



**THE INFLUENCE OF MOTIVATION ON CHORUS CLASS
PARTICIPATION OF STUDENTS IN MUSIC
PERFORMANCE PROGRAM IN
CHENGDU UNIVERSITIES**

**BY
QIN LI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
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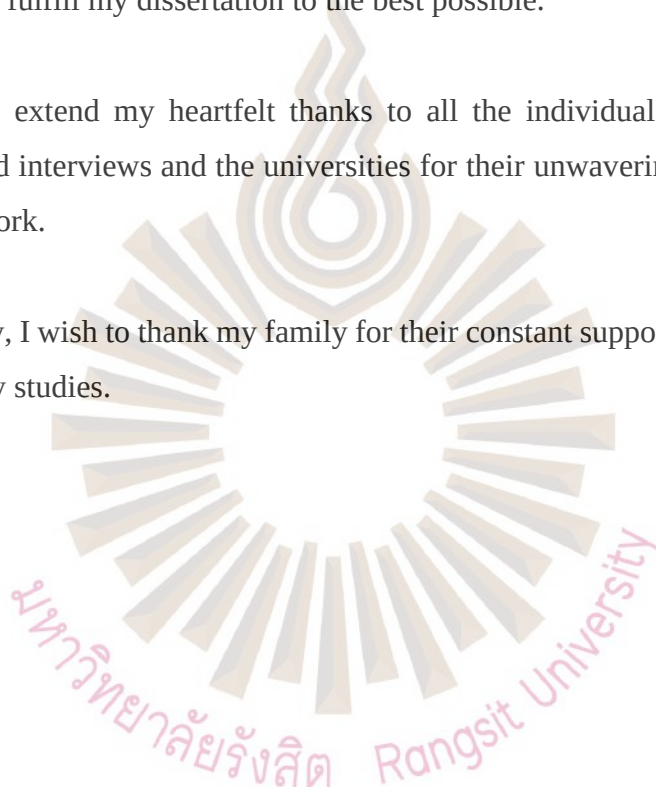
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Abstract

This study examined the impact of intrinsic and extrinsic motivation on the participation of undergraduate students majoring in music performance in chorus classes across Chengdu universities. Drawing on Self-Determination Theory, the research explored how personal interests, goals, and external influences such as recognition and rewards contributed to students' engagement in chorus activities. A mixed-methods approach, combining surveys and interviews with a sample of 339 students, was employed to analyze the influences of intrinsic and extrinsic motivation on class participation. The findings revealed that while the intrinsic motivation, particularly, with a passion for music and a desire for self-improvement significantly influenced students' active involvement in chorus singing, the extrinsic factors, such as teacher feedback and performance opportunities, significantly influenced students' participation in chorus classes. The study underscored the importance of fostering both intrinsic and extrinsic motivation in choral education to enhance student engagement and optimize learning outcomes. In addition, the insights gained from this research offered guidelines and practical implications gained from administrators in Chorus Program for improving Choral Education and participation strategies in Chengdu universities.

(Total 144 pages)

Keywords: Motivation, Chorus, Class Participation, Music Performance Program,
 Chengdu Universities

Student's Signature.....Dissertation Advisor's Signature.....

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SYMBOLS

Symbol	Meaning
$\bar{X}$	Arithmetic Mean
<i>S.D.</i>	Standard Deviation
<i>Corr</i>	Pearson Product Moment Correlation Coefficient
<i>p</i>	Statistical Significance
<i>n</i>	Sample Size
R^2	Coefficient of Determination



CHAPTER 1

INTRODUCTION

1.1 Background and Significance of The Study

Choral singing is a unique and special art form that involves a group of singers performing together in unison, harmony, or counterpoint (Chen et al., 2022). As a multiplayer art form, it requires teamwork, discipline, and dedication from each member of the choir to create a cohesive sound (Chen, Wang R., Wang J., & Zhou, 2023). According to Jiao (2022), choral singing offers many benefits to individuals and communities, serving as a distinctive mechanism for connecting with others through music, building social support, developing musical abilities, and expressing oneself creatively.

In the field of music education, while choral singing is a unique and significant aspect of particular skill development (Lonsdale & Day, 2021) in that many universities and colleges offer specialized courses in choral conducting for music education majors (Hart, 2019). Especially in China, for undergraduate music performance majors, students are required to take a professional chorus class for the first and second year of undergraduate students (Ministry of Education of PRC, 2012). The emphasis on choral conducting is driven by the demand for highly skilled and competitive candidates in the music industry, thus, to enhance and enrich the choral education to meet the current and future needs of the music industry is essential (Zhou, 2022).

For chorus students, participation skills are considered one of the most salient in pursuing their common goals of joining a choir performance that in turn will provides them of more opportunities to showcase their talents and performance experiences. Participation is a critical determinant of the success and impact of school

choirs that can be achieved by developing skills in singing, leading, including being a good member (Damsgaard & Brinkmann, 2022). As such, in choir, it is acknowledged that participating can provide students with opportunities in developing their musical abilities, enhance their self-esteem, and cultivate their interpersonal skills (Arzagon, Zaragoza, & Mecida, 2022). Research indicates that participation in music training can also improve cognitive abilities such as memory and attention which in turn have a positive impact on academic performance (Engels, Spilt, Denies, & Verschueren, 2021; Kennedy & Pek, 2023).

While participation allows students to actively engage in choir activities, develop a sense of responsibility and dedication, and enhance their musical proficiency, it also contributes to the overall cohesion and performance of the choir, as students can learn not only to rely on but also supporting one another (Thararuedee & Wette, 2020). Moreover, participation can further student grades and academic progress by reflecting the school's commitment to being well-rounded individuals (Altun & Dler Shafah, 2021). Participation is composed of four aspects of engagement: 1) Behavioral Engagement; 2) Emotional Engagement; 3) Behavioral Disaffection; and 4) Emotional Disaffection (Tanvir, 2021; Tasgin & Tunc, 2018). While effective participation can be defined as the highest level of individual engagement in academic activities as well as the learning process, the optimal indicator for assessing actual classroom participation rate is the efficiency of student engagement (Tang, Li, Auden, & Dhuey 2020). The more students engage in the process of learning activities, the more quality of effective participation emerges (Mahlambi, 2021).

It is believed that students' intrinsic motivation driven by a genuine passion for music influences their active participation in choral singing. This inner dynamic stems from a personal connection to the art form, encouraging ongoing engagement (Pendergast, 2023). Another intrinsic motivational factor is the student's desire to improve their singing skills. This desire for self-improvement drives them to actively participate in choral singing, as they see the activity as improving their skills (Myers, 2023).

Extrinsic motivation, especially in the form of external influences, such as a student's love of music, can strongly influence choral participation. When students have a deep appreciation for music as a whole, they are more likely to engage in activities such as choral singing to express their enthusiasm. Again, external factors (such as a desire to improve vocal skills) influenced by external sources such as teachers or mentors can contribute to increased engagement (Zhang, Dai, & Ardasheva, 2020). When students are driven by the goal of improving their singing skills, they are motivated to actively participate in choral lessons.

It is argued that motivation has been significantly influenced effectiveness in chorus singing (Cayubit, 2022; Imakulata, 2019). While motivation is a multifaceted construct with both intrinsic and extrinsic aspects, intrinsic motivation derives from inside the mind of a person, such as a personal interest and goals or a desire to improve one's certain skills, extrinsic motivation, on the other hand, is driven by environment and outside factors such as the influences of people around them-- parents, teachers, peers, awards, and or any other objects gained through activities (Akkaş, Tekin, & Adydin, 2022; Datu & Yang, 2021; Nur'aini, Hidayati, & Maynawati, 2022). In the context of choral singing, intrinsic motivation is associated with factors such as a student's love, interest, or appreciation for music, a desire to improve vocal skills, and individual's pleasure derived from singing. In contrast, extrinsic motivation may come from the recognition and support from outside, that influenced by parents, teachers, or peers engaging in singing activities (Woody, 2021). Additionally, student motivation can be influenced by various subjective and objective factors (Alalwan et al., 2019). In conclusion, intrinsic motivation includes student's gender, background, personality, basic music skills, interests, and goals, and extrinsic motivation involves the expectations and/or support of parents, teachers, and peers, the quality of the school's music program, the availability of resources and opportunities for singing, and the awards can be obtained by doing chorus singing (Pentikäinen et al., 2021). Therefore, motivation appears to be a crucial influence on determining a student's participation with different facets of engagement in choral singing and any other extracurricular activities around it (Yoo, 2020).

Research indicates that, in chorus singing, intrinsic motivation driven by a genuine passion for music will influence active participation in that the inner dynamic stems from a personal connection to the art form will also encourage an ongoing engagement (Pendergast, 2023). Love, interest, and appreciation of music as a whole can strongly influence active engagement for expression of enthusiasm for self-growth and self-improvement of becoming effective members of a chore while active participation in chorus singing has been seen as a means for improving their chorus singing skills (Myers, 2023). On the other hand, external factors such as being recognized by others, getting better grades, and some rewards and/or awards can contribute to increase in engagement, especially, when doing better in singing and/or performing their choir (Zhang et al., 2020).

As can be seen that the effective participation in choir is crucial for enhancing music literacy and overall competency in chorus singing (Pentika'inen et al., 2021) since effectiveness in chorus singing class will help nurture students' opportunities for example, self-expression, personal growth, fostering a sense of autonomy and belonging within the choir, as well as the extrinsic goals of others' recognition and gaining outside rewards (Maury Vella-Brodrick, Davidson, & Rickard, 2022). Despite the importance of understanding what motivate students in choir participation, chorus singing education will not be effective enough because of a lack of thorough research on the motivating factors behind student participation involvement (Pendergast, 2023). To respond to this research gap, this study will focus on exploring the influence of intrinsic and extrinsic motivation on chorus singing class participation of the undergraduate students majoring in music performance program in Chengdu Universities with the emphasis on the first- and second-year students who taking chorus classes. This is because in China, as mentioned earlier, while undergraduate students majoring in music performance are required to take professional chorus classes for at least two years (Ministry of Education of PRC, 2012), therefore, it is necessary to gain a direction of how to foster and better chorus singing class participation in order to elevate the effectiveness of plan and design to improve choir education in Chengdu Universities.

1.2 Research Objectives

1.2.1 To study the levels of intrinsic and extrinsic motivation on chorus class participation of the first- and second-year students majoring in music performance program in Chengdu Universities.

1.2.2 To examine the influences of intrinsic and extrinsic motivation on chorus class participation of the first- and second-year students majoring in a music performance program in Chengdu Universities.

1.2.3 To gain insights into students' perspectives of motivation on chorus class participation that will help improve chorus education in Chengdu Universities.

1.3 Research Questions

1.3.1 What are the levels of intrinsic and extrinsic motivation on chorus class participation of the first- and second-year students majoring in music performance program in Chengdu Universities?

1.3.2 What are the influences of intrinsic and extrinsic motivation on chorus class participation of the first- and second-year students majoring in a music performance program in Chengdu Universities?

1.3.3 What are the students' perspectives of motivation on chorus class participation that will help improve chorus education in Chengdu Universities?

1.4 The Scope of The Study

1.4.1 This study explained:

The intrinsic and extrinsic motivation that influence chorus class participation of the first and second year of students in music performance program to gain insights into students' perspectives of motivation on chorus class participation that will help improve chorus education in Chengdu Universities.

1.4.2 Population and Sampling

1) Population

The study encompasses a population of 678 undergraduate students majoring in music and music performance, drawn from Chengdu University of Arts and Sciences and Sichuan Normal University in Chengdu, China.

2) Sampling

In this study, a total sample of 339 using methods by JM Ip, SM Saw, KA Rose and IG Morgan (2008) ensuring representation from both institutions while maintaining randomness. In summary, the sampling procedure yielded a total of 339 samples. This comprised 90 samples from Chengdu University of Arts and Sciences, where students with odd-numbered identifiers were selected, and 249 samples from Sichuan Normal University, where students with even-numbered identifiers were chosen. Because of a mixed method, a survey was performed with 331 subjects and 8 was interviewed.

1.4.3 Measures

1.4.3.1 Questionnaire

A questionnaire was utilized to collect data on the motivation for participation in a chorus, incorporating theories, concepts, and indicators related to motivation in a plan for educational performing aimed at enhancing the choir's engagement. The questionnaire comprised two parts:

Part I: Demographic information which comprises of genders, ages, years of chorus experience, and educational level.

Part II: Motivation Scale which contained 33 items. It is categorized into 2 groups as the following:

- 1) Extrinsic Motivation;
- 2) Intrinsic Motivation; and

3) The Effective Participation Scale which contained 20 items. It was categorized into 4 groups as the following: Behavioural Engagement, Emotional Engagement, Behavioural Disaffection, and Emotional Disaffection

1.4.3.2 Interviews

Interviews with 8 student informants as to obtain perspectives of motivation on chorus class participation that help improve chorus education in Chengdu Universities

1.5 RESEARCH FRAMEWORK

1.5.1 Motivation on Class Participation

The motivation of students to participate in choir classes is influenced by a range of factors, both intrinsic and extrinsic.

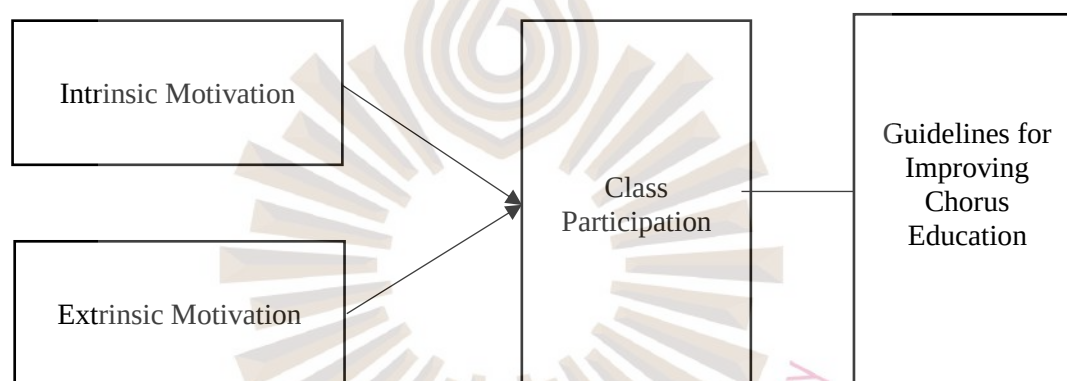


Figure 1.1 Research Framework

1.6 Definition of Terms

Chorus: Chorus refers to a choir or vocal ensemble that typically consists of university students who come together to sing and perform various musical works. Chorus classes or courses are specifically designed to develop students' vocal skills, musicality, and ensemble singing abilities.

Chorus Classes: Chorus classes involve rehearsals, vocal warm-ups, sight-reading exercises, and learning repertoire from different musical genres, including classical, contemporary, and folk. The focus is on achieving a balanced and harmonious blend of voices within the ensemble, as well as conveying the expressive elements of

the music through unified interpretation and phrasing. In addition to the technical aspects of singing, chorus classes may also cover topics such as vocal techniques, vocal health and care, music theory, ear training, and performance etiquette. Students have the opportunity to refine their vocal techniques, expand their musical knowledge, and develop their interpretive skills through regular rehearsals and performances. Participation in a university chorus provides students with a platform to collaborate with fellow singers, build teamwork and discipline, and develop a sense of musical community. It allows them to explore their artistic expression, gain performance experience, and contribute to the cultural and artistic life of the university and its surrounding community.

Class Participation: participation refers to the active involvement and engagement of students in the learning process within a classroom setting. It involves students actively contributing to discussions, asking questions, sharing ideas, and collaborating with peers and the instructor. Participation is considered an essential element of effective learning as it promotes critical thinking, communication skills, and the application of knowledge. It encourages students to take ownership of their learning, express their opinions, and engage in intellectual discourse with their classmates and instructor. Effective classroom participation involves active listening, thoughtful contributions, and respectful interaction with others. It encompasses various forms of engagement, such as answering questions, offering insights, providing examples, presenting findings, participating in group activities, and offering constructive feedback to peers. Through active participation, students not only deepen their understanding of the subject matter but also enhance their communication skills, develop their confidence, and build a sense of community within the classroom. It fosters a collaborative learning environment where students can learn from one another's perspectives and experiences. Participation is often encouraged and assessed by instructors as it facilitates student-centered learning, promotes critical thinking, and enriches the overall educational experience. It creates an inclusive and dynamic learning environment that encourages active learning and promotes the development of essential skills for academic and professional success.

Motivation: Motivation refers to the internal processes that drive their decision to join and actively engage. It can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation stems from personal interest, enjoyment, and a sense of accomplishment derived from singing and being part of a musical community. While extrinsic motivation involves external factors like recognition and rewards, intrinsic motivation refers to opportunities for self-expression, personal growth, and fostering a sense of autonomy and belonging within the choir.

Undergraduate Students majoring in Music Performance: Undergraduate, specifically first and second-year students, majoring in music performance, who enroll for a chorus course with a study span of 16 weeks. The students are divided into three classes, each comprising 30 students, resulting in a total enrollment of 180 students across two academic years.

Chengdu Universities: Chengdu Universities are three prestigious universities situated in Chengdu, China. These universities, namely Chengdu University of Liberal Arts, Sichuan Conservatory of Music, and Sichuan Normal University.

Sichuan Normal University: As a teacher training institution, SNU places a strong emphasis on teacher education, providing abundant educational resources and opportunities for students majoring in music performance. This includes coursework in music education, preparing students to become outstanding music educators in the future.

Self-Determination Theory (SDT): Self-Determination Theory is a psychological framework that explores human motivation and personality development. SDT suggests that individuals have innate psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2019). When these needs are satisfied within the choral context, individuals are more likely to be intrinsically motivated, finding joy and personal fulfillment in their participation. Intrinsic motivation, driven by internal factors, leads to greater commitment, creativity, and well-being. On the other

hand, extrinsic motivation, arising from external rewards or pressures, may undermine the enjoyment and satisfaction of choral singing. Therefore, understanding and nurturing the intrinsic motivation of choir members, by fostering autonomy, providing opportunities for skill development, and promoting a sense of belonging, can contribute to a more positive and fulfilling choral experience for university students.

Social Cognitive Theory (SDT): Social Cognitive Theory is an educational framework that examines how individuals' motivation and behavior are influenced by social factors, observational learning, and cognitive processes. SCT suggests that observing successful choir members, receiving social support, and developing self-efficacy beliefs can positively impact individuals' motivation to join and actively engage in choir activities. By understanding these social cognitive processes, choir instructors and organizers can create an environment that fosters motivation among university students, promoting their active participation in the choir.



CHAPTER 2

LITERATURE REVIEW

This chapter presented a comprehensive literature review to establish the theoretical foundation for the research. The literature review endeavored to establish a theoretical framework that explores the causal relationship between effective participation in choral classes and motivation. Effective participation is a crucial factor that significantly impacts the quality of the teaching process. Among the elements influencing effective participation, motivation holds a distinct position and importance. When students have higher levels of motivation towards the learning process, their engagement and participation in the choral lessons tend to be more effective. The literature provides diverse explanations regarding effective participation and motivation.

2.1 The Choral Class

2.1.1 Historical Background and Evolution of Choral Classes

Paige (2011) and Jansson and Balsnes (2021) have delved into the historical background and evolution of choral classes, recognizing its profound significance in the realm of education. Through their investigations, they have uncovered the deep historical roots of choral music education, tracing its origins back to ancient civilizations and religious practices. These studies have highlighted the integral role choral music has played in cultural and spiritual contexts, from sacred chants in early rituals to communal singing in medieval monastic settings.

As education systems took shape, choral music found its place within schools and educational institutions (Schippers & Campbell, 2012). The establishment of dedicated choral programs marked a significant milestone, demonstrating the value of nurturing choral talent within the curriculum. Over time, Antel (2010) and Sparks

(2014) have examined the transformative shifts in choral pedagogy, exploring various instructional approaches, vocal techniques, and rehearsal strategies aimed at enhancing choral education. Furthermore, they have examined the repertoire selection, encompassing both sacred and secular music, to reflect changing tastes and cultural influences.

The development of choral classes has been influenced by broader cultural and societal changes. Kruse, Harlos, Callahan, and Herring (2013) and Ewing (2011) have recognized the impact of artistic movements, technological advancements, and social trends on choral education, prompting adaptations and innovations within the field. They have explored challenges faced by choral education, such as shifting educational priorities, financial constraints, and evolving student demographics. In response, Richmond and Manokore (2011) has implemented diverse strategies to ensure the continued relevance and sustainability of choral programs. These strategies encompass repertoire diversification, community engagement, and the integration of technology to enhance teaching and performance.

