



Motivational Factors in the Deployment of Music Teachers in Private Secondary Schools in Uyo Municipality, Akwa Ibom State

Ime S. EKPO, Ph.D.

Department of Music, University of Uyo, Nigeria

Johnson J. AKPAKPAN, Ph.D.

Department of Music, University of Uyo, Nigeria

Abstract: This study examined motivational factors in the deployment of music teachers in private secondary schools in Uyo Municipality, Akwa Ibom State. The study was designed to investigate how motivational variables influence the recruitment, retention and effective deployment of music teachers in private secondary schools. A descriptive survey design was adopted. The population of this study comprised all the music teachers and school administrators in private secondary schools in Uyo Municipality. Simple random sampling technique was used to select 50 teachers and 50 school administrators making a total of 100 respondents. The instrument used for data collection was a questionnaire titled: "Motivational Factors and Music Teachers' Questionnaire (MFMTQ)." Data was analyzed using four Likert Scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) options. Some teachers and schools' administrators were also interviewed to gather information that could not be obtained in the questionnaire. Findings reveal that motivational factors significantly influence the deployment and performance of music teachers in private secondary schools. The study concludes that motivation plays a vital role in ensuring the availability, stability and productivity of music teachers in private secondary schools. It therefore recommends that proprietors of private schools and educational stakeholders should implement effective motivational strategies, improve teachers' welfare and provide adequate instructional facilities to enhance the deployment and retention of qualified teachers.

Keywords: Motivation, Deployment, Music Teachers, Private Schools.



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Introduction

Education is widely recognized as a vital instrument for national development and social transformation. The effectiveness of any educational system largely depends on the quality, commitment and motivation of teachers who serve as facilitators of learning and character formation. Teachers occupy a strategic position in the implementation of educational policies and the attainment of educational goals. United Nations Educational, Scientific and Cultural Organization (UNESCO) says that teachers are central to improving educational quality and ensuring sustainable development in society. In secondary schools, teachers contribute significantly to the intellectual, emotional, social and cultural development of students.

Music education, as an aspect of the school curriculum, plays an important role in promoting creativity, self-expression, cultural preservation and moral development among students. Music helps learners develop cognitive abilities, emotional balance and appreciation for cultural heritage. In Nigeria, music education is recognized as one of the subjects that contribute to the holistic development of learners at the secondary school level.

The deployment of music teachers is a critical aspect of educational administration. This is because it determines the extent to which qualified personnel are effectively utilized for quality teaching and learning. In private secondary schools, the deployment of music teachers is influenced by several administrative, economic, social and institutional factors. Music education, though important for cultural preservation, creativity and moral development, is often treated differently from other conventional school subjects. Consequently, the deployment of music teachers in private secondary schools in Akwa Ibom State is affected by numerous factors that impact their recruitment, placement, retention and effectiveness.

Concept of Teachers' Deployment

Teachers' deployment refers to the strategic allocation and assignment of teachers to various educational settings, roles or subjects within school systems. This process is crucial for optimizing educational outcomes, ensuring that qualified teachers are placed where they are most needed and addressing disparities in educational quality across different areas or schools. Effective teachers' deployment can enhance students' learning and achievement by ensuring that experienced and qualified teachers are available in areas with the greatest need.[1] Ingersoll [2] notes that teachers' quality is one of the most significant factors influencing students' success. Deploying teachers strategically can therefore help mitigate issues related to teachers' shortages and improve overall educational effectiveness.

Concept of Motivation

Motivation is a complex psychological construct that drives individuals to act towards achieving specific goals. It encompasses the internal processes that initiate, guide and maintain goal-oriented behaviors. Ryan and Deci [3] identify two main types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to engaging in activities for their inherent satisfaction while extrinsic motivation involves performing tasks to achieve external rewards or avoid negative outcomes.

Theories of motivation, such as Maslow's Hierarchy of Needs Theory, revised by Rojas, Mendez & Watkins-Fassler [4] suggest that human motivation is structured in hierarchical manner, starting from basic psychological needs and progressing to higher-level psychological needs. The theory posits that individuals are motivated to fully lower-level needs before they can address higher-order needs, influencing their overall behavior and goal attainment. Another significant framework is Self-Determination Theory (SDT) by Ryan and Deci [5] which emphasizes the importance of autonomy, competence and relatedness in fostering intrinsic motivation. Research indicates that when individuals feel autonomous in their actions, perceive their abilities as competent, and experience a sense of connection with others, their intrinsic motivation increases leading to greater engagement and persistence in tasks.

