The Effect Of Individual Musical Instrument Study Habits of Fine Arts High School Cello Students On Musical Instrument Performance Self-Efficacy Belief

Teach. Ceren Albayrak

ORCID ID: <https://orcid.org/0000-0002-7455-4191>

Teacher of Music / Ministry of National Education, Ankara – TURKEY

Prof. Dr. Damla Bulut

ORCID ID: <https://orcid.org/0000-0001-8346-8159>

Ondokuz Mayıs University, Faculty of Education, Department of Music Education, Samsun – TURKEY

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Abstract

The purpose of this research is to examine the effect of individual musical instrument study habits of Fine Arts High School cello students on musical instrument performance self-efficacy belief. In this research descriptive general survey model was used. The sample of the research is comprised of 128 cello students studying at 1st, 2nd, 3rd, 4th grades of 14 Fine Arts High School chosen with maximum variation sampling method of purposive sampling methods from several provinces located in 7 regions of Turkey. As data collection tool, firstly, "Personal Information Form" was used to obtain information about students demographic characteristics. In order to determine musical instrument study habits related to individual musical instrument subject, "Individual Musical Instrument Study Habits Scale" developed by Küçükosmanoğlu, Babacan, Babacan and Yüksel (2016) in 2014-2015 Academic Year and in order to determine musical instrument performance self-efficacy levels, "Musical Instrument Performance Self-Efficacy Belief Scale" developed by Girgin (2015) were used. The effect of individual musical instrument study habits of cello students participating in the research on musical instrument performance self-efficacy belief was examined in terms of several variables. It was determined that the effect of individual musical instrument study habits of Fine Arts High School cello students on musical instrument performance self-efficacy belief was positive. When we examined the effect of individual musical instrument study habits of Fine Arts High School cello students on musical instrument performance self-efficacy belief according to the variables, it was determined that there were significant differences in gender and study time variables and no differentiation in the variables of their class levels and the region they study in.

Atıf Bilgisi / Reference Information

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Güzel Sanatlar Lisesi Viyolonsel Öğrencilerinin Bireysel Çalgı Çalışma Alışkanlıklarının Çalgı Performansı Öz Yeterlik İnancına Etkisi

Öğrt. Ceren Albayrak

Müzik Öğretmeni / Milli Eğitim Bakanlığı, Ankara – TÜRKİYE

Prof. Dr. Damla Bulut

Ondokuz Mayıs Üniversitesi, Eğitim Fakültesi, Müzik Eğitimi Anabilim Dalı, Samsun – TÜRKİYE

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Öz

Bu araştırmanın amacı, Güzel Sanatlar Lisesi viyolonsel öğrencilerinin bireysel çalgı çalışma alışkanlıklarının çalgı performansı öz yeterlik inancına etkisini incelemektir. Araştırmada betimsel nitelikte genel tarama modeli kullanılmıştır. Araştırmanın örneklemini Türkiye'nin yedi bölgesinde bulunan çeşitli illerdeki amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemiyle seçilmiş 14 Güzel Sanatlar Liselerinin müzik bölümü 1., 2., 3., ve 4. sınıf düzeyinde eğitim alan 128 viyolonsel öğrencisi oluşturmaktadır. Veri toplama araçlarında ilk olarak öğrencilerin demografik özellikleriyle ilgili bilgi sahibi olmak için "Kişisel Bilgi Formu" kullanılmıştır. Bireysel Çalgı dersine ilişkin çalgı çalışma alışkanlıklarını tespit etmek üzere Küçükosmanoğlu, Babacan, Babacan ve Yüksel (2016) tarafından, 2014-2015 eğitim ve öğretim yılında "Bireysel Çalgı Çalışma Alışkanlıkları Ölçeği" ve çalgı performansı öz-yeterlik düzeylerini tespit etmek üzere Girgin'in (2015) geliştirdiği "Çalgı Performansı Öz-yeterlik İnancı Ölçeği" kullanılmıştır. Araştırmaya katılan viyolonsel öğrencilerinin bireysel çalgı çalışma alışkanlıklarının çalgı performansı öz yeterlik inancına etkisi çeşitli değişkenler açısından incelenmiştir. Araştırmanın sonucunda Güzel Sanatlar Lisesi viyolonsel öğrencilerinin, çalgı çalışma alışkanlıklarının çalgı performansı öz yeterlik inancına etkisinin olumlu yönde olduğu tespit edilmiştir. Güzel Sanatlar Lisesi viyolonsel öğrencilerinin, çalgı çalışma alışkanlıklarının çalgı performansı öz yeterlik inancına etkisini değişkenlere göre incelediğimizde ise cinsiyet ve çalışma süreleri değişkenlerinde anlamlı bir farklılık bulunduğu ve öğrenim gördükleri sınıf ve öğrenim gördükleri bölgeler değişkenlerinde herhangi bir farklılaşmanın olmadığı tespit edilmiştir.

