The Visual and Performing Arts: An International Anthology: Volume II

Edited by
Stephen Andrew Arbury

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The Candidates of Musıc Teachers Motivation Levels in the Instrument Education in Turkey

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Tuğba Çalişkan, Turkey

In our world, rapidly changing in each passing day, it is now an indisputable fact that art education, especially education through music is an indispensible factor to educate new generations by accommodating themselves to this change, subject to being abide by the essential principles of training people. Developed communities realised the importance of this factor well in advance, introduced art education into their training programs and used art in the most effective manner in education, starting from the pre-school education and it is still being used (Akinci, 2005, p.613).

Also in Turkey, starting from the first years of Republican period up until today, important progresses were made in the field of music education, even though decelerations and discontinuations that had been experienced from time to time.

As from the year 1982, the duty and responsibility of teacher training was given to teachers colleges of universities in Turkey. Restructuring of teachers colleges in the academic year of 1998–1999 significantly enabled teaching profession to regain its old prestige (Coban and Kalem, 2008, p. 540). Therefore, the profession of music teaching also gains importance and value in each passing day in Turkey.

The duty areas of music teachers, being trained at teachers colleges, are elementary and secondary schools. Music teachers can fulfil their activities in the field of music teaching in compliance with the projected goals and adequately, if only they are also well-educated (Otacioglu, 2006, p.498).

In addition to music skills in terms of personal and career development, interest in and attachments for the profession, personality traits, self-confidence and sense of responsibility and etc. of people received education in the field of music teaching, their motivation is also an essential requirement for them to improve themselves and to become a good musician educationalist.

In Turkey, in the professional training curriculums for music teaching, to learn how to play an instrument and to perform it in the best manner is a

requisite to become a music teacher. When the education of music teaching is approached from this perspective, the importance of instrument training in such institutions automatically comes into the picture. Because, the prospective music teachers, studying at teachers colleges which educate music teachers in Turkey, are expected to be successful in their profession and to have a command of school teaching at the end of four years music education they receive (Otacioglu, 2006, p.499).

And for this, firstly, in addition to the music ability, peoples' special targets in the field of vocational training-education and instrument training, motivations towards their professions and instruments, receiving vocational music training, are highly important for their own vocational career. They can only improve themselves and become a good musician and educationalist accordingly.

And the reason gave rise to this research is to reveal the motivations of students who are assumed to be a prospective musician teacher to their instrument lessons during the course of four years training they receive.
In this study made for this purpose, the motivation scale developed by researchers was prepared based on the self-regulation hypothesis.
The research is all important for understanding the status of examined subject among those candidates selected from different age, class and universities and for being capable to generalize the situation in Turkey.

Background

The word "motivation" is used equivalent to will power in our language. The word "motivation" comes from the Latin word "mover", that is "manipulation, activation" (Ertem, 2006, p. 1).

It is possible to express the root idea of motive or motivation emerging from the psychological or sociological definition contents in such a way that "individual's power gains functionality in the conscious and intentional manner by the effect of intrinsic and external motivators".

And many psychologists and educationalists use the word of motivation in order to explain the following situations.

1. To awaken the behaviour,
2. To give objective and instruction for the behaviour,
3. To ensure the continuity of behaviour,
4. To guide for selecting or preferring a behaviour (Wlodkowski, R. J.,; 1982. Quoted by: H. Ertem; 2006).

The subject of motivation was searched by psychologists and several psychologists proposed different explanations for motivation.

In the psychoanalytic approach developed by Sigmund Freud, behaviours arise from powerful and unconscious constraints of a natural directive.

The behaviourist psychologists suppose that learning is controlled by environmental factors rather than intrinsic processes.

On the other hand, according to the humanistic approach, the needs of individual lie behind the motivation of individuals and the humanistic approach addresses to this needs separately, in other words, it is a subjective approach (Beard, R. M., & Senior, I. J., 1980 Quoted by: H. Ertem; 2006).

In general, motivation is a process associated with goal-oriented behaviours. Namely, it means the orientation or motivation of individual toward a goal. Each individual has some needs which must be continuously satisfied. The motivation process starts when these needs appear in the human brain. The individual will display certain behaviour to satisfy such needs. This behaviour will be directed to a purpose and wish to meet the need (Sahin, 2004, p. 525).

