

Research Article

Development of attitude scale towards learning trumpet

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Abstract

The aim of this study is to develop a Likert-type attitude scale to determine trumpet students' attitudes towards learning trumpet. In line with the purpose, a 37-item draft scale was prepared and applied to 92 trumpet students studying at undergraduate level in Conservatory and Music education faculties in Istanbul, Kocaeli, Ankara, Eskişehir, Edirne and İzmir. Factor analysis was performed for the construct validity of the draft scale. As a result of the exploratory factor analysis, it was seen that the scale consisted of 19 items, 12 positive and 7 negative, gathered under five factors that explained 68.373% of the total variance. As a result of this study, which was conducted to determine the attitudes of trumpet students towards learning trumpet, "Playing Trumpet Interest" (5 items), "Trumpet Course Interest" (4 items), "Trumpet Course Anxiety" (4 items), "Trumpet Performer Anxiety" (A total of 19 items was developed, consisting of five sub-dimensions: "Improvisation Interest" (3 items) and "Improvisation Interest" (3 items). The scale, which is called the attitude scale towards the trumpet and trumpet lesson, explains 68.373% of the total variance as a result of the analyzes and the Cronbach Alpha (α) internal consistency coefficient value is .887, which indicates that it has a strong structure. As a result, it can be said that the scale developed under the name of Attitude Scale towards Learning Trumpet is a valid and reliable scale that can be used in similar studies.

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Introduction

It is now clearly seen that today's understanding of education has taken a direction focused on talents and interests. Processes in which students are also active and learn by research should be preferred. In addition to cognitive factors, education should also focus on affective factors such as attitude. It is seen that students with positive retention make more effort in their learning processes (Yılmaz, 2019; Tsai & Kuo, 2008). This situation enabled them to focus on the researcher's attitude towards the lesson about the lessons that require effort such as music. For example, Canakay (2006) conducted an attitude scale development study for the music theory course. Students' attitudes towards lessons can be observed more easily in individual lessons than in collective lessons. Although the area of learning to play has been removed from secondary education programs (Albuz & Demirel, 2019), individual instrument and instrument lessons are at the forefront of individual lessons in many institutions where music education is given (Yalçinkaya & Eldemir, 2013). The main aims of instrument education are to play with the right technique, to provide the condition that will increase the working time, to make the best understanding of musical cultures through instruments and to increase their musical skills in this direction (Parasız, 2010). In individual instrument training, making various applications and creating different lesson environments according to the characteristics and expectations of the students will contribute to the knowledge acquisition process. Piaget stated the importance of supporting the educational environment with concrete objects and different materials in order for a well-based learning to take place (Ginsberg & Opper, 1969). Determining the attitudes of the students, who make up the target audience, to the lesson before starting these applications and researches, which will be done in order for the learning to take place in a solid and permanent way, will enable us to reach the goal more easily. In order to determine these attitudes, we need measurement tools developed in this direction. Attitudes cannot be observed directly, but can be

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measured through behavior, and this measurement is made only with the verbal information obtained, such as the answers to the questions or the ideas expressed (Kağıtçıbaşı, 1988).

The trumpet (Demirel, 2022), which initially had roles such as announcing news and military purposes, became one of the most important instruments of orchestras after it took its current form. Trumpet training is given in both civilian and military education institutions in Turkey. The main formal education institutions providing trumpet training in Turkey are; Conservatories, Music Education Faculties, Fine Arts Faculties, Fine Arts High Schools and the Armed Forces Band NCO Vocational School within the body of the National Defense University. In institutions where professional music education is given, many researches are carried out for different instruments, which care about the interests and preferences of the students and to positively change their interests and perspectives on the lessons (Cankaya, 2006). The approaches and attitudes of the students to the lesson are very important in terms of reaching the goals of these trainings.

