



International

Journal of Human Sciences

ISSN:2458-9489

Volume 17 Issue 1 Year: 2020

The comparasion of music teacher candidates' instrument test grades and instrument sight reading grades in talent exam with individual instrument exam grades during four-years education period¹

Meltem Düzbastılar²

Abstract


Every year Music education programs of the education Faculties, select students through out a talent test. This study aims to compare the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades of the students of Education Faculty Fine Arts Education Branch Music Education department. At the same time, the study aims to compare the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades of the students at first, second, third and fourth calass according to the high schools that students graduated. This research is important because of showing the 4 year progress of the students from the point of individual instrument playing; at the same time it is important for showing the progress of Fine Arts High School graduates and other high school graduates, and the difference between two groups. In this research relational search method will be used. The sample of the study consists of 176 student who became successfull at the talent exams in 2012, 2013, 2014 ve 2015 and registered to the Education Faculty Fine Arts Education Branch Music Education department of a University located in Black Sea Reagion. The data of the research is obtained by the approval of the deanship of the Faculty. The data will be analysed with a statistical analyse program which is used for the social sciences. As the result of the study the progress and the difference of the instrument playing and instrument sight reading scores will be shown as tables and will be commented.

Keywords: Talent Exam, Instrument Sight Reading, Individual Instrument.

1. Introduction

In Turkey, there are lost of criterions that can be used as base for identifying the abilities and knowledge which required for the students who want to attend to higer education. The criterion for the students who want to take music education is the talent test (Güneştan, 2018, s.36). talent test mesure the different dimension of musical talent. It means to mesure the secret power of the student from the point of musical success by focusing on the talent like tonal memory, rythm memory, differentiating the intervals, chord analysing and musical sensitivy (Aktaran: Yağcı, 2009:

¹ This article is presented in the "6th International Conference on Social Sciences and Education Research" in Kiev, Ukraine (05-07 September 2019).

² Assoc. Prof. Dr. Trabzon University, Fatih Education Faculty, Branch of Fine Arts, Music Education Department, meltemerol78@yahoo.com  0000-0001-8346-596X.



16; Richardson, 1990: 2). In our country, music education faculties hold special talent examinations for discover the abilities of candidates during while choosing students.

The talent exams were held as two phases between 2012-2015 at the music education branch of the university which the research is done. At first phase, there is dictation, two voices hearing, three voices hearing, four voices hearing, melody and rhythm repetition and at the second phase musical playing, musical singing and solfages (Guide, 2012-2015).

At the second phase, candidates were expected to answer musical playing, musical singing and solfages questions correctly. The candidates are expected to sing and play the compositions that they prepare and to give the correct answers to the questions about the notes, sound intervals, sound frequencies and rhythms. Solfege questions are evaluated through the correct and clear reading of the notes based on notes and rhythm knowledge (Exam guide, 2012-2015). Solfege, musical singing and playing exams are evaluated over 100 point.

This study aims to compare the Education Faculty Fine Arts Education Branch Music Education department students' instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the first class, second class, third class and fourth class. At the same time, the study aims to compare the students' instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at first, second, third and fourth class according to the variable of high schools that students graduated.

While searching the related publications, it's seen that there are several researches about Instrument education, sight playing. In Kurtuldu's study published in 2014 named "The Compare of The Success in Piano Lessons And Sight Playing Abilities of The Students" the relationship between the piano students' success in piano lessons and their ability in sight playing is examined. As the result of the statistical analyses, it's understood that there is a direct proportion and close relationship.

In Canbey and colleagues study published in 2012 named "Music Education Students' Opinions About the Importance of Sight Reading in Piano Education" the thoughts of the music students about the importance of sight reading in piano education took place. As the conclusion of the study it is understood that sight reading exercises in piano lessons are not enough and students do not see themselves successful in this subject.

In 2016, Can completed his study named "The Effect of Daily Working Programs on The Student's Behaviours About Instrument Working, Guitar Sight Playing And Performance in Classical Guitar Education" As the result, there is a meaningful difference between the experiment group (students following a daily working program) and control groups in favour of experiment groups according to the total points obtained from the guitar performance degree scale and sight playing scale.

1.1. The Aim of the Study

This study is prepared aiming to compare the Education Faculty Fine Arts Education Branch Music Education department students' instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the first class, second class, third class and fourth class. At the same time, the study aims to compare the students' instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at first, second, third and fourth class according to the variable of high schools that students graduated.

In this context, the sub-problems of the study is listed below:

1. **Sub-Problem:** What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the first class?
2. **Sub-Problem:** What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the second class?

3. **Sub-Problem:** What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the third class?
4. **Sub-Problem:** What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the fourth class?
5. **Sub-Problem:** How is the four year individual instrument progress of the students graduated from Fine Arts High Schools and others who became successfull in talent exam and registered to the faculty?

1.2. The Importance of the Study

This research is important because of showing the 4 year progress of the students from the point of individual instrument playing; at the same time it is important for showing the progress of Fine Arts High School graduates and other high school graduates, and the difference between two groups.

