

## Individual Instrument Practice Habits of Musicology Students with Demographic Features and Music Literacy: Example of Kırıkkale

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### ABSTRACT

It can be said that, for the training of an instrument, based on the definitions of education that have been made so far, an individual has a process of obtaining behavioral change at the level of playing an instrument. Instrument training is presented with two different purposes as enthusiastic and professional. Individuals who have been given professional instrument training need to be regular, disciplined, and need to gain the habit of instrument playing with patience by using the time correctly. This research was conducted to put forward the relationship between individual instrument practice habits of musicology students and different variables. This is a research that describes due diligence. The population and sample of this research consist of the students taking instrument lessons at Music Department and Music Science Department, Faculty of Fine Arts, the University of Kırıkkale. In the study, in which the "Individual instrument playing habits" of musicology students were examined in a versatile manner with the descriptive scanning method, remarkable differences have been reached according to the demographic characteristics of the participants. According to the research findings, it was seen that participants showed a very high level of competence in terms of preparation for the study, and their desire to value and interest in the study was at a high level. Alongside this, it has been observed that there are issues in the habits of using the time correctly in studies on individual instrument lessons of musicology students.

**Key words:** instrument training, Kırıkkale, music literacy, musicology, practice habits

### INTRODUCTION

Instrument training is a difficult process and it requires patience for an individual. "Even though it is seen as one of the most colorful branches of art, in reality, it requires a challenging education process and disciplined work" (Serin Özparlak and Kalkanoğlu, 2018, p. 611). For instrument training, based on the definitions having been made so far, it can be said that an individual has a process of obtaining behavioral change at the level of playing an instrument. Instrument training is presented with two different purposes as enthusiastic and professional. Individuals who have been given professional instrument training need to be regular, disciplined, and need to gain the habit of instrument playing with patience by using the time correctly. According to Boon (2020), especially in the learning process for psychomotor skills, preparation for practice processes and exercises have a significant place. In professional instrument training, a variety of studies has been made about instrument playing habits which is one of the most important factors influencing success (Önder, 2009; Özmenteş and Özmenteş, 2009; Parasız and Gülüm, 2007; Babacan et al., 2017; Aka, 2019; Coşkun Şentürk et al., 2018; Albayrak and Bulut, 2021).

Acquiring the habit of instrument playing brings lots of conveniences in the process of instrument training. One of these conveniences is the development of music literacy (deciphered). Along with the development of music literacy, it is thought that an individual can allocate time for other musical components and by shortening the time of playing the instrument, the individual can save on time.

Institutions that provide vocational instrument education at the undergraduate level are conservatories, music education, and musicology undergraduate programs. When we look at the structure of state conservatories, it is seen that the instrument education, which started in the pre-license period, continues at the undergraduate level as well. However, instrument education starts at the undergraduate level in music education and musicology undergraduate programs. Some of the students come to these two undergraduate programs as graduates of fine arts high schools that provide professional music education. Students who graduate from these institutions, which are official music schools, graduate as music literacy because they have the "skill to use their musical knowledge in practice" (Afacan and Şentürk, 2016, p. 230). Afacan and Şentürk (2016) defined music literacy "is the whole of the musical knowledge and practice skills necessary to realize the musical goals determined in

that field, which is related to the level at which music education will be given and the type of education” (Afacan and Şentürk, 2016, p.230).

This research was conducted to put forward the relationship between individual instrument practice habits of musicology students and different variables. This research is of great importance in that it will be applied in the music sciences department, which has a similar instrument education curriculum but is a different professional music education institution, unlike the studies on the individual instrument playing habits of music teacher students.

In this study, the instrument practice habits of musicology students were examined in terms of different variables by using the individual study habits scale developed for music teacher candidates in the musicology undergraduate program, which has a similar instrument education process to the music education undergraduate programs. Two of these variables were determined as the type of high school they graduated from and the class they were in, which determines the level of music literacy. The other two variables were determined as the age and gender of the students, which determine the demographic characteristics. Based on this problem situation, a response was searched for this question “Is there a relationship between the individual instrument study habits of musicology students with their demographic feature and music literacy?”