1. INTRODUCTION

Music education consists of different dimensions such as theory, sound and musical instrument. Within these dimensions, musical instrument training is of great importance in music education in terms of individuals' learning to play a musical instrument, finding the opportunity to improve themselves for their musical instruments and allowing them to benefit from their musical instruments in music education. (Bulut and Topaloğlu 2012: 71). Regular scale and technical studies should be done to develop musical instrument technique, to carry out musical instrument education with musical audience education at the same time. Student learns how to listen, develops the intonation and tone sensation as a result of carrying out these dimensions together. Student gets the habit of individual and regular study besides technical skills as a result of doing regular technical studies. Individual musical instrument study habit can be explained as a method which students adopt in their individual musical instrument lesson, in class and out of class studies, musical instrument studies which enhance their learning abilities and in class successes. Within musical instrument education, which is a process requiring self-devotion, students' individual musical instrument study habits are extremely important for effecting their playing abilities directly. Students' doing their individual studies with regular, planned and conscious methods, their participating in the class actively and disciplined comprise their study habits (Önder, 2009: 12). Class attendance success in the course and positive reinforcements are effective in helping students acquire this habit. The frequency of appearing in the concerts and concert performance of the student also affects self-efficacy. The habits of the student with efficient and positive feedbacks bring the success. Perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations. (Bandura, 1982). Efficacy beliefs influence how people feel, think, motivate themselves, and behave (Bandura, 1993). Students' own performances offer them reliable guides for assessing their self-efficacy. Successes raise self-efficacy and failures lower it, but once a strong sense of self-efficacy is developed, a failure may not have much impact (Bandura, 1986). For musical instrument training, self-efficacy beliefs of the students related to musical instrument playing skills affect their attitude to the course and musical instrument performances. As in every professional music education institution, musical instruments training is the basis for music education in Fine Arts High School. Therefore, it is important for students to turn to their individual musical instruments being aware of this education is the basic part of the music education and to do exercises and studies related to their individual music instruments in a regular, planned and systematic manner and to get study habits. The individual study habits of the students are directly related to musical instrument performance, musical instrument performance is directly related to students' appearing frequency in the concerts and the musical instrument performance shown in the concerts are directly related to self-efficacy about musical instrument. Based on this situation, it is important to examine the effect of individual musical instrument study habits of Fine Arts High School cello students in accordance with the determinations to be made and the results to be obtained.

2. METHODOLOGY

2.1. Research model

Depending on the purpose of the research, it was designed in basically descriptive, general survey model as a relational study. "General survey is the survey arrangements made on the whole universe or a group, sample or sampling taken from it in order to reach a general judgment about the universe consisting of many elements." (Karasar, 2017: 111).

2.2. The universe and sample of the research

The universe of the research is all of the cello students studying at music departments of Fine

Arts High Schools in Turkey. The sample of the research is comprised of 128 cello students studying at 1st, 2nd, 3rd, 4th grades of 14 Fine Arts High School chosen with maximum variation sampling method of purposive sampling methods from 7 region of Turkey in 2018-2019 Education Year. "Maximum variation sampling is the creation of sample concerning with the problem from different situations that are homogenous in itself." (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2017).

2.3. Data collections

In the Personal Information Form developed by researcher, there are five questions about the student's Fine Arts High School, the class level, the gender, the allocated time for studying individual musical instrument daily and how many days a week the student studies individual musical instrument. Four Dimensional Individual Musical Instrument Study Habits Scale, developed by Küçükosmanoğlu et al. (2016) as a result of their study with 378 students in 2014-2015 Education year, was used to determine the study habits related to individual musical instrument course of cello students participating in the research. In the third part of the questionnaire, Musical Instrument Self-Efficacy Belief Scale, developed by Girgin (2015), was used to determine the musical instrument self-efficacy levels of the students participating in the research.

