

PECULIARITIES OF LEARNING MOTIVATION OF TEENAGERS WHILE STUDYING AT MUSIC SCHOOLS

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Abstract

Studies at music and others art schools for children and teenagers are not mandatory. Students choose to study in these schools together with their parents unrestrictedly with the aim to develop their special abilities: musical, drawing, dancing and others. Many of these children began their studies with big wishes, excitement and resolution. But it is observed, that especially in the period of adolescence activeness of studying in music schools goes away, the unwillingness is growing, the problems of motivation increase. The goal of this research is to examine and analyse peculiarities of learning motivation while studying at music school during the period of adolescence. Secondary tasks were formulated: to examine and determine the level of learning motivation of teenagers at a music school, to analyse and discuss the determined peculiarities of music learning motivation of teenagers while studying at a music school. The article introduces the results of research in two music schools of Klaipėda about the most important factors (teacher personality, importance of co-operation during studies, positive emotions, influence of anxiety and others) of learning motivation, and peculiarities of teenagers' cognitive activeness, motivation of achievements of those who study at music schools.

KEYWORDS: learning motivation, cognitive activeness, motivation of achievement, teenager, music school, factors of motivation.

Introduction

Participants of education assume development of individuation by developing skills of children, selection according to interests, autonomy, proudness of own achievements to be the most important objectives of informal education. One of informal educational institutions is a music school. Attendance of secondary schools is mandatory to all pupils. Pupils choose attendance of music and art schools freely together with parents. It is natural that the majority of children start learning with unusual anxiety and resistance. However, it was observed that gradually and particularly during the period of adolescence activeness of pupils is decreasing; the unwillingness to study is increasing. According to Jovaiša (2007), motivation is noticed when at least one of the following factors of motivation is manifested: *"attractions, propensities, interests, needs, values, attitudes, values, ideals, beliefs, knowledge, emotions, will, intentions"*. However, activities chosen by parents in the childhood most often do not coincide with desires, interests, and needs of a teenager. According to Kaluinaitė (2001), during the period of adolescence thinking, nature of activity and its evaluation change, therefore, learning motivation becomes weaker. Motivation to study in a music school is not an exception too. Šečkusienė, Abramauskienė (2005) also emphasize that the success of education is determined by interests, propensities, values, emotions of the learner, etc. - all of them are sources of motives creating a general mood for studying. However, the crises experienced during the adolescence often disturb learning of young people, complicate work of pedagogues and this tendency is particularly visible when learning music (Šečkusienė, Abramauskienė, 2005).

Contemporary psychology of education (Petty, 2006; Marzano, 2005; Csikszentmalyi, Schiefele, 2000; etc.) grounds the crucial impact of motivation on learning and quality of its results (Jautakytė, 2008). Learning motivation was widely researched by Lithuanian and foreign scientists (Abramauskienė, Šečkusienė, 2005; Rupšienė, 2000; Motiejūnienė, 2003; Markovienė, 2003; Punis, 1996; Almonaitienė, 1997; Augienė, 2001; Barkauskaitė, Rodzevičiūtė, 2004; Barkauskaitė Sinkevičienė, 2012; Gražulis, 2005; Jautakytė, 2008; Kaluinaitė, 2001; Girdzijauskienė, 1997; Lehmann, 2009; Felser, 2006; Lindner, 1998; Lord, 2000), but still, there are not enough researches of motivation of teenagers studying in a music school.

The topic of contemporary life - motivation or encouragement of activeness - is relevant in educational psychology. As declared by Jovaiša (2003), motivation is a psycho-physiological process regulating personal activities and relationship with the environment on the grounds of motive change and if one needs to change activities or behaviour of students for some reasons, they need to change their motivation. Encouragement of learning motivation is a relevant problem, however, the solution of a problem is aggravated by the fact that often the motives themselves cannot be observed. According to Rupšienė (2000), assumptions regarding students' learning motivation are most often drawn from their

attitude towards learning, Подласый (1999) - preparation to carry out tasks, achievement to act independently, learning consciousness and other. Reasons of learning develop depending on parent's objectives, encouragements, impact of environment. There are many different significant factors of learning motivation (family, friends, learning success, etc.); they can be positively and negatively strengthened by the educational power of a teacher or a learning institution – music school (Barkauskaitė, 2001). *"When looking for reasons of decreased music learning motivation during adolescence it is important to look at learning from the position of a pupil, to clarify what, in the opinion of students, encourages them to learn music and what inhibits this desire"* (Šečkusienė, Abramauskienė, 2005). According to the research data of these authors, educator's personality, understanding of the teenager's personality and cooperation are very important when learning music during adolescence.. The most essential factors motivating learning according to Jautakytė (2008): positive emotions, the sense of personal benefit, success, friendly encouragement, self-confidence, rising of new objectives, according to Girdzijauskienė (1997): personality of the teacher, the nature of relationship between the teacher and students, positive emotions of students, satisfaction of the needs of good evaluation of himself, psychologically safe environment.

Learning is motivated by various motives, however, according to Rupšienė (2000), their value is not Levels: internal learning reasons (based on spontaneous factors) are more valuable than external reasons (focused on achievement of own benefit, Felser (2006)). Recently, much attention has been paid to internal and external motivation questions. However, based on the insight of Almonaitienė (1997), evaluation of one or another reason as an external or internal reason, often causes doubts. Both internal and external reasons can be named as types of targeted motivation and they are contrary to demotivation which can be defined as absence of objectives, motivation (Gagne, Deci, 2005).

