



Research Article

Examining the views of trainers and trainees on the effectiveness of on-line Youtube guitar training¹

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Abstract

YouTube, which enables individuals to access information by eliminating the concept of time and space, is becoming more and more involved in the education dimension every day. The purpose of this research is to examine the effects of guitar training videos published in Turkish on YouTube on guitar playing, in line with the views of trainers and trainees, and the effectiveness of YouTube on-line training in line with the views of educators and trainees. In this descriptive research, a scanning model was used. 30 trainers who regularly upload free training content to YouTube and 96 people who received training from these trainers participated in the research. As a data collection tool, the Opinions Questionnaire on Guitar Education on YouTube, which consists of five-grade likert type questions and open-ended questions, was used. As a result of the research; it is seen that most of the instructors broadcast to provide their information free of charge and to support the educational institution they are affiliated with, and the preferences of the students to follow these broadcasts are due to transportation, time and financial opportunities. In line with the statements of the participants, it was concluded that the students found the Turkish guitar training content published on YouTube useful, they were able to communicate with the trainers and the majority of them were able to learn guitar with this method.

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Introduction

The education process, which started with the existence of human beings, gained a different direction by paving the way for the transfer of information to the next generations with the discovery of writing. The face-to-face education process that lasted for thousands of years, after Isaac Pitman used letters to teach shorthand to students in the 1800s, and then Skerry's College's use of a similar method for the civil service exam (Oliveira & Rumble, 2013, p.3) has gained a new dimension among the education methods. Eniac (Weik, 1961, p.572, Goldstine & Goldstine, 1946, p.97), which was invented in 1945 at the Moore electronic engineering school to calculate the firing tables of the Armed forces, went down in history as the world's first electronic machine. In today's digital world, the invention of the internet in 1994 (Pitkow & Recker, 1995, p.810) started a new era in communication. Youtube website (Keskin, 2018, p.1), where Jawed Karim shared the video he shot in front of elephants in the zoo in 2005, has become one of the biggest actors of social media as of 2022.

Distance education (Akdemir, 2011, p.69), which is defined as the education method in which the educator does not physically interact with the student, is constantly changing and developing thanks to technological developments.

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Globally increasing human population, political changes, wars and migrations make it difficult for societies, especially children, to reach quality education. However, the Covid 19 pandemic, which emerged in 2019 and affected the whole world, caused a long delay in education. During the pandemic period, radical changes took place in education (Daniel, 2020, p.91) with the preference of distance education instead of face-to-face education in many countries. By its nature, art education is an expensive process. Instrument education, which must be continued one-on-one, requires economic power. In this context, on-line instrument training platforms offer unlimited possibilities in terms of method and accessibility for individuals who want to learn instruments. According to Negash & Wilcox (2008), there are 6 types of distance education.

- Use of digital materials that support face-to-face education
- Training using only materials
- On-line learning (In this learning environment, the instructor shares rich technological content with students other than video. They can interact via mail or message)
- It is a face-to-face training method performed on-line. It is an education model defined as online education.
- In this learning environment where on-line and face-to-face education are carried out together, face-to-face meetings are rarely made, mainly on-line education is done.
- In this learning, the classroom environment will be used and there is face-to-face on-line interaction when necessary (p. 4).

Globally accessible YouTube is an important part of distance education thanks to its rich content and interaction opportunities.

In the 21st century, YouTube, which broadcasts on advertising, industry, social events, health, sports and many other subjects, has led to radical changes, especially in the field of education. YouTube, where professional or amateur trainers can easily upload content, has become one of the distance education channels especially preferred by the young population (Baek, 2015) because it is free and easily accessible. Music videos that ranked first in YouTube content (Ünal, 2019) made professional or amateur musicians make their voices heard globally (Gruzd & Hodson, 2021) and also influenced the world culturally. This radical change in the field of music has brought along new approaches in music education. Instrument training, which consists of systematic, disciplined and complex processes, is carried out within the framework of programs with intense interaction. With the communication and interaction of individuals becoming possible in the virtual environment, distance instrument education increases its importance day by day. The fact that the instrument training content published on YouTube is free has become an extremely important resource for people who want to learn the instrument. With thousands of instrument training resources on YouTube, it offers unlimited opportunities to individuals who want to learn instruments. It is very easy for individuals who want to learn globally popular instruments such as piano and guitar to access educational videos with rich content on YouTube. The guitar is one of the globally preferred instruments in terms of being a fretted instrument, being accessible, easy to carry and performing the traditional music of different cultures. Thanks to its technical features, the guitar is one of the instruments suitable for distance education. Among the YouTube videos within the scope of instrument education, the instrument with the longest duration after the piano is the guitar (Uygun, 2020, p. 17). Considering these advantages of the guitar, revealing the effectiveness of guitar training videos published on YouTube on amateur guitar training makes this research important.

