

Opinions of conservatoire part-time junior secondary school final year ballet students' parents on ballet training and their children who want to choose a ballet career

Alev Nur Aksoy*

To cite this article:

Aksoy, A. N.. (2022). Opinions of conservatoire part-time lower secondary school final year ballet students' parents regarding ballet training and their children who want to build a ballet career. *Journal of Action Qualitative and Mixed Methods Research*, Volume, 1, Issue 1, 72-86 [Online] www.jaqmeronline.com DOI: 10.5281/zenodo.7238288

Article Info: Received: May 15th, 2022 Revised: August 1st, 2022 Accepted: September 2nd, 2022

Abstract. The purpose of this study was to understand and interpret the opinions of the parents of lower school 8th grade ballet students studying at Akdeniz University Antalya State Conservatory on a part-time basis about the ballet education that their children attended, and to reveal what their views would be when their children wanted to choose as a profession. One of the qualitative research methods, the holistic single case design was used in the study. The sample of the research consisted of 6 parents of students who studied part-time as 8th grade at Akdeniz University Antalya State Conservatory Ballet Main Art Branch in Antalya province. In this study, the data were analyzed using individual interview forms and document analysis. The research results contained findings that reflected the opinions of the parents of the students. These findings shed light on the expectations of the parents of part-time ballet students from the education they attended, the problems they experienced due to the education and how these problems could be solved.

Keywords: Conservatory, ballet education, part time ballet students, ballet training institutions

Introduction

In its simplest definition, art can be defined as “the effort to create forms that are pleasing to the eye” (Ersoy, 2016). The individual in the creation process transforms the colors in his or her imagination into concrete formations by adding parts of oneself to the product he or she is trying to achieve. Art is a subjective formation, its subject and object are both human beings. It takes shape, sprouts, and touches life completely according to the will of the person dealing with it. While doing this, it gives pleasure to the person on the one hand, and on the other hand pushes the limits of imagination. “Art makes life more livable through human intelligence” (Erinç, 1998). At the same time, the pleasing effect of art on individuals is immeasurable. While the individual's mind is busy with the branch of art he or she has done, he or she unconsciously lowers his or her stress level, which makes her feel good. It allows one to get away from the hustle and bustle of daily life for a moment.

Art is one of the most important dynamics that carries countries forward. We can understand and interpret the development level of a nation from the point of view of art in a country. Read (1981) summarized the importance of art in society with the words “Art is such a mechanism applied in life that without it, societies lose their balance”.

Art education and creativity are inseparable. It should be considered that the dream of creating a civilized society with art education will turn into reality, while the children's abilities are operated and they become

*Akdeniz University, Antalya, Turkey alevmutal@gmail.com ORCID: 0000-0002-5623-1890

creative, self-confident, productive and aesthetically developed individuals with art education (Artut, 2001).

Another requirement of art education is that it contributes to the formation of a system of values in the individual. It enables individuals to gain the skills they need to understand and interpret what is happening around them, events and objects, and the meanings of symbols. This is why arts education is one of the most important elements in helping to complete general education programs. It not only reveals the creativity of individuals, but also helps to satisfy their spiritual aspects, and with this aspect, it is an integral part of the integrity of the general education scheme (Alakuş & Mercin, 2007).

It is said that the main characters and subjects of classical ballet emerged from the Ancient Greek Tragedy. The word “tragedya” comes from the Greek words tragos: goat, ode: song. Tragedy developed with the ceremonies made to Dionysus, the god of abundance and fertility. These ceremonies included songs, dances and gestures, and at the end of each piece, the audience would participate in the sad or joyful dance, depending on the subject. The seeds of choreography sown by Greek Tragedy continued to flourish until the Renaissance, after Greece was conquered by the Romans. In addition, the art of mimics has also advanced a lot. When the interest in tragedy decreased in time, pantomime dance emerged instead. Here, the actor tells the story of a well-known hero with dance and facial expressions, and it was seen that he was accompanied by a singer and flutist in order to give continuity and expressiveness to his or her movements (Fenmen, 1986).

The earlier the art education is started, the higher the success rate. Especially in performance arts that require physical strength, it is easier for the body to take shape and form at a young age due to the flexibility of the bone structure. Conservatories that train future artists recruit ballet dancers at a young age through talent examinations. Akdeniz University Antalya State Conservatory accepts students from the 5th grade part-time to the ballet department. While students from Grade 5 to Grade 7 continue their conservatory education without interruption and absence, the conservatory education, which will return to full-time education from Grade 9, forces students to make a critical decision such as to continue or drop out of school in Grade 9. (AUADK , 2020) There are also cases of leaving the conservatory. Students who take ballet training 3 days a week for 4 years with a part-time program, if they want to continue to the conservatory after graduating from the 8th grade, if their technical qualifications and physical fitness allow them to continue, they continue their high school education full-time by taking aptitude exams again and they choose ballet as a profession for themselves. Due to the perspective of our society and the attitude of students' parents, some students have to drop out of school even though they are talented. Aside from the wastage of efforts, it can be observed that the number of conservatory class sizes decreases as the year of graduation approaches, since every 8th grade student cannot continue her high school education at the conservatory. This study, which is thought to be a first of its kind in terms of both investigating the reason for this and revealing the ideas of the parents on this subject, is planned to contribute to the literature with the results to be revealed by ensuring that the perspectives of the conservatory and ballet art can be researched by the parents who experienced the event.

