

An Interpretation Music Teacher Training according to Vroom's Expectation Theory

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Abstract

This study aims to reveal the expectations of candidate music teachers (n=170), concerning teacher training. The study was performed using a descriptive methodology. A survey, using a 5-point Likert-type scale, was used to reveal how the training program corresponds with the students' vocational targets and expectations. The data were assessed using percentage, frequency, arithmetic average, standard deviation, test, analysis of variance and chi-square. The findings were analyzed according to the expectancy theory proposed by Vroom.

1. Introduction

Music teacher training is a process that requires the coexistence of some interdisciplinary features from the physiological, pedagogical and sociological fields. The issue of expectations associated with music teacher training also concerns the theme of motivation within educational psychology.

The word motivation comes from the Latin word "movere", meaning "moving, and activation". The concept of motivation, which is also defined as "A desire or need that motivates, directs a person to do something in order to satisfy a desire or need" [1] involves not only the activation of a person by another person in an attempt to work on a subject, but also the desire of the individual to work on a subject [2].

Various theories have been developed regarding motivation, which are classified as content theories and process theories [3].

2. Literature Review

2.1. Process Theories

Process theories are related to cognitive processes based on personal behaviors. These theories explain motivation according to individuals' expectations regarding their perceptions and attainability of business rewards, as well as their values to satisfy the needs. The key point of these theories is related to the purposes that motivate the individual [4].

2.1.1. Expectation Theory This theory was propounded by Georgopoulos, and subsequently developed by Victor H. Vroom, E.E. Lawler and

L.W. Porter. Expectation theory aims to explain the relationship between the performance and the result [5]. Motivation-oriented expectation theory is a process theory. It reveals the reasons why a person prefers a behavioral option to others [6]. "The basis of the theory is related to the view that the decisions of individuals motivate them, since they believe that these decisions will carry them through" [7]. "According to the expectation theory, working motivation depends on the relationship perceived between the performance and results, and individuals change their behaviors according to the estimations concerning the envisaged results" [8]. This condition has a practical and positive benefit on increased motivation. This theory is based on the view that motivation originates from a person's reliance in achieving her/his goals as performance or reward. Since the expectation theory of motivation emphasizes the eventual interactions that emerge as a result of the environment-oriented individual perceptions and personal expectations, it is classified as a process theory. The theory indicates that individuals have different expectations, and could be motivated on condition that they believe in the following conditions.

- There is a positive correlation between the effort being made and the performance.
- Acclaimed performance brings a desired reward.
- Reward meets an important need.
- The desire to meet the need is so strong that it is worth making an effort [9].

Expectation Theory consists of two models.

2.1.2. Porter and Lawler's Model of Advanced Expectancy Theory

According to Lyman Porter and Edward Lawler, intense effort does not automatically result in high performance; two new variables intervene. The first is related to the condition that the person has the required knowledge and skill; otherwise, s/he will not show an effective performance no matter how hard s/he tries [4]. The second variable includes the role perceived by a person, which the behavior types that are expected from the person. In other words, it is the defined mission of an employee, whose authority and responsibility are determined [4].

According to this theory, the performance displayed in terms of effort, knowledge, skill and perceived role will definitely be rewarded. This first

stage expresses the result. In addition to Vroom's model is the variable of fair reward. Everyone compares their own performance with that of others, and attains an insight regarding the type of reward likely from their performance. In other words, some kind of reward perception arises. If a person receives a reward that is perceived as inferior to this fair reward, s/he will not be satisfied. Thus, the expectation of the person will be influenced. The value of the result and the expectation will be influenced according to the satisfaction level, and the process will repeat [4].

2.1.3. Vroom Model: This theory, which was developed by Victor H. Vroom in 1964, tries to explain human behaviors in terms of the objectives and selections of the individual, as well as the expectations of achieving these objectives [10].

The theory is based on cognitive process regarding how a person handles different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave [6]. Vroom (1964) defines motivation as a process that enables individuals to make a selection between alternative voluntary activity fields, and which is controlled by the person. The person makes selections based on estimations of whether the expected outcomes of a certain behavior will correspond to the desired result, or whether the desired result will be achieved. Motivation is a product of an individual's expectation of whether a certain level of effort will deliver the desired performance, as well as the mediator role of this performance in attaining a certain result, and the desire level of this result (known as valence) [11]. Motivation-oriented expectation theory explains the behavioral process, which causes individuals to adopt one behavioral selection in preference to another. It also explains how people make decisions to attain the required result. Vroom presents three variables within the framework of the expectation theory: valence (V), expectation (E) and instrumentalism (I).