Attitude scales have been developed for many instruments and lessons that are widely used and formally trained today. For example, there are attitude scale studies for Cankaya (2006) music theory lesson, Tufan and Güdek (2008) piano lesson, Doğan and Çilden (2017) violin lesson. A need was felt to conduct an attitude scale study towards learning trumpet. In order to provide a more effective educational environment in trumpet lessons, it is important to measure and determine the attitudes of the students towards the lessons and their instruments and to direct the education and training techniques according to these attitudes. The aim of the research is to develop a valid and reliable attitude scale to determine students' attitudes towards learning trumpet.

Method

This research was conducted to develop a measurement tool to evaluate student attitudes towards learning trumpet. In the research, descriptive method, one of the scanning models, was used to collect and classify the data. The purpose of survey research is generally to make a description by taking a picture of the current situation related to the research topic (Fraenkel & Wallen, 2006).

Participantts

Istanbul University State Conservatory, Mimar Sinan State Conservatory, Kocaeli State Conservatory, Marmara University Music Education Faculty, Hacettepe University Ankara State Conservatory, Trakya University State Conservatory, Gazi University Music Education Faculty, Izmir Dokuz Eylül State Conservatory, Anadolu University State Conservatory 2020 92 trumpet students who were studying at the undergraduate level in the spring semester of 2021 participated. Of the students constituting the study group, 77 (83.7%) were male and 15 (16.3%) were female; 15 (16.3%) were first-year undergraduate students, 38 (41.3%) were second-year undergraduate students, 24 (26.1%) were third-year undergraduate students, and 15 (16.3%) were fourth-year undergraduate students.

Data Collection Tools

In the process of developing the attitude scale towards trumpet learning, a literature review was conducted on the attitude scale items in order to ensure content validity. In addition, a sample group consisting of trumpet students was written a composition describing their feelings and thoughts about learning trumpet. After the content analysis was applied to the written data obtained, factors for the scale and positive and negative items for these factors were determined. An "expert opinion form" was prepared for the draft scale consisting of 55 items. For expert opinion, it was sent to expert faculty members in the fields of instrument education, music education and educational sciences and Turkish education from Marmara University Faculty of Music Education, Istanbul University State Conservatory, Marmara University Institute of Educational Sciences, Mimar Sinan University State Conservatory and Gazi University Faculty of Music Education. . In line with the opinions and suggestions received, some items were removed and some corrections were made in the existing items. Finally, a draft scale consisting of 37 items, 20 positive and 17 negative, was created. The draft scale was arranged as a 5-point Likert type and for each positive item, it was scored as Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1), and reversely scored for negative items. . In the Likert-type attitude scales, instead of marking the statements that he or she finds appropriate, the individual indicates the extent to which he or she agrees or disagrees with each statement (Tavşancıl, 2006).

The finalized draft scale is Istanbul University State Conservatory, Mimar Sinan State Conservatory, Kocaeli State Conservatory, Marmara University Faculty of Music Education, Hacettepe University Ankara State Conservatory, Trakya University State Conservatory, Gazi University Faculty of Music Education, İzmir Dokuz Eylül State

Conservatory and Anadolu University It was applied to 92 students who took trumpet lessons at the State Conservatory at the undergraduate level.

Data Analysis

The data obtained from the 37-item draft scale applied to ninety-two trumpet students were loaded into the SPSS 15.0 Package program for analysis and a data set was prepared. According to the data obtained, validity and reliability studies were started.

The Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett sphericity tests were performed to determine the scale's suitability for factor analysis, which is necessary to determine the construct validity. No limitation was made for the number of factors, the eigen value was determined as 1 and the cut-off value of the items was determined as 0.30. According to the test results obtained, items with values below 0.30 were removed from the scale.

According to the data obtained for the reliability of the scale, item-total correlations were examined and reliability analysis was performed.

In order to determine the internal validity of the scale, the total scores obtained from the attitude scale were listed and the subgroup of 27% (n=25) with the lowest score and the upper group of 27% (n=25) with the highest score were determined. "Independent groups t-test" was applied to determine whether the difference was significant.

After factor analysis, Cronbach's Alpha internal consistency coefficients of the items were calculated to determine the reliability of the scale.