Леонтьев (1975) indicated that one of the most important motives of learning is desire of knowledge wherein the need for cognition, cognitive activeness is hiding. According to Hoppe, weakening or strengthening of learning motivation depends on the activity area and personal peculiarities, age of the student by emphasizing that learning motivation is particularly strengthened by the success expected. (Butkienė, Kepalaitė, 1996). On the contrary, failure and punishment reduce learning motivation (Zambacevičienė, Janulytė, 1998). However, the strength of motivation depends not only on consequences expected but also on their evaluation. The most valued appreciations of activities are satisfaction of achievement of own standards and not the actual payment. Internal regulation mechanisms are necessary for maintenance of a long term motivation which is based on close partial objectives and self-evaluation (Bandura, 2009). Based on researches of McClelland, Lekavičienė (2008) notifies that success and attempt to improve is closely related to motivation of achievements, orientation to success which according to D. McClelland can be developed and parents and environment pay the most important role. If strong motivation of achievements is characteristic to parents, the motive of aspirations that is forming in the childhood eventually becomes a stable personal feature of their offspring. However, as Lekavičienė and others (2008) indicate with reference to Atkinson, not all people are focused on success, they are just trying to avoid failure or, as Rupšienė (2000) declares, they are focused on failure, evaluate them unfairly and educators are still interested in this question. During the period of adolescence, learning and motivation are particularly related to results of evaluation and evaluations of other people, therefore encouragement, universal development of creative powers, freedom, friendly relationship in the environment increase reliability, give better results. As Girdzijauskienė (1997) indicates, those who study well will feel good in the environment where they are not judged according to external standards, where they will feel psychologically safe. The majority of authors (Gage, Berliner, 1994; Jovaiša, 1995) indicate that there is a relationship between learning motivation, motivation success and anxiety experienced. High level of uneasiness, depreciation of own skills when experiencing failures disturb the process of studying and learning. The research of Pileckaitė - Markovienė (2003) disclosed that those who study badly distinguish themselves for weaker learning motivation if compared with those who study moderately. Students who study moderately distinguish themselves for the highest internal learning motivation in comparison with the most and least advanced students. Low or average level students experience more learning anxiety if compared with high level students (Pileckaitė – Markovienė, 2003).

Many other authors (Rinkevičius, 2006; Surjo, 1988; Žalys, 2000; Leliugienė, 2003) emphasize the role of emotions for the motivation of music learning during the period of adolescence. Rinkevičius (2006) highlights that the efficiency of music is based on the fact that its content, understanding and interpretation are very closely related with emotions carrying out a very important role both in the process of motivation regulation and internalisation of values. Psychological possibilities of learners during the

period of adolescence allow quickly make the maturation of their musical culture more intense (Rinkevičius, 2006). However, as Žalys (2000) observes "*the musical content obviously dominates in the process of musical education and the internal psychological and aesthetic reality of the teenager is often ignored*". It was determined according to his research carried out that during the period of adolescence a slightly different musical environment values than those developed in preschool education are prevailing and the genre of pop music is distinguished from them. Teenagers experience emotions when listening to the music (no matter which). An assumption is drawn that they are expecting such emotional experiences when performing the music too, however, this aspect is not always taken into consideration when preparing educational programmes in music schools. But still, according to the ideas of Katinienė (1996), Rinkevičius (2006), the rudiments of musical taste essentially depend on the attitude of family members towards music, artistic level of music sounding at home, music playing traditions, conditions, spiritual culture of all family members. So, as Navickienė (2000) observes, the use of emotional impact possibilities can be one of particularly important components of pedagogical mastery when teaching students to play, strengthening motivation of learning music.

After consideration of various ideas and researches of scientists related with learning motivation during the period of adolescence and resolving problems and seeking for efficient learning of students in the music school, several important questions emerged: who/what in the opinion of students themselves encourages them to study in the music school, which the most important factors affecting their learning they distinguish, what level of music learning motivation they are distinguished for, do they feel anxiety, how they evaluate their achievements, and other.

Research object: peculiarities of teenagers' learning motivations when studying in a music school.

Research aim: to research and analyse peculiarities of motivation of learning in a music school and related factors during adolescence.

Research methods: scientific literature analysis, document (content) analysis, written students' survey by using questionnaires. The scales of questionnaires were prepared in accordance with R. Likerts' scale construction model when a question analysed is presented as a statement, then several options of answers are presented which show the scope of agreement or approval of this sentence. Quantitative data analysis (calculation of absolute and percentage frequencies) is carried out.

Research methodology: two questionnaires were chosen for clarification of peculiarities of motivation of teenager music learning in a music school: By A. Pukienė, used in the Master Thesis "*Paauglių, besimokančių muzikos (meno) mokyklose, muzikos mokymosi motyvacijos veiksniai*" (*Factors of Music Learning Motivation of Teenagers Studying in Music (Art) Schools*) (2009) announced online. Instrument validity - theoretic reasonability of the questionnaire according to which the scale of motives was prepared by carrying out a pilot research beforehand; reliability is based on a repeated research. The first part of this questionnaire consists of 14 questions which are used for clarification of socio-demographic data, attitude towards studies in a music school, attitude of respondents towards themselves, i.e. how each of them evaluate themselves, to what music students listen during their free time, to what music their parents listen; whether parents or other family members of music school students play music, whether they attend music school by their own accord or for some other reason, and other. The second part of the questionnaire consists of 27 statements intended for identification of music learning incentives, disclosing what motives - internal or external - have most impact on music learning motivation.

The second questionnaire used in the research: A.D. Andrejeva's (2003) "*Mokymosi motyvacijos ir emocijų nusiteikimo mokytis įvertinimo klausimynas*" (*Questionnaire of Evaluation of Music Learning Motivation and Emotional Mood to Study*) (created on the basis of C. D. Spilberger's questionnaire "*State – Trait Personality Inventory*"), used for evaluation of cognitive activeness, anxiety and anger as well as achievement motivation. A version of a Lithuanian methodology prepared in 2005 by J. Kniukštienė is also used (Kniukštienė, 2005). It consists of 40 statements assessing from 1 ("almost never") to 4 ("almost always"). There are 4 scales in the questionnaire: Cognitive activeness (PA), achievement motivation (PM), anxiety (A) and anger (P). 5 levels of learning motivation are distinguished according to the summary scores.

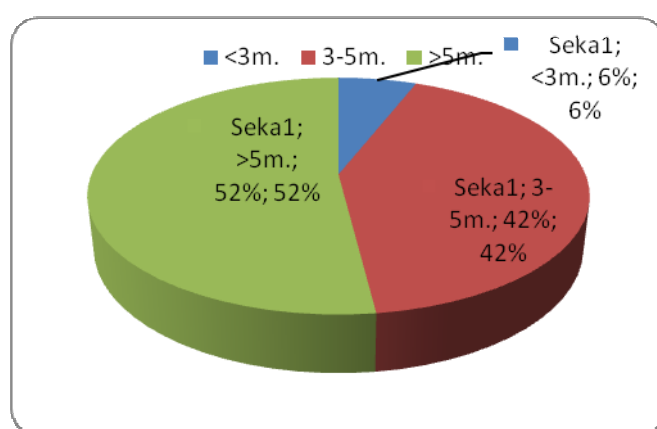
- Level I (45-60 points) - productive motivation with expressed acquisition of cognitive motivation in studying and positive emotional mood;
- Level II (22-44) - productive motivation, positive attitude towards studying, compliance with social norms;
- Level III (13-28) - cognitive motivation is not big;

- Level IV ((-2) - (+12)) - low motivation, negative emotional mood for studying;
- Level V ((-3) - (-60)) - distinct negative mood for studying.

