

THE RELATIONSHIP BETWEEN
MUSICIANSHIP, ACADEMIC
MOTIVATION, ACADEMIC
ACHIEVEMENT, AND SELF-ESTEEM

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OVERVIEW

- Introduction – Why is this important?
- Methods and Procedures
- Results
- Implications
- Questions
- References

- STEM vs. STEAM
- Motivation → Positive relationship with academic achievement
- Music education → Positive relationship with academic achievement and self-esteem
- Music involvement → Academically motivated participants

- **Does the academic motivation of music students vary depending on the level of musicianship?**

QUICK RESEARCH OVERVIEW

RESEARCH QUESTIONS

1. Is there a significant difference between Music Major Musicians and Non-Music Major Musicians in academic motivation, academic achievement, and self-esteem?
2. Is there a significant difference between Musicians and Non-Musicians in academic motivation, academic achievement, and self-esteem?
3. Is there a significant difference between Musicians of different music experience in academic motivation, academic achievement, and self-esteem?

METHODS

- Participants
- Procedure
- Musical Ability
 - Are you a proficient musician?
 - Do you participate in university ensembles?
 - Describe your musical experience.

POPULATIONS

Music Majors/Minors



POPULATIONS

Music Majors/Minors



Non-Music Majors/Minors in Olivet Ensembles



POPULATIONS

Music Majors/Minors



Non-Music Majors/Minors
in Olivet Ensembles



Non-Music Majors/Minors
NOT in Olivet Ensembles



POPULATIONS

Music Majors/Minors



Non-Music Majors/Minors in Olivet Ensembles



Non-Music Majors/Minors NOT in Olivet Ensembles



5+ years

3-5 years

3- years

POPULATIONS

Music Majors/Minors



Non-Music Majors/Minors in Olivet Ensembles



Non-Music Majors/Minors NOT in Olivet Ensembles



5+ years

3-5 years

3- years

Non-Musicians



MEASURES

- **Academic Motivation**

- Academic Motivation Scale (Vallerand, 1992)
 - 12 Intrinsic Motivation
 - 12 Extrinsic Motivation
 - 4 Amotivation
 - $\alpha = 0.91$

- **Academic Achievement**

- ACT (SAT converted to ACT)
- GPA

- **Self-Esteem**

- Self-Esteem Scale (Rosenberg, 1965)
 - 5 Positive
 - 5 Negative
 - $\alpha = 0.86$

RESEARCH QUESTIONS

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VS.



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VS.



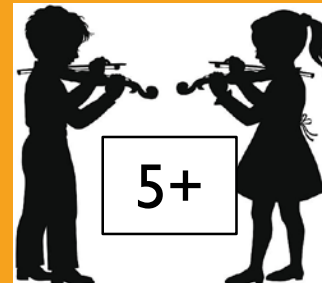
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VS.



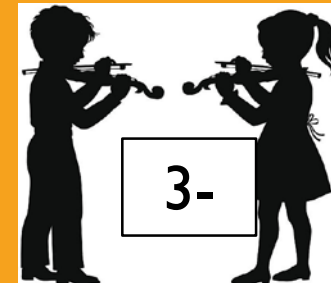
VS.



VS.



VS.



RESULTS – RESEARCH QUESTION I



VS.



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Music Majors/Minors vs. Non-music Majors/Minors

Variables	t	df	p	Music Majors/Minors		Non-Music-Major Musicians	
				Mean	SD	Mean	SD
Academic Motivation	1.75	304	.08	8.13	2.87	7.05	3.54
ACT	-.99	314	.32	26.14	5.74	26.87	3.99
GPA	1.10	328	.27	3.59	.35	3.51	.45
Self-Esteem	.91	318	.36	39.16	6.45	38.07	6.99

RESULTS – RESEARCH QUESTION 2



Musicians vs. Non-Musicians

Variables	t	df	p	Musicians		Non-Musicians	
				Mean	SD	Mean	SD
Academic Motivation	4.37	499	.00	7.17	3.48	5.69	4.02
ACT	2.79	517	.01	26.78	4.23	25.75	3.95
GPA	.89	539	.37	3.52	.44	3.48	.39
Self-Esteem	-.28	526	.78	38.20	6.97	38.37	7.05

RESULTS – RESEARCH QUESTION 2



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VS.



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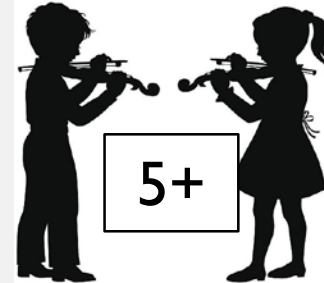
RESULTS – RESEARCH QUESTION 3



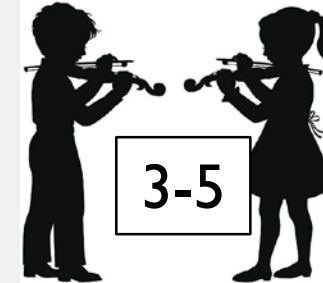
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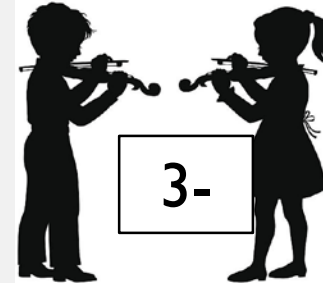
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VS.



Musicians of Different Experience

Variables	Sum of Squares	df BG	df WG	Mean Square	F	Sig.
Academic Motivation	86.43	4	294	21.81	1.85	.12
ACT	7288.86	4	303	1822.22	.57	.68
GPA	.272	4	317	.068	.34	.85
Self-Esteem	177.73	4	306	44.43	.91	.46

DISCUSSION

- What did we learn?
- What could have gone better?
- Where do we go next?

DISCUSSION

- ✓ Further Research
- ✓ Is academic achievement purely numerical?
- ✓ Explore the levels in other ways
- ✓ What makes a musician a musician?

QUESTIONS?

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