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The Motivation Theory Based on the Personal and Social Factorsin the Music Learning

H. Park Jihyun
Department of Music Education, Gwangju National University of Education, Gwangju, South Korea

Abstract: The purpose of this study is to systematically understand the 'motivation' process that is psychological basis of why and how people select and learn certain musical activity or study or on the contrary, from what people stops musical activity. To understand the process of motivation that is the origin for musical activity of study, motivation was explained and the factors that is meaningfully relevant to this has been looked over from many point of view and how the relevant factors interact with motivation was analyzed in detail. Each various factor that explains motivation directly interacts with motivation and simultaneously, forming causal relationship with each other and indirectly interact with motivation. For directly relevant factors that affects musical motivation, there are cognitive factors like expectancy-value, self-efficacy, goal orientation and socio-cultural factors like family, school and teacher. Likewise, it is understandable that the motivation to select and study certain musical activity is triggered from complex direct and indirect interaction between various factors.

Key words: Music learning, motivation theory, personal factor, social factor, motivation

INTRODUCTION

When it comes to musical activity or study, motivation always become the important conversation topic. Motivation is meaningful as it affects the selection and duration of musical activity and it inspires higher passion and achievement for music. We choose musical activity and instrument that is more motivating and participate and endeavor continuously when the motivation is kept high. Revealing how much and how the motivation is triggered in various musical activity such as singing along playing certain instrument or composing a song and listening to a record is very important to improvement and education of music society.

From the points above, this article would like to consider musically motivating factors that triggers selecting, participating and keeping up musical activity and study in many point of view. After examining all of the various individually internal and external factors that explains motivation by analyzing related advanced research, I'd like to look over how these factor form interactive relationship and explain motivation by comparative analysis between motivational factors. This analysis is meaningful in a sense that it can clearly show the complex interactive relationship between the factors that explains motivation and it is helpful to get an answer for why and how people learn music.

Literature review: Motive, Motivation is defined as "process and tendency that triggers, maintains and aims for goal" (Eggen and Kauchak, 2007). So, by motivated process, physical and psychological behavior about music like effort, patience, plan organizing, problem solution is triggered and maintained and these triggered and maintained behaviors progress to achieve the musical goal. Likewise, motivation cannot be observed because it is "process", not result and it can be understand by examining what 'factors' are positively related to motivation.

The research about the factors that triggers motivation usually takes up 'cognitive point of view' (Schunk *et al*., 2008). So, by examining the psychological process included in motive, it can be examined that what cognitive factors affect motivation and explains motive. But, to explain musical motivation among practical education circumstance, individually innate cognitive perspective of the students isn't enough, because the change of classroom and education environment, teacher's lesson, family backgrounds, etc. can significantly affect the motive of the students. Likewise, if environmental circumstance cannot support it despite cognitive motivation, motivation cannot be maintained.

Regarding this, Oneill and McPherson (2002) said that the effect from the external factors like teacher, school, family, etc., should be considers seriously when it comes to motive for musical study but it is true that the research for external factors is insufficient compared to cognitive factors. Therefore, when it comes to examining the factors

that motivates musical motive, it can be comprehensively understood by examining both individually cognitive factors and external factors. The point that should be considered seriously in the comprehensive examining is that cognitive and external factors that explain motivation affect motive respectively. External factors like teacher, family, etc. not only can affect motivation but also can affect other cognitive factors of individual. Also cognitive factors that exists individually cannot be seen as it works with no linkage. if so, we should approach from the point that the factors triggers motive work reciprocally not mutually individually or independently.

MATERIALS AND METHODS

This study applied the literature based relationship methodology. To understand musical motivation, literature review that investigated related literature vastly was implemented. Also, by multilateral analysis of the literature, the method of relationship study is applied. So, I extracted the factors that affect motive and analyzed them about what direct or indirect relationship they are engaging.

RESULTS AND DISCUSSION

Research result is shown from the side that affects motive 'directly' and then the side that affects motive 'indirectly' with the other factors.

