



Mesleki Müzik Eğitimi Alan Öğrencilerin Bireysel Çalgı Dersine İlişkin Motivasyonlarının İncelenmesi

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Makale Bilgisi	ÖZET
Geliş Tarihi: 19.02.2020	<p>Bu çalışmanın amacı, mesleki müzik eğitimi alan öğrencilerin, bireysel çalgı dersine ilişkin motivasyonlarının ne düzeyde olduğunu ve motivasyon düzeylerinin çeşitli demografik değişkenler ile bu değişkenlerin ilişkili olabileceği durumlara göre farklılık olup olmadığını belirlemesidir. Araştırmada betimsel yöntemlerden tarama modeli kullanılmıştır. Araştırmanın verileri Atatürk Üniversitesi'nde mesleki müzik eğitimi alan öğrencilerinden oluşan 255 kişilik katılımcı grubundan elde edilmiştir. Araştırmada veri toplama aracı olarak "Bireysel Çalgı Dersi Motivasyon Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Elde edilen ölçek verileri, ilgili istatistik testler kullanılarak analiz edilmiştir. Araştırma sonucunda, bireysel çalgı dersi motivasyon ölçeğinden alınan puanlar, çalışma grubunun genel motivasyonlarının yüksek düzeyde olduğunu göstermiştir. Bireysel çalgı dersine yönelik motivasyon düzeylerinin, cinsiyete ve çalgı çalışmaya ayrılan zaman değişkenlerine göre çok az bir farklılık gösterdiği; yaşa, mezun olunan lise türüne, fakülteye, çalgı türüne, kendine ait bir çalgıya ve çalışmak için uygun ortama sahip olma durumlarına, anne-babalarının eğitim ve gelir düzeylerine göre ise farklılık göstermediği sonuçlarına varılmıştır. Sınıf düzeyine göre bakıldığında, ölçek puanları, ikinci sınıf öğrencilerinin diğer sınıflara göre daha fazla motive olduklarını göstermiştir. Bu sonuçlara dayanarak, öğrencilerin eğitimin ilk yıllarında enstrümanlarını aktif olarak kullanabilecekleri kariyer seçenekleri hakkında bilgilendirilmeleri önerilebilir. Ayrıca, zaman yönetimi konusunda öğrencilere rehberlik edilmesi, her bir öğrencinin çalışma alışkanlıklarına uygun olarak kişiye özel çalışma programları hazırlanması ve programların etkili olup olmadığının kontrol edilerek öğrencilere geri bildirimde bulunulması önerilmektedir.</p>
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Examining the Motivations of Students Studying Vocational Music Regarding Individual Instrument Course

Article Information	ABSTRACT
Received: 19.02.2020	<p>The study aims to determine the students' motivational levels in vocational music education concerning the individual instrument course, and whether the motivation levels of the students differ according to the various demographic variables and whether these variables differ depending on the situations in which they may be related. The survey model from descriptive methods was used in the study. The data of the study was obtained from 255 participants consisting of students receiving vocational music education from Ataturk University. In the study, "Individual Instrument Course Motivation Scale" and the "Personal Information Form" were used as data collection tools. The scale data obtained were analyzed using the relevant statistical tests. As a result, the scores obtained from the individual instrument course motivation scale showed that the study groups' overall motivation was high. The motivation levels for the individual instrument course differed slightly according to gender and time allocated to study the instrument. However, it was concluded that factors such as age, graduated high school or faculty type, instrument type, having a suitable environment to work with a personal instrument and student's parents' education and income levels did not show any difference. When viewed by grade level, scale scores showed that sophomores were more motivated than other classes. Based on the results, it can be suggested that students should be informed about their career options in which they can actively use their instruments in the first years of education. In addition, it is suggested that to guide students on time management, to prepare tailor-made study programs in accordance with each student's work habits, and to provide feedback to students by checking whether the programs are effective or not.</p>
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1. INTRODUCTION

One of the critical aspects of music education is instrument training. Individual instrument courses in vocational music education institutions are of particular importance in terms of the professional and personal development of the students. In addition to ear training, voice training, and theoretical knowledge training, instrument training has a complementary role, especially in the first step of the period when music education starts.

It is one of the most effective ways for students to play instruments, to express themselves musically and to prove that they can achieve musical efficiency regardless of the type of music education and training (Turkel & Sen, 2015). "Playing an instrument is an important form of study of musical education and therefore, musical art which brings people together with music through the use of a musical instrument, providing the opportunity for human to identify and integrate with himself, and allowing expressing people's feelings while leading them to be social." (Uslu, 1996, p. 105).

Playing an instrument is a difficult skill that requires a long process and mastery. The teacher, who is a master in playing and teaching, can be a role model for the student in real terms. Therefore, in institutions that train music teachers, the instructors who teach instruments must have overcome specific technical and musical problems in instrument playing, and have the ability, capacity and equipment to convey the essential technical and musical truths that will enable music teacher candidates to develop. The success of the student studying the instrument in gaining the skill to play the instrument depends on the quality, skill, and mastery of the teacher who should be a role model for the student (Cilden, 2016).

"Instrument teaching is the process of learning to play instruments and the processes applied in order to develop new technical and aesthetic behaviors in the individual's behaviors in order to perform the instrument. This is a communication process" (Akkus, 1996, p. 164). It is important for students to be willing to work in individual instrument training, which is an important aspect of professional music education, especially in order to develop their knowledge and skills, to make their learning easier and enjoyable. Erturk's (1998) definition of education is based on "the process of creating the desired and deliberate behavior change in the life of the individual in education" (p. 12) as emphasized in his statement, the motivation of students to the course is of particular importance in their education as well. According to Gestalt theory, learning is the common result of intelligence, motivation, and transfer. Learning processes consist of stages of repetition, motivation, understanding, transferring, and forgetting. Motivation from these stages occurs as soon as the individual encounters a problem. In addition, it leads to an attitude in the context of the reward-punishment effect. According to the theory, rewarded behaviors are repeated and punished behaviors are put under pressure (Yokus & Yokus, 2010). The motivation is important as both a dependent variable (higher or lower levels of motivation resulting from specific educational activities) and an independent variable (motivational manipulations to enhance learning) (Cook & Artino, 2016). Therefore, proper identification and effective use of motivation, which cannot be denied its importance in learning processes, is important for the efficiency of educational processes.

The word motivation comes from the Latin word "movere", meaning "to move". Motivation can be defined as the intrinsic state that, causes the emergence of human behavior and drives behaviors. The word "motivation" is used by educators and psychologists to evoke behavior, to give purpose and instruction for behavior, to ensure continuity of behavior and to guide behavior to choose (Wlodkowski, 1982, cited in Ertem, 2006, p. 1). As a result of renewed interest in learning studies, motivation has been reconceptualized as effective, variable, adaptive cognition and subsequent performance (Driscoll, 2012). The concept of motivation "includes various internal and external causes and their functioning mechanisms that propel the human organism to behavior, determine the level of violence and energy of these behaviors, giving a specific direction to the behavior and ensure its continuation" (Akbaba, 2006).

According to Hallam (2002), "theorists have attempted to explain the motivation from a wide range of different perspectives. These fall into three main groupings, those which emphasise motivation as deriving from within the individual, those where the individual is perceived to be motivated by environmental factors and those where motivation is seen as a complex interaction between the individual and the environment mediated by cognition" (p. 225). Motivation is generally examined in two topics: extrinsic and intrinsic motivation. Extrinsic motivation arises through external influences such as reward, punishment, pressure, solicitation and intrinsic motivation that comes from the person's inner interests, needs, curiosity and etc. If the individual is internally motivated, there is no need for external motivators. In this case, the individual is not interested in what is provided from the outside but what he gains from that activity. Admittedly, it is preferable for students to be internally motivated. This can be achieved sometimes by the student's enjoyment of the learning situation and sometimes by some strategies that increase the inner motivation. However, this is not easy to accomplish (Acikgoz, 2009, p. 209). "Indicators of intrinsic motivation, such as interests, ideals and ability directly influence the learning behaviour of the students, which consists of the habit of following lectures, reading books, visiting the library, readiness to take the exam, and searching the internet" (Tokan & Imakulata, 2019). "Theoretically, intrinsic motivation is positioned as a manifestation of the positive potential of individuals and is associated with many beneficial outcomes, including engagement, persistence, performance achievement, and creativity" (in cited Miksza, Evans & McPherson, 2019, p. 2). "In education, intrinsic motivation is a support tool to facilitate

knowledge transfer between individuals, encourage the development of informal groups outside the formal structures, allow rapid troubleshooting, transfer best practices, and develop professionals to share experiences (Delgado, 2017, p. 154). There are two aspects to motivation: one is the aim of getting closer to the results we want, and the other is to move away from the results we don't want. Looking at the advantages of both motivational aspects, it can be seen that convergents are more target-oriented and divergents are more focused on identifying and solving problems (Ceviz, 2003 cited in Yildirim Orhan, 2006).