The aim of this research is to understand and interpret the opinions of the parents of 8th grade ballet students who studied part-time at the conservatory and when their children wanted to choose ballet as a profession by searching their views about the ballet education of their children.

Thus, what are the opinions of the parents of part-time 8th grade ballet students at Akdeniz University Antalya State Conservatory on ballet education and their children who want to choose a ballet career? Within the framework of the problem statement, answers were sought to the following questions:

1. What are the views of the parents of part-time secondary school 8th grade ballet students at Akdeniz University Antalya State Conservatory about having an individual who is engaged in ballet in their family?

2. What are the opinions and expectations of the parents of the 8th grade ballet students of Akdeniz University Antalya State Conservatory part-time secondary school regarding the part-time ballet education attended at the Conservatory?
3. What are the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on preferring their children to study in a conservatory related to ballet?
4. What are the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on how their children will react when they think of choosing this art as a profession in the future, and when they want to become a ballerina?
5. What do the parents of part-time 8th grade ballet students at Akdeniz University Antalya State Conservatory think their children's ballet education like? Why?

Method and paradigm of research

The paradigm of this research strand is interpretive as it is based on subjective and inter-subjective views of the individuals, (Gunbayi& Sorm, 2018). In this study, which was prepared to reveal the views of the parents of part-time secondary school 8th grade ballet students of the conservatory on ballet education and their children who want to choose a ballet career, this study was carried out in a descriptive holistic single case design, one of the qualitative research methods. The aim of qualitative research is to develop a perception about how human life and to describe how people convey their experiences (Merriam, 2013; Yin, 2017).

Sampling

With the purposeful sampling criterion sampling technique (Palys, 2008), the parents of the students who continued their education were included in sample of the research. The sample of the research was chosen on a voluntary basis. In the 2020-2021 academic year, 6 parents of 8th grade ballet students who studied part-time at Akdeniz University Antalya State Conservatory in Antalya participated in the research.

.Table 1.

Distribution of demographic variables of the participants

Participants	Age	Gender	Education	Profession
A	50 years	Female	Under-graduate	Tourism staff
B	45 years	Female	Under-graduate	Health personnel
C	41 years	Female	Under-graduate	Teacher
D	45 years	Female	Under-graduate	Shop owner
E	43 years	Female	Under-graduate	Teacher
F	49 years	Female	High School	Tourism staff

Data collection

In the research, data were collected through individual face to face interview with semi-structured form. In addition to the interview forms, documents were used in data collection. Interviews were planned after obtaining the necessary permissions from the parents. In addition, the students' conservatory ballet course grade records and course schedules were collected for document analysis.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) ethics committee approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 21 decision numbered 274 on December 12th, 2020. (2) an informed consent form was obtained from the participants prior to the interview and (3) since the parents of the students participating in the research wanted their names to be kept confidential, code letters were used instead of their real names in the research.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) in order to increase the internal validity (credibility) of the research, an interview form was developed by the review of the relevant literature and the students' conservatory ballet course grade records and course schedules were collected for document analysis to understand the research problem comprehensively, (2) in order to increase the external validity (transferability) of the research, a purposive sampling method was chosen based on voluntarism to get opinions and experiences and for the participants to answer the interview questions sincerely, their names were not disclosed and coded and kept confidential by the researcher, (3) in order to increase the internal reliability (confirmability) of the research data Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes as 0.91, a perfect level of agreement between the codings d) In order to increase the external reliability (dependability) of the research, all data collected were kept to prove if demanded (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

After the interviews were completed, the recorded audio files were transcribed verbatim using the NVIVO 10 software and then analyzed with thematic, descriptive and content analysis methods. (Kelle, 1995; Cohen, Mannion & Morrison, 2007, Gunbayi, 2018). The data obtained after the interview records were transcribed verbatim using the NVIVO 10 software and documents were first coded in themes. The findings obtained as a result of thematic, descriptive and content analysis were understood and interpreted.

Findings

1. Opinions of the participants on having an individual engaged in ballet in their family

In Table 2 the themes related to opinions of the participants on having an individual engaged in ballet in their family and the distribution of themes are given.

Table 2.

Opinions of the participants on having an individual engaged in ballet in their family

Sub-themes	A	B	C	D	E	F
Feeling of Happiness	✓	✓		✓		
Supporting			✓			✓
Proud of					✓	

Regarding the first sub-problem of the research, the findings obtained from the opinions of the parents of part-time secondary school 8th grade ballet students of Akdeniz University Antalya State Conservatory, on having an individual engaged in ballet in their families were coded in themes. These findings were coded as feeling of happiness, supporting and proud of.