In the study (2006, p.4), Aytac, defines motivation as a process in which the individuals display behaviours which will provide satisfaction to meet their various needs or will conduct to the goal and he states that continuous change of human needs within this process also brings the difference in the individual's behaviours with it. However, he also implies that there is a very close relationship between goals and motives, individual's behaviours are directed by his motives and goals staying out of the individual provide him with an opportunity to satisfy his motives.

According to Duy's quotation (2007, p. 608- 609), from Woolfolk (1998), 5 basic questions on which researchers of motivation phenomenon focused are as follows:

1) Which kind of preferences do human beings make regarding to their behaviours?
2) How long does it take for an individual to really start what he decided to do?
3) How dense is individual's motive to display the behaviour that he chose to do?
4) What is the reason causing an individual to insist on or to give up, abandon?
5) What is an individual feel and what does he think while displaying a behaviour which he chose to do?

Self-Regulation Hypothesis and Motivation:

According to self-regulation hypothesis on which this research is based, self-regulated learning is an active learning format in which students accept responsibility to motivate themselves in order to understand the subject on which they study. This learning format is the ultimate cognitive participation way that would be used in the class by students for learning (Duy, 2007, p. 627).

Students are self-regulatory when they are active participators in their own learning processes in the metacognitive, motivational and behavioural manner (Zimmerman, 1986) (Quotation: Zimmerman and Schunk, 2001, p. 5).

While trying to explain the meaning of being self-regulatory as a student in the metacognitive, motivational and behavioural manner, there are 5 basic issues;

1. What does motivate students to make self-regulation during learning?
2. Through which process or procedure does a student become self-reactive or self-conscious?
3. Which key processes and reactions do self-regulatory students use to achieve their goals?
4. How does social and physical environment affect the self-regulated learning of student?
5. How does a student gain capacity to make self-regulation while learning?

Each theory of self-regulated learning is being discussed in terms of these above mentioned 5 general issues (Zimmerman and Schunk, 2001, p. 8).

The aim of theory and researches on self-regulated academic learning that had been revealed in the mid 1980s is to deal with the question about how students can be able to manage their own learning processes. It is neither a mental capability nor academic performance ability. Being self-regulatory is, instead of these, connected with the self-directive process in which students turn their own mental capabilities into duty-related academic skills (Zimmerman and Schunk, 2001, p.1)

Self-regulated university students know what they want to achieve, develop appropriate strategies to head towards their goals and to monitor their improvements continuously, when they have learnt (Tuckman, 2003: Quoted by: Glynn, Aultman and Owens 2005, p. 160).

Perception of control by students relates to their self-regulation and motivations in learning in the general training programs. When students feel that they can control their own learning, they choose more challenging duties, make more efforts and work harder on their duties (Schunk, 1996; Weiner, 1992, Quoted by: Glynn, Aultman and Owens 2005, p. 160).

It is possible for students who feel that the case is under their control to bounce back when they fail, and to base their failing on acceptable intrinsic reasons like being unprepared. These students are responsive and will adopt strategies to raise the possibility of their success in the future. On the contrary, students who typically feel that their learning is not under their control focus on their own limitations more and more and become insensitive to learning (Glynn, Aultman and Owens 2005, p. 160).

A property of many definitions of the self-regulated learning is a self-centered feedback cycle during learning (Carver& Scheier, 1981; Zimmerman,

1989, 2000). This cycle corresponds to a cyclical process in which students can see the effectiveness of their own learning methods or strategies and can respond in various ways from implicit changes in the self-perception to visible changes in behaviours like replacing one learning strategy with another one.

A third property of many definitions of the self-regulated learning is the definition of how and why students choose to use a certain self-regulated process, strategy or response. Theoreticians significantly become dissimilar on this motivational dimension of self-regulated learning (Zimmerman and Schunk, 2001, p. 5- 6).

Also, according to Zimmerman and Schunk (2001, p. 6-7), other common aspects of the definitions of self-regulated learning can be listed as follows; question of why students do not make self-regulation during their entire learning experience, different factors which cause students to fail in making self-regulation during their entire learning experience and assumption on the subject that efforts of students to self-regulate their academic learning require, in general, an additional preparation time, care and endeavour.