The research questions of this study go in this manner;

1. Is there any significant difference between the individual instrument playing habits of musicology students and gender?
2. Is there any significant difference between the individual instrument playing habits of musicology students and age groups?
3. Is there any significant difference between the individual instrument playing habits of musicology and the type of high school from which they graduated?
4. Is there any significant difference between the individual instrument playing habits of musicology and their class degree?

## METHOD

This is a research that describes due diligence. In the descriptive research model, it is fundamental to depict the study variables without interfering with the participants’ opinions, perceptions, expectations, and behaviors (Creswell, 2003). Within this framework, the “Individual Instrument Practice Habits” scale was used in the study, and the data obtained in order to reveal the relationship with the demographic characteristics of the participants were descriptively analyzed.

### Study Group

The population and sample of this research consist of the students taking instrument lessons at Music Department and Music Science Department, Faculty of Fine Arts, the University of Kırıkkale. The convenience sampling method was used to determine the research group. In the use of this sampling method, the criteria of easy access to the study

participants, economy, and voluntariness are fundamental (Malhotra, 2004; Gegez, 2010). The range of demographic variables and the range of musicology students accordingly are shown in Table 1.

When Table 1 is analyzed, 58.82% of the students are male and 41.18% of them are female. 23.53% of the participant students are first grade, 41.18% of them are second grade, 15.69% are third grade, and 19.61 of the participant students are fourth grade. In terms of age groups, 78.43% of the students are in the group of 13-23, 21.57% of them are over the age of 24.

### Data Collection Tools

In this study, ‘Individual Instrument Practice Habits’ in music education scale was used which was developed by Küçükosmanoğlu and the others (2017). The survey tool consists of 18 items. Structural validity of scale “Individual Instrument Practice Habits” has been examined by factor analysis and in the light of findings, it has been seen that the survey tool has 4 sub-factors. These are the scale of “Valuing Study”, “Preparation for Study”, “Interest and Desire”, “Using Time Correctly”. According to the results of the rotated component matrix analysis, the Kaiser-Meyer-Olkin value of the scale items was.925; the Barlet test result is significant. The Cronbach Alpha reliability of the survey tool in the 5-point Likert form has taken values between.72 and.86 for each sub-dimension. According to these data, it can be said that it has a sufficient and high level of validity and reliability to use the Personal Instrument Practice Habits scale in the study.

### Analysis of the Data

Whether the scores of musicology students from the “Individual Instrument Practice Habits Scale” meet the assumptions of normal distribution were analyzed by skewness, kurtosis, histogram, and Shapiro-Wilk test. The skewness, kurtosis coefficients, and Shapiro-Wilk values of their scores indicate that the scores of the participant students in the groups do not meet the assumptions of normal distribution. In this context, statistical techniques of Non-Parametric were used. For this purpose, descriptive analysis of individual instrument practice habits of musicology

**Table 1.** Demographic information of music students participating in the study

		f	%
Gender	Female	21	41.18
	Male	30	58.82
Grade	1	12	23.53
	2	21	41.18
	3	8	15.69
	4	10	19.61
Age	18-23 age	40	78.43
	Over the 23	11	21.57
	Total	51	100

students, arithmetic mean and standard deviation; Mann-Whitney U test was used to compare the scores of the participants from the scale according to gender, age, and type of high school which they graduated, and finally, Kruskal Wallis Chi-Square Techniques were used to compare the scores according to grade level.

**FINDINGS**

In Table 2, descriptive analysis results of the musicology students’ score of Individual Instrument Practice Habits is seen.

According to the analyses, the mean of ‘Valuing Study’ dimension of the scale was 4.10±0.73; the mean score of ‘Preparation for Study’ dimension was 4.58±0.66; the mean score of ‘Interest and Desire’ dimension was calculated as 3.87±0.93 and lastly, the mean score of ‘Using Time Correctly’ dimension was calculated as 3.22±0.91. According to these results, it can be understood that preparation for work of music teacher candidates are very high, valuing study and interest and desire requests are high, notwithstanding habits of using time correctly are in the medium level.

