UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

PREDICTORS OF ELEMENTARY STUDENTS' INTENTIONS TO CONTINUE IN MUSIC WHEN ENTERING MIDDLE OR JUNIOR HIGH SCHOOL

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF PHILOSOPHY

By

MICHAEL RUYBALID
Norman, Oklahoma
2016

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/44922

PREDICTORS OF ELEMENTARY STUDENTS' INTENTIONS TO CONTINUE IN MUSIC WHEN ENTERING MIDDLE OR JUNIOR HIGH SCHOOL

A DISSERTATION APPROVED FOR THE
SCHOOL OF MUSIC

BY

_____
Dr. Charlene Dell, Chair

_____
Dr. Roland Barrett

_____
Dr. Sanna Pederson

_____
Dr. Roger Rideout

_____
Dr. Eric Day

© Copyright by MICHAEL RUYBALID 2016
All Rights Reserved.

DEDICATION

This dissertation document is dedicated to the memory of Nathylee Lucile (Caudle) Whitley (1916-2011), who was not only my Great Aunt from my mother's side of the family, but a fellow educator, having taught second and third grades in central Oklahoma. She was also an alumnus of the University of Oklahoma (class of 1939). She was a tireless champion of my efforts as an educator, and was proud to call me a fellow Sooner when I chose the University of Oklahoma for my doctoral studies back in 2010. It is with much love that I dedicate this dissertation to the memory of my *"Great Auntie Luk Luk."*

ACKNOWLEDGEMENTS

The topic of this dissertation began as an examination of motivation. While the topic has been modified since its beginnings back in 2010, the word motivation has been a key word in this Ph.D. journey. It is with gratitude that I thank the following individuals, groups, and organizations. Each of you has helped motivate me throughout the past six years since I began this journey.

I would like to thank Dr. Charlene Dell. You have served as a constant motivation in helping to move this document forward. Thank you for sharing not only your knowledge, but also your humor throughout this process. I would also like to thank the other members of my dissertation committee, Dr. Roland Barrett, Dr. Eric Day, Dr. Sanna Pederson, and Dr. Roger Rideout. Thank you for your encouragement and for being an additional source of wisdom and motivation.

I would also like to thank Dr. Charles Ciorba, Dr. Joy Nelson, and Dr. Michael Raiber. Though your names do not appear on this document, each of you was with me at the beginning of my time as a music education doctoral student at the University of Oklahoma. The sharing of your insights with me was always greatly appreciated.

It was an informal conversation with Dr. Stephen Zdzinski of the University of Miami that helped to birth this topic. While you may not know it, Dr. Zdzinski, that conversation between you, Dr. Ciorba, and myself was a turning point in getting this topic off the ground when I was struggling to formulate a dissertation topic. Thank you to both of you for being a part of the moment when this topic was born.

I would like to thank my graduate assistant colleagues from the University of Oklahoma. There are many of you, and each of you has been and continues to be a

source of encouragement, a source of reprieve when I need to get away from the stress of life, and a source of knowledge about music and about life.

Thank you to my colleagues and my students from the College of Education and the Department of Fine and Performing Arts at Southeastern Louisiana University. I could not have asked for a more supportive group of colleagues and students to surround myself with. I must give a special shout out to my students, for actually being interested in my doctoral journey and also being sympathetic to the busyness and stress that a doctoral degree adds to one's life. Your support and encouragement have been two sources of motivation these past two years since I came to Southeastern.

This dedication may seem trivial, but it is given with great appreciation: thank you to the baristas in the coffee houses I've spent time in these past six years. Much of this document was written in your shops. Thank you for providing me space to work, for your kindness and hospitality, and for always remembering my "usual" drink order.

Thank you to my family, especially my parents, who have never ceased in their support of my doctoral studies. You were always a sounding board for me when things got stressful. During this journey, some of my family members left this earth for heaven, including my Father. I know you're smiling down on me as this doctoral journey comes to a close, Dad. I'm glad you were on this earth for most of it.

Finally, I must thank my Lord and Savior, Jesus Christ. The strength He has provided me has been an unquestionable source of motivation throughout this Ph.D. journey. Thank you Lord for renewing my strength each day and for not allowing me to grow faint (Isaiah 40:29-31). Your mercies are indeed new every morning (Lamentations 3:22-23).

TABLES OF CONTENTS

Acknowledgements iv

List of Tables ix

List of Figures xi

Abstract xii

Chapter 1: Introduction 1

Motivation Towards School Music 3

Additional Variables 8

Parental Involvement 8

Peer Influence 10

Need for the Study 11

Purpose Statement and Research Questions 13

Definitions 14

Delimitations 15

Chapter 2: Review of Literature 18

The Theory of Planned Behavior 19

Parental Involvement 31

Peer Influence 40

Summary of Related Research 47

Chapter 3: Method 49

Instrumentation 49

Study Procedures 56
Data Analysis 57
Chapter 4: Results 59
The Research Instrument 60
Demographic Information 65
Reliability Analysis 66
Descriptive Statistics 66
Research Question One 73
Research Question Two 74
Summary 83
Chapter 5: Conclusion 85
Summary of Results 88
Descriptive Statistics 88
Research Question One 92
Research Question Two 95
Implications 98
Recommendations 101
Conclusion 104
References 106
Appendix 1: Original Subscales for the Independent Variables 115
Appendix 2: Measurement Instrument 118
Appendix 3: Institutional Review Board (OU-IRB) Approval Letter 126

Appendix 4: School District Approval Letters 128

Appendix 5: Parental Consent Form 132

Appendix 6: Information Sheet for Teachers 136

Appendix 7: Student Assent Form 138

LIST OF TABLES

Table

3.1: Theory of Planned Behavior (TPB) Subscale Response Items for Attitude 50

3.2: TPB Response Items for Subjective Norm and Perceived Behavioral Control 52

3.3: Response Items from the Parental Involvement – Home Environment Subscales . 54

3.4: Response Items from the Peer Influence Subscale..... 55

4.1: General Information Regarding the Subscales Utilized for this Research Study.... 62

4.2: Questionnaire Response Items with Modifications..... 64

4.3: Reliability Coefficients..... 66

4.4: Descriptive Statistics for the Composite Scores Representing Each Variable..... 67

4.5: Descriptive Statistics for the Theory of Planned Behavior (TPB) Attitude Scale .. 68

4.6: Descriptive Statistics for the TPB Subjective Norm Scale 69

4.7: Descriptive Statistics for the TPB Perceived Behavioral Control Scale 70

4.8: Descriptive Statistics for the Parental Attitudes Scale 71

4.9: Descriptive Statistics for the Parental Expectations Scale 72

4.10 Descriptive Statistics for the Peer Influence Scale..... 73

4.11: Intercorrelations Between Variables 75

4.12: Summary of the Simultaneous Multiple Regression Analysis..... 77

4.13: Descriptive Statistics for the Open-Ended Response Item..... 79

4.14: Descriptive Statistics for the Write-In Responses 82

LIST OF FIGURES

Figure

1.1: The Theory of Reasoned Action (TRA): A Visual Representation 5

1.2: The Theory of Planned Behavior (TPB): A Visual Representation 7

ABSTRACT

The purpose of this study was to determine those variables that best predict a student's intention to continue in a music class when entering middle or junior high school. This study utilized the theory of planned behavior (TPB) as a framework to aide in examining student behavioral intentions regarding school music participation. The original TPB constructs of (a) attitude, (b) subjective norms, and (c) perceived behavioral control were utilized as independent variables. Additionally, two constructs related to parental involvement (parental attitudes towards music study and parental expectations for music study) and the variable of peer influence were included as additional independent variables. The participants in this study ($N = 278$) were students from six schools located in south Louisiana. All participants were enrolled in compulsory elementary general music classes during their final year of elementary school. Statistically significant correlations were found between all examined variables ($p < .01$), with the highest correlation being between the TPB construct of attitude and intention. A simultaneous multiple regression analysis revealed that all independent variables accounted for 68.1% of the variance in the dependent variable of intention. The overall multiple regression was statistically significant, $R^2 = .681$, $F(6, 271) = 96.52$, $p < .001$. Further examination of the regression results revealed that three variables were statistically significant predictors of intention: TPB-attitude ($p < .001$), TPB-subjective norm ($p < .001$), and parental attitudes towards music study ($p = .001$). An analysis of the written responses to the open-ended statement that asked students to indicate possible reasons other students might not choose to continue in school music revealed that the highest cited category was attitude towards school music.

Chapter I

Introduction

Music Education has often been viewed throughout history as an essential component to a child's learning. Mark (2002) noted that philosophers, religious leaders, aristocrats, and civic officials have described music education as a benefit to society. A 2003 Gallup poll commissioned by the National Association of Music Merchants indicated that 95% of respondents, all United States citizens who were ages 12 and older (N = 1,005), believed that music was a key component in a child's well-rounded education (National Association of Music Merchants, 2003). In December of 2007, pollsters from Lake Research Partners, a national public opinion research firm, conducted an arts education poll, which was summarized by the National Association of Music Merchants through an online press release (National Association of Music Merchants, 2008). In this poll, pollsters from Lake Research Partners conducted a phone survey with a sample of United States voters (N = 1,000) about the importance of arts education in fostering creativity amongst students. Poll results revealed that 88% of respondents believed that an education through the arts was important because it can stimulate a young person's imagination and creativity (National Association of Music Merchants, 2008).

Several research studies revealed that music classes had a strong presence in elementary schools. The National Center for Education Statistics (NCES, as cited in Carey, Kleiner, Porch, & Farris, 2002) found that, as of the 1999-2000 school year, 94% of public elementary schools offered music instruction to their students. A similar study released in 2012 by the NCES (as cited in Parsad & Spiegelman, 2012) reported that the

percentage of elementary schools offering music instruction had remained at 94% within the 2009-2010 school year. Yet, a study from the Music for All Foundation indicated a decline in music enrollment over a five-year period from 1999-2004 in California (Music for All Foundation, 2004). Child Trends Databank (2015), a nonprofit research center that conducts educational research on children and youth, published data that showed an overall trend of decline in school music enrollment between 1991-2013 amongst eighth grade students. In 1991, the data report revealed that 54.5% of eighth grade students were enrolled in school music. By 2013, eighth grade enrollment had fallen to 48.2%. School music participation data on tenth and twelfth grade students was also collected in the same Child Trends Databank report. A comparison of the data from the three examined grade levels (eighth, tenth, and twelfth) indicated that more eighth grade students participated in school music than did their counterparts in the tenth and twelfth grades. Specifically, in the year 2013, 35.7% of tenth grade students and 36.7% of twelfth grade students participated in music compared to 48.2% of the eighth grade students. Data from both of these studies (Child Trends Databank, 2015; Music for All Foundation, 2004) illustrated that enrollment in school music programs has declined in recent years.

Research involving elementary grades (Griffin, 2009) and secondary grades (North, Hargreaves, & O'Neill, 2000) found music to be an important component in the personal and social lives of students. However, Griffin found students did not believe that school music was as important in their day-to-day lives as those musical experiences that they encounter outside-of-school. Additional research studies revealed a decline in positive attitudes towards school music as student age increased (Bowman,

1988; Broquist, 1961; Gaston, 1940; Ghazali & McPherson, 2009; Haladyna & Thomas, 1979; Mizener, 1993; Nolin, 1973; Siebnaler, 2008). Several of these same studies have found that student motivation towards school music was at its lowest near the end of the elementary grades (Broquist, 1961; Ghazali & McPherson, 2009; Mizener, 1993, Siebnaler, 2008). It is at the end of elementary school when students are often given the opportunity to choose the extracurricular activities in which they will participate during their future school years. The reason why this decline in motivation exists, however, is less clear. The aim of the current study was to determine those variables that best predict whether students choose to continue (or not continue) in school music classes when they enter the secondary grades.

Motivation Towards School Music

The study of motivation to participate in school music has been examined extensively in past research (Asmus, 1985b, 1986a, 1986b; Asmus & Harrison, 1990; Lucas, 2007, McPherson, 2000/2001). Researchers have applied many theories of motivation within studies designed to examine motivation towards school music, including attribution theory (Heider, 1958; Weiner, 1972, 1974, 1979, 1986) and expectancy-value theory (Eccles, 2009; Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley, 1983; Wigfield & Eccles, 2000). Asmus applied attribution theory within several research studies (e.g. Asmus 1985b, 1986a, 1986b; Asmus & Harrison 1990), and found that students most often cited ability and effort as common reasons for why they succeed or fail in music. Asmus (1994) believed that these causal attributes could potentially determine students' future decisions to continue (or not continue)

participating in music. McPherson (2000/2001) utilized elements of expectancy-value theory in a study involving upper elementary instrumental students, and found a connection between the value the students placed on learning to play their chosen instrument and their long term goals in life (i.e. whether each student saw the learning of the instrument as being connected to these goals). McPherson even found that many students who professed short-term goals did indeed cease instruction on their musical instrument within less than a year. By contrast, many of the students who expressed long-term goals were still continuing the learning of their instrument 12 months later.

The theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) is a popular framework amongst researchers who have examined what influences a person's motivations to engage (or not engage) in a given behavior. Similar to attribution theory and expectancy-value theory, the TPB considers the potential influence of a person's personal beliefs (i.e. attitudes) towards a behavior on his/her decision to engage, or not engage, in that behavior. Unlike those theories, the TPB considers additional influences such as perceived social pressures (i.e. subjective norm) and self-efficacy beliefs (i.e. perceived behavioral control) on a person's ultimate decision. What follows is a discussion of Ajzen's theory, including a brief discussion of how this theory has been applied within a variety of research studies, including education research (Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile, 2014; Teo & Lee, 2010)

The theory or reasoned action (TRA) is a model that was developed to examine human behavior (Ajzen & Fishbein, 1980). The theory of planned behavior (TPB) is an extension of the TRA. Within both theories, the behavioral intention is considered the

immediate antecedent of performing (or not performing) the behavior itself (Ajzen, 1985, 1991; Ajzen & Driver, 1992). Ajzen (1991) believed that a person's intention to perform the behavior is linked to how motivated he/she is to perform the behavior. Ajzen elaborated by saying:

> Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform that behavior. (Ajzen, 1991, p. 181)

Within both theories, two constructs that influence intentions are (a) the person's positive or negative attitude towards the behavior, and (b) the perceived social pressure on the person to perform or not perform the behavior. Since these social pressures are subjective, Ajzen labels this latter construct as subjective norm. The following is a visual representation of the TRA (see Figure 1):

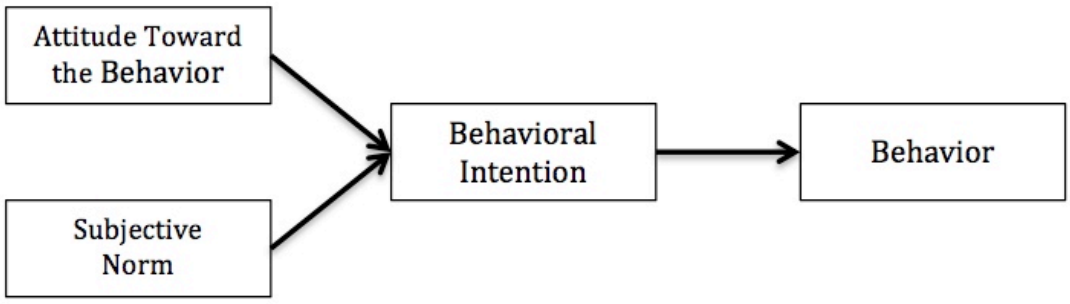


Figure 1. A visual representation of the theory of reasoned action (TRA), based on Ajzen & Fishbein (1980).

The difference between the theory of planned behavior (TPB) and the theory of reasoned action (TRA) has to do with the notion of control. The TRA model was only designed to examine behaviors where the person has complete, or volitional, control over performing the behavior (Ajzen, 1985). The TPB includes an additional construct

to give allowance to examine behaviors that may not necessarily be under a person's complete control (Ajzen, 1991). Ajzen refers to this additional construct as perceived behavioral control, which is the person's overall perception of how capable he/she can perform the behavior of interest (Ajzen, 1991, 2011). Ajzen believes this construct is most similar to Bandura's concept of self-efficacy beliefs (Bandura, 1977, 1982, 1997). According to Bandura's theory, people's behavior can be influenced by how confident they believe they can perform that behavior.

Within the TPB, perceived behavioral control can also serve as an additional direct predictor of the behavior itself (Fishbein & Ajzen, 2010). Depending on its accuracy, perceived behavioral control could also serve as a proxy for actual control. A visual representation of the TPB may be found in Figure 2. As seen in the TPB diagram, a person's attitude towards the behavior is assumed to be a direct product of his/her beliefs about the behavior's likely consequences (behavioral beliefs); subjective norm is assumed to be the direct result of a person's perceptions of the normative beliefs of others (normative beliefs); and a person's perceived behavioral control is based on any factors (control beliefs) that may help or hinder performing the behavior (Ajzen, 2011).

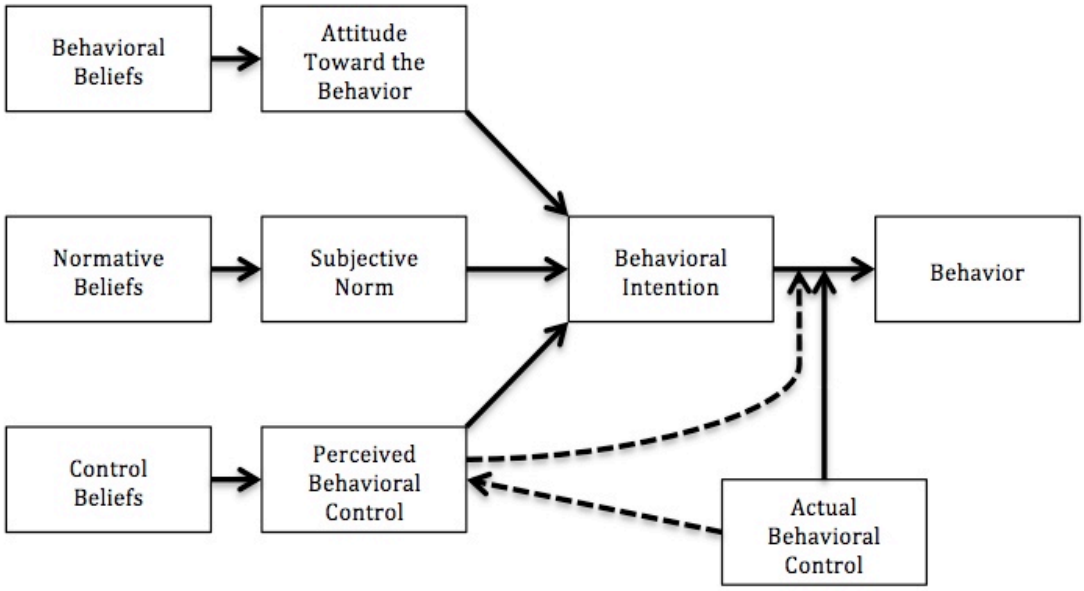


Figure 2. A visual representation of the theory of planned behavior (TPB), based on Ajzen (1985, 1991, 2011).

Several researchers, including Ajzen, have successfully utilized the theory of planned behavior (TPB) to predict both intentions and behaviors within a variety of contexts. These included behavioral intentions related to physical activity behavior (Fen & Sabaruddin, 2008; Whitford & Jones, 2011), as well as in the prediction of hunting behavior (Hrubes, Ajzen, & Daigle, 2001). A few research studies have applied the TPB within educational contexts. One such study by Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, and Barile (2014) utilized the TPB model to aide in the prediction of college dropout rates amongst university students with disabilities. Another, by Teo and Lee (2010) applied the TPB to help examine the behavioral intentions of pre-service teachers to use technology within their classrooms. However,

no research studies have been conducted that utilize the TPB to predict behavioral intentions to continue within school music, which was an aim of the current study.

Additional Variables

In recent years, researchers have proposed extensions to the TPB model by adding additional constructs to the framework. For example, Hamilton and White (2008) added additional self and social influences within a study designed to predict exercise intentions and behaviors among adolescents. This was done to strengthen the predictability of the TPB model. Within the current study, the factors of (a) parental involvement and (b) peer influence were also included as potential predictor variables. The sections that follow will explore these variables and their potential connections to student choice in school music.

Parental Involvement

Parental involvement has been the focus of several research studies as it pertains to a child's overall musical ability (Brand, 1986; Kirkpatrick, 1962; Zdzinski, 1996). Zdzinski (1996) utilized his Parental Involvement Measure (PIM) to determine the level of parental involvement in the lives of instrumental music students in both elementary and secondary schools, and the potential significance of parental involvement on how well a child achieves in music. The researcher reported that results revealed significant correlations between several items on the PIM and a child's musical achievement. A later study by Zdzinski (2013) utilized factor analysis to examine the underlying structure of parental involvement and home musical environment. The researcher

identified a seven-factor structure. Two of these factors, "parental attitudes towards music study" and "parental expectations for music study," are constructs that are utilized in the current study to examine the potential significance of parental involvement on student intentions to continue in school music in middle or junior high school.

Researchers found connections between the effect of parents, including how involved they are in their child's musical participation, and a child's decisions to remain in school music (Corenblum & Marshall, 1998; Lucas, 2007; Moyer, 2010). Lucas (2007), in a study designed to investigate why seventh grade males chose to participate or not participate in middle school choir, found that parental attitudes towards choral participation were influential in the student's ultimate decision to enroll in choir. Moyer (2010) attempted to ascertain whether parental involvement, the source of the instrument (rented, purchased, or school-owned) and a student's socioeconomic status were related to attrition from beginning band programs at the elementary level. The researcher found that those students who had parents that were not involved in their child's musical learning were more likely to withdraw from beginning band classes. Lastly, Corenblum and Marshall (1998) found that parental support regarding student participation in instrumental music had a significant effect on whether or not a student chose to continue in school band classes. In each of these studies (Corenblum & Marshall, 1998; Lucas, 2007; Moyer, 2010), factors related to students' parents were influential in student decisions regarding enrollment in school music.

The studies discussed in this section illustrate the significance of parents on a child's musical achievement (Zdzinski, 1996), as well as the influence of parents on a

student's decision to participate in school music classes (Corenblum & Marshall, 1998; Lucas, 2007; Moyer, 2010). However, no studies have attempted to discern the significance of parental involvement amongst general music students in their final year of elementary school. Furthermore, no previous research studies have examined how influential this variable is on enrollment choices for students as they enter middle or junior high school.