The Problem of the Research

The aim of this research is to examine the Turkish guitar training videos published on YouTube in line with the views of educators and students. The main problem of this research is how the effectiveness of Turkish guitar training content published on YouTube platform is?

The sub-problems of this research are;

- What are the Turkish guitar training contents published on the YouTube platform?
- What are the participants' purposes for using the YouTube platform?

- What are the participants' thoughts on the Turkish guitar content on the YouTube platform?

Method

Research Model

The research is a descriptive research and was carried out in the scanning model. The survey model, which aims to describe a past or present situation as it is (Karasar, 2008, p. 77), enables the quantitative or numerical description of trends, attitudes or opinions in the universe through studies carried out on a sample selected within a universe (Creswell, 2017, p. 155).

Study Group

As a working group, the first 100 educators who give Turkish guitar training on the YouTube channel and have the highest number of followers were targeted and contact was established with them. As a result of the questionnaires answered, this research consists of 30 trainers and 96 people who received training from these trainers.

Table 1. Descriptive Information About Instructors

Variables	f	%	
Gender	Male	24	80,0
	Female	6	20,0
Age	15-20	5	16.17
	21-25	5	16.7
	26-30	8	26.7
	Older than 30	12	40
Education	Music Education	5	16.17
	Faculty of fine arts	4	13.3
	Conservatory	4	13.3
	Social Studies	6	20.0
	Science	5	16.17
	High School	6	20.0
Main instrument	Guitar	6	20.0
	Piano	4	13.3
	Violin	1	3.3
	No instrument training	19	63.3
Occupation	I give private music lessons.	10	33.3
	I earn income through social media	1	3.3
	I play music professionally.	10	33.3
	I work in a private or public institution	5	16.7
	None of the above	4	13.3
Total	30	100	

When Table 1 is examined, it is seen that the majority of the trainers are male (80%) and older than 26 (66.7%). However, it is understood that more than half of the trainers did not receive professional music (56.17%) and instrument training (63.3%). Another result of the research is that the majority of the trainers (66.6%) practice their music profession professionally.

Table 2. Descriptive Information about Education Participants

Variables		f	%
Gender	Male	80	84.2
	Female	15	15.8
Age	Younger than 15	2	2.1
	15-20	34	35.8
	21-25	24	25.3
	26-30	16	16.8
	Older than 30	19	20.0
Education	High School	29	30.5
	Undergraduate	55	57.9
	Post-graduate	11	11.6
Face-to-face education	I did not receive face-to-face training.	54	56.8
	I received face-to-face training before YouTube	16	16.8
	I received face-to-face training after YouTube	10	10.5
	I received face-to-face training along with YouTube	15	15.8
Total		95	100

When Table 2 is examined, it is seen that the majority of the trainees are male (84.2%) and between the ages of 15-25 (71.1%). In addition, it is understood that more than half (57.9%) of those who received education received education at the undergraduate level. Another result of the research is that the majority of the trainees (56.8%) did not receive face-to-face guitar training.

Data Collection Tool

Opinionnaire on Guitar Education on YouTube

In order to collect data, a literature review was conducted on the subject. In line with the information obtained, 2 similar questionnaires created by the researcher were used for the trainers and the trainees. There are 5 questions about personal information in the first part of the 17-question survey form, which consists of 3 parts. In the second part, there are 6 questions about the video contents. In the third part, there are 6 questions in order to determine the realization of the aims and objectives of the trainers and the trainees. Some questions of the questionnaire form were arranged as multiple choice and 5-point Likert type questionnaires due to the subject of the research. In the third part of the questionnaire, the option "other" was added to 2 questions, allowing individuals to comment.

According to Başkale (2016), the important factors in the validity and reliability of a qualitative research are sample size and proving its credibility (Başkale, 2016). Within the scope of the validity and reliability study of the questionnaire, on-line interviews were conducted with two publishers who shared Turkish guitar training content on the YouTube channel. In parallel with this, interviews were conducted with 5 people who received guitar training on YouTube. The questions prepared in line with the statements of the instructors and the trainees were evaluated by 3 instructors who are experts in the field of music education. The questionnaire form, which was reorganized in line with the evaluation, took its final form. An e-mail address is required for answering the online questionnaire. In this way, participants were prevented from giving more than one answer.

The research was carried out within the framework of publication ethics. Within the scope of the research, the necessary study permission was obtained from the Dicle University Non-Interventional Clinical Research Ethics Committee.

