Karahan, A.S. (2023). The regional distribution of academic staff at music education departments in Turkey: comparison of 2016 and 2023. *International Online Journal of Education and Teaching (IOJET), 10*(4). 2418-2433.

Received : 29.04.2023
Revised version received : 14.07.2023
Accepted : 15.07.2023

THE REGIONAL DISTRIBUTION OF ACADEMIC STAFF AT MUSIC EDUCATION DEPARTMENTS IN TURKEY: COMPARISON OF 2016 AND 2023

(Research article)

Ahmet Suat Karahan https://orcid.org/0000-0001-7494-4678

Pamukkale University, Turkey

ahmetsuatkarahan@outlook.com

Biodata:

Ahmet Suat Karahan is an Associate Prof. Dr. at Pamukkale University, Department of Music Education. He has been working on etude writing methods, piano education, ear training, distance music education since receiving the title of Ph.D. in the field of Music Education in 2008.

THE REGIONAL DISTRIBUTION OF ACADEMIC STAFF AT MUSIC EDUCATION DEPARTMENTS IN TURKEY: COMPARISON OF 2016 AND 2023

Ahmet Suat Karahan

ahmetsuatkarahan@outlook.com

Abstract

The quantitative and qualitative qualification of the academic staff at Music Education Departments (MED) has a great importance in reaching the determined goals of the education-training process. The first aim of the research is to determine the qualitative and quantitative qualification status of the academic staff of MEDs within the scope of 2023, and the second aim is to determine the positive or negative changes by comparing the years 2016 and 2023. It was foreseen that the awareness to be created by the results would contribute to the training of qualified music educators and to the more qualified service of these departments. As a result of the research in which the descriptive method was preferred in the survey model, it was determined that the total number of MED academic staff in Turkey decreased from 436 in 2016 to 409 in 2023, and the total number of students, which was 4004 in 2016, decreased to 3080 students in 2023. The significant decrease in the number of students was seen as the main factor of the decrease in the average number of students per academician from 9.51 in 2016 to 7.7 in 2023. One of the factors in the decrease in the number of students was the application of the 800 thousandth success order prerequisite in the Special Talent Exams. It was also concluded that the strongest region in terms of the numerical distribution of the academic staff to the regions was the Central Anatolia in 2016 and 2023, and the weakest region was the Southeastern Anatolia in 2016 and 2023.

Keywords: Music Education; Music Education Department; Numerical Adequateness of Academic Staff; Music Education Students

1. Introduction

Music Education Undergraduate Program (MEUP) is implemented at Music Education Departments (MED) in seven regions in our country. The standardized MEUP practice that started in 1998 (Baseri, Özdek, Can, 2006: 37) has been continued in the MEUP, which came into effect in 2018. In other words, a similar MEUP is applied in each of the approximately 37 MEDs in our country. A standardized program can actually be considered as a positive practice in terms of ensuring unity and equality of opportunity in education. However, when MEUP is examined, it is of great importance that the qualitative and quantitative qualification of the academic staff working in MEDs and the suitability of the physical conditions are of great importance in terms of teacher competencies and appropriate education and training.

Uçan (2006: 83) has gathered teacher competence under 8 titles as 1. General, 2. Aspired, 3. Vocational according to its types, and 1. Kindergarten, 2. Primary School, 3. Secondary School, 4. Anatolian Fine Arts High School, 5. Aspired Music Education Competence according to its levels. Kalyoncu (2004:3), on the other hand, states that music teachers should have five basic competencies: music content knowledge, an active relationship with musical behavior styles, music teaching competencies, teaching profession knowledge and

individual/personal characteristics. The difficulty of giving all these qualifications in one program and throughout Turkey draws attention as a justification in criticizing the standardized program implementation. For example, Töreyin (2004: 3) emphasizes in his research that this approach makes it unclear what kind of education the prospective music teacher will receive. In addition to these problems, it is seen that the course content problems of MEUPs still continue today (in 2018 program) (Berki, 2009: 232-233). In addition, the 2018 program was and has been heavily criticized for various reasons such as maintenance of standardized program implementation, not adequately embracing the types and levels of music education, etc. In addition to these problems of MEUP, physical facilities and course material competencies of MEDs are one of the important problems that have been waiting to be solved for years. As a result of the research conducted on the subject, it has been determined that MEUPs in 7 regions have deficiencies in physical facilities and course materials, and MEDs have quite different physical facilities and course materials (Karahan, 2016b: 33). In the same study, it is emphasized that this situation is contrary to the principle of equal opportunity in education. In another study, the importance of standardizing the physical conditions of MEDs as in Fine Arts High Schools is emphasized and all the physical standards and course materials that MEUPs should have have been determined based on the opinions of field experts (Karahan, 2016a:199-201); however, these important problems are still not resolved.

The qualitative and quantitative competence of the academic staff of MEDs, which have perhaps the most important impact on the implementation of the MEUP, is one of the other problems that have not been resolved for many years. As a result of the research conducted throughout Turkey on the subject, it has been determined that the academic staff of 28 MEDs are not homogeneously distributed in 7 regions in terms of qualitative and quantitative terms, that is, the academic staff competencies of MEDs are quite different from each other (Karahan, 2016c:32-33). As a result of the non-homogeneous distribution of the academic staff, it has been determined that in 9 out of 23 MEDs, piano lessons could not be given individually due to the insufficient number of academicians (Karahan, 2012:656).

It is possible that this problem, which was experienced in the past years, can be experienced again today. To put it more clearly, one of the most criticized problems of MEUP in 2018 is the reduction of the basic piano education process from 4 to 1 year. Recently, the academic boards of MEDs have decided to increase the piano education to 3 and 4 years again. However, in the process of making these decisions, each of the MEDs should evaluate the physical facilities and the qualitative and quantitative competencies of their academic staff and take the decision appropriate to their departments.