1.3.Hypothesis

This study is based on the following assumptions:

1. It is assumed that the scores which is the base of the research are determined by valid and reliable methods.
2. It is assumed that the searching method and analysing thecnics are proper.

1.4. Boundries

1. The study is limited with the analyses of the the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades of the same students of the related university Education Faculty Fine Arts Education Branch Music Education department for four years.
2. The study is limited with 176 students who became successfull in talent tests and registered to school in 2012, 2013, 2014 and 2015.

2. Method

In this part, there is information about research model, study group, collecting data and data analysing methods.

2.1. Research Model

In this research, correlational research model which is a kind of relational research is used. Correlational researches aim to describe the relationship between two or more variables without intervening them (Karakaya, 2014, s.68; Büyüköztürk, Kılıç Çakmak, Karadeniz ve Demirel, 2016, s.185).

2.2. Study Group

The study group of this article consists of 176 students who became successfull talent exam of the related university's Education Faculty Fine Arts Branch Music Education Department in 2012, 2013, 2014, 2015 and registered to Faculty.

Table 1. Working group data table

Education Period	Other High School Graduates		Fine Arts High School Graduates		TOTAL
	N	%	N	%	N
2012-2013	6	14%	37	86%	43
2013-2014	6	14%	37	86%	43
2014-2015	10	21,7%	36	78,3%	46
2015-2016	8	18,2%	36	81,8%	44

30 of the 176 (17 %) students are the graduates of other schools. 146 (83 %) students graduated from Fine Arts High Schools.

2.3. Collecting Data

The data of the research is obtained from related university's Education Faculty Fine Arts Branch Music Education Department with the approval of the dean on the condition that the name of the university is not stated. So the name of the university and the faculty is not stated in the study.

2.4. Analysing the Data

The data is analysed by using a statistical program which is frequently used in social sciences. Before the correlational measurements, normality of the data is checked and kurtosis and skewness coefficients of the data are controlled. The results of kurtosis and skewness analysis of the data is given in Table-2.

Table 2. Kurtosis and skewness coefficients of the analysed parameters

EXAM GRADES	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
2012 Talent Exam Instrument Grades	-,778	,337	-,072	,662
2012 Talent Exam Sight Playing Grades	-1,395	,337	1,674	,662
First Class Individual Instrument Final Exam Grade	-,139	,357	-,746	,702
2013 Talent Exam Instrument Grades	,056	,337	-1,074	,662
2013 Talent Exam Sight Playing Grades	-,728	,337	-,468	,662
Second Class Individual Instrument Final Exam Grade	-,235	,378	-1,289	,741
2014 Talent Exam Instrument Grades	-,523	,337	-,188	,662
2014 Talent Exam Sight Playing Grades	-1,042	,337	,762	,662
Third Class Individual Instrument Final Exam Grade	-,298	,337	-,467	,662
2015 Talent Exam Instrument Grades	-,573	,337	-,599	,662
2015 Talent Exam Sight Playing Grades	-1,307	,337	1,605	,662
Fourth Class Individual Instrument Final Exam Grade	-,278	,350	-,276	,688

If the kurtosis and skewness coefficient is 0, it shows that distribution is standart normal distribution; if it is different from 0, it shows standart normal distribution changes (Köklü and Büyüköztürk, 2000, p.68.; Baykul, 1999, p.134; Altunışık vd. 2005, p.156). In analyses, it's important that the variance of the scores shouldn't be high. If the variance is between +1 -1, it indicates that the scores doesn't show an important variance from the normal distribution (Köklü vd. 2006, s.63; Keskin and Çiçek, 2005, s.54). In theoretical normal distribution, distribution is continious and begins from (-) infinite, ends (+) infinite. 99.74 % of the subjects are between the borders of +3 -3 (Alpan and Arpacık, 1990, p.58; Arıcı, 2005, p.198) Albayrak vd. (2005, p.209), noted that the kurtosis may be between the borders of +3 ile -3.

3. Findings and Comments

In this part the findings of the study are presented in the same order with the sub-problems.

3.1. The Findings and Comments About the First Sub-Problem

The first Sub-Problem of the study is "What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the first class?" The relationship between Talent Exam and Individual Instrument Final Exam grades are shown in Table-3.

Table 3. The relationship between talent exam and Individual Instrument final exam grades

FIRST CLASS	Talent Exam (Instrument)	Talent Exam (Sight Playig)
Individual Instrument Final Exam	-,114	-,160

The Correlation Coefficient between Talent Exam Instrument Grades and First Class Individual Instrument Final Exam of 176 students who registered to school between 2012-2015 is -,114. The Correlation Coefficient between Talent Exam Sight Playing grades and First Class Individual Instrument Final Exam is -,160. These values means that there is a negative and weak relationship between Talent Exam Instrument- Sight Playing Grades and First Class Individual Instrument Final Exam.

3.2. The Findings and Comments About the Second Sub-Problem

The second sub-problem of the study is "What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the second class?" The relationship between Talent Exam and Individual Instrument Final Exam grades are shown in Table-4.

