Araştırma Makalesi * Research Article

Career Development Dynamics and Expectations of Vocal Students Receiving Vocational Music Education

Mesleki Müzik Eğitimi Alan Şan Öğrencilerinin Kariyer Gelişim Dinamikleri ve Beklentileri

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Abstract: This study examines the factors that affect the career development of vocal music students, as well as their expectations, experiences and challenges. The aim of the study is to reveal the factors that influence the students' choice of vocal music as a major, their career planning and development processes, their personal and professional goals, their university experiences and how they cope with the difficulties in vocational education. The study group consists of 12 students who receive vocal music education in different regions, degrees, universities and faculties, and this way, the general patterns related to the subject are determined. The study is conducted with a qualitative method and a case study design. Data obtained from unstructured observation, unstructured interview, document analysis and semi-structured interviews are handled from the perspectives of Super's career development theory and Bandura's social cognitive theory. The analyses are carried out with Maxqda qualitative data analysis software. As a result of the analysis, themes are created under the headings of career planning, career development and goals, personal goals, university experience and coping with professional difficulties. The results of the study are expected to contribute to the determination of students' career expectations, the organization of teaching strategies and the foresights to be created for the development of guidance and counseling activities..

Keywords: Music education, Vocal education, Vocal training, Carreer development, Singing.

Öz: Bu araştırmada mesleki müzik eğitimi alan şan öğrencilerinin kariyer gelişimlerinde etkili olan unsurlar, öğrencilerin beklentileri, deneyimleri ve karşılaştıkları zorluklar incelenmiştir. Araştırmanın amacı, öğrencilerin şan anadalını tercih etmelerine etki eden faktörleri, kariyer planlama ve gelişim süreçlerini, kişisel ve mesleki hedeflerini, üniversite deneyimlerini ve mesleki eğitimde zorluklarla nasıl baş ettiklerini ortaya çıkarmaktır. Çalışma grubu farklı bölgelerde, farklı derecelerde, farklı üniversitelerde ve farklı fakültelerde şan anadalı eğitimi alan 12 öğrenciden oluşturulmuş ve bu yolla konuyla ilgili genel örüntülerin saptanması sağlanmıştır. Araştırma nitel bir yöntemle ve durum çalışması deseniyle yürütülmüştür. Yapılandırılmamış gözlem, yapılandırılmamış görüşme, doküman analizi ve yarı yapılandırılmış görüşmeden elde edilen veriler Super'in kariyer gelişim teorisi ve Bandura'nın sosyal bilişsel teorisi perspektifleriyle ele alınmıştır. Analizler

Maxqda nitel veri analizi yazılımı aracılığıyla gerçekleştirilmiştir. Analiz sonucunda kariyer planlama, kariyer gelişimi ve hedefler, bireysel hedefler, üniversite deneyimi ve mesleki zorluklarla mücadele başlıkları altında temalar oluşturulmuştur. Araştırma sonuçları, öğrencilerin kariyer beklentilerinin belirlenmesine, öğretim stratejilerinin düzenlenmesine ve kılavuzluk ve rehberlik faaliyetlerinin geliştirilmesi için oluşturulacak öngörülere katkı sağlayacak niteliktedir.

Anahtar Kelimeler: Müzik Eğitimi, Ses Eğitimi, Şan, Kariyer gelişimi, Şarkı söyleme.

INTRODUCTION

Music represents a powerful form of artistic expression. The entry of individuals receiving vocational music education into the professional realm of music often begins with a personal passion, laying the foundation for their future careers. Music education encompasses not only the acquisition of technical skills but also the process of students understanding, internalizing, and identifying with music itself. Albert Bandura's Social Learning Theory (1977) provides a significant framework for understanding individuals' internal thoughts, self-efficacy and expectations alongside environmental factors, in the process of learning, behavior, and motivation.

Furthermore, Super's Career Development Theory (1990) guides this process in terms of career choices, development, and change, emphasizing the influence of both individual and environmental factors in shaping an individual's career development and professional values.

This study, rooted in Bandura's (1977) and Super's (1990) social learning and career development theories, qualitatively explores the career development dynamics and expectations of vocal students. Opinions gathered under various themes related to these dynamics and expectations were analyzed through content analysis. The research aims to contribute to a better understanding of the processes through which students enter the productive world of music and to develop strategies that will aid their future success.

CARREER DEVELOPMENT IN MUSIC

Music education is recognized as a distinct discipline focused on the expression and development of artistic talents. In this field of study, students are provided with opportunities to pursue their passion for music and shape their future careers. However, the process of music education extends beyond the acquisition of technical skills and is influenced by psychological factors such as students' integration with music, motivation, and career expectations. This study aims to examine career dynamics and expectations among vocal students in professional music education as a specific focus. It explores how students perceive their musical abilities more realistically and accurately and how they relate their self-esteem to this process. Based on the data gathered during music education, critical factors for a successful transition to a professional music career emphasize the desire to learn, self-confidence, achievement-oriented thinking, and a sense of setting personal goals. Determining factors in career development can be said to be students' willingness to learn, self-confidence, sense of purpose, and achievement.

