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## Research Article

# Evaluation of middle school students' inclinations towards music: Karasu town example

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### Abstract

Secondary school period in Turkey is a period when students begin to develop their talents and make decisions about making career choices. In this period, it is important to describe the musical talents of the students and their musical preferences in terms of making pedagogical decisions. In addition, the differentiation of students' views on the field of musical talent according to gender and school type should also be examined. This research is in the field survey model, which is one of the quantitative research types. In addition, it is in the case study pattern in terms of describing Karasu district of Sakarya province. The participants are the average secondary schools in Sakarya Karasu district. One of these schools is a religious education-based secondary school. As a data collection tool, the Middle School Students' Tendency in Music Field Scale developed by the researchers was used. The reliability coefficient of the scale was determined as .68. Due to the lack of normal distribution in the analysis of the data, the Chi-square test was used to determine the differentiation status of the scale items according to gender and school type. In addition, the differentiation of opinions about hobby, music genre, and musical instruments were analyzed with the same test. As a result of the research, the tendencies of the secondary school students towards the musical talent field were found to be moderate. Music is one of the top hobbies of middle school students. Turkish Pop music is at the top of the list of preferred music genres. A significant difference was found in favor of female students in terms of their time to music and participation in the school choir, according to gender ( $p < .05$ ). It was observed that they stated that their career goals in the field of musical talent were largely absent, and these views did not differ according to gender ( $p > 0.05$ ). When we look at the trends in the field of music talent, in some fields in the religion-based imam-hatip secondary school; It was observed that the skills of playing an instrument, playing the melody with an instrument and solfeggio were lower than those of normal secondary schools and there was a significant difference ( $p > 0.05$ ). However, it was observed that there was a higher tendency for participation in the school choir in the religion-based secondary school. This situation may be thought to have occurred due to participation in religious music choirs.

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## Introduction

Music education; It is an educational field surrounded by many teaching areas such as music history, musical skills, instrumental proficiency. At the same time, it is a musical behavior change and development process (Çuhadar, 2016). Music education may differ according to the perception and ability of each individual. While some people develop their culture, ideology and relations with people through music, others are content with just listening (Adar, 2019). Some variables should be taken into account in the preparation of a curriculum for music education in Turkey. These

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are students' readiness levels, cultural and regional differences. In the curriculum created by the Ministry of National Education, an ongoing educational process is followed in the form of voice recognition first, then song learning, then voice and breathing exercises. Learning Turkish music is very important in terms of transferring Turkish culture. Teaching Turkish music, on the other hand, was transferred to the curriculum by paying attention to the class levels of the samples from Turkish Folk Music, Turkish Classical Music, Turkish religious music, mehter music and polyphonic Turkish music, and the sound limits of the students (Adar, 2019).

The students' views on music are of great importance in determining their musical interests, music preferences, basic knowledge levels about music, directing them to music education, and enabling teachers and students to review their perspectives on music and music culture (Kılıç, 2016).

In the historical process, many types of music have emerged from the past to the present. While some of these music genres emerged in their own unique way, some of them were formed only by the relationship between the economy and the music industry. As in the rest of the world, there are many types of music in Turkey. The most known of these types are; Turkish Classical Music, Turkish Folk Music, Sufi Music, Punk, Pop Music, Rap Music, R&B, Rock Music, New Wave (New Period), New Age (New Period), Latin Music, Classical Music, Celtic Music (Wales, Ireland), Scotland), Hiphop, Grunge, Flamenco, Ethnic Music (Greek music, Rumelia music, Roman music, Black Sea music, Indian music, Aegean music, Balkan music, Azerbaijani music, Arabic music etc.), Country, Jazz, Blues and Fantasy / It can be counted as arabesque music (Angi, 2013). From this point of view, when the song types that are listened to the most throughout the country are examined, it is seen that these are mostly rap music and pop music. Efe and Sonsel (2019), in their research conducted on the Spotify application, determined that the most listened music genre in Turkey in terms of genre is "pop music". According to the studies carried out within the scope of the research, it was determined that the "rap music" genre took the second place after the pop music genre. According to these results, it is understood that there is a serious tendency towards "rap music" in the music audience profile in Turkey.

Based on these studies, the views of secondary school students about music were examined in the research. In this research, it was aimed to examine the opinions of secondary school students about their participation in activities that improve their musical skills such as music lessons and choirs in their schools. In addition, their views on the skills in the field of music in Turkey were taken. Secondary school level in Turkey is the transition period to high schools, which are a higher education level. Therefore, career choices of students take place during the secondary school period. It will contribute to the literature in terms of revealing important information to education programmers and music educators by determining the tendencies of middle school students towards the musical field talent.

### **Research Problem**

What are the musical talent tendencies of secondary school students in Sakarya province Karasu district?

Sub-problems of the research;

- What are the inclination levels of secondary school students in Sakarya province Karasu district towards music?
- Does the inclination of middle school students in Sakarya province Karasu district towards music differ according to gender?
- Does the inclination of middle school students in Sakarya province Karasu district towards music differ according to school type?