Expectation-Probability (E-P): Expectation is a person's reliance that their efforts (E) will result in achieving the desired performance (P) targets. It is generally based on a person's past experiences and self-confidence (self-efficacy), as well as the perceived complexity of the performance Standard or target. Elements related to expectation perception are: self-efficacy, target complexity and control.

Self-efficacy a person's reliance on the efficacy of successfully fulfilling a certain behavior. Target complexity occurs when the targets are too challenging, or when obstructed performance expectations result in lower expectations. Control, refers to an individual's perception of control over

the eventual performance. In order to have high expectations, individuals are required to believe that they have a certain level of control over the expected result.

- There is a positive correlation between efforts and performance,
- Favourable performance will result in a desirable reward,
- The reward will satisfy an important need,
- The desire to satisfy the need is strong enough to make the effort worthwhile

Instrumentalism-Probability (I→O):

Instrumentalism is a person's expectation that s/he will be rewarded on condition that the performance expectation is met. This reward might be a salary increase, promotion, recognition or the feeling of success. If the whole performance is rewarded, the degree of instrumentalism will be lower.

Valence-V (R): Valence is the value that is attributed by individuals to rewards, based on their needs, targets, values and motivation sources. Factors associated with the individual's valence for preferences and Sources of Motivation Strength of an individual's preference for a particular outcome.

The valence refers the value the individual personally places on the rewards. -1 → 0 → +1

-1= avoiding the outcome

0= indifferent to the outcome

+1= welcomes the outcome

Figure 1. Vroom's VIE Expecancy Theory



In order for the valence to be positive, the person must prefer attaining the outcome to not attaining it [12]. Many recent studies have focused on occupational targets and expectations [13–24], because these variables have been effective in successfully estimating occupational success [14]. Similarly, according to [25], while occupational targets imply the occupations that are ideally preferred or desired by individuals, occupational

expectations indicate expected occupations, considering the realities of the labor market [14]. Several studies [19–24] reveal that a series of subjects are studied, such as the determination of the descriptive analyses of targets and expectations of various groups in previous studies aimed at targets and expectations, psychological determinants of targets and expectations, effects of family and business life experiences, effect of the selected variables and the predictors of targets and expectations. In addition, there is much to learn, regarding targets and expectations, as well as their roles in individuals’ career preferences [14]. Theoreticians [26, 27] emphasized the importance of examining targets and expectations within individuals’ cultural and environmental contexts [14].

Mathematical Relationship; Vroom said that the valence and expectancy and motivation are linked through the following equation:

$$\text{Force (Motivation)} = \text{Valence} \times \text{Expectancy}$$

Force is the effort that an individual puts into a task. **Example:** In the example below employee A and B’s task is to achieve targets and the desired outcome of achieving targets is a pay rise. [33].

Table 1. Mathematical Relationship

	Valence (V) Desired outcome	Expectancy (E) Employee’s assessment how likely it is that the task will be achieved	V X E = F Valency multiplied by expectancy	F Force which is the employees’s motivation
Employee A	The employee believes that the outcome is very attractive. = 0.8	As past performance is poor, employee assessed the task as difficult to achieve = 0.2	0.8 x 0.2= F	F = 0.16
Employee B	The employee believes that the outcome is relatively attractive. =0.6	As past performance is reasonable, employee assessed the task as reasonably achievable = 0.6	0.6 X 0.6= F	F = 0.36

Therefore, as well as the environment of occupational education, the educational programs and personal expectations of candidate teachers are

important in occupational targets and expectations. Musical instrument training has a distinct importance in vocational music teaching, and is considered one of the most important lessons in qualifying to become a music teacher. This study aims to reveal the occupational targets and expectations of candidate music teachers in terms of personal instrument training, and to answer the following questions.

1- What is the relationship between the instrument variable and teaching targets of candidates’ music teachers’ receiving instrument training?

2- What is The relationship between occupational training and personal targets among candidates’ music teachers receiving instrument training?

The findings were interpreted in the context of Vroom’s expectation theory.

3. Research Rationale

The study used a descriptive methodology. The study group consisted of students of the Department of Fine Arts, Atatürk Faculty of Education, Marmara University. A total of 170 students (111 female, 59 male) participated in the study. The instrument distribution of these students was: 35,9% string, 21,8% voice, 17,6% guitar, 14,7% wind instruments. A personal data form and survey questions were prepared by the researcher. Demographic data were obtained via the personal data form. The questionnaire survey used a 5-point Likert scale. The data were assessed via percentage, frequency, arithmetic average, standard deviation, t test, analysis of variance and chi square tests.