The qualitative and quantitative competence of the academic staff reduces the workload of each academician working in MEDs and positively affects the work efficiency. Ergin (1995:38) emphasizes the effects of intense scientific work and course loads on the burnout of academicians. As a result of the research of Çavuş, Gök, and Kurtay (2007:105), it is determined that the emotional exhaustion levels of those with a weekly course load of 25 hours and above are significantly higher than those with a 13–25-hour course load. In other words, as the course load increases, emotional exhaustion increases. In this context, it is considered necessary to make program changes by evaluating the course load of MED academic staff.

However, a significant change in student admission to MEUP special talent exams has led to significant reductions in the number of students in MEDs. To put it more clearly, with the decision of the Higher Education Council (YOK) in 2020, in order to be able to apply to the teaching programs that accept students with a special talent exam in 2020-YKS, candidates must have the lowest 800,000th rank in the TYT exam (ÖSYM, 2020: 33). In their research, Başbuğ and Kaya (2022:1368) state that although the number of students who applied to the

MEUP Special Talent Exams in 2019 and enrolled to MEADs was sufficient, after the 800,000th success rank prerequisite applied in 2020, the number of students who took the special talent exam and enrolled to the programs was negatively affected by this practice. In addition, the significant decrease in the MEUP quotas in 2021 compared to 2020 (ÖSYM, 2021: 490-507) confirms the evaluation of Başbuğ and Kaya.

As a result of the literature review, it is seen that the only research in which both the qualitative and quantitative competency of academicians working in MEDs and the number of students were examined both in 7 regions and throughout Turkey was conducted in 2016. Despite the fact that there have been many important changes in a period of approximately 7 years, it is quite remarkable that the subject has not been re-examined. As a result, the determination of the distribution and change of the number of MED students and academic staff in 2016 and 2023, both regionally and throughout Turkey, was considered as a subject worth investigating.

1.1. Purpose and Importance

The first aim of the research is to determine the qualitative and quantitative qualification of MED academic staff within the scope of 2023, and the second purpose is to determine the positive or negative changes in the competency status by comparing the academic staff of 2016 and 2023. It is foreseen that the awareness to be created by the results of the research will contribute both to the training of qualified music educators and to the more qualified service of these programs where artistic and scientific activities are carried out. The fact that no other study has been conducted on the subject since 2016 shows the contribution and importance of the data to be reached in the research. The problems and sub-problems created in accordance with the purpose of the research are presented below.

1.2. Problem

How does the qualitative and quantitative qualification status of the academic staff of the Music Education Department in Turkey in 2016 and 2023 show a distribution and change within the scope of seven regions?

1.2.1. Sub-Problem

- What are the observations and opinions of the academicians regarding the main factors of the changes in the number of academic staff and students of MEDs?
- What is the distribution and variation of the number of MED academic staff by their titles in 2016 and 2023 in the regions and Turkey?
- What is the distribution and variation of the number of permanent and paid academics who taught at MED in 2016 and 2023 regionally and throughout Turkey?
- What is the distribution and variation of the number of students who had MED education in 2016 and 2023 and the number of students per educator who attended the course regionally and generally in Turkey?

2. Method

The research is a descriptive study in survey model. Survey models are research approaches that aim to describe a past or present situation as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it exists. No attempt is made to change or influence them in any way. There is something wanted to be

known and it is there. The important thing is to "observe" and identify it appropriately (Karasar, 2003: 77).

The research was first started with a literature review, and then within the scope of the research, the number of academic staff working in various titles in 37 Music Education Departments in Turkey was reached. Information about the academic staff was obtained from the official websites of the relevant universities, and the accuracy and up-to-dateness of this information was checked by interviewing the academic staff working in the relevant program. In addition, within the scope of the research, the number of students of 33 MEDs, where education and training activities are actively carried out, was also determined.

In the research, first quantitative data and then qualitative data were collected. The change in the number of academic staff and students in Music Education Departments was examined with quantitative data, and the reasons for this change were tried to be understood with qualitative data.

From this point of view, thirty-three academicians who are actively working in 33 Music Education Departments throughout the country represent all the data of this data set. All interviewed participants were included in the qualitative analysis process (n=33). In terms of the accuracy of the data, the titles of academic staff, with gender equality, was 27.2% professors, 18.1% associate professors, 21.2% assistant professors, 18.1% instructors and 15.1% research assistants.

2.1. Population and Sample

The population of the research consists of the distribution and change of the number of academic staff working in various titles in 37 MEDs, and that of the students in 33 MEDs, where education is actively carried out, in 2016 and 2023 in Turkey. The sample reached within the scope of the research completely covers the research population.

2.2. Data Collection and Analysis

While some of the research data were accessed by the method of literature review, the other part was reached by interview method. The accuracy of the information on the official websites of Music Education Departments was determined by interviewing the academics of the relevant units. Thus, the correct data regarding the numbers of academic staff and student of each department were obtained. In addition, interviews were conducted with 33 academicians regarding the change in the number of academic staff and students.

The process of analyzing the qualitative data started with the dictations of the interview transcripts of the 33 interviewees (see Figure 1). This process included providing anonymity by assigning a unique number to each dictation, an overall evaluation of the dictations, and which quantitative analysis techniques would be used (Adu, 2018). Regarding which data analysis method to use, the manual coding method with the help of the MAXQDA program was preferred.

