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Attitudes of High School Students towards Music Lessons and Expectations from Teacher About Class Engagement

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Abstract

This study investigated the attitudes of the students studying in high school education towards the music lesson and their expectations from their teachers in terms of participation in the lesson. The survey model was used in the design of this study, which included quantitative research methods. The sample group for the research consists of 354 students from 9th, 10th, and 11th grades at Esenevler Sehit Ibrahim Ates Anadolu High School in Ankara, Turkey, in the 2021–2022 academic year. Two scales that have been developed in relation to the topic were utilized to collect the data for the study; *the Attitude Scale Toward Secondary Education Level Music Lesson* and *the Expectations from Teachers About Class Engagement.* Mann-Whitney U Test for comparison of paired groups in data analysis, Kruskal Wallis H Test for comparison of more than two groups; Bonferroni Posthoc Test were used to determine the group that caused the difference. The bilateral link within the parameters of the research scales was assessed using Spearman's Correlation Test. As a result, it was concluded that the awareness sub-dimension of the attitude affected expectations from teachers about class engagement, but there was no significant relationship between positive and negative attitudes.

Keywords: Attitude, student attitudes, class engagement, high school, music lesson educational motivation.

Introduction

Although it relates to numerous concepts, the attitude, studied in various domains of social sciences, can be expressed as a reflection of the people's experiential acquisitions of the objects. İnceoğlu (2011, p. 16) defines attitude as a person's propensity to react to any event or object in her or his immediate environment. According to Seven Gezder, "The individual's mental, emotional, and behavioural reactions to objects, events, and situations reflect his attitude" (2019, p. 3). Attitude in this situation exists in three dimensions—cognitive, affective, and behavioral—but is influenced by a wide range of factors.

> "A complete explanation (of the wide variety in individual attitudes) would presumably include references to family socialization, peer group influence, specific events in the individual's past, sources of anxiety, basic strivings, mechanisms of defense, education, income, occupation, mass media, class affiliation, residence, religion, and a host of personal variables including intelligence, age, sex, interests, and aptitudes" (Breer and Edwin, 1965, quated by Smith, 1971, p. 82).

The curriculum design in the learning environment is influenced in this manner by students' attitudes toward learning products (Demir et al., 2014, p. 258). Especially in educational sciences, learning and teaching activities designed in line with student attitudes have a guiding quality in creating an efficient learning environment. As in other domains, attitudes are "examined as a predictor of success" in the field of music education and are taken into consideration in order to bring about the needed behavioral change for the realization of education (Özmenteş, 2006, pp. 25–26).

In addition to the curriculum, the teacher's approach, which plays the most significant part of the educational environment, is among the factors that affect students' attitudes towards the lesson. "How teachers conceptualise teaching and their beliefs about it can affect the way that they teach" (Hallam, 2006, p. 165). Depending on one's ideals, beliefs, and objectives, the word "teach" might mean multiple things based on content, learners, teachers, ideals, and context (Pratt, 1992, p. 203).

Positive attitudes and expectations can foster a conducive learning environment, encouraging a growth mindset and supporting students' musical development. Bowman stated that one of the most important goals of music education is to develop positive attitudes and emphasized that this is essential for education to be considered successful (1990, quated by Austin, 1991, p.3). When such an environment is not created, negative attitudes or expectations can inhibit progress and hinder students' willingness to take risks in music performance. Therefore, developing a positive mindset and nurturing high expectations can contribute to a transformative music education experience where students are empowered to reach their full potential and develop a lifelong love for music. Hedden (1982, p.61) found that "a teacher may be able to heighten music achievement by stressing music attitude or self-concept during music classes". Klinedinst stated that "it would appear that using a positive approach specifically designed to bolster a positive self-concept in students and adapting instruction to meet the individual needs of students could possibly increase performance achievement and retention" (1991, p. 236).

