



RESEARCH ARTICLE

Autonomous Support and Achievement Motivation of Students in Private Music Schools: The Mediating Role of Basic Psychological Needs

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ARTICLE INFO	ABSTRACT
Received: May 21, 2024 Accepted: Jul 5, 2024	With the implementation of China's "double reduction" policy, subject training has decreased. Private music education has become a hot choice for parents. Music teaching, as an important part of art education, cannot be achieved in private school institutions without independent support and the promotion of achievement motivation. The study analyzes the basic psychological needs of students in music learning based on emotional and cognitive support in autonomous support, and the mediating role of autonomous support in quality cultivation, music love, and teacher-student and family relationships. At the same time, the study analyzes the basic psychological needs of achievement motivation in student music learning based on success expectations and praise needs, and explores the mediating role of achievement motivation in student learning engagement, learning cognition, and learning goal optimization. Analyzing the elements of autonomous support and achievement motivation for students in private music schools can help schools and teachers optimize teaching methods, thereby providing students with a more favorable music learning environment.
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INTRODUCTION

With the continuous reform of China's education system and the transformation of parental education concepts, the construction of a supportive environment for private music learning is facing new challenges and opportunities. Bonneville-Roussy et al. analyzed the support mechanism of music performance teachers for student autonomy based on self-determination theory, and how this support was related to student happiness (1). Mawang et al. explored the relationship between achievement goal motivation, cognitive learning strategies, and musical creativity. The results indicated that there was a positive correlation between students' musical creativity, performance skills, and achievement goal motivation (2). Current research findings indicate that the perceived autonomous support from parents

and teachers, as well as expectations and beliefs about instrument learning tasks and goals, among students in private music learning can influence the internalization of their learning motivation into autonomous motivation (3). However, the research specifically focuses on the mediating role of basic psychological needs in this process, that is, how the satisfaction of students' basic psychological needs serves as a bridge, connecting external support and internal psychological states, thereby affecting their learning behavior and outcomes. Through in-depth analysis of the interactions between these psychological factors, the study aims to provide new perspectives for practitioners of music and instrumental education, and promote the sustainable development of instrumental learning. The innovative contribution of the study is to explore the impact and moderating effect of autonomous support on student music learning engagement from the perspective of achievement motivation to better reveal the conditions for the impact of autonomous support on student learning engagement.

Autonomous support for students in private music schools

The psychological needs for autonomous support

Music education is a type of art education, which is also an important link in quality education and comprehensive development of students in China. In music education, students' autonomy and initiative are prerequisites for learning music well. Based on the perspective of students, this study aims to gain a deeper understanding of the relationship between autonomous support, achievement motivation, and autonomous motivation under the mediation of basic psychological needs to further explore the willingness to continue learning. Autonomous support refers to the individual student's perception of support and affirmation for their own choices and decisions from important others around them (such as teachers, parents, etc.), accompanied by the ability to obtain valuable information and emotional identification from important others, thereby minimizing coercion and command. The basic psychological needs for autonomous support are divided into emotional support and cognitive support.

Emotional support indicates that students have a basic psychological need to be listened to and encouraged in music education. In the teaching of private music schools, students need teachers and parents to obtain a sense of psychological security from behavioral signals such as listening and encouragement (4). Emotional support behaviors from teachers and parents can help students establish learning confidence. In the classroom, students need emotional support from teachers and parents the most when they perform well and encounter difficulties. The behavior support of listening requires teachers and parents to have empathetic behaviors towards students, understand and respect students, equal and friendly communication and dialogue with students, and establish a relationship of mutual respect and trust between teachers and students (5). Encouraging behavior as feedback to students can provide them with psychological comfort and pleasure, thereby internalizing their learning motivation. Encouraging behavior support requires parents and teachers to strengthen their guidance for students, be good at discovering their strengths, appropriately praise them, infect them, and enhance mutual communication.