Peer Influence

Researchers have found mixed results when examining the variable of peers as an influence on student motivation towards school activities. Several studies have been conducted to ascertain whether peer groups influenced student decisions regarding school-related matters, including achievement in school and motivation towards schoolwork. Berndt, Laychak, and Park (1990) found that the influence of friends did influence eighth grade students' decisions about choosing to do schoolwork or engage in non-school related activities. Specifically, after participating in a discussion with another student related to choosing between schoolwork or non-school-related activities, students' individual decisions on post-test surveys were found to be similar in regards to which activity they chose to engage. For example, if one student in the pair decided to forego homework in favor of attending an evening rock concert, the other student indicated the same decision. Kindermann (2007) studied the effects of peer groups on sixth grade students' levels of motivation towards schoolwork over the course of a school year. Even when controlling for other factors such as the influence of parents and teachers, Kindermann found that the influence of peer groups was a

significant predictor of individual student motivation towards school, more influential than the effects of the control variables of parents and teachers.

Studies specific to music education have revealed mainly nonsignificant results in relation to the variable of peer influence. Castelli (1986), in an examination of the attitudes of students and music educators on selected factors that can influence a male student's choice to enroll in choir, noted that the music educators tended to believe that peers were highly influential in the decisions of male students to participate in school choir. By contrast, the male student participants in the study stated that they did not believe that their peers were highly influential in that area. Results from other music education studies, such as those by Lucas (2011), Mizener (1993), and Siebnaler (2008) found little significance of peers in regards to school music participation and attitudes towards school music. However, because it is highly cited as a causal factor by music educators, and due to its higher levels of significance within general education research, this factor was included within this present study.

Need for the Study

The theory of planned behavior (TPB) has been shown to be a valid and reliable predictive model for human behavior. This has included the prediction of adolescent choices regarding physical activity (Hamilton & White, 2008), as well as examining student choices to finish high school (Davis, Ajzen, Saunders, & Williams, 2002). However, no researchers have utilized this model as a framework to predict behavioral intentions regarding school music choice.

Previous studies by music education researchers have indicated that the variable of parental involvement can predict whether a student chooses to continue in school music when the choice becomes voluntary. Additionally, the variable of peer influence has been shown to be influential in a student's level of motivation towards school. No previous research studies have included these variables within a TPB model in an attempt to explain student choice regarding school music. Hamilton & White (2008) added additional social variables to a TPB model to examine behavioral intentions amongst adolescents regarding physical activity. The present study included additional social variables (parental involvement, peer influence) within a TPB framework to help determine those variables that best predict student motivations to continue (or discontinue) enrollment in school music.

While research does exist that discusses the motivations of students towards school music (e.g. Asmus, 1985b; Lucas, 2007; McPherson, 2000/2001) no previous research has focused solely on the transition out of elementary school and into the secondary grades. Broquist (1961) stated that it is important to study students in elementary general music because those classes are typically compulsory in nature. Broquist goes on to say that music programs in the secondary grades have a greater focus on vocal and instrumental classes that are considered electives. Furthermore, because music classes are usually no longer compulsory in the secondary grades, Broquist states that many students drop out, making the end of elementary school the last exposure that some students have to music in the schools. Haladyna and Thomas (1979) found that student attitudes towards school music showed a sharp decline between the end of fifth grade and the beginning of sixth grade, while attitudes for other

non-academic subjects (P.E. and art) were more positive. Haladyna and Thomas also found that these negative attitudes towards school music continued into the junior high grades.

Past research has mainly focused on students already enrolled in instrumental (Corenblum & Marshall, 1998; Moyer, 2010) and choral (Lucas, 2011; Mizener, 1993) music classes. One study by Lucas (2007) does discuss the reasons why students are not enrolled in elective music classes in the seventh grade, but this was done with students who were already in middle school. This present study focused on students who were in compulsory music classes in the final year of elementary school with the intention of examining their current levels of motivation towards these classes, and thus identifying predictor variables regarding why they would choose to participate or not participate in elective music classes (e.g. vocal, instrumental) when they enter middle or junior high school. As the types of elective music classes differ between school districts, this study generalized music participation as any elective music class (e.g. choir, band, orchestra) within the middle school or junior high school setting, as well as generalized elementary music to any compulsory general music class that all students are required to attend.

Purpose Statement and Research Questions

The purpose of this study was to determine which of these variables (the TPB constructs of attitude, subjective norm, and perceived behavioral control, as well as the factors of parental involvement and peer influence) best predicted a student's intention to continue in a music class when entering middle or junior high school. The research questions were:

1. What interrelationships exist among the following variables: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence?
2. Which of the following variables best predict a student's intention to continue in music in their first year of middle or junior high school: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence?

Definitions

- **Attitude:** "[T]he degree to which the person has a favorable or unfavorable evaluation of the behavior in question." (Ajzen & Driver, 1992, p. 208).
- **Elementary School:** A school setting encompassing students in grades kindergarten through grades five or six.
- **General music:** The term for a compulsory music class within an elementary school setting.
- **Intention**: "A determination to act in a certain way." ("Intention," n.d.)
- **Junior High:** A school setting encompassing students in grades seven through nine.
- **Middle School:** A school setting encompassing students in grades six through eight.
- **Motivation:** "The act or process of giving someone a reason for doing something." ("Motivation," n.d.).
- **Parental Involvement:** "A combination of commitment and active participation

on the part of the parent to the school and to the student" (LaBahn, 1995).

- **Peer Influence:** The ability of a person's peers to influence his/her choice to do something or to not do something.
- **Perceived Behavioral Control:** "[T]he person's belief as to how easy or difficult performance of the behavior is likely to be." (Ajzen & Madden, 1986, p. 457).
- **Secondary School:** A school setting for those students in grades six or seven through twelve.
- **Subjective Norm:** "[T]he perceived social pressure to perform or not to perform the behavior." (Ajzen & Driver, 1992, p. 208)

Delimitations

The following delimitations pertain to this study:

1. Participants for this study were drawn from school districts within south Louisiana. These districts were chosen due to willingness of school district personnel to participate in the study, as well as the proximity of the schools to where the primary researcher resided during the time the study was conducted. The ability to generalize the results may be limited to school districts of similar size, demographics, as well as regional and national locations.
2. The focus of this study was students in the final year of elementary school. As such, only students in the final year of elementary school were chosen to participate in this study.

3. There is variation within schools in south Louisiana as to what grade level constitutes the final year of elementary school. While some school districts end elementary school at grade five, others extend elementary school into grade six. As there is no consistency in when the final year of elementary school occurs between school districts within south Louisiana, the results of this study may be limited due to differences in developmental levels between grades five and six.
4. The final sample of students utilized in this study included a larger amount of fifth grade students (n = 212) than sixth grade students (n = 66). Even though all of these students were in their final year of elementary school in their respective school districts, the unbalanced nature of the overall sample of participants in regards to grade level may affect the generalizability of the research results reported in this study.
5. Each school district that was utilized for this study varied as to the strength of their secondary school music programs, including student enrollment, variety of offerings, and quality of performances. For example, some school districts contained secondary schools that offered only instrumental or choral music classes, while other districts contained secondary schools that offered classes in both areas. This may affect the generalizability of the data due to the variety of music programs represented within these districts.
6. The research instrument utilized in this study contained a wide variety of Likert-type scales, ranging from a 4-point to a 7-point scale with differently worded response anchors. This was deemed acceptable since all of these subscales had previously demonstrated construct validity and reliability. However, this

variation in scale type between the various subscales may have caused confusion amongst some participants as they completed their questionnaires.

Chapter II

Review of Literature

The purpose of this study was to determine those variables that best predict a student's intention to continue in a music class when entering middle or junior high school. Previous research (Bowman, 1988; Broquist, 1961; Gaston, 1940; Ghazali & McPherson, 2009; Haladyna & Thomas, 1979; Mizener, 1993; Nolin, 1973; Siebnaler, 2008) indicated that elementary students become less motivated to participate in school music as they get older. Specifically, the lowest levels of motivation normally occur in the final year of elementary school (Ghazali & McPherson, 2009). This is unfortunate, as students typically have the option to choose music as an elective class after elementary school (Austin, Renwick, & McPherson, 2006). As such, identifying those variables that contribute to a student's decision to enroll (or not enroll) in elective music classes in middle or junior high school is critical to encouraging continued participation and fostering better engagement in secondary school music programs and beyond.

Within the current study, student behavioral intentions regarding school music participation were measured via the use of an extended theory of planned behavior framework (TPB; Ajzen, 1985, 1991, 2011). The TPB was extended with the addition of social influences: parental involvement and peer influence. This chapter begins with a review of related literature that has utilized the TPB within educational contexts. The remainder of the chapter discusses pertinent research literature related to the variables of parental involvement and peer influence.

The Theory of Planned Behavior

The theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) is a theoretical framework designed to aid in the prediction of behavioral intentions and behavior. The TPB has been utilized successfully within general education research, including studies designed to examine intention and behavior regarding graduating from high school (Davis, Ajzen, Saunders, & Williams, 2002) and graduating from college (Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile, 2014). A brief discussion of the TPB will begin this section, following by a discussion of previous literature that has applied this theory within education contexts.

According to the TPB (Ajzen, 2011), a person's actions are influenced by the following three factors: (a) the person's positive or negative attitude towards the behavior, (b) the perceived social pressure on the person to perform or not perform the behavior (subjective norm), and (c) the person's overall perception of his/her ability to perform the behavior (perceived behavioral control). These three factors lead to the formation of (d) a behavioral intention. Within the TPB, intention is considered the immediate antecedent of whether an individual chooses to perform the behavior (Ajzen, 2012; Ajzen & Driver, 1992). Ajzen (2011, 2012) states that it is more likely a person will choose to perform the behavior in question if the person's attitude towards the behavior is positive, if he/she perceives that important people in his/her life hold favorable opinions towards the behavior, and if he/she has a favorable opinion of his/her ability to complete the behavior. Furthermore, attitudes are connected to behavioral beliefs, or beliefs about the behavior's likely consequences. Subjective norm is connected to normative beliefs, or the normative expectations of important people in the

student's life. Perceived behavioral control is related to control beliefs, or any circumstances that may help or hinder executing the behavior in question (Ajzen, 2011).

The TPB has been utilized in several studies to predict a person's intention to engage (or not engage) in a given behavior. While no TPB studies have been conducted within music education contexts, past research has utilized the theory within general education. One such study, by Davis, Ajzen, Saunders, and Williams (2002) utilized a TPB questionnaire in a 4-year longitudinal study to analyze the intentions of African American high school students to complete high school. The participants ($N = 262$) were students from a large urban high school in the Midwest. Participants were administered the same questionnaire at the beginning of four consecutive years of high school. This questionnaire was designed to measure each of the TPB constructs (attitude, subjective norm, perceived behavioral control, intention) and how well each of these variables predicted whether a student completed high school or dropped out before graduation. After removing participants who dropped out over the course of the study, or who did not adequately complete the questionnaire, the sample was reduced to 166 participants. The survey itself was written to focus on a more immediate goal of completing the current school year. The researchers believed that it would be easier for participants to answer questions about a goal that was nearer rather than one that was more distant. The researchers also chose to focus the reported results of much of the study on year two of high school, including reports on factor loadings and predictors of intention. According to the researchers, "students' beliefs and attitudes regarding high school had crystallized sufficiently to provide a stable basis for prediction" (Davis, et al., 2002, p. 812). Furthermore, the researchers believed it was still early enough in the

participants' high school career to test the ability of the TPB to make long-range predictions regarding the completion of high school. The researchers did report that when comparing data from the original sample (year one) with the data from questionnaires administered in year two, they found no significant differences in the demographics of the sample as well as no significant differences in the responses to the TPB subscales. These results gave credence to the researchers' beliefs that the choice to focus on the second year data in the research report did not bias the reported results (Davis et al., 2002).

The researchers also conducted a focus group with a small sample ($N = 10$) of high school students separate from the larger sample as a pilot study (Davis et al., 2002). The purpose of this focus group was to gather behavioral, normative, and control belief response items that were later assessed in the larger study as a means to identify specific beliefs that influence actual behavior. These additional items were examined in the study to see how well they correlated with the subscales related to attitude, subjective norm, and perceived behavioral control, as well as how they correlated with reported intention and actual behavior (i.e. graduation) (Davis et al., 2002).

In order to determine to which TPB construct each response item was aligned, the researchers submitted all items to a principal axis factor analysis with orthogonal rotation. All of the questions that were designed to assess a certain construct loaded highly on the same factor and were found to have relatively low loadings on the remaining three factors. Path analysis was used to test the ability of the TPB to predict student intentions to complete the school year as well as to predict actual graduation from high school three years later. The researchers utilized three indices to test the

overall fit of the path model: goodness of fit (GFI), adjusted goodness of fit (AGFI), and root mean square error of approximation (RMSEA). (The researchers explained that the GFI is utilized to estimate the amount of variance that is explained by the model, and the AGFI adjusts the estimate provided by the GFI by taking into account the degrees of freedom. Values for both indices that are above .95 indicate a good fit, per Davis et al., 2002. The RMSEA compares the fit of the model against a "perfect" model, per Tabachnick & Fidell, 2007. Values reported on the RMSEA of .05 or below indicate a good fit, per Davis et al., 2002). Each of the indices found in the Davis et al. model demonstrated a good fit for the data (GFI > .99, AGFI = .99, RMSEA = .01). Within the model, attitudes, subjective norms, and perceived behavioral control accounted for 51% of the variance in intentions to remain in school. Additionally, intentions to stay in school and perceived behavioral control accounted for 25% of the variance in high school graduation. In other words, graduation from high school could be predicted via intentions to complete the second year of high school, as well as from perceived behavioral control over remaining in school during the entire sophomore year. The researchers did elaborate that intention emerged as the stronger of the two predictors of actual behavior (Davis et al., 2002).

Finally, correlation analyses were conducted between each set of belief items (behavioral, normative, control) and their corresponding TPB subscale (attitude, subjective norm, or perceived behavioral control) (Davis et al., 2002). Specifically, the behavioral belief items were correlated with the direct measure of attitude, the normative belief items with subjective norm, and the control items with perceived behavioral control. Correlation analyses were also performed to ascertain how well each

set of belief-based items correlated with intention and actual high school graduation. Results revealed that behavioral beliefs were significantly correlated with the attitude subscale ($r = .40$, $p < .01$), and normative beliefs were significantly correlated with subjective norm ($r = .49$, $p < .01$). Several behavioral outcome statements were found to be correlated with intentions and/or behavior, including "completing the current school year will help me to do something positive with my life" ($r = .57$, $p < .01$ with intention; $r = .24$, $p < .01$ with behavior) and "completing the current school year will prepare me for college ($r = .37$, $p < .01$ with intention, $r = .28$, $p < .01$ with behavior). Similarly, several normative outcome statements were significantly correlated with intention and/or behavior, including if the beliefs of teachers would potentially motivate the student to complete the school year ($r = .40$, $p < .01$ with intention; $r = .25$, $p < .01$ with behavior). However, the correlation found between the control beliefs and the subscale of perceived behavioral control ($r = .03$) was not significant. Similarly, none of the control belief statements were significantly correlated with intention and actual high school graduation. These belief statements included if "being too tired" or "not having confidence in myself" would potentially interfere with completing the school year, as well as how easy or difficult each would be to overcome. While perceived behavioral control was found to be a significant predictor of intention and behavior, the control beliefs found through the focus group were not correlated with this subscale. However, attitude and subjective norm, also found to be significant predictors of intention and behavior, were also significantly correlated with the appropriate subscales (behavioral beliefs with attitude, normative beliefs with subjective norm) (Davis et al., 2002).

Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, and Barile (2014) utilized a TPB model to examine what variables best predicted college dropout rates amongst students with disabilities. Two groups of participants were utilized for this study, one group comprised of students with various disabilities currently enrolled in college coursework ($N = 611$) and the other group ($N = 172$) comprised of students with various disabilities who had either graduated within 2.5 years of the study ($n = 133$) or had dropped out of college within 2.5 years of the study ($n = 39$). The second sample was included to test the predictor variables retrospectively, to help validate the results of the regression analysis performed on the larger sample. The predictor variables included the TPB constructs of attitudes, subjective norm, and perceived behavioral control. Several other independent variables were examined, including academic self-efficacy, academic performance, personality traits, and the amount of disabilities each participant had registered for on campus. To identify those disabilities, participants were asked to self-identify on the questionnaire the disabilities that applied to them, such as hearing impairment or ADHD. Academic self-efficacy was measured through the use of two subscales created by Solberg, Gusavac, Hamann, Felch, Johnson, Lamborn, and Torres (1998). One scale was designed to measure Course Self-Efficacy (e.g. how confidently the participant believed he/she could take good class notes) and the other was designed to measure Social Self-Efficacy (e.g. confidence in speaking to the course instructor). Academic performance was measured via two researcher-created questions, one that asked participants to rank themselves academically, and one that asked participants to compare themselves with other students in their programs. Personality traits related to neuroticism and extroversion were assessed via the Eysenck

Personality Questionnaire (Francis, Brown, Philipchalk, 1992). The TPB response items for attitude, subjective norm, and perceived behavioral control were adapted from TPB subscales utilized in Davis et al. (2002). A stepwise multiple regression utilizing the data collected from the sample of current university students ($N = 611$) revealed that the three TPB variables (attitudes, subjective norm, perceived behavioral control) were statistically significant predictors of intention to graduate, $F(3, 473) = 52.25$, $p < .001$. These three variables, which were entered first into the stepwise regression equation, accounted for 25% of the variance in the variable of intention. The researchers stated that the additional variables of academic performance and personality traits added later into the regression analysis accounted for less than 2% and less than 1% of additional variance respectively. All other variables did not add any additional significance, including any of the self-efficacy subscales and self-reports of disabilities held by research participants (Fichten et al., 2014).

To validate the results of the regression analysis, and to ascertain how well the variables that predicted intention also predicted actual graduation and drop-out, the data from the second sample ($N = 172$) of the Fichten et al. study (2014) was entered into a stepwise discriminant analysis. The results of this analysis revealed that 83% of this sample of students was correctly grouped, with 74% of dropouts and 86% of graduates correctly classified. A series of *t* tests revealed that those students who graduated had more positive scores on the three TPB scales than did those who had dropped out, $t(168) = 7.56$, $p < .001$. The researchers elaborated that there were higher overall mean scores on the TPB subscales for graduates ($M = 14.49$, $SD = 2.08$) than for those who had dropped out ($M = 11.50$, $SD = 2.35$). Overall, participants who graduated high

school (a) had more positive attitudes, (b) perceived that important persons in their lives wanted them to graduate, and (c) had higher perceptions that they could overcome any obstacles that could impede graduation than did those who had dropped out (Fichten et al., 2014).

Teo and Lee (2010) performed a study that utilized the TPB as a framework to examine pre-service teachers' intentions to use technology. The participants ($N = 157$) were education students enrolled in a student teaching course. The research instrument included 11 response items that aligned with the TPB constructs (attitude, subjective norm, perceived behavioral control, intention). Each statement utilized a 5-point Likert-type scale ranging from one (strongly disagree) to five (strongly agree). A structural equation model was created to examine the predictability of the independent variables (attitudes, subjective norm, perceived behavioral control) on a pre-service teacher's decisions to use technology. The research model was tested through the use of several indices, including the standardized root mean residual (SRMR) and the root mean square error of approximation (RMSEA). (According to Tabachnick & Fidell, 2007, smaller reported values in both indices indicate good fitting models, with SRMR indices at or below .08 and RMSEA indices below .10 being desirable by researchers.) Results of both indices in Teo and Lee's (2010) study revealed that their model was indeed a good fit for the data (SRMR = .038; RMSEA = .068). The variables of attitude and subjective norm were both found to have a significant effect on intention to use technology, $p < .05$. A total of 39.2% of the variance in the dependent variable of behavioral intention was explained by the three TPB independent variables. An examination of the path coefficients within the TPB model revealed that attitude and

subjective norm were significant predictors of intentions (β = .52, $p < .05$ for attitude; β = .16, $p < .05$ for subjective norm). However, perceived behavioral control was not significant (β = .02). The results of this study supported the idea that the more positive a person's attitude is towards technology use, the more likely he/she will use technology in the classroom. Furthermore, this study was supportive of the idea that when pre-service teachers believed that the people whose opinions they valued were also supportive of technology use, the pre-service teachers would be more likely to use technology (Teo & Lee, 2010).

There have been recent studies that included the addition of various social influence variables within a TPB framework in an effort to improve the predictive ability of some of the TPB constructs. Saunders, Motl, Dowda, Dishman, and Pate (2004) utilized the TPB constructs of attitude, subjective norm, and perceived behavioral control, along with the variables of social provisions and family support, to examine behavioral intentions of adolescent girls to engage in physical activity. This included moderate-to-vigorous physical activity (MVPA) and involvement in organized team sports. The researchers also examined potential predictors of actual exercise behavior in this study. Participants were eighth grade female students ($N = 1797$) from 24 schools in South Carolina. Participants completed a questionnaire containing Likert-type response items that were designed to measure each of the independent variables utilized in the study. In addition, the questionnaire included response items designed to measure the amount of MVPA each student had participated in during the previous three-day period, as well as if the students had involvement in any team sports during the past year. Structural equation modeling (SEM) was utilized to examine the

relationships between all variables. The researchers reported several fit indices to confirm a good fit for the model, the root mean square of approximation (RMSEA), the non-normed fit index (NNFI), and the comparative fit index (CFI). Fit indices indicated at least an adequate fit for the model, $x^2(956, N = 1797) = 2678.31$, RMSEA = .032 (RMSEA values below .10 indicate a good fit, per Tabachnick & Fidell, 2007), NNFI = .92 (.90 or higher indicate an adequate fit, per Keith, 2015), CFI = .93 (.90 or higher indicate an adequate fit, per Keith, 2015). Results also revealed that the variables of attitude ($\gamma = .23$), subjective norm ($\gamma = .12$), perceived behavioral control ($\gamma = .28$), and social provisions ($\gamma = .25$) exhibited statistically significant direct effects with the variable of intention. The researchers also examined which variables exhibited direct effects with MPVA and with team sport involvement. Results revealed that social provisions ($\gamma = .15$), family support ($\gamma = .10$), and intention ($\beta = .20$) exhibited significant direct effects with MVPA, and that social provisions ($\gamma = .41$) and family support ($\gamma = .32$) exhibited statistically significant effects with team sport involvement. All path coefficients reported above were significant at $p < .001$ or better. The variables accounted for 49% of the variance in intention, 14% of the variance in MVPA, and 44% of the variance in team sport involvement. While subjective norm showed significance with regards to intention, that variable did not have a significant effect on actual exercise behavior. However, the other social influences of social provisions and family support did exhibit significant effects on exercise behavior. Results of this study provided evidence that subjective norm was not as strong a predictor of actual behavior than the other social support variables of social provisions and family support (Saunders et al., 2004).

