| Research Article / Araştırma Makalesi|

Development of Attitude to Playing Baglama Scale

Bağlama Çalmaya İlişkin Tutum Ölçeğinin Geliştirilmesi[1]

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Abstract

Purpose: In this research, the aim was to develop a measurement device in order to determine the attitudes of preservice music teachers about playing the baglama and to fill a gap in the literature due to the lack of a measurement device about playing the baglama.

Design/Methodology/Approach: Literature screening was performed and similar studies specific to education and music education were investigated. The pool of 50 Likert-type items was prepared and expert opinions sought. In line with expert opinions, the draft scale of 37 items was administered to 418 preservice music teachers receiving baglama education in the study group.

Findings: After suitable values were obtained with KMO (.960) and Bartlett's test (p<0.05), exploratory factor analysis was performed followed by confirmatory factor analysis. After exploratory and confirmatory factor analysis, the 'attitude to playing baglama scale' gained its final form comprising a total of 20 items in three sub dimensions of value (7), adjustment (8) and interest (5). The reliability value for this scale was α=0.961, and it was identified to explain 70.572% of the total variance.

Highlights: As a result of the findings, it was concluded that the 'attitude to playing baglama scale' had high levels of validity and reliability.

Öz

Çalışmanın amacı: Bu araştırmada, müzik öğretmeni adaylarının bağlama çalmaya ilişkin tutumlarını belirleyebilmek için bir ölçme aracı geliştirmek ve alan yazında bağlama çalma konusu ile ilgili bir ölçme aracının bulunmaması bakımından alandaki boşluğu doldurmak amaçlanmıştır

Materyal ve Yöntem: Literatür taraması yapılarak eğitim ve müzik eğitimi özelinde benzer çalışmalar incelenmiş, sonrasında Likert tipi 50 maddeden oluşan madde havuzu hazırlanmış ve uzman görüşü alınmıştır. Uzman görüşü doğrultusunda 37 maddeye düşürülen taslak ölçek, çalışma grubunda yer alan bağlama eğitimi almış 418 müzik öğretmeni adayına uygulanmıştır.

Bulgular: KMO (,960) ve Bartlett's testleri (p<0,05) sonrasında oluşan uygun değerler sonrasında açımlayıcı faktör analizi yapılmış ve alt boyutlar belirlenmiştir. Döndürülmüş faktör yük değerleri, madde analizi ve güvenilirlik testi uygulandıktan sonra doğrulayıcı faktör analizi yapılmıştır. Açımlayıcı ve doğrulayıcı faktör analizleri sonrasında Değer (7), Uyum (8) ve İlgi (5) alt boyutlarını içeren, toplamda 20 maddeden oluşan "Bağlama çalmaya ilişkin tutum ölçeği" son şeklini almıştır. Geliştirilen ölçeğin güvenirlik değeri α=0,961, toplamda açıkladığı varyansın ise %70,572 olduğu tespit edilmiştir.

Önemli Vurgular: Bulgular sonrasında geliştirilen "Bağlama Çalmaya İlişkin Tutum Ölçeği"nin yüksek düzeyde geçerli ve güvenilir olduğu sonucuna ulaşılmıştır.

INTRODUCTION

Attitudes have always been one of the main elements in the social psychology discipline (McGuire, 1985, cited Prislin & Crano, 2008) and are almost a keystone in the structure of American social psychology (Allport, 1935, cited Oskamp & Schultz, 2005). Attitudes, in addition to making important aspects of human's lives understandable, affect functioning in groups, social structures and nations and are included in the center of studies in other academic disciplines including those of sociologists, political scientists, communication researchers and many other social scientists (Oskamp & Schultz, 2005). Further, in different periods of American history, areas like ideology and propaganda, consumer behavior and relationships between groups have attracted interest in different ways and places where work attitudes may be found were determined linked to areas of interest (Banaji & Heiphetz, 2010). Researchers studied how attitudes form, how they change, how they are represented in memory, and how they transform into cognition, motivation and action (Albarracin et al., 2005, p. 3).

