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Effects of Music Students' and Parents' Goal Perception on Self-Regulated Learning and Interest

음악 전공 학생과 학부모의 목표인식이 자기조절학습 및 흥미에 미치는 영향

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Abstract

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In order to become as an artist, goal is an important psychological driving force. Goals directly affect behavioural factors such as effort and perform strategy of an individual for the attainment of one's goal (Locke & Latham, 2000). According to the preceding research, high goal perception has close correlation with professional development (Glaser, 1985). Target psychological traits recognised by high professional acquirers are found to be autonomy, commitment, achievement expectancy and intrinsic value of goal.

In order to become a successful artist, personal interest in specific

topic or activity will be important. This will motivate learning as internal motive, and will play important role in leading efficient learning. Additionally, important factors and practical implication in becoming a successful artist are self-planning and active involvement, which are needed for active tendency of self-regulated learning for achievements in learning objectives.

For arts middle school students, they decide their paths early as they find out about their talents and through the support of their parents. In Eastern countries, intervention of the parents on educational processes is considered as attention and love, which could have positive effect on their education. Therefore, this research would like to find out how differences in goal perception between the student and the parents affect the interest of the student and self-regulated learning.

To answer the research question, the survey was done on 100 students and parents at A School of the Arts, which resulted that the interest and self-regulated learning of a student are affected by goal perception of a student.

To summarise the result from this research:

It was identified that the interest of a student was closely impacted via high intrinsic value of goal. On the other hand, the goal attainability, goal commitment were not related to the interest of a student. It was also confirmed that the high intrinsic value of goal and goal commitment of a student was closely related to self-regulated learning however not related to autonomy and

attainability.

From investigation of goal perception of a student and parents effects on the interest and self-regulated learning of a student, it was interesting to note that the lack of consensus between students and parents intrinsic value of goal were negatively influenced students' self-regulated learning and interest. On the other hand, students and parents goal commitment, goal autonomy and goal attainability did not effect students self-regulated learning and interest. The results of the present study revealed several important implications.

Firstly, as students did not perceive the goal autonomy and attainability as highly important, this did not have important impact on self-regulated learning and interest. It is expected that when the students are allowed to set and seek their own goals, it will change their perception.

Secondly, it is important for students and parents to have consensus goal perception. Parents need to support and environment to be able to help their children to motivate the internal synchronization of the student and is implied as to have impact on competency, relativity, self-control and educational achievement.

Keywords : goal, self-regulated learning, interest, parents, arts school, music students

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CHAPTER Ⅰ: INTRODUCTION

Purpose of Study

Over the past decade, researchers have taken various approaches to studying how musicians acquire and refine their skills as performers (McPherson & Zimmerman, 2002). Research has shown that experts musician undertake vast amounts of practice over a period of more than 10 years to perfect their skills to mastery level (Hayes, 1989; Weisberg, 1999). It is known that international level violinists invest more than 10,500 hours of deliberate practice on their instrument by the age of 20. This is an average of almost 2 hours per day across a 15-year period. In contrast to around 8,000 hours for professional players and 4,000 hours for music teachers to invest time on music practice (Erricson, Krampe, & Tesch-Romer, 1993).

In South Korea, after an enactment on the promotion of specific education for brilliant children, number of gifted education institutions and students increased. Since then, parents' interest on gifted and talented education remarkably increased (Kim et al, 2012).

The most important advances in understanding children's psychological functioning and achievement have come from research that focuses on the socialization processes that occur in the home, with results showing a consistently positive effect of parental influences on student achievement, attitudes, behavior and learning

(Asmus, 2006; Pomerantz, Grolnick, & Price, 2005). Also, parents are generally more involved in their children's lives when the children are young than they are older (Dubas & Gerris, 2002; Stevenson & Baker, 1987).

Recent evident suggests that goal functions as a major psychological motive to continue growing one's expertise in a professional field (Shin et al, 2012). Goal characteristics such as goal autonomy, goal commitment, goal attainability and intrinsic value of goal are important aspects to continue growing in a professional field.

Students who pursue a career in music performance because they enjoy music, believed that they had the ability to succeed, found music performance useful, and viewed themselves as musicians at heart (Parkes & Jones, 2011). It is important for students to maintain and develop their interest in music. Interest is one of the primary goals of education that is closely related to learning (Schiefele, 1991).

Typical self-regulated learners are aware of their own strengths and weakness, possess extensive knowledge about the nature of different tasks and what they need to do in order to complete them, and adopt a range of strategies in response to their needs (Hallem, 1994; 1997). From its perspective, professional musicians are able to set short- and long- term goals for themselves. However, only few studies have undertaken on self-regulated learning in music.

From the literature, students' self-regulated learning and interest are critical for students growing in a professional field. Thus, it would be advantageous to explore which goal perception best help students'

self-regulated learning and interest.

Research Questions

Based on the extent research on student and parents goal perception and students' interest and self-regulated learning, the current study generated research questions to examine the effects of student goal perception on their self-regulated learning and interest. Furthermore, how students and parents goal perception effects on students self-regulated learning and interest. The specific research questions are as followed:

Question 1: What are the effects of student goal perception on their self-regulated learning and interest?

Question 2: What are the effects of students' and parents' goal perception on students' self-regulated learning and interest?

Definition of Terminology

The variables used in this study are goal, self-regulated learning and interest. The terminology is based on previous research and theories found in the literature.

Goal Perception

The term of goal perception indicates goal autonomy (Ryan & Deci, 2002), goal commitment (Locke et al, 1981), goal attainability (Wigfield & Eccles, 1992; 2000) and intrinsic value of goal (Feather, 1988). Goal perception is a major psychological motive to continue professional field.

Self-Regulated Learning

Self-regulated learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition (Brown, Brandsford, Campione, & Ferrara, 1983; Corno, 1986; Zimmerman & Pons, 1986; 1988). Students' management and control of their effort on classroom academic tasks such as persist at a difficult task or block out distractors (i.e., noisy classmates) are another important component (Corno, 1986). A aspect of self-regulated learning included rehearsal, elaboration, and organizational strategies have been found to foster active cognitive engagement in learning and result in higher levels of achievement (Weinstein & Mayer, 1986).

Interest

Interest is one of the primary goals of education that is closely related to learning (Schiefele, 1991). It is a content-specific concept which is always related to specific topics, tasks, or activities. Also it is a directive force that students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation (Schiefelefe, 1991).

Interest plays an important role as an explanatory factor in the subjective theories of teachers and educators (Krapp, 1989).

CHAPTER Ⅱ: LITERATURE REVIEW

Goal Perception

A goal is what an individual is trying to accomplish. It is the object or aim of an action and involve motivation toward desirable states. In addition, goals constitute cognitive mental representation and motivation towardr desirable states (Locket et al., 1981; Kruglanski, 1996; Kruglanski et al., 2002; Shah & Kruglanski, 2002). Cognitive aspects of goals are related to goal structure and goal content. Motivational aspects of goals are based on the assumption of limited mental resources in which the greater resources is invested in pursuit of a certain goal, the less resources are available in pursuit of other goals (Kruglanski et al., 2002; Shah & Kruglanski, 2002).

Learning goals and performance goals are two general kinds of goals have made a particular focus of study. Although researchers have favoured different designations for learning goals, such as task-goals (Anderman & Midgley 1997; Kaplan & Midgley 1997; Midgley et al 1998; Nicholls 1984) or master goals (Ames 1992; Roberts 1992). There is general agreement that irrespective of these variations, learning goals refer to increasing one's competency, understanding, and appreciation, for what is being learned. Also, there is general agreement in performance goals, whether referred to as ego-goals (Nicholls, 1989; Thorkildsen & Nicholls, 1998) or self-enhancing goals (Skaalvik, 1997), involve outperforming others as

a means to aggrandize one's ability status.

The general hypothesis on achievement goal theory is in twofold. Frist, that learning goals favor deep-level, strategic-processing of information, which in turn leads to increased school achievement. Second, that performance goals trigger superficial, rote-level processing that exerts a stultifying influence on achievement (Covington, 2000).

Goal functions as a major psychological motive to continue growing one's expertise in a professional field (Shin et al, 2012). To be an expert in a professional field, it is important to look into which of goal characteristics required. Findings from research, autonomy (Ryan & Deci, 2002), commitment (Locke et al., 1981), attainability (Wigfield & Eccles, 1992; 2000), and intrinsic value (Feather, 1988) are psychological factors that closely related to be an expert in a professional.

Autonomy refers to being the perceived origin or source of one's own behavior (deCharms, 1968; Deci & Ryan, 1985b; Ryan & Connell, 1989). Autonomy is different concept of independence. Independence means not relying on external sources or influence.

According to Locket et al, (1981), goal commitment refers to the determination to try for a goal. Commitment implies the extension of effort, over time, toward the accomplishment of an original goal and emphasizes an unwillingness to abandon or to lower the original goal (Campion & Lord, 1982). It could be an assigned goal or a goal that one set one's own (Locke et al., 1981).