Hamilton and White (2008) also conducted a study that utilized an extended TPB model to examine intentions and behavior of adolescents towards engaging in physical activity. These additional variables included perceived group norms (i.e. being affiliated with a group of friends who enjoy physical activity), and the amount of social support, including comfort and assistance, a person receives from both family and friends to perform the behavior. Other variables were added as well, including self-identity (i.e. does the individual identify himself or herself as a regular exerciser) and the person's past exercise behavior. Participants were ninth grade students ($N = 423$) from 10 schools within South East Queensland, Australia, who were each asked to complete a questionnaire designed to address each of the variables within the study. One week after they completed the questionnaire, the participants were asked to report, in writing, how many days they had engaged in physical activity during the past week since completing the questionnaire. A hierarchical multiple regression analysis was performed to determine those variables that best predicted a person's intention to engage in physical activity. In Step 1 of the analysis, the TPB variables (attitude, subjective norm, and perceived behavioral control) were entered into the regression. These variables accounted for 58% of the variance in intention, $F(3, 416) = 188.82$, $p < .001$. In Step 2, the variables of self-identity, group norm, family social support, friends' social support, and social provisions were entered into the regression. These variables accounted for an additional 7% of the variance in intention, $F(8, 411) = 93.87$, $p < .001$. The final variable, past behavior, was entered in at step 3, and this variable accounted for an additional 4.5% of the variance in intention, $F(9, 410) = 101.79$, $p < .001$. The researchers reported that, in Step 3 of the analysis, where all variables were entered into

the regression equation, results revealed that the following variables were significant predictors of intention to be physically active: attitude ($\beta = .21$, $p < .001$), group norms ($\beta = .08$, $p < .05$), past exercise behavior ($\beta = .27$, $p < .001$), perceived behavioral control ($\beta = .24$, $p < .001$), subjective norm ($\beta = .11$, $p < .01$), and self-identity ($\beta = .08$, $p < .05$) (Hamilton & White, 2008).

The researchers performed an additional hierarchical regression analysis to examine the effects of self and social influences on the self-reported measure of physical activity behavior at the 1-week follow up (Hamilton & White, 2008). In step 1, intention and perceived behavioral control (PBC) were entered into the equation. These variables explained 37% of the variance in actual behavior, $F(2, 389) = 113.47$, $p < .001$. In step 2, attitude, subjective norm, self-identity, group norm, family social support, friends' social support, and social provisions were added in, allowing for an additional 5% of the variance to be explained, $F(9, 382) = 30.42$, $p < .001$. Past behavior was entered in at step 3, allowing for an additional 14% of the variance to be explained, $F(10, 381) = 48.03$, $p < .001$. In the overall model, it was revealed that intention ($\beta = .18$, $p < .01$), past behavior ($\beta = .52$, $p < .001$), and self-identity ($\beta = .15$, $p < .01$) were significant predictors of actual physical activity behavior. The addition of social influence subscales used in this study provided mixed results in regards to their ability to predict exercise intentions and behavior. Group norms emerged as a significant predictor of intention, as did subjective norm. However, the remaining social influences did not emerge as significant predictors of intention, and none of the social influences, including subjective norm, emerged as significant predictors of actual behavior (Hamilton & White, 2008).

The theory of planned behavior (TPB) has been utilized successfully to predict student intentions towards school-related tasks, including graduation from high school (Davis et al., 2002) and college (Fichten et al., 2014). Researchers have also utilized the TPB to examine pre-service teachers' intentions to use technology (Teo & Lee, 2010). Several studies have added additional variables to a TPB model, including the addition of social variables related to parental influence and peer influence. Two of these studies (Hamilton & White, 2008; Saunders et al., 2004) were designed to examine the variables that best predict exercise intentions and exercise behaviors among adolescents. These studies found mixed results for the addition of social variables. However, significance was found in some areas of both studies, namely with intention, and, within one study, the additional social influences were better predictors of actual behavior than was subjective norm (Saunders et al., 2004). The current study utilized the TPB model as a framework to examine those variables that best predict student intentions to continue in school music classes when they enter middle or junior high school. Two additional variables (parental involvement and peer influence) were included in the current study to strengthen the predictability of the TPB model. The sections that follow will explore the variables of parental involvement and peer influence and their potential connections to student choice in school music.

Parental Involvement

Parental involvement has been studied extensively as a predictor of musical achievement (Brand, 1986; Zdzinski, 1996) but less so in relation to a student's decision to participate in school music. One of these studies (Zdzinski, 1996) will be discussed

below, as it is representative of a large body of research pertaining to parental involvement within school music. An additional study by Zdzinski (2013), which introduced a new research instrument designed to measure parental involvement and home musical environment will also be discussed. These discussions will be followed by information pertaining to those studies that more closely connect with student decisions to continue in school music.

Zdzinski (1996) investigated the relationships between selected aspects of parental involvement, music aptitude, grade level in school, and student gender as they relate to musical performance achievement, cognitive musical achievement, and musical affective response (i.e., musical attitudes). Parental involvement was measured using the Parental Involvement Measure (PIM) (Zdzinski, 1987). The PIM includes three sections of response items that were aligned with a five-point Likert-type scale. These items were designed to identify the level of involvement each parent had in his/her child's musical activities. The independent variable of music aptitude was measured by using Gordon's (1965) Music Aptitude Profile (MAP). The other independent variables were grade level and gender. The dependent variable of affective outcomes was measured via the Zorn (1969) Music Attitude Inventory (MAI), and the Asmus Magnitude of Motivation (Asmus, 1986a, 1986b). The dependent variable of cognitive musical achievement was measured via selected subtests from Colwell's (1969) Music Achievement Tests (MAT) and Gordon's (1970) Iowa Tests of Music Literacy (ITML). The use of two measures, the Watkins-Farnum Performance Scale (WFPS) (Watkins & Farnum, 1954) and Abeles' (1973) and Bergee's (1987)

Performance Rating Scale Supplement (PRSS) measured performance outcomes, which was the third dependent variable (Zdzinski, 1996).

Participants in this study (Zdzinski, 1996) were instrumental music students (N = 397) representing five public school band programs in New York and Pennsylvania. Of the total sample, 45% of the participants were in grades nine through twelve (n = 165), 31% were in grades seven through eight (n = 124), and 27% were in grades four through six (n = 108). The students' band directors administered and audio-recorded the WFPS and PRSS, which were scored by the researcher. Over the course of four class periods, the researcher administered the other subtests, first the MAT and ITML, followed by the MAP, the MAI, and the PIM. Pearson product-moment correlations were produced to ascertain the various relationships between parental involvement and the cognitive, affective, and performance outcomes. Results revealed that parental involvement shared statistically significant correlations with all three dependent variables: (a) affective (r = 29, p < .01), (b) cognitive (r = 22, p < .01), and performance (r = .15, p < .05). Further correlation analyses were performed to examine relationships between the PIM and each dependent measure according to level in school (elementary, junior high, and high school). The only statistically significant correlation found for the high school level was between the PIM and the affective composite score (r = .33, p < .01). Conversely, no significance was found between the PIM and the affective composite at the elementary level. Significant correlations were found at the elementary level between the PIM and the cognitive composite (r = .38, p < .01), as well as between the PIM and the performance composite (r = .37, p < .01). Lastly, analysis of variance (ANOVA) procedures were conducted to examine the interactions of all of the

independent variables. Results revealed a statistically significant interaction between parental involvement, grade level, and music aptitude for the cognitive musical achievement scores, $F = 5.055$, $p < .05$. In general, the results of this study revealed that parental involvement is significantly related to all of the outcomes measured: affective, cognitive, and performance. The results also supported the idea that parental involvement is beneficial to music students in all grade levels.

A later study by Zdzinski (2013) was designed to identify factors related to Parental Involvement and Home Musical Environment. It was the intention of the researcher to ascertain the underlying structure of both of these categories, and to create a scale to reflect that structure. The researcher identified response items from other research instruments that were designed to measure several constructs, including Parental Involvement (Zdzinski, 1992, 1996), Home Musical Environment (Brand, 1985), and Family Background (Asmus, 1985a). All of the response items (99 in total) were chosen by the researcher to fit into the following a priori categories: (a) Parental Aspirations and Expectations, (b) Participating in Music and School, (c) Home Musical Environment and Structure, and (d) Personal Parental Support. These categories were chosen based on findings that examined various aspects of parental involvement and home musical environment from both general education research (e.g. Keith & Keith, 1993) and music education research (e.g. Brand, 1985). All of the items were aligned with a variety of Likert-type scales, including a 5-point "never" to "always" scale for items related to parental involvement, and a 4-point Likert-type scale ranging from "strongly agree" to "strongly disagree" for response items related to attitudes and beliefs. All of the 99 response items were combined into a research measure and

administered to students. The student participants ($N = 523$) were music students in grades 4-12 from intact music classrooms. These music classrooms included general music, orchestra, band, and choral classes at the elementary, middle, and high school levels.

The researcher conducted a principal components factor analysis (Varimax rotation) to determine the underlying structure of parental involvement-home musical environment (PI-HEM). Results revealed that the data best fit a seven-factor model. These factors were (a) Home Musical Structure, (b) Attitudes toward Music Study, (c) Home Musical Environment, (d) Music Program Support, (e) Parental Expectations for Music Study, (f) Family Musical Participation, and (g) Family Musical Background. 42 items from the initial 99-item pool were retained for the final research model, with six items per subscale. A second factor analysis was performed with the 42-item pool, which confirmed the seven-factor structure. Cronbach's alpha reliability analysis revealed that the composite PI-HEM scale was reliable ($\alpha = .88$). Reliability coefficients for the seven subscales ranged from .67 for Musical Background to .80 for Home Musical Structure. A MANOVA analysis was conducted to examine how each of the PI-HEM scale composite scores differed according to grade level, music class type, and gender. Results revealed a significant main effect for music class type, $F(21, 1158) = 2.89$, $p < .01$, and a significant two-way interaction for music class by grade level, $F(35, 1617.77) = 1.93$, $p < .01$. Post hoc analyses were conducted to examine the interaction between the variables of grade and music class type. Results revealed that the level of parental music participation increased as the age of general music students increased. Specifically, the mean score for the interaction effect between the variables of music

participation and grade level in upper elementary general music (grades 4-6) was .25 (*SE* = .07). The mean score had increased to .56 (*SE* = .62) for general music students in grades 10-12. The results of this study revealed that Parental Involvement-Home Musical Environment (PI-HEM) is multifaceted, with a seven-factor structure being identified. Two of these factors were "parental attitudes towards music study" and "parental expectations for music study," two constructs that are utilized to measure parental involvement in the current study.

Lucas (2007) investigated several motivating factors that influenced seventh grade students' decisions to enroll or not enroll in school choral classes. The sample was comprised of adolescent males ($N = 226$) in grades seven and eight who attended four different public middle schools. The research instrument included three sections: (a) a section asking for demographic information, (b) a section in which participants were asked to respond to a series of statements aligned with a five-point Likert-type scale, and (c) an open-ended response statement that asked participants to add additional comments regarding why they were or were not in school choir. Results of a one-way MANOVA revealed a significant main effect of choral participation status on the scale representing student attitudes about parental/family influence, Wilk's $\Lambda = .850$, $F(3,173)$, $p < .001$. Univariate ANOVAs were then conducted on the response items related to parental/family influence. These analyses revealed that the attitudes of seventh grade males towards school choral classes were significantly influenced by whether or not the student's parents did not want their child to enroll in a school choir, $F(1, 175) = 9.83$, $p < .01$. In a similar study, Lucas (2011) investigated several factors that influenced adolescent males' ($N = 101$) reasons to enroll in school choir, including

family influence. This study included male students in seventh grade (n = 40) and eighth grade (n = 61), but only involved students who were already involved in school choir. The research questions for the study pertained to what factors most influenced an adolescent males' choice to enroll in choir, how these students felt about their singing ability, and their perceptions of the views of important persons in their lives (i.e. peers, family, teachers) regarding choir participation. A researcher-created survey containing 27 response items was utilized in the study. All response items were designed to address one of the research questions. Means and standard deviations for the response items were calculated and reported. Results revealed that participants perceived that their families were supportive of their choir participation (M = *3.58, SD* = .55). However, their families were not viewed by the students as being highly influential in their choice to participate in choir (M = 1.88, SD = 0.93). This differed from the previous study (2007), which found that the families' desire for the student to be or not be in choir was influential in the student's choice to enroll. This difference may have been due to the fact that the latter study (2011) only included students already enrolled in school choir.

Moyer (2010) investigated if the degree of parental involvement was influential in student attrition from elementary instrumental music programs. The study was designed to examine the relationships between the following variables: (a) instrument source (i.e. school-owned, rental/purchase, or cost-free), (b) parental involvement, (c) socioeconomic status (SES), and (d) attrition in band programs. Participants were beginning band students (n = 1,687) and their parents (n = 726), representing 19 schools in nine states. Parents completed questionnaires, which asked them to determine why their children withdrew or remained in band. Of the 726 total questionnaires that were

returned, 584 of them came from parents whose children remained in band the entire school year, with the remaining 142 questionnaires coming from parents whose children dropped out of band at some point during the school year. Results of a chi-square test with two attributes (instrument source and attrition) revealed that students who used school-owned instruments were much more likely to withdraw from the band program than their counterparts who used rented or purchased instruments, $x^2(2) = 12.67$, $p < .01$. A three-way between groups ANOVA utilizing SES, instrument source, and parental involvement as categorical independent variables and student attrition rate as the continuous dependent variable, revealed a statistically significant main effect for parental involvement, $F(2, 2.304) = 7.751$, $p < .001$. A subsequent one-way ANOVA revealed that low amounts of parental involvement had the strongest statistically significant effect on attrition. Also of interest were the significant two-way interactions between (a) socioeconomic status and parental involvement, $F(8, 2.742) = 2.306$, $p < .05$; and (b) instrument source and parental involvement, $F(4, 1.689) = 2.842$, $p < .05$. Students with low levels of SES who had parents that reported low levels of involvement, as well as those students who used school-owned instruments who had parents who reported low levels of involvement, were both more likely to drop out of band (Moyer, 2010).

Corenblum and Marshall (1998) created and tested a model to predict students' intentions to continue with their musical studies. Specifically, the researchers used structural equation modeling to explain both direct and indirect effects between several variables, including (a) socioeconomic level, (b) perceived school support on the part of the student, (c) perceived attitudes of band teachers on the part of the student, (d)

perceived parental support on the part of the student, and (e) the student's own attitude toward band. Participants were ninth grade students ($N = 253$) who were enrolled in band programs in seven schools located in a Canadian city. The mean age of the participants was 14.6 years, and 59% were female. A researcher-designed questionnaire was used to assess students' attitudes towards the band program at their school. Goodness-of-fit indices indicated a good fit between the model and the data, $x^2(1224) = 1269.04$, $p = .18$, comparative fit index (CFI) = .99 (above .95 indicates a good fit, per Tabachnick & Fidell, 2007), standardized root mean squared residual (SRMR) = .08 (values of .08 or smaller on the SRMR indicates a good fit, per Tabachnick & Fidell, 2007). All examined path coefficients in the path model were significant at $p < .05$ or better. The variable of socio-economic level exhibited a large direct effect on parental support ($\beta = .79$). Parental support exhibited a moderate direct effect on a participant's intention to enroll in the school's band program the following year ($\beta = .34$). The results of this study point to the importance of parents, specifically parental support, in determining whether or not a student will choose to participate in school music.

The studies discussed within this section have utilized the factor of a student's parents as a potential predictor of the level of a student's achievement in music (Zdzinski, 1996) as well as a predictor of student's continued enrollment in school music (Corenblum & Marshall, 1998; Lucas, 2007, 2011; Moyer, 2010). While some of the studies discussed in this section involved participants in the elementary grades (Moyer, 2010; Zdzinski, 1996), none focused on students currently participating in compulsory general music classes. Furthermore, none of these studies were conducted with the specific intent to determine if there is a connection between parental

involvement and a student's decision to enroll in elective music classes, which was an aim of the current study. One study discussed in this section (Zdzinski, 2013) was designed to create a research instrument to measure several factors related to parental involvement and home musical environment. Two of these subscales, "parental attitudes towards music study," and "parental expectations for music study" were utilized within the current study to measure the variable of parental involvement.

Peer Influence

Several studies have indicated that peers can influence a student's motivation towards achievement in school, thus affecting his/her choice to continue engaging in school-related activities such as homework or studying for a test. Over the course of an academic year, Ryan (2001) found that peer group influence had a significant effect on a student's motivation for schoolwork as well as his/her achievement level in school. Participants were seventh-grade students ($N = 331$) from an urban middle school who had just made the transition from elementary school to middle school. Each participant was asked to complete a pre- and post-test survey at the beginning and end of the school year. The researcher informed the participants that the anonymous survey was designed to measure their opinions about school. Each of the response items was aligned with a five-point Likert-type scale. Participants' grades were collected from school records to measure achievement. Participants were also asked to list their closest friends, which were analyzed by the researcher to establish the existence of various peer groups. An intricate process of measurement, which identified direct and indirect links between reported friends, was used to identify the peer groups. A multilevel analysis technique

known as hierarchical linear modeling (HLM) was utilized to examine peer group effects on motivation and achievement in school. HLM is a regression method that is designed to assess data that is grouped in some way, such as data from a peer group. Results from the between-groups HLM revealed that the intrinsic value that a peer group placed on schoolwork in the beginning of the school year predicted the differences in intrinsic value over the course of the school year, $\gamma = .29$, $p < .05$. Peer groups were found to influence changes in whether or not the participants liked and enjoyed school. Those participants who associated with students who enjoyed schoolwork exhibited higher levels of motivation than those who associated with students who expressed a dislike for school.

Kindermann (2007) also examined the influence of peer groups on student motivation towards school. Participants were sixth grade middle school students (N = 340) and their homeroom teachers (N = 13), all from a small town in the northeastern United States. Researcher-designed questionnaires were distributed to students and teachers, once near the beginning of the school year, and again near the end of the school year. The teacher questionnaire was a 14-item scale created by Wellborn (1992) designed to gather teacher perceptions on each student's level of motivation towards school. The student questionnaire asked the students to report their perceptions of peer-group membership within their grade level. A portion of the student questionnaire (based on the work of Skinner & Belmont, 1993, as well as Skinner, Johnson, & Snyder, 2005) gathered student perceptions of teacher involvement (e.g. asking how available the teacher was when the student needed help) and parental involvement (e.g. asking if they believed their parents "understood them well"). The researcher gathered

information in these two areas to allow for an examination of peer influence while also controlling for the influences of teachers and parents. The students' final math grades were obtained from the end of fifth grade and the end of sixth grade to measure academic achievement. Socio-cognitive mapping (SCM) was used to determine the make-up of the various peer groups. Correlation analyses revealed that all students were members of peer groups with similar levels of motivation. For example, highly motivated students were members of groups with a similar level of motivation, $r = .49$, $p < .001$. Group levels of motivation remained the same over the course of the school year, even with a 40% member-turnover within the groups. Structural equation modeling (SEM) was used to display the effects of multiple influences on student levels of motivation, including peer group influences and the influences of teachers and parents. The model was found to be a good fit for the data, comparative fit index (CFI) = .996 (above .95 indicates a good fit, per Tabachnick & Fidell, 2007), root mean square error of approximation (RMSEA) = .027 (RMSEA values below .10 indicates a good fit, per Tabachnick & Fidell, 2007). All variables accounted for 47% of the variance in student engagement. Results of a simultaneous multiple regression analysis revealed that any changes in individual student's levels of engagement over the course of the school year were predicted by the initial group motivation profile from the beginning of the school year, $\beta = .10$, $t = 2.33$, $p < .05$. When controlling for other variables such as the effect of teachers and parents, regression analyses found that the motivation profiles of the peer groups remained better predictors of individual levels of motivation than did the control variables of teachers and parents, $\beta = .128$, $p < .05$. In

short, this study (Kindermann, 2007) and the study by Ryan (2001) revealed that peers can elicit an effect on students' levels of engagement towards school.

While the aforementioned studies in general education found that peers can influence academic motivation towards school, studies specific to music education regarding the impact of peer influence in these areas have exhibited mainly nonsignificant results. Mizener (1993) conducted a study designed to examine the attitudes of elementary children toward singing and participation in choral activities. Specifically, the researcher investigated student attitudes towards singing in relation to the variables of (a) gender, (b) grade level, (c) classroom singing activities, (d) previous and current-out-of-school experiences in singing, (e) self-perceived singing skill, and (f) assessed singing skill. The participants were third through sixth grade students (N = 542) representing seven schools in a large urban district. All of the students were asked to complete a researcher-designed questionnaire designed to investigate the relationships between most of the variables (all variables except assessed singing skill). Singing skill was assessed through audio-recorded performances of the students singing simple songs such as "Yankee Doodle" and "Are You Sleeping?" Cross-tabulations were conducted to examine the relationships between the variables. Results revealed that the views of the students' peers did not have a direct effect on their decisions to participate in school choir. This was true for participants from all examined grade levels. Specifically, the researcher reported that 72% of the participants responded "not true" to the statement regarding a lack of interest in choir participation because of not having any friends in choir, x^2 (9, N = 541) = 17.83, p < .04.

A study by Castelli (1986) was designed to identify the opinions of students, teachers, administrators, and other school personnel regarding selected variables that influence male student enrollment in high school choral programs. These variables were (a) peer pressure, (b) family influence, (c) sex-role endorsement (i.e. is singing considered a masculine activity), (d) male adolescent voice change, and (e) future occupational choice (i.e. attitudes towards music as a future career option). Participants included high school students ($N = 673$) from a public high school in the state of Maryland. From this sample of students, 342 were male and 331 were female. The sample also included vocal music teachers ($N = 35$), both elementary teachers ($n = 19$) and secondary teachers ($n = 16$) and a group of participants that the researcher referred to as "non-music educators" ($N = 37$), all from within the same Maryland school district as the high school students. This latter group included classroom teachers ($n = 27$), administrators ($n = 3$) and what was indicated on the demographic portion of the questionnaire as "other" ($n = 7$). The researcher created one questionnaire per each group of participants (students, music teachers, non-music teachers). The student questionnaire contained 40 response items aligned with a four-point Likert-type scale, six items per variable (peer pressure, family influence, sex-role endorsement, the voice change, and future occupational choice) with the remaining 10 items addressing general attitudes towards singing. Additionally, the student questionnaire contained an additional response item where male students who had never participated in a choir were asked to rank five statements regarding reasons for why they never elected choir participation. The researcher requested that only those male students who had never elected choir participation answer this statement because those students were "directly

relevant to the phenomenon being researched" (p. 47), which was reasons for male student participation in choir. This final statement also addressed the five variables that were examined within this study (peer pressure, family influence, sex-role endorsement, the voice change, and future occupational choice). The questionnaire for the vocal music teachers and the questionnaire for the non-music educators also included a statement where participants were asked to rank the same five reasons why male students would choose not to participate in school choir. Additionally, to examine if there was a decline in male student enrollment in school choir within the school district, vocal music educators were asked to provide information regarding the enrollment figures in their choral programs over the five previous school years. The student questionnaire was administered to the students during their English classes. The questionnaires designed for the teachers and other school personnel were self-administered (Castelli, 1986)

The researcher (Castelli, 1986) reported overall mean scores for each group of items representing the five examined variables (peer pressure, family influence, sex-role endorsement, the voice change, and future occupational choice) on the student questionnaire. Lower mean scores indicated a more negative opinion of the variable's effect on the choice of male students to enroll (or not enroll) in choir. Results revealed that peer influence received the second-lowest mean score (M = 713 for males; M = 771 for females), with occupational choice being the only category ranked lower (M = 664 for males; M = 771 for females). By contrast, the highest ranked item was sex-role endorsement (M = 848 for males; M = 913 for females). An analysis of the responses to the final statement from the student questionnaire revealed that the influence of peers

was not a common reason for why male students who were not in choir chose not to participate in choir, with only 10 of the 200 male students who responded to this section (5%) indicating this variable as the most important reason for not electing choir enrollment. Only an additional 33 students (17%) answered that peer influence was the second most important reason. By contrast, the responses to this same response item from the music teacher and non-music teacher questionnaires found that both of these groups ranked peer influence highly as a causal reason for male student enrollment choices. Specifically, a majority of the 33 music educators surveyed indicated that the male students' peers exerted a great deal of influence on their choices to enroll (or not enroll) in choir, with 14 music teachers (43%) ranking it as the most important reason and 15 music teachers (45%) ranking it as the second most important reason. A similar majority was found with the non-music educators, with 16 (43%) of the 37 participants ranking it as the most important reason, and 12 (33%) ranking it as the second most important reason. The researcher also reported an overall enrollment decline in male student enrollment from elementary to secondary school. Specifically, elementary choral programs had the following enrollment figures: 866 female students (57%) and 644 male students (43%). By contrast, secondary school choral programs had the following enrollment figures: 1,082 female students (75%) and 353 male students (25%). These results indicated an 18% drop in male student enrollment from elementary to secondary school (Castelli, 1986).

