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Investigation of Music Teacher Candidates' Motivation and Study Skills in Voice Education Course

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Abstract

This study aims to reveal the relationship between the motivation and study skills of music teacher candidates regarding the individual voice training lesson and to reveal the relationship between these two variables. Correlational survey model was used as the research method. The population of the research was chosen from one university in seven geographical regions of Turkey, studying in the Music Education Department, using the random cluster sampling method. The sample consists of freshman students of Music Education Department in Turkey. Personal Information Form created by the researcher, "Individual Voice Training Course Motivation Scale" and "Study Skills Scale" were used as data collection tools in this research. In the analysis of the data, the percentages and frequencies of the Personal Information Form are shown in the tables. SPSS 25 package programme was used for data analysis. In the analysis of demographic variables to continuous variables, normality was tested, and t-Test and One-Way ANOVA analysis were used in cases of normality. In the absence of normality, the Kruskal-Wallis H test was used. Spearman Rank Correlation was used to observe the relationship between continuous variables.

Keywords: voice, voice training, motivation, study skills

1. Introduction

1.1 Voice and Voice Education

Music education is the educational process that aims to develop musical behaviour. Music education is applied in three interconnected areas. These are general music education, amateur music education and professional music education. General music education is the basic music education in schools. Amateur music education is the music education of individuals who want to receive music education voluntarily in certain civil organizations or in specially created opportunities. Professional music education is the music education received at music schools for talented ones who will pursue music as a profession (Uçan, 1997, pp. 32-38).

Music consists of sounds, and according to Say (2019, p. 11) sound is formed as a result of movement and sound waves are formed by vibrating moving objects. Vural and Böler (2015) explained sound according to both physical and human anatomy. According to physical science, the temporary event called sound is obtained by vibrations, that is, sound occurs as a result of the vibration of molecules in matter. In human beings, sound is the vibrations that occur when the air coming from the lungs is strangled at any point of the vocal tract and is perceived as a vowel or with a vowel. According to Zeren (2003, p. 2), sound is "a physical event that provides a stimulating effect on the brain through the transmission of the ear. In order for sound to exist, there must be the source that creates this effect, the environment that allows the stimulating effect to reach the ear, and the ear and brain to detect this effect. In the absence of one of these, there is no sound. Sound can only exist thanks to these three elements".

Sound is a mechanical energy and occurs as a result of the compression and relaxation of molecules in solid, liquid and gas environments as a result of the effects of vibrations emitted from one of the energy sources (Töreyin, 2015, p. 48).

While physically sound is the movement of molecules as a result of the vibration of an object, according to Sabar (2008, p. 25), the formation of sound anatomically "occurs as a result of the vocal cords located in the larynx vibrating with the breath. This is the raw sound that we call the primary tone/first tone, that is, the first

undeveloped form of the human voice that reaches our ears. The actual sound (voce-voice), which we define as the human voice, is the sound that resonates in the resonance cavities supported by the breath and is finalized with the participation of the speech organs."

As the air carried on the breath is strangled and shaped, it turns into forms that will express different meanings from one another, into sensations that it is called wovels and consonants. After the air coming from the vocal tract vibrates, it is shaped by hitting the obstacles on the way before leaving the respiratory tract (Kartal, 2009, p. 54).

Voice training has been defined by music educators in different dimensions. According to Töreyin (2015, p. 82), it is the process of interaction determined according to pre-planned principles and methods and applied to enable the individual to use his/her voice in accordance with the anatomical and physiological structure characteristics while singing or speaking. According to Çevik (2019, p. 53), voice training is the process of gaining the necessary behaviours for the individual to use his/her voice correctly, effectively and beautifully according to his/her anatomical and physiological structure for educational or artistic purposes on the basis of technical and musical sensitivity. According to Say (2005); "Voice training is an artistic and technical study process aiming to develop musical behaviours in the art of singing." According to Baltacıoğlu (2021, p. 7), vocal training is a vocational process that is basically based on singing training, which includes certain techniques at the artistic level, which focuses on behaviours that individuals have gained basic singing training at institutions that provide vocational music education, and aims to gain endurance to the voice. Within the scope of vocational music education in Turkey, with the Music Education Curriculum changed in 2018, the voice education course is given 1 hour a week and in the 1st and 2nd lesson periods of the first grade. Voice education course is taken one-to-one at this grade level.

Voice training is "the process of creating positive variables by protecting the naturalness and health of the larynx in individuals" behaviours related to speaking and singing, while at the same time taking into account the language and music characteristics of the work to be performed" (Kartal, 2009 p. 59). According to another definition, voice training: "The process of creating positive changes in individuals' behaviours related to speaking and singing by protecting the naturalness and health of the larynx, at the same time taking into account the language and musical characteristics of the work to be performed, is also called as voice training" (Birol Bahar, 2003, p. 114).

Principles of voice training: Töreyin (2015, p. 102) stated that the basic principles of voice education are the rules, premises, basic ideas, principles and rules of behaviour designed for the realization of voice education and that voice education is based on artistic and scientific disciplines such as medicine, psychology, physics, acoustics, education, music, linguistics, aesthetics. Likewise, it was stated that the aims of voice education vary according to the type, level, duration and content of voice education, but they also have common points. In this context, the idea that the principles of vocal education are formed with an interdisciplinary understanding, and that the objectives may vary according to the type of music education and music education program in which vocal education is given.

Çevik (2019, p. 54) expressed the basic principles of voice training as follows:

- Breathing, correct physical postures should be made, breath control should be performed without straining and without causing any tension in the vocal organs.
- There should be harmony between the breath pressure and the larynx, the larynx should be kept open, the voice should be kept in front and carried on the breath with a constant and natural breath flow during sound production.
- Registers composed of different vibrations should be unified, giving the feeling that the voice is used in single registers without fractures.
- Language in speaking and singing should be clear.
- Musical sensitivity should be developed.
- Training materials appropriate to the technical level should be selected and applied in a sequential manner.
- Awareness of protecting vocal health should be gained.
- Voice training should be carried out through expression and concretizations appropriate to the age and education level of the individual.

Based on these principles, it is aimed to ensure the healthy formation of the voice in individuals in line with a certain technique and materials that will facilitate this technique in a systematic way without ignoring the natural formation of the voice in the process of voice training and to act consciously both while singing and speaking.

The aims of voice training: The aims of the voice training process have been stated by voice educators. In this context, Töreyin (2015, p. 103) stated that the aims of voice training are to enable the individual to create his/her voice in the correct, beautiful and most effective way through his/her own experience while speaking and singing all kinds of songs, and to gain behaviours to protect vocal health. Çevik (2019, p. 54) stated that it is to ensure that the voice is used for artistic and educational purposes and to realize the effective, beautiful and correct speech of the individual. Kartal (2009, p. 59), on the other hand, stated that the purpose of voice training based on speaking the mother tongue properly is to ensure correct and effective speaking, correct and effective breathing, recognizing the individual's voice and using his/her voice effectively while singing.

