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RELATIONSHIP BETWEEN THE MOTIVATION LEVELS OF THE MUSIC TEACHER CANDIDATES RELATED TO LEARNING MUSICAL INSTRUMENTS AND THEIR SELECTIONS OF CAREER TRAINING

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Abstract: This study aimed to determine the relationship between music teacher candidates' motivation levels of instrument lesson and preference of career Education and in accordance with these aims, survey method was used in the research.

The research universe comprises music teacher candidates studying at Music Education Departments of Fine Arts Teaching Departments of Education Faculties and the sample of the research comprises first, second, third and fourth grade students studying at Music Education Departments of Fine Arts Teaching Departments of Education Faculties of Marmara University, Gazi University, Dokuz Eylül University and Abant İzzet Baysal University.

“Personal Data Questionnaire” and “Motivation Scale for Individual Instrument Lesson” was applied as measurement instrument.

In this research to investigate any difference motivation levels of students' accordance with four sub-dimensions (interest, educational atmosphere, environment, professional expectation) of the Motivation Scale between,

- Choosing the Music teacher Education as willingly and
- Planning of to do the other profession (except for Music teacher) after graduation.

As a result; Motivation levels of the students for their instruments differed significantly in accordance with the variable ‘the career aspirations’.

From the point of music teacher candidates' choosing their profession willingly, the scores of the Motivation Scale's sub-dimension of ‘interest’ appeared to be higher among the ones who chose their profession willingly.

Keywords: *Motivation, Instrument Education, Career Education*

Introduction

INTRODUCTION

One of the most significant characteristics of human beings which distinguishes them from other creatures is their capacity to learn. Being a product of life, learning has a permanent impression and a behavioral change necessarily occurs as a result of learning. While teaching is the activity of enabling learning and guiding, instruction is the planned and systematic teaching (Erden and Akman, 1995: 119-121) . Although “learning” is tried to be performed with planned activities at formal educational institutions which emerged in order to “provide the learning in a much more planned way”, we still talk about concepts such as “failure”, “deficient or inadequate learning” for a large number of students. This may be due to various reasons. Oral (2007: 563- 592), who precipitated that one of these reasons could be claimed to be in relation with “effective teaching”, explained the scope of “effective teaching” as “activities performed in an attempt to appropriate the learning experiences for students”. On the other hand, stating that teachers are supposed to constitute an “effective teaching environment” in order to appropriate the learning experiences for students, Oral specified the processes which shall be performed by the teacher, as follows:

- a) Planning, applying the teaching activities and assessing the performance of the student,
- b) Choosing the appropriate strategies and instruments of teaching,
- c) Constituting an effective classroom management,
- d) Taking the necessities of students into consideration concerning education, such as Differences in Cognitive Domain, Differences in Affective Domain, Differences in Physical Domain, Differences in Learning Styles, Differences in Creativity Potential, Differences Originating from Gender, Cultural and Socio-Economic Differences, Differences Originating from Insufficiencies, Differences of Students under Risk,
- e) Effective motivation.

Çırak (2007: 266), who mentions many factors that affect learning in which the concept of “motivation” which is one of the required processes for an “effective teaching environment” also takes place, explained a part of these as factors basically originating from the “learning organism” and another part as factors originating from “the characteristics of the learning environment”. On the other hand, stating that while factors originating from the “learning organism” could be genetic and these could also be factors originating from personal differences of the individual such as their perceptions, values, attitudes, necessities, he added that factors originating from the “characteristics of the learning environment” are environmental factors. Additionally, Çırak (2007:266- 283), who made a statement as “It is not possible to distinguish most of these factors from one another, determine them with definite lines individually and environmentally. Interacting together on most occasions, these factors affect learning ”, arranged the factors that affect learning, as follows;

- Maturation,
- Species-Specific Availability,
- Age and Intelligence,
- Motive and Motivation,
- General Emotive Condition,
- Preparedness,
- Timing, Practice Period,
- Transfer,
- Backwash – Inhibition,
- Attention,
- Biological – Physiological Condition,
- Learning – Teaching Methods,
- Language Development,
- Experience. He also indicated that “learning” is under the control of both powers such as maturation which is inherent and of environmental factors such as experience.

