

# Between self-determination and heteronomy

Motivational attitudes of music students in the Sultanate of Oman

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# Oman



## Curriculum

**70% Western / 30% Arabic**

### Instruments:

Piano

Violin / Viola

Cello

Flute

Oud

Kanun

### Theory Courses:

Solfege

Western/Arab music theory

Western/Arab music history

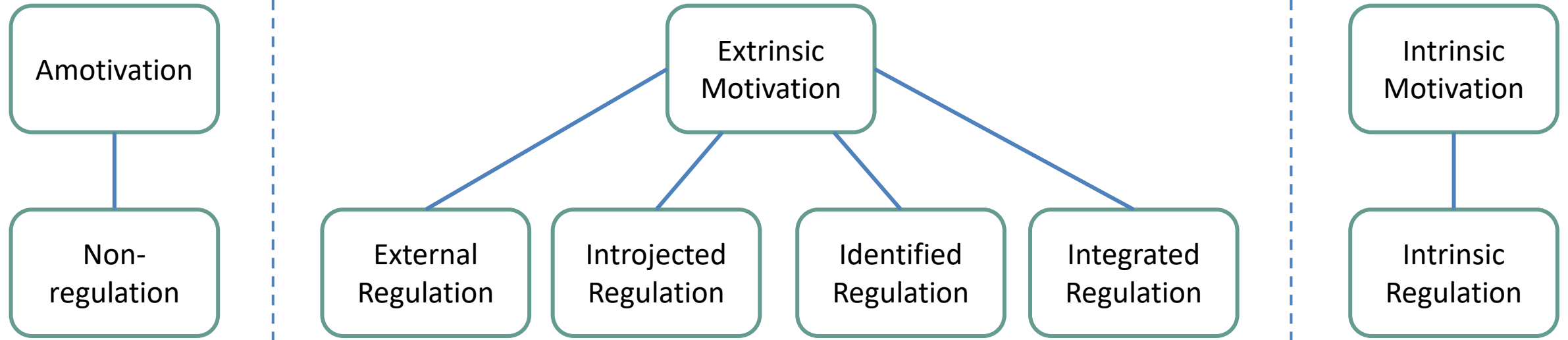
Composition, analysis

Harmony, counterpoint

# Self-Determination Theory (SDT) (Deci & Ryan 2017)

Non-self-determined

Self-determined



- Incompetence
- Lack of control

- External rewards
- Punishments

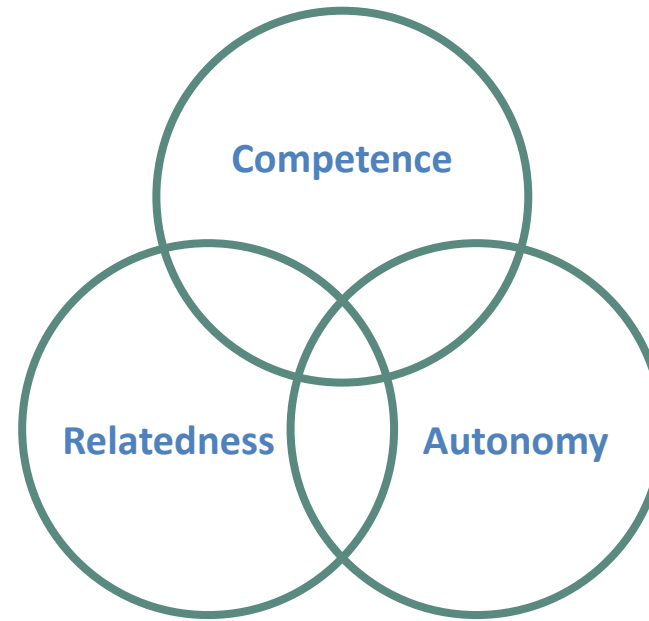
- Self-control
- Contingent self-esteem

- Personal importance
- Valuing

- Congruence
- Synthesis of identifications

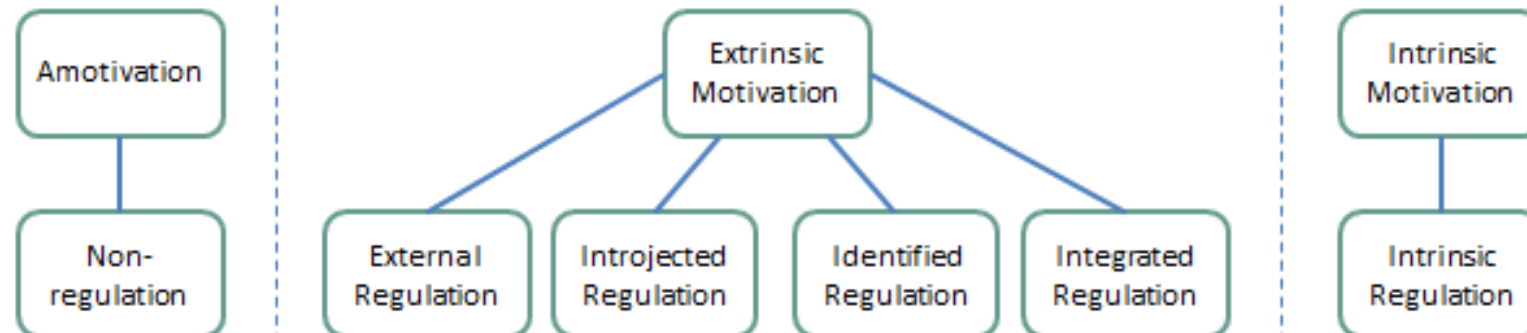
- Interest
- Enjoyment

# Self-Determination Theory (SDT) (Deci & Ryan 2017)



Non-self-determined