134 students of Klaipėda J. Karosas and J. Kačinskas music schools from 12 to 16 years old (average age 14 years) participated in the survey. There were 69 girls (54%) and 65 boys (46%). The sample of the respondents chosen is targeted: they are teenagers studying at a music school. Instructions were read and students were asked if all of them understand them before disseminating surveys (questionnaires). Students completed surveys voluntarily and it took them about 20 minutes to complete them. Sometimes the survey was carried out individually and sometimes - in a group. The survey was anonymous.

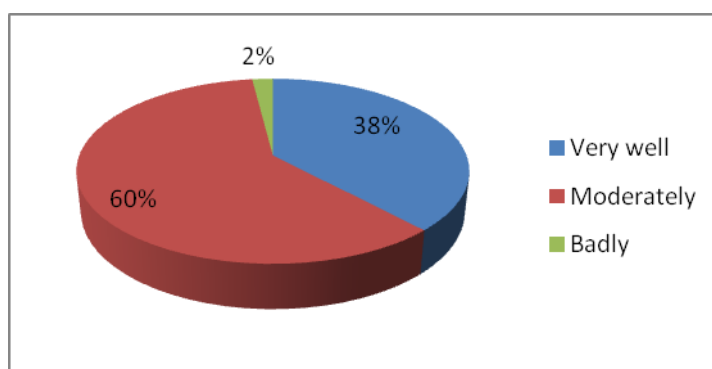
Research results

When analysing the socio-demographic data of the survey - how many years they are studying in the music school: 52% have been studying for more than 5 years, 42% have been studying for 3 to 5 years, and the smallest part (6%) have been studying for less than three years. The majority of students in the music school are old-timers; their opinion is already formed.



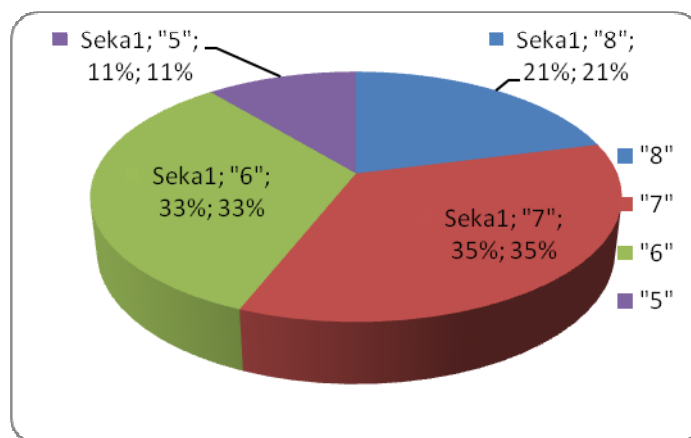
Pic. 1. Distribution of respondents that participated in the research according to the years of studying in a music school (%)

There is a representation in Picture 2 of how respondents evaluate themselves in the context of music learning "*how are they doing in their studies?*", most of them - 60% answered that they were doing moderately, 38% said they were doing very good and only 2% found it hard to study in the music school.



Pic. 2. Distribution of the respondents according to the answer to the question on how they are doing in the music school (%)

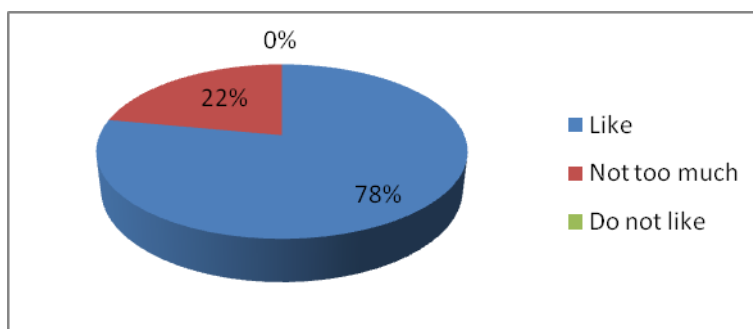
In order to know the evaluation of the achievements of the researched teenagers we asked what a bad grade according to them was.



Pic. 3. Distribution of respondents that participated in the research according to the answer to the question what grade is bad to them (%)

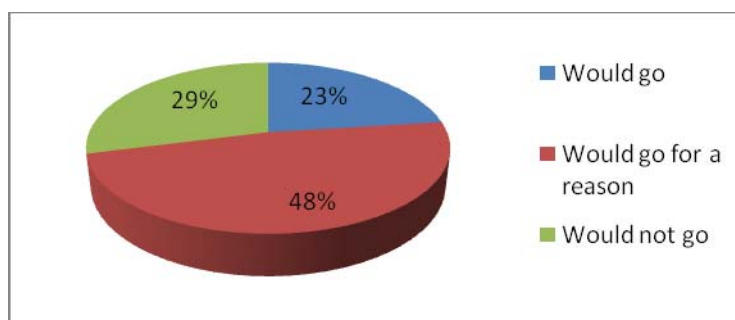
The major part of respondents (35%) declare that "7" is a bad grade for them, 33% declare that it is "6", 21% of the surveyed indicated "8" to be bad and 11% indicated that "5" is a bad grade. It can be seen that a large part of teenagers assign evaluations "7" and "8" to a bad grade what shows high aspirations of teenagers. If learning motivation is strengthened by the success expected and the strength of motivation depends not only on expected consequences but also on their evaluation, we can guess that motivation of more than a half of students can become weaker in the music school.

The question "Do you like studying music?": the majority (78%) of respondents answered that they like it very much, 22% respondents said that they don't like it too much and none of them answered that they did not like studying in the school (Pic. 4).



Pic. 4. Distribution of respondents that participated in the research according to the answer to the question whether they like studying music (%).

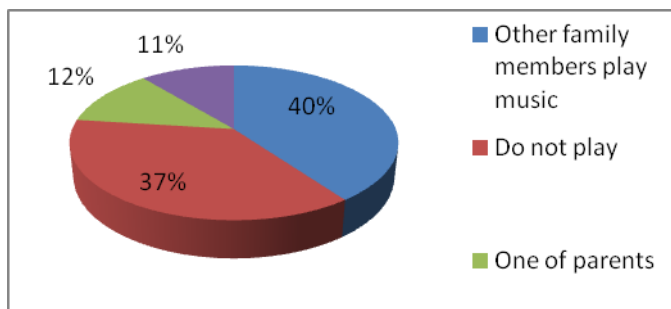
"If you were allowed to choose, would you attend music lessons?": the major part of respondents (48%) indicated that they attended a music school for a certain reason (for example, friends, parents and similar), 29% of respondents said they would not go to a music school if they could choose, and 23% of the surveyed would go with a great desire (Pic. 5).