Attitude is a psychological tendency expressed by evaluating the degree of favor or displeasure (Eagly and Chaiken, 1993, p. 1), of mental or nervous readiness, in relation to all objects and situations related to the individual (G. Allport, 1935, cited Malim, 1997, p. 149). It is a learned predisposition to continuously respond in positive or negative ways (Fishbein and Ajzen, 1975, cited Jaccard & Blanton 2005); 'a learned tendency toward positive or negative reactions' (Tezbaşaran, 2008, p. 1). When the many definitions of the attitude concept in the literature and the different attitude definitions mentioned above are investigated, it appears it involves three sub-dimensions of the cognitive, affective and behavioral fields (Burns & Dobson, 1983, p. 369). When the attitude concept is investigated in diachronic form, it appears that these dimensions initially were separate topics of studies, and later were combined as a single topic for study. For these reasons, Zanna and Rempel (1988) stated that these two approaches involve some problems, and proposed that two contradictory definitions were dominant which did not appear fully satisfactory after assessment of data from the two approaches. They explained this situation as a result of researchers producing many single-component views and the continuation of the problematic continuous relationship between attitude and behavior with the combination of the three components in a single definition (Zanna & Rempel, 1988). İnceoğlu (2011, p. 22) brought concepts about the areas of interest of the disciplines mentioned above to the forefront in this situation and made connections between assessments related to this concept.

As mentioned, the three-component approach including three elements gained broad acceptance; however, in more recent times, the behavioral component has begun to be questioned. Ajzen (1988), stating that it was difficult to see how knowing a person's attitude about something can help to realistically predict their behavior, proposed that people do not always act consistently with their attitudes. For example, people may be faced with conflict between contradictory attitudes (Malim & Birch, 1998, p. 649). Kağıtçıbaşı and Cemalcılar (2014) stated that in spite of this new orientation related to the concept of attitude, the three-component model is accepted. Additionally, inferring that the time factor was ignored in studies about whether attitudes have an effect on behavior or not, they emphasized that the basic condition for an attitude is mental assessment and that most settled attitudes included elements about feelings and behavior (Kağıtçıbaşı & Cemalcılar, 2014, p. 133-134). According to İnceoğlu (2011, p. 30), it is not possible to form attitudes when there is no 'internal consistency' between cognitive, affective and behavioral components and no organization.

As previously emphasized, it is assumed there is internal consistency between the three components related to this attitude concept. The basis of this assertion is that our knowledge and accumulation about a topic will create a positive or negative value, this will affect our behavior in relation to this topic in the future; for this reason, we will have an attitude about that topic. As can be seen, our knowledge, accumulation, experience and beliefs shape our value perceptions like good/bad and liking/not liking, and may be observed as verbal or active concrete outputs linked to the weakness or strength of these values. As stated by Tavşancıl (2014, p. 78), while strong attitudes may be observed in behavior due to these three components, weak attitudes may not be observed in behavior.

Cognition, feelings, intentions and organized behavior are very important content in the structure of attitudes. This explanation means that changes in any component may cause changes in another component. A change in belief may cause attitudes to be reviewed and for this reason a new attitude may cause a new behavior or an inverse process to be experienced. In conclusion, new attitudes may affect our thoughts about social objects; for this reason, changes in attitude may cause changes in belief (Zimbardo & Leippe, 1991, p. 34). For the topic of the interrelationship between attitude components, İnceoğlu (2011, p. 31) stated 'the emotional component cannot exist independent of the other two components.' Knowledge and experience acquired in the context of the cognitive component ensures development of the emotional element; as a result, they emphasize that as a result it tends to display/concretize as behavior. For this reason, to be able to measure an attitude, the presence of 'a range of observable behavior assumed to reflect it' is necessary (İnceoğlu, 2011, p. 39). Studies by Cüceloğlu (2006, p. 525) emphasized there was an important relationship between 'the cognitive aspect of attitude and the behavior aspect.' Assessing the results of these studies, Cüceloğlu connected the ability to transform this relationship into behavior as being connected to the strength of the attitude, based on the experiences of the individual, support by people affecting the individual and frequent chance of repetition. Additionally, research by Kağıtçıbaşı and Cemalcılar (2014, p. 138) about the topic stated that the information acquired about an attitude caused strengthening of the attitude.