As seen in Table 2, regarding the views of the parents of the students who participated in the research about having a person engaged in ballet in their family, it was seen that the statement feeling of happiness ranked first with 3 people. While the statements supporting were in the second place with 2 people, the statement proud of was in the last place with 1 participant. The opinions of the parents of the students who participated in the research on the fact that there was an individual engaged in ballet in their family are given below:

"I mean, I am happy because there is not much interest in ballet in Turkey, but my child's interest in it from an early age made me very happy. I also supported her in this direction..." (A 1, 1).

"...The fact that there is a member of our family who is engaged in ballet makes us happy first and foremost. Ballet is such a beautiful art and my daughter started it at a very young age, willingly. We worked hard. It's something he does passionately. But, unfortunately, ballet is not valued enough in our country..." (B 1, 1).

"...Actually, when I was little, I wanted to do ballet so much that my mother could not send me to ballet because of financial difficulties. That's why we wanted our daughter to do ballet so much, that's why I supported it and still continue to support it. I hope it will continue, but as I said, this is its own decision, we are at the stage of something like this right now, we are at the border stage. He may or may not..." (C 1, 2).

"... Ballet is a beautiful art, so we are happy. Since ballet is a really beautiful art, we support it to continue that way..." (D 1, 1).

"...First of all, there is no one in our family who normally deals with such matters. Since my childhood, I have always been very interested in this, both classical music and against them, so I tried to inform my daughter from kindergarten, she has been going to ballet for about 8 years and this makes me very happy. Performing arts is an important field in my opinion. And frankly, I think that art is an important thing among the subjects that are not given much importance in our country. And frankly, it's a very proud thing for me that my daughter is also interested in something like this. I think so..." (M 1, 3).

"Well, how can I tell you, there was no one in our family who was interested in ballet from the past to the present, but for example, I did not do anything to direct my daughter to ballet at work. When she was five years old, I directed her to such activities to see what she has talent for, what she would like, but she loved ballet the most when she was 5 years old. Since she always wanted to go because she loved me, I directed her to her, so this is something that happens of her own free will. There was no pressure on the child, because he wanted it of her own free will. We even took a break for a year so that she wouldn't go. I mean, her father didn't want her to go, but she ate our heads for 1 year and cried at work, no, I will go, even if you don't send me, I will go myself, which was very small then. So when we wanted it so much, we directed it. We absolutely support..." (F 1, 2).

When the views of the parents of the students who participated in the research about the fact that there was an individual dealing with ballet in their family, it was seen that the majority of them regarded ballet art warmly and were happy and supported the fact that there was an individual dealing with ballet in their family.

2. Opinions and expectations regarding part-time ballet education taken at the conservatory

In Table 3 the themes related to opinions and expectations regarding part-time ballet education at the conservatory and the distribution of themes are given.

Table 3.

Opinions and expectations regarding part-time ballet education at the conservatory

Sub-themes	A	B	C	D	E	F
Being Full Time	√			√	√	√
Not Enough	√	√				
Exhausting			√		√	
Divided in Two					√	√

The opinions and expectations of the parents of the students participating in the research regarding the part-time ballet education at the conservatory being full time was in the first place with 4 people. Exhausting, not enough and divided in two expressions are in the last place equally with 2 people each. Table 3 below shows the findings related to these themes.

The opinions of the parents of the students who participated in the research about the part-time ballet education at the conservatory and their expectations are given below:

“...I mean, frankly, I don't think you can get a lot of efficiency out of part-time ballet. Because I think that for a child who thinks about ballet career, ballet should be scattered throughout the day. Unfortunately, this is not possible in part time. So I would prefer it to be full time...” (A 2, 1,2).

“...Part-time ballet is actually a training given only to keep children from getting lost in ballet. In other words, it is not enough for ballet to be part-time for education, for ballet education. It just makes them stay in ballet...” (B 2, 2).

“...I had a part-time expectation, let's not call it an expectation, but it was a little difficult for us to be with the school. Also, the road problem caused us a lot of trouble, you know, she was leaving the school on the way back, and then she would come to the ballet without resting too much. Sometimes they stayed up late in the evening. Then he got up very early in the morning again and went to school. That's why we had a little trouble with those issues. I don't know, maybe the hours could have been at such an early hour. But the children had to act according to the school hours, so I was so happy apart from that, there was no such problem with you, so there was no such problem with school...” (C 2, 3).

“...It would be better if it was full time. It could have been more efficient. It would be beneficial if it was full-time...” (D 2, 1).