In the context of private secondary schools, the deployment of music teachers is intricately linked to motivation, which plays a crucial role in enhancing educational outcomes and fostering a vibrant musical culture. When teachers are driven by their love for music and the joy of sharing it, they are likely to create engaging and dynamic learning environment. On the other hand, extrinsic motivation could stem from such factors as job security, living wages, recognition and professional development opportunities.

Concept of Private Secondary Schools

Private secondary schools are educational institutions owned, managed and financed by individuals, religious organizations, communities or private bodies rather than by the government. Private schools operate independently, although they are usually regulated by national or state educational authorities to ensure compliance with curriculum standards and educational policies. Ogunu [6] points out that private secondary schools mainly provide post-primary education to students between the ages of approximately 11 and 18 years. They are characterized by smaller class sizes, better infrastructure, close supervision of students and greater administrative flexibility compared to schools owned by government. Private schools often emphasize discipline, academic excellence, moral instruction and extracurricular development. Researchers like Akinwumiju & Agabi [7] noted that parents frequently choose private schools because of perceived higher educational quality, effective supervision of teachers and improved students' performance.

In many developing countries, including Nigeria, the growth of private secondary schools has been influenced by increasing demand for education, inadequate public-school facilities and declining confidence in some public educational systems. The Federal Republic of Nigeria [8] acknowledges that the emergence of private secondary schools has contributed significantly to expanding access to secondary education.

Statement of Problem

The quality of education in any secondary school depends largely on the availability, competence, motivation and effective deployment of teachers. In music education, teachers play a significant role in developing students' creative abilities, cultural awareness and practical musical skills. However, in many privately owned secondary schools in Akwa Ibom State, Nigeria, music education appears to receive limited attention compared to other core academic subjects. This situation has raised worries

about the motivational concerns of music teachers and the way they are deployed within these schools. Reports and observations suggest that many music teachers in privately owned secondary schools experience poor remuneration, irregular payment of salaries, lack of instructional materials, limited opportunities for professional development, job insecurity and inadequate recognition from school management. These conditions may negatively affect teachers' job satisfaction, commitment, effectiveness and willingness to remain in the profession. Consequently, some schools may experience shortage of qualified music teachers, while others may assign teachers to subjects outside their area of specialization or deploy them inefficiently. This study sought to investigate possible motivational factors in the deployment of music teachers in privately owned secondary schools in Uyo Municipality, Akwa Ibom State.

Objectives of the Study

The general objective of this study is to examine the influence of motivational factors in the deployment of music teachers in private secondary schools in Uyo Municipality, Akwa Ibom State. The specific objectives are:

1. To examine the extent to which availability of qualified teachers influences the deployment of music teachers in private secondary schools.
2. To determine the influence of poor remuneration and salary structure on the deployment and retention of music teachers in private secondary schools in Akwa Ibom State.
3. To examine the extent to which financial capacity of the school affects the deployment of music teachers in private secondary schools.
4. To determine the extent to which incentives such as promotion, recognition, welfare packages and opportunities for self-actualization influence the deployment of music teachers in private secondary schools.
5. To determine the extent to which the availability of instructional facilities influences the deployment of music teachers in private secondary schools.
6. To examine the extent to which workload influences the deployment of music teachers in private secondary schools.
7. To determine the influence of school environment on the deployment of music teachers in private secondary schools.
8. To examine the extent to which students' interest and enrollment in music education influence the deployment of music teachers in private secondary schools.
9. To determine the extent to which government educational policies and curriculum requirements influence the deployment of music teachers in private secondary schools.

Research Questions

1. To what extent does the availability of qualified teachers influence the deployment of music teachers in private secondary schools?
2. How does poor remuneration and salary structure influence the deployment and retention of music teachers in private secondary schools?
3. How does the financial capacity of the school affect the deployment of music teachers in private secondary schools?
4. To what extent do incentives such as promotion, recognition, welfare packages and opportunities for self-actualization influence the deployment of music teachers in

private secondary schools?

5. To determine the extent to which the availability of instructional facilities influences the deployment of music teachers in private secondary schools.
6. To examine the extent to which workload influences the deployment of music teachers in private secondary schools.
7. To determine the influence of school environment on the deployment of music teachers in private secondary schools.
8. To examine the extent to which students' interest and enrollment in music education influence the deployment of music teachers in private secondary schools.
9. To determine the extent to which government educational policies and curriculum requirements influence the deployment of music teachers in private secondary schools.

