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Examining Self-Efficacy Beliefs and Attitudes of Prospective Music Teachers Trained with Concurrent and Consecutive Model

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ABSTRACT

The aim of this study is to examine self-efficacy beliefs and attitude of prospective music teachers trained concurrent vs consecutive teacher training model with regard to varied demographic factors and define whether their attitudes affect levels of self-efficacy beliefs. General and correlational survey was used in the study and two scales were used; Self-efficacy Scale and Attitude Scale. It was determined that data has normal distribution with equal variances. Hence, parametric statistics was used in order to analysis collected quantitative data. Some of the results are that; there is no significant difference both level of self-efficacy and attitudes towards their professions between teachers trained concurrent and consecutive teacher training model. There is difference attitude towards their profession according to their gender. Most important finding in the study is that there is significant positive linear relationship between attitudes of prospective music teachers towards their profession and their level of self-efficacy. Moreover, an attitude is a significant predictor on level of self-efficacy of prospective music teachers.

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Keywords:
Music teachers, self-efficacy, attitudes, relationship between attitude and self-efficacy

Introduction

It is of great importance for teaching profession to know which variables and mechanisms can determine the academic success students will attain during the educational process. (Caprara and others, 2006). Today, two of the major theoretical frameworks used in the field of education are self-efficacy beliefs and attitudes. In literature, there are quite a few studies which examine the relation between these two concepts and their relation with numerous variables.(Çakır, 2005; Çakır, Kan ve Sünbül, 2006; Çapri, Çelikkaleli, 2008; Demirtaş, Cömert, Özer, 2011).

According to Kaya and others (2014), the key to achieving a country's educational goals is to train teachers in that country who will have faith in themselves that they can accomplish the teaching profession. At this point, the concept of self-efficacy is involved into play. According to Bandura (1995) self-efficacy belief "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". Briefly, self-efficacy is what an individual believes s/he can accomplish using his or her skills under certain circumstances (Snyder and Lopez, 2007. High level self-efficacy shows a proactive effect on challenges and difficulties and help to develop a successful orientation period in various stressful circumstances (Skaalvik and Skaalvik, 2007). According to Klausmeier and Alen (1978), the teachers' self-efficacy beliefs can influence the students to understand, the quality of teaching, using of methods and techniques, student participation in the learning and teaching activities. These situations can also make a differentiation in case of student achievement.

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A teacher's self- efficacy is one of the most important concepts of today's education system. According to Gibson and Dembo (1984), teachers' self-efficacy is a good predictor of their behaviours. Ashton (1984) defines a teacher's self- efficacy as "the faith in a teacher that he/ she has the ability to affect students' performances". Ashton (1984) asserts that a teacher's self-efficacy is in a close relationship with a student's success. One of the biggest factors that affect a teacher's behaviours in a classroom and his/her decisions towards education and classroom management is their self-confidence in their efficiency in teaching, that is, their faith in their self-efficacy. (Özerkan, 2007 quoting from Tschannen-Moran, Woolfolk Hoy and Hoy, 1998). When studies are examined, it is seen that a teacher's level of self-efficacy affects his/ her performance and activities in the classroom and that teachers who have a high sense of efficacy are more desirous and passionate for teaching (Bozdoğan and Öztürk, 2008). It has been observed that a teacher's efforts, goals and ambition level in teaching process vary in line with their self-efficacy (Tschannen-Moran and Hoy, 2001). Schmitz, in his study in 2000, remarked that the expectation of self- efficacy is a protective factor against occupational stress and that teachers who have a high sense of efficacy are more faithful to their profession and are more satisfied with it (Yılmaz and others, 2004). Personal beliefs and attitudes are in direct or indirect relation with each other. This brings the concepts of teacher's self- efficacy and attitude towards profession to the fore (Demirtaş and others, 2011). Positive relationship between teacher's self- efficacy and attitude stands out when the relevant literature is examined (Özdemir, 2008; Demirtaş and others, 2011; Şeker, 2014; Güneş, 2015).

