

Article

Exploring The Connection of Passion and Motivation in Higher Education Singing and Choral Training in Music Performance Education

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Abstract: This qualitative study explores the intricate dynamics between students' passion for music and their motivation in higher education music performance classes. Guided by Self-Determination Theory (SDT) and Social Cognitive Theory (SCT), the research involves in-depth interviews with fifteen undergraduate music performance majors. The study identifies five pivotal themes shaping students' motivation. The theme of personal music connections emphasises the profound impact of individualised relationships with music, highlighting the significance of nurturing personal and emotional dimensions within musical connections. Exposure to diverse musical styles emerges as a transformative factor, broadening students' musical horizons and significantly influencing their motivation. Involvement in extracurricular music activities is identified as a powerful motivator, providing real-world experiences that enhance students' passion for music performance. The theme of supportive interactions highlights the critical role played by educators, peers, and the overall learning environment in shaping students' motivation. Cultivating a strong personal bond with music accentuates the profound impact of an individualised and emotionally resonant connection with music on students' motivation within the educational context. These findings underscore the vital role of cultivating enthusiasm, providing diverse musical experiences, and fostering supportive environments to enhance motivation in higher education music performance classes. The implications extend to educators, enabling them to design more engaging and effective music programs, enriching the overall educational experience for students.

Keywords: Music Performance Education; student motivation; passion for music; higher education; Self-Determination Theory (SDT)

Introduction

In the intricate tapestry of higher education, the pursuit of knowledge resembles a harmonious symphony, with each student contributing a unique voice to the collective melody. Over the past decade, music performance has emerged as a profound demonstration, blending artistry and dedication across various academic disciplines. At the heart of this exploration lies a pivotal question that guides this melodic journey. Drawing inspiration from the insights of previous researchers (Shrivastava, 2010; Hawkins, 2017), this paper delves into the nuanced dynamics of motivation within university music performance classes. It is a symphony of inquiry, seeking to unravel the intricate notes composing the musical journeys of students. Motivation is pivotal in music academia's hallowed halls, dictating the cadence of progress and the depth of artistic expression (Kregor, 2015; Lebron, 2023).

The melodic journey traverses the corridors of motivation, meticulously examining the myriad influences orchestrating the harmonious convergence of passion and practice. From the educator's baton that guides and inspires to the resonating echoes of students' connections to their art, this study explores the multifaceted factors contributing to the symphony of motivation within music performance classes (Houlahan & Tacka, 2015; Gill, 2017; Garrett & Palkki, 2021). Through the lens of research, individual experiences, and the virtuosity of dedication, this paper endeavours to articulate the profound meaning of motivation in university music performance (Hall, 2019; Berliner, 2009; Higgins, 2012). It is an ode to the musicians, the educators, and the relentless pursuit of excellence that defines this extraordinary discipline. As the study delves into the rich tapestry of music performance education, it becomes evident that motivation is the silent conductor, shaping the narratives of students' musical odysseys. This exploration transcends mere academic endeavour; it celebrates the profound impact that resonates through each note played and sung in university music performance classes.

This study aims to contribute a melodic verse to the ongoing conversation about motivation in higher education through the collective symphony of educators, students, and the myriad of influences. In doing so, it seeks to illuminate the nuanced interplay between passion and practice, hoping to inspire a harmonious crescendo that reverberates within the hearts of all those dedicated to pursuing musical excellence. At the threshold of this exploration, I invite scholars to join me on this lyrical journey through the corridors of motivation within the enchanting realm of university music performance classes.

In this symphony of inquiry, the multifaceted nature of motivation within music performance classes becomes a captivating melody awaiting exploration. As the educator's baton directs and inspires, and the students' profound connections to their art resonate, the symphony unfolds, with each note representing a unique facet of the motivational landscape. This paper, a testament to the dedication of musicians and educators, endeavours to unveil the intricate layers of motivation in university music performance. Combining research insights, individual experiences, and the virtuosity of commitment contributes to the ongoing dialogue about motivation in higher education. Scholars are encouraged to immerse themselves in the lyrical exploration of the enchanting realm of university music performance classes, where passion and practice converge to create a harmonious masterpiece.