By examining the historical background and evolution of choral classes, researchers and educators gain valuable insights into the development and significance of this discipline. The exploration of its origins, integration into formal education, pedagogical approaches, and adaptations to societal changes allows for informed decision-making and the shaping of contemporary choral education practices. A thorough understanding of the rich traditions and ongoing innovations within choral education ensures its continued relevance and impact in the future.

2.1.2 Effective Teaching Strategies for Choral Classes

Choral education plays a vital role in developing students' musical skills, fostering their love for music, and promoting their overall artistic growth. To optimize the learning experience in choral classes, educators have employed various teaching strategies aimed at enhancing student engagement, musicality, and achievement.

Several pedagogical approaches have been utilized in choral education to promote student learning and development. The Kodály method, for instance, emphasizes the use of solfege and rhythmic training to develop students' musicianship (Turkmen & Ozal Goncu, 2018). Cogo-Moreira et al. (2012) studies have highlighted the positive impact of the Kodály method on pitch accuracy, tonal memory, and music literacy skills among choral students. Similarly, the Orff approach, with its emphasis on rhythmic movement and improvisation, has been shown to enhance students' rhythmic proficiency, creative expression, and ensemble coordination (Tabuena, 2021). This paper examining the Dalcroze and Suzuki methods have also revealed positive effects on students' rhythmic understanding, expressive interpretation, and technical proficiency.

Rehearsal Techniques and Strategies: Effective rehearsal techniques are crucial for maximizing students' learning and engagement in choral classes (Varvarigou & Durrant, 2011). Vocal warm-ups, such as vocal range exercises and breath control drills, help develop students' vocal technique and flexibility. Zhukov (2017) have indicated that incorporating sight-reading exercises in rehearsals improves students' music reading skills and enhances their ability to learn new repertoire efficient. Ensemble building activities, such as ice-breakers and team-building exercises, promote a sense of community and cohesion among choral students, contributing to a more positive and collaborative learning environment.

Repertoire Selection and Programming: Careful selection and programming of repertoire greatly impact students' musical experiences in choral classes. Howard (2022) has emphasized the importance of offering diverse repertoire that encompasses different musical styles, cultures, and historical periods. Exposure to a wide range of repertoire promotes musical literacy, cultural understanding, and artistic appreciation among students. Thematic programming, where repertoire is organized around a central theme, has been found to enhance students' musical interpretation, emotional engagement, and overall performance quality. Collaborative programming, involving interdisciplinary collaborations with other arts disciplines, provides unique

opportunities for students to develop creative and expressive skills (Kim et al., 2019).

Assessment and Feedback in Choral Education: Effective assessment and feedback strategies are essential for monitoring student progress and promoting growth in choral classes (Benton, 2013). Formative assessments, such as regular performance evaluations and individual assessments, offer opportunities for students to receive timely feedback on their vocal technique, musicianship, and expressive interpretation. Self-assessment and peer assessment activities foster student reflection and metacognitive skills, enabling them to take ownership of their learning (Spiller, 2012). Additionally, constructive feedback from teachers, delivered in a supportive and specific manner, enhances students' self-efficacy, motivation, and continuous improvement (Mireles-Rios & Becchio, 2018).

Classroom Management and Student Engagement: Creating a positive and inclusive classroom climate is fundamental to fostering student engagement and achievement in choral classes Harbour, Evanovich, Sweigart, and Hughes (2015). Strategies for effective classroom management include establishing clear expectations, promoting active listening, and nurturing a supportive learning environment. This paper suggests that incorporating student-centered instructional practices, such as collaborative learning, student choice in repertoire selection, and opportunities for student leadership, enhances student engagement and ownership in the learning process. Furthermore, cultivating positive relationships between teachers and students, characterized by respect, encouragement, and open communication, contributes to a positive classroom climate and increased student motivation (Wang & Degol, 2016).

2.1.3 The Impact of Choral Classes on Student Development

Choral classes have been recognized as a powerful educational tool that promotes students' holistic development across cognitive, social, emotional, and artistic domains. Guhn, Emerson, and Gouzouasis (2020) conducted a study with middle school students and found that choral participation positively correlated with enhanced memory

skills. The complex musical structures and harmonies in choral repertoire require students to engage in auditory processing, leading to improvements in attention and auditory discrimination (Kraus et al., 2014). Furthermore, Coats (2016) has shown a positive association between choral participation and language development, as students engage in the interpretation and expression of lyrics and engage in linguistic nuances.

In addition to cognitive development, choral classes have been found to have a significant impact on students' social and emotional development. Parker (2010) demonstrated that students who participate in choral classes develop strong teamwork and collaboration skills through ensemble singing. Choral education provides a unique opportunity for students to engage in group activities, fostering a sense of camaraderie and cohesion among ensemble members (Marsh, 2012). Moreover, choral participation has been linked to increased self-confidence and self-expression, as students learn to use their voices as instruments of personal and artistic communication (Vaillancourt, Da Costa, Han, & Lipski, 2018).

Furthermore, choral classes contribute to students' artistic and creative development. Through vocal training, students refine their vocal techniques, expression, and interpretation of musical works (Meizhuan, 2023). Participating in choral performances allows students to experience the transformative power of music and develop their artistic identity (Campbell, Myers, & Sarath, 2016). The exposure to diverse choral repertoire from different musical periods and cultures expands students' musical knowledge, appreciation, and cultural understanding (Shaw, 2016).

Cognitive benefits include enhanced memory, attention, and auditory processing skills (Strait, Kraus, Parbery-Clark, & Ashley, 2010). Socially, choral participation fosters teamwork, collaboration, and a sense of belonging. Emotionally, it promotes self-confidence and self-expression. Artistically, students refine their vocal techniques, engage in creative expression, and develop a broader musical and cultural understanding. This literature review underscores the value of choral education as a holistic approach to fostering student growth and development.

2.1.4 The Systems of Choral Class in China

Choral education in China has a rich and diverse history, with unique organizational structures, instructional approaches, and curriculum frameworks. Some researchers have explored the organizational structures of choral classes in China. Guo (2013) conducted a study examining the prevalence of school-based choirs and their roles within the Chinese educational system. The research found that school-based choirs are commonly found in primary, secondary, and higher education institutions, serving as extracurricular activities or as part of the formal curriculum. Community choirs also play a significant role in choral education, providing opportunities for individuals of all ages to engage in choral singing and musical expression (Creech, Hallam, McQueen, & Varvarigou, 2013).

In terms of instructional approaches, scholars have highlighted the influence of traditional Chinese music education practices on choral classes. Zhang and Inkhong (2022) investigated the integration of Chinese traditional music elements, such as pentatonic scales and traditional vocal techniques, into choral repertoire and performance. The study revealed the significance of preserving cultural heritage and promoting a sense of identity through the incorporation of traditional elements in choral education. Furthermore, researchers have explored the curriculum frameworks and content of choral classes in China. Georgii-Hemming and Westvall (2010) examined the role of choral music in the national curriculum and its alignment with educational goals. They found that choral music is emphasized as an essential component of arts education, promoting creativity, cultural understanding, and personal development. The curriculum often includes a diverse repertoire of Chinese and Western choral works, with a focus on vocal technique, musicianship skills, and ensemble performance (Shaw, 2012).

Cultural factors also influence the systems of choral classes in China. Researchers have emphasized the role of choral singing as a means of promoting social cohesion, collective identity, and cultural heritage (Creech et al., 2013). Choral

participation is often seen as a way to cultivate values such as discipline, teamwork, and respect for authority, reflecting traditional Confucian principles in Chinese society (Pan, Fokkema, Wang, Dury, & De Donder, 2021).

The systems of choral classes in China encompass various organizational structures, instructional approaches, curriculum frameworks, and cultural contexts. The prevalence of school-based choirs, community choirs, and professional choral ensembles provide diverse opportunities for choral participation. The integration of traditional Chinese music elements, the emphasis on cultural heritage, and the alignment with educational goals shape the instructional practices and content of choral classes. Understanding the systems of choral classes in China provides valuable insights into the unique characteristics and cultural significance of choral education in this context.

2.1.5 Summary of the Choral Class

Choral classes have a significant impact on student development, fostering cognitive, social, emotional, and artistic growth. Through effective teaching strategies, choral classes can promote student engagement and participation, leading to enhanced learning outcomes. The dimensions of student participation, including behavioral engagement, emotional engagement, and cognitive engagement, play a crucial role in understanding and measuring students' involvement in choral education.

Behavioral engagement refers to students' compliance with behavioral norms and active involvement in choral activities. Emotional engagement involves students' affective reactions, such as interest, enjoyment, and a sense of belonging. Cognitive engagement reflects students' investment in their learning, willingness to go beyond requirements, and enjoyment of challenges. Coates (2007) has described engagement as encompassing active and collaborative learning, participation in challenging academic activities, formal communication with academic staff, involvement in enriching educational experiences, and being supported and legitimated by university learning communities.

Choral classes also contribute to students' cognitive development by improving memory, attention, auditory processing skills, language development, problem-solving abilities, and spatial-temporal reasoning. Socially, choral participation enhances teamwork, collaboration, and a sense of belonging. Emotionally, it promotes self-confidence, self-expression, and a positive affective connection to music. Artistically, students refine vocal techniques, engage in creative expression, and develop a broader musical and cultural understanding.

In China, choral classes have unique systems and practices. They are organized within various structures, including school-based choirs, community choirs, and professional choral ensembles. Instructional approaches may integrate traditional Chinese music elements and emphasize cultural heritage, with curricula encompassing diverse repertoire and promoting vocal technique, musicianship skills, and ensemble performance. Choral classes in China also reflect cultural values, promoting social cohesion, collective identity, discipline, teamwork, and respect for authority.

In conclusion, the analysis of chorus classes, student participation, and motivation in the context of music education has highlighted several critical insights. Chorus classes serve as a vital platform for students to develop not only their vocal skills but also their teamwork and social cohesion. These classes are designed to foster both technical proficiency and emotional expression, offering students a holistic approach to learning through music.

2.2 The Class Effective Participation

2.2.1 The Research Development of Effective Participation

Effective participation involves an individual's active involvement in the learning process (Christenson, Reschly, & Wylie, 2012) and their highest engagement in academic activities. It can be described as willingly taking part and being actively engaged in a process or event (Kurumu, 2011), which encompasses loyalty,

attractiveness, and relevance (Saritepeci & Cakir, 2015). The level of student participation serves as a significant indicator of instructional activity quality, reflecting the adequacy of teaching methods when a substantial number of students actively participate in the learning-teaching process (Saritepeci & Cakir, 2015). Additionally, student readiness and environmental conditions play crucial roles in fostering effective participation within the teaching environment (Can, 2005). When students effectively engage in the learning process, they are more likely to have enduring learning experiences (Demirel, 2012). Moreover, students' participation in the learning process positively influences their academic competence, achievement, socialization, and overall life satisfaction (Harris, 2008; Wang & Eccles, 2012). The active involvement of students in academic activities contributes to their development in these areas, creating a conducive learning atmosphere that fosters their growth and success. Vracheva, Moussetis, and Abu-Rahma (2020) highlighted that genuine passion and curiosity about the art form significantly enhanced student engagement.

An important aspect of effective participation is the role of teachers in motivating students to actively engage in the enriching teaching process. This involves leveraging both extrinsic and intrinsic stimuli (Leimeister, Huber, Bretschneider, & Krcmar, 2009). Teachers can utilize external motivators, such as rewards and reinforcements, to encourage student involvement. Additionally, they can create an environment that is stimulating and provide materials that are interesting and captivating, thereby fostering students' internal motivation to participate. By designing interactive activities, incorporating real-world examples, and employing innovative teaching methods, teachers can create an engaging and appealing learning environment. This approach aims to capture students' interest and curiosity, motivating them to actively participate in the learning process. Moreover, teachers can empower students by fostering autonomy and offering opportunities for self-directed participation (Washbourne, 2014). Encouraging students to set personal goals and take responsibility for their own learning can cultivate intrinsic motivation, leading to sustained and meaningful engagement. By creating a stimulating learning environment and empowering students to take ownership of their learning, teachers can enhance

motivation and encourage active engagement in the teaching process.

Furthermore, according to the OECD's "Learner-Centered Education" theory, students' needs, interests, and aspirations play a pivotal role in shaping their educational experiences. Music education, such as chorus courses, can serve as a platform for students to explore and express their creativity and individuality, aligning with their personal learning goals (OECD, 2017). In line with the "21st-Century Skills" theory, participating in a chorus course can enhance students' abilities in collaboration, communication, and artistic expression (OECD, 2020). Students may be motivated to join chorus courses to develop these essential skills that are highly valued in modern society and workplaces.

Over the past decade, substantial research has been devoted to understanding the significance of course participation as a pivotal determinant of student academic achievement (Fredricks, Blumenfeld, & Paris, 2004). This line of inquiry highlights that engagement in learning activities holds both immediate and enduring implications. In the short term, levels of engagement have been demonstrated to forecast student learning outcomes, accomplishments, and performance on achievement tests. Over the long term, they serve as predictive markers for attendance patterns, retention rates, graduation rates, and the development of academic resilience (Alyahyan & Duşteğör, 2020; Bond, 2020; Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

Moreover, research unveils an additional layer of significance to academic engagement—it acts as a safeguard against potentially detrimental behaviors in adolescence. Academic participation has been found to serve as a protective factor against engaging in risky activities such as substance abuse, unsafe sexual behavior, and criminal involvement (Kwok & Fang, 2021). This underscores that students who actively participate in their educational journey not only exhibit improved academic outcomes but are also better poised to navigate the challenges that arise during their formative years.

However, a sobering aspect of this research is the observation that students'

engagement in the educational process, encompassing their curiosity, enthusiasm, and intrinsic drive for learning, tends to decline progressively from the early stages of schooling through high school graduation or potential dropout. The most pronounced declines are often noted during the transition to middle and high school. Furthermore, this decline in participation is particularly pronounced among male students and those hailing from ethnic minority backgrounds and economically disadvantaged groups (Wigfield & Gladstone, 2019).

The intricacies underlying these declines have captured the attention of both researchers and practitioners alike. These intricacies encompass a range of internal and external causal feedback loops, contributing to the evolution of the quality of facilitation or student engagement within the school environment over time. Notably, a recurring observation in the research literature is that students who begin their educational journey with high levels of motivation tend to sustain their engagement over time, whereas those who commence with lower motivation often experience a diminishing level of engagement as time progresses (Skinner & Belmont, 1993).

Several of these dynamics are intertwined with personal motivational resources, prominently including the perception of control. For instance, students who initially hold a strong belief in their abilities tend to approach learning tasks with determination, leading to enhanced success and reinforcing their initial optimism (Subramanian & Budhrani, 2020). Conversely, students who are less productive may shy away from challenges or approach tasks half-heartedly, resulting in lackluster outcomes that reinforce their initial self-doubt. Additionally, the role of teachers emerges as a significant factor. Students who maintain high levels of engagement tend to establish more meaningful connections with their teachers, fostering a positive cycle of interaction. Conversely, disengaged students often find themselves in a scenario where teachers gradually withdraw support or adopt a more controlling stance over time.

Furthermore, certain dynamics might be intrinsic to the engagement process itself (Franklin & Harrington, 2019). By delineating distinct components of engagement,

these components might form their own self-reinforcing feedback loops. For instance, a student experiencing boredom might gradually invest less effort and lose focus on the teacher's instructions, inadvertently intensifying their feelings of boredom over time.

2.2.2 The Teaching Strategies for Classes Participation

To ensure student engagement, various techniques such as group work, drama, and analogy can be employed. These approaches facilitate active participation by providing interactive and dynamic learning experiences. Teachers should utilize a diverse range of teaching strategies, methods, and techniques to actively involve students in the learning process (Roehl, Reddy, & Shannon, 2013). By incorporating different instructional approaches, such as problem-solving activities, discussions, and hands-on experiments, teachers can cater to students' varied learning styles and interests. In order to effectively implement these approaches, teachers need to possess a rich repertoire of teaching methods and pedagogical knowledge. This includes being familiar with different instructional models, assessment techniques, and classroom management strategies. By drawing upon their methodological expertise, teachers can create engaging lessons that captivate students' attention and encourage their active participation (Van den Branden, 2016). Furthermore, the use of technology can enhance student engagement and participation (Serrano, Dea-Ayuela, GonzalezBurgos, Serrano-Gil, & Lalatsa, 2019). Incorporating multimedia resources, interactive presentations, and online learning platforms can provide students with diverse and interactive learning opportunities. These digital tools can facilitate collaboration, promote critical thinking, and enhance student motivation.

In addition to utilizing techniques like group work, drama, and analogy, teachers can further enhance student engagement by incorporating active learning strategies and promoting student-centered instruction. Active learning methods, such as problem-based learning, inquiry-based learning, and project-based learning, encourage students to actively participate in the learning process through hands-on activities, collaborative tasks, and real-world applications (Prince and Felder, 2006). These

approaches foster critical thinking, problem-solving skills, and deeper understanding of the subject matter. Furthermore, promoting student-centered instruction involves shifting the focus from a teacher-centered approach to one that empowers students to take ownership of their learning (Prince & Felder, 2006). This can be achieved through strategies such as flipped classrooms, where students review content independently before class and engage in collaborative activities during class time. Additionally, implementing student choice and autonomy in selecting topics, assignments, or projects can increase motivation and engagement (Alamri, Lowell, Watson, & Watson, 2020). Differentiating instruction based on students' individual needs and interests is another effective way to promote active participation. By adapting teaching methods, materials, and assessments to accommodate diverse learning styles and abilities, teachers can create an inclusive and supportive learning environment that encourages active engagement from all students. Moreover, creating a positive classroom climate that promotes open communication, respect, and collaboration can significantly impact student engagement. Teachers can establish clear expectations, provide constructive feedback, and foster a sense of belonging and community within the classroom (Strayhorn, 2018). This encourages students to actively contribute their ideas, perspectives, and experiences, resulting in a more enriching and interactive learning environment. Lastly, integrating technology tools and resources can amplify student engagement. Utilizing educational apps, interactive online platforms, multimedia resources, and virtual simulations can create interactive and immersive learning experiences that capture students' interest and stimulate their active participation (Violante, Vezzetti, & Piazzolla, 2019). By implementing these approaches and strategies, teachers can cultivate a classroom environment that values and promotes student engagement, leading to enhanced learning outcomes, increased motivation, and a positive educational experience for all students.

2.2.3 Dimensions of Student's Class Participation

This section provides a literature review on the dimensions of student participation in choral classes, specifically focusing on behavioral engagement,

emotional engagement, and cognitive engagement. Drawing from various research studies and scholarly works, this review aims to explore the significance of these dimensions in understanding students' involvement and investment in choral education.

Delving deeper into the multifaceted concept of engagement, it becomes evident that it plays a pivotal role not only in initiating actions but also in sustaining them. Skinner, Kindermann, and Furrer (2009) provide a comprehensive framework that underscores engagement as the driving force behind motivated behaviors, emphasizing the tenacity to persevere despite the challenges that might arise.

The behavioral dimension of engagement encapsulates the very essence of active participation in the learning process. It entails the conscious allocation of effort and cognitive resources toward the learning task at hand. This involves not only the physical presence but also a mindful and deliberate involvement in classroom activities. This dimension is not limited to a mere mechanical execution of tasks; rather, it encompasses the genuine commitment to comprehending the subject matter, collaborating with peers, and contributing to class discussions. In essence, it reflects the tangible manifestation of a student's investment in their own education (Skinner & Belmont, 1993).

On the other hand, the emotional dimension of engagement provides a window into the internal world of a learner. This dimension is characterized by the presence of positive emotions that arise during the learning process. Enthusiasm, interest, curiosity, and a sense of accomplishment are some of the emotions that underscore a student's engagement. The emotional dimension not only enriches the learning experience but also acts as a reinforcing factor, enhancing the student's motivation to persist in their learning journey.

In stark contrast, the absence of engagement is marked by disaffection, a state where the lack of effort is compounded by a disconnection between the learner and the learning process. Disaffection extends beyond the surface-level disinterest; it

encompasses a range of negative emotions that further hinder the learning experience. Boredom, stemming from a lack of intellectual challenge, can lead to a sense of detachment. Anxiety, arising from feelings of inadequacy or fear of failure, can further erode a student's willingness to engage. Frustration, emerging from persistent struggles, can result in a sense of helplessness.