In the context of the attitude-behavior relationship, two approaches emerge. The first, as emphasized by İnceoğlu (2011) like Cüceloğlu (2006, p. 521), is the approach emphasizing that attitudes can be observed as observable behavior. The other is that

view that attitudes are not observable behavior but an action preparing for behavior (Kağıtçıbaşı & Cemalcılar, 2014, p. 130). In a similar way, Ajzen and Fishbein (2005) stated that attitudes carry value from positive to negative, they show the position of the individual in relation to attitude content and are strong predictors of behavior related to attitudes. Jaccard and Blanton (2005) encountered the idea that very few studies about the concept of attitude can help us to understand and predict the behavior of individuals. For this reason, even today there is no clear assessment that can be made in relation to this topic, with researchers proposing the need to be able to observe the behavior component to measure attitudes. As a result, social psychologists proposed some theories and approaches in attempts to understand the norms in the relationship between attitude and behavior.

To date, most research about the role of norms in the attitude-behavior relationship were performed from the perspective of reasoned action theories and planned behavior. In both theories, behavioral intentions are seen as the closest determinant of behavior. Behavioral intentions are proposed not just to be affected by people's attitude to behavior, but by subjective norms defined as perceived social pressure from other individuals that people consider to be important to perform the behavior (Terry, Hogg & McKimmie, 2000). In other words, the attitude forming about a concept or object does not just occur in a way free from the external environment, but at the same time recalls the presence of social effects (family, school, group…). Behavior is also used in a third way in attitude research. Instead of behavior as determinant or outcome, it is used as a marker of attitude or in other words, it is stated to be a tool to measure attitude. For assumed structures where attitudes cannot be directly observed, the researcher attaches meaning to a person's attitudes based on the observable behavior performed by the individual (Jaccard & Blanton, 2005). At this point, it is necessary to investigate how attitudes form.

Attitudes can be excavated by learning paths, as with our behavior. 'In fact, attitudes are a part of the acquired personality traits of an individual and like other acquired personality traits can be learned by classic or acquired conditioning or observing and mimicking models' (Morgan, 2011, p. 336). Kağıtçıbaşı and Cemalcılar (2014, p. 143) stated that attitudes may form at early ages and that attitudes reflect 'social norms and cultural values.' Further factors causing formation of attitudes can be listed as experience, learning from the social environment and through media. In relation to this topic, Tavşancıl (2014, p. 80) mentioned that until the adolescent period attitudes are largely shaped by the effect of families, while with adolescence they begin to be affected more by attitudes in the social environment. Additionally, after the 20s, attitudes begin to 'crystallize' and it is stated they become more rigid and changing attitudes becomes more difficult.

One of the important elements in learning and academic success in terms of educational sciences, attitudes are affected by or affect human behavior and are one of the variables in direct or indirect relationships with behavior. For this reason, at any point in the educational process attitudes may allow us the opportunity to predict the positive or negative reaction of an individual/student within this process. For this reason, the attitude of individuals/students may assist in overcoming possible problems that may emerge in displaying the desired acquirement and behavior. In other words, just as positive attitudes may provide motivation to display the expected behavior, negative attitudes may cause the whole process to be reviewed and it may take time for the problem to be solved. If we wanted to assess with a simple approach, the knowledge and feelings of a student during the educational process provide us with a priori information about the student's academic success. As a result, as in other disciplines, the concept of attitude has an important place in education studies.

Education, as previously emphasized, requires a process and education science studies with the attitude concept as research topic appear to be founded on the assertion that attitude transforms to action or is a predisposition toward behavior, as in the two approaches mentioned above (Canakay, 2007; Karakılıç, 2009; Konakcı, 2010; Tosun, 2011; Turan, 2015; Koçyiğit, 2019; Öztürk, 2012; Uçaner, 2011; Malim, 1997; Rajecki, 1990; Verešová & Malá, 2016; Burns & Dobson, 1983; Jain, 2014; Albarracin et al., 2005; Eagly & Chaiken, 1993). One of the most important reasons for this is that there are studies revealing that positive attitudes of students to a topic or lesson ensure high academic success in that topic or lesson. According to Zimbardo and Leippe (1991, p32), these three components may be very closely interrelated. Cognition and attitude are linked to what we call the mental representation of an object. Emotional responses and open behavior occur when an object comes to mind and new information may be added to the representation of the object. For this reason, the attitude related to an object or topic comprises the individual's response system characterized by behavior, cognition and emotions. The cognitive component includes things a person believes that may be correct or mistaken; the emotional component is all feelings related to the attitude object that affect evaluation; and the behavioral component reflects the individual's true behavior (Burns & Dobson, 1983, p. 369).

