

# **Influences of Parental Attitudes on Instrumental Learning**

# **Motivation of Tertiary Music Students in Hong Kong**

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# Declaration

I, Lam Oi Ling, hereby confirm that this research report (entitled Influences of Parental Attitudes on Instrumental Learning Motivation of Tertiary Music Students in Hong Kong) is my own work under the supervision of Dr. Yang Yang, and it has not been submitted previously for examination to any tertiary institution.

Signed

Lam Oi Ling

Date: 18<sup>th</sup> May, 2020



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# Influences of Parental Attitudes on Instrumental Learning Motivation of Tertiary Music Students in Hong Kong

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# Abstract

Hong Kong has a competitive learning environment. Many parents encourage children to learn a musical instrument out of school, but few students would choose to study Music in tertiary education. This study investigated instrumental learning motivation of Hong Kong tertiary Music students and their parents' attitudes, thus to find out the influence of parental attitudes on instrumental learning motivation of tertiary Music students. Seventy-four Music tertiary students completed the questionnaire investigating their instrumental learning motivation based on Expectancy-Value Theory and parental attitudes towards their learning based on parenting style. Findings show that most of them are motivated regarding the aspects of competence belief, choice persistence, importance, utility value, interest and cost. Moreover their parents either are supportive or get less involved when they grow up. The result shows parental attitudes influence students' instrumental learning motivation in a certain extent. Therefore to make children be interested in Music learning, parents should have appropriate balance between regulation and freedom. On the other hand, Music helps students to develop, but Music education is not considered as important in Hong Kong. Some parents just treat it as a tool to boost their children's competitiveness. The government should promote and pay more attention on the benefits of Music education under the educational system.

Key words: parental attitudes, instrumental learning, learning motivation, tertiary music students



# Introduction

According to the Music Curriculum Guide of the Education Bureau of Hong Kong (2017), music education helps students develop aesthetic, intellectual and moral sensitivity, as well as sense of creativity, flexibility, openness and respect. As a result, in Hong Kong, Music is a compulsory subject for primary and junior secondary students under the official education syllabus. As playing an instrument is not necessary in school, a lot of parents encourage children to seek music tuition out of school, such as joining different music organizations and learning an instrument privately (Leung & McPherson, 2011), for their further development. On the other hand, as education of Hong Kong is very competitive and highly examination-oriented, some parents treat instrumental learning as a tool to boost children's social competitiveness (Leung, B. W. & Mcpherson, G. E., 2010) and force them to learn an instrument which they are not interested in. They would send children to take public examinations held by different organizations such as the Associated Board of the Royal Schools of Music (ABRSM) (Ho, 2009). However the author claims that when children grow up, instrumental learning is discouraged by parents due to great academic workload.

According to Briscoe (2016), parents have an essential role on decision making for their



children's music education. Effective parental support enhances children's music learning. Personal and cognitive support of parents affects motivation of children's instrumental learning (Creech & Hallam, 2009; Creech & Hallam, 2011; Briscoe, 2016). Therefore parental influence is one of the important factors affecting students' motivation on learning an instrument and their decision of sustaining instrumental learning from early childhood to a higher musical level.

The level of autonomy provided by parents in the past, especially in the period of students' elementary learning, could be a factor affecting Music students' decision making on continuing their instrumental learning. The project would discuss the correlation between parental attitudes and instrumental learning motivation of tertiary Music students.

# **Problem Statement**

Nowadays students learning an instrument become very common in Hong Kong, but limited students would choose to study Music in tertiary education or have music as future career (Leung & McPherson, 2011). It can be related to parents, the decision maker, either forcing children to learn music with low interest or having their children to put more effort into academic performance instead of their interest. As a result, instrumental learning cannot help



students to have better development.

The research of Leung and McPherson (2010) focused on the relationship between students' learning motivation on Music and the present education system in Hong Kong. There was another research using Expectancy-value Theory (EVT) (would be discussed in the next section) to measure students' learning motivation on Music compared to their subjects (Mcpherson & O'Neill, 2010). Students' personal values, expectations as well as their music achievement were discussed. Both researches mentioned that parents play an important role on students' choice of study and career, but it was not the focus of the projects.

For other researches, many of them focused on the effect of motivation factors but ignore the importance of the types of factors affecting students' instrumental learning motivation (Sichivitsa, 2007). The researches mentioned high learning motivation helped enhance musical achievement, so supportive parents could stimulate children to learn better and be self-independent. Consequently their musical abilities could be boosted and they would be more likely to solve problems with less assistance when playing an instrument. These might help conclude the positive result on instrumental learning of Music tertiary students.

Previous researches have also mentioned parental support brought great influence on children's



motivation on music learning especially in their young age, children's decision making relied on parents and teachers (Leung & McPherson, 2011). Therefore they usually targeted at young children to collect data. There were a few researches investigating older students.

Moreover the researches usually discussed the effect of parents' supportive behaviors such as sharing musical interest with children, going to concerts with them, accompanying their instrument practice, etc. These behaviors might be related to characteristics of parents. Interest of parents could be a reason to motivate children to learn music. It helped emphasize the importance of this project as its focus would be parents, but this project would emphasize more on parents' stance on children's instrumental learning without considering the reasons behind. Furthermore most researches focused on intrinsic factors of children's learning motivation. Suggestions were about strategies to increase their interest and competency on instrumental learning which would not be covered in this project.

The study would investigate in a new way targeting at tertiary students. The objective of the project is to study the correlation between instrumental learning motivation of Music tertiary students and parental attitudes. Music tertiary students are minority in Hong Kong education and the Hong Kong society. Parents usually thought that studying arts is 'risky' and it could cause students to lose great career opportunity (Leung & Mcpherson, 2010). It is believed that



there should be strong reasons for students to be highly-motivated on the decision of studying Music. It was found that mastery learning was based on musical passion (Hallam, 2016). Parental attitudes can be one of the essential factors behind. The project would focus on parental attitudes and the original interest in the learnt instruments of the students. Parental attitudes refer to the autonomy provided by parents, which mean whether if the students were motivated to learn instruments by self-decision or parents' requirement. Parental attitudes are related to relationship between parents and children as well as parental style. Therefore parental preference of encouraging children or force them to learn musical instrument would be sufficient for analysis.

# **Literature Review**

Motivation is reflected by engagement towards an activity with four action patterns (Colwell & Webster, 2011). First choice and preference mean that when a student chooses to practice an instrument rather than taking other actions, it means he is motivated. Second, intensity is the degree of performing an activity. Third, persistence means how long a student perform an activity and it reflects his level of interest in it. Finally quality of engagement means a student can use suitable strategic approaches to improve his musical achievement. On the other hand,



the authors suggest another model as indicator of motivation: affect (emotion) such as enjoyment and curiosity helps motivate behavior while anxiety or fear discourages an activity; cognition influences one's thoughts and decision that his view on the importance of an activity would affect his motivation degree and behavior. With different measurements, there are different theories regarding learning motivation:

### A) Self-Determination Theory (SDT)

McPherson (2009) states that satisfying a child's basic psychological needs with autonomy, relatedness, competency and purposefulness encourages children to have positive judgments on achievement. According to Self-Determination Theory (SDT), not only the degree of motivation, the types of motivation stimulating a person to do a specific activity should be studied (Comeau, Huta & Liu, 2015). The authors claim that autonomous types of motivation (intrinsic motivation) are personal, including elements of self-authority, goals, values, interest and enjoyment.

SDT emphasizes the quality of motivation, measures the effects of involvement, and decides the involvement to be controlled or autonomy-supportive (Evans, 2015). Quality motivation is described as being autonomous and self-determined. In contrast, extrinsic motivation is treated as poor quality motivation controlled by external regulation (Valenzuela, Codina & Pestana,



2018).

