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Comparison of the Graduate Numbers of Music Education Departments and Teacher Appointments in Turkey Between 2017-2021

Research Article

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ABSTRACT

In this study, the graduate numbers of music education departments between the years 2017-2021 and the contracted music teacher appointments made by the Ministry of National Education in these years were compared with the aim of guiding the employment studies to be made after them and determining the current situation regarding music education appointments.In this study, which is qualitative research, document analysis was used as a data collection method. As the research covers the last 5 years, music education graduates in 2017 and after were included in the sample. Within the scope of the research, the number of graduates of all music teaching departments that have graduated in the last five years in Turkey has been reached through the Council of Higher Education, university student affairs departments and academicians. In addition, the number ofmusic teacher (contracted teacher) appointments for the last five years published within the Ministry of National Education (MEB) were specified, and both types of data were analyzed through the "Employment Form" developed by the researchers. Moreover, the frequency (f) and percentage (%) analyses were made on the collected data, and the results are shown in the relevant tables and figures. According to the findings, 53.59% of the number of graduates in 2017, 48.92% in 2018, 102.5% in 2019, 96.01% in 2020 and 59.09% in 2021 were appointedand it was determined that 72.48% of the total number of graduates between the years of 2017-2021 were employed by the Ministry of National Education.The rate obtained meets a large part of the need for music educators.

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Keywords: Music Teacher, Employment, Music Education Department

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Introduction

Music is a phenomenon that has been around and with us in every moment of our lives since the existence of human beings. It continues to exist as a common, unwritten language among people and also as a tool to communicate. In other words, it is one of the ways of expressing emotions. According to İmik and Haşhaş (2020), music is the expression of our feelings and thoughts according to certain rules or without rules. According to Uluç (2006), it is the expression of people's feelings and thoughts through sound (p.197). In addition to expressing emotions, music contributes to the development of individuals in many ways (Öztürk, 2004, p.16).

When the dictionary meaning is examined, education is defined as the changes that affect human behavior and that make for a certain purpose in one's life (Fidan, 2012, p. 12). These changes can be in various fields or subjects, formally or informally, in order to learn and develop certain behaviors. When the education in our country is considered in terms of formal education, formal and non-formal education is encountered. Formal education is defined as education within a certain program, at certain levels, with certain age groups and in schools. Non-formal education, on the other hand, is the type of education that people of all ages can receive according to their interests.

It is undeniable that education plays an important role in the development of countries. It is thought that the country will be positively affected in every field with the benefit they provide to the society in line with the education they receive. From this point of view, education has an important place in the social sense as it will increase the psychological and economic welfare of the individuals living in the country. The place of teachers is one of the most important elements of education as it reflects the development of countries and the needs of society. It is also very important in raising qualified individuals. The quality of the education that teachers receive directly affects the students they will train.

It is possible to come across many different definitions of music education from past to present. Along with the structures in music, the process of developing desired behaviors in human life includes music education (Çuhadar, 2016, p.221). Music education has an impact on many areas in the lives of individuals. Music education has many aspects that develop social, psychological and emotional aspects of an individual (Özen, 2004, p.58).

Music education is carried out in three main types in our country. General music education, which is the type of music education aimed at providing everyone with a basic level, without any discrimination or feature; covers music education in pre-school, primary education institutions, secondary education institutions and high schools. General music education, which should be necessary and uninterrupted for everyone, is taught by music teachers except for the first level of primary education. At the primary education level, it is carried out by classroom teachers (Tarman, 2016, p.9). Diligent music education in our country is given in many different branches via private lessons, courses, music courses, national education institutions such as education centers. Unlike general and vocational music education, the music education that the person receives in line with his own will and interest, without any obligation, is within the scope of diligent music education. In addition, according to Uyan (2018), it will be possible to complete certain deficiencies with diligent music education in some areas such as instrument education, which is insufficient in general music education. Vocational music education is a type of music education in which this field is chosen as a profession in line with a certain proficiency in the field of music (p. 237).

In our country, there are institutions with different structures that provide vocational music education. These can be listed as conservatories, fine arts and sports high schools affiliated to the Ministry of National Education, music education departments within education faculties, and music departments under the roof of fine arts faculties. Established in 1924 to train music teachers, the Music Teachers' School is the first vocational

music education institution established after the Republic. (Tangülü and Becerikli, 2020, as cited in Maarif Vekilliği, 1944). The conservatory, which was opened within the Music Teachers' School, started education in 1936 and became a separate institution in 1940 with the mission of raising artists in the field of music and performing arts (Çakar, 2015, p.19).

