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Motivation and Retention of Instrumental Music Students in a Suburban School District

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MOTIVATION AND RETENTION OF INSTRUMENTAL MUSIC STUDENTS IN A
SUBURBAN SCHOOL DISTRICT

By

MEGAN M. DRAY

An Abstract of a Thesis in
Multidisciplinary Studies

Submitted in Partial Fulfillment
of the Requirement
for the Degree of

MASTER OF SCIENCE

May 2014

State University of New York
Buffalo State

ABSTRACT OF THESIS

MOTIVATION AND RETENTION OF INSTRUMENTAL MUSIC STUDENTS IN A SUBURBAN SCHOOL DISTRICT

The purpose of this study was to investigate the motivation of students to join and remain in instrumental music in suburban school districts through the analysis of quantitative and qualitative data. The goal was to seek which area of motivation in each grade level and school building had the highest impact on student involvement and retention. Areas of motivation studied include teacher/student relationships, intrinsic motivation, extrinsic motivation, approach success/avoid failure, competition/ego, peer involvement, parental support, and financial issues. The sample included 205 students from a suburban school district in New York. Students were broken into groups based on school buildings which are based on grade level: Group 1/4th grade (n=41), Group 2/ 5th and 6th grade (n=87), Group 3/ 7th and 8th grade (n=41), and Group 4/ 9th through 12th grade (n=53). Data indicated that at the elementary level (Group 1), strong motivators to join and remain in band include peer involvement, intrinsic motivation, and teacher-student relationships. At the intermediate level (Group 2), intrinsic motivation and peer involvement have the greatest influence on students. Teacher-student relationships, parental support, and intrinsic motivation highly impact junior high school (Group 3) students. At the high school level (Group 4), intrinsic motivation was very high. Extrinsic motivation was also highest at the high school level but was not ranked the highest among high school students in terms of motivational orientations. Financial issues did not appear to cause a great impact on any level.

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CHAPTER 1: INTRODUCTION

As a music educator, it is important to know what motivates students to participate in instrumental music. It is also important to know why they remain in instrumental music. Motivation is a key aspect in education and much research should be conducted in this area to not only enhance music programs but to give educators better tools to build and maintain their music programs. Years ago, music education and the arts were valued in children's overall education but their value has since declined. Due to increasing concerns with budgets and finances, music education seems to be one of the first programs to decline or be removed from schools. It may be necessary for educators to focus on what truly motivates students to join and remain in those programs so that these programs continue in our education system. "An activity that both increases intellectual development and success and aids in social control certainly needs to be seen as most worthy of inclusion in the curriculum...the arts aid in creating jobs and increasing the quality of life for communities" (Petress 2005). Once educators are aware of certain motivational aspects, they may be better able to develop and focus on those aspects in their program so that may retain and recruit more students in an instrumental program. This would lead to more students receiving a music education and those that are retained in the program could receive a deeper understanding of music concepts and skills.

Much research has been conducted in rural and urban areas pertaining to motivation in music, but minimal have focused on suburban schools and instrumental music. In addition, previous research found focused on a small range of samples. For example, a study completed by Bruenger (2009) focused on retention of students in elementary grades through middle school. Another study was completed by Hruska (2011) and focused solely on high school students and motivational aspects. In addition, a study by Sichivitsa (2003) focused on collegiate choir

members and retention in music programs. Samples from various studies appear to focus on limited age ranges. The goal of this study is to focus on motivation and retention throughout a given school district with ages ranging from fourth grade students (approximately 10 years old) to seniors in high school (approximately 18 years old). This would provide information from students who are just beginning their instrumental music careers through students who may be completing their instrumental music careers.

Research has covered various aspects of motivation including attribution theory which focuses on students' perspectives of success and failure. Motivation orientations also studied in multiple cases include mastery, intrinsic, individual, cooperative, ego, competitive, approach success, and avoid failure. Teacher-student relationships have been studied in terms of motivation, specifically in a study by Lowe (2012), which played a large part in student retention in instrumental programs. Parental involvement, specifically support, has been the focus of motivational studies for music students as well. Studies that incorporate all of these aspects are limited. A goal of this study was to seek, from the varied list of motivational aspects above, which aspect of motivation is the strongest among a wide range of students within a given suburban school district. It has also been stated that more research needs to be conducted in the area or retention of music students in music programs, specifically by Sichivitsa (2003). It would be beneficial if educators were aware of what motivates students to remain in their programs, and it would be more beneficial to investigate a wider range of motivational aspects in one study.

It is necessary for educators, particularly in suburban school districts, to know how to motivate or continue motivation in their students. Data can be used by other instrumental music educators to build and maintain a strongly motivated student body that would foster a better musical education. A wide range of a student population in conjunction with the investigation of

several motivational aspects is key to better understanding what truly motivates students to remain in such a program.

CHAPTER 2: REVIEW OF LITERATURE

“Motivation is the psychological construct used to describe those things that impel and sustain us to put forth effort” (Brooks et al, 2010). Music Education is a particular subject in which motivation should be studied, specifically instrumental music. Previous research has investigated the relationship between specific motivational aspects and students’ participation in school. Motivation is key in recruiting students to an instrumental music program, but motivation also plays a crucial role in retention of those students throughout their years within the program. Previous research includes but is not limited to: various studies that focused on urban and rural schools, motivation pertaining to collegiate level students, motivational aspects pertaining to elementary aged students, motivation and socio-economic status, attribution theory and its impact on instrumental music education, parental involvement, peer influences, and teacher-student relationships as it impacts students’ motivation in music education.

Motivational research studies found have typically focused on a limited age bracket of participants, specifically at the collegiate level. For example, a study by Sichivitsa (2003) assessed college choir members’ motivation in relation to continued music studies. A choir participation survey was administered to 130 choir students at a public university. This study sought to explore the relationships between parental support of music, previous music experiences, self-concept in music, teachers and peers, and the value of music on non-music majors at the collegiate level. While this study does seek to explore motivational aspects, it primarily focuses on college-aged students, specifically in the area of vocal music. Within the conclusion of the study, it was stated that more research should be conducted to determine better ways to recruit and retain students in music programs. This was not specific to a particular age. It would be beneficial to explore motivation across an entire district music program to see the

various contributing aspects that play a role in motivation as students grow older, not just at the collegiate level.

Another study completed by Ballard et al (2006) focused on collegiate level musicians as well, particularly undergraduate music education majors. This research focused on five factors of motivation: Competitive/Ego, Achieve Success/Avoid Failure, Intrinsic/Mastery, Cooperation/Individual, and Personal Development/Competition. Motivation was studied as it relates to career goals. The authors were curious as to what motivated their students to be involved in a music program. The research questions addressed relations among motivation and self-concept variables and their underlying factors, and relations between the motivation and self-concept variables and academic achievement, class level, sex, and immediate and long-term career goals. A survey was given to 148 undergraduate music education majors. The research instrument was developed to measure the motivational constructs and to gather information concerning demographic information such as gender, performance medium, GPA, and SAT scores. The instrument consisted of 73 randomly ordered Likert-type scale questions along with open ended question concerning career goals. Results indicated that students at this level have tendencies toward mastery, cooperative, and intrinsic motivation orientations. Students define their own success by achievement of personal goals and mastery of challenging tasks.

Another study by Diaz (2010) focused on intrinsic and extrinsic motivational aspects among collegiate musicians. Motivational aspects studied included mastery, intrinsic, cooperation, individual, ego, competition, approach success, and avoid failure. The purpose of this research was to gather and compare measures of intrinsic and extrinsic motivation among instrumental collegiate students. The research instrument focused on demographic information and responses to questions on motivational preferences. 169 undergraduate and graduate

instrumentalists participated in the study. Results indicated high means associated with intrinsic or “task/learning” orientations and low means associated with extrinsic or “performance/ego” orientations.

Several studies exist concerning collegiate level musicians and motivation orientations. Orientations studied have included: intrinsic and extrinsic motivation, peer influence, parental involvement, cooperation, ego, approach success, and avoid failure. Studies mentioned above also include samples consisting of vocal music students, non-music majors, and instrumental music majors at the collegiate level.

Socioeconomic status may play a large role in education. Socio-economic status is defined as “the relative position of individuals, families, or groups in stratified social systems where some societal values are not uniformly distributed,” according to Albert (2006). A definition by a standard dictionary defines socioeconomic status as “social standing or class of an individual or group...often measured as a combination of education, income and occupation.” In relation to socioeconomic status, classifications of schools such as urban, suburban, or rural are relevant. Classifications of a school district, whether urban or suburban, directly relates to socioeconomic status and directly impacts motivation and retention of music students. An article by Jacob (2007) stated that approximately 64% of students in urban schools are minority, 56% of students participate in free lunch programs, and 40% receive services and federal funds under the Title I of the Elementary and Secondary Education Act. Urban schools also tend to have higher enrollment for English Second Language Learners, which when compared to suburban schools is twice as high. Suburban schools tend to have higher enrollment of white majority students with lower enrollment of English second language learners. Poverty rates are significantly higher in urban settings where as suburban settings tend to be viewed at “middle class.”

For many students, socioeconomic status plays a large role in their participation or lack of participation in a school music program. The study by Albert (2006) focused on students with low socioeconomic status; socio-economic status being defined as “the relative position of individuals, families, or groups in stratified social systems where some societal values (e.g., occupational prestige, education) are not uniformly distributed.” It was stated that low socioeconomic status was a significant predictor of retention and that students with low socioeconomic status experienced a lack of comfort, familiarity, and interest in musical experiences. Suggestions were given in the study to aid in retaining students with low socioeconomic status that include lending instruments to families who cannot afford to rent or buy them and to hold events to collect used instruments that could be acquired from the community to then allow students to use them. In addition, booster programs could be developed to support students that have lack of financial support through fundraising.

An article was produced in the *Music Educators Journal* in 2005 by Mixon in relation to building an instrumental program in urban schools. In regards to recruitment, it was stated that in many urban schools, students must use school instruments in order to participate. The problem that was stated was that there typically are not enough instruments available for every student who would like to play. Suggestions include allowing older students the opportunity to participate first. In addition, developing an active waiting list will allow students to try an instrument. Once students are in the program, it is suggested that steps must be taken to retain students. Suggestions include: sincere caring for students while encouraging their music study, motivating students through celebrations and publicizing achievements, and developing groups or choosing literature that is culturally relevant to the urban community.

Several studies have discussed varied categories that impact motivation of music students. Many studies previously focused on motivation to continue music study with a focus on motivational aspects of Competitive/Ego, Achieve Success/Avoid Failure, Intrinsic/Mastery, Cooperation/Individual, and Personal Development/Competition. While multiple studies seemed to incorporate the same ideas, additional studies exist that focus on other aspects.

A study by Austin and Vispoel (1992) focused on failure attribution and motivation. According to attribution theorists, “motivation and achievement are influenced by individuals’ perceptions about the causes of their successes and failures” (p. 3). In this study, 107 instrumental music students from grades 5 through 8 participated. Students were presented with a fictional character named “Bill” in which “Bill” was placed in a given musical scenario. Students were asked to read the scenario then answer a 35 item questionnaire based upon the scenario. Results showed that students who attributed Bill’s failures to inefficient strategies and degrees of effort anticipated greater improvements in future performance as opposed to ability. Findings imply that music students would respond more constructively to failure if strategy and effort were a primary focus in education as opposed to ability. This means that if students were given feedback regarding more efficient strategies and related failure to lack of effort as opposed to a lack of ability, they may then be more inclined to learn from their failed experiences and react more positively to those failures.

A study conducted by Bruenger (2009) examined self-esteem, socio-economic status, and peer influence as it pertains to motivation to participate in music ensembles. The study was completed when the primary investigator observed participants and conducted open-ended interviews with the principal, Mrs. Green (an elementary teacher), the district fine arts supervisor, and the middle school band director of an elementary school. Data was analyzed

using the theoretical model taken from Maehr's "Transforming School Culture to Enhance Motivation." It was stated that the decision to participate in music was based upon the aspects of self-esteem, socio-economic status and peer influence after a study consisting of interviews from the principal, fine arts supervisor, and middle school band director was completed. Findings and suggestions of the study include but are not limited to: instruction should be related to students' backgrounds and experiences, avoid payment for attendance, grades, or achievement, foster goal-setting and self-regulation, exploit extra-classroom programs that make learning experiences relevant and fun, establish grading practices that support effort and give students opportunities to improve their performance, encourage flexibility in the scheduling of learning experiences, and allow the learning task and student need to dictate scheduling. The suggestions as listed above could lead one to believe that by fostering an environment that could lead to increased self-regulation, confidence, and ultimately self-esteem, students will be more motivated to participate in the program and remain in the music program.

Dai and Schader (2010) sought to explore the impact of parental involvement and support in a child's education. In doing so, they studied the impact of parental involvement and motivation to begin participation in an instrumental music program. It was stated that, "musical talent development in a child is a prolonged process requiring adult assistance of both large investments of time and financial resources" (p. 23). A survey was given to 203 parents in which they responded to fourteen statements regarding reasons for supporting their child's music training. Outcomes included that music: "Enriches my child's inner life (83.4%)...music enhances my child's self-concept and self-esteem (73.5%)...music develops my child's aesthetic appreciation (65.5%)...music training is a way to develop discipline and diligence (63.7%)" (p. 25). Intrinsic rewards were the focus as compared to extrinsic rewards in this study. The concept

of parental support and involvement is crucial in understanding motivation of students in instrumental music.

Multiple research studies have been conducted pertaining to motivational orientations of various groups in music education. The majority of studies have focused on undergraduate and graduate collegiate students with few studies conducted at the elementary or secondary level. In addition, much research has been conducted in urban settings concerning motivation to recruit and retain instrumental music students in music programs with minimal research in the area of suburban schools. Several motivational aspects were the focus in these various studies.

Motivational orientations include: competition, ego, achieve success, avoid failure, intrinsic motivation, extrinsic motivation, mastery, cooperation, parental support and involvement, and socio-economic status. Many conclusions represented a higher number of results in intrinsic motivational constructs at the secondary and collegiate levels.

CHAPTER 3: METHODOLOGY

Participants

The sample for the study consisted of 205 students from a suburban school district in New York. Participants were all enrolled in instrumental music within the district from grades four through twelve. The sample consisted of 24 fourth grade students, 40 fifth grade students, 47 sixth grade students, 24 seventh grade students, 17 eighth grade students, 18 ninth grade students, 13 tenth grade students, 14 eleventh grade students, and 8 twelfth grade students. Ages of participants ranged from 8 years old to 17 years old. Out of 205 students, 59 students were male, 141 students were female, and 5 students chose to not answer. Participants were chosen based on enrollment in their school instrumental music program within a suburban school district. Participants and parents/guardians of participants were asked to sign a letter of consent to participate in the research study. Those students who returned the letter of consent and were granted approval from their parents/guardians were included in the sample. All others who did not return the letter of consent or were denied approval by their parents/guardians to participate did not participate in the research study. Out of approximately 440 students enrolled in the instrumental music program throughout the district, 205 participants returned a signed letter of consent with approval to participate in the study. Some students may not have been given a letter of consent or failed to return it on the given day it was handed in due to absences from school.

Research Instrument

A mixed-method approach was taken in developing the research instrument for this study. This study focused on both quantitative and qualitative research as both types offer different advantages. The research does emphasize quantitative evidence but also includes qualitative responses. Quantitative data was collected using Likert-scale based questions.

Qualitative data was collected using seven short answer responses from participants explaining their feelings and values towards the material and questions asked. Both methods provided great insight on motivational aspects of participants, quantitatively focusing on generalizations of viewpoints of participants and qualitatively focusing on individual viewpoints concerning the topic.

The instrument used in the study was a questionnaire that contained 40 Likert-scale based questions and seven short answer questions, 47 questions total. Questions were derived based on eight motivational categories: parental support, teacher-student relationships, peer involvement, financial aspects, intrinsic motivation, extrinsic motivation, approach success/avoid failure, and competition/ego. Five Likert-scale based questions pertained to each motivational category. (See Appendix A) Likert-scale questions were randomly ordered. Short answer responses were also based upon eight motivational categories with specific focus on each individual's viewpoint as to which category is most important to them.

Questions were developed by the principal investigator and were not borrowed from other research studies. The principal investigator wrote all questions pertaining to one specific category at a time until all categories were covered. A committee of three professors then reviewed the questionnaire. The questionnaire was then adjusted and randomized. Once revisions were made and the document was randomized, a final review of the instrument occurred, again by the same committee of professors. Once approved by the committee, the document was then sent to an internal review board for review and was approved.

Definitions

Motivation is defined as providing a reason to act in a certain way. This study seeks to determine which aspects of motivation cause students to join or remain in band. Motivational categories include parental support, teacher-student relationships, peer involvement, intrinsic motivation, extrinsic motivation, competition/ego, approach success/avoid failure, and financial aspects.

Parental support is an aspect of motivation that is based on whether or not parents approve of their children's participation in an instrumental program. Parental support could include positive reinforcement, encouragement, or simply approval of their children's involvement in band. Parental support is not defined by monetary value in this study. Monetary support is included under the category of financial aspects.

Teacher-student relationships could be defined as the interaction between teachers and students on a daily basis. Aspects of personality of the teacher and students could impact the interaction or relationship between teachers and students, which may impact student decisions to join or remain in instrumental music. Grading policies and/or forms of instruction by the teacher may also impact the way students' perceive the relationship between themselves and the teacher. This study sought to examine how the relationship between the teacher and students' could be perceived and whether or not and to what extent that relationship had on students' involvement within the program.

At any age, students can be impacted by their classmates and/or friends. "Peers" are defined in this study as any classmate in a given school, closely related in age to another student. Peers may include friends involved in music or not involved in music. Students at any age have different viewpoints of what they believe is acceptable or unacceptable. This category focused on

what extent peers, their viewpoints, and the extent of their involvement in music were leading motivating factors in persuading other students to join or remain in band.

Intrinsic motivation is defined as the undertaking of an activity without external incentive that leads to personal satisfaction derived through self-initiated achievement. Students are inclined to participate in band or respond to the class based on internal aspects such as enjoying the activity in itself or having fun. Students enjoy participation because it gives them a sense of accomplishment and/or enjoyment.

Extrinsic motivation is defined as the undertaking of an activity with external incentive that lead to personal satisfaction derived from outside sources. Extrinsic or external factors that could impact students' decisions on participation in band include but are not limited to: grades, extra-curricular activities such as sports or dance, not having time in their schedules during the school day or other schedule conflicts with other courses offered in school.

Socioeconomic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. In relation to the motivational category of financial aspects studied in this particular study, socioeconomic status impacts those financial aspects. A measurement of socio-economic status is income, which could impact students' financial aspects, hindering their ability to participate in band or remain in band. If students' do not have extra income to purchase books, reeds, valve oil and other necessities to perform on their instrument, they may be more inclined to withdraw from the class.

The competition/ego motivational category is defined in this study as students competing against other students from the same school within the same performing ensemble for seat placement, students competing against other students by performing solos at local competitions

at the county or state level, and large ensembles competing against other large ensembles from various schools in other areas for rankings such as first, second, or third place.

In the category of approach success/avoid failure, approaching success is defined in this study as students working to improve themselves through their own personal study to become more proficient on their instrument and ultimately become a more well-rounded individual. Avoiding failure is defined as students working to improve themselves through their own personal study in order to circumvent failing the course and avoiding poor evaluations. Students that are avoiding failure may not be concerned about becoming proficient or well-rounded, but merely work to maintain the bare minimum.

Reliability and Validity

Internal validity of this study was threatened by various subject characteristic threats such as age, gender, and maturity. In order to maintain internal validity, the instrument used in the study was designed so that participants of all ages and genders could understand the questions being asked. Questions were written at a 4th grade level so that all students, regardless of age could understand the vocabulary within the questions. Prior to administration of the questionnaire, it was reviewed by a panel including three professors from SUNY College at Buffalo. Please see Appendix A to view a sample copy of the document.

Data Collection Procedure

A letter of consent was given to each student in the instrumental music program in the suburban school district. The letter of consent was given in various ways depending on logistical issues within the district. For fourth grade students, the principal investigator mailed letters of

consent to each student's primary teacher via interoffice mail within the district. The primary teacher then sent home the letters with the students. Students returned their letter of consent to either the principal or primary teacher of the elementary school. The principal collected and returned letters of consent to the principal investigator. Fourth grade students who returned and agreed to participate were then called down at the end of the day on Monday, October 28th, and were given the questionnaire to complete. The principal investigator administered the questionnaire then collected all anonymous questionnaires to be analyzed. Students were given 20 minutes to complete the questionnaire although all students did not complete the entire questionnaire. Students were not allowed to take the document home to complete. All questionnaires were collected at the end of the time allotted, complete or incomplete.

Letters of consent for fifth and sixth grade students were mailed via interoffice mail to both instrumental music teachers at the intermediate school building, which consists of students in grades five and six. The instrumental music teachers at the intermediate building sent home the letters of consent with their students. Students who returned the letter and were granted consent from parents/guardians were then given the questionnaire, which was administered by their primary instrumental music teacher. Students completed the questionnaire during their scheduled rehearsal times: Fifth grade participants completed their questionnaires on Tuesday, October 29th, and sixth grade participants completed their questionnaires on Wednesday, October 30th. The instrumental music teachers then collected all anonymous questionnaires and returned them to the principal investigator via interoffice mail.

Letters of consent for seventh and eighth grade students were mailed via interoffice mail to the instrumental music teacher at the junior high school, which consists of students in grades seven and eight. The instrumental music teacher sent home letters of consent with the students.

Students who returned the letter of consent and were granted approval from their parents/guardians were given the questionnaire. The instrumental music teacher at the junior high school administered the questionnaire to the seventh and eighth grade students. Due to logistical reasons, students were unable to take the questionnaire during their scheduled rehearsal times. Students were called down during homeroom on Thursday, October 31st to complete the questionnaire, administered by their instrumental music teacher. Students were given approximately 20 minutes to complete the questionnaire. The music teacher collected all anonymous questionnaires and returned them to the principal investigator via interoffice mail.

Letters of consent for ninth, tenth, eleventh, and twelfth grade students were given to the students by the principal investigator. Students in ninth through twelfth grade attend the high school. The principal investigator collected all letters of consent and those students who were granted approval from their parents/guardians were then given the questionnaire to complete. Students in this building are dispersed among two performance groups. Both groups contain the various grade levels of participants. Participants completed the questionnaire during their scheduled rehearsal time, as administered by the principal investigator. Questionnaires were administered on Tuesday, October 28th to participants at the high school. The principal investigator collected all anonymous questionnaires to be analyzed.

All participants were given similar conditions in which the questionnaire was administered. The questionnaire was administered in each building at a single location. The environment called for minimal distractions and no talking among participants. All participants were given approximately 20 minutes to complete the questionnaire. Some buildings may have received more or less time depending on the circumstances according to logistics. Students at the elementary level may have received less than 20 minutes to complete the questionnaire. Students

at the intermediate level may have received more time to complete the questionnaire. Students at the junior high school level may have received less than 20 minutes to complete the questionnaire as they did not receive the questionnaire during their scheduled rehearsal times, but during homeroom. Students at the high school level may have received more than 20 minutes to complete their questionnaire as it was administered during their rehearsal times. Questionnaires were then collected by either the participants' instrumental music teacher or by the principal investigator. All questionnaires were completed anonymously and no other person besides the principal investigator read the responses.

Due to logistical reasons, the questionnaire could not be administered to all participants within the district at one central location on one given day. All questionnaires were administered based on each building's schedule within the same week.

Data Analysis

A frequency analysis was conducted by the principal investigator. Once all questionnaires were returned or collected by the principal investigator, quantitative data was analyzed first. Data was input into Excel databases manually by the principal investigator. Questionnaires were organized by grade and then building. Responses for the Likert-scale based questions were input based on their order in the instrument. Once all responses were input within a given grade level, questions were then grouped cumulatively based on school building. See Tables 5 (elementary = Group 1), 16 (intermediate = Group 2), 27 (junior high school = Group 3), and 40 (high school = Group 4). Once all quantitative responses were input in order according the instrument, questions were grouped based on their motivational category. Each category contained five questions. Each cumulative response for each building was then grouped according to the motivational category

in which it pertained. Data was then organized into column graphs. Tables and graphs were then established for each building pertaining to each motivational category.

Qualitative data was also documented in an Excel database. The database was formatted into seven columns, each pertaining to a short-answer response question. Each individual response was then documented, word for word, in each column in which it pertained. Excel spreadsheets were created for each grade level of participants, similar to the initial data collection for the quantitative responses. Data was then grouped according to building, similar to that of the quantitative data. Qualitative data was then organized based on frequency of similar responses among participants within each given group based on building. Keywords were used in coding the data based on the eight motivation orientations studied. Keywords included: friends, parents, teacher, outside activities, money, fun, competing, success or failure.

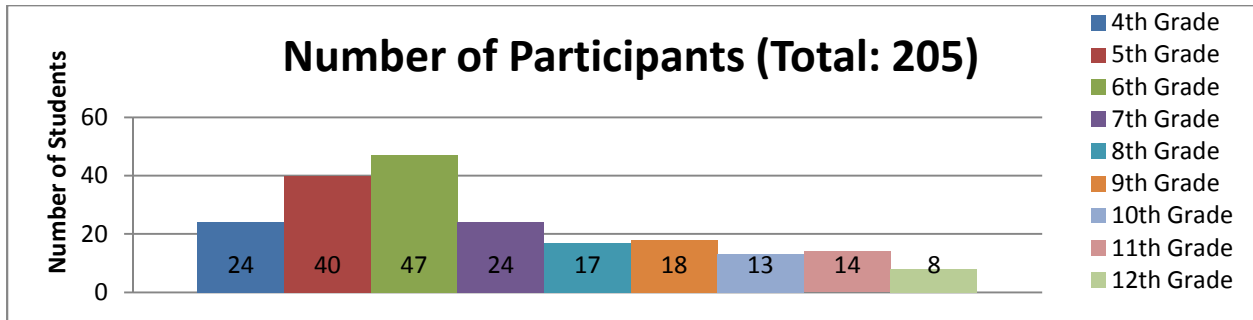
CHAPTER 4: RESULTS

The student participants in the study (N=205) were selected from the instrumental music program from a suburban school district in New York. A questionnaire was developed to seek which motivational category had the greatest impact on students' decision to join and remain in instrumental music throughout their years in grade school. Motivational categories included: teacher/student relationships, intrinsic motivation, extrinsic motivation, approach success/avoid failure, competition/ego, peer involvement, parental support, and financial issues. The questionnaire was divided into three sections: demographic information, 40 Likert-scale based questions, and seven short answer responses.