Results and Discussion

As a result of expert opinions for content validity, 18 items were removed from the first draft scale consisting of 55 items, and validity and reliability studies were started for the 37-item draft scale.

Construct Validity

Exploratory factor analysis (EFA) was performed for the construct validity of the scale. In order to determine whether the obtained data are suitable for factor analysis, first of all, Kaiser-Mayer-Olkin (KMO) and Bartlett's Test Results were examined.

Table 1

Kaiser-Mayer-Olkin (KMO) Sample Measurement and Bartlett's Test Results

| | | | |
|--|---------|--------|---------|
| Kaiser-Meyer-Olkin (KMO) Sampling Size | 0.79 | | |
| Bartlett Test Approx. Chi-Square Value | 889.954 | Sd=171 | P=0.00* |

* $p=0.00 < 0.05$

When the values in Table 1 were examined, the Kaiser-Mayer-Olkin (KMO) value was 0.799 and the value of the Bartlett Test result was $p=0.00 < 0.05$. The KMO value is a criterion for determining the adequacy of the data obtained from the sample. It is stated that the value found is perfect as it approaches 1, and unacceptable if it is below 0.50 (Tavşancıl, 2014). If the Bartlett value is $p < 0.05$, it is accepted that there is a relationship between the variables (Büyüköztürk, 2018). The data we obtained from the KMO and Bartlett's tests show that the scale is suitable for exploratory factor analysis.

After the data we obtained from the KMO and Bartlett's results, Varimax rotation was chosen to perform exploratory factor analysis (EFA), the item cut-off value was accepted as .30, and 16 items with values below .30 were excluded from the scale. According to the literature, it is stated that factor loads ranging from 0.30 to 0.40 can be taken as the cut-off point in factor analysis processes (Tavşancıl, 2014).

In the second stage, the same process was applied to the 21-item scale with 5 factors, and 2 more items that overlapped more than one factor were removed from the scale, and in the third and final stage, it reached a structure with 5 factors and a total explained variance of 68.373%.

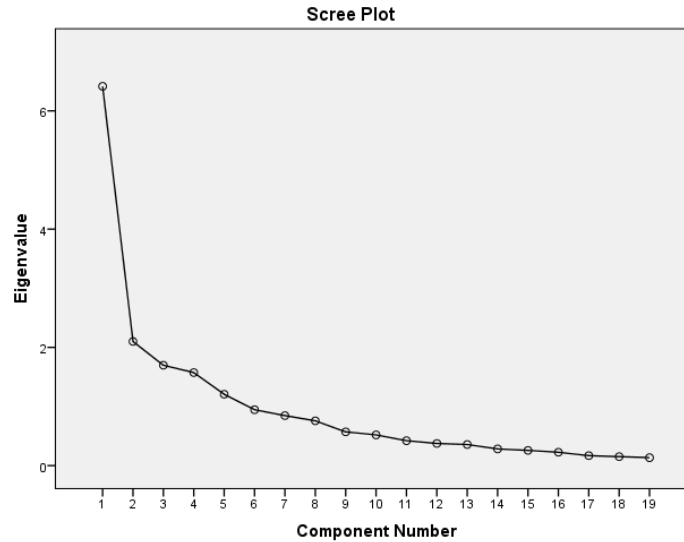


Figure 1
Attitude Scale Towards Learning Trumpet Scree Plot Chart

When the breakpoints in the graph are examined, the vertical line turning horizontal and tending to a flat trend after the fifth factor supports that the scale has a 5-factor structure.

