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## Music & Motivation

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### Motivation and Children's In-School and Out-of-School Engagement in Instrumental Music: a Longitudinal Analysis of Social Support Mediators

Susan A. O'Neill; Keele University, U.K.

Time: Fri 19 1.30 pm, Stream: D

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Venue: Room G17, Webster Ground

#### 1. Background

Expectancy-value theory argues that choice, persistence and performance can be explained by individuals' competence beliefs about how well they will do on an activity, and the extent to which they value an activity. Past research indicates that children's competence beliefs and values for instrumental music, as well as actual engagement, show the largest decline following the transition from primary to secondary school. Although there are many reasons why some children and not others continue to value and engage in instrumental music, a common explanation is based on the amount of social support an individual receives. However, few studies have examined both motivational factors and perceived social support, particularly over this key transition period.

#### 2. Aims

The study investigates a multidimensional model that considers the extent to which motivational factors are mediated through social influences over the transition from primary to secondary school. Since instrumental music typically involves engagement during in-school as well as out-of-school time and involves both structured and unstructured modes of activity, these aspects were examined separately.

#### 3. Method

The data come from a longitudinal study that began in 1998 with a cohort of 1209 children (Females - 585, Males = 624) aged 10-11 from 35 primary schools in North Staffordshire, UK. The analyses presented here include 742 children who were followed over the transition from primary to one of nine secondary schools. Participants completed questionnaires with items designed to measure their levels of engagement in playing musical instruments, competence beliefs, values and perceived social influences (parents, peers, teachers and school environment). Confirmatory factor analyses and reliability statistics indicated a high level of reliability for all measures.

#### 4. Results

As predicted, there was a decline in musical activity following the transition to secondary school. Longitudinal regression analyses indicate several links between children's engagement in instrumental music at secondary school and indicators of motivation. After controlling for gender and musical involvement at primary school, higher levels of in-school instrumental music at secondary school was more strongly predicted by motivational factors at primary school, than out-of-school activity. Contrary to hypothesis, values did not add significantly to the prediction of both in-school and out-of-school instrumental playing beyond that afforded by competence beliefs. In the second set of analyses, an association between engagement and social support was found indicating the school music teacher was the most salient relationship for in-school instrumental engagement, and parental support was the strongest predictor of out-of-school involvement. The paper will present longitudinal causal modelling to verify the directional relations implied in these analyses and to test for mediation effects.

#### 5. Contributions

The findings contribute to the development of motivation theory and provide information about how we might encourage young people to take up and persist with musical activities.

### Motivational Influences on Children's Self-Regulated Learning and Musical Performance Achievement

James M. Renwick, Gary E. McPherson, John McCormick; University of New South Wales, Australia

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Extensive evidence links motivational beliefs to self-regulated learning behaviour, which in turn is related to learning outcomes. Children's expectations for success and valuing of various domains are associated with their performance and subject choices. Self-efficacy is also a strong predictor of self-regulated learning and achievement. In addition, students' level of self-determination is related to the quality of learning. Several studies have extended this research to skill development in musical performance, although few have investigated more than one motivational construct. This paper describes the theoretical underpinnings and design of a survey study investigating motivational influences on children's music performance achievement. The questionnaire was completed by candidates in graded performance examinations. Self-reports of practice behaviour focused on self-regulated learning strategies and on the frequency of creative and re-creative musical behaviours. A history of examination results was also obtained independently. The motivational beliefs investigated were (a) self-efficacy (confidence in successful accomplishment of each examination task), (b) value beliefs (interest, importance, utility, and perceived cost), (c) competence beliefs (task difficulty, self-concept of ability, and expectation of success), and (d) regulatory style (external, introjected, identified, and intrinsic).

### Children's Practice: a Multi-Modal Approach to Teaching and Learning

Tânia Lisboa; Royal College of Music, U.K.

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This paper traces the relationship between children's practice and their understanding of music, involving the intersection between performance, music education and the psychology of music. It uses a mixture of qualitative and quantitative analysis of data collected from three case studies with cellists aged 9, 12 and 14. They learned three pieces of music and were involved in a series of multi-modal learning and teaching strategies (studying the music away from the instrument, colouring the music, drawing the phrasing and singing). Their performances were recorded on audio and video, the timing and dynamic characteristics of their playing were analysed, and they were interviewed both during the practice period and after their final performances in order to trace the relationship between their procedural and declarative knowledge. The methodology also involved a validation of the results by external examiners and an assessment of their own performances by the children five years later. The results point to singing as an effective tool for constructing internal "models" which may lead to more expressive playing, with implications for music education and for further research into the development of children's understanding of music.

### Student Expectations, Self-Regulation and Student Composition with Computers. An Exploratory Study of Secondary School Students Engaged in a Classroom Based, Computer Composition Task

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This paper examines ways in which self-efficacy impacts on students as they are entering the process of composing music in a school classroom environment. Specifically, the research investigated students self-perceptions and expectations of their own ability as composers and musicians, and how these perceptions subsequently impacted on their ability to master complex tasks, and self regulate when using computer technology to create and refine a musical composition. A great deal of research has studied self-regulation and students' self-perceptions in other disciplines (eg. maths and science) but there is little literature on this topic in music education, especially in relation to how students use new

technology (e.g., computers, keyboards and software). Data were collected from students in Years 7 and 10 as they composed in a normal classroom music program over a four week period. The results highlight the relationships between student perception, task expectation, self-efficacy and self-regulation.