

Affidavit

I hereby declare this thesis as my own work and all sources has been acknowledged

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Abstract

The purpose of this thesis is to study the social factors that affect students' self-determination towards music learning in secondary school. This study applies the quantitative method to determine the degree of psychological needs and social factors affecting self-determination among secondary school to learn music in school. Data was collected using an online questionnaire that was answered by 36 secondary students from three schools in Klang Valley, Peninsular Malaysia. The findings fall into two categories: the degree of psychological needs that students receive and what social factors affect students' determination in learning music. Statistical analyses reveals that the overall impact on students' self-determination in sustaining their music learning that is affected by parents, teacher and peers leads to both positive and negative effect on students' music learning in school. The results contribute to the growing literature regarding self-determination theory and social affect on music learning.

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Chapter 1

Introduction

Background of the study

To be motivated means to be moved to do something (Ryan & Deci, 2000). When learning music, students might have a different degree and kind of motivation. For example, they might want to learn music because of rewards and some might because they feel the enjoyment in learning music. When someone is determined to learn music because of rewards such as “I need to have good grade in music so that my mother will reward me” or to avoid punishment as in “I must practice if not my teacher will punish me”, they are extrinsically motivated. Instead, when students want to learn music because of the enjoyment in which they show high and enduring levels of interest, seek out and find pleasure in optimal challenges and to say things such as “this is fun”, they have high intrinsic motivation (Renwick & Reeve, 2012).

Self-determination theory is built on intrinsic motivation theory was introduced by White (1959). Self-determination theory came from “the idea that people take action because they enjoy and are interested in the activity itself, represented by phenomena like curiosity and the ability to learn” (Deci & Ryan, 2000). Self-determination theory focuses on three human basic psychological needs which are autonomy, competence and relatedness (Graves & Luciano, 2013). People experience vitality, self-motivation and wellbeing when these needs are supported and satisfied within a social context (Ryan, 2009). To be specific, if these three needs are supported by the social context, the individual’s self-determination to learn music increases. Social context are the parents,