At this point, the teacher is characterised as an important figure in influencing the student's attitude and is seen in a position of power to shape it. Students should be accepted in various ways because they are the focus of the teaching process and the methods and practices of the teacher should be shaped according to the students' attitudes (Nnamani & Anih, 2020, p. 1255; Umuzdaş & Kızıklı, 2018, p. 1562). These behaviors will affect students' attitudes towards "everyday tasks needed for learning, for example, attending school and classes, following teachers' directions, completing in-class and out-of-class assignments, and holding positive attitudes about particular subject areas and about school in general" (Finn & Zimmer, 2012:98). In addition to developing positive approaches to responsibilities, other developments will also take place, such as openness about knowledge and practise in the classes. Students who develop positive attitude traits may realize the potential that perhaps even they were unaware they possessed (Townsend, 2011, p.82). The emergence or continuation of the potential that exists in this context can also affect the student's motivation in relation to the lesson.

Students' motivation for class engagement can be affected by various factors depending on their attitudes toward the lesson. Motivation was described by Cook and Artino as "the process whereby goal-directed activities are instigated and sustained" and in this context emphasized four basic notions: "motivation is a process; it is focused on a goal; and it deals with both the initiation and the continuation of activity directed at achieving that goal" (2016, p. 998). "Motivational process play a vital role in initiating, guiding, and sustaining student efforts to self-regulate their learning" (Zimmerman & Schunk, 2008, p.3). "From theories of behaviour, motivation is seen as intrinsic to the act of learning, where satisfaction is gained from within the study itself" (Galton et. al., 2009, p.9). It can be argued that motivation is crucial for realizing and maintaining student interest in learning.

With its practical format, a music class engages the student's emotional and behavioural development in addition to their cognitive development. Determining students' attitudes towards the lesson in this situation helps create an engaged classroom environment and encourages them to participate actively in the music lesson. Along with other elements, the approach of the instructor who fosters this environment has a significant impact on how pupils feel about the music lesson.

The behavior, approaches, teaching techniques, etc. of the teacher conducting the course can play a decisive role in students' motivation and development of an attitude toward the lesson. "Teachers are the most important actors that positively and negatively affect students' participation and motivation in the classroom environment" (Eryılmaz, 2013, p. 2). Students' discordant behaviours and emotional and cognitive activities can be observed, causing problems in teaching practise when a motivating atmosphere for learning is not provided in the classroom (Anderman & Anderman, 2020, p. 228; Wiseman & Hunt, 2008, p.127). One could say that the teachers' own attitudes toward teaching are just as crucial to the success of the students as the curriculum and classroom management (Schay & Tolon, 2014, p.6).

This research, its purpose was to ascertain the high school students' attitudes regarding the music class and their expectations from their teachers in terms of participation in the lesson. "Trying to develop attitudes towards the music lesson in the high school period, when attitudes are shaped, will serve both for the formation of the knowledge, skills, attitudes, and values aimed at with the music lesson and for the individual to gain a holistic and versatile perspective that is necessary for her or his later life" (Bayram Koç, 2019, pp.1-2).

High school education is considered to be essential to the development of attitudes and their effects on students' future lives because it is during this time that significant decisions, such as career choices, are made. In this context, this study is seen as essential as it will enable the teacher to be guided correctly, after 8 years of education at the primary school level, to identify the high school students' attitudes regarding the music lesson and to determine the motivation for participation according to the teacher's approach in the lesson. In the related literature, there are studies on the attitudes of high school students regarding the compulsory music lesson taken within the scope of general music education, but there is no research examining the relationship between attitudes and expectations from the teacher in participating in the lesson.

The research's problem statement was determined as "What are the attitudes of high school students towards the music lesson and their expectations from their teachers in terms of participation in the lesson?". The research's sub-problem statements are listed below:

1. What are the levels of the high school students expectations from the teacher in terms of their participation in the lesson and their attitudes towards the music lesson?
2. Do the gender and class variables have a substantial impact on the high school students' expectations from the teacher and attitudes towards the music lesson?
3. Are there any significant relationships between the attitudes of the high school students towards the music lesson and their expectations from the teacher in terms of their motivation to attend the lesson?

Method

Model of the Research

This study is quantitative research that was carried out with a survey model. "Survey models are research approaches that aim to describe a past or present situation as it exists" (Karasar, 2012, p.77). "Survey studies are research conducted on relatively larger samples compared to other studies, in which the views of the participants about a subject or event, or their interests, skills, abilities, attitudes, etc. are determined" (Büyüköztürk et al., 2014, p.177). It will be discussed by identifying high school students' attitudes towards the music lesson and their expectations of the teacher in terms of participating in the lesson.