Table 2
Factors Analysis of Attitude Scale Towards Learning Trumpet

| Factors | Items | Faktor Loading | Factor Eigenvalues | Variance Percentage (%) |
|-------------------------------------|--|----------------|--------------------|-------------------------|
| Playing the Trumpet Interest | 10. I also practice trumpet outside the course. | .608 | 6.415 | 33.763 |
| | 12. I study because I love trumpet | .740 | | |
| | 15. I am interested in every subject related to trumpet, I do reading and research | .530 | | |
| | 16. I play the trumpet whenever I can. | .687 | | |
| | 19. I would never play the trumpet unless I had to * | .644 | | |
| Trumpet Course Interest | 1. I enjoy the trumpet course | .678 | 2.099 | 11.048 |
| | 2. Trumpet course is important to me | .601 | | |
| | 3. I look forward to the trumpet course | .650 | | |
| | 6. I wish trompmet course hours would increase | .522 | | |
| Trumpet Course Anxiety | 4. The etude and piece that I have to perform in the trumpet course bores me.* | .449 | 1.697 | 8.931 |
| | 5. I feel nervous on the day of trumpet class* | .455 | | |
| | 7. Performing a piece with the trumpet relaxes me | .463 | | |
| Trumpet Performer Anxiety | 17. Trumpet course often stresses me out* | .665 | 1.573 | 8.281 |
| | 28. I am relieved to think that I will be a very good trumpet player. | .670 | | |
| | 30. I'm worried about being successful on trumpet* | .622 | | |
| Improvisation Interest | 31. It bothers me that I can't express myself while playing the trumpet.* | .621 | 1.206 | 6.349 |
| | 25. I produce my own melodies while playing the trumpet | .441 | | |
| | 35. I'm very bad at improvising on the trumpet * | .422 | | |
| Total | 36. I can easily produce a melody on a simple background with a trumpet. | .399 | | 68.373 |

*reverse items

When the factor loads in Table 2 are examined, it is seen that the factor loads of the items belonging to the factor named “Playing the Trumpet Interest” take values between .530 and .740 and the factor alone explains 33.763% of the total variance, the factor named “Trumpet Course Interest”. The factor loads of the items belonging to the factor called “Trumpet Course Anxiety” were between .522 and .678 and explained 11.048% of the total variance of the factor alone, the factor loads of the items belonging to the factor called “Trumpet Course Anxiety” were between

.449 and .665, and the total variance of the factor alone was between .449 and .665. The factor loadings of the items belonging to the factor named "Improvisation Interest", of which factor loadings of the factor named as "Trumpet Performer Anxiety", of which it explained 8.931%, took values between .621 and .670 and explained 8.281% of the total variance of the factor alone. It took a value between 399 and .441 and explained 6.349% of the total variance of the factor alone. It is seen that these 5 factors explain 68.373% of the total variance. The total explained variance ratio shows the strength of the factor structure of the scale. Variance rates varying between 40% and 60% are accepted in the field of social sciences (Tavşancıl, 2014). Therefore, the variance amount of 68.373% we obtained in this scale is sufficient.

Items belonging to the first factor; The items belonging to the second factor were named "Playing Trumpet Interest" because it consisted of items (10-12-15-16) to determine attitudes towards trumpet interest; The items belonging to the third factor, named as "Trumpet Course Interest" because it consists of items (1-2-3-6) on determining attitudes towards interest in trumpet lessons; The items belonging to the fourth factor, named as "Trumpet Course Anxiety" because it consists of items (4-5-7-17) to determine attitudes towards anxiety towards trumpet lessons; The items belonging to the fifth factor, named as "Trumpet Performer Anxiety" because it consists of items (28-30-31) to determine attitudes towards trumpet anxiety; It was named "Improvisation Interest" because it consisted of items (25-35-36) for determining attitudes towards improvisational trumpet playing.

Item Discrimination Validity

T-Test Results of the Attitudes Towards Learning Trumpet Scale for Independent Groups Top 27%- Bottom 27%