Review of Related Literature

The strategic allocation and assignment of teachers to various educational settings, roles or subjects within school systems is referred to as teachers' deployment. Certain factors motivate the deployment, retention and effectiveness of music teachers in schools, especially private schools. Factors such as adequate remuneration, availability of instructional facilities, conducive working environments, administrative support, professional development opportunities and job security contribute significantly to teachers' motivation in deployment. Other factors are school proprietors' priorities, financial constraints, students' enrollment in music and the perceived importance of music education in the school curriculum. All these constitute the totality of circumstances surrounding teachers' jobs which are generally called working conditions. This review of related literature explores internal and external factors of motivation, the significance of independence, competence and relatedness and the implications for educational administration.

Internal or intrinsic motivation refers to the inner drive that compels music teachers to engage in their profession out of passion and interest in music education. Ryan and Deci point out that internal or intrinsic motivation can lead to higher levels of engagement and creativity in teaching practices. Music teachers who are passionate about their subject are more likely to inspire their students, fostering a love for music and enhancing the overall educational experience. Conversely, external or extrinsic motivation involves outward factors such as salary, job security and recognition. Schunk, Pintrich & Meece [9] posit that external rewards can significantly impact teachers' retention and job performance. Ogunyemi [10] observes that in the context of Nigeria, where private schools compete for qualified teachers, intrinsic factors such as competitive salaries and opportunities for professional development can be crucial in attracting and retaining skilled teachers.

Self-Determination Theory (SDT) propounded by Ryan and Deci, posits that motivation is enhanced when individuals experience autonomy, competence and relatedness in their work. In the deployment of music teachers, providing them with autonomy in the curriculum and teaching methods can lead to increased intrinsic motivation. Deci & Ryan [11] believe that teachers who feel empowered to make choices about their teaching practices are more likely to be engaged and effective in their roles.

Also, Bennett [12] points out that music teachers who feel confident in their skills are more motivated to teach effectively, and that professional development opportunities that enhance musical and pedagogical competences can contribute to this sense of competence, leading to better teaching outcomes. This implies that a lack of support and resources may diminish teachers' confidence and motivation, negatively affecting students' learning experiences.

Relatedness or sense of connection and community among teachers and students is also vital for sustaining motivation. Duncan [13] posits that music teachers who cultivate strong relationships with their students create a supportive learning environment that enhances students' engagement and fosters a positive classroom atmosphere. Collaborative teaching methods and peer support can further enhance relatedness, contributing to a motivated ability.

Area of Study

The area of study is Uyo Musicality which is made up of four (4) major clans, namely: Etoi, Offot, Oku and Ikono. They are regarded as the constituent clans in Uyo Municipality and is the capital and administrative center of Akwa Ibom State in southeastern Nigeria. It is one of the fastest-growing urban centers in the Niger Delta region and serves as a major hub for government, commerce, education, culture and transportation within Akwa Ibom State.

Table 1. Private Schools in Uyo Municipality were used for the Study.

S/N	Name of School	Clan
1.	Greenfield Academy	Etoi
2.	Hilltop International School	Etoi
3.	Royal Academy	Etoi
4.	Uyo City Academy	Offot
5.	Covenant Secondary School	Offot
6.	Pillar of Fire Secondary School	Offot
7.	Bright Futura Academy	Ikono
8.	Rising Star Academy	Ikono
9.	St. Joseph's College	Ikono
10.	Zion International School	Ikono

Population of Study

The Population consisted of forty-five (45) private schools in Uyo Municipality. The study involves teachers and administrative staff of the schools as respondents.

Sample and Sampling Technique

From the targeted population, ten (10) schools were selected through random sampling techniques. 5 teachers and 5 school administrative staff from each school were selected. A grand total of 100 respondents were therefore selected from the 10 schools.

Instrumentation

A questionnaire tagged "**Motivational Factors and Music Teachers' Deployment Questionnaire (MFMTDQ)**" constructed for the accomplishment of the

purpose of the study was used. The selected teachers and administrative staff were to respond to each item using Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) options. Also. Interview questions were directed at some teachers and school administrative staff to compare responses derived from the questionnaire.

Methodology

Method of Data Analysis

Data derived from the responses formed the data for analysis using simple percentage. Here, the possible outcome of the 100 copies of the questionnaire administered to the 10 schools of 10 responses each was divided by the total outcome and the result was multiplied by 100. The SA/A options were put together, likewise the SD/D options. The result was the percentage outcome.

Note:

S/N	-	Serial Number
QI	-	Questionnaire Items
TNR	-	Total Number of Responses
SA	-	Strongly Agree
A	-	Agree
SD	-	Strongly Disagree
D	-	Disagree

Table 2. Responses to Questionnaire Items.