The behavior changes expected after learning may create changes in the attitudes related to the topic or concept of the individual, just as these changes may occur in different situations. For example, in addition to the student's attitude to a lesson, situations like the physical environment, teaching techniques used, and teacher's approach may cause behavior changes. In relation to this topic, Aronson, Wilson and Akert (2010) investigated attitude changes by changing behavior to change attitudes in four groups; re-cognitive conflict concept, communication for persuasion and attitude changes, feeling and attitude changes and trust in the person's own thoughts and attitude changes. Additionally, they stated that genetic factors and social experience shape attitudes and cause different attitudes (Aronson, Wilson & Akert, 2010, p. 357). However, behavior is due to many diverse factors and may be affected by these. Attitude theoreticians have a tendency to emphasize structures like beliefs, targets, attitude, effect, intentions, habits, personality and automaticity when creating behavior models. However, many social scientists trust more peripheral structures to explain behavior. Among these, factors like genetic effects, biological effects, media effects, family effects, social effects, school effects, gender effects, religious effects, cultural effects, economic effects, political effects and developmental effects may be listed (Jaccard & Blanton, 2005). As can be seen, attitude concept studies are a controversial topic

currently due to the components they contain and the multitude of variables, many assertions are disproven or supported on a dialectic basis due to the nature of science during efforts to solve the problem of definitely predicting the behavior of an individual. No matter the degree to which attitude is not behavior but is assumed to be a tendency toward behavior as by Jaccard and Blanton (2005), the need for the presence of observable behavior in order to be able to measure attitude is accepted, again by Jaccard and Blanton. In other words, the only topic on which consensus has been reached about the concept of attitude is the need for a behavior (verbal or action) to be able to measure attitude.

In the context of explanations related to the concept of attitude, the topic of the study of playing an instrument is included in the educational process and results in the active output of performance; for this reason, it is thought that investigating the attitude concept separate from the debates above will be convenient and measurement will assist in reaching more reliable conclusions. In other words, even performing during the instrument education process will provide more clarity about the levels of the emotional, cognitive and behavior dimensions of attitudes toward playing the instrument in the individual along with the time factor. However, positive attitudes increase academic success, while negative attitudes reduce it. In this context, the need is felt to know the attitude levels of individuals receiving education for baglama, one of the important instruments in Turkish music culture, and it appears important to develop a measurement device in order to measure 'attitudes to playing baglama' which has not been a topic of previous studies.

Problem Statement

The problem in this research can be stated as the question: 'Is the attitude to playing baglama scale that will be developed valid and reliable?

Aim and Significance of the Research

The aim of the research is to develop a measurement device which can identify the attitudes related to playing baglama among preservice music teachers.

Preservice teachers who know musical culture of the society in which they live and its place in social life are considered to provide an important function in students acquiring the desired behavior. The change based on this approach in the music education undergraduate program in recent times (not just baglama education, the addition of lessons like Turkish music theory and listening, Turkish folk music choir, Turkish folk music types and form information) supports this approach. However, studies in the educational field about measurement devices related to baglama and Turkish folk music education are limited. As playing baglama is a process and an educational output involving cognitive, affective and behavioral elements, this study is important in terms of revealing the student levels of concepts involving these three elements.

In this context, literature screening did not encounter an attitude scale developed for 'playing baglama.' In spite of the inclusion of baglama, an important element of Turkish music culture, in music teacher training programs for many years, the attitude levels related to playing baglama among students are unknown. This situation makes it necessary to know the attitudes of preservice teachers, an important element in Turkish music culture in terms of the role they will play in musical development of students, about playing the baglama. This is considered important in order to reveal the reasons for negative attitudes among preservice teachers with negative attitudes and in terms of time to ensure transformation to positive attitudes.

