Examining Music Students' Self-Regulation Behaviors

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Abstract: This research aims to examine the self-regulation behaviors of students studying at undergraduate level in music fields in different faculties in their music education processes and the differentiation of these behaviors according to various variables, and to collect students' opinions about instrument playing behaviors. In this study, which used mixed method, data were collected by scanning and interview techniques. For the quantitative part of the study, the scale developed by Miksza (2012) draws attention when the studies examining selfregulation strategies in music education are examined. This scale was later adapted into Turkish by Ersözlü and Miksza (2015) and named "Self-Regulation Behaviors of Music Students". In the study, a personal information form was also used in order to obtain information about the socio-demographic variables of the participants before the scale questions. the research consists of students (n=240) studying in music undergraduate programs in Conservatories, Fine Arts and Art Design Faculties and Education Faculties located in different regions of Turkey. In the results, it was seen that there were significant differences between the 3rd and 4th grades behavior of the students, and in terms of the method between the 1st and 3rd and 3rd and 4th years in terms of the instrument study year. In addition, students say that they start a new piece with excitement by reading the notes, plan the time to finish the pieces, record and listen to the audio for self-control, evaluate themselves, use personal strategies such as taking notes, and they cannot allocate enough time to study.

Keywords: Music, Self-Regulation, Music Education, Learning Strategies

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Introduction

The items to be learned in the music education processes become permanent with the analysis and repetitions made by the students (Ericsson et al., 1993). In order for these repetitions to reinforce the correct behaviors, students must have a high level of awareness (Carver & Scheier, 1981). Metacognitive activities such as mindfulness help them gain conscious working habits. Students who take their own responsibility are expected to be more successful (Schon 1983, cited by Mills 2002). One of the tenets of social learning theory is that "people have the capacity for self-regulation" (Bandura, 1986). Individuals who use this capacity well tend to take responsibility for their own learning in the social environment. Later, this subject gained more attention and the concept of self-regulation was defined as "an active and constructive process in which students, who set

their own learning goals, try to regulate their cognition, motivation and behavior, create and control their goals and the variables in their environment" (Pintrich , 2000: 452).

Various models have been sought to describe this process. One of them is Zimmerman 's Social Cognitive Self-Regulation Model (2002). In this model, the learning environment is described as a pre-thinking phase, a performance phase, and a self-reflection phase. In the process of self-regulation, internal beliefs have a great effect (Özmenteş, 2014, Şeker, 2014). Self-efficacy beliefs are the state of feeling self-sufficient for the purpose. This belief affects subjects such as task choice, effort, perseverance, resistance and success (Schunk & Pajares, 2001). Belief in self-locality also constitutes the source of self-regulation motivation.

There have also been models trying to explain the self-regulation process in the fields of music education. McPerson and Zimmerman 's (2011) self-regulation model in music education explained the process with the 5W 1K question technique. In the model, it is explained that the motivation sources will start and the target will be determined, and that one of the main sources of this process is self-efficacy belief. In order to evaluate the performance, special techniques for self-observation training should also be included. In addition, it was stated that it should be chosen according to concentration on subjects such as working time and place (McPerson & Zimmerman, 2011: 134).

Addition, Miksza expressed the self-regulation behaviors used in the music education processes as knowing the study method, controlling the behaviors, managing the skills of using time during the learning process and controlling the social effects (2012). Revealing the use of these and similar behaviors by music students will be beneficial in the process of creating new education plans. For these reasons, this research aims to reveal the self-regulation behaviors of music students. In the study, "Do the self-regulation behaviors of the students studying in different programs at the undergraduate level in the music education process differ significantly according to various variables?" search for an answer to the question

Method

In this research, descriptive and quantitative data were obtained and data were collected with survey models. In the study, the scale named "Self-Regulation Behaviors of Music Students", which was developed by Miksza (2012) and later adapted into Turkish by Ersözlü and Miksza (2015), was used among studies examining self-regulation strategies in music education.

In the study, a personal information form was also used in order to obtain information about the socio-demographic variables of the participants before the scale questions. The study group of the research consists of students (n=240) studying in music undergraduate programs in Conservatories, Fine Arts and Art Design Faculties and Education Faculties in different regions of Turkey. In order to reach these students, the questionnaires were applied under the control of the researcher after the necessary permissions and connections were established by contacting the relevant departments. Voluntary participation of students has been essential.

The Cronbach's Alpha value was calculated as (0.878) for the reliability of the study, and the construct validity level (59.977) was considered to be valid because this value was over 50% (Filed, 2009: 661). while it was found to be excellent with KMO (0.827).

Results and Discussion

In the results of the study, there is no significant difference according to gender variables, the instrument/vocal type, age and school types self-regulation behaviors and sub-dimensions of music students ($p>.05$). There is no significant difference according to grade levels, self-regulation behaviors and some sub-dimensions of music students ($p>.05$). But in the Behavior dimension ($p= .041$) there is a significant difference ($p<.05$). In the results of Dunnett's t post hoc test, there was a significant difference between the 3rd and 4th grades ($p=.03$) in the behavioral dimension ($p< .05$).

There is no significant difference according to musical students' instrument study years, self-regulation behaviors and some sub-dimensions ($p>.05$). However, there is a significant difference in the method dimension ($p= .013$) ($p<.05$). In the results of the Tukey post hoc test, there was a significant difference between the 1st and 3rd years ($p=.016$) and the 4th and 3rd years ($p=.046$) in the method dimension ($p< .05$).

In the results of the study, the self-regulation behavior average of the music students was found to be ($\bar{x}=148,1167$). According to the results obtained, it is thought that the rate of using the self-regulation behaviors of the music students is positive. According to McPherson and Zimmerman (2011) music students tend to use self-regulation behaviors frequently. This idea supports the research finding. There was no significant difference in terms of self-regulation behaviors scale scores and sub-dimensions according to gender. Güler (2015) stated that a significant difference was found in favor of women in the study conducted by pre-service teachers on self-regulation. The reason why this result is different from our research can be interpreted as the different characteristics of the study groups.

There was no significant difference in terms of self-regulation behaviors scale scores and some sub-dimensions according to the class variable, but there was a significant difference in the Behavior dimension ($p= 0.041$) ($p< 0.05$). According to the results of the Post hoc test, it was revealed that there was a significant differentiation in the dimension of behavior in the 3rd grades compared to the 4th grades, and it was determined that the difference was in favor of the 3rd grades. Aybek and Aslan (2017) found that there is a significant difference between 1st and 4th grades in the self-assessment dimension in favor of 1st grades in their study on pre-service teachers (467). Although this result is similar to the research finding, it is remarkable that it is in different classes.

There was no significant difference in terms of self-regulation behaviors scale scores and some sub-dimensions according to the instrument working year, but there was a significant difference in the Method dimension ($p= 0.013$) ($p< 0.05$). According to the results of the Post hoc test, this difference revealed that there is a significant

difference in the method dimension of the students whose instrument study year is the 3rd compared to the students who are in their 1st and 4th years. When the averages were examined, it was determined that there was an increase until the 3rd year, and that it decreased in the 4th year and had a higher average. Schmidt, Zdzinski, and Ballard (2006) and Şeker (2014) state that, unlike their studies on similar subjects, there were no significant differences in terms of the year variable.

Conclusion

As a result of the study, the self-regulation behaviors of music students differ according to the class variable in the behavior dimension and according to the instrument study year variable in the method dimension. Some studies have produced similar results. It is recommended to create educational environments that allow music students to use their self-regulation behaviors more controlled.

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