Population and Sample

The sample group for the research consists of 9th, 10th, and 11th grade students studying at Esenevler Şehit İbrahim Ateş Anadolu High School in Ankara. The research was conducted in May of the 2021-2022 academic year. 12th grade students who were preparing for the university exam were excluded from the study group when it was being constituted. In order for the researcher to practice, the decision of the school where the survey would be conducted was made using the convenience sampling method, one of the sample selection procedures. In convenience/purposive sampling "the sample is chosen on the basis of the convenience of the investigator. Often the respondents are selected because they are at the right place at the right time" (Acharya et al., 2012, p. 332).

Table 1 displays the demographic information about the sample set of students, including their class and gender. According to the results obtained, 51.7% of the students were male and 48.3% were female. The finding was that 40.4% of the students were educated in the 9th grade, 47.7% in the 10th grade, and 11.9% in the 11th grade.

Table 1. Participants' demographic information

	N	**%**
Gender		
Male	183	51,7
Female	171	48,3

Grade		
9th	143	40,4
10th	169	47,7
11th	42	11,9
Total	**354**	**100**

Data Collection Tools

To collect data for the study, two scales previously developed in other studies on the subject were utilized. The validity and reliability studies of the scales were conducted by the researchers who developed the scales. Necessary permissions were gotten from the researchers for the use of the scales. “Scales with more than one variable (item, question) are called multi-item scales. Multi-item scales generally consist of attitude scales that measure the attitudes of individuals by measuring their cognitive, affective and behavioral reactions towards a phenomenon or object” (Karagöz & Bardakçı, 2020, p.157). The first of these is the Attitude Scale Toward Secondary Education Level [1]Music Lesson (ASSELML). “Attitude scales are by far the most popular approach to measuring attitudes. These are self-reporting tools applied with paper and pencil to determine the direction and intensity of an individual’s attitude in one or many dimensions” (Demirel, 2009, p.175). This scale, which was developed by Varış and Cesur (2012) to identify students’ attitudes towards the music lesson, was applied to obtain the primary data for the research. The 5-point Likert-type scale consists of 18 items.

The other scale used in the research is the Expectations from Teacher About Class Engagement (ETACE). This scale, which was developed by Eryılmaz (2013), is aimed at measuring the expectations of students from their teachers when they attend the lesson. The scale has 15 items and is a 4-point Likert-type assessment. The scale is also assessed as being three-dimensional, and the dimensions are identified by the phrases “to have positive personality traits”, “to motivate the students”, and “do not harm students’ self-esteem”.

Data Collection and Analysis

The research application was carried out by the music teacher between May 23 and 27, 2022. As the scales used in the study were already designed for the high school level, no modifications were made to the scales. Analyses of the information gleaned from the scales used with high school students for the research were stated with the descriptive statistics percentage (%), frequency (f), mean (X), standard deviation (SD), and min.-max. values. When the results of the Kolmogorov-Smirnov test were analyzed, it was seen that the data did not conform to normality ($p<.05$). Based on this result, nonparametric tests were used to analyze the data. Mann-Whitney U Test for comparison of paired groups in data analysis and for non-

[1] The term “secondary education level” in the Turkish educational system has the same meaning as "high school level."

parametric data, Kruskal Wallis H Test for comparison of more than two groups; the group that made the difference was identified using the Bonferroni Posthoc Test. “The Mann–Whitney *U*-test is ubiquitous in statistical practice for the comparison of measures of location for two samples where the assumption of normality is questionable” (Rosner & Grove, 1999, p.1387). “For the comparison of more than two independent samples the Kruskal-Wallis H test is a preferred procedure in many situations” (Vargha & Delaney, 1998, p.170). “Bonferroni post hoc test is also used for further analysis to determine the significance levels” (Dokmeci Yorukoglu & Kang, 2016, p.210). The bilateral link within the parameters of the research scales was assessed using Spearman’s Correlation Test. All of the results were evaluated for statistical significance at the $p<0.05$ level.

Validity and Reliability

The validity and reliability studies of the ASSELM used in the research were conducted on 180 students by the researchers who developed the scale. The construct validity was assessed using exploratory factor analysis, and **“**Barlett’s globality test is found to be significant ($p<.001$) and Kaiser-Meyer-Olkin (KMO) value has been found as 0.85. As a result of the reliability analysis, the value of the internal co- efficiency (Cronbach-alpha) has been calculated as 0.80” (Varış & Cesur, 2012, p.361).