Eccles et al (1983) defined attainment value as the important of doing well on a given task. Attainment value incorporates identify issues. It is important when individuals view them as central to their own sense of themselves, or allow them to express or confirm important aspects of self (Wigfield & Cambria, 2010). This aspect of value also can be tied to the integrated regulation construct in self-determination theory, which refers to integrating one's actions so that they are coherent with the individual's sense of self and goal (Ryan & Deci, 2009).

The enjoyment one gains from doing the task is intrinsic value. This component is similar in certain respects to notions of intrinsic motivation and also to interest (Renninger, 2000; Ryan & Deci, 2000; Schiefele, 2001). When students intrinsically value an activity they often become deeply engaged in it and persist at it for a long time.

Positive feedback and master goal orientation affects positive self-regulation and performance at both level of individual and organization (DeShon, Kozlowki, Schmidt, Milner, & Wiechman, 2004).

Self-Regulated Learning in Musical Learning

Self-regulated learning, a field in which some of the most important advances in the study of cognitive development have occurred, is a useful paradigm from which to study how learners acquire the tools necessary to take control of their own learning and thereby learn effectively (Bandura, 1991). Self-regulation concerns goal striving process by focusing on how people pursue goals, especially when they encounter obstacles (Lee, 2009).

According to educational theorists, self-regulated students are able to plan and manage their time more efficiently than unregulated learners (Zimmerman, 1994; 1998a). According to Zimmerman, self-regulated learning as an open-ended process that occurs in three phrases; forethought, performance/volitional control, and self-reflection (see figure 1).

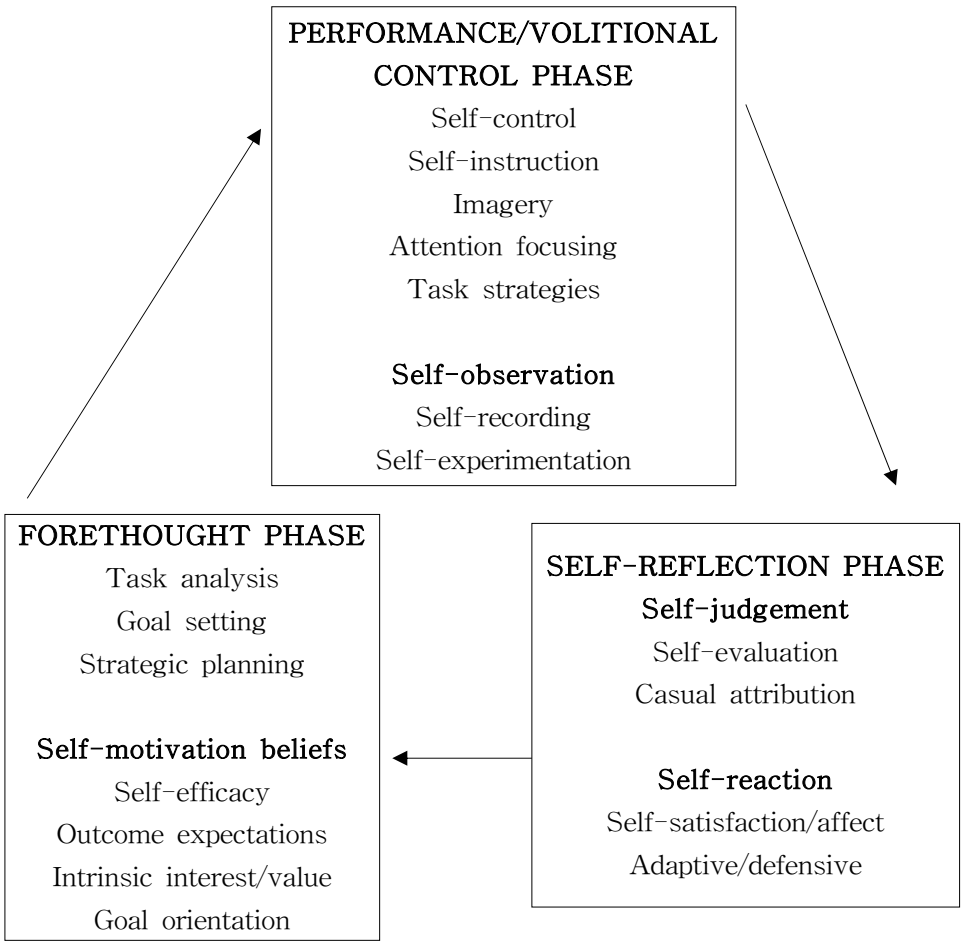

Figure 1. Self-Regulated Learning Cycle Phases. Adapted from B. J. Zimmerman and M. Campillo, "Motivating Self-Regulated Problem Solvers," in J. E. Davidson & R. J. Sternberg (eds.), *The Nature of Problem Solving,* 2001, New York: Cambridge University Press.

Forethought refers to the thought processes and personal beliefs that precede efforts to engage in a task and that therefore influence subsequent learning. Performance/volitional control involves processes

that occur during learning that affect concentration and performance. After learning has occurred, self-reflection influences the learner's reaction and subsequent response to the experience. As shown in figure 1, these processes are cyclical, because the learner's self-reflection feeds back into forethought to influence future learning efforts (Zimmerman, 2000). Therefore, self-regulation of cognition and behavior is an important aspect of student learning and academic performance in the classroom context (Corno & Mandinach, 1983; Corno & Rohrkeper, 1985).

Learning to play a musical instrument may require more self-regulation than most other domain, particularly in the early stages of development where there are many difficulties to overcome, and when children often experience confusion and failure. Zimmerman (1986) mentioned like any academic, learning a musical instrument requires a great deal of self-regulation, which is evident when students become "metacognitively, motivationally and behaviorally active participants in their own learning process".

Hallam (1994, 1997) analyses show that more capable musicians are aware of their own strengths and weakness, possess extensive knowledge about the nature of different tasks and what they need to do in order to complete them. The studies by Hallam (1997, 2000) provide important data on the individual variation of school-aged string players as they manage and control their own practice. Some completed all task requirements and could quickly identify difficulties as they practiced, concentrate their efforts on the difficult sections,

and integrate these into their whole performance. Other students completed task requirements but tended to work on large sections of a work rather than focus on difficulties. The least self-regulating students did not complete task requirements, tended to practice only the first and not subsequent sections of the music, and wasted considerable amounts of time during their practice. Another example by Renwick and McPherson (2000), who used the computer interface described earlier to compare a 12-year-old clarinetist practicing pieces that had been assigned by her teacher with work on a piece that she had asked to learn. In one practice session, the young player spent on average 0.9 seconds practicing per note in the score for her teacher-assigned repertoire. With the piece she wanted to learn, this increased to 9.8 seconds per note: an 11 fold increase. This indicate that allowing students' choice of what to work on and of which method to use can increase their intrinsic motivation and task involvement (Pintrich & Schunk, 1996; Stipel, 1998). This example also related to Barry and McArthur (1994) cite evidence that practice is more effective when it is goal-oriented and directly related to the task being practiced.

The professional musicians are able to set short- and long- term goals for themselves, and to mentally note what they want to accomplish during each daily practice session or over the weeks or months leading up to a professional performance. In addition, they developed extensive metacognitive skills that enable them to make accurate assessments of their own strengths and weaknesses. These

skills allow them to respond to different performance situations and to draw on a range of strategies by which they can overcome a variety of technical and expressive problems (Hallam, 1997, 2000, McPherson, 1993). Young musicians also need to be able to pace and manage the use of their time. For example, even young musicians will increase the quantity and quality of the time they spend practicing in the weeks leading up to a significant performance such as a music recital or examination (Hallam, 2000; Sloboda & Davidson, 1996). These are exactly the types of characteristics that educational researchers believe typical self-regulated learners (Zimmerman, 1998a). However, only a handful of studies have been undertaken on self-regulation in music.

Interest in Musical Learning

The concept of interest has a long tradition in psychology that came to an end with the onset of behaviorism (Csikszentmihayi & Schiefele, 1994). One of the early pioneers of modern psychologist Herbart regarded the development of unspecialized, multifaceted interest as one of the primary goals of education (Schiefele, 1991). From Herbart's point of view, interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning promotes long-term storage of knowledge, and provides motivation for further learning.

Since then, Dewey (1913) stands out as a forerunner of modern

interest research. Dewey (1913) distinguished between interest-oriented learning and learning that neglects a student's interests and is based on coercion. He also postulated three basic characteristics of interest that is an active, "propulsive" state, based on real objects and it has high personal meaning.

In addition, researchers focused on interest in two different conceptions: individual and situational interest. Individual interest is conceived of as a relatively enduring preference for certain topics, subject areas, or activities (Hidi, 1990; Prenzel, 1988; Renninger, 1990; Renninger & Wozniak, 1985; U. Schiefele, 1990), but situational interest is an emotional state brought about by situational stimili (Anderson, Shirey, Wiloson & Fielding, 1987; Hidi, 1990; Hidi & Baird, 1986; 1988; Kintsch, 1980; Schank, 1979).

Interest in school has been identified as a powerful motivational construct related to the formation and regulation of goal-directed behavior (Wentzle, 1998). Consequences of interest in many aspects of learning: the quality of learning results, the use of learning strategies, and the quality of the learning experience. Schiefele (1991) defined interest as a relatively long-term orientation of a person toward an object such as an area of knowledge or an activity.

