

Investigation of the reasons for attribution of success and failure of second-class primary school students to music lesson

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Abstract

In this study, which was conducted to compare the achievement attributions of second-class primary school students to music lessons and different variables, students' attitudes, extracurricular activities, music lesson learning environment, block flute and ability dimensions were examined, and these sub-dimensions were classified and the effects were investigated according to grade level, gender, whether received (amateur) instrument training or not, the idea of success, school and attention. The research, in which the relational scanning model was used, was conducted with 676 students from the 5th, 6th, 7th and 8th grades of primary education, who were selected from the central districts of Gaziantep and were educated in the institutions that provide musical instrument training. As a result of the research, it was understood that students attribute success in music to ability, attitude and music lesson learning environment. However, students' achievement attributions differ significantly according to grade level, gender, the idea of success, school and whether they have received musical instrument training or not. It is seen as a positive situation that students who receive general and sympathetic instrument education attribute their success in music lessons at school to the music lesson learning environment and attitude. It should be perceived as a positive situation that these students, who take general and amateur instrument education, attribute success towards music lessons at school to the music lesson learning environment and attitude because a positive attitude means that the student likes the music lesson, attaches importance to it and is interested. Likewise, the reason for the success attributed to the music lesson learning environment can be interpreted as the interest in the music lesson, the positive approach of the teacher, the endearment of the lesson and the use of appropriate strategies.

Keywords: Music lesson, success and failure, second class, primary school, attribution theory.

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1. Introduction

1.1. Conceptual and theoretical framework

Successful learning–teaching process is usually affected by one's belief in the cause of these events, and attributions for success or failure are known as attribution theory. One of the basic principles of the attribution theory is that motivation and success are affected by individual beliefs about the reasons for success or failure in given tasks (Legette et al., 2016; Weiner, 1972, cited in Legette, 2002). Attribution theory, which affects educational research, tries to understand why an event that occurs in a subject or field results unexpectedly for individuals (Vispoel & Austin, 1995). According to Weiner (2010), the most important situation regarding the applicability of the theory is that changes in causal beliefs change performance related to success. Attribution of failure to unstable causes improves school outcomes in attempts to change causal beliefs.

The four attributes commonly associated with attribution theory are ability, effort, level of task difficulty and luck. Among these qualities, ability and effort are classified as internal causes and assumed to originate from the student, while the level of task difficulty and luck are external causes and are perceived as events beyond the control of the individual. Causal attributions of ability and effort are considered intrinsically stable and intrinsically unstable, respectively, while task difficulty is considered extrinsically stable and luck extrinsically unstable (Legette, 2002, 2012; Legette, et al., 2016). Reasons for success and failure in attribution theory should not be seen as opposites. This means that someone who attributes success to ability will not attribute failure to lack of ability. For this reason, it would not be correct to make inferences about success concerning failure. However, feelings such as shame, guilt, anger and disappointment associated with the failure experience may hinder students' efforts to interpret the reasons for failure or it becomes difficult for students to make the habit of critically evaluating their failure experiences (Weiner, 2000). Rosito (2020) emphasised that attributional reasons are an important predictor of academic success and stated that students' beliefs about their capacity to control causal factors would mean that they would be a good predictor of their performance.

According to Dick (2006), in the attribution theory, if students attribute success to internal fixed causes, their performance experience may result in a higher degree of emotional response and the expectation that future outcomes will be the same. Talak (2021) emphasised that there is a relationship between brain executive functions and achievement attributions and that students with high executive functions are closer to internal success. Ability attributions (Legette, 2012) will have positive results in motivating students to succeed in the future if past experiences are positive, and students believe that they can only do it again whenever they want. When past experiences are negative, i.e., in the case of failure, effort rather than ability is more desirable because students feel they can change future outcomes at will. In short, if students attribute failure to ability, they may be more willing to change future results if they attribute it to effort while thinking about failure in the future.

Success attributions are mostly used in the evaluation of formal education in our country. According to Demirtaş and Çınar (2004), individual differences and conditions are the factors that should be at the forefront of the success level of the student, and the students showing the desired level of proficiency in gaining knowledge and skills in a certain field and the positive reactions he/she shows result in success. Since success evaluations create cultural pressure, it starts from primary school years and lasts for many years and emerges as a perception of success or failure in children. This is in the form of grades expressing success and failure rather than behavioural evaluation. In short, it is defined as high

grades indicating success and low grades expressing school failure (Keskin & Yapıcı, 2008). Evaluating the perception of success in formal education only with the grades taken can cause mistakes in understanding and feeling success in different fields, finding the reasons for academic success and failure and producing solutions, and the student may miss the areas that he can do in line with his abilities and skills.