Data Analysis

The data collected through the questionnaire were analyzed using computer programs suitable for the scope of the research. Obtained data are presented as frequency (f) and percentage (%). Content analysis of the responses received from the "Other" option was performed. Suggestions were made in line with the results obtained.

Findings

In this part of the research, the data on the guitar training video contents of the trainers and the trainees are included.

Findings Regarding Turkish Guitar Education on YouTube Platform

Types of Guitar Performed in YouTube (On-line) Guitar Training

Table 3. Frequency and percentage distribution of instructors by type of instrument used in broadcasts

Instrument	f	%
Classic guitar	17	56.7
Acoustic guitar	6	20.0
Electro guitar	6	20.0
Bass guitar	1	3.3
Total	30	100.0

When Table 3 is examined, it is seen that more than half (56.7%) of the instructors who participated in the research gave training with the classical guitar. Another result of the research is that the number of educators who teach with acoustic guitar and electric guitar is equal (20%).

Types of Guitars Performed by the Participants of YouTube (On-line) Guitar Training

Table 4. Frequency and Percentage Distribution of Trainees by Guitar Type

Type of Guitar	f	%
Classic guitar	19	20.0
Acoustic guitar	7	7.4
Electro guitar	67	70.5
Bass guitar	2	2.1
Total	95	100.0

When Table 4 is examined, it is seen that the majority of the trainees (70.5%) follow YouTube training videos for the purpose of learning electro guitar. However, it is another result of the research that the trainees prefer the classical guitar more than the bass guitar and acoustic guitar.

YouTube (Online) Guitar Instructors' Experience (Publication) Periods

Table 5. Frequency and Percentage Distribution of Trainers by Broadcasting Time

Broadcast time	f	%
Less than 1 year	1	3.3
1-3 years	13	43.3
4-6 years	11	36.7
7-10 years	3	10.0
More than 10 years	2	6.7
Total	30	100.0

As can be seen from Table 5, it is seen that the majority of the trainers (43.3%) have been broadcasting for 1-3 years, and there is a high rate of trainers who have been broadcasting for between 4-6 years. Another result of the research is that the majority of the trainers (80%) who participated in the research have been broadcasting for between 1-6 years.

Watch Time of YouTube (On-line) Guitar Training Participants

Table 6. Frequency and percentage distribution of trainees according to watch time periods

Watch time	f	%
0-3 months	29	30.5
4-6 months	10	10.5
7 ay-1 year	10	10.5
1-3 years	25	26.3
More than 3 years	21	22.1
Total	95	100.0

As can be seen from Table 6, it is seen that most of the trainees (30.5%) followed guitar training videos within a period of 0-3 months. Another result of the research is that more than half of the trainees (51.5%) followed the guitar training videos in the last year.

YouTube (On-line) Guitar Instructors' Ways of Providing Educational Content

Table 7. Frequency and percentage distribution of instructors' status of providing sources

Source provided	f	%
I add digital source to videos	18	60.0
I do not use written or digital sources	11	36.7
I publish my own learning method	1	3.3
Total	30	100.0

As can be understood from Table 7, it is seen that the majority of the trainers (60%) add digital resources to the content they publish.

Access to Educational Content of YouTube (On-line) Guitar Training Participants

Table 8. Frequency and Percentage Distributions of Trainees' Access to Resources

Source Reached	f	%
I use the resources included in the videos	59	62.1
I don't have any sources I follow	20	21.1
Guitar methods	5	5.3
Paid online resources	11	11.6
Total	95	100.0

As can be seen from Table 8, it is seen that the majority of the trainees (62.1%) use the resources in the broadcasts they follow. Another result of the research is that the rate of those who prefer only visual education without using resources is high (21.1%).

Time that YouTube (On-line) Guitar Instructors Allot to Create Content

Table 9. Frequency and Percentage Distribution of the Time Instructors Allocated for Each Video

Allotted time	f	%
30 min- 1 hour	4	3.3
1-2 hours	6	20.0
2-3 hours	10	33.3
More than 3 hours	10	33.3
Total	30	100.0

When Table 9 is examined, it is seen that the majority of the trainers (66.6%) allocate at least 2 hours for each video content. In this context, it can be said that educators work for a long time to broadcast videos.

Time Allotted for Training by YouTube (On-line) Guitar Training Participants

Table 10. Frequency and Percentage Distributions Regarding the Time Allotted by Trainees for Each Video

Allotted time	f	%
Less than 30 min	26	27.4
30 min-1 hour	50	52.6
1-2 hours	13	13.7
2-3 hours	3	3.2
More than 3 hours	3	3.2
Total	95	100.0

When Table 10 is examined, it is seen that more than half of the trainees (52.6%) allocate at least 30 minutes to 1 hour for each video. It is a meaningful result that this period is close to an average lesson hour.