“...It is very tiring for both our teachers and our children to be part-time now. But at the same time, they are accomplishing great things in this short time. But I personally think it makes more sense to have full education rather than part time. Frankly, I think it is much more logical for children to live one-on-one with their teachers, breathe that air and manage their lessons in this way. You know, part-time maybe for the primary school part, maybe gradually to get the children used to it, but for middle school and beyond, my personal opinion should be full-time, not part-time. This causes children to be divided into two, they go to a separate job at school and normally go to a middle school, then they have to come back and give their energy there part-time at a certain time and it seems to me that they are divided into two. I personally think that it is much more logical for children who want to be involved in this job full-time to breathe the air of the place completely...” (M 2, 1,3,4).

“I mean, of course, I think it would be more beneficial for children who want to go full-time, you know, because children get confused. In my own opinion, I think that it would be much better for the children to go to the regular school and go to the ballet and get stuck, of course, if they were full-time...” (F 2, 1,4).

When the views and expectations of the parents of the students participating in the research regarding the part-time ballet education at the conservatory were examined, it was seen that the majority of them

stated that they should switch from part-time ballet education to full-time ballet education because the education covering all days could prevent the division into two.

3. Participants' preferring their children to study in a conservatory related to ballet

In Table 4 the themes related to participants' preferring their children to study in a conservatory related to ballet and the distribution of themes are given.

Table 4.

Participants' preferring their children to study in a conservatory related to ballet

Sub-themes	A	B	C	D	E	F
Being a Ballerina	✓			✓		
Development		✓				
Discipline			✓			
Education					✓	
Professionalism						✓

As seen in Table 4, regarding the views of the parents of the students participating in the research on preferring their children to study in a conservatory, it was seen that the statement being a ballerina ranked first with 2 people. The expressions of Development, Discipline, Education and Professionalism showed equality with 1 participant each.

The opinions of the parents of the students who participated in the research on preferring their children to study ballet in a conservatory are given below:

"...because she wanted to advance her career in that direction. She wanted to be a ballerina, so I wanted her to continue in a place that provides training on this subject..." (M 3, 1).

"...because it has a future. I mean, how far can a straight school go? Now she can go to high school education from here and go from high school to university education. If she can continue her ballet education abroad, her transition may be easier. So it may not happen. Now, but this year, for example, we would have some initiatives, we talked to you before, we would have initiatives such as the ballet summer school in Italy, but here comes the pandemic obstacle. Unforeseen things can happen. Therefore, unfortunately, like the majority, we have to take ballet education side by side with academic education, so this is the case..." (B 3, 2).

"I mean, frankly, it is neither more disciplined nor more science, how can I say, it is a conservatory after all. Can I tell you about the conservatory of Akdeniz University? For that reason, we wanted our daughter to go. Frankly, we were very happy when he won. So we were very happy..." (C 3, 3).

"...Because my child wants it. Because she wants to be a ballerina. Plus because she loves it. That's why we stand behind her because he wants to do this profession. Because it is a very elegant and beautiful profession..." (D 3, 1).

"Because, as I said, I always wanted her to be educated on these subjects since her childhood. It was both my will and her will. As I said, I personally think that there are many problems in our country, unfortunately, in these matters. I think that this subject is not very much interested in this kind of artistic issues. That's why these children get full-time conservatory education, they both perceive it as an art spiritually, and they can add something to life and express themselves by giving it there. Because ballet is a field that encompasses both music, rhythm and movement, and getting a full education on this subject and the education of children from here is a much more important issue for both us and the society. Not everyone should be a teacher and not everyone should be a doctor. Maybe this system puts pressure on us like this, but no, I

think many children have a lot of art in them. I am also a teacher because we can see this more or less, but there are some problems and obstacles in education. That's why I think it makes more sense for children to receive full-time education, especially in conservatories..." (M 3, 4).

"...So it is more professional to study at the conservatory. If this child will choose this profession, that is, if she is going to become a ballerina, it is of course the best thing to learn this job properly and transfer it to the next generations in the right way. That's why we prefer the conservatory..." (F 3, 5).

When the views of the parents of the students participating in the study on preferring their children to study in a conservatory related to ballet, it was seen that the families preferred the conservatory because their children wanted to be a ballerina, and they preferred conservatory education for discipline, professional education and development.

4. Reaction to their child's wish to become a ballerina in the future

In Table 5 the themes related to participants' reaction to their child's wish to become a ballerina in the future and the distribution of themes are given.

Table 5.

Reaction to their child's wish to become a ballerina in the future

Sub-team	A	B	C	D	E	F
Positive	✓	✓	✓	✓	✓	✓

As seen in table 5, the views of the parents of the students participating in the research about how their children would react when they thought of choosing this art as a profession in the future and when they wanted to be a ballerina gave a positive answer to this question.

The opinions of the parents of the students participating in the research on how their children would react when they thought of choosing this art as a profession in the future and when they wanted to be a ballerina are given below:

"...I fully support and support it. Because an individual should do the job that makes her happy, she should not choose something that he is unhappy with, she should not choose a career, therefore I am a complete supporter of my daughter..." (A 4, 1).