Self-determined



- Which motivational attitudes are characteristic among Omani students with regards to the pursuit of a university degree in music?
- Which motivational attitudes are characteristic among Omani music students towards instrumental practice?
- Which factors influence the students' motivation?

## Explanatory sequential mixed methods design (Creswell, 2014)

### QUAN

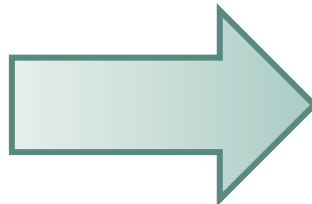
(May 2017)

#### Questionnaire

- Academic Motivation Scale (AMS-C 28)
- Academic Self-regulation Questionnaire (SRQ-A)
- Perceived Competence Scale (PCS)
- Learning Climate Questionnaire (LCQ)

#### Sample

- N = 95 (89 female, 6 male)
- Ages 18-25 (M: 21.36, SD: 1.51)



### QUAL

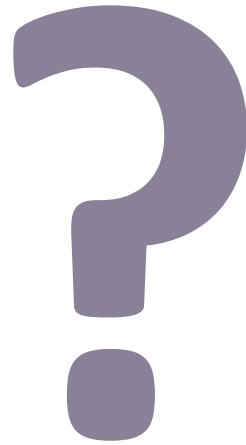
(February-March 2019)

#### Interviews

- Semi-structured
- Interview schedule based on the items and results of the questionnaire