The critical question guiding this melodic exploration is: How does cultivating interest and passion for music contribute to increased motivation and active engagement among university students in music performance classes? The study embarks on a meticulous journey, examining the multifaceted factors contributing to the symphony of motivation within music performance classes. The objectives are to explore the factors that trigger and sustain students' curiosity and passion for music, assess the impact of exposure to diverse musical genres and styles on students' enthusiasm, examine the role of extramural music activities, such as concerts and festivals, in nurturing a passion for music, investigate the relationship between a personal connection to music and motivation in music performance classes, and explore the role of extracurricular activities and collaborative learning opportunities in enhancing motivation.

Literature Review

1. Inspiring Passion in Music Performance Classes Educators as Catalysts

In the intricate realm of higher education music performance classes, educators serve as the linchpin, not only moulding technical skills but also shaping the motivational landscapes of their students. As Clup & Davis (2023) emphasises, music educators transcend the role of mere instructors; they become mentors and guides, illuminating the path of their students' musical journeys. Their impact extends beyond imparting technical knowledge to creating a nurturing and encouraging environment where students' passions are acknowledged and actively fostered. Through a delicate balance of constructive feedback, mentorship, and the cultivation of a strong sense of belonging, educators become architects of inspiration, igniting a profound passion for music that transcends conventional learning boundaries (Zætre & Zhukov, 2023).

Educators are pivotal in nurturing a positive learning environment where students learn technical skills and develop a deep appreciation for the music industry. By fostering a sense of belonging and offering constructive guidance, educators become catalysts for igniting the passion that drives students to excel in their

musical endeavours. The impact of educators extends far beyond the classroom, influencing the essence of students' musical journeys. In this dynamic process, educators teach musical skills and inspire a lifelong love for music through their mentorship and guidance.

2. Autonomy and Intrinsic Motivation: Decoding the Theory of Self-Determination

The fundamental framework provided by Deci and Ryan's Self-Determination Theory (1985) lies at the heart of students' intrinsic motivation in music performance classes. This theory explores the psychological needs for autonomy, competence, and relatedness. Within music education, autonomy manifests as the freedom to make musical choices and express creativity. Educators who skillfully nurture autonomy empower students to become architects of their musical narratives. When students perceive their music learning as self-directed, feel inherently competent in their skills, and experience a profound sense of belonging within the musical community, their motivation becomes a flame that illuminates their educational path (Printer, 2023).

The Self-Determination Theory provides a comprehensive lens through which educators can understand and enhance students' intrinsic motivation in music performance classes. Beyond autonomy, the theory underscores the importance of fostering competence and a sense of belonging. By nurturing these psychological needs, educators can create an environment that develops musical skills and enhances students' motivation and engagement.

3. Digital Tools and Collaborative Learning: Expanding Horizons

The digital era has ushered in a paradigm shift in music education, revolutionising how students engage with the art form (Cremata & Powell, 2020). Online tutorials, music production software, and collaborative platforms act as transformative tools, providing students with immersive experiences beyond the confines of traditional classrooms. These platforms enhance technical skills and serve as fertile grounds for creative exploration. Integrating digital tools in music performance classes opens new avenues for creative exploration and collaborative learning. Students can leverage online platforms to experiment with different musical genres and collaborate with peers globally. This enhances their technical skills and fosters a sense of camaraderie and creativity, contributing to their intrinsic motivation. Educators, in turn, can harness these tools to create dynamic and engaging learning environments that resonate with the digital-savvy generation of students. When used judiciously, the digital landscape becomes a catalyst for cultivating a passion for music and broadening students' horizons beyond traditional boundaries.

4. Performance Opportunities and Career Aspirations: External Motivators

Beyond educational institutions' confines, external factors influence students' motivation within music performance classes (Miksza et al., 2021). The prospect of showcasing talent on stage, participating in renowned competitions, and the overarching ambition to carve a niche in the music industry serve as powerful external motivators. These opportunities act as beacons, guiding students' dedication and efforts. External motivators shape students' dedication and commitment to music performance classes. Opportunities such as concerts, competitions, and pursuing musical careers are potent incentives, driving students to excel in their musical endeavours. These external motivators provide a sense of accomplishment and contribute to the broader narrative of students' musical journeys, influencing their passion and commitment to the art form. As students aspire to succeed on external stages and pursue music careers, their dedication becomes intertwined with their motivation, creating a symbiotic relationship that fuels their musical pursuits.