Duy (2007: 645) emphasized the significance of the concept of “motivation” which is one of many factors that affect learning and which is necessary for an “effective teaching environment” in learning, with the statement, as follows “like many other behaviours of humans, motivation is also one of the important factors that affects the behaviour of learning”.

The term “motivation” is used synonymously with the word motivation in our language. The term motivation comes from the Latin word of “movere” which means “moving, mobilizing” (Ertem, 2006:1).

There are different classifications and types in literature, related to the concept of motivation. Exterior and interior motivations are encountered as the most-known types of motivation.

According to Moran (2001) et al., on the other hand, motivations are approached within three categories as interior, exterior and selfless motivation.

As Çırak (2007: 269) quotes from Ataman (2004: 220): “Motivation which constitutes the base of learning is related to processes such as stimulation, attention, anxiety, feedback, reinforcement. Motivation is particularly important for education within the school environment. It is a challenging work to motivate the student and direct them to a purpose. If one of two students whose maturation and skill levels are the same learns better, the difference is caused by the level of motivation between them.”

When, on the other hand, the selection of career training is in question, the situation becomes much more important.

Motivation for learning contains requiring to obtain the necessary information, skills and attitudes in order to reach the target behaviours at a level, to go into action and demanding with determination (Başaran, 2005: 410). Demanding this acquisition with determination, keeping it at a certain level and providing these conditions are important for the learner and the teacher especially within the music education.

Günel (1999: 1) summarized the relationship between the instrument training and motivation in his statement, “Systematic, disciplined and progressive working is a prior condition in order to transform the visual perception into fine motor skill for the application area and accelerate this process, start and speed up the fine motors in series, bring the second hand coordination as required and in order to make many similar physical competence progress in parallel with theory and creating-interpretation within the instrument training. Such a challenging working process, however, could only be provided by intense eagerness or in other words, a high-level motivation”.

Music knowledge is increased with the help of instrument training which is a dimension of the music education and they are expected to make music through playing an instrument (Özen, 2004: 60). In this process which requires a planned, conscious and disciplined moving, the extent of the motivation level that leads the music students to success or what type of a motivation they have is a subject to be searched.

Considering this necessity, seeking an answer to the question “Do the motivation levels (in accordance with the lower dimensions of concern, educational environment, environment and occupational expectation) of the music teacher candidates related to learning differentiate according to the fact that they willingly select the career training of music teaching?” constitutes the problem of this study.

In this study which was performed for this purpose, motivation scale developed by the researchers was prepared by relying on the theory of self regulation.

Theory of Self Regulation and Motivation

The theory and studies of self regulation learning (SRL) are not limited with the asocial forms of education, such as exploratory learning, self teaching by reading, working, programmed education or computer-based education; it can also include the social forms of learning, such as modeling, counseling, getting feedback from the fellows, coaches and teachers.

The key point for defining the learning as self-regulator is whether the student shows personal enterprise, ambition and an adaptive skill while still maintaining the education, rather than whether they are socially isolated or not (Zimmerman and Schunk, 2001: 1).

Self regulation reserves activities, such as participating in the education and concentrating; organizing, coding and repeating the knowledge in an attempt to remember; establishing a productive working environment and using the sources effectively; concerning the individual, reserving positive beliefs about their abilities, the value of learning, factors that affect learning and expected advantages of activities and gratification and pleasure experiences related to the efforts of the individual (Schunk, 1989) (Aktarım: Schunk and Zimmerman, 1994: 75).

A great deal of factors that may have effect upon the lesson success of the student could be mentioned. These factors may be related to the family, school, circle of friends and personal characteristics of the student. In recent years, the focal point of studies on academical success has been comprised by the concept of self regulation which plays an effective role on the learning process of the students. Self regulation, which is considered to be one of the most important factors of success and academical performance, has been defined and modeled by many theoretical perspectives (Üredi and Üredi, 2005: 251).

Learning theories with self regulation describe how learning and success occur together with intellectual ability, educational infrastructure and environment. These theories include the process, strategy and self regulation reactions of the students. Although each of them emphasizes different structures and mechanisms, they share a few of the basic assumptions (Çetin and Gelbal, 2008: 1004).