Table 3

T-Test Results of the Attitudes Towards Learning Trumpet Scale for Independent Groups Top 27%- Bottom 27%

| Factors | Groups | n | \bar{x} | ss | $Sh_{\bar{x}}$ | t | Sd | p |
|---------------------------|------------------|----|-----------|------|----------------|-------|----|------|
| Playing Trumpet Interest | Top-Bottom (27%) | 25 | 19.60 | 1.73 | 0.34 | 4.22 | 48 | .000 |
| | | | 17.20 | 2.25 | 0.45 | | | |
| Trumpet Course Interest | Top-Bottom (27%) | 25 | 18.52 | 2.00 | 0.40 | 3.83 | 48 | .000 |
| | | | 15.96 | 2.66 | 0.53 | | | |
| Trumpet Course Anxiety | Top-Bottom (27%) | 25 | 11.48 | 2.74 | 0.54 | 3.88 | 48 | .000 |
| | | | 9.04 | 1.54 | 0.30 | | | |
| Trumpet Performer Anxiety | Top-Bottom (27%) | 25 | 11.04 | 1.13 | 0.22 | 4.73 | 48 | .000 |
| | | | 9.48 | 1.19 | 0.23 | | | |
| Improvisation Interest | Top-Bottom (27%) | 25 | 9.44 | 1.58 | 0.31 | 4.16 | 48 | .000 |
| | | | 7.92 | 0.90 | 0.18 | | | |
| Total | Top-Bottom (27%) | 25 | 127.36 | 4.02 | 4.02 | 15.72 | 48 | .000 |
| | | | 108.80 | 4.31 | 4.31 | | | |

According to Table3, the upper 27% and lower 27% groups, Playing Trumpet Interest [t(48)=4.22;p<.01], Trumpet Course Interest [t(48)=3.82;p<.01], Trumpet Course Anxiety [t(48)=3.88;p<.01], Trumpet Performer Anxiety [t(48)=4.73;p<.01], Improvisation Interest [t(48)=4.16;p<.01] Statistically significant differences were observed between the scores they got from the sub-dimensions and the whole scale [t(48)=15.72;p<.01]. This shows that the scale is distinctive in terms of different attitudes towards trumpet and trumpet lessons. By means of item analysis based on the averages of the lower 27% and upper 27% groups, the power of the scale to distinguish between those who have a positive attitude and those who have a negative attitude is determined according to the quality to be measured (Tezbaşaran, 2008). Therefore, it can be said that the developed Attitude Scale towards Learning Trumpet distinguishes students who have a positive attitude in this direction and students who have a negative attitude.

Studies on the Reliability of the Scale

Reliability is one of the most important features of measurement tools. The consistency of the questions in the measurement tool with each other and the fact that they measure the features we plan to measure with the least margin of error show the reliability of the scale. A scale with low reliability results will have the same validity results. "Calculation of the Cronbach Alpha (α) coefficient shows how consistent the test items are as a whole, when the variances of the items in the test are divided by the variance of the total scores. In other words, the Cronbach Alpha (α) coefficient is a measure of the consistency of the scores of the items with the total test scores (Büyükoztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2016). The Cronbach Alpha (α) coefficients of the scale are given in Table 4 for the sub-dimensions and the whole scale.

Table 4*Cronbach Alpha Reliability Coefficients of the Attitude Scale towards Learning the Trumpet and its Sub-Factors*

| ASLT | n | Cronbach's Alpha |
|---|----|------------------|
| Factor 1 (Playing Trumpet Interest) | 5 | 0.819 |
| Factor 2 (Trumpet Course Interest) | 4 | 0.803 |
| Factor 3 (Trumpet Course Anxiety) | 4 | 0.745 |
| Factor 4 (Trumpet Performer Anxiety) | 3 | 0.846 |
| Factor 5 (Improvisation Interest) | 3 | 0.803 |
| Total | 19 | 0.877 |

According to Table 4, the reliability coefficient of the "Trumpet Concern" sub-dimension was 0.819, the reliability coefficient of the "Lesson Interest" sub-dimension was 0.803, the reliability coefficient of the "Lesson Anxiety" sub-dimension was 0.745, the reliability coefficient of the "Trumpet Anxiety" sub-dimension was 0.846, and the "Improved Interest" sub-dimension. The reliability coefficient of the dimension was 0.803. The reliability coefficient of the whole scale was determined as 0.887. Özdamar (1999) "The values obtained from the Cronbach Alpha (α) coefficient; $0.60 \leq \alpha < 0.80$ indicates "the scale is highly reliable", and $0.80 \leq \alpha < 1.00$ indicates "the scale is highly reliable." A Cronbach Alpha value of 0.70 and above is considered a high value (Büyüköztürk, 2006). According to the results, it is seen that the items forming the scale are compatible with each other and reflect the attitude to be measured and it is a reliable scale.