A student needs to give importance and value to results in order to be motivated to perform the task, believing that the task can take place in that period or in the future (Burak, 2014). "The motivational beliefs that determine expectancy of success (goals, self-concept and task difficulty) and task value (affective memories) are in turn shaped by life events, social influences (parents, teacher or peer pressure, professional values, etc.) and the environment. These shaping forces are interpreted through the learner's personal perspectives and perceptions (i.e., cognitive processes). It is perception, and not necessarily reality, that governs motivational beliefs" (Cook & Artino, 2016, p. 1002). It is observed that some of the students in educational institutions are willing to produce solutions to class, subject or problem encountered, while some other students are reluctant to take courses and choose to escape rather than struggle to produce solutions to the problems they face. Incentive is one of the factors affecting the formation of this difference between students. Motivation is one of the most important factors that bring the effectiveness of the learning-teaching process to the fore, as it gives energy to the individual and is effective in making them willing to behave (Akbaba, 2006).

"Intrinsic learning motivation is related to psychological problems. It can be argued that the stronger the intrinsic learning motivation, then the better the students' learning behavior" (Tokan & Imakulata, 2019, p. 4). Motivation influences the individual to be more successful in work-life or learning. Motivating students to attend classes plays an effective role in their success. It is therefore important for teachers to make efforts to increase the motivation levels of students in the educational environment (Tabaru & Sen, 2019).

Many educators experience the difficulties of motivating students. It's obviously very difficult to motivate students. These difficulties also manifest themselves in instrument training. One reason for this is that motivation is a complex structure, influenced by many different factors. These factors may be related to or irrelevant to the student. What is motivating for one person may not be for another. In this regard, the teacher should develop motivational strategies specific to himself and his/her students based on general principles (Sungurtekin, 2010). "Making the decision to take part in an activity indicates motivation. For example, if students choose to practice piano without external pressure and if they persist with practising even though the repertoire is difficult, they are internally or intrinsically motivated" (in cited Cheng & Southcott, 2016). Instrument training in the music education process is usually a face-to-face training process with the student's instrument educator. During this process, the courses are conducted in the way that the students participate individually, not in the classroom arrangement. The teacher plays an important role in individual instrument classes. As a result of the teachers' healthy feedbacks and observations, the students can rely on their teachers' musical performances and their evaluations about their own performances (Ozmentes, 2013). In instrument training, which must be done individually due to the musical ability, perception and physical differences of the students, perhaps the most important job that the teacher should accomplish is to inspire interest and love in the student to play the instrument and to ensure its continuity and to keep the motivation high at every stage. The ability to develop different teaching methods for each student with different capacities and to have the creativity to do this makes a real teacher and leads him to success (Cilden, 2016). The teacher is an external motivator as important as a family influence, friends and previous musical experiences in instrumental motivation (Ozmentes, 2013). The student imitates and follows the example of his/her teacher. The teacher's active use of his instrument, accompanying the student in lessons with his instrument, sampling the assignments he gives, taking part in concert events with his instrument, loving his instrument and being equipped is very important for the motivation of the student (Yildirim Orhan, 2006). In the study by Cheng and Southcott (2016), researchers pointed out that teachers' enthusiasm can influence students' enthusiasm and intrinsic motivation. Researchers add that piano teachers must be professional in teaching. This includes assessing repertoire, evaluating students' problems, and helping them to find the best way to gain the ability to do what they want to. According to the results of the study, the selection of appropriate repertoire can be a very important factor in maintaining students' intrinsic motivation. For teachers who teach adult students, modifying music to suit adult students is quite important because if there is no learning challenge in the repertoire, adults may lose interest. The passion of knowing and learning is reflected in the students along with the enthusiasm of a motivated teacher. Careful use of feedback and reinforcements is necessary for instrument training. The teacher should help students develop their sense of competence. Taking these into account, it is concluded that students' positive opinions about their talents in instrument education will affect motivation positively (Sungurtekin, 2010).

In instrument training, systematic, disciplined and continuous work is a prerequisite for the transformation of visual perception into fine motor skills for the field of application and the acceleration of this process, the ability of fine motors to move quickly and gain speed, bringing the two-hand coordination to the desired level and for many similar physical competencies to develop in parallel with theory and creation-interpretation. Such a difficult working process can only be achieved with intense desire or, in other words, a high level of motivation (Gunal, 1999).

While various discussions have been held about its source, domain, and degree of influence, it is emerging as a commonly accepted view that motivation has an important place in learning. It is also generally accepted that the source of some problems in the learning process lies here and that a significant proportion of success and failures can be explained by motivation. For

this reason, precautions should be taken in advance of situations that adversely affect motivation in order to avoid interruption in instrument education (Uslu, 2012).

As a result of her work on motivation and performance in instrument training, Ozmentes (2013) made various determinations according to the opinions of the teachers participating in the study. According to the opinions of the teachers, the factors affecting the student's motivation towards their instruments and lessons are as follows: teacher-student communication, goals, musical or non-musical goals, student's attitude towards instrument repertoire, family support, and control of the family, student's feeling of failure, the difficulty of the instrument, the negative effects of being forced to work every day and gradual decrease in the importance given to art and artists in Turkey. In addition, the anxiety of music school graduates to find a job is one of the factors that reduce the willingness to learn instruments. The student opinions taken in Akcan Unsal's (2011) study are similarly based on factors that influence motivation; the methods and materials used by the instructor, the musical background of the instructor, the communication of the instructor-student, personality traits and gender of the instructor and the behavior of the instructor in the course. Akcan Ünsal also stated that there are certain ways for the instructor to motivate the student.

- An instructor with a humane approach: Friendly, respectful, meticulous, reliable, able to honor and congratulate,
- An instructor with a cognitive approach: Having sufficient knowledge about his/her instrument and the works he/she has given to his/her students, able to answer questions easily, able to convey the requirements of the course and the instrument well, able to use methods and materials according to the student,
- An instructor with a behavioral approach: Reinforcing and punishing when necessary, enriching teaching by giving feedback, not using bad words,
- An instructor with a social approach: Active and constantly improving in the field, capable of communicating well and participating in events such as concerts and workshops (p. 63).

When studies on motivation in music education are examined, it is possible to collect the studies in three groups as developing a motivation scale, getting opinions about motivation and determining the motivation levels of students. When examined the focus of the studies in the first group; it is seen that motivation scales are developed for subjects such as individual instrument course (Girgin, 2015), playing an instrument in Fine Arts High Schools [FAHS] (Yildirim Orhan, 2006), game, dance, music lesson (Ozevin, 2006), choir lesson (Sariciftci & Kose, 2017), chorus motivation (Ozgul & Yigit, 2017), individual voice training course (Ekici, 2017), measure of autonomous motivation for children and adolescents who are taking music lessons (Comeau, Huta, Lu & Swirp, 2019). Studies in the second group focused on playing an instrument in Fine Arts High Schools (Yildirim Orhan, 2006), teacher and student views on the role and importance of motivation in cello (Ozder, 2010) and viola (Akin, 2019) education, determining the motivation status in piano education according to the views of the instructor and the students (Akcan Unsal, 2011), and motivation and performance issue in instrument education (Ozmentes, 2013). And lastly, studies in the third group focused on subjects such as the relationship between the motivation of the piano lesson and personality traits (Modiri, 2012), determination of personality traits and motivation levels of musicians (Turan Engin, 2012), the motivation of music teacher candidates towards individual instrument education (Erdem, 2013), the effect of music education on musical motivation in the socialization process of visually impaired individuals (Baydag, 2013), motivation in musical instrument education (Burak, 2014), music teacher candidates' motivations towards game, dance, music lessons (Algan Kocabas, 2015), motivation in violin education (Ozcelik Herdem, 2016), factors affecting the motivation of music department students to study instruments (Kilinc, 2017), the effects of soundpainting practices on the motivation of choral students (Coskuner, 2017), the effect of flipped learning model on student motivation in flute education (Yildiz, 2017), the anxiety levels and academic motivation levels of music teacher candidates (Atay, 2018), the relationship between motivation and success of piano lesson (Durgun, 2018), the effect of sight-reading on internal motivation in flute course (Ustun, 2018), motivation levels of flute students for their instruments (Karacoban, 2019), the effect of active learning-based activities on the motivations of viola students (Kalaycioglu, 2019), the motivations of music teachers to teach (Altay, 2019) and motivation for individual voice training course (Karsli, 2019; Tabaru & Sen, 2019). Some studies, on the other hand, (Ozevin Tokinan, 2008; Ozgul, 2013; Sariciftci, 2014 and Elmas, 2019) focus together on developing a motivation scale and determining motivation level.

Listing the factors affecting the motivation of the student in the learning process in music education; Akcan Unsal (2011) stated that individuals' degrees of accomplishment of the intended job, concerns about failure in a job, and degrees of difficulty perceived in the work may be different, and the subject to be learned may not attract the attention of individuals. Therefore, individual instrument course educators should consider these factors when it comes to student motivation.

When the literature is examined, it can be said that motivation is one of the main factors affecting students' success towards individual instrument courses. Therefore, it is important to determine the students' motivation levels in individual instrument courses, which is one of the main courses in vocational music education institutions. This research is thought to be one of the pioneering studies involving the students who are engaged in vocational music education in Atatürk University, which has three different structures of vocational music education programs (Faculty of Fine Arts, Faculty of Education and Turkish Music State Conservatory). It is also important in terms of revealing the factors affecting motivation levels and giving an idea about their academic success as a result of determining the motivation levels of students in instrument education.