The behaviours that students should acquire in music education vary within themselves. Some of these behaviours are listening to music, singing with a choir, playing an instrument, musical hearing-reading-writing, performing (interpreting) musical works etc. (Uçan, 1997, p. 94). There are many principles in music education that can help students acquire these behaviours. These principles not only deal with how students learn, but also help in the planning of music activities. Motivation has an important place among the principles that create changes in students' behaviours through their participation in music activities (Çilden, 2001). According to violin educator Suzuki, musical motivation is highly related to the interactive aspect of music. Music lessons that take place in a social environment enable students to be motivated by factors such as being better than others, being appreciated by the teacher and family, and receiving applause for their talents (Baldassare, 1999).

The word "motivation", which means "motivating action", derives from the Latin word "moreve" meaning "to move" and has been translated into English as "motivation" (Adair, 2016, p. 9). The concept of motivation, which inspired psychologists such as McDougall and Freud, was first encountered in 1880 in the articles of researchers interested in the field of psychology in the United States and England. With the emergence and development of the concept of motivation, managers have begun to grasp the importance of the human factor and have turned to new searches to increase the job satisfaction of employees in their jobs. Managers have used motivational tools to get better efficiency from their employees, and have tried to reveal and mobilize the driving force within them in their work to ensure that they work better (Urhan, 2018).

1.2 Motivation

Motivation is defined as a force that enables the continuation of a behaviour and makes it possible to mobilize it towards a specific goal. This force is also referred to as a specific need or desire that drives individuals to action by enabling learners to participate effectively in learning and to create affinity towards learning. These specific needs or wishes play a key role in motivating individuals (Pintrich & Schunk, 2002, p. 4).

Motivation basically includes the forces that direct behaviour (Gürsel, 2015). Motivation is a process in which an individual puts forth his/her energy and effort in a determined, stable manner towards a specific goal. In this process, motivated individuals can also be characterized as people who consistently move forward for the work they want to do by spending effort and labour in line with their goals. In this context, the important points for motivation are to have specific goals, to be stable and to put forth effort and labour (Robbins, Decenzo, & Coulter, 2013).

Motivation; which is called internal or external factors that enable individuals to take a certain action consciously and purposefully, determining the direction and sequence of the individual (Göksu, 2017, p. 185). Motivation process includes certain internal and external reasons and their functioning mechanisms that push the individual to behave, provide the intensity and energy order of this behaviour, give certain direction to behaviours and ensure their continuation (Akbaba, 2006).

According to Akbaba (2006), intrinsic motivation is the individual's reactions to the demands that occur in line with his/her intrinsic needs. These intrinsic needs can be listed as the need for sufficiency, the desire to know and the need for understanding. Intrinsic motivation comes from within the individual and acts and works. An intrinsically motivated student works harder in his/her work, studies and learning if he/she thinks that it is worth the effort he/she has spent for them. According to George and Jones (2012), in intrinsic motivation, motivation comes from doing the behaviour itself. Intrinsically motivated individuals often express that the work to be done brings a sense of achievement and that their work is valuable. According to Başaran (1998), when individuals are intrinsically motivated, they can show high performance in their actions. This high performance can lead to high satisfaction in the work performance.

Extrinsic motivation arises as a result of the influence of external supports. An example of extrinsic motivation is when a student studies in order not to face the reaction of his/her teacher or to gain the praise and admiration of his/her teacher, or to fulfill the task assigned in or out of school (Akbaba, 2006). According to George and Jones (2012), extrinsic motivation is the behaviour that individuals activate to work in order to gain any social or material

gain or to avoid being punished for the behaviour. What is important here is not the behaviour itself but the results it produces. According to Menken and Blokdijk (2009), extrinsic motivation does not mean that an individual will not enjoy working on a task or completing a given task. It means that even in situations where the work to be done is of little or no interest to the individual, he/she can still maintain his/her motivation with the expectation of any reward.

Theories of motivation; Many theories have been developed to explain the nature of motivation theories. These motivation theories are generally analyzed in two different groups. The motivation theories in the first group are the theories that investigate the causes of human motivation and therefore its content. Content theories that investigate the content try to find the situations that create motivation, the events that cause motivation and the needs of human beings. The second group of motivation theories is process theories that investigate how motivation occurs and the stages of its formation. Process theories investigate and try to recognize the nature of the motivation process that can be observed from the birth of the need to its satisfaction (Ergül, 2005, p. 69). According to Demir (2019, p. 297), there are many motivation theories used and they can be divided into two different categories: content theories and process theories.

Content theories: Content theories of motivation primarily focus on individual needs (Demir, 2019, p. 297). Motivation theories try to explain what employees and individuals want and need (Schermerhorn, Hunt, Osborn, & Uhl-bien, 2010; Stroh, Nortcraft, & Neale, 2002). Therefore, it reveals what motivates individuals in their work (Demir, 2019, p. 297).

Content theories are Maslow's hierarchy of needs theory, Alderfer's ERG theory, McClelland's learned needs theory and Hersberg's motivation-hygiene theory (Demir, 2019, p. 297).

Process Theories: Process theories of motivation focus on the thought or cognitive processes that take place in people's minds and influence their behaviours. A process approach explains how a person decides to behave in certain ways in relation to available rewards and job opportunities (Schermerhorn et al., 2010). These theories, which are in the group of process theories, are one of the factors that lead people to behave according to their needs. In addition to internal factors, many external factors also affect individuals' behaviours and motivation levels (Küçüközkan, 2015, p. 106).

There are three process theories discussed in process theories. These are expectancy theory, equity theory and goal setting theory (Demir, 2019, p. 305).

1.3 Study Skills

There are various definitions in the literature about study skills, which was a popular topic in the early 19th century (Moore, Readance, & Rickleman, 1983). McMurry (1909) stated that study skills consist of items such as determining complementary information for a specific purpose, organizing ideas about the study, making the necessary judgments about the material, displaying an open attitude, and relying on self-direction in learning. Uluğ (1981) defined study skills as the ability of students to study regularly and systematically within a certain plan and program, to concentrate their attention on the lesson they need to study, and to continue and carry out their studies until they complete their learning

Study skills are affected by the student's complete and accurate use of time while studying. Motivation is defined as how much time the student is willing to spend in a learning situation. Motivation is one of the important sources that determine the direction, intensity and determination of the student's behaviour in school. A student who is sufficiently motivated can be said to be ready to learn and willing to spend time for learning (Fidan, 1996, p. 207).

