https://doi.org/10.30775/KMES.52.1.57
음악교육연구 제52권 제1호 pp. 57-76 (2023년 2월) ISSN 1229-4179 (Print)
Korean Journal of Research in Music Education Vol.52, No.1, (February, 2023) ISSN 2713-3788 (Online)

음악전공 대학생의 음악학습 동기, 음악직업 진로 의향, 직업 선택과의 관계

The Relationship between Music Learning Motivations, Intentions to Pursue a Career in Music, and Career Choices of College Music Majors in Korea

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Abstract The present study aimed to investigate the relationship between music learning motivations, intentions to pursue a career in music, and career choices among college music majors in Korea. Results from a survey of 152 music majors from two universities in Seoul showed that their music learning motivation was primarily autonomous and not controlled. High intentions to pursue a career in music were expressed, with the most preferred career being that of a college lecturer/studio instructor, followed by a performer, and the least preferred being that of a music teacher. The only motivation that had a positive impact on pursuing a career in music and choosing a performer or college lecturer/studio instructor as a future career was identified motivation. However, introjected motivation had a negative impact. Intrinsic and external motivations had no effect on music career intentions or choices. The findings demonstrate that each orientation of music learning motivation has a unique effect on the intentions to pursue a career in music and career choices. The results also highlight the need for further investigation into why music learning motivation has no relation to music college students' career choice as a music teacher.

Key words: learning motivation, music learning motivation, self-determination theory, college music majors, career choice

초록 본 연구는 음악전공 대학생의 음악학습 동기, 음악직업 진로 의향, 직업 선택과의 관계를 파악하는 데 그 목적이 있다. 이를 위하여 서울시에 소재한 2개의 대학에 재학 중인 음악전공 대학생 152명을 대상으로 음악학습 동기, 음악직업 진로 의향, 직업 선택에 관한 설문조사를 실시하였다. 연구 결과, 음악전공 대학생들의 음악학습 동기의 자율성과 음악직업 진로 의향이 높은 것으로 나타났다. 가장 선호하는 직업은 음악실기 강사였으며 다음으로 연주자였고 음악교사를 가장 선호하지 않았다. 확인된 동기만이 음악직업 진로 의향과 연주가와 음악실기 강사의 직업 선택에 긍정적인 영향을 미치는 것으로 나타났으며, 내사된 동기는 음악직업 진로 의향에 부정적인 영향을 미치는 것으로 나타났다. 이러한 연구 결과는 각 음악 학습 동기가 음악직업 진로의향과 직업 선택에 각기 다른 영향을 미친다는 것을 보여준다. 또한 음악 학습 동기와 음악 대학생의 음악 교사로서의 직업 선택 사이에 관계가 없는 이유에 대한 추가적인 연구가 필요함을 시사한다.

주제어: 학습 동기, 음악학습 동기, 자기결정성이론, 음악전공 대학생, 직업선택

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Received: 30 November 2022, Reviewed (Revised): 30 December 2022 (17 January 2023), Accepted: 25 January 2023

Ⅰ. Introduction

The earlier a person makes career decisions and choices, the more directly they contribute to future success and career development (Farmer, 1985). Many studies have attempted to identify the factors that influence career choice, including self-efficacy (Bennett & Chong, 2018), career interests and preferences (Bonneville-Roussy et al., 2017; Johnson et al., 2008), outcome expectations (Diegelman & Subich, 2001), environment (Parker et al., 2021), career identity formation (Burland, 2005), and the nature and experience of music (Kaufmann & Rawlings, 2004). More recently, self-determined motivation (Miksza, Evans, & McPherson, 2021) has also been recognized as a factor in career choice.

According to Deci and Ryan's (1985) Self-Determination Theory (SDT), an individual's motivation for engaging in an activity can result in different outcomes, depending on whether the motivation is intrinsic or extrinsic. An individual's motivation is highest when it is entirely intrinsic, such as for pleasure or curiosity, and lowest when it is solely driven by extrinsic control without any intrinsic reasons, such as coercion.

