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Predictive Relationship between Motivation Strategies and Musical Creativity of Secondary School Music Students

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Abstract : Educational Psychologists have highlighted the significance of creativity in education. Likewise, a fundamental objective of music education concern the development of students' musical creativity potential. The purpose of this study was to determine the relationship between motivation strategies and musical creativity, and establish the prediction equation of musical creativity. The study used purposive sampling and census to select 201 fourth-form music students (139 females/ 62 males), mainly from public secondary schools in Kenya. The mean age of participants was 17.24 years (SD = .78). Framed upon self- determination theory and the dichotomous model of achievement motivation, the study adopted an ex post facto research design. A self-report measure, the Achievement Goal Questionnaire-Revised (AGQ-R) was used in data collection for the independent variable. Musical creativity was based on a creative music composition task and measured by the Consensual Musical Creativity Assessment Scale (CMCAS). Data collected in two separate sessions within an interval of one month. The questionnaire was administered in the first session, lasting approximately 20 minutes. The second session was for notation of participants' creative composition. The results indicated a positive correlation $r(199) = .39$, $p < .01$ between musical creativity and intrinsic music motivation. Conversely, negative correlation $r(199) = -.19$, $p < .01$ was observed between musical creativity and extrinsic music motivation. The equation for predicting musical creativity from music motivation strategies was significant $F(2, 198) = 20.8$, $p < .01$, with $R2 = .17$. Motivation strategies accounted for approximately (17%) of the variance in participants' musical creativity. Intrinsic music motivation had the highest significant predictive value ($\beta = .38$, $p < .01$) on musical creativity. In the exploratory analysis, a significant mean difference $t(118) = 4.59$, $p < .01$ in musical creativity for intrinsic and extrinsic music motivation was observed in favour of intrinsically motivated participants. Further, a significant gender difference $t(93.47) = 4.31$, $p < .01$ in musical creativity was observed, with male participants scoring higher than females. However, there was no significant difference in participants' musical creativity based on age. The study recommended that music educators should strive to enhance intrinsic music motivation among students. Specifically, schools should create conducive environments and have interventions for the development of intrinsic music motivation since it is the most facilitative motivation strategy in predicting musical creativity.

Keywords : extrinsic music motivation, intrinsic music motivation, musical creativity, music composition
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