Bandura's social learning theory places a strong emphasis on cognitive behavior and self-efficacy during the learning process. While music education as a discipline offers students the opportunity to understand the universal impact of music and explore their dedication to it, stepping into a professional music career goes beyond technical abilities. This process is a complex one shaped by the desire to learn, self-esteem, a sense of achievement, and personal goals. Moreover, factors such as support, motivation, and a strong self-concept are essential elements that determine success during the transition from student life to a professional music career.

McClellan (2017) considers self-concept, social identity, and self-efficacy as common components in the transition from music education to teaching. Within a social-cognitive theoretical framework, it is suggested that music teacher training programs provide a significant perspective in the construction of professional identity. Therefore, understanding the cognitive processes and motivations of individuals in professional music education necessitates examining both social and cognitive processes consistently, as proposed by Bandura's social learning theory.

The complexity and diversity in the process and content of music learning indicate that a successful music career should not solely focus on one direction. Slaughter and Springer (2015) argue that succeeding in a music career depends on a variety of skills, including performers, educators, composers, sound engineers, art managers, and students. Higher education music programs should emphasize diversity and versatility to prepare students for their careers effectively. This approach provides students with the opportunity to explore various aspects of their careers and gain a broad music education. In addition to career preparation, adding complementary courses with different musical perspectives to the curriculum can encourage students to enhance their understanding, interpretation, and application of music in various contexts.

When examined in the context of motivation theories, this study's findings suggest that talent perceptions are closely related to contemporary motivation theories such as expectancy-value theories (Wigfield and Eccles, 2000) and self-efficacy theories (Bandura, 1986) (Jones and Parkes, 2010). The results of this research will contribute to a better understanding of the processes and psychological foundations of career goals among vocal students in music education. The transition from student life to a professional music career is influenced by factors such as support and encouragement from parents, peers, teachers, and institutions, a strong musical identity, and coping strategies in a competitive field (Creech et al., 2008).

This research, conducted within the qualitative paradigm, aims to uncover patterns by gathering the opinions of students studying professional music education. It seeks to gain in-depth understanding of the factors that affect students' career development processes. By focusing on elements such as career development (vocal), career development and goals, individual goals, university experience, and coping with professional challenges (vocal), the study represents an important research area that will contribute to a better understanding of career development dynamics and expectations among vocal students in professional music education in Turkey.

MUSIC EDUCATION AND CAREER OPPORTUNITIES IN TURKEY

In Turkey, undergraduate-level professional music education is generally offered within the framework of universities, including faculties of education, faculties of fine arts, conservatories, or faculties of music and performing arts. These institutions have various departments related to music education, providing students with opportunities to explore and specialize in different aspects of music. This diversity allows students to choose a music education program that aligns with their interests and career goals. Each university may offer a slightly different music education program. Aspiring students can begin their professional music education by selecting a university program that suits their preferred music genre and instrument.

In Turkey, faculties of education are important institutions for training music teachers. Music education programs for prospective music teachers are typically four-year undergraduate programs. The aim of these programs is to educate students on fundamental music principles, music education pedagogy, and methodology, ultimately preparing them to become music teachers. Music teacher training programs usually commence with basic music education courses. Students take courses such as music theory, sight-reading, musical notation, ear training, instrumental training, vocal training, and choir. Additionally, internships are a significant part of the curriculum, allowing students to gain teaching experience in real classroom settings.

Graduates of music teacher training programs in Turkey have various career opportunities. They can work as music teachers in state primary and secondary schools. Private schools and music courses also provide job opportunities for music teachers. Music teachers may also choose to offer private lessons. Some graduates continue to pursue careers in music performance, sustaining their music careers in this manner.

Other institutions in Turkey that offer music education include faculties of fine arts, conservatories, and faculties of music and performing arts. Faculties of fine arts provide education in various art disciplines, fostering students' artistic talents and enabling them to participate in the art world. These faculties play a crucial role in promoting art, nurturing artists, and increasing the societal impact of art. They offer undergraduate and postgraduate education in fields such as painting, sculpture,

graphic design, industrial design, textile design, ceramics, music, theater, and cinema. While conveying the power of art, these faculties also serve as platforms for addressing societal issues.

Conservatories in Turkey are prestigious institutions that provide high-quality education in arts disciplines such as music, theater, and dance. They offer students the opportunity to develop their artistic talents and pursue professional careers in the arts. Conservatories are essential steps for students aspiring to enhance their artistic skills and become professional artists. These institutions teach students how to contribute to society through the preservation of cultural heritage and the creation of new works of art.

Theoritical Framework

This research aims to understand how vocal students learn and develop their careers in professional music education. It considers both internal factors, such as "intrinsic motivation, self-efficacy, and behavioral expectations" (Bandura, 1977), and external factors, such as family, peers, and media. Two theories form the theoretical framework of this research: Bandura's Social Learning Theory and Super's Career Development Theory. Bandura's theory explains how individuals learn from their own actions and observations, and how they are influenced by their thoughts and emotions. Super's theory describes how individuals go through different stages of career development, and how their self-concept and characteristics influence their career decisions and changes. Super (1990) states that "career development is the implementation of self-concept".