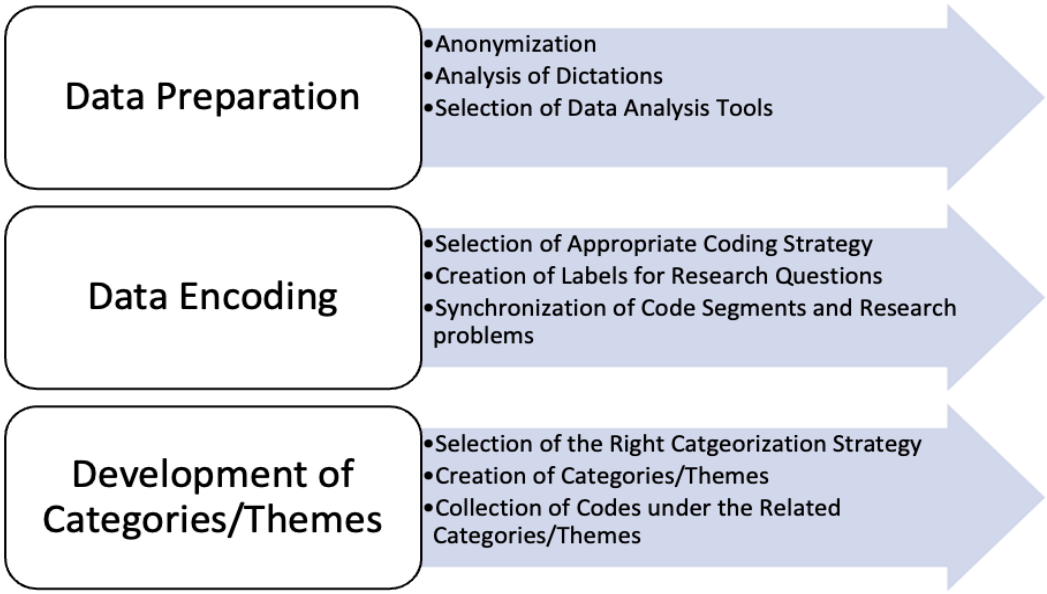

Figure 1. Qualitative data analysis process

2.3. Data Encoding

The next step of the research was the selection of the right coding strategy. This process included related data, also called experimental markers, and their coding actions (Strauss, 1989). After considering the relevant research questions and the content validity of the data to be reached, it was decided to use the Interpretive-Focus coding technique. The Interpretation-Focus coding technique is known for extracting certain meanings from the data in the data set and involving a researcher-centered coding approach accordingly. Each interview dictation was read chronologically, and necessary and meaningful parts were selected and assigned as a "code segment" into the codes created. Segments, close in meaning, were included in the code created if there was a code but included in the data set by creating a new code, if there is no code.

2.4. Creation of Categories and Themes

In the process of developing the categories/themes, a hypothetical-oriented-code strategy and for the formation of themes, an individual-centered strategy were used. The hypothetical-oriented-code strategy uses an inclusive and holistic sense of belonging to a higher category which is previously coded, and to which obtained code segments belong, and thus data-based harmony is achieved between the data and the category/theme. If the claimed category proves its inclusiveness internally, these categories/themes, which are now considered hypothetical, gain the feature of being representative and a supercategory/theme. Accordingly, the following path has been followed for the negative trend of staff numbers in MED:

- All generated codes were gathered under the first research question, namely, the negative trend of staff numbers.
- All codes that make up the codebook were examined one by one.
- At least two upper categories/themes that would be formed by these codes and that would fully assume their inclusiveness were determined.
- Two categories were compared and the most inclusive one was chosen.

As a result of this analysis, 2 main themes were formed regarding the staff and student negative trend of academicians working in MEDs (see Figure 2 and Figure 3).