Uluğ (1981) defined study skills as the ability of students to study regularly and systematically within a certain program, to concentrate their attention on the lesson, and to continue and carry out their studies until they complete their learning.

Bacanlı (1999) listed the behaviours gained by students who use effective learning and effective study skills as follows:

1) "Managing their time and working in a planned way,
2) Knows how to organize the working environment,
3) Knows their own learning style,
4) Knows effective and efficient reading skills,
5) Knows how to listen effectively,
6) Has note-taking skills,

7) Knows how to concentrate his/her attention while learning,
8) Knows the ways to improve written and oral expression skills,
9) Knows how to utilize written sources,
10) Knows the ways of reinforcing and remembering what they have learned,
11) Knows how to prepare for exams".

According to research, even students with high school success have incorrect study skills, study techniques, behaviours and habits (Tan & Baloğlu, 2006).

Uluğ, (1995) and Yıldırım, Doğanay, and Türkoğlu (2000) listed study skills under certain headings as planned and timed study, effective reading, note taking, effective listening, attending class, writing, organizing the study environment, using the library or written sources, preparing for and taking exams.

1.4 Purpose and Sub-Objectives of the Research & Importance of Research

Voice training is the result of interaction within a certain plan and program, which is applied towards planned goals with predetermined principles and methods, in which individuals gain the behaviours required to use the anatomical and physiological structure features of the voice correctly while singing or speaking (Töreyin, 2015).

Motivation is the process in which an individual puts forth his/her energy and effort in a determined, stable manner towards the goal he/she wants to realize in line with a specific purpose (Robbins et al., 2013). According to Adair (2016, p. 19), motivation is the combination of all the factors necessary for an individual to take action. (Pintrich & Schunk, 2002, p. 4) defines motivation as the power that enables a behaviour to continue and makes it possible for an individual to take action towards a specific goal. According to Selçuk (2005, p. 211), motivation is the power that gives energy and direction to behaviour; this power affects the organism and leads it to act for a purpose.

In this context, the problem of the research was determined as determining the relationship between music teacher candidates' motivation levels at individual voice training course and their study skills. The sub-problem of the research is to determine the relationship between gender, graduated high school type, university, place of residence, sibling status, family monthly income level, smoking status, alcohol use status, studying environment at school, studying environment at home, working time during the day and easy distraction while working with both individual voice training motivation levels and study skills.

2. Method

In this study, which aims to determine the relationship between Music Teacher Candidates' Individual Voice Education Course Motivations and Study Skills, quantitative research approach was used. Among quantitative research methods, it was designed in the relational survey model. Relational survey model is a research model that aims to determine the existence and/or degree of change between two or more variables. In this type of design, the variables which a relationship is sought between are symbolized separately, as in a single survey. However, this symbolization (assigning values, measuring) is done in the form of data pairs that will allow a relational analysis (Karasar, 2017, p. 81). In this context, the relationship between Music Teacher Candidates' Individual Voice Training Course Motivations and Study Skills was discussed.

2.1 Research Population and Sample

The population of this study consists of first-year students studying in the Department of Fine Arts Education Music Teaching at the State Universities in Turkey in the 2021-2022 academic year. As of the 2021-2022 academic year, 30 state universities in Turkey are enrolling students in the Department of Fine Arts Education Music Teaching. The purpose of determining the population in this way is that the "Individual Voice Training" course, which is the subject of the current research, is given in the first grade in the curriculum of the Music Teacher Education Undergraduate Program. In this context, in order to determine the sample of the study, all State Universities in Turkey with Fine Arts Education Music Teaching Departments were listed, and one university representing each region was included in the sample through Random Cluster Sampling. The cluster sampling method is a method used in large and wide-ranging population samples. In this method, the universe is divided into certain sections and some of these sections are randomly selected (Şahin & Karakuş, 2019, p. 186). Accordingly, 168 students from 7 universities participated in the study. The frequency and percentage distributions of the demographic characteristics of the students are presented in Table 1.

Table 1. Table of frequency and percentage distributions for demographic characteristics of music teacher candidates

Variable		*f*	%
Gender	Male	58	34.8
	Female	110	65.2
Graduated High School Type	High School of Fine Arts	54	32
	Anatolian High School	86	51.5
	Other	27	16.5
University	Ondokuz Mayıs University	25	14.8
	Burdur Mehmet Akif Ersoy University	29	17.2
	Gazi University	34	20.1
	Harran University	9	5.3
	Marmara University	37	21.9
	Muğla Sıtkı Koçman University	16	9.5
	İnönü University	19	11.3
Place of Residence	Dormitory	61	36.3
	Family House	61	36.3
	Student House	46	27.4
Do you Have a Brother or Sister?	Yes	146	86.9
	No	22	13.1
Your Family's Monthly Income	2000-4999	88	52.4
	5000-6999	44	26.2
	7000 and above	36	21.4
Cigarette Usage	Yes	80	47.6
	No	88	52.4
Alcohol Usage	Yes	90	53.6
	No	78	46.4
Is the Studying Environment at School Suitable for Voice Training?	Completely	19	11.3
	Quite	56	33.3
	Partially	75	44.6
	Not Sufficient	18	10.7
Is the Studying Environment at Home Suitable for Voice Training?	Completely	21	12.5
	Quite	29	17.3
	Partially	58	34.5
	Not Sufficient	60	35.7
How long do you study during the day?	2 Hours and above	79	47.0
	1 Hour	57	33.9
	Half an Hour	23	13.7
	Nothing.	9	5.4
Are You Easily Distracted While Working?	Yes	120	71.4
	No	48	28.6
Total		168	100

AHS: Anatolian High School: Educational institutions aiming to prepare students for higher education programmes according to their interests, abilities and achievements.

2.2 Data Collection Instruments

The data related to the independent variables of the study were obtained with the "Personal Information Form" and the data related to the dependent variables were obtained with the "Individual Voice Training Lesson Motivation Scale" and "Study Skills Scale".

2.2.1 Personal Information Form

The Personal Information Form, which was developed by the researcher and used in the study, consists of a total of twelve questions, including gender, graduated high school type, university, place of residence, sibling status,

family monthly income, smoking usage, alcohol usage, suitability of the studying environment at school for voice training, suitability of the working environment at home for voice training, duration of studying during the day and easy distraction while studying.

2.2.2 Individual Voice Training Lesson Motivation Scale

The Individual Voice Training Course Motivation Scale was developed by Ekici (2017). During the development process of the scale, the scale form consisting of 54 items was reduced to 41 items after expert opinion, and after factor analysis was performed to ensure construct validity, 28 items were included in the final version of the scale. The minimum score that can be obtained from this scale is 28 and the maximum score is 140 (Ekici, 2017).

