

THE MOTIVATION OF STUDENTS IN ISRAEL TO STUDY MUSIC**A. Portowitz**¹, P.A. Gonzalez-Moreno², K.S. Hendricks³, G. McPherson⁴, S. O'Neil⁵¹Bar Ilan University, Ramat Gan, Israel; ²Autonomous University of Chihuahua, Mexico; ³University of Illinois, United States; ⁴University of Melbourne, Australia; ⁵Simon Fraser University, Canada

As part of a larger international mapping exercise aimed at examining students' motivation to study music as compared to other school subjects, this paper reports on data drawn from a sample of 2,257 Israeli students. The research project, conducted by Gary McPherson, draws on an expectancy-value theoretical framework to examine the motivation of 24,143 students from eight countries (Brazil, China, Finland, Hong Kong, Israel, Korea, Mexico, USA). Music was studied in comparison to five other school subjects (art, mother tongue, physical education, mathematics, science) across three school grade levels that included the key transition from elementary to secondary school. Questionnaires examined the student's perceptions of values, competence, and task difficulty. Mixed-design ANOVAs were used to assess differences in students' motivational beliefs across school levels, between music and non-music learners, and between girls and boys. Results of the analyses of the Israel data showed two major issues distinctive from the comparison of the eight-country analyses: (a) the lowest perceptions of task values and competence beliefs for any country among non-music learners in the upper level grades, and (b) a significant developmental increase in task difficulty for music as compared to other school subjects. In addition, the results of the Israeli data revealed that music learners attached higher values to music, art, and science than non-music learners, and expressed significantly lower perceptions of difficulty for music, art, and science than non-music learners. These findings suggest that once students have experienced learning to play an instrument or voice, they become more motivated towards other school subjects. Furthermore, while music was one of the lowest-ranked subjects for in-school study, it was one of the highest-ranked subjects for out-of-school study. This suggests that music participation itself is not lacking for motivation or interest among students in Israel, but that the school system is not presently providing for the musical needs and interest of much of its youth population, in grade levels 2 and 3.