1.2. Relevant research

Among the many studies on causal attributions, the ones on the causes of success and failure are more common (Brun, et al., 2022; Hamann, et al., 2021; Kelley & Michela, 1980; Manusov & Spitzberg, 2008; Perveen, et al., 2019; Rosito, 2020; Talak, 2021; Vispoel & Austin, 1995; Weiner, 1972, 2000, 2010). Weiner (1983; cited in Vispoel & Austin, 1995) emphasised that qualities such as ability, effort, task difficulty and luck may be more related to some areas of success such as sports and arts than others. One of the biggest reasons for this is that fields such as art and sports are based on practice. There are also different studies on the success and failure reasons of causal attributions in the field of music. For example, there are studies examining students' causal attributions to success and failure (Asmus, 1985, 1986a, 1986b; Babacan & Babacan, 2017; Chandler, et al., 1987; Legette, 1993, 2002, 2003; Legette, et al., 2016; Özmenteş, 2012), the relationship between the executive functions of the brain and achievement (Talak, 2021), the relationship between causal attributions and academic achievement (Brun, et al., 2022; Hamann, et al., 2021; Rosito, 2020; Vispoel & Austin, 1995), the effect of causal attributions on performance in online learning (Zhong, 2020), the relationships between adolescents' success and failure attribution beliefs in classroom music, self-concept and success (Austin & Vispoel, 1998), instrument models of success and failure in learning (Pitts et al., 2000) and the relationship between them (Dick, 2006), middle school band students' musical self-efficacy beliefs and sources of success and failure, their meanings and their relationships with attributions (Martin, 2012) and middle school students' musical self-efficacy beliefs (Martin, 2012) and the relationship between course-loading and school burnout (Burak & Saka, 2018).

The research results in music education show that the causes of success and failure are generally attributed to ability and effort (Asmus, 1985, 1986b, 2021; Babacan & Babacan, 2017; Bernabé-Valero, et al., 2019; Burak, 2013; Chandler, et al., 1987; Legette, 1993, 2002; Özmenteş, 2012;). Özmenteş (2012) determined that primary school students attribute their success and failure in music lessons to their attitudes towards music lessons, learning environment, extracurricular musical environment, abilities and efforts. The results of Austin and Vispoel's (1998) research showed that areas such as effort, persistence, strategy use and metacognition affect success, and they attribute failure to students' use of inappropriate strategies or insufficient effort rather than lack of ability. Dick (2006) stated that although a large amount of practice (effort) affects musical success, a large amount of practice time cannot guarantee success if students do not apply appropriate practice strategies. Asmus (2021), who creates a motivational model in learning and teaching music, reveals the concepts of background, self-concept towards self-perception, self-efficacy and self-determination due to musical attribution reasons such as effort, musical talent, music influence and classroom environment.

Determining the reasons attributed to success and failure in music education and finding out which variables are affected by the causes of attribution will be an important resource in increasing students' attitudes, interests and motivation towards music lessons. The use of the scale, which was developed for success and failure in our country, is considered important primarily in terms of the validity and reliability of the scale, and then in terms of increasing studies in the field of music and contributing to new research areas. It was determined that two of the studies conducted in Turkey were conducted in the field of piano in higher education (Babacan & Babacan, 2017; Kurtuldu, 2010), while the others

were conducted in primary education levels for music lessons (Burak, 2013; Burak & Saka 2018; Özmenteş, 2012).

1.3. Purpose of the study

This research was carried out to learn the reasons for attribution of success and failure of primary school second-class primary school students towards music lessons and to compare these reasons according to different variables. In this direction, students' attitudes towards the music lesson, the extent to which extracurricular activities and activities affect their views on the lesson and what the reasons are according to the music lesson learning environment and abilities were examined. The effects were investigated according to whether it was taken or not. For this purpose, answers to the following questions were sought:

1. What are the reasons that primary school second-class primary school students attribute to their success and failure in music lessons?
2. Do the reasons that second-class primary school students attribute to their success and failure in music lessons change according to their gender, grade level, an institution of formal education (school), whether they have amateur (amateur) instrument training or not and their idea of success?

