

**Opponent Review of Doctoral Dissertation by Mgr. Vartan Agopian
Pedagogická fakulta, Univerzita Karlova**

**Defense Opponent:
Edel Sanders, MA, EdM, PhD**

**Title of Thesis:
The Role of Self-Regulation, Quantity of Practice, and Self-Efficacy in Self-Assessment and Improved Performance among Lebanese and Czech Piano Students**

Relevance of Topic:

The topic is quite relevant for piano students of all levels, in addition to other music students.

Achievement of Stated Goals:

The goals of the study were reached in the sense that a thorough and proper exploration was conducted, the results were analyzed well and a thoughtful discussion was held. As with many studies, not all of the hypotheses were verified. The outcomes of this study nonetheless provide valuable information, new inquiries and potential motivation for future research.

Research Methods:

The research methods were excellent. The discussion was thorough and clear, though the methodology section could have been more detailed, while prefaced with fuller justifications.

Results and New Knowledge:

The results indicate that self-regulation does indeed have a strong impact on the lives of and the performance quality of piano students in this study. The researcher's realization that both populations of students that were studied had similar levels of self-regulation and that the primary difference in the results was due to the amount of practice was very interesting. Therefore, circling back to the monotonic benefits assumption was valuable, as he showed that while the quality of practice is important, quantity is also a key factor.

The contribution to new knowledge is valuable, including the cross-cultural and cross-conservatory elements, the study of a unique population in terms of age and level, and the study of self-regulation in addition to and in relation to self-evaluation and self-efficacy.

Impact for Practice and Further Scientific Development:

In addition to providing the helpful list of self-regulatory skills and emphasizing the importance of including as well as teaching self-regulatory practice skills for better performance levels, this study also shows that these tools also increase self-evaluation skills, which in turn elevate the causal cycle of pre-performance self-assessment, performance and post-performance reflection.

Meeting Conditions Required for Doctoral Dissertation:

This dissertation meets and in some aspects, even exceeds the conditions required for the doctoral dissertation at the Pedagogy Faculty of Univerzita Karlova.

Suggestions for Improvement:

Should the researcher choose to put forth this thesis in any additional form, I have included detailed suggestions within the printed dissertation that I received.

These include suggestions for clearer signposting of figures and sections throughout, and fuller explanations and justifications for the methodological and analytical choices earlier in the thesis.

Questions for Researcher:

In addition to the excellent suggestions in the thesis for future research, such as including the factors of talent and performance anxiety, using different criteria or norms for the conservatories, and monitoring practice sessions via recordings as well as self-reports, if you were to conduct this study again, how might you improve, expand or adjust the following elements as well?

1. What would you do in order to gain access to more students for a more robust sample size?
2. How could you create closer equivalencies for the measurement of certain variables such as scores across differing populations?
3. What additional measures and statistical analyses could be used to answer your research questions?
4. How might you adjust your hypotheses in a more hierarchical way to show the relative importance of each and the relationships among all of them?