As a result of the reliability analysis conducted by the researcher who developed the scale, Cronbach Alpha Reliability Coefficient was found to be 0.93.

2.2.3 Study Skills Scale

Study Skills Scale was developed in Bay et al. (2004). The scale consists of 26 items and is structured in 3 dimensions. These dimensions were expressed as items 1-11 as the Motivation dimension, items 12-18 as the Time Management dimension and items 19-26 as the Exam Preparation/Exam Anxiety dimension. As a result of the reliability analysis conducted by the researchers who developed the scale, the total reliability of the scale was determined as 0.89. On the other hand, as a result of the reliability analysis conducted by the researcher who conducted this study, Study Skills Scale (total) 0,88, Motivation 0,77, Time Management, 65 and Exam Preparation/Exam Anxiety 0,83. The minimum score that can be obtained from this scale is 26 and the maximum score is 130.

2.3 Analysis of Data

The data collected within the scope of the research were statistically analyzed using SPSS 25 (Statistical Package for the Social Sciences) package program. Frequency (f) and percentage (%) values were found for the analysis of personal information. Before analyzing the data, normal distribution was performed for the selection of the analyzes to be applied. In this sense, in addition to the Kolmogorov-Smirnov and Shapiro-Wilk normality tests, the normality distribution status of the data was decided by looking at the Normal Q-Q Plot. At this point, it was decided on which variables parametric or non-parametric tests would be applied according to the test and Plot results. In this context, for data with normal distribution, independent sample t-Test was applied for data with two groups and One Way ANOVA test was applied for data with more than two groups. In non-normality cases, Kruskal-Wallis H test was used. Spearman Rank Difference Correlation Coefficient Test was used to observe the relationship between continuous variables.

3. Results

1) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to Gender Variable.

Table 2. T-Test table of individual voice training lesson motivation and study skills scales by gender

Dimensions	Gender	N	$\bar{x}$	SS	t-Test		
					sd	t	p
Individual Voice Training Lesson Motivation Scale (Total)	Male	58	103.77	19.16	166	2.790	.006*
	Female	110	103.40	18.10			
Study Skills Scale (Total)	Male	58	81.13	14.59	166	-2.184	.030*
	Female	110	75.51	16.48			
Motivation	Male	58	36.22	7.81	166	-1.001	.318
	Female	110	34.99	7.47			
Time Management	Male	58	19.68	4.43	166	-1.406	.162
	Female	110	18.59	4.94			
Exam Preparation/Exam Anxiety	Male	58	25.23	4.94	166	-3.537	.001*
	Female	110	21.93	7.04			

*p<.05.

As seen in Table 2, there was a significant difference in the Individual Voice Training Lesson Motivation Scale according to the "gender" variable ($t_{(166)}$=2.790; p<.05). This difference was found to be in favour of males

($\bar{x}$=103.77). On the other hand, a significant difference was found in the Study Skills Scale ($t_{(166)}$=-2.184; p<.05). It can be said that this difference is in favour of males ($\bar{x}$=81.13). Additionally, among the sub-dimensions of the Study Skills Scale, a significant difference was found only in the "exam preparation/exam anxiety" sub-dimension ($t_{(166)}$=-3.537; p<.05). This difference was found to be in favour of males ($\bar{x}$=25.23).

2) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Graduated High School Type

Table 3. One-Way ANOVA test table for individual voice training lesson motivation and study skills scales according to the graduated high school type

Dimensions	Graduated High School	N	$\bar{x}$	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	HSOFA	87	108.86	18.76	Between groups	30.280	2	15.40	.042	.959
	AHS	54	109.33	18.67	Within groups	59253.233	165	359.111		
	Other	27	108.04	20.10	Total	59283.513	167			
Study Skills Scale (Total)	HSOFA	87	78.32	15.21	Between groups	374.396	2	187.198	.726	.485
	AHS	54	75.30	16.37	Within groups	42558.627	165	257.931		
	Other	27	78.92	18.03	Total	42933.023	167			
Motivation	HSOFA	87	35.64	7.33	Between groups	17.933	2	8.967	.154	.857
	AHS	54	34.94	7.58	Within groups	9586.778	165	58.102		
	Other	27	35.62	8.62	Total	9604.711	167			
Time Management	HSOFA	87	19.02	4.84	Between groups	21.611	2	10.805	.470	.626
	AHS	54	18.55	4.86	Within groups	3795.180	165	23.001		
	Other	27	19.63	4.51	Total	3816.791	167			
Exam Preparation/Exam Anxiety	HSOFA	87	23.65	6.32	Between groups	125.257	2	62.628	1.459	.235
	AHS	54	21.81	6.52	Within groups	7083.677	165	42.931		
	Other	27	23.66	7.34	Total	7208.933	167			

*p<.05; HSOFA: High School of Fine Arts; AHS: Anatolian High School.

When Table 3 is examined, no significant difference was found.

3) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to University Variable

Table 4. One-Way ANOVA table of individual voice training course motivation and study skills scales according to university variables

Dimensions	University	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	Ondokuz Mayıs University	25	109.12	20.69	Between groups	3024.157	2	504.026	1.442	.202
	Mehmet Akif Ersoy University	29	105.57	19.38	Within groups	56259.356	165	349.437		
	Gazi University	34	103.62	17.84	Total	59283.513	167			
	Harran University	8	110.24	15.89						
	Marmara University	37	115.69	15.07						
	Sıtkı Koçman University	16	108.00	21.35						
	İnönü University	19	109.93	21.32						
Study Skills Scale (Total)	Ondokuz Mayıs University	25	81.46	13.04	Between groups	1541.826	2	256.971	1.000	.428
	Mehmet Akif Ersoy University	29	76.96	17.40	Within groups	41391.197	165	257.088		
	Gazi University	34	75.23	14.11	Total	42933.023	167			
	Harran University	8	87.30	9.95						
	Marmara University	37	75.72	19.75						
	Sıtkı Koçman University	16	75.31	11.33						
	İnönü University	19	77.90	17.65						
Motivation	Ondokuz Mayıs University	25	37.00	5.66	Between groups	359.707	2	59.951	1.044	.399
	Mehmet Akif Ersoy University	29	33.51	8.39	Within groups	9245.004	165	57.422		
	Gazi University	34	34.23	7.72	Total	9604.711	167			
	Harran University	8	39.00	4.21						
	Marmara University	37	35.55	8.61						
	Sıtkı Koçman University	16	35.06	6.46						
	İnönü University	19	36.85	7.90						
Exam Preparation/Exam Anxiety	Ondokuz Mayıs University	25	24.06	6.45	Between groups	146.714	2	24.452	.557	.764
	Mehmet Akif Ersoy University	29	22.79	6.97	Within groups	7062.219	165	43.865		
	Gazi University	34	23.27	5.91	Total	7208.933	167			
	Harran University	8	25.91	4.66						
	Marmara University	37	21.87	7.25						
	Sıtkı Koçman University	16	23.13	6.26						
	İnönü University	19	22.90	7.16						

*p<.05.

