

# Using Enjoyment and Exploration to Guide Students' Instrument Selection: Development of a Motivation to Learn a Musical Instrument Scale



Sangmi Kang- University of Florida, Gainesville, FL

## Purpose of the Study

The purpose of this study is to develop a Motivation to Learn a Musical Instrument Scale (MLMIS) for upper-level elementary students, which will serve students' instrument selection and the interaction between band/orchestra directors and elementary general music teachers.

## Factors Influencing Students' Instrument Selection



## Interest and Enjoyment

1. The stronger factors when students consider whether to **begin**, **continue**, or **discontinue** instrumental music learning (Hurley, 1995; Mackenzie, 1991)
2. An important sub-category of **intrinsic motivation** (Lehmann, Sloboda, & Woody, 2007)
3. Manifested through **active participation and exploration** (Halsey, 1979)

## MLMIS Development Procedure

Participants (N=88) were recruited from 4<sup>th</sup> and 5<sup>th</sup> graders.

Items	Content Validity	Convergent Validity	Reliability
Modified from the Socio Educational Model of Music Motivation (MacIntyre, Potter, & Burns, 2013)	Checked by 6 elementary education experts. (3 classroom teachers + 3 music teachers)	Administered the MLMIS with (1) <b>Measuring Motivation in Music</b> (Asmus, 1989), and (2) <b>ITPT</b> (Gordon, 1984)	Completed the MLMIS at two different points in time, ranging from 14 to 21 day

## The Structure of MLMIS

### 1. MLMIS General Test (30 questions)

	Measure	Items	Item	#
I N T R I N S I C	Attitudes Toward Music	2(2, 0)	- I feel really good when playing an instrument.	1
			- Music is really great.	11
		3(2, 1)	- I look forward to the time I spend in music class.	16
	- Studying music is very boring.*		21	
	Toward the Music Class	2(1, 1)	- Music is one of my favorite courses.	27
			- I look forward to music class because my music teacher is good.	22
		2(1, 1)	- My music teacher is too strict. This makes me not enjoy music class.*	6
	Willingness to Learn & Interests Motivation Intensity	3(2, 1)	- I really work hard to learn an instrument.	20
			- Learning to play a musical instrument is a waste of time.*	17
		3(2, 1)	- I love learning music.	30
Desire to Learn	2(2, 0)	- I want to spend all of my time learning music.	2	
		- I want to stop learning music.*	12	
	2(2, 0)	- I wish I had begun studying music at an early age.	25	
Attitudes toward Learning Instrument	2(2, 0)	- I am excited to learn about musical instruments.	24	
		- I want to learn many instruments.	7	
	S U P P O R T I V E O T H E R S	Parental Support	2(2, 0)	- My parents show a lot of interest in my learning music.
- My parents want me to practice my music as much as possible.				13
Peers Siblings		1(1, 0)	- My best friend wants me to learn music.	18
			- My favorite sister/brother/other family members wants me to learn music.	23
Teachers		2(2, 0)	- My teachers want me to learn music.	8
			- It is very important for me to do what my music teacher wants me to do.	26
E X T R I N S I C	Belief and Values Perceived Competence (Self-Efficacy)	2(2, 0)	- Playing any instrument comes easily to me.	4
			- I would rather try to play a difficult piece of music than a simple one.	28
	Explaining Successes and Failures Pragmatic Orientation	1(1, 0)	- When I play an instrument, I don't think I will make mistakes.	14
			- Studying music allows me to share music and meet many more people.	9
	Integrativeness	2(2, 0)	- Studying music will someday be useful in getting a good job.	29
			Attitudes toward Musicians	2(2, 0)
- Most musicians are friendly and easy to get along with.	19			
Anxiety	1(0, 1)	- I get nervous and confused when I am playing an instrument in class.*	10	
		- I would get nervous if I had to play an instrument when a lot of people are listening.*	15	
		30(24,6)		

### 2. MLMIS "Willingness to Learn" Subtest (8 questions per a Just Explored Instrument)

Ex) After exploring The Trumpet



1. I work hard when playing the **trumpet**.
  2. Playing the **trumpet** is a waste of time.\*
  3. I love playing the **trumpet**.
  4. I want to spend all of my time playing the **trumpet**.
  5. I want to stop learning the **trumpet**.\*
  6. I wish I had begun playing the **trumpet** at an early age.
  7. I am excited to learn how to play the **trumpet**
  8. I want to continue learning the **trumpet**.
- <7-likert scale>

## Participants

4<sup>th</sup> and 5<sup>th</sup> graders (N = 80) were recruited from an elementary school in the Southwestern region of the United States.

\* 33 4<sup>th</sup> graders & 47 5<sup>th</sup> graders/ 38 males & 42 female.

## Results

1. **Convergent Validity:** MLMIS main Test with Measuring **A Positive Strong Relationship:**  $r = .722, p \leq .001 (n = 78)$

2. **Convergent Validity:** MLMIS Subtest with ITPT related items (Gordon, 1984)

**No Relationship** Trumpet:  $r = .017, p = .884 (n = 74)$   
Flute:  $r = .118, p = .318 (n = 74)$

This result shows that "**Willingness to Learn & Interest**" and "**Instrument Timber Preference**" would not be identical concepts. This result can also be caused by the **low sound validity** of sound items from ITPT (William, 1996).

3. **A Positive Strong Relationship:**  $r = .838, p \leq .001 (n = 40)$

## 4. Internal Consistency:

	Measure	N = 30	Cronbach $\alpha$
Intrinsic Motivation ( $\alpha = .946$ )	Attitudes	n = 7	.877
	Willingness to Learn & Interest	n = 8	.926
Extrinsic Motivation ( $\alpha = .737$ )	Supportive Others	n = 6	.741
	Belief and Values	n = 5	.634
	Integrativeness	n = 2	.349
	Anxiety	n = 2	.491

## Conclusion

The MLMIS converges well with Asmus's Measuring Music Motivation, shows reliability over time, and exhibits a good internal consistency. The results also indicate that students' willingness to learn a particular instrument and timbre preference toward the instrument are not identical. Through MLMIS, music educators can assess students' general motivation to learn a musical instrument and help their instrument selection by administering the subset test after exploring an instrument. The information from MLMIS will promote interaction and collaboration between band/ orchestra directors and elementary general music teachers.

\* Contact Information: Sangmi Kang (skang312@ufl.edu)