As Çetin and Gelbal (2008: 1004) cite, Pintrich (2000) arranges the five basic assumptions which are shared by all self regulation theories, as follows:

- 1) Students are active and structuring individuals during the learning process,
- 2) Students can observe and control their own behaviours,
- 3) A standard or a purpose should have been determined, so that the students can measure their saved developments and make decisions when they are successful or they need to make a change in their behaviours,
- 4) Rather than personal properties, demographic and cultural properties influence the success, even more,
- 5) Individuals can regulate their motivations, behaviours and cognitions on their own.

METHODS AND PROCEDURES

The study is aimed at determining the relationship between the motivation levels and career training selections of the music teacher candidates in personal instrument training and therefore, survey model is taken as base. The population of the study is constituted by the music teacher candidates studying at the Undergraduate Programs of the Music Education Department of Teachers Colleges, Department of Fine Arts Education.

The sample group of the study, on the other hand, is constituted by totally 403 students studying at the 1, 2, 3, and 4. classes of Music Teaching Departments of the Department of Fine Arts Education of Marmara University Atatürk Teachers College, Gazi University Gazi Teachers College, Dokuz Eylül University Buca Teachers College, Abant İzzet Baysal University Teachers College.

Data collection tools used in the study are: “Motivation Scale of the Personal Instrument Training Lesson” and “Personal Information Survey”.

As a result of the factor analysis studies of the Motivation Scale of the Personal Instrument Training Lesson, considering the general properties of the articles included by four factors which constitute the lower dimensions of the scale, the following are approved to be entitled as;

- Factor 1: ‘Concern’
- Factor 2: ‘Education Environment’
- Factor 3: ‘Environment’ and
- Factor 4: ‘Occupational Expectation’.

RESULTS

In this section;

- Intentional selection of the career training of music teaching and
- Differentiation of the music teacher candidates who constitute the problem of the study, in terms of other occupational fields they plan to perform after graduation, were approached in terms of the relationship between their Motivation Levels Related to Learning an Instrument and the findings and their interpretations were given place.

A) FINDINGS AND INTERPRETATIONS RELATED TO THE RELATINSHIP BETWEEN THE INTENTIONAL SELECTION OF MUSIC TEACHING AND MOTIVATION LEVELS RELATED TO LEARNING AN INSTRUMENT

Table 1: Frequency and Percentage Distributions Related to the Answers Given to the Question “*Did you intentionally select to be a music teacher?*” of the Sample

<i>“Did you intentionally select to be a music teacher?”</i>	<i>f</i>	<i>%</i>
Yes	354	87,8
No	49	12,2
Total	403	100,0

When examining the frequency and percentage distributions of answers given by the students, regarding the question “Did you intentionally select the career training of music teaching?” in Table 1, it is seen that while the rate of students giving the answer yes is 87,8%, the rate of students giving the answer no is 12,2%.

Table 2: Transverse Table Distributions of the Sample Related to the Answers Given to the Questions “Did you intentionally select the career training of University – Gender – to be a Music teacher?”

UN.	<i>Did you intentionally select to be a music teacher?</i>			Total	
		Yes	No		
A.İ.B.U	Girl	f	44	2	46
		%	95,7%	4,3%	100,0%
	Boy	f	19	2	21
		%	90,5%	9,5%	100,0%
Total	f	63	4	67	
		%	94,0%	6,0%	100,0%
D.E.U.	Girl	f	49	3	52
		%	94,2%	5,8%	100,0%
	Boy	f	21	2	23
		%	91,3%	8,7%	100,0%
Total	f	70	5	75	
		%	93,3%	6,7%	100,0%
G.U.	Girl	f	75	17	92
		%	81,5%	18,5%	100,0%
	Boy	f	28	3	31
		%	90,3%	9,7%	100,0%
Total	f	103	20	123	
		%	83,7%	16,3%	100,0%
M.U.	Girl	f	71	11	82
		%	86,6%	13,4%	100,0%
	Boy	f	47	9	56
		%	83,9%	16,1%	100,0%
Total	f	118	20	138	
		%	85,5%	14,5%	100,0%

As is seen in the statement above, while the highest rate of the answers yes given to the question “Did you intentionally select the career training of Music Teaching?” belongs to the female students at Bolu İzzet Baysal University, the lowest rate belongs to the female students at Ankara Gazi University.

While the highest rate of male students giving the answer yes to the same question belongs to Dokuz Eylül University, it is seen that the lowest rate belongs to the male students at the Marmara University.

