

Theses of doctoral (PhD) dissertation

**Carrier profile and life skills of students
learning in music teacher training**

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Debrecen, 2024

The aim and subject of the thesis

The situation of music education and teachers, belonging to the field of arts education, has been in the focus of music education research for decades (Johansen, 2010; Janurik & Józsa, 2018). Although music teaching is a specific field of public education, it is inseparable from the teaching profession and the challenges of teacher education in general (Ross, 1995). Our research aimed to understand the types of students in music education, including their sociological backgrounds, educational pathways, views on teacher education and career prospects. The novelty of our study was that it revealed the correlates of attitudes related to life management behind the characteristics of the career image clusters of teacher candidates, which may indicate areas for improvement for the training.

In the theoretical part of the thesis, we based our empirical analysis on a multidimensional approach.

The broader contextualisation of our research is provided by the general aspects of education and teacher education, which are facing more and more challenges (Barber & Mourshed, 2007). Nowadays, thinking about

the roles and vocation of teachers is changing (Kozma, 2006; Pálvölgyi, 2014).

One segment of research on the teaching profession focuses on the issue of teaching staff (Stromquist, 2018; Thompson, 2021). The human resource shortage, both in international and domestic contexts, is often explained by the direct impact of social perception and prestige. Respect for the teaching profession requires more significant political and social support (Forrai & Kozma, 2006). This is supported by studies that have found a correlation between income, working conditions, professional development opportunities and career choice (Thompson, 2021). In Hungary, the teacher career model was introduced in 2013, in which decision-makers also mapped out the career arc of the teaching profession intending to increase the chances of social and economic esteem (Kállai et al., 2016). Improving the quality of education and the career of teachers is still a topical issue today: a new career concept has been introduced, but there is currently no experience of its effects. A different challenge for the teaching profession is the heterogeneity of children's communities, which require specific teaching competencies to manage effectively.

For our research, we also considered it important to explore the teacher profession through the system of selection mechanisms and the early stages of the teacher's career, as these are fundamental determinants of the effectiveness of the training and education system (Venter & Bauer, 1996). While international examples show that a rigorous selection system is successful in raising the prestige of teachers, the effectiveness of the aptitude test applied in Hungary is ambivalent (Falus, 2011), and the interviews are not always sufficient for a proper selection.

The diversity of university students is a challenge for higher education, so there has been a lot of international and domestic research to understand young people better. Time factors (Dombi, 2018; Jámbori et al., 2019), motivation and life skills are essential to understanding student populations (Kiss, 2009), and educational institutions need to adapt to the diversity of the student population. In teacher education, we must also consider the broader spectrum of teacher candidates with different personalities and abilities, to which higher education must also seek new responses.

To maintain the quality of teacher training, theoretical knowledge needs to be brought closer to

practice, and teachers need to be supported in coping with the challenges of school life. Mentoring and collaboration are key to the long-term professional development of teachers (Korthagen, 2017). Researchers have emphasised the role of the teaching staff in supporting early career teachers (Sági & Szemerszki, 2016; Paksi et al., 2015). The role of mentors is becoming increasingly important in improving the quality of teacher training (Chrappán, 2023), and professional support is of paramount importance for teacher candidates and early career teachers (Ballantyne & Zhukov, 2017). A new teacher education system with a stronger focus on real classroom practice and developing teacher candidates' competencies can mitigate early career teachers' crises (Fodor, 2018).

The other segment of our theoretical approach is the artistic and musical aspects since the mediation effectiveness of art teachers and teacher candidates is determined by their experiences and the intensity of their involvement.

Dewey's (1934) educational-philosophical ideal placed the experience of creation at the centre of knowledge acquisition. Oreck's (2004) research has shown that enriching teacher training and school teaching with

artistic tools is one possible solution to the heterogeneity of the student and learner population. The use of the arts in the classroom not only helps to adapt to the needs of students but also enhances teachers' presence in the classroom. International studies have also addressed the preparation of teacher candidates in the arts (Garvis, 2009), pointing to both sources and gaps in the self-efficacy of teacher candidates (Oreck, 2006).