METHOD/MATERIALS

Research Model

In the research, the descriptive screening model from general research types was used for the scale development processes.

Study Group

The study group for the research comprised 2nd, 3rd and 4th year students in the Music Education branch attending Mehmet Akif Ersoy University, Pamukkale University, Niğde Ömer Halis Demir University, Necmettin Erbakan University, İnönü University, Cumhuriyet University, and Kastamonu University during the 2019-2020 educational year.

Table 1. Distributions related to demographic information of participants

Variable	Sub-variable	f	%
University	Mehmet Akif Ersoy University	91	21.8
	Pamukkale University	59	14.1
	Niğde Ömer Halis Demir University	62	14.8
	Necmettin Erbakan University	76	18.2
	İnönü University	49	11.7
	Cumhuriyet University	59	14.1
	Kastamonu University	22	5.3
Gender	Female	240	57.4
	Male	178	42.6
Class level	2nd year	141	33.7
	3rd year	137	32.8
	4th year	140	33.5
Total		418	100

Data Collection Tools

When developing the Attitude to Playing the Baglama Scale, the relevant literature was screened and attitude scales developed by Sözen (2012) and Algı (2013) about school instrumental baglama lessons were investigated. Later, attitude scales related to other instruments and music were investigated (Kaya, 2011; Nacakcı, 2006; Tufan & Güdek, 2008a; Tufan & Güdek, 2008b; Yıldırım, 2009; Saygı, 2009; Canakay, 2007; Özmenteş, 2007; Doğan, 2017; Yalçınkaya & Eldemir, 2013; Şen, 2011; Kocabaş, 1997; Uçaner, 2011) and the literature was used to create a pool of 50 items with 5-point Likert type. In line with expert opinions given on the Expert Opinion Form, the number of items was lowered from 50 to 37. The scale prepared for implementation was applied to the study group. After application validity and reliability processes were performed.

The scale had KMO value of .960 which is close to perfect levels, while the Bartlett's test value was significant at $p < 0.05$ so factor analysis was performed. After factor analysis, 15 items did not have suitable load values and were removed from the scale. Later explanatory factor analysis was performed and the scale was gathered into 3 factors which appeared to explain 70.572% of the total variance of the scale. After confirmatory factor analysis, 2 items were removed from the scale. The Cronbach alpha reliability value was identified to be .960. Finally, the Attitude to Playing Baglama Scale comprised 20 items in total in three factors of 'Value given to Playing Baglama' (Value), 'Adjustment to Playing Baglama' (Adjustment) and 'Interest in Playing Baglama' (Interest).

Analysis of Data

Data obtained within the scope of the research were analyzed using SPSS 22 and AMOS 22 programs. Frequency and percentage were used for variables on the Personal Information Form. Bartlett's sphericity test was used to test normality, with Kaiser-Meyer-Olkin (KMO) was applied for the suitability of the sample size. For construct validity, the Attitude to Playing Baglama Scale developed by the researcher was analyzed with exploratory factor analysis. After suitable results, the Varimax conversion process was applied for confirmatory factor analysis and the Cronbach alpha coefficient was calculated for the internal consistency of the scale. Based on these analyses, items were removed from the scale developed by the researcher and mean factor points were calculated with the remaining items. The s-Z scores for the points were obtained, and 29 values outside the interval -3 to +3 were removed from the data set. The scale used in the research is a 5-point Likert type scale, so arithmetic mean was calculated for the total points that can be obtained from the scales (5-1=4; 4:5=0.80). Points obtained for the scales were assessed as 1.00-1.79 low levels, 1.89-2.59 lower moderate levels, 2.60-3.39 moderate levels, 3.40-4.19 upper moderate levels and 4.20-5.00 high levels and are shown in Table 2.

Table 2. Arithmetic mean values

|	
1.00-1.79	Low level
1.80-2.59	Lower moderate level
2.60-3.39	Moderate level
3.40-4.19	Upper moderate level
4.20-5.00	High level

FINDINGS

As mentioned in a previous section, after literature screening, item pool creation and expert opinions for scope validity, 37 items were applied to participants. In order to apply construct validity to the scale abiding by scope validity; in other words, for data to be suitable for factor analysis, preconditions include the measurement intervals stated for KMO and Bartlett's test. For this reason, to ensure construct validity, firstly Kaiser-Meyer-Olkin and Bartlett's test should be applied to determine suitability of the sample size for factor analysis and the power of relationships. The results are given in Table 3.