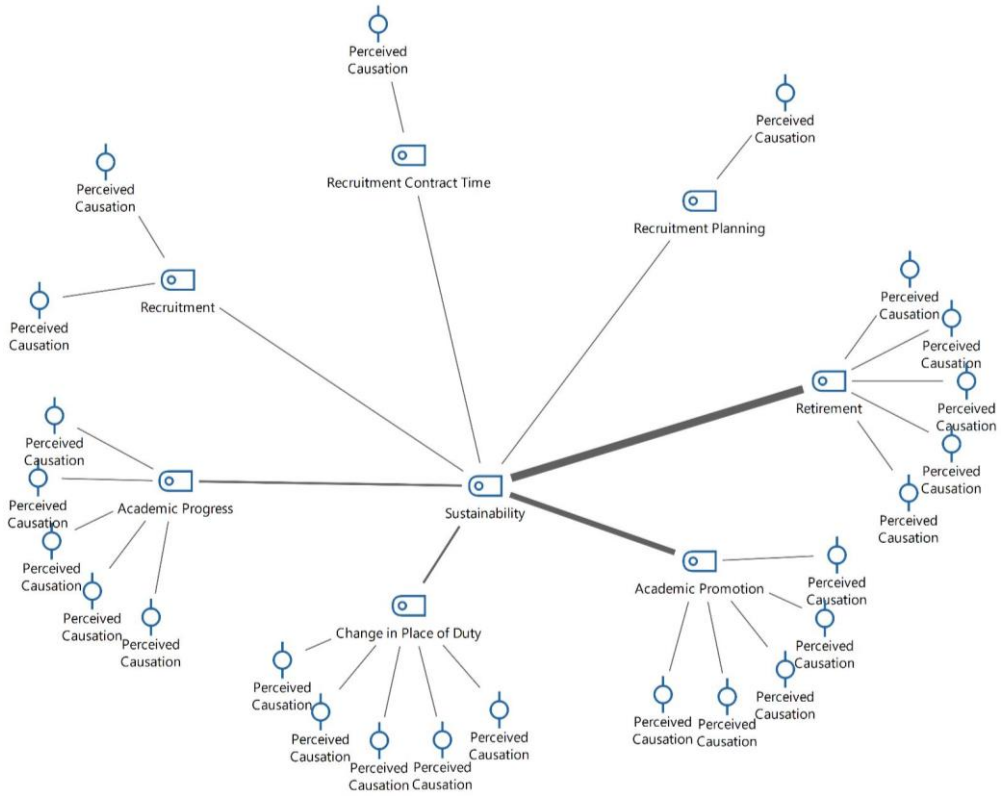

Figure 2. Code-Subcode-Sections Model

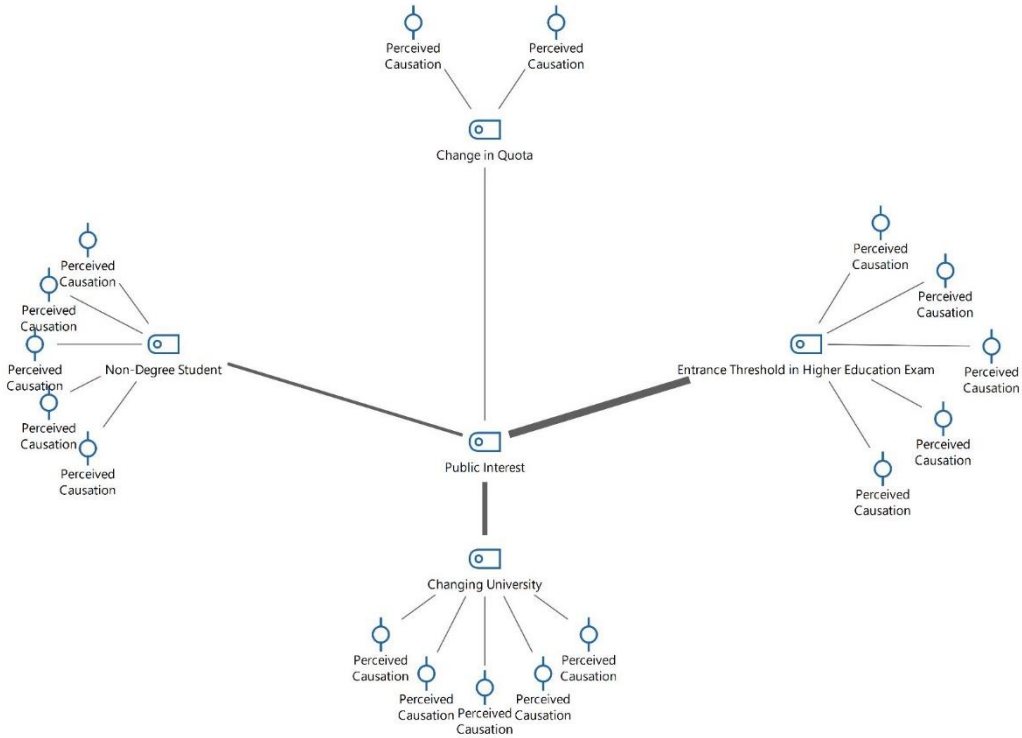

Figure 3. Code-Subcode-Section Model

The statistics of the codes that make up these categories/themes are presented below in figure 4 and figure 5.

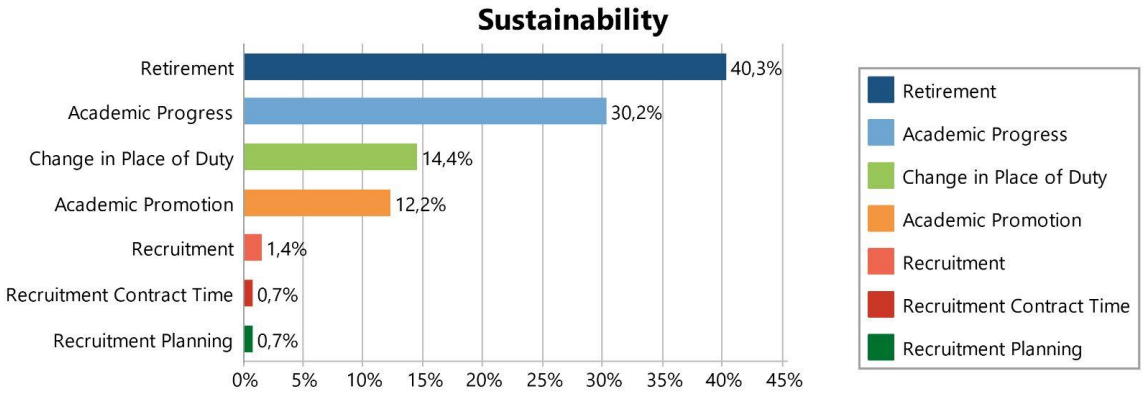

Figure 4. The Statistics of the Category and Themes

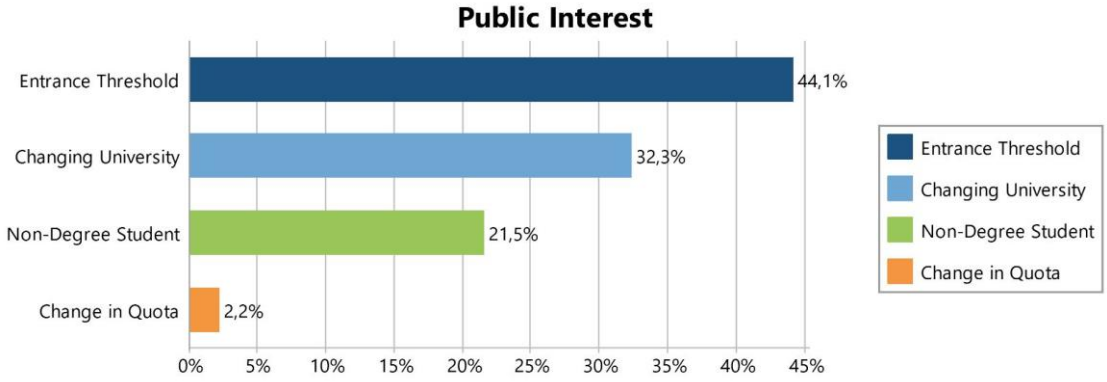

Figure 5. The Statistics of Category and Themes

3. Findings

The findings related to the sub-problems of the research and the tables of these findings are given below.