Research studies within music education have revealed mainly nonsignificant results regarding the influence of peers on student levels of motivation towards participating in school music (Castelli, 1986; Mizener, 1993). Significant results

connecting peer influence and motivation have been found in several general education studies, including those by Kindermann (2007) and Ryan (2001). However, as none of these studies were specific to music education, none attempted to connect the influence of peers on a student's motivation to continue in elective music classes, which was an aim of this current study.

Summary of Related Research

A review of previous research has revealed that the theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) has been utilized successfully to predict human behavior in a variety of contexts, including educational contexts. This includes the prediction of student intentions and behavior related to high school graduation (Davis et al., 2002) and college graduation (Fichten et al., 2014). Several studies have proposed the use of an extended TPB model, with additional social influences such as the influence of parents and peers (Hamilton & White, 2008; Saunders et al., 2004). Both of these studies examined behavioral intentions and behaviors related to exercise behavior. Both sets of researchers found that these social influences were significant predictors of behavioral intentions to engage in exercise. Saunders et al. also found that the variables of family support and social provisions exhibited significant effects on actual exercise behavior. No studies within music education contexts have utilized the TPB in an effort to examine student intentions towards school music participation.

In addition to the constructs from the TPB model, two additional social influences were included within the current study: parental involvement and peer influence. Zdzinski (1996) found that parental involvement was a significant predictor

of musical achievement, while Lucas (2007) found that parental attitudes towards choral participation could exert a significant influence on an adolescent male's choice to participate in school choir. Research studies that were designed to examine the impact of a student's peers on motivation towards school have exhibited mixed results. Kindermann (2007) and Ryan (2001) found that peers could exert a significant influence on a student's motivation towards schoolwork. However, Mizener (1993) found nonsignificant results regarding the influence of peers on motivation to sing in elementary school choir. Castelli (1986) found little significance of the attitudes of peers in relation to whether male students chose to participate in school music classes at the high school level. Castelli even noted that while the influence of peers was highly cited by music educators as having a large impact on a male student's decision to participate in school choir classes, very few of the student participants in the study, both male and female, shared the same sentiment.

While the previous literature has identified that the theory of planned behavior (TPB) constructs of attitude, subjective norm, and perceived behavioral control, as well as the variables of parental involvement and peer influence can predict student levels of engagement towards school-related tasks, no research exists that has combined all of these variables in an attempt to predict a student's decision to participate in elective school music classes. The purpose of the current study was to determine which variables best predict a student's intention to continue in music when he/she enters middle or junior high school. The results of this study should provide useful information to music educators as they seek to identify how to best retain students in school music when it becomes an elective choice.

Chapter III

Method

This current study utilized the theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) as a framework to aide in examining student behavioral intentions regarding school music participation. The original TPB constructs of (a) attitude, (b) subjective norms, (c) and perceived behavioral control (Ajzen, 1991) were included in this study. Within this theory, the construct of attitude refers to whether a person has a favorable or unfavorable opinion towards a given behavior (Ajzen, 1991). Subjective norm refers to a person's perceived social pressure to perform or not perform this behavior, and perceived behavioral control (PBC) refers to a person's perceptions of how easy or difficult it would be to perform the behavior (Ajzen, 1991). The purpose of this study was to determine the variables that best predict a student's intention to continue in a music class when entering middle or junior high school. Within the current study, additional social influences (parental involvement, peer influence) were also included as independent variables. This chapter will address the instrumentation, procedures, and analyses that were carried out in this study.

Instrumentation

The TPB construct of attitude was measured from a subscale created by Hagger, Chatzisarantis, Biddle, and Orbell (2001). This subscale included three statements on seven-point Likert-type scale ratings ("good" to "bad," "exciting" to "boring," and "fun" to "unpleasant"). As these response items were originally created to predict physical activity participation, they were modified to meet the needs of the current

study. These modified statements are available in Table 1 (with modifications in *italics*). Hagger et al. (2001) reported that this subscale was internally consistent (α = .82). Similar statements to those created by Hagger et al. were also utilized successfully within studies conducted by Hagger and Chatzisarantis (2005) and Plotnikoff, Lubans, Costigan, Trinh, Spence, Downs, and McCarger (2011) to predict student intentions regarding physical activity behavior. The original statements from Hagger et al. (2001) are available in Appendix 1.

Table 1

Theory of Planned Behavior (TPB) Subscale Response Items for Attitude

(Q#19)	*Participating in school music next school year would be...* (answered on a 7-point Likert-type scale using the "good-bad" endpoints)
(Q#20)	*Participating in school music next school year would be...* (answered on a 7-point Likert-type scale using the "exciting-boring" endpoints)
(Q#21)	*Participating in school music next school year would be...* (answered on a 7-point Likert-type scale using the "fun-unpleasant" endpoints)

Note. These response items were adapted from a subscale created by Hagger Chatzisarantis, Biddle, and Orbell (2001). Modifications made to these items for this current study are in *italics*. The "Q#" represents the corresponding response item number for each item on the study questionnaire. See Appendix 2 for this questionnaire.

The TPB constructs of subjective norm and perceived behavioral control were measured using two subscales created by Davis, Ajzen, Saunders, and Williams (2002), later adapted by Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, and Barile (2014). Both sets of researchers utilized these subscales to measure intentions to graduate from school. Six-point Likert-type scale ratings ("strongly disagree" to

"strongly agree") were used to evaluate most of the items, while one item from the subscale for perceived behavioral control utilized a six-point Likert-type scale ranging from "very easy" to "very difficult." Fichten et al. (2014) reported that each of these scales was internally consistent (α = .74, subjective norms; α = .71, perceived behavioral control). It was also reported that test-retest reliability for each subscale was .62 for subjective norms and .75 for perceived behavioral control (Fichten et al., 2014). The two sets of subscale items utilized in the current study were based on the adapted statements from Fichten et al. (2014). Since the original subscales were not specific to music education, modifications were made to the statements by the primary researcher for the current study to more directly measure student intentions in school music. These modified statements are available in Table 2 (with modifications in *italics*). The original statements from Fichten et al. (2014) may be found in Appendix 1.

The statement representing the dependent variable of intention to participate in school music is also from Fichten et al. (2014). This statement was aligned with a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree," and was originally created for a larger subscale of several items representing intention to complete a college degree. This statement was modified as follows for the current study: "I intend to participate in school music next school year," modified from "I intent [*sic*] to complete my program of study" (Fichten et al., 2014).

Table 2

TPB Response Items for Subjective Norm and Perceived Behavioral Control

	Subjective Norm
(Q#23)	Most people who are important to me think I should *participate in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
(Q#24)	Most people who are important to me would be disappointed if I did not *participate in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
(Q#25)	Most people who are important to me expect me to *participate in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
	Perceived Behavioral Control
(Q#26)	I have complete control over *my decision to participate in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
(Q#27)	I can overcome any obstacles or problems that could prevent me from *participating in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
(Q#28)	It is mostly up to me whether or not I *participate in school music next school year.* (answered on a 6-point Likert-type scale ranging from "strongly disagree" to "strongly agree")
(Q#29)	For me to *participate in school music next school year* will be... (answered on a 6-point Likert-type scale ranging from "very easy" to "very difficult")

Note. The response items for both subscales were adapted from subscale items originally created by Davis, Ajzen, Saunders, and Williams (2002), later adapted by Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile (2014). Modifications made to these items for this current study are in *italics*. The "Q#" represents the corresponding response item number for each item on the study questionnaire. See Appendix 2 for this questionnaire.

Within the current study, the variables of parental involvement and peer influence were included as predictor variables. Parental involvement was measured with two subscales taken from the Parental Involvement – Home Environment Scale (PI-HEM; Zdzinski, 2013). These subscales, which included response items drawn from previous measures (Asmus, 1985a; Brand, 1985; Zdzinski, 1992, 1996), are "parental attitudes towards music study" and "parental expectations for music study." Items for both of these scales were paired with a 4-point Likert-type scale with responses ranging from "strongly disagree" to "strongly agree." Each subscale from the complete PI-HEM was found to be internally consistent, with Cronbach's alpha coefficients amongst all of the subscales ranging from .67 to .80 (Zdzinski, 2013). A later study by Zdzinski, Dell, Gumm, Rinnert, Orzolek, Yap, Cooper, Keith, and Russell (2014/15) reported the individual Cronbach's alpha coefficients for each subscale from Zdzinski (2013): .70 for "parental attitudes towards music study" and .75 for "parental expectations for music study." The response items from both subscales utilized in the current study are included in Table 3.

The variable of peer influence was measured using a six-item subscale created by Lau, Fox, and Cheung (2005) that was originally designed to measure the influence of friends on a student's decision to participate in sports. These six response items, aligned with a 5-point Likert-type scale ranging from "strongly disagree" to "strongly agree," were modified to meet the needs of the current study (see Table 4, modifications to these statements are in *italics*). Both Lau, et al. (2005) and Kubayi, Jooste, Toriola, and Paul (2014) found this subscale to be internally reliable ($\alpha = .77$). The original statements from Lau et. al's study may be found in Appendix 1.

Table 3

Response Items from the Parental Involvement – Home Environment Subscales

	Parental Attitudes Towards Music Study
(Q#1)	My parents believe that music training helps children do better in other subjects.
(Q#2)	My parents would say that being in music is a worthwhile cultural experience.
(Q#3)	My parents encourage my active musical participation.
(Q#4)	My parents believe that music education should be in all schools.
(Q#5)	My parents believe that music classes keep me out of trouble.
(Q#6)	My musical involvement gives my parents something to brag about.
	Parental Expectations For Music Study
(Q#7)	My parents expect me to do well in school.
(Q#8)	My parents expect me to do my best in school.
(Q#9)	My parents would like me to finish high school.
(Q#10)	My parents value achievement.
(Q#11)	My parents expect me to do my best in music.
(Q#12)	My parents think education is important for me.

Note. All items were aligned with a 4-point Likert-type scale ranging from "strongly disagree" to "strongly agree." These response items were originally created by Zdzinski (2013). The "Q#" represents the corresponding response item number for each item on the current study questionnaire. See Appendix 2 for this questionnaire.

Table 4

Response Items from the Peer Influence Subscale

Please answer each statement in terms of *how important each is to your choice to participate in school music next school year.*
(Q#13) My friends want me to participate in *music.*
(Q#14) My friends play *music* with me.
(Q#15) I gain higher status within my friends.
(Q#16) My friends come to watch me *play music.*
(Q#17) My friends encourage me.
(Q#18) My friends think *music is* important.

Note. All items were aligned with a 5-point Likert-type scale ranging from "strongly disagree" to "strongly agree," with the midpoint of the scale (3) representing a "neutral" response. These response items were adapted from a subscale created by Lau, Fox, and Cheung (2005). Modifications made to these items for this current study are in *italics*. The "Q#" represents the corresponding response item number for each item on the current study questionnaire. See Appendix 2 for this questionnaire.

An additional response item designed to gather information on why students believe other students would not participate in school music in middle or junior high school was also included in the questionnaire. This response item included multiple options (e.g. "His/her parents said he/she can't") with the option to write in a response. Demographic information was also collected (i.e. gender, student's grade level in school). To help ensure anonymity, students were instructed not to include their name on the questionnaire (see Appendix 2 for the questionnaire).

Study Procedures

The participants in this study were students enrolled in compulsory elementary general music classes during their final year of elementary school. Prior to data collection, approval to conduct the study was first obtained from the University of Oklahoma Institutional Review Board (OU-IRB). Upon receiving OU-IRB approval (see Appendix 3), the primary researcher contacted several school districts within the state of Louisiana as potential school sites to conduct the research study. In total, three school districts agreed to allow schools within their district to participate in the research study (see Appendix 4). School district personnel helped the primary researcher locate potential school sites to utilize for data collection. In total, six schools were contacted, and personnel from each school agreed to allow their students to participate. The primary researcher made contact with school administration to arrange for parental consent forms to be sent home (see Appendix 5). Assistance from the music teachers at each school was sought to aide in the distribution and collection of these forms (see Appendix 6). The music teachers in each school also helped arrange a time for an assent discussion to take place between the primary researcher and the students (see Appendix 7). Those students who had given their own assent and whose parents have given parental consent were asked to participate in the data collection portion of the study by completing a questionnaire containing the various subscale statements discussed earlier in the chapter (see Appendix 2 for the complete questionnaire). The primary researcher administered the questionnaires to the students during a general music class. The students were allowed twenty minutes to complete their questionnaires. When needed, the primary researcher returned to a school to administer the questionnaire to any

students who were absent on the day when the other students completed their questionnaires.

At each school, every student member of the class with the highest rate of return of parental consent forms was entered into a random drawing to win a $15 iTunes gift card, regardless of whether the student elected to participate in the study and/or if the student's parents granted permission for him/her to participate in the study. The rate of return was calculated by comparing the number of students in each class with the number of signed and returned parental consent forms and establishing a percentage of returned forms for each class. All consent forms for the class with the highest rate of return were placed into a box, from which one form was drawn for the gift card. In the event of a tie, each class with the highest rate of returned forms was entered in a separate drawing for a $15 iTunes gift card. Specifically, when two classes tied for the highest rate of return, the primary researcher conducted two drawings for a $15 iTunes gift card (one drawing per classroom).

Data Analysis

Cronbach's alpha was utilized to examine the internal reliability of the response items that represented all of the variables. A descriptive analysis was also conducted to examine distribution scores for each of the subscales. To answer the first research question (what interrelationships exist among each of the variables?), a correlation analysis was conducted utilizing all of the variables. In order to address the second research question (which of the variables best predict a student's intention to continue

in music in their first year of middle or junior high school?), a simultaneous multiple regression analysis was conducted utilizing all of the variables.

Chapter IV

Results

The purpose of this study was to determine which of these variables (attitudes, subjective norm, perceived behavioral control, parental involvement, peer influence) best predicted a student's intention to continue in a music class when entering middle or junior high school. The results of this study may provide useful information regarding why some students choose not to participate in elective school music classes in middle or junior high school after completing compulsory general music classes in elementary school. This increased understanding may also lead to the creation of more effective recruitment strategies for school music teachers at the secondary level.

The current study utilized the theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) as a framework to examine student behavioral intentions regarding school music participation. The TPB is a research model designed to examine the potential influence of the following three factors on a person's intention to perform a behavior: (a) the person's positive or negative attitude towards the behavior, (b) the perceived social pressure as viewed by the individual (subjective norm), and (c) the perception of how much control the individual has in successfully performing the behavior (perceived behavioral control). Additional social influences (parental involvement and peer influence) were also included as predictor variables in this study.

This chapter will begin with an explanation of the contents and format of the research instrument utilized in this study. It will continue with a summary report of the demographic information collected during data collection, followed by the results of a reliability analysis. A discussion of the descriptive statistics will follow this, and the

chapter will conclude with the results of the statistical tests and other analyses that were conducted to address each of the following research questions:

3. What interrelationships exist among the following variables: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence?
4. Which of the following variables best predict a student's intention to continue in music in their first year of middle or junior high school: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence?

The Research Instrument

Data was collected through the use of a questionnaire containing subscales that addressed the purpose of the study. The TPB variable of attitude was measured from a subscale created by Hagger, Chatzisarantis, Biddle, and Orbell (2001). This subscale included three response items on seven-point scale ratings ("good" to "bad," "exciting" to "boring," and "fun" to "unpleasant"). The TPB variables of subjective norm and perceived behavioral control were measured by separate subscales created by Davis, Ajzen, Saunders, and Williams (2002), later adapted by Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile (2014). Six-point scale ratings ("strongly disagree" to "strongly agree") were used to evaluate most of the items for each subscale, with one item from the perceived behavioral control subscale utilizing a six-point scale ranging from "very easy" to "very difficult." The statement representing the dependent variable of intention to participate in school music was also from Fichten

et al. (2014). This statement was also aligned with a 6-point scale ranging from "strongly disagree" to "strongly agree." The subjective norm, perceived behavioral control, and intention statements utilized within the current study were based on the adapted items from Fichten et al. (2014). Parental involvement was measured via the use of two subscales, both from Zdzinski's (2013) Parental Involvement – Home Environment Scale (PI-HEM). One subscale was designed to examine parental attitudes towards music, and the other subscale was created to examine parental expectations towards school and towards participation in school music. Items for both of these scales were aligned with a 4-point scale with responses ranging from "strongly disagree" to "strongly agree." A subscale created by Lau, Fox, and Cheung (2005) was utilized to measure the variable of peer influence. The peer influence subscale included six response items, each aligned with a 5-point scale ranging from "strongly disagree" to "strongly agree." The peer influence subscale included a "neutral" option at the midpoint of the scale. A general summary of information regarding each of these subscales may be found in Table 1.

Table 1

General Information Regarding the Subscales Utilized for this Research Study

Subscale *(Amount of Items; Numeric Range)*	Verbiage	Source of Scale
TPB-A *(3 items, 1 to 7 scale)*	"Good" to "Bad" (1 item) "Exciting" to "Boring" (1 item) "Fun" to "Unpleasant" (1 item)	Hagger, Chatzisarantis, Biddle, and Orbell (2001)
TPB-SN *(3 items, 1 to 6 scale)*	"Strongly Disagree" to "Strongly Agree" (all items)	Davis, Ajzen, Saunders, and Williams (2002); adapted by Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile (2014)
TPB-PBC *(4 items, 1 to 6 scale)*	"Strongly Disagree" to "Strongly Agree" (3 items) "Very Easy" to "Very Difficult" (1 item)	Davis, et al. (2002); adapted by Fichten, et al. (2014)
PI-HEM (PA) *(6 items, 1 to 4 scale)*	"Strongly Disagree" to "Strongly Agree" (all items)	Zdzinski (2013)
PI-HEM (PE) *(6 items, 1 to 4 scale)*	"Strongly Disagree" to "Strongly Agree" (all items)	Zdzinski (2013)
PEER *(6 items, 1 to 5 scale)*	"Strongly Disagree" to "Strongly Agree, with "Neutral" option (all items)	Lau, Fox, and Cheung (2005)
INT *(1 item, 1 to 6 scale)*	"Strongly Disagree" to "Strongly Agree"	Davis, et al. (2002); adapted by Fichten, et al. (2014)

Note. TPB-A: Theory of Planned Behavior: Attitude; TPB-SN = Theory of Planned Behavior: Subjective Norm; TPB-PBC = Theory of Planned Behavior: Perceived Behavioral Control; PI-HEM (PA) = Parental Involvement-Home Musical Environment: Parental Attitudes; PI-HEM (PE) = Parental Involvement-Home Musical Environment: Parental Expectations; PEER = Peer Influence; INT = Intention to take music classes in Middle or Junior High School.

Previous research studies had revealed that each subscale utilized in the present study was found to be both reliable and valid (Fichten et al., 2014; Hagger et al., 2001; Lau et al., 2005; Zdzinski, 2013). The TPB subscales and the peer influence subscales utilized in the current study were not specific to music education. The original TPB-attitude response items were designed for a study conducted by Hagger et al. (2001) to measure attitudes towards being physically active. The original response items for TPB-subjective norm, TPB-perceived behavioral control, and TPB-intention were created by Davis et al. (2002) (and later adapted by Fichten et al., 2014) to examine students' intentions and behavior regarding the completion of a high school or college degree program. The peer influence response items, originally from a study conducted by Lau et al. (2005), were originally designed to ascertain the influence of a student's friends on his/her level of "sports participation." For this current study, the primary researcher modified each of the response items from the three TPB subscales and the peer influence subscale to more directly address the purpose of the current study. These modified response items are available in Table 2 (with modifications in *italics*).

The questionnaire included a section where the research participants were asked to provide demographic information, including grade level in school, gender, music teacher's name, and classroom teacher's name. The questionnaire concluded with an open-ended response item on the topic of why each research participant believed a student would not choose to participate in school music when entering middle or junior high school. The questionnaire may be found in Appendix 2. The questionnaires took twenty minutes for the students to complete, and were administered by the primary researcher during the students' general music classes.

Table 2

Questionnaire Response Items with Modifications

Modifications in *italics*
Theory of Planned Behavior-Attitude (TPB-A) statements
• *Participating in school music next school year would be...* (answered on a 7-point scale using the "good-bad" endpoints)
• *Participating in school music next school year would be...* (answered on a 7-point scale using the "exciting-boring" endpoints)
• *Participating in school music next school year would be...* (answered on a 7-point scale using the "fun-unpleasant" endpoints)
Theory of Planned Behavior-Subjective Norm (TPB-SN) statements
• Most people who are important to me think I should *participate in school music next school year.*
• Most people who are important to me would be disappointed if I did not *participate in school music next school year.*
• Most people who are important to me expect me to *participate in school music next school year.*
Theory of Planned Behavior-Perceived Behavioral Control (TPB-PBC) statements
• I have complete control over *my decision to participate in school music next school year.*
• I can overcome any obstacles or problems that could prevent me from *participating in school music next school year.*
• It is mostly up to me whether or not I *participate in school music next school year.*
• For me to *participate in school music next school year* will be: (a) very easy, (b) somewhat easy, (c) slightly easy, (d) slightly difficult, (e) somewhat difficult, or (f) very difficult.
Theory of Planned Behavior-Intention statement
• I intend to *participate in school music next school year.*
Peer Influence statements (Please answer each statement in terms of *how important each is to your choice to participate in school music next school year**.)***
• My friends want me to participate in *music.*
• My friends play *music* with me.
• I gain higher status within my friends.
• My friends come to watch me *play music.*
• My friends encourage me.
• My friends think *music is* important.