2. Research method

2.1. Research model

The relational survey model was used in this study, which examines the reasons attributed to the success and failure of the second-class primary school students and their gender, class, an institution of formal education, whether they have received amateur instrument training and the idea of success.

2.2. Participants

The research was carried out with 676 primary school and secondary school 5th-, 6th-, 7th- and 8th-grade students selected from the central districts of Gaziantep with the stratified sampling method in the 2016–2017 academic year and studying in three institutions from the institutions that provide instrument training with the purposive sampling method. The purpose of choosing the institutions that provide volunteer instrument training in the research is to include students who receive instrument training in addition to the general music education process, which includes the variables and the sub-dimensions of the scale.

2.3. Data collection

In the study, the 'Music Attribution Scale' developed by Asmus (1986a) and translated into Turkish by Burak (2013) was used as a data collection tool. The scale consists of 44 items as a 5-point Likert scale and is grouped under five factors. Achievement level statements on the scale were scored as 'strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), and strongly disagree (1)'. The reliability coefficient (Cronbach's alpha) was found to be 0.957; the reliability coefficient in the sub-dimensions was 0.927: music lesson learning environment was 0.912, the extracurricular musical environment was 0.816, block flute was 0.834 and ability was 0.771 (Burak, 2013).

2.4. Data collection process

After the necessary permissions were obtained from the Provincial Directorate of National Education for the research, the implementation process took 3 weeks.

2.5. Data analysis

Data analysis was analysed using a statistical program (SPSS) as percentage, frequency, mean and standard deviation (SD) in descriptive analysis and whether the variances showed normal distribution in the analysis of the relationship between variables was tested with the Kolmogorov–Smirnov test, the normality of the distribution was also tested; to determine whether there was a significant difference between the two distributions, Mann–Whitney U test was used and Kruskal–Wallis H test was used for more than two groups. In statistical calculations, the level of significance was accepted as $p < 0.05$.

3. Results

The results of the comparisons were made according to the sub-dimensions of the reasons that primary school second-class school students attribute success to the music lesson, gender, class, school, amateur instrument training and the idea of success for the lesson.

Table 1. Mean Arithmetic Scores of Students' Music Attribution Scale Sub-Dimensions

Music attribution scale	<i>n</i>	Mean	SD
Attitude		3.65	0.903
Music lesson learning environment		3.84	0.896
Extracurricular musical environment	676	3.08	1.18
Block flute		2.27	1.36
Ability		3.60	1.14

When the sub-dimensions of the reasons for attribution students towards music are examined, it is seen that the dimensions of attitude, ability and music lesson learning environment are at a good level with 'agree', the extracurricular musical environment is at a medium level with 'neither agree nor disagree' and the block flute dimension is at a weak level with 'disagree' (Table 1). According to these results, it can be said that the students attribute their success in music mostly to their ability, attitude and music lesson learning environment.

Table 2. Mann–Whitney U Test Results' Distribution of Students' Reasons for Attribution to Music by Gender

	Gender	<i>n</i>	Rank mean	Rank total	U	<i>p</i>
Attitude	Girl	348	362.55	126,167.00	48,703.00	0.001
	Boy	328	312.98	102,659.00		
Music lesson learning environment	Girl	348	350.14	121,848.50	53,021.50	0.110
	Boy	328	326.15	106,977.50		
Extracurricular musical environment	Girl	348	346.94	120,735.50	54,134.50	0.247
	Boy	328	329.54	108,090.50		
Block flute	Girl	348	334.94	116,559.00	55,833.00	0.616
	Boy	328	342.28	112,267.00		
Ability	Girl	348	363.87	126,626.50	48,243.50	0.000
	Boy	328	311.58	102,199.50		
Total	Girl	348	354.29	123,294.00	51,576.00	0.030
	Boy	328	321.74	105,532.00		

When the reasons for attribution of students' success were compared according to gender, it was determined that there was a significant difference in attitude, ability and general success attribution. In the gender variable, girls have a higher average for attribution of success towards music, more positive attitudes in its sub-dimensions and attribute success to ability more than boys.

