

## Motivation Levels of Preservice Music Teachers in Turkey

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### ARTICLE INFO

#### Article history

Received: October 04, 2023

Accepted: January 13, 2024

Published: January 31, 2024

Volume: 12 Issue: 1

Conflicts of interest: None

Funding: None

### ABSTRACT

Individuals need motivation in their work, this motivation makes individuals more efficient. Considering that music education is a long way, individuals become more successful with certain discipline and motivation, and the pleasure in the work done increases. This study was conducted to examine the musical motivation levels of prospective music teachers in Turkey. In this study, survey design, which is one of the quantitative research methods, was used. The sample group of the study consisted of 4<sup>th</sup> grade students by using the easily accessible case sampling method, which is one of the purposeful sampling methods. The first data collection tool is the «Personal Information Form» developed by the researcher to obtain the demographic characteristics of the students, and the second data collection tool is the «Motivation Scale» developed by Asmus in 1989 to measure the musical motivation of the students. Percentage, frequency and independent t-test analysis techniques were used in the analysis of the research data. According to the results of the research, it was seen that musical background affected motivation in the gender variable, while environmental factors and individual music interest in the family did not affect motivation. Regarding the age variable, it was found that musical background and environmental factors had no significant relationship with musical motivation, but individual musical interest in the family affected motivation.

**Key words:** Music Education, Musical Motivation, Music Teaching, Literacy

## INTRODUCTION

### Motivation and the Relevant Approaches

Motivation is the biggest factor affecting the sustainability of human behaviors. The severity and stability of behavior directed at a target and the direction of this behavior are directly associated with motivation. Although it is not very easy to decide on which of the resulting behaviors are motivated or not, we can say that motivated behavior appears in a more organized and more directed manner compared to others and these types of behaviors are called instinctive behaviors. Motivation is defined as an intrinsic power (of the individual) that initiates a behavior and determines its direction and continuity (Aydın, 2002).

Önen and Tüzün (2005), explained the motivation process as follows:

The driving force (impulse) caused by the intrinsic or extrinsic stimulus that pushes the individual toward a certain goal,

- Behaviors exhibited to achieve the goal directed by impulse,
- Ensuring satisfaction by achieving the goal,
- Positive feedback provided by the satisfaction ensured,
- An intrinsic reaction (motivation) caused by the desire to experience positive results again.

Motivation creates a cycle that includes the four stages listed below:

- Needs
- Impulse
- Behavior
- Goal

The reason behind the needs observed in the first stage of this cycle is motivation. Thus, the behavior that occurs leads to the goal. When the goal is achieved, the need is met at least temporarily (Önen & Tüzün, 2005).

When we consider motivation in terms of musical life, we can explain it as the fact that “the student becomes willing and needs to do studies about his/her musical life”.

There are basically two types of motivation, including intrinsic and extrinsic motivation. Intrinsic motivation occurs when an individual does an activity or a work without any extrinsic stimulus, just for reasons such as pleasure and satisfaction caused by doing it. In intrinsic motivation, the activity or the work itself has a motivational value, and the individual performs the activity without the need for any extrinsic effect. In this context, the student is actually motivated to learn. The action of learning itself is motivational (Duy, 2007).

Extrinsic motivation arises from external rewards, such as gifts, status, promotion, grades, monetary reward, cup,

medal, degree awarding, creating competition, desire to be better than others, and desire to make others happy, which leads the student to act completely to reach these awards or to avoid situations in which he/she will be embarrassed and in distress or to avoid punishment (Yılmaz, 2020).

Motivation takes an important place in behavioral learning theory. The condition for the student to learn any behavior is that he/she must be willing to that behavior. Therefore, positive reinforcement has a motivating effect (Özden, 2005).

The cognitive approach theory, which argues that internal factors are more important than external factors, emerged as a reaction to the behavioral approach. Therefore, cognitive theorists maintained their studies on intrinsic motivation. According to the cognitive theory, the individual has an idea about the result of his/her behaviors and can make a choice among these results with his/her free will.

According to cognitive theory advocates, learning is the development of an individual's capacity to act. Cognitive factors and mental processes are effective in learning, and they are mostly in the form of understanding, perception, thinking, emotion, and creation. According to this theory, students do not react to external events or physical situations, but they react according to the way they are interpreted (Selçuk, 2001). As a conclusion, motivation, which was initially attempted to be explained by intrinsic factors such as impulse, reaction, and stimulus, started to be explained by extrinsic factors that vary depending on personal characteristics such as goal setting, self-efficacy, reaching the goal, need for achievement, and arousing curiosity, along with the cognitive approach theory.