The following tables hold the results related to 4 lower dimensions which were revealed as a result of the factor analysis studies of the Motivation Scale of Personal Instrument Instruction Lesson of the music teacher candidates who participated in the study.

Table 3: t Test Results of the Relationship Between the Status of Intentional Selection of the Career Training to be a Music Teacher and Lower Dimension of Motivation / Concern

	<i>Did you intentionally select to be a music teacher?</i>	N	\bar{X}	ss	t-test		
					t	sd	p
<u>Concern</u>	Yes	353	32,68	6,413	2,657	400	,008
	No	49	30,06	6,893			

According to the result of the independent group t-test, the relationship between the variable of selecting and not-selecting the occupation of teaching intentionally, concerning the points acquired from the lower dimension of the Concern of the motivation scale, was found statistically significant ($t= 2,65; p<.01$). According to this result, it could be said that the students who intentionally select the occupation of teaching have a higher score of concern, compared to the students who select it unintentionally.

Table 4: tTest Results of the Relationship Between the Status of Intentional Selection of the Career Training to be a Music Teacher and Lower Dimension of Motivation /Education Environment

	<i>Did you intentionally select to be a music teacher?</i>	N	\bar{X}	ss	t-test		
					t	sd	p
<u>Education Environment</u>	Yes	354	20,53	3,427	1,696	401	,091
	No	49	19,67	2,495			

According to the result of the independent group t-test, the relationship between the variable of selecting and not-selecting the occupation of teaching intentionally, concerning the points acquired from the lower dimension of the Education Environment of the motivation scale, was not statistically found significant ($t= 1,69; p>.05$). According to this result, there is no difference between the students who select the occupation of teaching intentionally and the ones who select it unintentionally, in terms of the education environment point.

Table 5: t Test Results of the Relationship Between the Status of Intentional Selection of the Career Training to be a Music Teacher and Lower Dimension of Motivation/ Environment

<i>Did you intentionally select to be a music teacher?</i>		N	\bar{X}	ss	t-test		
					t	sd	p
Environment	Yes	354	16,79	3,034	-	401	,857
	No	49	16,88	5,195	,180		

According to the result of the independent group t-test, the relationship between the variable of selecting and not-selecting the occupation of teaching intentionally, concerning the points acquired from the lower dimension of the Environment of the motivation scale, was not statistically found significant ($t= -0,18$; $p>.05$). According to these results, there is no difference between the students who select the occupation of teaching intentionally and the ones who select it unintentionally, in terms of the environment point.

Table 6: t Test Results of the Relationship Between the Status of Intentional Selection of the Career Training to be a Music Teacher and Lower Dimension of Motivation/ Occupational Expectation

<i>Did you intentionally select to be a music teacher?</i>		N	\bar{X}	ss	t-test		
					t	sd	p
Occupational Expectation	Yes	353	17,93	5,068			
	No	49	17,37	4,271	,744	400	,457

According to the result of the independent group t-test which was made in attempt to determine whether the points acquired from the lower dimension of the Occupational Expectation of the motivation scale show a significant difference according to the variable of selecting and not-selecting the occupation of teaching intentionally, the difference between the arithmetical averages was not found statistically significant ($t= 0,74$; $p>.05$). According to these results, there is no difference between the students who select the occupation of teaching intentionally and the ones who select it unintentionally, in terms of occupational expectation point.

B) FINDINGS AND INTERPRETATIONS RELATED TO THE RELATIONSHIP BETWEEN THE STATE DIFFERENTIATION IN TERMS OF OTHER OCCUPATIONAL FIELDS THEY PLAN TO PRACTICE AFTER GRADUATION AND MOTIVATION LEVELS RELATED TO LEARNING AN INSTRUMENT

Table 7: Frequency and Percentage Distribution of the Sample Related to the Answers Given to the Question “*Which occupation do you plan to practice after graduation?*”

<i>Which occupation do you plan to practice after graduation?</i>	<i>f</i>	<i>%</i>
Music Teacher	148	36,7
Playing in orchestra	23	5,7
Soloist	13	3,2
Academic carrier	197	48,9
Any job	22	5,5
Total	403	100,0

Considering the answers given to the question “Which occupation do you plan to practice after graduation?”, it is seen that most of the students plan to have an academic career with a rate of 48,9% and that this majority is followed by students who plan to teach, with a rate of 36,7%. It is also seen that while 5,7% of the students plan to become orchestral artists, 3,2% of them plan to become soloist artists and 5,5% of them plan to practice an occupation outside of the music field.