3. FINDING

The relationship between the musical instrument study habits levels and musical instrument self-efficacy belief levels of cello students studying at Fine Arts High School music department participating in the research is presented in Table 1.

Table 1. Correlation coefficients for the relationship between musical instrument study habit levels and musical instrument performance self-efficacy beliefs of the students in the sample.

		Self-efficacy	Self-inefficacy	Psychological indicators	MISHS (Scale)
Value of study	<i>r</i>	,593***	-,463***	-,313***	,582***
	<i>p</i>	0,000	0,000	0,000	0,000
Preparing to study	<i>r</i>	,322***	-,489***	-,296**	,421***
	<i>p</i>	0,000	0,000	0,001	0,000
Interest and desire	<i>r</i>	,403***	-,391***	-,188*	,411***
	<i>p</i>	0,000	0,000	0,034	0,000
Correct use of time and regular study	<i>r</i>	,533***	-,483***	-,295**	,547***
	<i>p</i>	0,000	0,000	0,001	0,000
MIPSEBS (Scale)	<i>r</i>	,524***	-,535***	-,316***	,563***
	<i>p</i>	0,000	0,000	0,000	0,000

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 1 shows the coefficients belong to Pearson moments product correlation in order to determine the relationships between the musical instrument self-efficacy belief levels (scores) of the students. As can be seen from the table, it was found that there were significant relations between scales (and all the sub-dimensions) changing between 'weak' and 'strong' at $p < .05$, $p < .01$ and $p < .001$ levels. Correlation coefficients found between variables were evaluated according to the criteria below. It was

found that there were significant relationships between students value of study levels (scores) and self-efficacy ($r=.593$; $p<.001$; 'strong' and positive), self-inefficacy ($r=-.463$; $p<.001$; 'middle' and negative), psychological indicators ($r=-.313$; $p<.001$; 'middle' and negative) and general musical instrument performance self-efficacy level ($r=.582$; $p<.001$; 'strong' and positive). In other words, an increase in students' value of study levels causes an increase in self-efficacy and (general) musical instrument performance self-efficacy levels, a decrease in self-inefficacy and psychological indicators levels. It was found that there were significant relationships between students preparing to study levels (scores) and self-efficacy ($r=.322$; $p<.001$; 'middle' and positive), self-inefficacy ($r=-.489$; $p<.001$; 'middle' and negative), psychological indicators ($r=-.296$; $p=.001$; 'weak' and negative) and general musical instrument performance self-efficacy level ($r=.421$; $p<.001$; 'middle' and positive). In other words, an increase in students preparing to study levels cause an increase in self-efficacy and (general) musical instrument performance self-efficacy levels, a decrease in self-inefficacy and psychological indicators levels. It has was found that there were significant relationships between students interest and desire levels (scores) and self-efficacy ($r=.403$; $p<.001$; 'middle' and positive), self-inefficacy ($r=-.391$; $p<.001$; 'middle' and negative), psychological indicators ($r=-.188$; $p=.034$; 'weak' and negative) and general musical instrument performance self-efficacy level ($r=.411$; $p<.001$; 'middle' and positive). In other words, an increase in students' interest and desire levels cause an increase in self-efficacy and (general) musical instrument performance self-efficacy levels, a decrease in self-efficacy and psychological indicators levels. It was found that there were significant relationships between students correct use of time and regular studying levels (scores) and self-efficacy ($r=.533$; $p<.001$; 'strong' and positive), self-inefficacy ($r=-.483$; $p<.001$; 'middle' and negative), psychological indicators ($r=-.295$; $p=.001$; 'weak' and negative) and general musical instrument performance self-efficacy level ($r=.547$; $p<.001$; 'strong' and positive). In other words, an increase in students' correct use of time and regular study levels cause an increase in self-efficacy and (general) musical instrument performance self-efficacy levels, a decrease in self-inefficacy and psychological indicators levels. Finally, it was found that there were significant relationships between students' (general) musical instrument study habit levels/scores and self-efficacy ($r=.524$; $p<.001$; 'strong' and positive), self-inefficacy ($r=-.535$; $p<.001$; 'strong' and negative), psychological indicators ($r=-.316$; $p<.001$; 'middle' and negative) and general musical instrument performance self-efficacy level ($r=.563$; $p<.001$; 'strong' and positive). In other words, an increase in students' musical instrument study habit levels cause an increase in self-efficacy and (general) musical instrument performance self-efficacy levels, a decrease in self-inefficacy and psychological indicators levels.

