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

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Dr. Veit
Olivet Nazarene University
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?
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
NOT in Olivet Ensembles

Non-Music Majors/Minors
in Olivet Ensembles
POPULATIONS

Music Majors/Minors

Non-Music Majors/Minors
NOT in Olivet Ensembles

5+ years

3-5 years

3- years

Non-Music Majors/Minors
in Olivet Ensembles
POPULATIONS

Music Majors/Minors

Non-Music Majors/Minors
NOT in Olivet Ensembles

5+ years

3-5 years

3- years

Non-Music Majors/Minors
in Olivet Ensembles

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
  - $\alpha = 0.86$
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RESULTS – RESEARCH QUESTION 1

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

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RESULTS - RESEARCH QUESTION 2

Musicians vs. Non-Musicians

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RESULTS – RESEARCH QUESTION 3

Musicians of Different Experience

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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?
REFERENCES