Extensive research underscores the critical role of engagement in shaping students' academic trajectories. It emerges as a protective shield, safeguarding students from the allure of risky behaviors within the learning environment (Skinner, Furrer, Marchand, & Kindermann, 2008). The engaged learner stands more resilient in the face of distractions and peer pressures, channeling their energies toward productive endeavors. As a result, engaged students often exhibit better academic performance, with higher grades serving as a testament to their commitment. Moreover, they are more likely to remain on the educational path, reducing the risk of premature dropout.

Conversely, disaffection poses a multitude of challenges not only for the individual student but also for the classroom dynamics as a whole. Disaffected students might resort to disruptive behaviors, hindering the learning experience for their peers and impeding the teacher's efforts to foster a conducive learning environment (Furrer & Skinner, 2003). Their negative emotions and lack of involvement can create a toxic cycle, where frustration and detachment further exacerbate their disengagement.

Behavioral Engagement: Behavioral engagement refers to students' adherence to behavioral norms and their active involvement in choral activities. Researchers Skinner et al. (2010); Wang, Bergin, C., and Bergin, D. (2014) have highlighted behavioral engagement as a key dimension of student participation. Students who exhibit behavioral engagement consistently attend choral classes, actively contribute to rehearsals, and demonstrate a lack of disruptive or negative behaviors. Their commitment to behavioral expectations ensures a conducive and harmonious learning environment.

Emotional Engagement: Emotional engagement in choral classes

encompasses students' affective reactions, such as interest, enjoyment, and a sense of belonging (Strayhorn, 2018). Engaged students experience a genuine emotional connection to the choral activities, repertoire, and ensemble. This emotional involvement enhances their motivation, commitment, and overall satisfaction with the choral experience. Researchers have emphasized the importance of fostering emotional engagement to promote students' continued enthusiasm and long-term participation in choral classes.

Cognitive Engagement: Cognitive engagement reflects students' investment in their learning and their willingness to surpass the basic requirements of choral education (Schweisfurth, 2015) in that students exhibit a deep level of cognitive involvement, actively seeking intellectual challenges and embracing opportunities for growth to explore new musical concepts, develop critical thinking skills, and demonstrate determination in undertaking complex repertoire.

Coates (2007) has provided a comprehensive description of engagement, encompassing various dimensions. This includes active and collaborative learning, participation in challenging academic activities, formal communication with academic staff, involvement in enriching educational experiences, and being supported and legitimated by university learning communities. Coates' description highlights the multifaceted nature of engagement in choral education, reflecting the interconnectedness of behavioral, emotional, and cognitive dimensions.

The dimensions of student participation in choral classes encompass behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement relates to students' adherence to behavioral norms and active involvement, while emotional engagement focuses on their affective reactions and sense of belonging. Cognitive engagement reflects students' investment in learning and their pursuit of intellectual challenges. Understanding these dimensions provides valuable insights into promoting students' participation and fostering a meaningful and enriching choral experience.

2.2.4 The Factors Influencing Student Participation in Choral Classes

The teaching-learning process plays a crucial role in determining student participation levels. Research has shown that when the teaching-learning process meets the individual student's needs, drives them towards achievement, and provides meaningful learning experiences, their participation is likely to be at a higher level (Guvén & Ozerbas, 2016). When external conditions in the teaching-learning environment align with students' internal conditions, their participation is further enhanced, leading to optimal engagement.

High self-esteem has been found to be positively associated with increased student participation and improved academic performance (Pajares, 1996; Schunk & Pajares, 2009). Students who have a positive self-perception are more likely to actively participate in choral activities and demonstrate higher levels of engagement. Additionally, teacher characteristics and skills also impact student participation. Teachers who exhibit supportive, gentle, friendly, and warm-hearted gestures and mimicry create an environment that fosters student activity and engagement (Dallimore, Hertenstein, & Platt, 2004; Fassinger, 2000).

Disengagement during lectures can have detrimental effects on student development and academic outcomes. Research has highlighted the negative consequences of a lack of motivation for participation, such as boredom and an inability to focus (Eryilmaz, 2020). Students who experience these negative emotions may become academically unsuccessful and ultimately disengage from the learning process. To address this, it is emphasized that families, teachers, and school administrators must possess the knowledge and skills necessary to promote effective student participation.

The teaching-learning process, student self-esteem, teacher characteristics, and student motivation all play integral roles in determining the level of student engagement. When the learning environment caters to students' needs, fosters positive

self-perception, exhibits supportive teaching practices, and promotes motivation, students are more likely to actively participate and reap the benefits of their choral education.

In summary, class participation plays a crucial role in the effectiveness of chorus education. High levels of participation, particularly in behavioral, emotional, and cognitive aspects, directly contribute to better performance and learning outcomes. Active participation involves more than mere attendance; it requires deep engagement in the learning process, which enhances both individual and ensemble performance.

2.3 The Motivation

2.3.1 The Research Development of Motivation

The concept of motivation, extensively dissected by scholars, occupies a central and transformative role within the ever-evolving realm of learning and teaching. Its impact stretches far beyond mere participation, playing a profound role in shaping students' accomplishments, voluntary engagement, problem-solving prowess, and overall performance enhancement. Barrick, Mount, and Li (2013) shed light on motivation as an internal force that serves as a catalyst, propelling individuals into action and directing their behaviors towards specific objectives. This intrinsic state ignites, guides, and sustains behaviors, as succinctly captured by Woolfolk (2015).

Moreover, Woolfolk (2015) and Wigfield (1997) delve into the intricacies of motivation, defining it as a complex amalgamation of goals, beliefs, and values that intricately shape individuals' actions, achievements, and fundamental needs. Viau (2009) adds another layer to this understanding by highlighting the profound influence of students' perceptions of themselves and their environment on their motivational drive. This perceptual framework acts as a potent catalyst, compelling students to immerse themselves in educational pursuits and propelling them forward towards the completion of tasks.

In the multifaceted landscape of education, motivation operates as a

multifunctional force that plays a pivotal role at various stages of the learning journey (Loh & Ang, 2020). At the outset, it serves as the ignition that sparks curiosity and prompts learners to explore new subjects. Motivation also operates as a dynamic feedback loop (Badal, Parrish, Holden, Depp, & Granholm, 2021). Positive experiences and successful outcomes can bolster and reinforce intrinsic motivation, creating a self-sustaining cycle of enthusiasm and engagement. Conversely, challenges and setbacks can test this motivation, necessitating resilience and adaptive strategies to maintain a sense of purpose and drive (Yun, Hiver, & Al-Hoorie, 2018; Burt & Duker, 2022; Ifenthaler, 2020). This aligned with the concept of the study by Legaki, Xi, Hamari, Karepouzis, and Assimakopoulos (2020), which suggested that students learned best when tasks were within their capabilities but still challenging enough to require effort and persistence.

Educators wield significant influence in nurturing and harnessing motivation within educational settings. By creating a supportive and empowering learning environment, teachers can fuel intrinsic motivation. Providing opportunities for autonomy, fostering a sense of competence, and nurturing connections between students can all contribute to enhancing motivation.

However, the interplay between intrinsic and extrinsic motivation remains intricate. While intrinsic motivation is often considered more desirable due to its enduring and self-directed nature, extrinsic motivators can still serve as valuable tools when employed thoughtfully. When extrinsic rewards align with an individual's intrinsic interests, they can amplify motivation rather than diminish it.

2.3.2 Nature of Motivation: Intrinsic Factors

Intrinsically tied to motivation's multifaceted exploration is the phenomenon of intrinsic motivation. Often framed as the pinnacle of motivation, intrinsic motivation is marked by the engagement in activities driven by the inherent satisfaction they offer, rather than external rewards. This concept, as introduced by Ryan (1982), underscores

the profound interplay between an individual's desires and actions. Intrinsic motivation is a fascinating facet of human behavior that plays a crucial role in shaping our engagement and enthusiasm towards various activities. Students with intrinsic curiosity and interest in the learning tasks were more likely to actively engage in class activities. This observation is consistent with Self-Determination Theory (SDT), which highlights that intrinsic motivation, fueled by personal growth and enjoyment, leads to higher levels of engagement (Ryan & Deci, 2020). This type of motivation stems from an individual's internal desires and interests, making the activity inherently rewarding and enjoyable. Unlike extrinsic motivation, which involves external rewards like grades or incentives, intrinsic motivation thrives on the sheer pleasure of the task itself.

One of the defining characteristics of intrinsic motivation is its volitional and autonomous nature. When individuals are intrinsically motivated, they willingly choose to engage in an activity without any external pressure or coercion (Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009). This self-directed behavior empowers learners to take ownership of their educational journey, resulting in a more profound and lasting understanding of the subject matter (Ryan, Deci, Vansteenkiste, & Soenens, 2021). The link between intrinsic motivation and success is a compelling one. Research consistently demonstrates that when individuals are intrinsically motivated, their performance, creativity, and problem-solving abilities tend to excel. This positive correlation is a testament to the fact that genuine interest and enjoyment can be potent catalysts for achievement. Understanding the psychological underpinnings of intrinsic motivation provides deeper insights into human behavior (Chiu, 2021). Rooted in the self-determination theory, which was introduced by Deci, Vallerand, Pelletier, and Ryan (1991), intrinsic motivation is intimately connected to the fulfillment of fundamental psychological needs. These needs encompass autonomy, competence, and relatedness.

Autonomy refers to the innate human desire to have control over one's actions and decisions (Musse & Thalmann, 2001). When students are given the freedom to explore their interests and make choices in their learning process, their intrinsic motivation flourishes. This sense of agency fosters a sense of responsibility and

ownership, propelling them towards active participation. Competence entails the need to feel capable and effective in tackling challenges (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). Intrinsic motivation is significantly bolstered when learners are presented with tasks that are neither too easy nor too difficult (Ten, Kaushik, Oudeyer, & Gottlieb, 2021; Hensley Sayers, Brady, Cutshall, 2021). Striking this balance allows individuals to experience a sense of accomplishment and mastery, fueling their internal motivation to persevere. Relatedness involves the innate human tendency to connect and belong (Reeve & Cheon, 2021; Kim, Yu, & Shin, 2022). When students feel a sense of belonging within their learning environment—when they're encouraged to collaborate, share ideas, and engage in meaningful interactions—their intrinsic motivation thrives (Hira & Anderson, 2021). Positive social interactions contribute to a supportive context that nurtures curiosity and enthusiasm.

Carreira (2011) observes a decline in intrinsic motivation as students' progress from the 3rd to the 6th grade. This suggests that intrinsic motivation should be nurtured early in education to maintain high levels of engagement. Furthermore, factors like curiosity, interest in foreign countries, and engaging teaching methods have been found to positively impact students' motivation to learn. For example, Murayama (2022) found that students with high levels of curiosity were more likely to engage in deep learning processes, leading to better academic outcomes.

Given the profound impact of intrinsic motivation on learning outcomes, educators play a pivotal role in fostering and nurturing it. Creating a learning environment that values autonomy, encourages mastery, and promotes positive social interactions can substantially enhance students' intrinsic motivation. Incorporating diverse teaching methods, offering choices, and acknowledging individual progress are all strategies that can ignite and sustain this intrinsic flame. Intrinsic motivation stands as a potent force that drives our engagement, learning, and achievement. Its roots in human psychology, tied closely to autonomy, competence, and relatedness, underscore its significance in educational settings. As we recognize and harness the power of intrinsic motivation, we open doors to more fulfilling and effective learning experiences

for students, inspiring a genuine passion for knowledge that goes beyond mere external rewards (Furrer & Skinner, 2003).

The definition of intrinsic motivation is not confined to isolated explanations. Ryan and Deci (2000) shed light on the diverse motivational orientations that individuals exhibit. They illuminate the varying attitudes and goals that underlie seemingly uniform actions. For instance, the completion of a learning task by a student can be motivated by external factors like rewards or the avoidance of punishment. In this case, the motivation is external, as the impetus is externally imposed. On the contrary, internal forces come into play when a student tackles a task to evade negative emotions or experience positive ones. This intrinsic motivation orientation is termed “introjected,” even though it involves responding to external stimuli.

2.3.3 Nature of Motivation: Extrinsic Factors

However, the landscape of motivation is not restricted solely to the realm of intrinsic factors. Exploring extrinsic motivation reveals a complex interplay between individual internal dynamics and external influences. Deci et al. (1991) and other researchers propose a holistic view of motivation that encompasses both intrinsic and extrinsic dimensions. While intrinsic motivation draws its strength from personal interest and the inherent satisfaction of an activity, external motivators such as rewards, accolades, and grades function as external stimuli.

Kalogiannakis, Papadakis, and Zourmpakis (2021) delve into the intricate relationship between motivation orientations and academic achievement, shedding light on a crucial focal point. Learners who are propelled by autonomous motivation demonstrate a high degree of self-regulation competence and derive satisfaction from the learning process itself. In contrast, controlled motivation is associated with challenges like heightened anxiety and difficulties in maintaining focus. Recognizing and understanding these distinctions, educators can adopt strategic approaches to cultivate intrinsic motivation. This can be achieved by nurturing the core psychological

needs of autonomy, competence, and relatedness, as underscored by Ryan and Patrick (2001) in the classroom context.

Expanding on the integration of these insights into educational practices highlights the potential to cultivate a more enriching and effective learning environment by addressing both intrinsic and extrinsic motivation (Reiss, 2012). Recognizing the synergistic power of these two forms of motivation, when harmoniously balanced, can contribute to a comprehensive approach to fostering student engagement and success. Moreover, acknowledging the diverse spectrum of learners' motivational tendencies empowers educators to customize their strategies, thereby maximizing participation and overall learning achievements (B' enabou & Tirole, 2003).

However, the intricate interplay between intrinsic and extrinsic motivation underscores the need for a nuanced understanding. While a harmonious integration can be advantageous, the relationship between these two forms of motivation can sometimes be complex. A noteworthy example is the "over-justification effect," a phenomenon extensively discussed by psychologists. This phenomenon highlights instances where external rewards or incentives, intended to enhance motivation, inadvertently diminish the intrinsic drive of individuals to engage in an activity. In such cases, the external reward becomes the primary focus, overshadowing the inherent joy and satisfaction that previously fueled the individual's internal motivation (Ntoumanis et al., 2021).

Educational practitioners and researchers emphasize the importance of mindful implementation of extrinsic motivators (Kruglanski et al., 2018). The key lies in ensuring that external rewards do not supplant or undermine the innate enjoyment and interest associated with the task at hand. Instead, extrinsic motivators should ideally align with an individual's existing intrinsic motivations, acting as enhancers rather than substitutes. This underscores the necessity for a delicate balance between the two forms of motivation, with careful consideration given to the context, the nature of the task, and the preferences of the learners (Trigueros et al., 2019). It's a reminder that an effective educational approach doesn't rely solely on one type of motivation but involves a

strategic fusion that taps into both intrinsic and extrinsic elements.

2.3.4 The Impact of Motivation on Student Academic Life

The influence of motivation within educational realms is undeniable. Ceylan, Sagirekmekci, Tatar, and Bilgin (2016) and Areepattamannil, Freeman, and Klinger (2011) underscore the role of motivation in teaching and learning. The pivotal relationship between motivation and academic achievement, as revealed by Othman and Leng (2011), highlights that motivated students are more likely to attain positive learning outcomes.

In essence, motivation emerges as a powerful force intricately linked to the pursuit of knowledge and skill acquisition. The dichotomy of intrinsic and extrinsic motivation serves as a lens through which educators can design effective learning environments that resonate with students' innate desires and individual aspirations. As research development continues, understanding and harnessing motivation's nuances remain vital in fostering engaged, motivated learners poised for academic success and personal growth.

Numerous studies have explored the significant role of motivation in students' academic lives. Research by Uzun and Keleş (2010) suggests that female secondary school students exhibit higher motivation levels compared to their male counterparts, particularly in collaborative work, participation, and communication. Additionally, Ekici, Kaya, and Mutlu (2014) found that students' use of computers at home, engagement with science-related TV programs, and following scientific journals positively influence their motivation for science learning. Yenice, Saydam, and Telli (2012) discovered that motivation levels for science learning among secondary school students vary based on class level, the number of books at home, and weekly study periods dedicated to science courses.

At the heart of the relationship lies motivation, serving as the pivotal catalyst

that propels individuals toward active engagement across a diverse array of activities. Rooted in well-established theoretical frameworks such as Self-Determination Theory, motivation operates as the foundational driving force that shapes an individual's initial decision to participate and invest in a particular endeavor (Li & Tan, 2013). Coates' (2007) elaboration on engagement through a holistic view of engagement that extends beyond the classroom sheds light on the various facets of student involvement. By emphasizing active and collaborative learning, challenging academic activities, and the importance of support from learning communities which in turn make students become activity engaged in various types of activities (Bonshor, 2020; Tight, 2022).

Interactive practices and diverse approaches appear to be beneficial in motivating learners (Wentzel, Battle, Russell, & Looney, 2010). Lucas et al. (2010) highlight that communication skills are predominantly influenced by internal motivation. Kiefer, Alley, and Ellerbrock (2015) observed that teacher and peer support significantly influence motivation, class participation, and students' sense of belonging to the school. Lee, Hayes, Seitz, DiStefano, and O'Connor (2016) found that participation mediates the relationship between intrinsic motivation and science achievement, while external motivation does not have a significant relationship with participation and science achievement (Ahn, Chiu, & Patrick, 2021; Pedler, 2020)

Deci et al. (1991) delve into the duality of motivation, recognizing both intrinsic and extrinsic dimensions. While intrinsic motivation revolves around self-determined activities pursued for personal fulfillment, extrinsic motivation relies on external rewards or reinforcements, such as grades or monetary incentives (Akpınar, Batdı, & D'önder, 2013). Carreira (2011) discovered that intrinsic motivation tends to decrease as students' progress from the 3rd to the 6th grade. However, he also highlighted that curiosity, interest in foreign countries, and engaging teaching methods have positive effects on students' motivation to learn English. Matteson, Swarthout, and Zientek (2011) found that teachers recognize the importance of motivation in learning, but new teachers struggle to identify motivating teaching methods. Furthermore, some teachers rely on concrete rewards for motivation, indicating a need for greater emphasis

on the concept of motivation in teacher training programs.

These studies collectively emphasize the critical role of motivation in students' academic lives. Intrinsic and extrinsic motivations are identified as important factors influencing students' participation in class activities, their sense of belonging to school, and the development of their self-confidence. In light of these findings, teachers should possess a deep understanding of their students and incorporate activities that align with students' interests and needs in the classroom. Teachers should also implement strategies to enhance student motivation and increase their active participation. This can be achieved through various means, including awards and the acknowledgment of positive behaviors.

The study of motivation reveals that both intrinsic and extrinsic factors significantly influence students' engagement in chorus classes. Intrinsic motivation, driven by personal passion for music and a desire for self-improvement, often results in sustained and committed participation. In contrast, extrinsic motivation, influenced by external factors such as teacher feedback and performance opportunities, serves as an initial driver of engagement. However, long-term participation is more strongly linked to intrinsic motivation.

2.4 The Relationship of Effective Participation and Motivation

Understanding the intricate relationship between effective participation and motivation has significant implications for educators, curriculum designers, and policymakers. Motivation plays a crucial role in determining the level of student engagement in educational settings. By comprehending how motivation influences participation, strategies can be developed to create learning environments that sustain interest and enthusiasm, ultimately fostering a generation of learners who are not only proficient in their studies but also passionate about continuous personal growth and exploration. This process involves uncovering the mechanisms that drive successful learning experiences and developing strategies that help educators harness motivation as a catalyst for meaningful participation. Social Cognitive Theory (SCT), developed

by Bandura (1986), further emphasizes the importance of social influences, observational learning, and cognitive processes in shaping motivation and behavior. In the context of choir participation, SCT suggests that students are more likely to engage actively by observing successful peers, receiving encouragement from instructors, and building self-efficacy—the belief in one’s ability to succeed (Schunk & Pajares, 2009). When students witness their peers performing well, their confidence increases, motivating them to participate and improve. Additionally, the social support provided by peers and instructors creates a positive environment that enhances both individual and group engagement. By leveraging these social and cognitive factors, choir instructors can design strategies that not only increase participation but also foster long-term commitment and intrinsic motivation in choir activities (Ormrod, 2014). This holistic understanding of motivation and participation offers valuable insights for creating enriched educational experiences.