### **Method**

#### **Research Model**

The study is in the survey model design, which is one of the descriptive research models. Survey models are used to describe the distribution of any variable in the universe. In this research, it is aimed to examine the changes in the views of secondary school students in Karasu district of Sakarya, a developing province in the field of industry and agriculture

in the Western Black Sea region, about their musical tendencies and their participation in music activities at school, according to the variables of gender and school type. At the same time, it can be said that the research is in a case study pattern, one of the qualitative researches, in terms of determining the characteristics of secondary school students in a certain region for the specified variable (Creswell, 2009).

### Participants

In the 2019-2020 academic year, it was limited to the opinions of 51 7th grade students who were educated in two regular state secondary schools and a religion-based secondary school in the Karasu district of Sakarya Province.

**Table 1.** Structures of Participants

Gender	f	%
<i>Girl</i>	29	56
<i>Boy</i>	22	44
<b>Total</b>	51	100

As can be seen in Table 1, the distribution of the participants according to their gender is approximately at the same level.

### Data Collection Tools

#### Middle School Students' Tendency towards Music Scale

This scale was developed by the researchers in order to determine the music genres of secondary school students, their preferences for music as a hobby, the musical instruments they play, their tendencies and preferences towards music lessons and activities at school, and their views on musical skills. There are thirteen statements in the scale to determine the student's views. In the selection of these questions, the opinions of two researchers in the field of music education and pedagogy were taken. Adjustments were made according to the feedback from the expert opinions. This statement is related to the participation states; Strongly disagree 1 point, Disagree 2 points, Undecided 3 points, Agree 4 points, Strongly agree 5 points. Accordingly, while the highest score that can be obtained from the scale is 65, the lowest score is 13. In the study, the Cronbach Alpha reliability coefficient for the scale was determined as .68. The reliability coefficient of the scale is within the acceptable limits as it is slightly below the desired value of .70. A general accepted rule is that of 0.6-0.7 indicates an acceptable level of reliability (Ursachi, Horodnic, & Zait, 2015:681).

### Data Analysis

In the analysis of the data, first of all, Kolmogorov Smirnov test was performed regarding the normal distribution of the data and it was observed that there was no normal distribution. For this reason, the Chisquare test was used for the hobbies, favorite music genres and the differentiation status of the instruments they played, and the Mann Withney U and Willcoxon Rank tests were used to examine the differentiations by gender and school. 1.00-1.80 scores: Very low, 1.81-2.60 scores: Low, 2.61-3.40 scores Normal, 3.41-4.20 scores High, 4.21-5.00 scores Too high

## Results

**Table 2.** Descriptive Statistics of Middle School Students' Tendency towards Music

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Music Inclination</b>	51	2,31	4,38	3,3982	,50599
Valid N (listwise)	51				

The average scores of secondary school students regarding their musical tendencies and preferences were determined as  $\bar{X} = 3.39$ . Accordingly, it can be said that the musical tendencies of the students of Sakarya province Karasu district are at a normal level.

**Theme 1. Music as One of Secondary School Students' Hobbies****Table 3.** Secondary School Students' Views on Their Hobbies

Hobbies	Observed N	Expected N	Residual	%
Sport	25	8,2	16,8	33,7
Music	22	8,2	13,8	29,7
Painting	8	8,2	-,2	10,8
Reading	10	8,2	1,8	13,5
The game	5	8,2	-3,2	6,7
Cooking	1	8,2	-7,2	1,3
Poetry	1	8,2	-7,2	1,3
The art of Calligraphy	1	8,2	-7,2	1,3
Shopping	1	8,2	-7,2	1,3
<b>Total</b>	74			

$\chi^2$  (sd=2, n=74)=84.351, p<.05

As can be seen in Table 3, according to the opinions of secondary school students about their hobbies, they are mostly sports, followed by music, books and games. According to the results of the  $\chi^2$  Test, the difference observed between hobby preferences was found to be significant ( $\chi^2$  (sd=2, n=74)=84,351, p<.05). It is important that music is at the top of the hobbies of secondary school students.

**Theme 2. Types of Music Listened to by Secondary School Students****Table 4.** Types of Music Listened to by Secondary School Students

Listened Music Type	Observed N	Expected N	Residual	%
Turkish pop	28	10,5	17,5	44,4
Rap	18	10,5	7,5	28,5
Foreign music	5	10,5	-5,5	7,9
Arabesque	6	10,5	-4,5	9,5
Mixed	5	10,5	-5,5	7,9
Rock	0	0	0	0
Slow	1	10,5	-9,5	1,5
<b>Total</b>	63			

$\chi^2$  (sd=5, n=63)=50.810, p<.05

As seen in Table 4, according to the opinions of secondary school students about their favorite music genres, Turkish pop is the most followed, followed by Rap, foreign music, mixed and Rock. According to the results of the  $\chi^2$  Test, the difference observed between popular music genres was found to be significant ( $\chi^2$  (sd=5, n=63)=50,810, p<.05). It is important that Turkish pop music is at the top of the hobbies of secondary school students.