When Table 4 is analysed, no significant difference is observed in the university variable.

Table 5. One-Way ANOVA table of the motivation subdimension of the study skills scale according to university variables

Dimensions	University	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p	Dimensions
Time Management	Ondokuz Mayıs Univ. (1)	25	20.40	3.57	Between groups	362.989	2	60.498	2.820	.012*	1>3-6; 2>3-5-6; 4>3-5-6-7
	Mehmet Akif Ersoy Univ. (2)	29	20.66	4.84							
	Gazi Univ. (3)	34	17.73	3.58	Within groups	3453.801	165	21.452			
	Harran Univ. (4)	8	22.39	4.37							
	Marmara Univ. (5)	37	18.30	5.56	Total	3816.791	167				
	Sıtkı Koçman Univ. (6)	16	17.13	3.69							
	İnönü Univ. (7)	19	18.16	5.87							

Table 5 shows that there was a significant difference in the "time management" ($F_{(2\text{-}165)}$=2.820; p<.05) sub-dimension of the Study Skills Scale. In this direction, when Table 5 is examined, it is seen that Ondokuz Mayıs University (x̄= 20.40) is in favour of Ondokuz Mayıs University (x̄= 20.40) in the "time management" sub-dimension of the study skills scale. Another differentiation was in favour of Mehmet Akif Ersoy University (x̄= 20.66) and Harran University (x̄= 22.39).

4) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Place of Residence Variable

Table 6. One-Way ANOVA table of individual voice training lesson motivation and study skills scale according to place of residence variable

Dimensions	Place of residence	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	Dormitory				Between					
	Family	61	109.03	19.68	groups	74.127	2	37.064	.103	.902
	House	61	108.08	17.28	Within	59209.86	165	358.845		
	Student	46	109.74	20.03	groups	59283.513	167			
	House				Total					
Study Skills Scale (Total)	Dormitory				Between					
	Family	61	77.49	14.94	groups	746.686	2	373.343	1.460	.235
	House	61	79.72	15.59	Within	42186.337	165	255.675		
	Student	46	74.38	17.77	groups	42933.023	167			
	House				Total					
Motivation	Dormitory				Between					
	Family	61	35.83	6.60	groups	131.653	2	65.827	1.147	.320
	House	61	36.07	7.29	Within	9473.058	165	57.412		
	Student	46	33.98	9.03	groups	9604.711	167			
	House				Total					
Time Management	Dormitory				Between					
	Family	61	18.69	4.43	groups	23.766	2	11.883	.517	.597
	House	61	19.47	4.70	Within	3793.025	165	22.988		
	Student	46	18.68	5.36	groups	3816.791	167			
	House				Total					
Exam Preparation/Exam Anxiety	Dormitory				Between					
	Family	61	22.97	6.87	groups	159.506	2	79.753	1.867	.158
	House	61	24.18	6.18	Within	7049.427	165	42.724		
	Student	46	21.72	6.55	groups	7208.933	167			
	House				Total					

*p<.05.

When Table 6 is analysed, no significant difference is found in the variable of "place of residence".

5) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to Sibling Status Variable

Table 7. T-Test table of individual voice training lesson and study skills scales according to sibling status

Dimensions	Sibling Status	N	x̄	SS	t-Test		
					sd	t	p
Individual Voice Training Lesson Motivation Scale (Total)	Yes	146	109.43	19.09	166	.972	.332
	No	22	105.24	17.08			
Study Skills Scale (Total)	Yes	146	78.92	15.94	166	3.138	.002*
	No	22	67.70	13.24			
Motivation	Yes	146	36.03	7.53	166	2.789	.006*
	No	22	31.29	6.72			
Time Management	Yes	146	19.40	4.79	166	3.055	.003*
	No	22	16.14	3.73			
Exam Preparation/Exam Anxiety	Yes	146	23.49	6.59	166	2.162	.032*
	No	22	20.27	5.87			

*p<.05.

As seen in Table 7, there was no significant difference in the Individual Voice Training Lesson Motivation Scale according to the "sibling status" variable ($t_{(166)}$=.972; p>.05). On the other hand, a significant difference was found in the Study Skills Scale ($t_{(166)}$=3.138; p<.05). Significant differences were also found in the sub-dimensions of "motivation" ($t_{(166)}$=2.789; p<.05), "time management" ($t_{(166)}$=3.055; p<.05) and "exam preparation/exam

anxiety" ($t_{(166)}$=2.162 p<.05) of the Study Skills Scale. In the Study Skills Scale and its sub-dimensions, where a significant difference was found, the difference was in favour of those who answered "yes".

6) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to Monthly Income Level

As a result of the normality tests conducted according to the "monthly income level" variable, since the Study Skills Scale and the "exam preparation/exam anxiety" sub-dimension, which is one of the sub-dimensions of this scale, showed a normal distribution, a One-Way ANOVA test was conducted. However, since the "motivation" and "time management" sub-dimensions of the Study Skills Scale and Individual Voice Training Lesson Motivation Scale did not show normal distribution, Kruskal-Wallis H test was applied. The findings related to these tests are presented in Table 8 and Table 9.

Table 8. One-Way ANOVA test table for study skills scales according to monthly income level

Dimensions	Monthly Income Level	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	2000-4999	88	77.49	16.31	Between groups	346.620	2	173.310	.671	.512
	5000-6999	44	79.28	16.55	Within groups	42586.403	165	258.099		
	7000-+	36	75.09	14.79	Total	42933.023	167			
Exam Preparation/Exam Anxiety	2000-4999	88	22.83	6.64	Between groups	68.403	2	34.201	.720	.455
	5000-6999	44	24.10	6.54	Within groups	7140.531	165	43.276		
	7000-+	36	22.39	6.47	Total	7208.933	167			

*p<.05.

When Table 8 is examined, no significant difference was found in the Study Skills Scale according to the "monthly income level" variable ($F_{(2-165)}$=.671; p>.05). In addition, there was no significant difference in the "exam preparation/exam anxiety" sub-dimension of the Study Skills Scale ($F_{(2-165)}$=.720; p>.05).

