

# SELF-REGULATED LEARNING AND INSTRUMENTAL ACHIEVEMENT

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## Background

Conservatoire students assume most of the responsibility for their own instrumental achievement themselves, and in this manner, the way a music student self-regulates his or her learning in practice becomes a prime determinant of effectiveness. Students can self-regulate their motives for practising and performing, their learning strategies used in practice, and their performance outcomes.

## Aims

This paper investigates the relationships between motivational beliefs, learning strategies and instrumental achievement in self-regulated learning of advanced students.

## Method

The participants were 130 music students in their four-year undergraduate program in six institutions of higher music education. They were enrolled in the performance, church music and music education degree programs. Strategies and motivational beliefs in self-regulated learning were registered through an adapted version of Pintrich's Motivated Strategies for Learning Questionnaire. In addition, motivational beliefs were registered through an adapted version of Midgley's Students' Achievement Goal Orientations. Instrumental achievement was measured by their instrumental performance grade on their main instrument in their 2nd year of study. An examination concert was the context for giving the grade.

## Results

This paper will be a report of work currently in progress. Comparisons between students in different grade groups regarding several types of self-regulated strategies and motivational beliefs will be made. Relationships between types of self-regulated strategies and motivational beliefs will also be explored.

## Conclusions

Studying both the strategies students in different grade groups use in practice and their motivational beliefs related to instrumental performance and practising, we anticipate that this study will uncover some of the complex relationships among practice, motivation and achievement in music students studying in higher music education.