3.1. The observations and opinions of the academicians regarding the main factors of the changes in the number of academic staff and students of MEDs.

As a result of the qualitative data analysis of the research, it was determined that 2 main categories/themes (sustainability and public interest) were seen as the factors of the decrease in the number of academic staff and students. In the sub-code categories that make up the sustainability category, the four most significant sub-categories were respectively academic progress, change in place of duty, academic promotion and retirement. On the other hand, in the public interest main category, it was seen that the three most significant sub-categories were non-degree student, changing university, and 800,000th order of success (Entrance p Threshold in Higher Education Exam). The following section is about the decline in the number of students.

Findings under the sustainability category showed that retirement is one of the biggest perceived causations for the current decline. At the same time, academic progress draws attention as one of the most important factors in the change of academic title. Participants used very clear and confident statements in this regard. Section 1 shows a participant's dictation on retirement.

> *Section 1:….. The most important effects on the number of academic staff are academic progress, change in place of duty, and retirement. The reason for this is that academic*

progress mostly causes a difference in the position of staff while the change of place and retirement cause changes both in/among departments and throughout Turkey (Perceived Causation, Position 1, Participant 13).

When section 1 is examined, it is seen that academic progress affects the numerical change more than the numerical decrease at Music Education Departments and that retirement is emphasized as a stronger factor for the numerical decrease.

Surprisingly, the problem of recruitment was determined as the factor with almost the least effect among the possible causes, although it can be predicted to be an important finding independent of the data. For example, only 2 of the 33 participants (Section X and X) cited recruitment as a reason.

Section 2:…. Academic progress and change in place of duty are the most important factors in all titles except for the instructors. The retirement of instructors and professors has been drawing my attention for several years. Also, research assistants are having a hard time finding an academic position. The retirement may be a minor factor for associate professors and assistant professors. (Perceived Causation, Position 1, Participant 5)

Section 3: …. Academic progress is the most important factor in all titles, but retirement is also a factor for professors. Although it has decreased for a few years, instructors retired a while ago. It has been very difficult to find a position for research assistants for a few years. In the past, recruitment of instructors and research assistants could be easy, but now not (Perceived Causation, Position 1, Participant 7).

3.2. In 2016 and 2023, the distribution of the number of MED academic staff according to the titles of the staff, regional and general distribution in Turkey, and its change.

Table 1. *The change in the distribution of the number of MED academic staff in terms of their titles in 2016 and 2023 regionally and in Turkey.*

REGIONS	YEAR	Professor	Associate Prof.	Assistant Prof.	Instructor	Research Assistant	Regional Total of Permanent Academicians
Eastern Anatolia Region	**Difference**	**3**	**-**	**12**	**-11**	**-18**	**-14**
	2023	5	7	23	7	6	48
	2016	2	7	11	18	24	62
Southeast Anatolia Region	**Difference**	**-**	**1**	**1**	**-3**	**-1**	**-2**
	2023	-	1	5	1	1	8
	2016	-	-	4	4	2	10
Black Sea Region	**Difference**	**8**	**-**	**11**	**-11**	**-4**	**-3**
	2023	11	7	26	25	8	70
	2016	3	7	15	36	12	73
Central Anatolia Region	**Difference**	**8**	**10**	**6**	**-8**	**-5**	**-11**
	2023	34	28	25	15	16	118
	2016	26	18	19	23	21	107
The Mediterranean Region	**Difference**	**7**	**-2**	**-**	**-1**	**3**	**7**
	2023	10	4	5	1	3	23
	2016	3	6	5	2		16
Aegean Region	**Difference**	**5**	**8**	**-8**	**-15**	**-3**	**-13**

REGIONS	YEAR	Professor	Associate Prof.	Assistant Prof.	Instructor	Research Assistant	Regional Total of Permanent Academicians
	2023	9	15	10	19	5	58
	2016	4	7	18	34	8	71
Marmara Region	**Difference**	**13**	**4**	**-10**	**-21**	**-7**	**-21**
	2023	18	13	11	29	5	76
	2016	5	9	21	50	12	97
	Difference	**44**	**21**	**12**	**-67**	**-35**	**-25**
The Total of Seven Regions	2023	87	75	105	100	44	411
	2016	43	54	93	167	79	**436**

When Table 1 is examined, the distribution of academic staff, by their titles, working in MEDs in 2023 and 2016 is seen. In addition, the changes (increase +, decrease -) of this distribution within the scope of 2016 and 2023 are presented in the differences line. When the difference column of the total of seven regions is examined, it is seen that the number of professors increased by +44 staff, and associate professors by +21 staff, and the assistant professors by +12 in 2023 compared to 2016. It is also seen that the number of instructors decreased by -67, the number of research assistant decreased by -35 and the total number of all academic personnel decreased by -25.

When the difference column data of each region is examined in Table 1, -14 academicians decreased in total in all titles in 2023 compared to 2016 in the Eastern Anatolia Region, -2 academicians decreased in the South-Eastern Anatolia Region, -3 academicians decreased in the Black Sea Region, and -11 academicians decreased in the Central Anatolia Region. It is also seen that +7 academicians increased in the Mediterranean Region, -13 academicians decreased in the Aegean region and -21 academicians decreased in the Marmara Region. As a result, it was determined that the number of academic staff increased only in the Mediterranean Region and the highest number of staff decrease was in the Marmara region among all regions.

3.3. The regional and Turkey-wide distribution and change in the number of permanent and paid academics teaching at MED in 2016 and 2023.

