



# WESTERN CLASSICAL MUSIC EDUCATION IN THE SULTANATE OF OMAN

## Students' motivation and attitudes

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1. Context
2. Theoretical background
3. Research questions
4. Study design
5. Preliminary results
6. Limitations
7. Outlook

# Context



**Area:** 309,500 km<sup>2</sup>

**Population:** 2,773,479  
(2010 census)

**Density:** 15/km<sup>2</sup>

**Music = *Haram* !?**

*Haram* = prohibited



**Motivation ?**

## Curriculum

70% Western / 30% Arab

### Instruments:

Piano

Violin / Viola

Cello

Flute

Oud

Kanun

### Theoretical courses:

Solfege

Western/Arab music theory

Western/Arab music history

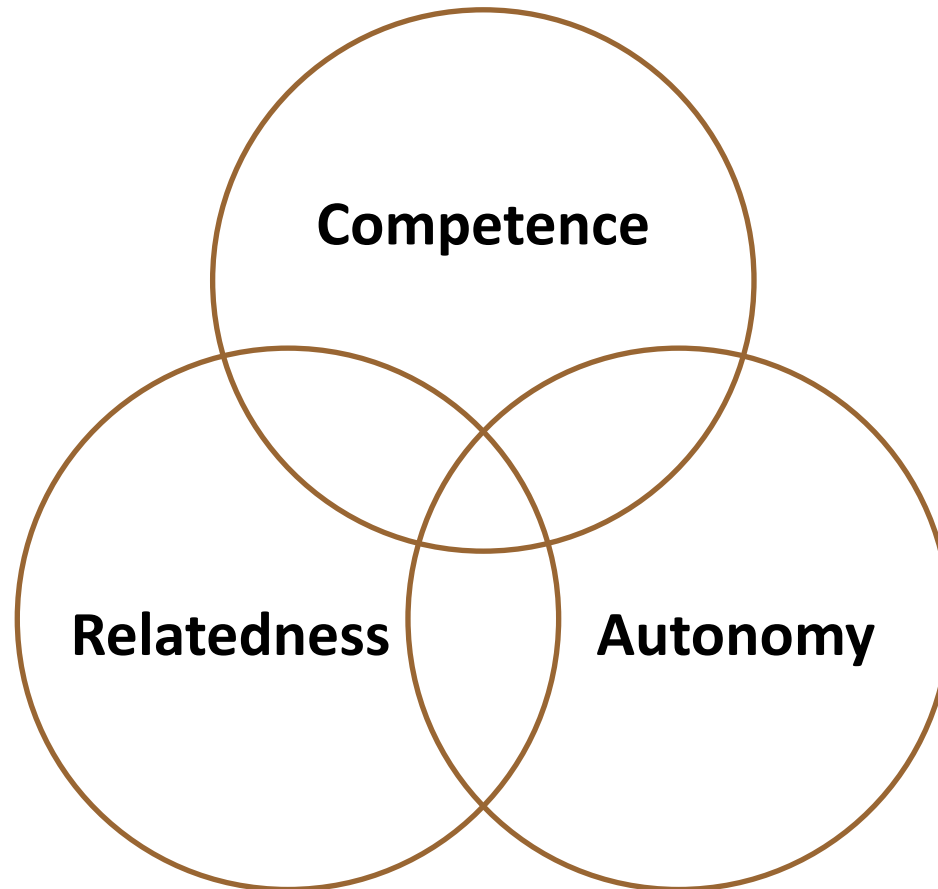
Composition

Counterpoint

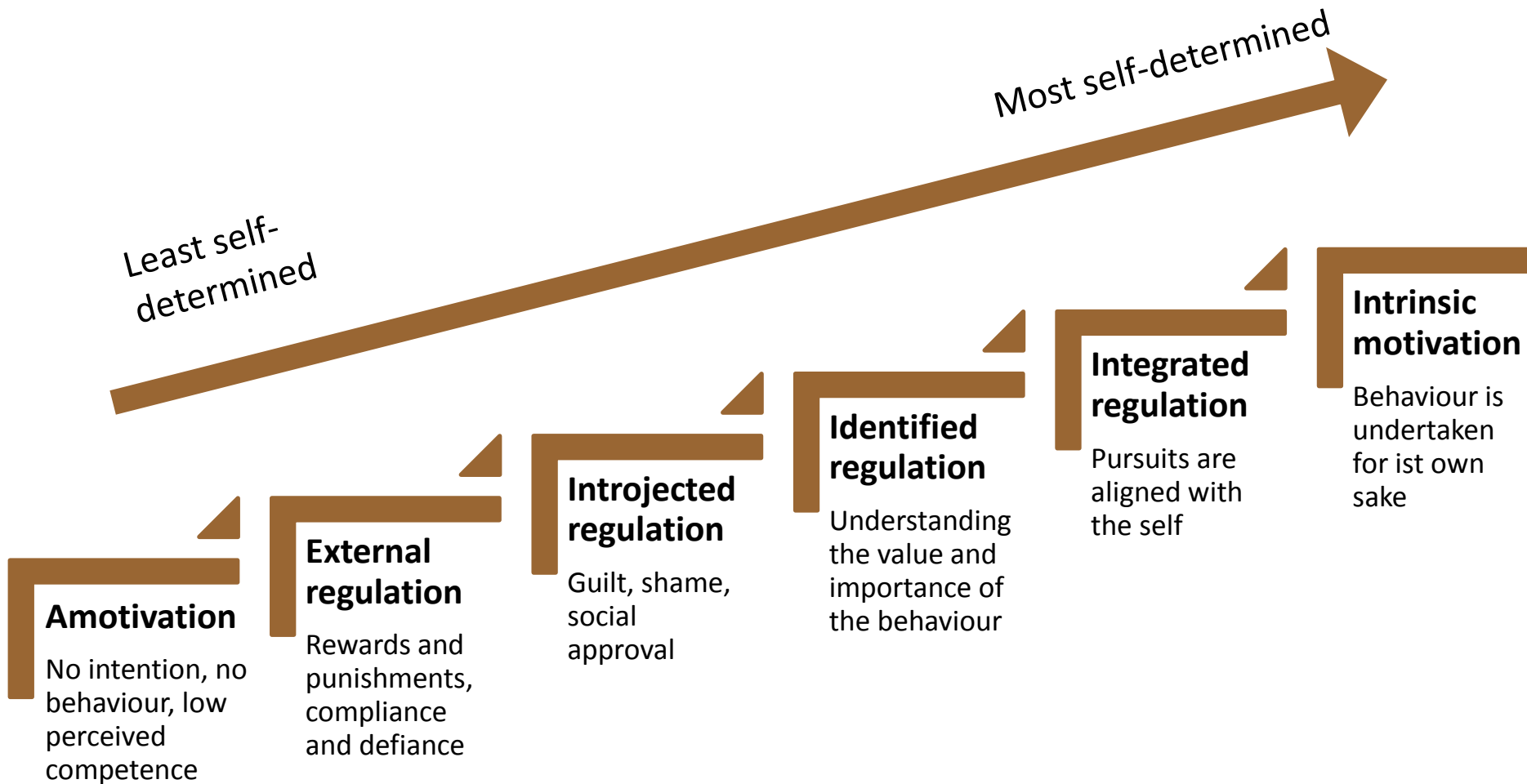
Harmony...

- Low priority
- Students are recommended by the Ministry of Education to audition for the department
- Radically different levels of exposure
- Radically different expectations
- Previous musical experience only in rare cases

## Basic Psychological Needs Theory



# Self-Determination Theory (Deci & Ryan 1985)





- Which motivational attitudes are characteristic among Omani students for pursuing a university degree in music?
- Which motivational attitudes are characteristic among Omani music students towards instrumental practice?
- To what extent are Omani music students' basic psychological needs satisfied within their given study context?
- Are there (observable) differences in the different motivational attitudes of freshmen and those of more advanced students?

