party with sufficient quality due to the fact that the students do not have professional voice recorders, therefore, practice courses with individual playing/singing content do not provide the expected efficiency with online methods". Topalak (2021) evaluated the teachers' perspectives on online education during the pandemic period and concluded that synchronous errors were the leading cause of the negativities experienced during the online course and emphasized that there were intense errors related to the devices. Ayaz Töral and Albuz (2021), on the other hand, concluded that digital courses, mainly online instrument courses, negatively affect the communication between the teacher and the student, especially the younger students have difficulties in tuning their instruments, and internet connection problems negatively affect the courses.

In the study, it was determined that there are many negativities, such as the difficulties associated with attending digital courses in a crowded environment and the distraction of the home environment, together with the family. Although the rate of students living alone in the city of their school far from their families is low (20%), it is another remarkable result that these students are satisfied with this period because they do not experience connection problems and organize their learning environments as they wish. In this case, the result is that the crowded environment with family members creates connection problems and causes problems. In line with all this data, it has been concluded that the learning environments of the students are full of problems in various aspects and the conditions are insufficient for ideal learning during the Covid-19 pandemic process.

In the study, the conclusions reached regarding the teaching process are that the quality of the teaching is not sufficient, there are many obstacles, especially in applied courses, and there are many problems such as internet connection problems, and situations that prevent displaying on the screen in the home environment. While theoretical courses can be carried out relatively easily, it has been determined that there are serious problems in applied courses, especially hearing, harmony, instrument, and studio courses that need to be face-to-face. Akçay and Sürmeli (2022) reported that applied courses are not suitable for distance education, whereas theoretical courses are appropriate. In the literature, there are many studies emphasizing that practical face-to-face practice will be more efficient and expressing the deficiencies in this regard in the distance education process supporting the result of this study, (Altun Ekiz, 2020; Cülha and Yılmaz, 2021; Kurnaz and Serçemeli, 2020; Afacan, 2022; Sakarya and Zahal, 2020; Özgöl, et al., 2017; Piji Küçük, 2020; Yüksel, 2022). Yongacı and Dalkıran (2021) also concluded that distance education is seen as disadvantageous compared to face-to-face education for many reasons such as the inability to practice individual and collective courses such as playing/singing, thus restricting the activities in the classroom, the courses not being efficient due to the lack of effective communication, the learning inequality, the inability to intervene with the student immediately, the low participation in the class, the problems experienced in the internet connection and lack of material in distance music courses according to the opinions of the teachers. The results are consistent with our search results.

In the study, regarding the positive aspects of the pandemic process, it was determined that the students experienced the comfort of the home environment, they could spare more time for their personal issues and especially instrument studies thanks to timesaving, the process had economic advantages and they felt safer by staying at home. The positive opinions on the efforts and sacrifices made by the instructors are remarkable. Students consider watching course repetitions as a chance, they see new study methods, and new and different learning

and information access environments as opportunities, and these can be considered important contributions of the pandemic process. In the study of Sakarya and Zahal (2020), students stated that the ability to see mistakes in online violin courses, ask questions to the instructor, access the recordings again outside the class, and to be able to watch them again at any time during the pandemic process were motivating. Afacan (2022) reached similar results regarding the violin education process, which was carried out with distance education during the pandemic process, "in terms of easy participation in the courses, not facing time waste, watching the course again from the recording and not staying away from the courses". The study of Piji Küçük (2020) also supports this result with her positive thoughts on the subjects such as home education of the music department students, saving time and space, not staying away from the courses by recording the courses, and the continuity of the courses. Yongacı and Dalkıran (2021), in line with their research on general music education secondary school level music courses, have reached the conclusion that while most students adapt to distance education, some of the music teachers and students do not find it positive that music courses are conducted distantly, on the other hand, there are positive thoughts such as conducting the courses in the home environment, saving time and space, transferring the relationship between music and technology. In their study, Umuzdaş and Baş (2020) concluded that distance education during the pandemic has allowed students to acquire skills such as research, better time management and self-regulation.

In addition to the positive aspects mentioned, 35% of the students stated that they did not see any positive aspects in terms of education in this process and this rate appears as a substantial rate and is considered valuable data. This finding shows that the process is not the same for all students and leads to different outcomes. 7 students who participated in the study of Afacan (2022) state that there is no positive aspect of distance education, and the results of the two studies show parallelism in this respect. Sarıkaya (2021) concluded that the majority of students approach distance learning in a negative way.