#### **B)** Attribution Theory (AT)

Attribution Theory (AT) focuses on the importance of understanding reasons for the occurrence of an event (Colwell & Webster, 2011). It emphasizes success or failure evaluated by stability, locus and controllability (Demetriou, 2011; Liu, 2016). Students attribute their abilities in terms of both effort and natural ability (Liu, 2016) which are directly related to environmental and personal factors (Colwell & Webster, 2011). According to Liu's research (2016), musical skills are considered as internal attribution, which is effort-based rather than luck-based.

### C) Achievement Goal Theory (AGT)

Achievement Goal Theory (AGT) is constructed by goal-orientation and emphasizes purposes of engaging in an activity (Colwell & Webster, 2011). It evaluates students' adaptability and achievement towards challenges (Senko, Hulleman & Harackiewicz, 2011; Dull, Schleifer & Mcmillan, 2015). Task goal orientation focuses on learning and improvement intrinsically while ego goal orientation emphasizes relative ability and its judgment, such as seeking recognition in extrinsic aspect.

EGT states that learners with high ability would enjoy challenges and respond difficulties well,



but those with low confidence would avoid challenges helplessly. From Miksza (2011), musicians' psycho-social conditions and experience would change their practice activities, performance achievement and self-perceptions.

### D) Self-efficacy Theory

Self-efficacy means 'people's judgments of their capabilities to organize and execute courses of action to attain designated types of performances' (Colwell & Webster, 2011; Liu, 2016). Self-efficacy Theory concerns the role of competence judgment and expectations. It relates to choices, behavior and quantity of effort based on ones' sense of competence and their intrinsic motivation of learning (Colwell & Webster, 2011). It also relates to self-regulation which affects students' practice intensity and thus performance achievement, but it is more specific than AGT that students believe they would be capable after carrying out particular tasks such as instrumental practice (Liu, 2016). Self-efficacy in music does not only refer to self-recognition but behavioral actions and cognitive skills needed. For example, a student with high self-efficacy would not think himself to be good at performing music but have judgments on having specific musical techniques.

### E) Expectancy-value Theory (EVT)

Expectancy-value Theory (EVT) suggests that achievement motivation is produced by



expectancy, 'one's expectations of success', and values, 'beliefs about the importance, enjoyment, and usefulness of an activity' (Liu, 2016). That is people's choice and persistence on performing what they expect (expectancy) and what they value doing (value) (Colwell & Webster, 2011). Furthermore achievement would be affected by one's hope for success and fear of failure. It was proposed that a person with both hope and fear can bring more hope and success and relatively less fear of failure, while a person who has more hope than fear (high achievement motivation) would be more likely to choose and persist an uncertain activity to be successful (Colwell & Webster, 2011).

It was mentioned that there was strong correlation between expectancies, expectations and beliefs of achievement towards a future task and ability perceptions, students' judgments on their competence at the task (Colwell & Webster, 2011). As a result, students could persist and put more effort to a positively-expected activity. The authors conclude that expectancy beliefs are more related to 'actual achievement and engagement' while value beliefs are about 'choice behaviors that would provide the student with the opportunity to achieve in the future'.

According to Colwell & Webster (2011), there are four components regarding values. First, importance (attainment value) refers to personal beliefs on how important to do a task well. It is affected by a student's identity. Therefore if a student is conscious of being a musician,



music-related task such as instrumental practice would be in high importance and attainment value. Second, utility value is the usefulness of a task for future goals. When a student wants to be a musician, studying music would have higher utility value than other subjects. Third, interest means the degree of enjoyment towards an activity. Finally, cost refers to loss of time or effort needed to do a task. In the perspective of being a music player, time of practice would be the greatest cost instead of academic or social activities.

Positive correlation between expectancy and value would be greater when students grow older (Colwell & Webster, 2011). From the authors, when a student is interested in an activity, he would spend more effort and time to develop related competence and skills. As he becomes more confident of his competence on performing the activity, he would be more interested in it and do it more frequently to create a virtuous cycle. EVT emphasizes value formation by social influences from parents, teacher, etc. which predicts one's intention and engagement in an activity rather than perception of competence (Liu, 2016). Although EVT is not the best indicator to measure students' achievement outcome, it can evaluate decision making of students based on their values (Colwell & Webster, 2011). Therefore it would be the most suitable theory for the research compare with other theories of learning motivation.

#### **Parental Attitudes**



The main focus of the project would be cognitive influence on students by parental attitudes. According to Piller (2016), the Attitude Theory suggests that attitude is influenced by one's beliefs and personal needs. Piller (2016) states that belief is defined as 'knowledge or information which a person assumes to be true' and values mean 'general feelings about what is desirable or undesirable'. As a result, behaviors occur through intervening factors including (1) habits, 'automatic ways of behaving in appropriate situations with a minimum of thinking', (2) social norm, 'expectations of behavior which the members of the group, community, or society share', (3) expected consequences, 'expectation of the reward or cost'. In the case of parents having children to learn an instrument, their attitudes vary that their beliefs may be shaped by social values. They may think that musical instrument helps children develop interest and skills or it helps children achieve the objective of entering an ideal secondary school. As a result, parents either encourage or force their child with their power to play an instrument, or would even give them something for doing it (Comeau, Huta & Liu, 2015) as they expect to get positive effects from it.

From McPherson (2009), parental goals are shaped by values, beliefs, attitudes and aspirations. Parental involvement relates to parental style which is expressed through parental practice (McPherson, 2009). According to the author, parenting style is defined as the 'constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviors are expressed' while parenting practice refers to 'specific behaviors used to socialize children'. Parental practices construct a child's characteristics including his views towards Music learning (competence, confidence, self-beliefs, self-regulation) and degree of Music learning motivation (interest, importance, usefulness, difficulty). Finally outcomes are constructed regarding a child's musical competence, achievement, sense of musical identity and accomplishment, desire for continuing learning music.

A framework for understanding motivation in music suggests that people are motivated because of desire for social approval, especially from someone respected and admired (Hallam, 2016). Children's musical development is influenced by parents' musical background, parents' support for practice and lessons, parental values, goals and aspirations, parental self-efficacy, family interaction patterns, and parent-teacher-pupil relationship (Creech, 2016). Sichivitsa (2007) claims that parental support of music refers to behaviors such as parents going to children's performances, discussing music with them, approval and encouragement of music. Therefore motivation of students' instrumental learning can depend on the degree and ways of parental involvement. According to Creech (2016), parent involvement is defined as 'the dedication of resources by the parent to the child within a given domain' regarding dimensions of comprising behavioral (school) support, cognitive or intellectual support, and personal support.



Before 11 years old, supportive parents strongly help children increase musical efficiency (Leung & McPherson, 2011). Parents' force motivated children extrinsically, while encouragement can stimulate children's curiosity and musical interest (Reeve, Ryan & Jang, 2008; Creech, 2016). Moreover parents who are willing to respect, compromise (let their children choose whether to continue learning musical instruments) and understand their children's needs would help boost children's musical enjoyment. Therefore supportive parents increase students' persistence on learning music (Sichivitsa, 2007; Creech, 2009; Creech & Hallam, 2009; Creech & Hallam, 2011). McPherson (2009) claims that support of parents connects children with strong loving bond. Children's learning is influenced by the interaction between parents and children. Feedback from parents can help children develop conceptions (McPherson, 2009), but their support is not always necessary (Sichivitsa, 2007). Excessive parents' opinions would shape children's attitudes to be less motivated (Hallam, 2016), so parents should sometimes provide children freedom to develop independent interest in music. Moreover a non-threatening and caring environment motivates children's learning (Hallam, 2016).



