

Measuring Classroom Music Motivation Based On The Self-Determination Theory

Abstract

In the last decade, research on classroom music motivation has shown a negative picture of Hungarian students' attitudes toward the subject (Janurik & Józsa, 2018; Janurik et al., 2020; Janurik et al., 2021; Pintér & Csíkós, 2020; Pintér, 2018 2020; Kiss et al., 2021). However, there is no instrument in Hungary to measure the motivation for certain activities of the music class or the level of students' motivation. The presentation aims to introduce the questionnaire we developed and the results of the pilot study.

The new questionnaire is based on the self-determination theory (SDT) of Ryan and Deci (2017), which is also the basis of the Motivation for Learning Music questionnaire (Comeau et al., 2019). Its Hungarian adaptation (Földi & Józsa, 2022) is considered a starting point for contracting our questionnaire.

In our questionnaire, we assigned statements to the motivational levels displayed on the autonomy-control continuum of SDT. Based on the theory, we distinguished six levels of motivation: amotivation, external motivation, introjection, identification, integration, and intrinsic motivation. We have adapted these levels to the activities that appear in a music class. These are singing, listening to music, improving rhythm and hearing skills, music notation, and music history. The six fields of the two dimensions gave 36 statements. Students had to answer with a 5-point Likert scale.

Before testing, the questionnaire was reviewed by colleagues familiar with motivation research and teaching classroom music. The pilot study was at the end of 2023. Grade 5 students (82 students, 37 boys, and 45 girls) filled out the online questionnaire during a music lesson. We calculated descriptive statistics and Cronbach's α for the analysis, which was at least 0.8 for all factors. Exploratory and confirmatory factor analysis was also conducted.

The questionnaire we developed allows us to assess the motivation of upper grades of primary and secondary school students towards the different activities that can appear during a classroom music lesson.

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