2.4.1 Reciprocal Causality: How Participation Affects Motivation

The exploration of the reciprocal causality between effective participation and motivation has garnered significant attention across various fields, ranging from psychology to education and organizational behavior. This dynamic interplay, often referred to as “reciprocal causality,” seeks to unravel the intricate relationship between participation and motivation, offering profound insights for both scholarly inquiry and practical application (Skinner, Kindermann, Vollet, & Rickert, 2022).

Within numerous theoretical frameworks, the impact of participation on individual motivation has been emphasized. Self-determination theory, for instance, underscores how participation aligns with fundamental psychological needs, including autonomy, competence, and relatedness (Walker, Hathcoat, Munoz, Ferguson, & Dean, 2021). Research suggests that when individuals perceive their participation as valued and contributing positively to actual goals, intrinsic motivation tends to flourish (Alikaj, Ning, & Wu, 2021). Moreover, participation can bolster extrinsic motivation by providing a sense of achievement and recognition, particularly within competitive

incentive contexts (Woody, 2021).

Conversely, it is important to recognize that motivation can also shape an individual's level of participation. Prior research indicates that an individual's motivational orientation can influence their engagement in activities (Cid et al., 2019). Individuals with high intrinsic motivation are more likely to participate willingly in activities they perceive as interesting and meaningful, while those with higher extrinsic motivation might engage due to external rewards or sanctions (Kanellopoulou & Giannakoulopoulos, 2020). Thus, the level of motivation could potentially moderate the relationship between participation and motivation.

Empirical investigations delve into the influence of various participation types, such as social, academic, or organizational participation, on motivation. For instance, social participation may foster a sense of belonging and consequently enhance intrinsic motivation (Pedler, Willis, & Nieuwoudt, 2022). Longitudinal studies also suggest bidirectional causality, implying that participation can enhance motivation, and changes in motivational levels can, in turn, impact participation behavior (Masson & Fritsche, 2021).

In Yeung, Lau, and Nie (2011)'s study, student motivation and its impact on academic outcomes were examined. Significant differences in motivation constructs (self-efficacy, interest, mastery goal orientation, engagement, avoidance coping, and effort withdrawal) were found between primary (5th grade) and secondary (9th grade) students in Singapore. Secondary students had lower scores in self-efficacy, interest, mastery goal orientation, and engagement but higher scores in avoidance coping and effort withdrawal. Gender differences were observed, with boys having lower motivation scores. The motivation gap between primary and secondary students was more pronounced among girls. These findings highlight the need to consider grade and gender-related patterns when addressing student motivation, focusing on boys in primary schools and girls in secondary schools.

2.4.5 Teacher Influence on Motivation

Teacher support and classroom practices play a pivotal role in shaping students' motivation and participation. Research by Kiefer et al. (2015) demonstrates that teacher and peer support significantly impact motivation, class participation, and the sense of belonging to school. Moreover, teachers who meet students' needs in the classroom can positively affect motivation, participation, and school belonging (Lee, Hayes, Seitz, DiStefano, & O'Connor, 2016).

2.6.8 Teachers and students in Motivation

Teachers acknowledge the importance of motivation in learning; however, new teachers sometimes struggle to identify effective motivation strategies (Matteson et al., 2011). Some resort to tangible rewards, underscoring the need for increased emphasis on motivation concepts in teacher training programs.

2.4.6 The Impact of Motivation on Participation

Motivation stands as a pivotal catalyst that propels individuals towards active engagement across a myriad of activities. Rooted in theoretical frameworks like Self-Determination Theory, motivation operates as the initial driving force that influences an individual's decision to participate and invest in a particular endeavor (Li & Tan, 2013). In Tasgin and Tunc (2018)'s study investigates the relationship between secondary school students' effective participation and their motivation. It surveyed 251 students in East Turkey, using the "Effective Participation Scale" and the "Intrinsic-Extrinsic Motivation Scale." The findings reveal that female students are more academically engaged than males, with males exhibiting higher levels of disaffection.

Drawing inspiration from Self-Determination Theory, it becomes evident that individuals with a higher degree of intrinsic motivation display an innate propensity to gravitate towards activities that resonate with their personal interests, values, and aspirations (Deci et al., 1991). This alignment between an individual's intrinsic motivations and the nature of the activity creates a harmonious interface that fosters not only a sense of autonomy but also an innate sense of self endorsement

(Arvanitis & Stichter, 2023).

The synergy between intrinsic motivation and participation extends beyond mere involvement and delves into the depth of engagement. Those intrinsically motivated often transcend surface-level interactions, immersing themselves more profoundly in tasks. This depth of involvement stems from an inherent desire to explore, understand, and master the intricacies of the activity at hand. As such, the pursuit of excellence becomes intrinsically rewarding, leading to sustained and heightened levels of participation.

Moreover, the influence of intrinsic motivation on participation traverses various domains, including education, work, and leisure. For instance, students driven by an inherent fascination with a subject matter willingly invest time and effort in acquiring knowledge, fostering a self-perpetuating cycle of engagement (Huxley-Binns & Ferris, 2013). In professional contexts, employees who identify with the values and mission of an organization display heightened commitment and initiative, underpinned by their intrinsic motivation to contribute meaningfully (Geldenhuys Taba, & Venter, 2014).

2.4.7 The Influence of Extrinsic and Intrinsic Motivation on Participation

Extrinsic motivation, emanating from external incentives or pressures, often functions as the initial impetus for engagement. When individuals perceive tangible rewards, such as recognition or monetary compensation, their willingness to participate is heightened. This form of motivation can be particularly effective in prompting individuals to initiate participation, especially when the perceived benefits align with their needs or desires (Radke, Kutlaca, Siem, Wright, & Becker, 2020). However, the sustainability of extrinsically motivated participation may be limited. Research suggests that once the external rewards diminish or lose their appeal, individuals may experience a decline in their engagement levels (Siuki & Webster, 2021). Additionally, the reliance on external contingencies might undermine individuals' intrinsic interest in the activity

itself, potentially diminishing their sense of autonomy and personal agency (Fishbach & Woolley, 2022).

Intrinsic motivation, on the other hand, emerges from the inherent satisfaction and personal interest an individual derives from the activity itself. When individuals are intrinsically motivated, the engagement is characterized by a sense of enjoyment, curiosity, and an internal desire to master the task (Morris, Grehl, Rutter, Mehta, & Westwater, 2022). This deep-seated involvement tends to foster enduring commitment and sustained participation over time. One of the remarkable features of intrinsic motivation is its capacity to act as a self-sustaining force. Individuals intrinsically driven by their own curiosity or a genuine interest in the activity tend to persist in their engagement even in the absence of external rewards (Murayama, 2022). Zhao et al. (2022) found that curiosity significantly enhanced students' problem-solving skills and creativity, which were essential for musical education. Their intrinsic satisfaction becomes the primary source of reinforcement, leading to a heightened sense of autonomy and self-determination (Ryan et al., 2021). Intrinsic motivation takes center stage, illuminating the critical role of genuine interest and inherent enjoyment in molding participation behaviors. Drawing inspiration from Self-Determination Theory, it becomes evident that individuals endowed with a higher degree of intrinsic motivation possess an innate proclivity to gravitate toward activities that resonate with their personal interests, values, and aspirations (Deci et al., 1991).

The dynamic interaction between extrinsic and intrinsic motivations introduces a complex tapestry of engagement. Extrinsic motivation might serve as an initial trigger, introducing individuals to new experiences and opportunities. If these experiences align with an individual's intrinsic interests, the transition to intrinsic motivation can occur (Aboobaker, Edward, & Zakkariya, 2020). Conversely, the presence of intrinsic motivation can transform external incentives into secondary reinforcers, supporting continued participation even when external rewards are absent (Morris et al., 2022). The impact of extrinsic and intrinsic motivations on participation extends beyond their initial influence. Extrinsic motivation can provide the initial push,

while intrinsic motivation sustains engagement over the long term. The interplay between extrinsic and intrinsic motivations significantly shapes the extent to which an individual engages in various activities. These distinct forms of motivation exert diverse effects on participation, offering valuable insights into how individuals become involved and remain committed.

The influence of intrinsic motivation on participation traverses' various domains, encompassing education, work, and leisure. For instance, students propelled by an innate fascination with a subject matter willingly invest time and effort in acquiring knowledge, fostering a self-sustaining cycle of engagement (Huxley-Binns & Ferris, 2013). In professional contexts, employees who deeply resonate with an organization's values and mission exhibit heightened commitment and initiative, rooted in their intrinsic motivation to make meaningful contributions (Geldenhuys et al., 2014).

2.5 The Measurements of Effective Participation and Motivation

2.5.1 Effective Participation Scale

The Effective Participation Scale was developed by Gu`ven and O`zerba s (2016) to assess the levels of engagement and disaffection among high school students. The scale was constructed through two distinct studies. In the initial study, an effective participation scale was designed specifically for high school students, while the subsequent study focused on adapting and refining the scale for secondary school students. The scale comprises 16 items measured on a 4-point Likert scale, ranging from "Absolutely Not True" (1) to "Definitely True" (4). It encompasses four sub-dimensions, namely "Behavioral Engagement," "Emotional Engagement," "Behavioral Disaffection," and "Emotional Disaffection."

The scale's development aimed to provide a comprehensive assessment tool for capturing the various dimensions of student participation and disaffection within the educational context. Within this context, the concept of intrinsic motivation takes center stage, elucidating the role of genuine interest and inherent enjoyment in shaping

participation behaviors. The dimensions of student participation, including behavioral engagement, emotional engagement, and cognitive engagement, have been identified as key factors in understanding and enhancing student involvement in choral classes. Behavioral engagement refers to students' compliance with norms and their active involvement in class activities. Emotional engagement involves students' affective reactions and their sense of interest, enjoyment, and belonging. Cognitive engagement reflects students' investment in their learning, their willingness to go beyond requirements, and their embrace of challenges.

By utilizing this scale, researchers and educators can gain insights into students' behavioral and emotional engagement as well as their levels of disaffection. The utilization of Likert-type response options allow for nuanced measurement and enables students' attitudes and experiences to be quantitatively analyzed. The development and application of the Effective Participation Scale contribute to a deeper understanding of students' levels of engagement and disaffection, facilitating the identification of areas that may require intervention and support to enhance students' overall educational experience.

2.5.2 Intrinsic-Extrinsic Motivation Scale (IEMS)

The Intrinsic-Extrinsic Motivation Scale (IEMS) was originally developed by Harter (1981) and initially consisted of 36 items. Subsequently, Lepper, Corpus, and Iyengar (2005) revised the scale, reducing the number of items to 33. Çolak and Cırık (2015) adapted the scale for use in the Turkish context. The IEMS comprises two subscales: internal motivation and external motivation, with each subscale encompassing three subdimensions. The subdimensions of the intrinsic motivation subscale include “expertise,” “curiosity,” and “challenge,” while the sub-dimensions of the extrinsic motivation subscale include “easy work,” “dependence on teacher,” and “pleasing teacher.”

The scale consists of 28 items, which are rated on a 5-point Likert scale,

ranging from “Not at all valid” (1) to “Completely valid” (5). This Likert-type response format allows individuals to indicate the extent to which they perceive each item as being applicable to their own motivational experiences. The IEMS provides a comprehensive framework for assessing intrinsic and extrinsic motivational orientations, shedding light on individuals’ underlying motivations for engaging in certain activities. By utilizing this scale, researchers and practitioners can gain valuable insights into individuals’ motivational profiles and better understand the factors that drive their behavior. The adaptation of the IEMS for use in different cultural and linguistic contexts, such as the Turkish adaptation conducted by C.olak and Cırık (2015), expands the applicability and generalizability of the scale in diverse settings.

2.6 Related Research

2.6.1 Factors Influencing Student Participation

Qureshi M., Khaskheli, Qureshi J., Raza, and Yousufi (2023) revealed that social factors, including interaction with peers and teachers, social presence, and the use of social media, have a positive impact on active collaborative learning and student engagement. These social factors contribute to students becoming more actively involved in the learning process and ultimately lead to improvements in their learning performance. Also, that collaborative learning and engagement serve as mediators of social factors and students’ learning performance, further highlighting the significance of social factors in education.

2.6.2 Effective Participation

1) Reschly and Christenson (2022) conducted a comprehensive review of the history and evolution of the student engagement construct. The origins of student engagement can be traced back to concerns about time-on-task, high school dropout rates, and the need for educational reform. Over the years, it has evolved into a meta construct and a framework for interventions aimed at fostering positive outcomes among

youth.

2) The central focus of Fraysier and Reschly (2022) study was to provide a comprehensive definition of effective participation. Effective participation, in the context of this research, refers to the active and meaningful involvement of secondary students in their educational journey, particularly in high school, and its subsequent impact on their college attendance.

2.6.3 Dimensions of Student Engagement

1) Pedler, Hudson, and Yeigh (2020) explore the concept of student engagement, a malleable and multi-dimensional construct encompassing behavioral, emotional, and cognitive aspects. The literature review emphasizes the critical influence of teachers on student engagement, highlighting their pivotal role in facilitating meaningful engagement experiences.

2) Salas-Pilco, Yang, and Zhang (2022) provides a synthesis of findings concerning student engagement within Latin American higher education institutions. It commences by evaluating studies related to online learning activities, subsequently delving into student engagement from behavioral, cognitive, and affective dimensions. Through this tripartite analysis, key characteristics of student engagement are identified.

2.6.4 Gender Differences and Class Level

1) Sever, Ulubey, Toraman, and Ture (2014) discuss subject-specific differences and how class level affects student motivation and participation. Their findings shed light on the contextual factors that influence student engagement.

2) Guven and Ozerbas (2016) examine gender

Differences in participation, revealing that female students tend to

participate more actively. This research provides insights into the gender-related dynamics of student engagement.

3) The primary objective of Alkan (2020)'s study was to examine the interrelationships among high school students' achievement goal orientation, positive teacher behavior, classroom engagement, gender, and their perceptions of the class, and how these factors collectively influence their motivation in the context of chemistry education. The research was structured as a relational survey, aiming to establish connections and associations between these variables.

2.6.5 Motivation

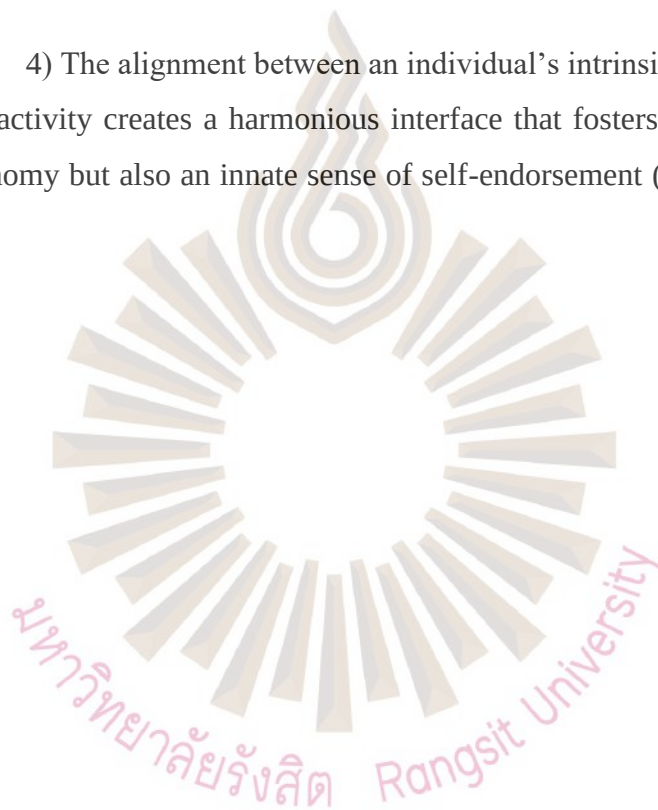
Motivation serves as a driving power and a catalyst for learning, as its absence can lead to inaction and hinder progress toward desired goals (Demir & Budak, 2016). In the context of education, motivation significantly influences the effectiveness of both teaching and learning processes. It not only enhances students' academic achievements but also energizes them and ensures voluntary engagement.

1) Acquah, Nsiah, Antie, and Otoo (2021) aims to introduce and explore four major need theories. Each of these theories delves into the fundamental needs and motivations that drive individuals in their work and personal lives. By analyzing these theories, the paper sheds light on the similarities and differences that distinguish them, offering valuable insights into the complex realm of human motivation and its implications for productivity and well-being.

2) Motivating learners is crucial for effective curriculum implementation because motivation significantly impacts the teaching and learning process. The success of learning depends on learner motivation, as it drives them to achieve their learning goals. In modern compulsory education, teachers must actively work to motivate learners and ensure they are enthusiastic about learning (Borah, 2021).

3) Intrinsic motivation, in particular, holds significant sway in learning contexts, as it allows individuals to direct their learning based on their own choices and preferences Fishbach and Woolley (2022). Motivation exerts a profound influence on students' academic journeys. High achievement motivation drives students to work diligently, while low motivation can lead to reluctance or a sense of hopelessness (Ceylan et al., 2016). Extensive research highlights a robust correlation between motivation and academic performance (Wu, Li, Zheng, & Guo, 2020).

4) The alignment between an individual's intrinsic motivations and the nature of the activity creates a harmonious interface that fosters not only a profound sense of autonomy but also an innate sense of self-endorsement (Arvanitis & Stichter, 2023).



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Plan

This study employed explanatory sequential research design starting with quantitative and followed by qualitative collection data and analysis (Creswell, 1999).

After the research topic centered on the effect of motivation on participation in chorus lessons has been approved by the Oral Defense Committee, the first step is to create a questionnaire. The questionnaire submitted to the experts to ensure content validity. In order to validate the questionnaire, it was submitted to a panel of five experts composed of scholars of research and music performance and experts/music profession (particularly in the field of chorus). This validation process utilized the Index of Project Objective Congruence (IOC) and asked experts to rate each questionnaire items according to the following criteria:

Score +1: Indicates strong consistency with goals and content.

Score 0: Expresses uncertainty regarding consistency with goals and content.

Score -1: Indicates lack of consistency with goals and content.

To assess the reliability of the questionnaire, a pretest was conducted on 30 non-sample crew members. Reliability analysis was performed using Cronbach's Alpha coefficient (Bujang, Omar, & Baharum, 1990, 2018).

In order to proceed with data collection, the necessary permissions was obtained (Moser & Korstjens, 2018). This includes obtaining permission letters from Suryadhep Teachers College to issue the permission letters to collect data at Chengdu University of Liberal Arts and sciences and Sichuan Normal University.

After successful consent, data collection began. The collected data was then

thoroughly reviewed to identify and selected the most comprehensive and complete responses for subsequent analysis. This meticulous process was designed to ensure the integrity and quality of the data sets that was subject to in-depth analysis related to the impact of motivation on participation in chorus lessons.

3.2 Research Design

Table 3.1 The conceptualization of engagement and disaffection in the classroom.

	ENGAGEMENT	DISAFFECTION
BEHAVIOR	Behavioral Engagement: Action initiation Effort, Exertion Attempts, Persistence Intensity Attention, Concentration Absorption Involvement	Behavioral Disaffection: Passivity Giving up Withdrawal Inattentive Distracted Mentally disengaged Unprepared
EMOTIONAL	Emotional Engagement: Enthusiasm Interest Enjoyment Satisfaction Pride Vitality Zest	Emotional Disaffection: Boredom Disinterest Frustration/anger Sadness Worry/anxiety Shame Self-blame

3.2.1 Instrument Design

This study in order to its objectives, first, a survey research design is of its primary research methodology. These questionnaires are adapted from 1) the Effective Participation Scale developed by Guvenç (2015); 2) the Intrinsic-Extrinsic Motivation Scale by Colak and Cırık (2015); and the Chorus Motivation Scale (CMS) as created

by Ozgul and Yigit (2017).

3.2.2 Effective Participation Scale

An assessment instrument originating from the work of Guvenç. (2015), the Effective Participation Scale is to evaluate the levels of engagement and disaffection among chorus students comprising a total of 25 items reflecting four distinct sub-dimensions: 1) behavioral Engagement; 2) Emotional Engagement; 3) Behavioral Disaffection; and 4) Emotional Disaffection.