Another affective characteristic that influence teacher efficiency is attitude. Hogg and Vaughan (1995) defined attitude as, "A relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or a general feeling or evaluation (positive/ negative) about some person, object or issue." From this definition we could see that, attitudes are only relevant to socially significant objects. In brief, it could be said that, attitude is a positive or negative evaluation or feeling that people have towards other people, objects, issues or events.

Four major components of attitude are:

1- Affective: emotions or feelings.
2- Cognitive: belief or opinions held consciously.
3- Conative: inclination for action.
4- Evaluative: positive or negative response to stimuli.

The attitude of an individual towards their profession has an effect on their performance and success in that profession (Çakır, 2005; Durmuşoğlu, Yanık, and Akkoyunlu, 2009). If a teacher has a positive attitude, s/he will not dishonor the name of her/his profession. S/he will be proud of the teaching profession. Attitude has become more important in the teaching profession as (Capri and Çelikkaleli, 2008) teachers' attitude towards the teaching profession affects the way the student learns (Kavcar, 2005).

Thanks to the knowledge, emotions and skills that the students will attain in teacher training programs, it is intended to make their behaviors in professional life to be more effective. In order to be able to perform the teaching profession more effectively, one of the requirements needed by the individuals who will perform the profession is to have a positive attitude towards teaching profession (Demirtaş and others 2011).

The self-efficacy belief and attitudes of the prospective teachers are important in terms of their academic and professional lives. In this sense, the self-efficacy belief and attitudes of the prospective music teachers might affect their professional lives. Moreover, studies showed that the relationship between attitudes and self-efficacy beliefs of teachers (Kutluca, Ekici, 2010). In the literature, it has not been encountered such studies that seek relationships self-efficacy beliefs and attitudes towards the profession of prospective music teachers trained concurrent and consecutive models. This condition is regarded as a shortcoming in the field of music education. It is anticipated that the study will contribute in order to fill this gap.

It can be observed that studies in literature in our country on self- efficacy and attitude have increased in recent years. However, most of these studies are centered on such areas as science, mathematics, primary school teaching and computer teaching. In Yeşilyurt's study (2013) which examines prospective teachers' self-efficacy towards some variables, it was revealed that the prospective teachers have almost the highest level of self- efficacy, and some considerable diversity in prospective teachers' levels of self- efficacy in terms of sex, either working as a teacher or not and their majors in universities was noted. On the other hand, it was also

revealed that no significant difference was found in terms of academic standing. Studies conducted by Baltaoğlu and others (2015) suggest that prospective teachers have almost high levels of self- efficacy, that no difference in terms of sex was noted, and yet, some considerable differences were noted in terms of their majors in universities. Significant differences were noted between self- efficacy and the variables of sex, the order of preference of majors and its reason, and attitude towards teaching profession in Özdemir's study (2008). A significant difference between the attitude towards the teaching profession and self- efficacy was revealed in Özdemir's study (2008) and this significant difference makes us think there may be a relation between attitude and self- efficacy. In Şeker's study (2014) which examined the relationship between prospective music teachers' academic self- efficacy levels and their attitude towards instrument studying, prospective music teachers' academic self- efficacy levels and their attitude towards instrument studying were found medium and a positive correlation was detected between academic self- efficacy and instrument studying. Besides, some considerable difference was found between prospective music teachers' attitudes towards instrument studying and their age and class levels.

As in many other countries in the world, two different models are used in Turkey in order to train prospective teachers. The first model is concurrent model where both professional and pedagogical classes are taught at the same time frame either at the same or different universities. The other model is the consecutive model where professional and pedagogical classes are taught one after another in different time frame either at the same or different universities (Berk, 2014; Eurydice, 2009). According to Gleeson (2004), The dominant model of teacher education for post-primary teachers - i.e. for students aged 12-18 - is provided on the consecutive model but the concurrent model is also used, especially in the technical, craft, physical education and science areas, for about a fifth of the annual output of second level teachers. The focus here is on the debates surrounding the advantages and disadvantages of having a concurrent a consecutive type course for prospective teachers. The characteristics of consecutive and concurrent training are presented in the table below (Musset, 2010)