## Standardized questionnaire:

<b>Academic Motivation Scale (AMS-C 28)</b>	Motivation to study
<b>Perceived Competence Scale (PCS)</b>	Perceived competence
<b>Academic Self-Regulation Questionnaire (SRQ-A)</b>	Motivation to practice
<b>Learning Climate Questionnaire (LCQ)</b>	Perceived autonomy support
<b>Basic Psychological Needs Scale (BPNS)</b>	Satisfaction of basic psychological needs

# Data collection and sample

Data collection: May 2017

<b>Total</b>	N = 95
<b>Female</b>	89
<b>Male</b>	6
<b>Age</b>	18 – 25 years old
<b>Mean age</b>	21.36 (SD: 1.516)

# Academic Motivation Scale – AMS-C 28 (Vallerand et al. 1992)

- Which motivational attitudes are characteristic among Omani students for pursuing a university degree in music?
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  - To what extent are Omani music students' basic psychological needs satisfied within their given study context?
  - Are there (observable) differences in the different motivational attitudes of freshmen and those of more advanced students?
- Why do you go to college?**

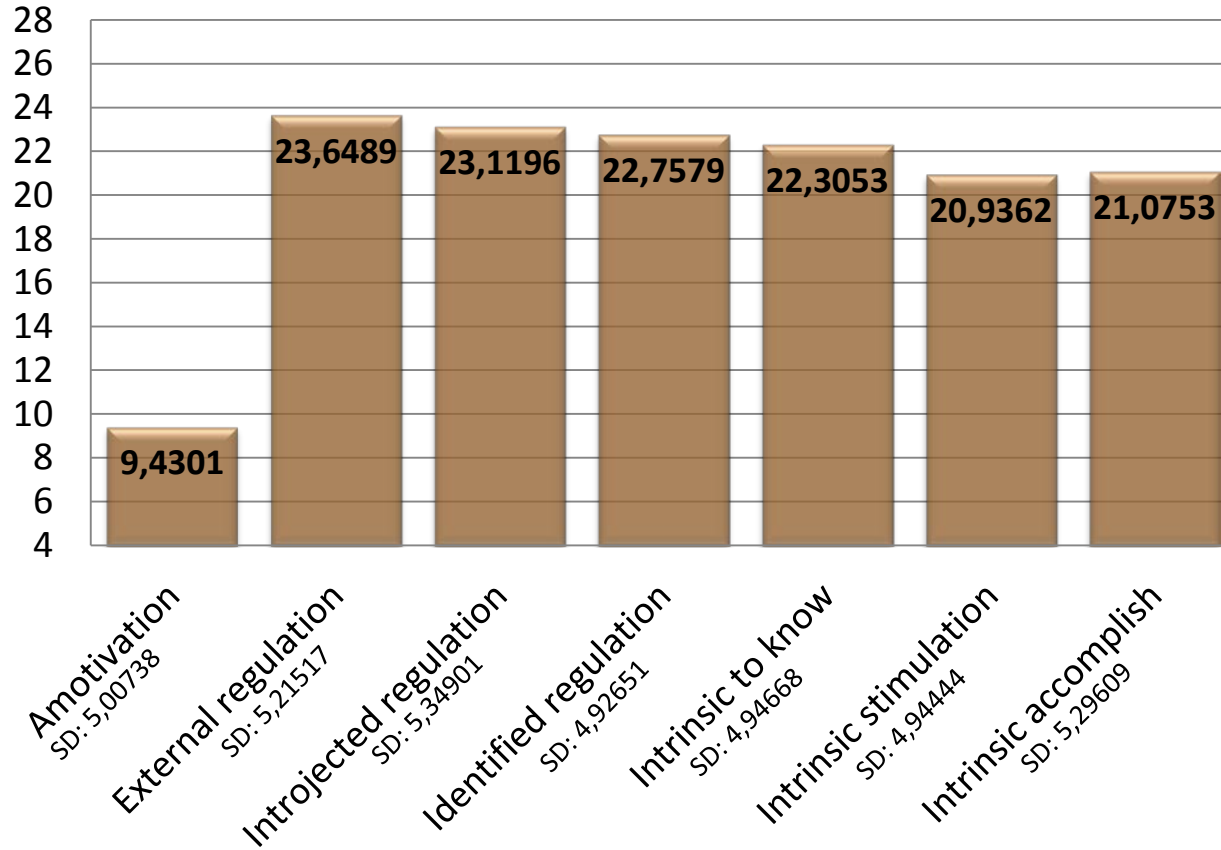
## Why do you go to college?