# **Research Question**

The project helps increase understanding on social phenomenon in Hong Kong – common parental style on students' music learning – through the following sub-objectives:

- 1. To find out whether the motivation for Music tertiary students to learn an instrument at young age is related to parental attitudes
- 2. To find out whether the present motivation for Music tertiary students to study Music is related to parental attitudes
- 3. To discuss the correlation between 1 and 2

Comparison of students' Music learning motivation in the past and present would be carried out. Thus, the following research questions can be developed (learnt instruments can be only one or more than one):

- 1. What were the motivations for the student to start learning to play an instrument?
- 2. To what extent had parents influenced the student's decision making on starting playing the instrument?
- 3. What are the motivations for the student to learn playing an instrument persistently?
- 4. To what extent have parents influenced the student's decision making on continuing to play the instrument?



# Methodology

The study needs a number of samples for data analysis and conclusion, so quantitative research would be the main method for data collection. Questionnaire was distributed to Music tertiary students from Hong Kong who plays the piano while their skill level is not constricted. The project would be reviewed from the perspective of students. Parents would have different interpretations towards their attitudes which would be unable to reflect students' views, including their fear and stress towards learning an instrument. As piano is one of the popular instruments for children to learn in Hong Kong and students usually play the piano individually, it would be more likely to collect data related to parents with fewer unnecessary variables.

The questionnaire contains 73 main questions using rating scale from 1 (not at all true) to 7 (very true). Other than demographic information, there are six sections that the first five parts are based on components of EVT (competence belief and choice persistence, importance, utility value, interest, cost) which are applied to study how students choose and then persist in a task (Mcpherson & O'Neill, 2010). On the other hand, learning motivation can be affected by self-system (perceptions, thoughts, beliefs, emotions) and social system (parents) (Mcpherson & O'Neill, 2010). Parents, as an external factor, have a critical and powerful role in initiating children's instrumental learning motivation (Hallam, 2016; Creech, 2016). The last section



(divided into two sub-parts) is based on the model suggested by McPherson (2009) regarding parental attitudes and parental style. Past and present situation would be compared.

# Findings

There were 74 responses including 19% of male and 81% of female. Most of them were students of The Education University of Hong Kong (92%). The range of their years of having learning the piano was between 7 and 20. Most of them were qualified with grade 8 or above (97%). Moreover most of them played the piano the most frequently (97%).

## Descriptive Statistics and Correlation among Factors

Data sets were analyzed according to the six sections mentioned (details can be referred to appendix 3). The following data are meaningful questions with significant figures.



# Expectancy - Competence Belief and Choice Persistence

Figure 1 Q1

	I can learn the piano well.
Mean	5.58
Median	6.00
Mode	5.00
Standard deviation	0.811

# Figure 2 Q3

	I feel secure about my abilities in piano.
Mean	5.53
Median	5.50
Mode	5.00
Standard deviation	0.954

# Figure 3 Q9

	I can improve my instrumental skills through practicing the piano.
Mean	5.65
Median	6.00
Mode	5.00
Standard deviation	0.748



According to the means and modes from the figures, respondents usually agreed that they could learn the piano well. They felt safe about their piano talent and believed practicing could bring improvement.

## Figure 4 Correlation Matrix – Expectancy

Correlation Matrix

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Q1	Spearman's rho p-value	_										
Q2	Spearman's rho p-value	0.872 < .001	_									
Q3	Spearman's rho p-value	0.951 < .001	0.940 < .001	_								
Q4	Spearman's rho p-value	0.896 < .001	0.935 < .001	0.952 < .001	_							
Q5	Spearman's rho p-value	0.857 < .001	0.856 < .001	0.886 < .001	0.944 < .001	_						
Q6	Spearman's rho p-value	0.904 < .001	0.884 < .001	0.886 < .001	0.896 < .001	0.877 < .001	_					
Q7	Spearman's rho p-value	0.871 < .001	0.936 < .001	0.926 < .001	0.966 < .001	0.942 < .001	0.926 < .001	_				
Q8	Spearman's rho p-value	0.913 < .001	0.894 < .001	0.924 < .001	0.923 < .001	0.913 < .001	0.917 < .001	0.966 < .001	_			
Q9	Spearman's rho p-value	0.893 < .001	0.865 < .001	0.905 < .001	0.853 < .001	0.863 < .001	0.889 < .001	0.913 < .001	0.943 < .001	_		
Q10	Spearman's rho p-value	0.848 < .001	0.892 < .001	0.904 < .001	0.904 < .001	0.911 < .001	0.867 < .001	0.905 < .001	0.895 < .001	0.897 < .001	_	
Q11	Spearman's rho p-value	0.761 < .001	0.676 < .001	0.776 < .001	0.755 < .001	0.807 < .001	0.724 < .001	0.785 < .001	0.823 < .001	0.855 < .001	0.855 < .001	_

A correlation matrix is used to measure the strength of association between two variables (Jamovi, 2019). From Jamovi (2019), Spearman's rho value should range between -1 and 1 which 0 is straightly unrelated. The farther from 0, the more significant the value would be. For values which are greater than .60 or lower than -.60 would be considered as strong correlation. P-value < .05 would also be treated as significant.



Figure 4 shows that questions regarding expectancy are mostly positive correlated and are strongly correlated (mostly with p-value < .001). For example, with high agreement of responses in Q1, there would also be high agreement in Q3 and Q9.

## Value – Importance

## Figure 5 Q15

	I can be my 'true self' when I play the piano.
Mean	5.58
Median	6.00
Mode	5.00
Standard deviation	0.936

## Figure 6 Q16

	I am proud of being a piano player.
Mean	5.59
Median	6.00
Mode	6.00
Standard deviation	0.950



Playing the	e piano is prior than my other interests.
Mean	4.76
Median	5.00
Mode	6.00
Standard deviation	1.49

According to Figure 5 and 6, high rate of respondents (with high mean and median) agreed that they could be 'true self' when playing the piano. They were also proud of being a piano player (with high mean, median and mode). However from Figure 7, some respondents did not treat piano as their prior interest with lower mean and higher standard deviation.

Correlatio	Correlation Matrix							
		Q12	Q13	Q14	Q15	Q16	Q17	
Q12	Spearman's rho p-value	_						
Q13	Spearman's rho p-value	0.894 < .001	_					
Q14	Spearman's rho p-value	0.460 < .001	0.525 < .001	_				
Q15	Spearman's rho p-value	0.851 < .001	0.926 < .001	0.564 < .001	_			
Q16	Spearman's rho p-value	0.888 < .001	0.915 < .001	0.552 < .001	0.932 < .001	_		
Q17	Spearman's rho p-value	0.839 < .001	0.838 < .001	0.529 < .001	0.857 < .001	0.904 < .001	_	

## Figure 8 Correlation Matrix – Value (Importance)



Figure 8 shows that questions regarding the factor of importance are mostly strongly correlated. It can be seen that correlation between Q14 and other questions has lower Spearman's rho values compare with association among other questions.

### Value – Utility value

## Figure 9 Q18

Playing	he piano enhances my musical intelligence.
Mean	5.74
Median	6.00
Mode	6.00
Standard deviation	0.795

## Figure 10 Q22

	Learning the piano helps with my study.
Mean	5.64
Median	6.00
Mode	5.00
Standard deviation	0.869



	Learning the piano helps with my future care	er.
Mean	5.73	
Median	6.00	
Mode	6.00	
Standard deviation	0.816	

From Figure 9, 10 and 11, high rate of respondents (with high median) agreed that playing the piano enhanced their musical intelligence, personal growth and helped with their study and even their future career.

		Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q18	Spearman's rho p-value	_						
Q19	Spearman's rho p-value	0.941 < .001	_					
Q20	Spearman's rho p-value	0.853 < .001	0.834 < .001	_				
Q21	Spearman's rho p-value	0.912 < .001	0.911 < .001	0.811 < .001	_			
Q22	Spearman's rho p-value	0.893 < .001	0.898 < .001	0.843 < .001	0.921 < .001	_		
Q23	Spearman's rho p-value	0.950 < .001	0.969 < .001	0.838 < .001	0.932 < .001	0.934 < .001	_	
Q24	Spearman's rho p-value	0.932 < .001	0.948 < .001	0.905 < .001	0.881 < .001	0.934 < .001	0.967 < .001	_

## Figure 12 Correlation Matrix – Value (Utility Value)

Correlation Matrix

The above correlation matrix shows that questions regarding the factor of utility value are mostly strongly correlated with Spearman's rho value far from 0, especially for correlation between Q19 and Q23, with the value of 0.969.

### Value - Interest

Figure 13 Q25

	I am interested in learning the piano.
Mean	5.73
Median	6.00
Mode	6.00
Standard deviation	0.833

Figure 14 Q26

	I like playing the piano.
Mean	5.73
Median	6.00
Mode	6.00
Standard deviation	0.782



	will not stop playing the piano because I like it.
Mean	5.64
Median	6.00
Mode	5.00
Standard deviation	0.900

From the above figures, many respondents were interested in learning and playing the piano.

They also agreed that they would continue to play the piano with passion.

Figure	16	Correl	ation	Ma	trix –	Value	(Interest)	1

Correlation Matrix

		Q25	Q26	Q27	Q28	Q29	Q30
Q25	Spearman's rho p-value	_					
Q26	Spearman's rho p-value	0.943 < .001	_				
Q27	Spearman's rho p-value	0.915 < .001	0.925 < .001	_			
Q28	Spearman's rho p-value	0.868 < .001	0.893 < .001	0.935 < .001	_		
Q29	Spearman's rho p-value	0.953 < .001	0.961 < .001	0.944 < .001	0.855 < .001	_	
Q30	Spearman's rho p-value	0.889 < .001	0.914 < .001	0.838 < .001	0.839 < .001	0.872 < .001	_

The above correlation matrix shows that questions regarding the factor of interest are mostly

positively correlated with Spearman's rho value range from 0.838 to 0.961.



## $\underline{Value-Cost}$

Figure 17 Q33

I	make great effort on practicing the piano.
Mean	5.55
Median	5.50
Mode	5.00
Standard deviation	0.813

# Figure 18 Q34

	I use much time on practicing the piano.
Mean	5.53
Median	5.00
Mode	5.00
Standard deviation	0.910

# Figure 19 Q36

	It is worthwhile to spend time on practicing the piano instead of doing other social activities.
Mean	4.54
Median	5.00
Mode	5.00
Standard deviation	1.40



According to Figure 17 and 18, many respondents made great effort and used much time on practicing the piano. However from Figure 19, some respondents spent time on social activities instead of having practicing the piano as priority that the standard deviation is high.

Correlation Matrix							
		Q31	Q32	Q33	Q34	Q35	Q36
Q31	Spearman's rho p-value	_					
Q32	Spearman's rho p-value	0.887 < .001	_				
Q33	Spearman's rho p-value	0.883 < .001	0.947 < .001	_			
Q34	Spearman's rho p-value	0.865 < .001	0.969 < .001	0.947 < .001	_		
Q35	Spearman's rho p-value	0.884 < .001	0.888 < .001	0.845 < .001	0.909 < .001	_	
Q36	Spearman's rho p-value	0.372 0.001	0.389 < .001	0.369 0.001	0.435 < .001	0.458 < .001	_

### Figure 20 Correlation Matrix – Value (Cost)

Figure 20 shows that questions regarding the factor of cost are mostly strongly correlated. It can be seen that correlation between Q36 and other questions has lower Spearman's rho values compare with association among other questions.

### Parental Attitudes – Past versus Present



	piano because my parents asked me to.
Mean	3.99
Median	5.00
Mode	2.00
Standard deviation	1.82

# In the first two years of piano learning, I first played the piano because my parents asked me to.

From Figure 21, although the mode was 2, which means there were more students who learnt the piano without parents' instruction, but the mean was only 3.99 which was a fair rate and standard deviation was high.

	l practiced the piano because my parents asked me to.	l practice the piano because my parents ask me to.
Mean	3.92	1.97
Median	4.00	2.00
Mode	2.00	2.00
Standard deviation	1.83	0.640

## Figure 22 Q38 vs. Q56

From Figure 22, although the mode was 2 for Q38, which means there were more students who practiced the piano without parents' instruction, the mean is only 3.92 which is fairly



rated. Standard deviation is also high. However the mean, median and standard deviation decrease for Q56.

## Figure 23 Q39 vs. Q57

	I could stop learning the piano whenever I wanted.	l can stop learning the piano whenever I want.					
Mean	4.77	5.50					
Median	5.00	6.00					
Mode	5.00	6.00					
Standard deviation	1.52	1.27					

Many respondents from Figure 23 could stop learning the piano by own decision that the mean, median and mode are above average and the present situation even improves. However the standard deviations of both questions are quite high.



	My parents restricted my practicing time of piano (e.g. one hour every day).	My parents restrict my practicing time of piano (e.g. one hour every day).					
Mean	2.82	1.93					
Median	2.00	2.00					
Mode	2.00	2.00					
Standard deviation	1.51	0.506					

The mean, median and mode for Q43 and Q61 were below average. It means the proportion for parents who would restrict students to practice the piano was quite high. Furthermore the mean and standard deviation decrease in the present situation.

	My parents would scold me if I did not practice the piano.	My parents would scold me if I do not practice the piano.				
Mean	2.42	1.89				
Median	2.00	2.00				
Mode	2.00	2.00				
Standard deviation	0.993	0.587				

## Figure 25 Q49 vs. Q67



The mean, median and mode for Q49 and Q67 are below average. It means the proportion for

parents who would scold students was not high. Moreover the mean and standard deviation

decrease in the present situation.