The Effective Participation Scale consisted of 4 dimensions of:

- 1) Behavioral Engagement (items 1-5);
- 2) Emotional Engagement (items 6-10);
- 3) Behavior Dissatisfaction (items 11-15); and
- 4) Emotional Disaffection (items 16-20)

3.2.3 Intrinsic-Extrinsic Motivation Scale (IEMS)

The Intrinsic-Extrinsic Motivation Scale (IEMS), initially conceptualized by Harter (1981) and subsequently refined by Lepper et al. (2005) and Johnson and Jayaraman (2018), serves as a comprehensive tool to gauge students' motivational orientations within educational settings. Derived from Harter (1981) intrinsic versus extrinsic orientation scale that focuses on disentangling students reported intrinsic and extrinsic motivations, encompassing a range of diagnostic classroom behaviors. Comprising an original set of 36 items, the IEMS delves into students' perceptions of their underlying motivations, shedding light on the intrinsic and extrinsic factors that drive their actions in the classroom.

The IEMS has been further refined through an adaptation into Turkish by C.olak and Cırık (2015), leading to a streamlined version consisting of 33 items. This adapted instrument effectively captures the duality of intrinsic and extrinsic motivations,

each comprising three sub-dimensions that add nuance to the analysis. Within the realm of “Intrinsic Motivation”, the sub-dimensions are as follows:

- 1) Expertise (6 Items);
- 2) Curiosity (6 items); and
- 3) Challenge (5 Items)

3.2.4 Extrinsic Motivation Scale

Within the arena of “Extrinsic Motivation”, the following subdimensions are identified:

- 1) Easy Work (6 Items);
- 2) Dependence on Teacher (4 Items); and
- 3) Pleasing Teacher (6 items)

3.3 Participants

3.3.1 Research Population

The study encompasses a population of 678 undergraduate students majoring in music and music performance, drawn from Chengdu University of Arts and Sciences and Sichuan Normal University in Chengdu, China. Specifically, within the student body of Chengdu University of Arts and Sciences, there are 90 first-year students and 90 second-year students. Meanwhile, at Sichuan Normal University, the first-year cohort comprises 268 students, and the second-year cohort consists of 230 students. All students in this sample are pursuing their degrees in the field of music and music performance at the undergraduate level. The course duration is 16 weeks, with the first 8 weeks dedicated to completing the required curriculum. The remaining 8 weeks offers flexibility for students to either continue with other courses or take a break, depending on their individual circumstances. The choir classes are held twice a week, with each session lasting 90 minutes. During the initial 15 sessions, students engaged in regular learning activities. The final session is dedicated to a performance showcase, where students had the opportunity to present their musical accomplishments.

3.3.2 Sampling

In this study, sampling methods by Ip, Saw, Rose and Morgan (2008) was employed to gather data from Chengdu University of Arts and Sciences and Sichuan Normal University, ensuring representation from both institutions while maintaining randomness. Chengdu University of Arts and Sciences provided 90 samples by selecting students with odd-numbered identifiers from a population of 180, while Sichuan Normal University, with 498 students, contributed 249 samples by choosing those also with odd-numbered identifiers. This resulted in a total of 339 samples.

As this study emphasizes on a comprehensive population of undergraduate students who are pursuing degrees in music and music performance drawn from the academic of two prominent universities in Chengdu, China -- Chengdu University of Liberal Arts and Sichuan Normal University. Random sampling technique with a counting technique Morgan (2017) to gather the samples was applied to ensure the representation of students from both universities while maintaining a degree of randomness in the selection process.

In summary, the sampling procedure yielded a total of 339 samples. This comprised 90 samples from Chengdu University of Arts and Sciences, where students with odd-numbered identifiers were selected, and 249 samples from Sichuan Normal University, where students with even-numbered identifiers were chosen. Because of a mixed method, a survey was performed with 331 subjects and 8 was interviewed.

3.3.3 Chorus Class

The overarching course structure spans a total duration of 16 weeks, thoughtfully designed to allocate the initial 8 weeks to cover essential core coursework. This foundational phase is crucial in providing students with a strong grounding in the subject matter. The subsequent 8-week period is intentionally designed to offer students a flexible framework, catering to their individual preferences and schedules. This

adaptable arrangement provides students with the autonomy to make informed decisions about whether to continue their academic pursuits through supplementary courses or to take a well-deserved break to recharge (Shaturaev, 2021). The tempo of the research is synchronized with the twice-weekly choir classes, with each immersive session lasting 90 minutes. The first 15 sessions are structured to offer students an engaging platform to actively participate in a variety of well-planned learning activities. This approach facilitates a holistic engagement with the curriculum, fostering a deeper grasp of the subject matter. Culminating this extensive learning journey with a climactic of final session, specifically designated for a captivating performance showcase. This showcase serves as a platform to highlight the culmination of students' dedication and diligence, affording them a valuable opportunity to shine as they presents their musical accomplishments to an appreciative audience.

3.4 Measures

A questionnaire was utilized to collect data on the motivation for participation in a chorus, incorporating theories, concepts, and indicators related to motivation in a plan for educational performing aimed at enhancing the choir's engagement. The questionnaire comprised two parts:

Part I: Demographic information which comprises of genders, ages, years of chorus experience, and educational level.

Part II: Motivation Scale which contained 33 items. It is categorized into 2 groups as the following:

1) Extrinsic Motivation, items 1-17, include:

Expertise, items 1-6;

Curiosity, items 7-12;

Challenge, items 12-17.

2) Intrinsic Motivation, items 18-33, include:

Easy Work, items 18-23;

Pleasing Teacher, items 24-27;

Dependence on Teacher, items 28-33.

Part III: The Effective Participation Scale which contained 20 items. It was

categorized into 4 groups as the following:

- 1) Behavioural Engagement, items 1-5;
- 2) Emotional Engagement, items 6-10;
- 3) Behavioural Disaffection, items 11-15;
- 4) Emotional Disaffection, items 16-20;

3.5 Data Analysis

The statistic is illustrated to describe as mean means, percentages and frequencies. Level of agreement will be analysed and determined by the study of Kahn, Barczak, and Moss (2006).

The Level of Motivation:

The Score of 4.5-5.00 = Strongly Positive Motivation

The Score of 3.50-4.49 = Positive Motivation

The Score of 2.5-3.49 = Moderately Positive Motivation

The Score of 1.50-2.49 = Negative Motivation

The Mean scores 1.00-1.49 = Strongly Negative Motivation

The Level of Agreement:

The Score of 4.5-5.00 = Strongly Agree

The Score of 3.50-4.49 = Agree

The Score of 2.5-3.49 = Moderately Agree

The Score of 1.50-2.49 = Disagree

The Mean scores 1.00-1.49 = Strongly Disagree

Analyses of reliability by Alpha coefficient of Cronbach, with a value of .925 Coefficient Correlation, multiple regression was performed.

Qualitative

As this study adopts an Explanatory Sequential Design (ESD) that is mainly quantitative and supplemented by qualitative. It first draws preliminary conclusions through public data surveys, and then verifies and explains relevant conclusions through

questionnaires and interviews (Toyon, 2021).

While following the research tradition of Sequential Explanatory Design, this study using the results obtained from the questionnaire to write up the questions for the interview (Bailey, Hutter, & Hennink, 2020) with 8 students. The interview is on the one hand, deepens the understanding of the research question, on the one hand, the research findings of the quantitative research part are supplemented and explained.

In order to ensure the privacy of the individuals being interviewed, consent prior to conducting the interviews. The interviews took place in a secluded environment, that maintains the confidentiality of the interview content. The interviewees, these two universities were randomly selected from the two universities and designed an interview outline as the basic framework for the interview based on the research questions and purposes before conducting the interview. This study design the interview outline based on the theoretical model and research questions as well as the issues that arise in quantitative data analysis (Draucker, Rawl, Vode, & Carter-Harris, 2020). The interview logs and memos of the talking help use promote the next step of data collection and high research validity (Haynes-Brown, 2023).

3.6 Interviews

Regarding the specific analysis strategy, the first step in data analysis is to read the interview protocol, and the researcher repeatedly reviewed the compiled interview protocol.

The design of the research interview outline includes the following parts:
Basic situation:

Introductory content, including self-introduction of the researcher, explanation of research objectives and purpose of data, and expected results of the research.

1) Opening question:

Simple questions designed to foster rapport with the interviewee and guide the interviewee naturally into the core issues.

2) The key issue:

Contains the core questions of the research topic and aims to collect key information to answer the research question. The questions relate to a survey of motivation on participation obtained among undergraduates majoring in music and music performance, and a survey of participation in chorus courses.

3) Closing question:

To conclude the interview, explore the sources of support the interviewee would personally like to receive from the school or outside, as well as suggestions for improvements to participation for better chorus education in Chengdu universities.

The second crucial phase of this research involves the coding of interview data (Okal, Yildirim, & Timur, 2020). During this step, the researcher meticulously examined the interview transcripts and assign codes based on the frequency with which the research questions emerge in the interviews and the criteria that hold significance in relation to these questions. This coding process serves as a fundamental organization method for the collected qualitative data. Importantly, the researcher maintained a comprehensive record of the analysis process and the conceptual ideas that arise in a memo, ensuring transparency and traceability in the research journey.

3.7 Data Analysis

Moving on to the third step, the goal is to synthesize the coded data into overarching themes and construct a coherent theoretical framework. In this phase, the researcher analysed the logical relationships between each code, seeking to identify patterns, connections, and recurring themes within the interview responses. These themes were further contextualized and interlinked to the theoretical framework of this study.

In this research, two distinct educational institutions in Sichuan, China, are carefully chosen to investigate the influence of intrinsic and extrinsic motivation and participation in chorus courses among undergraduate students majoring in music

performance.

Universities Profiles

1) Chengdu University of Arts and Sciences

Diverse Music Performance Specialization: CUAS is renowned for the diversity within its music performance major. It offers not only traditional vocal and instrumental courses but also a wide array of elective courses in modern music, pop music, world music, and more. This diversity provides students with a rich musical experience, enabling them to explore and develop their talents across various styles and genres.

Art and Cultural Ecosystem: Located in Chengdu, CUAS benefits from its vibrant arts and cultural scene. Students not only receive education within the university but also engage in the city's music events and performances, interacting with local and international artists. This unique life experience contributes to the cultivation of students' music performance skills and creativity.

2) Sichuan Normal University

Teacher Training Tradition: As a teacher training institution, SNU places a strong emphasis on teacher education, providing abundant educational resources and opportunities for students majoring in music performance. This includes coursework in music education, preparing students to become outstanding music educators in the future.

Diverse Music Traditions: Sichuan province boasts rich music traditions, including Sichuan opera, ethnic music, and regional music styles. Situated in Chengdu, SNU offers students the chance to learn and participate in these traditional music forms, broadening their musical horizons.

Enriched Cultural Exposure: SNU's location in Chengdu, a city renowned for its rich cultural heritage, provides students with unique opportunities to

immerse themselves in the local arts scene. From traditional performances to contemporary artistic endeavors, students have the chance to engage with a wide spectrum of cultural experiences that complement their music education.



CHAPTER 4

RESULTS OF DATA ANALYSIS

Research on the impact of intrinsic and extrinsic motivation on students' participation in choral classes: Increasing students' internal and external motivation increased participation in choral classes. The analysis in this study was as follows:

4.1 Background Information of Choral Class Students: Gender, Grade, Age

4.2 Descriptive Statistics of Student Participation Rate and Motivation in Choral Classes

4.3 Correlation Analysis of the Relationship between Motivation and Effective Participation

4.4 Empirical Study on the Impact of Internal and External Motivation of Students in Choral Classes on Participation Rate

Abbreviation and symbols

$\bar{X}$ = Arithmetic Mean

S. D. = Standard Deviation

Corr = Pearson Product Moment Correlation Coefficient

p = Statistical Significance

n = Sample Size

R^2 = Coefficient of Determination

4.1 The Analysis of General Information: Demographic of Respondents

Table 4 described a sample survey of 339 students in choral courses, in which the majority of respondents were female, accounting for approximately 75.5% of the total, and 24.5% were male. In terms of age levels, students aged 18-19 accounted for about 50.4%, students aged 20-21 accounted for 44.2%, and the remaining few samples were over 22 years old (5.3%). In terms of grade, first-year students accounted

for about one-third (39.2%) and second-year students accounted for about two-thirds (61.8%).

Table 4.1 Frequency and Percentage of Respondents (n=339)

Frequency and percentage of respondents			
Demographics of respondents		Frequency	Percentage
Gender	Male	83	24.5%
	Female	256	75.5%
Age Period	18-19	171	50.4%
	20-21	150	44.2%
	22-23	17	5.0%
	24-25	1	0.3%
Grade	First Year	133	39.2%
	Second Year	206	61.8%

4.2 Description Statistics

4.2.1 Description Statistics of Student's Effective Participation Levels

Table 2 depicted that when the arithmetic average scores of students' effective participation is analyzed, it was found that the sub-dimension with the highest arithmetic average ($\bar{X} = 4.31$) is behavioral engagement and the one with the lowest arithmetic average is the behavioral disaffection. When the arithmetic average score of total engagement ($\bar{X} = 2.33$) and total disaffection ($\bar{X} = 5.70$) are compared, it could be said that the effective participation level of the students is positive.

Descriptive statistics of the effective participation levels of choral class students according to gender have been given in Table 4.3. Among females ($n = 256$), the engagement subscale yields a mean score of 4.30 ($S. D. = 0.53$), while males ($n = 83$) exhibit a slightly lower mean of 4.28 ($S. D. = 0.63$). The overall mean for the engagement subscale across both sexes is 4.29 ($S. D. = 0.59$). Conversely, in the disaffection subscale,

females demonstrated a mean score of 2.32 ($S.D.= 0.88$), and males had a slightly higher mean of 2.44 ($S.D.= 1.09$). The total mean for the disaffection subscale was 2.38. In summary, the engagement subscale revealed minimal differences between sexes, with both exhibiting high mean scores. However, in the disaffection subscale, slight variations were observed, contributing to an overall understanding of emotional experiences based on sex.

Table 4.2 Descriptive Statistics of Students' Effective Participation Levels (n=339)

Sub-dimensions	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Behavioral Engagement	339	4.31	0.56	PA
Emotional Engagement	339	4.28	0.60	PA
Total Engagement	339	8.59	1.16	
Behavioral Disaffection	339	2.33	1.01	NA
Emotional Disaffection	339	2.37	0.94	NA
Total Disaffection	339	5.70	1.95	

Table 4.3 Descriptive Statistical Results of Students' Effective Participation Levels According to Gender Variable (n=339)

Subscales	Sex	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Engagement	Female	256	4.30	0.53	PA
	Male	83	4.28	0.63	PA
	Total	339	8.59	1.16	
Disaffection	Female	256	2.32	0.88	NA
	Male	83	2.44	1.09	NA
	Total	339	5.70	1.97	

Descriptive statistics of the effective participation levels of choral class students according to age were given in Table 4.4. In Age Period 1, the mean engagement score was 4.37 ($S.D.= 0.53$), indicative of high engagement, while

disaffection manifested a mean of 2.28 ($S.D.= 0.93$). AgePeriod 2 saw slightly reduced engagement ($\bar{X}= 4.24$, $S.D. =0.57$) and stable disaffection ($\bar{X}= 2.34$, $S.D.= 0.92$). Notably, in AgePeriod 3, engagement remained high ($\bar{X}= 4.01$, $S.D.= 0.65$), but disaffection showed increased variability ($\bar{X}= 3.03$, $S.D.= 0.88$). The singular observation in AgePeriod 4 indicated a mean engagement of 3.9, whereas disaffection was recorded at 3.65. These descriptive statistics underscored the nuanced interplay of engagement and disaffection, portraying not only overall high engagement but also age-specific patterns in disaffection levels.

Table 4.4 Descriptive Statistical Results of Students' Effective Participation Levels According to Age Variable (n=339)

Subscales	Age	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Engagement	18-19	171	4.37	0.53	PA
	20-21	150	4.24	0.57	PA
	22-23	17	4.01	0.65	PA
	24-25	1	3.90	.	MPA
	Total	339	16.52	1.75	PA
Disaffection	18-19	171	2.82	0.93	MPA
	20-21	150	2.34	0.92	NA
	22-23	17	3.02	0.88	MPA
	24-25	1	3.65	.	MPA
	Total	339	11.83	2.73	MPA

Descriptive statistics of the effective participation levels of choral class students according to grade were given in Table 4.5. In the engagement subscale, first-grade students ($n = 133$) exhibited a mean score of 4.25 ($S.D. = 0.54$), while second-grade students ($n = 206$) demonstrated a slightly higher mean of 4.32 ($S.D. = 0.56$). The overall mean for the engagement subscale across both grades was 4.29 ($S.D. = 0.55$). Turning to the disaffection subscale, first-grade students had a mean score of 2.26 ($S.D. = 0.88$), and second-grade students showed a slightly elevated mean of 2.41 ($S.D.= 0.99$). The total mean for the disaffection subscale was 2.34 ($S.D. = 0.94$). These

results suggested nuanced variations in effective participations levels across different grades, with second-grade students exhibiting slightly higher engagement and disaffection scores compared to their first-grade counterparts.

Table 4.5 Descriptive Statistical Results of Students' Effective Participation Levels According to Grade Variable (n=339)

Subscales	Grade	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Engagement	First	133	4.25	0.54	PA
	Second	206	4.32	0.56	PA
	Total	339	8.57	1.10	
Disaffection	First	133	2.26	0.88	NA
	Second	206	2.41	0.99	NA
	Total	339	4.67	1.87	

4.2.2 Description Statistics of Student's Motivation Levels

Table 4.6 Descriptive Statistical Results of Students' Motivation Levels According to Gender Variable (n=339)

Subscales	Sex	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Intrinsic Motivation	Female	256	3.83	0.48	PA
	Male	83	3.78	0.54	PA
	Total	339	7.64	1.02	
Extrinsic Motivation	Female	256	2.86	0.48	MPA
	Male	83	3.01	0.63	MPA
	Total	339	5.87	1.11	

Table 4.6 outlined the descriptive statistical results of students' motivation levels, classified by gender. In the realm of intrinsic motivation, female students ($n = 256$) demonstrated a mean score of 3.83 ($S.D. = 0.48$), while male students ($n = 83$) exhibited a slightly lower mean of 3.78 ($S.D. = 0.54$). The overall mean for intrinsic motivation across both genders was 3.80 ($S.D. = 0.50$). Shifting to extrinsic motivation,

female students had a mean score of 2.86 ($S.D. = 0.48$), and male students presented a slightly higher mean of 3.01 ($S.D. = 0.63$). The total mean for extrinsic motivation was 2.94 ($S.D. = 0.58$). These findings indicated subtle differences in intrinsic and extrinsic motivation levels between female and male students.

Table 4.7 Descriptive Statistical Results of Students' Motivation Levels According to Age Variable (n=339)

Subscales	Age	<i>n</i>	$\bar{X}$	<i>S.D.</i>	Levels of Attitudes
Intrinsic Motivation	18-19	171	3.87	0.45	PA
	20-21	150	3.77	0.53	PA
	22-23	17	3.78	0.54	PA
	24-25	1	2.78	.	MPA
	Total	339	14.20	1.52	
Intrinsic Motivation	18-19	171	2.90	0.68	MPA
	20-21	150	2.91	0.68	MPA
	22-23	17	2.91	0.82	MPA
	24-25	1	1.85	.	MPA
	Total	339	10.57	2.18	

Table 4.7 presented the descriptive statistical results of students' intrinsic motivation levels across different age groups. Among students aged 18-19 ($n = 171$), the mean intrinsic motivation score was 3.87 ($S.D. = 0.45$), while those aged 20-21 ($n = 150$) and 22-23 ($n = 17$) exhibited slightly lower means of 3.77 ($S.D. = 0.53$) and 3.78 ($S.D. = 0.54$), respectively. A singular observation in the 24-25 age group had a mean intrinsic motivation score of 2.78. The total mean for intrinsic motivation across all age groups was 14.20 ($S.D. = 1.52$). Similarly, in the disaffection subscale, students aged 18-19 demonstrated a mean score of 2.90 ($S.D. = 0.68$), those aged 20-21 exhibited a similar mean of 2.91 ($S.D. = 0.68$), and the 22-23 age group had a slightly higher mean of 2.91 ($S.D. = 0.82$). The singular observation in the 24-25 age group had a mean disaffection score of 1.85. The total mean for the disaffection subscale was 10.57 ($S.D. = 2.18$).

Table 4.8 presented the descriptive statistical results of students' motivation levels categorized by grade. In the intrinsic motivation subscale, first-grade students ($n = 133$) displayed a mean score of 3.80 ($S.D. = 0.51$), while second-grade students ($n = 206$) exhibited a slightly higher mean of 3.83 ($S.D. = 0.49$). The overall mean for intrinsic motivation across both grades was 7.63 ($S.D. = 1.00$). Shifting to the extrinsic motivation subscale, first-grade students had a mean score of 2.91 ($S.D. = 0.68$), and second-grade students presented a similar mean of 2.90 ($S.D. = 0.69$). The total mean for extrinsic motivation was 5.81 ($S.D. = 1.37$). These results illuminated subtle variations in intrinsic and extrinsic motivation levels between first and second-grade students.