Table 3. Distribution of the Kruskal–Wallis H Test Results for Students' Reasons for Attribution to Music by Grade Level

	<i>Class</i>	<i>n</i>	<i>Rank mean</i>	<i>X²</i>	<i>df</i>	<i>p</i>	
Attitude	5	206	422.07	62.394	3	0.000	5-6
	6	202	329.50				5-7
	7	168	271.90				5-8
	8	100	296.40				6-7
Music lesson learning environment	5	206	413.50	46.416	3	0.000	5-6
	6	202	321.26				5-7
	7	168	288.02				5-8
	8	100	303.64				
Extracurricular musical environment	5	206	407.89	42.009	3	0.000	5-6
	6	202	324.15				5-7
	7	168	282.52				5-8
	8	100	318.58				6-7
Block flute	5	206	339.18	0.075	3	0.995	-
	6	202	335.54				
	7	168	339.81				
	8	100	340.87				
Ability	5	206	402.80	35.258	3	0.000	5-6
	6	202	326.27				5-7
	7	168	305.64				5-8
	8	100	285.95				
Total	5	206	415.86	50.553	3	0.000	5-6
	6	202	324.82				5-7
	7	168	284.89				5-8
	8	100	296.83				6-7

In Table 3, the reasons for loading music according to the grade level of the students showed a significant difference in the sub-dimensions other than the block flute. Following the Mann–Whitney U analysis, it was found that the mean scores of fifth graders in the sub-dimensions of attitude and extracurricular musical environment were significantly higher compared to the sixth, seventh and eighth grades and it was determined that more meaning was attributed to the learning environment and ability compared to the sixth, seventh and eighth graders. In the block flute sub-dimension, it is thought that block flute education is not included in the schools where the scale is made and therefore there is no significant difference in the findings. When examined in general, it can be said that fifth graders have a higher average score than the other classes in the achievement attributions for music at the grade level, and the achievement attributions decrease as the grade level increases.

Table 4. Distribution of the Mann–Whitney U Test Results According to the Amateur Instrument Training Status of the Reasons for Attribution to Music by the Students

	<i>Private lesson</i>	<i>n</i>	<i>Rank mean</i>	<i>Rank total</i>	<i>U</i>	<i>p</i>
Attitude	Taking	226	411.40	92,977.00	34,374.000	0.000

	not taking	450	301.89	135,849.00		
Music lesson learning environment	Taking	226	381.50	86218,50	41,132.500	0.000
	not taking	450	316.91	142,607.50		
Extracurricular musical environment	Taking	226	465.35	105,169.50	22,181.500	0.000
	not taking	450	274.79	123,656.50		
Block flute	Taking	226	316.12	71,443.00	45,792.000	0.030
	not taking	450	349.74	157,383.00		
Ability	Taking	226	420.49	95,031.00	32,320.000	0.000
	not taking	450	297.32	133,795.00		
Total	Taking	226	417.54	94,364.50	32,986.500	0.000
	not taking	450	298.80	134,461.50		

It has been determined that there are statistically significant differences in the attribution reasons of students towards music according to the status of receiving instrument training. According to the sub-dimensions of the attribution to music, it is seen that students who take amateur instrument training have higher averages in attitude, music lesson learning environment, ability, extracurricular environment and general level, while students who do not receive instrument training in block flute have higher averages. In this direction, it can be said that students who receive instrument training attribute more success to their attitude towards music, ability, extracurricular environment and music lesson learning environment than students. In the block flute dimension, it is thought that students who are not interested in any other instrument pay more attention to playing the block flute.

Table 5. Distribution of the Kruskal–Wallis H Test Results According to Students' Music Attribution Reasons According to Their Thoughts on Achievement

	<i>Success thought</i>	<i>n</i>	<i>Rank mean</i>	<i>X²</i>	<i>df</i>	<i>p</i>	
Attitude	I am very successful	376	375.31				1-2
	I'm a little successful	282	304.05	46.979	2	0.000	1-3
	I am not successful	18	109.28				2-3
Music lesson learning environment	I am very successful	376	376.37				1-2
	I'm a little successful	282	301.96	46.635	2	0.000	1-3
	I am not successful	18	119.81				2-3
Extracurricular musical environment	I am very successful	376	369.33				1-2
	I'm a little successful	282	313.38	43.699	2	0.000	1-3
	I am not successful	18	88.08				2-3
Block flute	I am very successful	376	364.60				1-2
	I'm a little successful	282	310.21	18.521	2	0.000	1-3
	I am not successful	18	236.53				
Ability	I am very successful	376	382.92				1-2
	I'm a little successful	282	292.36	55.240	2	0.000	1-3
	I am not successful	18	133.50				2-3
Total	I am very successful	376	387.17				1-2
	I'm a little successful	282	289.83	71.394	2	0.000	1-3
	I am not successful	18	84.19				

In Table 5, it was determined that there were significant differences in the sub-dimensions of the attribution reasons of music according to the students' success thoughts. Following the Mann–Whitney U analysis, it was revealed that the average of the students who found themselves successful in the sub-dimensions of attitude, music learning environment, ability, block flute and extracurricular musical environment and the overall score was higher than the students who found themselves somewhat successful or unsuccessful. According to this result, students who see themselves as successful in music lessons put more emphasis on success.