## Figure 26 Correlation Matrix – Parental Attitudes (Past)

Correlation Matrix

		Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55
Q37	Spearman's rho p-value	_																		
Q38	Spearman's rho p-value	0.936 < .001	_																	
Q39	Spearman's rho p-value	-0.241 0.039	-0.293 0.011	_																
Q40	Spearman's rho p-value	-0.176 0.133	-0.204 0.081	0.943 < .001	_															
Q41	Spearman's rho p-value	0.588 < .001	0.621 < .001	-0.532 < .001	-0.458 < .001	_														
Q42	Spearman's rho p-value	0.603 < .001	0.667 < .001	-0.519 < .001	-0.460 < .001	0.918 < .001	_													
Q43	Spearman's rho p-value	0.570 < .001	0.684 < .001	-0.269 0.021	-0.228 0.051	0.567 < .001	0.702 < .001	_												
Q44	Spearman's rho p-value	0.589 < .001	0.607 < .001	-0.333 0.004	-0.249 0.032	0.632 < .001	0.606 < .001	0.608 < .001	_											
Q45	Spearman's rho p-value	0.603 < .001	0.610 < .001	-0.335 0.003	-0.261 0.025	0.493 < .001	0.484 < .001	0.491 < .001	0.719 < .001	_										
Q46	Spearman's rho p-value	0.539 < .001	0.562 < .001	-0.171 0.144	-0.129 0.273	0.441 < .001	0.500 < .001	0.627 < .001	0.696 < .001	0.493 < .001	_									
Q47	Spearman's rho p-value	0.588 < .001	0.552 < .001	-0.095 0.423	-0.013 0.914	0.341 0.003	0.333 0.004	0.408 < .001	0.497 < .001	0.571 < .001	0.495 < .001	_								
Q48	Spearman's rho p-value	0.480 < .001	0.470 < .001	-0.195 0.095	-0.122 0.300	0.368 0.001	0.393 < .001	0.503 < .001	0.622 < .001	0.551 < .001	0.678 < .001	0.523 < .001	_							
Q49	Spearman's rho p-value	0.467 < .001	0.509 < .001	-0.265 0.022	-0.142 0.227	0.426 < .001	0.445 < .001	0.552 < .001	0.636 < .001	0.503 < .001	0.627 < .001	0.386 < .001	0.689 < .001	_						
Q50	Spearman's rho p-value	0.344 0.003	0.401 < .001	-0.226 0.053	-0.123 0.298	0.463 < .001	0.505 < .001	0.467 < .001	0.470 < .001	0.274 0.018	0.426 < .001	0.261 0.024	0.477 < .001	0.721 < .001	_					
Q51	Spearman's rho p-value	0.623 < .001	0.569 < .001	-0.313 0.007	-0.282 0.015	0.499 < .001	0.474 < .001	0.472 < .001	0.515 < .001	0.561 < .001	0.621 < .001	0.504 < .001	0.537 < .001	0.525 < .001	0.337 0.003	_				
Q52	Spearman's rho p-value	0.535 < .001	0.483 < .001	-0.038 0.748	0.031 0.795	0.250 0.032	0.161 0.171	0.333 0.004	0.418 < .001	0.502 < .001	0.446 < .001	0.745 < .001	0.385 < .001	0.424 < .001	0.193 0.099	0.633 < .001	_			
Q53	Spearman's rho p-value	0.397 < .001	0.371 0.001	-0.157 0.181	-0.079 0.504	0.328 0.004	0.293 0.011	0.463 < .001	0.474 < .001	0.399 < .001	0.550 < .001	0.355 0.002	0.669 < .001	0.701 < .001	0.420 < .001	0.569 < .001	0.501 < .001	_		
Q54	Spearman's rho p-value	0.221 0.059	0.360 0.002	-0.176 0.135	-0.188 0.108	0.369 0.001	0.517 < .001	0.592 < .001	0.426 < .001	0.256 0.027	0.427 < .001	0.129 0.272	0.414 < .001	0.580 < .001	0.629 < .001	0.294 0.011	0.056 0.637	0.342 0.003	_	
Q55	Spearman's rho p-value	0.276 0.017	0.297 0.010	-0.086 0.466	-0.081 0.494	0.372 0.001	0.504 < .001	0.404 < .001	0.391 < .001	0.156 0.186	0.384 < .001	0.169 0.151	0.437 < .001	0.396 < .001	0.652 < .001	0.202 0.084	-0.108 0.360	0.196 0.094	0.720 < .001	_



There are strong positive associations between Q37 and Q38 (Spearman's rho=0.936, p-value < .001), Q39 and Q40 (Spearman's rho=0.943, p-value < .001), Q41 and Q42 (Spearman's rho=0.918, p-value < .001). From data of Q37 and Q38, there is positive correlation between students who were asked to learn and practice the piano by parents. For Q39 and Q40, choosing to stop learning the piano has a positive relationship with the choice of joining other activities. While from Q41 and Q42, there is positive correlation between respondents who should pass the piano grade examination before stopping learning it and had the piano as compulsory while joining other activities. Besides there is negative correlation for Q39 and Q41 (Spearman's rho=-0.532, p-value < .001) that the higher the rate of being free to choose stopping learning the piano, the lower the rate of respondents who should pass the piano grade examination before stopping learning the piano grade examination before the rate of respondents who should pass the piano grade examination before the rate of respondents who should pass the piano grade examination before stopping learning it.



## Figure 27 Correlation Matrix – Parental Attitudes (Present)

Correl	lation	Matrix

		Q56	Q57	Q58	Q59	Q60	Q61	Q62	Q63	Q64	Q65	Q66	Q67	Q68	Q69	Q70	Q71	Q72	Q73
Q56	Spearman's rho p-value	_																	
Q57	Spearman's rho p-value	-0.402 < .001	_																
Q58	Spearman's rho p-value	-0.497 < .001	0.900 < .001	_															
Q59	Spearman's rho p-value	0.390 < .001	-0.540 < .001	-0.474 < .001	_														
Q60	Spearman's rho p-value	0.551 < .001	-0.494 < .001	-0.503 < .001	0.864 < .001	_													
Q61	Spearman's rho p-value	0.839 < .001	-0.436 < .001	-0.535 < .001	0.525 < .001	0.701 < .001	_												
Q62	Spearman's rho p-value	0.284 0.014	-0.267 0.022	-0.068 0.564	0.528 < .001	0.535 < .001	0.425 < .001	_											
Q63	Spearman's rho p-value	0.379 < .001	-0.244 0.036	-0.131 0.265	0.489 < .001	0.560 < .001	0.460 < .001	0.667 < .001	_										
Q64	Spearman's rho p-value	0.786 < .001	-0.319 0.006	-0.426 < .001	0.355 0.002	0.531 < .001	0.842 < .001	0.383 < .001	0.401 < .001	_									
Q65	Spearman's rho p-value	0.328 0.004	-0.070 0.551	-0.132 0.264	-0.003 0.983	0.023 0.844	0.305 0.008	0.007 0.954	0.268 0.021	0.246 0.035	_								
Q66	Spearman's rho p-value	0.531 < .001	-0.393 < .001	-0.439 < .001	0.452 < .001	0.412 < .001	0.631 < .001	0.285 0.014	0.349 0.002	0.590 < .001	0.384 < .001	_							
Q67	Spearman's rho p-value	0.768 < .001	-0.330 0.004	-0.415 < .001	0.441 < .001	0.598 < .001	0.873 < .001	0.365 0.001	0.417 < .001	0.760 < .001	0.319 0.006	0.489 < .001	_						
Q68	Spearman's rho p-value	0.699 < .001	-0.260 0.025	-0.346 0.003	0.319 0.006	0.562 < .001	0.700 < .001	0.235 0.044	0.342 0.003	0.571 < .001	0.180 0.125	0.303 0.009	0.807 < .001	_					
Q69	Spearman's rho p-value	0.314 0.007	-0.250 0.032	-0.271 0.019	0.210 0.073	0.223 0.057	0.346 0.003	0.205 0.079	0.161 0.172	0.389 < .001	0.156 0.184	0.403 < .001	0.312 0.007	0.188 0.108	_				
Q70	Spearman's rho p-value	-0.127 0.281	0.199 0.089	0.212 0.070	-0.057 0.627	-0.154 0.190	-0.134 0.254	0.029 0.807	0.234 0.045	-0.114 0.332	0.612 < .001	0.122 0.299	-0.101 0.391	-0.282 0.015	0.301 0.009	_			
Q71	Spearman's rho p-value	0.304 0.008	-0.085 0.471	-0.094 0.424	0.421 < .001	0.313 0.007	0.297 0.010	0.431 < .001	0.233 0.045	0.289 0.013	0.317 0.006	0.547 < .001	0.279 0.016	0.106 0.367	0.191 0.103	0.290 0.012	_		
Q72	Spearman's rho p-value	0.725 < .001	-0.278 0.016	-0.364 0.001	0.343 0.003	0.584 < .001	0.727 < .001	0.270 0.020	0.363 0.001	0.602 < .001	0.198 0.091	0.338 0.003	0.789 < .001	0.980 < .001	0.217 0.063	-0.252 0.030	0.147 0.211	_	
Q73	Spearman's rho p-value	0.638 < .001	-0.235 0.044	-0.310 0.007	0.295 0.011	0.511 < .001	0.639 < .001	0.272 0.019	0.341 0.003	0.519 < .001	0.188 0.109	0.292 0.012	0.745 < .001	0.921 < .001	0.231 0.048	-0.239 0.040	0.109 0.354	0.942 < .001	_

There is similar conclusion for the present situation. There are strong positive associations between Q57 and Q58 (Spearman's rho=0.900, p-value < .001), Q59 and Q60 (Spearman's rho=0.864, p-value < .001), Q68 and Q72 (Spearman's rho=0.980, p-value < .001), Q72 and Q73 (Spearman's rho=0.942, p-value < .001). There are negative correlations between Q57 and Q59 (Spearman's rho=-0.540, p-value < .001). Other than the result similar to Figure 26, there is also stronger positive correlation between discouragement and punishment of parents.