Table 4.8 Descriptive Statistical Results of Students' Motivation Levels According to Grade Variable (n=339)

Subscales	Grade	n	$\bar{X}$	$S.D.$	Levels of Attitudes
Intrinsic Motivation	First	133	3.80	0.51	PA
	Second	206	3.83	0.49	PA
	Total	339	7.63	1.00	
Extrinsic Motivation	First	133	2.91	0.68	MPA
	Second	206	2.90	0.69	MPA
	Total	339	5.81	1.37	

Table 4.9 presented the descriptive statistics of survey variables. The dataset comprised responses from 339 participants, providing insights into various dimensions related to students' academic experiences. Across age periods, the average age period was 1.55 ($S.D. = 0.61$), with a range from 1 to 4. In terms of gender, the average score was 1.76 ($S.D. = 0.43$), reflecting a predominantly homogeneous distribution, with 1 indicating females and 2 indicating males. Similarly, the average grade was 1.61 ($S.D. = 0.49$), where 1 represented the first grade and 2 represents the second grade. Exploring emotional experiences, students report an average engagement level of 4.29 ($S.D. = 0.56$), showcasing a high overall engagement. Disaffection was recorded at an average of 2.35 ($S.D. = 0.93$), indicating a relatively moderate level. Effective participation,

measured through various indicators, had an average score of 1.94 ($S.D. = 1.20$), with scores ranging from 1.42 to 4. Additionally, students expressed a positive inclination towards challenges (Mean = 3.97, $S.D. = 0.59$), curiosity ($\bar{X} = 3.91$, $S.D. = 0.61$), and independence ($\bar{X} = 3.57$, $S.D. = 0.51$). However, preferences for easy work ($\bar{X} = 2.66$, $S.D. = 0.91$) and attitudes towards teachers, both liking them ($\bar{X} = 3.12$, $S.D. = 0.72$) and relying on them (Mean = 2.93, $S.D. = 0.96$), exhibited moderate variability. Intrinsic motivation scores averaged 3.82 ($S.D. = 0.49$), while extrinsic motivation averaged 2.90 ($S.D. = 0.69$).

Table 4.9 Descriptive Statistics of Survey Variables

Variable	n	$\bar{X}$	$S.D.$	Min	Max	
Age Period	339	1.550	0.610	1	4	
Sex	339	1.760	0.430	1	2	
Grade	339	1.610	0.490	1	2	
Engagement	339	4.290	0.560	2.800	5	PA
Disaffection	339	2.350	0.930	1	5	NA
Participation	339	1.940	1.200	-1.420	4	NA
Challenge	339	3.970	0.590	2	5	PA
Curiosity	339	3.910	0.610	1.400	5	PA
Independence	339	3.570	0.510	2.400	5	PA
Easy Work	339	2.660	0.910	1	5	MPA
Like teachers	339	3.120	0.720	1.250	5	MPA
Rely on Teachers	339	2.930	0.960	1	5	MPA
Intrinsic Motivation	339	3.820	0.490	2.050	5	PA
Extrinsic Motivation	339	2.900	0.690	1.170	5	MPA

4.3 Correlation Analysis of The Relationship Between Motivation and Effective Participation

Table 4.10 showcased the outcomes of a correlation analysis investigating the relationships between motivation dimensions and effective participation levels among the surveyed students. Notably, engagement displayed a positive and statistically

significant correlation with intrinsic motivation ($Corr = 0.6772, p = 0.0000$) and a slightly positive correlation with extrinsic motivation ($Corr = 0.3241, p = 0.0000$). Conversely, engagement exhibited a negative correlation with disaffection ($Corr = -0.2476, p = 0.0000$), emphasizing the potential impact of intrinsic and extrinsic motivation on active engagement in academic activities. Moreover, disaffection, representing the opposite of engagement, displayed expected negative correlations with intrinsic motivation and extrinsic motivation. These findings underscored the interconnectedness of motivational factors and their influence on students' effective participation levels.

Table 4.10 Results of Correlation Analysis of the Relationship between Motivation and Effective Participation Levels

		Engagement	Disaffection	Intrinsic Motivation	Extrinsic Motivation
Engagement	<i>Corr</i>	1.0000			
	<i>p</i>				
Disaffection	<i>Corr</i>	-0.2476***	1.0000		
	<i>p</i>	0.0000			
Intrinsic Motivation	<i>Corr</i>	0.6772***		1.0000	
	<i>p</i>	0.0000	0.0000		
Extrinsic Motivation	<i>Corr</i>	0.3241***	-0.2098***	0.1014**	1.0000
	<i>p</i>	0.0000	0.0001	0.0623	

4.4 Correlating Motivation with Effective Participation: an Empirical Approach

Objection 1: To examine the influences of intrinsic and extrinsic motivation on chorus class participation of the first- and second-year students majoring in a music performance program in Chengdu Universities?

4.4.1 Multiple Regression Analysis: Student Participation and Intrinsic Motivation

Table 4.11 ANOVA Table for Regression Analysis of Class Participation Based on Challenge, Curiosity, and Independence Mastery^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	226.204	3	75.401	97.071***	.001 ^b
Residual	260.215	335	.777		
Total	486.419	338			

a. Dependent Variable: Class Participation

b. Predictors: (Constant), Challenge, Curiosity, Independence Mastery

Table 4.11 represented the Analysis of Variance (ANOVA) for a regression model assessing the impact of three predictors - Challenge, Curiosity, and Independence Mastery - on Class Participation. The ANOVA was a statistical technique used to partition the total variation in a dataset into components related to the model's predictors. In the table, the Regression row indicated the variation explained by the model with three degrees of freedom (df), corresponding to the three predictors included. The Sum of Squares for Regression was 226.204, which reflects the explained variance by the predictors. The Mean Square, calculated as the Sum of Squares divided by its associated df, was 75.401, representing the average amount of variation explained per predictor. The F statistic was 97.071, resulting from the Mean Square of Regression divided by the Mean Square of the Residual, which is .777. This statistic tested the null hypothesis that the model with the predictors does not explain the variance in the dependent variable better than a model with no predictors. The significance value (Sig.), denoted as .000b, suggested that the regression model is statistically significant at $p < .001$, indicating a high likelihood that the relationship observed is not due to chance. The Residual row provided the Sum of Squares of 260.215, which is the unexplained variance, with 335 df, representing the variability in Class Participation that the model does not account for. The Total row combined the Regression and Residual to give the total variation in the dependent variable with 338 df. This ANOVA table was crucial for evaluating the

overall fit of the regression model and the significance of the predictors in explaining the variability in Class Participation.

Table 4.12 Coefficients of Regression Model Predicting Class Participation Based on Challenge, Curiosity, and Independence Mastery^a

Model	B	Std. Error	t	Sig.
Constant	-1.871	.387	-4.838***	.001
Challenge	.691	.127	5.431***	.001
Curiosity	1.094	.138	7.92***	.001
Independence Mastery	-.898	.121	-7.420***	.001
R-squared = 0.4650		F = 97.07		Sig. = 0.001

a. Dependent Variable: Class Participation

Table 4.12 presented the coefficients of a linear regression model that predicts Class Participation using three independent variables: Challenge, Curiosity, and Independence Mastery. The “B” column listed the unstandardized coefficients, which represent the expected change in the dependent variable (Class Participation) for a one-unit change in the predictor variable, holding other variables constant. The coefficient for Challenge was 0.691, suggesting that increasing the challenge factor by one unit is associated with an increase of 0.691 units in class participation. Curiosity had an even stronger positive coefficient of 1.094, indicating a substantial increase in class participation for each unit increase in curiosity. Conversely, Independence Mastery had a negative coefficient of -0.898, implying that higher levels of independence mastery are associated with a decrease in class participation.

The Standard Error (Std. Error) provided a measure of the variability in the estimate of the coefficient. The “t” column contained the t-statistic, which was the coefficient divided by its standard error, used to test the null hypothesis that the coefficient is zero. A larger absolute value of the t-statistic indicated a more significant contribution of the predictor to the model. The t-statistics for Challenge, Curiosity, and

Independence Mastery were 5.431, 7.921, and -7.420, respectively, each associated with a significance (Sig.) level of .001, suggesting that all three predictors are highly significant and that the chances of these results occurring by chance are less than 0.1%. This table offered a detailed look at the individual contribution of each predictor to the model of Class Participation. It showed that Curiosity is the most influential positive predictor, while Independence Mastery tends to be a negative predictor. Challenge also positively contributed, albeit less strongly than Curiosity. All predictors were statistically significant, indicating strong evidence for the influence of these factors on Class Participation.

Multiple predictor model:

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \epsilon$$

where

Y chorus class participation

x_1 is challenge

x_2 is curiosity

x_3 is independence mastery

β_0 is the intercept

$\beta_{1..3}$ is the coefficient

ϵ is the error aka residual

Based on the coefficients provided in Table 4.12, the multiple regression equation predicting Class Participation based on Challenge, Curiosity, and Independence Mastery is as follows:

$$Y = -1.871 + (0.691 * \text{challenge}) + (1.094 * \text{curiosity}) + (-0.898 * \text{independence mastery})$$

4.4.2 Multiple Regression Analysis: Student Participation and Extrinsic Motivation

Table 4.13 displayed the results of an ANOVA for a regression analysis conducted to evaluate the relationship between Class Participation and three

independent variables: Easy Work, Pleasing Teacher, and Dependence on Teacher. The table structured the variability of Class Participation into explained and unexplained parts, quantified by the Sum of Squares in the Regression and Residual rows, respectively.

Table 4.13 ANOVA Summary for Regression Model Examining the Effects of Easy Work, Pleasing Teacher, and Teacher Dependence on Class Participation

Model	Sum of Squares	df	Mean Square	F	Sig. ^a
Regression	166.589	3	55.530	58.163***	.001 ^b
Residual	319.830	335	.955		
Total	486.419	338			

a. Dependent Variable: Class Participation

b. Predictors: (Constant), Easy Work, Pleasing Teacher, Dependence on Teacher

The Regression row showed a Sum of Squares of 166.589, which is the portion of variance in Class Participation that is accounted for by the linear model incorporating the three predictors. This value was based on 3 degrees of freedom (df), corresponding to the number of predictors in the model. The Mean Square, obtained by dividing the Regression Sum of Squares by its df, was 55.530. This value represented the average amount of variation explained by each predictor. The F statistic, computed as the ratio of the Mean Square of Regression to the Mean Square of Residual, stood at 58.163. A significant F statistic (Sig. level of .001) suggested that the model significantly predicts Class Participation, with a very low probability that this outcome could have occurred by chance ($p < .001$).

The Residual row indicated the Sum of Squares of 319.830, which was the variance in Class Participation that the model does not explain, spread across 335 df. The Mean Square for Residual was .955, providing an average of the unexplained variance. The Total Sum of Squares, at 486.419 with 338 df, represented the overall

variability in Class Participation. It included both the explained variance from the model and the unexplained, or error, variance.

Table 4.14 Coefficients of Regression Model Predicting Class Participation Based on Easy Work, Pleasing Teacher, and Dependence on Teacher^a

Model	B	Std.Error	t	Sig.
Constant	-.252	.246	-1.025	.306
Easy Work	-.490	.066	-7.370***	.001
Pleasing Teacher	.857	.094	9.117***	.001
Dependence on Teacher	.281	.066	4.275***	.001
R-squared = 0.342		F = 58.163		Sig. = 0.001

a. Dependent Variable: Class Participation

Table 4.14 detailed the coefficients from a regression analysis that explores the relationship between Class Participation and three independent variables: Challenge (labeled as "Easy Work" in the table), Pleasing Teacher, and Teacher Dependence. The 'B' column listed the unstandardized regression coefficients, which indicated the expected change in Class Participation associated with a one-unit change in the predictor variables.

The constant term, at -0.252 with a standard error of 0.246, set the baseline level of Class Participation. The coefficient for Easy Work was -0.490, suggesting that Class Participation decreases as the work becomes easier, with a significant t-value of -7.370 and a corresponding p-value (Sig.) of .001, indicating this predictor's significance in the model. The Pleasing Teacher variable had a coefficient of 0.857 with a standard error of 0.094, signifying a positive association with Class Participation, supported by a highly significant t-value of 9.117. This meant that efforts to please the teacher were associated with increased Class Participation.

The Teacher Dependence variable had a coefficient of 0.281, with a standard error of 0.066, reflecting a positive relationship with Class Participation. The t-value of 4.275 and a significance level of .001 suggest that this relationship was statistically significant.

The “Std. Error” column reflected the precision of the coefficient estimates, with lower values indicating higher precision. The “t” column provided the t-statistics, which are used to determine the statistical significance of each coefficient. The highly significant t-values for all three predictors indicated that they were each a significant contributor to the model. The 'Sig.' column reported the p-values, which assess the likelihood that the observed coefficients could have occurred by chance. With p-values of .001 for Easy Work, Pleasing Teacher, and Teacher Dependence, we could reject the null hypothesis that these variables had no impact on Class Participation.

Multiple predictor model:

$$Y = \beta_0 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \epsilon$$

where

Y chorus class participation

x_4 is easy work

x_5 is pleasing teacher

x_6 is dependence on teacher

β_0 is the intercept

$\beta_{4..6}$ is the coefficient

ϵ is the error aka residual

Based on the coefficients provided in Table 4.14, the multiple regression equation predicting Class Participation based on Easy Work, Pleasing Teacher, and Dependence on Teacher would be formulated as follows:

$$Y = -0.252 + (-0.490 * \text{Easy Work}) + (0.857 * \text{Pleasing Teacher}) + (0.281 * \text{Dependence on Teacher})$$

Table 4.15 presented the ANOVA summary for a multiple regression model

designed to assess the effects of six different predictors on Class Participation. The independent variables considered in this model include Challenge, Curiosity, Independence Mastery, Easy Work, Pleasing Teacher, and Dependence on Teacher.

Table 4.15 ANOVA Summary for Regression Model Examining the Effects of Challenge, Curiosity, Independence Mastery, Easy Work, Pleasing Teacher, and Teacher Dependence on Class Participation

Model	Sum of Squares	df	Mean Square	F	Sig. ^a
Regression	276.193	6	46.032	72.697***	.001 ^b
Residual	210.226	332	.633		
Total	486.419	338			

a. Dependent Variable: Class Participation

b. Predictors: (Constant), Challenge, Curiosity, Independence Mastery, Easy Work, Pleasing Teacher, Dependence on Teacher

The Regression row reported a Sum of Squares of 276.193, indicating the variation in Class Participation explained by the six predictors. This value was associated with 6 degrees of freedom (df), representing the six independent variables in the model. The Mean Square for Regression, calculated by dividing the Sum of Squares by df, was 46.032, which provides an estimate of the average amount of variation accounted for by each predictor.

The F statistic, at 72.697, was used to determine if there was a significant relationship between the predictors and the dependent variable. It was computed by dividing the Mean Square of Regression by the Mean Square of the Residual, which was .633. The significant F statistic (Sig. level of .001) implied that the overall model significantly predicts Class Participation, with a very low probability that this result could occur by chance ($p < .001$).

The Residual row outlines the Sum of Squares of 210.226, which represented

the unexplained variation in Class Participation within the model, distributed across 332 df. This value informed us about the amount of variation in the dependent variable that the model does not capture. The Total Sum of Squares, summing up to 486.419 with 338 df, encapsulated the total variability in Class Participation. It was the aggregate of the variation explained by the model and the unexplained, or error, variation.

Table 4.16 Coefficients of Regression Model Predicting Class Participation Based on Challenge, Curiosity, Independence Mastery, Easy Work, Pleasing Teacher, and Dependence on Teacher^a

Model	B	Std.Error	t	Sig.
Constant	-2.887	.384	-7.526***	.001
Challenge	.603	.118	5.113***	.001
Curiosity	.900	.133	6.758***	.001
Independence Mastery	-.778	.119	-6.548***	.001
Easy Work	-.068	.064	-1.075	.283
Pleasing Teacher	.419	.084	5.007***	.001
Dependence on Teacher	.195	.054	3.576***	.001
R-squared = 0.568				F = 72.697
				Sig. = 0.001

a. Dependent Variable: Class Participation

Table 4.16 outlined the coefficients from a multiple regression analysis investigating how various factors—Challenge, Curiosity, Independence Mastery, Easy Work, Pleasing Teacher, and Dependence on Teacher—affect Class Participation. The coefficients and unstandardized (B), represented the expected change in Class Participation for a one-unit change in the predictors, holding other variables constant. The constant term had a coefficient of -2.887, which suggested the predicted value of Class Participation when all predictors are at zero, with a significant negative t-value of -7.526. This was the baseline against which the influence of the predictors is assessed.

Challenge had a positive coefficient of .603, indicating that greater challenges are associated with higher levels of participation. Similarly, Curiosity had a substantial positive coefficient of .900, the highest among the predictors, with a strong positive influence on participation, as reflected by a significant t-value of 6.758. Independence Mastery, with a coefficient of -.778, had a negative relationship with Class Participation, suggesting that higher levels of independence mastery may be associated with lower participation, supported by a significant t-value of -6.548. The coefficient for Easy Work was -.068, and although it was negative, indicating a slight decrease in participation as work becomes easier, it was not statistically significant, with a t-value of -1.075 and a Sig. value of .283. Pleasing Teacher had a positive coefficient of .419, which implied that efforts to please the teacher correlate with an increase in participation, and it was statistically significant with a t-value of 5.007. Dependence on Teacher had a positive coefficient of .195, indicating a smaller yet statistically significant positive effect on Class Participation.

The “Std. Error” values provided an estimation of the standard deviation of the coefficients, giving an idea of the precision of the coefficient estimates. The “t” and “Sig.” columns displayed the t-statistic and significance levels for the hypothesis tests of each predictor, confirming that except for Easy Work, all variables significantly influence Class Participation.

Multiple predictor model:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \epsilon$$

where

Y chorus class participation

x_2 is curiosity

x_4 is easy work

x_6 is dependence on teacher

$\beta_{1..6}$ is the coefficient

x_1 is challenge

x_3 is independence mastery

x_5 is pleasing teacher

β_0 is the intercept

ϵ is the error aka residual

Based on the coefficients provided in Table 4.16, the multiple regression equation predicting Class Participation based on Easy Work, Pleasing Teacher, and Dependence on Teacher would be formulated as follows:

$$Y = 2.887 + (0.603 * \text{Challenge}) + (0.900 * \text{Curiosity}) \\ + (-0.778 * \text{Independence Mastery}) + (-0.068 \\ * \text{Pleasing Teacher}) + (0.419 * \text{Pleasing Teacher}) + (0.195 \\ * \text{Dependence on Teacher})$$

4.5 Qualitative Analysis

4.5.1 Participants Information

The participants all major in Music Performance, with ages ranging from 19 to 20 years old. Many of them developed a strong interest in music during high school and have continued to pursue their studies in college. Their shared passion for music and dedication to the performing arts are common traits among them, and several of them aspire to achieve success in the field of music in the future.

Based on the interview content, participants generally agreed that certain learning tasks in the choir course were challenging. These challenges mainly included mastering high and low notes, memorizing multi-part works, coordinating with the piano accompanist, and singing complex rhythms and large intervals. The presence of these challenging tasks did not deter the students but instead motivated them to participate more actively in the choir course. Despite facing these challenges, the students stated that these challenging tasks actually increased their enthusiasm for participating in the course. They believe that by actively engaging and facing challenges, they can enhance their musical foundation and overall musical literacy, learning and growing through practice. This increased enthusiasm helps students to better grasp musical knowledge and skills, and also strengthens their love for music and appreciation for choral art.