The findings related to musical instrument performance self-efficacy belief levels of musical instrument study habits according to the gender of cello students studying at music department of Fine Arts High School participating in the research are presented in Table 2 and Table 3.

Table 2. Descriptive statics related to musical instrument study habit levels and musical instrument study habit levels and musical instrument performance self-efficacy belief levels (scores) according to students' gender in the sample

Scale	Class	Descriptive stats.		
		<i>n</i>	$\bar{X}$	<i>ss</i>
MISHS	Male	46	3,92	0,79
	Female	82	4,12	0,62
	Total	128	4,05	0,69
MIPSEBS	Male	46	3,26	0,96
	Female	82	3,08	0,80
	Total	128	3,14	0,86

Table 3. One-way MANOVA results for musical instrument study habit levels and musical instrument performance self-efficacy belief according to students' gender in the sample.

Effect	Test	Value	<i>F</i>	<i>sd</i>	<i>p</i>	Effect (η^2)
Gender	Wilks' Lambda	0,930	4,67	2-125	0,011*	0,070

Dependent Variable: MISHS and MIPSEBS

* $p < .05$

According to the one-way multivariate variance analysis, it was found that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief (depending on the combination of two dependent variables) showed significant differentiation according to the gender. [$F_{(2-125)}=4,67$; $p < 0,05$; Wilks' $\lambda=0,930$, partial effect $\eta^2=0,070$]. The effect of the gender on the interaction of students' individual musical instrument study habits and musical instrument self-efficacy belief was found to be 'middle' level ($\eta^2=0,070$). According to the result of the comparison (test of between-subjects effects) of group scores made for combination, the effect scores of the male students are higher than female students.

The findings related to the effect of individual musical instrument study habits on musical instrument self-efficacy belief of cello students studying at Fine Arts High School music department participating in the research according to their class levels are presented in Table 4 and Table 5.

Table 4. Descriptive statics related to musical instrument self-efficacy belief levels (scores) and musical instrument study habit levels of students according to the class levels in the sample

Scale	Class	Descriptive stats.		
		<i>n</i>	$\bar{X}$	<i>ss</i>
MISHS	1st	38	4,12	0,60
	2nd	29	4,16	0,55
	3rd	34	3,87	0,82
	4th	27	4,06	0,76
	Total	128	4,05	0,69
MIPSEBS	1st	38	3,03	0,85
	2nd	29	3,09	0,98
	3rd	34	3,11	0,78
	4th	27	3,40	0,84
	Total	128	3,14	0,86

Table 5. One-way MANOVA results for musical instrument self-efficacy belief and musical instrument study habit levels according to the class levels of students in the sample.

Effect	Test	Value	<i>F</i>	<i>sd</i>	<i>p</i>	Effect (η^2)
Class	Wilks' Lambda	0,920	1,74	6-246	0,112	0,041

Dependent Variable: MISHS and MIPSEBS

According to the one-way multivariate variance analysis, it was found that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief (depending on the combination of two dependent variables) didn't differentiate according to their class level [$F_{(6-246)}=1,74$; $p>0,05$; Wilks' $\lambda=0,920$, partial effect $\eta^2=0,041$].

The findings related to the effect of individual musical instruments study habits on musical instrument self-efficacy belief of cello students studying at Fine Arts High School music department participating in the research according to daily studying period of their individual musical instruments are presented in Table 6 and Table 7.

Table 6. Descriptive statics related to musical instrument performance self-efficacy belief levels (scores) and musical instrument habit levels according to students' daily study period of students' individual musical instrument in the sample.