"...it would definitely be positive. As I said, it is a very beautiful art and my daughter does it especially fondly and I make sure she does it under very difficult conditions. She goes to school from morning to night, attends ballet classes in the evening, and tries to work and do her homework. So I would definitely like..." (B 4, 1).

"...I honestly respect my daughter's decisions, so I do. If, after the 8th grade, she wants to continue the conservatory in the same way in the prospective high school, I support her. So whatever he wants. After all, I don't want her profession to be a profession that I want later, or if I try to get into her head, then mother, I don't want her to be unhappy because of you or what science, I support her about the profession..." (C 4, 1).

"Of course, because she loves ballet very much, we support her. We did not have any reaction, rather we support her and stand behind her. We do everything we can for her, too..." (D 4, 1).



“...I would be very happy! I would definitely be very happy, I mean, I always wanted it to be like this, frankly, a little bit at first, but later on of her own will. Because when I go to such shows, I am happy when I see dancing ballerinas and ballet dancers. That music, that choreography, dances, music and it makes my daughter very happy. When my daughter came up with something like that, my first reaction was that when I was in 6th grade, I wanted to be a ballerina. Then I can be at the doctor's office, but when you say I want to be a ballerina more, of course, everything should be as you want, especially such a small field, a narrow field as I said, we have very few students or very few parents who lead this, very happy I would be So I'd be very happy. I think it is a great source of pride, I think of the parents of ballerinas, a strange source of pride, something else...” (M 4, 1).

“...So I always respect my child's views and wishes. If she chose this, if she wanted to do it as a profession, if she wants to continue her life in this way, of course, I will always stand by her and support her...” (F 4, 1).

When the views of the parents of the students participating in the research were examined, it was seen that when their children thought about choosing this art as a profession in the future, and how they would react when they wanted to become a ballerina, it was seen that all of them had positive reactions, that they would support their children in this choice and respect their decisions.

5. Metaphors produced by the participants regarding the ballet education of their children

In Table 6 the themes related to metaphors produced by the participants regarding the ballet education of their children and the distribution of themes are given.

Table 6.

Metaphors for ballet education

Metaphors	A	B	C	D	E	F
Swan		✓		✓		✓
Star		✓				
Rainbow					✓	
Indecisive			✓			

As seen in Table 6, the views of the parents of the students participating in the research on what they thought the ballet education their children attended like, it was seen that the metaphor swan was in the first place with 3 participants. While star, rainbow were ranked second with 1 participant each, one participant could not answer the question by stating that he was undecided.

The opinions of the parents of the students who participated in the research on how they thought the ballet education their children attended like are given below:

“...So I liken it to a star. So right now the thing is a star, such a faint star, but I think it will shine...” (A 5, 2).

“...I guess I would liken it to a swan. Inspired by swan lake. So I guess I would liken it to a swan in all its grace, discipline and everything...” (B 5, 1).

“...A very difficult question. Nothing comes to mind right now. No, no...” (C 5, 4).

“... Ballet is not like any other form of art. Ballet is a very different profession. That's why I keep going like this because they glide like swans, their beautiful appearance is beautiful, most importantly, that's why I want my child to be a ballerina since childhood. A profession like a swan...” (D 5, 1).

“...It sounds like a rainbow, frankly. It's like a rainbow because as I said, ballet has everything. And with the education he has received so far, he is divided into every color because you have a strict discipline, this allows her to look at life more solidly. At the same time, because she dances, her body is very flexible, this is a color like blue, frankly, to me. While doing this, it gives all its energy, causing dozens of colors to come out there, maybe even more than the rainbow. It looks colorful to me. I think that's what he means to me in the training they receive, in ballet. When I think of something like this, yes, it's like a rainbow. Strict and disciplined, but at the same time. Discipline also gives them freedom. Because by learning it, you reveal something by learning step by step, and that thing you pull out is something very special. I think so...” (M 5, 3).

“...So maybe I can compare it to a swan. The swan is so delicate, so naive. I don't know, I can't explain it right now, but when I think of ballet, I immediately think of a swan, for example, the stance of the girls, their elegance, it looks like a swan, it's beautiful...” (F 5, 1)

When the views of the parents of the students participating in the research on what they thought their children's ballet education like, it was seen that their attitudes towards ballet education and ballet art were positive, and they stated that they found ballet education and ballet art elegant, disciplined and aesthetically beautiful.

6. Additional interviews

After the interviews with the parents of the students, the long-term absence of 3 ballet students from the ballet lessons from the beginning of the 2nd Term education period attracted attention, and since there was inconsistency with the findings, it was necessary to re-interview with 3 students' parents. The findings of the interviews, which were held again to investigate the reason why the students did not attend ballet lessons despite the fact that the parents of the students said that they supported the art of ballet in their children's career choices, were included. These findings were coded as unwilling to continue, technological inadequacy. In Table 7 below the findings related to these themes are shown.

Table 7.