Table 6. Kruskal–Wallis H Test Results Distribution of Students' Reasons for Attribution to Music by School Variable

	<i>School</i>	<i>n</i>	<i>Rank mean</i>	<i>X²</i>	<i>df</i>	<i>p</i>	
Attitude	A	391	318.97	30.460	2	0.000	C-A C-B
	B	196	329.45				
	C	89	444.25				
Music lesson learning environment	A	391	315.49	36.096	2	0.000	C-A C-B
	B	196	332.53				
	C	89	452.72				
Extracurricular musical environment	A	391	331.27	10.903	2	0.004	C-A C-B
	B	196	324.25				
	C	89	401.65				
Block flute	A	391	305.67	65.088	2	0.000	C-A C-B
	B	196	337.13				
	C	89	485.75				
Ability	A	391	333.27	15.860	2	0.000	C-A C-B
	B	196	315.35				
	C	89	412.46				
Total	A	391	312.98	54.338	2	0.000	C-A C-B
	B	196	325.15				
	C	89	480.03				

It is seen that there is a statistically significant difference between the students in the general and sub-dimensions of attribution to music according to the school they are educated in. Following the Mann–Whitney U analysis, it can be said that C school gives more meaning to success in music compared to other schools, in general, and sub-dimensions.

4. Discussion

As a result of this research, it was understood that students attribute success in music to talent, attitude and music lesson learning environment. Similarly, Martin (2012) stated that middle school band students strongly attribute success primarily to ability, while Burak (2013) stated that primary school students attribute their success in music to the music lesson learning environment. Music-related literature shows that students tend to choose ability and effort as the reasons for attributing their success and failure to music (Asmus, 1986a, 1986b, 2021; Austin & Vispoel, 1998; Bernabé-Valero, et al., 2019; Dick, 2006; Legette, 1993, 2002, 2003, 2012; Martin, 2012).

Asmus (2021), who created a motivational model in learning and teaching music, reveals the concepts of background, self-concept towards self-perception, self-efficacy and self-determination due to musical attribution reasons such as effort, musical talent, music influence and classroom environment. However, as an example of the reason for loading effort, in the research results of Bernabé-Valero et

al. (2019), it was revealed that the highest percentages related to effort in maintaining the motivation of music students were self-sacrifice and gratitude. Dick (2006) investigated the effect of the ability, luck, easy music playing and effort on musical performance, and it was revealed that low- and high-achieving student groups mostly stated the strategies used for effort, ability and practice. Legette (1993) identified the most important factors contributing to success or failure as perceived effort, influence on music and musical ability in his research with students who received and did not receive music education. Austin and Vispoel (1998), on the other hand, stated in their study that effort, persistence, strategy use and metacognition skills are important in determining the successful outcome; second-class primary school students tend to attribute failure to lack of ability and negative family influence. Pitts et al. (2000) in their research on success and failure models in instrumental learning concluded that responsive parent and teacher support is essential for musical learning and that effective practice that focuses on quality rather than quantity is a skill that should be encouraged to teach and apply to children. Martin (2012), who determined that ability is the strongest attribution factor in musical success, revealed that middle school band students generally have high musical self-efficacy and that their mastery and failure experiences are more cited by students with low musical self-efficacy.

Block flute, which is a sub-dimension of the scale of attribution reasons for music, was not seen as a reason for success by the students. Burak (2013), in his study adapting the scale developed by Asmus (1986b) into Turkish, stated the reason for the existence of the block flute sub-dimension as the weight given to playing the block flute in primary school music lessons. As a result, the block flute sub-dimension was not seen as a frequently preferred reason for attribution in these two studies using the same scale. According to the results of attribution to music, it can be said that the students who received amateur instrument training attributed more success to their attitude, ability, extracurricular environment and music lesson learning environment, while in the block flute dimension, the students who did not receive instrument training paid more attention to playing the block flute. An important reason for these results is that the block flute is not preferred much because different instruments (mandolin, guitar, melodica, baglama etc.) are more common in schools, students receive instrument training with private lessons and amateur instrument training is often done in private schools.