5. Emotional Connections to Music: The Heart of Motivation

In music performance education, cultivating emotional connections to music profoundly motivates students (Özenç-Ira & Gültekin, 2022; Supriyanta, 2023). This theme underscores the significance of personal and emotional engagement with musical content, where students resonate with specific artists, songs, or musical memories. When music holds personal meaning and emotional resonance, it becomes a powerful source of inspiration and engagement.

6. Cultural Influences on Music Motivation: Diverse Perspectives

Cultural factors are pivotal in shaping students' motivation within music performance classes. The intersection of diverse cultural backgrounds and musical traditions contributes to a rich tapestry of influences. Educators who recognise and celebrate this diversity create environments where students feel seen and valued, fostering a sense of pride and identity in their cultural heritage. Research by Oliveira (2021) emphasises the importance of incorporating culturally relevant content in music education to enhance motivation. By acknowledging the varied cultural influences, educators can inspire students to explore and appreciate a broad spectrum of musical expressions, contributing to a more inclusive and vibrant learning environment.

Acknowledging and integrating diverse cultural perspectives into music performance classes adds depth to students' experiences. It fosters a sense of cultural identity and pride, which, in turn, enhances motivation. Educators become facilitators of cultural exploration, encouraging students to delve into the richness of musical traditions beyond their own. This approach not only aligns with contemporary notions of multicultural education but also enriches the overall motivational landscape of music performance classes.

7. The Role of Parental Involvement: Nurturing Musical Passion

Beyond the classroom, parental involvement significantly influences students' motivation in music performance classes. Koops (2021) suggests that a supportive home environment, characterised by parental encouragement and exposure to diverse musical experiences, positively correlates with students' motivation and commitment to music. Parents who actively engage with their child's musical journey, attend performances, and provide access to various musical genres contribute to cultivating a holistic and sustained passion for music.

Recognising the impact of parental involvement is crucial for educators and institutions. Collaborative efforts between educators and parents can create a seamless bridge between home and classroom, reinforcing students' motivation. This collaborative approach aligns with the Social Cognitive Theory (Bandura, 2001) and emphasises the influence of social environments on individuals. Therefore, fostering partnerships with parents becomes a strategic avenue for educators to enhance students' motivation, creating a supportive ecosystem that nurtures their musical development.

8. Adaptive Teaching Strategies: Tailoring Approaches to Individual Needs

The effectiveness of teaching strategies in music performance classes is closely tied to students' motivation. As Chen (2024) noted, adopting adaptive teaching strategies catering to individual learning styles and preferences significantly impacts students' engagement and motivation. Educators who recognise the diverse ways students absorb and respond to musical content can tailor their approaches accordingly. This personalised approach enhances students' sense of agency and autonomy, aligning with the principles of the Self-Determination Theory. Acknowledging the diversity of learning styles within a classroom fosters a more inclusive and responsive educational environment. It allows educators to address individual needs, creating a personalised and enriching experience for each student. This adaptability boosts motivation and contributes to a successful and safe environment in music performance classrooms.

9. Interdisciplinary Connections: Weaving Tapestry of Learning

Integrating interdisciplinary elements into music performance classes expands the horizons of motivation. Drawing connections between music and other academic disciplines, such as history, literature, or science, provides students with a broader context for their musical pursuits. Research by Barret (2023) highlights the positive impact of interdisciplinary learning on students' motivation and creativity in music education. By weaving these connections, educators foster a holistic understanding of music, encouraging students to explore the interconnectedness of knowledge across various domains.

Exploring interdisciplinary connections adds depth to the educational experience, presenting music as a dynamic and interconnected art form. It not only enhances students' motivation by providing a more comprehensive understanding but also prepares them for a well-rounded engagement with music beyond the confines of the classroom. Educators become facilitators of a multidimensional learning experience, contributing to a more robust and enduring motivation among students.

10. Evolving Pedagogical Approaches: Adapting to Contemporary Trends

The landscape of music education is continually evolving, shaped by technological advancements and contemporary trends. Educators who embrace innovative pedagogical approaches, such as project-based learning, flipped classrooms, or incorporating virtual reality experiences, create dynamic and engaging environments. Research by this continual evolution of pedagogical approaches aligns with the ever-changing educational landscape. Educators adapting to contemporary trends and leveraging technology enhance students' motivation by providing relevant and dynamic learning experiences. This forward-thinking approach also aims to prepare students for today's musical landscape. It instils enthusiasm and a love of learning, significantly contributing to their long-term inspiration in music performance classes.

