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The effects of total quality management (changes and alterations in education) on the music instructor raising in the undergraduate program

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Abstract

Total Quality Management (TQM) targets to provide a whole effect of organisation; to modernize, to have a constant development and cicatrisation and rivalry power. For better education, needs analysis should be performed correctly. This work aims to exhibit the effects of the education using TQM on raising musical instructors. With this idea the necessity of TQM in musical schools and benefits of it's principles are underlined.

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Keywords: Total quality management; education; musical education; musical instructor education; undergraduate program.

1. Introduction

One of the most important goals of countries today is being able to reach to a high level of education since education is a huge global figure in the time we live in. Education is beyond letting people gain knowledge and ability, it has the responsibility of creating values which serve the life and progress of societies and harmonize the new values with the old ones in order to keep present values from falling apart (Türkmen, 2003). Our schools, workplaces and individuals have to adopt the quality so that it builds the essence of our society (Bonstingl, 2000).

An international challenge, work and management principle of today has oriented foundations to perfection. The idea behind the new understanding is that it acknowledges everything in a progress, rather than being done. TQM is one of the points reached after these pursuits (Yanık, Mehmet, 2007).

The thought of TQM is based on the way of statistical thinking. It follows a systematical approach in which knowledge produced from data is evaluated in a process from planning until producing, with help of measurements and comparisons and after getting through this process it is put into practice. (Akdeniz, Hakan. 2005)

The movement of Total Quality is quite new in education. There is a few sources about this matter before the end of the 80's. Works which can be defined as re-organizing and pioneering in the same direction as TQM were first exercised in some state schools of USA and in some schools of UK. Most of the ideas about quality did go through a good improvement especially in higher education and the number of investigations and executions of quality concepts in schools did rise (Ocaklı, 2006).

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TQM can be very beneficial for dimensions like processing, producing and serving in Turkey where there is a lot of problems about the education system (Numanoğlu, 2001). As already known, education is one of the most effective processes having a several functions for individuals and society: preparing, shaping, changing, re-creating and perfecting (Uçan, 2001). TQM is a way of life used in many countries around the world with the aim of upgrading the existing conditions of a foundation or an education program. TQM is executed according to a plan. The system is always under questioning and gets improved (MEB, 1999).

Musical education is one of the basic components of culture which is necessary for everyone. It is unavoidable that institutions responsible for the education of musical instructors have to keep up with the features of the age.

There are discussions going on about the quality of musical educations despite the changes and improvements made since the foundation of the musical education. These discussions prove that search for quality has not ended and a lasting solution has not been found yet. As a matter of fact, scientific studies made in the last years concerning the musical education field show that there is a lot of problems about the musical education from schedules to education environments (Bulut, 2006).

According to Bulut's work which puts forth the views of instructors working in field of musical education; it is thought that the reasons why instructors did not find the duration adequate while constitutions were evaluated according to continuum with TQM are, lack of resources, failure in providing decent amount of attendance, deficiency in communication, disorder in organizational structures, insufficiency in planning policies and strategies and management's incompetency to use information and resources.

In this research the answer given to the question "How can the lessons in TQM's music instructor undergraduate programs' content and procession be constructed?" can be examined step by step as follows:

First step: Gradual change.

Second step: Determination of problems and making of the amendment plan.

Third step: Formation of applications according to the amendment plan and

Fourth step: Evaluation of these applications and their summation into a report.

2. Change

First of all, change must be accepted. Instructor, student, management and family steps are seen important during the alteration period.

2.1. *Instructor in alteration*

TQM in which every process is aimed to be bettered, the participation of instructors is realized as a fundamental element (Eroğlu, 2004).

The Instructor (Instrument and Theory): must write (compose) in his/her field and deepen the field by producing new works. While raising instructors one must develop new techniques, applications and materials by linking the founding to his/her own field. With these applications that have been formed he/she must take in to account every condition that the candidate teacher might encounter while performing the profession. He/she should use these conditions to help in specifying in his/her field, improve his/her creativity and get him/her motivated. In addition to that, he/she must keep up to publications about music and instruments, follow advancements in interdisciplinary (sociology, psychology, individual progress, communication, anthropology etc.) progress. Using all the data, a linkage between the applications used in order to teach and his/her field must be formed by the instructor for the enrichment of the learning experience. Other music instructors must be recognized and be communicated with. Also there must be an exchange of information about the teaching methods and materials with them. About the practical teaching course, instructor candidates must observe the courses, determine the students' needs and deficiencies write an observation report about the subject and should share it with the other instructors in order to create amendment plans.

2.2. *Student in alteration*

During learning period, student must form a structure in which he searches, discusses, and questions cause and effect relations and keep his perceptions open to learning. A way of life based on work should be formed about how to reflect these newly acquired data to period of becoming an instructor.