Scoring the Attitude Scale towards Learning the Trumpet

Attitude towards trumpet learning scale (ASLT) consists of 19 items, 12 of which are positive and 7 of which are negative, and five sub-dimensions (factors) namely trumpet interest, lesson interest, lesson anxiety, trumpet anxiety and improvisational interest. taken. While scoring the items, according to a 5-point Likert-type rating for each item; Totally Agree= 5 points, Agree= 4 points, Undecided= 3 points, Disagree= 2 points, Strongly Disagree= 1 point, negative (reverse) items reversed Totally Agree= 1 point, Agree= 2 points, Undecided= 3 points, Disagree= 4 points, Strongly Disagree= 5 points. The highest score that can be obtained from the items that make up the trumpet interest sub-dimension (10-12-15-16-19) is 25 and the lowest score is 5. It is thought that as the scores obtained from this sub-dimension increase, students' attitudes towards the trumpet increase in a positive way. The highest score that can be obtained from the items (1-2-3-6) constituting the sub-dimension of interest in the lesson is 20 and the lowest score is 4. It is thought that as the scores obtained from this sub-dimension increase, students' attitudes towards trumpet lessons increase positively. The highest score that can be obtained from the items that make up the anxiety sub-dimension (4-5-7-17) is 20 and the lowest score is 4. It is thought that as the scores obtained from this sub-dimension increase, students' anxiety attitudes towards trumpet lessons increase positively. The highest score that can be obtained from the items (28-30-31) constituting the trumpet anxiety sub-dimension is 15 and the lowest score is 3. It is thought that as the scores obtained from this sub-dimension increase, students' anxiety attitudes towards the trumpet increase in a positive way. The highest score that can be obtained from the items (25-35-36) that make up the improvisational interest sub-dimension is 15 and the lowest score is 3. It is thought that as the scores obtained from this sub-dimension increase, students' interest attitudes towards improvisation on the trumpet increase in a positive way.

In line with the stated evaluations, the highest score that can be obtained from a total of 19 items that make up the attitude scale (ASLT) towards learning trumpet is 95 and the lowest score is 19. As the total score from ASLT increases, it is thought that students' attitudes towards learning trumpet are positive.

Table 5*Score Table of the Attitude Scale towards Learning the Trumpet*

| Options | Point | Point Range | Scale Assessment |
|-------------------|-------|-------------|------------------|
| Totally Agree | 5 | 4,20 – 5,00 | Very high |
| Agree | 4 | 3,40 – 4,19 | High |
| Undecided | 3 | 2,60 – 3,39 | Middle |
| Disagree | 2 | 1,80 – 2,59 | Low |
| Strongly Disagree | 1 | 1,00 – 1,79 | Very low |

Conclusion and Recommendations

As a result of this study, which was conducted to determine the attitudes of trumpet students towards learning trumpet, "Playing Trumpet Interest" (5 items), "Trumpet Course Interest" (4 items), "Trumpet Course Anxiety" (4 items), "Trumpet Performer Anxiety" (A total of 19 items was developed, consisting of five sub-dimensions: "Improvisation Interest" (3 items) and "Improvisation Interest" (3 items). The scale, which is called the attitude scale towards the trumpet and trumpet lesson, explains 68.373% of the total variance as a result of the analyzes and the Cronbach Alpha (α) internal consistency coefficient value is .887, which indicates that it has a strong structure. Likewise, the sub-dimensions of the scale ("Playing Trumpet Interest" (α =,819), "Trumpet Course Interest" (α =,803), "Trumpet Course Anxiety" (α =,745), "Trumpet Performer Anxiety" (α =,846), "Improvisation Interest" (α =,803) Cronbach Alpha (α) internal consistency coefficient value also supports this structure.