The cognitive support of parents and teachers in music teaching activities is manifested as providing students with good learning conditions, such as rich and diverse music materials, creating environments that are in line with the activity theme, and teaching activities that are in line with the student's experience level. It provides certain support to students' cognition and helps them gain experience in independent cognition (6). In music teaching, organizing rich music materials for students and meeting their material needs for music learning activities is an important cognitive support behavior. The rich teaching materials give

students the right to make independent choices, which can stimulate their interest in learning and also enhance their music and activity perception. The independent support of teachers and parents for students in music learning should be in line with their cognitive level and music experience. Therefore, during the learning process, parents and teachers need to create themes for the learning environment, making the learning activity themes more diverse and distinct.

The mediating role of autonomous support

The emotional and cognitive supports in autonomous support meet the basic psychological needs of students. The intermediary role of independent support in private music school education is manifested in promoting the overall quality of students, laying the foundation for their music passion, and promoting harmonious teacher-student and family relationships (7).

Firstly, independent support plays a promoting role in improving the overall quality of students. The emotional and cognitive support behaviors of parents and teachers in autonomous support can effectively buffer the negative impact of negative events on students. There is a significant negative correlation between parental autonomy support and student learning pressure. The support from teachers not only improves students' music skills and knowledge cognition, but also effectively reduces their stress and pain experiences during learning (8). For students, autonomous support is a protective psychological experience, and continuous and reliable support from parents is a necessary condition for maintaining positive self-esteem and efficacy in adolescents. Under the psychological mediating effect of autonomous support, students are able to actively cultivate their own musical abilities. When listening, singing, and performing musical works, they can actively discover meanings beyond what others have explained. The implementation process of music education itself has strong artistic appeal and emotional resonance properties, so independent support indirectly helps students integrate their understanding of art, enabling them to have sharp observation ability and evoke emotional resonance in students.

Secondly, independent support can lay the foundation for students' music passion. To cultivate music passion, students are required to have a certain independent music learning ability (9). Students should have the idea of proactive self-practice, self-reflection, and actively organizing and collecting music materials in music learning. Under the influence of autonomous support, students will perceive their peers, teachers, and parents in music learning as bystanders in the learning process. Therefore, they will self-motivate or persuade their learning behavior during the learning process, thereby improving their personal self-efficacy. The role of a teacher in the teaching process can stimulate students' self-efficacy by optimizing content, setting goals, experiencing student success, and setting a good example, thus making music education more positive. In music self-directed learning, the cultivation of students' basic music knowledge and skills should continuously enhance their self-efficacy, thereby helping to enhance their independent awareness of music learning and laying the foundation for their lifelong love for music.

Finally, independent support can promote harmonious family and teacher-student relationships. The autonomous support behavior of parents provides students with a good music learning atmosphere and information support, enhances their dependence on their parents, and also strengthens their confidence in music learning. Autonomous support provides students with an emotional need for belonging, thus maintaining close and stable family relationships with their parents. In the autonomous support behavior of teachers, it is based on respecting the individuality, differences, and diversity of students (10). Teachers

guide students to master scientific music learning methods while helping them provide appropriate feedback, and adjust music teaching in a timely manner based on their feedback. In teaching, students become the active recipients of knowledge, invisibly narrowing the distance between students and teachers.

Achievement motivation of students in private music schools

The psychological needs of achievement motivation

Achievement motivation is the intrinsic motivation of individuals to pursue important and valuable goals within their own beliefs, as well as the inherent tendency to overcome obstacles and overcome difficulties. In music learning, the meaning of student achievement motivation includes playing successfully, improving music skills, achieving music achievement, and realizing self-worth.

Achievement motivation first manifests as the psychological need to expect success. Students have a strong desire to achieve positive results in their learning and growth, as they can experience a sense of pride from it (11). In music learning, the motivation to expect success tends to encourage individuals to adopt learning oriented and achievement approach oriented goals, as the expectation for success can lead to positive learning outcomes. At the same time, students also have a strong desire to avoid negative outcomes during their growth, as they often experience a sense of shame when facing failure. Individuals with a tendency to fear failure are more likely to adopt achievement-avoidance goals, as fear of failure often leads to negative learning outcomes (12).