Table 2. *Numerical Distribution of Academic and Paid Academics by Regions: The Comparison of 2016-2023*

REGIONS	Year	Number of Permanent Academic Staff	Number of Lecturing Permanent Academic Staff	Number of Paid Educators	Total Number of Teaching Permanent and Paid Educators	Total Number of Permanent Academics and Paid Educators
Eastern Anatolia Region	**Difference**	**-14**	**+6**	**+5**	**+11**	**-9**
	2023	48	42	12	54	60
	2016	62	36	7	43	69
Southeast Anatolia Region	**Difference**	**-2**	**-1**	**+4**	**+3**	**+2**
	2023	8	7	7	14	15
	2016	10	8	3	11	13
Black Sea Region	**Difference**	**-10**	**+13**	**-**	**+1**	**+4**
	2023	77	69	4	61	81
	2016	73	56	4	60	77
Central Anatolia Region	**Difference**	**-7**	**-16**	**-3**	**+13**	**+8**
	2023	118	102	9	111	127
	2016	107	86	12	98	119

REGIONS	Year	Number of Permanent Academic Staff	Number of Lecturing Permanent Academic Staff	Number of Paid Educators	Total Number of Teaching Permanent and Paid Educators	Total Number of Permanent Academics and Paid Educators
The Mediterranean region	**Difference**	**+8**	**+4**	**-1**	**+3**	**+7**
	2023	24	19	-	19	24
	2016	16	15	1	16	17
Aegean Region	**Difference**	**-13**	**-10**	**+6**	**-4**	**-7**
	2023	58	53	10	63	68
	2016	71	63	4	67	75
Marmara Region	**Difference**	**-21**	**-14**	**-30**	**-44**	**-51**
	2023	76	71	11	82	87
	2016	97	85	41	126	138
The Total of Seven Regions	**Difference**	**-27**	**+14**	**-19**	**-17**	**-46**
	2023	409	363	**53**	**404**	**462**
	2016	436	349	72	421	508

Note: Active education has not started in MEDs of Akdeniz University and Mersin University in the Mediterranean region. For this reason, a total of 4 faculty members working in two departments were excluded from the evaluation in the teaching permanent academic staff and the teaching permanent and paid staff.

When the difference column of the total of seven regions in Table 2 is examined, in 2023 compared to 2016, the number of permanent academicians teaching increased by +14 academicians, the number of paid educators decreased by -19 personnel, the number of permanent and paid educators teaching decreased by -17 academicians. It is also seen that the total number of permanent academicians and paid educators decreased by -46 people.

When the difference column data of each region is examined in Table 2, the total number of permanent academicians and paid educators who lecture decreased by -9 academicians in the Eastern Anatolia Region, increased by +2 academicians in the South East Anatolia Region, increased by +4 academicians in the Black Sea Region, increased by +8 academicians in Central Anatolia Region, increased by +7 academicians in the Mediterranean Region, but decreased by -7 academicians in the Aegean region and decreased by -51 academicians in the Marmara Region in 2023 compared to 2016.

3.4. The regional and Turkey-wide distribution and change in the number of students studying at MED and the number of students per each educator teaching at the departments in 2016 and 2023

Table 3. *The regional and Turkey-wide distribution and change in the number of students studying at MED and the number of students per each educator teaching at the departments in 2016 and 2023.*

REGIONS		The Number of Students	The Number of Delayed Students	The Total Number of Students	The Total Number of Educators Teaching	The Number of Students per Educator
Eastern Anatolia Region	**Difference**	**-219**	**-33**	**-252**	**-11**	**-8,05**
	2023	441	22	463	54	8,57
	2016	660	55	715	43	16,62
South-east Anatolia Region	**Difference**	**-98**	**+2**	**-96**	**+3**	**11,12**
	2023	62	37	99	14	6,6
	2016	160	35	195	11	17,72
Black Sea Region	**Difference**	**-54**	**-85**	**-139**	**+1**	**-3,23**
	2023	486	40	526	61	7,85
	2016	540	125	665	60	11,08
Central Anatolia Region	**Difference**	**+46**	**-21**	**+25**	**+13**	**-0,67**
	2023	706	69	775	111	6,98
	2016	660	90	750	98	7,65
The Mediterranean Region	**Difference**	**-11**	**+5**	**-6**	**+3**	**-1,6**
	2023	109	15	124	19	6,52
	2016	120	10	130	16	8,12
Aegean Region	**Difference**	**-162**	**-10**	**-172**	**-4**	**2,07**
	2023	358	57	415	63	6,69
	2016	520	67	587	67	8,76
Marmara Region	**Difference**	**-208**	**-76**	**-284**	**-44**	**+0,63**
	2023	594	84	678	82	8,26
	2016	802	160	962	126	7,63
The Total of Seven Regions	**Difference**	**-706**	**-218**	**-924**	**-17**	**-1,81**
	2023	2756	324	3080	404	7,7
	2016	3462	542	4004	421	9,51

When the 2016 MED data are examined in Table 3, it is seen that 3462 students throughout Turkey had education and 542 students could not complete their education successfully on time, that is, there were 4004 students enrolled in MED, and a total of 421 educators (permanent academics and paid lecturers) conducted the courses of all enrolled students, and the average number of students per educator was 9.51.

In 2023, it is seen that 2756 students have had education throughout Turkey and 324 students cannot complete their education successfully on time, that is, a total of 3080 students have enrolled in MED, a total of 404 educators have conducted the courses of all these students, and the number of students per educator is 7.7.

When the difference column of the total of seven regions in Table 3 is examined, it is seen that the number of students decreased by -706 students, the number of students who could not finish their school on time decreased by -218 students, the total number of enrolled students decreased by -924 students, and the number of educators lecturing decreased by- 17 academicians and the number of students per educator decreased by -1,81 students in 2023 compared to 2016.