Demographic Information

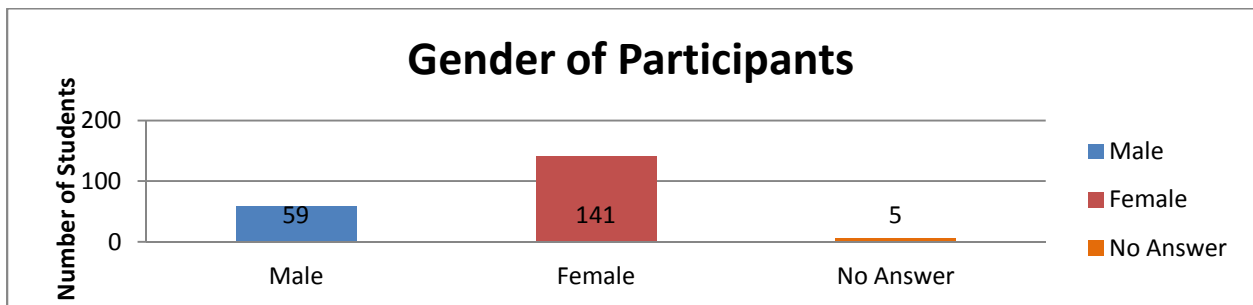
Participants in the study (N=205) were divided into four groups: group one consisting of elementary students (4th grade), group two consisting of intermediate students (5th and 6th grade), group three consisting of junior high school students (7th and 8th grade), and group four consisting of high school students (9th, 10th, 11th, and 12th grade). Group one consisted of 11% of the population (n=24), group two consisted of 42% of the population (n=87), group three consisted of 20% of the population (n=41), and group four consisted of 27% of the population (n=53). *See Chart 1.*

Chart 1



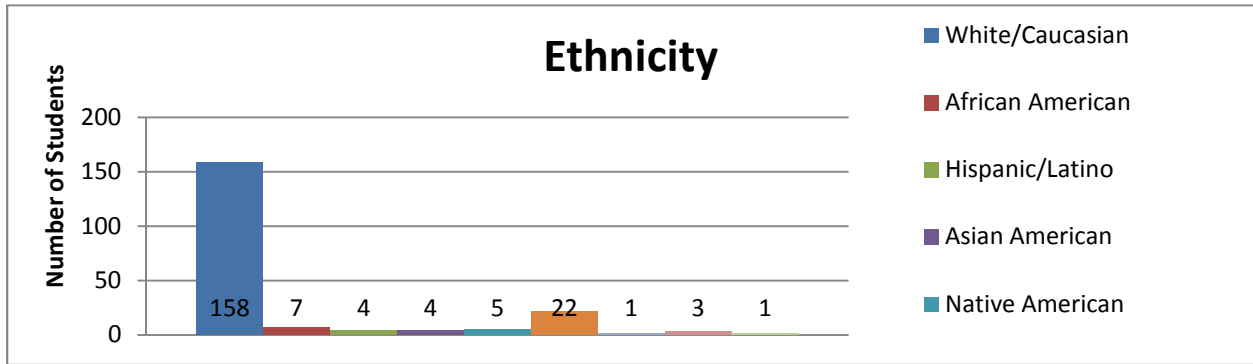
Out of the entire population, 29% of the participants were male (n=59), 69% of the participants were female (n=141), and 2% did not answer (n=5). *See Chart 2.*

Chart 2



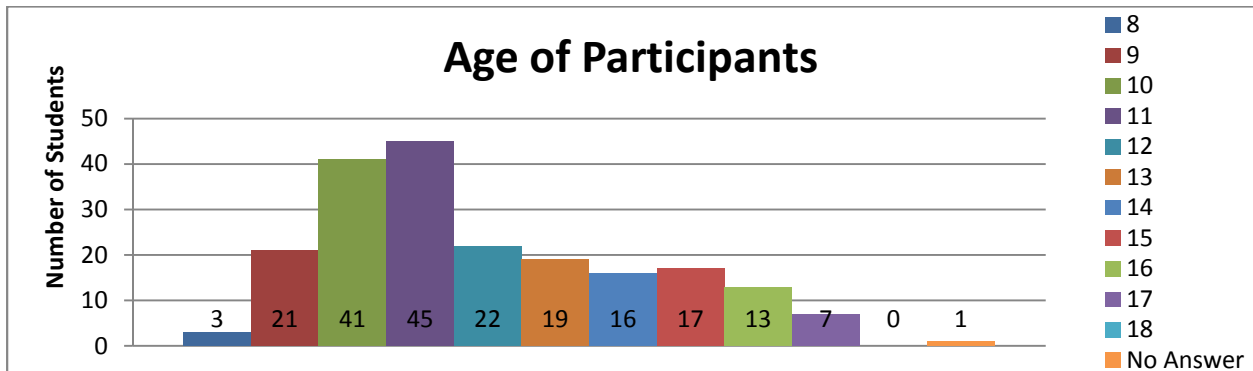
77% of participants were Caucasian (n=158), 3% of participants were African American (n=7), 2% of participants were Hispanic/Latino (n=4), 2% of participants were Asian American (n=4), 2% of participants were Native American (n=5), 2% of participants were Caucasian and African American (n=3), .5% of participants were African American and Hispanic (n=1), 11% of participants did not wish to answer the question regarding ethnicity (n=22), and .5% of participants left the question blank (n=1). *See Chart 3.*

Chart 3



The mean age of all participants was approximately 12 years old. 1% of participants were 8 years old (n=3), 10% were 9 years old (n=21), 21% were 10 years old (n=41), 22% were 11 years old (n=45), 11% were 12 years old (n=22), 9% were 13 years old (n=19), 8% were 14 years old (n=16), 8% were 15 years old (n=17), 6% were 16 years old (n=13), 3% were 17 years old (n=7), and 1% did not answer (n=1). See *Chart 4*.

Chart 4



Likert-Scale Based Responses

Questions asked in the Likert-scale format were developed based around eight motivational orientations: parental support, teacher-student relationships, peer involvement,

intrinsic motivation, extrinsic motivation, competition versus ego, approach success/avoid failure, and financial issues. Five questions were developed pertaining to each motivation orientation, culminating forty questions total. Each orientation was broken down to make comparisons between each group level (school building). The highest frequency of responses are explained as follows:

Parental Support

Questions regarding parental support are seen in numbers 1, 9, 23, 31, and 40 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question one asked participants the degree in which their parents really wanted them to join band. 42% of participants in Group 1 stated that they disagreed with that statement (n=10). 40% of Group 2 disagreed as well (n=35). Group 3 disagreed with the statement as well (37%, n=15). 34% of Group 4 showed a difference in response in that they agreed with the statement (n=18).

Question nine asked students if their parents believed playing an instrument was good for them. It was clear across all groups that the students agreed that their parents believed that playing an instrument was good for them. Group 1 had an even division among responses in that 38% strongly agreed and 38% agreed (n=9, n=9), 45% of students in Group 2 agreed (n=39), 42% of students in Group 3 agreed (n=17), and 45% of students in Group 4 agreed (n=24).

Question 23 asked to what degree students believed their parents forced them to join band or play an instrument. 63% of students in Group 1 strongly disagreed (n=15), 78% of students in

Group 2 strongly disagreed (n=68), 41% of students in Group 3 strongly disagreed (n=17), and 42% of students in Group 4 simply disagreed (n=22).

Question 31 asked students to what extent did their parents support their decision to play an instrument. 25% of Group 1 strongly agreed (n=6), 45% of Group 2 strongly agreed (n=39), 51% of Group 3 agreed (n=21), and 64% of Group 4 strongly agreed (n=34).

Question 40 asked to what extent students believed their parents encouraged them throughout their music study. Results indicated similar results in which all groups strongly agreed or agreed. Most participants, 58%, in Group 1 did not respond to the question (n=14) although those that did respond, 17% strongly agreed with the statement (n=4). 46% of Group 2 strongly agreed (n=40), 46% of Group 3 agreed (n=19), and 45% of Group 4 strongly agreed (n=24).

Data suggests that a higher percentage of students believe that their parents approve of their decision to participate in instrumental music. In addition, results also indicate that parents encourage their child throughout their music study. Most students were not forced to join the program due to parental demands but rather made a choice for themselves. Once in the program, parents appear to be supportive and encouraging.

Table 1

GROUP 1: ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
1. Really Wanted Me To Join	6	5	1	10	2	0
9. Think Playing An Instrument Is Good	9	9	4	1	0	1
23. Forced Me To Play	2	0	0	2	15	5
31. Support My Decision To Play	6	4	3	1	1	9
40. Encourage Me Throughout My Study	4	3	2	0	1	14

Chart 5

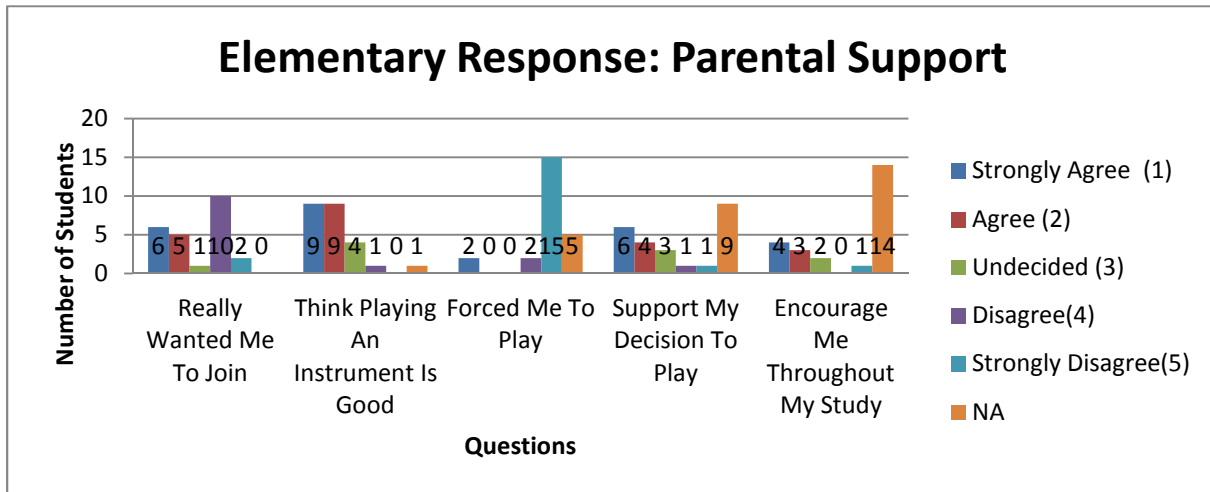


Table 2

GROUP 2: INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
1. Really Wanted Me To Join	8	7	11	35	26	0
9. Think Playing An Instrument Is Good	27	39	17	2	2	0
23. Forced Me To Play	1	1	2	14	68	1
31. Support My Decision To Play	39	36	7	2	2	1
40. Encourage Me Throughout My Study	40	35	8	4	0	0

Chart 6

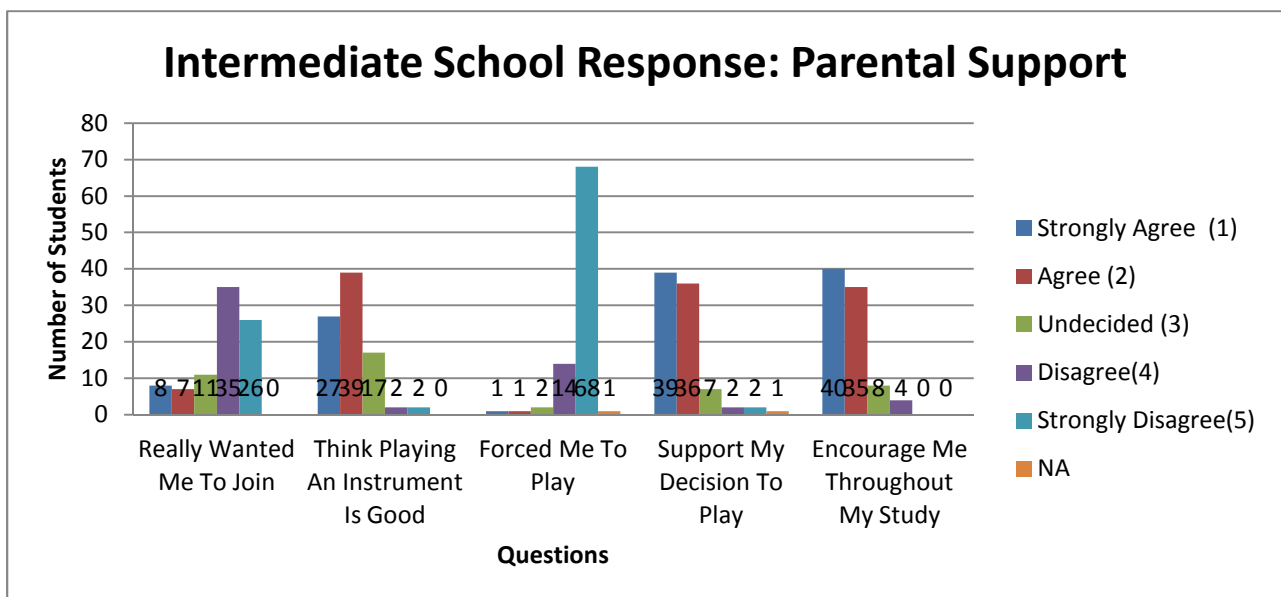


Table 3

GROUP 3: JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
1. Really Wanted Me To Join	5	8	9	15	4	0
9. Think Playing An Instrument Is Good	15	17	6	2	1	0
23. Forced Me To Play	2	2	5	15	17	0
31. Support My Decision To Play	15	21	1	2	0	2
40. Encourage Me Throughout My Study	17	19	4	1	0	0

Chart 7

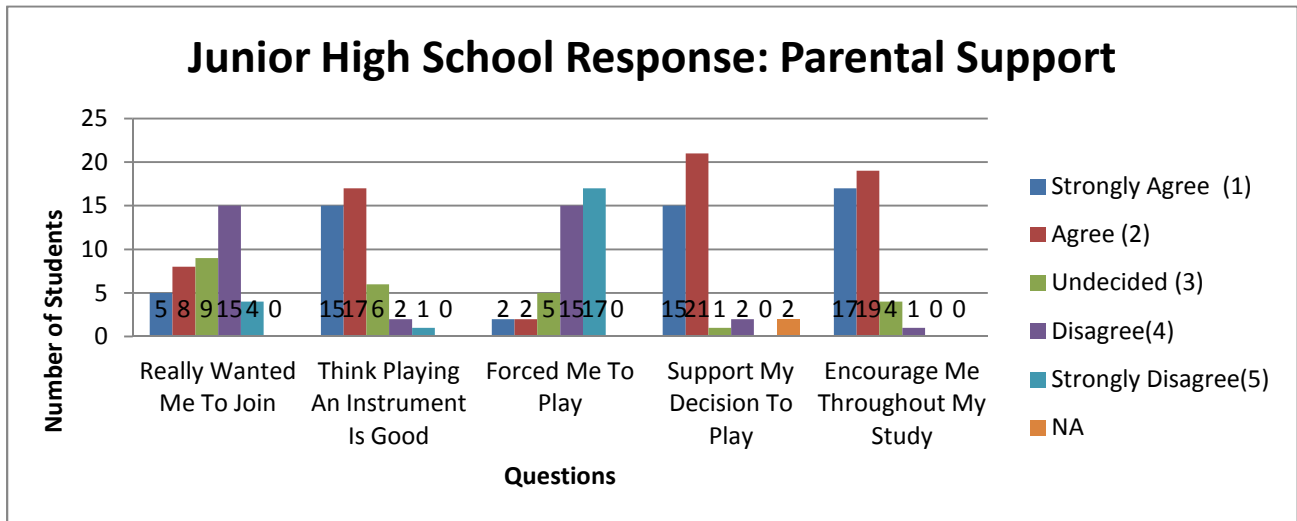
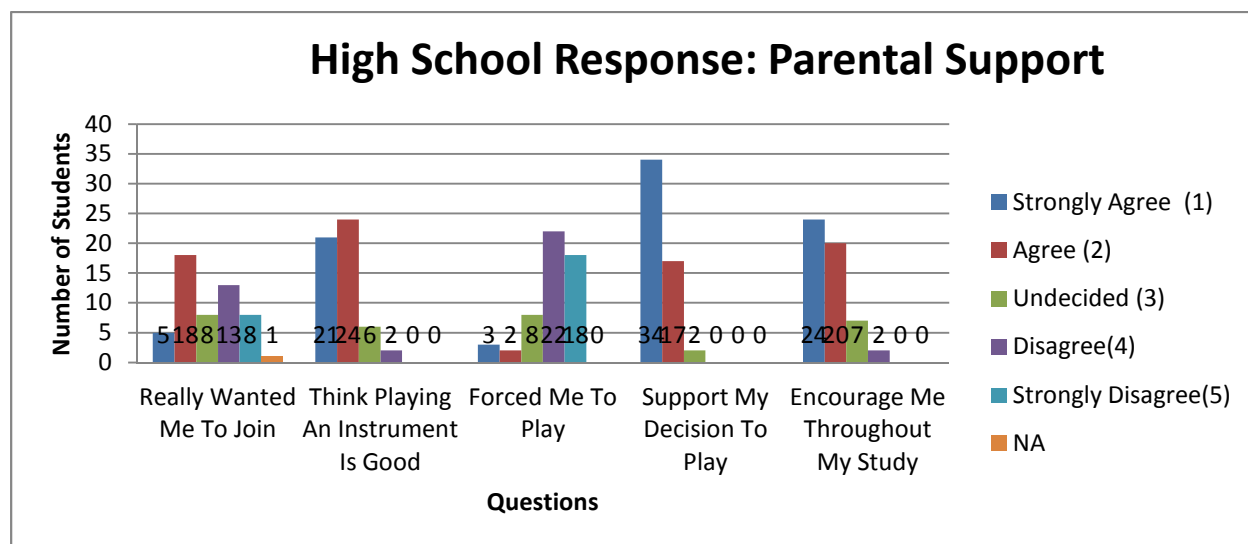


Table 4

GROUP 4: HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
1. Really Wanted Me To Join	5	18	8	13	8	1
9. Think Playing An Instrument Is Good	21	24	6	2	0	0
23. Forced Me To Play	3	2	8	22	18	0
31. Support My Decision To Play	34	17	2	0	0	0
40. Encourage Me Throughout My Study	24	20	7	2	0	0

Chart 8



Teacher-Student Relationship

Questions regarding teacher-student relationships are seen in numbers 2, 10, 14, 20, and 24 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question two asked students the extent in which they really like their band teacher. 67% of students in Group 1 strongly agreed that they really liked their band teacher (n=16) with only one response as strongly disagree. 71% of students in Group 2 strongly agreed (n=62) with only one response as strongly disagree. 49% of students in Group 3 agreed that they really like their band teacher (n=20), again with only one response as strongly disagree. 43% of students in Group 4 agreed that they really liked their teacher (n=23). Group 4 had a higher rate of undecided students (19%, n=10) in the matter with two responses as disagreeing.

Question ten focused on students remaining in band because of their music teacher. Group 1 agreed that they do remain in band because of their teacher (42%, n=10). 26% of participants in Group 2 disagreed that the reason they remain in band is because of their teacher

(n=23). 32% of Group 3 was undecided in the matter (n=13) with the next highest response as strongly agree (27%, n=11). 42% of Group 4 agreed that they remained because of their teacher (n=22) with the second highest response as being undecided (23%, n=12).

Question 14 asked students if they felt that their teacher encouraged them throughout their music study. All groups frequently agreed or strongly agreed to the question. Group 1 had 33% of participants strongly agreed (n=8), Group 2 had 51% of participants strongly agreed (n=44) with a close following of responses in which students agreed (35%, n=30), 64% of participants in Group 3 agreed (n=26) with the next highest as strongly agree (24%, n=10), and 53% of participants in Group 4 showed a little contrast in which some agreed (n=28) and some disagreed (4%, n=2).

Question 20 asked students to what extent they disliked their teacher and will quit band because of that reason. The highest frequency of responses indicated that students strongly disagreed that their teacher was the reason they would quit band. Minimal students did strongly agree and agree with the question however. Group 1 (71%, n=17), Group 2 (80%, n=70), Group 3 (56%, n=23), and Group 4 (57%, n=30) strongly disagreed. Group 2 did have one response in which a student strongly agreed with the statement. Group 4 had three students respond in which they agreed with the statement (6%).

Question 24 asked students to what extent is their teacher supportive and helpful. 54% of students in Group 1 strongly agreed to their teacher being supportive and helpful (n=13). 66% of students in Group 2 strongly agreed (n=57) that their teacher was supportive and helpful with 1% of responses as strongly disagree (n=1). 59% of students in Group 3 stated that their teacher was supportive and helpful (n=24) with 2% of responses for disagree (n=1). 62% of students in Group 4 responded in which they agreed (n=33) with 2% of responses for disagree (n=1).

The highest frequency of responses indicates that most students find their teachers supportive, helpful and encouraging. In addition, most students like their teacher. Lower percentages of students stated they disliked their teacher however. A possible explanation for this could be that the questionnaire was administered early in the academic school year and students may not have fully been able to get to know their teacher’s personality and form of instruction.

Table 5

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
2. Really Like My Band Teacher	16	7	0	0	1	0
10. Remain In Band Because of Teacher	3	10	6	3	2	0
14. Teacher Encourages Throughout Study	8	7	4	1	0	4
20. Dislike My Teacher And Will Quit Band	0	0	0	1	17	6
24. Teacher Is Supportive and Helpful	13	6	0	0	0	5

Chart 9

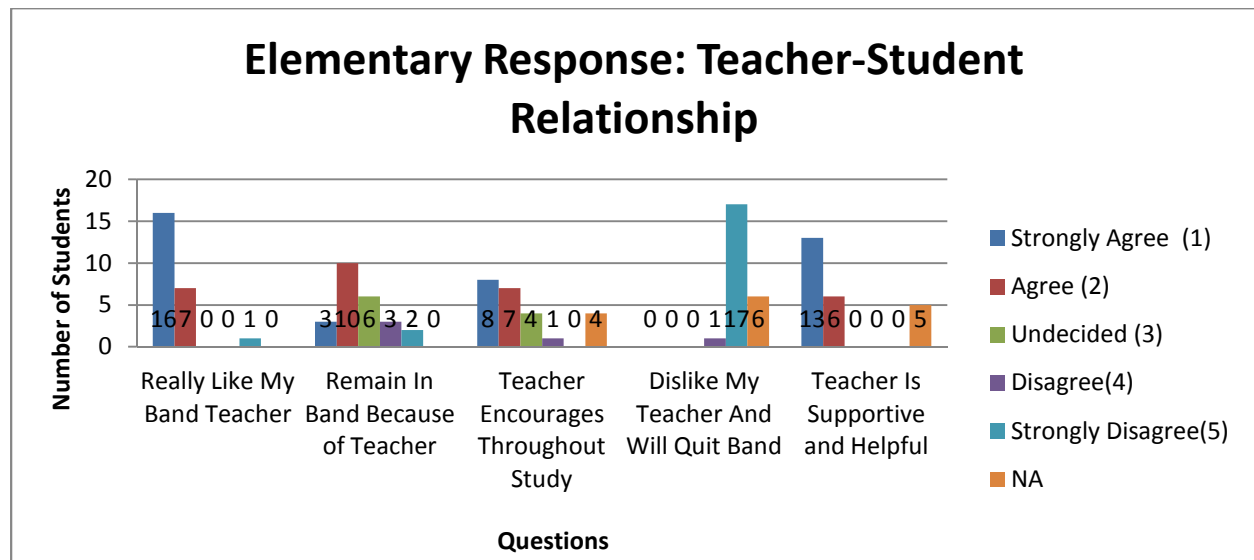


Table 6

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
2. Really Like My Band Teacher	64	18	4	0	1	0
10. Remain In Band Because of Teacher	18	16	18	23	12	0
14. Teacher Encourages Throughout Study	44	30	11	2	0	0
20. Dislike My Teacher And Will Quit Band	1	1	2	11	70	2
24. Teacher Is Supportive and Helpful	57	20	7	1	1	1

Chart 10

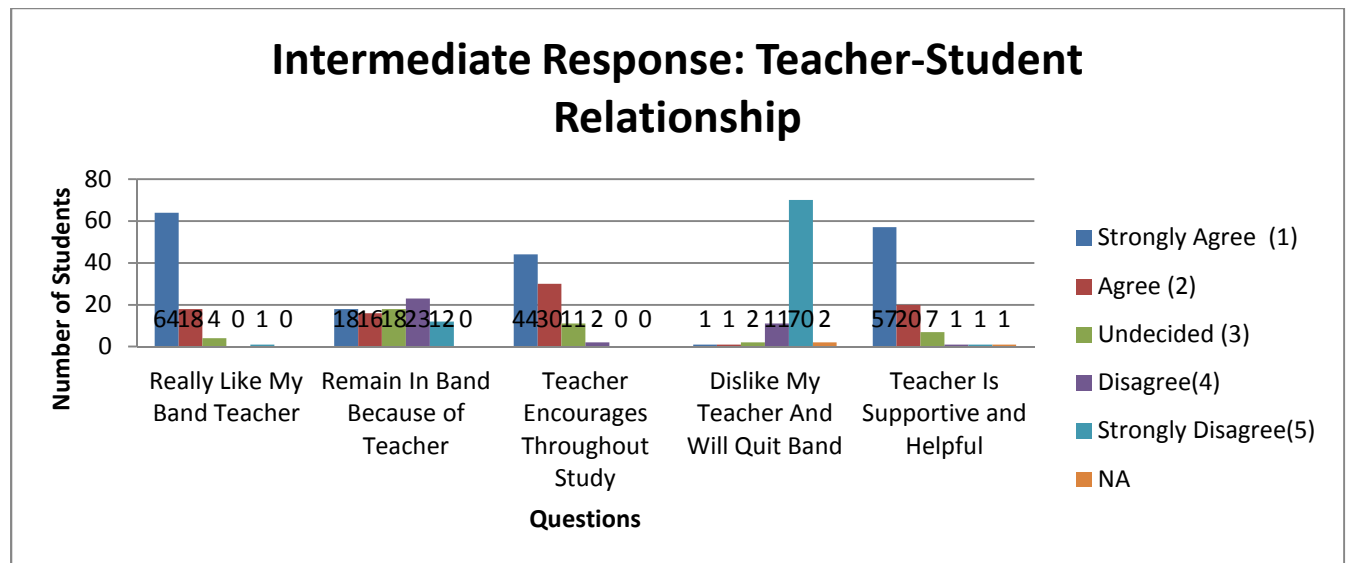


Table 7

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
2. Really Like My Band Teacher	16	20	2	1	1	1
10. Remain In Band Because of Teacher	11	10	13	7	0	0
14. Teacher Encourages Throughout Study	10	26	4	0	0	1
20. Dislike My Teacher And Will Quit Band	1	1	5	11	23	0
24. Teacher Is Supportive and Helpful	13	24	3	1	0	0