- **Amotivation** – Honestly, I don't know; I really feel that I'm wasting my time in college.
- **EM External regulation** – In order to get a more prestigious job later on.
- **EM Introjected regulation** – Because the fact that when I succeed in college I feel important.
- **EM Identified regulation** – Because eventually it will enable me to enter the job market in a field I like.
- **IM To know** – For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.
- **IM Accomplishment** – For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.
- **IM Stimulation** – For the „high“ feeling that I experience while playing various interesting musical compositions.

# Academic Motivation Scale – AMS-C 28

Subscale	Cronbach's Alpha
Amotivation	.705
EM External regulation	.796
EM Introjected regulation	.863
EM Identified regulation	.761
IM To know	.793
IM Accomplish	.787
IM Stimulation	.774

# Academic Motivation Scale – AMS-C 28



# Academic Self-regulation Questionnaire – SRQ-A (Ryan & Connell, 1989)

- Which motivational attitudes are characteristic among Omani students for pursuing a university degree in music?
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**Why do I practice?**

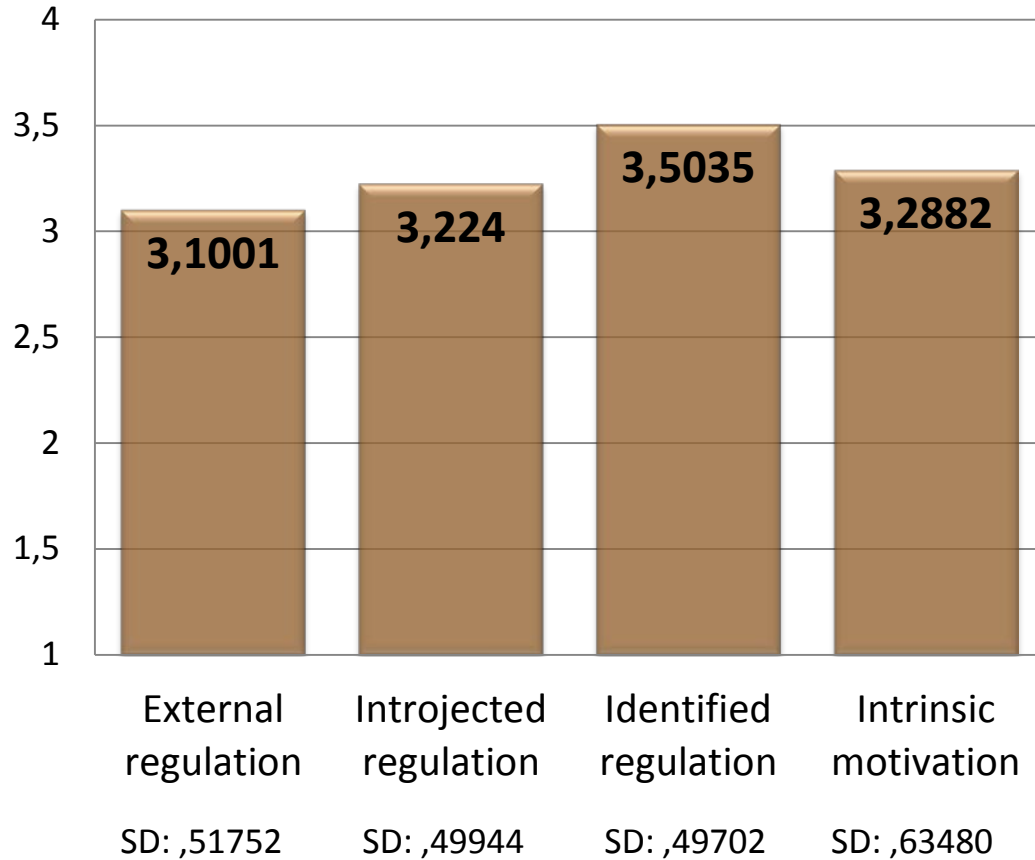


## Why do I practice?

- **External regulation:** Because I'll get in trouble if I don't.
- **Introjected regulation:** Because I want the teacher to think I'm a good student.
- **Identified regulation:** Because I want to get better.
- **Intrinsic motivation:** Because I enjoy practicing.