Table 9. Kruskal-Wallis H table of individual voice training lesson and study skills scales according to monthly income level

Dimensions	Monthly Income Level	N	Rank Average	Sd	X^2	P
Individual Voice Training Lesson Motivation Scale (Total)	2000-4999	88	86.93	2	.814	.700
	5000-6999	44	84.30			
	7000-+	36	78.81			
Motivation	2000-4999	88	83.74	2	1.538	.463
	5000-6999	44	91.34			
	7000-+	36	78.00			
Time Management	2000-4999	88	85.98	2	1.050	.591
	5000-6999	44	87.47			
	7000-+	36	77.25			

*p<.05.

When Table 9 is examined, there is no significant difference in the Individual Voice Training Lesson Motivation Scale according to the "monthly income level" variable ($X^2_{(2)}$=.814; p>.05). In addition, no significant difference was found in the "motivation" ($X^2_{(2)}$=1.538; p>.05) and "time management" ($X^2_{(2)}$=1.050; p>.05) sub-dimensions of the Study Skills Scale.

7) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to Smoking Usage Variables

Table 10. T-Test table of individual voice training lesson and study skills scales according to smoking usage variables

Dimensions	Smoking Usage Variables	N	x̄	SS	t-Test		
					sd	t	p
Individual Voice Training Lesson Motivation Scale (Total)	Yes	80	109.34	18.96	166	.300	.765
	No	88	108.46	18.83			
Study Skills Scale (Total)	Yes	80	76.56	16.14	166	-.681	.497
	No	88	78.25	15.99			
Motivation	Yes	80	34.74	8.06	166	-1.099	.223
	No	88	36.02	7.12			
Time Management	Yes	80	18.99	4.90	166	.041	.967
	No	88	18.96	4.70			
Exam Preparation/Exam Anxiety	Yes	80	22.84	6.20	166	-.425	.671
	No	88	23.27	6.92			

*p<.05.

Table 10 shows that there is no significant difference in the smoking usage variable.

8) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to Alcohol Usage Variable

Table 11. T-Test table of individual voice training lesson and study skills scales according to alcohol usage variables

Dimensions	Alcohol Usage Variables	N	x̄	SS	t-Test		
					sd	t	p
Individual Voice Training Lesson Motivation Scale (Total)	Yes	90	108.21	19.11	166	-.495	.621
	No	78	109.65	18.62			
Study Skills Scale (Total)	Yes	90	77.23	13.80	166	.016	.851
	No	78	77.70	18.36			
Motivation	Yes	90	34.89	7.11	166	.209	.342
	No	78	36.01	8.11			
Time Management	Yes	90	19.19	4.35	166	.178	.522
	No	78	18.72	5.25			
Exam Preparation/Exam Anxiety	Yes	90	23.15	5.58	166	.026	.865
	No	78	22.97	7.59			

*p<.05.

Table 11 shows that there is no significant difference in the variable of alcohol usage.

9) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Variable of the Working Environment at School

As a result of the normality tests conducted according to the working environment variable at school, a One-Way ANOVA test was conducted for the Individual Voice Training Lesson Motivation and Study Skills Scale and its sub-dimensions of “motivation” and “time management”. In addition, Kruskal-Wallis H test was applied for the “exam preparation/exam anxiety” sub-dimension of the Study Skills Scale. The findings related to these tests are presented in Table 12 and 13.

Table 12. One-Way ANOVA test table for individual voice education lesson and study skills scales according to the working environment at school

Dimensions	Studying Environment at School	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	Completely	19	111.54	21.49	Between groups	2179.896	3	726.632	2.087	.104
	Quite	57	112.92	17.22	Within groups	57103.617	164	348.193		
	Partially	74	106.64	17.66	Total	59283.513	167			
	Not Sufficient	18	102.46	23.53						
Study Skills Scale (Total)	Completely	19	77.89	11.54	Between groups	316.730	3	105.577	.406	.749
	Quite	57	79.23	18.78	Within groups	42616.293	164	259.855		
	Partially	74	76.20	15.64	Total	42933.023	167			
	Not Sufficient	18	76.48	12.39						
Motivation	Completely	19	35.32	6.78	Between groups	97.734	3	32.578	.562	.641
	Quite	57	36.26	8.80	Within groups	9506.977	164	57.969		
	Partially	74	35.20	7.10	Total	9604.711	167			
	Not Sufficient	18	33.70	6.24						
Time Management	Completely	19	18.98	4.03	Between groups	124.005	3	41.335	1.836	.143
	Quite	57	19.92	5.46	Within groups	3692.785	164	22.517		
	Partially	74	18.05	4.49	Total	3816.791	167			
	Not Sufficient	18	19.72	3.92						

*p<.05.

When Table 12 is examined, no significant difference was found in the Individual Voice Training Lesson Motivation Scale according to the variable "working environment at school" ($F_{(3-164)}$=2.087; p>.05). There was no significant difference in the Study Skills Scale according to the variable "study environment at school" ($F_{(3-164)}$=.406; p>.05). There was no significant difference in the "motivation" ($F_{(3-164)}$=.562; p>.05) and "time management" ($F_{(3-164)}$=1,836; p>.05) sub-dimensions of the Study Skills Scale.

Table 13. Kruskal-Wallis H table of study skills exam preparation/exam anxiety subdimension according to the working environment at school

Dimensions	Working Environment at School	N	Rank Average	Sd	X^2	P
Exam Preparation/Exam Anxiety	Completely	19	89.29	3	.397	.397
	Quite	57	84.70			
	Partially	74	82.38			
	Not Sufficient	18	87.53			

*p<.05.

When Table 13 is examined, there was no significant difference in the "exam preparation/exam anxiety" ($X^2(3)$ =.397; p>.05) sub-dimension of the Study Skills Scale according to the variable "Is the study environment at school appropriate?"

10) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Variable of Home Study Environment

Table 14. One-Way ANOVA test table for individual voice training lesson and study skills scales according to home study environment

Dimensions	Home Study Environment	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p
Individual Voice Training Lesson Motivation Scale (Total)	Completely	21	112.57	20.16	Between groups	970.947	3	323.649	.910	.437
	Quite	29	105.95	20.06	Within groups	58312.566	164	355.564		
	Partially	58	110.90	15.77	Total	59283.513	167			
	Not Sufficient	60	107.06	20.48						
Study Skills Scale (Total)	Completely	21	74.80	17.01	Between groups	526.747	3	175.582	.679	.566
	Quite	29	79.23	13.99	Within groups	42406.277	164	258.575		
	Partially	58	79.07	17.04	Total	42933.023	167			
	Not Sufficient	60	75.94	15.72						
Motivation	Completely	21	34.22	9.32	Between groups	54.988	3	18.329	.315	.815
	Quite	29	35.69	7.77	Within groups	9549.724	164	58.230		
	Partially	58	35.98	7.45	Total	9604.711	167			
	Not Sufficient	60	35.14	7.09						
Time Management	Completely	21	19.10	5.54	Between groups	72.302	3	24.101	1.059	.370
	Quite	29	19.19	3.42	Within groups	3744.488	164	22.832		
	Partially	58	19.67	5.06	Total	3816.791	167			
	Not Sufficient	60	18.14	4.77						
Exam Preparation/Exam Anxiety	Completely	21	21.49	6.71	Between groups	116.436	3	38.812	.897	.444
	Quite	29	24.34	5.60	Within groups	7092.498	164	43.247		
	Partially	58	23.41	7.02	Total	7208.933	167			
	Not Sufficient	60	22.67	6.52						

*p<.05.