Chart 11

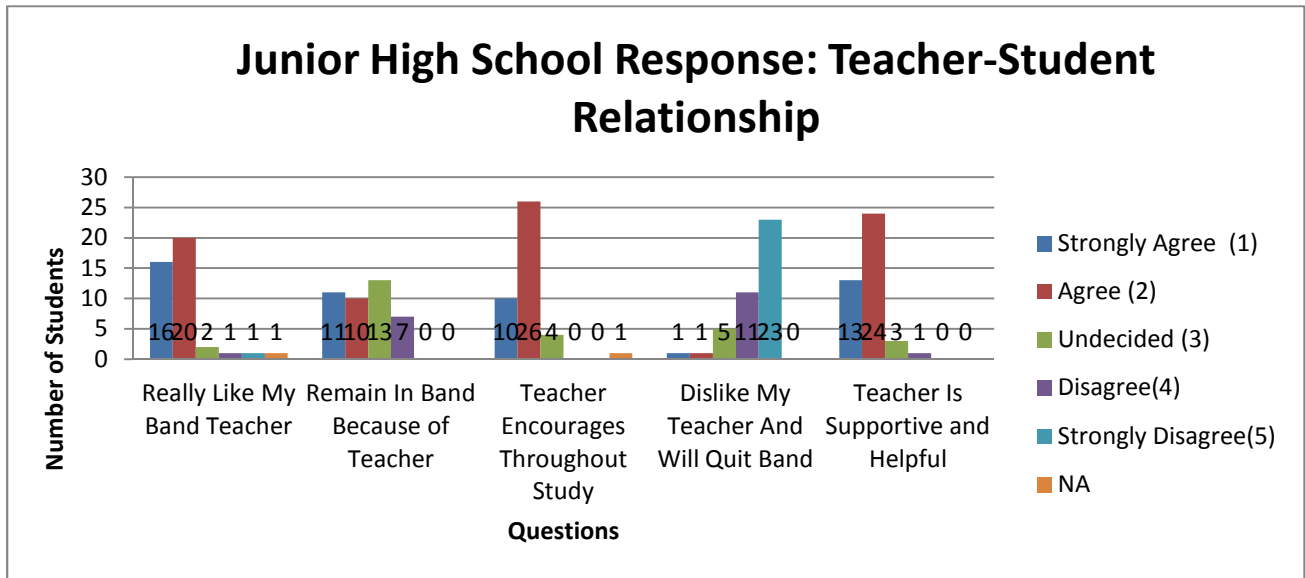
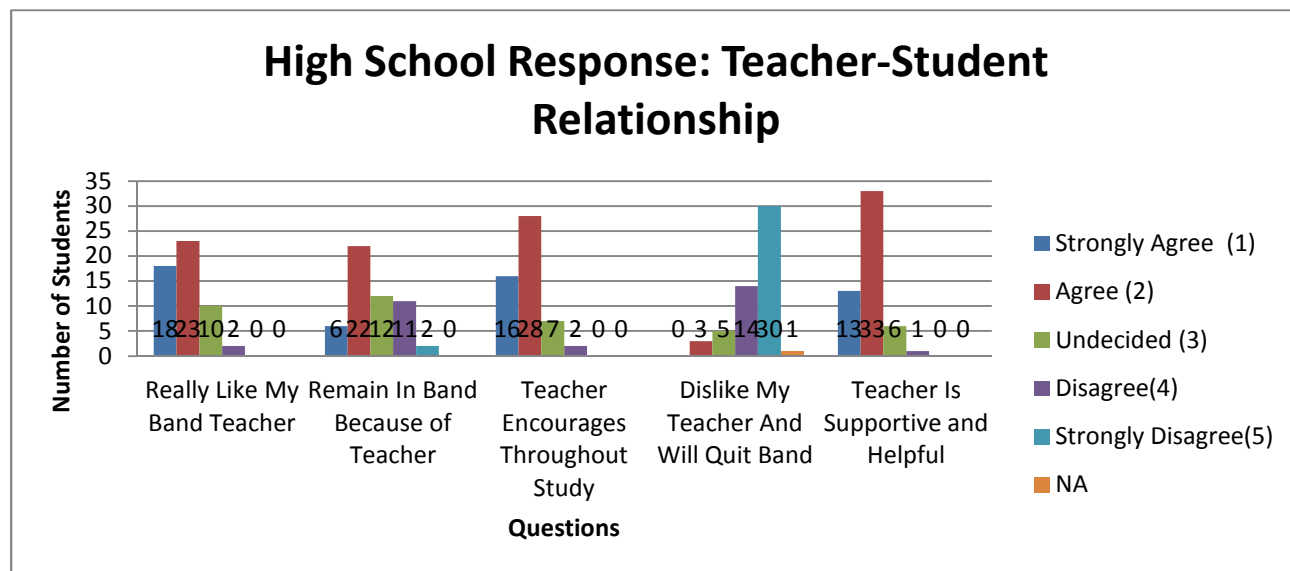


Table 8

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
2. Like My Band Teacher	18	23	10	2	0	0
10. Remain In Band Because of Teacher	6	22	12	11	2	0
14. Teacher Encourages Throughout Study	16	28	7	2	0	0
20. Dislike My Teacher And Will Quit Band	0	3	5	14	30	1
24. Teacher Is Supportive and Helpful	13	33	6	1	0	0

Chart 12



Peer Involvement

Questions regarding peer involvement are seen in numbers 4, 22, 25, 36, and 37 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question four asked students to what extent did they join band because of their friends. 67% of Group 1 strongly disagreed that they joined band because of their friends (n=16). 43% of Group 2 stated that they strongly disagreed that they joined band because of their peers (n=37). 34% of Group 3 (n=14) and 40% of Group 4 (n=21) stated that they disagreed that they joined band because of their peers.

Question 22 asked to what extent friends impact students’ decision making in school. Responses to this question varied between all groups. Group 1 strongly disagreed that their friends impact their decision making in school (42%, n=10). Group 2 was undecided in that their

friends impact their decision making (43%, n=37). Group 3 was undecided in the matter (44%, n=18). Group 4 disagreed that their peers impact their decision making in school (40%, n=21).

Question 25 asked to what extent students remain in band because their friends are involved. Similar to question 22, responses varied among each group. 58% of Group 1 strongly disagreed that they remain in band because of their friends (n=14). 37% of Group 2 disagreed (n=32) that their friends are the reason that they remain in band. 41% of Group 3 disagreed that they remain in band because of their peers (n=17) and 68% of Group 4 was divided in their responses in that some agreed (34%, n=18) and some disagreed (34%, n=18).

Question 36 asked students if their classmates influence them to drop band. 54% of students in Group 1 did not answer question 36 (n=13); however, the next highest response was that students strongly disagreed (29%) that their classmates influence them to drop band (n=7). Group 2 strongly disagreed (63%) that their peers influence them to drop band (n=55). Group 3 disagreed (51%) that their peers influence them to drop band (n=21). Group 4 disagreed (57%) that their classmates influence them to drop band (n=30).

Question 37 asked students to what extent they believe that band is a place where they can make new friends. 54% of students in Group 1 did not answer the question (n=13). The next highest number of responses were divided evenly between agreeing (21%, n=5) and being undecided (21%, n=5) in that students believe that they can make new friends in band. Group 2 had 48% of students agree that band is a place where students can make new friends (n=42). The next highest response was undecided (33%, n=29). Group 3 had 61% of students agree that band is a place where students can make new friends (n=25). Group 4 also agreed that band is a place where students can make new friends (62%, n=33).

In the category of peer involvement, most students appear to be undecided on whether or not their classmates influence their decision making in school. At the younger grades, students indicated that their peers were not the reason they joined band. Data suggests that students made their own decision to join in the instrumental music program as opposed to being influenced by their classmates. Many believe that band is a place where they can make new friends. Group one responses reflect that most students were undecided or agreed that they could in fact make new friends by joining band. Some many have been undecided due to the minimal time they were involved in the program. The questionnaires were administered at the beginning of the academic year and at that point in time, many students may not have made friends or were still in the process of making new friends. If the questionnaire was administered later in the school year, results may have varied.

Table 9

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
4. Joined Band Because Of Friends	0	0	0	8	16	0
22. Friends Impact My Decision Making In School	0	1	4	3	10	6
25. Remain In Band Because Friends Are Involved	0	1	0	3	14	6
36. Classmates Influence Me To Drop Band	0	0	1	3	7	13
37. Band Is Where You Can Make New Friends	1	5	5	0	0	13

Chart 13

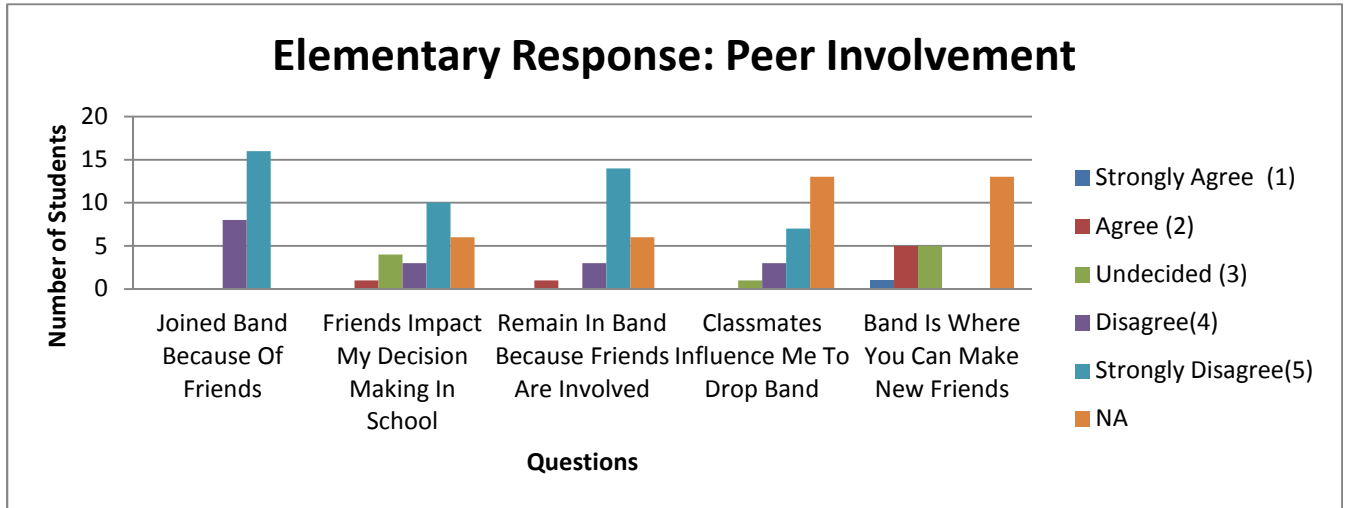


Table 10

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	NA
4. Joined Band Because Of Friends	3	9	12	26	37	0
22. Friends Impact My Decision Making In School	2	8	37	16	24	0
25. Remain In Band Because Friends Are Involved	3	11	12	32	28	1
36. Classmates Influence Me To Drop Band	0	0	12	20	55	0
37. Band Is Where You Can Make New Friends	32	42	12	0	1	0

Chart 14

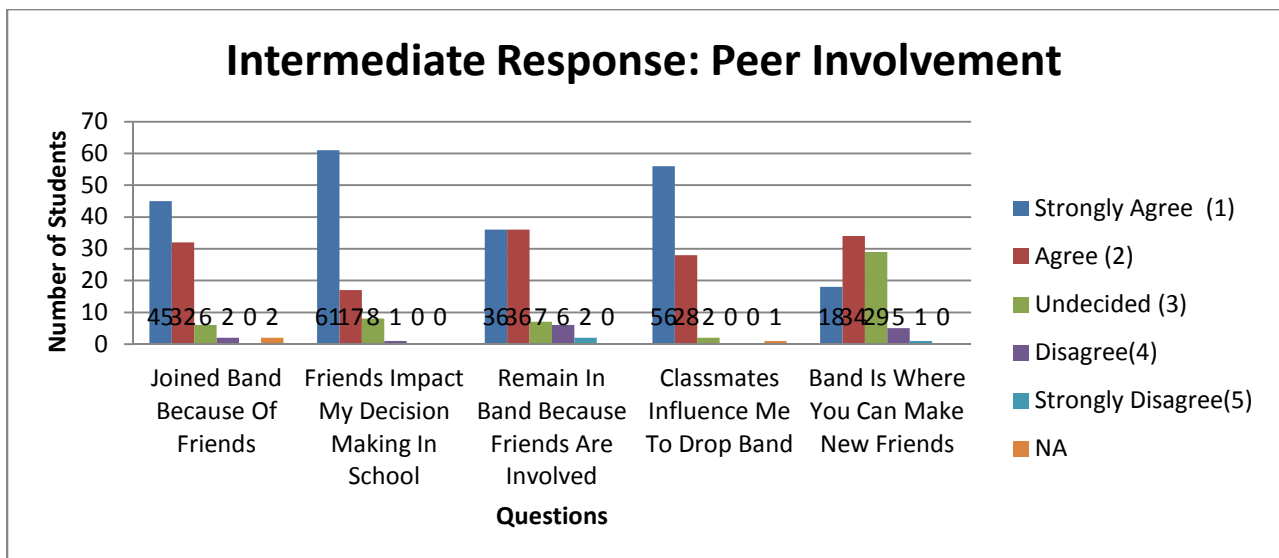


Table 11

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
4. Joined Band Because Of Friends	2	7	10	14	8	0
22. Friends Impact My Decision Making In School	1	8	18	12	2	0
25. Remain In Band Because Friends Are Involved	1	7	13	17	3	0
36. Classmates Influence Me To Drop Band	0	0	7	21	12	1
37. Band Is Where You Can Make New Friends	12	25	3	1	0	0

Chart 15

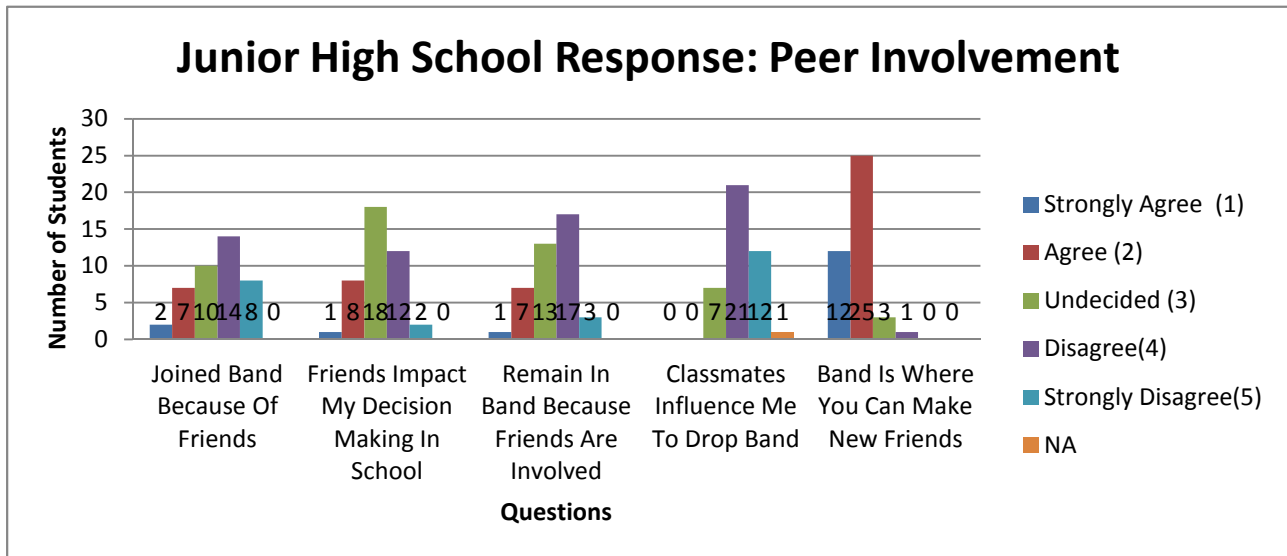
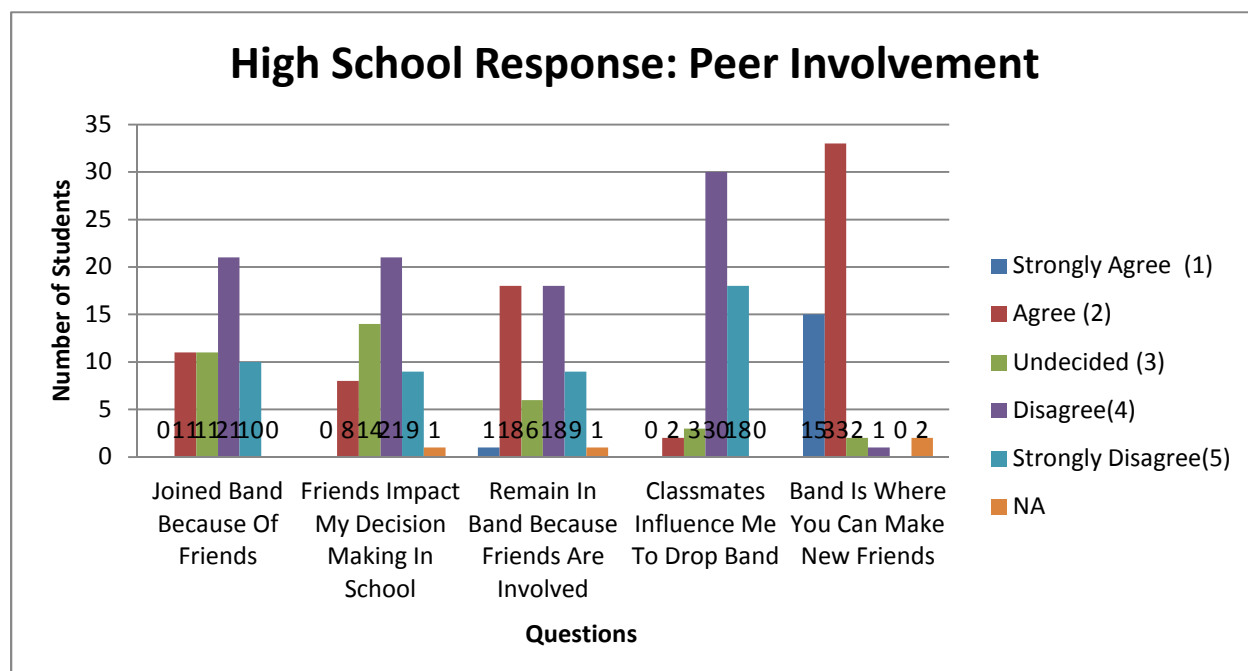


Table 12

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
4. Joined Band Because Of Friends	0	11	11	21	10	0
22. Friends Impact My Decision Making In School	0	8	14	21	9	1
25. Remain In Band Because Friends Are Involved	1	18	6	18	9	1
36. Classmates Influence Me To Drop Band	0	2	3	30	18	0
37. Band Is Where You Can Make New Friends	15	33	2	1	0	2

Chart 16



Intrinsic Motivation

Questions regarding intrinsic motivation are seen in numbers 3, 11, 21, 30, and 39 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question three asked students to what extent playing an instrument is fun and makes them happy. 67% of students in Group 1 strongly agreed that playing an instrument was fun and made them happy (n=16) with one response as strongly disagree. Group 2 responded in that 52% strongly agreed that playing an instrument is fun and makes them happy (n=45). Group 3 agreed to the question (59%, n=24) and Group 4 agreed as well (47%, n=25).

Question 11 asked students if they looked forward to playing in concerts. 54% of Group 1 strongly agreed (n=13), 70% of Group 2 strongly agreed (n=61), 49% of Group 3 agreed (n=20), and 45% of Group 4 agreed (n=24).

Question 21 asked students to what extent they found practicing and rehearsing challenging and fun. 33% of Group 1 strongly agreed (n=8) that practicing and rehearsing was challenging and fun. Group 2 strongly disagreed (80%, n=70) in that they found practicing and rehearsing challenging and fun. 49% of Group 3 agreed (n=20) and 51% of Group 4 agreed (n=27).

Question 30 asked students to what extent students like learning new music. The majority of all groups strongly agreed or agreed to the question in which students like learning new music. 50% of Group 1 strongly agreed (n=12), Group 2 had 64% of students strongly agree (n=56), Group 3 had 51% of students strongly agree (n=21), and 49% of Group 4 agreed (n=26).

Question 39 asked students to what extent they feel band will make them successful in life. All groups agreed to the statement that band will make them successful in life. Group 1 had a higher rate (58%) of no responses for question 39 (n=14); however, the next highest response had 17% as strongly agree (n=4). Group 2 agreed (39%, n=34), Group 3 agreed (44%, n=18), and Group 4 agreed (42%, n=22).

Intrinsic motivation appears to be the most influential category on students and their decision to participate in band. According to the data, most students find performing in concerts enjoyable as they look forward to it. The majority of responses also indicate that students find practicing and rehearsing enjoyable as well. However, group two disagreed that practicing and rehearsing was challenging and fun. This difference could be explained by the age group that provided responses. At that age, students may begin to become preoccupied with other activities and may not fully be intrinsically invested in the program. In addition, higher frequency of responses indicates students enjoy learning new music across all age groups. An explanation

could be that students are intrigued by something different and enjoy learning new music to challenge themselves.

Table 13

Elementary Response	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	N A
Playing an Instrument is Fun and Makes Me Happy	16	7	0	0	1	0
I Look Forward To Playing In Concerts	13	6	3	1	1	0
Practicing and Rehearsing Is Challenging and Fun	8	6	2	1	1	6
Like Learning New Music	12	3	0	1	0	8
Band Will Make Me Successful in Life	4	2	3	1	0	14

Chart 17

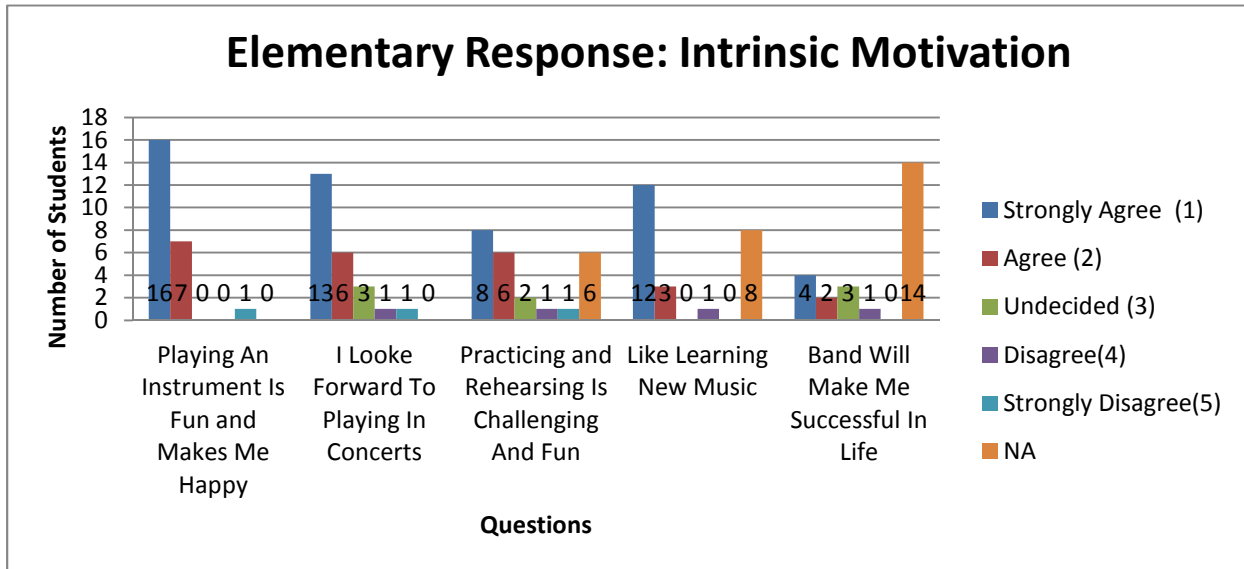


Table 14

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
3. Playing An Instrument Is Fun and Makes Me Happy	45	32	6	2	0	2
11. I Look Forward To Playing In Concerts	61	17	8	1	0	0
21. Practicing and Rehearsing Is Challenging And Fun	36	36	7	6	2	0
30. Like Learning New Music	56	28	2	0	0	1
39. Band Will Make Me Successful In Life	18	34	29	5	1	0

Chart 18

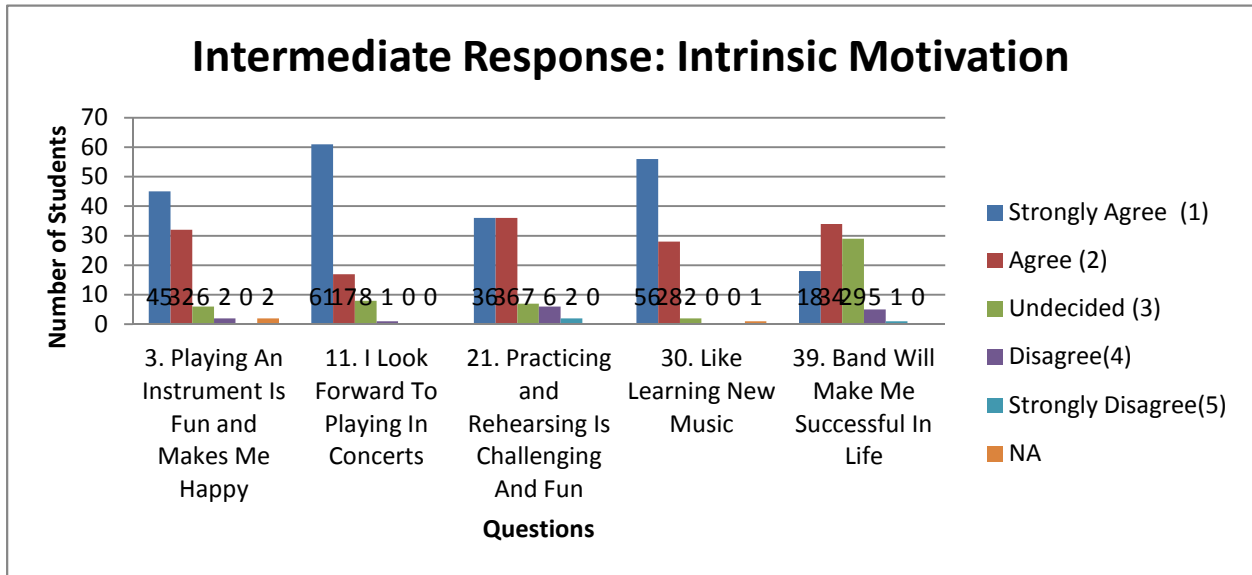


Table 15

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
3. Playing An Instrument Is Fun and Makes Me Happy	11	24	5	1	0	0
11. I Look Forward To Playing In Concerts	17	20	3	1	0	0
21. Practicing and Rehearsing Is Challenging And Fun	6	20	8	5	2	0
30. Like Learning New Music	11	21	6	1	2	0
39. Band Will Make Me Successful In Life	11	18	8	3	0	1