**Theme 3. Musical Instruments Played by Secondary School Students****Table 5.** Musical Instruments Played by Middle School Students

Instruments	f	%
Flute	22	42
Melodica	19	38
Kalimba	2	4
Guitar	5	10
Violin	2	4
Ukulele	1	2
<b>Total</b>	51	100

As can be seen in Table 5, the instruments mostly played by middle school students are flute and melodica, and these instruments are the instruments used in their compulsory lessons in their schools. They are the cheapest and most economically available instruments.

#### Theme 4. The Differences in Secondary School Students' Likes for Music Lesson by Gender

**Table 6.** Crosstable Findings on Students' Enjoying Music Lessons and Gender

Gender		I like the music lesson			
		N	A	SA	Total
<b>Girl</b>	Count	1	6	22	29
	% within Gender	3,4%	20,7%	75,9%	100,0%
	% of Total	2,0%	11,8%	43,1%	56,9%
<b>Boy</b>	Count	1	3	18	22
	% within Gender	4,5%	13,6%	81,8%	100,0%
	% of Total	2,0%	5,9%	35,3%	43,1%
<b>Total</b>	Count	2	9	40	51
	% within Gender	3,9%	17,6%	78,4%	100,0%
	% of Total	3,9%	17,6%	78,4%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As seen in Table 6, it was determined that 78.4% of the students who participated in the research absolutely loved music. According to the gender variable, 75.9% of the female students and 81.8% of the male students stated that they absolutely loved music. No significant difference was found according to gender in the views of secondary school students in terms of liking music. ( $\chi^2$  (sd=2, n=51)=.448,  $p>.05$ ).

#### Theme 5. Differentiation of Secondary School Students' Likes for Turkish Music by Gender

**Table 7.** Students' Likes Turkish Music and Gender

Gender		I like Turkish Music					Total
		SDA	D	N	A	SA	
<b>Girl</b>	Count	0	1	11	12	5	29
	% within Gender	,0%	3,4%	37,9%	41,4%	17,2%	100,0%
	% of Total	,0%	2,0%	21,6%	23,5%	9,8%	56,9%
<b>Boy</b>	Count	1	1	5	7	8	22
	% within Gender	4,5%	4,5%	22,7%	31,8%	36,4%	100,0%
	% of Total	2,0%	2,0%	9,8%	13,7%	15,7%	43,1%
<b>Total</b>	Count	1	2	16	19	13	51
	% within Gender	2,0%	3,9%	31,4%	37,3%	25,5%	100,0%
	% of Total	2,0%	3,9%	31,4%	37,3%	25,5%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 7, 37.3% of the secondary school students stated that they agree with the subject of liking the Turkish music lesson, and 25.5% completely agree. However, no significant difference was found according to gender in the views of secondary school students in terms of liking music. ( $\chi^2$  (sd=4, n=51)=4.380,  $p>.05$ ).

**Theme 6. Differentiation of Secondary School Students' Likes for Turkish Classical Music by Gender****Table 8.** Students' Likes Turkish Classical Music and Gender

Gender		I like Turkish Classical Music					Total
		SDA	D	N	A	SA	
Female	Count	0	1	16	6	6	29
	% within Gender	,0%	3,4%	55,2%	20,7%	20,7%	100,0%
	% of Total	,0%	2,0%	31,4%	11,8%	11,8%	56,9%
Male	Count	1	3	8	6	4	22
	% within Gender	4,5%	13,6%	36,4%	27,3%	18,2%	100,0%
	% of Total	2,0%	5,9%	15,7%	11,8%	7,8%	43,1%
Total	Count	1	4	24	12	10	51
	% within Gender	2,0%	7,8%	47,1%	23,5%	19,6%	100,0%
	% of Total	2,0%	7,8%	47,1%	23,5%	19,6%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 8, 23.5% of the secondary school students stated that they agree with the subject of liking the Turkish Art Music lesson, and 19.6% completely agree. However, no significant difference was found according to gender in the views of secondary school students in terms of liking Turkish classical music ( $\chi^2$  (sd=4, n=51)=4.185,  $p>.05$ ).

**Theme 7. Differentiation of Secondary School Students' Likes for Turkish Folk Music by Gender****Table 9.** Students' Likes Turkish Folk Music and Gender

Gender	I like Turkish Folk Music					Total	
	SDA	D	N	A	SA		
Girl	Count	0	3	12	10	4	29
	% within Gender	,0%	10,3%	41,4%	34,5%	13,8%	100,0%
	% of Total	,0%	5,9%	23,5%	19,6%	7,8%	56,9%
Boy	Count	1	1	9	7	4	22
	% within Gender	4,5%	4,5%	40,9%	31,8%	18,2%	100,0%
	% of Total	2,0%	2,0%	17,6%	13,7%	7,8%	43,1%
Total	Count	1	4	21	17	8	51
	% within Gender	2,0%	7,8%	41,2%	33,3%	15,7%	100,0%
	% of Total	2,0%	7,8%	41,2%	33,3%	15,7%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 9, 33.3% of secondary school students stated that they agreed with the subject of liking the Turkish Art Music lesson, 15.7% agreed completely, but 41.2% stated that they were undecided. However, no significant difference was found according to gender in the views of secondary school students in terms of liking Turkish classical music. ( $\chi^2$  (sd=4, n=51)=2.036,  $p>.05$ ).