Note. Parental involvement response items from the Parental Involvement – Home Environment Scale (PI-HEM) are not included here as no modifications to those statements were necessary.

Demographic Information

In total, students from six schools ($N = 284$) that represented one of three school districts in south Louisiana agreed to participate in this study. These districts were chosen due to their close proximity to the primary researcher. All of the students were in their final year of elementary school. Additionally, all students attended compulsory general music classes on a weekly basis at their respective schools. As there is no consistency regarding which grade level constitutes the final year of elementary school in south Louisiana, four of the six school sites utilized in this study were located in school districts that ended elementary school at grade five, while the remaining two schools were located in a school district that ended elementary school at grade six. In total, 218 respondents (76.8%) were in the fifth grade, while 66 respondents (23.2%) were in the sixth grade. Of the total sample, 112 (39.4%) of those responding identified themselves as a male, while 172 (60.6%) identified themselves as a female. Additional analyses were conducted that examined potential differences in participants' intentions towards music participation due to grade level and gender. The results of these analyses are reported later in this chapter. Of the total sample, six respondents did not adequately answer enough statements on the questionnaire, warranting their removal from the remainder of the analyses conducted for this study. This resulted in a total sample of 278 respondents. Between all of the six school sites, 626 respondents had gained the necessary permissions (parental consent, student assent) to participate this study. This study had a 44.4% response rate.

Reliability Analysis

Cronbach's alpha was utilized to calculate the internal reliability for each subscale (see Table 3). The internal reliability for the TPB subscales ranged from .512 to .923. In addition, the internal reliabilities for the two subscales that represented parental involvement were .503 for parental expectations and .705 for parental attitudes. Lastly, the subscale utilized to measure peer influence had a reliability coefficient of .741. All constructs entered in the analysis appeared to be internally consistent with the exception of the parental expectations scale and perceived behavioral control scale.

Table 3

Reliability Coefficients

Measure	Reliability
TPB-A	.923
TPB-SN	.781
TPB-PBC	.512
PI-HEM (PA)	.705
PI-HEM (PE)	.503
PEER	.741

Note. N = 278. TPB-A: Theory of Planned Behavior: Attitude; TPB-SN = Theory of Planned Behavior: Subjective Norm; TPB-PBC = Theory of Planned Behavior: Perceived Behavioral Control; PI-HEM (PA) = Parental Involvement-Home Musical Environment: Parental Attitudes: PI-HEM (PE) = Parental Involvement-Home Musical Environment: Parental Expectations; PEER = Peer Influence.

Descriptive Statistics

Descriptive statistics were calculated for each of the subscales utilized in the study (see Table 4). Mean scores for each subscale were calculated by summing the individual responses to each statement, per subscale, of each student to create a composite score. SPSS 20.0 was then utilized to calculate overall composite scores for the subscales by totaling each individual composite score, per subscale (e.g. each

participant's composite score from the peer influence subscale). SPSS was then utilized to calculate the mean, standard deviation, and levels of skewness and kurtosis for these composite scores. Negatively worded items were reverse coded prior to calculating the composite scores and mean scores. Results revealed normal distributions for each of the subscales except for the scale representing parental expectations. (Huck, 2004 states that scores are not considered normally distributed if the coefficient of skewness is below -1.0 or above 1.0 and/or if the coefficient of kurtosis is below -2.0 or above 2.0). The listed coefficients for the parental expectations scale in this present study revealed that the distribution was negatively skewed (-1.31) and had a slightly elevated level of kurtosis (2.53). These non-normal distributions for the parental expectations scale may be due to a majority of students agreeing or strongly agreeing that their parents had high expectations for how well they did in school and in their school music classes.

Table 4

Descriptive Statistics for the Composite Scores Representing Each Variable

Variable	Mean	*SD*	Skewness	Kurtosis
TPB-A	15.01	5.27	-0.67	-0.57
TPB-SN	9.71	4.14	0.13	-0.81
TPB-PBC	18.88	3.51	-0.95	0.90
PI-HEM (PA)	15.36	3.40	-0.22	-0.23
PI-HEM (PE)	22.28	1.57	-1.31	2.53
PEER	19.78	4.45	-0.24	-0.21
INT	4.13	1.70	-0.59	-0.90

Note. $N = 278$. TPB-A: Theory of Planned Behavior: Attitude (3 items, 7-point scales); TPB-SN = Theory of Planned Behavior: Subjective Norm (3 items, 6-point scales); TPB-PBC = Theory of Planned Behavior: Perceived Behavioral Control (4 items, 6-point scales); PI-HEM (PA) = Parental Involvement-Home Musical Environment: Parental Attitudes (6 items, 4-point scales): PI-HEM (PE) = Parental Involvement-Home Musical Environment: Parental Expectations (6 items, 4-point scales); PEER = Peer Influence (6 items, 5-point scales); INT = Intention to take music classes in Middle or Junior High School (1 item, 6-point scale).

Regarding the responses to the statements from the TPB subscales, it was found that the means scores for the attitude scale ranged from 4.85 to 5.16 on a seven-point scale, with the statements utilizing the following endpoints: *good-bad*, *exciting-boring,* and *fun-unpleasant* (see Table 5). Responses to each of these statements were reverse-coded for the analysis so that the more positive responses were at the higher end of the continuum. The lowest rated statement was attributed to whether participating in music in the first year of middle or junior high school was boring or exciting ($M = 4.85$, $SD = 1.99$), with the highest rated statement being attributed to whether participating in music next school year was unpleasant or fun ($M = 5.16$, $SD = 1.84$). Results indicated that students held positive views towards school music participation in middle or junior high school, with mean scores on the higher end of the continuum.

Table 5

Descriptive Statistics for the Theory of Planned Behavior (TPB) Attitude Scale

	Mean	*SD*
Participating in school music next school year would be... (answered on a 7-point scale using the "good-bad" endpoints)	5.10	1.82
Participating in school music next school year would be... (answered on a 7-point scale using the "exciting-boring" endpoints)	4.85	1.99
Participating in school music next school year would be... (answered on a 7-point scale using the "fun-unpleasant" endpoints)	5.16	1.84

Note. Students responded to each statement using a 1 to 7 scale with the more positive response (*good, exciting, fun*) on the lower end of the scale, and the more negative response (*bad, boring, unpleasant*) on the higher end. Responses were reverse-coded.

Mean scores for the TPB subjective norm scale ranged from 2.69 to 3.74 on a six-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*) (see Table 6). The highest rated response item for this subscale was for the statement, "most

people who are important to me think I should participate in school music next school year" (M = 3.74, SD = 1.62). Conversely, the lowest rated item was for the statement, "most people who are important to me would be disappointed if I did not participate in school music next school year (M = 2.69, SD = 1.68). It should be noted that all of the mean scores for these statements are fairly low, ranging from 2 (*moderately disagree*) to just below 4 (*slightly agree*), indicating that many of the respondents disagreed, or only slightly agreed that those people who have influence over them hold favorable opinions about school music participation.

Table 6

Descriptive Statistics for the TPB Subjective Norm Scale

	Mean	*SD*
Most people who are important to me think I should participate in school music next school year.	3.74	1.62
Most people who are important to me would be disappointed if I did not participate in school music next school year.	2.69	1.68
Most people who are important to me expect me to participate in school music next school year.	3.28	1.67

Note. Students responded to each statement using a Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

Regarding the responses to the TPB perceived behavioral control scale items, mean scores ranged from 4.05 to 5.17 on a six-point Likert-type scale. Three statements utilized a six-point scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*), with a fourth statement, also on a six-point scale, utilizing different response anchors, ranging from *very easy* (1) to *very difficult* (6) (see Table 7). Responses to this latter statement were reverse-coded for the analysis so that the more positive responses were at the

higher end of the continuum. The highest rated statement asked if each student believed he/she could "overcome any obstacles" that might prevent him/her from participating in school music in the next school year (M = 5.17, SD = 1.27). The lowest rated item, also utilizing the response anchors of *strongly disagree* to *strongly agree*, was for the statement regarding if the student perceived that he/she had "complete control" over his/her decision to participate in school music in the next school year (M = 4.05, SD = 1.52). Mean scores ranged from 4 (*slightly agree* or *slightly easy*) to just above 5 (*moderately agree* or *somewhat easy*), indicating that students agreed that they had control over their decisions to participate in music in middle or junior high school.

Table 7

Descriptive Statistics for the TPB Perceived Behavioral Control Scale

	Mean	*SD*
I have complete control over my decision to participate in school music next school year.	4.05	1.52
I can overcome any obstacles or problems that could prevent me from participating in school music next school year.	5.17	1.27
It is mostly up to me whether or not I participate in school music next school year.	4.50	1.46
For me to participate in school music next school year will be: (a) very easy, (b) somewhat easy, (c) slightly easy, (d) slightly difficult, (e) somewhat difficult, or (f) very difficult.	5.16	1.27

Note. Students responded to the first three statements above using a Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The final statement included a Likert-type scale that ranged from 1 (*very easy*) to 6 (*very difficult*). This final statement was reverse-coded.

Regarding the subscales representing the added social variables of parental involvement and peer influence, mean scores for the parental attitudes scale ranged from 2.14 to 2.99 on a four-point Likert-type scale ranging from 1 (*strongly disagree*) to

4 (*strongly agree*) (see Table 8). The most highly rated statement from this scale was regarding if parents encourage musical participation ($M = 2.99$, $SD = .92$). The lowest rated response item was for the statement "My parents believe that music classes keep me out of trouble" ($M = 2.14$, $SD = .94$).

Table 8

Descriptive Statistics for the Parental Attitudes Scale

	Mean	*SD*
My parents believe that music training helps children do better in other subjects.	2.44	0.82
My parents would say that being in music is a worthwhile cultural experience.	2.79	0.81
My parents encourage my active musical participation.	2.99	0.92
My parents believe that music education should be in all schools.	2.84	0.83
My parents believe that music classes keep me out of trouble.	2.14	0.94
My musical involvement gives my parents something to brag about.	2.15	1.01

Note. Students responded to each statement using a Likert-type scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*).

Mean scores from the parental expectations scale were relatively high, with scores ranging from 3.04 to 3.88 on a four-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) (see Table 9). The lowest score was for the only statement that directly referenced music participation ($M = 3.04$, $SD = .81$). All other remaining statements had mean scores ranging from 3.63 to 3.88, with lower standard deviation scores (ranging from .26 to .56). None of these remaining statements

mentioned music education, but only education in general. These scores indicated general agreement that the students believed their parents had high expectations for their performance in school, with mean scores ranging from 3 (*agree*) to 4 (*strongly agree*).

Table 9

Descriptive Statistics for the Parental Expectations Scale

	Mean	*SD*
My parents expect me to do well in school.	3.88	0.34
My parents expect me to do my best in school.	3.94	0.26
My parents would like me to finish high school.	3.93	0.28
My parents value achievement.	3.63	0.56
My parents expect me to do my best in music.	3.04	0.81
My parents think education is important for me.	3.86	0.44

Note. Students responded to each statement using a Likert-type scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*).

Mean scores for the scale representing peer influence ranged from 2.64 to 4.10 on a five-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), with 3 indicating a *neutral* response (see Table 10). The lowest mean score was for the statement asking if the student's peers come to watch him or her play music ($M = 2.64$, $SD = 1.21$). The highest mean score was for the statement that read, "my friends encourage me" ($M = 4.09$, $SD = 1.11$).

Table 10

Descriptive Statistics for the Peer Influence Scale

	Mean	*SD*
My friends want me to participate in music.	3.13	1.02
My friends play music with me.	3.30	1.15
I gain higher status within my friends.	3.54	1.11
My friends come to watch me play music.	2.64	1.21
My friends encourage me.	4.10	1.11
My friends think music is important.	3.06	1.15

Note. Students responded to each statement using a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), with 3 representing a *neutral* response. Students were instructed to respond to each statement in terms of how important each is to his/her choice to participate in school music next school year.

There was one statement representing the dependent variable of intention to continue in school music: "I intend to participate in school music next school year." This statement was aligned with a six-point scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The mean score for this statement was 4.13 (*SD* = 1.70), indicating on average, the students agreed that they intended to participate in school music in the next school year.

Research Question One

Pearson-product moment correlations were conducted to address the first research question (see Table 11). The specific correlations between each independent variable and the dependent variable of intention to participate in music classes in middle school or junior high were as follows: (a) the TPB construct of attitudes ($r = .78$, $p <$

.01), the TPB construct of subjective norm ($r = .59$, $p < .01$), the TPB construct of perceived behavioral control ($r < .41$, $p < .01$), parental involvement - the construct of parental attitudes ($r = .57$, $p < .01$), parental involvement - the construct of parental expectations ($r = .22$, $p < .01$), and peer influence ($r = .52$, $p < .01$). Significant correlations ($p < .01$) were found between all of the variables.

An examination of the various correlations between the variables revealed that the highest correlation was between the TPB construct of attitudes and intention ($r = .78$, $p < .01$). Furthermore, the highest correlation between two independent variables was between TPB-attitudes (TPB-A) and TPB-subjective norm (TPB-SN) ($r = .53$, $p < .01$). The lowest correlation between an independent variable and the dependent variable of intention was between parental expectations and intention ($r = .22$, $p < .01$). The lowest correlation between two independent variables was between TPB-attitudes and parental expectations ($r = .19$, $p < .01$).

Research Question Two

To answer the second research question, a simultaneous multiple regression analysis was conducted to determine which of the following variables were statistically significant predictors of a student's intention to continue in music in his/her first year of middle or junior high school: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence. All of the independent variables accounted for 68.1% of the variance in the dependent variable of intention. The overall multiple regression was statistically significant, $R^2 = .681$, $F(6, 271) = 96.52$, $p < .001$.

Table 11

Intercorrelations Between Variables

Variable	TPB-A	TPB-SN	TPB-PBC	PI-HEM (PA)	PI-HEM (PE)	PEER	INT
TPB-A	—	.53**	.43**	.50**	.19**	.48**	.78**
TPB-SN	.53**	—	.29**	.52**	.20**	.47**	.59**
TPB-PBC	.43**	.29**	—	.36**	.24**	.40**	.41**
PI-HEM (PA)	.50**	.52**	.36**	—	.38**	.53**	.57**
PI-HEM (PE)	.19**	.20**	.24**	.38**	—	.34**	.22**
PEER	.48**	.47**	.40**	.53**	.34**	—	.52**
INT	.78**	.59**	.41**	.57**	.22**	.52**	—

Note. $N = 278$. TPB-A: Theory of Planned Behavior: Attitude; TPB-SN = Theory of Planned Behavior: Subjective Norm; TPB-PBC = Theory of Planned Behavior: Perceived Behavioral Control; PI-HEM (PA) = Parental Involvement-Home Musical Environment: Parental Attitudes: PI-HEM (PE) = Parental Involvement-Home Musical Environment: Parental Expectations; PEER = Peer Influence. INT = Intention to take music classes in Middle or Junior High School. $^{**}p < .01$, two-tailed.

Examination of the individual regression coefficients (*B*) provided in the regression analysis revealed that the TPB construct of attitude ($B = .18$, $p < .001$), the TPB construct of subjective norm ($B = .07$, $p < .001$), and the parental involvement construct of parental attitudes towards music study ($B = .08$, $p = .001$) were statistically significant predictors of intention to participate in school music in the first year of middle or junior high school (see Table 12). (Tabachnick & Fidell, 2007 state that the unstandardized regression coefficient (*B*) represents the change in the dependent variable associated with a one-unit change in the independent variable, with all other variables held constant.) On average, for each *SD* unit change in a student's attitude

towards music participation in the first year of middle school or junior high school, the likelihood that a student in their final year of elementary school would choose to participate in music in the next school year increased by .18 of a *SD* unit. In addition, for each *SD* unit change in the student's perceived subjective norm, the likelihood that a student in their final year of elementary school would choose to participate in music in the next school year increased by .07 of a *SD* unit. Lastly, for each *SD* unit change in parental attitudes towards music study, the likelihood that a student in his/her final year of elementary school would choose to participate in music in the next school year increased by .08 of a *SD* unit.

To check for the existence of multicollinearity, or if any of the independent variables are too highly correlated with each other, two collinearity diagnostics (a test for tolerance and the variance inflation factor, or VIF) were conducted. (A test of tolerance measures the degree of variance in the dependent variable that is not accounted for in the other independent variables, per "Regression Diagnostics," n.d. The VIF is an estimate of how much the regression coefficients are inflated when the independent variables are too highly correlated, per Keith, 2015). Each of these collinearity diagnostics is available within computer programs such as SPSS. (Keith, 2015 states that smaller tolerance levels, i.e. less than .17, and VIF values larger than six are cause for concern that multicollinearity exists). Within the current study, tolerance values ranged from .56 to .82, indicating that all of the variables were safely independent from each other. Values for the VIF ranged from 1.22 to 1.79, demonstrating that the variance of the regression coefficients were not overly inflated. Both sets of values (tolerance, VIF) were safely outside of the levels that would suggest

the presence of multicollinearity. These values from the two collinearity diagnostic tests are also reported in Table 12.

Table 12

Summary of the Simultaneous Multiple Regression Analysis (N = 278)

Variable	*B*	*SE*	β	*p*	Tolerance	VIF
TPB-A	.18	.02	.56	.000	.58	1.74
TPB-SN	.07	.02	.16	.000	.61	1.64
TPB-PBC	.02	.02	.04	.292	.75	1.33
PI-HEM (PA)	.08	.02	.16	.001	.56	1.79
PI-HEM (PE)	-.02	.04	-.02	.678	.82	1.22
PEER	.03	.02	.08	.067	.60	1.67

Note. $R^2 = .681$, $F(6, 271) = 96.52$, $p < .001$. TPB-A: Theory of Planned Behavior: Attitude; TPB-SN = Theory of Planned Behavior: Subjective Norm; TPB-PBC = Theory of Planned Behavior: Perceived Behavioral Control; PI-HEM (PA) = Parental Involvement-Home Musical Environment: Parental Attitudes: PI-HEM (PE) = Parental Involvement-Home Musical Environment: Parental Expectations; PEER = Peer Influence.

Since elementary school at two school sites ended at sixth grade, with the remaining school sites ending elementary school at grade five, a post hoc analysis was conducted to see if there were differences in intention scores according to grade level. This analysis also inspected if there was a difference according to gender. To examine these potential differences, a 2 X 2 ANOVA was conducted with grade level and gender as independent variables, and intention as the dependent variable. Results revealed a non-significant interaction between grade level and gender, $F(1, 274) = 2.81$, $p = .095$, partial eta squared (η^2)= .010. Results further revealed a significant main effect for grade level, $F(1, 274) = 44.28$, $p < .001$, partial eta squared (η^2) = .139, but a non-

significant main effect for gender, $F(1, 274) = 1.08$, $p = .299$, partial eta squared (η^2)= .004. An inspection of the mean scores for each grade level revealed that the fifth grade students gave more positive responses regarding intention to participate in school music than did the sixth grade students ($M = 4.47$, $SD = 1.48$, for fifth grade; $M = 3.03$, $SD = 1.91$, for sixth grade). An examination of the estimated marginal means for each grade level confirmed this finding ($M = 4.49$, $SE = .11$ for fifth grade, $M = 2.96$, $SE = .20$ for sixth grade). It should be noted that the majority of the 278 students were fifth graders ($n = 212$, or 76.3%) with the remaining ($n = 66$ students, or 23.8%) being sixth graders.

To further address the question of which factors best explained a student's intention to participate in school music in the first year of middle or junior high school, the data collected in the final, open-ended response item on the questionnaire was coded and analyzed for response trends. This response item asked each student to indicate why he/she believed another student would not choose to participate in school music in the next school year. Four possible responses were provided, with written instructions that the student may circle as many of these provided responses as he/she thought were appropriate answers. These provided responses were: "He/she is too busy," "His/her parents said he/she can't," "He/she doesn't want to," and "None of his/her friends are joining." There was also an option for the student to write in an answer if he/she wanted to do so. To check for response trends, the responses to the four provided answers were coded by hand and entered into SPSS 20.0. The descriptive statistics for these responses are displayed in Table 13. In summary, it was found that the most frequently circled response was "He/she doesn't want to," with 51 respondents (18.3%) circling only that response item, and 13 respondents (4.7%) only circling that response along with

providing a written response. An additional 79 (28.5%) respondents circled that response ("He/she doesn't want to") along with circling one or more other response items, but without including a written response. Lastly, 38 respondents (13.9%) circled the response of "He/she doesn't want to" along with one or more provided responses in addition to providing a write-in response. In total, 181 (65.1%) total respondents circled the response of "He/she doesn't want to."

Table 13

Descriptive Statistics for the Open-Ended Response Item

Circled Response(s)	Frequency	Percentage	Cumulative Percentage
1: He/she is too busy	20	7.2	7.2
2: His/her parents said he/she can't	8	2.9	10.1
3: He/she doesn't want to	51	18.3	28.4
4: None of his/her friends are joining	20	7.2	35.6
Responses 1 & 2	1	0.4	36.0
Responses 1 & 3	16	5.8	41.7
Responses 1 & 4	5	1.8	43.5
Responses 2 & 3	6	2.2	45.7
Responses 2 & 4	1	0.4	46.0
Responses 3 & 4	21	7.6	53.6
Responses 1, 2, & 3	8	2.9	56.5
Responses 1, 2, & 4	2	0.7	57.2
Responses 1, 3, & 4	14	5.0	62.2
Responses 2, 3, & 4	2	0.7	62.9
Circled all four responses	12	4.3	67.3
Response 1 plus a write-in response	5	1.8	69.1
Response 2 plus a write-in response	4	1.4	70.5

Response 3 plus a write-in response	13	4.7	75.2
Response 4 plus a write-in response	6	2.2	77.3
Responses 1 & 2 plus a write-in response	0	0.0	77.3
Responses 1 & 3 plus a write-in response	6	2.2	79.5
Responses 1 & 4 plus a write-in response	2	0.7	80.2
Responses 2 & 3 plus a write-in response	1	0.4	80.6
Responses 2 & 4 plus a write-in response	1	0.4	80.9
Responses 3 & 4 plus a write-in response	10	3.6	84.5
Responses 1, 2, & 3 plus a write-in response	1	0.4	84.9
Responses 1, 2, & 4 plus a write-in response	0	0.0	84.9
Responses 1, 3, & 4 plus a write-in response	11	4.0	88.8
Responses 2, 3, & 4 plus a write-in response	1	0.4	89.2
Circled all four responses plus provided a write-in response	8	2.9	92.1
Only wrote in a response	17	6.1	98.2
Did not respond	5	1.8	100.0

Note. $N = 278$.