Considering the results of the study regarding the negative effects of the pandemic process, it was determined that the students experienced psychological problems during this period. The most important of these negative aspects was the loss of focus and motivation. It has been identified that being at home makes students lazy, they experience mental depression, their self-confidence is damaged, and they have fears about socializing. (Sager, et al., 2020) determined that during the pandemic process, the rate of listening to music and playing instruments of music department students decreased compared to students who did not study in the music department and concluded that they attributed the reason for this to the fact that the students were not motivated outside of school, their family, neighbors, and environment were disturbing, and factors related to their mental health. Sakarya and Zahal (2020) state the conclusion that "the pandemic process has mainly negative effects on students such as fear, anxiety, uneasiness, sadness, distress, stress, anger, confusion, depression, and extreme diligence". Afacan's (2022) research also revealed results such as distance education makes students unhappy, reduces their desire to study, the process is wearisome, anxiety and worry increase, they feel cold from their instruments, and they feel tired and unsuccessful.

Psychological effects on students are thought to be the result of enclosed, crowded environments or loneliness. It was identified that students were concerned about their lives. During the Covid 19 pandemic, many studies that determine the anxiety levels of university students show that current quarantine processes, uncertainty, calls to stay at home and the rate of spread of the disease increased the students' state anxiety and trait anxiety levels intensively. In most studies, female individuals have been found to be more anxious than

male individuals. With the rush to start a new life at the age of 18-22, the students who are over the age of 26 are worried due to their advanced age, economic and job problems, especially the 4th-grade students will get a diploma before they can go to school, which creates anxiety in terms of the problems they will encounter in business life (Öz Ceviz, et al., 2020). Anxiety can be quickly overcome in individuals, and it can also lead to profound psychological injuries. Ader, Felton, and Cohen (1991) state that people who are optimistic, hopeful, striving for a purpose, and do not have time to be sick have high immune levels, on the contrary, anxious, helpless, and depressed people have weak immune systems. Kasapoğlu (2020) expresses this situation as “When the spirituality of individuals is strong during the Covid-19 epidemic, their level of psychological resilience is high, and their tolerance level of uncertainty increases and thus their anxiety level decreases”.

Another result regarding the negative effects of the process is that some of the students (15%) frequently experience problems such as eye pain and headache due to radiation and have physical health problems.

In the study, serious critiques of the evaluation system in the process were identified. It is among the findings of the students that the evaluation system is almost non-existent due to reasons such as sharing information on the internet by the students, calling each other on the phone, and the difficulty of the supervision opportunities of the instructors. The opinion that these conditions create serious injustices in the course grades of the students is one of the important results of the study.

It has been determined that the students graduated by feeling inadequate in terms of knowledge and experience due to the pandemic period, and they thought that this situation would pose a problem for them in the long run, even if the high grades they received due to the evaluation system brought by the conditions of the period increased their graduation averages. A substantial proportion of students (40%) feared that in the future, society would call them pandemic graduates and approach them from a negative perspective.

Another remarkable result reached by the findings of the study is that some students think about making changes in their career choices with the awareness of the conditions brought by the period.

While 10% of the students stated that they spent this period effectively and productively without being affected by negativity, it is considered as an extremely sad and thought-provoking result that 90% of the students have concerns about their professional life.

“The Covid-19 pandemic reveals that it is necessary to develop more innovative solutions in order to develop new ways of thinking for the future of education at the global level” (Can, 2020). These difficult times make it clear that education should always be open to innovation, change and development. In accordance with the results of this study, the following suggestions were made regarding the more effective conduct of distance learning in the field of music education.

In the process of distance learning in the field of music;

- A strong Internet infrastructure is the most important prerequisite for teachers and students, as a skilled learning environment requires. Under these conditions,

institutions can develop e-learning systems and prepare infrastructures using software to meet the needs of the field.

- By researching and studying how applied courses in music can be taught more effectively, field educators and institutions can be better prepared.
- Course contents can be prepared in a digital environment using instructional methods that will help students maintain their motivation.
- Studies can be carried out to develop fair evaluation systems regarding the distance education process.

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