1.2. Purpose of the Study

The aim of this study is to determine the level of motivation of the students taking vocational music education in relation to the individual instrument course and to determine whether the motivation levels of the students in vocational music education differed according to the various demographic variables and situations in which these variables may be related. For this purpose, the study sought answers to this question; "What is the motivation level of the students who take vocational music education in Ataturk University regarding the individual instrument course?" It was investigated whether the study group's motivation towards the individual instrument course differed according to certain demographic variables and the factors thought to be related to these variables within the framework of the main problem of the study. The total scores of the students from the scale and the scores they received from the sub-dimensions of the measuring tool were looked at separately to determine the motivation levels of the working group. Within the scope of the study, the demographic variables of the study group were determined by gender, age, graduated high school, faculty, grade level, instrument type, and the factors that are thought to be related to the demographic variables were determined by the presence of the student's own instrument, the appropriate environment to study the student's instrument (at home, at dormitory, etc.), the time allotted to work on the individual instrument (hours per days), the educational status of the parents and the income level of the family.

2. METHODOLOGY

A descriptive method was used in the research. The survey is one of the most common methods used in descriptive research. For this reason, descriptive researchers are often known as survey researchers (Erkus, 2005, p. 73). General survey models are scanning arrangements made on the entire universe or a group or a sample to be taken from it in order to make a general judgment about the universe consisting of many elements (Karasar, 2008, p. 79).

2.1. Participants

Each research has its own unique set of universes, which is determined by the problem, purpose, hypotheses, limitations, methods, etc. of the research. The sample is a cluster from a particular universe, chosen according to certain rules, capable of representing the universe, and smaller than the universe in which the research was conducted. In order for the research model to be selected, it is necessary to determine the universe and the selected sample group to which the research is related (Kincal, 2014, p. 106). In this research, students studying in three different faculties of a university where vocational music education is given in line with the purposeful sampling approach are included in the scope of the research. In addition, the factors of easy accessibility and effective use of time were taken into consideration in the sample selection of the research.

The data of the study was obtained from 255 participants in the spring semester of the 2018-2019 academic year, consisting of students from Ataturk University Fine Arts Faculty, Department of Music Sciences [FAF] (f=108; 42,4%), Kazim Karabekir Education Faculty, Department of Music Education [EF] (f=85; 33,3%) and Turkish Music State Conservatory [TMSC] (f=62; 24,3%). Descriptive statistical results for the demographic features of the participants are given in Table 1. Data from the participants' ages were collected in the personal information form as open-ended and as a result of descriptive statistical analysis, they were divided into four categories: Under 20 (f=11; 4.31%), 20-24 (f=213; 83.53%), 25-29 (f=26; 10.2%), 30 and over (f=5; 1.96%). 24.3% of the participants are 1st Grade, 25.1% are 2nd Grade, 24.7% are 3rd Grade and 25.1% are 4th Grade students. 0.8% did not specify the grade level.

Table 1.
Distribution of Participants' Demographic Features

Variables		f	%
Gender	Female	127	49.8
	Male	128	50.2
	Total	255	100
Age	Under 20	11	4.3
	20-24	213	83.5
	25-29	26	10.2
	30 and over	5	1.9
	Total	255	100
Graduated High school	FAHS	119	46.7
	Other	136	53.3
	Total	255	100
Faculty	FAF	108	42.4
	EF	85	33.3
	TMSC	62	24.3
	Total	255	100

Grade Level	1st Grade	62	24.3
	2nd Grade	64	25.1
	3rd Grade	63	24.7
	4th Grade	64	25.1
	Unspecified	2	0.8
	Total	255	100

Table 2 shows the descriptive statistics of some variables that may have an impact on the distribution of individual instruments and the motivation of individual instruments.

Table 2.

Distribution of Factors Thought to Be Related to Individual Instruments and Demographic Variables of the Participants

Variables		f	%
Instrument	Stringed/plectrum instruments	124	48.7
	Stringed instruments	78	30.6
	Wind instruments	22	8.7
	Keyboard instruments	17	6.7
	Voice	11	4.3
	Other	2	0.8
	Unspecified	1	0.4
	Total	255	100
Have their own individual instrument	Yes	217	85.1
	No	30	11.8
	Unspecified	8	3.1
	Total	255	100
Having a suitable environment (at home, dormitory, etc.) to work	Yes	180	70.6
	No	73	28.6
	Unspecified	2	0.8
	Total	255	100
The time allotted to the instrument study (hours per day)	Less than 1 hour	12	4.7
	Between 1-4 hours	208	81.6
	More than 4 hours	16	6.2
	Unspecified	19	7.5
	Total	255	100
The educational status of the mothers	No primary education	27	10.9
	Elementary	140	54.9
	High School	62	24.3
	University	17	6.7
	Graduate education	2	0.8
	Unspecified	7	2.7
	Total	255	100
The educational status of the fathers	No primary education	7	2.7
	Elementary	86	33.7
	High School	94	36.9
	University	54	21.2
	Graduate education	6	2.4
	Unspecified	8	3.1
	Total	255	100
The income level of the family (₺ per month) ¹	Under 2.000	16	6.3
	Between 2.000-6.700	183	71.8
	More than 6.700	20	7.9
	Unspecified	36	14.1
	Total	255	100

The data contained in Table 2 show that participants played mostly stringed/plectrum instruments (f=124; 48.7%) and strings (f=78; 30.6%); most of them have their own individual instrument (f=217; 85.1%), and the appropriate environment to work with (f=180; 70.6%). The daily time distributions of participants to study their individual instruments indicate that the majority

¹ The figures regarding the income level are determined according to the results of the monthly income survey conducted by Türk-İş in June 2019 on hunger and poverty line (<http://www.turkis.org.tr/HAZIRAN-2019-ACLIK-ve-YOKSULLUK-SINIRI-d249748>).

of students spend between 1 and 4 hours per day ($f=208$; 81.6%) on their individual instruments. As a result of descriptive statistical analysis, the data of the time allocated to the instrument work were collected in the open-ended personal data form and divided into four categories as less than 1 hour ($f=12$; 4.7%), 1-4 hours ($f=208$; 81.6%), more than 4 hours ($f=16$; 6.2%) and unspecified ($f=19$; 7.5%). The educational status of the mothers of most of the students in the study group is elementary ($f=140$; 54.9%) and high school ($f=62$; 24.3%) and their fathers' educational status was also found to be at elementary ($f=86$; 33.7%), high school ($f=94$; 36.9%) and college ($f=54$; 21.2%). Data on the family's income level showed that the majority of the working group had income between 2.000-6.700 Turkish liras.

2.2. Data Collection and Analysis

The "Individual Instrument Course Motivation Scale" prepared by Girgin (2015) and the Personal Information Form prepared by the researchers were used as a data collection tool in the study to determine the demographic features of the participants. Individual Instrument Course Motivation Scale's validity and reliability analysis was made by the developers and it was found that the scale was valid-reliable. The Cronbach's Alpha reliability coefficient of the scale was 0.77; reliability coefficients for the first dimension were 0.90; for the second dimension, it was 0.88 and for the third dimension, it was 0.76. According to factor analysis results of the scale, it was determined that there were 10 items in the first dimension of "motivationlessness", 10 items in the second dimension of "achievement motivation" and 5 items in the third dimension of "working motivation". A maximum score of 125 and a minimum score of 25 can be obtained from the entire scale consisting of 25 items and five-likert types, 10 of which are negative and 15 of which are positive; and a maximum of 50 points can be obtained from the sub-dimensions of motivationlessness and achievement motivation, and maximum of 25 points can be obtained from working motivation dimension. Negative items must be calculated by inverting (Girgin, 2015). Total scores from the entire scale express the level of "overall motivation".

The data on demographic features collected using the personal data form were analyzed by frequency and percentage from descriptive statistics tests and the findings were given in Table 1. In order to determine whether the data collected using the individual instrument course motivation scale differed according to demographic variables, various statistical tests were used. Kolmogorov-Smirnov and Shapiro-Wilk normality tests were performed primarily to determine whether the data showed a normal distribution.

Table 3.

Normality test results of individual instrument course motivation scale scores

Motivation Levels	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall motivation	.116	255	.000	.944	255	.008
Motivationlessness dimension	.133	255	.000	.927	255	.000
Achievement motivation dimension	.125	255	.000	.936	255	.000
Working motivation dimension	.075	255	.001	.983	255	.005

According to the results of the Kolmogorov-Smirnov normality test, both overall motivation and sub-dimension scores do not show normal distribution ($p<.05$), but when viewed on the Q-Q Plot chart (Figure 1), the overall scores and scores for the sub-dimensions have found to have an acceptable normal distribution.