On the other scale, ETACE, the researcher conducted the study on 294 adolescents. “Confirmatory factor analysis shows that the scale has good adjustment indexes. The Cronbach Alfa values of the scale are ranged between .90-.73. In addition to this, the reliability and validity analyses show that the scale is satisfactory reliable and valid” (Eryılmaz, 2013, p.1).

Ethical Consents

All publishing ethics-related regulations were followed in this study, and no activities that were against publication ethics were taken. The school for which the practice will be carried out has been officially authorized by the Ministry of National Education and students in the research group have volunteered to participate in the study.

Findings

The statistical information acquired from the examination of the scales used in accordance with the sub-problems was presented and interpreted in tables in this section of the study.

The Expectation Levels of the Participants from the Teacher about Class Engagement

On the ETACE Scale, the results of the study participants were examined (Table 2). The participants’ average scores on the sub-dimension of “to have positive personality traits” were 16.95±3.36, the average of their scores on the sub-dimension of “to motivate the students” was 16.79±3.65, and the average of their scores on the sub-dimension of “do not harm students’ self-esteem” was 16.47±3.42. It was calculated that each student received an average score of 50.21±9.64 on the ETACE Scale.

Table 2. Scores on the ETACE Scale of the participants

	X ± SS	**M (Min - Max)**

to have positive personality traits sub-dimension	16,95 ± 3,36	18 (5 - 20)
to motivate the students sub-dimension	16,79 ± 3,65	18 (5 - 20)
do not harm students' self-esteem sub-dimension	16,47 ± 3,42	17 (5 - 20)
ETACE Scale Total	50,21 ± 9,64	52 (15 - 60)

Table 3. Scores on the ASSELM of the participants

	X ± SS	**M (Min - Max)**
Negative Attitude Sub-Dimension	18,84 ± 6,14	18,5 (7 - 35)
Positive Attitude Sub-Dimension	15,23 ± 5,81	15,0 (6 - 30)
Awareness Sub-Dimension	15,72 ± 4,46	16,0 (5 - 25)

The scores on the ASSELM of the participants in the study were evaluated (Table 3). According to the results obtained; The mean score of the participants in the negative attitude sub-dimension was 18.84 ± 6.14, the mean of the scores they got from the positive attitude sub-dimension was 15.23 ± 5.81, and the mean of the scores they got from the awareness sub-dimension was 15.72 ± 4.46.

Students' Expectations from Teachers About Class Engagement and Their Attitudes on Music Lessons Based on Gender and Class Variables

Table 4. Scores on the ETACE Scale of the participants according to gender variable

	Gender					
	Male		**Female**		**Z**	**p**
	X ± SS	**M (Min - Max)**	**X ± SS**	**M (Min - Max)**		
to have positive personality traits sub-dimension	16,75 ± 3,62	17 (5 - 20)	17,16 ± 3,06	18 (5 - 20)	-0,758	0,449
to motivate the students sub-dimension	16,33 ± 3,95	17 (5 - 20)	17,28 ± 3,22	18 (5 - 20)	-2,072	**0,038***
do not harm students' self-esteem sub-dimension	16,08 ± 3,68	17 (5 - 20)	16,89 ± 3,06	17 (5 - 20)	-1,856	0,063
ETACE Scale Total	49,16 ± 10,37	50 (15 - 60)	51,33 ± 8,69	53 (15 - 60)	-1,940	0,052

*Mann Whitney U Testi, *p<0,05*

The ETACE Scale scores of the research participants were compared based on their gender (Table 3). According to the findings, the median scores for participants on the sub-dimension of motivating the students were 17 for males and 18 for females. There was a statistically significant variation in the evaluations for the motivating the students sub-dimension depending on the gender of the participants. (Z=-2.072; p<0,05). It was determined that males' motivating the students sub-dimension scores were lower than females'. Between the

participant's scores, there was no statistically important difference in the sum of having positive personality traits sub-dimension, do not harm students' self-esteem sub-dimension and Expectations from Teacher in Attending Classes (p>0.05).