This research integrates these two theories to explore the career dynamics and expectations of vocal students in a holistic way. It examines both their internal cognitions and the external influences that affect their career development in professional music education.

Purpose of the Research

• To examine the career development dynamics and expectations of vocal students receiving vocational music education. For this purpose, to determine students' career development processes, career decisions, career goals, career obstacles, career supports and career needs.

• To reveal the relationships between career development dynamics and expectations of vocal students receiving vocational music education. For this purpose, to analyze the relationships between students' career development variables and whether they differ according to the faculties and departments they study.

• To develop suggestions for the career development dynamics and expectations of vocal students receiving vocational music education. For this purpose, to provide suggestions on what students can do to support their career development, how they can benefit from career counseling services, and how they can improve their career planning and management skills.

Significance of the Research

In university-level music education, students learning to sing or play a musical instrument may encounter various challenges. Students often face important difficulties such as improving their relationships with educators, learning to navigate competitive social environments, and planning for a career filled with uncertainties (Bennett & Stanberg, 2008; Gaunt, 2011). Understanding how vocal students chart their paths in their education process for their careers can provide valuable insights into students' personal attitudes and the effectiveness of music education programs in this field. In this context, the aim is for the findings to contribute to the assessment and improvement of the quality of music education and the development of related strategies.

The research encompasses a study group receiving vocal training in various genres and styles. Furthermore, the fact that participants are enrolled in different universities is important for drawing general conclusions. According to Gill (2002), in sectors of the music industry that offer career opportunities, skills and knowledge need to be strategically and regularly updated to gain employment and maintain a lasting presence. The results obtained from the research are of a nature that will contribute to providing better career guidance and support for vocal students.

Creech et al. (2002) mentioned in their research that participants discussed the fear and disappointment associated with starting a career as a performer, as well as the financial and practical constraints of pursuing a career in the music industry.

In the rapidly expanding music industry, vocal students can assume different roles. Understanding the career expectations of vocal students also enables an understanding of their contributions to the music industry and the challenges they may face.

Vulliamy (1977) and Green (2001) emphasized the need for music educators to have knowledge about the relationship between music and the social environment. They noted that music and society can interact within and beyond socio-cultural boundaries and can mediate each other. Understanding how the career goals of vocal students can contribute to the preservation and enrichment of Turkish music and culture is important. This research has the potential to contribute to understanding this contribution.

Additionally, this research is significant in terms of providing resources for academic research in music education and career development and guiding the formulation of necessary music education policies and programs.

Problem and Sub-Problems

The main problem of research;

How are the career development dynamics of vocal students receiving vocational music education shaped and what are their expectations?

The Sub-Problems of the Research

1- How do vocal students plan their career development?

2- How are the career goals of vocal students shaped?

3- How do individual goals shape the career development process of vocal students?

4- How do the university experiences of vocal students impact their career development?

5- How do vocal students cope with the professional challenges they encounter?

METHOD

The purpose of this study was to explore and understand the phenomenon of interest using a qualitative case study approach. The case study design allowed the researcher to investigate the phenomenon in its natural context and to provide rich and detailed descriptions of the participants' experiences and perspectives. The researcher followed the explanatory/descriptive case study method proposed by Datta (1990), which aims to provide insights into unfamiliar situations and to explain how they are related to real life. Datta's method consists of four steps: defining the case, collecting data, analyzing data, and reporting findings. The researcher applied these steps to conduct a systematic and rigorous case study of the phenomenon. The case study method was suitable for this study because it enabled the researcher to answer the research questions, address the research objectives, and test the research hypotheses.

Study Group

The population of this study consists of students studying in the field of music at universities in Turkey and the sample consists of students taking courses related to vocal training. The study is limited to students who receive undergraduate education in music teacher education programs at education faculties, conservatories, fine arts faculties, and music and performing arts faculties. Students receive training from instructors who are trained in the field of vocal training. In Turkey, there are music departments in faculties of fine arts, faculties of education and state conservatories, where students are trained in vocal skills. Faculties of fine arts offer training in music science, faculties of education in teaching and state conservatories in artistry. In this context, while forming the study group, students who take vocal education as a major in fields such as musicology, music theory, music technology, and

performance in fine arts faculties, students who have vocal as their individual instrument in music departments of faculties of education, and students who receive vocal education or singing education in state conservatories were selected. A total of 12 students participated in the study. The students in the research group take vocal lessons at least 4 hours a week for 4 years in the units where they study. The students in the study group are vocal students who study at fine arts faculties (3 students), music and performing arts faculty (1 student), state conservatories (4 students), and music teacher education programs at education faculties (4 students). Each of the 12 students studies at different universities. in Turkey. In selecting the study group, the students who receive education at fine arts faculties and music and performing arts faculties were evaluated in the same category because the music departments within these faculties have similar structures. In this context, the study group consists of participants who study at different class levels and different universities.