Reaction to Their Children's Desire to Become a Ballerina

Sub-team	C	E	F
Unwilling to continue	✓	✓	
Technological Incompetence			✓

As seen in Table 7, the opinions of the parents of the students who participated in the research about the reasons why their children did not attend ballet lessons, it was seen that the statement Unwilling to continue ranked first with 2 people each. The expression of technological inadequacy took the last place with 1 participant.

The opinions of the parents of the students participating in the research on the reasons why their children do not attend ballet lessons are given below:

“...Most likely, it won't continue, he doesn't want to. We have worked so hard, but suddenly, I don't know why the last two years due to the pandemic, my teacher says she does not want to continue. But I will still try to put her in the exams, I will try to guide her as much as I can, but it

seems like she doesn't want anything. I mean, I'm at the decision stage. Let's see what's good, let it be...” (C 6, 1).

“...School lessons were very intense, and when he gets tired in ballet, he gets tired in lessons as well. She also wanted to graduate from ballet, but she could not enter ballet because her classes were difficult. When she was sure about the lesson, she moved away from ballet and says she wants to advance in the academic field. He also said that he wanted to progress in ballet at the beginning, but since the first semester he went online, he had some problems with her body in terms of weight. He says that he is considering planning her high school choice academically because of this, he does not want a conservatory...” (M 6, 1).

“...My daughter's phone broke. We wanted to have it done for a while. It's not charging. We will get a new phone, but we are waiting for July, because of this, he cannot attend her classes at the regular school, and there is no other situation, namely, he cannot enter because the phone is faulty. I work too, so I can't let her use my phone because I'm late. If I'm at home, I'll give my own phone. Let's try to solve the phone problem, let her try to enter, he has to be regular from now on, he must not miss the lessons, I am aware of it, I am aware of it, but as I said, we had a problem because of this phone, otherwise he still wants the ballet...” (F 6, 2).

When the opinions of the parents of the students who participated in the research about the reasons why their children did not attend ballet classes were examined, it was seen that their children did not want to continue their education at the conservatory and they also stated that they respected their decision, and that their technological inadequacies prevented them from attending the classes.

7. Findings Obtained from Document Analysis

Document analysis was carried out using the course grade point averages of the students from Akdeniz University Antalya State Conservatory and the curriculum. The documents used are those covering the 2020/2021 academic year. Below are the 8th grade part-time student course schedules.

Tablo 8.

Conservatory Part-Time Ballet Student Curriculum

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
18.10/18.50	Classical Ballet			Classical Ballet	Classical Ballet
18.50/19.30	Klasik Bale			Classical Ballet	Classical Ballet
19.30/20.10	Solfeggio				

According to the curriculum, part-time 8th grade ballet students come to the conservatory 3 days a week, on Mondays, Thursdays and Fridays, and attended ballet lessons for about 6 hours a week. In addition to this, they attended solfeggio lessons once a week. In addition to these times, depending on the written program, according to the need during the show and rehearsal times; They could vary in duration and day by increasing.

As it can be seen from the lesson schedule hours, it was found that the ballet lessons of the students started after their school lessons, so the lessons were late and the students entered the lessons tired. At the same time, when the interview recordings obtained from the findings in the 2nd sub-problem were compared, it was seen in the opinions conveyed by the parents of C, E and F students that the students were tired after the secondary school classes and started the ballet lesson without resting and that the students were very tired because they returned to their homes late after the lessons finished late.

The averages of the students' 1st and 2nd semester end grades from the ballet exams in the 2019/2020 academic year and the ballet exam grade averages they got from the 1st semester of the 2020/2021 academic year were given in the table below. Since ballet exams for the 2nd semester of the 2020/2021 academic year had not been held yet, the averages of the first semester grades that could be achieved were

shown. Since student names were kept confidential, they were specified by coding with the code names of the students' parents.

Table 9.

Conservatory Part-Time Grade 8 Grade Averages

Terms	A	B	C	D	E	F
2019/2020	80	71	84	86	72	74
2020/2021	87	68	86	97	76	65

In the live ballet lessons held over the online system, students whose attendance forms were shown on their attendance form documents; C, E, and F parents were interviewed again and the reason for student absenteeism was tried to be learned. It was found that the parents of the students, who were thought not to continue their education at the conservatory due to their long-term absences, confirmed this view by informing them in C and E that their children would not continue to attend the conservatory. The other parent F, whose absenteeism was observed, stated that they still wanted to continue ballet, but they could not continue due to the technological inadequacy. As a result of the document analysis, it was seen that 3 students still continued their absence in the live lesson participation forms.

When the results of the document analysis were examined, it was seen that it was difficult for the students to come and go to the conservatory outside the secondary school course hours and they would lose time. It was thought that they had difficulties due to the intense secondary school lessons and homework, and therefore they were absent.