4. Results and Discussion

As a result of the research, it was determined that education and training activities were carried out actively in 25 MEDs across Turkey in 2016 while it was 33 in 2023. In other words, when compared to 2016, it is seen that the number of MEDs with active educational activities increased by 12. However, as a result of the research, when compared to 2016, it was determined that the total number of MED academic staff in 2023 decreased by -46 personnel, the number of students decreased by -924 persons, and the number of students per academician decreased by -1.81 persons. These results show that despite the increase in the number of MEDs across Turkey, the total number of students and academic staff has decreased.

In the distribution of MED academic staff in terms of their titles, it is seen that the number of academic staff in the professor position increased by +44 staff, +21 staff in the associate professor position, +12 staff in the assistant professor position yet -67 personnel decreased in the instructor position and -35 staff in the research assistant position in 2023 compared to 2016. Although there has been an increase of 77 personnel in total in the position of professors, associate professors and assistant professor, there has been a decrease of 102 personnel in the position of instructor and research assistant.

This result shows that in the approximately 7-year period from 2016 to 2023, academic progress has significantly affected the distribution of the number of academic staff in terms of titles. Retirement and the expiry of temporary positions (such as 50d, ÖYP, etc.) are the two main factors in the decrease of the number of academic staff.

When the distribution of the number of MED academic staff and students in 7 regions is examined, it is seen that the number of students decreased the most in the Marmara region (-284 students) in 2023 compared to 2016, and with the effect of this decrease, the number of paid educators in the Marmara region decreased by -30 personnel. In addition, as a result of the decrease of -21 academicians in the number of permanent academicians in the Marmara region, it was concluded that the total number of educators decreased by 51 personnel. On the other hand, it has been concluded that the number of students in the Central Anatolia region increased by 25 and the number of all educators lecturing has increased by 8 personnel.

One of the most important results of the research is that the number of MED students in 2016 across Turkey decreased by 924 in 2023. When the relevant literature is examined, in their research, Başbuğ and Kaya (2022:1368) state that although the number of students who applied to the MEUP Special Talent Exams in 2019 and enrolled to MEDs was sufficient, after the 800,000th success order prerequisite applied in 2020, both the number of students who took the Special Talent Exam and that of students who enrolled to programs were negatively affected due to that practice. It is seen that the prerequisite of 800,000th order of success has been an important factor in the significant decrease in the number of students since 2020. Moreover, conservatories, which are seen as another factor in the decrease in the number of students, give the right to be a teacher by giving pedagogical formation. At first glance, this practice can be considered as a positive development in terms of professional music education in our country, but this practice is seen as a contradictory practice within the scope of the principle of equality in education and the right of citizens to benefit from all rights and opportunities given by the state under equal conditions. To put it more clearly, in 2020, the fact that "MEDs affiliated to education faculties would seek the requirement of having at least 800 thousandth order of success in the Basic Proficiency Test (TYT), which is the first session of the Higher Education Institutions Exam (YKS), for the acceptance of Special Talent Exams" was put into practice with the decision of Higher Education Institution (YOK). This prerequisite is not applied in the special talent examinations of the conservatories and the faculties of Fine Arts, which are separate units from the faculties of education. Among the 3

different units that give the right to become a teacher, the application of the 800 thousandth order of success prerequisite only to MEDs directs our students who cannot get that score but who want to become music teachers to other units. The 800,000th order of success requirement is aimed at increasing the quality of music teachers. In this context, the implementation of this right to all units in Turkey is of great importance in terms of protecting the rights of the citizens of the Republic of Turkey to benefit from all the rights and opportunities given by our state under equal conditions and to receive education.

Despite the increase in our country's population and employment needs, the significant decrease in the number of MED academic staff and students is a remarkable result. The decrease in the average number of students per academician from 9.51 in 2016 to 7.7 in 2023 can at first glance be seen as a positive development in terms of both individual instrument lessons and more active use of study rooms; however, it can cause significant problems in lessons that require a group with qualitative and quantitative competence such as Orchestra/Chamber Music and Chorus. For this reason, students, educators, physical conditions, course materials and education-training program, which are the basic elements of the education-teaching process, should be evaluated as a whole.

When the relevant literature is reviewed, in the vocational music education process, the adequacy of the physical conditions (Gök and Şen, 2022:301-305) and the determination of the standards of these conditions (Karahan, 2016a:200) and the student quota of each MED according to academic staff, physical facilities and course material adequacy are necessary (Karahan, 2016b: 672-673). However, the results of the research show that 33 MEADs active in Turkey do not display a homogeneous distribution of both the number of academic staff and students. In other words, the results of the research show that we are still far from these standards in the process of training music teachers and that we cannot sufficiently establish the link between these basic elements of the education-teaching process. In this context, suggestions to be made based on the results of the research are presented below.

5. Suggestions

The results of the research show that there is a significant decrease in the number of students of MEDs. This situation may cause significant problems in music lessons where a group with qualitative and quantitative competence such as Orchestra/Chamber Music and Chorus is needed. In this context, it is recommended to examine the subject within the scope of a scientific research, both because of its contribution to the literature and its contribution to the music teacher training process.

In the study, it was concluded that although the number of academic staffs increased, especially in professor and associate professor title, there was a significant decrease in the position of instructor and research assistant staff. The fact that the academic staff working in the professor and associate professor positions are generally high in service years brings the retirement factor before. In this context, the planning of MED academic staff within the scope of the retirement factor is of great importance in terms of ensuring or maintaining the qualitative and quantitative qualification of each MED's academic staff.

One of the important findings of the study was that the 800,000th order of success condition was the most fundamental factor in the decrease in the number of students. In this context, the implementation of this condition in all units that grant this right in Turkey is of great importance in terms of both our citizens receiving education under equal conditions and benefiting from all rights and opportunities given by our state under equal conditions.