### Correlation between Factors

Significant figures are picked for analysis between factors. In general, there are usually positive

correlations among the factors of expectancy and value.

## Figure 28 Correlation Matrix – Expectancy and Value

Correlation Matrix

		Q1	Q2	Q7	Q8	Q13	Q14	Q15	Q18	Q22	Q26	Q31	Q34	Q36
Q1	Spearman's rho p-value	_												
Q2	Spearman's rho p-value	0.872 < .001	_											
Q7	Spearman's rho p-value	0.871 < .001	0.936 < .001	_										
Q8	Spearman's rho p-value	0.913 < .001	0.894 < .001	0.966 < .001	_									
Q13	Spearman's rho p-value	0.775 < .001	0.806 < .001	0.891 < .001	0.873 < .001	_								
Q14	Spearman's rho p-value	0.392 < .001	0.368 0.001	0.486 < .001	0.499 < .001	0.525 < .001	_							
Q15	Spearman's rho p-value	0.802 < .001	0.829 < .001	0.931 < .001	0.916 < .001	0.926 < .001	0.564 < .001	_						
Q18	Spearman's rho p-value	0.822 < .001	0.742 < .001	0.800 < .001	0.880 < .001	0.835 < .001	0.490 < .001	0.793 < .001	_					
Q22	Spearman's rho p-value	0.760 < .001	0.756 < .001	0.803 < .001	0.842 < .001	0.860 < .001	0.473 < .001	0.778 < .001	0.893 < .001	_				
Q26	Spearman's rho p-value	0.802 < .001	0.781 < .001	0.867 < .001	0.892 < .001	0.920 < .001	0.534 < .001	0.882 < .001	0.919 < .001	0.889 < .001	_			
Q31	Spearman's rho p-value	0.821 < .001	0.800 < .001	0.880 < .001	0.936 < .001	0.834 < .001	0.505 < .001	0.879 < .001	0.889 < .001	0.821 < .001	0.886 < .001	_		
Q34	Spearman's rho p-value	0.801 < .001	0.765 < .001	0.811 < .001	0.864 < .001	0.798 < .001	0.481 < .001	0.833 < .001	0.823 < .001	0.897 < .001	0.805 < .001	0.865 < .001	_	
Q36	Spearman's rho p-value	0.382 < .001	0.422 < .001	0.438 < .001	0.422 < .001	0.425 < .001	0.726 < .001	0.408 < .001	0.391 < .001	0.462 < .001	0.370 0.001	0.372 0.001	0.435 < .001	_

For example, there is strong positive association between Q7 (expectancy) and Q15

(importance) (p-value < .001). It concludes that playing the piano showed their talents and



helped them be their 'true self'. Other significant figures include Q13 (importance) and Q26 (interest) (p-value < .001), Q18 (utility value) and Q26 (interest) (p-value < .001), Q8 (expectancy) and Q31 (cost) (p-value < .001), Q22 (utility value) and Q34 (cost) (p-value < .001). There are also figures with lower Spearman's rho value such as Q2 (expectancy) and Q14 (importance) (Spearman's rho=0.368), Q1 (expectancy) and Q36 (cost) (Spearman's rho=0.382) compare with other obvious figures.

Correlatio	n Matrix	03	013	012	010	031	033	0.25	037	0.46	050	063	0.65	0.60
		Q2	Q12	QI3	Q18	Q21	Q23	Q25	Q37	Q46	Q58	Q02	Q05	Q68
Q2	Spearman's rho p-value	_												
Q12	Spearman's rho p-value	0.781 < .001	_											
Q13	Spearman's rho p-value	0.806 < .001	0.894 < .001	_										
Q18	Spearman's rho p-value	0.742 < .001	0.828 < .001	0.835 < .001	_									
Q21	Spearman's rho p-value	0.692 < .001	0.759 < .001	0.802 < .001	0.912 < .001	_								
Q23	Spearman's rho p-value	0.739 < .001	0.843 < .001	0.816 < .001	0.950 < .001	0.932 < .001	_							
Q25	Spearman's rho p-value	0.748 < .001	0.870 < .001	0.892 < .001	0.881 < .001	0.778 < .001	0.850 < .001	_						
Q37	Spearman's rho p-value	0.238 0.041	0.236 0.043	0.110 0.352	0.207 0.077	0.280 0.016	0.250 0.032	0.118 0.316	_					
Q46	Spearman's rho p-value	0.053 0.652	0.261 0.025	0.161 0.172	0.142 0.226	0.216 0.064	0.172 0.143	0.157 0.183	0.539 < .001	_				
Q58	Spearman's rho p-value	0.175 0.136	0.259 0.026	0.318 0.006	0.364 0.001	0.249 0.033	0.373 0.001	0.422 < .001	-0.310 0.007	-0.070 0.554	_			
Q62	Spearman's rho p-value	0.163 0.164	0.270 0.020	0.334 0.004	0.135 0.253	0.155 0.187	0.189 0.107	0.201 0.087	0.194 0.097	0.441 < .001	-0.068 0.564	_		
Q65	Spearman's rho p-value	0.253 0.030	0.109 0.356	0.084 0.478	0.132 0.264	0.146 0.213	0.097 0.412	0.049 0.677	0.483 < .001	0.352 0.002	-0.132 0.264	0.007 0.954	_	
Q68	Spearman's rho p-value	0.080 0.497	-0.222 0.057	-0.087 0.463	-0.334 0.004	-0.197 0.092	-0.351 0.002	-0.239 0.040	0.116 0.327	0.186 0.113	-0.346 0.003	0.235 0.044	0.180 0.125	_

Figure 29 Correlation Matrix – Expectancy-value and Parental Attitudes

The correlation between expectancy-value and parental attitudes is generally weaker

comparatively, but there are still useful figures with a low p-value such as Q21 (utility value)



and Q37 (parental attitudes in the past) (positive Spearman's rho value and p-value=0.016), Q25 (interest) and Q58 (parental attitudes at present) (positive Spearman's rho value and p-value < .001), Q23 (utility value) and Q68 (parental attitudes at present) (negative Spearman's rho value and p-value=0.002), Q18 (utility value) and Q58 (parental attitudes at present) (positive Spearman's rho value and p-value=0.001), Q2 (expectancy) and Q65 (parental attitudes at present) (positive Spearman's rho value and p-value=0.030), Q12 (importance) and Q46 (parental attitudes in the past) (positive Spearman's rho value and p-value=0.025), Q13 (importance) and Q62 (parental attitudes at present) (positive Spearman's rho value and p-value=0.004).

### Correlation regarding Demographic Information

From Jamovi (2019), ANOVA is used to find out 'the relationship between a continuous dependent variable, and one or more categorical explanatory variables'.

	Sum of Squares	df	Mean Square	F	р	η²
School year	42.8	4	10.69	5.28	< .001	0.234
Residuals	139.8	69	2.03			





Comparison			_				
School year		School year	Mean Difference	SE	df	t	<b>P</b> tukey
1	-	2	-0.625	1.510	69.0	-0.414	0.994
	-	3	-0.917	1.481	69.0	-0.619	0.972
	-	4	-1.385	1.477	69.0	-0.937	0.881
	-	5	-2.450	1.441	69.0	-1.700	0.441
2	-	3	-0.292	0.650	69.0	-0.449	0.991
	-	4	-0.760	0.640	69.0	-1.188	0.758
	-	5	-1.825	0.551	69.0	-3.311	0.012
3	-	4	-0.468	0.570	69.0	-0.821	0.923
	-	5	-1.533	0.468	69.0	-3.273	0.014
4	-	5	-1.065	0.454	69.0	-2.345	0.143

Figure 31 Post Hoc Comparisons - School year & Q47

There is strong correlation between school year and parental attitudes at present. The above figures are one of the most significant figures which are related to encouragement of parents. The general p-value is lower than .001 and the strongest correlation can be found from Year 5 students.