The first institution with a focus on Turkish music, whose roots go back to pre-republican times, is the Istanbul Turkish Music Conservatory, which was established in 1975, and it is within the body of Istanbul Technical University (Yener and Apaydınlı, 2016, p. 228). Music departments in Fine Arts Faculties are among vocational music education institutions with an interdisciplinary approach as well as basic music education. The first example of these institutions, which have become increasingly widespread, is stated as the Music Sciences Department of the Faculty of Fine Arts of Ege University, which was established in 1975 (Ege University, 2021). In 1982, Music Teachers' School was connected to Gazi University and Ankara State Conservatory to Hacettepe University and continued to operate under the roof of Higher Education Institutions (Çakar, 2015, p. 23).

The first universities to provide education in the world were the universities of Bologna, Paris and Oxford, which were established in the Middle Ages in Europe. The founding year of the University of Bologna, which is accepted as the first university, is accepted as 1088. This university was founded by the student guild and even the teachers' salaries were paid by the students. The University of Paris, on the other hand, was founded with church support and financed by the church. The first university established with government support was Oxford University, and the salaries of teachers in this institution were covered by the government (Antalyalı, 2007, p. 27). The main visions and missions of these institutions form the basis of today's educational institutions.

Vision and mission are frameworks that reflect the aspects that distinguish organizations from other organizations (Karadağ and Özdemir, 2015, p. 257). Bratianu and Balenescu (2008) defined vision as "an idealistic projection of organizations in a mature and successful position in an uncertain future" (p. 20). The vision is not a dream, it is an idealistic projection of what organizations can be and achieve. Mission, on the other hand, is accepted as the special task undertaken by organizations and communities and as the first step of strategic planning, that is, as a way of positioning themselves (Powers, 2012, p. 281, Kunt, 2012, p. 20).

When the 4th article of the Higher Education Law No. 2547 is examined, the vision and mission of higher education is that students keep the benefit of society above their personal interests, are full of love for family, country and nation, and respond to the development and needs of the country in the direction of their interests and abilities. At the same time, it is seen that it is grouped as raising citizens with the knowledge, skills, behavior and general culture of a profession that will provide their own livelihood and happiness, conducting research with a high level of scientific study and contributing to universal development (Öztürk Başpınar, 2020, p. 470).

When the mission and visions of the Music Education Departments in education faculties are examined, many different expressions are encountered. However, in the definition of which all departments are stakeholders, the mission statement is "to train pioneering music teachers who are competent and equipped in their field, who can produce information, who can keep up to date, and who are committed to Atatürk's principles and revolutions, in line with the general objectives of national education". In the visions of the departments, there is also the definition of “to train music teachers who are qualified in contemporary music education in universal dimensions and who aim at lifelong learning". Teachers graduated from music education departments affiliated to education faculties of universities are equipped primarily with the missions of HEC (Higher Education Council) and secondarily with the missions of departments.

The prospective teachers are trained in order to be employed to teach in public schools or private institutions affiliated to the Ministry of National Education throughout their university education. Teachers, who have been trained and ready for employment with this mission and vision, have gone through quite a variety of assignments until graduation to start the teaching profession.

Along with the westernization movements that started in the Tanzimat period and continued in the constitutional period, many changes began to be experienced in education. Accordingly, many teacher schools have been established in order to support teacher training to enable raising more qualified students. Due to the balanced number of students and teachers in these periods, every teacher who graduated from teacher schools was placed in the schools where they would be assigned by the Ministry of National Education (Bilir, 2011, s .228-230).

One of the movements of Mustafa Kemal Atatürk to bring the Turkish society to the level of contemporary civilization in the Republican era was the movements and changes aimed at the improvements in education. For this reason, it has been determined that the priority problem in education is teacher training and that the priority in teacher training is quality, accordingly, the teacher schools from the Ottoman Empire began to be organized according to the principles of the Republic, and in addition, institutions such as Main Teacher School, Village Institutes, Secondary Teacher Training School Village Trainer Courses began to be established (Bilir, 2011, p. 232). Villagers who were literate and did their military service started to work as trainers in village trainer courses in their own villages after one year of training, and thanks to this system, primary schools continued to be opened in many remote villages of Turkey (as cited in Mete, 2009, p. 57). In this period, the number of primary teacher schools increased due to the lack of sufficient number and quality of teachers, but they have closed again after a while due to insufficient quality (Bilir, 2011, p. 233). Village institutes replaced the closed primary teacher schools and teachers who graduated from village institutes were employed with the obligation to work in the village for 20 years (Mete, 2009, p. 57).