Table 1. *Faculties and age ranges of the participants*

	Age Range = 19-23	Age Range = 24-28	Age Range = 29-33	Total
⦿ Conservatory	3		1	4
⦿ Fine Arts Faculty	3	1		4
⦿ Fac. of Education	2	1	1	4
∑ SUM	8	2	2	12
# N = Documents/Speakers	8 (66,7%)	2 (16,7%)	2 (16,7%)	12 (100,0%)

Data Collection Tools

Semi-structured Interview

The study used semi-structured interviews to collect data on the career development and expectations of vocal students in professional music education. According to Adams (2015), semi-structured interviews allow the collection of information on topics that are not predetermined or fully anticipated, as opposed to sticking to word-for-word questions as in a standardized questionnaire (p. 493). This data collection tool was preferred because it enabled the participants to express their opinions freely, while facilitating the creation of specific categories and codes for the researcher in the analysis phase. A form that could be answered in a computer environment was used for semi-structured interviews, and a total of 10 questions were included. After the form was created, it was presented to expert opinions by the second researcher. After receiving the opinions of 5 experts, 2 in education, 1 in music education, and 2 in vocal training, the necessary adjustments were made and the form was ready for implementation.

Unstructured Observation

The study used unstructured observations to enable the observation and better understanding of the participants' natural behaviors. Barker (1980) stated that observation becomes a scientific technique when it serves a formulated research purpose, is planned and recorded systematically, is related to general propositions, and is subjected to validity and reliability checks (p. 1235). In the first phase of the study, students with the same status as the participants were observed and various notes were taken. The purpose of using this data collection tool was to provide the researchers with an opportunity to obtain objective data. The observations were carried out by the researchers, who are both vocal instructors at universities in Turkey, without interfering with the flow of events. The advantages of this data collection tool in terms of better understanding the participants' natural behaviors, and the disadvantages in terms of the longer analysis process due to the increase in data, were taken into consideration.

Unstructured Interview

The study employed unstructured interviews to collect rich and in-depth information about the experiences of the participants without imposing any restrictions on their expressions. Wilson (2014) defined unstructured interviews as interviews that do not have predetermined questions on a specific topic. The researchers contacted students who had the same status as the participants and collected

information about the career development and expectations of vocal students by taking notes. In using this method, some general questions were prepared by conducting preliminary studies on the research topic, and a free approach was adopted. The students were asked to express their opinions on the topic, and they were also encouraged to ask questions to allow for a deeper analysis of their answers.

Data Analysis

The data collected from the participants in Microsoft Word (.docx) or PDF formats were analyzed using the content analysis method. The Miles-Huberman model was taken as a guide framework in the analysis process. This model's format includes problem definition, method description, detailed example presentation, identification of differences, and estimation of the time required for the method's application, as emphasized by Lotto (1986). MAXQDA 2022 qualitative data analysis software was used for data analysis. The analysis started with the in-vivo coding method and the patterns in the collected data were determined. The categories and themes that emerged as a result of the first cycle coding were rearranged after the second cycle coding. Cross tables were used to express demographic information. Code matrix browsers were used to understand the qualitative patterns consisting of the participants' individual opinions. The codes, categories, and themes were arranged and finalized by using code relations browsers to compare the responses of students studying in similar faculties in different regions or in different institutions. The themes, categories, and codes were visualized through software for future research or for further development. In addition, maps, tables, graphs, and figures created from data sets were used to facilitate analysis discussions, and those deemed appropriate by the researchers were used in the reporting and presentation stages of the research.

Process

The structured interview form prepared for the research was sent to the participants via digital messaging applications. The participants were informed verbally that filling out the form, which included informed consent and ethical information, was based on voluntariness. The participants were given the necessary flexibility in terms of time to fill out the form. The forms sent by the participants to the researchers via email or digital messaging applications were saved by the researchers to local computers and prepared for analysis.

Realibility and Validity

The reliability and validity of the research depend on the careful handling of the design, implementation, and analysis process of the data collection tools. To increase the reliability and validity of the research tools, document analysis, unstructured observation, unstructured interview, and semi-structured interview forms were prepared by discussing them meticulously by two researchers and expert opinions were obtained. Appropriate measurements were made to increase the reliability of these tools and content validity was ensured. Consistent communication was established with the participants during the research process, the questions in the semi-structured interview forms remained the same, and thus the participants were given the opportunity to answer the same questions. The researchers evaluated the data independently and carefully examined the results of each data collection method, which increased the reliability of the results. The data collection tools were designed to address the research questions accurately and comprehensively. The content validity of these forms was reviewed and approved by experts. Unstructured interviews and observations allowed the participants to express their own statements comfortably, and this helped to reflect their opinions and experiences accurately. The research was designed by taking into account the current theoretical frameworks and literature. This ensured that the results of the research were based on a theoretical foundation and were scientifically valid. The reliability and validity measures strengthened the results of the research and contributed to the scientific value of the research. The results of the research are supported by a carefully designed data collection process and analysis.