Table 3. Exploratory factor analysis KMO and Bartlett's Test results for Attitude to Playing Baglama Scale

Kaiser-Mayer-Olkin (KMO)		.960
Bartlett's Test	x^2	8200.616
	df	231
	p	.000

The KMO value represents whether the sample size is sufficient for use in factor analysis. As seen in Table 5, KMO values above .800 show the sample size is close to perfect levels (Aksu et al., 2017, p. 9; Altunışık et al., 2007, p. 226) and in this research the KMO value for the Attitude to Playing Baglama Scale was .960 which is close to perfect. If the Bartlett's test value is significant, this is a marker that the scale can be separated into factors (Aksu et al., 2017; p.10; Altunışık et al., 2007, p.230). In this research, the Bartlett's test value appeared to be significant for exploratory factor analysis of the Attitude to Playing Baglama Scale ($x2(231) = 8200,6116$; $p<0.05$).

After the KMO and Bartlett's test results abided by suitable values stated in the literature, to reveal the factors, in other words to find the smallest factor number which is the best indicator of groups among items (Pallant, 2016, p.201), the most commonly used methods of the scree plot (Figure 1) and variance values (Table 4) were applied
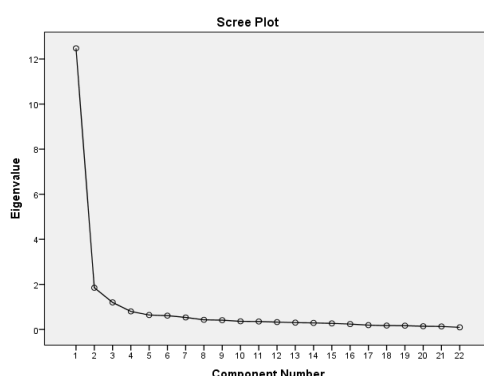
Figure 1. Scree plot for exploratory factor analysis related to Attitude to Playing Baglama Scale

With the aim of determining the factor number, the scree plot is a frequently used graph. The point at which the vertical slope becomes horizontal is accepted as the appropriate factor number (Özdamar 2013b, p.221; Altunışık et al., 2007, p. 222, Çokluk et al., p. 193). As seen in Figure 1, the graph flattens out between the numbers 3-4.

Table 4. Variance values for Exploratory Factor Analysis related to Attitude to Playing Baglama Scale

Factor	Eigen value
Factor 1	12.475
Factor 2	1.850
Factor 3	1.201

The eigenvalues in exploratory factor analysis are used as an alternative to the scree plot to determine suitable factor numbers and as verifier. The number of factors with eigenvalues above 1 appears suitable for the number of factors (Çokluk et al., p. 192; Altunışık et al., 2007, p. 226). When Table 6 is investigated, factor 1 has eigenvalue 12.475, factor 2 has eigenvalue 1.850 and factor 3 has eigenvalue 1.201. Considering both the scree plot and the eigenvalues, it was decided that it would be appropriate to create 3 factors for the scale.

Factor analysis is used as a data reduction method (Pallant, 2016, p. 199). At this point, to name and interpret the determined factors, the axis rotation process was applied, with the frequently chosen vertical rotation method of varimax applied as shown in Table 5.

Table 5. Factor load values for exploratory factor analysis for the Attitude to Playing Baglama Scale

Items	Factor 1	Factor 2	Factor 3	Explained variance
Item 11	.513			
Item 12	.765			
Item 13	.766			
Item 14	.646			30.429
Item 15	.664			
Item 16	.702			
Item 18	.675			
Item 22		.705		
Item 23		.772		
Item 24		.701		
Item 25		.761		
Item 26		.799		22.558
Item 27		.847		
Item 28		.859		
Item 29		.729		
Item 30		.730		
Item 31			.694	
Item 32			.772	
Item 33			.736	
Item 34			.673	17.584
Item 35			.725	
Item 36			.675	
Total				70.572