On the other hand, there is strong correlation between qualification and different EVT components as well as parental factors.



## Figure 32 ANOVA Q2

	Sum of Squares	df	Mean Square	F	р	η²
Qualification of the piano	11.9	2	5.968	9.11	< .001	0.204
Residuals	46.5	71	0.655			

Figure 33 Post Hoc Comparisons - Qualification of the piano & Q2

Com	ipai	rison	_				
Qualification of the piano	QualificationQualificationof the pianoof the piano		Mean Difference	SE	df	t	Ptukey
Above Grade 8	-	Grade 7 or below	1.964	0.592	71.0	3.32	0.004
	-	Grade 8	0.646	0.196	71.0	3.30	0.004
Grade 7 or below	-	Grade 8	-1.318	0.585	71.0	-2.25	0.069

## Figure 34 ANOVA Q22

	Sum of Squares	df	Mean Square	F	р	η²
Qualification of the piano	10.9	2	5.462	8.77	< .001	0.198
Residuals	44.2	71	0.623			



Compa	arison	_				
Qualification of the piano	Qualification of the piano	Mean Difference	SE	df	t	<b>P</b> <sub>tukey</sub>
Above Grade 8 -	Grade 7 or below	0.107	0.578	71.0	0.185	0.981
-	Grade 8	0.789	0.191	71.0	4.135	< .001
Grade 7 or _	Grade 8	0.682	0.571	71.0	1.195	0.460

Figure 35 Post Hoc Comparisons - Qualification of the piano & Q22

Figure 32, 33, 34 and 35 are the examples which explain the positive correlations between qualification of respondents and their competence belief as well as help for study. The general p-value is low especially for qualification of or above Grade 8.

## Figure 36 ANOVA Q56

	Sum of Squares	df	Mean Square	F	р	η²
Qualification of the piano	3.41	2	1.703	4.56	0.014	0.114
Residuals	26.54	71	0.374			



Com	rison	-					
Qualification of the piano		Qualification of the piano	Mean Difference	SE	df	t	Ptukey
Above Grade 8	-	Grade 7 or below	0.821	0.447	71.0	1.84	0.165
	-	Grade 8	-0.292	0.148	71.0	-1.98	0.125
Grade 7 or below	-	Grade 8	-1.114	0.442	71.0	-2.52	0.037

Figure 37 Post Hoc Comparisons - Qualification of the piano & Q56

Figure 36 and 37 explains there is positive correlation between qualification of respondents and instruction of parents. The general p-value is low in general.

# Discussion

### Expectancy and Value

Respondents had high expectancy and value on the piano in general. First, they were usually confident about their piano competence and believed that practicing could help improve. One of the factors can be their qualification of the piano. Second, piano was necessary for them. They were conscious of their identity as a piano player although the piano was not their only interest.



Third, the main trend shows that students treated the piano as useful for their personal, academic and career development. Fourth, the piano brought students enjoyment. Fifth, most of the respondents made great effort and used a lot of time on learning and practicing the piano although they would also pay attention to other activities.

Findings proved that the components of expectancy and value were inter-related in a positive way. For example, respondents who had high competence belief on the piano would be more likely to treat it as an enjoyable interest and made more effort on practicing. Oppositely respondents who were not interested in playing the piano would weaken their sense of identity as a piano player. For this research project, as most of the respondents had high expectancy and value with high means, modes and medians, it could be concluded that they were motivated on learning and playing the piano.

### Parental Attitudes

Some respondents played the piano because of parents while some of them played and practiced the piano by own choice in their initial stage of piano learning. Although some of them were restricted on practicing hours and choice of learning, but meanwhile many of them were encouraged by parents and parents seldom had discouraged behaviors such as scolding and



punishment regarding their piano performance in either examination or competition. It was believed that some parents would provide their children freedom with regulation.

After being a Music student, respondents tended to have more freedom to choose with less restriction from parents. As a result, parental influence on students' instrumental learning as well as their expectancy and value decreased.

### Correlation between Instrumental Learning Motivation and Parental Attitudes

Findings proved that parents might affect students' instrumental learning motivation in a certain extent. For example, there was positive correlation between thinking learning the piano as a knowledge-gained way and learning the piano by parents' instruction. Also the qualification of the piano was related to parents' instruction. As respondents usually had supportive parents, it can be proved that parents have an essential role to boost learning motivation of Music students. However the claim is not definite as findings also proved that less parental involvement in the present situation led to high expectancy and value for Music students. For example, Year 5 students tended to gain less restriction but the reason might be their level of independence from family since they might have economic power to enjoy the right of self-decision.



# Conclusion

Parents can be the decision maker on students' instrumental learning and influence their decision making, especially at their young age or in their initial stage of instrumental learning, in a certain extent. With supportive parents, students would be more likely to have higher expectancy and value on instrumental learning. They would have higher instrumental learning motivation and thus play an instrument persistently compare with students with over-demanding parents. Therefore supportive parents can be a reason for students to choose Music in their tertiary education. When parents become less involved and provide students more freedom for self decision after students grow up. Their influence on students' motivation of instrumental learning is lessened and the importance of students' own expectancy and value become greater.

# **Recommendation and Limitation**

Hong Kong has a competitive learning environment. Parents are worried about their children's future development, thus let them learn musical instruments to build up different skills. Nevertheless, regulation and freedom provided should be balanced in order to ensure children



to be advantaged. Encouragement helps students develop high instrumental learning motivation and it is definitely beneficial to their long-term development.

This social problem can be identified by limitation of the educational system in Hong Kong. Music is a less important subject for schools but it does bring students merits. Students should be encouraged to get in touch with Music learning by parents, school, or even the government, but they should meanwhile have the right to enjoy other interest.

In the research, few students do not play the piano the most frequently. Their information was counted since playing the piano could be their new interest and thus to be the evidence of increase in instrumental learning motivation. Moreover students can be motivated or demotivated by factors other than parents and the research correlation might not be definite. The result might not be representative but it still brings out valuable reflection about the society.



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# **Appendix 1 – Consent Form**

### THE EDUCATION UNIVERSITY OF HONG KONG

### **Department of Cultural and Creative Arts**

### CONSENT TO PARTICIPATE IN RESEARCH

## Influences of Parental Attitudes on Instrumental Learning Motivation of Tertiary Music

### **Students in Hong Kong**

I \_\_\_\_\_\_\_ hereby consent to participate in the captioned research supervised by Dr. YANG Yang and conducted by Lam Oi Ling, who is a student of Department of Cultural and Creative Arts/Music in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **<u>attached</u>** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date



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# **Appendix 2 – Information Sheet**

## **INFORMATION SHEET**

## Influences of Parental Attitudes on Instrumental Learning Motivation of Tertiary Music Students in Hong Kong

You are invited to participate in a project supervised by Dr. YANG Yang and conducted by Lam Oi Ling, who is a student of the Department of Cultural and Creative Arts/Music in The Education University of Hong Kong.

## Introduction

The objective of the project is to study the correlation between instrumental learning motivation of Music tertiary students and parental attitudes. Situation of students' instrumental learning motivation in the past and present would be studied. As a few researches are related to advanced music learners and parental attitudes, Music tertiary students from Hong Kong are chosen as target participants.

## Methodology

Quantitative research would be the main method for data collection. About 100 Music tertiary students from Hong Kong who plays the piano would be surveyed by questionnaire and it would be carried out in Jan – Feb 2020. Background information of interviewees would be asked at the beginning for reference such as personal information and learnt instrument(s). Main questions would be based on theories regarding to learning motivation and parental attitudes. The questionnaire would take about 15 minutes.