Ethics

Before the data collection phase, ethical approval was obtained from the Kahramanmaraş Sütçü İmam University Social and Human Sciences Ethics Committee with the protocol number 2023-30 and the decision number 4 in the session held on 01.08.2023.

Findings

In this section, findings related to themes of career planning and motivation, variables in education, education and specialization, career development and goals, musical abilities and experiences, challenges, and recommendations obtained from the data are presented.

Findings on Career Development Planning of Vocal Students

Figure 1. *Theme 1. Carreer Planing (Singing)*
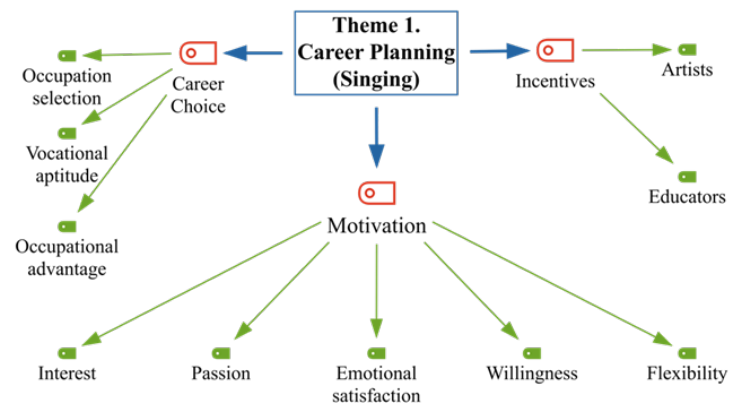
Matrix 1. *Participants' Opinions on Sub-Problem 1*

Code System	P1-E-G1	P2-E-G2	P3-E-G3	P4-E-G4	P5-F-F1	P6-F2	P7-F3	P8-F4	P9-C1	P10-C2	P11-C3	P12-C4	SUM
Theme 1. Career Planning (Singing)													0
Career Choice													0
Occupation selection	1		1		1	1	1		1				6
Vocational aptitude								1	1	1		1	4
Occupational advantage								1			1		2
Incentives													0
Educators				1		1							2
Artists									1				1
Motivation													0
Interest		1		1	1		1		1	1	1		7
Passion	1			1	1	1		1	1		1		7
Emotional satisfaction			1			1					1		3
Willingness	1				1								3
Flexibility			1		1								2
∑ SUM	3	3	3	1	3	4	5	2	4	3	2	4	37

When examining the career development plans of students receiving vocal education, it is evident that their interest and passion for singing, along with their inclination towards the profession, significantly influence their career preferences. Additionally, findings indicate that their vocal talents and predisposition for singing also have an impact on their career choices. The majority of students who believe they have an inclination for the profession continue their education in faculties of education and fine arts faculties. However, a significant portion of students studying vocal education in conservatories view this education as a professional advantage. Participants studying in conservatories and fine arts faculties tend to set their career goals in line with long-term career plans. In contrast, it is understood that the desire to excel in their work primarily influences the career goals of participants studying in education faculties. Furthermore, some participants mention that the encouraging role of educators and artists, emotional satisfaction, and the flexibility offered by the profession play a significant role in their career planning.Some quatitations;

> *"Actually I have been interested in opera for eight years and my interest in singing stems from a classical pop opera group. With their inspiration, I became interested in opera and received professional vocal training."* (P10-C-G2)
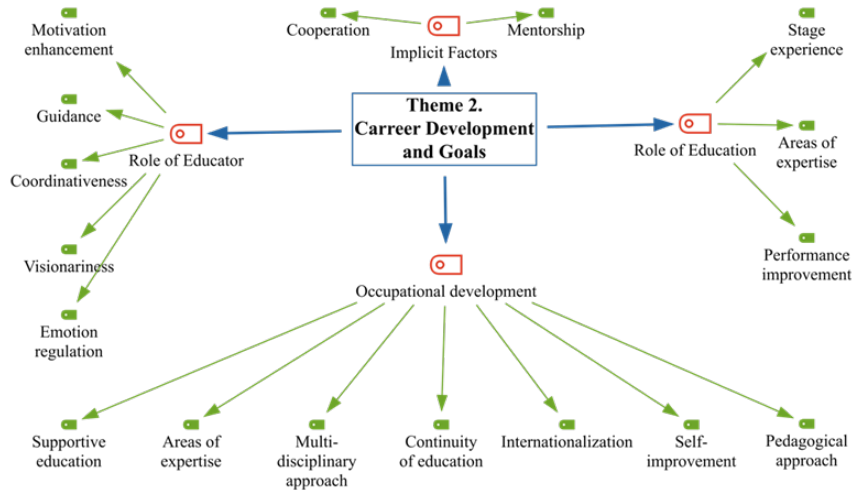
> *"I believe that the fact that the sound that emerges while creating a musical expression using vocal training is not from another substance but from the human body itself is a magical aspect that makes*

this artistic method easier to internalize and makes the performance feel more individual." (P3-E-G3)

"I chose this field because I want to teach these methods to people who want to improve their voice, use it more beautifully and effectively, and acquire all the correct technical information to develop themselves in this area." (P6-F-G2).