According to Zimmerman (1989; 1990), self-regulation strategies are activities carried by students in order to obtain information or skills which they think to be useful and they intended. These activities are cognitive strategies, covering mega cognitive strategies for planning, monitoring and changing of cognition, such as self-regulation, managing of an effort displayed by students for the realization of an academic duty in the class, repeating, interpretation and organizing strategies used for learning, recalling and understanding (Pintrich and De Groot, 1990) (Quotation: Uredi & Uredi, 2005, p. 251- 252).

However, cognitive and mega cognitive strategy knowledge is, in general, not enough to increase one's success. Students must also be motivated to use these strategies as well as to organize their cognitions and efforts. (Paris, Lipson, & Wixson, 1983; Pintrich, 1988, 1989; Pintrich, Cross, Kozma, & McKeachie, 1986) (Quotation: Pintrich and De Groot, 1990, p. 33).

The ability of self-regulation theories to explain student motivation as good as "teaching" distinguishes them from other formulations and ensures that they address to those educationalists who must especially cope with many unmotivated students (Zimmerman and Schunk 2001, p. 6).

Even though the researches show that self-regulation starts to develop from very early ages to adolescence, it can be say that self-regulation can be taught at every level of education by studies and interventions made and skills gained through self-regulation activities lead to significant improvements in the academic success of students (Weistein, Husman, Dierking; 2000) (Quotation: Cetin and Gelbal, 2008, p. 1002).

The connection of self-regulated learning, motivation and academic success was proved by several researches made. For example, the research made by Hefer and Zimmerman (2003, p. 17-18) proved that the motivational beliefs of students have direct and indirect effects on the willingness of risky university students to postpone satisfaction, use of self-regulation strategies, completion of class work and academic performances and that the self-

regulation processes and motivational beliefs of risky students play a causal role on their academic success. Results of the research made by Pintrich and De Groot (1990, p. 38) provides an experimental evidence for the importance of the recognition of both motivational and self-regulated learning compounds in the intraclass academic performance models.

Methods and Procedures

This research is devoted to determine the existing situation with regard to relation between the motivation levels of candidate music teachers in their individual instrument training and the individual instrument success status and therefore, the descriptive model was taken as basis in this study. Working group of this study is comprised of senior students (N=403) studying in Departments of Music Education of Faculty of Education from four different universities of Turkey. 67.5% of students who participated in the research is female while 32.5% is male. 59.8 % of the students (N=241) are between the ages of 20-22.

Table 1. *The Division of Instruments f and % in the Working Group*

Instrument	***f***	***%***
Violin	123	30,5
Viola	37	9,2
Cello	46	11,4
Flute	62	15,4
Guitar	48	11,9
Voice	43	10,7
Other	44	10,9
Total	403	100,0

In this study, as data collection tools;

"Individual Instrument Training Lesson Motivation Scale" and "Personal Information Survey were used. The scale prepared for the study was designed by researchers, based on the self-regulation hypothesis.

At the end of factor analysis studies of Individual Instrument Training Lesson Motivation Scale, it was deemed suitable to designate four factors, constituting the lower dimensions of scale as follows by considering the general characteristics of involved matters;

- Factor 1: 'Interest'
- Factor 2: 'Training Environment'
- Factor 3: 'Environment' and
- Factor 4: 'Occupational Expectation'

Results

This section discusses the relationship between "motivation level of Music teacher candidates for learning instrument" and variables such as their University, gender, age, high School they graduated, individual instrument, was searched.

I- The relationship between "motivation level of Music teacher candidates for learning instrument" and their Age.

As a result of the one-way analysis of variance (ANOVA) made in order to determine if students' scores obtained from the lower **Interest, Training Environment, Environment**[1]dimensions of motivation scale show a significant difference according to the age variant, no statistically significant difference was found.

However, as a result of the one-way analysis of variance (ANOVA) made, a statistically significant difference was found in their scores received from the lower **Occupational Expectation** dimension (f= 4,25; *p<.05*). In order to determine in which groups this age variant-based difference appears, a supplementary post hoc Lsd test was utilized.