Findings on the Use of the YouTube Platform by the participants

Purpose of YouTube (Online) Guitar Instructors

Table 11. Frequency and Percentage Distribution of Trainers by Purpose of Broadcasting

Purpose of Broadcasting	f	%
Providing my information for free	22	40.0
Supporting my organization	14	25.5
Earning income from YouTube channel	16	29.1
Supporting face-to-face education	3	5.5
Total	55*	100.0

* Since the questionnaire contains multiple responses, the f number exceeds the sample size

When Table 11 is examined, it is seen that the majority of the trainers (40%) broadcast their information free of charge. In addition, it is revealed that the vast majority (69.9%) of the trainers participating in the research do not broadcast on YouTube for the purpose of earning income.

YouTube Platform Preferences of Those Who Attend YouTube (On-line) Guitar Training

Table 12. Frequency and Percentage Distribution of Trainees by YouTube Preferences

Reason for preference	f	%
It's free	68	31.1
Easy accessibility	67	30.6
Ability to control the learning process	34	15.5
Ability to choose different trainers	50	22.8
Total	219*	100.0

* Since the questionnaire contains multiple responses, the F number exceeds the sample size.

When Table 12 is examined, it is seen that the majority of the trainees prefer YouTube channels because it is free (F: 68) and easily accessible (F: 67). In addition, it is revealed that more than half of the trainees (f.50) take guitar lessons from YouTube channels because they can choose different trainers.

Behaviors That YouTube (Online) Guitar Instructors Want Trainees to Gain

Table 13. Frequency and Percentage Distributions of the Behaviors that Educators Want Trainees to Gain

Targeted behavior	f	%
Tuning, stance, grip	18	22.0
Right and left hand compatibility	18	22.0
Ability to play chords in 1st position	18	22.0
Domination of the keyboard	6	7.3
Playing the chord they see	13	15.9
Playing the piece they listen to	4	4.9
Ability to play written notes/tabs	5	6.1
Total	82*	100.0

*Since the questionnaire contains multiple responses, the F number exceeds the sample size

When Table 13 is examined, it is seen that the majority of the educators aim to make trainees gain the basic and intermediate level of tuning, right-left hand harmony and playing the chords in the 1st position. In addition, it is understood that instructors prefer popular guitar training more than classical guitar training.

Behaviors Acquired by Participants in YouTube (On-line) Guitar Training

Table 14. Frequency and Percentage Distributions of Trainees' Behaviors Acquired

Acquired behavior	f	%
Tuning, stance, grip	65	18.4
Right and left hand compatibility	62	17.5
Ability to play chords in 1st position	63	17.8
Domination of the keyboard	43	12.1
Playing the chord they see	55	15.5
Playing the piece they listen to	34	9.6
Ability to play written notes/tabs	32	9.0
Total	354*	100.0

*Since the questionnaire contains multiple responses, the F number exceeds the sample size.

When Table 14 is examined, it is seen that the majority of the trainees have acquired the basic and intermediate level of tuning, right-left hand harmony and playing the chords in the 1st position. In addition, it is understood that some of the trainees can play the piece they listen to and read the written notes/tabs.

Opinions of the participants on the Turkish guitar content on the YouTube platform Contents Likes of YouTube (On-line) Guitar Training Participants

Table 15. Frequency and percentage distributions of educational areas regarding the content likes

Options	f	%
Never	0	0
Rarely	4	13.3
Occasionally	1	3.3
Often	13	43.3
Always	12	40.0
Total	30	100.0

According to the data in Table 15, the trainers stated that the trainees liked their video content to a large extent (83.3%). In this context, it can be said that the trainees often and always respond positively to the broadcasted videos.

Status of the Participants' Learning the Content of YouTube (On-line) Guitar Training

Table 16. The Frequency and Percentage Distribution of the Educational Subjects of the Learning Situations Thanks to the Content

Options	f	%
I've learned nothing	2	6.7
I've learned a little	7	23.3
I've learned enough	7	23.3
I've learned a lot	7	23.3
I've learned quite a lot	7	23.3
Total	30	100.0

When Table 16 is examined, the instructors stated that the students learned the guitar very well (69.9%) thanks to the videos. In addition, it is seen that there is a high rate of students (23.3%) who learn a little thanks to videos.