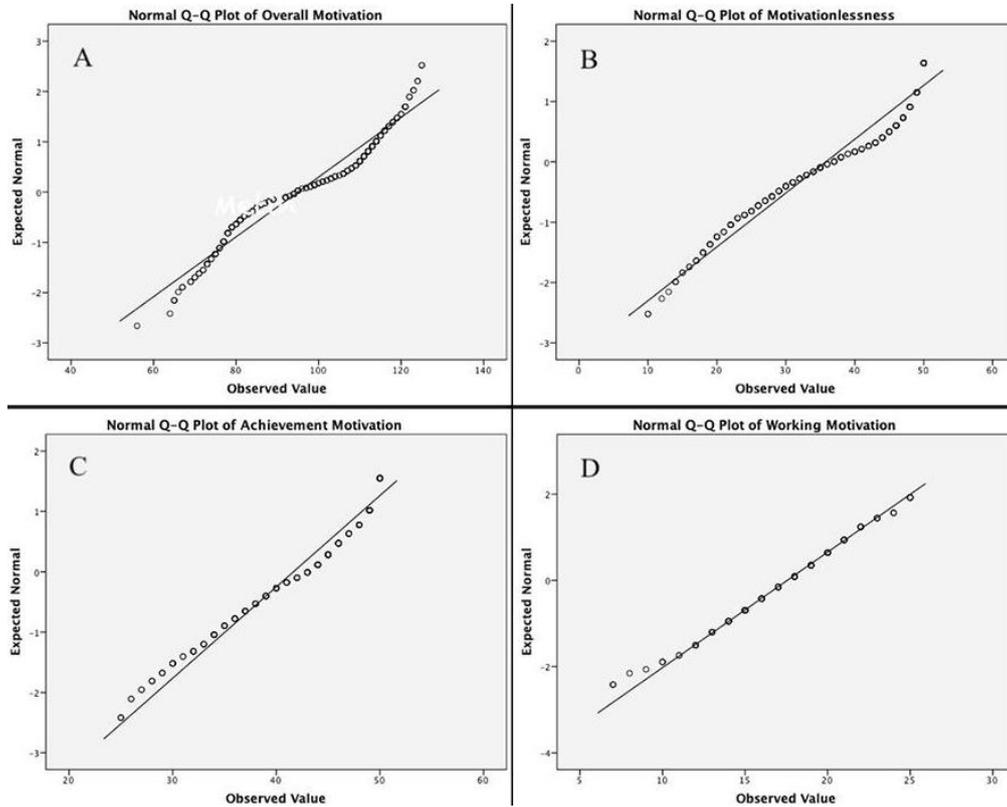


Figure 1. Q-Q plot charts of individual instrument course motivation scale scores. A) Shows the normality of scores related to the level of overall motivation, B) Shows the normality of the scores related to the motivationlessness sub-dimension, C) Shows the normality of the scores related to the achievement motivation sub-dimension, D) Shows the normality of the scores related to the working motivation sub-dimension.

In the normality test conducted in studies collected by a questionnaire in the field of social sciences, it is very unlikely that the p-value will be greater than 0.05. Therefore, it is considered important in the field of social sciences to determine whether the minimum normal distribution is achieved by looking at the Q-Q graph (Durmus, Yurtkoru & Cinko, 2016). In order to determine whether the normal distribution scale data differ according to two subgroups of variables (gender, high school graduation, etc.), Independent Samples t-test was used and one-way analysis of variance (ANOVA) was performed in variables with more than two independent groups (faculty, grade level, etc.). Independent samples t-test is a parametric test used to test whether the averages of two independent groups are different from each other. The Levene statistic is used to test the equality of variances before t testing, as the results of this test may vary according to the equality of the variance between groups. One-way analysis of variance (ANOVA) is used to test whether the means of more than two independent groups are different from each other. In ANOVA, the equality of the variances of the groups is obtained by the Levene test just like in the independent samples t-test and the variance of the groups is required to be homogeneous (Durmus, Yurtkoru & Cinko, 2016).

3. FINDINGS

Table 4 shows the general status of the scores obtained from the individual instrument course motivation scale, which is not associated with any demographic variables.

Table 4.

Averages of General Score of Individual Instrument Course Motivation Scale

Motivation Levels	N	Mean (\bar{x})	Std. Deviation
Overall motivation	255	94.99	16.815
Motivationlessness dimension	255	35.79	11.213
Achievement motivation dimension	255	41.65	6.609
Working motivation dimension	255	17.55	3.732

According to the data in Table 4, the scores taken from the individual instrument course motivation scale show that the overall motivations of the working group are high ($\bar{x}=94.99$). When viewed according to the sub-dimensions, it is observed that the levels of motivationlessness ($\bar{x}=35.79$) and working motivation ($\bar{x}=17.55$) are high and achievement motivation ($\bar{x}=41.65$) levels are very high. Due to the data of the motivationlessness sub-dimension being calculated by reversing during the analysis stage, the mean value obtained from the analysis indicates the level of motivation and not motivationlessness. For this reason, the result of the sub-dimension of motivationlessness indicates that there is high motivation.

The variance of the overall motivation scores according to the Levene test results for gender groups of individual instrument course motivation scale was found as $p=.274>.05$; variance of motivationlessness dimension scores as $p=.113>.05$; variance of achievement motivation dimension scores as $p=.258>.05$ and the variance of the working motivation dimension scores was determined as $p=.502>.05$. This shows that the average scores of male and female students from the individual instrument course motivation scale are equal. In other words, it is possible to say that individual instrument motivations do not differ significantly according to gender.

Table 5.
Results of Group Statistics by Gender Variable

Motivation Levels	Gender	N	Mean (\bar{x})	Std. Deviation
Overall motivation	Female	127	94.13	17.236
	Male	127	95.99	16.388
Motivationlessness dimension	Female	127	35.47	11.565
	Male	127	36.24	10.824
Achievement motivation dimension	Female	127	41.31	6.870
	Male	127	42.02	6.368
Working motivation dimension	Female	127	17.35	3.622
	Male	127	17.74	3.855

When the group statistics results are examined, it is seen that the scores of male students are higher than the scores of female students (although the difference is very small). In this case, it can be said that male students have higher motivation for individual instrument courses than female students. According to the results of the Levene test conducted prior to ANOVA to determine the level of motivation of the students in the study group according to the age variable, it has been found that the general motivation variances are not homogeneous, ($p=.024<.05$) however, the variance scores of motivation dimension ($p=.079>.05$), achievement motivation dimension ($p=.396<.05$) and working motivation dimension ($p=.050$) were found to be homogeneous. ANOVA test was performed and findings were given in Table 6 as it was generally accepted that the homogeneity between groups was achieved.

Table 6.
ANOVA Results Relating to Age Groups

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	4554.595	15	303.640	1.109	.351
	Within groups	50939.128	186	273.866		
	Total	55493.723	201			
Motivationlessness dimension	Between groups	2185.820	15	145.721	1.213	.265
	Within groups	22353.175	186	120.178		
	Total	24538.995	201			
Achievement motivation dimension	Between groups	615.644	15	41.043	.922	.541
	Within groups	8283.748	186	44.536		
	Total	8899.391	201			
Working motivation dimension	Between groups	259.885	15	17.326	1.280	.218
	Within groups	2518.214	186	13.539		
	Total	2778.099	201			

According to the scores of the individual instrument course motivation scale, the ANOVA value between groups was determined as $p=.351>.05$. According to the scores obtained from the sub-dimensions, the values were found to be $p=.265>.05$ for the motivationlessness dimension; $p=.541>.05$ for the achievement motivation dimension and $p=.218>.05$ for the working motivation dimension. In line with these findings, it was shown that there were no differences between age groups in motivation for individual instrument courses.

According to Levene test results of the scores obtained from the individual instrument course motivation scale, the variance of the overall motivation scores between groups $p=.780>.05$ was found to be $p=.284>.05$ for the motivationlessness dimension; $p=.190>.05$ for the achievement motivation dimension and $p=.707>.05$ for the working motivation dimension. This shows that students who graduated from Fine Arts high schools and other high schools have equal scores on the individual instrument course motivation scale. In other words, it is possible to say that the motivation of individual instrument courses does not differ significantly depending on the type of high school graduated.

As a result of the Levene test for individual instrument course motivation scale scores according to the faculty variable ($p=.749>.05$), it was determined that the variances of the groups were homogeneous; variances regarding the dimensions of motivationlessness and achievement were homogeneous and the variance regarding the dimension of working motivation was not homogeneous.

Table 7.
ANOVA Results by Faculty Variable

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	503.836	2	251.918	.891	.412
	Within groups	70987.156	251	282.817		
	Total	71490.992	253			
Motivationlessness dimension	Between groups	375.344	2	187.672	1.506	.224
	Within groups	31276.266	251	124.607		
	Total	31651.610	253			
Achievement motivation dimension	Between groups	102.350	2	51.175	1.169	.312
	Within groups	10986.206	251	43.770		
	Total	11088.555	253			
Working motivation dimension	Between groups	49.347	2	24.673	1.777	.171
	Within groups	3485.677	251	13.887		
	Total	3535.024	253			

According to the scores of the individual instrument course motivation scale, the ANOVA value between groups was determined as $p=.412>.05$. Based on overall motivation scores, the findings showed no differences among faculty groups. When examined based on the scores obtained from the sub-dimensions, it was found as $p=.224>.05$ for the motivationlessness dimension; $p=.312>.05$ for the achievement motivation dimension and $p=.171>.05$ for the working motivation dimension.

As a result of the Levene test for individual instrument course motivation scale scores according to grade level variable ($p=.132>.05$), the variances of the groups, the dimensions of motivationlessness ($p=.248>.05$), achievement motivation ($p=.842>.05$) and working motivation ($p=.301>.05$) were determined to be homogeneous. ANOVA test was performed and findings were given in Table 8 as the homogeneity was provided between the groups.