From the viewpoint of a theory of interest, the foremost task would seem to be the investigation of the effects of interest on the quality of learning results (Schiefele, 1991). From studies of high and low interest students with regard to different indicators of comprehension intended to reflect varying degrees of depth of processing, highly

interested readers would build propositional and situational text representations to a greater extent than less interested readers. On the other hand, students with low interest would acquire mainly a verbatim comprehension of a text. In addition, it was found that topic interest was significantly correlated with involvement, enjoyment, concentration, and activation. (Schiefele, 1990; 1991; Schiefele & Krapp, 1991).

The hypothesis that interest facilitates "deep level," but not "surface level," (Entwistle, 1988) verified by a study to show interest correlated most strongly with use of elaboration and information-seeking strategies. In addition, interest was highly correlated with investment of time and effort. It also revealed a moderate relation to critical thinking. However, interest did not affect organization and time management. Also, a negative correlation was obtained between interest and rehearsal. This suggest that due to the fact that high-interest students relied to a larger extent on deep-level strategies made it less necessary for a student a fall back on simply memorizing material. Interest is a substantial motivator for the use of learning strategies that facilitate deep processing.

A large-scale longitudinal project began in 1985 conducted at the University of Chicago by Csikszentmihalyi, Rathunder and Whalen. This study was designed to trace the development of talented students' relation between interest in different subject matters and experience in the corresponding classrooms over a period of about 4 years. The results reveal that interest was significantly correlated

with potency, intrinsic motivation, self-esteem and perception of skill. There were not significantly correlated between interest and concentration and importance. Also, the findings suggest that subject matter interest has a stronger and more consistent impact on the quality of experience in class than do achievement motivation or ability.

In music education, if teachers are to enhance their understanding of students' motivation and achievement in music, it would be valuable for them to have an understanding of how learning environments and goal orientations are related to their students' interest (Marjoribanks & Mboya, 2004).

Parents' Goal Perception

Parents play a important role in children's development and learning, and parental involvement in children's school work can predict achievement (Park, 2010). Not only in school work, for the process of musical learning, the role of family and home environment has been the focus of the development of musical expertise (Asmus, 1985; 1986; Brand, 1986; Hallam, 2002). Parents are critical to a child's ongoing success in all areas of their education and this is particularly true in music, a subject that involves particularly high demands (McPherson & Zimmerman, 2002).

It is believed that parental involvement was most evident in the early stage of development when a child's ability to self-regulate

learning was least evident. Parents can play a particularly important role in children's musical education by influencing the degree to which children become metacognitively, motivationally and behaviourally active participants in their own learning. Also, children have a basic need to feel autonomous, which allow them to make independent choices. Parents who support their children's development of autonomy are more likely to have children who are self-regulated, display greater competence and achieve at a higher level, possess fewer learning difficulties, and take more overall responsibility for their own learning (Grolnick, Gurland, Jacob, & DeCourcey, 2002).

Zdzinski (1994, 1996) reported parental involvement was significantly related to the students' performance level, and their affective and cognitive musical outcomes. Also, Fan and Chen (2001) performed a meta-analysis examining the effects of parental involvement on the general student population and concluded that parental involvement positively influenced educational outcome. Jeynes (2007) found that subtle aspects of parental involvement such as parental style and expectations had great impact on student educational outcomes than some of the more demonstrative aspects of parental involvement such as having household rules and parental attendance and participation at school functions. These effects were more evident at the elementary level than for junior and senior high school.

In addition, effects of parenting style on self-regulation, emotional self-regulation is positively related to a responsive parenting style; to tolerate and support children's emotional express and autonomy

(Grolnick & Farkas, 2002).

Studies of child prodigies show that parental encouragement and support were important as the prodigies developed the personal discipline necessary to persist with the many hours of practice needed to develop their skill to an elite level (Lehmann, 1997; Sosniak, 1985; 1987). Most child prodigies had parents who systematically supervised their practice and supported and encouraged their children's efforts when interest flagged or skills stalled (Lehmann, 1997; Sosniak, 1985; 1987; 1990). Studies show that high-achieving student musicians parents would either sit in on lessons or actively seek regular feedback from their child's teacher. They also supported their child's practice by verbal reminders to practice, encouragement, moral support and, in some cases, direct supervision.

The research suggests that parents play an important role in initiating as well as sustaining their children's interest in playing an instrument (Davidson et al, 1996; Conway, 2000; Moore, Buraland, and Davidson, 2003).

However, only a handful of studies examined role of parents in children's musical development and more research need to conduct in order to understand deeply on children's musical development.

CHAPTER Ⅲ. METHODS

The current study was designed to investigate the effects of students' goal perception on their self-regulated learning and interest. Specifically, examine the effects of consensus among students' and parents' goal perception on students' self-regulated learning and interest.

Participants

All participants were music major students and their parents who enrolled in 1st and 2nd grade during November of 2014 at a middle school of arts located in a A city. This school is relatively large and well known for school of arts in South Korea. Ages of the student participants was ranging from 14 years to 15 years at the time of the survey.

Among the 125 students and parents, the total number of students and parents who participated in the survey, students and parents were excluded due to insincere responses and unwanted participate, so the survey participants was 100. All participants signed an IRB-approved informed consent. There was no monetary reward offered to participants. Table 1 show the demographic information about participants.

Table 1

Participants' gender and ages

	14years		15years		Total	
	n	%	*n*	%	*n*	%
Male	8	17.8	13	23.6	21	21
Female	37	82.2	42	76.4	79	79
Parents	45	100	55	100	100	100
Total	45	100	55	100	100	100

Materials

Goal Perceptions

A goal questionnaire for engineering experts developed by Shin at el (2012) was slightly modified for the purpose of this study. The questionnaire measures diverse goal characteristics such goal autonomy, goal commitment, goal attainability and intrinsic value of goal. The current study included all four subscales, 16 questionnaires from goal questionnaire. Also, all questionnaires modified for parents to participate this study. Participate were asked to rank how much confidence they are on the 5-point Likert scales from (1) strongly disagree to (5) strongly agree(see Appendix).

The responses to all scales showed acceptable degrees of internal consistency as presented in Table 2.

Table 2

Reliability of students' and parents' goal questionnaires

Variables	Students(α)	Parents(α)
Goal autonomy	.878	.917
Goal commitment	.860	.855
Goal attainability	.866	.884
Intrinsic value of the goal	.808	.822

Following Table 3 show examples of each subscale for students' and parents. Also showing number of questions were asked on the table.

Table 3

Example of goal questionnaires.

Goal Perception	Student	Parent	No. of questions
autonomy	I decided that I want to be an artist.	My children decided they wat to be an artist.	4
commitment	I put a lot of time into music in order to attain my goal.	My children put a lot of time into music in order to attain their goal.	4
attainability	I believe I can attain my goal in music.	I believe my children can attain goal in music.	4
intrinsic value	To be an artist is important goal of my life.	To be an artist is important goal for my children's life.	4

Self-Regulated Learning

The Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich and De Groot (1990) used to measure students' self-regulated learning for this study. MSLQ consists of 81 items based on a general cognitive view of motivation and learning strategies. The motivation section consists of 31 items that assess students' goals and value beliefs a course, their beliefs about their skill to succeed in a course, and their anxiety about tests in a course. The learning strategy section includes 31 items regarding students' use of different cognitive and metacognitive strategies. In addition, the learning strategies section includes 19 items concerning student management of different resources. The current study selected 22 items from both of motivation and learning strategies. From motivation scales, intrinsic goal orientation, extrinsic goal orientation, task value and self-efficacy for learning and performance were selected. Effort regulation, help seeking and metacognitive self-regulation from learning strategies scales were selected. MSLQ was slightly modified for the purpose of this study.

Students self-reported their self-regulated learning strategies with a 5-point Likert scale rating from 1 indicating strongly disagree and 5 strongly agree for all. Cronbach's α for self-regulated learning was .903. Table 4 show of self-regulated learning questionnaire used in this study.

Table 4

Self-regulated learning questionnaires.

No.	Item
1	I believe I will receive an excellent grade in this class.
2	Even when course materials are dull and uninteresting, I manage to keep working until I finish.
3	Getting a good grade in this class is the most satisfying thing for me right now.
4	It is important for me to learn the course material in this class.
5	If I can, I want to get better grades in this class than most of the other students.
6	In a class like this I prefer course material that arouses my curiosity, even if it is difficult to learn.
7	I'm confident I can do an excellent job on the assignments and performance in this course.
8	I expect to do well in this class.
9	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
10	I think the course material in this class is useful for me to learn.
11	When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.
12	I work hard to do well in this class even if I don't like what we are doing.
13	I like subject matter of this course.
14	When reading for this course, I make up questions to help focus my reading.
15	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.
16	When I study for this course, I set goals for myself in order to direct my activities in each study period.
17	Even if I have trouble learning the material in this class, I

	try to do the work on my own, without help from anyone.
18	When I become confused about something I'm reading for this class, I go back and try to figure it out.
19	I ask the instructor to clarify concepts I don't understand well.
20	When studying for this course I try to determine which concepts I don't understand well.
21	When I can't understand the material in this course, I ask another student in this class for help.
22	I want to do well in this class because it is important to show my ability to others.