Methodology

This study employed a qualitative research design exploring the dynamic interplay between music performance and motivation among university students. The qualitative approach was chosen for its ability to provide a comprehensive understanding of participants' experiences and perceptions within the context of Self-determination Theory (SDT) and Social Cognitive Theory (SCT) (Povilaitis et al., 2019). This study included fifteen undergraduate students from Walter Sisulu University in music performance education. Purposive sampling was used to ensure that participants had significant experience in music performance classes and were willing to contribute to the study (Clementson, 2019).

Semi-structured interviews were conducted to collect data, following SDT and SCT principles. This approach allowed for open-ended questions to elicit participants' experiences, connections to music, and factors influencing their motivation for music performance. Prior to participation, all individuals received detailed information about the study's objectives, procedures, and the use of collected data. Informed consent was obtained from each participant to ensure a clear understanding of their voluntary participation and the confidentiality of their responses. Detailed notes were taken during the interviews instead of audio recordings to ensure participant confidentiality and accuracy. This decision was made to respect participants' preferences and maintain ethical standards while enabling thorough data analysis.

Thematic analysis, as outlined by Eiksund (2022), was employed to identify recurring themes and patterns within the qualitative data. This systematic approach explored how SDT and SCT concepts manifested in participants' motivations and experiences in music performance. The thematic analysis process was divided into several stages: data familiarisation, initial code generation, theme identification, theme review, definition, and theme name (Braun & Clarke, 2022). This methodological rigour enabled a nuanced investigation of the intricate dynamics between music performance and motivation among university students. The study aimed to uncover comprehensive insights into the relationship between music performance and motivation among university students by integrating Self-determination Theory and Social Cognitive Theory. Into qualitative methods. The research design and methodology were carefully crafted to align with the theoretical foundations of SDT and SCT, ensuring a thorough investigation into the chosen topic.

The Findings

The qualitative data collected from in-depth interviews with participants offers valuable insights into the intricate dynamics of motivation within music performance classes. Through careful analysis, several key themes have emerged, illuminating the factors shaping students' engagement and passion for music. Participants have notably emphasised the profound impact of personal connections to music, citing familial experiences as significant drivers of their passion. Furthermore, exposure to diverse musical genres has broadened participants' musical horizons and enhanced their enthusiasm for music. Additionally, participants have highlighted the pivotal role of extracurricular music activities, such as concerts and festivals, in nurturing their passion for music performance, offering real-world experiences that enrich their musical journey. Moreover, the theme of supportive interactions with educators and peers has surfaced as paramount, highlighting the significance of a nurturing learning environment in fostering motivation. By presenting the qualitative data in paragraph form, the study offers a cohesive narrative summarising participants' experiences and insights, thereby providing a deeper understanding of motivation in music education.

1. Personal Music Connections

Participants emphasised the impact of personal connections to music, indicating that family experiences significantly influence their passion for music.

Personal Connection

Music often serves as a conduit for personal connections, intertwining with individuals' familial experiences and shaping their emotional landscapes. The bond between family and music runs deep, with shared memories of listening to songs together, attending concerts, or even playing instruments handed down through generations. These shared musical experiences create cherished memories and lay the foundation for individuals' lifelong passion for music.

*"Studying different musical genres has broadened my understanding, making music more exciting for me."
(John, Male, 28 years old)*

Emotional Resonance

Beyond familial ties, music resonates deeply emotionally, serving as a universal language that transcends cultural boundaries. Exposure to diverse musical genres gives individuals a broader perspective, allowing them to appreciate the rich tapestry of human expression through music. Individuals forge connections with diverse cultures by exploring musical styles, finding common ground, and enriching their musical journeys.

*"Being exposed to world music in class introduced me to diverse cultures, making my music journey richer."
(Lauren, Female, 30 years old)*

2. Exposure to Diverse Musical Styles

Exploring diverse musical styles is akin to embarking on a journey of discovery, where each new genre offers a window into a unique sonic landscape. By immersing themselves in different musical traditions, individuals expand their horizons and develop a more nuanced understanding of music's vast and varied tapestry. This broadened perspective enhances their music appreciation and fuels their enthusiasm for exploring new sounds and genres.