Since the beginning of the republican period, there was no problem such as teacher employment due to teacher shortages, even in order to train more teachers, teacher training by letter in 1974, teacher training through accelerated education between 1975-1980 apart from normal programs, in 1996 all faculties and college graduates were appointed as classroom teachers. Many teachers have been appointed to their places of duty without considering any exams (Aydın et al., 2014, p. 399). While the task of training and appointing teachers was carried out by the Ministry of National Education until 1983, after this year, teacher training was given to the faculties of education affiliated to the Council of Higher Education, and the appointment of teachers was given to the Ministry of National Education. Between 1985 and 1991, the Ministry of National Education held a Teacher Qualification Exam for teacher appointments, but due to the low number of candidates taking this exam, the exam was abolished in 1991 and teachers were appointed by drawing lots. However, when the number of teachers to be appointed increased, exams started again (Soydan, 2015, p. 589).

In 1999, due to the fact that a sufficient number of prospective teachers graduated, the civil service exam (DMS) was introduced for those who will work as teachers (Mete, 2009 p.63). The Civil Servant Examination (DMS) was renamed as the Central Elimination Examination for Institutions (KMS) in 2001 and was administered for one year (Soydan, 2015, p. 589). As of 2002, the Public Personnel Selection Examination (KPSS), which is a multiple-choice exam in the fields of general culture, general talent and educational sciences, was conducted for teacher candidates (Güven, 2010, p. 16). In the press statement made by YÖK on 10 December 2012, it was announced that it was decided to conduct the Teaching Content Knowledge Test (ÖABT) in some fields since 2013, and thus this decision was put into practice in the exam on 14 July 2013 (Aydın et al., 2014, p. 401).Teachers have been recruited by various methods from the Republic to the present, and mostly the employment situation coincided with the need. However, with the increase in the population

and the number of schools over the years, the need for teachers has increased considerably. This has led to the introduction of different exams and criteria in teacher appointments.

The teacher candidates who want to be a contracted music teacher today have to attend two sessions of the Public Personnel Selection Examinations, which has general culture and general talent in the first session, and educational sciences in the second session. After the exam results are announced, candidates who pass the 50-point threshold enter the oral interview. Afterwards, appointments are made in line with the average of the written exam and interview scores. When we look at the historical process of teacher appointments, it is seen that there has been a shortage of teachers in the country until recently, and for this reason, a regular system for appointments has not been established. However, the increase in the number of education faculties in our country in recent years naturally leads to an increase in the number of teachers to be appointed. For this reason, not being appointed in recent years has started to pose a big problem for teacher candidates.

Employment screening studies for music education are very limited in the literature. Yener and Apaydınlı (2015) examined the employment status of graduates of vocational music education institutions between the years 2010-2015 and determined the employment rate of music teachers as 36.6% as a result of the research. Frequent graduate status and employment studies for certain fields are required to determine the need in that field and to update the education policies for the field. Based on this requirement, it is important to examine the employment status of music teacher graduates between the years 2017-2021. This situation plays an effective role in determining the problem situation of the research.

The Problem of the Study

Based on all the information given, the problem statement of the research "What is the appearance of the graduates and teacher appointments of the music education departments in Turkey between the years 2017-2021?" has been determined.

In the light of this main problem, the sub-problems of the research are as follows;

1. What is the graduate numbers of music education departments in Turkey between 2017-2021?
2. What is the quota of music teachers appointed by the Ministry of National Education between the years 2017-2021?
3. What is the ratio between the number of graduates of music education departments of universities and the quota of music teachers contracted by the Ministry of National Education between 2017-2021?

Methodology

Research Model

In this research, the number of graduates in all music education departments in Turkey between the years 2017-2021 has been reached. The study is a qualitative study as it is aimed to infterpret the obtained data with an inductive approach. Qualitative research, in which data is collected, summarized and interpreted throughout the research process; is a research method in which data collection tools such as observation, interview and document analysis are used. (Buyukozturk et al., 2010, p. 250).