Interest

The Learning Interest Inventory (Kang et al, 2003) developed in two parts, subject interest inventory and learning style interest inventory. Subject interest inventory was composed of 152 items with 9 subscales - Korean language, mathematics, social studies, science, technology & home economics, physical education, music, fine arts interest. Learning style interest inventory was composed of 40 items with 4 subscales - original, thoughtful, investigative, dynamic interest. To measure students' interest, 5 items selected for the purpose of this study. All the self-report items were on 5-point Likert scales with 1 indicating strongly disagree and 5 strongly agree for all. Cronbach's α for interest was .843. Table 5 show example of interest questionnaire.

Table 5

Interest questionnaires.

No.	Item
1	I like to perform music with appropriate characteristic.
2	I like to improvise.
3	I am having fun with making music on my own.
4	I am interested to listen music in musical form and mood.
5	I would like to listen variety of music.

Procedure

Permission from the Institutional Review Board (IRB) was obtained for collecting data for this study (IRB No. 1409/002-020). The whole procedure was held in A middle school of Arts and students' home. A brief instruction about this study held at the school and questionnaire handed out for students. Students were told to take the survey packets home to their parents. After a week, participants completed the questionnaires and returned it to school.

Data Analysis

Students and parents responded to items on a 5-point Likert scales with 1 indicating strongly disagree and 5 strongly agree for all. All scales had been translated in Korean.

The SPSS 21.0 program used to descriptive statistics for each of the variables were analyzed, including mean, standard deviation, minimum,

maximum, Cronbach's a, skewness, kurtosis and correlation.

To examine the relations of students' and parents' goal perception to students' self-regulated learning and interest, the current study used multiple regression. The results are presented by each dependent variables.

CHAPTER Ⅳ: RESULTS

The results of the current study will be presented descriptive statistics of students and parents goal perception and students self-regulated learning and interest described first, followed by correlations among variables. The relations of goal perception (i.e., students and parents goal autonomy, goal commitment, goal attainability and intrinsic value of goal) on students' self-regulated learning and interest are descried last.

Descriptive Statistics

Table 6 illustrates the descriptive statistics of main variables in students' and parents' each goal perception; goal autonomy, goal commitment, goal attainability, intrinsic value of goal. Mean scores of most scales ranged between 3 and 4 on a 1-5 response scale.

The examination of the correlation analysis, as shown in Table 6 provided evidence of validity for these items. These results indicate that all parts of variables were positively correlated at a significance level of .01. All variables were highly correlated with others at range from .211 to .751.

Table 6

Descriptive Statistics

	Variables		M	SD	Min. observed	Max. observed
Student (n=100)	Goal	Autonomy	4.4000	.68810	2.00	5.00
		Commitment	3.8100	.76386	1.75	5.00
		Attainability	4.1650	.69196	2.00	5.00
		Intrinsic value	4.3400	.63516	2.25	5.00
	SRL		3.8736	.55428	2.59	4.86
	Interest		4.3620	.65548	1.60	5.00
Parents (n=100)	Goal	Autonomy	4.3025	.78520	2.00	5.00
		Commitment	3.8950	.73613	2.00	5.00
		Attainability	4.3350	.57650	2.50	5.00
		Intrinsic value	4.4700	.46368	3.00	5.00

Note. Min=minimum, Max.=maximum. SRL=Self-regulated learning

Table 7

Correlation of variables

	1	2	3	4	5	6	7	8	9	10
1	1									
2	.608**	1								
3	.641**	.694**	1							
4	.713**	.677**	.677**	1			.			
5	.518**	.442**	.534**	.600**	1					
6	.541**	.688**	.575**	.636**	.467**	1				
7	.751**	.444**	.406**	.542**	.401**	.431**	1			
8	.357**	.538**	.364**	.417**	.211**	.429**	.368	1		
9	.388**	.311**	.438**	.429**	.309**	.350**	.526	.457**	1	
10	.452**	.381**	.340**	.530**	.378**	.431**	.556	.453**	.669**	1

**p<.01.

Note. 1. Student goal autonomy, 2: Student goal commitment, 3: Student goal attainability, 4: Student intrinsic value of goal, 5: Self-regulated learning, 6: Interest, 7: Parent goal autonomy, 8: Parent goal commitment, 9: Parent goal attainability, 10: Parent intrinsic value of goal. N=100

Students' Goal Perception and Self-Regulated Learning

In advance to examine the relations of students' and parents' goal perception to students' self-regulated learning and interest, this study first conducted to multiple regressions examine relations between students' goal perception and their self-regulated learning.

Table 8.

ANOVA (*n*=100)

Model	Sum of Squares	df	Mean Square	*F*	Sig.
Regression	16.130	4	4.032	26.815	.000
Residual	14.286	95	.150		
Total	30.416	99			
R^2(*adj.* R^2)=.530(.511),					

The model table shows that the multiple correlation coefficient, using all the predictors simultaneously, is .728 and the adjust R^2 is .511, meaning that 51.1% of the variance in self-regulated learning can be predicted from the combination of student goal autonomy, goal commitment, goal attainability and intrinsic value of goal. According to Cohen (1988), this is a large effect. The ANOVA table shows that F=26.82 and is statistically significant. This indicates that the predictors significantly combine together to predict students' self-regulated learning.

Table 9

Summary of multiple regression analysis for predicting Self-Regulated Learning

Variable	Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.
	B	*SE*			
Autonomy	.036	.096	.045	.426	.671
Commitment	.317	.078	.437	4.084	.000
Attainability	.050	.087	.062	.571	.570
Intrinsic value of goal	.232	.100	.266	2.316	.023
(Constant)	1.289	.287		4.485	.000

A multiple regression was conducted to investigate the best predictors of students' self-regulated learning. The t value and the Sig opposite each independent variable indicates whether that variable is significantly contributing to the equation of predicting students' self-regulated learning. Thus, students' goal commitment and intrinsic value of goal are the variables that are significantly adding to the prediction. It is important to note that all the variables are being considered together when these values are computed.

Students' Goal Perception and Interest

A multiple regression analysis was conducted to predict relations of students' goal perception and interest. The combination of variables to predict students' interest from students' goal autonomy, goal attainability, goal commitment and intrinsic value of the goal was

statistically significant, $F(4, 95) = 15.72$, $p<.001$. The adjust R^2 value was .373. This indicates that 34% of the variance in students' interest was explained by the model.

Table 10

ANOVA (n=100)

Model	Sum of Squares	*df*	Mean Square	*F*	Sig.
Regression	16.939	4	4.235	15.717	.000
Residual	25.597	95	.269		
Total	42.536	99			
$R^2(adj.\ R^2)$=.398(.373)					

Table 11

Summary of multiple regression analysis Summary for Interest

Variable	Unstandardized coefficient		Standardized Coefficients	*t*	Sig.
	B	*SE*			
Autonomy	.120	.115	.126	1.047	.298
Commitment	-.052	.104	-.061	-.504	.616
Attainability	.213	.117	.225	1.826	.071
Intrinsic value of goal	.412	.134	.399	3.070	.003
(Constant)	1.356	.385		3.524	.001
$R^2(adj.R^2)$=.398(373), F=15.717 p=.000					

Table 11 shows only intrinsic value of goal predicted students' interest.

Students' and Parents' Goal Perception on Students' Self-Regulated Learning and Interest

To examine the effects of students' and parents' goal perception on student's self-regulated learning, multiple regression analysis was employed. Students self-regulated learning was used for dependent variable and students' and parents' goal perception as a independent variables : (1) goal autonomy, (2) goal commitment, (3) goal attainability, (4) intrinsic value of goal.

Table 12

Means, Standard Deviation, Intercorrelations for Self-Regulated Learning and interest (N=100)

Variable	M	SD	1	2	3	4
SRL	3.87	.55428	-.22	-.13	-.02	-.31
Interest	4.36	.66	-.01	-.07	-.05	-.30
1	.31	.44	1			
2	.52	.51	.37**	1		
3	.46	.53	.13**	.18**	1	
4	.41	.39	.17**	.17**	.22**	1
R^2(adj. R^2)=.093(.054)						

Note. 1: Students' and parents' goal autonomy, 2: Students' and parents' goal commitment, 3: Studnets' and parents' goal attainability. 4: Students' and parents' intrinsic value of goal. N=100.

*p<.05; **p<.01.

As presented in Table 12, the means, standard deviations, and

intercorrelations can be found. The combination of variables to predict students' self-regulated learning from students' and parents' goal autonomy, goal commitment, goal attainability and intrinsic value of goal was statistically significant, F=3.581, p<.001.

Table 13

Summary of multiple regression analysis for predicting Students' and Parents' goal perception in Self-Regulated Learning

Variable	*B*	SEB	β
Autonomy	.083	.159	.056
Commitment	-.056	.137	-.043
Attainability	.016	.126	.013
Intrinsic value	-.508	.170	-.304*
Constant	4.566	.114	

Note. R^2=.13; F=3.581, p<.001.

*p<.05; **p<.01.