In 2018, the Doctoral School of Humanities of the University of Debrecen and the Research Group for Arts Education of the Faculty of Music surveyed the teachers involved in teaching the arts in primary schools in Hungary. According to the research results, most teachers have a teaching qualification; specific arts qualifications are less common, but there are more teachers with appropriate qualifications in music education than in other arts sectors (Sz. Fodor & Kerekes, 2020).

Nowadays, it is possible to obtain a degree in music and singing at teacher training and music universities, which aim to develop the competencies required for teaching by prioritising different privileges according to the education profile. Criticism of music education in public education has highlighted the

importance of training highly qualified teachers with inspirational mediating power and charisma because the teacher's personality has the greatest impact on the pupils (Ross, 1995).

The ongoing pilot programme for teacher education reform aims to align teacher education with modern educational requirements better and prepare future teachers for the challenges of a changing social and technological environment.

We have also sought to understand better the students to prepare music teacher candidates better. Our research focuses on exploring the types and characteristics of vocal music teacher candidates.

Research methods

In our empirical research, we used a mixed method, quantitative and qualitative, to gain a holistic understanding of the students learning in singing and music teacher training. The aim of our study was to explore the sociological background of music teacher candidates, their educational path, and their views on education and careers. We wanted to find out who chose this career and their attitudes. *Our self-developed career*

profile questionnaire is divided into four parts based on a preliminary focus group interview. In addition to the teacher candidates' sociodemographic background and educational path, we wanted to meet their career aspirations. Student clusters were examined concerning the life skills competence developed by István Kiss (2009). The novelty value of our research is the creation of a typology of music teacher candidates.

Our database (N=145), which was created based on our Career Image Questionnaire, entitled ÉZETAK (Ének-ZEne-TAnárjelöltek-Kutatása [Research of Music Teacher candidates]) and our data was analysed using SPSS software. In our analysis, in addition to descriptive statistical methods, we used cross-tabulation analysis, factor and cluster analysis, and independent sample tests (ANOVA, Welch, Kruskal-Wallis) depending on the criteria of the prerequisites. For the qualitative part of our research, we used the content analysis. In our semi-structured interview study, we interviewed 11 students, four methodology lecturers and eight practice teachers from four higher education institutions.

Based on the literature reviewed, the following research questions and hypotheses were formulated for the teacher candidates:

Q1: What support alternatives do they consider important?

H1: Teacher candidates consider the composition of the student body, the community of the teaching staff, and a coherent set of faculty values as important alternatives to support their careers.

Q2. What expectations do they have of primary schools to increase motivation to find a job?

H2: Focusing on primary school expectations, we hypothesised that music and singing teacher candidates would prefer to be part of a teaching staff open to the arts. This includes the infrastructure and professional fulfilment necessary for quality teaching of the subject, as well as the cohesion of the teaching staff.

Q3. What types of students can be categorised based on the different career options?

H3: We hypothesised that their major could explain the different career paths of music teacher candidates.

We found that art or music teacher candidates are more ambitious, have higher career aspirations and are more confident in their subject. Some teacher candidates do not yet have an established idea of what teaching is like.

Q4. Is there a correlation between student profile characteristics and dimensions of life skills?

H4: Career clusters and the different traits of student groups can be explained by their life skills. We assumed that those who identify most with the teacher lifestyle have higher levels of communication skills and the ability to progress and learn in a planned way. We also anticipated that students with more difficulties in their vocal music teacher training would also face challenges in their life management.

Q5. How do the teacher candidates see their methodological preparation compared to their practical teaching experience?

H5: The perception of the methodological preparation of students can be extreme. Several teacher candidates interviewed consider that the methodological knowledge and teacher training methods do not align with school practice. Since most of the challenges in the classroom are related to pedagogical situations, we also

assumed that they are expected to be solved within the framework of the teaching of the methodology.