Secondly, achievement motivation manifests as a psychological need for good evaluations. Confidence in one's own abilities is an important reason for individuals to pursue improvement in their musical abilities and approach achievement goals. In music education, students' motivation to achieve success also reflects their goal of demonstrating their own abilities over others. Therefore, the positive evaluation of one's own abilities by others is a psychological need. Good evaluation enables students to experience the intrinsic value in music learning, thus increasing their sense of pleasure in learning.

Finally, achievement motivation manifests as a psychological need for skill growth. Human beings themselves have a psychological expectation for the improvement of skill levels, because music skill levels have plasticity and the ability to be improved. Students tend to view learning situations as opportunities for their own ability growth in teaching, which can encourage them to pursue learning goal orientation (13). Improving skill levels can encourage individuals to form positive evaluations for challenges, fully immerse themselves in learning tasks, and form a sense of self-determination and autonomy. These factors enhance internal interest and pleasure, meeting the basic psychological needs of students. Therefore, in learning, students are more inclined to recognize that effort is necessary and effective in achieving goals, and are more willing to put in effort. They are also more willing to change strategies when facing difficulties.

The mediating role of achievement motivation

Achievement motivation focuses on the context in which students achieve success through individual efforts in music learning, and emphasizes the ability development and skill enhancement, as well as the student performance evaluation. The mediating role of achievement motivation in music education is manifested in increasing student learning engagement, cultivating student learning cognition, and optimizing learning goal setting.

The increase in achievement motivation leads to an increase in student engagement in learning, manifested as an increase in emotional and behavioral engagement in student

learning. Achievement motivation pursues the understanding and mastery of music knowledge and skills, which often positively influences students' academic efforts and perseverance. The specific manifestations of learning behavior engagement include persistence in the learning process, optimization of team interpersonal relationship management, etc (14). Under the influence of achievement motivation, students are able to share difficulties and establish mutual trust during the learning process. An increase in student engagement in learning behavior can enhance creativity and initiative in music learning, stimulate active curiosity for music learning, clarify tasks, and be able to put them into action. Meanwhile, achievement motivation can also affect students' learning emotions. Students with learning motivation are better able to experience pride and satisfaction in music education, reducing the impact of negative emotions such as anxiety and frustration during the learning process.

Achievement motivation can also have a positive impact on students' learning cognition. Students with achievement motivation psychology are able to demonstrate more self-regulation abilities in their learning behavior, including spending more time reflecting on their mastery of the knowledge they have learned, using more learning strategies such as free translation and summarization, and making positive attributions when facing failures. Achievement motivation can also adjust students' learning cognition, making them believe that hard work is the key to success. Faced with failure, students should not negate their own abilities, but reflect on their own learning strategies. Achievement motivation also has a positive impact on students' cognition of learning strategies (15). In music learning, having achievement motivation can connect and compare the current knowledge and skills learned with the knowledge and skills already learned, and pay more attention to the learning task itself, so it is more likely to experience learning pleasure from it.

Achievement motivation can adjust students' learning goal setting. Learning goals are correlated with factors such as one's own efforts and learning strategies, all of which are closely related to achievement motivation. Under the influence of achievement motivation, students can more accurately predict their music skill level and cognitive ability, thereby determining reasonable learning goals for the next stage of learning tasks.

The mutual influence between autonomous support and achievement motivation

Autonomous support and achievement motivation overlap in the expectations and self-efficacy concepts of students in music learning, both of which affect their individual learning persistence, emotional response, and academic performance. Therefore, autonomous support and achievement motivation are interdependent in music learning.

Firstly, autonomous support has a promoting effect on students' achievement motivation. When parents and teachers approach problems more from the perspective of students, listen to their thoughts, provide decision-making opportunities for students, respect their independent choices, and prioritize their interests and concerns in teaching, students' autonomous needs are more likely to be met. According to the self-determination motivation theory, the satisfaction of autonomous needs can lead to autonomous behavioral motivation or self-determination motivation, and autonomous motivation is the inherent root of adaptive learning behavior and achieving excellent academic performance. Students who perceive autonomy also exhibit a stronger thirst for knowledge, a greater respect for learning, and a more autonomous engagement in learning. In addition, in the context of music learning, perceiving the love and respect of teachers and parents towards oneself is conducive to forming a sense of belonging among students. Perceived belonging can promote students' identification and integrated regulation for learning tasks, which in turn forms intrinsic