The beta coefficients are presented in Table 13. Note that only intrinsic value of goal significantly predict students' self-regulated learning when all four variables are included. There was no significant correlation between students' and parents' goal autonomy, commitment, attainability under the students' self-regulated learning. The adjusted R^2 value was .13. This indicates that 13% of the variance in self-regulated learning was explained by the model. According to Cohen (1988), this is a large effect.

Table 14

Summary of multiple regression analysis for predicting Students' and Parents' goal perception in Interest

Variable	*B*	SEB	β
Autonomy	-.21	.13	-1.63
Commitment	.056	.11	-.27
Attainability	.11	.10	.08
Intrinsic value	.21	.14	-.294*
Constant	4.09	.09	

Note. R^2=.093; F=2.42, p<.001.

*p<.05; **p<.01.

As seen in Table 14, the combination of variables to predict interest from students' and parents' goal autonomy, goal commitment, goal attainability and intrinsic value of goal was statistically significant, F=2.42, p<.001. The beta coefficients are presented in Table . Note that students' and parents' intrinsic value of goal is significantly predict students' interest when all four variables are included. Again, there were no significant correlation between students' and parents' goal autonomy, commitment, attainability under the students' self-regulated learning. The R^2 value was .093. This indicates that 9.3% of the variance in interest was explained by the model.

CHAPTER Ⅴ: GENERAL DISCUSSION

This study aimed to investigate the effects goal perception on self-regulated learning and interest. There were two main questions in this study. First, what are the effects of student goal perception on their self-regulated learning and interest? Second, what are the effects of students' and parents' goal perception on students' self-regulated learning and interest? The regression analysis on exploring the effects of goal perception in self-regulated learning and interest. The findings of the current study in regard to its research purposes and limitations will be discussed along with suggestions for the future research.

First, it was found that students' goal commitment was shown a positive correlation in self-regulated learning. These findings were consistent with previous studies that showed self-motivational processes are an implicit part of explanations concerning how a young child's initial enthusiasm for learning an instrument become self-regulating (McPherson & Zimmerman, 2002). Students' who were highly involved, committed with tasks or practice showed a positive relation with self-regulated learning.

In addition, students' intrinsic value of goal was shown a positive correlation in students' self-regulated learning. Eccles and Wigfield (2002) found that when individuals are intrinsically motivate, they engage in an activity because they are enjoy the activity and motives that lead individuals to performs more. Also, Deci & Ryan (1985)

argued that humans are seek out challenging activities and find these activities intrinsically motivating because they have a basic need for competence.

However, not all components of students' goal perception were related to self-regulated learning. There was no significant relation between students' goal autonomy and self-regulated learning. From control theories, they proposed three basic psychological needs: competence, autonomy, and relatedness (Connell & Wellborn, 1991). They proposed that when the needs are fulfilled, children will be fully engaged in different activities. Also, music relies on a great deal of autonomy, especially in situations where it is up to students to choose when and where to practice, to avoid new, difficult, or unlearned repertoire (O'Neil & McPherson, 2002).

Also, students' goal attainability shown no significant on students' self-regulated learning. Attainment value as the personal importance of doing well on the task can linked engaging in a task.

Students' intrinsic value of goal has been considered as the most effective factor in student interest. Intrinsic value is the enjoyment the individual gets from performing the activity or the subjective interest the individuals has in the subject (Eccles & Wigfield, 2002). These result were consistent with prior research that when individual are intrinsically value of the subject or goal, they are willing to do the task.

Results showed that students goal attainability, goal autonomy, goal commitment were not related to students interest. Many researches

have concluded that being interested in the task is a key components in educational process because interest helps maintain concentration and active engagement in the activity (Alexander & Jetton, 1996; Deci & Ryan, 1986, Hidi, 1990; Schiefele, 1991; Schiefele, Krapp, & Winteler, 1992; Schraw & Lehman, 2001).

It is interesting to note that the lack of consensus between students and parents intrinsic value of goal were negatively influenced students' self-regulated learning. From previous research, many children view practicing as a chore or as boring in the same way that they view their school homework (McPherson & Davidson, 2002; Pitts, Davidson, & McPherson, 2000). Also, students do not always make a link between remembering to do certain activities and the need to take personal responsibility to do the activities without being reminded. Walton (1997) interviewed 98 children about their homework practices and results show that less than one third of her second-graders viewed homework as their own responsibility and around 76% of the second-grade children reportedly were reminded by their parents to do their homework. From these interview, Walton found purpose and value of homework practice and their feeling toward having to complete homework. McPherson and Davidson (2002) report that the mothers' reports they were reminding their child to practice decrease remarkably because mothers had made an assessment of their child's ability to cope with practice, as well as their own capacity to devote energy into regulating their child's practice through continual reminders and encouragement to practice.

Some mothers continued to support practice schedules even though the child's interest had decreased markedly. From this point of view, parents involvement and value of the task effects their children learn to regulate their own practice and show wide differences in performance ability and intrinsic motivation. Many studies of child prodigies show that most had parents who systematically supervised their practice (Lehmann, 1997; Sosniak, 1985, 1987). Therefore, it is important for both students and parents to require consensus intrinsic value of goal for students self-regulated learning.

In addition, lack of consensus between students and parents intrinsic value of goal were negatively influenced students' interest. Individual interest distinguishable in value-related valences which refer to importance to an object or activity (Eccles & Wigfield, 2002). Since students and parents view the value of goal differently, in other word, the more lack of consensus between students and parents, negatively influenced to students interest. Hulleman et al. (2010) proposed that helping students can promote their task engagement in emotionally and behaviorally. It is important for both students and parents to have consensus intrinsic value of the goal to encourage student interest in music.

Although, students and parents goal autonomy, goal commitment and goal attainability were not significant to students self-regulated learning and interest. Students stayed focused on the task and resisted temptation when they are under autonomy-supportive conditions. Therefore it is important to providing autonomy to student

for them to stay in positive way by enhancing intrinsic motivation, psychological well-being and achievement (Black & Deci, 2000; Grolnick & Ryan, 1987; Reeve et al., 2002).

From this study, one important implication is that students and parents need a consensus goal perception to enhance students self-regulated learning and interest.

Based on the findings of this study, recommendations for future research and limitations outlined below.

First, since the participants in the current study was only from one school but in order to generalizing the research questions, it should be applied to other school. Also, educators should carefully note that this study was only conducted in the context of middle-school level Korean when applying the findings to other contexts.

In addition, the sample of this study was limited to middle-school students and parents, the study needs to be extended to lower-school students for generalization. Also, future research needs to explore on mothers and fathers perception of goal.

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AFFENDIXES

연구 참여자 모집 문건

(본 문건은 향후 이메일로 첨부하여 연구참여자에게 보내고자 합니다.)

연구책임자 : 이주연 (서울대학교 협동과정 음악교육 전공 석사과정)

연구 목적 : 예술 중학생과 학부모의 목표인식 특성의 차이가 학생의 자기조절학습 및 흥미에 미치는 영향을 보고자 함

연구 대상: 예술 중학생 240명, 학부모 240명 (총 480명)

설문 조사 일시: 2014년 9월~10월

설문 조사 장소: 연구 참여자의 편의에 따라 향후 결정

설문 조사 내용 : 목표 인식 측정을 위한 문항과 학생의 자기조절학습 및 흥미를 측정하는 질문 응답

※ 약 20분 소요 예정
※ 본 연구에서 수집되는 모든 정보는 통계법에 의거하여 비밀이 절대 보장되며 수집된 정보는 연구가 종료되는 즉시 완전히 파기 됩니다.
※ 연구 참여자가 본 연구에 참여하지 않아도 어떠한 불이익도 없습니다.
※ 연구에 참여하는데 있어서 직접적인 이득은 없습니다. 그러나 귀하가 제공하는 정보는 예술 중학생들과 학부모의 목표인식 특성의 차이가 자기조절학습 및 흥미에 대한 이해를 증진하는데 도움이 될 것입니다.

※ 연구 참여 의사가 있으신 분은 본 연구의 책임자(이주연 jylee447@gmail.com)에게 문의하시기 바랍니다.

서울대학교 사범대학

연구참여자용 설명서 및 동의서

연구 과제명 : 학생과 학부모의 목표인식 특성의 차이가 학생의 자기조절학습 및 흥미에 미치는 영향 : 예술 중학생을 중심으로
연구 책임자명 : 이주연 (서울대학교 사범대학 협동과정 음악교육 석사 과정)

이 연구는 학생과 학부모의 목표인식 특성의 차이가 학생의 자기조절학습 및 흥미에 미치는 영향에 대한 연구입니다. 귀하는 예술중학생 혹은 예술중학생의 학부모이기 때문에 이 연구에 참여하도록 권유 받았습니다. 이 연구를 수행하는 서울대학교 소속의 사범대학 협동과정 음악교육 석사과정 이주연 (전화번호: 010-XXXX-6533)이 귀하에게 이 연구에 대해 설명해 줄 것입니다. 이 연구는 자발적으로 참여 의사를 밝히신 분에 한하여 수행 될 것이며, 귀하께서는 참여 의사를 결정하기 전에 본 연구가 왜 수행되는지 그리고 연구의 내용이 무엇과 관련 있는지 이해하는 것이 중요합니다. 다음 내용을 신중히 읽어보신 후 참여 의사를 밝혀 주시길 바라며, 필요하다면 가족이나 친구들과 의논해 보십시오. 만일 어떠한 질문이 있다면 담당 연구원이 자세하게 설명해 줄 것입니다.