According to Karasar (2009, p. 76), the model is the representative of a system and an ideal environment, and it is a summary of the real situation, including only the variables that are considered important.The research is a descriptive research as a model. Descriptive research tries to explain past or present events, concepts, relationships (Gurbetoğlu, 2018, p. 6). Document analysis was used as the data collection method. Document analysis includes the written analysis of information about the research done. It includes the steps of reaching the appropriate documents, checking the authenticity of the documents, understanding and interpreting the documents, analyzing the obtained data and using the data (Yıldırım&Şimşek, 2018, p. 194).



Figure 1. Process steps related to the research process

Limitations

This study is limited to;

- the number of students who graduated from the undergraduate level from the music education departments in Turkey between the academic years 2016-2017 and 2020-2021
- the music teacher quotas for contracted teacher appointments opened by the Ministry of National Education between 2017-2021 (since the employment status of private schools, orchestra artists and other professions cannot be determined),
- since the number of graduates in 2017 and after constitutes the scope of the study, the research was limited to the music teaching departments that graduated in 2017 and before,
- since the formation certificate programs are given by the universities themselves, no institution keeps regular data about this program. Since it is impossible to reach the exact number, the number of formation graduates was excluded from the scope of the research.

The Universe and Sample

The universe is the set of elements to which the results of the research are intended to be generalized. This whole may contain all kinds of animate or inanimate elements with common features (Karasar, 2013, p. 109). The sample, on the other hand, is the small set selected from a certain universe, according to certain rules, and accepted to represent the universe from which it was selected. The research is mostly done on sample clusters and the results are generalized to their respective populations. However, not every research has to be done on a sample. The whole, about which information is sought, can be examined in its entirety, if there is no objection in terms of the reasons determined above (Karasar, 2013, pp. 110-112).

The universe of the research consists of the number of graduates of state universities with music education departments in Turkey in the 2017-2021 academic year and the number of music teacher quotas of the Ministry of National Education's contracted teacher appointments between these years. In order to reach the number of graduates between the specified years, 23 universities in which education has been active since 2012 have been identified among 29 universities with music education departments in Turkey. Since the whole data constituting the universe of the research has been reached, the sample represents the entire universe. Universities included in the sample of the study are Uludag University, Onsekiz Mart University, Dokuz Eylül University, Binali Yıldırım University, Gazi University, İnönü University, Kastamonu University, Abant İzzet Baysal University, Harran University, Van Yüzüncü Yıl University, Marmara University, Ömer Halisdemir University, Ondokuz Mayıs University, Pamukkale University, Cumhuriyet University ,

Gaziosmanpaşa University, Trabzon University, Trakya University, Muğla Sıtkı Koçman University, Balıkesir University, Necmettin Erbakan University, Atatürk University and Adnan Menderes University.

In our country, the need for teachers is met by prospective teachers who graduated from education faculties as well as graduates of formation programs. Pedagogical formation program is a program that is opened periodically by YÖK and that gives certificates to individuals who are not teaching profession by providing teaching and field training. Graduates of this program are entitled to teach in the relevant field. However, the formation quotas change every semester and the data is kept within the universities. A university does not have to recruit the same number of teacher candidates in each formation period. This situation prevents the determination of the number of teacher candidates who graduated from the formation program, and there is no regular data in this field in any institution. For these reasons, formation graduates were not included in the scope of this study, and the study was limited to music teachers who graduated from education faculty.

Data Collection

In order to collect the data in this study, the relevant student affairs units of the music education departments within education faculties of all universities in Turkey were contacted via petition, interviews were held with the academicians working in the music education department, and the statistics of the Higher Education Board were consulted. Since the research covers the last five years, only universities that have graduates after 2017 were contacted. The data regarding the appointments of music teachers (contracted teachers) made by the Ministry of National Education were obtained from the website of the relevant ministry (MEB, 2021). (Accessed on 08 November 2021).

Data Analysis

Within the scope of the research, the number of graduates of all music teaching departments that have graduated in the last five years in Turkey has been reached through the Council of Higher Education, university student affairs units and academicians. In addition, the number of music teacher (contracted teacher) appointments published within the Ministry of National Education for the last five years was reached, and both data types were analyzed through the "Employment Form" developed by the researchers. During the preparation of the "Employment Form", similar studies in the field were examined, and a draft form was created as a result of the examination. As a result of the opinions of three field experts, the draft form was updated and used in the analysis of the data. This form determines the distribution of graduates by years and universities, and includes a comparison of the data obtained from the Ministry of National Education. Frequency (f) and percentage (%) analyses were made on the data obtained with the Employment Form. The results obtained are demonstrated in tables and figures under the relevant headings.