Analysis of the direct relationship between musical motivation and the factors

Direct relationship between motivation and 'expectancy-value': The answer for the question like "why music should be learnt" or "can i do it well" can be obtained by 'expectancy-value' faith. Wigfield and Eccles (2000) said that 'expectancy-value' is a value that individual give to the expectancy that oneself can success in certain task and the success. In detail, Schraw and Lehman (2001) said that value is composed with innate interest, importance, effective value, cost of individual. So, given value can differ according to whether oneself is inherently interested in the musical activity one's participating in, how important this activity is to oneself, whether it fulfills job or future goal, how much negative sides are there by participating in the activity. Value about musical study is formed by this process and the value formed affect motivation and its maintenance.

Mcpherson and McCormick (1999) said that the young novice instrumentalist showed difference in the faith that their study is useful and important to the long/short-term goal and the cost of participation in effort that is demanded for consistent improvement. And this differs the level of achievement. Also, Oneil and Mcpherson (2002) said that the students who depreciated the value and regarded that their gift for music is not enough participated for short term of time and eventually stopped music. From the research like this, we can say that the 'expectancy-value' act as very important effect to motivation for music activity.

Direct relationship between motivation and 'self-efficacy': Bandura said about 'self-efficacy' that it is the faith in one's ability to organize and complete the behavior that is needed to perform certain task. 'Self-efficacy' can be seen that it is related to the parameter of faith to capability and ability of musicians and music learners to achieve certain goal. Many studies in music makes us to predict that self-efficacy strongly affects motive and future decision of the students.

According to Yoon, feeling the students can do music and believing their ability for musical activity mainly affects to decision and the amount of practice of musical activity. Also, according to Mcpherson and McCormick (1999) as a result of the inquiry to the students who are learning piano, it turned out that the self-efficacy of the students is helpful to the prediction of the performance test result. Eventually, as practice strategy and achievement level can be changed due to self-efficacy, it can be known that musical motivation is strongly affect by self-efficacy.

Direct relationship between motivation and 'goal structure: The learners' motive can be changed by what goal does them have in studying music. Egged and Kauchak (2007) explained this goal structure in 'learning goal' and 'performance goal'. Learning goal place emphasis on proficiency, improvement, promotion of understanding of task and performance goal place emphasis on how one's competence and ability is compared to the other's ability. Schmidt (2005) carried out a research about goal structure among middle school instrumentalists and it turned out learning goal positively affects performance level, musical experience, practice than performance goal. Also, according to Smith (2005) as a result of examining the goal structure of the musical department majors, it turned out that learning goal has meaningful relationship with various practice strategy and performance goal has meaningful relationship with musical ability.

Therefore, learning goal structure that place emphasis on improvement and understanding of the task is more positive to learning of the students. Also, the fact that performance level or usage of strategy is different due to

goal structure is the point that predicts that motivation of performing and using efficient strategy can change by what goal structure one has. So, it can be seen as goal structure directly interacts with motivation.

Direct relationship between motivation and 'classroom' factor: Rosenholtz and Simpson (1984) explained that the important point to organize and operate class is dimensionality and explained in 'one-dimensional class' and 'multi-dimensional class.' One-dimensional class is a class that the ability of the students is restricted and multi-dimensional class is a class that permits diversity over student's activity for the ability and task. Similarly, Ames (1992), Maehr and Midgley (1996) explained with task and learning activity, practical examination, distribution of authority and responsibility. Whether the task, activity is various and changing, whether the activity for student is adequate for individual student or how difficult is the task affect differently to motive.

So, we can assume that learning-based and multi-dimensional environment for music activity and lesson environment that aims understanding and improvement of students and permits diversity and autonomy positively affects their motivation towards musical activity. Although motive is internal process, in a sense that it can be affected and change how lesson is done, we can know that there is direct relationship between motive and class factor.