Chart 19

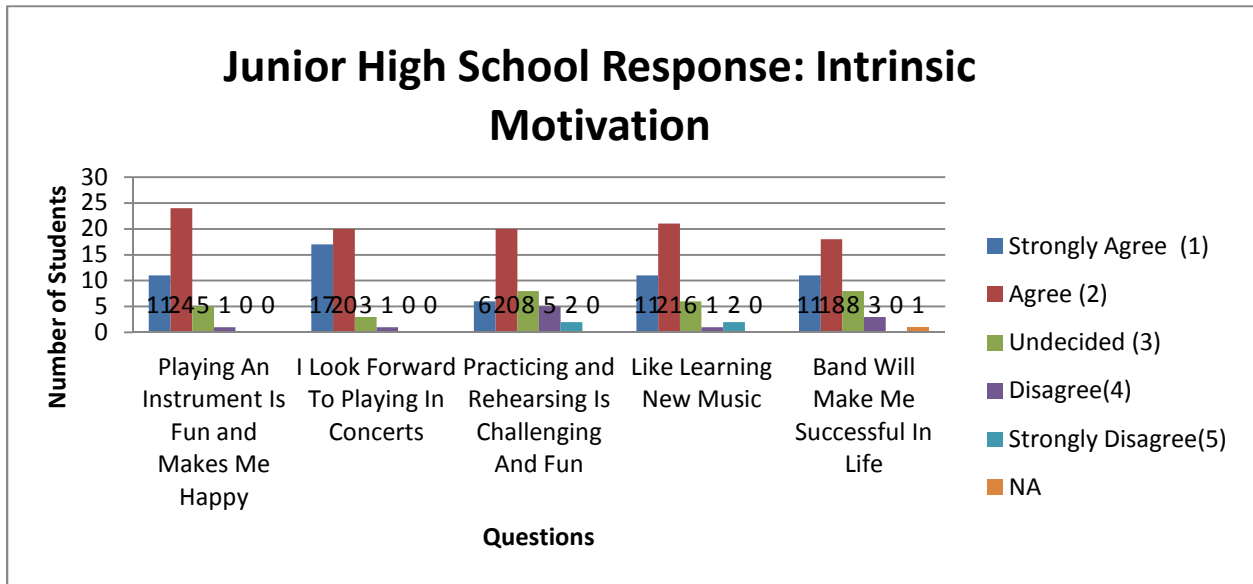
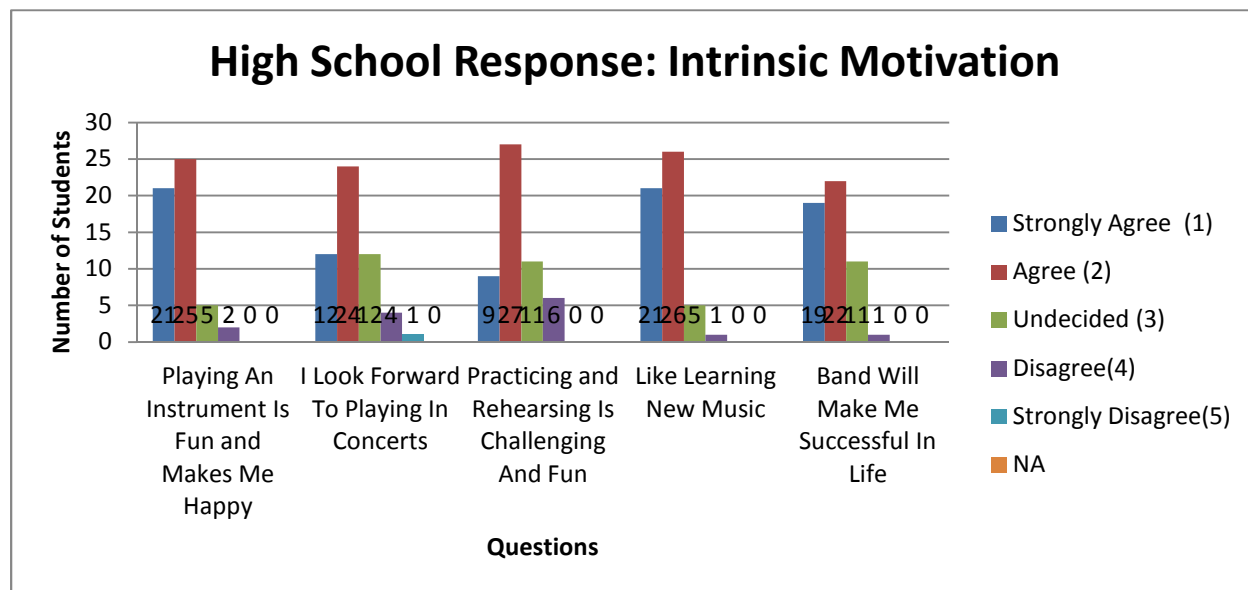


Table 16

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
3. Playing An Instrument Is Fun and Makes Me Happy	21	25	5	2	0	0
11. I Look Forward To Playing In Concerts	12	24	12	4	1	0
21. Practicing and Rehearsing Is Challenging And Fun	9	27	11	6	0	0
30. Like Learning New Music	21	26	5	1	0	0
39. Band Will Make Me Successful In Life	19	22	11	1	0	0

Chart 20



Extrinsic Motivation

Questions regarding extrinsic motivation are seen in numbers 5, 16, 17, 26, and 29 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question five asked students to what extent they chose their instrument because it looked cool. All groups disagreed or strongly disagreed that they chose their instrument based on its appearance. 42% of Group 1 disagreed (n=10), 37% of Group 2 strongly disagreed (n=32), 41% of Group 3 disagreed (n=17), and 32% of Group 4 disagreed (n=17).

Question 16 asked students to what extent they felt band looked good on a college application. Group 1 strongly disagreed (38%, n=9), Group 2 disagreed (30%, n=26), Group 3 was undecided in the matter (46%, n=19), and Group 4 agreed (42%, n=22).

Question 17 asked students if they participated in band because of trips and fun events throughout the class. 33% of Group 1 disagreed in that they participate in band because of trips and fun events (n=8). Group 2 had 39% of responses as undecided on whether or not that was the

reason they participate in band (n=34). 46% of Group 3 agreed that they participate in band because of the trips and fun events (n=19) and 49% of Group 4 did as well (n=26).

Question 26 asked students if they participated in band because of the end of the year prizes and awards. 60% of all participants in the study strongly disagreed or disagreed with the statement that they participate in band because of the end of the year prizes and awards. Group 1 strongly disagreed (63%, n=15), Group 2 strongly disagreed (69%, n=60), Group 3 disagreed (51%, n=21), and Group 4 strongly disagreed (51%, n=27).

Question 29 asked students to what extent band boosted their overall average in school. 38% of students in Group 1 did not answer the question (n=9); however, the next highest response was that of 25% strongly disagreeing (n=6). Group 2 strongly disagreed (45%, n=39). Group 3 (54%, n=22) and Group 4 (64%, n=34) disagreed that band boosted their overall average.

As students move up in grade level, extrinsic motivation appears to increase. Many students indicated that they participate in band because trips and fun events throughout the school year. Students in grades four through six disagreed that they participate in band because of trips and fun events. An explanation could be that students at the younger levels do not participate in events that older students participate in. In addition, younger students may not go on trips like the older students. In addition, most high school students felt that participation in instrumental music looked good on a college application. All younger grade levels indicated that they were undecided or disagreed. An explanation could be that at the younger grade levels, students are not concerned with college applications. They do not relate the importance of participation in instrumental music with the concern of applying for colleges. Data indicates that students across all grade levels feel that band does not boost their overall average. This leads

one to believe that having a higher average in the course does not impact their decision to remain in band. Students are less concerned with their overall grade in band, which leads one to believe that extrinsic motivation in this area is not relevant.

Table 17

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	N A
5. Choose My Instrument Because It Looked Cool	2	3	0	10	9	0
16. Band Looks Good On A College Application	0	4	3	5	9	3
17. Participate Because Of Trips and Fun Things	2	4	3	8	1	6
26. Participate Because Of End Of The Year Prizes And Awards	0	0	2	0	15	7
29. Boosts My Overall Average	0	2	3	4	6	9

Chart 21

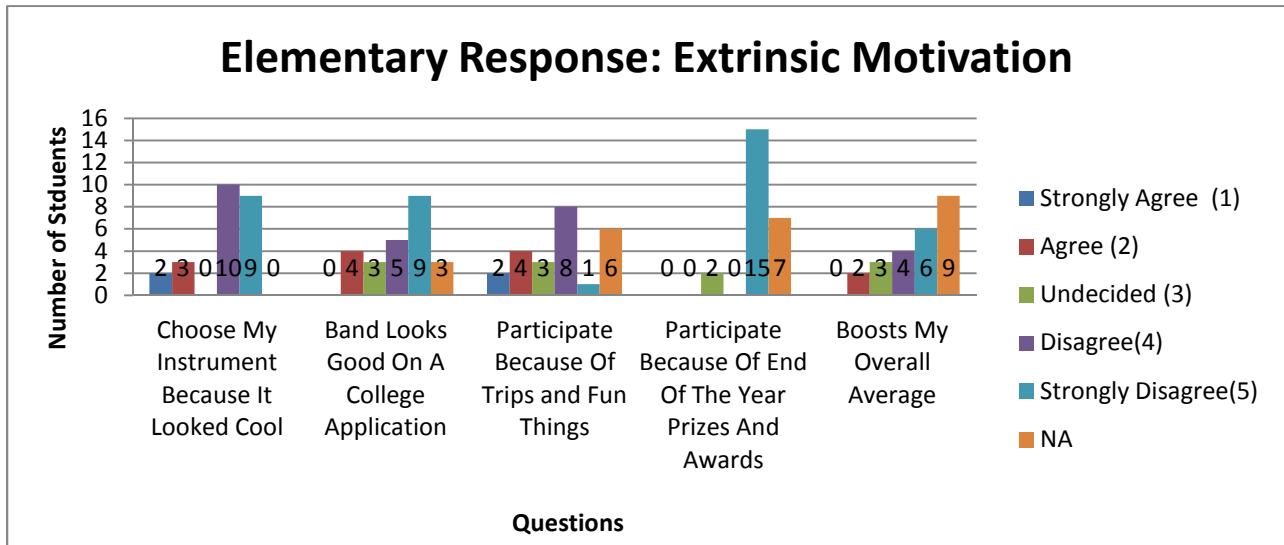


Table 18

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
5. Choose My Instrument Because It Looked Cool	4	12	15	23	32	1
16. Band Looks Good On A College Application	9	13	21	26	18	0
17. Participate Because Of Trips and Fun Things	9	19	34	10	15	0
26. Participate Because Of End Of The Year Prizes And Awards	0	1	8	17	60	1
29. Boosts My Overall Average	1	5	13	28	39	1

Chart 22

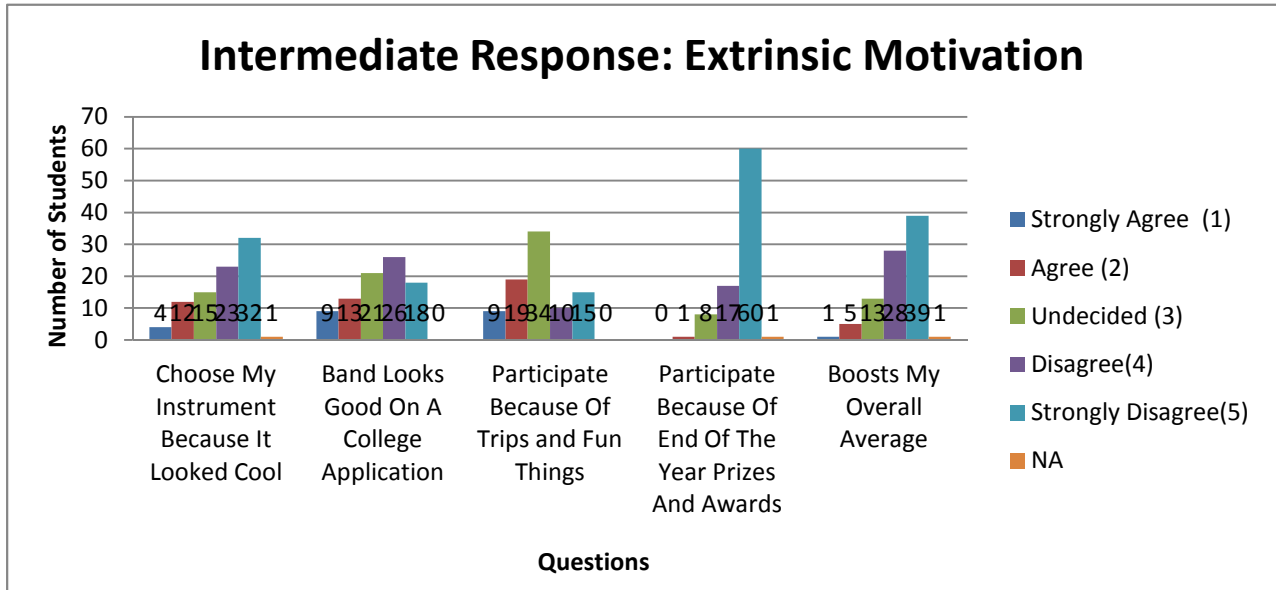


Table 19

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
5. Choose My Instrument Because It Looked Cool	2	7	10	17	4	1
16. Band Looks Good On A College Application	10	10	12	8	1	0
17. Participate Because Of Trips and Fun Things	11	19	8	3	0	0
26. Participate Because Of End Of The Year Prizes And Awards	1	1	3	21	17	0
29. Boosts My Overall Average	1	2	10	22	6	0

Chart 23

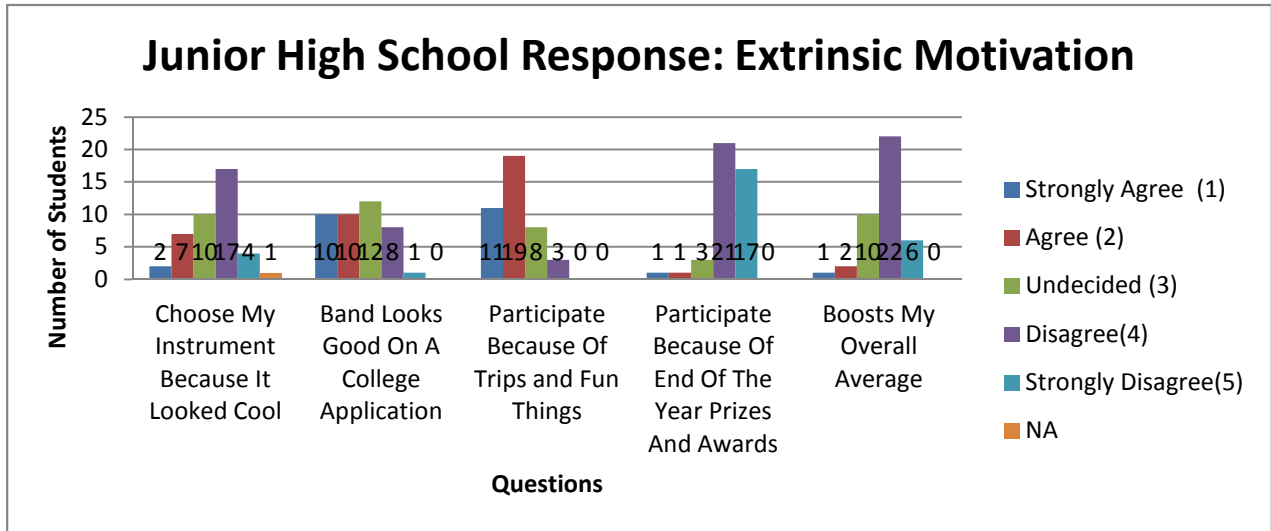
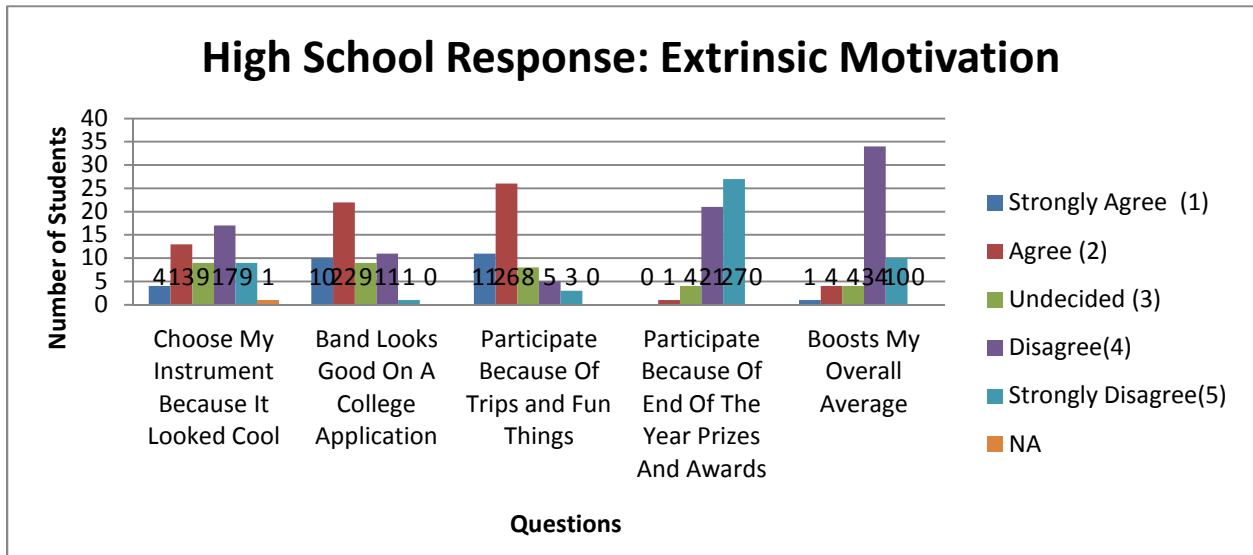


Table 20

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
5. Choose My Instrument Because It Looked Cool	4	13	9	17	9	1
16. Band Looks Good On A College Application	10	22	9	11	1	0
17. Participate Because Of Trips and Fun Things	11	26	8	5	3	0
26. Participate Because Of End Of The Year Prizes And Awards	0	1	4	21	27	0
29. Boosts My Overall Average	1	4	4	34	10	0

Chart 24



Financial Aspects

Questions regarding financial aspects are seen in numbers 6, 18, 27, 34, and 38 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question six asked students to extent they believed band didn't cost too much when compared to other activities. 51% of all participants in the study disagreed or strongly disagreed that band did not cost too much when compared to other activities. 50% of participants in Group 1 disagreed (n=12), 44% of participants in Group 2 strongly disagreed (n=38), 51% of participants in Group 3 disagreed (n=21), and 62% of participants in Group 4 disagreed (n=33).

Question 18 asked students whether or not money was an issue in order for them to participate in band. 35% of all participants strongly agreed or agreed that money was not an issue for them to participate in band. Group 1 strongly agreed (29%, n=7), Group 2 strongly agreed (32%, n=28), Group 3 agreed (37%, n=15), and Group 4 agreed (40%, n=21).

Question 27 asked students to what extent they would not be able to participate in band without a school instrument. 33% of Group 1 did not answer the question (n=8), but the second highest frequent response was that of 21% strongly disagreeing (n=5). Group 2 strongly disagreed as well (41%, n=36). 44% of Group 3 (n=18) and 62% of Group 4 (n=33) disagreed. 7% of all participants in the study did strongly agree that they would not be able to participate in band without a school instrument

Question 34 asked students if books and instruments were too expensive. 46% of students in Group 1 did not answer the question (n=11). The next highest frequent response was that of 25% disagreeing (n=6). 31% of students in Group 2 disagreed that books and instruments were too expensive (n=27). 44% of students in Group 3 disagreed that books and instruments were too expensive (n=18). 42% of students in Group 4 agreed that books and instruments are too expensive (n=22).

Question 38 asked students if books and instruments for band were too expensive. 63% of students in Group 1 did not answer the question (n=15). The next highest frequent response was that of 21% strongly disagreeing (n=5). Group 2 disagreed (37%, n=32). Group 3 disagreed (37%, n=15). In contrast to the response of question 34, Group 4 disagreed (36%, n=19) that books and instruments for band were too expensive.

Large percentages of students stated that they disagreed that band didn't cost too much when compared to other activities. Implications may include that band is just as expensive when compared to other activities such as sports, or band may be more expensive to participate in than other activities. Students also indicated that they disagreed that books and instruments were too expensive. In contrast to the majority of students in grades four through eight, high school students indicated that they agreed that books and instruments were too expensive. This result

may have occurred as high school students better understand financial aspects of their home lives and realize the value of a dollar more so than students at the younger grade levels. In addition, students at the high school level may be responsible to pay for materials for band as many have part-time jobs. A high frequency of responses indicated that many students do not rely on school instruments to participate in band. There were less frequent responses that did indicate that some students do in fact rely on the use of school instruments to participate in band. Students who use school instruments may perform on large instruments such as marimbas, tubas, and large percussion equipment. Such instruments are more expensive when compared to costs of other smaller instruments. Some student do use smaller school instruments, which could imply that their family is unable to or is unwilling to rent or purchase any instrument no matter what the cost.

Table 21

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
6. Didn't Cost Too Much When Compared To Other Activities	0	3	1	12	8	0
18. Money Is Not An Issue To Participate in Band	7	5	3	1	0	8
27. Would Not Participate Without School Instrument	3	2	2	4	5	8
34. Books And Instruments Too Expensive	1	0	2	6	4	11
38. Books And Instruments For Band Are Too Expensive	0	0	1	3	5	15

Chart 25

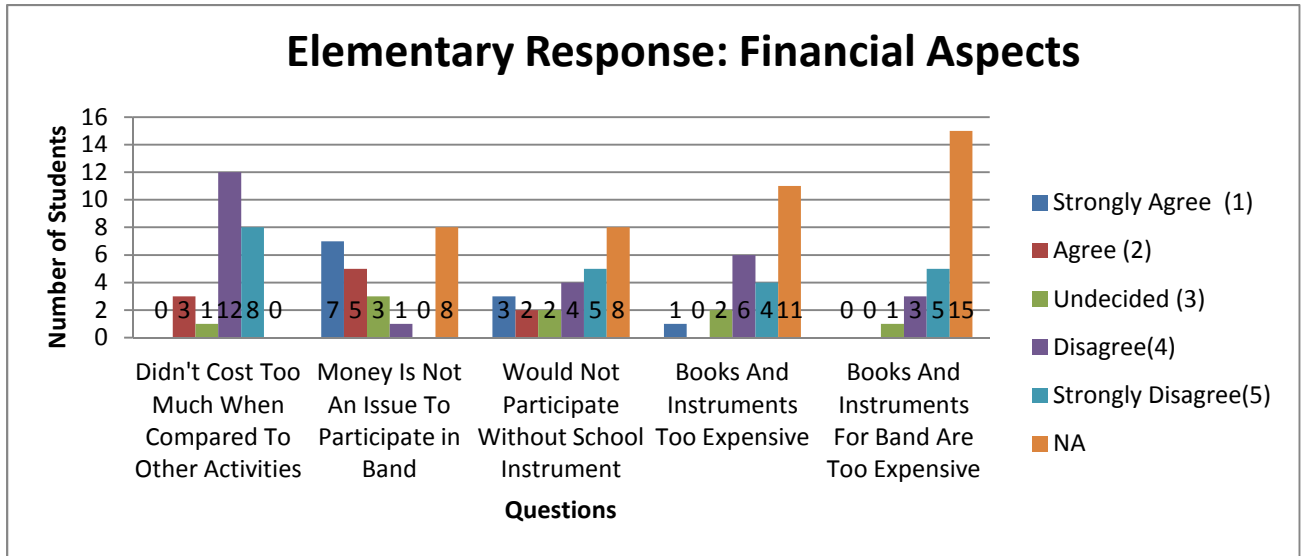


Table 22

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
6. Didn't Cost Too Much When Compared To Other Activities	2	8	15	24	38	0
18. Money Is Not An Issue To Participate in Band	28	21	26	3	8	1
27. Would Not Participate Without School Instrument	7	4	22	16	36	2
34. Books And Instruments Too Expensive	2	7	26	27	25	0
38. Books And Instruments For Band Are Too Expensive	2	7	25	32	21	0

Chart 26

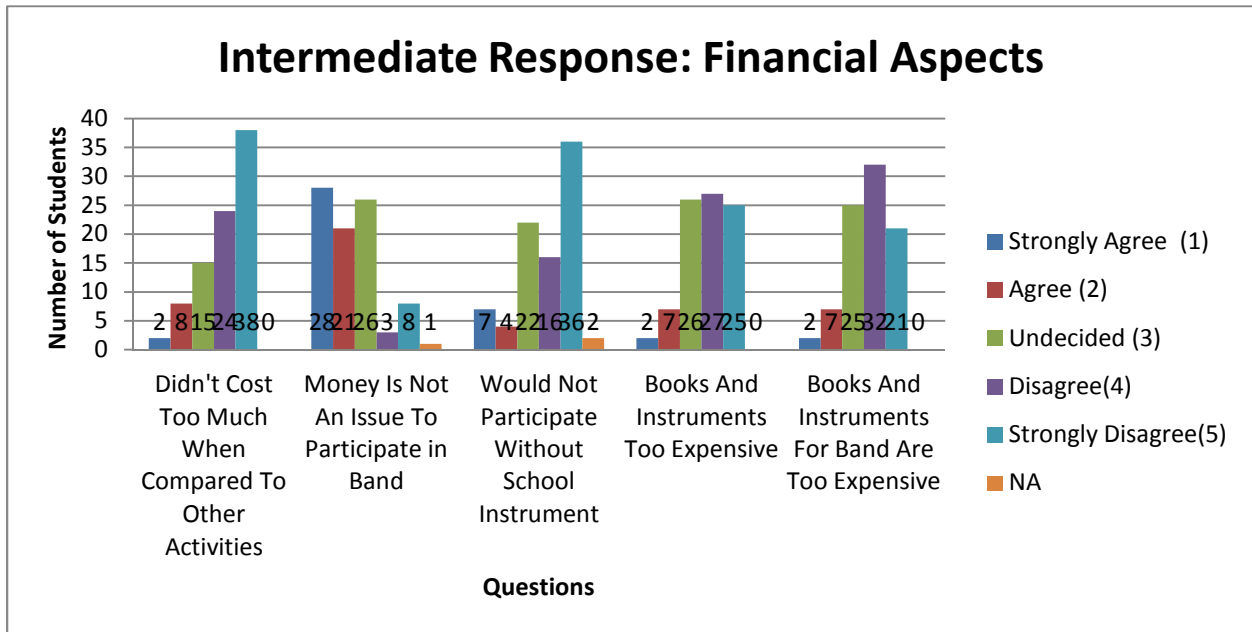


Table 23

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
6. Didn't Cost Too Much When Compared To Other Activities	0	3	7	21	9	1
18. Money Is Not An Issue To Participate in Band	13	15	11	1	1	0
27. Would Not Participate Without School Instrument	2	3	5	18	13	0
34. Books And Instruments Too Expensive	0	4	11	18	8	0
38. Books And Instruments For Band Are Too Expensive	1	3	11	15	10	1