Bonneville-Roussy et al. (2017) explored the relationship between motivational dispositions and career interests among 265 students and found that students with stronger autonomous motivations were more likely to report stronger musical career intentions, while those with stronger controlled motivations were more likely to report weaker career intentions. Miksza et al. (2021) investigated the relationships between competitiveness, perfectionism, teacher control, motivational quality, and the intention to pursue a career in music among music college students in Australia. They found that the commitment to a career in music was stronger and autonomy orientation was more strongly supported among music college students than controlled motivation orientation, and those with a strong career intention also had a stronger autonomous motivation orientation.

However, much of the research on the career development of music undergraduates has primarily focused on groups of music education students and their perceptions of music teaching as a career choice (Schmidt et al., 2006; Thornton & Bergee, 2008) and their motivation for choosing teaching as a profession (Jones & Parkes, 2010). Studies on the motivation and career choice of music students are relatively rare, especially studies focused on Korean music students. Understanding the factors affecting students' career choices is important for advancing their future careers. Therefore, this study aims to examine the relationship between music learning motivation, intentions to pursue a career in music, and music career choices of college music majors in Korea using Self-Determination Theory (SDT) as a theoretical framework.

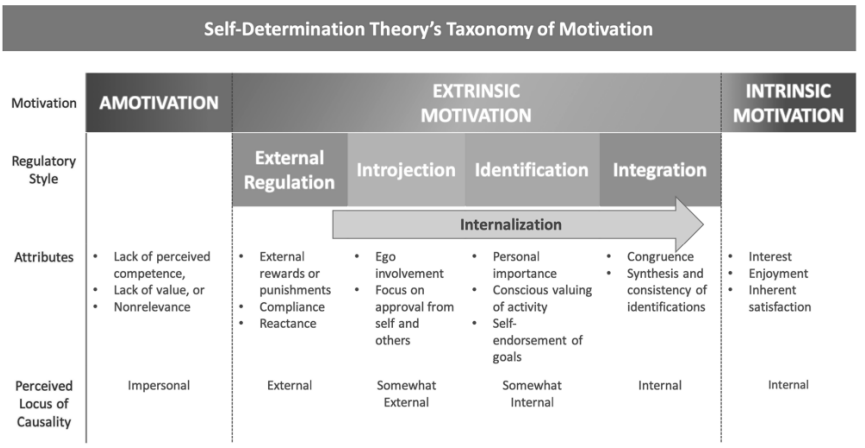
Ⅱ. Literature Review

1. SDT Motivation Type Classification

Self-Determination Theory (SDT) is a comprehensive approach to understanding human motivation and personality within social contexts (Deci & Ryan, 2012). It distinguishes between autonomous and controlled motivation and suggests that intrinsic motivation is rooted in an individual's sense of ownership and autonomy over their actions. SDT provides a framework for studying the origins of intrinsic and various extrinsic motivations, and takes into account cognitive and social development and individual differences in shaping motivation. The theory presents a meta-theory for conducting research on motivation and offers insights into how social and cultural factors impact behavior and motivation.

SDT posits that humans have a natural inclination towards psychological growth, learning, and social connection. However, these tendencies only occur when three psychological needs are met: autonomy, competence, and relatedness. Additionally, social and cultural factors can either foster or hinder motivation and the quality of individual behavior (Ryan & Deci, 2000).

SDT states that dividing all causes of behavior into intrinsic or extrinsic is challenging, but behavior can be placed on a continuum of self-determination, ranging from intrinsic to extrinsic, depending on the level of self-determination (see [Figure 1]).



[Figure 1] SDT's Taxonomy of Motivation (Ryan & Deci, 2020)

2. Intrinsic and Extrinsic Motivation for Learning Music

Intrinsic motivation is considered the ideal form of self-determined motivation as it is internally regulated and autonomously derived. Unlike external motivation, intrinsic motivation is more likely to sustain learning throughout life (Ryan & Deci, 2017). Theoretically, intrinsic motivation has positive outcomes, such as increased engagement, persistence, performance, and creativity, as it stems from an individual's positive potential (Deci & Ryan, 2008).

Intrinsic motivation plays a crucial role in students' willingness to continue music studies in high school and college (Comeau et al., 2019; Freer & Evans, 2018, 2019; Kingsford-Smith & Evans, 2019; Lacaille et al., 2007) and in their choice of a music career (Bonneville-Roussy et al., 2017; Miksza et al., 2021; Parkes & Jones, 2011, 2012). According to a study by Miksza et al. (2021) of music college and graduate school students in the US and Australia, the higher the level of autonomous motivation, the greater the likelihood of choosing music as a career.