4. Analysis of Findings

4.1. The relationship between the instrument variable and teaching targets of candidates’ music teachers’ receiving instrument training

Table 2. The relationship between music teaching targets and instrument training

		Agree	Undecided	Disagree	Total
String Inst.	n	34	23	3	60
	%	56,7%	38,3%	5,0%	100,0%
Guitar	n	18	4	8	30
	%	60,0%	13,3%	26,7%	100,0%
Wind Inst.	n	15	9	1	25
	%	60,0%	36,0%	4,0%	100,0%
Voice	n	25	11	1	37
	%	67,6%	29,7%	2,7%	100,0%
Total	n	92	47	13	152
	%	60,5%	30,9%	8,6%	100,0%

There is a

	Value	sd	p
Pearson Chi-Square	19,227	6	,004

significant relationship (0.01) between candidate music teachers' choice of the primary instrument and their opinions on teaching music. In Table 2 the result shows that 67,6% of students receiving voice training, 60. 0% of students receiving guitar and wind instrument training and 56,7% of students receiving string instrument training indicated that they considered teaching as a profession. On the other hand, 26. 7% of students specializing in guitar stated that they were not considering a career in teaching music. The difference between the guitar students and students of other fields is as follows: 5. 0% of students receiving string instrument training, 4. 0% of students receiving wind instrument training and 2. 7% of students receiving voice training.

Among students who are undecided about teaching music, the distribution between was relatively uniform: 38,3% string, 36,0% wind instruments and 29,7% voice field, which differed greatly from the guitar students, at 13,3%.

Apart from the students who plan to become music teachers, some have special objectives, such as developing their personal instrument.

According to the expectation valence theory, if a person is able to determine the elements affecting the intention, then a more accurate estimation could be made of whether or not the person will perform a certain behavior.

The theory also suggests that the intention of the person could be changed through changing her/his perceptions concerning the possible results. This is based on the view that "individuals select their behaviors according to the expected results and the importance that is attached to these expected results"[29]. The willingness to perform a certain behavior depends on;

- a) The reliance extent of the individual regarding the result to be obtained; and
- b) the importance attached by the person to the aforesaid result [30]. The more attractive a result seems for a person, the more likely the person will be to fulfill that behavior.

According to this result of the study, the assessment of the reasons why guitar students expressed less inclination to become music teachers is a reminder that there are more varied and profitable employment opportunities for guitarists. Thus, according to the process theories, there is a direct relationship between the perceptions, reliance and expectations of guitar students concerning the attainability of their job rewards and their motivation for the instrument they study.

The same result is also valid for candidate teachers, fewer of whom learn string and wind instruments. A previous thesis, titled "Knowledge and Attitudes of Muğla University Students regarding "Classical Guitar" [31] reported that students consider the use of guitar in pop music (pop guitar) more positive than its use in classical music.

In addition, it was seen that students do not have sufficient information about the use of guitar in classical music, and they recognize the classical guitar as an instrument that is usually used in pop music. The literature also includes overseas studies of the motivations of university students. The thesis study titled "The relationship between the Motivation Levels and Success of Candidate Music Teachers in Personal Instrument Training" [32] reported a significant relationship between the motivation levels and academic success of students learning personal instruments. Thesis [32] supports both the aforementioned studies and results of this study.

4.2. The relationship between occupational training and personal targets among candidates' music teachers receiving instrument training

Table 2a. Arithmetic Averages and Standard Deviations of the statement "I selected this department in an attempt to develop my personal instrument rather than teaching music"

	n	x	ss
Agree	101	2,5248	1,4394
Undecided	46	3,4565	1,5450
Disagree	15	4,2667	,8837
Total	162	2,9506	1,5396

Table 2b. One-Way ANOVA: Responses to the statement "I selected this department in an attempt to develop my personal instrument rather than teaching music"

	Sum of squares	sd	Mean Square	f	p
Between Groups	56,070	2	28,035		,000
Within Groups	325,534	159	2,047	13,693	
Total	381,605	161			

Table 2c. LSD results regarding the differentiation state of the statement "I selected this department in an attempt to develop my personal instrument rather than teaching music"

	Agree	Undecided	Disagree
Agree	x = 2,5248	.01	.01
Undecided	.01	x = 3,4565	.05
Disagree	-	-	x = 4,2667