Chart 27

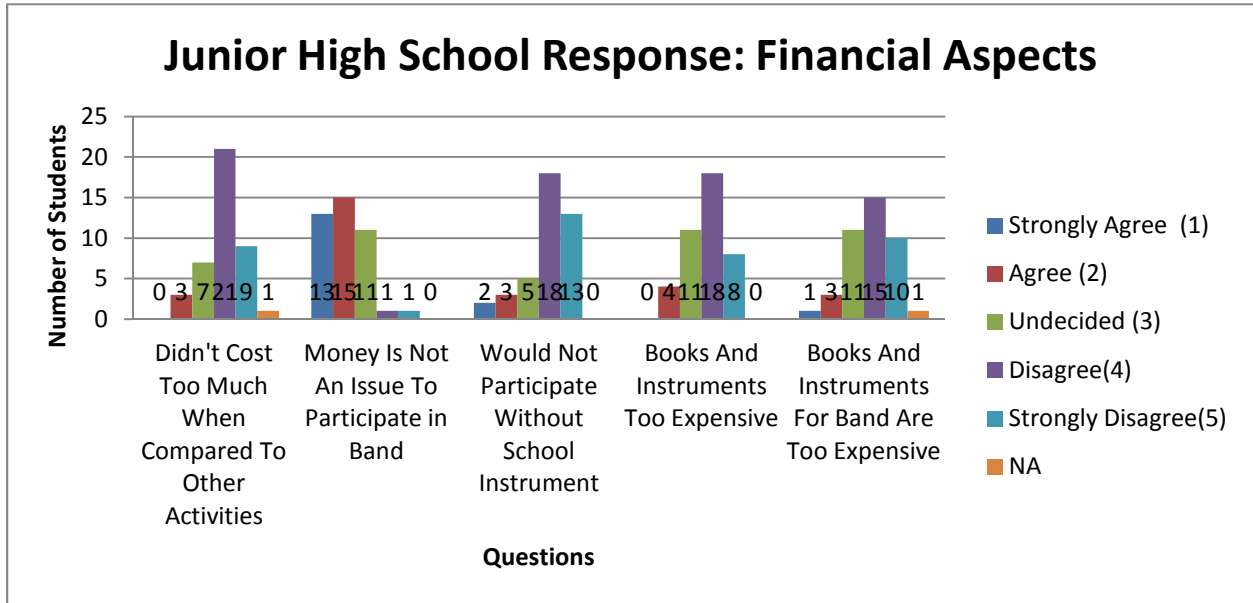
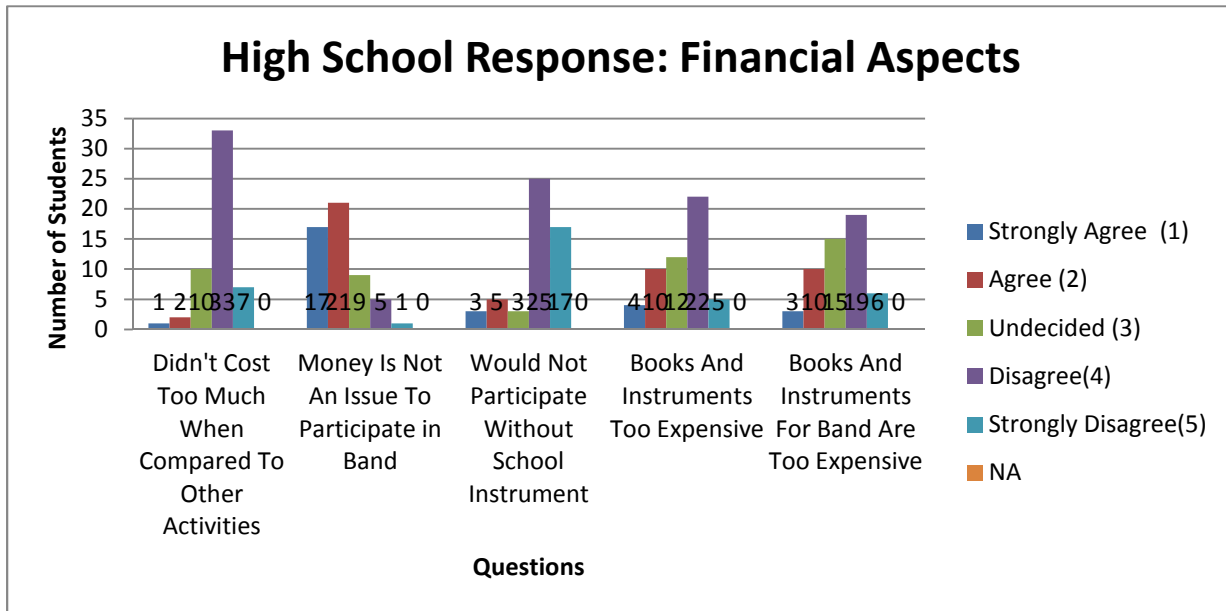


Table 24

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
6. Didn't Cost Too Much When Compared To Other Activities	1	2	10	33	7	0
18. Money Is Not An Issue To Participate in Band	17	21	9	5	1	0
27. Would Not Participate Without School Instrument	3	5	3	25	17	0
34. Books And Instruments Too Expensive	4	10	12	22	5	0
38. Books And Instruments For Band Are Too Expensive	3	10	15	19	6	0

Chart 28



Competition versus Ego

Questions regarding competition versus ego are seen in numbers 7, 13, 15, 28, and 35 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question seven asked students if they like being the best player on their instrument. Group 1 had 33% or responses as disagreeing with the concept of students liking to be the best player on their instrument (n=8). Group 2 was strongly undecided in the matter (33%, n=29). Group 3 agreed (31%, n=13) that they like being the best player on their instrument. Group 4 had 56% of responses evenly split between undecided (28%, n=15) and agreeing in the matter (28%, n=15).

Question 13 asked students if they like competing in festivals against other bands. 33% of Group 1 (n=8) and 80% of Group 2 (n=70) were undecided on whether they liked competing in festivals against other bands. 37% of Group 3 (n=15) and 28% of Group 4 (n=15) both agreed that they like competing against other bands.

Question 15 asked if students' seat placement in band matter to them. Group 1 strongly disagreed in the matter (36%, n=9). Group 2, similar to other questions in this category, had 26% of responses that were undecided on to what extent seat placement in band mattered to them (n=23). Group 3 agreed that seat placement mattered to them (29%, n=12). Group 4 also agreed that seat placement in band mattered to them (26%, n=14).

Question 28 asked students if they do not like competing against friends for seat placement. Data shows that 42% of all the participants in the study responded as either undecided or agreed that they did not like competing against friends for seat placement. 33% of Group 1 did not respond to the question (n=8) but the next highest rating was 29% that strongly agreed (n=7). Group 2 had 51% of responses as undecided (n=44). Group 3 had 37% agree that they did not like competing against friends for seat placement (n=15). 38% of Group 4 was undecided on to what extent they did not like competing against their friends for seat placement (n=20).

Question 35 asked students to what extent they like competing against friends for seat placement. 59% of students were undecided or strongly disagreed. 46% of students in Group 1 did not answer the question (n=11). The next highest ranking for Group 1 was 29% strongly disagreeing with liking competing against their friends (n=7). 80% of Group 2 was evenly split between being undecided (40%, n=35) and strongly disagreeing (40%, n=35) in that they like competing against their friends for seat placement. Group 3, similar to Group 2, had 58% of students divided evenly between being undecided in the matter (29%, n=12) and strongly disagreeing (29%, n=12). 36% of Group 4 was undecided in the matter (n=19).

Many students appear to dislike competing against their classmates for seat placement as well as being the best player on their instrument. Higher levels of liking competition occurred at

the junior high and high school level and many students at the elementary and intermediate level were undecided. This could be due to an increase in competition at the higher grade levels. Students at the younger level may not have experienced seating placement concerns as some groups are seated alphabetically as opposed to being placed based on ability. Music performed at the younger grade levels is typically written for sections to perform in unison. Placement is not much of a concern as many students play the exact same part. As students grow older and music becomes more challenging, parts written become more difficult with more harmony throughout a given section, hence the necessity to place students according to ability. Students at the higher grade levels also enjoy competing against other ensembles whereas the younger students are undecided. Once again, students at the younger levels may not have experienced large ensemble competition as therefore are unsure as to how they feel about it.

Table 25

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
7. Like Being Best Player On Instrument	5	2	6	8	2	1
13. Like Competing In Festivals Against Other Bands	3	4	8	5	2	2
15. Seat In Band Matters To Me	1	3	4	6	9	2
28. Do Not Like Competing Against Friends For Seat Placement	7	1	3	1	4	8
35. I Like Competing Against Friends For Seat Placement	0	0	2	4	7	11

Chart 29

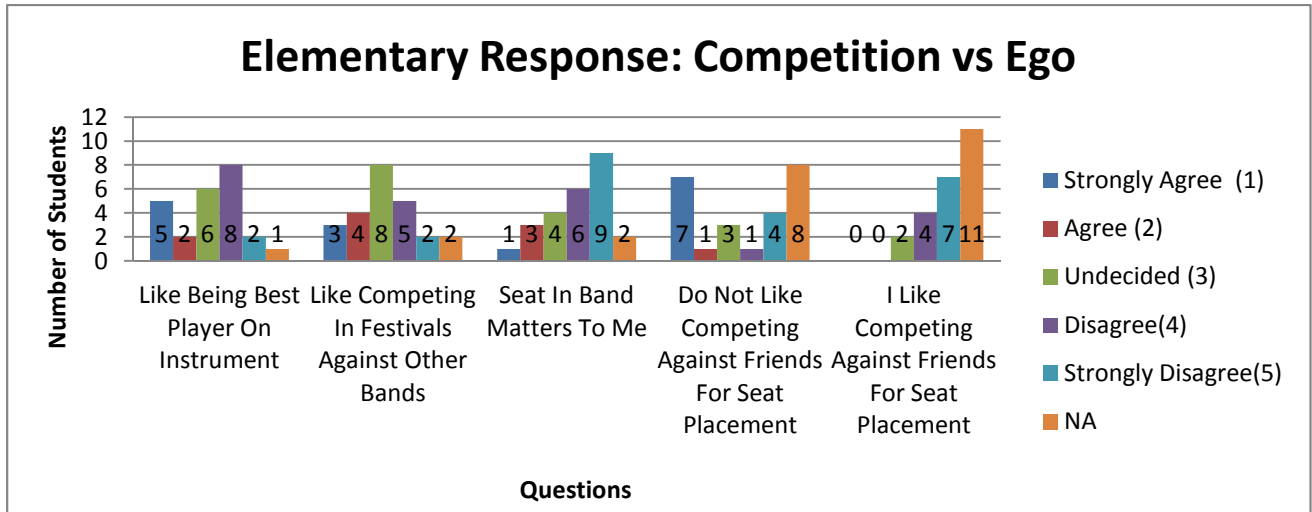


Table 26

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
7. Like Being Best Player On Instrument	20	15	29	12	11	0
13. Like Competing In Festivals Against Other Bands	4	6	70	2	5	0
15. Seat In Band Matters To Me	10	14	23	22	17	1
28. Do Not Like Competing Against Friends For Seat Placement	17	9	44	4	12	1
35. I Like Competing Against Friends For Seat Placement	0	1	35	14	35	2

Chart 30

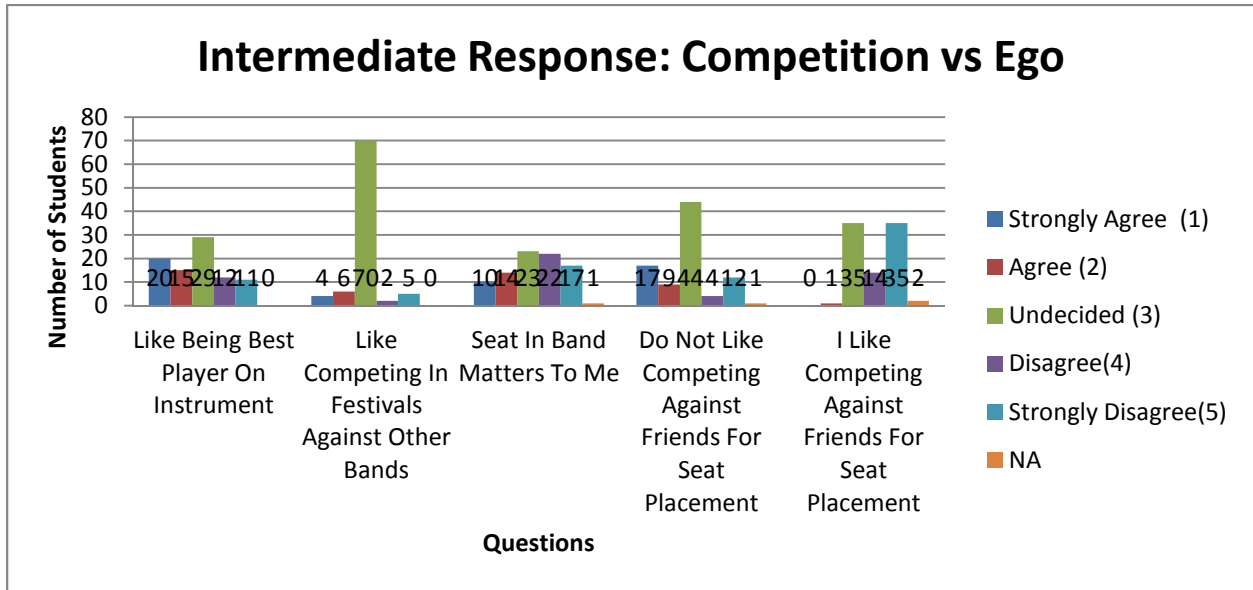


Table 27

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
7. Like Being Best Player On Instrument	7	13	9	10	2	0
13. Like Competing In Festivals Against Other Bands	8	15	10	6	2	0
15. Seat In Band Matters To Me	5	12	8	9	6	1
28. Do Not Like Competing Against Friends For Seat Placement	3	15	11	11	1	0
35. I Like Competing Against Friends For Seat Placement	2	4	12	11	12	0

Chart 31

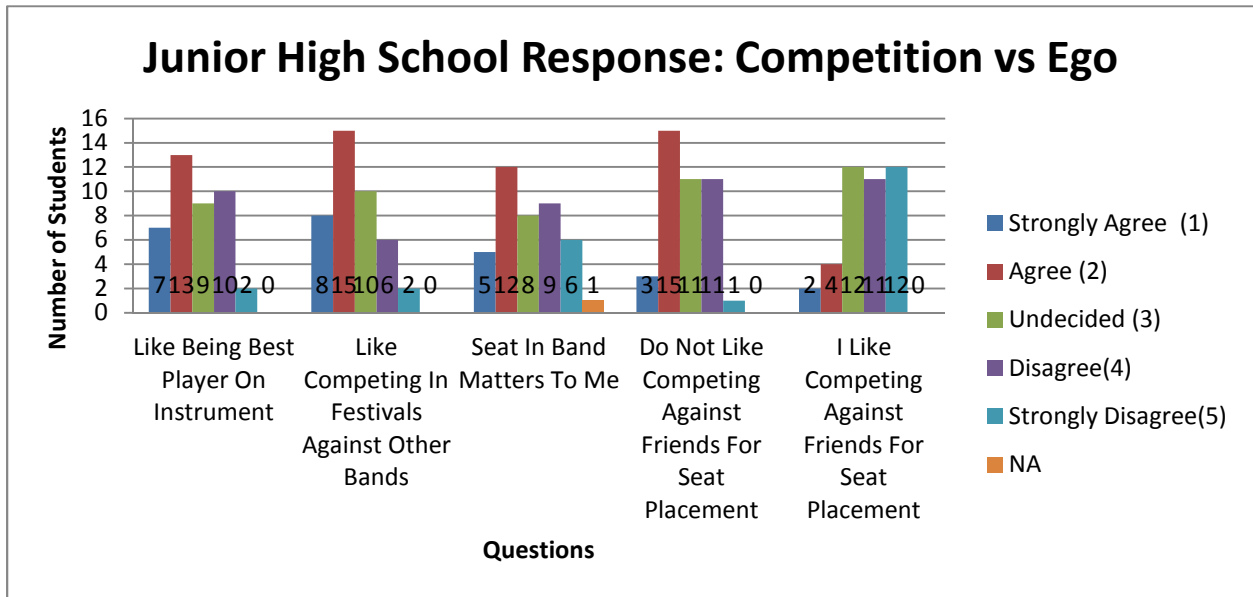
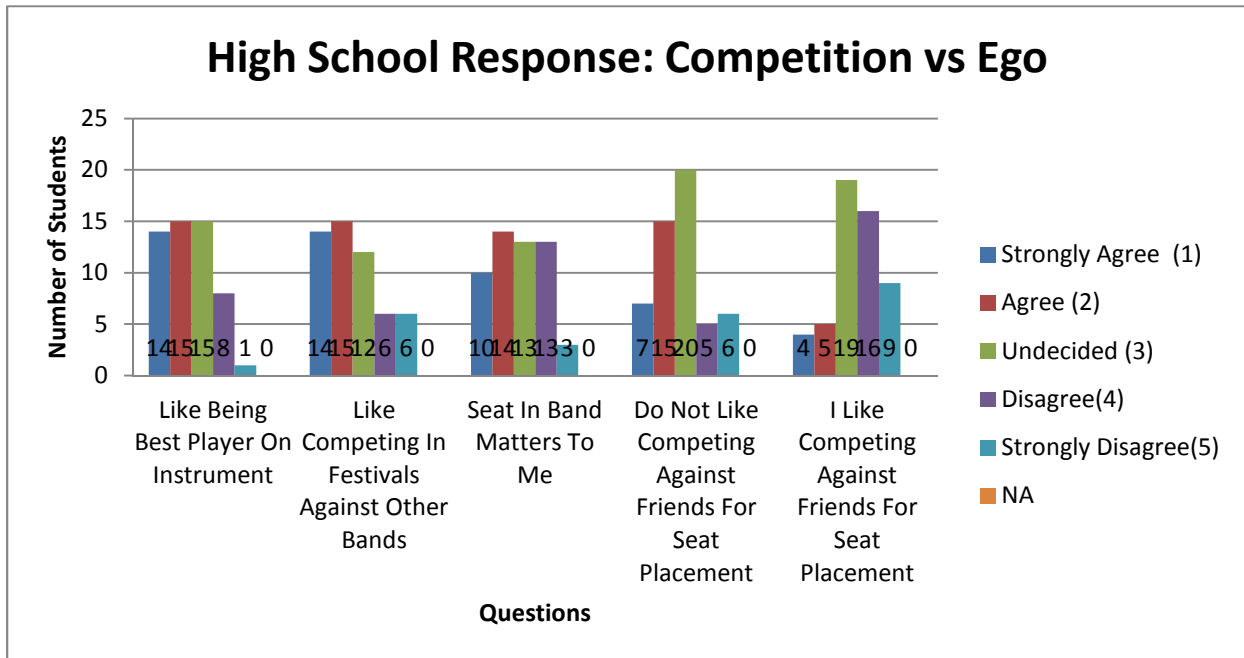


Table 28

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
7. Like Being Best Player On Instrument	14	15	15	8	1	0
13. Like Competing In Festivals Against Other Bands	14	15	12	6	6	0
15. Seat In Band Matters To Me	10	14	13	13	3	0
28. Do Not Like Competing Against Friends For Seat Placement	7	15	20	5	6	0
35. I Like Competing Against Friends For Seat Placement	4	5	19	16	9	0

Chart 32



Approach Success/Avoid Failure

Questions regarding approach success and avoid failure are seen in numbers 8, 12, 19, 33, and 33 of the questionnaire document. Data concerning each question is broken down by paragraphs below in numerical order pertaining to the motivational category.

Question eight asked students if they enjoy practicing and rehearsing in order to be more successful on their instrument. 92% of Group 1 strongly agreed (46%, n=11) and agreed (46%, n=11) that they enjoying practicing and rehearsing to be more successful on their instrument. Group 2 had 43% strongly agree (n=37). Group 3 had 37% of students agree (n=15) and Group 4 had 40% of students agree (n=21) that they enjoy practicing and rehearsing in order to be more successful on they instruments.

Question 12 asked students that if they were unsuccessful in band or lessons, if that would that make them want to quit band. 57% of all students that participated in the study strongly disagreed or disagreed that if they were unsuccessful, they would want to quit band.

63% of Group 1 strongly disagreed (n=15). 62% of Group 2 strongly disagreed (n=54). 51% of Group 3 (n=21) and 49% of Group 4 (n=26) disagreed that if they were unsuccessful in band or lessons, that they would want to quit band.

Question 19 asked students if they only practice for band because they do not want to fail. Group 1 disagreed that they only practice for band because they do not want to fail (38%, n=9). Group 2 strongly disagreed (36%, n=31) that they only practice for band because they do not want to fail. Group 3 (34%, n=14) and Group 4 (43%, n=23) disagreed as well.

Question 32 asked students if they only practice for lessons because they do not want to fail. Participants had similar responses as compared to question 19. 38% of Group 1 did not respond to the question (n=9) but the next highest percentage was that of 25% that disagreed (n=6) that they only practice for lessons because they do not want to fail. Group 2 strongly disagreed (33%, n=29) with the question. Group 3 (39%, n=16) and Group 4 (47%, n=25) disagreed that they only practice for lessons because they do not want to fail.

Question 33 asked students that if they were unsuccessful in band or lessons, if that would make them want to do better next time. 42% of Group 1 did not answer the question (n=10) but the next highest frequency of responses within the group were that 25% strongly agreed that if they were unsuccessful in band or lessons, that they would want to do better next time (n=6). 53% of Group 2 strongly agreed that if they were unsuccessful, they would want to do better next time (n=46). 37% of Group 3 agreed (n=15) and 47% of Group 4 (n=25) agreed as well.

In the category of approaching success or avoiding failure, many students indicated that they practice and rehearse to become more successful on their instrument. Results indicate that when students are unsuccessful in their lessons or band rehearsal, they are driven to practice in

order to better themselves, not to avoid being unsuccessful next time. High percentages indicate that students do not want to quit band when they are unsuccessful, but try harder to be more proficient next time they perform. This implies that students are self-motivated to become more proficient as opposed to being motivated to just “get by” in the class. Most students appear to want to improve their skills which could imply that success gives them a higher sense of self-esteem and accomplishment.

Table 29

ELEMENTARY RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
8. Enjoy Practicing And Rehearsing To Be More Successful On Instrument	11	11	0	0	1	1
12. If Unsuccessful, Makes Me Want To Quit Band	0	0	0	8	15	1
19. Only Practice For Band Because I Do Not Want To Fail	0	2	2	9	5	6
32. Only Practice For Lessons Because I Do Not Want To Fail	1	0	4	6	4	9
33. If Unsuccessful, Makes Me Want To Do Better Next Time	6	5	1	2	0	10

Chart 33

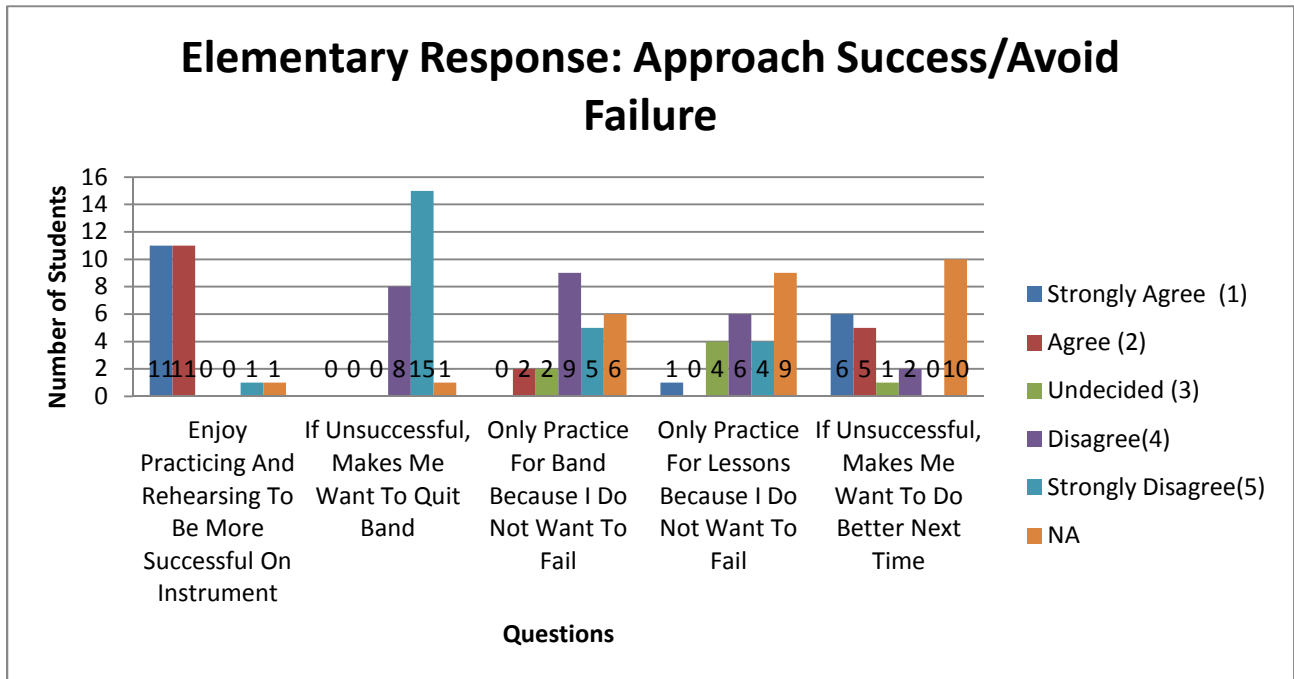


Table 30

INTERMEDIATE RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
8. Enjoy Practicing And Rehearsing To Be More Successful On Instrument	37	35	9	5	1	0
12. If Unsuccessful, Makes Me Want To Quit Band	1	4	9	19	54	0
19. Only Practice For Band Because I Do Not Want To Fail	5	11	17	23	31	0
32. Only Practice For Lessons Because I Do Not Want To Fail	6	12	13	26	29	1
33. If Unsuccessful, Makes Me Want To Do Better Next Time	46	24	13	3	0	1