According to Musset (2010), in the concurrent model, academic subjects are studied alongside educational and professional studies throughout the duration of the course. This kind of programme has several benefits and disadvantages: in particular, it allows a more integrated learning experience, since pedagogical training and subject-matter (content knowledge) training take place at the same time. But they are less flexible than consecutive models, since the students have an obligation to decide if they want to become a teacher at a very early stage in their university studies. In the large majority of countries, lower and upper secondary education teachers are prepared by concurrent programmes (Belgium, Canada, Greece, Hungary, Ireland, Italy, Japan, Korea; Turkey, the United States).

In the consecutive model, the specialized courses in pedagogy and in teaching are accessible after having completed another degree in a discipline taught in school (teachers are educated first in a specific discipline and then they receive pedagogical training). This model is more frequent for secondary school teachers than for primary school teachers. Teacher education programmes based on this model are found in Denmark, France, Norway and Spain. It also interesting to underline that a large number of countries; Austria, Australia, the Czech Republic, England, Finland, Ireland, Israel, the Netherlands, Northern Ireland, Scotland, the Slovak Republic, Sweden and Wales (Musset, 2010)

When the concerning literature in Turkey is examined, it is seen that the number of studies on the concurrent and consecutive training models is very low and there is not any study on music training. This study is accepted as highly significant when the number of studies on these two models in the world is taken into consideration.

Taking into account above explanation regarding concept of self-efficacy-belief, attitude and teacher training models that are concurrent and consecutive, the aim of this study is to examine self-efficacy beliefs and attitude of prospective music teachers trained concurrent vs consecutive teacher training model with regard to varied demographic factors and define whether their attitudes affect levels of self-efficacy beliefs. The study has four hypotheses:

H_{10}=There are no differences between levels of self-efficacy beliefs and attitude of prospective music teachers trained concurrent vs consecutive teacher training model.

H_{20}=There is no relationship between levels of self-efficacy beliefs and attitude of prospective music teachers.

H_{30}=The variance in the self-efficacy beliefs associated with changes in attitudes of prospective music teachers.

H_{40}=There is no differences between the mean score of self-efficacy beliefs and attitude of prospective music teachers according to some demographic variables such as sex and type of secondary school etc.

Method

General and correlational survey methodology was used in the study and two scales were used for data collection; Self-efficacy Scale and Attitude Scale. Research data were obtained from a total of 97 prospective music teachers studying with concurrent and consecutive models at Marmara University and Karadeniz Technical University where the authors have been teaching due to accessibility in the research process.

Data Collection Instrument

"Prospective Music Teachers Self- Efficacy Scale" was used in order to examine prospective music teachers' self- efficacy, and "Scale of Attitude towards Music Teaching Profession" was used in order to examine attitudes towards the profession.

Prospective Music Teachers Self Efficacy Scale

To determine self-efficacy beliefs of prospective teachers, "Prospective Music Teachers Self Efficacy Scale" was used. The scale was developed to examine the prospective music teachers' self-efficacy for music education and training by Kurtuldu (2009). It is a five-point Likert-type scale composed of 32 items and 6 sub-factors. The options in the scale from the positive to the negative with their points are: "I totally agree (5)", "I agree (4)", "I am indecisive (3)" "I disagree (2)" and "I totally disagree (1)". Sub- factors located in the scale are: "Perception of self-efficacy for lecturing and musical skills", "Perception of self-efficacy for teaching skill", "perception of self-efficacy for classroom management", "perception of self- efficacy for applying teaching methods", "perception of self-efficacy for the mastery of education level and curriculum", "perception of self-efficacy for concordance with the school management". The dispersion of the items according to factors is presented in the table 1 below:

Table 1. Distribution of items intended for the factors

Factors	Items
F1	4, 5, 7, 12, 14, 17, 18, 19
F2	25, 26, 30, 31, 32
F3	15, 21, 22, 23, 24
F4	8, 11, 13, 16, 27
F5	1, 2, 3, 6, 9, 10
F6	20, 28, 29

In this study, Cronbach's alpha coefficient was calculated, it was determined that the coefficient was at 0.96 for the whole scale and 0,85, 0,83, 0,83, 0,76, 0,78, 0,73 for factors respectively. The lowest score can be taken from the scale is 32 and the highest score is 160. The higher the score indicates that a high level of self-efficacy beliefs.