**Theme 8. Differentiation of Secondary School Students' Time for Music by Gender****Table 10.** The Status of Students Spending Time for Music in Leisure Time and Gender

Gender		I do music in my free time					Total
		SDA	D	N	A	SA	
Female	Count	0	3	1	4	21	29
	% within Gender	,0%	10,3%	3,4%	13,8%	72,4%	100,0%
	% of Total	,0%	5,9%	2,0%	7,8%	41,2%	56,9%
Male	Count	2	7	1	5	7	22
	% within Gender	9,1%	31,8%	4,5%	22,7%	31,8%	100,0%
	% of Total	3,9%	13,7%	2,0%	9,8%	13,7%	43,1%
Total	Count	2	10	2	9	28	51
	% within gender	3,9%	19,6%	3,9%	17,6%	54,9%	100,0%
	% of Total	3,9%	19,6%	3,9%	17,6%	54,9%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 9, 17.6% of secondary school students agreed to spare time for music in their free time, and 54.9% of them completely agreed. However, a significant difference was found according to gender in the views of secondary school students according to their time to music. ( $\chi^2$  (sd=4, n=51)=9.938,  $p<.05$ ). According to this, 86.6% of the female students agree and strongly agree about allocating time to music, while 54.5% of the male students agree and strongly agree, which is lower.

**Theme 9. The Differences in the Instrument Playing Status of Secondary School Students by Gender****Table 11.** Students' Instrument Playing Status and Gender

Gender		I'm playing an instrument					Total
		SDA	D	N	A	SA	
Girl	Count	6	8	1	4	10	29
	% within Gender	20,7%	27,6%	3,4%	13,8%	34,5%	100,0%
	% of Total	11,8%	15,7%	2,0%	7,8%	19,6%	56,9%
Boy	Count	1	4	1	5	11	22
	% within Gender	4,5%	18,2%	4,5%	22,7%	50,0%	100,0%
	% of Total	2,0%	7,8%	2,0%	9,8%	21,6%	43,1%
Total	Count	7	12	2	9	21	51
	% within Gender	13,7%	23,5%	3,9%	17,6%	41,2%	100,0%
	% of Total	13,7%	23,5%	3,9%	17,6%	41,2%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 11, 17.6% of secondary school students agreed with the subject of "playing an instrument", and 41.2% agreed completely. However, no significant difference was found according to gender in the opinions of secondary school students in terms of playing an instrument. ( $\chi^2$  (sd=4, n=51)=4.181,  $p>.05$ ).



**Musical Skills of Secondary School Students****Theme 10. The Difference Between Gender and the Situation of the Secondary School Students Playing the Note with their Instrument****Table 12.** The Situation of Secondary School Students to Play the Note with their Instrument and Gender

Gender		I can play the note I see with my instrument					Total
		SDA	D	N	A	SA	
Girl	Count	7	6	4	4	8	29
	% within Gender	24,1%	20,7%	13,8%	13,8%	27,6%	100,0%
	% of Total	13,7%	11,8%	7,8%	7,8%	15,7%	56,9%
Boy	Count	2	3	4	4	9	22
	% within Gender	9,1%	13,6%	18,2%	18,2%	40,9%	100,0%
	% of Total	3,9%	5,9%	7,8%	7,8%	17,6%	43,1%
Total	Count	9	9	8	8	17	51
	% within Gender	17,6%	17,6%	15,7%	15,7%	33,3%	100,0%
	% of Total	17,6%	17,6%	15,7%	15,7%	33,3%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 12, 15.7% of secondary school students agreed with the subject of "playing the notes they see with an instrument", and 33.3% agreed completely. However, no significant difference was found according to gender in the views of secondary school students in terms of being able to play the note they see with an instrument. ( $\chi^2$ (sd=4, n=51)=2.931, p>.05).

**Theme 11. The Status of Differentiation by Gender in the Status of Secondary School Students to Play the Melodies Heard with Their Instruments****Table 13.** The Status of Playing the Melodies Heard by Middle School Students with Their Instruments and Gender

Gender		I can play the melodies I hear with my instrument					Total
		SDA	D	N	A	SA	
Girl	Count	9	7	8	2	3	29
	% within Gender	31,0%	24,1%	27,6%	6,9%	10,3%	100,0%
	% of Total	17,6%	13,7%	15,7%	3,9%	5,9%	56,9%
Boy	Count	4	3	7	6	2	22
	% within Gender	18,2%	13,6%	31,8%	27,3%	9,1%	100,0%
	% of Total	7,8%	5,9%	13,7%	11,8%	3,9%	43,1%
Total	Count	13	10	15	8	5	51
	% within Gender	25,5%	19,6%	29,4%	15,7%	9,8%	100,0%
	% of Total	25,5%	19,6%	29,4%	15,7%	9,8%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 13, 15.7% of the secondary school students agreed with the subject of "playing the melody they heard with an instrument", and 33.3% agreed completely. However, no significant difference was found according to gender in the views of secondary school students in terms of playing the melody they heard with an instrument. ( $\chi^2$ (sd=4, n=51)=4.922, p>.05).