Table 5. Scores on the ETACE Scale of the participants according to class variable

	Class						KW	p	Sig. [a]
	9th (1)		10th (2)		11th (3)				
	X ± SS	M (Min - Max)	X ± SS	M (Min - Max)	X ± SS	M (Min - Max)			
to have positive personality traits sub-	16,69 ± 3,46	17 (5 - 20)	16,84 ± 3,43	17 (5 - 20)	18,26 ± 2,34	20 (13 - 20)	9,367	**0,009***	1<3 2<3
to motivate the students sub-	16,55 ± 3,62	17 (5 - 20)	16,67 ± 3,76	18 (5 - 20)	18,05 ± 3,08	20 (10 - 20)	8,954	**0,011***	1<3 2<3
do not harm students' self-esteem sub-	15,94 ± 3,51	16 (5 - 20)	16,55 ± 3,41	17 (5 - 20)	17,93 ± 2,61	19 (10 - 20)	12,937	**0,002***	1<3 2<3
ETACE Scale Total	49,19 ± 9,49	50 (15 - 60)	50,07 ± 9,99	53 (15 - 60)	54,24 ± 7,67	59 (33 - 60)	13,033	**0,001***	1<3 2<3

*Kruskal Wallis H Test, a:Bonferroni Posthoc Test, *p<0,05*

The ETACE Scale scores of the study participants were examined according to the class variable (Table 5). The median scores of the participants in the sub-dimension of having positive personality traits were found to be 17 for students in 9th grade, 17 for students in 10th grade, and 20 for students in 11th grade, according to the data. Between the scores, a difference in statistical significance was discovered of having positive personality traits sub-dimension according to the classes in which the participants were educated (KW=9,367; p<0.05). According to the applied Posthoc test results, it was determined that the scores of having positive personality traits sub-dimension scores of those who were educated in the 11th grade were higher than those who were educated in the 9th and 10th grades.

The median scores of the participants in the motivating students sub-dimension were determined as 17 for 9th grade students, 18 for 10th grade students, and 20 for 11th grade students. In the comparison of the scores, there was a statistically significant difference between the motivating students sub-dimension according to the classes in which the participants were educated (KW=8.954; p<0.05). According to the applied Posthoc test results, findings showed that the students who were educated in the 11th grade had higher motivating

students sub-dimension scores than those who were educated in the 9th and 10th grades.

The median scores of the participants in the sub-dimension of the not harming students' self-esteem were determined as 16 for the 9th grade students, 17 for the 10th grade students, and 19 for the 11th grade students. In the comparison of the scores, the scores of the sub-dimension differed in an amount that was statistically significant in not harming students' self-esteem according to the classes in which the participants were educated. of not harming students' self-esteem according to the classes in which the participants were educated (KW=12.937; p<0.05). The findings of the applied Posthoc test showed that students in the 11th grade scored better on the sub-dimension of the not harming students' self-esteem than students in the 9th and 10th grades.

The median scores of the participants from the ETACE Scale total were determined as 50 for 9th grade students, 53 for 10th grade students, and 59 for 11th grade students. Between the ETACE Scale scores, a statistically important distinction was found according to the classes in which the participants were educated (KW=13.033; p<0.05). The results of the applied Posthoc test showed that students in the 11th grade scored higher on ETACE Scale than students in the 9th and 10th grades.

Table 6. Scores on the ASSELM of the participants according to gender variable

	Gender				**Z**	**p**
	Male		**Female**			
	X ± SS	**M (Min - Max)**	**X ± SS**	**M (Min - Max)**		
Negative Attitude Sub-Dimension	18,78 ± 6,30	18 (7 - 35)	18,92 ± 5,99	19 (7 - 35)	-0,468	0,640
Positive Attitude Sub-Dimension	15,37 ± 5,84	15 (6 - 30)	15,08 ± 5,80	15 (6 - 29)	-0,422	0,673
Awareness Sub-Dimension	15,37 ± 4,49	16 (5 - 25)	16,10 ± 4,41	16 (5 - 25)	-1,581	0,114

Z:Mann Whitney U Testi

The results of the ASSELM were analysed in accordance with the gender of the research participants (Table 6). The results revealed that the participant's scores were not different statistically significantly from one another for the negative attitude, positive attitude, and awareness sub-dimensions according to gender variable (p>0.05).