Chart 34

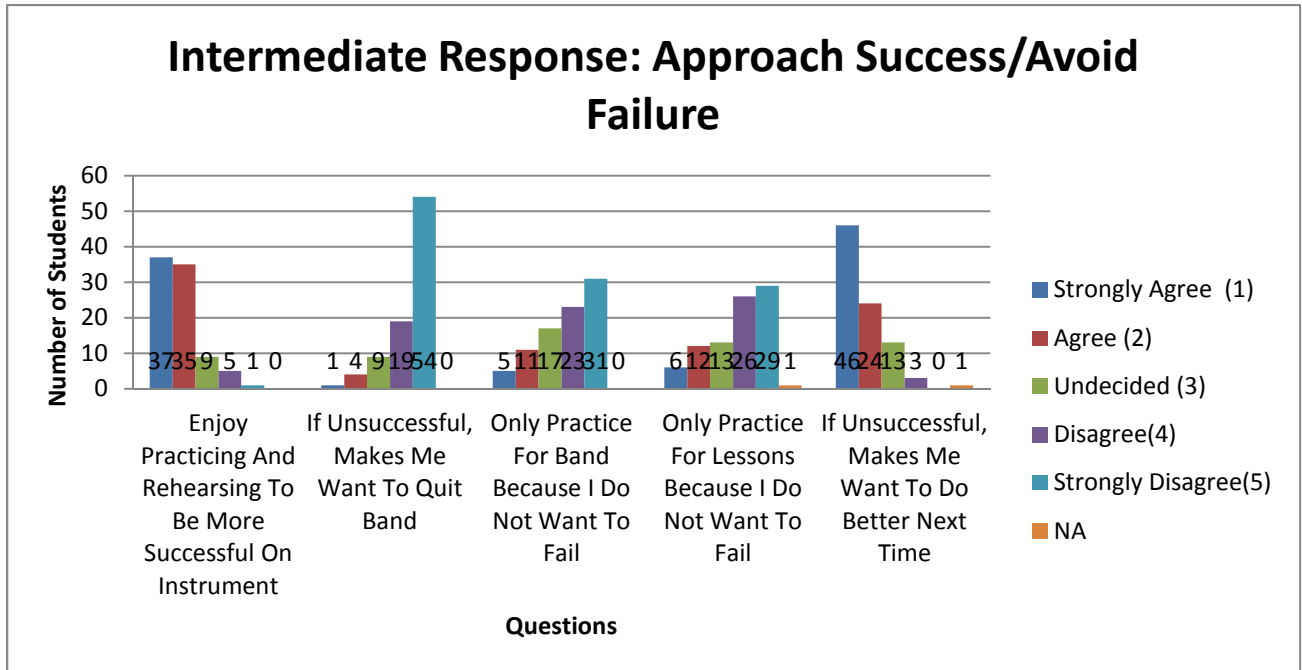


Table 31

JUNIOR HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
8. Enjoy Practicing And Rehearsing To Be More Successful On Instrument	11	15	7	7	1	0
12. If Unsuccessful, Makes Me Want To Quit Band	0	0	5	21	15	0
19. Only Practice For Band Because I Do Not Want To Fail	2	7	9	14	8	1
32. Only Practice For Lessons Because I Do Not Want To Fail	0	10	9	16	6	0
33. If Unsuccessful, Makes Me Want To Do Better Next Time	14	15	7	4	1	0

Chart 35

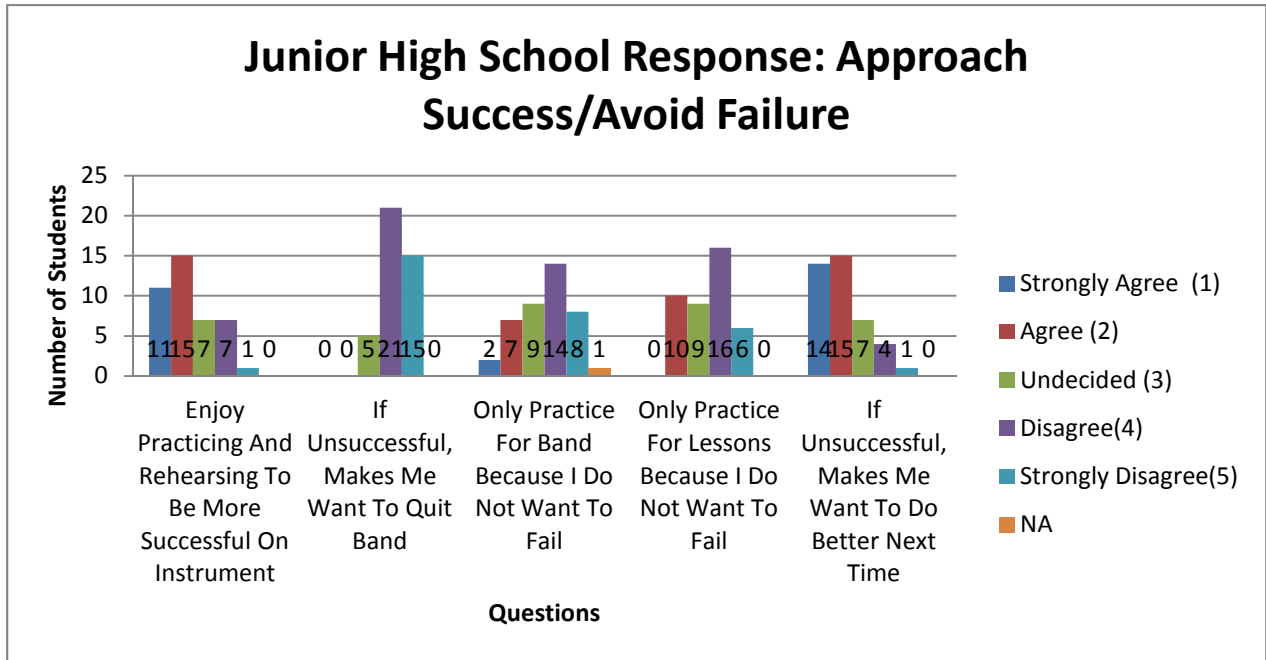
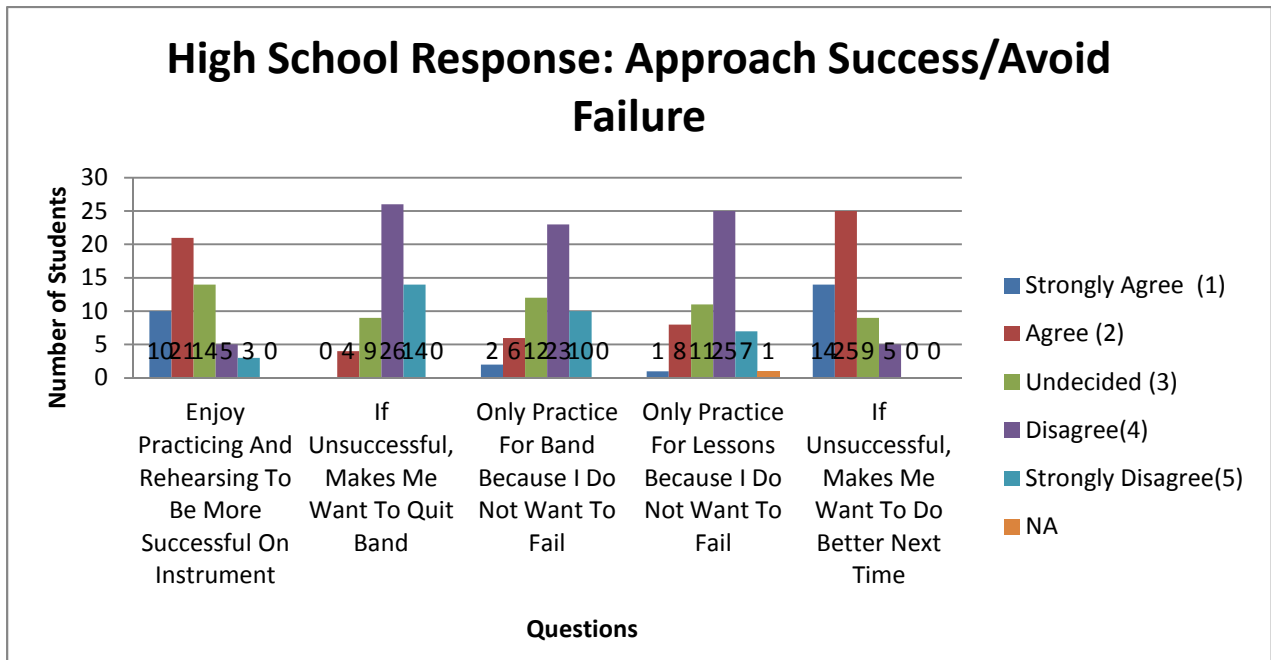


Table 32

HIGH SCHOOL RESPONSE	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	NA
8. Enjoy Practicing And Rehearsing To Be More Successful On Instrument	10	21	14	5	3	0
12. If Unsuccessful, Makes Me Want To Quit Band	0	4	9	26	14	0
19. Only Practice For Band Because I Do Not Want To Fail	2	6	12	23	10	0
32. Only Practice For Lessons Because I Do Not Want To Fail	1	8	11	25	7	1
33. If Unsuccessful, Makes Me Want To Do Better Next Time	14	25	9	5	0	0

Chart 36



Short Answer Responses

Students were asked to respond to seven short answer questions. Questions asked students their opinions about different motivational orientations and in some instances, asked them to rank the orientations in order of importance. Questions focused specifically on reasons for remaining in band as well as reasons for students who may be interested in dropping or students who have had peers drop band in the past. Questions were asked as follows:

Question 41 asked students, “If you had to choose one reason why you would remain in band, what would it be?” Group 1 responded that band is fun and that they liked being challenged. Group 2 responded that they find band fun and enjoyable, they love music, and it makes them happy. Group 3 responded that band is fun, they enjoy playing their instruments, and that it is challenging. Group 4 responded that they enjoy creating music, they enjoy learning new

things, and because they love playing. Overall, responses were directed towards intrinsic motivational orientations.

Questions 42 asked students, “What is most important to you in band (choose only one): liking your teacher, being with your friends, having fun, being challenged, being successful, going on trips, or your parents supporting your efforts. Why?” Group 1 was divided in their responses in that some responded that they like being challenged, they want to be successful, they like being with friends, and they like their teacher. Group 2’s responses showed that students find band fun and that having fun is most important to them. Secondly, students felt being challenged was very important and they stated they enjoy learning new things to be challenged. Students in Group 3 responded that having fun is most important to them. Secondly, in the next highest frequency of responses, students were divided evenly among what was most important including being challenged, being successful, and being among friends in band. Minimal responses included the teacher, parents, or going on band trips as being important. Group 4 responded that having fun is most important to them in band. Being successful was second in terms of number of responses. Minimal responses as being important were band trips, liking the teacher, being with friends, and being challenged.

Question 43 asked students, “Why did you want to join band?” The majority of students in Group 1 did not respond to this question. Those that did respond said they joined band because they thought it would be fun and they wanted to be challenged. Group 2 stated that many joined band because they felt it would be fun and challenging and they wanted to learn something new. In addition, many students had siblings that participated in band prior which led to their initial interest in band. Minimal responses stated that they were forced to join band by their parents. Group 3 stated that they thought band looked like it would be fun. Many students also felt that

band was a good experience and provided opportunities for them. Another common theme among Group 3 was that they wanted to join band for the sake of learning something new and to be able to play an instrument. Group 4 stated that they joined in fourth grade because It was “the cool thing to do” at the time and that everyone else did it. In addition, many participants responded in saying that they had other siblings or family members that participated in band which intrigued them.

Question 44 asked students, “If you had to quit band, what is one reason why you would quit? Choose one of the following choices and explain your answer: parents not supporting you, disliking your teacher, friends quit, not fun anymore, not enough of a challenge for you, you are not being successful, or outside reasons (for example, not going on trips or their grade was too low).” Only one participant in Group 1 responded to this short answer question. All others left the question blank. The student that did respond stated that they would quit band if it wasn’t fun anymore. Many participants in Group 2 stated that if they had to quit band, it would be because it was not fun anymore. The next frequent theme among responses included band not being challenging enough for them. Following closely behind, many students said they would drop band because of outside reasons, they weren’t successful anymore, their parents did not support them, or because of they disliked their teacher. Two participants were insistent about not quitting band. Group 3 responded that they would quit band if it was not fun anymore. Two other leading themes found among the short answer responses were that students would quit if they were unsuccessful in band or that other activities or outside reasons interfered. Minimal responses included quitting band because it wasn’t challenging enough, it was too challenging, their parents didn’t support them, or their friends dropped the class. Group 4 stated that the main reason that they would quit band would be due to outside reasons including, but not limited to:

low grades, band not being a priority for them, scheduling conflicts with other academic classes, or it interfered with other outside activities. The next frequent response among Group 4 was that they would quit if they disliked their teacher or they found the class not fun anymore.

Question 45 asked students, “Do you have friends who have dropped band? If so, what were their reasons for dropping?” No participant in Group 1 responded to the question. Students in Group 2 did not know any students that have dropped band. However, the next frequent theme among responses was that their peers dropped band because of outside reasons including but not limited to interfering with outside activities, interfering with other classes, or not having time or making time to practice. The next highest frequency of responses included band wasn’t fun anymore or it was too challenging for their peers. Group 3 stated that many of their peers dropped band because they didn’t find it fun anymore or because it was boring or “not cool.” Second to not being fun anymore, it was stated that many peers also dropped due to outside reasons including but not limited to sports, other classes, or they were too busy. Group 4 stated that the main reason that their peers dropped band was because they disliked their teacher or they found the class too challenging with too many responsibilities. To a lesser extent, participants stated that their peers did not find the course fun anymore.

Question 46 asked students, “Using a scale of one to ten, one being the lowest and ten being the highest, how would you rate your experience in band? Why?” No participant in Group 1 responded to the question. Participants in Group 2 stated that they would rate band a “ten” because it is fun, enjoyable, and makes them happy. No students rated band below a “five” among this group of participants. Those that did rate band as a “five” appeared to rate it lower based on their own abilities as opposed to the rating the course itself. Many stated that they “don’t know my notes,” “I’m not the best,” or “I’ve had trouble with my instrument before.

Group 3 rated band as a “nine” with a close following as an “eight.” Many students felt that band was fun and they felt they have learned a lot from the class. Students that rated band as a “seven” or lower felt that practicing was too difficult to complete or they did not like the class anymore. Group 4 evaluated band as an “eight.” Many responses included that band was fun but was not their favorite class. In addition, some students stated they disliked the teacher, they disliked seat placement, or that the class itself had its “ups and downs.”

Question 47 asked students, “Please rank in order of importance to you the following items: parents support to join and remain in band, liking your band teacher, playing an instrument because it makes you happy, competing, band trips, being with friends in band, being involved in music because you think it is important in school, being successful in band, and having extra money.” Participants in Group 1 did not respond to this question. Group 2 frequently stated that the most important item listed above was playing an instrument because it makes you happy. Of those responses, secondary items of importance in order of frequency include parental support, being with friends, and being successful in band. The next frequent response of an item being most important included being with friends in band, followed by being involved in music because it is important in school and being successful in band. A significant amount of responses incorporated having extra money or competing as least important among all items listed. Group 3 frequently stated that playing an instrument because it makes you happy was most important. Secondary responses that followed playing an instrument that makes you happy included, in order of frequency, parental support, being with friends in band, and liking your band teacher. Similar to Group 2, minimal responses included having extra money as most important. Several statements included extra money as being least important along with band trips. The next highest ranked item that was listed as most important was parental support among

participants in Group 3. Similar to all previous mentioned groups, the most frequent response among participants in Group 4 in regards to which item is most important is playing an instrument because it makes you happy. Items following playing an instrument because it makes you happy included, in order of frequency, include: being involved in music because you think it is important in school, being with friends in band, being successful in band, parental support, and competing. Students also stated, although less frequently, being involved in music because it is important in school was most important. According to Group 4, having extra money and trips were least important in their rankings of the items listed above.

Data indicated that at the elementary level, strong motivators to join and remain in band include peer involvement, intrinsic motivation, and teacher-student relationships. At the intermediate level, similar to the elementary level, intrinsic motivation had the greatest influence on motivation to join and remain in band. Teacher-student relationships, parental support, and intrinsic motivation highly impact junior high school students in the instrumental music program. Competition versus ego showed the greatest impact at the junior high school level, although it was the not the greatest contributing factor. As for high school students, intrinsic motivation is very high as well. In contrast, at the high school level it appears that extrinsic motivation was higher than any other level, but was not ranked the highest among high school students. Financial issues did not appear to cause a great impact on any level in regards to motivation and retention.

CHAPTER 5: DISCUSSION

The purpose of this study was to investigate the motivation of students to join and remain in instrumental music in suburban school districts through the analysis of quantitative and qualitative data. The goal was to seek which area of motivation in each grade level and school building within the suburban school district had the highest impact on student involvement and retention within the instrumental music program. Areas of motivation studied include teacher/student relationships, intrinsic motivation, extrinsic motivation, approach success/avoid failure, competition/ego, peer involvement, parental support, and financial issues.

The sample included 205 students from a suburban school district in New York. Group 1 (elementary building, 4th grade) consisted of 24 participants, Group 2 (intermediate building, 5th and 6th grade) consisted of 87 participants, Group 3 (junior high school, 7th and 8th grade) consisted of 41 participants, and Group 4 (high school, 9th, 10th, 11th, and 12th grade) consisted of 53 participants.

Music educators have often wondered why students join and remain in an instrumental music program. As students progress throughout their years in grade school, teachers often see a diminishing number of enrolled students within the instrumental music program. Numbers of students dropping the course appear to rise every year, often leaving the teacher wondering what is causing this result. Various studies in motivational research have indicated several concepts that effect motivation among students. After completion of the questionnaire by students within the suburban school district, it appears that intrinsic motivation is the highest motivational orientation impacting students to join and remain in band programs in a suburban school district.

Parental support is key to the success of any instrumental music program. This study sought to determine the extent in which parental support is given within a suburban school district. Many students agree that their parents are supportive throughout their music study in school across the district. Data indicated that although parental support is high, parents did not force their children to participate in band. Very few students, mostly at the elementary level (n=2), stated that they were forced to join band because of their parents. It appears that many parents within the district are encouraging and supportive of their children as well as believe that playing an instrument is good for their child's overall education. In comparison with a study by Dai and Schader (2010), research indicated that parents believed that music "enriches my child's inner life (83.4%)...music enhances my child's self-concept and self-esteem (73.5%)...music develops my child's aesthetic appreciation (65.5%)...music training is a way to develop discipline and diligence (63.7%)." (Dai 2010, p. 25) It appears that parents agree that a musical education is beneficial for their children. Out of all eight motivational categories studied, parental support seemed to be important among students but does not appear to be a strong influence on whether or not students join and remain in band. Implications indicate that parents are supportive of their children's participation in instrumental music. However, it is common that parents are preoccupied with other obligations such as work, other children's needs, and etcetera. This may be an indicator of why parental support does exist but is not a primary motivator for students.

Teacher-student relationships were also a focal point in this study. A teacher's influence among students is very difficult to evaluate. Instrumental music teachers work with hundreds of music students each and every day so it is difficult to gauge the influence that each teacher has on each individual student. The majority of students throughout all grade levels indicated that

they really liked their band director and found that the teacher was supportive and helpful. However, data did indicate a higher number of students than anticipated who disagreed that their teacher was supportive and indicated they would drop band because of their teacher. Zero students in Group 1 agreed or strongly agreed to their teacher causing them to quit band next year. In Group 2, one student strongly agreed and one student agreed that they will most likely quit band next year because of their teacher. In Group 3, one student strongly agreed and one student agreed that they will drop band next year because they dislike their teacher. In Group 4, three students agreed that they will most likely drop band next year because of disliking their teacher. Out of 205 participants, a total of seven students (3%) indicated they would drop band due to the teacher-student relationship. In the short answer responses, many students indicated that their peers who have dropped band did so because they disliked their teacher. Numerical evidence appears to reflect that the teacher-student relationship does not have the largest impact in retention of students in a band program; however, qualitative responses represent higher frequency of students withdrawing due to disliking the teacher. Many students indicated that their peers withdrew primarily for this reason and/or lack of interest in the class. Differences among personalities and educational strategies in the classroom could be indicators of why students dislike their teacher. Students may dislike the way information is presented, how rehearsals and lessons are run, how grades are developed, or they may have a contrasting personality to the teacher. Further research could be conducted to break down the various aspects of a teacher-student relationship to determine which component of that relationship is more influential.

Students are highly influenced by their classmates throughout their years in school. Peer involvement was studied with the intent to better understand the depth of peer pressure among

instrumental music students to join and remain in band. Students at the elementary level indicated that they strongly disagreed that their peers influence their decision-making in school, they joined band because of their classmates, and their peers influence them to drop band. At the intermediate level (5th and 6th grade), the majority of students disagreed that (n=37) that their peers influenced them to join band. Many students at this level were undecided on whether or not their peers impact their decision-making in school (n=37). In terms of classmates influencing students to drop band, students at the intermediate level strongly disagreed (n=55) and the majority of students at this level believe that band is a place where they can make new friends (n=42). At the junior high school and high school level, students also tended to disagree that their peers heavily influence their decision making. 45% of junior high school participants (n=21) and 57% of high school participants (n=30) indicated that their classmates do not influence them to drop band. In addition, the majority believe that band is a place where they can make new friends. It appears that overall, students are not impacted as heavily by their peers to join or remain in instrumental music. In the short answer responses, students indicated that being with friends was important to them but was not the sole reason for participation in band. Being with friends was frequently ranked below “being involved in music because it makes you happy.”

Of all motivational categories, data indicates that intrinsic motivation is the largest influence among students to join and remain in instrumental music in a suburban school district. All groups rated intrinsic motivation as having the largest influence on them. The question this result poses is: how do we intrinsically motivate students to join and remain in band? This poses further questions such as: how does one define fun and enjoyment in band and how can that be developed on a daily basis when teaching instrumental music students? Data indicated that

overall, 54% of students from the school district strongly agreed or agreed that playing an instrument is fun and makes them happy. 58% of the 205 students stated that they look forward to performing in concerts and 38% believe that band will make students more successful in life. In addition, 56% indicated that they like learning new music. Throughout all groups, the majority of students indicated that they strongly agreed or agreed to all questions pertaining to intrinsic motivation. A minimal number of students indicated otherwise. A study completed by Diaz (2010) also indicated higher means of intrinsic motivation among students and lower means for extrinsic motivation. In addition, a study completed by Ballard et al (2006) had similar results regarding intrinsic motivation. The study completed by Ballard et al (2006) focused on multiple motivational orientations, including intrinsic motivation, as they relate to career goals. The topic of career goals from Ballard's study is clearly different than the topic of motivation and retention of this current study, but the concept of intrinsic motivation is quite similar. Results of the study indicated that students had more frequent tendencies towards mastery skills and intrinsic orientations in Ballard's study. The findings of the current study, as stated previously, also indicate higher means of intrinsic motivation among students.

Extrinsic motivational factors motivate students through outside forces. According to this study, data suggests that as students age, extrinsic motivation has a larger influence, in contrast to what was hypothesized. Questions pertaining to extrinsic motivation focused on outside elements such as band impacting overall averages of students, trips and award banquets that coincide with band participation, band looking promising on a college application, as well as choosing an instrument based on appearance. Students at the elementary level strongly disagreed or disagreed to all question pertaining to extrinsic motivation. The majority of students at that level do not participate in band because of grades, trips, awards, or prizes. This result could be

due to a possibility that students do not receive awards or prizes for participating at that level. In addition, in regards to grades, students may not be overly concerned with how well they do in school at that stage in their life. Many factors could have contributed to the reasoning behind this result. According to intermediate level students, many students disagree or strongly disagree that extrinsic factors contribute to their participation in instrumental music. 39% of students (n=34) at the intermediate level were undecided in whether or not they participate in band because of trips and other fun aspects. Similar to the elementary level, students at this age may not be able to go on trips or other excursions in their band at their school. Prior experiences could have contributed to the result of this data. At the junior high and high school level, data suggests a change in mindset in regards to motivation from outside sources. Many students at the junior high school level disagree that band boosts their overall average and that they participate due to awards and/or prizes. However, the majority of junior high students (40%) indicated that they participate at that level because of trips and fun activities in the band program. Similar to the junior high students, high school students also agreed that they participate in band because of trips and outside activities (49%). Students at this level indicated that they do not participate in band because of end of the year awards though. According to short answer responses, the majority of students at the secondary level, including junior high and high school students stated that they would drop the course due to outside reasons. Outside reasons mentioned by participants included but were not limited to: participation in other outside activities, their band grade was affecting their overall average, band is not a weighted course like other advanced placement courses, making room for other courses offered in school, or band interfering with scheduling a designated lunch period. In addition, participants indicated that their peers withdrew for similar reasons including grades and/or other activities.

In today's economy, financial aspects influence every individual in some way. The district in which the study took place is designated as a suburban school when compared to other major cities in the area. This area does have large groups of individuals with financial need; however, individuals are not considered to be in extreme poverty. In an effort to determine what extent finances play a role in joining and remaining in instrumental music, financial aspects were studied. Without diving too in depth into socioeconomic status, questions were asked of students to determine their viewpoints on the influence of finances on their participation in instrumental music. In conjunction with what one may believe of the financial state of students in a suburban school district, financial aspects did not appear to be a crucial component determining the participation of students in instrumental music. Some students did indicate that financial aspects do play a large role in their participation, but the majority indicated otherwise. Overall, the majority of students stated that money was not an issue for them to participate in band (35%). The majority of students also indicated that they disagreed that they would not be able to participate in band without a school instrument. 14% of the 205 participants did indicate that they agreed that they would not be able to participate without a school instrument, however. A study conducted by Albert (2006) indicated that many students who cannot afford to participate in an instrumental program should be given opportunities to use school equipment or instruments. In this instance of 14% not being able to participate in instrumental music without a school instrument, measures must be taken to ensure that those students who cannot afford to participate are given opportunities to do so. On the other hand, the majority of students across all grade levels within the suburban school district stated that they disagreed that books and instruments were too expensive for band. In contrast, high school students did agree (41%, n=22) that books and instruments were too expensive. Students at the younger grade levels may be

unaware of financial costs for participation in band. At the high school level, it is more likely that students are beginning to pay for their activities on their own as opposed to receiving financial assistance from their parents or guardians.

In instrumental music, seat placement auditions and other forms of competition among peers exist. Healthy competition can be beneficial for students as it may motivate them to try harder and work more efficiently. In other circumstances, it deters students and may have a negative effect on their education if competition is too high or too low. This study insinuates that students within the suburban school district do not prefer competing with their peers. Students at the older grade levels did indicate they do like competition among other schools or bands however. It appears that the individual competition among peers is disliked overall. At the elementary level, 29% of students disagreed that they enjoyed competing against their friends for seat placement. In addition, the majority were undecided on whether or not they liked competing at festivals against other groups. This may be the result of lack of competition at festivals by the elementary students. Minimal students at the elementary level compete against other schools for various festivals as the majority are beginners. This could be the reason for the undecided responses as the majority has not experienced that level of competition yet. Similar results were found at the intermediate level as well (n=23). At the junior high level (n=13) and at the high school level (n=15), the majority of students agreed that they liked being the best player on their instrument. They stated that their seat placement in band does matter to them, but the majority of high school students are undecided on whether or not they like competing against their peers for that reason (n=20). There is a higher sense of egocentrism at the junior and high school level than at the younger levels. Competition appears to be more important to older students but does not play a crucial role in their decision to join and remain in band. Competition/ego orientations

could be linked closely to peer involvement. Although students have indicated that their peers do not dictate their decision to withdraw from band, peer involvement plays a crucial role in the retention of students in band. Since students must compete against their peers for seat placement, many students may be undecided or dislike competition because they do not want to upset their peers and disrupt that friendship. When competition exists between school organizations, tendencies toward enjoying competition shift. It was stated that students at the junior high school and high school level enjoy competition among other schools. This could be due to lack of knowing the individuals from the other schools or organizations. Peer relationships are not threatened within a given band when the entire band is working together to compete against group.