Extrinsic motivation includes extrinsic regulation, introjected regulation, identified regulation, and integrated regulation. Extrinsic rewards and sanctions used by parents to motivate their children to learn music are often the means by which extrinsic regulation is facilitated in music learning (Evans & Ryan, 2022). Motivation due to extrinsic regulation, particularly extrinsic rewards, is predominantly short-term and tends to undermine intrinsic motivation. Research has found that extrinsic rewards in educational environments, including music learning, can reduce autonomous choice behavior and interest, similar to the results reported by Deci, Koestner, and Ryan (2001).

A study by Faulkner, Davidson, & McPherson (2010) found that all children who received financial rewards for practicing stopped learning within 12 months of starting to play an instrument. This suggests that using extrinsic rewards to motivate practice may actually increase the risk of quitting music. Similarly, Comeau, Huta, Lu, and Swirp (2019) found that the strategies used by parents to provide extrinsic rewards for practice and achievement were strongly correlated with their children's extrinsic regulatory motivation.

External control is not problematic because it is unsuccessful in eliciting a certain behavior. In fact, it can be effective in getting individuals to behave. However, external regulation can decrease the quality of the behavior because it tends to lead to compliance or rebellion in response to external demands, resulting in low-quality behavior (Evans & Ryan, 2022). This phenomenon is also observed in music learning (Comeau, Huta, Lu, & Swirp, 2019). Therefore, caution should be exercised when using extrinsic control strategies, such as extrinsic rewards and sanctions, to motivate music learning.

3. Relationship between Music Learning Motivation and Career Choice

Studies on the motivation and career intentions of college music students are relatively rare. Furthermore, while there has been an increase in research incorporating self-determination theories in the context of music learning (such as Evans & Bonneville-Roussy, 2016; Evans, McPherson, & Davidson, 2013; Freer, 2018; Yoo, 2021), as far as can be determined, only two studies have applied self-determination to the career aspirations of college music students.

Bonneville-Roussy et al. (2017) examined "a conceptual model linking motivational processes involved in coping with the stress of university assessment, and to examine gender differences in these processes" (p. 28). The self-determined motivation was hypothesized to predict coping strategies and the response to assessment-related stress, and it was believed that coping would play a significant role in short- and long-term outcomes of the assessment. As a result of the study, which used multiple group path analysis, autonomous and controlled motivation were found to predict engagement and disengagement coping, respectively. The use of engagement coping strategies by music students resulted in stronger musical career intentions, while disengagement coping strategies weakened these intentions. Increased use of engagement coping strategies and decreased use of disengagement coping strategies led to higher scores, more positive impacts, and fewer negative impacts for students. Females reported higher levels of stress, while males experienced more negative impacts when using a disengagement-oriented coping style. There were also gender differences in the relationship between engagement-oriented coping and outcomes. These findings provide important insights into the gender differences in coping outcomes in education and deepen our understanding of the links between motivation, coping, and academic outcomes.

Miksza et al. (2021) examined the relationships between competitiveness, perfectionism, teacher control, motivational quality, and the intention to pursue a career in music among college students. The participants were undergraduate and graduate music majors in Australia. The results indicated that commitment to a music career was stronger and autonomous orientation was more prevalent than controlled motivation orientation. Additionally, those with a strong intention to pursue a music career also had a stronger autonomous motivation orientation.

Ⅲ. Method

1. Participants

152 music majors from two universities in Seoul, Korea participated in the study. The questionnaires were distributed and completed at the start of the first semester of the 2022 academic year. The institutional ethics committee of the corresponding author approved the study, and all participants provided informed consent prior to their participation. The participants' backgrounds are displayed in <Table 1>.

<Table 1> Participants' backgrounds

Variables		N	%
Gender	Male	42	27.6
	Female	110	72.4
	Total	152	100
Grade	Freshman	38	25.0
	Sophomore	34	22.4
	Junior	29	19.1
	Senior	51	33.6
	Total	152	100
Major	Piano	67	44.1
	Voice	33	21.7
	Strings	28	18.4
	Winds	9	5.9
	Gugak[1)]	15	9.9
	Total	152	100

2. Research Data

A questionnaire to assess autonomous and controlled motivation orientations in music study was adapted from Miksza et al. (2021). The questionnaire consisted of 16 items, divided into four categories: intrinsic, identified, introjected, and external. Participants responded using a

1) Gugak is the Korean traditional music. In this study, Gugak majors included only students majoring in Gugak performance.