In the first stage of factor analysis, overlapping items (included in more than one factor and with factor loads less than 0.1) and items with factor loads below 0.30 were removed from the scale (Altunışık et al., 2007, s. 226, Çokluk et al., s. 194). These

items were items numbered 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 19, 20, 21, and 37. After removing 15 items from the scale, exploratory factor analysis was applied again. As a result of the analysis, the scale was identified to cluster in 3 factors. Factor 1 (value given to playing baglama) comprised items 11, 12 ,13, 14, 15, 16 and 18, factor 2 (adjustment to playing baglama) comprised items 22, 23, 24, 25, 26, 27, 28, 29 and 30 and factor 3 (interest in playing baglama) comprised items 31, 32, 33, 34, 35 and 36. The factor loads in factor 1 varied from .513 to .766, factor loads in factor 2 varied from .701 to .859, and factor loads in factor 3 varied from .673 to .772. The variance explained by factor 1 was 30.429%, the variance explained by factor 2 was 22.558%, the variance explained by factor 3 was 17.572% and the variance explained by the whole scale was 70.572%. Factor 1 measures the value given to the baglama and ensuring development in personal and professional terms, factor 2 measures importance and adjustment to baglama in social life and factor 3 measures interest shown in the baglama.

To measure the degree of homogeneity for each factor, the item-total correlations were calculated for each item and the t values for the differences in item points for the lower and upper 27% groups were examined for differential validity (Table 6). Another marker of homogeneity of internal consistency was calculated with the alpha coefficient and the analysis results are presented in Table 7.

**Table 6. Item analysis results for Attitude to Playing Baglama Scale**

Items	Item total correlations	t (Upper 27% – Lower 27%)	p (Upper 27% – Lower 27%)
Item 11	.455	-9.841	.000
Item 12	.775	-20.497	.000
Item 13	.734	-17.312	.000
Item 14	.730	-19.489	.000
Item 15	.661	-17.817	.000
Item 16	.746	-21.987	.000
Item 18	.741	-19.992	.000
Item 22	.808	-30.614	.000
Item 23	.812	-28.076	.000
Item 24	.852	-31.588	.000
Item 25	.836	-30.847	.000
Item 26	.789	-25.859	.000
Item 27	.815	-35.055	.000
Item 28	.749	-24.776	.000
Item 29	.750	-26.081	.000
Item 30	.742	-24.600	.000
Item 31	.695	-16.782	.000
Item 32	.541	-11.765	.000
Item 33	.393	-6.690	.000
Item 34	.774	-22.431	.000
Item 35	.749	-20.438	.000
Item 36	.619	-13.407	.000

When Table 6 is investigated, the mean values for items on the Attitude to Playing Baglama Scale in the lower 27% group and upper 27% group differed by a significant level ($p<0.05$) and the item total correlations varied from .393 to .852. According to these results, the scale appears to have distinct level of difference for those receiving high points and those receiving low points.

Table 7. Reliability test results for Attitude to Playing Baglama Scale

Factor	Item numbers	Cronbach's Alpha
Value	7	.900
Adjustment	9	.955
Interest	6	.901
Total attitude	22	.961

When Table 7 is investigated, the value, adjustment and interest factors and the total scale points for the Attitude to Playing Baglama Scale appear to be reliable at high levels (Özdamar 2013a, p. 555).
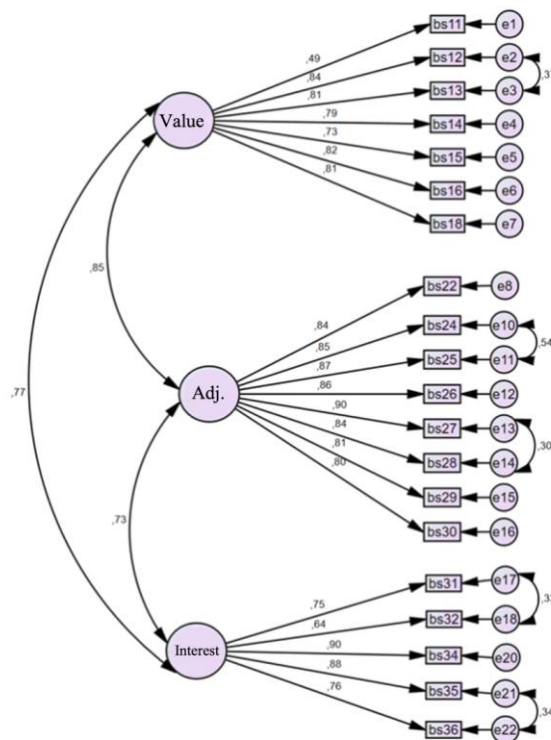
Figure 2. Confirmatory Factor Analysis Graphic for Attitude to Playing Baglama Scale