When Table 14 is examined, no significant difference was found in the Individual Voice Training Lesson Motivation Scale according to the variable “home study environment” ($F_{(3-164)}$=.910; p>.05). There was no significant difference in the Study Skills Scale according to the “home study environment” variable ($F_{(3-164)}$=.679; p>.05). At the same time, no significant difference was found in the “motivation” ($F_{(3-164)}$=.315; p>.05), “time management” ($F_{(3-164)}$=1.059; p>.05) and “exam preparation/exam anxiety” ($F_{(3-164)}$=.897; p>.05) sub-dimensions of the Study Skills Scale.

11) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Variable of Working Time During the Day

The analyses of the sub-dimensions of the Individual Voice Training Lesson Motivation Scale, Study Skills Scale and Study Skills Scale of the variable “study time during the day”, which is the sub-problem of the research, are given in Table 15.

Table 15. One-Way ANOVA table of individual voice training lesson motivation and study skills scales according to lesson study duration variable

Dimensions	Lesson Study Duration Variable	N	x̄	SS	Variance Source	Squares Total	sd	Squares Average	F	p	Dimensions
Individual Voice Training Lesson Motivation Scale (Total)	2 Hours and above 1 Hour Half an Hour Nothing	79 57 23 9	112.56 107.69 102.06 101.55	18.62 18.71 17.93 18.90	Between groups Within groups Total	6.89888 6.40736 5.11527	3 164 167	902.157 344.982	2.615	.053	-
Study Skills Scale (Total)	2 Hours and above 1 Hour Half an Hour Nothing	79 57 23 9	77.81 77.28 80.48 67.55	17.32 13.85 15.89 16.35	Between groups Within groups Total	1106.003 41827.021 42933.023	3 164 167	368.668 255.043	1.446	.231	-
Motivation	2 Hours and above (1) 1 Hour (2) Half Hour (3) Nothing (4)	79 57 23 9	35.65 36.19 35.66 27.77	8.29 5.85 7.84 7.18	Between groups Within groups Total	566.211 9038.500 9604.711	3 164 167	188.737 55.113	3.425	.019*	1>4; 2>4 3>4
Time Management	2 Hours and above 1 Hour Half an Hour Nothing	79 57 23 9	18.87 18.62 20.26 18.78	4.71 4.59 5.14 5.91	Between groups Within groups Total	46.151 3770.639 3816.791	3 164 167	15.384 22.992	.669	.572	-
Exam Preparation/Exam Anxiety	2 Hours and above 1 Hour Half an Hour Nothing	79 57 23 9	23.29 22.48 24.57 21.00	6.90 6.41 5.12 7.97	Between groups Within groups Total	113.869 7095.064 7208.933	3 164 167	37.956 43.263	.877	.454	-

*p<.05.

Table 15 shows that there was no significant difference in the Individual Voice Training Lesson Motivation Scale according to the variable "working time during the day" ($F_{(3-164)}$=2.615; p>.05). There was also no significant difference in the Study Skills Scale ($F_{(3-164)}$=1.446; p>.05). In addition, there was no significant difference in the "time management" ($F_{(3-164)}$=.669; p>.05) and "exam preparation/exam anxiety" ($F_{(3-164)}$=.877; p>.05) sub-dimensions of the Study Skills Scale. However, a significant difference was found in the "motivation" (F(3-164)=3.425; p<.05) sub-dimension of the Study Skills Scale. In this context, the motivation level of the students who studied 2 hours or more during the day (x̄=35.65) was higher than the motivation level of the students who never studied (x̄=27.77). The motivation level of students who study for 1 hour during the day (x̄=36.19) is higher than the motivation level of students who never study (x̄=27.77). Finally, the motivation level of students who study for half an hour during the day (x̄=35.66) is higher than the motivation level of students who never study (x̄=27.77).

12) Findings Related to the Investigation of Individual Voice Training Course Motivation and Study Skills According to the Variable of Easy Distraction While Studying

Table 16. T-Test table of individual voice training lesson and study skills scales according to the variable of do you get distracted while studying

Dimensions	Distracted While Studying	N	x̄	SS	t-Test		
					sd	t	p
Individual Voice Training Lesson Motivation Scale (Total)	Yes	120	109.72	18.37	166	.909	.365
	No	48	106.79	20.02			
Study Skills Scale (Total)	Yes	120	73.98	15.01	166	-4.701	.000*
	No	48	86.11	15.35			
Motivation	Yes	120	33.92	7.26	166	-4.216	.000*
	No	48	39.13	7.15			
Time Management	Yes	120	18.30	4.76	166	-2.926	.004*
	No	48	20.64	4.46			
Exam Preparation/Exam Anxiety	Yes	120	21.76	6.41	166	-4.298	.000*
	No	48	26.34	5.82			

*p<.05.

As seen in Table 16, there was no significant difference in the Individual Voice Training Lesson Motivation Scale according to the variable "distraction status" ($t_{(166)}$=.909; p>.05). On the other hand, a significant difference was found in the Study Skills Scale ($t_{(166)}$=-4.701; p<.05). There was also a significant difference in the "motivation" ($t_{(166)}$=-4.216; p<.05), "time management" ($t_{(166)}$=-2.926; p<.05) and "exam preparation/exam anxiety" ($t_{(166)}$=-4.298; p<.05) sub-dimensions of the Study Skills Scale.

13) Findings on the Relationship Between Individual Voice Training Course Motivation and Study Skills Scale

Before examining the relationship between the Individual Voice Training Lesson Motivation Scale, Study Skills Scale and the sub-dimensions of the Study Skills Scale, normality test was performed and it was determined that the Individual Voice Training Lesson Motivation Scale did not show a normal distribution. Therefore, Spearman Rank Difference Correlation Coefficient test, which is a non-parametric correlation test, was conducted. The findings of this test are given below in Table 17.