**Theme 12. The Difference Between Gender and the Status of Secondary School Students to Make Bona****Table 14.** The Status of Secondary School Students to Bona and Gender

Gender		I can bona				Total
		SDA	D	N	A	
Girl	Count	1	1	27	0	29
	% within Gender	3,4%	3,4%	93,1%	,0%	100,0%
	% of Total	2,0%	2,0%	52,9%	,0%	56,9%
Boy	Count	0	1	20	1	22
	% within Gender	,0%	4,5%	90,9%	4,5%	100,0%
	% of Total	,0%	2,0%	39,2%	2,0%	43,1%
Total	Count	1	2	47	1	51
	% within Gender	2,0%	3,9%	92,2%	2,0%	100,0%
	% of Total	2,0%	3,9%	92,2%	2,0%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 14, 92.2% of the secondary school students were undecided about the subject of "Bona making". However, no significant difference was found according to gender in the views of secondary school students in terms of making bona. ( $\chi^2$  (sd=4, n=51)=2.122,  $p>.05$ ).

**Theme 13. Differences in the Solfeggio Status of Secondary School Students by Gender****Table 15.** The Status of Secondary School Students to Bona and Gender

Gender		I can do solfeggio					Total
		SDA	D	N	A	SA	
Female	Count	1	2	21	2	3	29
	% within Gender	3,4%	6,9%	72,4%	6,9%	10,3%	100,0%
	% of Total	2,0%	3,9%	41,2%	3,9%	5,9%	56,9%
Male	Count	0	1	18	1	2	22
	% within Gender	,0%	4,5%	81,8%	4,5%	9,1%	100,0%
	% of Total	,0%	2,0%	35,3%	2,0%	3,9%	43,1%
Total	Count	1	3	39	3	5	51
	% within Gender	2,0%	5,9%	76,5%	5,9%	9,8%	100,0%
	% of Total	2,0%	5,9%	76,5%	5,9%	9,8%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 15, 76.5% of the secondary school students were undecided about the subject of "making solfeggio". However, no significant difference was found according to gender in the views of secondary school students in terms of making bona. ( $\chi^2$  (sd=4, n=51)=1.158,  $p>.05$ ).

**Theme 14. Differences in Rhythm Making Status of Secondary School Students by Gender****Table 16.** Rhythm Making Status of Secondary School Students and Gender

Gender		I can do some rhythms					Total
		SDA	D	N	A	SA	
Female	Count	2	1	10	9	7	29
	% within Gender	6,9%	3,4%	34,5%	31,0%	24,1%	100,0%
	% of Total	3,9%	2,0%	19,6%	17,6%	13,7%	56,9%
Male	Count	3	1	4	11	3	22
	% within Gender	13,6%	4,5%	18,2%	50,0%	13,6%	100,0%
	% of Total	5,9%	2,0%	7,8%	21,6%	5,9%	43,1%
Total	Count	5	2	14	20	10	51
	% within Gender	9,8%	3,9%	27,5%	39,2%	19,6%	100,0%
	% of Total	9,8%	3,9%	27,5%	39,2%	19,6%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 16, 25.5% of the secondary school students stated that they were undecided, 39.2% agreed, and 19.6% strongly agreed on the subject of "being able to hit the rhythm with a method". However, no significant difference was found according to gender in the views of secondary school students in terms of hitting rhythm. ( $\chi^2$  (sd=4, n=51)=3.680, p>.05)

**Theme 15. Differences in the Status of Participating in the Choir of Secondary School Students by Gender****Table 17.** Secondary School Students' Participation in the Choir and Gender

Gender		I join the choir at my school					Total
		SDA	D	N	A	SA	
Girl	Count	0	5	2	7	15	29
	% within Gender	,0%	17,2%	6,9%	24,1%	51,7%	100,0%
	% of Total	,0%	9,8%	3,9%	13,7%	29,4%	56,9%
Boy	Count	4	8	5	4	1	22
	% within Gender	18,2%	36,4%	22,7%	18,2%	4,5%	100,0%
	% of Total	7,8%	15,7%	9,8%	7,8%	2,0%	43,1%
Total	Count	4	13	7	11	16	51
	% within Gender	7,8%	25,5%	13,7%	21,6%	31,4%	100,0%
	% of Total	7,8%	25,5%	13,7%	21,6%	31,4%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

According to Table 17, 13.7% of secondary school students stated that they were undecided, 21.6% agreed, and 31.4% strongly agreed on the subject of "joining the choir at school". However, there was a significant gender difference in the views of secondary school students in terms of joining the choir at school. ( $\chi^2$  (sd=4, n=51)=18.433, p<.05). It is seen that the differentiation here is in favor of the girls.

