ANALYZING THE RELATIONS AMONG MUSIC PERCEPTIONS AND ATTITUDES OF UNIVERSITY STUDENTS: AFYON KOCATEPE UNIVERSITY SAMPLE

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Abstract - The aim of this study is to determine the effective factors on the perceptions from music courses and attitudes towards music of university students. The earlier studies show that music perception has a positive effect on music attitude. Starting with this point, the main hypothesis of this study is set as whether music perception increases the music attitude or not. The effective factors on music perception and attitudes of individuals are also tried to reveal. With this purpose a fife type Likert scale, which has been used in earlier studies but some formed by the researchers, ranging from 1 'strongly disagree' to 5 'strongly agree', is used to measure the perceptions and attitudes of the students attending the state conservatory of Afyon Kocatepe University, at the beginning of 2017-2018 education term. The questionnaire including this scale and some demographic questions is applied to 250 randomly selected students over approximately 300, attending to different departments of state conservatory, which means that the size of the sample is enough statistically.
To analyze the data set, besides some well known statistical techniques, structural equation modeling is used to determine the levels of effects in each factor via SPSS and LISREL Software. The results of the analyses are given in the related tables and figures.

Key Words - Music, Music Perception, Music attitude, Statistical Analyzes.

I. INTRODUCTION

Music is defined as a pattern of sounds made by musical instruments, voices, or computers, or a combination of these, intended to give pleasure to people listening to it or it is an art of sound in time that expresses ideas and emotions insignificant forms through the elements of rhythm, melody, harmony, and color.
Too many young people think they are studying music, when in reality they are merely studying an instrument. There is a vast difference between the two. There 'is also a danger that students may be led into thinking of music in terms of the sonata, the concerto, and the symphony. Some even feel apologetic if they should accidentally play a sinaller form, and to sing a gospel song is to lower one's artistic dignity. This attitude, sincere as it may be, is no different in some respects from that of the world. What a pity that musicians, both in the bud and in the ripened fruit, should feel uneasy in the presence of the smaller forms, and at home only where the larger forms exist ! As a matter of fact, not infrequently the heavy technical numbers display to the trained ear not only a lack of sufficient technical training but a definite absence of interpretation (Miller, 1945).
Music perception and cognition is the area of cognitive psychology devoted to determining the mental mechanisms underlying our appreciation of music. An examination of the developmental psychology of music, along with cross-cultural and evolutionary approaches, suggests that music is a reflection of both innate, universal cognitive mechanisms as well as cultural processes (Justus and Bharucha, 2002).
Attitudes of music students toward hearing conservation are important determinants in the potential success of music schools to increase awareness, knowledge, and perceptions of responsibility. The Theory of Planned Behavior states that a person's intention to carry out a behavior is dependent upon their attitudes regarding a specific behavior, subjective norms, and perceived behavioral control. [9] Recognizing that awareness and beliefs of risk are typically formed through experience and public discourse, attitudes among music students may be similar to nonmusic major college students or somehow different due to their investment and involvement in music (Chesky et al, 2009).

II. METHOD

To determine the perception and attitudes of the students towards Music and Music education after some basic statistics and demographic features, a Structural Equation Modeling (SEM) which is one of the most popular statistical analysis in recent years is used to find out the relations between the factors. SEM is a statistical technique for testing and estimating causal relationships using a combination of statistical data and qualitative causal assumptions. It is used in social, behavioral and educational sciences, namely, psychology, biology, economy, marketing and medicine. SEM is a comprehensive statistical method used in testing hypotheses about causal relationships among observed and unobserved (latent) variables and has proved useful in solving

problems in formulating theoretical constructions (Schumacker & Lomax, 2004; Reisinger & Turner, 1999; Raykov & Marcoulides, 2006; Yılmaz, 2004). SEM also can expand the explanatory ability and statistical efficiency for model testing with a single comprehensive method (Pang, 1996). It has potential for decision support modeling, it is probably most useful for theory testing, which is a key phase in developing models (For SEM and LISREL see Hayduk, 1987; Jöreskog & Sörbom, 2001; Saraçlı et al, 2014).

III.SAMPLE

The sample of the study was composed of 250 randomly selected students over approximately 300, attending to different departments of state conservatory at Afyon Kocatepe University at the beginning of 2017-2018 education term. All of the students enrolled in the first, second, third and fourth years were included in the sampling.