Another aspect of motivation is that of approaching success or avoiding failure. Students may be motivated to participate and practice for band because they want to be successful and gain skills necessary to that discipline. Others may be inclined to participate because they simply want to avoid failing the class. In other words, they may be motivated based on negative means rather than positive. This section of the study sought to examine the extent to which students are motivated based on becoming successful in instrumental music for their own knowledge and skill set or because they do not want to fail in the program. According to the data, many students appear to want to be successful in band. 46% of the 205 participants agreed that they enjoy participating in band and rehearsing to become more successful on their instrument. The next highest frequency of responses was undecided in the matter. Students also strongly disagreed or disagreed that if they are unsuccessful, it makes them want to quit band (57%). Two questions asked focused on practicing for band and practicing for lessons simply because students do not want to fail. In both instances, the majority disagreed with percentages almost being identical.

38% of students disagreed that they only practice for band because they do not want to fail and 37% of students disagreed that they only practice for lessons because they do not want to fail. The majority of students want to be successful and if they are unsuccessful, they would like to do better next time. Being unsuccessful in itself is a motivator for students as it drives them to try harder and work more efficiently next time. 47% of students stated that if they are unsuccessful in band or lessons, it drives them to do better next time. This percentage however does not include the elementary aged students as the majority did not respond to the question. Austin and Vispoel (1992) conducted a study pertaining to attribution failure theory. Their findings indicated that students react more positively to failure if effort is the focus. In this current study, 47% of students stated that if they were unsuccessful in band or lessons, they would strive to do better the next time. That leads one to believe that the majority of the students in this current study attribute their failure to lack of effort rather than a lack of ability. Austin (2010) stated that students are more inclined to learn from their failed experiences, which appears to be a supporting factor for the results of this motivational orientation in this current study. Along with intrinsic motivation, students strive for approaching success in instrumental music. These motivators in conjunction appear to be the most influential among students in a suburban school district.

Limitations of the Study

Limitations of this study include external validity and internal validity at the elementary level. Issues concerning administration of the questionnaires arose as the study progressed. It was indicated in the research proposal that the questionnaire would be administered on one given day by all music educators within the district, in their specific building, at the time of rehearsal

for their students. Students at the intermediate building and high school adhered to this regulation. However, due to concerns with timing and administration, students at the junior high level were administered their questionnaire during a homeroom period at the beginning of the day as opposed to responding to the questionnaire during their scheduled rehearsal period. Logistical concerns arose with the elementary buildings as well. It was proposed that all instrumental music students from every elementary building in the district would be given the questionnaire to respond to following the signing of a consent form by parents or guardians. Out of four elementary schools, only one participated in the study due to logistical reasons concerning administration and distribution of the questionnaire. Concerns in validity exist as environmental aspects concerning the administration and distribution of the survey were not identical across all grade levels.

Elementary responses may be limited in validity as a large sample of participants could not be obtained. In addition, many students left several Likert-scale questions and the majority of the short response questions unanswered. Due to lack of responses among the younger grade level, further research should be conducted to study elementary responses concerning the motivational categories focused on in this study. The internal validity of responses at this level is a limited as many reasons could have hindered their responses or for that matter, their lack of responses. Timing constraints and logistical concerns regarding the administration of the survey at that given building could have altered the data.

An additional limitation of the study is that of the sample population and distribution of responses among grade levels. It was intended to administer the survey to an evenly distributed number of students throughout each building; for example, fifty elementary students, fifty intermediate, fifty junior high, and one hundred high school students. Due to the number of

participants who returned their consent forms, numbers were skewed in which an even distribution could not exist. The largest group of participants included students from the intermediate building. This could hinder data by offsetting the frequency of responses. Had there been a larger number of participants at the elementary and high school level, a more confirmatory result could have been established based on majority at those specific levels.

Suggestions for Further Research

Further research should be conducted in the area of intrinsic motivation, focusing on what makes band enjoyable or fun specifically, for students of all grade levels. Many students indicated that they enjoy band, they enjoy playing their instrument, and that having fun was most important to them. The question that could be derived from this result is: what specifically makes band fun and enjoyable for students in relation to intrinsic motivation?

In addition, further research would be beneficial at the elementary level concerning motivation of students. Due to the limited number of participants in this study at this level, further data collected would assist in determining a more accurate response in regards to which motivational categories are the most influential. Much research already exists among secondary level students concerning instrumental music and motivation. Further research focusing on elementary students in instrumental music may provide educators with better understandings of motivational aspects across all grade levels as opposed to solely at the secondary level.

Conclusion

Various motivational factors contribute to students joining and remaining in instrumental music. This study examined eight motivational factors that impact students' involvement within a suburban school district in New York, including: parental support, teacher-student relationships, peer involvement, intrinsic motivation, extrinsic motivation, financial issues, competition versus ego, and approaching success/ avoiding failure. Data collected from both quantitative and qualitative responses indicate that intrinsic motivation and approaching success more greatly affect students' choices to join and remain in instrumental music when contrasted with other motivational aspects. Other aspects did have an impact on students' viewpoints in regards to their participation in instrumental music, but higher frequency of responses indicated that intrinsic factors were more prominent.

Data indicated that at the elementary level (Group 1), strong motivators to join and remain in band include peer involvement, intrinsic motivation, and teacher-student relationships. At the intermediate level (Group 2), intrinsic motivation and peer involvement have the greatest influence on motivation to join and remain in band. Teacher-student relationships, parental support, and intrinsic motivation highly impact junior high school (Group 3) students in the instrumental music program. Competition versus ego showed the greatest impact at the junior high school level, although it was not the greatest contributing factor. At the high school level (Group 4), intrinsic motivation is very high. In addition, extrinsic motivation was also highest at the high school level when compared to other levels, but was not ranked the highest among high school students in terms of motivational orientations. Financial issues did appear to cause a great impact on any level in regards to motivation and retention.

Further areas of study should focus on aspects of intrinsic motivation. In short answer responses, many students indicated that they participate in band because it is fun and makes them

happy. This poses further questions as to how does one define “fun” and what aspects of band truly make students happy? Also, due to logistical concerns, further research should be conducted in the area of elementary instrumental music due to lack of time for completion of the questionnaire in this particular study.

Students at every grade level are motivated by some factor(s). Educators should be made aware of specific motivational factors within their schools that impact their students. In being made aware of such factors, teachers can focus on what truly draws students to their programs and keeps them involved. This will allow music educators to build, maintain and enhance their music programs through the understanding of motivation of students. Successful instrumental music programs will continue to foster quality music education for all students that choose to participate in the program. This will lead to a more well-rounded education for those students. Educators should focus on what intrinsically motivates students and continuously strive to develop and enhance those factors in their program.

APPENDIX A

Questionnaire

Directions: Please answer the questions below to the best of your ability. Please choose only ONE answer for each question. Please circle your answer.

DEMOGRAPHIC INFORMATION

I am considered

- a. White, Caucasian
- b. African American
- c. Hispanic/Latino
- d. Asian American
- e. Native American
- f. I do not wish to answer

I am ___ years old.

- a. 9
- b. 10
- c. 11
- d. 12
- e. 13
- f. 14
- g. 15
- h. 16
- i. 17
- j. 18

I am

- a. Male
- b. Female

My grade level in school is

- a. 4th
- b. 5th
- c. 6th
- d. 7th
- e. 8th
- f. 9th
- g. 10th
- h. 11th
- i. 12th

1. I joined band because my parents really wanted me to.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

2. I really like my band teacher.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

3. Playing an instrument is fun and makes me happy.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

4. I joined band because my friends joined.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

5. I chose my current instrument because I thought it looked cool.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

6. I joined band because it didn't cost too much money compared to other activities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

7. I like being the best player on my instrument.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

8. I enjoy practicing and rehearsing to be more successful at my instrument.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

9. My parents think playing an instrument is good for me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

10. I remain in band because I like my teacher.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

11. I look forward to playing in concerts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

12. If I am unsuccessful in lessons, it makes me want to quit band.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
13. I like competing in festivals against other bands.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
14. My teacher encourages me throughout my music study with positive feedback.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
15. My seat in band matters to me.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
16. I participate in band because it looks good on a college application.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
17. I enjoy participating in band because of the trips and fun things we do outside of class.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
18. Money is not an issue for me to participate in band.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
19. I only practice in band because I do not want to fail.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
20. I dislike my teacher and will most likely quit band next year.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
21. Practicing and rehearsing is challenging and fun.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
22. My friends impact my decision making in school strongly.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

23. My parents forced me to play an instrument.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

24. My teacher is supportive and helpful.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

25. I stay in band because my friends are involved.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

26. The only reason I am in band is because of end of the year prizes, awards, and gifts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

27. I would not be able to participate in band if I did not have a school instrument to use.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

28. I do not like competing against my friends for seat placement.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

29. I am only in band because it boosts my overall average in school.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

30. I like learning to play new music.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

31. My parents support my decision to play an instrument.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

32. I attend performances because I do not want to fail.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

33. If I am unsuccessful in lessons, it makes me want to do better next time.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

34. Books and instruments are too expensive.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
35. I like competing against my friends for seat placement.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
36. My class-mates opinions about band will influence my decision to drop the class.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
37. Band is a place where you can make new friends.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
38. Books and instruments for band are too expensive.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
39. Playing in band will make me more successful in life.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)
40. My parents encourage me throughout my music study.
 Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

OPEN ENDED QUESTIONS

Directions: Please answer the questions in complete sentences.

41. If you had to choose one reason why you would remain in band, what would it be?

42. What is most important to you in band (choose only one): liking your teacher, being with your friends, having fun, being challenged, being successful, going on trips, or your parents supporting your efforts. Why?

43. Why did you want to join band?

44. If you had to quit band, what is one reason why you would quit? Choose one of the following choices and explain your answer: parents not supporting you, disliking your teacher, friends quit, not fun anymore, not enough of a challenge for you, you are not being successful, or outside reasons (for example, not going on trips or their grade was too low).

45. Do you have friends who have dropped band? If so, what were their reasons for dropping?

46. Using a scale of one to ten, one being the lowest and ten being the highest, how would you rate your experience in band? Why?

47. Please rank in order of importance to you the following items: parents support to join and remain in band, liking your band teacher, playing an instrument because it makes you happy, competing, band trips, being with friends in band, being involved in music because you think it is important in school, being successful in band, and having extra money.

APPENDIX B

Lockport High School
Music Department
250 Lincoln Ave
Lockport, NY 14094

Dear Parents or Guardians:

My name is Megan M. Dray and I am an instrumental music teacher at Lockport High School. I am currently seeking to complete my thesis for my Master's Degree and am conducting a district wide research study. This study seeks to examine what motivates students to join in the instrumental music program as well as remain in the instrumental music program here in the Lockport City School District.

The study consists of a questionnaire to be completed by your child during their instrumental music instruction period at school. All questionnaires are completed anonymously and all information used is kept confidential. Only I will read and analyze the information on the questionnaires.

Participation is strongly encouraged but is strictly voluntary. There are no risks for the students to participate in the study or no penalties for choosing to withdraw from the study at any moment. If permission is given and students choose to not complete the questionnaire, they would need to tell their individual instrumental music teacher and they will no longer participate.

Attached you will find a permission slip. This will be the only form in which yours and your child's name will be written on. This will only be used to ensure the correct students receive the questionnaire at the time of the research study. Again, all questionnaires are anonymous and will not contain any names.

Thank you for your consideration in participating in the study. Please feel free to contact me with any questions or concerns.

Sincerely,

Megan M. Dray
mdray@lockport.wnyric.org
716-478-4450 ext 5193

Please detach the bottom half of this paper and return to your instrumental music teacher. Your teacher will then return the permission slip to me at Lockport High School.

_____My child has permission to participate in this voluntary research study. I understand all information is kept confidential and no names will be provided on the questionnaire. My child has the right to withdraw from the study at any moment without penalties.

_____My child **does not** have permission to participate in this voluntary research study.

Student's Name Printed

Parent's Name Printed

Student's Signature

Parent's Signature

APPENDIX C



THE RESEARCH FOUNDATION

The State University of New York

Buffalo State College™
Office of Sponsored Programs

Administration
Bishop Hall - Room 17
1300 Elmwood Avenue
Buffalo, New York
14222-1095

716 878 6700
Fax: 716 878 4039

www.rf.buffalostate.edu

October 22, 2013

Megan M. Dray
c/o Dr. Lisa R. Hunter
School of Arts and Humanities
ROCK 222

Dear Ms. Dray:

The Institutional Review Board Administrator has determined that this protocol is exempted under one of the categories specifically waived under Section 101(b) (1-6) or 101 (i) of the Code of Federal Regulations (45 CFR 46) and has reviewed and approved your study titled, "Motivation and Retention of Instrumental Music Students in a Suburban School District." Approval is granted from October 16, 2013, to October 15, 2014. The Federal Regulations require that an IRB shall conduct continuing review of research at intervals appropriate to the degree of risk, but not less than once per year.

Please note that it is your responsibility to notify the Board in advance and obtain IRB approval should you make any substantive changes in the study. In addition, it is your responsibility to provide the Board with a report summarizing the results of your study within 90 days of the completion of the study.

If you have any questions, please feel free to contact Gina Game, IRB Administrator, at 878-6700 or gameg@buffalostate.edu. Thank you for submitting to the Buffalo State College's IRB and good luck with your research!

Sincerely,

Jill M. Norvilitis, Ph.D.
Institutional Review Board Chair

JMN:gg

APPENDIX D

4 th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	6	5	1	10	2	0
2	16	7	0	0	1	0
3	12	10	0	2	0	0
4	0	0	0	8	16	0
5	2	3	0	10	9	0
6	0	3	1	12	8	0
7	5	2	6	8	2	1
8	11	11	0	0	1	1
9	9	9	4	1	0	1
10	3	10	6	3	2	0
11	13	6	3	1	1	0
12	0	0	0	8	15	1
13	3	4	8	5	2	2
14	8	7	4	1	0	4
15	1	3	4	6	9	2
16	0	4	3	5	9	3
17	2	4	3	8	1	6
18	7	5	3	1	0	8
19	0	2	2	9	5	6
20	0	0	0	1	17	6
21	8	6	2	1	1	6
22	0	1	4	3	10	6
23	2	0	0	2	15	5
24	13	6	0	0	0	5
25	0	1	0	3	14	6
26	0	0	2	0	15	7
27	3	2	2	4	5	8
28	7	1	3	1	4	8
29	0	2	3	4	6	9
30	12	3	0	1	0	8
31	6	4	3	1	1	9
32	1	0	4	6	4	9
33	6	5	1	2	0	10
34	1	0	2	6	4	11
35	0	0	2	4	7	11
36	0	0	1	3	7	13
37	1	5	5	0	0	13
38	0	0	1	3	5	15
39	4	2	3	1	0	14
40	4	3	2	0	1	14

5th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	4	3	7	16	10	0
2	31	8	1	0	0	0
3	22	16	1	0	0	1
4	0	1	4	13	22	0
5	3	4	9	9	14	1
6	0	5	5	15	15	0
7	4	7	14	9	6	0
8	19	17	4	0	0	0
9	11	19	8	1	1	0
10	7	8	6	13	6	0
11	27	9	4	0	0	0
12	0	1	4	8	27	0
13	1	1	34	1	3	0
14	19	17	4	0	0	0
15	1	4	10	13	12	0
16	3	5	9	13	10	0
17	2	6	16	4	12	0
18	10	11	12	2	5	0
19	1	5	7	12	15	0
20	0	0	0	7	32	1
21	16	20	1	3	0	0
22	0	3	18	6	13	0
23	0	0	0	10	29	1
24	28	10	1	0	0	1
25	1	5	3	15	15	1
26	0	1	3	9	26	1
27	2	1	14	9	12	2
28	12	6	12	4	5	1
29	0	2	6	15	16	1
30	24	15	0	0	0	1
31	16	18	5	0	0	1
32	2	6	3	14	14	1
33	18	14	6	1	0	1
34	2	2	13	10	13	0
35	0	0	12	8	19	1
36	0	0	4	9	27	0
37	13	22	4	0	1	0
38	1	2	12	14	11	0
39	5	14	18	2	1	0
40	18	17	5	0	0	0

6th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	4	4	4	19	16	0
2	33	10	3	0	1	0
3	23	16	5	2	0	1
4	3	8	8	13	15	0
5	1	8	6	14	18	0
6	2	3	10	9	23	0
7	16	8	15	3	5	0
8	18	18	5	5	1	0
9	16	20	9	1	1	0
10	11	8	12	10	6	0
11	34	8	4	1	0	0
12	1	3	5	11	27	0
13	3	5	36	1	2	0
14	25	13	7	2	0	0
15	9	10	13	9	5	1
16	6	8	12	13	8	0
17	7	13	18	6	3	0
18	18	10	14	1	3	1
19	4	6	10	11	16	0
20	1	1	2	4	38	1
21	20	16	6	3	2	0
22	2	5	19	10	11	0
23	1	1	2	4	39	0
24	29	10	6	1	1	0
25	2	6	9	17	13	0
26	0	1	5	8	34	0
27	5	3	8	7	24	0
28	5	3	32	0	7	0
29	1	3	7	13	23	0
30	32	13	2	0	0	0
31	23	18	2	2	2	0
32	4	6	10	12	15	0
33	28	10	7	2	0	0
34	0	5	13	17	12	0
35	0	1	23	6	16	1
36	0	0	8	11	28	0
37	19	20	8	0	0	0
38	1	5	13	18	10	0
39	13	20	11	3	0	0
40	22	18	3	4	0	0

7th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	2	6	6	8	2	0
2	8	13	0	1	1	1
3	9	13	1	1	0	0
4	1	2	6	10	5	0
5	1	4	5	9	4	1
6	0	2	4	11	6	1
7	5	6	4	7	2	0
8	8	8	5	2	1	0
9	9	10	3	2	0	0
10	7	6	6	5	0	0
11	12	10	1	1	0	0
12	0	0	1	13	10	0
13	4	7	7	4	2	0
14	7	12	4	0	0	1
15	2	5	5	6	6	0
16	6	5	6	6	1	0
17	8	10	6	0	0	0
18	8	8	6	1	1	0
19	2	5	6	4	6	1
20	0	1	3	5	15	0
21	6	12	4	1	1	0
22	1	7	8	6	2	0
23	2	1	3	8	10	0
24	10	12	1	1	0	0
25	1	3	8	9	3	0
26	1	0	2	12	9	0
27	2	2	2	9	9	0
28	1	11	6	6	0	0
29	1	0	6	14	3	0
30	8	12	2	1	1	0
31	9	12	0	1	0	2
32	0	6	4	10	4	0
33	10	7	3	3	1	0
34	0	0	6	12	6	0
35	2	2	5	7	8	0
36	0	0	2	15	6	1
37	8	13	2	1	0	0
38	0	0	7	9	7	1
39	8	9	5	1	0	1
40	10	10	3	1	0	0

8th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	3	2	3	7	2	0
2	8	7	2	0	0	0
3	2	11	4	0	0	0
4	1	5	4	4	3	0
5	1	3	5	8	0	0
6	0	1	3	10	3	0
7	2	7	5	3	0	0
8	3	7	2	5	0	0
9	6	7	3	0	1	0
10	4	4	7	2	0	0
11	5	10	2	0	0	0
12	0	0	4	8	5	0
13	4	8	3	2	0	0
14	3	14	0	0	0	0
15	3	7	3	3	0	1
16	4	5	6	2	0	0
17	3	9	2	3	0	0
18	5	7	5	0	0	0
19	0	2	3	10	2	0
20	1	0	2	6	8	0
21	0	8	4	4	1	0
22	0	1	10	6	0	0
23	0	1	2	7	7	0
24	3	12	2	0	0	0
25	0	4	5	8	0	0
26	0	1	1	9	6	0
27	0	1	3	9	4	0
28	2	4	5	5	1	0
29	0	2	4	8	3	0
30	3	9	4	0	1	0
31	6	9	1	1	0	0
32	0	4	5	6	2	0
33	4	8	4	1	0	0
34	0	4	5	6	2	0
35	0	2	7	4	4	0
36	0	0	5	6	6	0
37	4	12	1	0	0	0
38	1	3	4	6	3	0
39	3	9	3	2	0	0
40	7	9	1	0	0	0

9th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree(4)	Strongly Disagree(5)	NA
1	0	4	5	6	2	1
2	7	7	4	0	0	0
3	7	8	3	0	0	0
4	0	1	4	9	4	0
5	2	1	4	5	5	1
6	1	1	2	11	3	0
7	4	4	7	3	0	0
8	4	6	4	3	1	0
9	5	10	2	1	0	0
10	3	8	3	4	0	0
11	3	8	6	0	1	0
12	0	0	4	9	5	0
13	5	2	6	3	2	0
14	4	9	5	0	0	0
15	3	5	3	7	0	0
16	3	6	6	3	0	0
17	4	9	2	3	0	0
18	7	6	4	1	0	0
19	1	4	5	5	3	0
20	0	2	1	6	9	0
21	3	9	3	3	0	0
22	0	1	6	6	4	1
23	0	0	6	6	6	0
24	3	12	3	0	0	0
25	0	6	4	3	4	1
26	0	0	2	7	9	0
27	0	2	0	10	6	0
28	1	6	7	2	2	0
29	0	1	2	13	2	0
30	6	10	1	1	0	0
31	12	5	1	0	0	0
32	1	2	7	6	1	1
33	4	8	4	2	0	0
34	0	2	6	7	3	0
35	2	1	4	10	1	0
36	0	1	1	13	3	0
37	5	12	0	1	0	0
38	0	2	6	7	3	0
39	5	9	3	1	0	0
40	7	8	2	1	0	0

10th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	N A
1	0	7	0	4	2	0
2	3	8	2	0	0	0
3	9	4	0	0	0	0
4	0	3	4	5	1	0
5	1	4	3	2	3	0
6	0	1	3	7	2	0
7	4	6	2	1	0	0
8	3	7	3	0	0	0
9	9	2	2	0	0	0
10	2	6	2	3	0	0
11	5	4	2	2	0	0
12	0	2	1	6	4	0
13	5	4	2	0	2	0
14	5	8	0	0	0	0
15	3	4	4	1	1	0
16	2	4	2	5	0	0
17	2	7	3	0	1	0
18	4	5	2	2	0	0
19	0	0	1	7	5	0
20	0	0	2	1	10	0
21	4	8	0	1	0	0
22	0	1	3	6	3	0
23	0	1	1	6	5	0
24	3	10	0	0	0	0
25	0	4	2	7	0	0
26	0	0	1	4	8	0
27	1	2	1	7	2	0
28	3	3	4	1	2	0
29	0	0	1	8	4	0
30	9	4	0	0	0	0
31	9	3	1	0	0	0
32	0	1	0	8	4	0
33	5	7	1	0	0	0
34	0	4	2	6	1	0
35	2	0	5	1	5	0
36	0	0	1	6	6	0
37	5	8	0	0	0	0
38	0	3	5	3	2	0
39	5	5	3	0	0	0
40	7	5	1	0	0	0

11th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	N A
1	4	6	1	1	2	0
2	5	6	1	2	0	0
3	3	9	1	1	0	0
4	0	4	0	5	5	0
5	0	5	1	7	1	0
6	0	0	5	9	0	0
7	4	4	3	2	1	0
8	2	5	4	2	1	0
9	6	7	1	0	0	0
10	0	6	5	2	1	0
11	3	7	3	1	0	0
12	0	2	3	7	2	0
13	2	5	4	1	2	0
14	4	7	2	1	0	0
15	2	3	4	3	2	0
16	3	7	1	2	1	0
17	2	6	2	2	2	0
18	5	6	2	1	0	0
19	0	1	5	6	2	0
20	0	1	2	4	7	0
21	2	6	4	2	0	0
22	0	3	4	5	2	0
23	2	1	1	7	3	0
24	3	8	3	0	0	0
25	1	3	0	5	5	0
26	0	0	1	6	7	0
27	2	1	1	5	5	0
28	2	5	5	1	1	0
29	1	3	1	7	2	0
30	3	9	2	0	0	0
31	9	5	0	0	0	0
32	0	4	2	6	2	0
33	4	5	3	2	0	0
34	3	1	1	8	1	0
35	0	2	6	4	2	0
36	0	1	0	6	7	0
37	2	8	2	0	2	0
38	2	2	1	8	1	0
39	5	6	3	0	0	0
40	7	5	2	0	0	0

12th Grade	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree(5)	N	A
1	1	1	1	2	2	2	0
2	3	2	2	3	0	0	0
3	2	4	1	1	1	0	0
4	0	3	3	2	2	0	0
5	1	3	1	3	3	0	0
6	0	0	0	0	6	2	0
7	2	1	3	2	2	0	0
8	1	3	3	0	0	1	0
9	1	5	1	1	1	0	0
10	1	2	2	2	2	1	0
11	1	5	1	1	1	0	0
12	0	0	1	4	4	3	0
13	2	4	0	2	2	0	0
14	3	4	0	1	1	0	0
15	2	2	2	2	2	0	0
16	2	5	0	1	1	0	0
17	3	4	1	0	0	0	0
18	1	4	1	1	1	1	0
19	1	1	1	5	5	0	0
20	0	0	0	0	3	4	1
21	0	4	4	0	0	0	0
22	0	3	1	4	4	0	0
23	1	0	0	3	3	4	0
24	4	3	0	1	1	0	0
25	0	5	0	3	3	0	0
26	0	1	0	4	4	3	0
27	0	0	1	3	3	4	0
28	1	1	4	1	1	1	0
29	0	0	0	6	6	2	0
30	3	3	2	0	0	0	0
31	4	4	0	0	0	0	0
32	0	1	2	5	5	0	0
33	1	5	1	1	1	0	0
34	1	3	3	1	1	0	0
35	0	2	4	1	1	1	0
36	0	0	1	5	5	2	0
37	3	5	0	0	0	0	0
38	1	3	3	1	1	0	0
39	4	2	2	0	0	0	0
40	3	2	2	1	1	0	0

Question 43
Fun and be challenged
I wanted to try it out. I also really wanted to do band last year.
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
not wanting to play

\

Question 44
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
NA
not fun anymore

Intermediate Short Answer Responses

Question 41
Band is fun.
because I can make new friends
Because I have fun and enjoy it!!
Because I know how to play mah instriment okok
Because I love to try new things
collage
For the music
I am going to stay in band because I like to learn new music
I enjoy playing my instrument. When I play it, it makes me happy.
I get to meet new friends and learn more.
I have fun in band and I LOVE my teacher.
I like doing something I love (playing in band)
I like my instrument
I like playing my instrument and it is fun to do contest
I like to make music.
I love playing my instrument in practice and rehearsals.
I love playing my instrument.
I love the instrument I play and the sound it makes in the concert and how it makes me happy
I play good
I remain in band because I enjoy it.
I think because it makes you overall more intelligent.
I think it is fun to play in band because it is challenging and easy.
I think it would be because I've been in band for three years and my friends and family support me and my brother in our success.
I think that playing my instrument makes me happy.
I want to stay in band because it is fun and challenging
I want to stay in band because it is really fun.
I would be a rich intrument player
I would because I like to learn how to play new music.
I would choose that it is fun and makes me happy.
I would choose to remain in band because I love how to learn new things and play concerts for family and friends.
I would leran any thing ig I qiut. I like playing it make me feel storng.
I would like to remain in band because I like learning how to play my instrument.
I would like to remain in band because I like new challenges.
I would not quite band because it is fun
I would remain in band because I enjoy it and it is fun.
I would remain in band because I enjoy playing my instrument.
I would remain in band because I like hearing all the parts of the music.