7-point Likert scale, and the questionnaire items are listed in <Table 2>. The reliability of the intrinsic motivation measure was α = .92, identified motivation measure was α = .83, introjected motivation measure was α = .82, and controlled measure was α = .82 as calculated using Cronbach's alpha.

<Table 2> A questionnaire on motivation for studying music (Miksza et al., 2021)

Motivation	Item
Prompt: Why do you study music at university?	
Intrinsic	Because I enjoy studying music
	Because I love studying music
	Because studying music is fun
	Because studying music is interesting
Identified	Because studying music will help me increase my skills
	Because it will be useful to me
	Because I want to become a better musician
	Because studying music is important to my future
Introjected	Because I want people to think I'm good at music
	So I can show off if I do well
	Because I will feel bad or guilty if I don't
	Because I will feel ashamed of myself if I don't
External	Because I have no other choice
	Because my parents, teachers, or peers expect me to
	Because I am supposed to
	Because I have to

A questionnaire to identify career intentions was adapted from Bonneville-Roussy et al. (2017) and translated into Korean. The questionnaire used a 7-point Likert scale, with items such as "I intend to pursue a career related to my degree," "I am actively preparing for a career related to my degree," and "I am looking forward to a career related to my degree." The internal consistency of this scale was excellent, with a Cronbach's alpha of .85.

A questionnaire to measure the likelihood of the participants' career after graduation as a performer and as a music teacher was adapted from Jones and Parkes (2010). Two items were added to assess the likelihood of the participants' career after graduation as a college lecturer and/or studio instructor.

3. Data Analysis

The results of the questionnaires were analyzed as follows: First, the music learning motivations, intentions to pursue a career in music, and career choices of the participants were analyzed using descriptive statistics. Second, the differences in music learning motivation, intentions to pursue a career in music, and career choices by gender were analyzed using a t-test. The differences in music learning motivation, intentions to pursue a career in music, and career choices by grade and major were analyzed using ANOVA. Third, the effects of music learning motivation on intentions to pursue a career in music and each career choice were analyzed using multiple regression analysis.

Ⅳ. Results

1. Music Learning Motivation

The music learning motivations of the participants were as presented in <Table 3>. The highest motivation was identified motivation, with a mean of 5.80 (SD = 1.08). Intrinsic motivation followed with a mean of 5.65 (SD = 1.20). The lowest motivations were introjected motivation, with a mean of 3.96 (SD = 1.39), and extrinsic motivation, with a mean of 4.38 (SD = 1.36).

<Table 3> Participants' music learning motivations

Motivation	Mean	SD	Min	Max
Intrinsic	5.65	1.20	1.25	7.00
Identified	5.80	1.08	2.00	7.00
Introjected	3.96	1.39	1.00	7.00
External	4.38	1.36	1.25	7.00
Overall	4.74	.82	2.69	6.56

The participants' motivations for music learning were also analyzed by gender, grade, and major. The differences in gender were analyzed using a t-test, and the differences in grade and major were analyzed using ANOVA. The results of the participants' music learning motivations by gender are presented in <Table 4>.

<Table 4> Participants' music learning motivations by gender

Motivation	Male	Female	t	*P*
	Mean (SD)	Mean (SD)		
Intrinsic	6.11 (.96)	5.48 (1.24)	3.01	.00
Identified	5.96 (1.06)	5.74 (1.09)	1.13	.38
Introjected	3.80 (1.36)	4.02 (1.41)	-.88	.26
External	4.27 (1.40)	4.42 (1.34)	-.60	.55
Overall	4.85 (.81)	4.70 (.83)	1.03	.31

The overall music learning motivations were higher in males (M = 4.85, SD = .81) than in females (M = 4.70, SD = .83), but this difference was not statistically significant. However, when analyzing the motivations in more detail, it was found that males had a significantly higher intrinsic motivation (M = 6.11, SD = .96) than females (M = 5.48, SD = 1.24) ($p < .01$). Males also had a higher identified motivation (M = 5.96, SD = 1.06) than females (M = 5.74, SD = 1.09), but this difference was not statistically significant. On the other hand, females scored higher in introjected motivation and extrinsic motivation (M = 4.02, SD = 1.41; M = 4.42, SD = 1.34) compared to males (M = 3.80, SD = 1.36; M = 4.27, SD = 1.40), but these differences were not statistically significant. In conclusion, the results suggest that males have a greater sense of autonomy in their music learning motivation compared to females.