Pic. 5. Distribution of respondents that participated in the research according to the answer to the question whether they would go to the music school if they could choose whether to go or not (%).

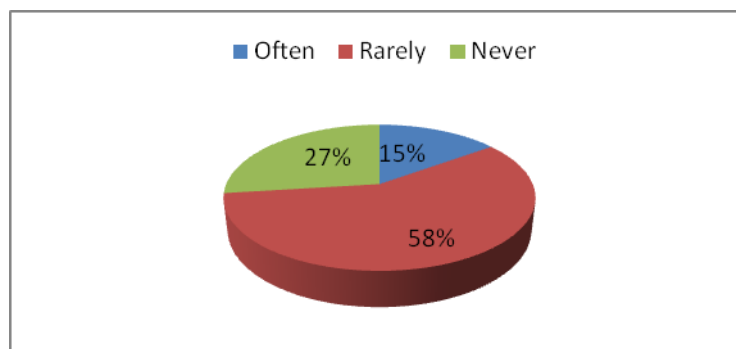
These results disclosed that a big part of the researched (29%) probably attend school involuntarily; motivation affecting factors of other 48% respondents are external what shows that during the period of adolescence the problem of learning motivation in the music school emerges for sure since the major part of teenagers (78%) answered the question if they like learning music positively (see Pic. 4), however, also the major part assess their achievements only "moderately" (60%) (see Pic. 2).

When asked the question "Does anybody else in the family play music?" 63% of respondents indicated that there are music playing members in their family. 37% indicated that nobody is playing music in their family (see Pic. 6).



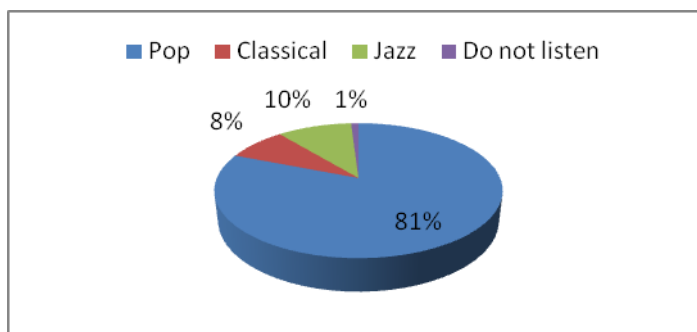
Pic. 6. Distribution of respondents that participated in the research according to the answer to the question whether there are members playing music in the family (%)

The research showed that 27% of respondents do not listen to classical music at all during their free time, 58% rarely listen to such music and only 15% often listen to such music (see Pic. 7). It is paradoxical, however, teenagers learn to perform such music in the music school. None of respondents expressed their opinion that they would like to perform music that is popular. They listen to such music during their free time. 81% of all the surveyed indicated this (see Pic. 8).



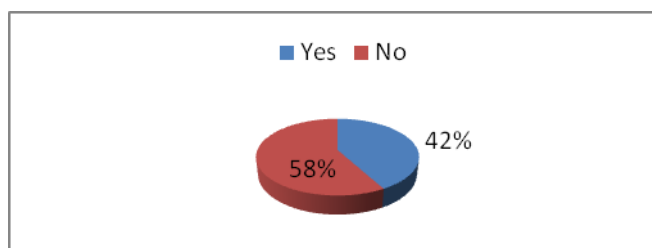
Pic. 7. Distribution of respondents that participated in the research according to the answer to the question if they listen to classical music outside lessons (%)

The question of what music they listen to during their free time - the majority, i.e. 81% indicated that they listen to pop music, 10% listen to jazz, 8% listen to classical music, 1% do not listen music at all (see Pic. 8).



Pic. 8. Distribution of respondents that participated in the research according to the answer to the question what music they listen to during their free time (%)

The question "Does somebody else listen to classical music at home?": more than a half of respondents (58%) state that nobody listens to classical music at home. However, still such music is listened to at homes of 48% respondents (see Pic. 9).



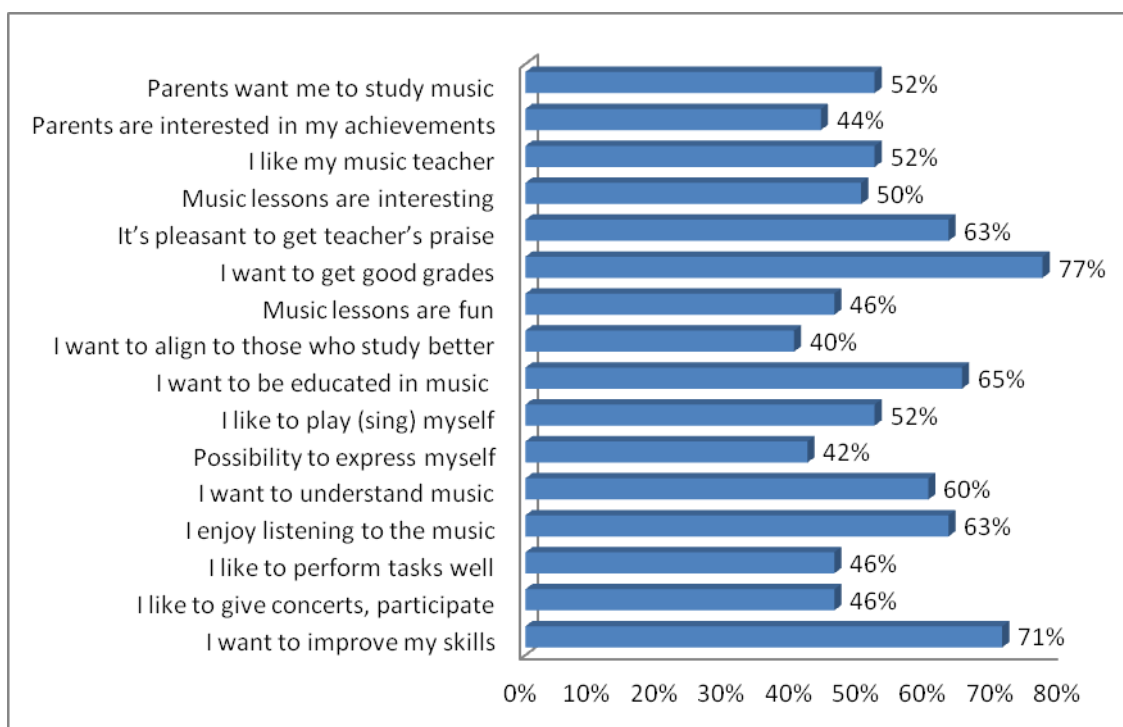
Pic. 9. Distribution of respondents that participated in the research according to the answer to the question whether somebody else listens to music at their home (%)

The research results of what incentives have most impact on motivation of teenagers' learning in the music school are presented in Table 1.