Results in thesis points

The primary aim of our research was to explore the types and characteristics of students learning in music teacher training. We measured the career perceptions of teacher candidates based on 34 items. Then, we identified five different student profiles (career profile clusters) along the six career profile factors (*child-centredness, pedagogical competence, prestige orientation, professional insecurity, seeking inspiration, assertiveness*). These clusters were compared on the basis of a number of variables to identify the characteristics and attitudes that characterise each type.

Across the whole sample (N=145), independent of the group, teacher candidates rated the components related to the teaching staff as the most important among the supportive alternatives. Collaboration with the teaching staff, reasonable workload, and motivations for professional development are the options that emerge as a retaining force in students' perceptions. Our first hypothesis (H1) was only partially confirmed. Student

aspects were only prominent for specific career clusters (student types). The related results will be presented for each of the career image clusters.

Focusing on primary schools' expectations, we found that teacher candidates really value a curricular environment, consistent conflict management, openness to the arts, and opportunities for individual initiative programmes. Our second hypothesis was fully confirmed.

The main aim of our research was to explore the characteristics of the students of music teaching in a way that we can accurately describe their characteristics, assuming that different behavioural patterns and attitudes underlie our data.

1. The first cluster entitled *disillusioned students* is small but has distinctive features. Most of them are male, living in smaller settlements, but they do not live below the average standard of living. Most of their parents are graduates, where the ratio of mothers who studied music is the highest. These students have low self-esteem and a negative view of life, are not motivated to become teachers, but are the most confident in their subject knowledge. Settlement opportunities most influence their employment decisions. *Disillusioned students* perceive the

quality of the relationship with the children's community as the most important factor supporting the profession, but they also prioritise the inspiration for individual development. Their demands on primary schools include optimising professional opportunities and conditions for singing lessons and factors that ensure quality music education. However, the school climate that supports the arts is the most important for them.

2. Members of the cluster of *vocationally insecure students* doubt their own subject knowledge and pedagogical attitudes. They are reticent and less able to represent themselves in front of others. Their sociodemographic background is not exceptional, but they need professional support and are deficient in the field of music. They are less reflective about their careers and do not have a clear vision or aspirations. Of the support factors, links with school organisations are considered important, with the least importance attached to links with the children's community. They consider the components of a cohesive school culture to be barely above average regarding their expectations of primary schools. Due to their subject-specific deficiencies, they are not particularly

interested in the possibility of showing a higher level of professionalism.

3. The cluster of *path seeker students* is in the middle, with no distinctive characteristics. Career progression and prestige orientation stand out in their self-image of the profession. Their parents have different educational backgrounds, and most came to higher education from villages or small towns. Their employment decisions are mainly influenced by the school's prestige and their relatives' proximity. Like *those vocationally insecure*, they cannot articulate their needs and expectations that could increase their commitment to a career. They consider the professional base, professionals, and organisations to be supportive resources for their careers, and they attach the least importance to their relationship with the children's community. *Path seekers* are also less likely to think about careers, with subject-related motives being the most important concerning the primary education setting.

4. The *ideal teacher candidate* cluster is ambitious and confident and values professional self-realisation . Interestingly, they have a below-average standard of living, and their parents' educational attainment is more heterogeneous. A higher proportion plans to study outside

the teaching profession. The school's prestige and the learning community are essential factors in their propensity to move. The feedback from *ideal teacher candidates* points to the priority given to connection with the children's community, subject prestige and professional base as factors supporting their career. These students are also the most demanding in terms of their professional needs. A school environment where vocal music teaching can be effective and efficient is essential for them.

5. *Internally motivated* students are much like ideal teacher candidates but do not need as much professional recognition. They are creative, have a wide range of interests, are inspired and child-centred and want to be actively involved in the pedagogical and educational aspects of school life. They support individual development, while they have fewer clear expectations of primary schools and believe that a coherent culture of staff behaviour is essential. The possibilities and limits of their capacity to act and their will to act are linked to their own conditions, and they do not necessarily attach importance to external circumstances.