Employment Form Content

In the first part of the employment form, the data regarding all appointment periods made by the Ministry of National Education between the years 2017 and 2021 were collected under the relevant years and arranged on a yearly basis. In the second part of the form, the data obtained from the universities are organized under the relevant years. In the third part of the form created for the third sub-dimension of the research, the number of graduates and the number of appointments were calculated on a yearly basis and the percentage (%) frequency (f) results were obtained.

Findings and Interpretation

Findings and Interpretation Regarding the 1st Sub Problem

Table 1. The numbers of graduates of music education departments in 2017-2021

University	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Uludağ University	34	40	38	36	38
Onsekiz Mart University	24	21	27	30	36
Dokuz Eylül University	28	35	30	27	43
Binali Yıldırım University	28	20	37	18	28
Gazi University	46	43	47	46	44
İnönü University	24	21	30	32	33
Kastamonu University	24	26	23	22	25
Abant İzzet Baysal University	33	40	34	30	39
Harran University	26	51	32	43	32
Van Yüzüncü Yıl University	27	28	28	22	22
Marmara University	44	42	43	46	44
Ömer Halisdemir University	31	21	34	33	28
Ondokuz Mayıs University	31	33	35	29	44
Pamukkale University	36	26	31	31	33
Cumhuriyet University	32	23	29	24	21
Gaziosmanpaşa University	26	29	19	26	26
Trabzon University	36	39	37	45	48
Trakya University	29	25	25	24	23
Muğla Sıtkı Koçman University	17	18	18	17	15
Balıkesir University	33	31	56	39	33
Necmettin Erbakan University	42	32	39	38	44
Atatürk University	23	25	44	38	20
Adnan Menderes University	22	26	24	31	56
İbrahim Çeçen University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Aksaray University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Müzik ve Güzel Sanatlar University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Amasya Universityesi	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Giresun University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Harran University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Hacı Bektaş Veli University	Out of scope	Out of scope	Out of scope	Out of scope	Out of scope
Total	**696**	**695**	**760**	**727**	**775**

Table 1 shows the number of graduates of universities in each academic year from 2017 to 2021. When these numbers are examined, it can be seen that the universities with the highest number of graduates at the undergraduate level are; Gazi University, Necmettin Erbakan University and Marmara University; while the universities with the least graduates were determined as Muğla Sıtkı Koçman University, Kastamonu University, Gaziosmanpaşa University and Trakya University, respectively. Regarding at the table, it is seen that there are 7 universities that are out of scope. When the data in the table is examined, it is seen that the highest number of graduates was given in the 2020-2021 academic year, and the least number of graduates was in the 2017-2018 academic year. The number of graduates varies between 690 and 775.

Findings and Interpretation Regarding the 2nd Sub-problem

In this sub-problem, the quota of music teacher appointments by the Ministry of National Education between the years 2017-2021 is included. The relevant quotas are shown in Table 2.

Table 2. The music teacher quotas by the ministry of national education for contracted teacher appointments between 2017-2021

Year	1st Appointment	2nd Appointment	3rd Appointment	Total
2017	337	19	17	373
2018	335	5	-	340
2019	375	403	1	779
2020	348	347	3	698
2021	458	-	-	458
Total				**2648**

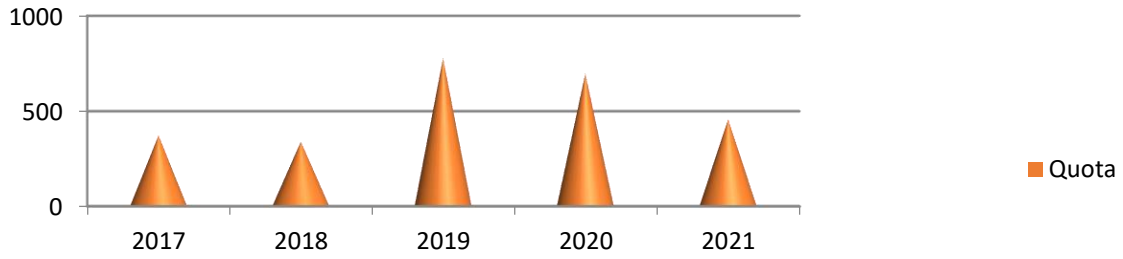


Figure 2. The chart of the music teacher quotas by ministry of national education for contracted teacher appointments between 2017-2021

Table 2 shows the quotas determined by the Ministry of National Education for music teacher appointments between the years of 2017-2021. Figure 1 shows the graph of this quota allocated for music teaching appointments over the years. Accordingly, it is seen that three terms were appointed in 2017, 2019 and 2020, two terms were appointed in 2018 and one term was appointed in 2021. Table 2 and Figure 1 show that appointments were made in 2019 with a maximum of 779 quotas, followed by 2020 with 698 quotas. It is thought that the reason for the low number of teacher appointments in 2021 compared to other years is the Covid-19 pandemic that started in 2020 and still continues.