Table 1. Distribution of teenagers researched according to evaluation of impact of incentives of their motivation of learning in a music school (%)

Item No	Incentives	Have much impact %	Do not have much impact %	Do not have any impact %	I don't know %
1.	Parents want me to study music	52	33	15	0
2.	Incentives and gifts of parents	10	27	50	13
3.	Parents are interested in my achievements	44	35	19	2
4.	My friends are learning music	21	48	27	4
5.	I want to be a musician in the future	12	31	44	13
6.	I am afraid of punishment for bad grades	19	35	44	2
7.	I like my music teacher	52	29	17	2
8.	Music lessons are interesting	50	37	12	1
9.	It's pleasant to get the teacher's praise	63	27	10	0
10.	I want to get good grades	77	17	6	0
11.	I want to be educated in the area of music	65	21	10	4
12.	I like to play (sing) myself	52	42	6	0
13.	Possibility to express myself	42	38	15	5
14.	I want to understand music	60	21	13	6
15.	I want my teacher to like me	31	29	35	5
16.	I enjoy listening to the music	63	29	4	4
17.	I want my friends to like me	23	25	48	4
18.	I want to know more about composers, their personality, creation	27	40	27	6
19.	I enjoy performing the tasks well	46	38	16	0
20.	It's a shame to go to school without studying	42	37	17	4
21.	Interesting tasks requiring imagination and creativity	29	38	27	6
22.	Music lessons are fun	46	37	13	4
23.	I experience a sense of eminence after a	65	21	10	4
24.	I want to align to friends that are doing better with	40	37	19	4
25.	I like to give concerts, participate in various events	46	23	27	4
26.	I want to improve my skills	71	19	8	2
27.	I like creating music	29	27	33	11

Incentives having most impact on learning depicted in Histogram 1 are divided into internal (11, 12, 13, 14, 16, 19, 25, 26, see Table 2) and external (1, 3, 7, 8, 9, 10, 22, 24, see Table 2).



Histogram 1. Percentage distribution of teenagers according to incentives indicated that have most impact on their learning motivation in a music school (internal and external).

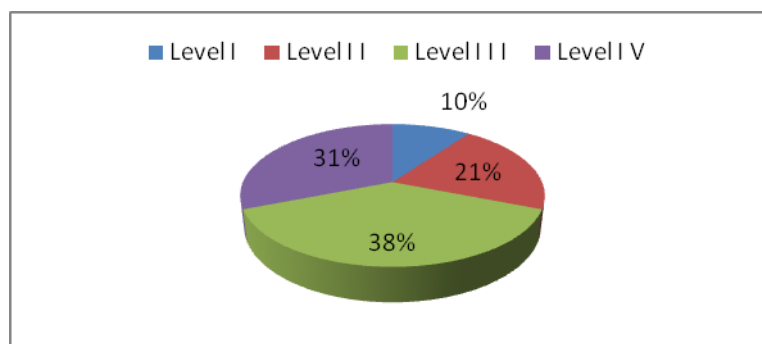
As we can see from the histogram, most teenagers indicated an external incentive - willingness to get good grades (77%) and an internal one - willingness to improve their skills (71%) as having most impact on learning motivation. Besides, more than a half (65%) of teenagers indicate an internal incentive - willingness to be educated in the area of music - as having most impact on music learning. 63% of the researched indicated such incentives having much impact on learning - a pleasure to listen to the music (internal) and a pleasure to get an appraisal of the teacher (external). 60% also indicated a desire to understand music - an internal incentive. 52% indicated an incentive that has much impact - because they like to play (music) themselves. Besides, 52% indicated that parents wanted them to learn music. 52% notified that they like their music teacher.

A little bit less than a half of teenagers researched (46%) indicated internal incentives - liking to give concerts, perform tasks well, and an external incentive - fun during music lessons - as having much impact on learning motivation in a music school. Evaluation, interest in achievements in music of parents is important to 44% of teenagers. Besides, teenagers (42%) indicated a possibility to express themselves and 40% - a desire to align to students that study better to be an incentive that has much impact.

After having analysed evaluations of cognitive activeness, achievement motivation, anxiety and anger scales of teenagers studying in a music school and a general level of motivation by applying "*The Questionnaire of Evaluation of Learning Motivation and Emotional Mood to Study*" it was determined that the general learning motivation:

of 33% of students is not high (Level III) what means low cognitive activeness of respondents, interest in what they are doing;

of 30% of students was low (Level IV) what shows negative emotional mood for studying; of 21% of students belongs to Level II what shows positive attitude towards learning, compliance with social norms, average focus on achievements. High learning motivation with expressed cognitive activeness, orientation towards achievements, positive emotional mood (Level I) is characteristic to 10% of students. These results are depicted in Picture 10.



Pic. 10. Distribution of respondents according to learning motivation levels established (%)

It can be stated that the dominating learning motivation of teenagers studying in a music school is average or low because Level III and Level IV of learning motivation were determined for the majority of the researched (69%).

However, in order to clarify more accurately what could determine such motivation scores of teenagers (and levels based on them), we analysed the scores received on *cognitive activeness*, *achievement motivation*, *anxiety and anger* separately. For this purpose, we divided the interval of points possible on each scale (from 0 to maximum 40) to three groups: 0-13 points; 14-26 points; 27-40 points according to which we could decide about the degree of expression (strength) of the score researched. After having evaluated the scores on each scale (cognitive activeness, achievement motivation, anxiety and anger) separately, we see (see Table 2) that cognitive activeness and achievement motivation of teenagers studying in a music school is average or strong and their expression is not characteristic to any of the researched (all scores exceed 15 points). There is almost an Levels number of teenagers researched distinguished for their average and high (strong) cognitive activeness (58% and 42% respectively) and the number of respondents with average cognitive activeness is slightly higher. Average achievement motivation, i.e. seeking for success is characteristic to 52% of teenagers and strong success motivation is characteristic to even 48% of teenagers researched. These data disclosed that even though according to the general level of learning motivation lower levels are assigned to the larger part of the researched (see Pic. 10) which indicate a low willingness to study and achieve, but still when analysing the data on separate scales several peculiarities were distinguished: the learning motivation and cognitive activeness of teenagers studying in a music school are not low, almost a half of all teenagers researched are very motivated, active in cognition and seeking achievements (see Table 2).