Table 7. Scores on the ASSELM of the participants according to class variable

	Class						**KW**	**p**	**Sig.** [a]
	9th (1)		**10th (2)**		**11th (3)**				
	X ± SS	**M (Min - Max)**	**X ± SS**	**M (Min - Max)**	**X ± SS**	**M (Min - Max)**			

Negative Attitude Sub-Dimension	17,89 ± 6,04	18,0 (7 - 35)		18,60 ± 5,79	19,0 (7 - 35)		23,10 ± 6,23	21,5 (11 -35)	21,235	**0,000***	1<3 2<3
Positive Attitude Sub-Dimension	15,15 ± 5,68	15,0 (6 - 27)		15,45 ± 6,03	15,0 (6 - 30)		14,60 ± 5,43	15,0 (6 - 28)	0,716	0,669	-
Awareness Sub-Dimension	15,53 ± 4,61	16,0 (5 - 25)		15,91 ± 4,37	17,0 (5 -25)		15,62 ± 4,38	16,0 (7 - 25)	1,076	0,584	-

*Kruskal Wallis H Test, a:Bonferroni Posthoc Test, *p<0,05*

The results of the ASSELM were examined according to the class of the study participants (Table 7). The median scores of the participants in the negative attitude sub-dimension were determined to be 18 for students in 9th grade, 19 for students in 10th grade, and 21.5 for students in 11th grade, according to the results. The participant's negative attitude sub-dimension scores showed a statistically important distinction according to the classes they were educated in (KW=21,235; p<0.05). The findings of the applied Posthoc test showed that the 11th graders scored higher on the negative attitude sub-dimension than the 9th and 10th graders. There was no statistically significant difference between the scores of the positive attitude sub-dimension and awareness sub-dimension according to the classes in which the participants were educated (p>0.05).

Relationship Level between the Attitudes of the High School Students Participating in the Research Towards the Music Lesson and Their Expectations from the Teacher in Terms of Their Motivation to Attend the Lesson

Table 8. The relationship between participants' scores on the ETACE Scale and the ASSELM

The Expectations from Teacher About Class Engagement Scale	**The Attitude Scale toward Secondary Education Level Music Lesson**					
	Negative Attitude Sub-Dimension		**Positive Attitude Sub-Dimension**		**Awareness Sub-Dimension**	
	r	**p**	**r**	**p**	**r**	**p**
to have positive personality traits sub-dimension	-0,004	0,938	0,040	0,488	0,184	**0,001***
to motivate the students sub-dimension	-0,022	0,674	0,006	0,909	0,220	**0,000***
do not harm students' self-esteem sub-dimension	-0,044	0,408	0,042	0,431	0,211	**0,000***

ETACE Scale Total	-0,039	0,459	0,043	0,422	0,237	**0,000***

*Spearman's Correlation, *p<<0,05*

Participants' scores in the study, the ETACE Scale and ASSELM results were compared (Table 8). According to the results, a weak positive correlation between the participants' awareness sub-dimension scores and the sub-dimensions of positive personality traits (r=0,184), motivating students (r=0,220), not harming students' self-esteem (r=0,211), and Expectations from the Teacher about Classs Engagement (r=0,237) was found. The participants' negative attitude and positive attitude sub-dimension scores had no significant relationship with the ETACE Scale scores (p>0.05).

Conclusion and Discussion

The Expectations from the Teacher about Class Engagement

As a result of the findings reached regarding the expectations of high school students from their teachers in terms of participation in music lessons; there was a distinction that was statistically significant between Motivating Students sub-dimension scores according to the gender of the students participating in the research; It has been determined that the scores of male students are lower than that of females. No statistically significant variation in the scores was discovered based on the participants' gender they got from the sum of positive personality traits sub-dimension, not harming students' self-esteem sub-dimension, and ETACE Scale. When the relevant literature is examined, in a study conducted with secondary school students, different from the sample group of this study, and examining the expectations of the students from the teacher in participating in physical education and sports lessons, a substantial correlation between the participants' expectation levels were discovered according to their gender; female students have been found to have higher expectations from the teacher than male students (Özçelikçi, 2021, p.84).