Music Teacher Attitudes Scale Towards Job

In order to determine prospective music teachers' attitudes towards the profession "Music Teacher Attitudes Scale Towards Job" was used. The scale was developed by Tufan and Güdek (2008) by a five-point Likert type. The scale was formed of 19 items (11- affirmative and 8- negative), suitable for music teaching. The options, from the positive to the negative with their scores, are: "I strongly agree (5)", "I agree (4)", "I am indecisive (3)" "I disagree (2)" and "I strongly disagree (1)". In the negative statements, these options are just the opposite. The scale includes two factors called "values "and "love or commitment". The dispersion of the items according to factors is presented in the table 2 below.

In the analysis of reliability, the internal consistency (Cronbach's alpha) is 0.93 for the whole scale and 0,85, 0,89 for factors respectively. The lowest score can be derived from the scale is 19 and the highest score is 95. The higher score indicates positive attitude.

Table 2. Distribution of items intended for the factors

Factors	Items
F1	1, 2, 3, 10, 11, 12, 15, 16, 17, 18
F2	4, 5, 6, 7, 8, 9, 13, 14, 19

Data Analysis

It was determined that data has normal distribution with equal variances. Test of normality was executed by utilizing the Shapiro-Wilk test. Result shows us ($p>0.05$ for both scales) the distributions are normal. Equality of variances was determined by utilizing Levene's Test. The Levene's test verified the equality of variances in the samples ($p>0.05$) Hence, parametric statistics was used in order to analyse collected quantitative data. In the analysis, descriptive (the percentage, frequency, etc.) and inferential (t-test, correlation-regression) statistics were used.

Findings

Demographic

Table 3. Demographic features of participants

Factor	Options	f	%
Training Model	Consecutive	37	38,1
	Concurrent	60	61,9
Gender	Female	63	64,9
	Male	34	35,1
Type of Secondary School	Fine Arts	60	61,9
	Others	37	38,1

As seen from table 3; the rate of prospective music teachers trained with consecutive training model is 38.1% and trained with concurrent training model is 61,9%. The rate of female participants is 64,9% and male participants is 35,1%. The rate of prospective music teachers who graduated from Secondary School of Fine Arts is 61,9% and who graduated from other secondary school is 38,1%.

Descriptive statistics

Table 4. Descriptive statistics for the Total Score

Variables	n	Minimum	Maximum	$\bar{x}$	SD
Self-efficacy	97	81,00	160,00	136,4433	16,83
Attitude	97	23,00	95,00	73,2474	14,53

As seen from table 4, self-efficacy beliefs level and attitude mean scores of the prospective music teachers are above average and it could be considered sufficient.

Inferential statistics

Table 5. t-test for attitude and its sub-factors according to gender

Factor	Gender	n	$\bar{x}$	SD	t	p
Attitude	Female	63	4,03	,67	3,18	,002
	Male	34	3,53	,82		
Value	Female	63	4,22	,61	3,42	,001
	Male	34	3,69	,91		
Love and Devotion	Female	63	3,81	,83	2,55	,012
	Male	34	3,36	,82		

As seen from table 5, prospective music teachers' attitudes towards the profession ($t_{(95)}$=3.18, p<.05) and its sub-factor's; «value» ($t_{(95)}$=3.42, p<.05), «love and devotion» ($t_{(95)}$=2.55, p<.05) average scores are differentiated according to gender in favour of female candidates.

