Abstract

This thesis deals with experiencing flow and intrinsic motivation with pupils of Primary Art School. The aim of this research was to find out the following: to what extent are pupils of Primary Art School intrinsic motivated towards music, to what extent the pupils experience flow while playing musical instrument and what psychological aspects are related to this type of experience. The target group of respondents represented pupils from musical branch at the age from 11 to 18 (N = 108). The data were obtained from three questionnaires (Flow, Teacher and Motivation Questionnaire). The first two questionnaires were created for the purpose of this thesis. Motivation questionnaire was translated from English version of SIMS questionnaire (The Situational Motivation Scale). The research proved that pupils of Primary Art School think, that they experience flow quite often. Most of the observed variables are significantly related to flow, on the other hand the results showed less close relationship as for the flow. The exception was a relationship between flow and intrinsic motivation where closer connection was established. It was not proved that flow experience of pupils of Primary Art School relates to play in any musical groups, range of homework, length of playing musical instruments or a gender of the respondents.