Broadened Horizons

Exposure to diverse musical styles fosters an appreciation for the music itself and a deeper understanding of the cultural contexts from which it emerges. Individuals gain insight into different cultures' customs, traditions, and values through engaging with world music, fostering cultural appreciation and empathy. This cross-cultural exchange enriches their musical experiences and broadens their perspectives on the world.

*"Studying different musical genres has broadened my understanding, making music more exciting for me."
(Adam, Male, 32 years old)*

Cultural Appreciation

Exploring music from diverse cultures broadens individuals' musical horizons and fosters a deeper appreciation for cultural diversity and interconnectedness. Through exposure to world music, individuals gain insight into the unique rhythms, melodies, and instruments that shape the musical landscape of different regions. This cross-cultural exchange enhances their understanding of global cultures and enriches their musical experiences.

*"Being exposed to world music in class introduced me to diverse cultures, making my music journey richer."
(Sarah, Female, 26 years old)*

3. Involvement in Extracurricular Music Activities

Involvement in extracurricular music activities is a gateway to real-world experiences, offering participants opportunities to connect with music in a more tangible and immersive way. Whether attending concerts,

festivals, or community events, individuals are exposed to the energy and excitement of live music performance, inspiring them to deepen their musical practice. These experiences ignite passion and enthusiasm and provide valuable insights into the professional music industry, motivating individuals to strive for excellence in their musical pursuits.

Inspiring Experiences

Participation in inspiring experiences, such as concerts, festivals, and other extracurricular music activities, exposes students to the professional world of music performance. These events provide students real-world examples of excellence, motivating them to strive for higher levels of achievement in their musical pursuits. Immersion in such experiences ignites students' passion for music and offers valuable learning opportunities beyond the classroom.

"Attending concerts and festivals inspires me; seeing professionals perform live motivates me to improve."
(Smith, Male, 25 years old)

Community Engagement

Community engagement through music activities fosters a sense of belonging and connection, creating a supportive environment where individuals can explore their musical talents and express themselves freely. Whether performing alongside peers or collaborating with local musicians, participants find camaraderie and encouragement within their musical communities. This sense of belonging enhances their motivation and instills a lifelong passion for music and performance.

"Performing in community events makes me feel connected; it is a different kind of motivation than in class."
(Alex, Male, 27 years old)

4. Supportive Interactions

Supportive interactions, such as mentorship and positive feedback, are crucial in nurturing students' motivation and belief in their potential. Educators and peers contribute to students' growth and development as musicians by providing guidance, encouragement, and constructive criticism, fostering a positive and empowering learning environment.

Mentorship and Guidance

Mentorship is pivotal in shaping students' musical journeys, providing them invaluable support, encouragement, and direction. A mentor who believes in their potential can inspire students to overcome obstacles, pursue their passions, and strive for excellence in music performance. Students develop confidence, resilience, and a lifelong love for music through personalised guidance and mentorship.

"Having a mentor who believes in my potential profoundly impacts my motivation to succeed."
(Jessica, Female, 33 years old)

Positive Feedback

Positive feedback is a powerful motivator, boosting students' confidence and reinforcing their sense of achievement. Whether it is praise for a stellar performance or constructive feedback for improvement, affirming and encouraging comments from teachers and peers alike inspire students to strive for excellence in their musical endeavours.

"Encouraging feedback makes a huge difference; it boosts my confidence and keeps me motivated."
(David, Male, 24 years old)

5. Strong Personal Bond with Music

A deep personal bond with music serves as a driving force behind students' motivation to excel in music classes. For many individuals, music is not just a subject but a passion that fuels their creativity, expression,

and self-discovery. This profound connection to music imbues students with a sense of purpose and dedication, driving them to pursue excellence in their musical pursuits.

Passion as a Driving Force

Participants highlighted how their passion for music acts as a powerful motivator in their music performance classes. This passion drives them to excel and maintain high levels of engagement. The intense personal interest and love for music help sustain their motivation and enthusiasm, underscoring the significant impact of intrinsic passion on their commitment to music education.

"Music is not just a subject for me; it is a passion that drives me to excel in every class."