Of the total sample of participants ($N = 278$), 88 of them (31.7%) wrote in an additional response. These "write-in" responses were coded by hand and by the use of HyperResearch 3.7.3. Frequency distributions for these responses were analyzed via SPSS 20.0. It should be noted that while 88 participants wrote in responses, some were coded into two or more categories, revealed 96 total codes assigned to the write-in responses. In total, 19 thematic categories emerged from the analyses of these "write-in" responses. The majority of the free responses (60 total, or 62.5%) were coded into one of the following five categories: (a) attitude towards continuing music participation (16 total, or 16.7%), (b) ability to participate in music (15 total, or 15.6%), (c) the

written response did not apply to the question (11 total, or 11.5%), (d) the student has other interests besides school music (9 total, or 9.4%), and (e) motivation towards continuing music participation (9 total, or 9.4%). Detailed information regarding the categories that emerged from this analysis may be found in Table 14.

Write-in responses that aligned with the category of attitude towards music participation included "it just isn't that interesting anymore," and "he/she thinks it is going to be boring." Responses that aligned with the category of ability included "he or she is not good at it" and "he/she can't sing well." The category representing responses that did not align with the open-ended response item were comments that did not seem to pertain to why a student would not want to be involved in school music. For example, one student wrote in the following: "it will be fun," with another writing, "none!!!" Responses aligned with the category of having other interests besides music included "they are interested in other activities" and "wants to do something else." Responses that aligned with the "motivation" category included "he/she doesn't want to" and "he or she might not want to praticapate [*sic*] in any music." It is notable that the category that aligned with the most responses, attitude towards continuing music participation, is similar to a variable from the theory of planned behavior (TPB) framework used in this study, which was the TPB construct of attitude towards music participation. Just as this variable was statistically significant in the regression analysis, the high amount of write-in responses aligned with the attitude category gives further credence to its strength as a predictor variable of intention to continue in school music.

Table 14

Descriptive Statistics for the Write-In Responses

Category	Frequency	Percentage	Cumulative Percentage
Attitude Towards Music Participation	16	16.7	16.7
Ability to Participate in Music	15	15.6	32.3
Non-Applicable Response Given	11	11.5	43.8
Has Other Interests Besides Music	9	9.4	53.1
Motivation	9	9.4	62.5
Fear of Embarrassment	8	8.3	70.8
Doesn't Have Time to Participate	5	5.2	76.0
Parents	5	5.2	81.3
The Student Might Change Schools	3	3.1	84.4
Needs to Focus on Other Classes/Subjects	3	3.1	87.5
Peers	3	3.1	90.6
Music Teacher	2	2.1	92.7
Can't Make Mandatory Music Meeting	1	1.0	93.8
Costs Too Much	1	1.0	94.8
Failed Audition to Participate	1	1.0	95.8
Got Kicked Out of Music Class	1	1.0	96.9
Never Participated In Music Before	1	1.0	97.9
Not Sure They Want To Participate	1	1.0	99.0
Too Stressful	1	1.0	100.0

Note. $N = 88$. There were a total of 96 codes that emerged from this analysis. The remaining 190 participants did not include a write-in response.

Summary

The 284 students who agreed to participate in this study were enrolled in one of six schools in south Louisiana. Each of these students was in his/her final year of elementary school and attended a school that offered compulsory general music classes to all students. Some of these schools ended elementary school at fifth grade, while others ended elementary school at sixth grade. Of the 284 students, 218 (76.8%) of them were in the fifth grade, with the remaining 66 students (23.2%) being sixth graders. The majority of the students (n = 172, 60.6%) indicated they were female, with the remaining students (n = 112, 39.4%) indicating they were male. Data from six students was ultimately removed from the data set due to insufficient responses from each of these students on the study questionnaire, leaving a remaining 278 student participants.

All variables measured within this study were found to have a normal distribution except for the parental involvement construct of parental expectations, which was negatively skewed. Statistically significant correlations ($p < .01$) were found between all variables. Results of a simultaneous multiple regression analysis revealed that the variables of parental attitudes towards music study ($p = .001$), the TPB construct of attitude towards music participation ($p < .001$), and the TPB construct of subjective norm ($p < .001$) were each a statistically significant predictor of intention. A 2 X 2 ANOVA examining if there were differences in intention according to grade level and gender was conducted, with results revealing a significant difference according to grade level ($p < .001$). The fifth grade students were, on average, more positive in their intentions to continue in school music in middle or junior high school than were the

sixth grade students. It should be noted that the final sample of students ($N = 278$) was unbalanced in terms of grade level, with 212 students (76.3%) being in the fifth grade, and 66 students (23.8%) being in the sixth grade. While all of these students were in the final year of elementary school, this unbalance in the overall sample of participants in regards to grade level may affect the generalizability of the results reported in this chapter.

The final part of the questionnaire included a statement asking each student his/her opinion as to why another student would not continue in school music when entering middle or junior high school. The most frequently circled response item was the statement, "He/she doesn't want to." The option was also available in this portion of the questionnaire for respondents to supply a write-in response regarding why students would not choose to participate in music in middle or junior high school. Ninety-nine total categories were discovered through an analysis of these write-in responses, with the highest amount of responses aligned to the category of attitude towards music participation.

Chapter V

Conclusion

The purpose of this study was to determine those variables that best predict a student's intention to continue in a music class when entering middle or junior high school. The theory of planned behavior (TPB; Ajzen, 1985, 1991, 2011) was utilized as a framework to examine student behavioral intentions regarding school music participation. The TPB contains constructs for the following three variables: (a) attitude towards the given behavior, (b) subjective norm, and (c) perceived behavioral control. Within the TPB, attitude refers to whether the person has a favorable or unfavorable opinion towards the behavior being examined (Ajzen, 1991). Subjective norm refers to a person's perceived social pressure to perform or not perform this behavior, and perceived behavioral control (PBC) refers to a person's perceptions of how easy or difficult it would be to perform the behavior (Ajzen, 1991). Since the original conceptualization of the theory, researchers have advocated for an extended TPB model (e.g. Hamilton & White, 2008) to strengthen the predictability of the model. The variables of parental involvement and peer influence were added to the current study. A review of the literature found that parental involvement is a reliable predictor of continued involvement in school music (Corenblum & Marshall, 1998; Lucas, 2007, Moyer, 2010). While the factor of peer influence has received mixed results in the literature, researchers such as Ryan (2001) and Kindermann (2007) both found that peers have significant influence over student motivation towards school.

Within this study, a subscale created by Hagger, Chatzisarantis, Biddle, and Orbell (2001) was used to measure the TPB construct of attitude. Subscales created by

Davis, Ajzen, Saunders, and Williams (2002), later adapted by Fichten, Nguyen, Amsel, Jorgenson, Budd, Jorgenson, Asuncion, & Barile (2014), were utilized to measure the TPB constructs of subjective norm and perceived behavioral control. Parental involvement was measured with two subscales from Zdzinski's (2013) Parental Involvement – Home Environment Scale (PI-HEM), one designed to measure parental attitudes towards music study, and the other designed to measure parental expectations for music study. Lastly, the variable of peer influence was measured through the use of a subscale created by Lau, Fox, and Cheung (2005). The only subscales originally designed for a music context were those designed by Zdzinski. The others (TPB, peer influence) were originally designed for other contexts such as the prediction of sports involvement. These statements were modified to address the purpose of the current study. All of these subscales formed the basis of the study questionnaire. In addition to these response items, the questionnaire included an area where the research participants wrote in demographic information on themselves (e.g. grade level in school, gender). It also included an open-ended response item that asked why the students believed other students their age would not plan to participate in school music when entering middle or junior high school. The questionnaire may be found in Appendix 2.

In the spring and fall of 2015, several school districts within the state of Louisiana were contacted as potential research locations for this study. In all, three school districts agreed to participate. School district personnel helped the primary researcher locate potential school sites to utilize for data collection. In total, six schools were contacted, and personnel from each school agreed to allow their students to participate. Parental consent forms were sent home via school personnel to the parents

of children in their final year of elementary school. The primary researcher also conducted an assent discussion with these students during the school day. Those students who had parental permission and who had given their own permission then completed the questionnaire ($N = 284$). Data from six students were ultimately removed from the data set due to inadequate responses on the study questionnaire, leaving a remaining 278 student participants.

Cronbach's alpha was utilized to determine the internal reliability for each subscale. All subscales were found to be internally consistent with the exception of the parental expectations scale ($\alpha = .503$) and the perceived behavioral control scale ($\alpha = .512$). Both findings were in contrast to previous studies. Zdzinski, Dell, Gumm, Rinnert, Orzolek, Yap, Cooper, Keith, and Russell (2014/15) found that the parental expectations subscale had an internal reliability of .75, while Fichten et al. (2014) reported an alpha level of .75 for the perceived behavioral control subscale. It is possible that modifications to the wording of the perceived behavioral control scale affected the reliability of the subscale for the current study. Furthermore, Zdzinski et al. (2014/15) was studying the predictability of the Parental Involvement – Home Environment Scale (PI-HEM) on academic, musical, and psychosocial outcomes, not a student's intention to continue music participation. The parental expectations subscale of the PI-HEM was borrowed for this current study. The difference in study purpose may have affected the subscale's reliability.

Descriptive statistics as well as correlation analyses were conducted on each of the variables, with significant correlations being found between all variables. A simultaneous multiple regression analysis revealed that all of the independent variables

accounted for 68.1% of the variance in intention to continue in school music. The overall multiple regression was statistically significant ($p < .001$), and post hoc analyses revealed that the TPB construct of attitude ($p < .001$), the TPB construct of subjective norm ($p < .001$), and parental attitudes ($p = .001$) were statistically significant predictors of intention to participate in school music in the first year of middle or junior high school.

Summary of Results

Descriptive Statistics

Descriptive statistics were calculated for each subscale utilized in the study, and normal distributions were found for each scale with the exception of the subscale representing parental expectations. The negative skewness and slightly elevated level of kurtosis for this subscale may have been due to a majority of students expressing overall agreement that their parents had high expectations for how well they did in school. Zdzinski et al. (2014/15) also found that the same subscale was skewed negatively. Zdzinski et al. postulated that this was due, in part, to a majority of parents having high expectations for their children's academic performance.

Further analysis of the individual statements from each subscale revealed some interesting results. The overall mean scores for each of the response items from the TPB-attitude scale ranged from 4.85 to 5.16 on a seven-point scale with *good-bad*, *exciting-boring*, and *fun-unpleasant* endpoints. Students had, on average, generally positive attitudes towards participating in school music in the next school year. A TPB study by Davis, Ajzen, Saunders, and Williams (2002), who examined intentions

towards completing high school, also reported positive attitudes for the TPB-attitude scale. This finding should be encouraging to secondary school music educators, as it indicates that incoming students to their schools hold overall positive attitudes about school music participation.

Amongst the three subjective norm statements, mean scores were between 2.69 and 3.74 on a six-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The highest-rated response was for the statement regarding if important persons in each student's life thought he/she should participate in school music, with the lowest rated response for the statement regarding if those same important people would be disappointed if the student did not participate in school music. These results suggest that students moderately disagreed or slightly disagreed that those important persons in their lives want them to participate in school music. These results were contradictory to other TPB studies, such as one by Davis et al. (2002), who found generally positive results in the subjective norm scale items regarding intention to complete high school. These contradictory findings may indicate that while the students perceive their parents as having positive feelings about their children's academic success, the students do not perceive similar positive feelings from their parents regarding school music participation. This finding is distressing, as it implies that parents don't hold strong feelings about the importance of school music participation for their children.

Within the TPB perceived behavioral control subscale, mean scores ranged from 4.05 to 5.17 on a six-point scale using *strongly disagree* to *strongly agree* response anchors (with one item using *very easy* to *very difficult* response anchors). The lowest

rated item asked if the student believed he/she had complete control over participating in school music in middle or junior high school. The highest rated item investigated if the student believed he/she could overcome any obstacles or problems that would prevent them from musical participation. These results implied that many students agreed that they could overcome these obstacles or problems involved in participating in music in middle school. Another highly rated item asked if it would be easy or difficult to participate in school music in the next school year. Students indicated that they believed it would be "somewhat easy" to participate in school music in the next school year. Overall, the results of the descriptive analysis of the perceived behavioral control items indicated that the students believed they did not have complete control over their decisions regarding school music participation. These results also imply that the students believed that, should they choose to participate, they would be able to do so with little difficulty. Music classes often involve opportunities for students to perform in front of others, as well as learn new skills such as the playing of instruments. Students who believe they have control over the musical tasks in which they take part, and who view those tasks has being something they could accomplish, may be more willing to enroll in elective music classes at the middle or junior high school level.

There were two subscales representing the added social influences of parental involvement (parental attitudes and parental expectations) and one subscale representing peer influence. Both parental involvement subscales utilized a four-point Likert-type scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). All mean scores in the parental attitudes subscale fell between 2.14 to 2.99. The lowest rated statement asked if parents believed that music classes keep their children out of trouble,

and the highest rated statement asked if parents encouraged their children to be actively involved in music. On average, participants "slightly disagreed" that their parents held positive attitudes towards music activities, including if parents encouraged their children to be active musical participants. These results are similar to results found in the current study regarding subjective norms, where it was found that participants generally disagreed that those important persons in their lives held favorable opinions about school music participation.

Overall mean scores for questions using the parental expectations scale were very high, implying that the students believed that their parents expected them to perform well in school. Mean scores ranged from 3.04 to 3.94 on a four-point Likert-type scale (*strongly disagree* to *strongly agree).* Interestingly, the lowest rated response item was the only item that directly mentioned music participation ("my parents expect me to do my best in music"), with the remaining items being more general, not mentioning music participation (e.g., "my parents expect me to do well in school" and "my parents value achievement"). It is possible the students that participated in the current study were more prone to please those adults in authority over them, hence their very positive responses to the items in this subscale. As mean scores were higher for those statements that did not mention music participation, it is also possible that parents hold higher expectations towards academic success in school than they do success in school music.

Statements from the peer influence scale were aligned with a five-point Likert-type scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), with 3 equaling a *neutral* response. Analysis of the mean scores for responses using the peer influence

scale revealed that similar to the parental expectations scale, the two highest rated statements did not mention music participation. These two statements questioned if the student's friends were encouraging to him/her, and if each student believed he/she gained a higher social status as a result of being with his/her friends. The other four statements discussed music participation, including the lowest rated statement, which asked if the student's friends come to watch him/her "play music." It is not surprising that the highest rated statements do not mention music, as music education researchers such as Castelli (1986), Mizener (1993) and Lucas (2011) all found that peers were not influential in students' decisions to participate in school music. By contrast, studies involving general education contexts and not music education contexts specifically found greater significance with the influence of peers, including motivation to complete schoolwork (Kindermann, 2007; Ryan, 2001). These findings indicate that peers can be influential in the decisions of young students towards school-related matters. However, their influence does not appear to be very strong when it comes to decisions regarding school music participation.

Research Question One

A correlation analysis was conducted to answer the first research question: What interrelationships exist among the following variables: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence? Several significant correlations are worth noting here. The highest correlation was between TPB-attitude and intention to continue in school music ($r = .78$, $p < .01$). Davis et al. (2002) also noted a significant correlation between TPB-attitude and intention (in

their case intention to complete high school), although the correlation was not as strong as in the current study. There was also a statistically significant correlation between TPB-subjective norm and intention to continue in music ($r = .59$, $p < .01$). Davis et al. (2002) also noted a significant correlation between TPB-subjective norm and intention. These results imply that students with more positive attitudes towards school-related matters will have stronger intentions towards the behavior. Similarly, the opinions of important persons in the lives of students appear to be related to students' intentions towards school-related matters, including graduation and continued enrollment in school music classes.

The correlation between TPB-perceived behavioral control and intention to continue in music was statistically significant ($r = .41$, $p < .01$), albeit lower than the correlations between TPB-attitude and intention and TPB-subjective norm and intention. This correlation between TPB-perceived behavioral control and intention was the lowest of the three correlations found between the TPB variables and intention to continue in music. This was in contrast to research findings in a study by Davis et al. (2002), who found a stronger correlation between TPB-perceived behavioral control and intention than what was found in the current study. Davis et al. stated that this was the strongest correlation found between all of the examined variables. These results imply that a student's perception of control is better related to non-music behaviors in school, such as high school graduation (which was the behavior examined in Davis et al.'s study), than with behaviors related to school music.

The correlation between parental attitudes and intention to continue in school music was statistically significant ($r = .57$, $p < .01$). In contrast with the current study,

Zdzinski et al. (2014/15) found low correlations between parental attitudes towards music study and any of the dependent variables related to success in music and success in school, with some correlations not being statistically significant. Hamilton and White (2008), however, found a statistically significant correlation between the variable of family social support and the intentions of ninth grade students to be physically active.

The correlation between parental expectations and intention in the current study was statistically significant but low ($r = .22$, $p < .01$). Zdzinski et al. (2014/15) also found statistically significant but low correlations with the parental expectations construct. These results reveal a mixed characteristic to the variable of parental involvement. There is a potential connection between parental attitudes and students' intentions regarding school music participation, but not parental expectations and the intentions of students to participate in school music.

The correlation between peer influence and intention to continue in music was statistically significant ($r = .52$, $p < .01$) in the current study. The significance of peer influence is contradictory to music education studies by Lucas (2011) and Mizener (1993), neither of whom found a connection between the influence of peers and a child's ultimate choice to continue in school music. However, studies that have examined the effect of peers on a student's motivation towards school (Kindermann, 2007; Ryan, 2001) did find that a student's peers could influence student levels of engagement towards school. These mixed results imply that while peers are influential in students' choices regarding school, they may not have as much influence on choices specific to school music participation.

Significant correlations were also found between all independent variables. The

two highest correlations were between TPB-attitude and TPB-subjective norm ($r = .53$, $p < .01$) and between parental attitudes and TPB-subjective norm ($r = .52$, $p < .01$). The two lowest correlations were between TPB-subjective norm and parental expectations ($r = .20$, $p < .01$) and between TPB-attitude and parental expectations ($r = .19$, $p < .01$). These results indicate that the expectations of parents towards music study has little relationship with their children's attitudes towards school music participation, as well as little relationship with their children's perceived subjective norm. Hamilton and White (2008), who also added additional variables to a TPB framework, found significant correlations between all of the variables, including between the individual TPB constructs (attitude, subjective norm, perceived behavioral control, intention, reported behavior) and the additional social variables of family support, friends' social support, and social provisions. The results of the current study give credence to the addition of specific social influences to a theory of planned behavior (TPB) model as an aide in identifying additional variables that are related to both intention and behavior. These results also imply that some variables may have a stronger relationship with intention and behavior than do other variables.

Research Question Two

A simultaneous multiple regression analysis was conducted to answer the second research question: Which of the following variables best predict a student's intention to continue in music in their first year of middle or junior high school: (a) attitude, (b) subjective norm, (c) perceived behavioral control, (d) parental involvement, and (e) peer influence? Results revealed that the overall regression was statistically

significant ($p < .001$), with all of the independent variables accounting for 68.1% of the variance in the dependent variable of intention. Post hoc analyses indicated that three variables were statistically significant predictors of intention to continue in school music: the TPB construct of attitude (TPB-A; $p < .001$), the TPB construct of subjective norm (TPB-SN; $p < .001$), and the parental involvement construct of parental attitudes towards music study ($p = .001$). Knabe (2012) found similar significance with the TPB constructs of attitude and subjective norm. Through the use of path modeling, Knabe noted that both variables (attitude, subjective norm) had statistically significant effects on the intentions of university faculty to teach online coursework. Zdzinski et al. (2014/15), who utilized the same parental attitudes subscale that was used in the current study found that parental attitudes significantly predicted several variables related to success in school, including musical outcomes (music class grades, musical achievement, and student attitudes towards music) and psychosocial outcomes (work orientations, self-reliance, and identity). Corenblum and Marshall (1998), who examined potential predictor variables of students' intentions to continue in a school band program, found that perceived parental support (as perceived by the student participants in the study) was a significant predictor of intentions to continue enrollment in school band classes. These results, along with those of the current study, imply that these three variables (TPB-attitude, TPB-subjective norm, parental attitudes towards music study) are significant predictors of school-related behaviors, including behavioral intentions regarding school music participation. These findings illuminate to current music teachers the importance of encouraging positive attitudes within students towards school music, as well as making the school music program visible to parents as a way to

encourage positive parental attitudes towards having their children enroll in school music classes.

The current study did not find that perceived behavioral control (TPB-PBC) was a statistically significant predictor of intention. This was surprising, as other TPB studies found significance in the ability of TPB-PBC to predict intention towards a variety of activities. These activities included regular class attendance (Ajzen & Madden, 1986), intention to finish high school (Davis et al., 2002), and physical activity behavior (Hamilton & White, 2008). These mixed results imply that perceptions of control can be predictors of intentions towards other behaviors that pre-adolescent students may engage in, but not regarding school music participation.

An additional post hoc analysis was conducted to ascertain if there were any differences in student intention to continue in music in middle or junior high school by grade level or gender. A 2 x 2 ANOVA revealed a significant difference for student grade level. An examination of the mean scores revealed that the fifth grade students gave more positive responses regarding intention to participate in school music than did the sixth grade students. Mizener (1993), who examined the attitudes of elementary school students (grades three through six) regarding singing and choir participation, found that attitudes towards these two activities declined as grade level increased, with the most negative attitudes being attributed to the sixth grade students. These results provide evidence in the importance of encouraging students to have positive attitudes towards school music from as young an age as possible.

Overall, the findings in this study illuminate the importance of encouraging positive attitudes in students towards school music. Similar positive attitudes towards

music participation should be encouraged in each student's immediate family, especially his/her parents. Current music teachers should work to encourage these positive attitudes in both parents and students to allow both groups to see the importance and benefit of school music participation. Cultivating these positive attitudes can also help to encourage long-term study of music by young people, thus increasing enrollment in school music classes at both the elementary and secondary level, as well as into these young people's adult lives.

Implications

The findings from this research study provide numerous implications for the prediction of a student's intention regarding continuing in school music when he/she enters middle or junior high school. A study by the National Center for Education Statistics (NCES, as cited in Parsad & Spiegelman, 2012) revealed that, as recently as 2010, a majority of United States public schools (94%) offered music instruction to students. However, two other studies (Child Trends Databank, 2013; Music for All Foundation, 2004) revealed an overall trend of decline in music enrollment between 1991-2013. Results of the current study revealed that the following variables were statistically significant predictors of intention to continue in school music in middle or junior high school: (a) student attitudes towards music participation, (b) subjective norm, or a student's perceived social pressure to participate (or not participate) in school music, and (c) the student's perceptions of his/her parent's attitude towards music participation. Identifying potential predictor variables that lead to a decline in school music enrollment was the aim of this present study. It is hoped that identifying

potential predictor variables that lead to a decline in school music enrollment may assist music educators in creating more effective recruitment strategies for secondary school music classes.