Findings Regarding Career Goals of Vocal Students

Figure 2. *Theme 2. Carreer Development and Goals*

Matrix 2. *Participants' opinions on sub-problem 2*

According to the findings, among the most influential factors in the career development goals of participants, the role of educators stands out prominently. The matrix analysis revealed that the participants perceived educators' guidance, motivation, and coordination as the most effective factors in their career development goals. Additionally, educators contribute to emotional support and the establishment of a musical vision for the participants. Participants studying in conservatories place great importance on their coordination with educators. They clearly express that education has significantly enhanced their musical performances and expertise.

Furthermore, it is observed that the key factors determining participants' career development goals are supportive and continuous training, a multidisciplinary approach, internationalization, and personal development. A participant (P4) studying in the faculty of education particularly emphasizes the pedagogical approach in their goals. The findings unequivocally demonstrate that collaboration and

mentorship with educators have a significant impact on participants' distant career goals. On the other hand, it is noteworthy that participants did not express any views on stage experience, which was generated as a result of unstructured interviews with them. Some quatitations;

> *"For the development of one's career, individuals should continuously seek education because throughout life, a person should add something to themselves"* (P10-C-G2)

> *"I believe that university education will contribute to my professional career as a vocal artist because I aim to continue my career as a voice performer and strive to excel in my chosen field"* (P1-E-G1)

Findings Regarding the Individual Goals of Vocal Students

Figure 3. *Theme 3. Individual Goals*
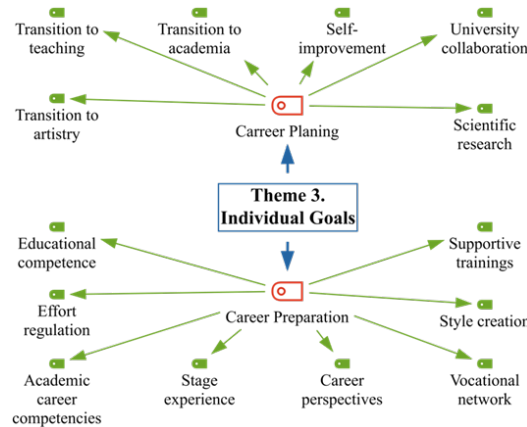
Matrix 3. *Participants' opinions on sub-problem 3*

Code System	P1-E-G1	P2-E-G2	P3-E-G3	P4-E-G4	P5-F-F1	P6-F2	P7-F3	P8-F4	P9-C1	P10-C2	P11-C3	P12-C4	SUM
Theme 3. Individual Goals													0
Career Preparation													0
Academic career competencies					1	1	1	1			1	1	6
Vocational network	1			1									2
Supportive trainings									1		1		2
Career perspectives						1			1				2
Educational competence			1		1	1							3
Effort regulation			1		1		1	1		1		1	7
Stage experience		1	1	1						1	1		5
Style creation	1												2
Career Planing													0
Transition to academia					1		1	1			1		4
Self-improvement		1	1		1	1				1			5
Scientific research							1						1
Transition to teaching		1	1		1	1			1	1	1		7
University collaboration									1	1			2
Transition to artistry	1	1		1	1						1		6
Σ SUM	3	4	5	3	6	6	4	5	5	4	6	3	54

When Matrix 3 was examined, it was determined that participants expressed views on themes related to career preparation and career planning. The majority of participants aim to enhance their professional competencies, acquire academic career competencies, gain stage experience, enhance their personal development, and aspire to careers such as teaching, academia, or artistic pursuits. Additionally, it was observed that participants aim to establish professional networks, attend supportive training, enhance career perspectives, attain pedagogical qualifications, cultivate unique styles, engage in scientific research, and pursue goals related to university collaboration.

Most students from Fine Arts Faculties and conservatories expressed intentions for academic career plans, whereas participants from education faculties did not provide any feedback regarding academic career plans. Participants from education faculties did not express intentions for pursuing an academic career. Only students from conservatories emphasized the importance of receiving supportive training as part of their career preparations. Moreover, it was found that participants who defined their career planning as a transition to artistic pursuits were more common among those in education faculties compared to those in conservatories. Some quatitations;

"I plan to work as a music educator after graduation. I believe that to meet my expectations of becoming a music educator, I need to pay careful attention to my education and ensure that I am adequately prepared." (P3-E-G3)

"I believe that I need to have adequate qualifications both professionally and socially. To achieve this, I am striving to make the most of my educational journey. Additionally, I am observing my educators and attempting to emulate them as role models" (P3-E-G3)