1. 이 연구는 왜 실시합니까?

이 연구의 목적은 예술중학생과 학부모의 목표 인식 특성의 차이가 학생의 자기조절학습 및 흥미에 어떠한 영향을 주는지 밝히기 위하여 실시합니다.

2. 얼마나 많은 사람이 참여합니까?

본 연구에 참여하는 사람은 전국에 있는 예술중학교 5곳의 학생 및 학부모가 참여할 예정입니다.

3. 만일 연구에 참여하면 어떤 과정이 진행됩니까?

귀하는 학교로부터 설문지를 전해 받아 원하는 시간에 작성할 수 있습니다. 학부모용 설문지의 내용은 학부모가 평소 학생의 목표에 어떠한 인식을 가지고 있는지 측정하는 문항으로 구성되어 있습니다. 학생용 설문지의 내용은 학생의 목표에 어떠한 인식을 가지고 있는지와 더불어 자기조절학습과 흥미에 관련된 문항을 제시할 예정입니다. 학부모와 학생 모두 설문지를 작성한 후 학교에 제출합니다.

4. 연구 참여 기간은 얼마나 됩니까?

: 약 (20) 분이 소요될 것입니다.

5. 참여 도중 그만두어도 됩니까?

예, 귀하는 언제든지 어떠한 불이익 없이 참여 도중에 그만 둘 수 있습니다. 만일 귀하가 연구에 참여하는 것을 그만두고 싶다면 담당 연구원이나 연구 책임자에게 즉시 말씀해 주십시오.

6. 부작용이나 위험요소는 없습니까?

부작용이나 위험요소는 없습니다.

7. 이 연구에 참여시 참여자에게 이득이 있습니까?

귀하가 이 연구에 참여하는데 있어서 직접적인 이득은 없습니다. 그러나 귀하가 제공하는 정보는 예술 중학생과 학부모의 목표인식의 차이가 예술 중학생의 자기조절학습 및 흥미에 미치는 영향에 대한 이해를 증진하는데 도움이 될 것입니다.

8. 만일 이 연구에 참여하지 않는다면 불이익이 있습니까?

귀하는 본 연구에 참여하지 않을 자유가 있습니다. 또한, 귀하가 본 연구에 참여하지 않아도 귀하에게는 어떠한 불이익도 없습니다.

9. 연구에서 얻은 모든 개인 정보의 비밀은 보장됩니까?

개인정보관리책임자는 서울대학교의 이주연 학생입니다. 저희는 이 연구를 통해 얻은 모든 개인 정보의 비밀 보장을 위해 최선을 다할 것입니다. 이 연구에서 얻어진 개인 정보가 학회지나 학회에 공개 될 때 귀하의 이름과 다른 개인 정보는 사용되지 않을 것입니다. 그러나 만일 법이 요구하면 귀하의 개인정보는 제공될 수도 있습니다. 또한 모니터 요원, 점검 요원, 생명윤리심의 위원회는 연구참여자의 개인 정보에 대한 비밀 보장을 침해하지 않고 관련규정이 정하는 범위 안에서 본 연구의 실시 절차와 자료의 신뢰성을 검증하기 위해 연구 결과를 직접 열람할 수 있습니다. 귀하가 본 동의서에 서명하는 것은, 이러한 사항에 대하여 사전에 알고 있었으며 이를 허용한다는 동의로 간주될 것입니다.

10. 이 연구에 참가하면 댓가가 지급됩니까?

죄송합니다만 본 연구에 참가하는데 있어서 연구참여자에게 어떠한 금전적 보상도 없습니다.

11. 연구에 대한 문의는 어떻게 해야 됩니까?

본 연구에 대해 질문이 있거나 연구 중간에 문제가 생길 시 다음 연구 담당자에게 연락하십시오.

이름: 이주연 전화번호: 010-XXXX-6533

만일 어느 때라도 연구참여자로서 귀하의 권리에 대한 질문이 있다면 다음의 서울대학교 생명윤리심의위원회에 연락하십시오.
서울대학교 생명윤리심의위원회 (SNUIRB) 전화번호: 02-880-5153

동 의 서

1. 나는 이 설명서를 읽었으며 담당 연구원과 이에 대하여 의논하였습니다.
2. 나는 위험과 이득에 관하여 들었으며 나의 질문에 만족할 만한 답변을 얻었습니다.
3. 나는 이 연구에 참여하는 것에 대하여 자발적으로 동의합니다.
4. 나는 이 연구에서 얻어진 나에 대한 정보를 현행 법률과 생명윤리심의위원회 규정이 허용하는 범위 내에서 연구자가 수집하고 처리하는데 동의합니다.
5. 나는 담당 연구자나 위임 받은 대리인이 연구를 진행하거나 결과 관리를 하는 경우와 보건당국, 학교 당국 및 서울대학교 생명윤리심의위원회가 실태 조사를 하는 경우에는 비밀로 유지되는 나의 개인 신상 정보를 직접적으로 열람하는 것에 동의합니다.
6. 나는 언제라도 이 연구의 참여를 철회할 수 있고 이러한 결정이 나에게 어떠한 해도 되지 않을 것이라는 것을 압니다.
7. 나의 서명은 이 동의서의 사본을 받았다는 것을 뜻하며 연구 참여가 끝날 때까지 사본을 보관하겠습니다.

연구참여자 성명	서 명	날짜 (년/월/일)
동의서 받은 연구원 성명	서 명	날짜 (년/월/일)
연구책임자 성명	서 명	날짜 (년/월/일)

만일 있을 경우

법정 대리인 성명(참여자와 관계)	서 명	날짜 (년/월/일)

※ 「생명윤리 및 안전에 관한 법률」제16조 제3항에 근거하여 만 18세 미만 아동을 대상으로 하는 연구의 경우 반드시 부모 동의가 있어야 합니다.

입회인 성명	서 명	날짜 (년/월/일)

목표인식 설문 (학생용)

안녕하십니까.
바쁘신 가운데 귀중한 시간을 내어주셔서 고맙습니다.

본 설문지는 예술중학교 학생들의 목표인식에 대해 알아보기 위해 제작되었습니다.
모든 문항에는 정답이 있는 것이 아니므로 각 문항에서 설명하고 있는 내용을 잘 읽고,
자신이 가지고 있는 현재 생각을 최대한 솔직하고 성실하게 답변해 주시면 됩니다.
여러분들께서 작성해주신 설문은 중학교 학생들의 목표인식와 관련된 연구를 진행하는 데 소중한 자료로 활용될 것입니다.
본 설문은 연구의 목적 외에는 절대로 활용되지 않을 것임을 약속 드립니다.

설문지는 총 4 면으로 구성되어 있으며, 응답하는 데 걸리는 시간은 약 20 분 정도입니다.
감사합니다.

개인적인 정보를 조사하는 것은 성별, 연령 및 전공과 같은 개인적인 요소가 목표인식와 어떤 관련이 있는지 살펴보기 위한 것입니다.

1. _____중학교 _____학년 _____반 _____과

2. 성별 □ 여 □ 남

그럼 지금부터 설문을 시작하도록 하겠습니다.
다음 페이지로 넘겨주십시오.

다음 문항들은 목표 인식에 대하여 기술해 놓은 것입니다.
주의 깊게 읽으시고, **자신과 얼마나 비슷한지** 표시해 주시면 됩니다. 자신과 비교하여 매우 그렇다 고 생각하면 5에, 전혀 아니다라고 생각하면 1에 표시하시면 됩니다. 정답이 있거나 좋고 나쁜 답이 있는 것이 아니므로 평소의 자신을 가장 잘 나타내는 쪽으로 편안하게 표시하십시오.

1 ---------- 2 ---------- 3 ---------- 4 ---------- 5
전혀 아니다 보통이다 매우 그렇다

1	예술가로서의 삶의 목표는 내가 정한 것이다.	1	2	3	4	5
2	예술 분야에 대한 삶의 목표는 내가 원해서 세운 것이다.	1	2	3	4	5
3	예술 분야에서의 나의 목표는 내가 살아가는 동안 꼭 이루고 싶은 것이다.	1	2	3	4	5
4	예술가로서의 삶에 대한 목표는 나의 의지에 의해 결정되었다.	1	2	3	4	5
5	나는 예술 분야에서 세운 목표를 집중하여 실천하고 있다.	1	2	3	4	5
6	예술 분야의 목표와 관련된 공부나 일을 할 때 시간가는 줄 모를 정도로 몰두한다.	1	2	3	4	5
7	예술 분야에서 세운 목표를 이루기 위해 많은 시간을 투자한다.	1	2	3	4	5
8	어려움이 있더라도 예술과 관련한 목표를 이루기 위해 계속 노력하고 있다.	1	2	3	4	5
9	나는 예술 분야에서 세운 목표를 달성할 수 있다고 자신한다.	1	2	3	4	5
10	나는 예술가로서 이루고 싶은 목표를 성취할 수 있는 능력을 가지고 있다.	1	2	3	4	5
11	예술 분야에서 세운 나의 목표가 실현될 것으로 믿는다.	1	2	3	4	5
12	예술 분야에서 세운 나의 목표는 성공적으로 달성될 것이다.	1	2	3	4	5
13	예술가로서의 삶의 목표는 나에게 중요하다.	1	2	3	4	5
14	예술 분야에서 세운 목표를 이루어가는 과정은 나의 삶에서 중요한 부분이다.	1	2	3	4	5
15	예술과 관련된 나의 목표를 달성하기 위해서 노력하는 시간이 즐겁다.	1	2	3	4	5
16	예술과 관련된 목표를 추구하는 과정은 나에게 행복함을 가져다주기 때문에 가치가 있다.	1	2	3	4	5

설문이 이어집니다.
다음 페이지로 넘겨주십시오.