Table 2. Distribution of teenagers researched according expression of the feature defining the general level of motivation on separate scales (%)

Scale	Weak (0-13 points)	Average (14-26 points)	Strong (27-40 points)
Cognitive activeness	0%	58%	42%
Achievement motivation	0%	52%	48%
Level of anxiety	17%	40%	43%
Level of anger	75%	25%	0%

It was also established that average (40% of the researched) or strong (43% of the researched) level of anxiety is characteristic to the major part of teenagers. Quite a big part of students experiences anxiety when studying in a music school. Still a quarter (25%) experiences a medium level of anger (see Table 2). Therefore, it can be assumed why the general level of learning motivation of the major part of teenagers researched is not high (III and IV) since notwithstanding average and high scores on the scales of cognitive activeness and achievement motivation, still, a large part of the researched have them high on the scale of anxiety and a quarter has a high level on anger scale what decreases the summary score of the general learning motivation.

Different motivation level percentage distribution of teenagers according to evaluations of impact of learning incentives is presented in Table 3.

Table 3. Percentage distribution of different motivation level teenagers according to evaluations of impact of learning incentives (%)

Item No	Incentives	Have much impact				Do not have much impact				Do not have any impact				I don't know			
		I %	II %	III %	IV %	I %	II %	III %	IV %	I %	II %	III %	IV %	I %	II %	III %	IV %
1.	Parents want me to study music	0	45	65	56	60	55	35	25	40	0	0	13	0	0	0	6
2.	Incentives and gifts of parents	20	0	5	13	0	18	35	56	80	82	50	31	0	0	10	0
3.	Parents are interested in my achievements	80	55	35	38	20	36	45	25	0	9	15	37	0	0	5	0
4.	My friends are learning music	0	27	20	25	100	45	40	44	0	27	35	25	0	0	5	6
5.	I want to be a musician in the future	20	0	20	6	60	36	20	31	0	55	45	50	20	9	15	13
6.	I am afraid of punishment for bad grades	0	9	15	38	0	9	45	50	100	82	35	13	0	0	15	0
7.	I like my music teacher	60	45	40	69	20	27	40	19	20	27	15	12	0	0	5	0
8.	Music lessons are interesting	80	64	35	50	20	18	55	31	0	18	10	13	0	0	0	6
9.	It's pleasant to get the teacher's praise	40	64	60	75	60	27	30	13	0	9	10	12	0	0	0	0
10.	I want to get good grades	80	82	70	81	20	9	25	13	0	9	5	6	0	0	0	0
11.	I want to be educated in the area of music	100	82	60	50	0	18	20	31	0	0	10	19	0	0	10	0
12.	I like to play (sing) myself	60	73	35	63	40	27	55	31	0	0	10	6	0	0	0	0
13.	Possibility to express myself	80	45	35	38	20	45	45	31	0	10	10	25	0	0	10	6
14.	I want to understand music	100	73	60	38	0	18	20	31	0	9	15	18	0	0	5	13
15.	I want my teacher to like me	60	27	30	25	40	27	20	38	0	46	45	25	0	0	5	12
16.	I enjoy listening to the music	60	82	55	63	40	18	35	25	0	0	5	6	0	0	5	6
17.	I want my friends to like me	20	27	20	25	40	27	15	31	40	46	60	38	0	0	5	6
18.	I want to know more about composers, their personality, creation	100	46	15	6	0	36	50	44	0	18	25	44	0	0	10	6
19.	I enjoy performing the tasks well	100	64	35	31	0	27	45	50	0	9	20	19	0	0	0	0
20.	It's a shame to go to school without studying	100	55	25	38	0	27	45	44	0	18	25	12	0	0	5	6
21.	Interesting tasks requiring imagination and creativity	60	55	10	25	40	18	35	56	0	18	45	19	0	9	10	0
22.	Music lessons are fun	40	64	45	38	60	27	25	50	0	9	25	6	0	0	5	6
23.	I experience a sense of eminence after a successful concert	80	73	55	69	20	18	25	18	0	9	10	13	0	0	5	0
24.	I want to align to friends that are doing better with studies	100	36	30	38	0	55	40	31	0	9	30	18	0	0	0	13
25.	I like to give concerts, participate in various events	80	73	30	38	20	18	30	18	0	9	30	44	0	0	10	0

26.	I want to improve my skills	100	82	70	56	0	9	20	31	0	9	10	6	0	0	0	6
27.	I like creating music	40	36	15	38	40	9	30	31	20	55	40	18	0	0	15	18

After having considered what learning incentives have impact on students of different learning motivation levels, we can see that more teenagers with a high motivation level indicate internal factors than the respondents of another motivation level (see Table 3).

Percentage distributions of students allocated to a different motivation level according to socio-demographic factors having impact on their motivation, such as environment in the family, listening to the classical music and other, are presented in Tables 4-9.

Table 4. Distribution of answers of the researched teenagers with different motivation levels to the question "How are you doing in a music school?" (%)

Levels	Very well	Average	Bad
I	100%	0%	0%
II	55%	45%	0%
III	30%	70%	0%
IV	19%	75%	6%

The lower is the level, the smaller is the number of those who indicated the success and the bigger is the number of those who are doing moderately.

Table 5. Distribution of answers of the researched teenagers with different motivation levels to the question "Do you like learning music?" (%)

Levels	I like	Not really	I don't like
I	100%	0%	0%
II	82%	18%	0%
III	60%	40%	0%
IV	69%	31%	6%

The majority of those who indicated that they don't like learning music too much can be found in Level III motivation group what shows lower cognitive activeness of those students which as it was discussed earlier, is most probably affected by the anxiety experienced.

Table 6. Distribution of answers of the researched teenagers with different motivation levels to the question "Does somebody else play music in your family?" (%)

Levels	Both parents	One of parents	Other family members	They don't play music
I	0%	40%	20%	40%
II	18%	18%	45%	19%
III	0%	5%	45%	40%
IV	12%	38%	6%	44%

Table 7. Distribution of answers of the researched teenagers with different motivation levels to the question "Do you listen to classical music outside your lessons?" (%)

Levels	Yes, often	Rarely	No
I	40%	60%	0%
II	27%	45%	27%
III	5%	70%	25%
IV	6%	56%	38%

Table 8. Distribution of answers of the researched teenagers with different motivation levels to the question "Does anybody else listen to classical music in your family?" (%)

Levels	They listen often	They listen rarely	They do not listen
I	60%	0%	40%
II	45%	0%	55%
III	0%	45%	55%
IV	0%	31%	69%

The data indicated in Table 8 show that the atmosphere present in a family has impact on learning motivation of higher learning motivation students.