YouTube (Online) Guitar Trainers' Status of Sharing Guitar Performances

Table 17. Frequency and percentage distribution of the presentation of trainees' guitar performances

Options	f	%
Never	0	0
Rarely	19	63.3
Occasionally	6	20.0
Often	4	13.3
Always	1	3.3
Total	30	100.0

According to Table 17, trainers stated that trainees rarely (63.3%) share videos in line with what they have learned. In this context, it is seen that the students do not engage in enough video interaction.

Technical Problems YouTube (On-line) Guitar Training Participants Experienced

Table 18. Frequency and Percentage distribution of trainees on the technical problems they experience

Options	f	%
I don't experience any problems	28	29.5
I have a tuning problem	3	3.2
I'm having trouble with bare positions	22	23.2
I'm having trouble with right and left hand compatibility	23	24.2
I'm having trouble getting clear sound	19	20.0
Total	95	100.0

According to Table 18, it is seen that most of the trainees (70.5%) experience some technical problems. It turns out that the trainees generally have problems with right-left hand harmony and bare positions.

Musical Problems Experienced by Those Who Attend YouTube (On-line) Guitar Training

Table 19. Frequency and percentage distributions of the trainees on the musical problems they experience

Options	f	%
I do not have any problems	19	20.0
I'm having trouble with chord transitions	25	26.3
I'm having trouble finding tons	16	16.8
I have a rhythm problem	19	20.0
I'm having trouble staying in tone	16	16.8
Total	95	100.0

According to Table 19, it is seen that the majority (80%) of those who receive education experience musical problems. According to the data, it is revealed that they have the most (26%) problems with chord transitions.

Guitar Performances of YouTube (On-line) Guitar Training Participants

Table 20. Frequency and percentage distribution of trainees on guitar performances

Options	f	%
Very bad	6	6.3
Bad	25	26.3
Medium	44	46.3
Good	16	16.8
Very good	4	4.2
Total	95	100.0

When Table 20 is examined, it is seen that those who received education mostly play the guitar at an intermediate level (46%). However, it turns out that very few (4.2%) play the guitar very well.

Opinions of YouTube (On-line) Guitar Training Participants on the Benefit of On-line Training

Table 21. Frequency and percentage distribution of trainees on the benefits of guitar training on YouTube

Options	f	%
I don't find it helpful at all	1	1.1
I do not find it useful	7	7.4
I find it useful	17	17.9
I find it quite useful	40	42.1
I find it very useful	30	31.6
Total	95	100.0

When Table 21 is examined, it is seen that the majority of the trainees (91.5%) find the guitar training content published on YouTube useful. However, it turns out that the majority (42.1%) find the contents very useful.

Discussion

In this research, it is aimed to reveal whether the content of Turkish guitar training on YouTube is useful in line with the opinions of the trainers and the trainees, and if it is useful, to what extent it is useful. In this direction, the views of trainers and trainees were evaluated.

In the direction of the data obtained, it is seen that the instructors and the trainees who create the guitar training content are mostly men. Men are more willing than women to upload videos to YouTube to achieve a specific goal (Yang, Hsu, & Tan, 2010, p. 148). It is seen that the majority of the trainers participating in the research are older than 26 years old. The age group called the Y generation (1990-1999) is also called the semi-digital generation (Dolot, 2018, p. 44). The biggest feature of this generation is that they were born before technology and grew up with technology. The fact that the individuals who create the guitar training content are from the semi-digital generation shows that they use technology not only for entertainment but for certain purposes. It is seen that the majority of the trainees are between the ages of 15-25. This generation, called the Z generation or native digital, represents the age group that was born and raised with technology. The most important feature of this age group is that they use technological tools such as computers, video games, digital music and mobile phones intensively throughout their lives (Prensky, 2001). In his research, Ünal (2019) found that music videos are among the content liked by Z generation on YouTube. It is seen that the majority of the instructors participating in the research did not receive music education at the undergraduate level and the instructors who received music education received different instrument training. YouTube offers equal opportunities to amateur musicians as well as professional musicians (Sayımer& Turhan, 2017). The global popularity of the guitar and its physical advantages make it preferred on digital platforms. In this respect, guitar training videos are one of the tools that can enable amateur musicians to be recognized and earn money on YouTube. In the research, it is seen that the majority of those who receive education have graduated at the undergraduate level. (Lim at al., 2017) In his research on university students, he stated that the students use the YouTube channel for learning purposes, and they benefit from it at a high rate because of the publications suitable for their learning levels. In the data on the professional status of the trainers, it is seen that the majority of them give private music lessons and perform music professionally. In the 21st century, when digital advertising is used the most, concepts such as leaflets, business cards or posters are losing their meaning day by day. As with social media platforms, the YouTube channel uses different algorithms to offer different options in line with people's interests and preferences (Beuscart, Coavoux, & Garroq, 2022, p. 11) and allows amateur musicians to be recognized. It is seen that more than half of the individuals who receive guitar training on YouTube do not receive face-to-face guitar training. Thanks to many educational videos uploaded every day, the educational content on YouTube is constantly increasing (Amos, 2021). In this respect, individuals do not have any problems in finding the appropriate trainer for their learning methods. Yungul & Can (2018), in their research with guitar students, did not find a significant difference between the success of the students who take lessons with the distance education method and the students who take lessons with the traditional teaching method. The ability to watch the broadcasts on YouTube again, as well as to change the playback speed and listen to the movements and sounds more slowly, makes instrument training broadcasts very attractive.