Direct relationship between motivation and 'family' factor: Family is very important for development and learning of the students, participation of parents in school makes it possible to predict motive of the children. Gottfried *et al.* (1998) reported that as a result of examining effect of family environment towards students' motive, family meeting, interest of family in music increased motive of students. Also Sichivitsa (2007) said that parent's participation like attending concerts and playing with parents or supporting of parents like encouraging with interest to their musical activity positively affected their motive. The studies above is mentioning direct relationship between motivation and 'family' factor.

Analysis of indirect relationship between motivation and factors

Indirect interaction relationship of expectancy-value by the mediation of self-efficacy: First of all, I have looked over the relationship between expectancy-value and self-efficacy which is the most important factor in motivation. It started from the assumption that expectancy-value and self-efficacy can affect motive by interacting with each other not only just affecting motive by themselves, even though they are both main direct factors of motivation. There weren't many studies to assume these two factors' relationship. Schunk (1981) said that cognitive interpretation process of success-failure affected self-efficacy belief. Also according to Eggen and Kauchak (2007) with expectancy-value of success, comes with high self-efficacy but expectancy-value can be high or low with high self-efficacy.

From the studies above, it can be inferred that self-efficacy factor changes by expectancy-value factor. Therefore, in a sense that expectancy-value affects self-efficacy and self-efficacy affects motive, it can be seen that expectancy-value indirectly affects motive by the mediation of self-efficacy.

Indirect interaction relationship of expectancy-value by the mediation of goal-structure: Secondly, I'd like to find out in what interactive relationship expectancy-value and goal structure triggers motive. I considered the causal relationship based on the research result of Husman and Lens (1999) that mentioned expectancy-value perception which learning task helps other future learning activity that is related to it and correlation between the tendency of having learning goal structure about present learning task. Examining these related studies, Miller and Brickman (2004) said that present task value that is perceived useful and important stimulated value of future goal and eventually affected goal structure and Sungur (2007) said that task value from expectancy-value affected goal structure.

The studies above makes it possible to infer that there is causal relationship between expectancy-value and goal structure. So, in a sense that perception of goal structure changes due to expectancy-value and again, goal structure affects motive, it can be inferred that expectancy value is in indirect relationship with motivation by the mediation of goal structure. Considering the relationship between expectancy-value and self-efficacy from the previous clause, expectancy-value can be seen as primary cognitive factor that affects both self-efficacy and goal structure and musical motive is triggered from the causal interactive relationship between these cognitive factors. If so, let's find out what relationship there is between self-efficacy and goal structure.

Indirect relationship of self-efficacy by the mediation of goal structure: The study of Kumar *et al.* (2002) and the study of Wolters (2003) said that there is correlation between high self-efficacy and learning goal and Midgley and Urdan (2001) informed that lower self-efficacy

often results in task goal. These studies makes it possible to infer that there is correlation between self-efficacy and goal structure and motivation can be explained by the causal relationship that self-efficacy affects goal structure. Hence, in a sense that goal structure changes by the lever of self-efficacy which is believing one's ability about musical activity and learning and motive changes by goal structure, self-efficacy simultaneously affects motive directly and forms indirect reciprocal relationship with motivation by the mediation of goal structure. In conclusion, arranging the relationship between cognitive factors related to motivation, motive is triggered by the causal relationship that expectancy-value affects self-efficacy and goal structure and self-efficacy affects goal structure.

Indirect relationship of class factor by the mediation of cognitive factor: By the study about the motive of the students for instrument learning, Sandene (1997) said that learning goal and performance goal structure affects self-efficacy and learning/performance goal structure with the point that individual cognitive factor and class factor affects motive. Also, study of Greene (2004) also states that goal structure of class lesson affects goal structure of the students. So, it is reported that the goal of learning and performance of the students changes by whether the students have learning goal structure or not from task, autonomy, examination. In conclusion, so that class factor affects cognitive factors and cognitive factor affects motive, it can be inferred that classroom environment is in the relationship that indirectly affects motivation by the mediation of cognitive factors.