The behaviorist approach conveys human behavior as the reactions of the organism to stimuli in the external environment. Pavlov, Watson, Thurndike and Skinner made important contributions to the development of behaviorism, which downplays the influence of mental processes on behavior. In particular, Skinner's work on behaviorist learning has made the behaviorist approach effective in many social sciences, especially in educational communication (Aydın, 2000). Humanistic theory is an approach that places great value on human potentials and emphasizes that the individual can direct his/her own life as he/she wishes (Onur, 2018). Considering these approaches, it can be said that both behavioral and humanistic approaches were used in the study. It examines the human as a whole within mental, emotional, and social factors and focuses on how these factors affect learning and motivation. According to this approach, every student is motivated. Therefore, the exhibition of attitudes, such as absolute acceptance, empathy, effective listening, and transparency, by the teacher is required so that the student cannot be extrinsically demotivated. The humanistic approach, which suggests student-centered education, emphasizes that the teacher should also act autonomously without being overly attached to the program (Akbaba, 2006).

### **Musical Motivation**

The student should participate in the music course both mentally and physically and be aware of what he/she does in that course so that he/she can motivate himself/herself

truly. Students may be asked why they have to work in order to keep them in the course, both mentally and physically. Providing a discussion environment for students entirely increases their participation in the course and helps them to be motivated because children will think that they have done something on their own if they understand the benefits of the activity they have performed in the course, the subject, and the meaning and goal of that activity, which will enable them to be easily motivated. Providing diversity also increases motivation because diversity is a means of motivation. Music provides a good variety of planning, in addition to providing different activities. The experiences gained by students will give pleasure to them. Therefore, they will be motivated to learn. Being successful is a motivating factor, and good teaching provides this situation (Çilden, 2001).

In music education, we sometimes encounter events that we do not enjoy doing, but that are needed to be done. We need motivation in such cases. In such circumstances, thinking about the pleasure to be taken by the end of the work to be done and considering this work as if it had been completed motivate us. Nevertheless, separating the work to be done into small pieces and acting from part to whole provide motivation to finish all that work. We can provide motivation by thinking about what we will achieve by starting the work to be done and the losses that may occur by delaying the start (Ceviz, 2003). As a result of the motivation we have achieved in this way with intrinsic factors, musical learning that we intend to gain becomes more permanent and solid.

In Erdem's (2013) study "Evaluation of Music Teacher Candidates' Motivation Levels Regarding Individual Instrument Education", when the relationship between individual instrument motivation levels and demographic factors was examined, it was found that there was a significant difference according to the class variable and the type of individual instrument selected, but no significant difference was found according to the graduation school, gender, mother and father education status variables. And again, in Karaçoban's (2019) study titled "Investigation of the Motivation Levels of Flute Students of the Faculty of Fine Arts and Education towards their Instruments", it was determined that there was a significant difference between the motivation levels of flute students studying in the music department towards their instruments and their demographic status between the age, gender, university, class and socioeconomic status of the students and their motivation levels towards their instruments. Mutlu (2019) conducted a study titled "The Effect of Environmental Conditions of the Educational Institution in which Music Teachers Work on Teacher Motivation" and investigated the job motivation levels of music teachers in the current environmental conditions and in this direction, it was determined that the job motivation of music teachers can be positively and negatively affected by the social environment and physical conditions, the presence of a music classroom with music and stage equipment in the institutions where they work, and the presence of necessary tools for instructional technologies in their classrooms. According to another result obtained from the research, it was concluded that the positive and negative attitudes of the school administration

and provincial administration towards the professional efforts of music teachers, the presence of cultural and social activities in the region where they work and their ability to participate in them positively affect the work motivation of music teachers. Again, in Yılmaz's (2020) master's thesis titled "Investigation of music teachers' efforts to increase students' motivation for music lessons", the motivational activities that 58 music teachers could perform on their own were found to be high. However, some motivational activities that require financial and moral support were found to be relatively low. When the above studies are examined, it can be said that motivation affects individuals both internally and externally. Studies have revealed that the phenomena that increase their motivation in their individual work can be affected positively or negatively as a result of certain demographic status and variables.

When the related literature is examined, it is seen in the studies that motivation has effects on the effect of music education. It can be said that the effect of motivation in the daily lives of individuals is an increase in daily life. In this direction, it is thought that examining the motivation levels of students studying in the department of music education with certain variables may contribute to the effect of motivation levels on the study. In this context, the problem of the research was determined as determining the determination of the relationship between the motivation levels of prospective music teachers in Turkey and demographic variables,

The sub-problems of the research are listed as follows;

1. Is there any significant relationship between students' musical motivation and gender variables?
2. Is there any significant relationship between students' musical motivation and age variables?
3. Is there any significant relationship between students' musical motivation and individual musical interest in the family?