Although the majority of the sample (87,8%) indicated that they selected the occupation of teaching intentionally, it is seen that they prefer the academic career at higher rates compared to the occupation of teaching (48,9%). Considering this result, it could be thought that the sample group assess and target the academic career within the occupation of teaching.

When examining the distribution of the answers given to the question “Which occupation do you plan to practice after graduation?”, it is seen that with a rate of 53,7%, Abant İzzet Baysal University constitutes the largest group which plans to practice teaching. Considering the answers of the students at Marmara University, it is seen that 29,0% of them plan to practice teaching.

Table 8: Transverse Table Distributions of the Sample Related to the Answers Given to the Questions *“University – Gender - Which occupation do you plan to practice after graduation?”*

UNV.	Which occupation do you plan to practice after graduation?						Total			
		Music Teacher	Playing in orchestra	Soloist	Academic carrier	Any job				
A.I.B.U.	Gender	Girl	f	26	3		17	46		
			%	56,5%	6,5%		37,0%	100,0%		
	Gender	Boy	f	10	1		10	21		
			%	47,6%	4,8%		47,6%	100,0%		
	Total	f	36	4		27	67			
		%	53,7%	6,0%		40,3%	100,0%			
	D.E.U.	Gender	Girl	f	22	1	2	23	4	52
				%	42,3%	1,9%	3,8%	44,2%	7,7%	100,0%
		Gender	Boy	f	11	1	3	6	2	23
				%	47,8%	4,3%	13,0%	26,1%	8,7%	100,0%
Toplam		F	F	2	5	29	6	75		
		%	44,0%	2,6%	6,7%	38,7%	8,0%	100,0%		
G.U.		Gender	Girl	F	28	3	0	57	4	92
				%	30,4%	3,3%	,0%	62,0%	4,3%	100,0%
		Gender	Boy	F	11	1	2	15	2	31
				%	35,5%	3,2%	6,5%	48,4%	6,5%	100,0%
	Toplam	f	39	4	2	72	6	123		
		%	31,7%	3,3%	1,6%	58,5%	4,9%	100,0%		
	M.U.	Gender	Girl	F	26	9	1	42	4	82
				%	31,7%	11,0%	1,2%	51,2%	4,9%	100,0%
		Gender	Boy	f	14	4	5	27	6	56
				%	25,0%	7,1%	8,9%	48,2%	10,7%	100,0%
Total		f	40	13	6	69	10	138		
		%	29,0%	9,4%	4,3%	50,0%	7,2%	100,0%		

Table 9: Results of Kruskal Wallis Test of a Significant Relationship between the Answers to the Question “*Which occupation do you plan to practice after graduation?*” and the Lower Dimension of Motivation / **Concern**

Groups	N	Aritmetic Averages	Sd	χ^2	p
Music Teacher	148	167,79			
Playing in orchestra	23	229,67			
Soloist	13	181,23			
Academic Carrier	196	231,17		4	31,998
Any Job	22	146,45			,000
Total	402				

According to the statement above, the points obtained by the students from the lower dimension of concern of the motivation scale show a difference in accordance with the occupation type the students plan to practice in the future ($\chi^2(4) = 31,99, p < .01$). When examining, among which groups this difference, which emerges statistically, is, it was found that the points obtained by students, who want to have an academic career and orchestra artistry from the lower dimension of concern of motivation scale are significantly greater than the points of students who want to practice an occupation outside of teaching.

Table 10: Results of Kruskal Wallis Test of a Significant Relationship between the Answers to the Question “*Which occupation do you plan to practice after graduation?*” and the Lower Dimension of Motivation / **Education Environment**

Groups	N	Aritmetic Averages	Sd	χ^2	p
Music Teacher	148	201,00			
Playing in orchestra	23	206,48			
Soloist	13	162,35			
Academic Carrier	197	205,57		4	1,823
Any Job	22	195,50			,768
Total	403				

According to the statement above, the points obtained by the students from the lower dimension of education environment of the motivation scale do not show a difference, compared to the variable of the occupation type the students plan to practice in the future ($\chi^2(4) = 1,82, p > .05$). This finding reveals the fact that the points they obtain from the lower dimension of education environment of the motivation scale do not change according to the variable of the occupation type the students plan to practice in the future.