### **Potential risks**

The study involves no potential risk. Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher. Entered data will be stored on a password-protected file and a password-protected computer that the computer can only be accessed by the researcher. Collected data will only be used for presentation and essay writing of this project. Data will be destroyed after final grading is available i.e. Aug 2020.

If you would like to obtain more information about this study, please contact Lam Oi Ling at telephone number or their supervisor Dr. YANG Yang at telephone number



If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at <u>hrec@eduhk.hk</u> or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Lam Oi Ling Principal Investigator

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# Appendix 3 – Questionnaire\*

Demographic	
Information	
Gender	Male/Female
School	Hong Kong Baptist University/ The Chinese University of Hong Kong/
	The Education University of Hong Kong/ The Hong Kong Academy For
	Performing Arts/ The University of Hong Kong/Others:
Year in School	Year 1/2/3/4/5
Family income	\$20000 or less/\$20001-\$30000/\$30001-40000/\$40001-\$50000/more
per month	than \$50000
(HKD)	
Highest	Secondary or below/Post-secondary/Master degree or above
Educational	
Level of	
Family	
Year of starting	
learning the	
piano (please	
fill in the full	
form, e.g.	
2002)	
Years of having	1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20 or more
learning the	
piano	
Qualification	Grade 7 or below/Grade 8/ Above Grade 8
of the piano	
Is the piano the	Yes (go to Part I)/No
instrument you	
play the most	
frequently?	
The instrument	
you play the	
most	
frequently	
Year of starting	
learning the	



instrument you								
play the most								
frequently								
(please fill in								
the full form,								
e.g. 2002)								
Years of having	1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20 or more							
learning the								
instrument you								
play the most								
frequently								
Qualification	Grade 7 or below/Grade 8/ Above Grade 8							
of the								
instrument you								
play the most								
frequently								
This question	naire consists of seven parts. Use the scale below (1-7) to ans	swei	r the	e qu	estic	ons.	Plea	ise
check the box	between 1 and 7 that best describes you.			-				
	No	ot at					V	<i>V</i> ery
	all	true					1	true
Competence	Part I	1	2	3	4	5	6	7
belief, Choice								
persistence								
(11)								
1	I can learn the piano well.							
2	I am good at playing the piano.							
3	I feel secure about my abilities in piano.							
4				_	-	-		
5	Playing the piano shows my potential.							
5	Playing the piano shows my potential. I recognize my talents through playing the piano.							
6	Playing the piano shows my potential. I recognize my talents through playing the piano. I can decide the best interpretation style for a piano piece.							
6 7	Playing the piano shows my potential. I recognize my talents through playing the piano. I can decide the best interpretation style for a piano piece. I like playing the piano because it shows my talents.							
6 7 8	Playing the piano shows my potential. I recognize my talents through playing the piano. I can decide the best interpretation style for a piano piece. I like playing the piano because it shows my talents. I know how to improve my instrumental skills through practicing the							
6 7 8	Playing the piano shows my potential. I recognize my talents through playing the piano. I can decide the best interpretation style for a piano piece. I like playing the piano because it shows my talents. I know how to improve my instrumental skills through practicing the piano.							
6 7 8 9	Playing the piano shows my potential. I recognize my talents through playing the piano. I can decide the best interpretation style for a piano piece. I like playing the piano because it shows my talents. I know how to improve my instrumental skills through practicing the piano. I can improve my instrumental skills through practicing the piano.							



11	I will not stop learning the piano because I aim for further				
	improvements.				
Importance,	Part II				
identity,					
conscious (6)					
12	Learning the piano is important for improvement.				
13	Playing the piano is important in my life.				
14	Playing the piano is prior than my other interests.				
15	I can be my 'true self' when I play the piano.				
16	I am proud of being a piano player.				
17	I am conscious of being a piano player.	1			
		1			
Usefulness,	Part III				
future goals					
(7)					
18	Playing the piano enhances my musical intelligence.				
19	Playing the piano facilitates my brain's development.				
20	I recognize my personal value through playing the piano.				
21	I can gain useful knowledge through learning the piano.				
22	Learning the piano helps with my study.				
23	Learning the piano helps with my future career.				
24	Playing the piano is useful to my personal growth.				
Interest,	Part IV				
enjoyment (6)					
25	I am interested in learning the piano.				
26	I like playing the piano.				
27	I enjoy being able to master more difficult piano piece.				
28	I enjoy learning new techniques.				
29	I feel happy after playing the piano.				
30	I will not stop playing the piano because I like it.				

Cost – time,	Part V				
effort (6)					
31	I make great effort on learning the piano.				
32	I use much time on learning the piano.				
33	I make great effort on practicing the piano.				
34	I use much time on practicing the piano.				
35	The more I work, the better I can perform on piano.				
36	It is worthwhile to spend time on practicing the piano instead of				
	doing other social activities.				
Motivation,	Part VIa				
parental					
influences					
(19+18)				 	
In the first two y	ears of piano learning,			 	
37	I first played the piano because my parents asked me to.			 	
38	I practiced the piano because my parents asked me to.				
39	I could stop learning the piano whenever I wanted.				
40	I could join other extra-curricular activities whenever I wanted.				
41	I could stop learning the piano only after I passed a certain grade of				
	the piano grade examination.				
42	I could join other extra-curricular activities, but I must learn the				
	piano meanwhile.				
43	My parents restricted my practicing time of piano (e.g. one hour				
	every day).				
44	I learnt the piano because I did not want to disappoint my parents.				
45	I practiced the piano because I wanted my parents to admit my hard				
	work.				
46	I would feel guilty if I did not follow my parents' instruction to				
	practice the piano.				
47	My parents would praise me verbally if I practiced the piano.				
48	My parents would reward me (material or non-material) if I practiced				
	the piano.				
49	My parents would scold me if I did not practice the piano.				
50	My parents would punish me (material or non-material) if I did not				
	practice the piano.				

51	My parents asked me to take part in piano exams, competitions or performances.				
52	My parents would praise me verbally if I performed well on piano exams, competitions or performances.				
53	My parents would reward me (material or non-material) if I performed well on piano exams, competitions or performances.				
54	My parents would scold me if I did not perform well on piano exams, competitions or performances.				
55	My parents would punish me (material or non-material) if I did not perform well on piano exams, competitions or performances.				
	Part VIb				
After being a M	usic student,				
56	I practice the piano because my parents ask me to.				
57	I can stop learning the piano whenever I want.				
58	I can join other extra-curricular activities whenever I want.				
59	I can stop learning the piano only after I pass a certain grade of the piano grade examination.				
60	I can join other extra-curricular activities, but I must learn the piano meanwhile.				
61	My parents restrict my practicing time of piano (e.g. one hour every day).				
62	I learn the piano because I do not want to disappoint my parents.				
63	I practice the piano because I want my parents to admit my hard work.				
64	I would feel guilty if I do not follow my parents' instruction to practice the piano.				
65	My parents would praise me verbally if I practice the piano.				
66	My parents would reward me (material or non-material) if I practice the piano.				
67	My parents would scold me if I do not practice the piano.				
68	My parents would punish me (material or non-material) if I do not practice the piano.				
69	My parents ask me to take part in piano exams, competitions or performances.				
70	My parents would praise me verbally if I perform well on piano				

	exams, competitions or performances.				
71	My parents would reward me (material or non-material) if I perform				
	well on piano exams, competitions or performances.				
72	My parents would scold me if I do not perform well on piano exams,				
	competitions or performances.				
73	My parents would punish me (material or non-material) if I do not				
	perform well on piano exams, competitions or performances.				

You have now completed the survey. Thank you for your participation.

\*Remarks: Format would be different as Google form was used for questionnaire distribution.

