



Harnischmacher, Christian & Hörtzsch, Ulrike (2011):

Motivation in Music education Inventory

The development of an area-specific model of motivation is based on a series of earlier studies for explanatory value of constructs (Harnischmacher 1993, 1996, 1997, 1998). At that point the motivation of musical acting is regarded as an integral feature of a theory of learning and teaching (Harnischmacher 2008). *Motivation* describes the process of wishing and willing in the development of an acting intention. The process results from the interaction of situational and personal factors. Latter factors develop over generalised learning. They are described as expectations on the situation, the acting, the results and the consequences (Heckausen 2003).

The construct of *self-efficacy* describe situation-acting-expectations whether students have a repertoire of actings in music lessons available. The *locus of control* approaches the generalised acting-result-expectations about the efficacy of acting. The *external inhibition* is subsumed in a generalised form in situation-result-expectations in music lessons. Thereby the (mostly negative) acting-results are attributed by external conditions ("My classmate sidetracked me so I wasn't able to take part of the music lesson!"). *Goal orientation* in music lessons means the generalised result-consequence-expectations in the long run, for example combined music-making or an upcoming concert. More specifically, motivation is described by those personalized constructs of self-efficacy, control approaches, external inhibition and goal orientation. Furthermore, it is believed that there are volitional influences for acting-predictions on a close-situation level. This is also observable in the experiment (Harnischmacher 1993, 2008).

For the first time Ulrike Hörtzsch's pilot study (2011) presents scales for empirical examination of the motivation model. Based on a continuative survey using a subsample (N = 302) of students (secondary schools) a new inventory of short scales for motivation of musical acting (MMI) was developed. Cronbach's alpha result was $\alpha = 0.90$ for self-efficacy, $\alpha = 0.88$ for locus of control, $\alpha = 0.80$ for external inhibition of action and $\alpha = 0.89$ for goal orientation (cf. Harnischmacher & Hörtzsch 2011). The predictive value of the motivation model of musical acting on the attitude towards music lessons shows an explanatory contribution of 52% within a complete linear structural equation model. A model evaluation with a larger sample is intended for subsequent studies.



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