Determining the attitudes of the students in order to make the applied education more successful in trumpet education can provide important contributions to the researches to be made. The "Attitude Scale Towards Learning Trumpet", which was developed for those who want to learn the trumpet and carries the validity and reliability requirements, is considered to be of a quality that can be used as a data collection tool in future research on this subject.

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Appendix 1*Attitude Scale Towards Learning Trumpet***Attitude Scale Towards Learning Trumpet**Totally disagree **1**, Disagree **2**, Undecided **3**, Agree **4**, Totally Agree **5**

| | Itemss | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | I enjoy the trumpet course | | | | | |
| 2 | I play the trumpet whenever I can. | | | | | |
| 3 | I look forward to the trumpet course | | | | | |
| 4 | I feel nervous on the day of trumpet course * | | | | | |
| 5 | Performing a piece with the trumpet relaxes me | | | | | |
| 6 | I also practice trumpet outside the course. | | | | | |
| 7 | The etude and piece that I have to perform in the trumpet course bores me.* | | | | | |
| 8 | I am interested in every subject related to trumpet, I do reading and research | | | | | |
| 9 | Trumpet course is important to me | | | | | |
| 10 | Trumpet course often stresses me out * | | | | | |
| 11 | I produce my own melodies while playing the trumpet | | | | | |
| 12 | I am relieved to think that I will be a very good trumpet player | | | | | |
| 13 | I study because I love trumpet | | | | | |
| 14 | I'm worried about being successful on trumpet * | | | | | |
| 15 | It bothers me that I can't express myself while playing the trumpet * | | | | | |
| 16 | I wish trumpet course hours would increase | | | | | |
| 17 | I would never play the trumpet unless I had to * | | | | | |
| 18 | I'm very bad at improvising on the trumpet * | | | | | |
| 19 | I can easily produce a melody on a simple background with a trumpet | | | | | |

* reverse items

Appendix 2.*Attitude Scale Towards Learning Trumpet (Turkish)***Trompet Öğrenmeye Yönelik Tutum Ölçeği**Kesinlikle Katılmıyorum **1**, Katılmıyorum **1**, Kararsızım **3**, Katılıyorum **4**, Tamamen Katılıyorum **5**

| Maddeler | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1 Trompet kursundan keyif alırım | | | | | |
| 2 Bulduğum her fırsatta trompet çalışırım | | | | | |
| 3 Trompet kurslarını sabırsızlıkla beklerim | | | | | |
| 4 Trompet kursunun olduğu gün kendimi gergin hissederim * | | | | | |
| 5 Trompetle eser icra etmek beni rahatlatır | | | | | |
| 6 Trompeti kurs dışında da çalışırım | | | | | |
| 7 Trompet kursunda icra etmek zorunda olduğum etüd, eser beni sıkır * | | | | | |
| 8 Trompetle ilgili her konuya ilgi duyarım, okuma ve araştırma yaparım | | | | | |
| 9 Trompet kursu benim için önemlidir | | | | | |
| 10 Trompet kursu çoğu zaman bende stres yaratır* | | | | | |
| 11 Trompet çalarken kendime ait melodiler üretirim | | | | | |
| 12 Çok iyi bir trompet icracısı olacağımı düşünerek rahatlıyorum | | | | | |
| 13 Trompeti sevdiğim için çalışırım | | | | | |
| 14 Trompette başarılı olma konusunda endişelerim var* | | | | | |
| 15 Trompet çalarken kendimi ifade edememek beni sıkıyor * | | | | | |
| 16 Trompet kurs saatlerinin artırılması beni memnun eder | | | | | |
| 17 Zorunlu olmasam hiç trompet çalışmam* | | | | | |
| 18 Trompetle doğaçlama çalma konusunda çok başarısızım* | | | | | |
| 19 Trompetle basit bir altyapı üzerine çok rahat melodi üretebilirim | | | | | |

*Olumsuz maddeler