Scale	Class	Descriptive statics		
		<i>n</i>	$\bar{X}$	<i>ss</i>
MISHS	Less than 1 hour	47	3,73	0,74
	1-2 hour	72	4,20	0,59
	3 hours and over	9	4,52	0,48
	Total	128	4,05	0,69
MIPSEBS	Less than 1 hour	47	2,80	0,93
	1-2 hour	72	3,31	0,75
	3 hours and over	9	3,63	0,74
	Total	128	3,14	0,86

Table 7. One-way MANOVA results for musical instrument performance self-efficacy belief and musical instrument study habits according to students' daily study period of their musical instrument in the sample.

Effect	Test	Value	<i>F</i>	<i>sd</i>	<i>p</i>	Effect (η^2)
Daily Study	Wilks' Lambda	0,842	5,58	4-248	0,000***	0,083

Dependent Variable: MISHS and MIPSEBS

*** $p < .001$

According to one-way multivariate variance analysis, it was found that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief (depending on the combination of two dependent variables) showed significant differentiation according to daily study period of the musical instrument [$F_{(4-248)}=5,58$; $p < 0,001$; Wilks' $\lambda=0,842$, partial effect $\eta^2=0,083$]. The effect of daily study period on the interaction of students' individual musical instrument study habits and musical instrument performance self-efficacy belief were found to be 'middle' level ($\eta^2=0,083$). According to the result of the comparison (test of between-subjects effects) of group scores made for combination (effect) of scale scores, the effect scores of students studying their individual musical instrument 1-2 hours and more than 3 hours daily are higher than the students studying less than 1 hour.

The findings related to the effect of individual musical instrument study habits on musical instrument performance self-efficacy belief of cello students studying at Fine Arts High School music department participating in the research according to weekly study period of their individual musical instruments are presented in the Table 8 and Table 9.

Table 8. Descriptive statics related to musical instrument study habits and musical instrument performance self-efficacy belief levels (scores) of students according to weekly study period of individual musical instrument in the sample.

Scale	Class	Descriptive statics		
		<i>n</i>	$\bar{X}$	<i>ss</i>
MISHS	Less than 1 day	18	3,61	0,96
	1-2 days	53	3,92	0,67
	More than 3 days	57	4,31	0,48
	Total	128	4,05	0,69
MIPSEBS	Less than 1 day	18	2,65	0,97
	1-2 days	53	2,98	0,83
	More than 3 days	57	3,45	0,75
	Total	128	3,14	0,86

Table 9. One-way MANOVA results for musical instrument study habit levels and musical instrument performance self-efficacy belief of students according to weekly study period of individual musical instrument in the sample

Effect	Test	Value	<i>F</i>	<i>sd</i>	<i>p</i>	Effect (η^2)
Weekly Study	Wilks' Lambda	0,834	5,88	4-248	0,000***	0,087

Dependent Variable: MISHS and MIPSEBS

*** $p < .001$

According to one-way multivariate variance analysis, it was found that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief (depending on the combination of two dependent variables) showed significant differentiation according to weekly study period of individual musical instrument. [$F_{(4-248)}=5,88$; $p < 0,001$; Wilks' $\lambda=0,834$, partial effect $\eta^2=0,087$]. The effect of weekly study period on the interaction of students' individual musical instrument study habits and musical instrument performance self-efficacy belief were found to be 'middle' level ($\eta^2=0,087$). According to the result of the comparison scores made for combination (effect) of scale scores, the effect scores of students studying 1-2 days and more than 3 days weekly are higher than the students studying less than 1 day weekly.

The findings related to the effect of individual musical instrument study habits on musical instrument performance self-efficacy belief of cello students studying at Fine Arts High School music department participating in the research according to the regions they study in are presented in Table 10.

Table 10. Descriptive statics related to musical instrument study habit levels and musical instrument self-efficacy belief levels (scores) of students according to the region they study in the sample.

Scale	Region	Descriptive statics		
		<i>n</i>	$\bar{X}$	<i>ss</i>
MISHS	Black Sea R.	17	4,04	0,57
	Central Anatolia R.	22	4,06	0,68
	Marmara R.	19	4,07	0,53
	Aegean R.	15	4,08	0,51
	Mediterranean R.	28	4,28	0,47
	Eastern Anatolia R.	14	3,82	0,99
	Southeastern Anatolia R.	13	3,71	1,08
	Total	128	4,05	0,69
MIPSEBS	Black Sea R.	17	3,00	0,74
	Central Anatolia R.	22	3,19	0,81
	Marmara R.	19	3,21	0,74
	Aegean R.	15	3,22	0,76
	Mediterranean R.	28	3,27	0,82
	Eastern Anatolia R.	14	3,13	1,37
	Southeastern Anatolia R.	13	2,79	0,83
	Total	128	3,14	0,86

Dependent Variable: MISHS and MIPSEBS

According to one-way multivariate variance analysis, it was found that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief (depending on the combination of two dependent variables) didn't differentiate according to the region they study in [$F_{(10-242)}=0,98$; $p>0,05$; Wilks' $\lambda=0,925$, partial effect $\eta^2=0,039$].