Findings Regarding Vocal Students' University Experiences

Figure 4. *Theme 4. University Experience (Singing)*
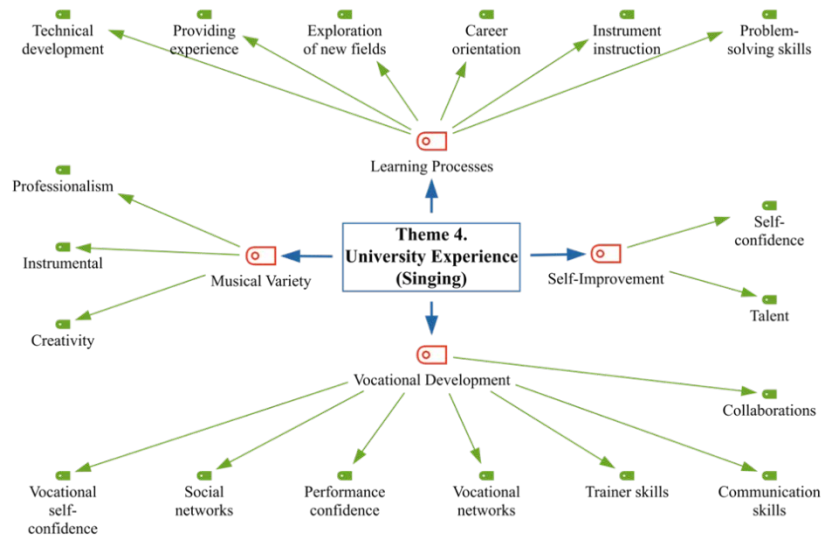
Matrix 4. *Participants' opinions on sub-problem 4*

Code System	P1-E-G1	P2-E-G2	P3-E-G3	P4-E-G4	P5-F-F1	P6-F2	P7-F3	P8-F4	P9-C1	P10-C2	P11-C3	P12-C4	SUM
Theme 4. University Experience (Singing)													0
Learning Processes													0
Providing experience		1	1			1			1				4
Instrument instruction				1									1
Problem-solving skills	1												1
Technical development		1		1			1	1		1			5
Exploration of new fields				1		1			1				3
Career orientation	1			1							1		3
Musical Variety													0
Instrumental	1		1	1			1	1					6
Professionalism		1					1				1		4
Creativity	1		1		1		1		1			1	6
Vocational Development													0
Trainer skills				1									1
Vocational networks		1											1
Vocational self-confidence		1				1	1	1		1	1		6
Social networks									1				2
Performance confidence			1				1				1		3
Collaborations									1				1
Communication skills	1												1
Self-Improvement													0
Talent		1											1
Self-confidence	1		1	1								1	4
∑ SUM	6	6	8	6	1	4	6	3	5	2	4	2	53

In Matrix 4, findings regarding participants' views on the impact of university experience on their career planning are presented. Accordingly, it is observed that opinions regarding technical development, gaining experience, exploring new areas, and career orientations during the learning process are expressed. Participants also stated that university education contributes to instrumental skills, creativity, and professionalism. Participants indicated that universities contribute to vocational self-efficacy, performance confidence, and establishing social networks in their career development process. Additionally, according to participants, university education contributes to the self-confidence and abilities of voice students in their personal development. Some quatitations;

"Every musician needs to have a strong theoretical knowledge, be able to think with at least one instrument, and possess musicological skills such as research and archiving" (P9-C-G1)

"I am more confident on stage, and I know what to do if I make a mistake. In this regard, my university experience is a valuable investment for my future career" (P11-C-G3)

Findings on the Challenges and Struggles of Vocal Students

Figure 5. *Theme 5. Dealing with Professional Challenges (Singing)*

Matrix 5. *Participants' opinions on sub-problem 5*

Code System	P1-E-G1	P2-E-G2	P3-E-G3	P4-E-G4	P5-F-G1	P6-F-G2	P7-F-G3	P8-F-G4	P9-C-G1	P10-C-G2	P11-C-G3	P12-C-G4	SUM
Theme 5. Dealing with Professional Challenges (Singing)													0
Occupational Challenges													0
Competition	1	1				1			1	1	1	1	7
Society perception	1				1	1					1		4
Education opportunities	1			1			1						3
Age		1	1										2
External factors											1	1	2
Continuity in learning			1				1						2
Future anxiety						1							1
Distance learning							1						1
Sectoral Challenges													0
Perception of musical value	1												1
Background	1												1
Economic value	1												1
Solution Suggestions													0
Institutionalization of singing education	1							1			1	1	5
Quality of singing education				1		1		1			1	1	5
Value of art			1	1	1								3
Social awareness			1	1	1								3
Psychological support						1					1		2
Emotional regulation										1			1
Popularity of singing education			1										1
Value of traditionalism									1				1
Solution providers											1		1
Building musical identity													0
Σ SUM	7	3	5	3	3	5	4	1	3	2	5	6	47

Matrix 5 reveals that participants encounter professional challenges related to competition, societal perceptions, external factors, educational opportunities, age, continuity in education, future concerns, and distance learning. Of these challenges, issues concerning professional competition,

societal factors, and educational opportunities are predominantly addressed by the participants. Additionally, participants have expressed facing sector-specific challenges related to economic factors, perceptions of musical value, and the adequacy of infrastructure.