<Table 5> Participants' music learning motivations by grade

Motivation		Freshman	Sophomore	Junior	Senior	t	*P*
	N	38	34	29	51		
Intrinsic	Mean (SD)	5.63	5.49	5.76	5.71	.31	.81
		(1.22)	(1.05)	(1.14)	(1.33)		
Identified	Mean (SD)	5.88	5.73	5.62	5.89	.48	.69
		(.97)	(.95)	(1.15)	(1.21)		
Introjected	Mean (SD)	4	4.08	3.47	4.12	1.51	.21
		(1.48)	(1.36)	(1.38)	(1.34)		
External	Mean (SD)	4.18	4.57	3.98	4.62	1.88	.14
		(1.35)	(1.32)	(1.43)	(1.3)		
Overall	Mean (SD)	4.73	4.77	4.52	4.85	1.00	.39
		(.85)	(.72)	(.87)	(.84)		

<Table 5> shows the participants' music learning motivations by grade. Overall, the motivations for music learning were highest among seniors and lowest among juniors, but this difference was not statistically significant. Upon analyzing each motivation in detail, there were no significant differences by grade in intrinsic motivation and identified motivation, but there was a certain difference (though not statistically significant) in introjected and extrinsic motivation. In seniors, although intrinsic motivation was higher than that of freshman and sophomores, identified motivation, introjected motivation, and extrinsic motivation were all highest compared to other grades. Meanwhile, in juniors, intrinsic motivation was the highest, but identified, introjected, and extrinsic motivation were the lowest, compared to other grades. In other words, the autonomy of motivation seems to be highest in juniors, and the controllability of motivation appears to increase in seniors. This suggests that the autonomy of motivation increases up to the third grade, but the controllability of motivation increases again in the fourth grade when students have to think about their careers ahead of graduation.

<Table 6> Participants' music learning motivations by major

Motivation		Piano	Vocal	Strings	Woodwinds	Gugak	t	*P*
	N	67	33	28	9	15		
Intrinsic	Mean (SD)	5.75 (1.34)	5.69 (1.28)	5.54 (.88)	5.42 (1.13)	5.47 (.93)	.34	.85
Identified	Mean (SD)	5.81 (1.16)	5.97 (1.03)	5.65 (1.05)	5.81 (1.08)	5.63 (.94)	.41	.79
Introjected	Mean (SD)	3.82 (1.43)	4.20 (1.46)	3.74 (1.45)	4.36 (.81)	4.22 (1.22)	.89	.47
External	Mean (SD)	4.31 (1.40)	4.40 (1.44)	4.10 (1.33)	5.11 (1.23)	4.67 (1.02)	1.17	.33
Overall	Mean (SD)	4.72 (.88)	4.86 (.89)	4.57 (.70)	4.91 (.78)	4.80 (.63)	.58	.68

The music learning motivations of participants by major are shown in <Table 6>. Although overall, woodwind majors had the highest motivations, and string majors had the lowest, there was no statistically significant difference. All majors showed the highest identified motivation and the lowest introjected motivation. No significant differences were found among the majors in any of the motivations. However, piano majors showed the highest intrinsic motivation, and woodwind majors showed the lowest. Vocal majors showed the highest identified motivation, and string majors showed the lowest. Woodwind majors showed the highest introjected and

extrinsic motivations, and string majors showed the lowest.

2. Intentions to Pursue a Music Career and Career Choices

The participants' intentions to pursue a career in music and career choice were as presented in <Table 7>. The mean of the participants' intentions to pursue a career in music was 5.84 (SD = 1.21). As for career choice, the highest mean score was for college lecturer and/or studio instructor with a mean of 5.02 (SD = 1.47), followed by performer with a mean of 4.48 (SD = 1.66), and the lowest score was for music teacher with a mean of 3.12 (SD = 1.66). The results suggest that while the participants had a high willingness to pursue a career in music, their willingness to choose main music jobs such as performer, college lecturer/instructor, and music teacher was much lower.