**Theme 16. Differences in the Desires of Secondary School Students for a Career in Music by Gender****Table 18.** Middle School Students' Career Desires in Music and Gender

Gender		I am considering a career in music					Total
		SDA	D	N	A	SA	
Female	Count	12	6	10	1	0	29
	% within Gender	41,4%	20,7%	34,5%	3,4%	,0%	100,0%
	% of Total	23,5%	11,8%	19,6%	2,0%	,0%	56,9%
Male	Count	6	9	5	1	1	22
	% within Gender	27,3%	40,9%	22,7%	4,5%	4,5%	100,0%
	% of Total	11,8%	17,6%	9,8%	2,0%	2,0%	43,1%
Total	Count	18	15	15	2	1	51
	% within Gender	35,3%	29,4%	29,4%	3,9%	2,0%	100,0%
	% of Total	35,3%	29,4%	29,4%	3,9%	2,0%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As seen in Table 18, 35.3% of secondary school students stated that they do not agree with certainty, 29.4% disagree, and 29.4% are undecided. However, in terms of secondary school students getting education in the field of music (going to the conservatory).

**Differentiation by School Type****Theme 17. Differentiation of Secondary School Students in terms of Playing Instruments by School****Table 19.** Instrument Playing Status and School Type of Secondary School Students

School Type		I play an instrument					Total
		SDA	D	N	A	SA	
Religious Based School	Count	6	8	0	0	3	17
	% within School Type	35,3%	47,1%	,0%	,0%	17,6%	100,0%
	% of Total	11,8%	15,7%	,0%	,0%	5,9%	33,3%
Normal School	Count	1	3	2	7	6	19
	% within School Type	5,3%	15,8%	10,5%	36,8%	31,6%	100,0%
	% of School	2,0%	5,9%	3,9%	13,7%	11,8%	37,3%
Normal School	Count	0	1	0	2	12	15
	% within School Type	,0%	6,7%	,0%	13,3%	80,0%	100,0%
	% of Total	,0%	2,0%	,0%	3,9%	23,5%	29,4%
Total	Count	7	12	2	9	21	51
	% within School Type	13,7%	23,5%	3,9%	17,6%	41,2%	100,0%
	% of Total	13,7%	23,5%	3,9%	17,6%	41,2%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As can be seen in Table 19, it is seen that there is a difference according to school types in the subject of “playing an instrument” of secondary school students. Although there is a great disagreement about playing instruments in Imam Hatip Secondary School, which is a religion-based school, it is seen that there is a high degree of participation in other normal schools. In terms of playing an instrument, a significant difference was found in the views of the students in religion-based secondary schools and normal secondary schools. ( $\chi^2$  (sd=4, n=51)=33,804,  $p<.05$ ). It can be said that the differentiation here is that the students in normal secondary schools have higher skills in playing instruments.

### Theme 18. Differentiation by School in terms of Playing the Melody Heard by Secondary School Students with an Instrument

**Table 20.** Playing the Melody Heard by Middle School Students with an Instrument and School Type

School Type		I can play the melodies I hear with my instrument					Total
		SDA	D	N	A	SA	
Religious Based School	Count	8	5	2	1	1	17
	% within School Type	47,1%	29,4%	11,8%	5,9%	5,9%	100,0%
	% of Total	15,7%	9,8%	3,9%	2,0%	2,0%	33,3%
Normal School	Count	3	4	7	5	0	19
	% within School Type	15,8%	21,1%	36,8%	26,3%	,0%	100,0%
	% of School	5,9%	7,8%	13,7%	9,8%	,0%	37,3%
Normal School	Count	2	1	6	2	4	15
	% within School Type	13,3%	6,7%	40,0%	13,3%	26,7%	100,0%
	% of Total	3,9%	2,0%	11,8%	3,9%	7,8%	29,4%
Total	Count	7	13	10	15	8	51
	% within School Type	13,7%	25,5%	19,6%	29,4%	15,7%	100,0%
	% of Total	13,7%	25,5%	19,6%	29,4%	15,7%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As can be seen in Table 20, it is seen that there is a difference according to school types in terms of "playing the melodies they hear with an instrument" by secondary school students. Although there is a great disagreement about playing an instrument in Imam Hatip Secondary School, which is a religion-based school, it is seen that there is a great deal of participation and indecision in other normal schools. In terms of playing the melodies heard with an instrument, a significant difference was found in the views of the students in religion-based secondary schools and normal secondary schools. ( $\chi^2$  (sd=4, n=51)=18.480,  $p<.05$ ). It can be said that the differentiation here is that the students in normal secondary schools have higher skills in playing the melody they hear with an instrument.