Participants have provided recommendations primarily focusing on the institutionalization of vocal education, enhancing the quality of vocal education, increasing the value attributed to the arts, raising societal awareness, and offering psychological support to address the professional and sector-specific challenges they experience. Furthermore, participants have emphasized the need to make vocal education more popular and respected within society.Some quatitations;

"More conservatories and more graduates" (P9-C-G1)

"I think the importance of vocational vocal education should be better understood" (P1-E-G1)

"I think art and artists should be valued more" (P4-E-G4)

"I am afraid that I will suffer from voice-related illnesses in the future." (P6-F-G2)

"One of the problems I will probably face after graduation is not being appointed" (P6-F-G2)

Conclusion and Discussion

Students receiving vocal training:

-Their career development plans are largely shaped by personal interest, passion, and aptitude for the profession. Additionally, their vocal abilities and inclination for singing can significantly influence their career preferences. Students studying vocal training at conservatories often view this education as a professional advantage and make long-term career plans accordingly. On the other hand, participants studying in education faculties determine their career goals primarily based on their desire to excel in their jobs. In this context, the role of educators and artists in motivating students, providing emotional satisfaction, and offering career flexibility stands out as significant factors shaping participants' careers.

-The role of educators is of great importance in determining career development goals. The findings suggest that educators' guidance, motivation, and coordination positively influence participants' career development goals. Furthermore, educators contribute to providing emotional support and defining musical visions for participants. This result underscores the significant role of educators in shaping participants' careers. Consequently, factors such as educators' influence and supportive training are crucial in shaping the career development of students in vocal training. The emphasis on pedagogical approach by participants studying in education faculties indicates the effectiveness of educator collaboration and mentoring in achieving long-term career goals.

-In terms of career preparation and plans, they generally aim to focus on their professional development, gain academic career competencies, gain stage experience, increase their personal development, and pursue various career paths such as teaching, academics, or artists. In addition, participants have goals such as establishing professional networks, attending supportive trainings, developing career perspectives, gaining educational competencies, creating a unique artistic style, conducting scientific research, and university collaboration to achieve their career goals. According to Beeching (2010), career development is determined by the importance given to creating social and professional networks and participating in educational and community programs. As a result, the career plans of students studying on vocal are quite diverse and may vary according to personal interests, goals and the type of faculty or school they study at.

-University education has a positive impact on career planning, but factors such as technical development, gaining experience, and discovering new fields play crucial roles in this process. Moreover, university education has helped participants improve their instrumental abilities, creativity, and professionalism, while also enhancing their self-efficacy and performance confidence.

-Participants face professional challenges related to competition, societal perceptions of art, external factors, educational opportunities, age, continuity in learning, economic factors, future

concerns, and distance education. As a result, participants have made recommendations to overcome these challenges and support their professional development, indicating that students in vocal training seek various improvements for a better future. Participants have suggested initiatives such as institutionalizing vocal training, improving its quality, increasing the value of art, creating societal awareness, and providing psychological support. Additionally, participants emphasize the need to make vocal training more popular and respected within society.

Identifying the motivations, values and goals of students considering a career in music education can contribute to more effective design of educational programs and better guidance of students. According to López-Íñiguez and Bennett (2020), the core curriculum of music education should be firmly established and basic professional skills should be emphasized.

At the same time, it offers an important contribution to understanding and guiding vocal students' career development dynamics and expectations in depth. It provides important information for academic and educational institutions that guide students who aim to pursue music as a professional career.

These results suggest that it is useful to use important theories such as Bandura's Social Cognitive Theory and Super's Professional Development Theory to understand the career choices and development of vocal students who aim to pursue a career in music education. Individuals' career decisions are influenced by a number of factors such as personal values, interests, abilities and age. Super and Jordaan (1973) evaluated the emergence of self-concept and the process of choosing a profession in five stages of age range. Accordingly, the 14-24 age range is the "Research" stage and the 25-44 age range is the "Settling" stage. The career development theories identified in the study can help us better understand this process, as they shed light on the critical age range in which vocal students' career choices are researched and settled. By combining these theories, the career development dynamics and expectations of vocal students receiving vocational music education were addressed more comprehensively, and their inner thoughts and environmental factors were understood from a broad perspective.

Recommendations for Practitioners

This study can contribute to identifying the motivations, values, and goals of students aspiring to pursue careers in music education, which can help design more effective educational programs and provide better guidance to students. It also offers valuable insights into the dynamics and expectations of vocal students' career development, facilitating a deeper understanding and direction for academic and educational institutions guiding students aiming for a professional career in music.

Recommendations For Future Research

This study examines the career development dynamics and expectations of vocal students in vocational music education through a qualitative approach. The findings not only provide a foundation for future quantitative studies but also offer some recommendations that can contribute to the career development of vocal students. Universities can offer career counseling services to support students' career development. These services can assist students in making strategic career plans by providing information about different career paths in the field of music. This study is limited to vocal students studying at various universities and faculties in Turkey. Similar studies conducted in various countries abroad can make the situation more generalizable. Additionally, this study only collected the opinions of students. In future research, the perspectives of academics who provide vocal education and graduates can be included to present a more comprehensive Picture.

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