Indirect relationship of family factor by the mediation of cognitive factor: Marjoribanks and Mboya (2004) looked over family background, environment of family and class and goal structure of individual student that affects interest, motive about music. They said that family background, parent's aspiration and learning environment of class affect learning and performance goal structure of the student and interest and motive for music is triggered by this relationship. Also, Sichivitsa (2007) looked over the influence of external and internal factors' to musical intention(motive) and said that family background that is support of the parents affected self-efficacy and value for music(expectancy-value).

By the studies above, it can be inferred of the causal relationship that external factor, family, affects expectancy-value, self-efficacy, goal structure. Therefore, in a sense that family factor like family background, learning environment of the family, aspiration and support

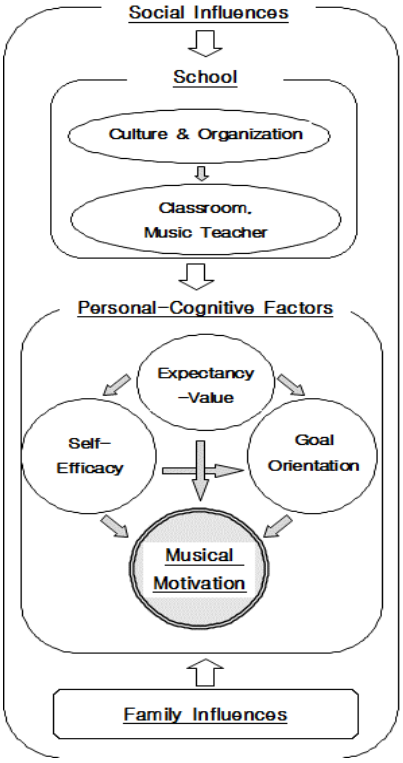

Fig. 1: Reciprocal relationship between musical motive and related factors

of parents affects cognitive factors, we can know that family factor indirectly affects motive by the mediation of cognitive factor. We have carried out comparative analysis with studies about many factors that trigger musical motive and studied in what reciprocal relationship explains motivation. In conclusion, motivation 'directly related' to 'expectancy-value', 'self-efficacy', 'goal structure' and simultaneously it forms various relationship like expectancy-value affects self-efficacy and goal structure and self-efficacy affects goal structure and external factor like class and family affect cognitive factor like expectancy-value, self-efficacy, goal structure and from this, we can know that it is 'indirectly related' to motive.

Likewise, the direct/indirect relationship between motivation factors does not work individually and it is engaging in complicated relationship. So, direct relationship with motivation and factors and indirect relationship due to reciprocal relationship between factors should be understood in integrated flow of seeing.

In this sense, I would like to suggest Fig. 1 that explains integrated relationship that can explain musical motivation based on preceding research. Added to the

direct/indirect relationship between cognitive factor like expectancy-value, self-efficacy, goal structure and class, family factor, effect relationship of culture-organizing of school and factor called external pressure is also suggested.

Generally, preceding research about motivating factor often mentioned teacher and family as external side, it hasn't been long since 'school culture and organizing' that covers class and teacher or 'more larger external factor' like local community that surrounds school taken into account. But class lesson and teacher must be affected to the larger range of school and also it is true that school is affected by external pressuring factor like local community, administration factor about education. If external environment like class, family is involved in direct/indirect relationship, bigger external factor like school that affects class or bigger factor should also affect motive in certain portion.

Therefore, musical motive is triggered at first in reciprocal relationship with cognitive factor like expectancy-value, self-efficacy, goal-structure and external factors like family, class, school, external pressure. Simultaneously, It can be said that indirect relationship is formed like many cognitive factors with other cognitive factors, family and class with cognitive factors, school with class factor and external pressure factor with school.

CONCLUSION

'Why and how music is played and learnt' can be explained with motivation and this motivation is understood in integrated relationship between various factors. Based on the motivation factors and its reciprocal relationships from this study, it may be meaningful to check missing points of music teachers or music learners. In this sense, to trigger higher motivation for music related educator, learner, amateur or professionals, I expect various researches about motivation in music education and psychology to be followed.

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