Table 4. The relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the second class

SECOND CLASS	Talent Exam (Instrument)	Talent Exam (Sight Playig)
Individual Instrument Final Exam	,084	-,056

The Correlation Coefficient between Talent Exam Instrument Grades and Second Class Individual Instrument Final Exam of the students is ,084 The Correlation Coefficient between Talent Exam Sight Playing grades and First Class Individual Instrument Final Exam is -,056. These values show that there is a weak relationship or almost no relationship between Talent Exam Instrument- Sight Playing Grades and Second Class Individual Instrument Final Exam.

3.3. The Findings and Comments About the Third Sub-Problem

The third sub–problem of the study is “What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the third class?” The relationship between talent exam grades and Individual Instrument Final exam is given in table 5.

Table 5. The relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the third class

THIRD CLASS	Talent Exam (Instrument)	Talent Exam (Sight Playig)
Individual Instrument Final Exam	-,227	,170

The Correlation Coefficient between Talent Exam Instrument Grades and Third Class Individual Instrument Final Exam of the students is -,227. The Correlation Coefficient between Talent Exam Sight Playing grades and First Class Individual Instrument Final Exam is ,17.

While there is a negative and weak relationship between Talent Exam Instrument Grades and Third Class Individual Instrument Final Exam, the relationship between Sight Playing Grades and Third Class Individual Instrument Final Exam is very weak.

3.4. The Findings and Comments About the Fourth Sub-Problem

The third sub–problem of the study is “What is the relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the fourth class?” The relationship between talent exam grades and Individual Instrument Final exam is given in table 6.

Table 6. The relationship between the instrument test grades and instrument sight reading grades at the talent test with individual instrument test grades at the fourth class

FOURTH CLASS	Talent Exam (Instrument)	Talent Exam (Sight Playig)
Individual Instrument Final Exam	-,010	-,053

The Correlation Coefficient between Talent Exam Instrument Grades and Fourth Class Individual Instrument Final Exam of the students is -,010. The Correlation Coefficient between Talent Exam Sight Playing grades and First Class Individual Instrument Final Exam is -,053.

According to these values there is a weak relationship or almost no relationship between Talent Exam Instrument- Sight Playing Grades and Fourth Class Individual Instrument Final Exam.

3.5. The Findings and Comments About the Fifth Sub-Problem

The fifth sub problem of the study is “How is the four year individual instrument progress of the students graduated from Fine Arts High Schools and others who became successfull in talent exam and registered to the faculty?” The values in Table 7 shows the difference between the talent test scores and individual instrument scores over 100. (-) values means the grades decreased in individual instrument exam; and (+) values means that the scores increased.

Table 7. The talent exam instrument grades and the individual instrument exam grades of fine arts high school graduates and other school graduates

	The Average of Talent Exam Instrument Grades	The Average of Final Instrument Exam Grades	% Difference
Other High School Graduates	78	85 (1st class)	%7
		77 (2nd class)	(-) %1
		82 (3rd class)	% 4
		83 (4th class)	%5
Fine Arts High School Graduates	80	77 (1st class)	(-) %3
		72 (2nd class)	(-) %8
		76 (3rd class)	(-) %4
		83 (4th class)	%3

Table 8. The talent exam sight playing grades and the individual instrument exam grades of fine arts high school graduates and other school graduates

	The Average of Talent Exam Sight Playing Grades	The Average of Final Instrument Exam Grades	% Difference
Other High School Graduates	57	85 (1st class)	% 28
		77 (2nd class)	% 20
		82 (3rd class)	% 25
		83 (4th class)	% 26
Fine Arts High School Graduates	79	77 (1st class)	(-) % 2
		72 (2nd class)	(-) % 7
		76 (3rd class)	(-) % 3
		83 (4th class)	% 4

The average talent exam grades of the students graduated from other schools between 2012-2015 is 78, and the average of talent exam sight playing grades is 57. These students increased their average grades to 85 at the end of the first year. At the end of the second year the average grade decreased but in third and fourth classes increased again.

The average talent exam grades of the students graduated from Fine Arts Highschools is 80 and average of talent exam sight playing grade is 79. At the end of the first class the average individual instrument grade decreased to 77. At the second class it cotinued to decrease and the average grade became 72. At the third class it increased and became 76 and at fourth class final exams it increased to 83.

The changes of the average grades are shown on the last columns of the tables.

Conclusions and Discussion

As the result of the study, it is understood that;

There is a negative and weak relationship between Talent Exam Instrument- Sight Playing Grades and First Class Individual Instrument Final Exam.

There is a weak relationship or almost no relationship between Talent Exam Instrument-Sight Playing Grades and Second Class Individual Instrument Final Exam.

While there is a negative and weak relationship between Talent Exam Instrument Grades and Third Class Individual Instrument Final Exam, the relationship between Sight Playing Grades and Third Class Individual Instrument Final Exam is very weak.

There is a weak relationship or almost no relationship between Talent Exam Instrument-Sight Playing Grades and Fourth Class Individual Instrument Final Exam.

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Recommendations

The importance benefits of the sight playing may be explained or reminded to the students.

In individual instrument lessons more sight playing exercises should be done and sight playing homeworks may be given.

Especially the graduates of Fine Arts Highschools may be guided for improving their instrument playing and sight playing abilities.

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