Table 17. Spearman rank difference correlation coefficient analysis table between individual voice training course motivation and study skills scales

		Individual Voice Training Lesson Motivation	Study Skills	Motivation	Time Management	Exam Preparation/Exam Anxiety
Individual Voice Training Lesson Motivation	Correlation	1	.14	.30	.088	-.04
	p	.	.076	.000*	.256	.651
Study Skills	Correlation		1.000	.85	.78	.86
	p		.	.000*	.000*	.000*
Motivation	Correlation			1.000	.50	.56
	p			.	.000*	.000*
Time Management	Correlation				1.000	.62
	p				.	.000*
Exam Preparation/Exam Anxiety	Correlation					1.000
	p					.

*p<.01.

Looking at Table 18, according to the results of the Spearman Rank Difference correlation coefficient analysis, no statistically significant positive relationship was found between the Individual Voice Training Lesson Motivation and Study Skills Scales (p>.01). On the other hand, a positive and significant relationship was found between the Individual Voice Training Lesson Motivation Scale and the "motivation" sub-dimension of the Study Skills Scale (r=0.30; p<0.01). On the other hand, a positive and significant relationship was found in the "motivation" (r=0.85; p<0.01), "time management" (r=0.78; p<0.01) and "exam preparation/exam anxiety" (r=0.62; p<0.01) sub-dimensions of the Study Skills Scale. In addition, a positive and significant relationship was observed between

the “motivation” and the “time management” (r=0.78; p<0.01) and “exam preparation/exam anxiety” (r=0.62; p<0.01) sub-dimensions of the Study Skills Scale. Again, a positive and significant relationship was found between the “time management and exam preparation/exam anxiety” sub-dimensions of the Study Skills Scale (r=0.62; p<0.01).

4. Conclusion and Discussion

As a result of examining the relationship between the motivation levels of individual voice training course in terms of gender variable, it was seen that there was a significant difference in favour of males in this study conducted by the researcher. However, when other studies in the literature are examined, it is noteworthy that this difference is in favour of women (Daloğlu, 2021; Özgün; 2019; Tabaru, 2019). On the other hand, it can be said that the reason for the difference between this study and other studies in terms of women and men is due to the analysis method used. Because in this study, t-Test was conducted on the total score, while in other studies, interpretation was made on the mean and frequency values over the items.

When the motivation levels of individual voice training course were examined according to the high school graduated type, no significant relationship was found in this study conducted by the researcher. At the same time, when the literature is examined (Daloğlu, 2021; Özgün, 2019), there was no significant relationship between the high school graduated type and the motivation level of the individual voice education course. Similarly, when other studies in the literature are examined (Atay, 2018; Sözgötürmez, 2019; Özgül, 2013) revealed in their studies that the high school type variable did not affect the motivation levels. In this case, it can be said that the findings between the research and the studies in the literature are similar. As a result, when this study conducted by the researcher and the studies found in the literature are examined, it can be said that the high school graduated type from does not affect motivation.

As a result of examining the motivation levels of individual voice training course according to the university variable, no significant relationship was found in this study conducted by the researcher. However, when the literature is examined, Özgün (2019) found significant differences in the universities sampled in his study “Investigation of Music Teacher Candidates’ Individual Voice Education Course Motivations”. Tabaru (2019) found that there were significant differences between universities and the universities sampled in his study. In this case, it can be said that there are differences between the studies conducted by the researcher and the studies conducted when the literature is examined.

As a result of examining the motivation levels of the individual voice training course according to the place of residence variable, no significant difference was found in this study conducted by the researcher. When the literature was examined (Barlık, 2020), it was concluded that the place of residence did not affect the motivation level. In this context, it can be said that the results of this study and the study found in the literature are similar.

No significant difference was found as a result of examining the motivation level of the individual voice training course according to the sibling status variable. However, a significant difference was found in the sibling status variable according to the motivation, time management and exam preparation/exam anxiety sub-dimensions of the Study Skills and Study Skills Scale. It was seen that the majority of the music teacher candidates participating in the study had one or more siblings and it was concluded that sibling status did not affect study skills.

As a result of examining the motivation level of individual voice training lesson according to the family monthly income level, no significant difference was found in this study conducted by the researcher. However, when the literature is examined (Karaçoban, 2019) concluded that family income level affects instrument study motivation. Again Bozarslan (2020) concluded that family economic level increases musical motivation. In this sense, it can be assumed that families with a high level of economic income can reach artistic activities more quickly and efficiently. In this context, it can be seen that individuals who start music education at a young age may have high levels of musical awareness, study discipline and motivation to learn an instrument.

As a result of examining the motivation level of individual voice training course in terms of smoking and alcohol use variables, no significant difference was found in this study conducted by the researcher. When the literature was examined, no study was found in which the variable of smoking and alcohol use was addressed.

No significant difference was found in this study conducted by the researcher as a result of examining the motivation level of individual voice training lesson in terms of the working environment at school and at home. When the literature was examined, it was seen that the researchers handled the working environment differently. In this context, Doğan (2021) examined the variable “Do you have a study environment where you stay?” in terms of instrument lesson motivation and found no significant difference. Again, Barlık (2020) did not find a significant difference when he examined the variable of instrument study environments in his master’s thesis study titled

"Music Teacher Candidates' Motivations for Instrument Lesson and Individual Instrument Study Habits".

No significant difference was found in the study conducted by the researcher as a result of examining the motivation level of the individual voice training course in terms of the study time variable during the day. However, when the literature is examined, Kement (2018) found a significant difference in the study time in the variable of study time during the day in his master's study titled "Investigation of Music Teacher Candidates' Instrument Study Habits for Individual Instrument Lesson". Again, when the literature was examined, different studies were found in the form of weekly and daily study hours (Daloğlu, 2021; Karslı, 2019; Tabaru, 2019). Significant differences were observed when the variable of allocating weekly time to the individual voice education course was examined (Daloğlu, 2021; Karslı, 2019; Tabaru, 2019).

When the variable of whether you are easily distracted while studying the Individual Voice Training Lesson Motivation Scale was examined, no significant difference was found in this study conducted by the researcher. When the literature was examined (Barlık, 2020), in his master's study titled "Music Teacher Candidates' Motivations towards Instrument Lesson and Individual Instrument Study Habits", a significant difference was found when looking at the variable of motivation levels towards the instrument lesson according to the methods they applied to avoid losing their attention while studying the instrument. When the variable of whether your attention is easily distracted while studying, which is included in the motivation, time management and exam preparation/exam anxiety sub-dimensions of the Study Skills and Study Skills Scale, a significant difference was found both in the total score of the scale and in the sub-dimensions of the scale, and this difference was found to be in favour of those who said no. When the literature was examined, no other study was found in which this variable was addressed.

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