Table 11: Results of Kruskal Wallis Test of a Significant Relationship between the Answers to the Question “*Which occupation do you plan to practice after graduation?*” and the Lower Dimension of Motivation / **Environment**

Groups	N	Aritmetic Averages	Sd	χ^2	p
Music Teacher	148	181,18			
Playing in orchestra	23	247,74			
Soloist	13	217,23	4	17,964	,001
Academic Carrier	197	217,86			
Any Job	22	143,23			
Total	403				

According to the statement above, the points obtained by the students from the lower dimension of environment of the motivation scale show a difference, compared to the variable of the occupation type the students plan to practice in the future ($\chi^2(4) = 17,96$, $p < .01$). When examining, among which groups this difference, which emerges statistically, is, it was found that the points obtained by students, who want to practice orchestra artistry from the lower dimension of environment of motivation scale are significantly greater than the points of students who want to practice an occupation outside of teaching.

Table 12: Results of Kruskal Wallis Test of a Significant Relationship between the Answers to the Question “*Which occupation do you plan to practice after graduation?*” and the Lower Dimension of Motivation / **Occupational Expectation**

Groups	N	Aritmetic Averages	Sd	χ^2	p
Music Teacher	148	188,64			
Playing in orchestra	23	202,30			
Soloist	13	154,12	4	12,009	,017
Academic Carrier	196	219,34			
Any Job	22	156,23			
Total	402				

According to the statement above, the points obtained by the students from the lower dimension of occupational expectation of the motivation scale show a difference, compared to the variable of the occupation type the students plan to practice in the future ($\chi^2(4) = 12,09$, $p < .05$). When examining, among which groups this difference, which emerges statistically, is, it was found that the points obtained by students, who want to have an academic career from the lower dimension of occupational expectation of motivation scale are significantly greater than the points of students who want to practice an occupation outside of teaching and soloist artistry.

CONCLUSION

Considering the relation between the state of “Selecting the occupation intentionally”, concerning the teacher candidates and the motivation level directed at personal instrument, it was seen that the ones selecting their occupations intentionally have higher ‘lower’ dimension points of concern of the motivation scale. From this result, the fact that the students who selected the occupation of teaching intentionally, as well, have interest in personal instruments could be interpreted as these teacher candidates are motivated for instrument teaching.

In his article on selection and importance of occupation, Tuzcuoğlu (1994) expressed the significance of occupation selection as “the most important power that motivates a person is the motivation to realize oneself” (Corey 1982), accordingly, he emphasized the fact that if the occupation selected by the person is appropriate for his characteristics, then the person can realize himself and function in a literal sense.

According to the variable of “the occupation they plan to practice in the future”, their motivation levels directed at their personal instruments show a significant difference.

It was found that the points obtained by the students, who want to practice academic career and orchestra artistry, from the lower dimension of concern of the motivation scale were significantly greater than the points obtained by the students, who want to practice an occupation outside of teaching.

It was found that the points obtained by the students, who want to practice orchestra artistry, from the lower dimension of environment of the motivation scale were significantly greater than the points obtained by the students, who want to practice an occupation outside of teaching.

It was found that the points obtained by the students, who want to practice academic career, from the lower dimension of occupational expectation of the motivation scale were significantly greater than the points obtained by the students, who want to practice an occupation outside of teaching and soloist artistry.

SUGGESTIONS

Music teacher candidates shall make the selection of instrument at the beginning of their education by taking the factors of concern, occupational expectation, education environment and environmental motivation and the relationship of these factors both with one another and personal characteristics and possibilities of the candidate into consideration.

Additionally, the results obtained from this study attracted attention to important points, in terms of personal instrument selection and personal instrument training at institutions which educate music teachers. Importance of instrument training in the occupational training of music teaching gains more importance each passing day. Results of the study shall be taken into consideration and assessed in order

to evaluate the instrument training and occupational training of music teaching at these institutions both qualitatively and quantitatively and regenerate even further.

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