### Theme 19. Secondary School Students' Differentiation According to School in Terms of Solfeggio

**Table 21**

*Differentiation of Secondary School Students by School Type in terms of Solfeggio*

School Type		I can do solfeggio					Total
		SDA	D	N	A	SA	
Religious Based School	Count	0	1	16	0	0	17
	% within School Type	,0%	5,9%	94,1%	,0%	,0%	100,0%
	% of Total	,0%	2,0%	31,4%	,0%	,0%	33,3%
Normal School	Count	1	1	17	0	0	19
	% within School Type	5,3%	5,3%	89,5%	,0%	,0%	100,0%
	% of School	2,0%	2,0%	33,3%	,0%	,0%	37,3%
Normal School	Count	0	1	6	3	5	15
	% within School Type	,0%	6,7%	40,0%	20,0%	33,3%	100,0%
	% of Total	,0%	2,0%	11,8%	5,9%	9,8%	29,4%
Total	Count	1	3	39	3	5	51
	% within School Type	2,0%	5,9%	76,5%	5,9%	9,8%	100,0%
	% of Total	2,0%	5,9%	76,5%	5,9%	9,8%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As can be seen in Table 21, it is seen that there is a difference according to school types in terms of “making solfeggio” of secondary school students. It is seen that the state of being undecided is the highest among all schools. However, in terms of solfeggio, a significant difference was found in the views of the students in religion-based secondary schools and normal secondary schools. ( $\chi^2$  (sd=4, n=51)=24.634,  $p<.05$ ). It can be said that the differentiation here is that the students in normal secondary schools have higher skills in solfeggio.

#### Theme 20. Differentiation of Secondary School Students in terms of Participating in the Choir at School

**Table 22.** Differentiation of Secondary School Students by School Type in terms of Participating of Choir

School Type		I join the choir at our school					Total
		SDA	D	N	A	SA	
<b>Religious Based School</b>	Count	0	0	1	4	12	17
	% within School Type	,0%	,0%	5,9%	23,5%	70,6%	100,0%
	% of Total	,0%	,0%	2,0%	7,8%	23,5%	33,3%
<b>Normal School</b>	Count	1	10	3	3	2	19
	% within School Type	5,3%	52,6%	15,8%	15,8%	10,5%	100,0%
	% of School	2,0%	19,6%	5,9%	5,9%	3,9%	37,3%
<b>Normal School</b>	Count	3	3	3	4	2	15
	% within School Type	20,0%	20,0%	20,0%	26,7%	13,3%	100,0%
	% of Total	5,9%	5,9%	5,9%	7,8%	3,9%	29,4%
<b>Total</b>	Count	4	13	7	11	16	51
	% within School Type	7,8%	25,5%	13,7%	21,6%	31,4%	100,0%
	% of Total	7,8%	25,5%	13,7%	21,6%	31,4%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As can be seen in Table 22, it is seen that there is a difference according to school types in terms of "joining the choir" of secondary school students. It is seen that participation in the choir is higher in religion-based secondary schools (70.6% I completely agree). However, a significant difference was found in the views of students in religion-based secondary schools and regular secondary schools in terms of participating in the choir in the school. ( $\chi^2$ (sd=4, n=51)=28.600,  $p<.05$ ). It can be said that the differentiation here is that the students in normal secondary schools have higher skills in solfeggio.

**Theme 21. Differentiation of Secondary School Students' Career Desires in Music by School****Table 22.** Middle School Students' Career Desires in Music and School Type

School Type		I'm considering a career in music (conservatory)					Total
		SDA	D	N	A	SA	
<b>Religious Based School</b>	Count	9	1	7	0	0	17
	% within School Type	52,9%	5,9%	41,2%	,0%	,0%	100,0%
	% of Total	17,6%	2,0%	13,7%	,0%	,0%	33,3%
<b>Normal School</b>	Count	2	9	5	2	1	19
	% within School Type	10,5%	47,4%	26,3%	10,5%	5,3%	100,0%
	% of School	3,9%	17,6%	9,8%	3,9%	2,0%	37,3%
<b>Normal School</b>	Count	7	5	3	0	0	15
	% within School Type	46,7%	33,3%	20,0%	,0%	,0%	100,0%
	% of Total	13,7%	9,8%	5,9%	,0%	,0%	29,4%
<b>Total</b>	Count	18	15	15	2	1	51
	% within School Type	35,3%	29,4%	29,4%	3,9%	2,0%	100,0%
	% of Total	35,3%	29,4%	29,4%	3,9%	2,0%	100,0%

SDA: Strongly disagree D: Disagree N: Neutral A: Agree SA: Strongly agree

As can be seen in Table 22, it is seen that there is a difference according to school types in terms of "getting education in the field of music" for secondary school students. I strongly disagree and disagree opinion is high in all schools. Only one public school differentiated itself from the others. ( $\chi^2$  (sd=4, n=51)=17.080,  $p<.05$ ).

### Conclusion and Discussion

The results of this study, which aimed to determine the tendencies of secondary school students in the field of musical talent in Karasu, a district of Sakarya, a province that continues to develop in the field of industrial agriculture in the Western Black Sea region, are as follows.

As a result of the research, the tendencies of secondary school students in the field of musical talent are at a moderate level. According to the results of the  $\chi^2$  Test, the difference observed between hobby preferences was found to be significant ( $\chi^2$  (sd=2, n=74)=84,351,  $p<.05$ ). It is important that music is at the top of the hobbies of secondary school students.

According to the opinions of secondary school students on their favorite music genres, Turkish pop is the most followed, followed by Rap, foreign music, mixed and Rock. According to the results of the  $\chi^2$  Test, the difference observed between popular music genres was found to be significant ( $\chi^2$  (sd=5, n=63)=50,810,  $p<.05$ ). It is important that Turkish pop music is at the top of the hobbies of secondary school students. In the study of Efe and Sonsel (2019), it was determined that the most listened music genre in Turkey is Pop music, followed by Rap music. This result is similar to the result of the research.