Table 9. Distribution of answers of the researched teenagers with different motivation levels to the question "Would you attend music lessons if you could choose?" (%)

Levels	Would go with a great desire anyway	They would go but for some reason	They would not go with pleasure and they would choose other ways to spend time
I	80%	20%	0%
II	45%	36%	9%
III	25%	45%	30%
IV	18%	69%	13%

Results presented in Table 9 obviously show that the respondents with higher motivation levels have a clear learning motivation, their prevailing motives are internal, the motives of higher motivation level students are external or there is quite a big part of little motivated teenagers and it can be guessed that it is caused by anxiety experienced or other failures and reasons.

Conclusions

According to the general learning motivation level (summary score of scales of *cognitive activeness, learning motivation, anxiety and anger*), the dominating learning motivation of teenagers studying in a music school is average or low because a lower level (III and IV) of learning motivation were determined for the majority of the researched (69%). However, on separate scales - cognitive activeness and achievements - according to scores determined, motivation is average or high and weak motivation is not characteristic to any of the researched what shows quite high cognitive activities of music school students: almost a half of teenagers researched are very motivated, active in cognition and seeking achievement.

Average level (40% of teenagers) and big (43%) anxiety is characteristic to the major part of teenagers researched what shows a larger part of teenagers experiencing anxiety when studying in a music school, and a quarter (25%) of all the researched experience average level of anger too. This decreases learning motivation of students a lot and this was disclosed in the research after determining a high percentage of teenagers with lower (III and IV) learning motivation levels.

The biggest number of teenagers indicated an external incentive to get good grades (77% of respondents) and an internal incentive - a desire to improve their skills (71% of respondents) to have most impact on learning motivation; other incentives indicated by most teenagers: internal - a desire to be educated in the area of music (65%), feeling pleasure when listening to music (63%), a willingness to understand music (60%) and an external incentive - a pleasure after receiving the teacher's praise (63% of teenagers). It can be seen that internal incentives prevail among incentives indicated by teenagers studying in a music school.

Analysis of socio-demographic data and other factors related with learning motivation disclosed the following peculiarities of learning motivation of different motivation level respondents:

- Evaluation of own success in studies of different motivation level respondents differs. Teenagers to whom high achievement and cognitive activeness motivation is characteristic evaluated their success in studies as big. The lower the motivation level is characteristic to teenagers, the lower the success in studies is evaluated ($p < 0.05$). An assumption is possible that success in studies and achievement motivation are related, success encourages further achievements.

- Satisfaction with studying in a music school of different motivation level teenagers differs. Students with higher motivation levels are satisfied with their activities ($p < 0.05$). More students with lower motivation levels indicate that they do not really like learning music. An assumption is possible that the latter ones experience more anxiety.

Respondents with higher motivation levels have a clear learning motivation, their prevailing motives are internal, the motives of studying in a music school of lower motivation level students are external or very weak motivations are possible due to anxiety experienced, other failures and reasons.

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PAAUGLIŲ MOKYMOSI MOTYVACIJOS YPATUMAI, MOKANTIS MUZIKOS MOKYKLOJE

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Santrauka

Švietimo dalyviai svarbiausiais neformaliojo švietimo tikslais laiko individuacijos ugdymą plėtojant vaikų gabumus, pasirinkimą pagal interesus. Viena neformaliojo ugdymo įstaigų - muzikos mokykla. Muzikos ir meno mokyklų lankymą moksleiviai renkasi laisvanoriškai. Natūralu, kad dauguma vaikų mokytis pradeda su nepaprastu jauduliu, noru ir pasiryžimu. Tačiau, pastebėta, kad palaipsniui, o ypač paauglystės laikotarpiu, mokinių aktyvumas gęsta, didėja nenoras mokytis. Pasak Jovaišos (2007), motyvacija stebima, kai pasireiškia bent vienas motyvo veiksnys „potraukiai, polinkiai, interesai, poreikiai, vertybės, požiūriai, nuostatos, idealai, įsitikinimai, žinojimas, emocijos, valia, ketinimai. Tačiau vaikystėje tėvų išrinkta veikla dažnai nebesutampa su paauglio norais, interesais, poreikiais. Anot Kaluinaitės (2001), paauglystėje keičiasi mąstymas, veiklos pobūdis ir jos vertinimas, todėl silpnėja mokymosi motyvacija. Ne išimtis ir motyvacija mokytis muzikos mokykloje. Šiuolaikinė ugdymo psichologija (Petty, 2006; Marzano, 2005; Csikszentmihalyi, Schiefele, 2000; ir kt.) pagrindžia lemiamą motyvacijos įtaką mokymosi ir jo rezultatų kokybei (Jautakytė, 2008). Mokymosi motyvacija plačiai tyrinėta Lietuvos bei užsienio mokslininkų (Šečkuvienė, Abramauskienė 2005; Rupšienė, 2000; Motiejūnienė, 2003; Punis, 1996; Almonaitienė, 1997; Augienė, 2001; Barkauskaitė, Rodzevičiūtė, 2004; Barkauskaitė, Sinkevičienė, 2012; Gražulis, 2005; Jautakytė, 2008; Kaluinaitė, 2001; Girdzijauskienė, 1997; Lehmann, 2009; Felser, 2006; Lindner, 1998; Lord, 2000), visgi, paauglių mokymosi muzikos mokykloje motyvacijos tyrimų stokojama. Pedagoginėje psichologijoje aktuali šiuolaikinio gyvenimo tema – motyvavimas arba veiklumo skatinimas. Jovaišos(2003) nuoroda, motyvacija – tai psichofiziologinis procesas, reguliuojantis asmenybės veiklą ir santykius su aplinka motyvų kaitos pagrindu, ir jei norima dėl kurių nors priežasčių keisti mokinių veiklą ar elgesį, reikia keisti jų motyvaciją. Mokymosi motyvacijos skatinimo problemos sprendimą sunkina tai, jog dažnai pačių motyvų neįmanoma stebėti. Įvairių autorių mintimis apie moksleivių mokymosi motyvaciją dažniausia sprendžiama iš jų požiūrio į mokymąsi, moksleivių aktyvumą mokymosi veikloje. Mokymosi motyvai vystosi priklausomai nuo tėvų siekimų, paskatinių, aplinkos įtakos. Reikšmingų mokymosi motyvacijos veiksnių paauglystėje yra labai daug ir įvairių (šeima, draugai, mokymosi sėkmė ir t.t.), juos pozityviai ir negatyviai stiprinti gali mokytojo, mokymosi institucijos – muzikos mokyklos – ugdomoji galia (Barkauskaitė, 2001). Šečkuvienės, Abramauskienės (2005) teigimu, „Ieškant susilpnėjusios muzikos mokymosi motyvacijos priežasčių paauglystėje svarbu į mokymąsi pažvelgti iš mokinio pozicijų, išsiaiškinti, kas, pačių mokinių manymu, juos skatina mokytis muzikos, o kas šį norą slopina.“ Taigi, remiantis įvairių mokslininkų mintimis ir tyrimais, sietiniais su mokymosi motyvacija paauglystėje ir sprendžiant problemas bei siekiant efektyvaus paauglių mokymosi muzikos mokykloje, iškilo keletas svarbių klausimų: kas, pačių mokinių manymu, juos skatina mokytis muzikos mokykloje, kokius svarbiausius jų mokymąsi lemiančius veiksnius jie išskiria, kokio lygio muzikos mokymosi motyvacija pasižymi, ar patiria nerimą, kaip vertina savo pasiekimus ir kita.