IV. DATA COLLECTION

The data set about the Attitudes and perceptions towards the Music and Music Course of the students is collected by a questionnaire which includes demographic questions and a fife type Likert scale. The scale was used in earlier studies for different topics but some formed by the researchers, it is ranging from 1 'strongly disagree' to 5 'strongly agree'. Because of some unfilled and wrong replied questionnaires, analyzes are concluded over 217 questionnaires via SPSS and LISREL software.

RESULTS

The factors and the items that are used in the study is given in Table 1. Because the scale is ranging from 1 'strongly disagree' to 5 'strongly agree' and the questions are positively asked, having a small mean for the factors or items show that the perceptions and the attitudes of the participants are well enough.

As it can be seen from Table 1, Music perceptions mean scores (1.6508 with standard deviation of 0.50445) are much better than the attitudes towards music (1.7665 mean with .55032 standard deviation)

As we can write the main alternative Hypotheses of this study as;

H_1: As the students' Music perceptions increases, their music attitudes increase.

To test this hypothesis we conducted a structural model as given in Figure 1.

Before testing the hypothesis, its much important to test whether this model is statistically significant or not. There are some criteria given in Table 2. Besides these criterions, one of the most important criteria is whether $\chi 2$ /df is less than 3 or not. For this model is obtained as 699.10/343 = 2.038 that means the model is statistically significant.

Factors/ Items	Mean	Std.Dev.
MP. Music Perception	1.6508	.50445
MP1. Everything about music education attracts my attention	1.674	.9205
MP2. I concentrate on Music education except Music lessons	2.061	1.1104
MP3. I fulfill my responsibilities to society via music.	2.045	1.0028
MP4. The best profession for me is musicianship	1.750	1.1077
MP5. I believe that Music is losing its value in this society	1.538	.8326
MP6. I would like to be a musicianship again even if they want me reselect profession.	1.636	.9432
MP7. I wanted to be a musicianship because I love music so much.	1.409	.7200
MP8. I love the instrument which I train at the conservatory	1.515	.8241
MP9. Music makes me happy because besides Crotchet knowledge, it's the interpreter of the feelings.	1.311	.6894
MP10. Being in music makes me happy rather than being a music educator.	1.455	.6809
MP11. I would like to devote my life to music and to educate how to make music.	1.765	.8898
MA. Music Attitude	1.7665	.55032
MA1. I love music courses.	1.455	.7137
MA2. I believe that music education is necessary in musicianship's life.	1.462	.7854
MA3. I enjoy and get great pleasure from music	1.417	.7314
MA4. I believe that the music education that we get will be useful in the future.	1.674	.9768
MA5. I love the instrumental repertory that I used in my education at the conservatory	1.886	1.0386
MA6. Music courses increases my self-reliance.	1.697	.8644
MA7. Music is the reflection of feelings in our life.	1.432	.6901
MA8. I try to join the activities like concert, show, seminar or etc. about music	1.826	.9610
MA9. I find myself lucky for the information that I get about music.	1.598	.8458
MA10. I get pleasure to join the discussions about music.	1.894	.9671
MA11. I love the teaching styles of the music education	2.341	1.2159

MA12. The time newer counts for nothing that I spent on music	1.545	.7752
MA13. I love the class activities that we apply about music.	2.008	1.1290
MA14. I watch/listen the programs about music on radio or TV.	2.015	1.0628
MA15. Music courses newer fears me.	2.379	1.3733
MA16. I research and learn the specific points about music.	1.750	.8323
MA17. According to other courses I love music much.	1.652	.9649

Table 1. Means and Standard Deviations for the Factors and items

Criterion	Perfect Fitness	Acceptable Fitness	Model
RMSEA	0 < RMSEA <0.05	0.05 ≤ RMSEA ≤ 0.10	0.069
NFI	0.95 ≤ NFI ≤ 1	0.90 < NFI ≤ 0.95	0.91
NNFI	0.97 ≤ NNFI ≤ 1	0.95 ≤ NNFI ≤ 0.97	0.95
CFI	0.97 ≤ CFI ≤ 1	0.95 ≤ CFI ≤ 0.97	0.95
SRMR	0 ≤ SRMR <0.05	0.05 ≤ SRMR ≤ 0.10	0.066
GFI	0.95 ≤ GFI ≤ 1	0.90 ≤GFI ≤ 0.95	0.81
AGFI	0.90 ≤ AGFI ≤ 1	0.85 ≤ AGFI ≤ 0.90	0.78

Table 2. Limits and the results of the structural model.