4. RESULTS AND DISCUSSION

1. When the relationship between the study habit levels and musical instrument performance self-efficacy levels of cello students participating in the research is examined, it was observed that an increase in students value of study, preparing to study, interest and desire, correct use of time and regular study caused an increase in self-efficacy and musical instrument self-efficacy levels, a decrease in self-inefficacy and psychological indicators levels. In practice- based skills, correct study and practice are the basic of taking the skill to the top-level. In taking the skill to the top-level, performance is important. Performance is concrete indicator how and to what extent learning occurs. Correct and regular study directly affect the performance also in musical instrument training. Performance is directly related to the concepts such as anxiety, self-confidence, self-efficacy. It can be said that the higher the performance of the person, the higher the motivation, self-confidence and self-efficacy.

2. It was found that the effect of individual musical instrument study habits of cello students participating in the research on musical instrument self-efficacy belief showed significant differentiation according to gender. It was observed that the effect of individual musical instrument study habits on musical instrument self-efficacy belief was higher in male students than female students. It was observed that the effect of musical instrument study habits of male students on musical instrument self-

efficacy belief was higher. It can be said that this is because social and psychosocial aspects of male students are more dominant than female students and male students have more places to show their performances.

3. It was observed that the effect of musical instrument study habits of cello students participating in the research on musical instrument self-efficacy belief didn't differentiate according to class levels. It can be said that this is because even if the students' class levels are different, the subjects in their individual musical instrument courses according to their levels are the same and the teaching of the course is nearly the same.

4. It was found that the effect of musical instrument study habits of cello students participating in the research on musical instrument self-efficacy belief showed significant differentiation according to daily study period of their individual musical instruments. It was observed that the effect scores of students studying their musical instruments 1-2 hours and more than 3 hours daily were higher than the students studying less than 1 hour daily. It can be said that because of this situation, the higher the daily study period of students' individual musical instruments, the higher their individual musical instrument study habits and musical instrument study habits increase the musical instrument self-efficacy belief levels.

5. It was found that the effect of individual musical instrument study habits of cello students participating in the research on musical instrument self-efficacy belief showed significant differentiation according to weekly study period. The effect scores of students studying their individual musical instruments 1-2 days or more than 3 days weekly were higher than the students studying less than 1 day weekly. It can be said that because of this situation, the higher the weekly study period of students' individual musical instrument, the higher their individual musical instrument study habits level and musical instrument study habits can increase musical instrument performance self-efficacy belief levels.

6. It was observed that the effect of individual musical instrument study habits of cello students on musical instrument self-efficacy belief didn't differentiate according to the regions they study in. It can be said that, this situation is because even if the regions they study in are different, the subjects in their individual musical instrument courses are the same and the teaching of the course is nearly the same.

When the literature was examined, it was observed that there were few studies similar to subject of the study and there couldn't be found any studies supporting the effect of individual musical instrument study habits on musical instrument performance self-efficacy belief and the results obtained according to the variables completely. However, Çuhadar, Gündüz and Tanyeli's (2013) study shows even a little similarity with the subject and the part to be examined. In Çuhadar and et al.'s study, the result obtained when they examined the variables of gender and class level related to students' attitudes towards studying and academic self-efficacy senses show some similarities and differences with the result when we examined the variables of gender and class level related to individual musical instrument study habits on musical instrument self-efficacy belief in our study. In Çuhadar and et al.'s (2013) study, it was determined that students' deep study approach and academic self-efficacy senses didn't show any difference between males and females, however; when the average scores related to superficial study approach were examined, it was observed that male students' scores were higher than female students'. It was determined that students' study approach and academic self-efficacy senses didn't show significant difference according to class levels.

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