

BACKGROUND

- 14 % of the Slovenian primary school population is enrolled in the Slovenian music school system, majority of them (93,9 %) learn to play a musical instrument or sing in the public music school system (SURS, 2015)
- 22 % of instrumental students drop out of music education in the first two years (Bogunovič, 2010)
- a limited number of studies on children's (7 - 15 years) motivation in the context of learning a musical instrument (Oliveira et al., 2021)
- Existing research discovers intertwining internal and external factors of music motivation decline, which include:
 - **underdeveloped musical abilities** (Gerleus et al., 2017)
 - **low pre-existing personal interest in instrument learning that fosters self-regulation** (Evans and McPherson, 2014)
 - **high levels of stage fright** (Spruk, 2011)
 - **less supportive family and social context** (Corenblum and Marshall, 1998; Gerleus et al., 2017; Hallam et al., 2018)
 - instrumental teacher's **harsh communication** (Spruk, 2011)
 - **inadequate teaching materials** (Asmus, 2021)
 - **competitive musical environment** (West, 2013)
- From the perspective of self-determination theory (Deci and Ryan, 1985) perspective, children's motivational decline and eventual dropout occur, when their psychological needs for autonomy, competence, and relatedness in their musical learning are »being thwarted« (Evans, McPherson, and Davidson, 2012, pp. 17)

AIMS

This study was conducted to get a more in-depth understanding of the perceptions, insights, and experiences of contributing factors to motivation decline in drop-out students from Slovenian music schools. This is the first step in our ongoing research aimed at creating learning environments that ensure higher levels of student retention in music schools.

RESEARCH QUESTION

What are the leading factors toward dropping out of instrumental music education from the perspective of instrumental teachers, music students, and their parents?

METHOD

- a **qualitative study** based on **semi-structured group interviews** in **3 focus groups** (music students, music teachers, parents)
- a **grounded theory approach** (Strauss & Corbin, 1998) was used because of the lack of knowledge regarding the specific factors and factor relationships that comprise the student motivation decline in musical instrument lessons

PARTICIPANTS IN 3 FOCUS GROUPS

T

Musical instrument **teachers**
(N female = 3, N male = 3)

S

Drop-out **students** aged 10 - 13
(N female = 4, N male = 2))

P

Drop-out student' **parents**
(N female = 5, N male = 1)

CONTRIBUTING FACTORS TO STUDENT MOTIVATION DECLINE IN MUSICAL INSTRUMENT LESSONS

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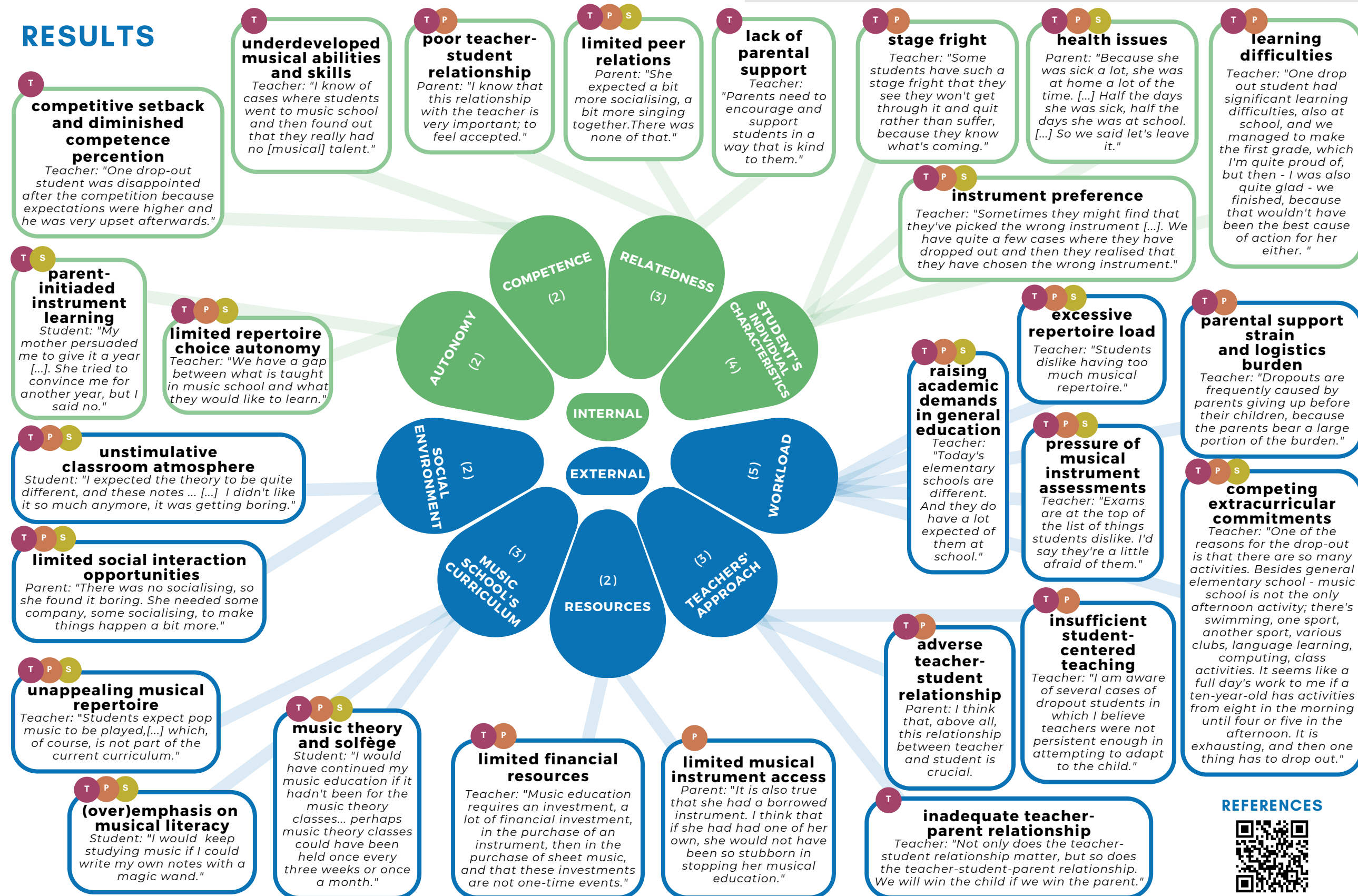
CONCLUSIONS

- most of reported contributing factors (RCF) to student motivation decline concord between all 3 focus groups (FG), most of internal RCF are in line with SDT (Deci and Ryan, 1985), external RCF concur with previous research too, except in the music school curriculum category: music theory and solfège lessons were reported as important drop out factor by all 3 focus groups

FUTURE RESEARCH

- a quantitative study among Slovenian music school students, instrument teachers, and music school principals
- analyses of good teaching practices in Slovenian music schools with the lowest dropout rates

RESULTS



REFERENCES