#### Participants

- 4 SQU graduates (3 female, 1 male)
- Ages 24-27

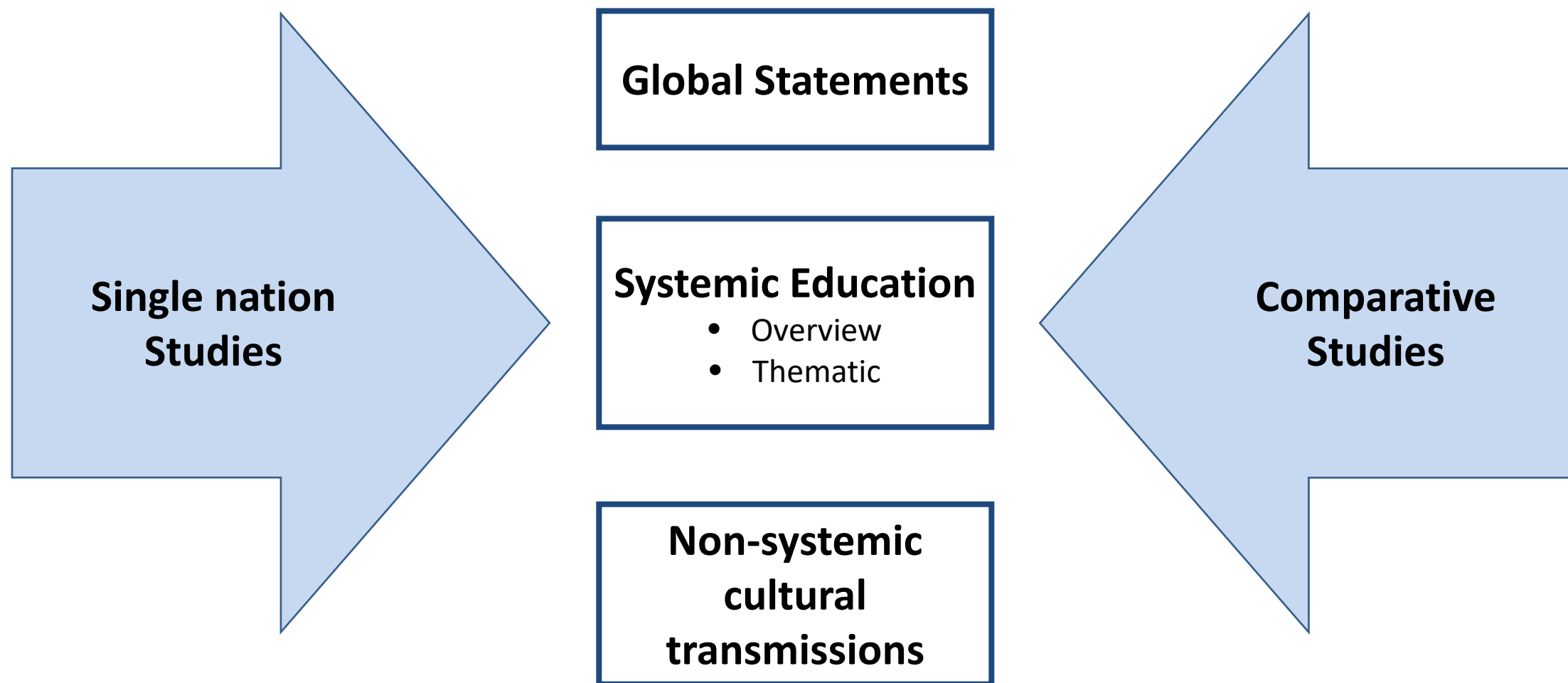


**Comparative and international music education research**



- 1953: The International Conference on the Role and Place of Music in the Education of Youth and Adults
  - International Society for Music Education (ISME)
    - Compilation and dissemination of information
    - Promotion of exchange
    - International journal
- ➔ Few genuinely comparative studies
- ➔ Majority of contributions single nation studies

- Gieseler (1986) “public relations events” (p. 5)
- Abel-Struth (1985) “Heerschau internationaler Musikpädagogik” (p. 510)
  - Methodological development stagnates
  - Development of strict and reliable methods of comparison needed
- Kemp & Lopherd (1992)
  - “There is a need for a consolidation and further development of theories, conceptual frameworks, and methods in comparison” (p. 783)



- “The term comparative music education implies that its subject matter deals with the various aspects of music education as these are pursued in various countries and cultures all over the world.” (Cykler, 1961, p. 140)
- “Comparative music education is an attempt, to investigate comparable phenomena in different countries and educational systems by considering similarities and differences with the aim to make the acquired insights fruitful for the own system.” (Gieseler, 1994, p. 134)
- “The central concern of comparative music education is the observation, description and interpretation of the requirements, conditions and possibilities of acquisition and transmission of music in different contexts. A prerequisite for this is not only the understanding of music education as a cultural phenomenon, but also the awareness of the observer’s subject-relatedness. Comparative music education should help reflect to use of one’s own terms and practices and at the same time open the horizon for different problem-solving strategies.” (Clausen, 2009, p. 33)