When we examined the GPA table document, it is seen that students with low conservatory ballet grades were more absent from the conservatory. Based on this, it was thought that these students gave more importance to their education in secondary schools, they cared more about their secondary school grades and they wanted to increase them, they could not train them because conservatory education required extra time and they were absent for this.

Discussion and Conclusion

In this study, it was focused on understanding and interpreting the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on ballet education and their children who wanted to pursue a ballet career.

In line with the findings related to the first research question, it can be said that the parents of ballet students participating in the research were happy and supported the fact that there was an individual in their family dealing with ballet, but they were worried because this art did not receive the value it deserved in our country. Some of the parents of the students stated that they were also interested in this art and profession in the past, but they could not reach it due to various impossibilities, so they wanted and supported their children to do it.

It was found that one of the parents stated that they were happy for their child to receive ballet training, supported and wanted it to continue, but that her daughter was at the decision stage and did not know whether to continue. Although the ballet grade point average was also high, it was not clear whether this student would continue her high school education at the conservatory, but it can be interpreted that even if the family played a role in the choice of profession and the student was successful, the situation of leaving the conservatory was a concrete example of the situation where the students were affected by being confused by being stuck between the two schools.

In line with the findings related to the second research question, when the views and expectations of the parents regarding the ballet education at the conservatory were examined, it was seen that the majority of them stated that it was necessary to continue from part-time ballet education to full-time ballet education. Because it was stated that the education received in this way was not sufficient for their

children and that the division between the two schools would be tiring for the children and caused confusion in their choice of profession. Based on these findings, it can be said that parents were generally ready and willing for full-time ballet education, and their worries and anxieties would decrease when they attended full-time education.

Considering the opinions of the parents regarding the preference of their children to study in a conservatory related to ballet, in line with the findings regarding the third research question, there were also parents who stated that their children preferred to study at the conservatory because they liked ballet and wanted to be a ballerina. It can be said that they chose this school because they wanted it to be accurate and equipped and they directed their children.

Based on these findings, when looking at the conservatory education from the perspective of the parents, it can be said that the education they attended in the conservatory gave confidence to the parents, and they saw it as a right step to be taken in order to advance in art education and to prepare the future of their children in this direction.

In line with the findings related to the fourth research question, when the parents' views on how their children would react when they thought of choosing this art as a profession in the future, when they wanted to become a ballerina, it was seen that all of them had positive reactions and stated that if they wanted to choose ballet as a profession, they would be happy and support it. Thus, in line with the findings related to the fourth research question, when the parents' views on how their children would react when they thought of choosing this art as a profession in the future, when they wanted to become a ballerina, it was seen that all of them had positive reactions and stated that if they wanted to choose ballet as a profession, they would be happy and support it.

While it was seen that the majority of the parents who participated in the research stated that choosing a profession in a field they did not like would bring them unhappiness and that they would never want to cause this, it can be said that they would respect and support their children to deal with a job that would make them happy.

In line with the findings regarding the fifth research question, it was seen that the parents likened the ballet education of their children to swans, stars and rainbows. It can be said that the majority of the parents found the structures of their children, who attended ballet training with the swan answer, elegant, naive and delicate, therefore they had the perception that their children turned into a swan in their eyes. Another participant, who likened the ballet education to the star, stated that her child was like a dim star now, but thought that she would shine in the future, and that the child was insufficient in terms of education and equipment, but that she would develop and become a shining star by shining more light in the future. As a result of this analogy, it can be concluded that the parent found the current part-time education to work slow and inadequate. It can be concluded that the rainbow analogy education from another participant parent created a positive perception on the parent. As for discipline it can be said that a flexible body and giving all the energy while doing this work caused dozens of colors to appear.

After the interviews, in line with the findings obtained from the interviews with 3 parents of students who seemed to be absent in order not to create inconsistency with the findings, 2 parents of students informed that their children did not want to continue to the conservatory, both school classes continued online under pandemic conditions and students were stuck between two schools. It was thought that the feeling of confusion on the basis of this issue, and the fact that children were away from the conservatory and ballet halls may be a factor in dropping out of school. At the same time, it can be concluded that students who were stuck between two schools and in their lessons had to make a choice, causing them to give up ballet. Because for their high school education, there were compulsory schools that they had to graduate from. For this reason, it was thought that the part-time education they attended at the conservatory first fell into the 2nd choice, and then it was decided to quit.

When compared with the results of the document analysis, it was thought that the conservatory course hours were very late, the students had to come to the conservatory after their school and returned to their homes late, and this situation had a tiring and wearing effect on the students, so they were absent.

As a result of the opinion from the other participant parent, who said that her child could not attend the classes due to technological inadequacy even though he wanted to continue the ballet lessons, the student's parent stated that they would take steps to solve the situation, but it was observed that the student continued to be absent in the following process.

Ulusoy (2000)'s study to investigate the effect of family atmosphere on artistic career choices revealed that the parents of conservatory ballet students had a high level of education and were composed of professional individuals. In this direction, it was revealed that the majority of the parents of part-time ballet students participating in this research had a high level of education and had a profession, which was in line with the results of the research. As it can be understood from this, families with high education levels and professionals led their children in choosing artistic professions.