In the research, it is seen that the majority of educators prefer classical guitar during their broadcasts. Bass guitar and electric guitar need some electronic device support during performance. In this respect, it is meaningful that the instructors prefer the classical guitar during their broadcasts. It is seen that the instrument preferences of the individuals trained in the research are mostly electric guitar. One of the most important representatives of popular music culture is Pop/Rock groups. Thanks to technological developments, radical changes have occurred in the instruments used by these groups. At the beginning of these changes is the guitar. The electric guitar, which can provide rich sound content by using electronic plug-ins, is one of the instruments with a wide range of usage. The electric guitar, which is the basic instrument of metal music (Herbst, 2017, p. 23), is one of the most popular instruments. In this context, it is meaningful that most of the trainees prefer electric guitar education. According to the results of the research, it is seen that the majority of the trainers have given training in the last 3 years. The increase in camera and sound recording quality of smartphones has enabled quality recordings without the need for a studio environment. It is seen that more than half of

the students who answered a similar question preferred to learn guitar on YouTube in the last year. Distance education, which is mandatory with the Covid 19 pandemic process, has shown students and instructors that online education is possible. Considering the age range and educational status of the trainees, the fact that individuals have received guitar training on the YouTube channel in the last year shows that they have adopted distance education. In the research, it is seen that most of the trainers upload content to YouTube to provide their information free of charge and to support the institution they are affiliated with. YouTube channel can be seen as one of the easiest ways for individuals to share their knowledge and skills. It is only possible for amateur or professional musicians to display their knowledge and skills through concerts or audition. Although this process requires serious preparation, a limited number of people can benefit from the event. The contents uploaded to the YouTube channel can be watched beyond geographical borders in terms of being independent of global location and time. YouTube is one of the shortest paths to international fame for many amateur artists (Grudz & Hodson, 2021). One of the best examples of this is the piece "Gangnam Style" uploaded to the YouTube channel of the group PSY. This work, which has 4.6 billion views in 2022, is globally recognized. With the widespread use of the Internet, the availability of smart phones has made it easier for individuals who want to receive education to act independently of the place. In the research, it is seen that the majority of the trainees prefer YouTube guitar training videos for free and easy access. YouTube offers extensive opportunities for instrument training, which is not included in the non-formal education system and requires a certain economic competence (Pires et al., 2022). It is seen that the instructors participating in the research provide digital resources to support their guitar training and the trainees benefit from these resources. Video editing programs, which provide simultaneous presentation of image and written sources, provide convenience to individuals who want to learn the instrument. For example, applications that visually display notes, chords or tablature simultaneously provide great advantages over face-to-face education. Using a similar application (Ayhan & Ertekin, 2017), it was concluded that students benefited greatly from solfege studies. Creating videos for YouTube is quite a challenging process. The decor, light, necessary hardware and software required in this process are quite costly. However, it takes time to use video editing programs correctly. It is seen that most of the educators participating in the research spend more than 2 hours to create each video content. Considering that an average video content is between 10-20 minutes, it is understood that instructors spend a significant amount of time creating content. In the research, it is seen that most of the trainees spend between 30 minutes and 1 hour for each video content. As can be understood from the result, it can be said that the trainees watch the videos again or use the slow playback option in line with their preferences. It is seen that the majority of the instructors participating in the research produce content with the aim of basic guitar training. When the publications of the trainers are examined, it is seen that almost all of them have started broadcasting at the beginner level. Field experts stated that grip, playing position, chord knowledge, musical notation, simple solfege and right techniques should be in amateur music education (Ceviz & Albuz, 2020, p. 123). In line with the data of the research, it is seen that the trainees have achieved these gains. As in Özengen educational institutions, it is understood that the guitar training contents on YouTube are carried out with a certain system.