S/N	Questionnaire Items (QI)	TNR	SA	A	SD	D
1.	The availability of qualified teachers significantly influences the deployment of music teachers in private secondary schools.	100	70	20	5	5
2.	Remuneration and salary structure significantly influences the deployment of music teachers in private secondary schools	100	80	20	0	0
3.	Financial capacity of schools significantly influences the deployment of music teachers in private secondary schools	100	90	10	0	0
4.	Incentives such as promotion, recognition, welfare packages and opportunities for self-actualization significantly influence the deployment of music teachers in private secondary schools.	100	70	20	10	0
5.	Availability of instructional facilities significantly influences the deployment of music teachers in private secondary schools.	100	40	20	20	20
6.	Workload significantly influences	100	50	30	15	5

	the deployment of music teachers in private secondary schools					
7.	The school environment significantly influences the deployment of music teachers in private secondary schools.	100	40	20	30	10
8.	Students' interest and enrollment in music education significantly influence the deployment of music teachers in private secondary schools.	100	70	20	10	0
9.	Government educational policies and curriculum requirements significantly influence music teachers' deployment in private secondary schools.	100	50	20	20	10
	TOTAL	900	550	180	120	50
	PERCENTAGE (%)	100%	61.11%	20%	13.33%	5.55%

Table 3. Percentile Presentation by Factor.

S/N	Factor	SA/ & A %	SD & D %	Decision Rule
1.	Availability of qualified teachers	90 (90%)	10 (10%)	Agree
2.	Remuneration and salary structure	100 (100%)	0 (0%)	Agree
3.	Financial capacity	100 (100%)	0 (0%)	Agree
4.	Incentives	90 (90%)	10 (10%)	Agree
5.	Availability of instructional facilities	60 (60%)	40 (40%)	Agree
6.	Workload	80 (80%)	20 (20%)	Agree
7.	School environment	60 (60%)	40 (40%)	Agree
8.	Students' interest and enrollment in music	90 (90%)	10 (10%)	Agree
9.	Government educational policies and curriculum requirements	70 (70%)	30 (30%)	Agree

Results and Discussion

1. Availability of Qualified Teachers

Findings from this study have shown that the availability of qualified teachers is a critical motivational factor influencing their deployment in private secondary schools. In the context of music education, the availability of competent and professionally trained teachers significantly determines whether private secondary schools can effectively offer music as part of their curriculum. Where qualified music teachers are readily available, school proprietors are more motivated to employ and deploy them because such teachers contribute positively to students' academic achievement, creativity and the overall school performance.

2. Salary/Remuneration

Findings reveal that salary and remuneration are the most powerful extrinsic motivational factors influencing the deployment, distribution and effectiveness of teachers within an educational system. In private secondary schools, salary and

remuneration play a central role in motivating teachers and strongly influence how teachers are recruited, assigned, retained and effectively deployed within the school system. Unlike public schools where salary structures are often standardized and government-regulated, private schools operate within greater flexibility, which makes remuneration a more dynamic and competitive factor in the teachers' deployment.

Because many private schools rely heavily on teachers' performance and efficiency for academic reputation and students' enrollment, remuneration becomes a key tool for attracting and positioning competent teachers where they are most needed. Schools that offer attractive salaries and benefits are more likely to attract qualified music teachers and deploy them effectively. Private schools that pay competitive wages can recruit more qualified and experienced teachers. On the other hand, schools that offer low or inconsistent salaries tend to struggle with staffing, leading to frequent turnover and unstable deployment patterns. In such cases, teachers may avoid taking on additional responsibilities or may leave for better-paying schools, disrupting continuity in learning. Where remuneration is perceived as fair and motivating, teachers are more willing to accept expanded roles, making deployment more flexible and effective. However, when pay is inadequate, teachers may resist additional responsibilities, limiting the schools' ability to fully deploy staff across different functions.

Some private secondary schools adopt incentive-based pay structures, where teachers receive bonuses for excellent students' performance, discipline, management or extra teaching hours. This form of remuneration encourages them to improve their output and allows school administrators to strategically deploy high-performing teachers to examination classes or critical academic levels such as final-year classes preparing for external examinations. Also, private schools located in urban or more affluent areas often offer higher salaries and better incentives compared to those in rural or less economically viable areas. As a result, music teachers are more likely to prefer deployment in schools where remuneration is high and more reliable. This creates disparity in music teachers' distribution within the private education sector, with better-resourced schools attracting more qualified teachers.

