# Using Enjoyment and Exploration to Guide Students' Instrument Selection:

## Development of a Motivation to Learn a Musical Instrument Scale

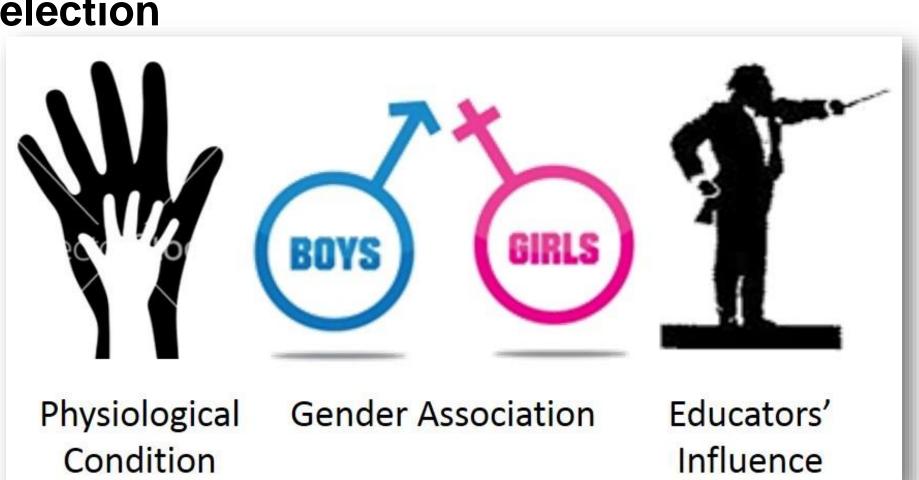


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#### **Purpose of the Study**

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.

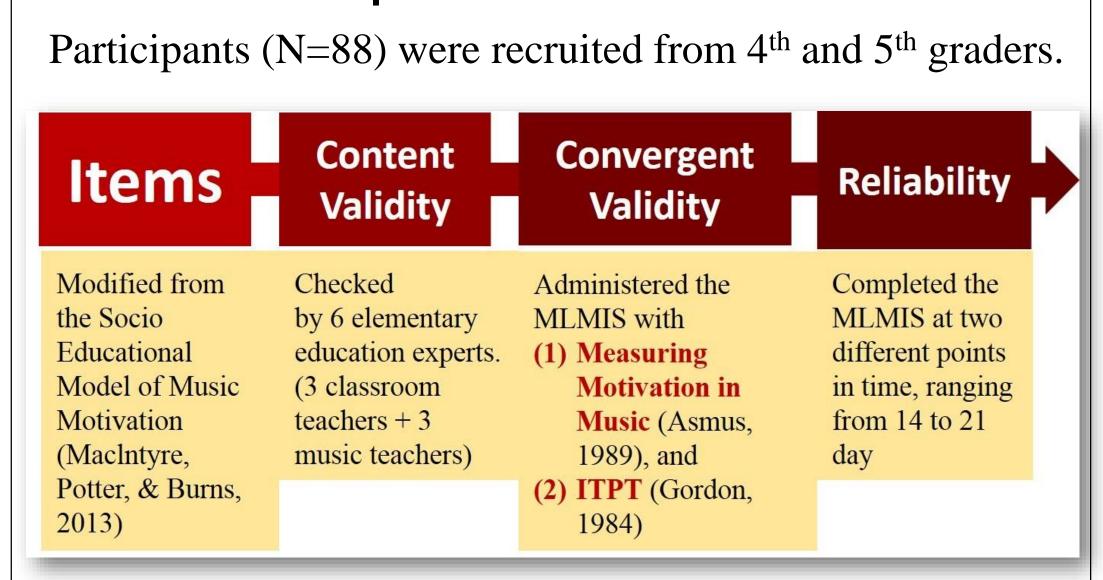
## Factors Influencing Students' Instrument Selection



### **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**



#### The Structure of MLMIS

1. MLMIS General Test (30 questions)



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



- Ex) After exploring 1. I work hard when playing the **trumpet**.
  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**

 $4^{th}$  and  $5^{th}$  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,  $p \le .001$  (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 <u>low sound</u> validity of sound items from ITPT (William, 1996).

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

4. Internal Consistency:

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

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