Table 8.
ANOVA Results by Grade Level Variable

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	5863.048	3	1954.349	7.448	.000
	Within groups	65335.648	249	262.392		
	Total	71198.696	252			
Motivationlessness dimension	Between groups	3179.493	3	1059.831	9.300	.000
	Within groups	28374.626	249	113.954		
	Total	31554.119	252			
Achievement motivation dimension	Between groups	524.222	3	174.741	4.142	.007
	Within groups	10505.343	249	42.190		
	Total	11029.565	252			
Working motivation dimension	Between groups	24.786	3	8.262	.586	.625
	Within groups	3510.028	249	14.096		
	Total	3534.814	252			

The ANOVA value for overall motivation scores was determined as $p=.000<.05$ according to the grade level variable. The findings showed that there were differences between grade-level groups. Based on the scores taken from the sub-dimensions, it was found as $p=.000>.05$ for the motivationlessness dimension; $p=.007<.05$ for achievement motivation dimension and $p=.625>.05$ for working motivation dimension. This has shown that there is also variation among grade-level groups in sub-dimensions.

Looking at the output of binary comparisons (Scheffe and Tukey) and descriptives (Durmus, Yurtkoru & Cinko, 2016) to determine which groups and how they differ, the highest average score ($\bar{x}_{2.class}=99.84$) obtained from the individual instrument course motivation scale was found to be obtained by the second-grade students. Then, respectively, the third graders ($\bar{x}_{3.class}=97.49$), the fourth graders ($\bar{x}_{4.class}=95.92$), and also freshmen's ($\bar{x}_{1.class}=87.05$) averages came. When viewed according to the sub-dimensions, it is seen that similar differences exist in the motivationlessness sub-dimensions and achievement motivation, and that there is no such differentiation in the working motivation sub-dimension. Accordingly, the second-grade students may be said to be more motivated to study individual instruments than other classes.

As a result of the Levene test relating to scores of individual instrument course motivation scale according to instrument type ($p=.344>.05$) the variances of the groups, the motivationlessness ($p=.082>.05$), the achievement motivation ($p=.105>.05$) and the working motivation ($p=.152>.05$) dimensions were determined to be homogeneous. ANOVA test was performed and findings were given in Table 9, as the homogeneity between groups was generally provided.

Table 9.
ANOVA Results by Instrument Type

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	3510.207	13	270.016	.953	.499
	Within groups	67980.785	240	283.253		
	Total	71490.992	253			
Motivationlessness dimension	Between groups	1400.318	13	107.717	.855	.602
	Within groups	30251.293	240	126.047		
	Total	31651.610	253			
Achievement motivation dimension	Between groups	571.109	13	43.931	1.002	.449
	Within groups	10517.446	240	43.823		
	Total	11088.555	253			
Working motivation dimension	Between groups	231.890	13	17.838	1.296	.216
	Within groups	3303.134	240	13.763		
	Total	3535.024	253			

The overall motivation score for the type of instrument was determined as $p=.499>.05$ in the ANOVA value between the groups. These findings showed that there were no differences between groups of instrument types. Based on the scores from the sub-dimensions, the ANOVA values are as follows: the value for motivationlessness dimension is $p=.602>.05$; value for achievement motivation dimension is $p=.449>.05$ and the value for the working motivation dimension is $p=.216>.05$. This has shown that there is no difference between groups of instrument types in the sub-dimensions.

Based on the availability of students' own individual instruments, according to the Levene test results on scores from the individual instrument course motivation scale, the variance of overall motivation scores was found to be $p=.073>.05$; the variance of motivationlessness dimension was $p=.574>.05$; the variance of achievement motivation dimension was $p=.995>.05$ and the variance of working motivation dimension was $p=.478>.05$. This shows that students with their own individual instruments have equal averages from the motivational scale of the individual instrument course. In other words, it is possible to say that the motivation of the individual instrument course does not differ significantly according to the condition of having one's own instrument.

Based on the availability of an appropriate environment (home, dormitory, etc.) for a student to study the individual instruments, according to the Levene test results on the scores taken from the individual instrument course motivation scale, the variance of the overall total scores between groups was found to be $p=.053>.05$; variance of motivationlessness dimension was $p=.756>.05$; the variance of achievement motivation dimension was $p=.007<.05$ and the variance for working motivation dimension was $p=.685>.05$. This shows that the averages of students who have their own appropriate environment to study their individual instrument are equal. In other words, it is possible to say that the motivation of the individual instrument course does not differ significantly from whether the student has the appropriate environment to study or not.

As a result of the Levene test on individual instrument course motivation scale scores according to the daily time allocated to the instrument study ($p=.660>.05$), the variances of the groups were homogeneous; variances regarding the dimensions of motivationlessness ($p=.783>.05$), achievement motivation ($p=.315>.05$) and working motivation ($p=.090>.05$) were also found to be homogeneous. ANOVA test was performed and findings were given in Table 10 as the homogeneity between the groups was generally achieved.

Table 10.
ANOVA Results by Instrument Studying Time

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	6227.870	13	479.067	1.774	.048
	Within groups	59951.228	222	270.051		
	Total	66179.097	235			
Motivationlessness dimension	Between groups	2119.672	13	163.052	1.339	.192
	Within groups	27025.493	222	121.736		
	Total	29145.165	235			
Achievement motivation dimension	Between groups	734.447	13	56.496	1.412	.155
	Within groups	8885.112	222	40.023		
	Total	9619.559	235			
Working motivation dimension	Between groups	234.648	13	18.050	1.304	.212
	Within groups	3072.335	222	13.839		
	Total	3306.983	235			

The ANOVA value of the overall motivational scores for the time allotted to the instrument study was determined as $p=.048<.05$. These findings showed little difference between the time groups allocated to the study. Based on the scores from the sub-dimensions, the value of the motivationlessness dimension was found to be $p=.192>.05$, the value of achievement motivation dimension was $p=.155>.05$ and the working motivation dimension was $p=.212>.05$. This has shown that there is no difference between time groups in the sub-dimensions, so the difference in overall motivation allocation scores is not very meaningful. In other words, it can be said that there is no correlation between the time students devote to studying their instruments and their motivation.

As a result of the Levene test for individual instrument course motivation scale scores according to the educational level of the mothers of the students in the study group ($p=.239>.05$), the variances of groups were homogeneous; variances regarding the dimensions of motivationlessness ($p=.664>.05$), achievement motivation ($p=.347>.05$) and working motivation ($p=.713>.05$) were also found to be homogeneous. ANOVA test was performed and findings were given in Table 11 as the homogeneity between groups was generally achieved.

Table 11.

ANOVA Results by the Mother's Educational Level

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	519.84	4	129.96	.455	.769
	Within groups	69455.69	243	285.82		
	Total	69975.54	247			
Motivationlessness dimension	Between groups	386.37	4	96.59	.764	.549
	Within groups	30706.49	243	126.36		
	Total	31092.86	247			
Achievement motivation dimension	Between groups	234.63	4	58.65	1.350	.252
	Within groups	10561.60	243	43.46		
	Total	10796.24	247			
Working motivation dimension	Between groups	53.61	4	13.40	.956	.433
	Within groups	3407.80	243	14.02		
	Total	3461.41	247			

According to the education level of the mothers of the students, the ANOVA value for their overall motivational scores was determined as $p=.769>.05$. This result showed that there was no significant difference between the groups based on the educational level of the mothers of the students. Based on scores from sub-dimensions, ANOVA values were found to be $p=.549>.05$ for the motivationlessness dimension, $p=.252>.05$ for the achievement motivation dimension and $p=.433>.05$ for the working motivation dimension. This has shown that there is no difference between the groups in the sub-dimensions depending on the education level of the mothers of the students. In other words, it can be said that there is no correlation between the education level of the mothers of the students and the motivations of the students.

As a result of the Levene test on individual instrument course motivation scale scores, according to the education level of the fathers of the students in the study group ($p=.295>.05$), the variances of the groups were homogeneous; variances regarding the dimensions of motivationlessness ($p=.885>.05$), the achievement motivation ($p=.106>.05$) and the working motivation ($p=.793>.05$) were also found to be homogeneous. ANOVA test was performed and findings were given in Table 12, as the homogeneity between groups was generally achieved.

Table 12.

ANOVA Results by the Father's Education Level

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	1480.90	4	370.22	1.320	.263
	Within groups	67890.79	242	280.54		
	Total	69371.70	246			
Motivationlessness dimension	Between groups	832.23	4	208.05	1.666	.158
	Within groups	30215.02	242	124.85		
	Total	31047.26	246			
Achievement motivation dimension	Between groups	38.19	4	9.54	.217	.929
	Within groups	10664.64	242	44.06		
	Total	10702.84	246			
Working motivation dimension	Between groups	39.57	4	9.89	.698	.594
	Within groups	3431.07	242	14.17		
	Total	3470.64	246			

ANOVA value of students' general motivation scores according to their fathers' educational level was determined as $p=.263>.05$. This result showed that there was no significant difference between the groups according to the educational level of the fathers of the students. Based on the scores from the sub-dimensions, ANOVA values were found to be $p=.158>.05$ for the motivationlessness dimension, $p=.929>.05$ for the achievement motivation and $p=.594>.05$ for working motivation. This has shown that there is no difference between the groups in the sub-dimensions depending on the educational level of the fathers of the students. In other words, it can be said that there is no correlation between the educational level of the students' fathers and student's motivations.