<Table 7> Intentions to pursue a career in music and career choices

Variables		Mean	SD	Min	Max
Music career intention		5.84	1.21	1.00	7.00
Career choice	Performer	4.48	1.66	1.00	7.00
	Lecturer	5.02	1.47	1.00	7.00
	Music teacher	3.15	1.64	1.00	7.00

The participants' intentions to pursue a career in music and career choice were also analyzed by gender, grade, and major. The analysis was done using a t-test for gender and ANOVA for grade and major. The results for participants' intentions to pursue a career in music and career choice by gender can be found in <Table 8>.

The results showed that males had higher intentions to pursue a career in music compared to females, but the difference was not statistically significant. Both males and females were most likely to choose college lecturer and/or studio instructor as their career choice, with no significant differences between genders. Males had a higher tendency to choose performer, but the difference was not statistically significant, whereas females had a significantly higher tendency to choose music teacher compared to males.

<Table 8> Intentions to pursue a career in music and career choices by gender

Variables			Mean	SD	t	*P*
Music career intention		Male	6.04	1.25	1.248	.214
		Female	5.77	1.19		
Career choice	Performer	Male	4.65	1.74	.815	.416
		Female	4.41	1.63		
	Lecturer	Male	4.96	1.54	-.269	.789
		Female	5.04	1.46		
	Music teacher	Male	2.68	1.52	-2.228	.027*
		Female	3.33	1.65		

<Table 9> Intentions to pursue a career in music and career choices by grade

Variables			Mean	SD	F	*P*
Music career intention		Freshman	5.68	1.15	.556	.645
		Sophomore	6.01	.85		
		Junior	5.74	1.43		
		Senior	5.91	1.33		
Career choice	Performer	Freshman	4.50	1.51	.250	.862
		Sophomore	4.66	1.57		
		Junior	4.31	1.86		
		Senior	4.43	1.74		
	Lecturer	Freshman	4.88	1.37	1.139	.335
		Sophomore	5.40	1.18		
		Junior	5.07	1.47		
		Senior	4.83	1.70		
	Music teacher	Freshman	3.36	1.54	1.236	.299
		Sophomore	3.22	1.42		
		Junior	3.41	1.90		
		Senior	2.80	1.66		

The results in <Table 9> showed that there was no significant difference between the participants' intentions to pursue a career in music and all career choices by grade. The difference was the smallest in career choice as a performer. The juniors had the highest career choice as a college lecturer and/or studio instructor, followed by the freshmen, and the seniors had the lowest. In terms of a career choice as a music teacher, the juniors had the highest, followed by the freshmen, and the sophomores had the lowest.

<Table 10> Intentions to pursue a career in music and career choices by major

Variables			Mean	SD	F	*P*
Music career intention		Piano	5.59	1.51	1.638	.168
		Vocal	6.12	.92		
		String	5.94	.83		
		Woodwind	6.33	.83		
		Gugak	5.89	.81		
Career choice	Performer	Piano	3.73	1.60	9.103	.000
		Vocal	5.30	1.49		
		String	4.57	1.43		
		Woodwind	5.94	.95		
		Gugak	4.93	1.47		
	Lecturer	Piano	5.11	1.60	.261	.903
		Vocal	5.08	1.39		
		String	4.84	1.40		
		Woodwinds	5.00	1.32		
		Gugak	4.80	1.44		
	Music teacher	Piano	3.37	1.86	2.638	.036
		Vocal	2.62	1.31		
		String	2.71	1.20		
		Woodwind	3.78	1.68		
		Gugak	3.77	1.53		

The results in <Table 10> showed that, although not statistically significant, woodwind majors had the highest intention to pursue a career in music (Mean=6.33, SD = .83), followed by vocal majors (Mean = 6.12, SD = .92) and Gugak majors (Mean = 5.89, SD = .81), with Piano majors having the lowest (Mean = 5.59, SD = 1.51). In choosing a performer as a career, the difference between majors was significant ($p<.001$). Woodwind majors had the highest mean of 5.94 (SD = .95), followed by vocal majors (Mean = 5.30, SD = 1.49), and Gugak and string majors had a mean of 4.93 (SD = 1.47) and 4.57 (SD = 1.43), respectively. Piano majors had the lowest mean of 3.73 (SD = 1.60). In choosing a college lecturer and/or studio instructor as a career, there was little difference between majors, and in choosing a music teacher as a career, there was a significant difference between majors ($p < .05$). All majors had a mean lower than 4.0, but woodwind majors (Mean = 3.78, SD = 1.68) and Gugak majors (Mean = 3.77, SD = 1.53) were higher than the other majors, and piano majors had the lowest mean of 3.37 (SD = 1.96).