Questionnaire responses to the statement "I selected this department in an attempt to develop my personal instrument rather than teaching music" this sentence has got 3 possible responses (agree/undecided/disagree) were significantly

different at the 0.01 level, compared to the variable “considering teaching music”. In terms of arithmetic averages, the group that showed greatest agreement with this statement consisted of those students who are not considering a career in teaching music. Conversely, the group of participants who are considering a career teaching music showed the least agreement with this statement. According to the LSD results regarding the paired comparisons, while there is a significant difference of 0.01 between those who answered ‘agree’, ‘undecided’ and ‘disagree’, there is a significant difference of 0.05 between those who answered ‘undecided’ and ‘disagree’. The different objectives expressed by students are a result of “the important role of the structure and properties of the relevant subject area in determining the targets” [14]. According to the expectation theory, the interpretations of the statement “I selected this department in an attempt to develop my personal instrument rather than teaching music” might be as follows;

Interpretation A:

Expectation theory indicates that:

- (1) Certain behaviors will cause certain results;
- (2) We are motivated to behave in accordance with our self-confidence to achieve these results;
- (3) We also are motivated to behave in that these results will seem to be attractive to certain extents, in relation to our perception that achieving a result will cause the attainment of a second-level result. First level results are those that help the attainment of the second-level results, which are always, desired more [28]. On condition that the candidate teacher receives instrument training in the department of music teaching (the determined behavior, objective of the program and the candidate teacher), s/he will be a music teacher (first-level result); and on condition that s/he develops her/his instrumental skill, s/he will be able to create other employment and income opportunities with the help of the instrument, along with the profession of teaching (second-level result). Due to the attraction of generating more income (second-level result) and her/his selfconfidence to be a music teacher (first level result), s/he will be eager to make a considerable effort to attain the first-level result, which is believed to enable the attainment of the second-level result, which is desired more.

Interpretation B:

“According to the expectation theory, work-motivation depends on the perceived relationship between the performance and results, and individuals change their behaviors according to estimations of the envisaged results”[8]. This condition makes a practical and positive contribution to increasing motivation. This theory is based on the view that

motivation originates from the expectation of a person that s/he will obtain whatever is desired as performance or reward.

According to [29], the expectation valence theory changes the perceptions of the individual regarding the possible results, and claims that the intention of the individual might also be changed. The theory is based on the view that “individuals select their behaviors according to the expected results and the importance that is attached to these expected results”.

Accordingly, their perceptions of the profession of music teaching, which is the outcome of their musical training, might change according to the importance attached to the result. The importance and value attached to the profession of music teaching within Turkey cause candidate music teachers to under estimate the profession of teaching and ignore this profession, in relation to the value of the importance to be a music teacher they attach. Therefore, it is well known that students motivate themselves to work harder, in an attempt to maximize their instrumental skills, in order to find employment and sources of income as performers, outside the teaching profession.

5. Conclusion

The undergraduate program of the Music Teaching Sections of Fine Arts Education Departments that were reconstructed in 2007, it is understood that preservice music teachers prepared themselves for the occupation of music teaching by taking lessons in 3 fields in Turkey. They are as follows;

- ✓ Field and Field Education Lessons 50%,
- ✓ Lessons of Professional Teaching 22%,
- ✓ General Culture Lessons 28% [34].

As a field and field education, it is thought that personal instrument lesson the most important training for the occupation of music teaching. Because of that in this study based on line the personal instrument lesson. These study an interpretation vocational targets and expectations of the candidates’ music teachers in Turkey.

The findings of the study are as follows:

- Among students who are undecided about teaching music, the distribution between was relatively uniform: 38,3% string, 36,0% wind instruments and 29,7% voice field, which differed greatly from the guitar students, at 13,3%.
- Apart from the students who plan to become music teachers, some have special objectives, such as developing their personal instrument.
- According to the process theories, there is a direct relationship between the perceptions, reliance and expectations of guitar students concerning the

attainability of their job rewards and their motivation for the instrument they study. The same result is also valid for candidate teachers, fewer of whom learn string and wind instruments.

- Candidates music teachers' perceptions of the profession of music teaching, which is the outcome of their musical training, might change according to the importance attached to the result. The importance and value attached to the profession of music teaching within Turkey cause candidate music teachers to under estimate the profession of teaching and ignore this profession, in relation to the value of the importance to be a music teacher they attach.
- Candidates music teachers' motivate themselves to work harder, in an attempt to maximize their instrumental skills, in order to find employment and sources of income as performers, outside the teaching profession.

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