## METHOD

### The Method of the Research

The study was based on the survey method, which is a research approach that describes a situation in the past or present as it exists and aims to define it. Whatever the subject of the research is, it does not make an attempt to change and affect them. What needs to be known is obvious. The aim is to observe and determine that thing correctly. The main aim is to observe it without attempting to change it (Karasar, 1984).

### Data Collection

In this section, information is given about the measurement tools to be used in the study.

In the study, "The Motivating Factors" scale, the original version of which was developed by Asmus in 1989, was used to measure the musical motivation levels of elementary school students receiving basic music education. This Likert-type scale, in which subjects are brought to the fore, aims to measure achievement motivation, specifically in music education systems. It is rated as 5 to 1 with answer options,

including Extremely Important-Quite Important-Important-Somewhat Important-Not important, and determining factors that indicate success and failure in music are presented to students on this scale. Students are asked to indicate how important these factors are (Daniel, 2006).

This scale consisting of 35 questions includes subtests indicating different motivational attributions. Questions 1, 6, 14, 18, and 27 attribute success in music to make an effort. Questions 2, 7, 11, 15, 19, 25, and 28 indicate success based on having a musical background. Questions 3, 8, 12, 20, 24, and 29 address success based on the classroom environment and environmental factors. Questions 4, 9, 13, 21, 26, and 30 attribute success to the talent factor. Questions 5, 10, 16, 17, 22, 23, and 31 include attributions related to the student's perceptions and feelings about music.

As a result of the Cronbach's alpha reliability analysis performed for the use of the scale in the study, the scale was quite reliable since the Cronbach's alpha is determined to be = 0.963. This scale developed by Asmus (1989) was applied to the students face-to-face by the researcher.

Personal Information Form, It is a form consisting of 20 questions prepared by the researcher to get an idea about the demographic information of the students who participated in the study. While creating this form, the students were observed in terms of their musical success, their harmony with school and friends, and the lessons with the students until they reached the 4<sup>th</sup> grade, and in this direction, the Personal Information Form was created by the researcher.

### Working Group

In this study, convenience sampling method, which is one of the purposive sampling methods, was preferred. Convenience sampling method is a sampling method in which the sample that is easy to access and close is selected (Yıldırım & Şimsek, 2018). Students in the fine arts education music education department in Turkey constituted the population of the study. The sample group consists of the 4<sup>th</sup> grade students of Fine Arts Education Department of Music Education, Marmara University in Istanbul, Turkey. The total number of these students was 50, consisting of 27 female and 23 male students. The study was conducted in the 2021-2022 academic year.

### Analysis of Data

All data of the students collected by the Personal Information Form and the Musical Motivation Scale were analyzed by SPSS for Windows 22.0 package program. Before analyzing the data, normal distribution was made for the selection of the analyses to be applied. In this sense, besides Kolmogorov-Smirnov and Shapiro-Wilk normality tests, the normality distribution status of the data was decided by looking at the Normal Q-Q Graph. In this context, t-Test was used for two-group data for normally distributed data.

The significance level was considered to be .05 in all statistical calculations related to the examination of students' musical motivation levels. When the significance value was found to be less than .05 ( $p < .05$ ), the differences/relationships

between the groups (categories) of the independent variables were considered to be “significant,” and the results were evaluated accordingly.

## FINDINGS

In this part of the research, the results are presented according to the sub-problems of the research. In this direction, is there a relationship between students’ musical motivation and gender variables? In Table 1, the findings related to the sub-problem of the research, which is the 2<sup>nd</sup> sub-problem of the research, Is there a relationship between students’ musical motivation and age variables? In Table 2, is there any relationship between students’ musical motivation and individual musical interest in the family? The 3<sup>rd</sup> sub-problem is given in Table 3.

In Table 1, the effect of students’ gender on their scores from the musical motivation subscales and the overall musical motivation scale were examined based on the independent t-test result. Accordingly, while gender had a significant effect on the musical background factor subscale ( $p < .05$ ), it was observed that their gender did not have a significant effect on the scores they obtained from the environmental subscale

( $p > .05$ ). In general, in the Musical Motivation Scale, it was observed that there was no significant relationship between the scores of the students and their gender ( $p > .05$ ).