Tyrimo tikslas: iširti ir išanalizuoti mokymosi muzikos mokykloje motyvacijos ypatumus bei su ja sietinus veiksnius paauglystės laikotarpiu.

Tyrimo naudoti du klausimynai paauglių muzikos mokymosi muzikos mokykloje motyvacijos ypatumams išsiaiškinti: A. Pukienės, naudotas magistriniame darbe „Paauglių, besimokančių muzikos (meno) mokyklose, muzikos mokymosi motyvacijos veiksniai“ (2009). Pirmąją klausimyno dalį sudaro 14 klausimų: kaip požiūris į mokslus muzikos mokykloje, požiūris į save, kokios muzikos moksleiviai klausosi laisvalaikiu ir kita. Antrąją dalį - 27 teiginiai, skirti nustatyti paauglių muzikos mokymosi paskatas, atskleidžiančias, kokie motyvai vidiniai ar išoriniai, daro daugiausia įtakos muzikos mokymosi motyvacijai. Antrasis tyrimo naudotas klausimynas: A.D. Andrejevos (2003) „Mokymosi motyvacijos ir emocinio nusiteikimo mokytis įvertinimo klausimynas“, pažintinio aktyvumo, nerimo ir pykčio bei pasiekimo motyvacijos įvertinimui. Lietuviškas metodikos variantas 2005 metais parengtas J. Kniukštienės (Kniukštienė, 2005). Jį sudaro 40 teiginių, vertinant nuo 1 („beveik niekada“) iki 4 („beveik visada“). Klausimyne 4 skalės: Pažintinio aktyvumo (PA), pasiekimų motyvacijos (PM), nerimo (N) ir pykčio (P). Pagal suminį balą skiriami 5 mokymosi motyvacijos lygiai.

Tyrimo rezultatai atskleidė, jog dominuojanti, muzikos mokykloje besimokančių, mokymosi motyvacija vidutinė arba nedidelė (pagal pažintinio aktyvumo, pasiekimų motyvacijos, nerimo ir pykčio skalių suminį balą), nes daugumai (69%) tiriamųjų nustatytas žemesni (III ir IV) mokymosi motyvacijos lygiai. Tačiau, atskirose skalėse - pažintinio aktyvumo ir pasiekimų - motyvacija pagal nustatytus įverčius - vidutinė arba stipri, ir nė vienam iš tiriamųjų nebūdinga silpna, kas rodo, visgi, ne mažą, muzikos mokykloje besimokančiųjų, pažintinį aktyvumą - beveik pusė tirtų paauglių labai motyvuoti, aktyvūs pažinime ir siekiantys. Didžiajai daliai tiriamųjų būdingas vidutinio lygio (40% paauglių) ir 43% - stiprus nerimas, kas rodo didelę dalį paauglių, patiriančių nerimą, mokymosi muzikos mokykloje, ketvirtadalis (25%) visų tirtų ir vidutinio lygio pyktį. Tai labai mažina moksleivių mokymosi motyvaciją, ką ir atskleidė tyrimo nustatytas didelis procentas paauglių su žemesniais (III ir IV) mokymosi motyvacijos lygiais. Daugiausia paauglių iš labiausiai lemiančių mokymosi motyvaciją paskatų nurodė išorinę – norą gauti gerus pažymius (77% tiriamųjų) ir vidinę - norą tobulinti savo sugebėjimus (71% tiriamųjų); kitos, kurias nurodė daugiausia paauglių: vidinės - noras būti išsilavinusiu muzikos srityje (65%), jaučiantys malonumą, klausydami muzikos (63%), norą suprasti muziką (60%) ir išorinė - malonumas, sulaukus mokytojo

pagyrimo (63% paaugli Galima išvelgti, kad tarp muzikos mokykloje besimokančiųjų paauglių nurodytų paskatų dominuoja vidinės. Sociodemografinių duomenų ir kitų, su mokymosi motyvacija siejamų faktorių, analizė atskleidė šiuos, skirtingo motyvacinio lygio tiriamųjų, mokymosi motyvacijos muzikos mokykloje ypatumus: skiriasi skirtingo motyvacinio lygio tiriamųjų savo sėkmės moksle vertinimas. Paaugliai, kuriems būdinga stipri pasiekimų ir pažintinio aktyvumo motyvacija, aukštai vertina ir sėkmę moksle. Kuo žemesnis motyvacinis lygis būdingas paaugliams, tuo mažiau vertinama ir sėkmė moksle. Skiriasi skirtingo motyvacinio lygio paauglių pasitenkinimas mokymusi muzikos mokykloje. Aukštesniųjų motyvacijos lygių moksleiviai patenkinti savo veikla. Žemesniųjų – daugiau moksleivių nurodo, jog nelabai patinka mokytis muzikos. Galima prielaida, pastarieji patiria didesnę nerimą. Aukštesniųjų motyvacinių lygių tiriamieji turi aiškią mokymosi motyvaciją, jų dominuojantys motyvai - vidiniai, žemesniųjų motyvacijos lygių moksleivių dominuojantys mokymosi motyvai muzikos mokykloje – išoriniai, arba labai silpnos motyvacijos, galimos dėl patiriamo nerimo ar kitų nesėkmių.