learning motivation among students (16). Self-awareness also helps students form positive academic emotions and experience interest, pleasure, and pride in completing academic tasks. The value perception and learning task evaluation formed by students are influenced by the external learning environment, and the independent support of parents and teachers helps students identify their intrinsic value, utility value, and achievement value. The task value of music learning has the characteristics of external motivation or external regulation, but it is a beneficial motivational resource because it can provide achievement related motivation and motivation. This promotes students to generate achievement motivation for music learning. Therefore, the higher autonomous support indicates that students have more obvious achievement motivation.

Secondly, achievement motivation has a moderating effect on autonomous support. However, the independent support of teachers and parents is not the only factor that form the achievement motivation in students. In the specific teaching practice of private music schools, teachers and parents generally invest higher emotional and cognitive support in students with high achievement motivation. Because students with high achievement motivation are more sensitive to autonomous support, the promoting effect of autonomous support on students with low achievement motivation is relatively weak (17). Students with high achievement motivation have stronger confidence in their own abilities in music learning. Confidence in their abilities can motivate them to put in effort, overcome difficulties, use self-regulated learning strategies, and achieve music skill achievements that are superior to others. Correspondingly, when students have high achievement motivation and learning engagement in music education, their emotional dependence on teachers and parents is stronger, their attitudes towards parents are more sensitive, and they are more concerned about whether the teacher's attitude is friendly. Therefore, the autonomous support of teachers and parents has a stronger positive impact on students with high achievement motivation.

Suggestions for the education of private music schools

Teacher

Firstly, teachers need to fully recognize the importance of providing support for students' basic psychological needs and provide effective autonomous support. Teachers are planners, organizers, and practitioners of teaching activities in the school environment. The quality of teaching largely determines the music skills of students. In teaching practice, teachers need to provide targeted opportunities for students to make choices and decisions, listen to their thoughts, adjust teaching content according to their requirements, respect students, care about their personal emotions, provide academic guidance and advice, and provide feedback related to their abilities. For teachers, it is necessary to provide more autonomous support to enhance students' sense of responsibility and independence, and help them gain more learning outcomes. Teachers need to clarify the utility value of the music skills and knowledge they teach, especially the current learning content that will help students in the future, and promote student value recognition. Teachers should design meaningful and challenging learning tasks in classroom teaching.

Secondly, teachers need to respect individual differences among students in education and promote the formation of their achievement motivation. In teaching, there are differences in intelligence, physical strength, attitude, habits, music learning ability, and other aspects among students. These objective differences can affect their music learning motivation, ability, methods, and habits. To optimize the independent learning ability and effectiveness of high school students in music, and improve the introduction effect of achievement

motivation in music teaching, teachers should fully consider the individual differences of each student in the design of practice classes, taking into account the overall situation and allowing all students to actively participate in music learning. At the same time, based on the actual situation of each student, corresponding guidance should be provided according to their different music learning situations (18). In music teaching activities, teachers should promote democracy and strive to create a lively and harmonious atmosphere of self-directed learning. It is necessary to strengthen the participation and performance ability of every student in music activities, and help students with different abilities achieve development that is suitable for their music level. Therefore, students have a positive and upward mood, which helps them better adapt to the music self-study mode in private music schools.

Finally, teachers need to fully understand the function of modern information technology in music education and possess the literacy of digital teaching. The basic psychological needs of students, such as autonomous support and achievement motivation, need to be demonstrated through digital technology to assist teachers in teaching and psychological evaluation of students. At the same time, in the information age, music teachers should be familiar with and master the basic techniques and commonly used software for recording music micro lessons, creatively create teaching videos that meet the needs of students, so as to know how to combine applicable modern educational technologies with music teaching strategies when teaching specific topics.