3. Financial Capacity of Schools

The study reveals that private secondary schools with strong financial resources are more motivated to employ qualified music teachers because they can afford the cost associated with music education. Music teachers often require professional training and specialized skills in areas such as vocal training, instrumental performance, music theory and composition. Employing such professionals may require higher salaries and additional financial implications compared to teachers of some other subjects.

4. Incentives

The findings of this study reveal that in educational institutions, especially in private secondary schools, incentives play a significant role in attracting motivation and retraining qualified teachers. For music teachers whose duties often involve both academic and practical responsibilities, the provision of adequate incentives greatly affects their willingness to accept deployment and remain committed to their profession. Financial reward, provision of good working conditions, promotion opportunities and career advancement, professional development opportunities, recognition and appreciation and job security are some of the incentives that can spur up music teachers



to work even harder [14].

5. Availability of Instructional Facilities

This study reveals that the availability of instructional facilities is a significant motivational factor influencing the deployment of music teachers in private secondary schools. The presence or absence of facilities such as musical instruments, music studio, classrooms, audio-visual equipment, textbooks, computers, sound systems and other teaching aids necessary for practical and theoretical instruction affect the willingness of school administrators to deploy music teachers as well as the effectiveness of music instruction.

6. Workload

The number of duties, responsibilities and tasks assigned to a teacher within a given period is an important motivational factor. Teachers' workload includes classroom teaching, lesson preparation, assessment of students, supervision of extracurricular activities, administrative responsibilities and participation in school events. A manageable workload motivates music teachers to perform effectively and remain committed to their responsibilities while teachers who are overloaded with excessive teaching periods and numerous responsibilities may experience stress, fatigue and burnout.

7. School Environment

The outcome of the findings reveals that physical, social, psychological and administrative conditions within a school affect teaching and learning. The condition of classrooms, availability of facilities, interpersonal relationships, school leadership, discipline, safety and the general tone of the school significantly influence the deployment of music teachers in private secondary schools. A positive school environment motivates teachers to accept deployment, perform effectively and remain committed to their duties [15]. An unconducive environment may discourage teachers and negatively affect educational outcomes.

8. Students' Interest and Enrollment in Music Education

This study reveals that in private secondary schools, the level of students' interest and enrollment often determines whether school administrators consider it necessary to employ qualified music teachers. When students demonstrate strong interest in music education, schools become more motivated to establish and sustain music programs that require competent music teachers. High students' interest in music education signals to school management that music education is valuable and relevant, thereby justifying the deployment of specialized teachers. Also, high enrollment in music classes motivates schools to strengthen their music departments. When many students register for music as a subject, school administrators recognize the importance of providing adequate staffing and instructional support. Increased enrollment may require additional music teachers to handle classroom instruction, practical training and extracurricular activities effectively.

9. Government Educational Policies and Curriculum Requirements

The findings of the study reveal that official guidelines and regulations established by the government to direct the administration, organization and implementation of education within the nation significantly influence the deployment of music teachers in private secondary schools. Also, the prescribed subjects, learning objectives, content and



standards that schools are expected to implement significantly influence the deployment of music teachers in private secondary schools. When music is officially recognized by the government as an important subject within the educational system, schools are expected to provide instruction in the subject. This requirement creates a need for qualified music teachers who can implement the curriculum effectively. Private secondary schools therefore become motivated to recruit and deploy music teachers to comply with government regulations and educational standards.

Conclusion

This study examined the motivational factors influencing the deployment of music teachers in private secondary schools within Uyo Municipality. The findings reveal that teachers' motivation plays a significant role in attracting, retaining and effectively deploying qualified music teachers in private secondary schools. Factors such as availability of qualified teachers, remuneration and salary structure, financial capacity of the school, incentives such as promotion, recognition, welfare packages and opportunities for self-actualization and availability of instructional facilities, workload, school environment, students' interest and enrollment in music education and government educational policies and curriculum requirements were identified as major determinants of teachers' deployment and their willingness to accept and remain in their posts. The study further established that inadequate motivation negatively affects teachers' commitment, instructional effectiveness and job satisfaction, which in turn impacts students' interest and performance in music education.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators and stakeholders of private secondary schools should implement effective motivational strategies and provide adequate instructional facilities to enhance the deployment and retention of qualified teachers.
2. Private secondary schools should improve the salary structure and welfare packages of their teachers to enhance job satisfaction and retention.
3. Opportunities for regular professional development such as workshops, seminars, conferences, and in-service training, should be made available to music teachers to improve their competence and motivation.
4. A conducive working environment that promotes mutual respect, recognition, and effective communication between administrators and teachers should be created.
5. The government should support private schools through educational policies and incentives that encourage the deployment and retention of qualified teachers.

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