As a result of the Levene test on individual instrument course motivation scale scores according to the income level of the students' families in the study group ($p=.514>.05$), the variances of the groups were homogeneous; variances regarding the motivationlessness ($p=.690>.05$), achievement motivation ($p=.316>.05$) and working motivation ($p=.420>.05$) dimensions were also found to be homogeneous. ANOVA test was performed and findings were given in Table 13, as the homogeneity between groups was generally achieved.

Table 13.

ANOVA Results by Family Income Level

Motivation Levels		Sum of Squares	df	Mean Square	F	Sig.
Overall motivation	Between groups	500.39	3	166.79	.587	.624
	Within groups	71315.58	251	284.12		
	Total	71815.98	254			
Motivationlessness dimension	Between groups	445.51	3	148.50	1.184	.316
	Within groups	31489.05	251	125.45		
	Total	31934.56	254			
Achievement motivation dimension	Between groups	138.86	3	46.28	1.060	.367
	Within groups	10956.76	251			
	Total	11095.63	254			
Working motivation dimension	Between groups	27.19	3	9.06	.648	.585
	Within groups	3509.93	251	13.98		
	Total	3537.13	254			

The ANOVA value for the overall motivation scores according to the income level of the students' families was determined as $p=.624>.05$. This result showed that there was no significant difference between the groups based on the income level of the students' families. Based on the scores from the sub-dimensions, ANOVA values were found to be $p=.316>.05$ for the motivationlessness dimension; $p=.367>.05$ for achievement motivation and $p=.585>.05$ for working motivation. This has also shown that there are no differences between the groups based on the income level of the students' families in the sub-dimensions. In other words, it is possible to say that there is no correlation between the income level of the students' families and their motivations.

4. CONCLUSION AND DISCUSSION

As a result of the research, the scores from the individual instrument course motivation scale has shown that the motivation level of the study group corresponds to a level high. Some studies in the literature, similarly found that the motivations of the participants were at least moderate (Atay, 2018; Altay, 2019; Karsli, 2019) and above the average (Tabaru & Sen, 2019) or high (Durgun, 2018; Modiri, 2012). The results obtained can be said to be consistent with the literature. It is clear that in order for a student to be motivated, he/she needs to give importance and value to the results, to believe that the task can take place in that period or in the future (Burak, 2014), and based on this belief the student's academic success (Akbaba, 2006; Sungurtekin, 2010; Uslu, 2012; Ozmentes, 2013 and Tabaru & Sen, 2019) has a positive relationship with his/her motivation level (Algan Kocabas, 2015 and Durgun, 2018). The motivation is important as both a dependent variable (higher or lower levels of motivation resulting from specific educational activities) and an independent variable (motivational manipulations to enhance learning) (Cook & Artino, 2016). Similarly, it is known that there is a similar relationship between motivation and attitude towards instruments and that highly motivated students have high attitudes towards the instrument (Turan Engin, 2012). In the relationship between success and motivation, it should not be ignored that the feeling of success is effective in keeping motivation high and that fear of failure can negatively affect motivation (Ozmentes, 2013). In addition, motivation is also correlated to burnout level. The students' burnout level decreases as their motivational level increases (Girgin, 2020). Results of the study by McPherson & McCormick (2000) show that an ability to perform proficiently relies not only on technical and expressive skill, but also on the employment of a range of motivational resources. All these results show that maintaining a high level of motivation is important for achieving high goals in students' attitudes towards the instrument and as well as in their teaching processes and instrument performances.

The results of the study showed that male students' scores were higher compared to female students (although the difference was very small) according to the gender variable from the demographic variables which was thought to be related to motivation levels in the study. In this case, it can be said that male students have higher motivation for individual instrument courses than

female students. When looked at other studies aimed at determining student motivation levels in the field of music, it is seen that there are studies that argue that motivation levels (Baydag, 2013; Erdem, 2013; Ozgul, 2013; Durgun, 2018; Elmas, 2019) do not differ according to gender. Studies that argue that there are differences in gender show that results are in favor of girls (Modiri, 2012; Burak, 2014; Sariciftci, 2014; Algan Kocabas, 2015; Karacoban, 2019 and Tabaru & Sen, 2019), meaning that girls have higher levels of motivation than boys. This can be said to be due to the fact that motivation level determination studies were carried out on different age groups, who were raised in different cultural and educational environments. The gender variable is highly influenced by the elements of culture. The perception of gender in society can vary from culture to culture, and even in societies that share the same culture, changes can be seen depending on the situation, time, or place. Especially when it is taken into account that patterns related to gender roles are also conveyed in the transfer of traditional values and that these patterns are internalized in the masculine-feminine context at a young age (Yilmaz, 2018), that gender roles are more likely to affect the mind and self of the individual in the masculine context (Sankir, 2010), it is natural for the relationship between motivation and gender to occur differently in different parts of society. Gender perception research also states that women perceive themselves as responsible for housework and that although women's participation in work-life has increased, their perceptions of traditional roles for women such as domestic workers, have not yet completely changed (Esen, Soylu, Siyez & Demirguruz, 2017). It can be said that the results obtained in this study are not compatible with the literature due to gender perceptions and cultural differences.

When looked at how the individual instrument course motivations of the students in the study group were evaluated according to the variables of age, type of high school that were graduated, the faculty, type of instrument, having a suitable environment to work and having their own instrument, the results of the scores from the entire scale and the sub-dimension scores showed that there was no significant difference in these parameters. That is to say, the level of motivation for the individual instrument course does not vary according to age, the type of high school graduated, the faculty, the type of instrument and the circumstances of having a personal instrument and the appropriate environment to study. In the literature, it is observed that there are studies that argue that motivation levels do not differ according to age (Erdem, 2013; Ozgul, 2013; Durgun, 2018; Elmas, 2019), high school type (Erdem, 2013; Ozgul, 2013; Algan Kocabas, 2015; Atay, 2018) and type of instrument (Algan Kocabas, 2015; Atay, 2018). However, the results from age-related studies in the literature appear to be controversial. One study states that motivation increases as age decreases (Burak, 2014), while another study states that motivation increases as age increases (Elmas, 2019). In addition, a study arguing that motivation varies significantly depending on the type of high school graduated, showed that students from Fine Arts high schools had higher motivations (Sariciftci, 2014). Furthermore, the conclusions of the research in the context of the faculty variable contrast with another research (Karacoban, 2019) which argued that students' motivation levels differed according to the faculty variable. Karacoban (2019) stated in her study that the motivations of students studying in the Faculties of Fine Arts were higher than the students studying at the Faculties of Education, but did not provide any other information about the possible causes. That is why it is not possible to comment on the differences between the results obtained in this study for now. More studies are needed to use similar parameters for this. When the literature is examined, it is more accurate to say that motivation differs not according to the type of individual instrument but by the way you choose the instrument willingly. The high motivation of the student who chooses his/her instrument willingly (Erdem, 2013; Kilinc, 2017) is an indicator of this. A conclusion as to whether the students have their own instrument is related to their motivations has not been found in motivational-oriented research conducted in the field of music. In addition, when viewed in the context of factors affecting motivation, it is known that the working environment has an effect on motivation (Kilinc, 2017). In general, the characteristics of a suitable environment such as sound permeability, temperature, lighting, color, furniture, and decoration should be designed in a way that does not adversely affect studying. In particular, it should be noted that the acoustic features of the environment in which the individual instrument will be studied should not adversely affect the motivation of the instrument. Particular attention should also be paid to students studying music who should have similar features in working environments outside of school (Canbay, 2005). Even though the results of this study show that there is no correlation between the level of motivation and the working environment in the study group, when considered on an individual basis, it does not mean that deficiencies and/or negativity in the working environment will not decrease the student's motivation for the instrument. This may have been due to the fact that the number of students who were undermotivated due to problems in the working environment was too small to cause a statistically significant difference.

Based on the grade level, which is another demographic variable, overall scores and sub-dimension scores from the entire scale showed that there was a difference between grade-level groups. Looking at which groups this difference is between and how, it was observed that second-year students had the highest average on the basis of the total score from the individual instrument course motivation scale. It was followed by averages of third-graders, fourth-graders, and first-graders, respectively. When viewed according to the sub-dimensions, it was observed that similar differences exist in the motivationlessness and achievement motivation sub-dimensions, but there is no such differentiation in the working motivation sub-dimension. Accordingly, it would not be wrong to say that second grades are more motivated to individual instrument lessons than other grades. There are also studies showing that motivation varies according to grade level (Erdem, 2013; Burak, 2014; Sariciftci, 2014; Durgun, 2018; Karacoban, 2019) in the literature. The results of these studies show that there is a negative correlation between the level of motivation and the grade level, meaning motivation level decreases as grade level increases. Studies that have reached the opposite conclusions, however (Atay, 2018; Karsli, 2019; Tabaru & Sen, 2019), suggest that the relationship between motivation and grade level variables may be controversial and that the relationship may differ according to the situation, the study group, the research model and the time. Furthermore, such reasons like the densities of the students in the upper classes (although there are differences between the curriculum, in some programs the course load of 3rd and 4th-grade

students may be high), concerns about career plans after graduation (courses to get the requirements for an academic career), additional density brought on by pedagogical formation (attendance to formation courses, preparation for exams and public personnel selection exam courses, etc.) may also negatively affect their motivation for their individual instruments. From this point of view, since it is possible to devote more time to individual instruments in the first years of training (1st and 2nd grade), it can be said that there is a higher motivation. Based on these results, it can be suggested that students should be informed about their career options (artistry, instrument teaching, having an academic profession, etc.) in which they can actively use their instruments in the first years of education. Thus, for the sake of these goals, instrument motivation may not be waived in the coming years. In fact, the right guidance in this regard can keep motivation high.