Table 6. t-test for attitude and its sub-factors according to training model

Factor	Training Model	n	$\bar{x}$	SD	t	p
Attitude	Consecutive	37	3,99	,56	1,36	,177
	Concurrent	60	3,77	,85		
Value	Consecutive	37	4,14	,55	1,03	,302
	Concurrent	60	3,97	,87		
Love and	Consecutive	37	3,82	,71	1,52	,130
Devotion	Concurrent	60	3,55	,92		

As seen from table 6, prospective music teachers' attitudes towards the profession ($t_{(95)}$= 1.36, p>.05) and its sub-factor's; «value» ($t_{(95)}$=1.03, p>.05), «love and devotion» ($t_{(95)}$=1.52, p>.05) average scores aren't differentiated according to the training models of prospective music teachers.

Table 7. t-test for attitudes towards the profession, its sub-factors according to type of Secondary School graduated from

Factor	Type of Sec. School	n	$\bar{x}$	SD	t	p
Attitude	Fine arts	60	3,77	,77	-1,38	,168
	Other	37	3,99	,72		
Value	Fine arts	60	3,95	,80	-1,36	,175
	Other	37	4,17	,69		
Love and Devotion	Fine arts	60	3,57	,87	-1,24	,215
	Other	37	3,79	,81		

As seen from table 7, attitude of prospective music teacher towards the profession ($t_{(95)}$= -1.38, p>.05) and its sub-factor's; «value» ($t_{(95)}$=-1.36, p>.05), «love and devotion» ($t_{(95)}$=-1.24, p>.05) average scores aren't differentiated according to the type of Secondary School graduated from.

Table 8. t-test for self-efficacy beliefs and its sub-factors according to training model

Factor	Education M.	n	$\bar{x}$	SD	t	p
Self-efficacy	Consecutive	37	4,27	,49	,205	,838
	Concurrent	60	4,25	,54		
Lectures and Musical skills	Consecutive	37	4,34	,53	,614	,541
	Concurrent	60	4,26	,58		
Teaching Skills	Consecutive	37	4,42	,55	,040	,968
	Concurrent	60	4,41	,61		
Classroom Management	Consecutive	37	4,25	,61	-,561	,576
	Concurrent	60	4,33	,63		
The ability to use teaching methods	Consecutive	37	4,27	,52	-,927	,357
	Concurrent	60	4,39	,62		
Domination of the education program	Consecutive	37	4,17	,57	1,726	,088
	Concurrent	60	3,94	,66		
	Consecutive	37	4,11	,69	-,718	,475
	Concurrent	60	4,22	,70		

Compliance with the school administration	Consecutive	37	4,11	,69	-,718	,475
	Concurrent	60	4,22	,70		

As seen from table 8, level of self-efficacy beliefs of prospective music teacher and its sub-factor's average aren't differentiated according to training model.

Table 9. t-test for self-efficacy beliefs and its sub-factors according to gender

Factor	Gender	n	$\bar{x}$	SD	T	p
Self-efficacy	Female	63	4,32	,55	1,476	,143
	Male	34	4,15	,44		
Lectures and Musical skills	Female	63	4,36	,57	1,748	,084
	Male	34	4,16	,52		
Teaching Skills	Female	63	4,48	,57	1,467	,146
	Male	34	4,30	,60		
Classroom Management	Female	63	4,32	,67	,465	,643
	Male	34	4,26	,54		
The ability to use teaching methods.	Female	63	4,37	,63	,639	,524
	Male	34	4,29	,49		
Domination of the education program	Female	63	4,10	,69	1,497	,138
	Male	34	3,89	,50		
Compliance with the school administration	Female	63	4,26	,67	1,699	,093
	Male	34	4,01	,72		

As seen from table 9, level of self-efficacy beliefs of prospective music teacher and its sub-factor's average aren't differentiated according to gender.