Findings and Interpretation Regarding the 3rd Sub-problem

Table 3. The ratio of 2017-2021 music education department graduates to the number of appointments

	2017	**2018**	**2019**	**2020**	**2021**	**Total**
Graduates *F*	696	695	760	727	775	**3653**
Appointment *f*	373	340	779	698	458	**2648**
Ratio %	53,59	48,92	102,5	96,01	59,09	**72,48**

In the light of the table 3., it is seen that 72.48% of the total number of graduates between 2017-2021 are employed by the Ministry of National Education. When the ratios are compared, it is seen that the highest appointment rate belongs to 2019 and the lowest appointment rate belongs to 2021. It is thought that the high rate of 2019 is due to the appointment done three times in three terms during the year.

This rate does not include graduates of other fields who are entitled to become a teacher with a pedagogical formation certificate and former graduates in the pool. Considering that the number of graduates of music education departments is considered, this rate is thought to be above the general employment rate in the field.

Results and Discussion

As a result of this research, which aims to compare the graduates of music education departments in Turkey between the years 2017-2021 and the comparison of this number with the music teacher appointments of the Ministry of National Education;

- Total of 3653 music teachers graduated in this 5-year period. An increase is observed in the number of graduates compared to years. The reason for this can be interpreted with the increase in the number of active departments every year. The sharp rise in the number of graduates in 2021 is due to reasons such as universities' transition to distance education and easier access to classes for students who have to study while working, saving students time and space due to the asynchronous teaching of the lessons, and the fact that assessment and evaluation are more homework-based in this process is considered.
- When the number of music teacher graduates, which is the main aim of the research, is compared with the quota of music teachers, the average of the five-year period is determined as 72.48%. Although this number seems quite high, the rate will decrease considerably when former graduates, those who have not been appointed, and those who are currently waiting in the pool, and those who are included in the pool by obtaining a formation certificate, are added to this alumni pool. At this point, it can be concluded that the quotas opened are not sufficient for the annual number of music teacher graduates or the annual number of graduates is considerably higher than the need.

Gök (2018) included the number of graduates of music teaching departments in 2015 in his research, which examined professional music education in Turkey in the context of newly opened universities, faculties and departments, and stated this number as 861. In addition, he examined the graduate and appointment rates between 2010-2015 and concluded that this rate was far below the number of graduates. Studies show parallelism in terms of purpose, method and results.

Yener and Apaydınlı (2016) investigated the employment problems of vocational music education institutions and graduates in Turkey, and included the quota of music teachers between 2010 and 2015 and determined this number as 5515. This shows that more quotas were reserved for music teaching in the previous 5 years. Considering the number of universities that have not yet started to admit students, it is thought that the employment rate is higher than today. Considering the increasing unemployment in our country and the increasing number of unemployed university graduates, it is observed that young people are now turning to other jobs. Unfortunately, this is most undesirable when examining the missions of the institutions where students study.

Demirci (2017, p. 1071) states that the inability to fully provide an employment area for the purposes of vocational music education institutions in Turkey leaves young people who graduate from institutions with the anxiety of not being able to find a job, pushing them out of the type of music education they have received, directs them to different business areas without thinking. The mission and vision of each institution that has graduates in the field of music is different from each other, but a teacher candidate graduated from the faculty of education can work as an artist in an orchestra, and an artist candidate who graduated from the conservatory can work as a teacher by taking formation certificate. This situation causes the employment of individuals who graduated from institutions to be mixed with each other and to go out of their missions. In this regard, it will be useful to review the missions, diploma validity and scope of the institutions that provide education in the field of music, so that the individuals in the graduate pool do not experience employment confusion. Especially in recent years, the number of departments opened in the field of music education has been increasing, rapidly and the graduate pool is getting more and more crowded every day. It is very important to make a systematic planning both in order to keep the number of graduates under control and to minimize the number of teachers who have employment problems.

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