- “Only few music educators have so far attempted to define the term comparative music education precisely, or to describe its objectives and methods, as well as to compile the most important studies. . . . Strictly speaking, a large part of the publications that appear under the label ‘comparative music education’ should not be included, because they are only reports from individual countries.” (Helms, 2005, p. 254)

Comparative music education should...

- More than just reports from elsewhere
- Change/affect own actions
- Safeguard from adoption of patent solutions

- Definitions, positions, conceptions without theoretical framework
- Shortened views, diffuse epistemic interests
- No theoretical foundation or clarification
- No systematic references to comparative education
- Discursive standstill

- “Comparative education has always been conceptually awkward to define” (Halls, 1990, p. 21)
- Lack of consensus on the content, theories, methods and techniques -> Eclecticism
- “Eclectic/diverse field with adjustable borders and contours which are difficult to demarcate.” (Epstein & Carroll, 2005, p. 62)
- “Never succeeded in defining either a proper objective or even a method” (Novoa, 1998, p. 53)



“Comparative education, as the name suggests, compares something that has something to do with education. It is about education in – from the point of view of the observer – ‘other’ countries and/or in ‘foreign’ cultures.” (Adick, 2014, p. 15)

- Multi-/Pluri-disciplinary activity
- Wide-ranging nature, huge range of topics
- Diverse backgrounds -> different perspectives and methodological approaches
- Complexity and plurality constitutive
  
- Central importance of context
- Perspectivation through comparative and international approach

- Comparison of institutions, theories, practices and effects of education on different levels
- Formation and development of national educational systems
- Internationalisation of institutions
- Investigations related to educational policy
- Relationship of educational institutions to other societal sectors
  
- “Relative dearth of research into what underpins the processes of instruction” (Halls, 1990, p. 51)
- Comparative studies of education should place much greater emphasis “on the process of learning itself” (Broadfoot, 2000, p. 368)

James & Brown (2005, p. 9)

- Attainments including subject knowledge or work competencies
- Understanding – of ideas, concepts and processes
- Cognitive and creative learning involving performance or ‘new’ knowledge
- Using – involving the application of practical or technological skills
- Higher-order learning including metacognition
  
- **Dispositions – attitudes, perception, motivation**
  
- Membership, inclusion self-worth – the shaping of learner identity

# Comparative vs. International Education

## Comparative Education

- Direct comparison
- Two or more systems or units within systems
- Usually international – but not always

## International Education

- Implicitly comparative
- Applied approach
- Can be explicitly comparative – but not necessarily

- Researcher from country A, registered for doctoral studies in Country B, conducts a study in Country A
- “Research which uses theoretical frameworks to study one or more countries might be considered to be international, especially if the international nature of the framework is acknowledged and its global applicability explicitly tested as part of the process.” (Phillips & Schweisfurth, 2014, p. 63)

# Single country vs. comparative studies

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- Much work done by comparativists is not overtly comparative
- Single studies substantial element -> data, interpretations

Empirical-analytical paradigm:

- ➔ Empirical component: inter-culturally variable educational reality
- ➔ Analytical component: educational/social scientific theory

Theorisation of comparative research ➔ “Asking beyond everyday life”



## **MACRO- / CONTEXT-LEVEL**

### **System-level variables**

political, economic, social-structural, ethnic and ideological – conditional factors for observable variations

## **MEDIUM- / ORGANISATION-LEVEL**

### **Within-system-level variables**

Behavioural- or institutionalisation patterns – different organisational and reflection forms

## **MICRO- / INTERACTION- / INDIVIDUAL-LEVEL**

### **Intended/unintended effects of the educational system**

Manifest / latent functions impacting learning processes

Comparison: **Social scientific method**

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