Table 10. t-test for self-efficacy beliefs and its sub-factors according to the Secondary School type graduated from

Factor	Sec. School Type	n	$\bar{x}$	SD	T	p
Self-efficacy	Fine Arts	60	4,25	,53	-,217	,828
	Other	37	4,27	,51		
Lectures and Musical skills	Fine Arts	60	4,28	,58	-,289	,773
	Other	37	4,31	,54		
Teaching Skills	Fine Arts	60	4,42	,59	,101	,919
	Other	37	4,41	,58		
Classroom Management	Fine Arts	60	4,31	,62	,229	,819
	Other	37	4,28	,64		
The ability to use teaching methods.	Fine Arts	60	4,32	,62	-,418	,677
	Other	37	4,37	,52		
Domination of the education program	Fine Arts	60	3,98	,64	-,785	,434
	Other	37	4,09	,63		
Compliance with the school administration	Fine Arts	60	4,20	,74	,419	,676
	Other	37	4,14	,63		

As seen from table 10, level of self-efficacy beliefs of prospective music teacher and its sub-factor's average aren't differentiated with regard to the type of Secondary School graduated from.

Table 11. Correlation between attitudes and self-efficacy beliefs

Variables	n	r	P
Attitude Self-efficacy belief	97	.441	.000

As seen from table 11, the correlation for self-efficacy level and attitude of prospective music teacher is .441. The correlation coefficient is significant at the 0.00 level. So, discovering correlation between these two affective characteristics would give practitioners an opportunity to improve one by changing another. Moreover, regression analysis was executed in order to define the shared variance. The regression result shows that the attitude significantly predicts self-efficacy belief score, β=0,442, $t_{(95)}$=4,799, p<0,05. Attitude also

explained a significant proportion of variance in self-efficacy belief score, r2 = 0.19, $F_{(1,96)}$=23,02, p<0,05.

Discussion, Conclusion and Suggestions

Researches indicate that beliefs and attitudes of people have affect their behaviours (Büyükduman, 2006 quoting from Bandura, 1977; Enochs and Riggs, 1990). Individuals may perform at different levels depending on their level of self- efficacy and attitude even if they have the same skills (Gist and Mitchell, 1992). In line with this study's findings, studies on self- efficacy in literature reveal that positive or negative attitudes that individuals have about a subject depending on their self- efficacy affect their attitudes and preparation process (Yücel, Yalçın and Ay, 2009).

Prospective music teachers' self- efficacy scores were calculated in the study. It can be inferred from the study that prospective music teachers' self- efficacy levels were pretty high when the findings are examined. Thus, the findings obtained from the study coincide with the findings of Kurtuldu and Çiftçi's study published in 2010 which examined prospective music teachers' self- efficacy levels. The findings of the study also similar to the findings of Çevik's study published in 2010 which examined prospective music teachers' self- efficacy in terms of various variables. It is also stated in studies (Akkuzu and Akçay, 2012; Oğuz, 2009; Kahyaoğlu and Yangın, 2007) that examine prospective teachers' self- efficacy levels that prospective teachers' self- efficacy levels are quite high.

It was determined that the self-efficacy perceptions of the candidate teachers were not differed significantly according to the gender variable, it shows similarities with the findings of the studies of Seçkin and Başbay (2013). It was determined in the study that te attitudes were differed significantly in favour of the female candidates. This result obtained is consistent with the findings from the study of Piji Küçük examining the attitudes of the music teacher candidates. The study findings also support various teaching qualifications in some studies in the literature (Bozdoğan, Aydın ve Yıldırım, 2007; Sandıkçı ve Öncü, 2013). The reason for the significant difference between the areas of the teaching profession in the type of work attitude and feeling can be considered as that this profession is generally for females. However, the findings obtained between the gender and difference are in a different direction with the results of Özder, Konedralı and Zeki's (2010) and Kırılmazkaya and Kırbağ Zengin's. In this study, no significant difference obtained between the attitudes of the teacher candidates towards the profession and the gender variable. The general profile of the sample in the study, their experiences and the difference of their branches can be shown as the cause of the differences in the findings of the studies.