The description of our career clusters shows that groups of students have complex characteristics. Our results show that the different career perceptions, and hence the higher volume of career progression, are not clearly linked to a music or a public studies major, and our third hypothesis (H3) cannot be confirmed in this way. In the clusters (*disenchanted, path seekers*) with a higher number of students with an arts major, gaps in pedagogical and educational attitudes were more pronounced. The experience of our questionnaire research shows that a lack of subject knowledge is associated with a lack of the qualities and self-advocacy needed to deal with classroom situations. Among those *vocationally insecure and path seekers*, it is noticeable that they are less concerned with more profound reflection on the teaching profession. In the case of the three career clusters (*disillusioned, insecure, and path seekers*), we also find a certain lack of interest on their part.

In our fourth hypothesis (H4), we hypothesised that their life skills can explain the different traits of the career clusters, the student groups. Clearly and in line with our expectations, the *ideal teacher candidates* and the

intrinsically motivated students stand out from the other groups in terms of the dimensions of life skills. They manage their lives effectively and have strong social skills. They are also competitive in self-management and communication, while we encountered gaps in several dimensions for the other three groups of students. Therefore, the motives that characterise the career clusters are related to the dimensions of life skills.

According to our qualitative research, students mostly perceived the teaching of professional methodology as optimal (H5), but in some places, they criticised the isolation of knowledge from the school environment. Suggestions were made to improve the practical application of the knowledge. It is considered important to extend the vocational methodology with situation-oriented exercises to develop pedagogical competence. The students requested the opportunity to get to know the different school age groups before teaching, thus helping to develop a common language and understanding of the pedagogical context. Our findings are consistent with other research highlighting the importance of more frequent contact with children (Schon, 1987) and

considers the development of pedagogical skills and competencies more dominant than professional competencies in teacher training (Ballantyne & Canham, 2023).

Among the limitations of our research, we have to mention several factors. During the preliminary focus group interviews that informed the questionnaire design, group dynamics may have been at play in addition to subjective responses, reinforcing or weakening the objectivity of each other's views. Secondly, we have to consider the small number of students participating in music teacher training and the fact that our questionnaire was completed on a voluntary, self-report basis. Thus, the validity of our results could have been influenced by the habitus of the teacher candidates.

Despite these limitations of the research, the combined study method has allowed a detailed and thorough exploration of the characteristics of the vocal music teacher candidates. The main advantage of this method is that it shows that the students' life management characteristics cannot be separated from their education.

The novelty of our research lies in presenting the diversity of teacher candidates by exploring the typology

of students learning in music teacher training. The significance of our study lies in the fact that our findings call for both the strengthening of skills relevant to the discipline and a more thorough elaboration of the skills needed to practice the teaching profession. All aspects of this complex task must be more strongly linked to music subjects in higher education so that we can more effectively support the process of becoming a music teacher.

It seems obvious that we should extend our career profile questionnaire to other teaching professions. It would be worthwhile to monitor how teacher candidates' career paths evolve, how they integrate into the labour market, and what factors influence their retention of the profession compared to their preconceptions.

Although today's reforms in teacher education have moved towards a more dynamic development of career socialisation, practice orientation and teacher identity, specific competencies may be required concerning particular areas. Our results' theoretical and practical utility lies in the fact that they highlight the need to link the understanding of pedagogical functions closely to the discipline, which is essential for more effective

teacher education in music and singing. Our findings are recommended to educational organisers and policymakers for the methodological renewal of vocal music teacher training.

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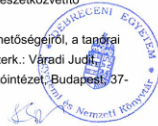
Registry number: DEENK/444/2024.PL
Subject: PhD Publication List

Candidate: Rita Kerekes
Doctoral School: Doctoral School of Human Sciences

List of publications related to the dissertation

Hungarian book chapters (5)

1. **Kerekes, R.**: Az ének-zene tanárszakos hallgatók gyakorlati tanításról vallott tapasztalatai tanulmányaik tükrében.
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17. Váradi, J., Szűcs, T., **Kerekes, R.**, Kiss, J., Radócz, J. M.: A zenén is túl: Szakirodalom áttekintés a zenei nevelés érzelmi dimenziójáról.
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The Candidate's publication data submitted to the IDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

27 August, 2024