When looking at the time variable devoted to the instrument to study, the motivation scale scores of the working group indicate a slight difference. However, the lack of a significant difference between scores from the sub-dimensions has been accepted as that this difference between overall motivational scores is not very meaningful. It was found that 81.6% of the working group devoted 1-4 hours of study to the instrument. In studies on motivation in music where similar results are obtained, it is observed that there is a positive correlation between daily studying time and motivation (Turan Engin, 2012; Burak, 2014; Karsli, 2019; Tabaru & Sen, 2019). In other words, it is possible to say that motivation increases as the time allocated to the study increases. The reason why the results obtained in this study are in contradiction with the studies in the literature may be the various factors affecting student motivation. Musical or non-musical goals of the students, the feeling of failure, the difficulty of the instrument, the negative effect of having to work every day, the anxiety of finding a job (Ozmentes, 2013) and the balance between skill and difficulty (Burak, 2014), the year of playing the instrument (Elmas, 2019) can be considered among these factors. It is possible to overcome the difficulties specific to the instrument and increase competence as the time spent with the instrument increases (both as a year and as a daily studying period). As time progresses, a better balance between skill and difficulty will be established (Burak, 2014), and even if the daily time allocated to the instrument decreases, the level of motivation may remain high and this means that the amount of time devoted to playing the instrument is used efficiently. That is because the person can evaluate his or her potential better and the belief in accomplishment can increase as the amount of time allocated to the instrument increases. So, the difficult studying experience can become pleasant (Turan Engin, 2012). At this point, it can be recommended to guide students on time management, to prepare tailor-made study programs in accordance with each student's work habits, and to provide feedback to students by checking whether the programs are effective or not.

Looking at how the individual instrument course motivations of the students in the study group are evaluated based on their parents' education and income levels, the results of the scale scores showed that there was no significant difference in these parameters. In other words, the level of motivation for the individual instrument course does not vary according to the education and income levels of their families. There are studies in the literature in which similar results are obtained. The results of the studies (Baydag, 2013; Erdem, 2013; Atay, 2018; Karacoban, 2019) which stated that the level of education of the parents was not a factor affecting the motivation of the student coincide with the results of this study. The effect of family support on motivation is well known (Canbay, 2005; Ozmentes, 2013). However, according to the results of the research, this effect does not change based on the education level of the family. Factors other than the level of education could not be determined in the effect of family support on motivation because there is no data on the approaches and strategies used by the family to motivate the students both in this and other studies. Due to there is no data on the approaches and strategies used by the family to motivate the students in these studies and in this study, factors other than the level of education could not be determined in the effect of family support on motivation. Curiosity about music and positive aesthetic feelings aroused personal intrinsic interest in music, while enthusiastic parents and a healthy music environment are positive extrinsic influences (Leung & McPherson, 2011). Based on the positive feedback from students' social circles (teachers, family and friends circle) regarding instrument performance, it can be said that family evaluations are effective after teachers (Kilinc, 2017). According to Hallam (2002), "one important function of the family may be motivating children to practise. Few children appear to be totally self-motivated to practise and the parents of those achieving at a high level tend to support practice, either by encouragement or supervision, although in some cases this may be limited to checking the length of time spent practising" (p. 235). The results of the family's income level are controversial. In this study and similar studies (Erdem, 2013), the results show that there is no correlation between the family's income level and motivation, while in other studies (Karacoban, 2019) it is stated that there is a correlation between the family's income level and motivation. Karacoban's (2019) study concluded that students with low and high-income levels were more highly motivated compared to those with moderate incomes. Although no explanation can be found for the reasons of this situation, it can be said that the low economic level of students' work towards earning money (making live music, tutoring, etc.) reduces their motivation to work on their instruments (Kilinc, 2017) and that some students' lack of regard to music as a profession negatively affects their motivation (Ozmentes, 2013). Motivation also can be correlated with economic reasons throughout culture. Some parents can tend their children to encourage to pursue music for external reasons (to be music teacher, regular salary, etc.) rather than intrinsic values. Or some students may choose music education for the same reasons. The influence of cultural and economical reasons on children's motivation can be perhaps a new remarkable research perspective (Leung & McPherson, 2011). Therefore, in order to reach a clearer result, many more studies are needed to investigate the effect of economic factors on motivation in more detail with more parameters. Nevertheless, in this context, it can be suggested that students should be made conscious of focusing on medium- and long-term goals, not short term, while making professional options and career plans related to music.

In line with the results of the research, it is possible to list the recommendations as follows. Teacher-student communication is one of the factors thought to have an effect on motivation for individual instrument courses. It may be suggested for the teacher

to give students reinforcements and feedback that will positively affect motivation in accordance with their education level and age (elementary school, secondary school, high school, university) in instrument training. According to McPherson & McCormick (2000) the students are more likely to attribute success to luck and their inability to complete a task successfully to such factors as ability. They are also less likely to feel that an increase in effort will have any positive benefits to their development or capacity to achieve at a higher level. These results reinforce the need for teachers to develop strong teaching motivational skills so that they can motivate their students for both short term musical development and long term musical involvement. At the very least, these results suggest that teachers should monitor their students' attributions by spending time talking with them about what they have achieved and where they can improve, and helping them to map out strategies which ensure that practice time is well organised and efficient (p. 37). Positive teacher-student relationship contributes to sustained learning, and other external factors are also detrimental to the learning motivation (Driscoll, 2009).

In new researches, it can be suggested to use versatile models that are not only based on quantitative scale data, but also supported by qualitative dimensions including observation and interview techniques. In addition, in new studies, working on larger and different sample groups and different parameters affecting success such as attitude or self-efficacy will be helpful in understanding the relationship between motivation and other factors not covered in this study and possible cause-effect relationships.

One of the factors known to have an impact on motivation for individual instrument lessons is teacher-student communication. For this reason, it can be suggested to conduct research on the quality of student-teacher communication in instrument education.

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Research and Publication Ethics Statement

The data collection procedure was approved by the Comitee on Fine Arts Ethic of Ataturk University with judgement dated 18th March 2020 and numbered 01/01.

Contribution Rates of Authors to the Article

ŞÖA and YŞ designed and planned the research. ŞÖA and YŞ collected data. YŞ wrote backround. ŞÖA analyzed data and wrote discussion. All authors read and approved the final manuscript.

Statement of Interest

The authors declare that they have no conflict of interests.

6. GENİŞ ÖZET

Kaynağı, etki alanı ve etki derecesi konusunda çeşitli tartışmalar yürütülmekle birlikte, motivasyonun öğrenmede önemli bir yere sahip olduğu, ortak kabul gören bir görüştür. Öğrencilerin derslere motive olmaları, başarılı olmalarında etkili rol oynar. Bu görüştten hareketle müzik eğitiminde, öğrencilerin bireysel çalgı derslerine yönelik başarılarına etki eden faktörlerin başında motivasyonun geldiği söylenebilir. Dolayısıyla, öğrenme süreçlerindeki önemi yadsınamayan motivasyonun doğru tanımlanması ve etkin şekilde kullanımına özen gösterilmesi, müziksel eğitim-öğretim süreçlerinin verimliliği açısından önem taşımaktadır. Bu nedenle, mesleki müzik eğitimi kurumlarında temel alan derslerinden biri olan bireysel çalgı derslerinde, öğrencilerin motivasyon düzeylerinin tespiti önem arz etmektedir.

Bu çalışmanın amacı, mesleki müzik eğitimi alan öğrencilerin, bireysel çalgı dersine ilişkin motivasyonlarının ne düzeyde olduğunun ve motivasyon düzeylerinin çeşitli demografik değişkenler ile bu değişkenlerin ilişkili olabileceği durumlara göre farklılık olup olmadığının belirlenmesidir. Bu amaç doğrultusunda araştırmada, “mesleki müzik eğitimi alan öğrencilerin bireysel çalgı dersine ilişkin motivasyonları ne düzeydedir?” sorusuna cevap aranmıştır. Araştırmanın temel problemi çerçevesinde, çalışma grubunun bireysel çalgı dersine ilişkin motivasyonlarının belirli demografik değişkenlere ve bu değişkenlerle ilişkili olabileceği düşünülen faktörlere göre farklılık gösterip göstermediği incelenmiştir. Çalışma grubunun motivasyon düzeylerini belirlemek için, öğrencilerin ölçekten alınan toplam puanlarına ve ölçme aracındaki alt boyutlardan aldıkları puanlara ayrı ayrı bakılmıştır. Araştırma kapsamında çalışma grubunun demografik değişkenleri cinsiyet, yaş, mezun olunan lise, fakülte, sınıf düzeyi, çalgı türü; demografik değişkenlerle ilişkili olabileceği düşünülen faktörler ise, öğrencinin kendisine ait çalgısının bulunma durumu, öğrencinin çalgısını çalışmak için (evde, yurttan vb.) uygun ortama sahip olma durumu, bireysel çalgıya çalışmak için ayrılan zaman (saat/gün), anne-babanın eğitim durumu ve ailenin gelir düzeyi olarak belirlenmiştir.