Table 4.17 Participants Information

Participant	Introduce
1	“I am a second-year student majoring in Music Performance at Sichuan Normal University. I am 20 years old this year. Due to my particular fondness for music, I began studying music in high school and have had about 5 years of musical experience to date.”
2	“I am a freshman majoring in Music Performance at Sichuan Normal University. I am 19 years old and enjoy playing the piano, which I started learning in high school. In choral and conducting courses, I usually play the piano accompaniment.”
3	“My name is Peng Wanyi, I am 20 years old and studying Music Performance at the School of Music, Sichuan Normal University. I am very fond of this major and hope to develop a career in the music industry within the country in the future.”
4	“I am a freshman majoring in Music Performance at Sichuan Normal University. My name is He Xinhua, and I am 19 years old this year.”
5	“I am a student from Chengdu College of Arts and Sciences, majoring in Music Performance with a focus on vocal and ethnic music. I am 20 years old this year.”
6	“I am a second-year student at Chengdu College of Arts and Sciences. My name is Deng Lili, and I am 19 years old this year.”
7	“I am a freshman majoring in Music Performance at the School of Media and Performing Arts, Chengdu College of Arts and Sciences. My name is Mei Lu, and I am 19 years old this year.”
8	“I am a freshman majoring in Music Performance at the School of Media and Performing Arts, Chengdu College of Arts and Sciences. My name is Mei Lu, and I am 19 years old this year.”

Table 4.18 Question and Answer of Class Performance

Can you recall any learning tasks during class that you found challenging?	
Participants	Answer
1	"I find that during choir practice, there are certain pieces where hitting the high notes is difficult, and similarly, it's hard to reach the low notes."
2	"In choir, there are many parts, and the pieces are quite extensive, often with many pages, which makes them particularly challenging to memorize."

Table 4.18 Question and Answer of Class Performance (Cont.)

5	"The process of tuning with the piano accompanist during class is challenging because our practice time is limited. It's hard to perfect our coordination in such a short period, and I also need to pay attention to the conductor's gestures while following the sheet music."
6	"Some pieces have complex rhythms and large leaps in pitch, such as those with intervals of a ninth or twelfth, which can be difficult to navigate and find the correct pitch."

Did challenging learning tasks motivate you to participate more actively?

Participants	Answer
1	"Some pieces have complex rhythms and large leaps in pitch, such as those with intervals of a ninth or twelfth, which can be difficult to navigate and find the correct pitch."
2	"Indeed, challenging content makes me want to participate more to enhance my musical foundation."
5	"Challenging tasks do encourage me to participate more actively, especially as I aim to improve my musical literacy through the choir course."
6	"Challenging tasks do encourage me to participate more actively, especially as I aim to improve my musical literacy through the choir course."

4.5.2 Intrinsic Motivation

Table 4.19 Question and Answer of Intrinsic Motivation 1

Is there a particular course that sparked your curiosity? What made you interested in that course?	
Participants	Answer
3	“For instance, singing in the choir often involves performing on stage, which boosts my confidence and challenges me internally. I'm also curious about the process of teamwork involved. Previously, we were all soloists, singing our own parts, but choir is a collaborative effort, which I find very interesting.”
4	“During choir class, we get to listen to a variety of pieces and music selected by the teacher, which improves the quality of my music. The choir includes many original works and styles, including classical, folk songs, operas, and pop segments, and this diversity of styles piques my interest.”
7	“I'm curious about why we always have to wear formal attire during performances. It seems that in foreign countries, they prefer to wear tuxedos or evening gowns for prestigious events in concert halls. I also find the teacher's enthusiasm engaging and atmospheric.”
8	“I've always loved singing, and while I used to sing solos, choir involves multiple people and parts, which I find quite fascinating. It's amazing how the different parts harmonize so well, and singing can greatly uplift my mood.”

According to the participants' responses, elements such as teamwork in the choir course, exposure to a variety of musical pieces, exploration of different styles, and the psychological therapeutic effects of music have all sparked their curiosity. This curiosity not only made them interested in the course but also encouraged them to participate more actively, both in class and during independent study outside of class. Through the choir course, the participants not only learned musical knowledge and skills

but also experienced the team spirit and emotional satisfaction that music brings.

Table 4.20 Question and Answer of Intrinsic Motivation 2

Have there been instances where you felt you needed the teacher's help to complete a learning task?	
Participant	Answer
1	"Yes, there have been times, for example, when we were working on a song in A major, but while playing, we ended up in C major. We needed the teacher's help to follow the changes in the layers of sound and find the right chord ratios."
3	"We needed the teacher's assistance because we are new to the choir course and not very familiar with it, so we have many questions."
7	"We needed guidance from the conductor and the music director because without a conductor, the choir is incomplete."
How do you think completing tasks independently in class versus seeking teacher assistance affects your learning?	
Participant	Answer
1	"If I practice alone in private, I might sing incorrectly without realizing the mistake. With the teacher's help, they can point out the errors and assist in making improvements."
3	"Freshman students may need to follow the teacher's instructions step by step, while sophomore students might have tried to complete tasks independently but might have used incorrect methods."
7	"It's necessary to rely on the teacher, but we can also complete some tasks independently. When working on tasks independently, we might need the teacher's assistance or guidance."

According to the participants' responses, it was clear that students generally believe the guidance and assistance of teachers are crucial in choral and conducting courses. Especially in the early stages of learning, students relied on the guidance of teachers to understand and master the course content. As their studies progress, some

students attempted to complete tasks independently but still require the teacher's assistance to correct mistakes and provide guidance. Students believed that the timely feedback and professional guidance from teachers play a positive role in improving learning outcomes and enhancing classroom participation.

4.5.2 Extrinsic Motivation

Table 4.21 Question and Answer of Extrinsic Motivation 1

What tasks in class do you consider relatively easy? Why?	
Participant	Answer
2	"The exams are relatively easy because we don't need to write anything, we just have to sing."
3	"The warm-up vocal exercises during choir class are simple because we practice these daily in our voice lessons."
4	"Studying a single voice part is easier because you only have to focus on your own part, instead of coordinating with multiple parts like in harmony."
5	"The content in each class period is limited, and as a music major, I can usually sing more than 80% of the material after practice, so it feels easy."
Does the simplicity of tasks affect your level of participation in the class?	
	Answer
2	"If the tasks are too simple, such as those that can be learned at a glance, I might get distracted and play with my phone instead of paying attention in class."
3	"Simple tasks might make me feel like they can slack off, leading to a lack of desire to attend class or a tendency to arrive late."
4	"Simple tasks might reduce a sense of engagement, but if one prepares in advance, they can participate more actively in class."
5	"While simple tasks might make class seem less appealing, if the tasks are straightforward yet challenging, they might encourage more."

The table above showed whether students consciously did things to make the teacher happy and whether they believed pleasing the teacher was related to their active participation in class. Students provided various examples, such as helping the teacher with attendance, organizing post-class rehearsals, promptly assisting classmates with tuning adjustments, ensuring adequate classroom space, and diligently completing homework. At the same time, students generally believed that pleasing the teacher was associated with active classroom participation. The teacher's positive feedback and extensive experience motivated them to engage more fully in class activities.

Table 4.22 Question and Answer of Extrinsic Motivation 2

Do you consciously do things to make the teacher happy? Can you provide examples?	
Participants	Answer
2	“Yes, I do things like help the teacher with attendance, maintain perfect attendance, which tends to put the teacher in a good mood when they see it.”
3	“I proactively organize rehearsals after class to assist the teacher, ensuring that everyone can sing the songs confidently in the next class.”
4	“During class, if I hear a classmate singing off-key, I will promptly help them adjust so as to assist the teacher in maintaining order in the classroom.”

The table above showed that students consciously do things to make the teacher happy and that they believe pleasing the teacher is related to their active participation in class. Students provided various examples, such as helping the teacher with attendance checks, organizing post-class rehearsals, promptly assisting classmates with pitch adjustments, ensuring adequate classroom space, and diligently completing homework. Moreover, students generally believe that pleasing the teacher is associated with active classroom participation. Positive feedback and the teacher's extensive experience encouraged them to engage more fully in class activities.

Table 4.22 Question and Answer of Extrinsic Motivation 2 (Cont.)

5	"I make sure there are enough chairs and space in the classroom for warm-up activities, which facilitates smoother teaching by the teacher."
6	"I diligently complete the assignments given by the teacher, which makes class time more efficient and improves the quality of our performances."
8	"I help weaker classmates after class so they can keep up with most of the progress, which also brings satisfaction to the teacher."
Do you think pleasing the teacher is related to your active participation in the classroom?	
Participants	Answer
2	"Yes, there is a relationship between pleasing the teacher and active participation in the classroom. The teacher provides valuable experience that helps us improve our learning efficiency and musical literacy."
3	"Yes, there is a relationship between pleasing the teacher and active participation in the classroom. The teacher provides valuable experience that helps us improve our learning efficiency and musical literacy."
6	"As we become more familiar with the teacher, we cooperate better, and with mutual understanding, we trust the teacher's teaching methods more."
8	"As we become more familiar with the teacher, we cooperate better, and with mutual understanding, we trust the teacher's teaching methods more."

Table 4.23 Question and Answer of Extrinsic Motivation 3

Are you more inclined to seek the teacher's guidance during the learning process? Why?	
Participant	Answer
1	“Teachers provide us with their experienced insights, after all, we are students and don't know much. Especially for freshmen and sophomores, the teacher's experience is definitely more abundant than ours.”
3	“Teachers can lead us to achieve more honors in practice, allowing us to participate in competitions, which is why we rely more on the teacher.”
5	“Teachers give final advice based on each individual's different situation, treating different students with different methods, which helps to make the choir's coordination more harmonious.”
7	“Teachers give final advice based on each individual's different situation, treating different students with different methods, which helps to make the choir's coordination more harmonious.”
How do you think depending on the teacher influences your motivation and participation in class?	
Participant	Answer
1	“I think relying on the teacher helps us to focus more and participate more actively in class.”
3	“It can improve our learning efficiency and is beneficial for me to learn more about music.”
5	“Because of the teacher's experienced guidance, we trust the teacher more, which gives us more motivation to learn.”
7	“Because of the teacher's experienced guidance, we trust the teacher more, which gives us more motivation to learn.”

Table 4.24 Question and Answer of Further Discussion 1

Do you feel you became more independent in completing learning tasks in second grade?	
Participant	Answer
5	“In our second year, we became more independent by looking at more sheet music and preparing in advance, which helped us progress faster in the choir. We would get the sheet music ahead of time and prepare in advance to better complete the pieces.”
6	“In the second year, we would take the initiative to organize rehearsals and practice on our own, rather than just relying on the teacher to guide us in class as we did in our first year. We actively analyzed the sheet music to explore the essence of the music.”
7	“As second-year students, we had a better foundation and were more capable of taking responsibility for our parts, unlike when we were first-year students and felt lost. We would privately learn songs from different voice parts; for example, even though I'm in the soprano section, I would also learn songs from the bass sections.”
Is there a relationship between completing tasks independently and your level of participation?	
Participant	Answer
5	“If we prepare well outside of class, we will participate more actively in the teacher's program during class.”
6	“We participate earlier in class because we have already mastered the content outside of class.”
7	“We are more focused in class because we are interested in the course material, so we participate fully throughout.”

The table above showed whether students tend to seek guidance from teachers during the learning process and why, as well as how they believe relying on teachers affects their motivation and participation in class. Students generally believe that the experience and guidance of teachers are very important for their learning,

especially in practical courses like music performance. They also mentioned that relying on teachers can improve their focus and learning efficiency, enhance their understanding of musical knowledge, and thus make them more motivated to participate in classroom activities.

4.5.2 Further Discussion

Table 4.25 Questions and Answers of Further Discussion 2

In first grade, did you rely more on the teacher's help? Can you share some examples?	
Participants	Answer
1	"Yes, being new to the school and not understanding much, I relied heavily on the teacher to guide my learning"
3	"Yes, being new to the school and not understanding much, I relied heavily on the teacher to guide my learning"
Do you think relying on the teacher increased your level of participation in class?	
Participants	Answer
1	"Relying on the teacher helped us focus more and participate more actively in class."
3	"The teacher's experience is richer than ours, so relying on the teacher can improve learning efficiency and encourage us to participate more actively"

Overall, the participants' experiences indicated that as they progress in their studies within the Music Performance major, they gradually became more independent and proactive in their learning process. This increased independence not only helped them to better grasp the content but also fostered their active participation in choir class.

According to the table content, first-year students generally indicated that they indeed relied more on the teacher's guidance. They shared that due to unfamiliarity with the course content and a weaker foundation, they needed the teacher's help. For instance, they hoped the teacher could provide demonstrations and guidance to help

them understand and master the rhythms and skills in choir. At the same time, students believe that relying on the teacher does help to increase their participation in class. The teacher's experience and guidance could help them understand and master the course content more quickly, thereby stimulating their enthusiasm to participate in classroom discussions and activities. With the teacher's guidance, students could focus more and participate more effectively in classroom learning.

4.5.3 Overall Results

Table 4.26 Questions and Answers of Overall Results 1

In your opinion, how do internal and external motivations play a role in your learning?	
Participant	Answer
1	"Internal motivation, such as curiosity about new pieces and the pursuit of mastering more singing techniques, makes me more proactive in learning."
2	"External motivation, like encouragement from teachers and classroom activities, is also important as they provide a positive learning environment"
5	"Internal motivation drives my continuous improvement, while external motivation, such as mutual help from classmates and feedback from teachers, helps maintain my enthusiasm for learning."
Which type of motivation do you believe more effectively inspires you to actively participate in class, and why?	
Participant	Answer
4	"I believe internal motivation is more effective because it stems from my love for music and my desire for self-improvement."
6	"External motivation is more important to me because it provides immediate feedback and recognition, which enhances my self-confidence."
7	"Both are important, but internal motivation is more sustainable in driving me forward because it's closely related to my personal interests."

Table 4.27 Questions and Answers of Overall Results 2

How seriously do you take the course?	
Participant	Answer
1	"I take this course very seriously, not only actively participating in class but also preparing and reviewing before and after class to ensure I keep up with the teaching progress."
3	"I carefully prepare before class and interact with teachers and classmates during the lesson to better understand the course content."
5	"I carefully prepare before class and interact with teachers and classmates during the lesson to better understand the course content."
How about participating in course interaction? (In class, after class)	
Participant	Answer
2	"In addition to actively participating in class, I also discuss learning content with classmates after class to solve problems together."
4	"I complete all assignments after class and actively review the knowledge learned in class to deepen my understanding."
6	"I actively practice choir after class and make time every day to improve my choral skills."
How do you feel about your performance? (Which way do you think the final grade is higher?)	
Participant	Answer
3	"I believe that through interaction with teachers and efforts after class, my performance in the course has improved."
7	"I feel good about my performance in class, especially in terms of active thinking and understanding of the course content."
8	"I feel good about my performance in class, especially in terms of active thinking and understanding of the course content."

From the table, it could be seen that participants believe both intrinsic and extrinsic motivations play important roles in the learning process. Intrinsic motivations, such as personal interest, curiosity, and the pursuit of achievement, inspired them to

delve into and explore learning. Extrinsic motivations, such as support from teachers, help from classmates, and recognition from society, provided them with direction and motivation to learn. As for which type of motivation is more effective, participants had different views. Some participants believed that intrinsic motivation is more effective in the long term as it is closely related to their personal interests and career goals. Others believed that extrinsic motivation can more immediately enhance their level of participation because it offered clear feedback and rewards. Overall, intrinsic and extrinsic motivations complement each other and jointly promoted their active participation in the classroom.

Table 4.28 Questions and Answers of Overall Results 3

The amount of energy invested?	
Participant	Answer
1	"I have invested a lot of energy in course learning, including preparation and review before and after class, as well as additional practice after class."
2	"I have invested about 90% of my energy into the course because I am very interested in it."
8	"I have invested about 80% of my energy, dedicating a specific time every day to practice choir."

Based on the interview content, here was a summary of the participants' responses regarding their level of seriousness towards the course, their participation in course interactions, their feelings about their performance, and the amount of energy they have invested:

From the table, it was evident that participants generally take the course seriously and actively participate in interactions both inside and outside the classroom. They are satisfied with their efforts and performance, believing that extra work outside of class and active participation in class could improve their grades. At the same time, they were aware that a significant amount of energy was required to master the course

content and skills, with most participants indicating that they had invested most of their energy into their studies.

4.5.4 Summary

Through this interview, it had been learned that students' participation in choral and conducting courses is influenced by a variety of factors, including the challenge of the course content, personal interest and curiosity, guidance and help from teachers, as well as interactions and practices inside and outside the classroom. Students generally believed that although there are challenges in the course, these challenges stimulate their enthusiasm and positivity for learning. At the same time, the guidance of teachers and mutual assistance among students played an important role in improving learning outcomes and enhancing classroom participation. In addition, students had shared some interesting classroom experiences, which not only enrich their learning life but also deepen their understanding and love for music.



CHAPTER 5

SUMMARY AND CONCLUSIONS

This chapter presented the significant findings from the multiple regression results by analyzing both the quantitative and qualitative data. These results were interpreted within the context of existing theories and related research. The discussion emphasized the consistency or contradictions of our findings with previous studies and demonstrated a comprehensive understanding of both quantitative and qualitative analyses.

5.1 Research Objectives and Key Findings

In addressing the research objectives, this study provided a comprehensive analysis of how intrinsic and extrinsic motivation influenced chorus class participation among first- and second-year students majoring in music performance programs in Chengdu Universities. The first objective was to study the levels of intrinsic and extrinsic motivation on chorus class participation among these students. The analysis revealed varying levels of intrinsic and extrinsic motivation. Intrinsic motivation levels were generally high, indicating a strong internal drive to engage in chorus activities. Extrinsic motivation levels varied, with some students being highly motivated by external rewards while others were less influenced by these factors. The balance between these motivations was crucial for sustained participation and engagement.

The second objective was to examine the influences of intrinsic and extrinsic motivation on chorus class participation of first- and second-year students majoring in music performance at Chengdu Universities. The research found that both intrinsic and extrinsic motivations significantly impacted students' participation in chorus classes. Intrinsic motivation, driven by personal satisfaction and enjoyment of music, was a primary factor that enhanced participation. Extrinsic motivations, such as grades and

recognition, also played a role but were more effective when aligned with students' intrinsic interests.

The third objective was to gain insights into students' perspectives on motivation regarding chorus class participation to help improve chorus education at Chengdu Universities. Interviews and surveys provided valuable insights into students' perspectives on what motivated their participation in chorus classes. Students emphasized the importance of a supportive and engaging learning environment, the role of peer interactions, and the influence of teacher support. These factors collectively enhanced their motivation and participation, suggesting that improvements in these areas could further boost engagement and educational outcomes in choral programs.

5.2 Impact of Motivational Factors on Class Participation

The multiple regression analysis underscored the strong impact of intrinsic motivation on student participation. Curiosity emerged as the most influential factor, indicating that students who were intrinsically curious and found the learning tasks interesting were more likely to engage actively in class activities. Challenge also played a significant role, suggesting that students were motivated by tasks they found challenging and stimulating. Furthermore, the analysis revealed that intrinsic motivation, such as the desire to master new skills and solve complex problems independently, drove higher levels of engagement. This was evident from the high scores in both behavioral and emotional engagement among students with strong intrinsic motivation.

Extrinsic motivation factors, such as pleasing the teacher and dependence on teacher support, also positively influenced student participation. These findings highlighted the importance of external reinforcement in maintaining student engagement, although the impact was less pronounced compared to intrinsic motivation.

5.3 Discussion of Intrinsic Motivation

5.3.1 Curiosity

This study found that curiosity emerged as the most influential intrinsic motivational factor. Students who were intrinsically curious and found the learning tasks interesting were more likely to engage actively in class activities. This finding aligned with Self-Determination Theory (SDT), which emphasized that intrinsic motivation driven by personal growth and enjoyment led to higher engagement (Ryan & Deci, 2020). Vracheva et al. (2020) highlighted that genuine passion and curiosity about the art form significantly enhanced student engagement. Similarly, Wu (2023) asserted that intrinsic motivators, such as personal interest and the desire to improve skills, were crucial for sustained engagement in choral activities.

The role of curiosity in enhancing engagement was also supported by recent studies on educational psychology. For example, Murayama (2022) found that students with high levels of curiosity were more likely to engage in deep learning processes, leading to better academic outcomes. Curiosity drove students to explore new ideas and concepts, which fostered a more enriching learning experience. Additionally, Zhao et al. (2022) found that curiosity significantly enhanced students' problem-solving skills and creativity, which were essential for musical education.

5.3.2 Challenge

Challenge was another significant intrinsic motivator. Students motivated by tasks they found challenging and stimulating were more likely to participate actively in choral classes. This was supported by Deci and Ryan (2020), who stated that tasks requiring skill and effort could enhance intrinsic motivation by fostering a sense of competence. Burt and Duker (2022) emphasized that students driven by challenging tasks were more engaged and motivated to improve their musical skills.