3. The Effects of Music Learning Motivations on Intentions to Pursue a Career in Music and Career Choice

The results of a multiple regression analysis examining the effect of music learning motivation on the intentions to pursue a career in music were presented in <Table 11>.

<Table 11> The effects of music learning motivations on music career intentions

Dependent variable	Independent variable	SE	β	t	P	Tolerance
Music career intention	(Constant)	.492		3.786	.000	
	Intrinsic	.076	-.008	-.112	.911	.730
	Identified	.098	.629	7.162	.000	.541
	Introjected	.075	-.174	-2.002	.047	.556
	External	.073	.140	1.713	.089	.623
	R= .621, R^2 = .386, Adj R^2 = .369, F = 23.075, p = .000 Durbin-Watson = 1.401					

The results showed that identified motivation had a positive effect on music career intentions, as indicated by a t-value of 7.162 (p = .000). On the other hand, introjected motivation had a negative effect on music career intentions, as indicated by a t-value of -2.002 (p < .05). However, intrinsic motivation and extrinsic motivation did not have a significant effect on music career intentions, as indicated by t-values of -.112 (p > .05) and 1.713 (p > .05), respectively. The regression model showed an F value of 23.075 at p = .000, and R^2 = .386 for the regression equation, indicating that the model had an explanatory power of 38.6%. The Durbin-Watson value of 1.401 indicated that the regression model was suitable, as there was no correlation between the residuals.

The results of a multiple regression analysis on the effect of music learning motivation on choosing a performer as a career (see <Table 12>) show that the identified motivation has a positive effect (t-value of 3.583, p = .000). However, intrinsic, introjected, and extrinsic motivations did not have significant effects (t-values of .695, .133, and 1.431, respectively). The regression model has an F value of 10.024 (p = .000) and explains 21.4% of the variance (R^2 = .214). The Durbin-Watson value of 1.592 indicates that there is no correlation between the residuals.

<Table 12> The effects of music learning motivation on performer career choice

Dependent variable	Independent variable	SE	β	t	P	Tolerance
Performer	(Constant)	.764		.095	.925	
	Intrinsic	.118	.059	.695	.488	.730
	Identified	.153	.356	3.583	.000	.541
	Introjected	.117	.013	.133	.894	.556
	External	.113	.133	1.431	.154	.623
	R = .463, R^2 = .214, Adj R^2 = .193 F = 10.024, p = .000, Durbin-Watson = 1.592					

<Table 13> The effects of music learning motivation on lecturer career choice

Dependent variable	Independent variable	SE	β	t	P	Tolerance
Lecturer	(Constant)	.700		3.257	.001	
	Intrinsic	.109	-.081	-.922	.358	.730
	Identified	.140	.470	4.583	.000	.541
	Introjected	.107	-.021	-.208	.836	.556
	External	.104	-.068	-.714	.476	.623
	R = .405, R^2 = .164, Adj R^2 = .141 F = 7.205, p = .000, Durbin-Watson = 1.881					

The results of a multiple regression analysis on the effect of music learning motivation on choosing a college lecturer or studio instructor as a career (see <Table 13>) show that the identified motivation has a positive effect (t-value of 4.583, p = .000). However, intrinsic, introjected, and extrinsic motivations did not have significant effects (t-values of -.922, -.208, and -.714, respectively). The regression model has an F value of 7.205 (p = .000) and explains 16.4% of the variance (R^2 = .164). The Durbin-Watson value of 1.881 indicates that there is no correlation between the residuals.

The results of a multiple regression analysis on the effect of music learning motivation on choosing a music teacher as a career (see <Table 14>) show that the regression line did not fit the model (F value of 1.279, p = .281). This indicates that no music learning motivation was found to have an effect on choosing a career as a music teacher.