The significance of student attitudes towards music participation is not surprising. Analysis of the open-ended responses from this current study that asked students to write-in why he/she believed another student would not participate in school music in middle or junior high school revealed several responses that were coded under the theme of student attitudes towards participation in music. These responses indicated that having a positive or negative attitude towards participation in school music was influential in whether or not students chose to continue in school music classes. While teachers should not solely focus on pleasing their students and catering to their students' interests, finding as many ways as possible to make music classes in elementary school a positive experience for students could have an effect on student enrollment in elective music classes when given the chance to choose middle school or junior high electives. This might include allowing young students to have input in curricular choices, including what repertoire is sung and played on school concerts while still balancing skill and conceptual development. By giving students agency in the learning process in school music classes, they may be more inclined to hold positive attitudes towards these classes.

The significance of parental attitudes towards music study gives credence to the importance of parents in a child's music education. Current and future music educators may consider using these findings as evidence of the importance of reaching out to each students' parents for support and assistance with aspects of the school music program

such as chaperoning school band, orchestra, and choir trips. Reaching out to parents can also help bring awareness of the school's music program to each student's family. It is possible the parents of many students may not even be aware that a music program exists at their child's elementary school. The parents may also lack awareness that music classes are available to their children as possible electives when they enter the secondary grades. Teachers can make their music programs more visible to parents by inviting families to not only provide assistance with the music program (e.g. chaperoning choir trips), but by also allowing family members to sit in on music classes and rehearsals.

The significance of the subjective norm variable found in the current study implies that students in the upper elementary grades are aware of the opinions of significant persons in their lives, and that those opinions have influence over their ultimate decisions regarding school music participation. None of the subjective norm statements in the current survey addressed the beliefs of specific people, such as the beliefs of parents, peers, or other teachers. The variable of peer influence did not emerge as a statistically significant predictor of intention to continue in school music, and only the parental involvement construct of parental attitudes, and not parental expectations, emerged as a significant predictor of intention. These results, while mixed, help illuminate for current and future music educators that social pressure can be influential on students' decisions regarding school music participation. However, these results also imply that peers may not have as much influence as had previously been thought. This is similar to findings by Castelli (1986), who, when examining potential influences on a student's choice to enroll in secondary school vocal music classes,

found that the students did not believe their peers were influential in this area.

Post hoc analyses examining differences in intention according to gender and grade level revealed a statistically significant difference by grade level. Fifth grade students were more positive in their intentions to continue in music than were sixth graders. Music teachers should use this finding as a reason to develop positive attitudes in students towards school music as early as possible.

Recommendations

While the theory of planned behavior (TPB) has been utilized successfully to measure a student's intention towards completing high school or college as well as the prediction of a student's intention towards engaging in organized sports, this is the first study to utilize the TPB to predict a student's intention regarding participation in school music. Due to the significance of the findings from this study, further applications of the TPB within school music contexts are warranted. Replication of the current study within other geographic locations is encouraged to see where research results differentiate. For example, different results may be found within the variable of parental involvement, specifically regarding parental expectations. Within the current study, the parental expectations subscale was not found to be internally reliable, and the variable was not statistically significant in the regression analysis. An examination of the mean scores from this subscale revealed that, on average, the students in the study were very positive regarding their parent's expectations towards their success in school. It is possible that students in certain socioeconomic settings are more prone to please those in authority over them. However, further research is needed to see if this holds true.

This additional research could include replication of this study in other parts of the country as a way to compare and contrast responses to the statements from this particular subscale (parental expectations for music study). Levels of parental involvement may also vary from student to student based on if the student is raised by a single parent, is raised within a two-parent home, or is raised by a relative such as a grandparent. Future research could investigate if these differences have an effect on student intentions regarding school music enrollment choices.

The addition of qualitative data may illuminate more useful information regarding the purpose of this study. Interview data collected from the students may compliment data collected from a quantitative instrument such as the questionnaire utilized for this current study. Button (2006), in an examination of student perceptions of school music, administered a questionnaire and included semi-structured interviews with students. Button stated that these interviews were included to "add depth, strengthen the reliability and validity of the study, and also to illuminate the quantitative data" (Button, 2006, p. 421). Button did report that the interview data did help to corroborate the results of the quantitative data. While Button's study did not utilize the TPB, it is possible that interview data would provide useful information that the data from the questionnaire utilized in this current study could not provide.

Ajzen designed the TPB model not only to have the ability to measure intention towards a behavior, but also to examine potential predictors of actual behavior (i.e. if study participants actually carried through with their stated intention). Future research regarding school music that utilizes the TPB model could examine if students follow through with their intentions regarding school music participation as a means to

examine the predictability of the TPB model regarding actual behavior. Comparisons could be drawn between those variables that best predict behavioral intentions and whether those variables predict participant follow through. Future research could also include the development of a path analytical model to fully examine the direct and indirect effects of the TPB variables as well as any additional variables included in the study, to ascertain how well they predict not only intention, but also actual behavior.

This study only examined intentions towards music participation in general, and not specifically regarding participation in any specific type of music class (i.e. choral, band, orchestra). Future research should utilize the research framework from the current study with students specifically enrolled in music disciplines such as choir, band, or orchestra. Future research studies might compare two data sets, one from choral music students, and one from instrumental music students, and identify any significant differences in responses from these two populations of students. Future research studies might also investigate potential differences between students who are and are not involved in private music instruction.

It is possible that recruiting could be an activity that would help alleviate the decline in enrollment in school music programs, especially any decline that occurs as students change schools (i.e. going from elementary school to middle or junior high school). Providing students with information regarding the music programs at the middle or junior high school they will be attending, as well as providing an opportunity for them to meet with the music teachers from those schools could help give them positive attitudes towards these programs. Providing these opportunities could also better the possibility the students will choose to enroll in music class offerings as

electives at the secondary level. Examining the importance of recruiting could be a variable that is added to future studies that examine students' intentions towards school music participation.

Conclusion

The examination of factors related to student attitudes, motivations, and intentions to continue in school music is not new to the research literature. Studies such as those conducted by Asmus (1985), Asmus and Harrison (1990), Corenblum and Marshall (1998), Mizener (1993) and Moyer (2010) are but a small portion of this growing body of research. The current study contributes to this body of research with the application of Ajzen's (1985, 1991, 2011) theory of planned behavior (TPB) as a model to predict students' intentions to continue in school music. This current study also extends the TPB with additional social support variables (parental involvement, peer influence). The results of this study provided credence to the idea that the attitudes of significant others in the lives of upper elementary students, especially parents, are indeed influential in an upper elementary student's decisions regarding school music participation. Additionally, a student's own attitude towards school music participation was also found to be influential in his/her stated intentions. Future research should build upon these findings and also examine those variables that could predict actual behavior regarding school music participation. A body of research utilizing Ajzen's TPB model to predict students' intentions and behavior regarding enrollment decisions in music classes has the potential to provide useful information to current music educators regarding how they can encourage students to better engage in school music in the K-12

grades and beyond.

References

Abeles, H.F. (1973). Development and validation of a clarinet performance adjudication scale. *Journal of Research in Music Education, 21*, 246-255. doi: 10.2307/3345094

Ajzen, I. (1985). From intentions to action: A theory of planned behavior. In J. Kuhl & J. Beckmann (Eds.), *Action control: From cognition to behavior* (pp. 11-39). Berlin: Springer-Verlag.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179-211.

Ajzen, I. (2011). Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M.M. Mark, S.I. Donaldson, & B. Campbell (Eds.), *Social psychology and evaluation* (pp. 74-100). New York: Guilford Press.

Ajzen, I., & Driver, B.L. (1992). Application of the theory of planned behavior to leisure choice. *Journal of Leisure Research, 24*(3), 207-224.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior.* Englewood-Cliffs, NJ: Prentice-Hall.

Ajzen, I., & Madden, T.J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. *Journal of experimental social psychology, 22*, 453-474. doi: 10.1016/0022-1031(86)90045-4

Asmus, E.P. (1985a). The development of a multidimensional instrument for the measurement of affective responses to music. *Psychology of Music*, *13*(1), 19-30. doi: 10.1177/0305735685131002

Asmus, E.P. (1985b). Sixth graders' achievement motivation: Their views of success and failure in music. *Bulletin of the Council for Research in Music Education, 85*, 1-13. Retrieved from http://www.jstor.org/stable/40317938

Asmus, E.P. (1986a). *Factors students believe to be the causes of success or failure in music.* Paper presented at the National Biennial In-Service Conference of the Music Educators National Conference, Anaheim, CA.

Asmus, E.P. (1986b). Student beliefs about the causes of success and failure in music: A study of achievement motivation. *Journal of Research in Music Education, 34*(4), 262-278. Retrieved from http://www.jstor.org/stable/3345260

Asmus, E.P., & Harrison, C.S. (1990). Characteristics of motivation for music and musical aptitude of undergraduate nonmusic majors. *Journal of Research in Music Education, 34*(4), 262-278. Retrieved from http://www.jstor.org/stable/3345223

Asmus, E.P. (1994). Motivation in music teaching and learning. *The Quarterly Journal of Music Teaching and Learning, 5*(4), 5-32.

Austin, J., Renwick, J., & McPherson, G.E. (2006). Developing motivation. In G.E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 213-238). New York: Oxford.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. doi: 10.1016/0146-6402(78)90002-4

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122-147. doi: 10.1037/0003-066X.37.2.122

Bandura, A. (1997). *Self-efficacy: The exercise of control.* London: Worth.

Bergee, M.J. (1987). *An application of the facet-factorial approach to scale construction in the development of a rational scale for euphonium and tuba music performance.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (8813388)

Berndt, T.J., Laychak, A.E., & Park, K. (1990). Friends' influence on adolescents' academic achievement motivation: An experimental study. *Journal of Educational Psychology, 82*(4), 664-670.

Bowman, B.A. (1988). *A cross sectional descriptive study of intermediate elementary students' attitudes toward school music activities.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (8903082)

Brand, M. (1985). Development and validation of the home musical environment scale for use at the early elementary level. *Psychology of Music, 13*, 40-48.

Brand, M. (1986). Relationship between home musical environment and selected musical attributes of second-grade children. *Journal of Research in Music Education, 34*(2), 111-120. Retrieved from http://www.jstor.org/stable/3344739

Broquist, O.H. (1961). *A survey of the attitudes of 2594 Wisconsin elementary school pupils toward their learning experiences in music* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (6105897)

Button, S. (2006). Key stage 3 pupils' perception of music. *Music Education Research, 8*(3), 417-431.

Carey, N., Kleiner, B., Porch, R., & Farris, E. (2002). Arts education in public elementary and secondary schools: 1999-2000. Statistical analysis report. *National Center for Education Statistics*. Retrieved from http://www.gpo.gov/fdsys/pkg/ERIC-ED467892/pdf/ERIC-ED467892.pdf

Castelli, P.A. (1986). *Attitudes of vocal music educators and public secondary school students on selected factors which influence a decline in male enrollment occurring between elementary and secondary public school vocal music programs.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (8620754)

Child Trends Databank. (2015). *Participation in school music or other performing arts.* Retrieved from http://www.childtrends.org/?indicators=participation-in-school-music-or-other-performing-arts

Colwell, R.J. (1969). *Manual: Music Achievement Tests 1-4.* Chicago, IL: Follett Publishing Company Educational Corporation.

Corenblum, B., & Marshall, E. (1998). The band played on: Predicting students' intentions to continue studying music. *Journal of Research in Music Education, 46*(1), 128-140. Retrieved from http://www.jstor.org/stable/3345765

Davis, L.E., Ajzen, I., Saunders, J., & Williams, T. (2002). The decision of African American students to complete high school: An application of the theory of planned behavior. *Journal of Educational Psychology, 94*(4), 810-819. doi: 10.1037//0022-0663.94.4.810

Eccles, J.S., Adler, T.F., Futterman, R., Goff, S.B., Kaczala, C.M., Meece, J., & Midgley, C. (1983). Expectancies, values, and academic behaviors. In J.T. Spence (Ed.), *Achievement and achievement motives* (pp. 75-146). San Francisco, CA: Freeman.

Eccles, J. (2009). *Expectancy value motivational theory.* Retrieved from http://www.education.com/reference/article/expectancy-value-motivational-theory/

Fen, Y.S., & Sabaruddin, N.A. (2008). An extended model of the theory of planned behaviour in predicting exercise intention. *International Business Research, 1*(4), 108-122. doi: 10.5539/ibr.vln4p108

Fichten, C.S., Nguyen, M.N., Amsel, R., Jorgensen, S., Budd, J., Jorgensen, M., Asuncion, J., & Barile, M. (2014). How well does the theory of planned behavior predict graduation among college and university students with disabilities? *Social Psychology of Education, 17*(4), 657-685. doi: 10.1007/s11218-014-9272-8

Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach.* New York: Psychology Press.

Francis, L.J., Brown, L.B., & Philipchalk, R. (1992). The development of an abbreviated form of the revised Eysenck Personality Questionnaire (EPQR-A): Its use among students in England, Canada, the U.S.A. and Australia. *Personality and Individual Differences, 13*(4), 443-449. doi: 10.1016/0191-8869(92)90073-X

Gaston, E.T. (1940). *A study of trends of attitudes toward music in school children* (Unpublished doctoral dissertation). University of Kansas, Lawrence, Kansas.

Gordon, E.E. (1965). *Manual: Music Aptitude Profile.* Boston, MA: Houghton Mifflin.

Gordon, E.E. (1970). *Manual: Iowa Tests of Musical Literacy.* Iowa City, IA: The Bureau of Educational Research and Service, The University of Iowa.

Ghazali, M.G., & McPherson, G.E. (2009). Malaysian children's attitudes towards learning music. *Music Education Research, 11*(9), 193-219. doi: 10.1080/14613800902924474

Griffin, S.M. (2009). Listening to children's music perspectives: in- and out-of-school thoughts. *Research Studies in Music Education, 31*(2), 161-177. doi: 10.1177/1321103X09344383

Hagger, M.S., Chatzisarantis, N., Biddle, S.J.H., & Orbell, S. (2001). Antecedents of children's physical activity intentions and behaviour: Predictive validity and longitudinal effects. *Psychology and Health, 16*, 391-407. doi: 10.1080/08870440108405515

Hagger, M.S., & Chatzisarantis, N.L.D. (2005). First- and higher-order models of attitudes, normative influence, and perceived behavioural control in the theory of planned behaviour. *British Journal of Social Psychology, 44*, 513-535. doi: 10.1348/014466604X16219

Haladyna, T., & Thomas, G. (1979). The attitudes of elementary school children toward singing and subject matters. *Journal of Experimental Education, 48*(1), 18-23. Retrieved from http://www.jstor.org/stable/20151308

Hamilton, K., & White, K.M. (2008). Extending the theory of planned behavior: The role of self and social influences in predicting adolescent regular moderate-to-vigorous physical activity. *Journal of Sport and Exercise Psychology, 30*(1), 56-74.

Heider, F. (1958). *The psychology of interpersonal relations.* New York: Wiley.

Hrubes, D., Ajzen, I., & Daigle, J. (2001). Predicting hunting intentions and behavior: An application of the theory of planned behavior. *Leisure Sciences, 23*, 165-178. doi: 10.1080/014904001316896855

Huck, S.W. (2004). *Reading statistics and research.*(4th ed.). Boston: Pearson.

Intention. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriam-webster.com/dictionary/intention

Keith, T.Z., & Keith, P.B. (1993). Does parental involvement affect eighth-grade student achievement?: Structural analysis of national data. *School Psychological Review, 22*(3), 474-496.

Keith, T.Z. (2015). *Multiple regression and beyond: An introduction to multiple regression and structural equation modeling* (2nd ed.). New York: Routledge.

Kirkpatrick, W.C. (1962). *Relationships between the singing ability of prekindergarten children and their home musical environment* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (6203736)

Kindermann, T.A. (2007). Effects of naturally existing peer groups on changes in academic engagement in a cohort of sixth graders. *Child Development, 78*(4), 1186-1203. doi: 10.1111/j.1467-8624.2007.01060.x

Knabe, A.P. (2012). *Applying Azjen's theory of planned behavior to a study of online course adoption in public relations education* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (3490036)

Kubayi, N.A., Jooste, J., Toriola, A.L., & Paul, Y. (2014). Familial and peer influences on sport participation among adolescents in rural South African secondary schools. *Mediterranean Journal of Social Sciences, 5*(20), 1305-1308.

LaBahn, J. (1995). Education and parental involvement in secondary schools: Problems, solutions, and effects. *Educational Psychology Interactive*. Retrieved from http://www.edpsycinteractive.org/files/parinvol.html

Lamont, A.L., Hargreaves, D.J., Marshall, N.A., & Tarrant, M. (2003). Young people's music in and out of school. *British Journal of Music Education, 20*(3), 229-241. doi: 10.1017/S0265051703005412

Lau, P.W.C., Fox, K.R., & Cheung, M.W.L. (2005). Psychosocial and socio-environmental correlates of sport identity and sport participation in secondary school-age children. *European Journal of Sport Science, 4*(3), 1-21.

Lucas, M. (2007). *Adolescent males' motivations to enroll or not enroll in choir* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (3271224)

Lucas, M. (2011). Adolescent male attitudes about singing in choir. *Update: Applications of Research in Music Education, 30*(1), 46-53. doi: 10.1177/8755123311418623

Mark, M.L. (2002). Nonmusical outcomes of music education: Historical considerations. In R. Colwell & C. Richardson (Eds.), *The new handbook on music teaching and learning: A project of the Music Educators National Conference* (pp. 1045-1052). New York, NY: Oxford University Press.

McPherson, G.E. (2000/2001). Commitment and practice: Key ingredients for achievement during the early stages of learning a musical instrument. *Bulletin of the Council for Research in Music Education, 147*(18), 122-127. Retrieved from http://www.jstor.org/stable/40319399

Mizener, C.P. (1993). Attitudes of children toward singing and choir participation and assessed singing skill. *Journal of Research in Music Education, 41*(3), 233-245. Retrieved from http://www.jstor.org/stable/3345327

Motivation. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriam-webster.com/dictionary/motivation

Moyer, J.R. (2010). *Dad has a horn in the attic: Relationships between instrument source, parental involvement, socioeconomic status, and attrition among beginning band students* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (3405993)

Music for All Foundation (2004). *The sound of silence: The unprecedented decline of music education in California public schools.* Retrieved January 24, 2014, from http://www.quadrantresearch.org/wp-content/uploads/2014/01/CA_2004_MusicEd_Summary.pdf.

National Association of Music Merchants (2003). *Gallup organization reveals findings of "American attitudes toward making music" survey*. Retrieved from http://www.namm.org/news/press-releases/gallup-organization-reveals-findings-american-atti

National Association of Music Merchants (2008). *New poll reveals stifling imagination in schools underlies innovation and skills* deficit. Retrieved from https://www.namm.org/news/press-releases/new-poll-reveals-stifling-imagination-schools-unde

Nolin, W.H. (1973). Attitudinal growth patterns toward elementary school music experiences. *Journal of Research in Music Education, 21*(2), 123-134. Retrieved from http://www.jstor.org/stable/3344588

North, A.C., Hargreaves, D.J., & O'Neill, S.A. (2000). The importance of music to adolescents. *British Journal of Educational Psychology, 70*, 255-272.

Parsad, B, & Spiegelman, M. (2012). Arts education in public elementary and secondary schools, 1999-2000 and 2009-10. *National Center for Education Statistics.* Retrieved from http://nces.ed.gov/pubs2012/2012014rev.pdf

Plotnikoff, R.C., Lubans, D.R., Costigan, S.A., Trinh, L., Spence, J.C., Downs, S., & McCarger, L. (2011). A test of the theory of planned behavior to explain physical activity in a large population sample of adolescents from Alberta, Canada. *Journal of Adolescent Health, 49*, 547-549. doi: 10.1016/j.jadohealth.2011.03.006

Regression Diagnostics (n.d.). Retrieved from http://www.ats.ucla.edu/stat/spss/webbooks/reg/chapter2/spssreg2.htm

Ryan, A.M. (2001). The peer group as a context for the development of young adolescent motivation and achievement. *Child Development, 72*(4), 1135-1150. Retrieved from http://www.jstor.org/stable/1132433

Saunders, R.P., Motl, R.W., Dowda, M., Dishman, R.K., & Pate, R.R. (2004). Comparison of social variables for understanding physical activity in adolescent girls. *American Journal of Health Behavior, 28*(5), 426-436. doi: 10.5993/AJHB.28.5.5

Siebnaler, D. (2008). Children's attitudes toward singing and song recordings related to gender, ethnicity, and age. *Update: Applications of Research in Music Education, 27*(1), 49-56. doi: 10.1177/8755123308322275

Skinner, E.A., & Belmont, M.J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581. doi: 10.1037/0022-0663.85.4.571

Skinner, E., Johnson, S., & Snyder, T. (2005). Six dimensions of parenting: A motivational model. *Parenting: Science and Practice, 5*(2)*,* 175-236. doi: 10.1207/s15327922par0502_3

Solberg, V. S., Gusavac, N., Hamann, T., Felch, J., Johnson, J., Lamborn, S., & Torres, J. (1998). The adaptive success identity plan (ASIP): A career intervention for college students. *The Career Development Quarterly*, *47*, 48–95. doi: 10.1002/j.2161-0045.1998.tb00728.x.

Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson.

Teo, T., & Lee, C.B. (2010). Explaining the intention to use technology among student teachers: An application of the theory of planned behavior (TPB). *Campus-Wide Information Systems, 27*(2), 60-67. doi: 10.1108/10650741011033035

Watkins, J.G., & Farnum, S.E. (1954). The Watkins-Farnum Performance Scale. Milwaukee, WI: Hal Leonard.

Weiner, B. (1972). *Theories of motivation: From mechanism to cognition.* Chicago, IL: Markham.

Weiner, B (1974). *Achievement motivation and attribution theory*. Morristown, NJ: General Learning Press.

Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology, 71*(1), 3-25. doi: 10.1037/0022-0663.71.1.3

Weiner, B. (1986). *An attributional theory of motivation and emotion.* New York, NY: Springer-Verlag.

Wellborn, J.G. (1992). *Engaged and disaffected action: The conceptualization and measurement of motivation in the academic domain.* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (9218563)

Whitford, H.M., & Jones, M. (2011). An exploration of the motivation of pregnant women to perform pelvic floor exercises using the revised theory of planned behavior. *British journal of health psychology, 16*, 761-778. doi: 10.1111/j.2044-8287.2010.02013.x

Wigfield, A., & Eccles, J.S. (2000). Expectancy-Value theory of achievement motivation. *Contemporary Education Psychology, 25*, 68-81. doi: 10.1006/ceps.1999.1015

Zdzinski, S.F. (1987). *Relationships among selected aspects of parental involvement, music aptitude, and musical achievement of instrumental music students* (Unpublished master's thesis). Indiana University, Bloomington, IN.