Recent research further supported the importance of challenge in educational settings. For instance, Ifenthaler (2020) demonstrated that students who perceived their tasks as challenging but achievable exhibited higher levels of intrinsic motivation and engagement. This aligned with the concept of the study by Legaki et al. (2020), which

suggested that students learned best when tasks were within their capabilities but still challenging enough to require effort and persistence.

5.3.3 Independence Mastery

While independence mastery was generally seen as a positive motivator, excessive independence without adequate support could reduce participation. This finding highlighted the balance needed between self-driven learning and structured guidance. Reeve and Cheon (2021) suggested that autonomy-supportive teaching, which balanced guidance and independence, was crucial for fostering intrinsic motivation and engagement.

The importance of balancing autonomy and support was echoed in recent studies. For example, Kim et al. (2022) found that students who experienced a balance of autonomy and structured support were more likely to develop self-regulated learning skills, which were critical for long-term academic success. This balance helped students feel competent and in control of their learning process, which enhanced their intrinsic motivation.

5.4 Discussion of Extrinsic Motivation

5.4.1 Pleasing Teacher

Extrinsic motivation factors, such as pleasing the teacher, also played a role in student participation. The desire to receive positive feedback and recognition from teachers motivated students to work harder and participate more actively in class. This finding aligned with research by Ahn et al. (2021) and Pedler (2020), which emphasized the importance of teacher approval and structured guidance in enhancing student engagement.

The role of teacher approval was further supported by studies on the social aspects of learning. Reeve and Shin (2020) found that students who perceived their

teachers as supportive and encouraging were more likely to engage in classroom activities and demonstrate higher academic achievement. This suggested that positive teacher-student relationships were crucial for maintaining student motivation and engagement.

5.4.2 Dependence on Teacher Support

Dependence on teacher support positively influenced student participation, although to a lesser extent compared to intrinsic motivators. This suggested that while external reinforcement was important, it had to be complemented by tasks that challenged and engaged students. This finding was consistent with Ryan and Deci (2020), who highlighted the role of teacher support in maintaining student engagement.

Recent research highlighted the nuanced role of teacher support in student motivation. For instance, Chiu et al. (2021) demonstrated that intrinsic motivation and competence to learn with the chatbot depended on both teacher support and student expertise (i.e., self-regulated learning and digital literacy), and the teacher support better satisfied the need for relatedness, and it less satisfied the need for autonomy. Ahn et al. (2021) found a positive link between teacher support and student autonomous motivation.

5.5 Consistency and Contradictions with Related Research

5.5.1 Consistency with Related Research

Our findings aligned well with several recent studies on intrinsic and extrinsic motivation in educational settings. For instance, the significant positive impact of intrinsic motivators like challenge and curiosity on student participation was consistent with Ryan and Deci's (2020) Self-Determination Theory (SDT). They emphasized that intrinsic motivation driven by the fulfillment of basic psychological needs for autonomy, competence, and relatedness was crucial for sustained engagement and high-quality educational outcomes.

Additionally, the positive influence of teacher guidance and support on student motivation and participation was widely supported by contemporary research. Studies by Chiu (2023) and Pedler (2020) highlighted the critical role of teachers in fostering a supportive and motivating learning environment, which was essential for enhancing student engagement and participation. The findings from Ahn et al. (2021) further underscored the importance of positive teacher-student relationships in promoting student motivation and academic achievement.

Moreover, the emphasis on peer support and collaborative learning found in our qualitative data was corroborated by research from Tight (2022) and Bonshor (2020), who argued that peer interactions and a supportive classroom environment significantly contributed to student motivation and engagement. Collaborative learning environments, as suggested by Qureshi et al. (2023), enhanced students' social skills and provided opportunities for shared learning experiences, which could boost overall engagement.

5.5.2 Contradictions with Related Research

While our findings were largely consistent with existing literature, some contradictions were noted. For example, the negative impact of easy work on student participation contrasted with studies suggesting that simpler tasks could initially engage students who might be struggling (Hensley et al., 2021). Our data indicated that overly simplistic tasks might have failed to sufficiently challenge students, leading to decreased engagement. This suggested a nuanced approach was needed, balancing task difficulty to maintain student interest and motivation.

Additionally, our finding that excessive independence (independence mastery) negatively impacted participation contradicted the general emphasis on autonomy in SDT. While autonomy was generally seen as a positive motivator, our results suggested that too much independence without adequate support could overwhelm students, reducing their engagement. This indicated the need for a balanced approach, providing sufficient guidance while fostering autonomy (Reeve & Cheon,

2021).

5.6 Implications for Choral Education

Understanding the dual impact of intrinsic and extrinsic motivation on student participation can help educators design more effective instructional strategies. By fostering an environment that supports both internal and external motivators, educators can enhance student engagement and improve the overall quality of choral education.

5.7 Recommendations

For Intrinsic Motivation: Given that intrinsic motivation plays a critical role in student engagement, choral education programs should focus on fostering a deeper personal connection to music. It is recommended to provide students with opportunities to explore a variety of musical genres and express creativity, thereby nurturing their passion for music. Encouraging personal goal setting and self-improvement within the choir setting can enhance students' intrinsic motivation, leading to higher participation levels.

For Extrinsic Motivation: To maximize the influence of extrinsic motivational factors, choral programs should integrate external rewards such as performance opportunities, recognitions, and positive reinforcement from instructors. Regular feedback, opportunities to perform in prestigious venues, or competitions can enhance extrinsic motivation and further promote active participation. Recognizing individual and group achievements publicly will also boost motivation and participation.

Enhancing Choral Education: In order to improve choral education in Chengdu universities, a student-centered approach should be implemented that considers the unique motivational needs of students. This includes gathering continuous feedback from students about their experiences and challenges in chorus classes. Incorporating their input into curriculum design and creating a supportive and

encouraging environment where both intrinsic and extrinsic motivators are balanced will enhance overall student engagement and learning outcomes.

5.8 Conclusion

This chapter discussed the significant findings from our analysis, supported by related research. The findings highlighted the crucial role of both intrinsic and extrinsic motivation in influencing class participation in choral classes. These insights can inform educational practices and contribute to the development of more effective choral education progra



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The logo of Rangsit University is a circular emblem. It features a central white circle surrounded by a ring of golden-yellow triangular rays. Above this ring is a stylized flame or sunburst motif. The entire logo is rendered in a light, semi-transparent gold color, serving as a background watermark.

APPENDIX A

AN IOC FOR SURVEY RESEARCH

มหาวิทยาลัยรังสิต Rangsit University

An IOC for A Survey Research

Topic: THE INFLUENCE OF MOTIVATION ON CHORUS CLASS PARTICIPATION OF STUDENTS IN MUSIC PERFORMANCE PROGRAM IN CHENGDU UNIVERSITIES

Dear Expert:

This research is to fulfill the dissertation for Doctor of Education Program in Educational Studies, Suryadhep Teachers College, Rangsit University. Its topic is THE INFLUENCE OF MOTIVATION ON CHORUS CLASS PARTICIPATION OF STUDENTS IN MUSIC PERFORMANCE PROGRAM IN CHENGDU UNIVERSITIES and the objectives of the study are:

- 1) To examine the influences of intrinsic and extrinsic motivation on chorus class participation of the students majoring in a music performance program in Chengdu Universities;
- 2) To study the levels of intrinsic and extrinsic motivation on chorus class participation of the students majoring in music performance program in Chengdu Universities; and
- 3) To gain insights into students' perspectives of motivation on chorus class participation that will help improve chorus education in Chengdu Universities?

This questionnaire is a part of a quantitative method as to gain the influences and levels of intrinsic and extrinsic motivation on chorus class participation of the students majoring in music performance program in Chengdu Universities. After that, the data obtained will be used to write up for the interview questions as to gain insights into students' perspectives of motivation on chorus class participation that will help improve chorus education in Chengdu Universities.

Your answers will be valuable in terms of validating the information containing in this questionnaire which will be beneficial for understanding the overall picture and situations pertaining this topic.

Accordingly, the researcher would like to show great appreciation and gratitude for your valuable time and comments for the validity of this research instrument.

Qin Li
Ed. D. Student in
Educational Studies,
Suryadhep Teachers
College,
Rangsit University

Instructions:

Please rate each statement by ticking ✓ on the most relevant scale from +1 to -1

Congruent = + 1

Questionable = 0

Incongruent = - 1

This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: Items of the influences and levels of intrinsic and extrinsic motivation on chorus class participation of the students majoring in a music performance program in Chengdu Universities

Part 1: Demographic Information

Itmes	Expert Review			
	+1	0	-1	Suggestion
1. Gender: ☐ Male ☐ Female	✓			
2. Age: ☐ 18 to 19 ☐ 20 to 21 ☐ 22 to 23 ☐ 24 to 25	✓			

Itmes	Expert Review			
	+1	0	-1	Suggestion
3.Level of Study: ☐ Freshman ☐ Sophomore <u>(Note for the Expert: Chorus classes are offered only to Freshman and Sophomore students so there will be only these two levels in this question.)</u>	✓			

Part 2: The influences and levels of intrinsic and extrinsic motivation on chorus class participation of the students majoring in a music performance program in Chengdu Universities

Items	+1	0	-1	Suggestion
Participation: Behavioural Engagement				
1. I try hard to do well in a choral class.	✓			
2. I work as hard as I can in a singing choral class.	✓			
3. I participate well in choral class.	✓			
4. I pay attention to my choral class.	✓			
5. I concentrate well in my choral class.	✓			
Participation: Emotional Engagement				

Items	+ 1	0	- 1	Suggestion
6. I feel good when I am in a choral class.	✓			
7. I am always interested in any work assigned in a choral class.	✓			
8. I am involved with any activity in my choral class.	✓			
9. I feel enthusiastic to learn new things in a choral class.	✓			
10. Overall, I enjoy my choral class.	✓			
Participation: Behavioural Dissatisfaction				
11. I am passive in my choral class.	✓			
12. I give easily up in working hard in my choral class.	✓			
13. I am unprepared for the choral class.	✓			
14. I am distracted easily in my choral class.	✓			
15. I do not pay attention well in my choral class.	✓			
Participation: Emotional Disaffection				

Items	+ 1	0	- 1	Suggestion
16. I feel bored in choral class.	✓			
17. I feel anxious in my choral class.	✓			
18. I am not interested enough in my choral class.	✓			
19. I feel worried when I get stuck in my choral class.	✓			
Intrinsic Motivation: Challenge				
20. I like hard work in my chorus class because it's a challenge.	✓			
21. I like to learn as much as I can in my chorus class.	✓			
22. I like to learn as much as I can in my chorus class	✓			
23. I like to go on to new work that's at a more difficult level in my chorus class	✓			
24. I like the subjects that make me think pretty hard and figure things out in my chorus class.	✓			
25. I like difficult problems in my chorus class because I enjoy trying to figure them out.	✓			
26. I like difficult schoolwork in my chorus class because I find it more interesting.	✓			
Intrinsic Motivation: Curiosity				
27. I ask questions in my chorus class because I want to learn new things.	✓			

Items	+ 1	0	- 1	Suggestion
28. I do extra assignments because I can learn more in my chorus class.	✓			
29. I am always involved with any interesting chorus projects.	✓			
30. I am enthusiastic with any chorus assignments.	✓			
31. I work on extra assignments in order to learn more of how to solve problems in my chorus class.	✓			
Intrinsic Motivation: Independent Mastery				
32. I like to try to figure out how to do school assignments on my own.	✓			
33. When I do not understand something right away in my chorus class, I like to try to figure it out by myself.	✓			
34. When I make any mistake in my chorus class, I like to figure it out to get the right answer by myself.	✓			
35. If I get stuck on a problem in my chorus class, I keep trying to figure out the problem on my own.	✓			
36. I like to do my schoolwork in my chorus class without help.	✓			
Extrinsic Motivation: Easy Work				
37. I do not like to figure out difficult problems.	✓			
38. I like to learn just what I have to in my chorus class.	✓			

Items	+ 1	0	- 1	Suggestion
39. I do not like difficult schoolwork in my chorus class because I have to work too hard.	✓			
40. I do not want to do difficult assignments in my chorus class.	✓			
41. I like easy work in my chorus class.	✓			
Extrinsic Motivation: Pleasing Teacher				
42. I do read more only because my chorus instructor wants me to.	✓			
43. I do my class assignments only because my chorus instructor tells me to.	✓			
44. I ask questions because I want my chorus instructor to notice me.	✓			
45. If I get stuck with any problem in my chorus class, I will go to my chorus instructor for the first one.	✓			
Extrinsic Motivation: Dependence on Teacher				
46. When I do not understand anything in my chorus class, I want my instructor to help me understand.	✓			
47. I always ask my chorus instructor to help me with my class assignments.	✓			
48. When I make any mistake in my chorus class, I always ask my instructor to fix it for me.	✓			
49. I always ask for help from my instructor what I plan to do next in my chorus class.	✓			
50. I always ask my instructor how to do my assignments in my chorus class.	✓			

Content Validity was conducted by 5 experts. The results show that the content validities for both sections received a score of 1 (Respondent's demographic information and items related to the motivation for participating in chorus classes among undergraduate students majoring in music performance in universities in Chengdu). The overall test item-objective congruence (IOC) was 1, indicating that the items were acceptably congruent with the objective of the study. More details are shown in Table 1.

Table 1 Content Validity by 5 experts

	Item - Objective congruence (IOC)
Demographic Information	1
Participation: Behavioural Engagement	1
Participation: Emotional Engagement	1
Participation: Behavioral Dissatisfaction	1
Participation: Emotional Dissatisfaction	1
Intrinsic Motivation: Curiosity	1
Intrinsic Motivation: Challenge	1
Intrinsic Motivation: Independent Mastery	1
Extrinsic Motivation: Easy Work	1
Extrinsic Motivation: Pleasing Teacher	1
Extrinsic Motivation: Dependence on Teacher	1



APPENDIX B

RESEARCH INSTRUMENTS

Questionnaire

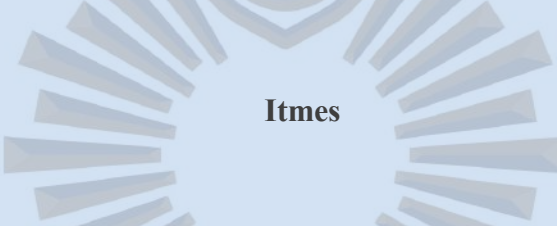
This questionnaire contains 2 parts:

Part 1: Respondent's demographic information

Part 2: No. of 49 items of **“THE INFLUENCE OF MOTIVATION ON CHORUS CLASS PARTICIPATION OF STUDENTS IN MUSIC PERFORMANCE PROGRAM IN CHENGDU UNIVERSITIES”**

Your answers are valuable in terms of understanding the overall picture and situations pertaining this topic. Accordingly, the researcher would like to show great appreciation and gratitude for your valuable time in answering this questionnaire.

Part 1: Demographic Information

 Itmes
3. Gender: ☐ Male ☐ Female
4. Age: ☐ 18 to 19 ☐ 20 to 21 ☐ 22 to 23 ☐ 24 to 25
3. Level of Study: ☐ Freshman ☐ Sophomore

**Part 2: THE INFLUENCE OF MOTIVATION ON CHORUS
CLASS PARTICIPATION OF STUDENTS IN MUSIC
PERFORMANCE PROGRAM IN CHENGDU UNIVERSITIES**

Please answer the following question by ticking ✓ in the block which are given according to the degree to which you agree as follows:

- 1) = Strongly Disagreed
- 2) = Disagree
- 3) = Neutral
- 4) = Agree
- 5) = Strongly Agreed

Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. I try hard to do well in a choral class.					
2. I work as hard as I can in a singing choral class.					
3. I participate well in choral class.					
4. I pay attention to my choral class.					
5. I concentrate well in my choral class.					
6. I feel good when I am in a choral class.					
7. I am always interested in any work assigned in a choral class.					

8. I am involved with any activity in my choral class.					
9. I feel enthusiastic to learn new things in a choral class.					
10. Overall, I enjoy my choral class.					
11. I am passive in my choral class.					
12. I give easily up in working hard in my choral class.					
13. I am unprepared for the choral class.					
14. I am distracted easily in my choral class.					
15. I do not pay attention well in my choral class.					
16. I feel bored in choral class.					
17. I feel anxious in my choral class.					
18. I am not interested enough in my choral class.					
19. I feel worried when I get stuck in my choral class.					
20. I like hard work in my chorus class because it's a challenge.					
21. I like to learn as much as I can in my chorus class					
22. I like to go on to new work that's at a more difficult level in my chorus class					

23. I like the subjects that make me think pretty hard and figure things out in my chorus class.					
24. I like difficult problems in my chorus class because I enjoy trying to figure them out.					
25. I like difficult schoolwork in my chorus class because I find it more interesting.					
26. I ask questions in my chorus class because I want to learn new things.					
27. I do extra assignments because I can learn more in my chorus class.					
28. I am always involved with any interesting chorus projects.					
29. I am enthusiastic with any chorus assignments.					
30. I work on extra assignments in order to learn more of how to solve problems in my chorus class.					
31. I like to try to figure out how to do school assignments on my own.					
32. When I do not understand something right away in my chorus class, I like to try to figure it out by myself.					
33. When I make any mistake in my chorus class, I like to figure it out to get the right answer by myself.					
34. If I get stuck on a problem in my chorus class, I keep trying to figure out the problem on my own.					
35. I like to do my schoolwork in my chorus class without help					
36. I do not like to figure out difficult problems.					

37. I like to learn just what I have to in my chorus class.					
38. I do not like difficult schoolwork in my chorus class because I have to work too hard.					
39. I do not want to do difficult assignments in my chorus class.					
40. I like easy work in my chorus class.					
41. I do read more only because my chorus instructor wants me to.					
42. I do my class assignments only because my chorus instructor tells me to.					
43. I ask questions because I want my chorus instructor to notice me.					
44. If I get stuck with any problem in my chorus class, I will go to my chorus instructor for the first one.					
45. When I do not understand anything in my chorus class, I want my instructor to help me understand.					
46. I always ask my chorus instructor to help me with my class assignments.					
47. When I make any mistake in my chorus class, I always ask my instructor to fix it for me.					
48. I always ask for help from my instructor what I plan to do next in my chorus class.					
49. I always ask my instructor how to do my assignments in my chorus class.					

Interview

Part 1: Opening (Establishing a relationship with the interviewee)

1. Can you briefly introduce yourself? Age, grade....

Part 2: Undergraduate Chorus Course Participation

1. About Challenge:

- Can you recall any learning tasks during class that you found challenging?
- Did challenging learning tasks motivate you to participate more actively?

2. About Curiosity:

- Is there a particular course that sparked your curiosity? What made you interested in that course?
- Which subjects or courses make you feel like you want to explore more on your own?

3. About Dependent Mastery:

- Have there been instances where you felt you needed the teacher's help to complete a learning task?
- How do you think completing tasks independently in class versus seeking teacher assistance affects your learning?

4. About Easy Work:

- What tasks in class do you consider relatively easy? Why?
- Does the simplicity of tasks affect your level of participation in the class?

5. About Pleasing Teacher:

- Do you consciously do things to make the teacher happy? Can you provide examples?
- Do you think pleasing the teacher is related to your active participation in the classroom?

6. About Dependent on Teacher:

- Are you more inclined to seek the teacher's guidance during the learning process? Why?
- How do you think depending on the teacher influences your motivation and participation in class?

7. Regarding Independence in Second Grade:

- Do you feel you became more independent in completing learning tasks in second grade? Any specific experiences to share?
- Is there a relationship between completing tasks independently and your level of participation?

8. Regarding Pleasing the Teacher in Second Grade:

- Did you focus more on pleasing the teacher in second grade? Why?
- Do you think pleasing the teacher has a role in your active participation in class?

9. Regarding Dependency on Teacher in First Grade:

- In first grade, did you rely more on the teacher's help? Can you share some examples?
- Do you think relying on the teacher increased your level of participation in class?

10. Overall Reflection:

- In your opinion, how do internal and external motivations play a role in your learning?
- Which type of motivation do you believe more effectively inspires you to actively participate in class, and why?

Part 3: Course Participation Level

How seriously do you take the course?

How about participating in course interaction? (In class, after class)

How do you feel about your performance? (Which way do you think the final grade is higher?)

The amount of energy invested?

Part 4: Epilogue

13 Regarding course study and class teachers, do you have any impressive experiences or teachers that you would like to add?

14. Today's interview is almost over. Do you have any questions for us?

15. Thank you very much for joining today's interview!



BIOGRAPHY

Name	Qin Li
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