When the reasons for attribution of students' success are compared according to gender, girls have a higher average, more positive attitudes in sub-dimensions and attribute success to ability more than boys. This result is in parallel with the studies of Asmus (1986a) and Legette (1993), who attribute success to the ability as internally stable. Legette (2003) revealed in his study that girls attribute success to more effort than boys, according to gender. On the contrary, the fact that Legette, et al. (2016) and Legette (2002, 2012) did not find a significant difference in causal attributions between genders in their studies is thought to be because these studies were conducted in higher education and the difference in age groups in the samples. According to the grade level, it has been revealed that fifth graders attribute success to ability, attitude and extracurricular musical environment more than other grades. When the general results are examined, it is seen that the success attribution areas decrease as the grade level increases. While this result is in line with the results of Burak's (2013) and Legette's (2002) research, it is not in line with Legette's (2003) research, which found that as the grade level increases, effort and ability attributions also increase.

The reason for attribution of success towards music differs statistically between the students according to the school they are educated in. It is seen that the reasons attributed to success by students in school C are higher in all dimensions. While this result is in line with Legette's (2003) study, which found differences in the causes of attribution in primary and secondary schools, it does not

show it with studies conducted at the higher education level (Legette, 2002, 2012). Legette (2003) stated in his research that there is a significant difference in the reason for success attribution of public schools with different racial and socio-economic structures. In this study, the reason for the difference in the level of success of three private schools with the same socio-economic level is not within the scope of the research boundary. For this reason, for future research, examining the effect of amateur instrument training hours, level, in-class activities and quantity and quality of teacher factors in the institution are the variables that are considered important and recommended to be investigated in terms of explaining these differences between schools regarding the reason for success.

According to the students' success ideas, it was found that the students who find themselves successful in the sub-dimensions of attitude towards music, music learning environment, ability, block flute and the extracurricular musical environment generally have higher averages than students who find themselves somewhat successful or unsuccessful. In the research of Chandler et al. (1987), the higher the level of success and satisfaction felt by musicians playing instruments in the ensemble, the more they will strive and struggle (challenging); however, he also stated that he would attribute the ensemble members' success, effort, natural musical ability to internal factors such as technical knowledge of instruments. Similarly, as a result of Babacan and Babacan's (2017) research, students who found themselves successful in the piano lesson attributed this to their study duration, study method and habits. According to Dick (2006), students believe that the locus of control of their success is within themselves, and how much and how they practice with their abilities will determine their success results. At this point, it is thought that the self-belief and confidence of the students who find themselves successful are strong enough to change the level of the reason for attribution.

5. Conclusion

As a result of this research, which was carried out to compare the success attributions of second-class primary school students to the music lesson and compare them with different variables, it was understood that the students attribute their success in music to their ability, attitude and music lesson learning environment. In this study, students who did not receive professional and vocational music education attribute success to their musical abilities, which is in line with other research results. According to Asmus (2021), the learning situation, the teaching strategies used and the feedback provided to the student are beneficial in promoting internal motivation among the student. It should be perceived as a positive situation that these students, who take general and amateur instrument education, attribute success towards music lessons at school to the music lesson learning environment and attitude because a positive attitude means that the students like the music lesson, attach importance to it and are interested. Likewise, the reason for the success attributed to the music lesson learning environment can be interpreted as the interest in the music lesson, the positive approach of the teacher, the endearment of the lesson and the use of appropriate strategies.

6. Recommendations

Although it is seen that the reasons for success attributions focus on ability and effort, it is seen that different attribution reasons such as the idea of success, course environment, family and teacher support, attitude, extracurricular activities, and strategies used in learning and teaching also affect success and failure. The general, enthusiastic and professional education dimensions of music education and field studies in the instrument education process naturally reveal different reasons for attribution because the effect of many variables related to the content, process, student and teacher of music education emerges. This research also covers factors such as ability, attitude, music lesson

learning environment reasons, effort, self-efficacy perception, learning and teaching strategies and metacognitive strategies when it comes to students who take higher education or music education at a vocational and professional level. Detailed examination of these reasons and determination of their predictive levels for future research will contribute more to the field of music to make inferences about the reasons for attribution of success.

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