In Table 3, results of comparison of Musicology Students’ Individual Instrument Practice Habits by gender variable are seen. According to the test of Mann Whitney U analyses, 1.52 Z-value between the two groups’ valuation scores, 1.97 Z-values between the preparation for study scores; a Z-value of 0.37 was calculated in the dimension of interest and desire and lastly, a Z-value of 0.47 in the dimension of using time correctly. According to these findings, there is a significant difference by gender only in the dimension of preparation for study. In this dimension, it was seen that male students achieved significantly higher score rankings when it is compared to their female peers.

In Table 4, Results of the comparison of Musicology Students’ Individual Instrument Practice Habits by age groups are seen. According to the analysis, 0.25 Z-value

between two different age groups’ valuation scores, 0.40 Z-values between preparation for study scores; a Z-value of 0.55 was calculated in the dimension of interest and desire and, finally, Z-values of 0.08 in the dimension of using time correctly. According to these, there was no significant difference between individual instrument practice habits according to the age of the participants.

In Table 5, Comparison of Musicology Students’ Individual Instrument Practice Habits by kind of high school they graduated is seen. According to the analysis, a Z-value of 0.83 between the scores of valuing study of two different graduate groups, a Z-value of 1.99 between the scores of preparation for study; a Z-value of 1.13 was calculated for the field of interest and desire, and lastly a Z-value of 0.42 for the field of using time correctly.

In Table 6, a Comparison of Musicology Students’ Individual Practice Habits by grade level is seen. According to the Chi-Square Analysis, value among the four grade levels’ valuation scores ( $X^2=2.22$ ), preparation for study scores ( $X^2=10.67$ ), interest and desire ( $X^2=1.08$ ), using time correctly ( $X^2=0.25$ ). According to these findings, only in the field of preparation for the study, there was a significant difference according to the grade level. In this dimension, non-field first, second and third-year students achieved remarkably higher score rankings compared to fourth graders. It has been observed that the preparation habits of musicology students decrease as the grade level increases.

**DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

In the study, in which the “Individual Instrument Practice Habits” of musicology students were examined in a multi-dimensional way with a descriptive scanning method, remarkable differences were reached according to the demographic characteristics of the participants. According to the research findings, it was seen that participants showed a very high

**Table 2.** Descriptive analysis of individual instrument practice habits of musicology students

	N	Minimum	Maximum	<i>M</i>	Ss	Level
Valuing Study	51	1.29	5	4.10	0.73	High
Preparation for Study	51	2.50	5	4.58	0.66	Very High
Interest and Desire	51	1.50	5	3.87	0.93	High
Using Time Correctly	51	1.33	5	3.22	0.91	Medium

**Table 3.** Comparison of musicology students’ individual instrument practice habits by gender variable

	Gender	N	Rank Average	Ranks in Total	Mann Whitney U/Z	p
Valuing study	Female	21	22.24	467.00	-1.52	0.129
	Male	30	28.63	859.00		
Preparation for study	Female	21	21.60	453.50	-1.97	0.047
	Male	30	29.08	872.50		
Interest and desire	Female	21	26.90	565.00	-0.37	0.714
	Male	30	25.37	761.00		
Using time correctly	Female	21	24.83	521.50	-0.47	0.636
	Gender	30	26.82	804.50		

**Table 4.** Comparison of musicology students' individual instrument practice habits by age groups

	Age	N	Rank Average	Ranks in Total	Mann Whitney U/Z	p
Valuing to study	Over the age 23	40	26.28	1051.00	-0.25	0.800
	18-23	11	25.00	275.00		
Preparation for study	Over the age 23	40	25.60	1024.00	-0.40	0.693
	18-23	11	27.45	302.00		
Interest and desire	Over the age 23	40	25.40	1016.00	-0.55	0.580
	18-23	11	28.18	310.00		
Using time correctly	Over the age 23	40	26.09	1043.50	-0.08	0.936
	18-23	11	25.68	282.50		

**Table 5.** Comparison of musicology students' individual instrument practice habits by kind of high school they graduated

	Type of High School Graduated From	N	Average Sequence	Sequence in Total	Mann Whitney U/Z	P
Valuing to study	From Field	13	28.96	376.50	-0.83	0.403
	Out of Field	38	24.99	949.50		
Preparation for study	From Field	13	21.04	286.50	-1.99	0.045
	Out of Field	38	28.36	1039.50		
Interest and desire	From Field	13	30.00	390.00	-1.13	0.258
	Out of Field	38	24.63	936.00		
Using time correctly	From Field	13	27.50	357.50	-0.42	0.671
	Out of Field	38	25.49	968.50		