The majority of the trainees in the study stated that they liked the Turkish guitar training contents and that they learned guitar thanks to these contents. However, it is seen that the trainees are not willing to exhibit what they have learned. According to the data, it is understood that the trainees experience technical and musical problems in guitar performance. Due to the nature of instrument teaching, physical contact between the instructor and the student from time to time is required. Incorrect posture, holding or rhythm errors can cause irreparable problems in the future if technical and musical problems are not intervened on site. In their research, Sakarya & Zahal (2020) concluded that the lessons were not efficient due to the inability of instrument students and instructors to interact and interfere with each other. The fact that most of the trainees do not like their own guitar performances in the data obtained supports the above situation. In the research, the majority of the trainees stated that they found the Turkish guitar training content on YouTube useful. The trainees who answered the "Other" option stated that the tablature system should be more widespread and more content should be created on harmony. In the 21st century, it is possible to obtain tablature prints of the works thanks to computer programs. It is quite easy to read tablature, especially for amateur artists who do not

want to learn musical notes (Yazawa et al. 2014). However, the trainees stated that metal music content is not sufficiently included in Turkish guitar training videos.

Conclusion

The digital world, which started with the development of technology, has initiated radical changes in the field of education, as in many other fields. While the impact of traditional education systems on new generations is decreasing day by day, digital learning is increasing. YouTube facilitates access to instrument training that requires a certain economic power. In this context, it offers individuals equal education opportunities. The variety of guitar training videos on YouTube enables individuals to create their own learning strategies. In line with the statements of the participants, it is seen that the YouTube environment is a suitable environment for learning guitar. However, Turkish guitar training content published on YouTube is not considered sufficient for individuals who want to play guitar above a certain level. However, it is understood that Turkish guitar training content published on YouTube is insufficient for individuals who want to learn classical guitar.

Recommendations

Although the Turkish guitar training content published on YouTube is systematic, there are hardly any publications on the subject in the institutional sense. In this context, it is important for the institutions providing music education and suggested to;

- Create content on YouTube, add necessary written sources to the created content
- Creating resources for individuals who want to learn guitar professionally
- Create content for classical music and other music genres
- Create certificate programs in line with the trainings given. Conducting similar research on different instruments is important in terms of reaching more data on online instrument training in Turkey.

Limitations of the Study

There are certain limitations in the research. This research is limited to instructors who teach Turkish guitar and those who receive training from them. In this context, it is very difficult to express the research results in general. The effect of the demographic characteristics of the participants on their thoughts on YouTube content was not analyzed.

Acknowledgment

I declare that I have not taken any of the actions stated under the title of "Actions Contrary to Scientific Research and Publication Ethics" in this study. This research was approved with the consent of the Social and Human Sciences Ethics Committee, dated 21.10.2022 and numbered 376917. No project or funding support was received in the research.

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Appendix 1. Opinionnaire on Guitar Education on YouTube**Opinionnaire Form for Guitar Trainer**

Your participation in this study will take about 2 minutes of your time and you will be asked to choose the options that are suitable for you. Participation is completely voluntary and no identifying information will be requested from you. Your answers will be kept confidential and evaluated only by researchers. The information obtained will be used in scientific publications.

Although the study does not contain elements that may cause personal discomfort, if you feel dissatisfied with questions or for any reason, you can leave the application. At the end of the study, you can contact serif.gayretli@dicle.edu.tr for more information and questions about the subject. Thank you for your participation.

Gender	Female () Male ()
Age	15-20 years () 21-25 years () 26-30 years () Older than 30 years ()
Education Status	Music education () Faculty of fine arts () Conservatory () Social Sciences () Science () High school ()
The instrument you studied	Guitar () Piano () Violin () I have no instrument training ()
Occupation	I give private music lessons () I earn income through social media () I play music professionally () I work in a private or public institution () None of the above ()
Type of Instrument you use in broadcasts	Classic guitar () Acoustic guitar () Electro guitar () Bass guitar ()
How long have you been broadcasting	Less than 1 year () 1-3 years () 4-6 years () 7-10 years () More than 10 years ()
What kind of resource support do you provide?	I add digital source to videos () I do not use written or digital sources () I publish my own learning method ()
The time you spend on each video	30 min- 1 hour () 1-2 hours () 2-3 hours () More than 3 hours ()
Purpose of Broadcasting	Providing my information for free () Supporting my organization () Earning income from YouTube channel () Supporting face-to-face education ()
Targeted behavior	Tuning, stance, grip () Right and left hand compatibility () Ability to play chords in 1st position () Domination of the keyboard () Playing the chord they see () Playing the piece they listen to () Ability to play written notes/tabs ()
Status of Trainees to Like Your Publications	Never () Rarely () Occasionally () Often () Always ()
Status of exhibiting Guitar performances of Trainees	Never () Rarely () Occasionally () Often () Always ()

Opinionnaire Form for Guitar Trainee

Your participation in this study will take about 2 minutes of your time and you will be asked to choose the options that are suitable for you. Participation is completely voluntary and no identifying information will be requested from you. Your answers will be kept confidential and evaluated only by researchers. The information obtained will be used in scientific publications.