Table 8. Assessment of fit indices for confirmatory factor analysis of the Attitude to Playing Baglama Scale

chi-square/sd	RMSEA	CFI	NFI	GFI	AGFI	RMR	SRMR
3.123	.071	.953	.933	.900	.864	.068	.040

Acceptable values: chi-square/sd≤5, RMSEA≤0.09, GFI≥0.90, RMR≤5 (Özdamar, 2013a), NFI≥0.90, CFI≥0.90, AGFI≥0.85), SRMR≤0.10 (Bayram, 2010).

When the goodness of fit indices related to confirmatory factor analysis of the attitude to playing baglama scale are investigated, the obtained values appear to have acceptable level of fit (chi-square/sd=3.123; RMSEA=.071; CFI=.953; NFI=.933; GFI=.900; AGFI=.864; RMR=.068; SRMR=.040). These values show the attitude to playing baglama scale is a consistent measurement device.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

As a result of the research, the 'attitude to playing baglama scale' developed by the researcher was found to abide by scope validity based on expert opinions and factor analysis was performed to test the construct validity. As a result of factor analysis, the scale was seen to abide by construct validity. To test reliability, the alpha coefficient was calculated and the scale was concluded to be reliable. In conclusion, the attitude to playing baglama scale developed by the researcher was concluded to be a valid and reliable measurement device.

The data obtained in this research show the attitude to playing baglama scale is a valid and reliable measurement device. The attitude to playing baglama scale comprises 20 items and was seen to successfully reflect the interest, value and adjustment levels related to playing baglama of preservice music teachers. In this context, the scale developed in the research is considered to fill a significant gap in the field in terms of being the first to measure attitude to playing baglama among preservice teachers.

The preservice teachers were found to have upper moderate levels of attitude. Sözen (2012) found that preservice teachers had upper moderate levels of attitude on the attitude to baglama lessons scale applied to preservice music teachers. For the attitude scale applied by Algı (2013), preservice music teachers had positive attitudes toward baglama lessons. In addition to these studies limited to baglama, a scale applied to piano lessons by Karabulut (2009) concluded that preservice music teachers had positive attitudes to piano lessons. The study by Kaya (2011) found preservice music teachers received high points on an attitude to choir lessons scale. Konakcı (2010) observed that preservice music teachers had positive attitudes toward individual instrument education lessons. Brown (1996) compared attitude toward instrument education among 4th, 5th, 6th and 7th class students and stated that the attitudes of 5th class students were positive, while the attitude levels reduced as the class level increased. Fortney (1992) applied the instrumental music attitude inventory to high school students in music groups and observed students displayed positive attitudes. A study by Girgin (2020) found that fine arts high school students had high attitude levels toward individual instrument lessons. Based on these explanations, the attitude levels to playing baglama were similar to attitudes in other studies.

With the increasing Turkish folk music and baglama lesson hours in the undergraduate music teaching program, the importance of knowing the attitude levels of preservice teachers to playing this instrument has increased. For both program planners and lecturers, the interest, adjustment, value, knowledge and skill levels about playing baglama of preservice teachers will be helpful in their ability to achieve success in the program, problems that may be encountered and planning solution approaches to this problem. In the context of baglama education lessons, it will be possible to find answers to questions of whether preservice teachers achieve the desired success with the lesson content or not, whether the predicted attitude levels increase or not and whether the desired knowledge and skill competency are achieved or not with this scale. Additionally, other inevitable contributions are that data will allow preservice teachers to assess themselves and gain knowledge, and allow lecturers to identify requirements like needs, expectations and level in relation to baglama teaching.

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