(Source: Schermelleh-Engel and Moosbrugger, 2003).(RMSEA: Root Mean Square Error of Approximation, NFI: Normed Fit Index, NNFI: Non-Normed Fit Index, CFI: Comparative Fit Index, SRMR: Standardized Root Mean Square Residual, GFI: Goodness of Fit Index, AGFI: Adjusted Goodness of Fit Index)
As it can be seen from Table 2. The model given in Figure 1 is statistically significant and the results of the SEM are given below the Figure 1.

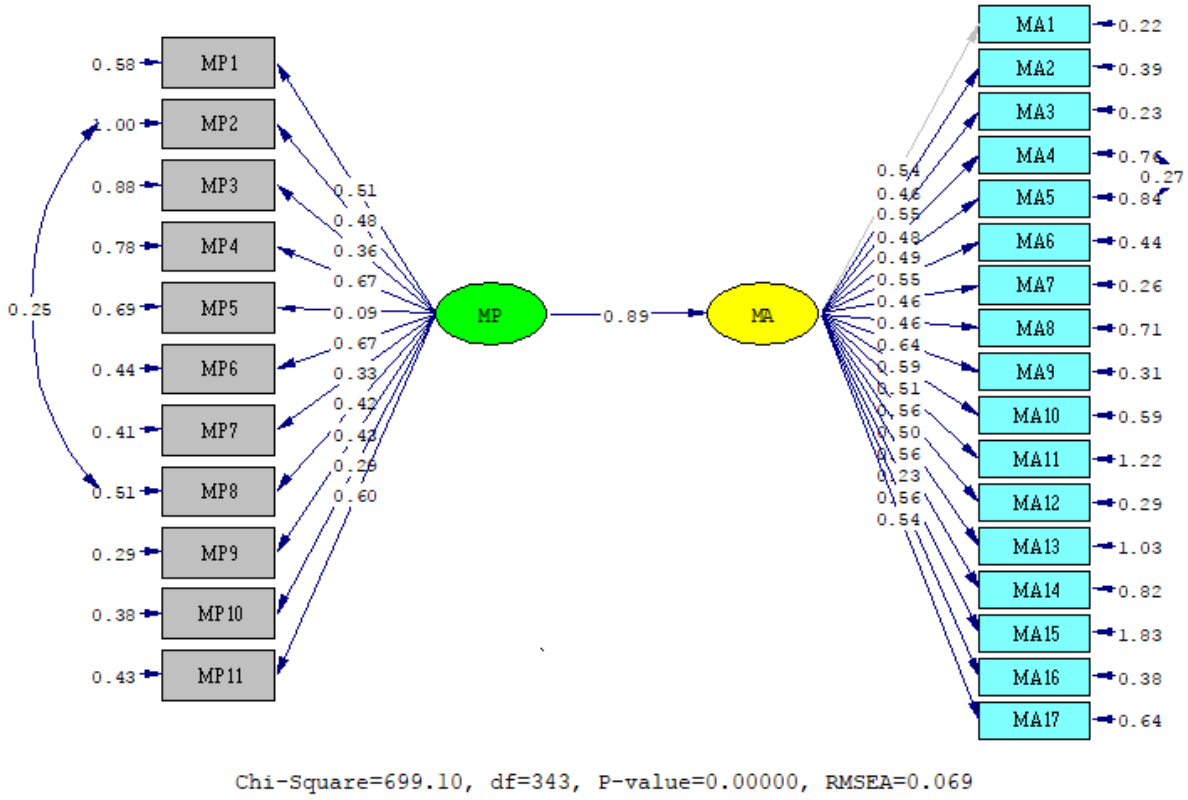


Figure 1. Structural Model For the Perceptions and attitudes towards Music

Figure 1 shows that music perception has a positive effect on the music attitudes of students with the coefficient of 0.89 which means that if the perceptions of these students towards music can be increased one unit, than the attitudes will increase 0.89 unit.

The most effective items on Music Perception is also MP4 "The best profession for me is musicianship" and MP6 "I would like to be a musicianship again even if they want me reselect profession" with the same coefficients of 0.67.

On the Music attitudes of these students it can be seen that the most effective factor is MA9 "I find myself lucky for the information that I get about music" with the same coefficients of 0.64.

The result of the hypothesis testing related with this model is also given in Table 3.

Hypothesis	Path	Standardized parameter estimate	t value	Results
H_1	(MP)→(MA)	0.89	11.21	Confirmed

Table 3.Standardized parameter estimate value, t value and hypothesis

As the statistical analysis indicate that, if the students are well confident and love music, the perception levels towards music is also good enough and it has a positive and high effect on the attitudes of these students towards Music. On the other hand one of the main result of this study can be said as, by the education time while the students are interested and concentric with music they much understand the importance and show it on their attitudes by feeling lucky.

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