Table 2. *Results of Supplementary Posthoc Lsd Test after ANOVA*

	(I) UNV	(J) UNV	Difference mean (I-J)	ss	P
Occupational Expectation	between 17-19 ages	between 20-22 ages	-,43	,592	,463
		23 age and over	1,59(*)	,793	,046
	between 20-22 ages	between17-19 ages	,43	,592	,463
		23 age and over	2,03(*)	,694	,004
	23 age and over	between17-19 ages	-1,59(*)	,793	,046
		between 20-22 ages	-2,03(*)	,694	,004

When the subject of how scores of students received from the lower occupational expectation dimension of motivation scale differ according to the age variant is examined; it is seen that the perceptions of students aged 23 or over with regard to their occupational expectations are statistically significantly lower than those students of other age groups.

II- The relationship between "motivation level of Music teacher candidates for learning instrument" and their Gender

Before examining the significance of difference between two means obtained from work groups, that is, prior to the implementation of t-test, it is

[1]Interest (f= 1,42; *p>.05*), Training Environment (f= 1,46; *p>.05)*, Environment (f= 0,119; *p>.05*)

necessary to examine the homogeneity of variances, belonging to these two means. Before examining the difference between the arithmetic means, the hypothesis of whether the variances of two distributions are homogeneous was examined by Levene test, and variances were found to be homogeneous. After this, procedures to examine the difference between means were passed.

As a result of the one-way analysis of variance (ANOVA) made in order to determine if scores obtained by students from the lower **Interest, Training Environment, Environment**[2]dimensions of motivation scale show a significant difference according to the their gender variant, no statistically significant difference was found.

Table 3. *Motivation / T-Test Results, showing the Difference according to the Gender Variant in the Lower **Occupational Expectation** Dimension*

	Gender	N	$\overline{X}$	Ss	t-test		
					t	sd	p
Occupational Expectation Score	**Female**	271	18,24	4,955	2,193	400	,029
	Male	131	17,08	4,947			

And as a result of the independent group t-test made in order to determine if scores of lower **Occupational Expectation** dimension show a significant difference according to the gender variant, the difference between arithmetic means was found to be statistically significant in favour of female students (*t= 2,193; p<.05*). The scores of female students relating to the occupational expectation seem to be higher than the scores of male students.

III- The relationship between "motivation level of Music teacher candidates for learning instrument" and their University

As a result of the one-way analysis of variance (ANOVA) made in order to determine if scores obtained by students from the lower **Interest, Training Environment, Environment, Occupational Expectation**[3]dimensions of motivation scale show a significant difference according to the their University variant, no statistically significant difference was found.

A supplementary post hoc Lsd test was utilized to determine in which groups this difference appear, arising out of the variant of university where students do training. According to these results;

- When the difference of students' scores obtained from the lower "**Interest**" dimension of motivation scale according to universities where they study is examined; it is seen that the interest level of students, studying at M.U is statistically

[2]Interest (t= -0,561; p>.05), Training Environment (t= -0,088; p>.05), Environment (t= 0,358; p>.05).
[3]Interest (f= 14,69; *p<.01*), Training Environment(f= 9,37; *p<.01*), Environment(f= 3,06; *p<.05*), Occupational Expectation (f= 82,01; *p<.01*).

significantly lower than those students studying at other universities. Further, it can be said that students of Abant I.B. University have a statistically significantly lower interest level than those studying at G.U.

- When the difference of students' scores obtained from the lower **"Training Environment"** dimension of motivation scale, according to universities where they study is examined; it is found that the perceptions of students, studying at M.U, relating to the "training environment" are statistically significantly lower than those studying at other universities.
- When the difference of students' scores obtained from the lower "**Environment**" dimension of motivation scale, according to universities where they study is examined; it is seen that the perceptions of students, studying at M.U. with regard to environmental factors are statistically significantly lower than those studying at D.E. and G.U.
- When the difference of students' scores obtained from the lower "**Occupational Expectation**" dimension of motivation scale in terms of universities where they study is examined; it is seen that the perceptions of students studying at M.U. relating to the "occupational expectations" is statistically significantly lower than those studying at other universities.

IV- The relationship between "motivation level of Music teacher candidates for learning instrument" and their Individual Instrument

As a result of the one-way analysis of variance (ANOVA) made in order to determine if students' scores obtained from the lower **Environment**[4] dimension of motivation scale show a significant difference in terms of the their individual instrument variant, no statistically significant difference was found.