The most important instrument played by secondary school students is the melodica, and it may be effective at this point that it is chosen as the easiest and most economical instrument that all students can access in the secondary school curriculum.

No significant difference was found according to gender in terms of secondary school students' liking for music, music lessons, Turkish Classical Music and Turkish Folk Music ( $p>.05$ ). However, a significant difference was found according to gender in the views of secondary school students according to their time to music. ( $\chi^2$  (sd=4, n=51)=9.938,  $p<.05$ ). According to this, 86.6% of female students agree and strongly agree about allocating time to music, 54.5% of male students agree and strongly agree, which is lower. He sought the opinions of 350 primary school students in his master's thesis titled "Primary School Students' Motives for Listening to Music, Singing and Playing

Instruments", which was prepared by Ateş in (2020) at Akdeniz University Institute of Educational Sciences. In the study, students; There was a significant gender difference in listening to music and singing, and it was concluded that this difference was positive for female students. This result is similar to the results obtained in the study.

There is no gender difference in secondary school students' skills such as playing an instrument, playing the notes they see with an instrument, playing the melodies they hear with an instrument, performing bona, solfeggio, and rhythm ( $p>.05$ ). However, there was a significant gender difference in the views of secondary school students in terms of joining the choir at school. ( $\chi^2$  (sd=4, n=51)=18.433,  $p<.05$ ). It is seen that the differentiation here is in favor of the girls.

It was observed that they stated that their career goals in the field of musical talent were largely absent, and these views did not differ according to gender ( $p>0.05$ ).

When we look at the trends in the field of music talent, in some fields in the religion-based imam-hatip secondary school; It was observed that the skills of playing an instrument, playing the melody with an instrument and solfeggio were lower than those of normal secondary schools and there was a significant difference ( $p>0.05$ ). However, it was observed that there was a higher tendency for participation in the school choir in the religion-based secondary school. Burum can think of it as participation in choirs of hymns.

In all types of school, the majority of students do not consider choosing a career in music. However, it was observed that one school differed from other schools.

## Recommendations

### Recommendations for Future Studies

- It can be suggested to reach all schools in Karasu district in the research.
- By conducting validity studies of the used opinions scale, sub-dimensions can be formed. Thus, the differentiation of students' tendencies towards musical talent can be examined according to different variables.
- Qualitative research can be done by using interview technique for detailed examination of middle school students' musical talent tendencies.

### Recommendations for Practitioners

- Music educators are recommended to determine the musical talent tendencies of secondary school students before they start teaching.

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**Appendix 1***Middle School Students' Tendency towards Music Scale*

<b>Music Preferences</b>
<b>Gender</b> Girl ( ) Boy ( ) <b>Grade</b> 5 <sup>th</sup> grade ( ) 6 <sup>th</sup> grade ( ) 7 <sup>th</sup> grade ( ) 8 <sup>th</sup> grade ( )
<b>Your hobbies:</b>
<b>Music Genre(s):</b>

**Middle School Students' Tendency towards Music Scale**

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

	Items	1	2	3	4	5
1	I like the music lesson					
2	I like Turkish music					
3	I like Turkish Classical Music					
4	I like Turkish Folk Music					
5	I do music in my free time					
6	I am playing an instrument					
7	I can play the note I see with my instrument					
8	I can play the melodies I hear with my instrument					
9	I can bona					
10	I can do solfeggio					
11	I can do some rhythms					
12	I join the choir at my school					
13	I'm considering a career in music (conservatory)					

**Appendix 2.***Ortaokul Öğrencilerinin Müziğe Yönelik Eğilimleri Ölçeği*

<b>Müzik Tercihleri</b>
<b>Cinsiyet</b> Kız ( ) Erkek ( ) <b>Sınıf</b> 5.Sınıf ( ) 6.Sınıf ( ) 7.Sınıf ( ) 8.Sınıf ( )
<b>Hobi</b> (leri)niz:
Dinlediğiniz <b>Müzik Tür</b> (ler):

**Ortaokul Öğrencilerinin Müziğe Yönelik Eğilimleri Ölçeği**

Kesinlikle katılmıyorum 1, Katılmıyorum 2, Kararsızım 3, Katılıyorum 4, Kesinlikle katılıyorum 5

	Maddeler	1	2	3	4	5
1	Müzik dersini seviyorum					
2	Türk müziğini seviyorum					
3	Türk sanat müziğini seviyorum					
4	Türk halk müziğini seviyorum					
5	Serbest zamanlarımda müziğe zaman ayırıyorum					
6	Enstrüman çalıyorum					
7	Gördüğüm notayı enstrümanımla çalabiliyorum					
8	Duyduğum melodileri enstrümanımla çalabiliyorum					
9	Bona yapabiliyorum					
10	Solfej yapabiliyorum					
11	Birkaç usul (ritim) biliyorum					
12	Okulumdaki koroya katılıyorum					
13	Müzik alanında eğitim almayı (konservatuar) düşünüyorum					