Subscale	Cronbach's Alpha
External regulation	.789
Introjected regulation	.778
Identified regulation	.865
Intrinsic motivation	.893

# Academic Self-regulation Questionnaire – SRQ-A



# Basic Psychological Needs Scale – BPNS (Evans et al., 2012)

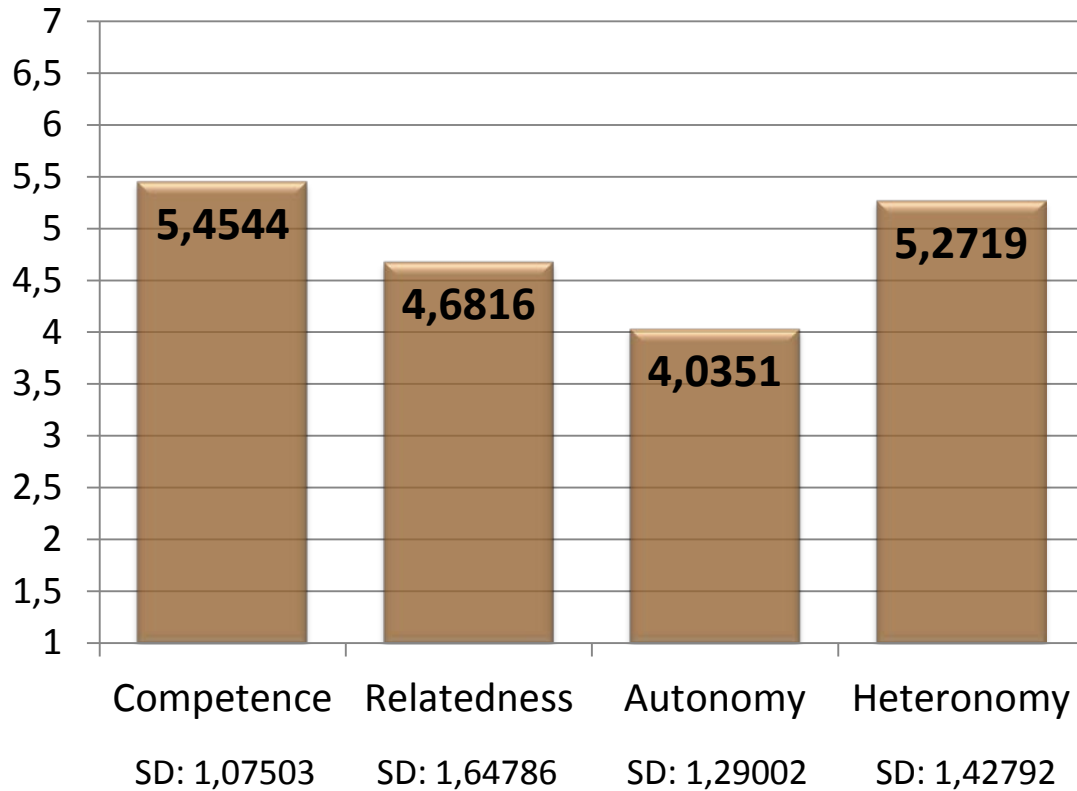
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# Basic Psychological Needs Scale – BPNS

- **Competence:** I am good at playing my instrument.
- **Relatedness:** I get along well with my colleagues.
- **Autonomy:** I can stop anytime if I wanted to.
- **Heteronomy:** I feel forced or pressured to learn music.

Subscale	Cronbach's Alpha
Competence	,818
Relatedness	,678
Autonomy	,581
Heteronomy	,826

# Basic Psychological Needs Scale – BPNS



## Self-report questionnaires:



### Advantages:

Larg(er) sample  
Various aspects  
Facilitates elaboration



### Disadvantages:

Answers truthful?  
Introspective ability,  
understanding  
Social desirability  
Tendency for positive  
answers

- Analysis
  - Descriptives
  - Hypotheses testing
- Cluster analysis
- First chapters
- Symposium „Interkulturalität – Musik – Pädagogik“  
Freiburg (KoMuF), November 8-10. 2018

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