<Table 14> The effects of music learning motivation on music teacher career choice

Dependent variable	Independent variable	SE	β	t	P	Tolerance
Music teacher	(Constant)	.836		4.456	.000	
	Intrinsic	.130	-.192	-2.024	.045	.730
	Identified	.167	.092	.838	.403	.541
	Introjected	.128	-.078	-.721	.472	.556
	External	.124	.088	.854	.395	.623
	R= .183, R^2 = .034, Adj R^2 = .007 F = 1.279, p = .281, Durbin-Watson = 1.720					

Ⅴ. Conclusion

The purpose of this study is to explore the relationship between music learning motivations, intentions to pursue a career in music, and career choices among college music majors in Korea. The survey was conducted with 152 music majors from two universities in Seoul, Korea, and investigated their music learning motivations, intentions to pursue a career in music, and career choices. The results are as follows:

First, college music majors' motivation for music learning was generally autonomous rather than controlled, which aligns with the findings of Miksza et al. (2021) study that college music students have high autonomous motivation and low controlled motivation for music learning. However, there were differences by gender and grade. Male students showed significantly higher intrinsic motivation than female students ($p < .01$), while female students showed higher introjected and extrinsic motivation than male students. This suggests that male students have a higher level of autonomy in their music learning motivation compared to female students. Additionally, the autonomy of motivation increased and the controllability of motivation decreased up to the 3rd grade, but the controllability of motivation increased again in the 4th grade as students start to consider their future careers before graduation.

Second, college music majors had high intentions to pursue a career in music (Mean = 5.84, SD = 1.21, on a 7-point Likert scale). This finding aligns with the results of Miksza et al. (2021), who found that a majority of students expressed the highest score on the scale for career intentions. This is not surprising given that the students are enrolled in highly specialized degree programs with competitive admission standards. Similarly, the study by Bonneville-Roussy et

al. (2017) showed high levels of career intentions among their participants. Regarding career choice, college music majors preferred to become a college lecturer and/or studio instructor the most (Mean = 5.02, SD = 1.47), followed by a performer (Mean = 4.48, SD = 1.66), and least preferred to become a music teacher (Mean = 3.12, SD = 1.66). However, there were differences based on gender and major. Males had a higher preference for becoming a performer, but this was not statistically significant, while females had a significantly higher tendency to prefer becoming a music teacher. There were little differences between majors in choosing to become a college lecturer and/or studio instructor, but there were significant differences in their preference for becoming a performer ($p < .001$) and a music teacher ($p < .05$) as a future career. Wind majors had the highest mean for choosing a performer (Mean = 5.94, SD = .95), followed by vocal majors (Mean = 5.30, SD = 1.49), and piano majors had the lowest mean (Mean = 3.73, SD = 1.60). This suggests that majors with more opportunities for group performance, such as orchestra and choir, tend to prefer being a performer more. For choosing a music teacher, wind majors also had the highest mean (Mean = 3.78, SD = 1.68), followed by Gugak majors (Mean = 3.77, SD = 1.53), while piano majors had the lowest mean (Mean = 3.37, SD = 1.96).

Third, only identified motivation had a positive impact on pursuing a career in music and on choosing a performer or a college lecturer/studio instructor as a future career, whereas introjected motivation had a negative impact. Neither intrinsic nor external motivations had any effect on music career intentions or choices. These findings contrast with previous studies by Bonneville-Roussy et al. (2017) and Miksza et al. (2021), which found that higher autonomous motivation was associated with higher intentions to pursue a career in music.

In conclusion, music college students showed the highest level of identified motivation and it was found to have a positive impact on their intentions to pursue a career in music and their career choices as a performer and a college lecturer/studio instructor. Intrinsic motivation was also found to be high among students, but it did not directly affect their career intentions or choices. On the other hand, introjected motivation was found to be low and to have a negative impact on music career choice. It was demonstrated that each orientation of music learning motivation has a unique effect on the intentions to pursue a career in music and career choices. Thus, it is important to pay attention to music students' learning motivations and to understand the factors influencing it in more depth.

Additionally, this study found that none of the motivational orientations for music learning had an impact on students' career choice as a music teacher. Being motivated to learn music is crucial to become a successful music teacher, so this result is concerning. Further investigation

is necessary to understand the cause of the phenomenon that music learning motivation has no relation to music college students' career choice as a music teacher.

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