Recommendations

In consistent with the results obtained, following suggestions can be put forward:

It is recommended to create a new curriculum by increasing the class hours, days and the variety of the lesson program in order to overcome the shortcomings in conservatory part-time ballet education.

In order to increase the attendance to the conservatory lessons, it is recommended that the lesson hours should be planned according to the time zone of the student and even if it is necessary to act in coordination with the Ministry of National Education, legal regulations should be made.

In order to support art education, it is recommended that students who have won the conservatory and are entitled to receive education should be flexible in the hours of leaving school so that they can start their conservatory education earlier.

In order to prevent the division and confusion between the two schools, which are created by the conservatory part-time ballet education and the dilemma between the students' own schools, it is recommended to carry out the necessary studies to make the transition to full-time education.

It can be suggested to parents and students to introduce and explain the working areas of the ballet profession, the possible income estimations, the employment and opportunities of the profession, as well as the advantageous aspects.

This research is limited to the province of Antalya, where it was carried out. Doing future studies in conservatories located in different provinces will enable us to present a more comprehensive and general perspective on this subject.

Promotional activities, presentations, small-scale shows and awareness-raising activities with parents can be carried out in other primary and secondary schools in order for ballet education and the profession of ballet artist to be more recognized and appreciated in our country.

References

AUADK (2020) *Akdeniz üniversitesi antalya devlet konservatuvari yari zamanli müzik ve bale ilkokulu-ortaokulu özel yetenek sinavi ve eğitim-öğretim yönergesi [Akdeniz university Antalya state conservatory part-time music and ballet primary school-secondary school special talent exam and education instruction]*. Retrieved from <http://konservatuvar.akdeniz.edu.tr/wp-content/uploads/2022/03/Y.-Z.-YONERGESI-20-Temmuz-2020.pdf> on September 15th, 2020.

- Alakuş, A. O., & Mercin, L. (2007). *Birey ve Toplum İçin Sanat Eğitiminin Gerekliği [Necessity of Art Education for Individual and Society]*. D.Ü. Ziya Gökalp Eğitim Fakültesi Dergisi, 9.
- Artut, K. (2001). *Sanat Eğitimi Kuramları ve Yöntemleri [Art Education Theories and Methods]*. Anı Yayıncılık.
- Cohen, L., Mannion, L. and Morrison, K. (2007). *Research Methods in Education*. UK: Routledge, Taylor & Francis Group.
- Erinç, S. (1998). *Sanat Psikolojisine Giriş [Introduction to Art Psychology]*. Ayraç Yayınevi.
- Ersoy, A. (2016). *Sanat Kavramlarına Giriş [Introduction to Art Concepts]*. Hayalperest Yayınevi.
- Fenmen, B. (1986). *Bale Tarihi [Ballet History]*. Seveda-Cenap And Müzik Vakfı Yayınları.
- Gunbayi I. (2018). Developing A Qualitative Research Manuscript Based On Systematic Curriculum And Instructional Development. *European Journal of Social Sciences Studies*, Volume 3, Issue 3, 124-153.
- Gunbayi, I & Sorm, S. (2018). Social paradigms in guiding social research design: the functional, interpretive, radical humanist and radical structural paradigms. *International Journal on New Trends in Education and Their Implications*, 9, 2, 57-76.
- Kelle, U. (1995). *Computer aided qualitative data analysis*. London: Sage Publications.
- Landis, J. R. ve Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33(1), 159-174.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber [Qualitative research: A guide to design and implementation]*. Trans. Ed. Selahattin Turan). Nobel Akademik Yayıncılık.
- Palys, T. (2008). *Purposive sampling*. In L. M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods*. (Vol.2). Sage: Los Angeles, pp. 697-8.
- Read, H. (1981). *Sanat ve Toplum [Art and Society]*. (Translated by S. Mülâyim.). Umran Yayınları.
- Ulusoy, M. D. (2000). Sanatsal Meslek Tercihinde Aile Atmosferinin Etkisi: Hacettepe Üniversitesi Ankara Devlet Konservatuvarı Bale Öğrencileri Örneği [The Effect of Family Atmosphere on Artistic Profession Preference: The Case of Hacettepe University Ankara State Conservatory Ballet Students]. *Spor Bilimleri Dergisi Hacettepe*, 11(1-2-3-4), 29-46.
- Yin, R. K. (2017). *Durum çalışması araştırması uygulamaları [Case study research applications]*. (Translated by I. Gunbayi), Ankara: Nobel Akademik Yayıncılık.

Ethical Approval

In the writing process of the study titled “**Opinions of conservatoire part-time junior secondary school final year ballet student’s parents on ballet training and their children who want to build a ballet career**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics Committee Approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 21 decision numbered 274 on December 12th, 2020.