Araştırmada betimsel yöntemlerden tarama modeli kullanılmıştır. Araştırmanın verileri 2018-2019 eğitim-öğretim yılı bahar yarıyılında Atatürk Üniversitesi’ne bağlı Güzel Sanatlar Fakültesi [GSF] Müzik Bilimleri Bölümü, Kazım Karabekir Eğitim Fakültesi [EF] Müzik Eğitimi Bölümü ve Türk Müsikîsi Devlet Konservatuvarı [TMDK] öğrencilerinden oluşan 255 kişilik bir

katılımcı grubundan elde edilmiştir. Araştırmada veri toplama aracı olarak Girgin (2015) tarafından hazırlanan “Bireysel Çalgı Dersi Motivasyon Ölçeği” ile katılımcıların demografik özelliklerini belirlemek amacıyla araştırmacılar tarafından hazırlanan Kişisel Bilgi Formu kullanılmıştır. 10’u olumsuz 15’i olumlu toplam 25 maddeden ve beşli likert tipten oluşan ölçeğin tümünden en yüksek 125, en düşük 25 puan; motivasyonsuzluk ve başarı motivasyonu alt boyutlarından en fazla 50, çalışma motivasyonu boyutundan ise en fazla 25 puan alınabilmektedir. Olumsuz maddeler ters çevrilerek hesaplanmıştır. Ölçeğin tümünden alınan toplam puanlar “Genel Motivasyon” düzeyini ifade etmektedir.

Araştırmada kişisel bilgi formu kullanılarak toplanan demografik özelliklere ilişkin veriler, betimsel istatistik testlerinden frekans ve yüzde ile analiz edilmiştir. Bireysel çalgı dersi motivasyon ölçeği kullanılarak toplanan verilerin ise demografik değişkenlere göre farklılık gösterip göstermediğini belirlemek amacıyla çeşitli istatistik testler kullanılmıştır. Öncelikle verilerin normal dağılım gösterip göstermediğini belirlemek amacıyla Kolmogorov-Smirnov ve Shapiro-Wilk normallik testleri yapılmıştır. Kolmogorov-Smirnov normallik testi sonuçlarına göre hem genel motivasyon puanlarının hem de alt boyut puanlarının normal dağılım ($p < .05$) göstermediği ancak Q-Q Plot grafiğine (Figure 1) bakıldığında genel puanların ve alt boyutlara ilişkin puanların kabul edilebilir normal dağılıma sahip oldukları görülmüştür. Normal dağılım gösteren ölçek verilerin iki alt grupta değişkenlere (cinsiyet, mezun olunan lise vb.) göre farklılık gösterip göstermediğini belirlemek amacıyla bağımsız gruplar t testi, ikiden fazla bağımsız grubun (fakülte, sınıf düzeyi vb.) olduğu değişkenlerde ise tek yönlü varyans analizi (ANOVA) yapılmıştır.

Araştırma sonucunda, bireysel çalgı dersi motivasyon ölçeğinden alınan puanlar, çalışma grubunun motivasyon düzeyinin yüksek bir düzeye karşılık geldiğini göstermiştir. Araştırma kapsamında motivasyon düzeylerinin ilişkili olabileceği düşünülen demografik değişkenlerden cinsiyet değişkenine göre bakıldığında elde edilen sonuçlar, erkek öğrencilerin puanlarının kız öğrencilere kıyasla (fark çok küçük de olsa) yüksek olduğunu göstermektedir. Bu durum, erkek öğrencilerin kız öğrencilere göre bireysel çalgı dersine yönelik motivasyonlarının daha yüksek olduğu şeklinde yorumlanabilir.

Çalışma grubundaki öğrencilerin bireysel çalgı dersi motivasyonlarının, yaşa, mezun olunan lise türüne, fakülte, çalgı, kendine ait bir çalgıya sahip olma ve çalışmak için uygun ortama sahip olma değişkenlerine göre nasıl olduğuna bakıldığında, ölçeğin tümünden alınan puanlara ve alt boyut puanlarına ilişkin sonuçlar, söz konusu parametrelerde anlamlı bir farklılık olmadığını göstermiştir. Bir diğer ifadeyle, bireysel çalgı dersine yönelik motivasyon düzeyi yaşa, mezun olunan lise türüne, fakülteye, çalgı türüne, kendine ait bir çalgıya ve çalışmak için uygun ortama sahip olma durumlarına göre değişmemektedir.

Bir diğer demografik değişken olan sınıf düzeyine göre bakıldığında, ölçeğin tümünden alınan genel puanlar ve alt boyut puanları, sınıf düzeyi grupları arasında farklılık olduğunu göstermiştir. Bu farklılığın hangi gruplar arasında ve nasıl olduğuna bakıldığında, bireysel çalgı dersi motivasyon ölçeğinden alınan toplam puan bazında ikinci sınıf öğrencilerinin en yüksek ortalamaya sahip oldukları görülmüştür. Ardından sırasıyla üçüncü sınıf öğrencilerinin, dördüncü sınıf öğrencilerinin ve birinci sınıf öğrencilerinin ortalamalarının geldiği görülmüştür. Alt boyutlara göre bakıldığında ise benzer farklılığın motivasyonsuzluk ve başarı motivasyonu alt boyutlarında var olduğu, ancak çalışma motivasyonu alt boyutunda böyle bir farklılaşmanın olmadığı görülmüştür. Buna göre ikinci sınıfların diğer sınıflara göre bireysel çalgı dersine daha fazla motive olduklarını söylemek yanlış olmaz. Bu sonuçlardan hareketle, öğrencilerin çalgılarını aktif şekilde kullanabilecekleri kariyer seçenekleri (sanatçılık, çalgı öğretmenliği, akademisyenlik vb.) hakkında, eğitimin ilk yıllarında bilinçlendirilmeleri önerilebilir. Böylece ileriki yıllarda, bu hedefler uğruna çalgı motivasyonundan feragat edilmesi gerekemeyebilir. Hatta bu konuda yapılacak doğru yönlendirmeler, motivasyonun yüksek tutulmasını sağlayabilir.

Çalgı çalışmaya ayrılan zaman değişkenine göre bakıldığında, çalışma grubunun motivasyon ölçeği puanları, çok az bir farklılığa işaret etmektedir. Buna karşın, alt boyutlardan alınan puanlar arasında anlamlı bir farkın bulunamaması, genel motivasyon puanları arasındaki bu farkın da çok anlamlı olmadığı şeklinde kabul edilmiştir. Çalışma grubunun %81,6’sının çalgı çalışmaya günde 1-4 saat arasında zaman ayırdığı tespit edilmiştir. Bu noktada, öğrencilere zaman yönetimi konusunda rehberlik edilmesi, her öğrencinin çalışma alışkanlıkları doğrultusunda kişiye özel çalışma programları hazırlanması ve programların etkili olup olmadığının kontrol edilerek öğrencilere dönütler verilmesi önerilebilir.

Çalışma grubundaki öğrencilerin bireysel çalgı dersi motivasyonlarının, anne-babalarının eğitim düzeylerine ve ailelerinin gelir düzeylerine göre nasıl olduğuna bakıldığında ölçek puanlarına ilişkin sonuçlar, söz konusu parametrelerde anlamlı bir farklılık olmadığını göstermiştir. Bir diğer ifadeyle, bireysel çalgı dersine yönelik motivasyon düzeyi anne-babalarının eğitim düzeylerine ve ailelerinin gelir düzeylerine göre değişmemektedir. Ancak bu konuda daha net bir tablo çizilebilir için, ekonomik faktörlerin motivasyona etkisini daha çok parametreyle detaylı olarak araştıran çok sayıda çalışmaya ihtiyaç vardır. Bu bağlamda, öğrencilerin müzik alanına ilişkin mesleki seçenekler ve kariyer planı yaparken kısa vadeli değil orta ve uzun vadeli hedeflere odaklanmaları yönünde bilinçlendirilmeleri önerilebilir.

Yapılacak yeni araştırmalarda çalgı eğitimi ve motivasyonu konu alan çalışmaların sadece nicel ölçek verilerine dayalı değil gözlem ve görüşme tekniklerini içeren nitel boyutlarla da desteklenen çok yönlü modellerin kullanılması önerilebilir. Ayrıca yeni çalışmalarda daha geniş ve farklı örneklem grupları ve tutum ya da özyeterlik gibi başarıya etki eden farklı parametreler üzerinde çalışılması, motivasyon ile bu çalışmada ele alınmayan başka faktörler arasındaki ilişkinin ve olası sebep-sonuç ilişkilerinin anlaşılmasında yararlı olacaktır.

Bireysel alı derslerine ilişkin motivasyon üzerinde etkisi olduęu bilinen etkenlerden biri de ğretmen-ğrenci iletiřimidir. Bu nedenle alı eęitiminde ğrenci-ğretmen iletiřiminin nitelięine ynelik arařtırmalar yapılması nerilebilir.