다음 문항들은 자기조절학습에 대하여 기술해 놓은 것입니다.
주의 깊게 읽으시고, **자신과 얼마나 비슷한지** 표시해 주시면 됩니다. 자신과 비교하여 매우 그렇다고 생각하면 5에, 전혀 아니다라고 생각하면 1에 표시하시면 됩니다. 정답이 있거나 좋고 나쁜 답이 있는 것이 아니므로 평소의 자신을 가장 잘 나타내는 쪽으로 편안하게 표시하십시오.

1 ---------- 2 ---------- 3 ---------- 4 ---------- 5
전혀 아니다 보통이다 매우 그렇다

1	나는 학업에서 좋은 성적을 받을 것이라고 기대한다.	1	2	3	4	5
2	나는 학습내용이 어렵거나 지루하더라도 열심히 이해하려고 노력한다.	1	2	3	4	5
3	좋은 성적을 받는 것이 지금 나에게 가장 만족스러운 일이다.	1	2	3	4	5
4	학습내용을 배우는 것은 나에게 중요하다.	1	2	3	4	5
5	나는 다른 학생들보다 좋은 성적을 받기 원한다.	1	2	3	4	5
6	어렵더라도 나의 호기심을 자극하는 학습자료(악곡)이라면 선호한다.	1	2	3	4	5
7	나는 과제나 시험, 연주를 잘 해낼 수 있다.	1	2	3	4	5
8	나는 수업 전반에서 잘 할 수 있으리라 기대한다.	1	2	3	4	5
9	나에게 가장 만족스러운 일은 학습내용을 가능한 완전히 이해하는 것이다.	1	2	3	4	5
10	학교에서 배우는 학습내용은 나에게 유용하다고 생각한다.	1	2	3	4	5
11	나는 좋은 성적을 받을 수 없을 것이라고 생각되는 과제라도 무언가를 배울 수 있는 것이라면 선택한다.	1	2	3	4	5
12	나는 수업내용을 별로 좋아하지 않지만 열심히 하려고 노력한다.	1	2	3	4	5
13	나는 학교에서 배우는 주제들을 좋아한다.	1	2	3	4	5
14	공부할 때 나는 초점을 잃지 않도록 돕는 질문을 만들어서 공부한다.	1	2	3	4	5
15	공부할 때 나는 지루하거나 게을러져서 계획했던 것을 다 마치지 못하는 편이다.	1	2	3	4	5
16	나는 공부를 계획적으로 하기 위해 스스로 목표를 세운다.	1	2	3	4	5
17	나는 공부를 할 때 어렵더라도 다른 사람의 도움이 없이 해결하려고 한다.	1	2	3	4	5
18	나는 공부를 할 때 잘 이해되지 않고 혼동되는 부분이 있으면 앞부분으로 돌아가서 그 내용을 이해하려고 노력한다.	1	2	3	4	5
19	나는 이해하기 어려운 부분이 있으면 교사에게 설명해 달라고 요청한다.	1	2	3	4	5
20	나는 공부할 때 잘 이해가 되지 않는 개념이 무엇인지 확인하려고 한다.	1	2	3	4	5
21	학습자료를 잘 이해할 수 없을 때 나는 다른 학생에게 물어본다.	1	2	3	4	5
22	나의 능력을 다른 사람들에게 보여주기 위해 공부를 잘 하고 싶다.	1	2	3	4	5

다음 문항들은 음악 활동에 대한 흥미를 기술해 놓은 것입니다.
주의 깊게 읽으시고, **평소 자신이 음악활동시 느끼는 흥미를** 표시해 주시면 됩니다. 자주 느끼는 감정이다라고 생각하면 5에, 전혀 아니다라고 생각하면 1에 표시하시면 됩니다. 정답이 있거나 좋고 나쁜 답이 있는 것이 아니므로 평소의 자신을 가장 잘 나타내는 쪽으로 편안하게 표시하십시오.

1 ---------- 2 ---------- 3 ---------- 4 ---------- 5
전혀 아니다 보통이다 자주 그렇다

1	음악의 특성에 맞게 악기 연주하기를 좋아한다.	1	2	3	4	5
2	내 나름대로 리듬과 가락을 만들어 즉흥적으로 연주하는 것이 재미있다.	1	2	3	4	5
3	내가 원하는 음악을 창의적으로 만들어 보는 활동이 즐겁다.	1	2	3	4	5
4	곡의 연주 형태와 분위기를 느끼면서 음악을 감상하는 것이 흥미롭다.	1	2	3	4	5
5	다양한 시대와 문화권의 음악을 감상해 보고싶다.	1	2	3	4	5

감사합니다

목표인식 설문 (학부모용)

안녕하십니까.
바쁘신 가운데 귀중한 시간을 내어주셔서 고맙습니다.

본 설문지는 예술중학교 자녀를 둔 학부모의 목표인식에 대해 알아보기 위해 제작되었습니다.
모든 문항에는 정답이 있는 것이 아니므로 각 문항에서 설명하고 있는 내용을 잘 읽고,
자신이 가지고 있는 현재 생각을 최대한 솔직하고 성실하게 답변해 주시면 됩니다.
여러분들께서 작성해주신 설문은 예술중학교 자녀를 둔 학부모의 목표인식와 관련된 연구를 진행하는 데 소중한 자료로 활용될 것입니다.
본 설문은 연구의 목적 외에는 절대로 활용되지 않을 것임을 약속 드립니다.

설문지는 총 1 면으로 구성되어 있으며, 응답하는 데 걸리는 시간은 약 5 분 정도입니다.
감사합니다.

개인적인 정보를 조사하는 것은 성별, 연령 및 전공과 같은 개인적인 요소가 목표인식와 어떤 관련이 있는지 살펴보기 위한 것입니다. 자녀의 정보를 기입해주시면 됩니다.

1. _____중학교 _____학년 _____반 _____과

2. 성별 ☐ 여 ☐ 남

그럼 지금부터 설문을 시작하도록 하겠습니다.
다음 페이지로 넘겨주십시오.

다음 문항들은 목표 인식에 대하여 기술해 놓은 것입니다.

주의 깊게 읽으시고, **자신과 얼마나 비슷한지** 표시해 주시면 됩니다. 자신과 비교하여 매우 그렇다고 생각하면 5에, 전혀 아니다라고 생각하면 1에 표시하시면 됩니다. 정답이 있거나 좋고 나쁜 답이 있는 것이 아니므로 평소의 자신을 가장 잘 나타내는 쪽으로 편안하게 표시하십시오.

1 ---------- 2 ---------- 3 ---------- 4 ---------- 5

전혀 아니다 보통이다 매우 그렇다

1	예술가로서의 삶의 목표는 자녀가 정한 것이다.	1	2	3	4	5
2	예술 분야에 대한 삶의 목표는 자녀가 원해서 세운 것이다.	1	2	3	4	5
3	예술 분야에서의 자녀 목표는 자녀가 살아가는 동안 꼭 이루고 싶은 것이다.	1	2	3	4	5
4	예술가로서의 삶에 대한 목표는 자녀의 의지에 의해 결정되었다.	1	2	3	4	5
5	자녀는 예술 분야에서 세운 목표를 집중하여 실천하고 있다.	1	2	3	4	5
6	자녀는 예술 분야의 목표와 관련된 공부나 일을 할 때 시간가는 줄 모를 정도로 몰두한다.	1	2	3	4	5
7	자녀는 예술 분야에서 세운 목표를 이루기 위해 많은 시간을 투자한다.	1	2	3	4	5
8	어려움이 있더라도 예술과 관련한 목표를 이루기 위해 자녀는 계속 노력하고 있다..	1	2	3	4	5
9	자녀는 예술 분야에서 세운 목표를 달성할 수 있다고 자신한다.	1	2	3	4	5
10	자녀는 예술가로서 이루고 싶은 목표를 성취할 수 있는 능력을 가지고 있다.	1	2	3	4	5
11	예술 분야에서 세운 자녀의 목표가 실현될 것으로 믿는다.	1	2	3	4	5
12	예술 분야에서 세운 자녀의 목표는 성공적으로 달성될 것이다.	1	2	3	4	5
13	예술가로서의 삶의 목표는 자녀에게 중요하다.	1	2	3	4	5
14	예술 분야에서 세운 목표를 이루어가는 과정은 자녀의 삶에서 중요한 부분이다.	1	2	3	4	5
15	예술과 관련된 자녀의 목표를 달성하기 위해서 노력하는 시간이 즐겁다.	1	2	3	4	5
16	예술과 관련된 목표를 추구하는 과정은 자녀에게 행복함을 가져다주기 때문에 가치가 있다.	1	2	3	4	5

감사합니다

국 문 요 약

1. 서론

우리나라의 영재 교육은 영재교육진흥법 제정 이후 영재교육기관과 영재교육 수혜자인 영재학생들이 증가하면서 부모와 전문가들의 관심 또한 높아지고 있다 (김지선 외, 2012).