Students' Expectations from Teachers About Class Engagement and Their Attitudes on Music Lessons Based on Gender and Class Variables

According to the classes in which the participants were educated, the sub-dimensions showed a statistically significant difference of having positive personality traits, motivating students, and not harming students' self-esteem and the ETACE Scale; it was determined that the scores of those who were educated in the 11th grade were higher than those who were educated in the 9th and 10th grades. The results obtained in a study aiming to identify primary and secondary school teachers and "good teacher" characteristics were determined as personality traits, pedagogical formation knowledge and skills, professional motivation, communication skills and content knowledge, respectively (Aypay, 2011, p.641-642). In terms of attaching dimensions to positive personality traits and motivating students in their expectations from the teacher, the results of this research match with those of students in the field of research. Sürücü and Ünal found that student motivation is increased by personal attention, preparation/planning, high expectations for achievement, dedication, equality-

justice, reliability, a collaborative learning environment, understanding of the material, and attention-seeking actions in their studies that aimed to identify the teacher behaviours that increase or decrease student motivation (2018, p. 276). As in this study, it can be said that the personality characteristics of teachers influence the motivational states of students. Similarly, in a study on mathematics lessons, it was concluded that teacher support has an effect on students' motivation for lessons (Öztürk, 2016, s. 63).

When the attitudes of the students participating in the research towards the music lesson were examined, there was no statistically significant difference discovered between the participants' scores in the positive attitude sub-dimension and the awareness sub-dimension according to their gender and class. The negative attitude sub-dimension of gender differences was not observed, but differences according to their classes were found; it was found that the scores of those who studied in the 11th class were higher than those in the 9th and 10th classes. Contrary to the results of studies conducted at the high school level when the relevant literature was studied, it was found that the attitudes of students toward music lessons differed according to the gender variable, and that the females' attitudes toward the music lesson were higher than that of male students (Saruhan & Deniz, 2011, s.700; Aymergen, 2021, s. 49). At the same level as the sample group of this study, and in the studies on different courses, that views among students in secondary schools were significantly different in favor of male students, and gender in history and physical education lesson, in favor of female students in visual arts lesson, but no significant difference was determined in English lesson (Elban, 2011, s.61; Çankaya, 2022, s. 96; Pınar, 2018, s. 125; Şişmen, 2020, s.57). Studies on students' attitudes towards music lessons and their findings vary, according to a review of the literature. In a study that investigated the impact of the attitude toward music lessons on the level of social skills, Yıldız identified a positive relationship and concluded that the greater the attitudes of high school students toward the music lesson, the higher their social skills levels (2021, s.54).

Relationships between the Attitudes of the High School Students towards The Music Lesson and Their Expectations from the Teacher

According to the results obtained, there was a positive and weak correlation between the participants' awareness sub-dimension scores and ETACE for having positive personality traits, motivating students, not harming students' self-esteem, and attending classes. There was no statistically significant relationship between the negative attitude and positive attitude sub-dimension scores of the participants and ETACE scores. As a result, it was concluded that the awareness sub-dimension of the attitude affected ETACE, but there was no significant relationship between positive and negative attitudes. In the study examining the effects of teachers' characteristics on high school students' physics courses, it was found that "the influential physics teachers' characteristics affecting students' motivation, achievement, and attitudes, related to teachers' pedagogical content knowledge, preparation to lesson and, attitudes toward discipline" (Korur, 2001, p.90).

As a result, although there are limited studies in the literature on the relationship between the attitude toward secondary education level music lessons and the expectations from

teacher about class engagement, it is seen that the results differ in studies related to the subject. Many variables, such as the sample group, the level of education, the school in which the survey is carried out, etc., can be said to affect these results. It is recommended to diversify these studies in ensuring student success, which is the ultimate goal, "in particular, it is important to investigate what sorts of teaching behaviors would be related to students feeling energized and inspired to carry on with their studies" (Blackwell et al., 2020, pp.1-2) to determine the attitudes, especially in an applied field such as music lessons. This study was conducted only at the high school level and in general music education, and it is recommended to conduct research at different levels of education and in instrument education; to investigate the effects of attitudes and expectations from teachers on students' academic achievement, self-esteem, etc.

Attitudes and expectations from teachers are thought to have a profound influence on students' overall experience of music education. Both music educators, administrators, and parents play an important role in developing students' musical abilities by promoting positive attitudes and taking into account students' expectations. Music educators in particular can contribute to the creation of a transformative music education journey where students can discover the joy of music by following and applying current music teaching approaches.

Conflict of interests

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