The student must specialize in his/her instrument and music education field in order to have confidence, create new works in his/her field studies while becoming an instructor and prepare required environment for their application. Activities such as workshops, symposiums and panels should be attended and analyzed in order to be used in their profession. While experiencing the practical teaching course, the student must find activities on account of self expression and work continuously due to the fact that he/she will use other instruments than his/her main instrument effectively while teaching. Plus, he/she should believe and sympathize with the fact that teaching requires a grand amount of creativity, try to feel the pleasure that comes from indoctrination, mind the importance of pedagogy courses, try to empathize and understand its importance in trying to become a teacher, in addition to the exchange of ideas and knowledge with his/her friends, build networks from friends studying in another fields in faculty of education and learn from the experiences they have in their fields.

2.3. Family in alteration

It is important to form TQM with help of Family in Alteration. Families have great responsibilities about Qualified Student Model.

The family must support the student in both materialistic and immaterialistic ways to show him/ her the necessity of putting his/ her education in the first place and make it possible for the student to realize the importance of feeling content with less when needed, must appreciate bad sides of being a teacher (working somewhere in Anatolia, low salaries etc) and understand the important position of education in human life and figure out the important responsibilities of a teacher and inspire the student with positive sides of the idea of being a teacher, encourage him/ her to work, contact administration and members of the academy, possess knowledge in two ways while student goes through the process of becoming a teacher, produce ideas about what could be done to motivate the student.

2.4. Administration in alteration

Administration is one of the important parts of TQM which is responsible for the applying of the system. Administration has great responsibilities about the successful function and uninterrupted improvement of TQM. Administration should act both as the programmer and the supervisor of the alteration process by constituting a healthy communication with students, families and members of the academy, line up TQM boards(content, operation, teaching practice etc), argue and upgrade the process of change with frequently meetings, be patient and stable on the performing of the alteration process, create scientific work place, make it possible for everyone to be able to work efficiently, direct and support the student in works inside and outside of school in order to let them have a deeper experience of transferring data and knowledge in the process of transforming to a teacher, contact other units of the academy and social organizations with the aim of organizing works which enable the students to gain abilities like help, realization of human behaviour, empathy, child love.

3. The Study For Constitution Of A Betterment Plan For Educational Staff

The next step following the acceptance of change is the planning process. During this process, it is important to be in cooperation with the administration for the adjustment of complications like time and setting.

Educational staff; are to make an evaluation of the methods they use in terms of technical and musical qualities reviewing the employed pieces of work and studies one by one and, in order to evaluate their effectiveness, they are to put forth an effort towards making a betterment plan together with other branch instructors; make a weekly plan for organizing intra and extra-curricular activities; in order to be more objective in exams, form a valuation table; provide opportunities for activities like concerts and seminars by experienced academicians; for safeguarding the continuity of produced works and expanding their qualities, they are to provide opportunities for the students to present their works.

4. Total Quality Management Oriented Educational Practices

TQM oriented educational practices below are designed by taking the courses which plays an important role in the teacher education process in music teaching programme into the consideration. According to this;

Choir education and conduction, is an increasingly important course in music education programmes. Teacher candidates, during their professional lives, consistently have the task of forming and directing a choir. If we have a look at the way of this course's actualization, it is seen that the choir management process which involves teacher candidate's ability to act, feel, sing, etc in concurrence should be given more importance. It is also important for teacher candidates to acquire the desired aims and behaviours (management, creativeness, etc) which help them to be more productive in class environment. In selection of choir songs, the works that the students can use in their teaching life should also be included. Together with the extension of repertory and, in production process, compulsory activities like forming and organizing a choir, an opportunity to direct a choir should absolutely be given to every student.

The skill of accompanying a song is an indispensable qualification of a music teacher. The two main courses which primarily promote this skill are piano and accompaniment courses. In accompaniment course, the purpose is to make use of basic knowledge and skills which are desired to be acquired with piano courses, in the teaching process. However, the piano courses are not designed both for development of accompaniment and improvisation skills. Most of the school music repertory in music course books are written without accompaniment. Letting the redesigning of these for accompaniment to the music teachers, brings their accompaniment and improvisation skills to the foreground. Together with the fact that both lessons are not well designed if we take their purposes into the consideration, another big problem is that the accompaniment classes are given for only one term in the programme. In piano classes, theoretical knowledge such as chords knowledge, their transposition and modulation should also be studied practically. As for accompaniment courses, the number of classes should be increased and the development of students' accompaniment skills on primary school music repertory should also be achieved. Attaining of a certain number with the repertory that is going to be formed by themselves should be compulsory and the importance of a separate repertory which they wrote and are able to accompany themselves should be emphasized in terms of enhancement of their qualifications.

Despite instrument education programs of music departments include methods related with learning, their methods about teaching are weak. With a different learning and teaching method, both how students could I teach about their instruments and

The practice of all these steps, namely acceptance of change, stating the problems, making of a betterment plan and forming teaching practices according to this plan, evaluation and reports of these practices, in teacher training together with TQM will provide the training of a more qualified music teacher.

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