In Table 2, the effect of students’ age variables on the scores obtained from the sub-dimensions of the musical motivation scale and the general musical motivation scale was analyzed according to the independent t-test results. According to this, no significant difference was found in the sub-dimension of musical infrastructure factor and environmental factors sub-dimension, but a significant difference was found in individuals with individual interest in music in the family. In this direction, it can be said that individuals who have an interest in music in their family affect student motivation.

In Table 3 presented above, the effect of the presence of an individual musical interest in the family on students’ scores from the musical motivation subscales and the overall musical motivation scale were examined based on the independent t-test result. Accordingly, it was observed that the presence of an individual musical interest as an amateur or professional in students’ families had no significant effect on their scores in the musical background factor and environmental factor subscales ( $p > .05$ ). In the overall Musical

**Table 1.** Comparison of male and female students’ musical motivation scores

MMS	Groups	n	M	ss	t	p
Musical background factor	Male	23	19.28	0.4124	2.425	0.001*
	Female	27	25.79	0.6125		
Environmental factors	Male	23	15.55	0.6695	1.351	0.163
	Female	27	15.35	0.5326		
Individual Musical Interest in the Family	Male	23	16.20	0.5747	3.975	0.126
	Female	27	13.38	0.4067		

\* $p < .05$

**Table 2.** Comparison of students’ musical motivation scores in terms of their ages

MMS	Groups	n	M	ss	t	p
Musical background factor	20-24	36	13.23	0.42384	7.973	0.034
	24 and above	14	22.35	0.44276		
Environmental factors	20-24	36	13.78	0.56038	1.601	0.024
	24 and above	14	23.15	0.53158		
Individual Musical Interest in the Family	20-24	36	15.57	0.44276	2.335	0.001*
	24 and above	14	15.46	0.41256		

\* $p < .05$

**Table 3.** Comparison of students’ musical motivation scores in terms of the presence of an individual musical interest in the family

MMS	Groups	n	M	ss	t	p
Musical background factor	Yes	28	25.12	0.38262	2.610	0.442
	No	22	25.14	0.42548		
Environmental factors	Yes	21	26.13	0.69760	4.911	0.753
	No	29	26.16	0.64569		
Individual Musical Interest in the Family	Yes	23	13.17	0.55140	5.299	0.675
	No	27	13.25	0.60696		

Motivation Scale, it was observed that there was no significant relationship between the students' scores and the effect of the presence of an individual musical interest as an amateur or professional in students' families ( $p > .05$ ).

## DISCUSSION

When the results of the study are examined, a significant difference was found in the level of musical background, which is the sub-dimension of the general musical motivation scale, according to the gender variable, which is the 1<sup>st</sup> sub-problem, but no significant difference was found in the other sub-dimensions of the musical motivation scale, namely environmental factor and family individual music interest sub-dimensions. Supporting this finding, Atay (2018) in his master's thesis "Investigation of music teacher candidates' music performance anxiety levels and academic motivation levels" did not find a significant difference in the academic motivation levels of music teachers according to gender variable. However, Daloğlu, 2011; Özgün, 2019, in their master's theses, it was determined that the motivation levels of women were higher than men and the motivation levels of female students were higher. In this direction, when this study conducted by the researcher and the literature are examined, different musical activities can be included in music education courses to increase students' motivation levels.

Considering the 2<sup>nd</sup> sub-dimension of the research, when the relationship between students' musical motivation and age variable was examined, a significant difference was found in the sub-dimensions of musical background, environmental factors and family individual interest in music, which are the sub-dimensions of the music motivation scale. In this direction, it can be said that the motivation levels of students with musical background are high. At the same time, environmental factors were found to increase the level of musical motivation. However, when the literature is examined, Barlık (2020), in his master's thesis study titled "Music Teacher Candidates' Motivation towards Instrument Lesson and Individual Instrument Study Habits", did not find a significant difference when he examined the variable of instrument study environments. And again, Doğan (2021), in his master's thesis, did not find a significant relationship in the variable "Is there a study environment where you stay?" in the direction that the study environment and environment increase motivation.

When the last sub-dimension of the research, "Is there any relationship between students' musical motivation and individual musical interest in the family?" variable was examined, no significant difference was found. When the literature was examined, Atay (2018) found that the education level of the family did not affect motivation. In this direction, it was concluded that individual musical interest in the family does not affect musical motivation.

## CONCLUSION

The recommendations developed based on the results of this study are described below.

- Large-scale musical activities can be organized to increase students' musical motivation levels.
- Families should never give up their support for their children receiving education in this field, and they should direct them to activities such as concerts and workshops.
- Such studies should be conducted with larger samples and compared with other dimensions.
- Students can be supported by giving seminars on issues such as musical motivation at institutions providing professional music education.

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