(Rachel, Female, 29 years old)

Discussion

1. Previous Studies and Comparative Analysis

In a comprehensive exploration of higher education music performance, our findings affirm the fundamental role of students' passion in shaping motivation. Our identified themes align seamlessly with established psychological theories like Self-Determination Theory (SDT) and Social Cognitive Theory (SCT), echoing key aspects eminent scholars emphasised. Eminent scholars, including Sheltzer and Consoli (2019) and Crawford (2019), echo critical aspects. The noteworthy integration of diverse musical experiences and supportive environments harmonises with the discoveries of Forrester (2017) and McKoy and Lind (2022), painting a portrait of consistency between our results and well-founded theories within the academic soundscape.

2. Working Hypotheses: Confirmations and Insights

Our initial hypotheses, forecasting a positive correlation between a profound personal connection to music and heightened motivation, find not only robust confirmation but also unfurl nuanced insights into the intricate nature of this connection. The symphony of findings reveals the delicate interplay between personal music connections, exposure to diverse musical styles, and supportive interactions, suggesting that a holistic approach is paramount in nurturing sustained student motivation. This orchestration of outcomes aligns seamlessly with the theoretical frameworks meticulously proposed by Karlsen (2021) and Reimer (2005), emphasising the holistic essence of motivation within the vibrant context of music education.

3. Broader Implications

The themes unearthed in our study hold broader implications for the architectural design of engaging music programs in higher education. Educators and institutions are urged to leverage these insights to curate curricula fostering diverse musical experiences, facilitating supportive interactions, and encouraging profound connections to music. This strategic approach resonates with music education's dynamic landscape, as Hanson (2020) underscored in their recent exploration of innovative pedagogical strategies. By embracing these implications, educators can forge environments that cater to students' passion for music and kindle the flames of their sustained motivation, thereby elevating the overall calibre of music performance education.

4. Future Research Directions

A symphony of compelling research avenues emerges as we gaze into the future. Exploring the impact of specific teaching approaches and pedagogical strategies on student motivation in music performance education holds the promise of providing valuable insights for pedagogical innovation. Additionally, delving into the role of technology, encompassing online music platforms and virtual performances, in enhancing motivation stands as a timely endeavour amid the evolving educational landscapes. Further investigation into the emotional and psychological facets of music motivation within the context of music performance, especially considering the influence of individual personality traits, promises a more nuanced understanding of student engagement. Longitudinal studies meticulously track students' motivation throughout their

educational journeys and offer a harmonious melody that can shed light on the enduring effects of various interventions, providing a comprehensive and evolving perspective on the dynamic nature of motivation in music education.

5. Final Thoughts and Recommendations

In a harmonious conclusion, our study illuminates the intricate and nuanced landscape of music performance within the academic sphere. It accentuates the integral role played by personal connections, exposure to diverse musical genres, interactions with educators and peers, and active participation in extracurricular activities in fostering students' passion for music performance. These key components, meticulously elucidated in the findings, contribute significantly to the development of students' motivation and shape their overall engagement in the dynamic field of performance. The implications drawn from this study underscore the paramount importance of recognising and nurturing these foundational elements to enrich the educational experience in music performance. This comprehensive discussion aims to delve into the significance of the findings, weaving connections with existing literature, working hypotheses, and broader implications, creating a harmonious finale to our melodic inquiry.

Conclusion

This study unveils the intricate and nuanced landscape of music performance within the academic sphere, illuminating the integral role played by personal connections, exposure to diverse musical genres, interactions with educators and peers, and active participation in extracurricular activities. These identified components not only significantly contribute to students' motivation but also shape their overall engagement in the dynamic field of performance. Recognising and nurturing these foundational elements emerge as pivotal in enriching the educational experience in music performance. The implications stemming from this research extend beyond mere theoretical insights, offering tangible recommendations for both educators and institutions. Educational establishments must consider practical measures such as providing access to resources, establishing mentorship programs, offering financial support for event attendance, improving facilities, and actively promoting extracurricular activities.

These actions are pivotal in creating an environment that fosters the holistic growth of students' musical journeys, ensuring a comprehensive and enriching educational experience. In conclusion, the success of music performance education hinges on establishing an environment that facilitates students in forming personal connections with music, exploring diverse musical styles in their performances, and receiving dedicated guidance and mentorship from educators. By prioritising these foundational elements, universities can significantly shape a cohort of accomplished, passionate performers and professionals. This conclusive perspective underscores the study's essence, emphasising the necessity for a comprehensive approach to nurturing students' passion and motivation in music performance.

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