According to another finding obtained in the research; the attitudes of the teacher candidates doesn't differ significantly due to the model they have been trained. This result shows that the inflected and the consecutive model of this sample group and the point of view of the teacher candidates trained in this sample are not significantly different from each other. The study is in a different direction with the outcomes of Arastaman's (2013) study and in a parallel direction with Dadandı, Kalyon and Yazıcı's study (2016) in this aspect. Arastaman (2013) stated that the attitudes of the teacher candidates trained with consecutive model were significantly higher than the candiddas trained with inflected model. As the cause of these results, comparing the teacher candidates trained with inflected model have not much to choose in terms of career choice than the candidates trained with consecutive model, and therefore they can see the taching profession as a necessity and thie attitude can show negative effects against this obligation. Also the target audicence and the branch of the participant group may vary according to this study.

According to the findings obtained in the study, the attitudes and self-efficacy beliefs of the teacher candidates do no differ significantly according to the high school they graduated. Considering the experience and knowledge of the teacher candidates graduated from fine arts high school may be more than the others, this result may be considered as unexpected. However; according to the findings of Piji Küçük's study (2013) the attitudes of the students trained in music school differ significantly when compared to those who were not trained in musich high school. This consequece emerged for the fine arts high schools should be examined in detail in terms of these vocational-oriented high schools and should be focused on the reasons. The reasons emerged from these studies may be considered as the number of fine arts high schools are very high, and therefore the student level cannot be reached to a specific level, and the students within a specific range doesn't chooce these schools due to the prejudices and negative thoughts abot these schools and turn their steps towards other schools.

According to the research findings, it was stated that the self-efficacy belief doesn't differ significantly for the teacher candidates trained in inflected and consecutive models. When examiming the other studies made on consecutive and concurrent models in the body of literature, it is observed that they have different results from each other. In some studies, there was no difference between the two groups (Dadandı, Kalyon and Yazıcı, 2016; Elkatmış, Demirbaş and Ertuğrul, 2013), while in some studies the difference was determined in favor of the candidates trained with inflected model (Arastaman, 2013; Ömür and Nartgün, 2013). When

considering the teacher candidates' pedagogical training process spreads on a longer period in inflected model than the consecutive model and the determining factors of the personal experiences in self-efficacy beliefs, the result obtained from the study can be described as an unexpected result. In fact, the self-efficacy beliefs of the candidates trained in the inflected model is expected to increase significantly than the candidates trained in the consecutive model.

Significant positive correlation between the self-efficacy beliefs and the attitude towards the profession have been identified in this study. According to these findings of the study, development of one of the attitude level or self-efficacy belief may give us chance to impress another. This finding of the study lends to support some findings obtained in other studies in the body of literature in this regard (Ghaith and Shaaban,1999; Çaycı, 2011; Sandıkçı, Öncü, 2013; Eroğlu and Ünlü, 2015; Kırılmazkaya, Kırbağ Zengin, 2015; Dadandı, Kalyon and Yazıcı, 2016). The research findings distinguish with the Arastaman's (2013) study in this aspect. As can be seen from all these studies, there were no net results obtained from the studies conducted in this regard. Considering the similarity of objectives; this uncertainty emerged in the teacher training programs in the inflected and consecutive models; we can discern with the difference of the sample groups, devoted to the teaching profession's status; and we can explain it by the nature of the training provided in the inflected and the consecutive model.

The results and suggestions of the study are as follows:

Admission of students for music education and training programs could be recruited from both Secondary School of Fine Arts and other secondary schools since there is no significant difference between their level of self-efficacy beliefs and attitude. Prospective music teachers could be trained both concurrent and consecutive models since there in no significant differences between their level of self-efficacy beliefs and attitude as well. In addition, there is a positive and significant correlation between self-efficacy level and attitude of prospective music teachers. Hence, it affects each other and it is possible to improve one to improve another. It is recommended that strategies could be implemented during the training period of prospective music teachers in order to increase their level of self-efficacy beliefs. Some strategies are:

-Giving as much opportunity as to make teaching experiences in order to gain self-efficacy during the training period.

-Showing good peer model(s) that is successful at their profession (role model)

-Motivating prospective music teachers regarding that they are able to succeed the tasks required when they start their duties.

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