Zdzinski, S.F. (1992). Relationships among selected aspects of parental involvement, music aptitude, and musical achievement of instrumental music students, *Journal in Research in Music Education, 40*(2): 114-125.

Zdzinski, S.F. (1993). *Relationships among parental involvement, selected student attributes, and learning outcomes in instrumental music* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (9410399)

Zdzinski, S.F. (1996). Parental involvement, selected student attributes, and learning outcomes in instrumental music. *Journal in Research in Music Education, 44*(1): 34-48. Retrieved from http://www.jstor.org/stable/3345412

Zdzinski, S.F. (2013). The Underlying Structure of Parental Involvement–Home Environment in Music. *Bulletin of the Council for Research in Music Education, 198*: 69-88. doi: 10.5406/bulcouresmusedu.198.0069

Zdzinski, S.F., Dell, C, Gumm, A, Rinnert, N., Orzolek, D., Yap, C.C., Cooper, S., Keith, T., & Russell, B. (2014/15). Musical home environment, family background, and parenting style on success in school music and in school. *Contributions to Music Education, 40,* 71-90.

Zorn, J.D. (1969). The effectiveness of chamber music ensemble experience for members of a ninth-grade band in learning certain aspects of music and musical performance (Doctoral dissertation). Indiana University, Bloomington. Retrieved from ProQuest Dissertations & Theses. (7011945)

Appendix 1

Original Subscales for the Independent Variables

The following subscale was designed to measure the theory of planned behavior (TPB) construct of attitude. Hagger, Chatzisarantis, Biddle, and Orbell (2001) created this subscale for a study designed to examine children's behavioral intentions towards physical activity.

Attitude

My doing physical activities at least three or more times in the next week is

Good						*Bad*
1	2	3	4	5	6	7

My doing physical activities at least three or more times in the next week is

Exciting						*Boring*
1	2	3	4	5	6	7

My doing physical activities at least three or more times in the next week is

Fun						*Unpleasant*
1	2	3	4	5	6	7

The following subscale was designed to measure the theory of planned behavior (TPB) construct of subjective norm. Fichten, Nguyen, Amsel, Jorgensen, Budd, Jorgensen, Asuncion, & Barile (2014) constructed these statements. These statements were based on statements from a similar subscale from a study conducted by Davis, Ajzen, Saunders, and Williams (2002). Both studies were designed to examine students' intentions and behavior regarding graduating from school.

Subjective Norms

For each statement below, rate your level of agreement using the following scale:

1— Strongly disagree
2— Moderately disagree
3— Slightly disagree
4— Slightly agree
5— Moderately agree
6— Strongly agree

- Most people who are important to me think that I should complete my program of study.
- Most people who are important to me would be disappointed if I did not complete my program of study.
- Most people who are important to me expect me to complete my program of study.

The two subscales shown immediately below were each designed to measure a theory of planned behavior (TPB) construct. One construct was perceived behavioral control, and the other was intention. Fichten, et al. (2014) constructed these statements. These statements were based on statements from a similar subscale from a study conducted by Davis, et al. (2002). Both studies were designed to examine students' intentions and behavior regarding graduating from school.

For each statement below, rate your level of agreement using the following scale:

1— Strongly disagree
2— Moderately disagree
3— Slightly disagree
4— Slightly agree
5— Moderately agree
6— Strongly agree

Perceived Behavioral Control

- I have complete control over completing my program of study.
- I can overcome any obstacles or problems that could prevent me from completing my program of study if I want to.
- It is mostly up to me whether or not I complete my program of study.
- For me to complete my program of study will be:

    1— Very easy
    2— Somewhat easy
    3— Slightly easy
    4— Slightly difficult
    5— Somewhat difficult
    6— Very difficult

Intention

- I intent [*sic*] to complete my program of study

The following subscale was designed to measure the variable of peer influence. Lau, Fox, and Cheung (2005) created these statements for a study designed to examine potential predictors of sports participation.

Please answer each statement in terms of: **It is important for my sport participation when....**

1. My friends want me to participate in sport.	SD	D	N	A	SA
2. My friends play sports with me.	SD	D	N	A	SA
3. I gain higher status within my friends.	SD	D	N	A	SA
4. My friends come to watch me playing sports.	SD	D	N	A	SA
5. My friends encourage me.	SD	D	N	A	SA
6. My friends think sports are important.	SD	D	N	A	SA

Appendix 2

Measurement Instrument

INSTRUCTIONS: Questionnaire for Predictors of Elementary Students' Intentions To Continue In Music When Entering Middle or Junior High School. NOTE: These two pages will not be given to the students. They are only for the researcher.

- ***(Wait until all of the student participants in the group are seated and each participant has a pencil and a copy of the questionnaire ready. When they are settled, begin).***
- I need some information from each of you, which will take about **twenty (20) minutes** to complete. If you have any questions, please wait until I have finished giving all of the instructions.
- First of all, look at your questionnaire. Some things are already filled in for you: (a) today's date, (b) the name of your school, (c) the name of your classroom teacher, (d) the name of your music teacher, and (e) your grade level in school. I've also assigned each of you a number. In no way have I connected this number to your name. No one will know who wrote down what answers.
- Near the top of the first page, please look to where it says "participant's gender." Please circle here whether you are a MALE or a FEMALE. *(Pause to give time for the participants to circle their answers).*
- The rest of your questionnaire includes several statements. I want to know what you think about each of these statements. When I tell you to begin, I would like each of you to silently read each statement and circle the answer that applies to you. Here is a sample statement similar to what you'll find on your questionnaire:

  "I ENJOY GOING TO THE BEACH."

  If you do not enjoy going to the beach, you might circle "strongly disagree" or "disagree." If you do enjoy going to the beach, you might circle "strongly agree" or "agree."
- Please make sure you answer statements thirteen (13) through eighteen (18) in terms of ***how important each is to your choice to participate in school music next school year.*** For example, in statement fourteen (14), if the fact that your friends play music with you is important to your choice to participate in school music next school year, then you might circle "strongly agree" or "agree." If it is not important to your choice to participate in school music next school year, then you might circle "strongly disagree" or "disagree." If your friends do not play music with you, then you might circle "neutral."
- Some statements provide only numbers for answers. Here is a sample statement similar to statements nineteen (19) through twenty-one (21) from your questionnaire:

  "PARTICIPATING IN A GAME OF SOCCER AT RECESS
  WOULD BE FUN OR UNPLEASANT?"

  If the idea of participating in a game of soccer during recess is fun to you, you might circle a number closer to the word "fun." If the idea of participating in a game of soccer during recess would not be fun for you, you might circle a number closer to the word "unpleasant."
- The final response item, number thirty (30) gives you the option to circle whichever responses apply, meaning you can circle more than one response if more than one applies to you. If you can think of another response that is not included there, please write it in next to where it says "other (please write in)."
- Your answers have nothing to do with your grade in your music class. There are really no "right" answers on this questionnaire; it all depends upon how you feel about each statement. So, please be as honest as possible when answering. Also, your answers may be different from other students' answers.
- Do you have any questions? *(Look around, wait for questions, and respond as needed)*

- Again, please read each statement carefully before answering. If you have any questions about the questionnaire, please raise your hand, and I will come to you. You have **twenty (20) minutes** to complete this questionnaire. When you are done, please put your pencil down and quietly wait for others to finish.
- *(While participants fill out the questionnaire, walk around and check to be sure students don't skip an answer. Be available to answer questions from students as needed)*
- *(When all students are done):* I will come around to you and collect your questionnaires and your pencils. Thank you for your time today.

[The above script has been adapted from the one written by Mizener (1993) with additional adaptations taken from Lamont, Hargreaves, Marshall, and Tarrant (2003). Each of these researchers gave permission to utilize their research instruments for this purpose].

Participant's Number (assigned by the Researcher to help keep participant anonymity)_____

STUDENT QUESTIONNAIRE

Today's Date_____ Participant's School_____

Participant's Classroom Teacher_____

Participant's Music Teacher_____

Participant's Grade Level: _____

Participant's Gender (Please Circle One): MALE FEMALE

DIRECTIONS: For statements 1 through 12, please circle the numbered response that best represents your opinion. Circle one response per statement.

1. My parents believe that music training helps children do better in other subjects.

Strongly Disagree			Strongly Agree
1	2	3	4

2. My parents would say that being in music is a worthwhile cultural experience.

Strongly Disagree			Strongly Agree
1	2	3	4

3. My parents encourage my active musical participation.

Strongly Disagree			Strongly Agree
1	2	3	4

4. My parents believe that music education should be in all schools.

Strongly Disagree			Strongly Agree
1	2	3	4

5. My parents believe that music classes keep me out of trouble.

Strongly Disagree			Strongly Agree
1	2	3	4

6. My musical involvement gives my parents something to brag about.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

7. My parents expect me to do well in school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8. My parents would like me to finish high school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

9. My parents expect me to do my best in school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

10. My parents value achievement.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

11. My parents expect me to do my best in music.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

12. My parents think education is important for me.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

DIRECTIONS: For statements 13 through 18, please answer each statement in terms of *how important each is to your choice to participate in school music next school year.* Circle one response per statement.

13. My friends want me to participate in music.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

14. My friends play music with me.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15. I gain higher status within my friends.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

16. My friends come to watch me play music.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

17. My friends encourage me.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

18. My friends think music is important.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

DIRECTIONS: For Questions 19 through 21, please circle the number that best represents your opinion. Circle one number per statement.

19. Participating in school music next school year would be:

Good						*Bad*
1	2	3	4	5	6	7

20. Participating in school music next school year would be:

Exciting						*Boring*
1	2	3	4	5	6	7

21. Participating in school music next school year would be:

Fun						*Unpleasant*
1	2	3	4	5	6	7

DIRECTIONS: For statements 22 through 29, please circle the numbered response that best represents your opinion. Circle one response per statement.

22. For me to participate in school music next school year will be:

Very Easy	Somewhat Easy	Slightly Easy	Slightly Difficult	Somewhat Difficult	Very Difficult
1	2	3	4	5	6

23. Most people who are important to me think I should participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

24. Most people who are important to me would be disappointed if I did not participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

25. Most people who are important to me expect me to participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

26. I have complete control over my decision to participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

27. I can overcome any obstacles or problems that could prevent me from participating in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

28. It is mostly up to me whether or not I participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

29. I intend to participate in school music next school year.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6

DIRECTIONS: For statement #30 below, please read the directions below.

30. Why do you believe a student would not participate in school music next school year? Please circle all that apply. Write in an answer if you want to do so.

HE/SHE IS TOO BUSY — HIS/HER PARENTS SAID HE/SHE CAN'T

HE/SHE DOESN'T WANT TO — NONE OF HIS/HER FRIENDS ARE JOINING

OTHER (please write in): _____

_____

Thank you for taking the time to fill this out!
Please put your pencil down and wait quietly for others to finish.

Appendix 3

Institutional Review Board (OU-IRB) Approval Letter

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Study Modification – Expedited Review – AP0

Date: January 13, 2016 **IRB#:** 3662

Principal Investigator: Michael J Ruybalid, MA **Reference No:** 647572

Study Title: Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School

Approval Date: 01/12/2016

Modification Description:
I am making modifications to the list of study sites (i.e. non-OU sites) and uploading letters of support from these study sites.

The review and approval of this submission is based on the determination that the study, as amended, will continue to be conducted in a manner consistent with the requirements of 45 CFR 46.

To view the approved documents for this submission, open this study from the My Studies option, go to Submission History, go to Completed Submissions tab and then click the Details icon.

If the consent form(s) were revised as a part of this modification, discontinue use of all previous versions of the consent form.

If you have questions about this notification or using iRIS, contact the HRPP office at (405) 325-8110 or irb@ou.edu. The HRPP Administrator assigned for this submission: Nicole A Cunningham.

Cordially,

Fred Beard, Ph.D.
Vice Chair, Institutional Review Board

Appendix 4

School District Approval Letters

Central Community School System
Superintendent
Michael W. Faulk

January 11, 2016

Michael John Ruybalid
Music Education
University of Oklahoma School of Music
500 West Boyd
Norman, OK 73019

Dear Mr. Ruybalid,

Your research proposal, **Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School**, has been approved. Research pertaining to this proposal may be conducted with students at schools within the Central Community School System.

Sincerely,

Michael W. Faulk

Michael Faulk

10510 Joor Road, Suite 300
Baton Rouge, LA 70818
www.centralcss.org

Office: 225-262-1919
Fax: 225-262-1989
mfaulk@centralcss.org

RE: Research Study
Wayne Talbot <[redacted]>
Wed 11/11/2015 11:11 AM
To: Ruybalid, Michael J <[redacted]>
Cc: [redacted]

Mike,
I visited the three schools today and delivered the packets of information to each school. The following schools will be participating and I will cc them on this reply so you will have contact information.
[redacted]

Wayne P. Talbot
Director of Fine Arts
EBR Parish School System
Office 225-929-8769
[redacted]
Fax 225-929-8700

Dr. Alonzo Luce
Superintendent

Charles Nailor, Sr.
Board President
District 6

Kenneth Foret
Vice President
District 2



ST. JAMES PARISH SCHOOLS
Inspiring Hope and Purpose

1876 West Main Street
P.O. Box 338
Lutcher, LA 70071
(225) 258-4500
www.stjames.k12.la.us

Diana Cantillo, District 1
Carol Lambert, District 3
George Nassar, District 4
Patricia Schexnayder, District 5
Richard Reulet, District 7

December 15, 2015

Michael John Ruybalid
Music Education
University of Oklahoma School of Music
500 West Boyd
Norman, OK 73019

Dear Mr. Ruybalid,

Your research proposal, **Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School**, has been approved. Research pertaining to this proposal may be conducted with students at schools within the St. James Parish School System.

Sincerely,

Alonzo R. Luce

Appendix 5

Parental Consent Form

University of Oklahoma
Institutional Review Board
Informed Consent to Participate in a Research Study

Project Title: **Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School.**
Principal Investigator: Michael John Ruybalid
Department: Music

Dear Parents/Guardians,

My name is Michael Ruybalid, and I am an Instructor of Music Education at Southeastern Louisiana University in Hammond. I am contacting you today as a doctoral candidate conducting research at your child's school for my doctoral dissertation through the University of Oklahoma. You are being asked to allow your child to participate in a research study for my doctoral dissertation. Your child was selected because he or she is a student in the 5th or 6th grade, and your child's school offers general music classes.

Please read this form and ask any questions that you may have before agreeing to allow your child to take part in this study. If you have any questions, my contact information is at the end of this form.

Purpose of the Research Study
The purpose of this study is to better identify the variables that could predict a student's intention to continue in a music class when entering middle or junior high school. For the purposes of this study, middle school is defined as a school encompassing grades 6-8, and junior high is defined as a school encompassing grades 7-9.

Number of Participants
About 600 students will take part in this study. All of these students will be in the 5th or 6th grade, whichever is the highest grade level at your child's school.

Procedures
If you agree to allow your child to participate in this study, he or she will be asked to complete a short questionnaire addressing his or her opinions towards school music participation.

Length of Participation
The questionnaire will take approximately 20 minutes to complete. The questionnaire will be administered during the regular school day at your child's school.

Risks of being in the study are
None. There are no evident risks involved with this study.

Benefits of being in the study are
The results of this research will help music teachers gain knowledge about how to better motivate students to participate in school music.

Compensation
All students in the class with the highest rate of return of signed parental consent forms will be entered into a drawing to individually win a $15 iTunes gift card. This rate of return will be calculated by comparing the number of enrolled students in your child's class to the number of signed forms returned from his or her class. In the event of a tie, all classes with

the highest rate of return will be entered into a drawing for a $15 iTunes gift card (one winner per each class with the highest rate of return). Students who refuse participation are still eligible to win the gift card.

Confidentiality

The questionnaire itself is confidential. Students who agree to participate in this study will be instructed to not write his or her name on the questionnaire. In published reports that utilize this data, there will be no information included that will make it possible to identify your child. Research records will be stored securely and only approved researchers will have access to the records. The OU Institutional Review Board may inspect and/or copy the research records for quality assurance and data analysis.

It is possible that data will be kept after the end of this research study. If this occurs, it will be for future research, and research records will continue to be stored securely, with only approved researchers having access to the records.

Voluntary Nature of the Study

Participation in this study is voluntary. If your child wishes to withdraw or decline participation, he or she will not be penalized or lose benefits or services related or unrelated to the study, including the ability to enter the iTunes gift card drawing. If your child decides to participate, he or she may decline to answer any question and may choose to withdraw at any time. Withdrawing from participation will not cause your child to forfeit the opportunity to enter the iTunes gift card drawing.

Contacts and Questions

If you have questions, concerns, or complaints about the research, you may contact me at (985) 549-5551 or mjruybalid@ou.edu. You may also contact my faculty sponsor for this research, Dr. Charlene Dell, at (405) 325-2081 or cdell@ou.edu.

If you have any questions about your child's rights as a research participant, or have any concerns or complaints about the research and wish to talk to someone other than myself or my faculty sponsor, or if you cannot reach me or my faculty sponsor, you may contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at (405) 325-8110 or irb@ou.edu.

A master copy of this consent form can be made available to you by contacting me at the phone number or email address above. You may also download a copy at the following weblink: https://www.dropbox.com/sh/0k90vwwv0ruzgk5/AADsD_en7ol0foWvPFlW2tMwa?dl=0

Statement of Consent

I have read the above information. I have asked questions and have received satisfactory answers. I consent to allow my child to participate in the study.

Parent/Legal Guardian's Signature	Print Name	Date

Child's Name – Please Print Above (First and Last Name)	Child's Classroom Teacher (First and Last Name)

Signature of Person Obtaining Consent	Date

Print Name of Person Obtaining Consent

Please send this completed form back to your child's school.

Appendix 6

Information Sheet for Teachers

University of Oklahoma
Institutional Review Board
Information Sheet for Classroom and/or Music Teachers

Project Title: **Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School.**
Principal Investigator: Michael John Ruybalid
Department: Music

Dear Teachers:

My name is Michael Ruybalid. I am an Instructor of Music Education at Southeastern Louisiana University in Hammond and a current Ph.D. candidate in music education conducting research for my doctoral dissertation at the University of Oklahoma. Your school district has given me permission to conduct a music based research study at your school for my doctoral dissertation. The purpose of the study is to better identify the variables that could predict a student's intention to continue in a music class when entering middle or junior high school. For the purposes of this study, middle school is defined as a school encompassing grades 6-8, and junior high is defined as a school encompassing grades 7-9. Students who are in the 5th or 6th grade (whichever is the highest grade level at your school) will be eligible to participate. I request your assistance to gain consent from parents for their children to participate.

Please find attached copies of the district-approved parental/guardian consent form. Please keep one copy of this form for yourself and distribute the remainder of the forms to the 5th or 6th grade students (whichever is the highest grade level at your school) to take home to their parents. The completed forms should be returned to the school within one week. If you wish to see proof that the school district has approved distribution of these forms, that information will be provided for you. You will find my contact information below. As your students return these forms, please place them in the attached envelope. After a week has passed, please return the envelope with all completed forms for me to pick up at the school office.

You may tell the students about the following incentive provided by me for returning the signed forms:

> For your school, each student in the class with the highest rate of return of signed parent/guardian consent forms will be entered into a drawing for a $15 iTunes gift card. The rate of return will be calculated by comparing the number of students in each class with the number of signed and returned parent/guardian consent forms and establishing a percentage of returned forms for the class. In the event of a tie, all classes with the highest rate of return will be entered into a drawing for a $15 iTunes gift card (one winner per each class with the highest rate of return).

I'll be in contact with you and/or your principal to arrange a day and time for me to come by to administer the questionnaire to the appropriate students at your school (5th or 6th grade). If you have any questions, please contact me at (985) 549-5551, or mjruybalid@ou.edu. You may also contact my faculty sponsor, Dr. Charlene Dell, at (405) 325-2081 or cdell@ou.edu. Thank you for your assistance with this research.

Kindest regards,
Michael Ruybalid

Appendix 7

Student Assent Form

University of Oklahoma
Institutional Review Board
Assent to Participate in a Research Study
(For students 7-13 years old)

Project Title:	**Predictors of Elementary Students' Intentions to Continue in Music When Entering Middle or Junior High School.**
Principal Investigator:	Michael John Ruybalid
Department:	Music

Why am I meeting with you?
I am conducting a study to learn more about your opinions about why you would or would not want to participate in school music when you go to a new school next year. Approximately 600 students currently in 5th or 6th grade will participate in this study.

What will I be asked to do if I agree to participate in this study?
If you agree to be in this study, you will be asked to complete a short questionnaire. This questionnaire will ask you to respond to several statements regarding music participation in school.

How long will you be in the study?
The questionnaire should take about 20 minutes to complete. Your answers will be kept anonymous. No one will be able to connect your name with your answers.

What bad things might happen to you if you participate in the study?
No bad things will happen to you if you participate in this study.

What good things might happen to you if you are in the study?
I believe your responses to the questionnaire will help all music teachers better understand why students choose to participate in school music. All students in the class with the highest rate of return of signed parental consent forms will be entered into a random drawing to individually win a $15 iTunes gift card.

Do you have to be in this study?
No, you don't. It is your choice to be a part of this study, and you can always change your mind later if you say yes now. *If your class wins the chance to enter the iTunes gift card drawing mentioned above, changing your mind would not affect your rights to enter that drawing.*

Your Parent/Guardian will also have to give permission for you to be in this study.

Do you have any questions?
Please don't be afraid to ask me questions. You can talk to me or you can talk to someone else such as your teacher or principal.

Attached to this form is a copy of the questionnaire. If you agree to participate, I ask that you take the time today to complete this questionnaire, which will take about 20 minutes to complete. When you are done completing the questionnaire, please place the questionnaire, including this top sheet, into the box marked questionnaires. I will make sure this form and the questionnaire are separated to ensure that no one knows who wrote what answers.

Please check the appropriate line:

_____I consent to participate in this study.

_____ I do not consent to participate in this study.

Please sign below after checking one of the options above. If you would like a master copy of this form, please feel free to ask me, or ask your parents to contact me. I have provided your parents with my phone number and email address.

_____ _____

Signature of Student **Date**

Please print your first and last name below so I can make sure your parents have also given permission for you to participate in this study.

_____ _____

Please Print Your First and Last Name Above **Please Print Your Classroom Teacher's Last Name Above**

SIGNATURE OF PERSON CONDUCTING ASSENT DISCUSSION

I have explained this study to the student whose name is signed above in language he/she can understand, and that student has indicated above whether he/she would like to participate in this study.

_____ _____

Signature of Person Conducting Assent Discussion Date

_____

Name of Person Conducting Assent Discussion (*print – first and last name*)