Although the study does not contain elements that may cause personal discomfort, if you feel dissatisfied with questions or for any reason, you can leave the application. At the end of the study, you can contact serif.gayretli@dicle.edu.tr for more information and questions about the subject. Thank you for your participation.

Gender	Female (<input type="checkbox"/>) Male (<input type="checkbox"/>)
Age	15-20 years (<input type="checkbox"/>) 21-25 years (<input type="checkbox"/>) 26-30 years (<input type="checkbox"/>) Older than 30 years (<input type="checkbox"/>)
Education	High School (<input type="checkbox"/>) Undergraduate (<input type="checkbox"/>) Post-graduate (<input type="checkbox"/>)
Face-to-face education	I did not receive face-to-face training (<input type="checkbox"/>) I received face-to-face training before YouTube (<input type="checkbox"/>) I received face-to-face training after YouTube (<input type="checkbox"/>) I received face-to-face training along with YouTube (<input type="checkbox"/>)
Type of Instrument you follow	Classic guitar (<input type="checkbox"/>) Acoustic guitar (<input type="checkbox"/>) Electro guitar (<input type="checkbox"/>) Bass guitar (<input type="checkbox"/>)
How long have you been following the broadcasts	0-3 months (<input type="checkbox"/>) 4-6 months (<input type="checkbox"/>) 7 months - 1 year (<input type="checkbox"/>) 1-3 years (<input type="checkbox"/>) More than 3 years (<input type="checkbox"/>)
What resources do you use	I use the resources included in the videos (<input type="checkbox"/>) I don't have any sources I follow (<input type="checkbox"/>) Guitar methods (<input type="checkbox"/>) Paid online resources (<input type="checkbox"/>)
The time you spend on each video	Less than 30 min (<input type="checkbox"/>) 30 min - 1 hour (<input type="checkbox"/>) 1-2 hours (<input type="checkbox"/>) 2-3 hours (<input type="checkbox"/>) More than 3 hours (<input type="checkbox"/>)
Why you prefer YouTube training	It's free (<input type="checkbox"/>) Easy accessibility (<input type="checkbox"/>) Ability to control the learning process (<input type="checkbox"/>) Ability to choose different trainers (<input type="checkbox"/>)
What behaviors have you learned	Tuning, stance, grip (<input type="checkbox"/>) Right and left hand compatibility (<input type="checkbox"/>) Ability to play chords in 1st position (<input type="checkbox"/>) Domination of the keyboard (<input type="checkbox"/>) Playing the chord they see (<input type="checkbox"/>) Playing the piece they listen to (<input type="checkbox"/>) Ability to play written notes/tabs (<input type="checkbox"/>)
How much did you learn to play guitar	I've learned nothing (<input type="checkbox"/>) I've learned a little (<input type="checkbox"/>) I've learned enough (<input type="checkbox"/>) I've learned a lot (<input type="checkbox"/>) I've learned quite a lot (<input type="checkbox"/>)
What technical problems are you experiencing	I don't experience any problems (<input type="checkbox"/>) I have a tuning problem (<input type="checkbox"/>) I'm having trouble with bare positions (<input type="checkbox"/>) I'm having trouble with right and left hand compatibility (<input type="checkbox"/>) I'm having trouble getting clear sound (<input type="checkbox"/>)
What musical problems are you experiencing	I don't experience any problems (<input type="checkbox"/>) I'm having trouble with chord transitions (<input type="checkbox"/>) I'm having trouble finding tons (<input type="checkbox"/>) I have a rhythm problem (<input type="checkbox"/>) I'm having trouble staying in tone (<input type="checkbox"/>)
At what level do you think you play the guitar	Very bad (<input type="checkbox"/>) Bad (<input type="checkbox"/>) Medium (<input type="checkbox"/>) Good (<input type="checkbox"/>) Very good (<input type="checkbox"/>)
How useful do you find the publications	I don't find it helpful at all (<input type="checkbox"/>) I do not find it useful (<input type="checkbox"/>) I find it useful (<input type="checkbox"/>) I find it quite useful (<input type="checkbox"/>) I find it very useful (<input type="checkbox"/>)