**Table 6.** Comparison of musicology students' individual study habits by grade level

	Grade	N	Average Sequence	Chi-Square	p
Valuing study	1	12	30.75	2.23	0.527
	2	21	23.36		
	3	8	28.13		
	4	10	24.15		
Preparation for study	1	12	32.67	10.67	0.014
	2	21	26.80		
	3	8	33.50		
	4	10	18.95		
Interest and desire	1	12	22.71	1.08	0.782
	2	21	26.86		
	3	8	29.31		
	4	10	25.50		
Using time correctly	1	12	24.42	0.25	0.969
	2	21	26.76		
	3	8	25.25		
	4	10	26.90		

level of competence in terms of preparation for the study, and their desire to value and interest in the study was at a high level. Alongside this, it has been observed that there are issues in the habits of using the time correctly in studies on individual instrument lessons of musicology students. These findings show resemblance with other research findings which have been carried out by Boon (2020), Kostka (2002). According to Kostka (2002), it has been found that students

have difficulty in the use and management of time in individual instrument practices and their implementation. However, according to the research which Albayrak and Bulut (2021) did, it was concluded that the individual instrument practice habits of the cello students in fine arts high schools were at a high level. When the results of this research are compared with the data obtained from related studies, it is seen that while the musical instrument study habits of undergraduate



music students are similar, different results have emerged in studies conducted at high school level.

Another finding having been obtained is about the comparison of musicology students' individual instrument practice habits according to their gender. According to the findings, a significant difference was found according to the gender in the study preparation dimension of the individual, instrument practice scale. When groups' average is examined, it has been observed that male music students exhibit remarkably higher study preparation behaviors compared to their female peers. These findings partially show a resemblance with Jardaneh's (2007) and Vermut's (2005) research findings. Unlike the result of this sub-problem, in the study of Albayrak and Bulut (2021) and Şentürk et al. (2018), it was concluded that female students have more individual instrument practice habits than male students. These researchers need to give more time to extracurricular exercises in the acquisition of technical skills. Also, Özmenteş and Özmenteş (2009) have concluded that there is no relationship between the gender of the students and their attitude to individual instrument practice. When the results of related studies conducted in different music education institutions and in different years are compared, it is seen that the relationship between instrument practice habits and gender varies.

Another variable that was discussed in the study is about examining individual instrument practice habits according to the musicology students' age groups and grade level. According to the findings, significant differences could not be found in the individual instrument practice habits in terms of age groups. Alongside it, there are differences in the individual instrument practice of the participants according to their grade level. According to the analysis, as the grade level increased, it was observed that the preparation habits of the music teacher candidates decreased. A similar conclusion has been reached on Aka's research (2019) as well and as the grade level increased, individual instrument practice habits decreased. Dissimilar to the results obtained from this sub-problem, according to the results obtained by Parasız and Gülüm (2007), Şentürk et al. (2018) and Babacan et al. (2017), it was observed that the habit of practising individual instruments increased as the grade level increased. In Albayrak and Bulut (2021)'s study, it was observed that individual instrument practice habits did not differ at the class level. When the results of this study are compared with the results of other studies, it is seen that, contrary to the data obtained in music education programs, instrument study habits decrease as the grade level increases in the musicology program.

The last finding obtained in this study is about examining individual instrument practice habits according to the type of high school they graduate from. According to the research findings, significant differences were found only on the dimension of preparation to study, the type of high school. In this dimension, it was observed that students who graduated from a non-field high school exhibited significantly higher study preparation behavior compared to their friends who graduated from the field. According to Karpinski (2000) and Yayla (2006), the readiness of the students has an important place. Especially musicology students whose

prequalification of individual instruments is low compensate for this deficiency by working more and allocating time for exercises. Based on the results of this research, it is recommended to instrument educators to be a good guide in the instrument study process to students. In addition, it is recommended to investigate the individual instrument study habits of musicology students with different variables and a larger universe, sample. Thus, it will be possible to propose solutions to the negativities in the individual instrument study process of musicology students through experimental research.

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