Institutions

Firstly, universities should establish platforms and systems for communication and sharing between teachers and students. The prerequisite for teachers to provide autonomous support is effective teacher-student interaction. Although teacher-student interaction in classroom teaching is important, it is still far from enough. It is necessary to establish other channels for teacher-student communication. Therefore, academic symposiums can be held regularly. At the symposium, teachers and students can speak freely, teachers can summarize and evaluate students' classroom learning behaviors and attitudes in stages, and can also provide academic performance expectations for students, while students can provide feedback on teacher teaching. In addition, students can also share their academic confusion and learning barriers and seek professional guidance and advice from teachers. In addition to classroom time, teachers can also make use of sufficient after-school time to provide support and assistance to students. Online teacher-student interaction platforms have timeliness and convenience, allowing teachers to provide guidance to students anytime, anywhere. In addition, students can also share their personal emotional confusion with teachers and seek emotional support from them. Of course, to achieve effective teacher-student interaction, teachers also need to learn communication skills with students and accumulate experience in dealing with student problems. When necessary, schools can provide corresponding training and guidance for teachers to help them better interact with students.

Secondly, universities need to build an environment conducive to promoting independent support from teachers and parents. To leverage the positive impact of teacher support, universities need to create a positive educational environment. School administrators need to recognize the positive impact of teacher support on student learning engagement and academic achievement motivation, encourage teachers to provide autonomous support, emotional support, and ability support for students in teaching, and satisfy basic psychological needs of students. At the same time, schools need to incorporate teacher support into the teacher assessment process to raise awareness of teacher support and guide their supportive behavior. In addition, universities should establish a good teaching

atmosphere and correct educational concepts, provide rich activity resources, music performance props and instruments for music education, and support teachers in carrying out diversified teaching content.

Course optimization

In the optimization of music courses, the first thing to pay attention to is the music activities and interpersonal communication of students. The goal is to establish students' good self-confidence and implement teaching activities. Music teaching should focus on artistic practice activities, continuously cultivate students' ability to actively accept music, stimulate their own achievement motivation and individual satisfaction. To encourage students to actively participate in practical activities in music teaching, it is necessary to develop their musical thinking and focus on unleashing their improvisation and creative abilities. For example, in music rhythm learning, students have already learned about the basic rhythm types and the duration of notes through pre-class teaching videos, and teachers can add some action games and improvisation exercises in the physical classroom. The cultivation of creative thinking ability can deepen students' sensitivity to music and make music an active subject for them to accept. Through interpersonal communication and good performance in music learning, students can gain praise and a sense of pleasure.

Secondly, in the implementation of music courses in private schools, it is necessary to establish an evaluation mechanism that is mainly based on formative evaluation and supplemented by summative evaluation. Teachers can conduct online music evaluation activities from multiple perspectives, such as online learning progress, homework, and discussions, to understand the current music level of students. Afterwards, in face-to-face physical classrooms, evaluations can be conducted on the participation, singing, performance, and other aspects of music practice activities to timely understand the music learning situation of students. Through mutual evaluation and self-awareness among students, it effectively stimulates their internal drive to learn music, enhances their ability to communicate, collaborate, and learn together. By learning and borrowing from others in evaluative learning, a multidimensional evaluation education model is formed. It is different from the traditional form of one-way transmission and evaluation by teachers, solving the pressure brought by the identity gap and personality differences between teachers and students in music education.

CONCLUSION

In private music schools in China, students' music learning motivation and sustainability are a multidimensional phenomenon influenced by family, school, and socio-economic factors. Starting from the teaching practice of private music schools, this study explored the impact of independent support and achievement motivation on student learning engagement and performance in the music learning environment. Furthermore, the optimization of current private music learning was analyzed from the mediating role of independent support and achievement motivation. At the teacher level, respecting individual differences among students could drive their achievement motivation. Teachers should provide targeted opportunities for students to make choices and decisions, listen to their thoughts, and adjust teaching content according to their requirements to provide self support and form students' achievement motivation. At the institutional level, institutions needed to build an environment conducive to promoting independent support from teachers and parents, and established a platform and system for communication and sharing between teachers and students. In the optimization level of music courses, a formative evaluation mechanism should be established, with formative evaluation as the main approach and summative

evaluation as the auxiliary. Emphasis should be placed on students' musical activities and interpersonal participation, with the goal of building their good self-confidence and implementing teaching activities.

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