The results of the research clearly show that there are significant changes in the number of academic staff and student in MEDs. It is considered necessary to repeat this study, which was carried out in Turkey and within the scope of seven regions, at certain periods and to compare the results obtained with this longitudinal approach from past to present in order to monitor the qualitative and quantitative qualification of MED academic staff and student numbers. In addition, it is considered necessary to include the results of the numbers of MED academic staff and students in this study both into the development of the current MEAD and in the preparation process of a new highly probable MEAD.

References

Adu, P. (2018). What to do with your data: Qualitative research. (power point slides). Retrieved form https://www.slideshare.net/

Başeri, N., Özdek, A., Can, M. (2006). "Müzik Öğretmenliği Lisans Programı Geliştirme Çabaları", Ulusal Müzik Eğitimi Sempozyumu, 26-28 Nisan, Pamukkale Üniversitesi, Denizli. Retrieved form http://www.muzikegitimcileri.net/bilimsel/bildiri/pamukkale/N- Bariseri.pdf

Başbuğ, Ç., Kaya, A. (2022). Temel Yeterlilik Testi başarı sırası barajının müzik öğretmenliği programları özel yetenek seçme sınavına etkileri, Trakya Eğitim Dergisi, 12(3), 1356-1371

Berki, T., Karakelle, S. (2009). "2006-2007 Akademik Yılında Uygulamaya Konulan Merkezi Müzik Öğretmenliği Lisans Programının İncelenmesi", 8. Ulusal Müzik Eğitimi Sempozyumu, 23-25 Eylül, 19 Mayıs Üniversitesi, Samsun

Çavuş, M. F., Gök, T., Kurtay, F. (2007). Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, Cilt 16, Sayı 2, 2007, s.97-10

Dicle, H. (2004). "Üniversitelerin Güzel Sanatlar Eğitimi Bölümleri'nde Verilen Eğitim Nitelikli Müzik Öğretmeni Yetiştirmek İçin Uygun ve Yeterli Midir?", 1924-2004 Musiki Muallim Mektebinden Günümüze Müzik Öğretmeni Yetiştirme Sempozyumu, 7-10 Nisan, Süleyman Demirel Üniversitesi, Burdur. Retrieved form http://www.muzikegitimcileri.net/bilimsel/bildiri/H-Dicle.pdf

ERGİN, Canan (1995), "Akademisyenlerde Tükenmişlik ve Çeşitli Stres Kaynaklarının İncelenmesi", Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi, Cilt. 12, Sayı 1-2, ss. 37-50.

Gök, M. & Şen, Ç. (2022). Evaluation of the physical and acoustical competences of vocational music education institutions in terms of the requirements of music education. International Online Journal of Education and Teaching (IOJET), 9(1). 284-307.

Karahan, A. S. (2012). Müzik Eğitimi Anabilim Dalları Kapsamındaki Piyano Derslerinin Bireysel olarak Yapılma Durumu. 10. Müzik Eğitimi Sempozyumu Niğde. s.646-657

Karahan, A. S. (2016a). Müzik Eğitimi Anabilim Dalı Bina Standartlarının Belirlenmesi. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi sayı: 39 (190-204)

Karahan, A. S. (2016b). Türkiye'deki Müzik Eğitimi Anabilim Dalı Fiziksel İmkân ve Ders Materyallerinin Belirlenmesi. VIII. Uluslarası Eğitim Araştırmaları Kongresinde Sözlü bildiri, Çanakkale 18 Mart Üniversitesi, Çanakkale.

Karahan, A. S. (2016c). Türkiye'deki Müzik Eğitimi Anabilim Dalı Akademik Kadrolarının Bölgelere Göre Dağılımı ve Sayısal Olarak Yeterlik Durumları. Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Yıl: 8, Sayı: 23

Karasar, N. (2003). Bilimsel araştırma yöntemi. (12.Basım). Ankara: Nobel yayıncılık

Kalyoncu, N. (2004). "Müzik Öğretmenliği Yeterlikleri ve Güncel Müzik Öğretmenliği Lisans Programı" 1924-2004 Musiki Muallim Mektebinden Günümüze Müzik Öğretmeni Yetiştirme Sempozyumu, 7-10 Nisan, Süleyman Demirel Üniversitesi, Burdur. Retrieved form http://www.muzikegitimcileri.net/bilimsel/bildiri/N-Kalyoncu.pdf

Ölçme Seçme ve Yerleştirme Merkezi (2020). Yüksek Öğretim Kurumları Sınavı kılavuzu. Retrieved form https://dokuman.osym.gov.tr/pdfdokuman/2020/YKS/YksKilavuz1405202 0.pdf.

Strauss, A.L. (1989). Qualitive Analysis for Social Sciences. Cambrige, England: Cambrige University Press.

Taşdan, M., Tösten, R., Bulut, K., Karakaya, V. (2013). Okul Profili Araştırması (Kars İli Örneği). Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 17 (1):203-222

Kıvrak, N. İ. (2003). "Özel Eğitimde Müzik Öğretmeni Sorunu", Cumhuriyetimizin 80. Yılında Müzik Sempozyumu, 30-31 Ekim, İnönü Üniversitesi, Malatya.

Töreyin, M. (2004). Türkiye'de 20. Yüzyıl Koşullarına Göre Müzik Öğretmenliği Eğitiminde Yapılması Gereken Değişiklikler ve Bir Model Önerisi. Musiki Muallim Mektebinden Günümüze Müzik Öğretmeni Yetiştirme Sempozyumu. SDÜ, 7-10 Nisan 2004, Burdur. Retrieved form http://www.muzikegitimcileri.net/bilimsel/bildiri/M-Toreyin_3.html

Uçan, A. (2006). "Müzik Öğretmenliği Yeterlikleri", Ulusal Müzik Eğitimi Sempozyumu, 26-28 Nisan, Pamukkale Üniversitesi, Denizli. Declaration of Conflicting Interests and Ethics