

**Master Thesis “The Influence of Motivation on the Attitude towards Musical Teaching – An Empirical Study in the Secondary Education I” by Ulrike Hörtzsch**

**Abstract**

This paper conceptualises a scale on the basis of the motivation model of musical activity<sup>1</sup>, and verifies this theoretical construct by means of hypotheses. In doing so, it is assumed that motivation can be defined as a process, consistent of different components: self-efficacy, locus of control and goal orientation, which are positively correlated, as well as external action inhibition which is negatively correlated to the other three factors. In order to validate the motivation model, a quantitative survey was conducted. A questionnaire with constrained answers was created and issued to 328 pupils of classes nine and ten in the school types of gymnasium and comprehensive school in Berlin. The paper’s additional research question about the attitude towards music lessons was addressed through the conducted survey as well: the questionnaire additionally asked for the pupils’ opinion on the importance of the school subject music. The generated results are used to proof relationships between motivation and attitude, as well as school type resp. instrumental teaching and motivation.

The designed scales are verified by means of different methods: Spearman-Brown, Cronbach’s alpha and confirmatory factor analysis. The T-Test, the Mann–Whitney-U-Test, the Kruskal-Wallis-H-Test, the Pearson correlation and the Eta<sup>2</sup> are used for the interpretation of the hypotheses.

All hypotheses in this paper could be reinforced by the interpretation of the results.

---

<sup>1</sup> Harnischmacher, C.(2008): Subjektorientierte Musikerziehung-eine Theorie des Lernens und Lehrens von Musik. S. 149.