음악가가 되기 위한 예술중학생의 경우 일찍이 음악적 재능을 부모 혹은 교사가 발견한다. 연령이 어린 영재학생의 경우 부모의 영향이 큰 만큼, 어린 영재아동의 재능발달이나 진로 지도가 영재아동의 요구에 맞게 이루어질 가능성이 있다.

초등 과학 영재학생을 중심으로 한 연구에서는 부모는 완전한 객관적인 관찰자가 될 수 없기 때문에 만일 영재 자녀의 다중지능이나 정서지능에 대한 부모의 평가가 영재 학생 자신의 평가와 불일치한다면, 이는 영재 자녀의 재능발달을 촉진하는 교육 방향과 진로지도에 혼란을 가져올 가능성이 있을 뿐만 아니라 영재자녀의 정서발달에도 중요한 영향을 끼칠 수 있다고 한다 (김지선 외, 2012). 또한 부모의 지적인 측면에만 집중한 교육과 지도가 영재학생이 지닌 원래의 재능 영역에서 흥미와 호기심을 상실시키는 역기능을 초래할 가능성도 시사되었다.

연주자가 되기 위한 예술중학생들은 스스로 목표를 설정하여 학습자의 목표 중요성을 인식하는 것이 음악가의 길을 가기 위하여 중요할 것이다. 또한 학부모와 학습자가 추구하는 목표 인식에 따라 학생의 자기조절학습과 흥미에 영향을 줄 것을 예상한다.

본 연구의 목적은 학생의 목표인식이 자기조절학습 및 흥미에 어떠한

영향을 미치는 지 알아보고 학생과 학부모의 목표인식이 학생의 자기조절학습과 흥미에 주는 영향을 알아보았다.

2. 연구 방법

본 연구는 A광역시 소재 예술 중학교 학생 및 학부모 각각 100을 연구 참여자로 선정하였다. 학생 연구 참여자는 목표인식, 자기조절학습, 흥미를 확인하는 설문지에 응답하였으며 학부모의 설문지는 학부모가 인식하는 학생의 목표인식에 관하여 설문을 응답하도록 하였다.

목표 인식을 측정하기 위하여 신종호 외 (2012) 의 공학전문가 목표인식 검사를 본 연구의 목적에 맞게 수정, 보완하여 사용하였으며 검사의 하위요소는 목표 자율성, 목표 몰입, 목표 성취가능성, 목표 내재적 가치였다.

학생의 흥미를 측정하기 위해서는 강영하 외 (2003) 흥미검사도구 문항 중, 음악 흥미 문항 5개를 선택하여 사용하였다. 또한 학생의 자기조절학습을 알아보기 위하여 사용된 도구는 Pintrich와 De Groot (1990)의 학습동기전략 검사도구 (MSLQ: Motivated Strategies for Learning Questionnarie) 를 사용하였다.

3. 연구 결과

먼저, 학생의 목표인식이 자기조절학습과 흥미에 미치는 영향을 살펴보기 위하여 중다회귀분석을 실시하였으며, 학생이 높은 목표 몰입과 목표 내재적 가치만이 학생의 자기조절학습에 유의한 영향을 미치는 것으로

확인되었다. 학생의 목표 자율성과 목표 성취 가능성은 자기조절학습에 유의한 영향을 미치지 않았다. 또한 흥미에 유의한 영향이 있기 위해서는 학생의 내재적 가치가 높아야 한다는 연구 결과를 도출하였다. 목표 자율성, 목표 몰입, 목표 성취가능성은 유의한 결과를 도출하지 못하였다.

학생과 학부모의 목표인식이 학생의 자기조절학습과 흥미에 미치는 영향을 확인해본 결과, 학생과 학부모의 목표 내재적 가치의 불일치가 심할수록 자기조절학습과 흥미에 부정적인 영향을 미치는 것으로 확인되었다. 학생과 학부모의 목표 자율성, 목표 몰입, 목표 성취가능성은 통계적으로 유의한 설명력이 없는 것으로 나타났다.

4. 논의 및 결론

본 연구를 통하여 학생의 자기조절학습과 흥미에 유의한 영향을 주는 목표 인식은 목표 몰입과 목표 내재적 가치인 것으로 나타났다. 또한 학생과 학부모의 목표 불일치가 심할수록 학생의 자기조절학습과 흥미에 부정적인 영향을 주는 것을 발견할 수 있었다. 학생들이 흥미를 가지고 힘든 연습 과정을 거쳐 음악가가 되기 위해서는 자기조절학습이 중요할 것이다. 선행 연구들에 따르면 학부모는 학생들의 성공적인 학업을 위하여 바람직한 환경을 제공해주며 학생을 지지를 해 주어야 한다. 이는 학생의 내재적 동기화를 유발할 것이며 유능감 및 관계성, 자기조절, 학업 성취에 영향을 줄 것을 시사한다.

국 문 초 록

음악 전공 학생과 학부모의 목표인식이 자기조절학습 및 흥미에 미치는 영향

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예술가로 성장하기 위하여 목표는 중요한 심리적 원동력이다. 목표는 목표 달성을 위한 개인의 수행전략 선택, 그리고 노력과 같은 행동적인 요인에도 직접적인 영향을 미친다 (Locke & Latham, 2000). 선행 연구에 따르면 높은 목표인식이 전문성 발달과 밀접한 관련성이 있다고 한다 (Glaser, 1985). 높은 전문성을 획득한 사람들이 높게 인식하고 있는 목표 심리적 특성은 자율성, 몰입, 성취가능성, 내재적 가치로 파악되었다.

성공적인 예술가가 되기 위해서는 특정 주제나 활동에 대한 개인이 가지는 있는 흥미가 중요할 것이다. 이는 내적 동기로서 학습 동기를 유발할 것이며 효과적인 학습을 이끄는 데 중요한 역할을 할 것이다. 또한 학생들 스스로 계획하고 학습과정에 적극적으로 참여하여 학습목적의 성취를 위하여 보이는 능동적인 행동 성향인 자기조절학습 능력이 성공적인 예술가가 되기 중요한 요인이며 실용적인 시사점을 줄 수 있다.

예술 중학생의 경우 일찍이 재능을 발견하여 학부모의 지지로 진로를 일찍 결정한다. 동양권에서는 부모가 학습과정에 개입하는 것을 관심과 사랑으로 인식되고 있고, 이것은 학습에 긍정적으로 작용할 수 있다고 한다. 따라서 본 연구에서는 학생과 학부모의 목표 인식이 학생의 흥미와 자기조절학습에 어떠한 영향력의 정도를 알아보고자 한다.

이와 같은 연구 문제들을 확인하기 위하여 A예술 중학교에 재학 중인 학생과 학부모 각각 100명에게 설문을 실시하였으며 학생의 흥미와 자기조절학습은 학생의 목표인식에 따라 영향을 미치는 것으로 확인되었다.

본 연구에서 밝혀진 연구결과를 요약하면 다음과 같다.

구체적으로 학생이 높은 내재적 가치를 지녀야지 흥미에 유의한 영향을 미치는 것으로 확인되었다. 반면 학생의 목표 몰입, 몰표 자율성, 목표 성취가능성은 흥미에 유의하지 않은 것으로 나타났다. 또한 학생의 높은 목표 몰입과 목표 내재적 가치가 학생의 자기조절학습에 유의한 영향을 미치는 것으로 확인되었으며 자율성, 성취가능성은 유의하지 않을 것으로 나타났다.

학생과 학부모의 목표 인식이 학생의 흥미와 자기조절학습에 미치는 영향을 조사해 본 결과, 학생이 학부모보의 목표 내재적 가치에서 불일치가 심할수록 학생의 자기조절학습 및 흥미에 부정적인 영향을 미치는 것으로 나타났다.

본 연구 결과는 두 가지의 시사점을 지닌다.

첫째, 학생들은 자율성과 성취가능성을 낮게 인식하였으므로 자기조절학습과 흥미에 유의한 영향을 미치지 않았다. 학생들이 스스로 목표를 설정하고 추구해 나아가는 태도를 키워줌으로써 자율적으로 결정된 목표를 추구해나갈 때 학생의 목표 인식은 달라질 것이라고 기대한다.

둘째, 학생과 학부모의 목표인식의 차이를 줄일 수 있는 방안을 모색해 주어야 한다. 선행 연구들에 따르면 학부모는 학생들의 성공적인 학업을 위하여 바람직한 환경을 제공해주며 학생을 지지를 해 주어야 한다. 이는 학생의 내재적 동기화를 유발할 것이며 유능감 및 관계성, 자기조절, 학업성취에 영향을 줄 것을 시사한다.

주요어 : 목표 인식, 자기조절학습, 흥미, 예술 중학생, 학부모

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