As a result of the one-way analysis of variance (ANOVA) made in order to determine if students' scores obtained from the lower **Interest, Training Environment, Occupational Expectation**[5] dimensions of motivation scale show a significant difference according to the variant of individual instrument, a statistically significant difference was found.

A supplementary post hoc Lsd test was utilised to determine in which groups this difference appears, arising according as the variant of university where students do training. According to these results;

- It was found that the **Interest** scores of students whose individual instruments are violin and viola are significantly lower than those students playing other instruments. Also, it is seen that students

[4]Environment (f=1, 10; *p*>*.05*).
[5]Interest (f= 2, 97; *p*<*.01*), Training Environment (f=2, 14; *p*<*.05*), Occupational Expectation (f= 2, 20; *p*<*.05*).

whose individual instrument is guitar have statistically significant lower interest score that those students playing flute.

- It was found that the perceptions of students whose individual instrument is vocal with regard to **Training Environment** are significantly higher than those playing all other individual instruments, excluding flute.
- It was seen that the perceptions of students playing guitar with regard to **Occupational Expectation** are significantly lower than those using individual instruments like cello, flute and vocal.

V- The relationship between "motivation level of Music teacher candidates for learning instrument" and their High School graduated

According to the results of Kruskal Wallis Test made in order to determine if students' scores obtained from the lower **Interest, Training Environment, Environment**[6] dimensions of motivation scale, show a significant difference according as the variant of school type from where they have been graduated, no significant difference is seen.

However, scores obtained from the lower **Occupational Expectation** dimension of motivation scale show a difference according to the school type from where they have been graduated (χ^2 (3) = 10,17, p<.05). When the subject of in which groups this statistically arisen difference appear is examined, it was found that the scores obtained from the lower occupational expectation dimension of motivation scale of students graduated from high school of fine arts seem significantly higher than the scores of those students graduated from conservatory.

Conclusion

Students' motivation levels oriented to their individual instruments showed difference according to the variants of age, gender, individual instrument, university where they study and school type from where they have been graduated.

When the relation between age variant and motivation level oriented to individual instrument is examined, it was seen that the perceptions of students aged 23 and over towards their occupational expectations were statistically significantly lower than those students of other age groups. In other words, their motivation levels oriented to individual instruments change inversely proportional to age. This fact can be interpreted in such a manner that the individual instrument-specific occupational expectations of prospective music teachers become insignificant as the age goes by.

[6]Interest(χ^2 (3) = 2,67, p>.05), Training Environment (χ^2 (3) = 3,21, p>.05), Environment (χ^2 (3) = 6,55, p>.05).

Again, when the occupational expectation scores are considered, it is seen that the gender variant can also affect the motivation level and the occupational expectation scores of female students are higher than the scores of male students.

In the study of Coban and Kalem (2008), in which the variants having affect on the choice of profession of prospective music teachers with regard to music teaching were examined and in the study of Onuk (2007) in which the relation between the motivation of prospective music teachers to teaching profession and their academic success was assessed, they determined that female students showed more interest in the profession of music teaching compared to male students. In the same study, Coban (2008) proposed that female students experience the satisfaction of making something for others and the feeling of being successful in the profession more than male students do. As a result of the study, Coban and Kalem (2008) proved that female students attach more importance to the profession of music teaching in terms of income and social status than male students.

When the relation between the variant of school where they study and their individual instrument-specific motivation levels is considered, it is remarkable that students studying at Marmara University obtained lower scores from the four lower dimensions (interest, training environment, environment, occupational expectation) of motivation scale compared to other pilot schools.

It was found that there is a meaningful relation with the variant of alma mater in the lower "occupational expectation" of motivation scale. It was seen that there is a statistically significant difference between the scores of students graduated from high school of fine arts and the scores of students graduated from conservatory. The study of Ergun (2006) seems to be such as to support this result. In this study, Ergun (2006) made a comparison between the entrance examination scores and the success scores of individual instrument lesson of prospective music teachers according to the type of alma mater and came to the conclusion that prospective music teachers in different levels, graduated from different high school types can not maintain the level difference over the course of their training and graduate with almost the same level.

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