I would remain in band because I like new friends and I like playing the music.
I would remain in band because I like playing my instrument and improving.
I would remain in band because I like playing the flute.
I would remain in band because I might want to stay in or my parents forced me to
I would remain in band because I think it is a tremendous opportunity to be able to do the things we do in band.
I would remain in band because I think it is fun to learn new music.
I would remain in band because I think it would be a good experience for me.
I would remain in band because it is amazing how I can learn new things every time I practice.
I would remain in band because it is fun
I would remain in band because it's fun, and challenging.
I would remain in band because my parent tells me to stay with it and I can't quit.
I would remain in band for my band teacher
I would remain in band so I can do concerts for my family and friends.
I would remain in band to be a band teacher.
I would say it is fun.
I would stay in band because I am good at my instrument.
I would stay in band because I think personally band is a great experience for me.
I would stay in band because of my awesome band teacher (name).
I would stay in band to get better at what I do as in playing my instrument
I'd remain in band because I love music. When I feel down or just not feeling well I listen to music and music in band is fun and exciting.
I'd remain in band because it is fun to do.
If I had to choose of one reason to stay in band it would be to boost my average report and at the end of the year because I am bad at math.
If I had to choose one reason to remain in band it would be because it is fun.
If I had to choose one reason why I would remain in band is I really want to get good grades in high school is what my mom says
If I had to choose one reason why I would remain in band it would be because it is fun to play my instrument.
If I had to choose one reason I would remain in band it be because I love to playing instrument.
If I had to choose one reason I would stay in band would be just because I find joy in playing my instrument.
If I had to choose one reason to remain in band, I would say that music is one of my hobbies and talents plus it is one of my favorite things.
If I had to pick a reason It would be to have fun playing my instrument
If I would choose one I would say I like playing my instrument.
It would be because I like to learn more things about band.
It would be because it is a chance to make more friends
It would be because it is challenging and fun to do.
It would be because this one of the only times I get to see my friends at school.
It would be the ability to make new friends that have the same interest as me-BAND.
It would be to enjoy and play the music that is thrown at me.

It would be to learn more music and I want to be like my band teacher.
It's good to be in band
Makes me feel happy
My parents encouraging me
My reason is because I am encouraged to.
My reason is because it's fun to learn new songs.
One reason I stay in band is because I like my instrument.
One reason I will remain in band is because I enjoy playing my instrument.
One reason I would remain in band is because that I can make new friends
One reason is band helps me get into all-county which I love.
One reason would be because I love music and I love learning new things.
The one reason I remain in band is because I have fun playing my instrument.
To have fun and to learn
To learn new things and also having fun

Question 42

- Be challenged because its fun, and when you work hard your challenge it easy.
- being challenged
- being challenged
- being challenged because I always liked doing new thing and being a participant in band.
- being challenged because I will force myself to learn new things
- Being challenged because if I don't have a challenge it is boring,
- Being challenged because it expands my knowledge in music.
- Being challenged because it is fun cool to play an instrament.
- Being challenged is most important to me in band because if I was not I could not get better.
- being challenged, because it's fun to be challenged
- being challenged.
- being successful
- being successful
- being successful because clarinet is awesome.
- being successful because I like being successful.
- being successful because I want to do good in life
- Being successful because il could be in many good things if I am successful.
- Being successful because it will make a better improvement in my life
- being successful because the more successful I am, the more happy I'll be
- being with my friend because it makes me happy
- Being with my friends because I don't see them.
- being with my friends because I really don't get to see them often and I can at least say hi to them.
- friends
- Having fun is most important because if you not having fun band is not for you.
- having fun
- having fun
- having fun
- having fun
- Having fun because I feel if I'm not having fun, than I won't like it and I'll want to quit.
- Having fun because I have a lot of fun
- Having fun because I like my teacher and she always turns playing instrument enjoyable.
- Having fun because I love when we just make joke and we just have fun with our music.
- Having fun because if I didn't have fun playing I would quit.
- Having fun because if you are not having fun then why would you do band.
- Having fun because if you are not having fun what would be the point of being in band. Band would just be extra work.
- Having fun because it doesn't matter if you are with your friends or not.
- Having fun because it is fun to have fun.
- having fun because we can listen 2 different sounds of different instruments.
- Having fun because when it is all serious and stuff like that it starts getting hard and also confusing.

Having fun because when you learn something new and it sounds really cool you just really want to keep doing it.
Having fun is important because that's what playing an instrument is all about.
having fun is important to me
having fun is most important
having fun is most important to me because I would just be disliking while I am playing
I am really bad at math and I believe it will help me pass the grades.
I choose being challenged because it will make me a more better player
I choose my parents supporting my efforts. Why I choose it it is because my mom and I (practice??) a lot with her.
I feel being challenged is important because it can help with grades
I like being challenged
I like being challenged because it builds up my confidence.
I like being challenged so I can get better at playing my instrument.
I liked being challenged because it's fun to learn new things.
I think the most important one is liking your band teacher because if you do not like the band teacher, it would be like not liking the president.
I want to have fun learning how to play an instrument.
I want to pass.
I would choose being challenged because I like to challenge myself sometimes and I don't want something to be easy
Its fun playing music
liking my teacher because if he's mean, it's no fun
Liking my band teach, because he supports me whenever I need help.
liking my teacher (Name) is my man, he's fun, funny, really encouraging me, and super tall. He makes me smile when I don't do good, and is disappointed I am not doing all-county.
Most important in band is that I do like being challenged with new songs.
My choice would be; being successful because it could help me one day in life, if I don't get a job.
My most important thing in band is being with my friends, because we can encourage each other and play instruments together
My most important thing in band is having fun.
My parents being supportive is important because they believe I can be successful in my like playing an instrument.
my parents supporting me it encourages me and I play better
my parents supporting me, I like when they do
My parents supporting my efforts because I would not be here without them.
Parents supporting my efforts because they support me in band.
parents supporting, they make me feel good and they encourage me
playing music
The most important part in band to me is having fun playing because I like to play and practice
The most important part of band for me is being challenged because I love learning new things.
The most important reason I am in band is being challenged. I think this because you learn something new.

The most important reason is having fun with the new music and challenging tasks that we do.

The most important reason is my parents supporting me. I chose that because if I'm having trouble they boost my spirits.

The most important thing for me being in band is being challenged by the music we play.

The most important thing in band to me is being challenged.

The most important thing in band to me is being successful because I like to learn.

The most important thing to me in band is being challenged. I feel that being challenged is a great goal because it allows you to get better at your instrument and music.

The most important thing to me in band is how it challenges me when we learn new things and it is fun at the same time

The most important to me in band is being able to have fun.

The most important to me in band is having fun.

the most important to me is probably being challenged

The most important to you in band is my parents supporting your efforts because they can help me with my band music.

The one I would choose would be having fun because I enjoy the music.

with me friends

Question 43

Band is fun and we play interesting songs.

Because I thought it would be fun

Because I wanted to be challenged

Because it seemed fun

Because it seemed fun.

Because my brother was in it but now because it's fun

I did because I want to be challenged and most of my friends joined.

I did because it seemed like a good experience and having fun.

I get to play an instrument.

I honestly thought it would be fun.

I join band because it is fun

I joined band because band gets lots of complements

I joined band because I always played an instrument.

I joined band because I can have fun.

I joined band because I love music and wanted to play an instrument.

I joined band because I thought it would be an awesome opportunity.

I joined band because I thought it would be fun

I joined band because I want to express what I feel in playing and instrument. It's soothing to me.

I joined band because I wanted to play an instrument and why not give it a shot.

I joined band because it looked fun and a lot of people in my family are in band.

I joined band because my friend did it and I thought it would be cool.

I joined band because my mother forced me to play in band.

I joined band because the idea of playing an instrument was fun and still is.

I joined because I though I would be cool and my friends did.

I joined because I wanted to try something new

I like music

I like to play music

I lrean now thing about my trupert

I played drums before that and it seemed fun.

I really wanted to learn how to play an instrument

I think it is fun.

I thought is would to be challenged

I thought it be cool to play clarinet.

I thought it would be a fun experience

I thought it would be a good way to make friends and try something new.

I thought it would be a new experience.

I thought it would be easy

I thought it would be fun and it is

I thought it would be good for me

I thought it would be something good to do.

I thought that band would be a good experience.
I thought would be fun
I wanted to join band because for me I think it is a wonderful time playing an instrument.
I wanted to join band because I have a strong passion for music
I wanted to join band because I like to make music.
I wanted to join band because I liked the instruments and that my friends did it.
I wanted to join band because I played the flute last year and my teacher encourages me to keep playing the flute.
I wanted to join band because I really wanted to learn how to play an instrument.
I wanted to join band because I thought it would be a fun opportunity for me too try something new.
I wanted to join band because I thought it would be a great experience
I wanted to join band because I thought it would be a very fun experiment and challenging.
I wanted to join band because I thought it would be enjoyable and would be good practice if I wanted to do it when I'm older.
I wanted to join band because I thought it would be fun.
I wanted to join band because I wanted a little bit of a challenge and because I think it sounded like something I wanted to do.
I wanted to join band because I wanted to be challenged and play an instrument
I wanted to join band because I wanted to find something I was good at and I found band, I tried out my instrument and I was really good at it.
I wanted to join band because I wanted to participate in extra-curricular activities and also I love music.
I wanted to join band because I wanted to try something new.
I wanted to join band because it seemed fun and challenging
I wanted to join band because it seemed fun and it is fun to do
I wanted to join band because it sounded fun to do.
I wanted to join band because it sounded like a fun opportunity to get into a good college.
I wanted to join band because it sounded like fun to learn how to play an instrument
I wanted to join band because I've always wanted to play an instrument.
I wanted to join band because my sister did it all her life and when you told me about how playing clarinet, it sounded fun.
I wanted to join band because my sister had so much fun with it I thought I would too and I love music
I wanted to join band because my sister was in it and she said it was really fun.
I wanted to join band to be involved in it
I wanted to join band, because I wanted to play an instrument.
I wanted to join because I like playing things in front of people
I wanted to learn to play music.
I wanted to try new things
In fourth grade, my fifth grade friend said it was awesome so I thought "why not give it a try"?
It seemed like a great choice for me.
It sounded like a lot of fun.
It will help my grades.
learn to play an instrument

NA

So I can have a new reason to like school and not to get bored

the instruments

To expand my knowledge and to be able to play music for people.

To have fun and also learn new cool things

To have fun and make new friends

To have fun and to learn to play an instrument

To have the experience to play music on something that is not a string instrument and also to try something new

too play a small instrument

Question 44

are not being successful because I will get frustrated.

because of my parents not supporting me, they won't let me practice and I wouldn't feel comfortable playing

disliking my teacher

disliking my teacher (which is not a problem for me because if you do not like you teacher, it is more likely that you will not have fun)

disliking your teacher

I don't know my notes.

I one reason why I would quit band is that not enough for a challenge.

I think I would be good as the others.

I think if I'd ever quit band it would be because of the music not being challenging enough. Because if songs just are short and have no expression in them it wouldn't be challenging.

I want to quit because it's not fun. I don't like my instrerment. It's really boring.

I will not quit band!!!!!!!

I would because my parents not supporting me. I chose that because then I wouldn't feel right.

I would choose not enough challenges because we (as in instrument group) do not get many main parts so it's kinda easy.

I would choose not fun anymore.

I would probably wuit band if my teachers were really mean.

I would probly choose not fun anymore because I like to have fun in band with playing but not to fun with being serious

I would quit band because it would not enough of a challenge.

I would quit band because my parents weren't supporting me because they usually support me in everything.

I would quit band because of not enough of a challenge because I like the challenge.

I would quit band because the teachr is not giving me enough challenges.

I would quit band if it was not enough of a challenge because I like challenges. Also, it would be boring.

I would quit band, because it was not challenging enough, because I like challenging things.

I would quit because I get to music homework

I would quit because it's no fun anymore.

I would quit because it's not fun anymore.

I would quit because maybe it not enough challenges for me

I would quit if my parents were not supporting.

I would say not fun anymore or not enough of a challenge because I like having a lot of fun. I also need challenges a lot.

If I had to it be not having enough fun.

If I had to quit band it is because I'm not successful.

If I had to quit band it would be because I was not having fun anymore.

If I had to quit band it would be because of outside reasons.

If I had to quit band, it would be because it would be because it is not a challenge for me anymore.

If I had to quit I think I would be because it wouldn't be fun anymore.

If I had to quit it would be because I didn't like my teacher, but I really like my band teacher.
If I had to quit it would be because it got to hard because my teacher gave me too much of a challeng and I couldn't do it.
If I had to quit it would be because it wasn't fun anymore
If I had to quit, it would be because I have outside school activities.
If I quit band it would be because my parents weren't supporting me
if I was doing bad
It I had to quit band, it would quit because there is not enough of a challenge.
It isn't fun anymore because there is no one I know to talk with
It would be because it isn't fun anymore.
mine would be it was not fun anymore or all of my friends quit
My grade is to low in normal school.
NA
No fun anymore because if the notes aren't fun or you don't have lots of playing time then its not fun.
not being successful
not being successful
not being successful
Not being successful because if I'm unsuccessful I don't want to be MORE unsuccessful.
not enough challenge
not enough challenged for me to do
not enough of a challenge
not fun anymore
not fun anymore
not fun anymore because I like to have fun in band
Not fun anymore because I wanted to join band because I thought it would be fun.
not fun anymore because if it's not fun it would be boring
Not fun anymore because no one likes being yelled at.
not fun anymore would be my reason
not having fun anymore
not having fun anymore
Not having fun anymore because if I am not having fun I don't understand why I would do it
not having fun because its all about having fun
not liking my band teacher and no support
One reason of dropping out of band would be parents not support.
outside reasons
outside reasons
Outside reasons because I have to go to volleyball.
outside reasons like grade getting too low because of missing school work
outside reasons, because even if it's boring, I'll still do it.
parents not supporting
parents not supporting me
parents not supporting you, it would make me feel sad and not appreciated

The best reason I would quit because I wouldn't want to dissapate my parents money
The one reason for me having to quit band would be because outside reasons (not having enough time to fit everything in)
The reason I might quit is because the music is to challenging, but I don't think I will ever quit
the reason is it is not fun anymore
There wouldn't be a reason for me to quit.
to not be encourages by my parents and also other people
Umm the reason I am quitting band next year is I it is a big hassel. 2, I don't practice. 3 it is effecting my learning ability and grades.
Well, if I personally had to pick one it would be both of the teachers and the lesson teacher is just MEAN and the band teacher is ok. I'm not trying to sound rude.
you are not being successful
You are not being successful

Question 45

(Name), my best friend he didn't know his notes

I did have friends. I think they thought it was boring.

I do not know anyone who have dropped band.

I do not.

I don't have friend that dropped band

I don't know

I don't know any friends that have dropped band.

I don't know of any of my friends dropping band

I have a friend that drop band because one piece of music was to hard for her so she was confused

I have a friend who dropped our because it was to hard for her

I have friends in band, but none of them dropped band.

I have had friend drop out of band but I don't know their reasons.

I think it was to challenging for them

it wasn't fun

Many of my friends dropped except for 1 as they all said it was stupid.

My friend drop out of band because she said her insturment it to hard to play.

N/A

No

no

No

no

No

No

no

no

no

No

no

no

no I do not

No I do not have friends who have dropped

No I don't have any friends that dropped band.

No I don't have any friends who have quit

No I don't have friends who have dropped out of band.

No I haven't had a friend drop band.

No, I have a few Bffs in band and one sits next to me.

No, I haven't

No, not this year, last year.

No. Not that I know of

No. Not that I know of

not being successful, because I like school and being a part in stuff
not that I know of
one of my friends dropped band because he didn't like his instrument
The reasons my friend dropped band because they didn't like their instrument
they didn't want to miss gym
They dropped band because they thought it would get them out of getting work done.
They quit because they didn't like it, it was too hard, it was boring, they didn't want to participate.
Yes and I don't know why
yes because he did not have time to practice but he joined again this year
Yes because it was also taking up too much of their time
Yes because it's hard for them to do band, many sports, homework.
Yes because she had lots to do.
Yes because the instrument they played got given to someone else instead of her when forgotten.
Yes because they couldn't practice
Yes because they didn't practice and hated it
Yes because they wanted to quit band
yes because they said it was too hard
Yes I do and I have no idea.
Yes I do because he didn't have an instrument for two weeks
Yes I do have friends that quit. And it was because they thought it was boring.
Yes I have had one of my best friends drop out of band because it was too hard for her
yes I have they didn't like practicing or it was too hard.
Yes it was getting too much for them
Yes last year my friend stopped playing the flute because he thought it was boring/too girly.
Yes last year, (name) quit band because she didn't like how her friends were quitting.
Yes my best friend did. I am not sure why but I'm sure it was a good one.
yes my friend dropped because she didn't have time to practice
yes their instrument is too heavy it's too hard
Yes they did not like it anymore. NOT ME!! I <3 it
yes they didn't enjoy it.
yes! For grades too low
Yes, because she couldn't practice at night or anytime because of her schedule and she didn't like it.
Yes, because they didn't like practicing everyday.
Yes, but I don't know why they did.
yes, didn't have time to practice
Yes, I don't know why they quit.
Yes, I have friends that dropped band because they weren't enjoying practicing.
Yes, it was too hard for them.
Yes, last year my best friend dropped out because she thought that the teacher ----- hated her and was giving her bad grades because of it.
Yes, she quit because she was missing math and she isn't good at math
Yes, they didn't want to play it anymore.

Yes, they said they didn't like it, it was too challenging, getting in they way of school work. I have had many friends quit but I will remain in band.

yes. Apparently school got harder.

Yes. I think she dropped because she didn't like it anymore.

Question 46
5
7
7
8
9
9
10 because band for me has been really fun!
10 because band is fun and challenging and I like challenges.
10 because band is really fun and I have a good time.
10 because I became more successful from playing a instrument.
10 because I just love the music we play and having fun
10 because I like what I am doing in band
10 because I really enjoy band
10 because it has been a great experience to learn how to play and make new friends.
10 because it is a bunch of fun and I get to learn a bunch of new things in music
10 because it is a lot of fun and sometimes super challenging.
10 because it is fun and exciting
10 because it is fun and I think it is important for you
10 because it is really fun
10 because it was a fun one and I loved all my band teachers.
10 because of my friends and I love my band teacher.
10 I LOVE BAND!!!
10 it fun
10! I love band and it's a great experience to have my family support me and I love clarinet.
10! I think it's really fun.
10, because I have support from my parents and band teacher
10, because it's fun
10, because my teachers are nice and I have fun
10. I LOVE MUSIC!
5 because I mix up some of my notes and can't go high on my notes and keep dropping my flute
5 because I want to learn more music and have fun
5 because I'm not really good at band
6 because band is sometimes fun and sometimes challenging
6 I am still learning
7 because I don't practice often
7 because I played a different instrument but I'm catching on
7 because I really don't like it.
7 because I try my best and keep getting better
7 because it's hard but sorta fun
7 because I've been in band since 4th grade and I already know (a little) of what to expect.

7 because we sometimes get yelled out but it's fun.
7 or 8 because sometimes it does get in the at of school work and family events
7, the experience is fun
8 because I fell happy its like my 2 home
8 because I have fun.
8 because I have has some ups and downs.
8 because it is fun learning new things but everyone talks.
8 because it's fun to play an instrument
8 because it's not boring but it's not like the best thing ever
8 because sometimes it's a bit of a challenge and sometimes it's too easy.
8 I'm having fun and I'm with my friends but I do miss important things in class
8 its fun but to fast I still like band.
8.5. I have made all-county, my sister has helped me, and she made all county 4 times and I've been doing band for 3 years.
8-9 because I am also not perfect or a professional or anything either
9 because I do not do as well as the rest of the players
9 because I have had trouble with instruments before.
9 because I haven't went through the whole year yet
9 because I really like how I am being challenged and I like to play the music in the band. It's super fun.
9 because I'm not the best
9 because nothing to bad has happened
9 the only thing keeping it from being a 10 is I don't like to practice and them my teacher gets mad becasye I don't, I do but not a lot sometimes. I like it.
9, because I have been treated nicely and my teacher appreciates me, and I feel comfortable playing around her.
9, because I have learned a lot about playing an instrament and music but I still have more to learn
9.5 because sometimes I don't get to practice much
9-I love band! But we don't get many main parts.
A 5 because this is only my second year playing
an 8 because I think it was not trying my hardest
I give it a 10!! Because I love my music. I do great.
I rate my experiece a five. I rate it this way because I'm kinda in the middle
I would be a 9 because it is a very easy thing but also challenging and I am very successful in band
I would definatly rate it a ten!! :)
I would definitely rate it a ten!! I learned how to play my instrument and also made awesome friends.
I would pick ten because band is fun and I love the music my teachers choose
I would rate band a 10 because I do well with good grades
I would rate band a 10 because it is fun, challenging and my friends and me really enjoy it.
I would rate it a 10 because it is fun.
I would rate it a 5 because it is to challenging but it is fun to do
I would rate it at a 7 or 8 because I don't know my high notes and some of my band music
I would rate my experiece in a band a 5 because I have played for 3 years and learned a lot but there

is still much more for me to learn.

I would rate my experience in band an 8 because it is fun but sometimes I get bored of it a bit.

I would rate my experience in band as a 9. I would because I've not been perfect and gotten mad at my instrument every once and a while.

I would rate myself to ten

I'd give it a 9 because it is very fun, challenging, and hard working but sometimes I'd mess up on a song and I can't really ever get it right.

I'd rate it 9 because practicing is a pain.

nine I think it is awesome

Probably an 8 because I have been playing since 4th grade.

Ten, because I see my friends who I don't get to see anymore.

Question 47
7
(could not distinguish answer)
???
being with friends, liking teacher, band trips, extra money, parents support, competing, important in school, playing to make you happy, being successful in life
friends, important to school, parents, makes you happy, successful in band, extra money
friends, important to school, teacher, parents, money
friends, liking teacher, makes you happy, trips, parents, important to school, competing, extra money
friends, makes you happy, parents, liking teacher, important to school, successful in band, extra money
friends, successful in band, makes you happy, trips, competing, teacher, parents, important to school
friends, successful in band, parents, competing, makes you happy, trips
friends, trips, competing, important in school, teacher, parents, successful in band, money
important in school, successful in band, makes you happy, parents, teacher, friends, money
important in school, successful in band, money, makes you happy, teacher, trips, competing, parents
important in school, successful in band, parents, makes you happy, friends, trips, competing, teacher, money
important in school, successful in band, teacher, makes you happy, trips, friends, competing, money
important to school, makes you happy, liking teacher
important to school, parents, makes you happy, successful in band, liking teacher, trips, competing, friends, extra money
It makes me happy because makes me feel important to band
makes me happy, being successful in band, parents, important in school, liking teacher, friends, competing, band trips, extra money
makes me happy, parents support, important to school, liking teacher, friends, successful in band, extra money
makes you happy
makes you happy, friends, important in school, parents, teacher, competing, trips, successful in band, money
makes you happy, friends, important in school, successful in band, parents, money, trips, competing.
makes you happy, friends, parents, successful in band, teacher, important in school, competing, trips, money
makes you happy, friends, teacher, parents, trips, successful in band, money
makes you happy, friends, teacher, successful in band, parents, trips, money, important in school
makes you happy, friends, teacher, successful in band, parents, trips, important in school, competing, money
makes you happy, important in school, friends, trips, successful in band, liking teacher, parents, competing, extra money
makes you happy, important in school, successful in band, friends, competing, trips, teacher, parents, money
makes you happy, important in school, successful in band, parents, liking teacher, friends, trips, competing
makes you happy, important to school, friends, trips, competing, teacher, parents, money

makes you happy, liking teacher, friends, important in school, parents, competing, trips, extra money
makes you happy, liking teacher, parents, important in school, friends, successful in band, extra money, competing
makes you happy, liking teacher, parents, successful in band, important to school, friends, competing, trips, money
makes you happy, liking teacher, trips, friends, important in school, successful in band, parents, competing, extra money
makes you happy, parents, friends, successful in band, important in school, trips, teacher
makes you happy, parents, important in school, friends, teacher, trips, competing, successful in band, money
makes you happy, parents, important in school, successful in band, teacher, friends, trips, competing, money
makes you happy, parents, successful in band, liking teacher, friends, important to school, competing, extra money, trips
makes you happy, parents, teacher, competing, important to school, successful in band, trips, extra money, friends
makes you happy, parents, teacher, successful in band, competing, trips, friends, important in school,
Makes you happy, parents, trips, friends, important in school, money, competing, teacher
makes you happy, successful in band, important in school, friends, parents, liking teacher, trips, competing, extra money
makes you happy, successful in band, important in school, teacher, parents, friends, money
makes you happy, successful in band, parents, teacher, friends, important in school, competing, money
makes you happy, successful in band, parents, teacher, important in school, competing, money, trips
makes you happy, successful in band, teach, friends, money, important in school, trips, competing, parents
makes you happy, successful in band, trips, competing, friends, important in school, teacher, parents, extra money
makes you happy, teacher, trips, friends, important to school, successful in band, extra money, competing
making self happy, being successful, parents support, liking teacher, important in school, friends, extra money, competing, band trips
money, competing, trips, successful in band, important in school, friends, parents, teacher, makes you happy
money, friends, important in school, competing, trips, teacher, parents, makes you happy, successful in band
money, important in school, successful in band, trips, support, teacher, makes you happy
NA
parents support, makes you happy, liking teacher, friends, important in school, successful in band, extra money
parents, friends, successful in band, teacher, makes you happy, important in school, money, trips, competing
parents, friends, trips, makes you happy, competing, important to school, successful, extra money
parents, makes you happy, friends, competing, teacher, successful in band, important in school, money
parents, makes you happy, friends, important in school, successful in band, trips, teacher, competing,

money
parents, makes you happy, important to school, friends, trips, competing, teacher
parents, makes you happy, successful in band, teacher
parents, makes you happy, teacher, friends, important in school, successful in band, trips, money
parents, teacher, makes you happy, competing, friends, important in school, successful in band, extra money
parents, teacher, makes you happy, competing, friends, important in school, successful in band, extra money
parents, teacher, makes you happy, competing, trips, important in school, friends, successful in band, money
parents, teacher, makes you happy, friends, important in school, successful in band, trips, competing, money
parents, teacher, makes you happy, successful in band, friends, important in school, makes you happy, money
parents, teacher, makes you happy, successful in band, important to school, friends, extra money, trips, competing
parents, trips, friends, teacher, important in school, successful in band, money, competing
parents, teacher, makes you happy, trips, friends, important in school, money
playing because makes me happy, competing, parents, successful in band, band trips, friends, being involved, important in school, extra money, liking band teacher
playing because makes me happy, parents support, liking teacher, friends, being successful, competition, trips, money, important to school
successful in band, important in school, friends, trips, makes you happy, parents,
Successful in band, important in school, playing makes you happy, parents support, being with friends, competing, band trips, liking teacher, extra money
successful in band, friends, important in school, teacher, money, competing, trips
successful in band, makes you happy, important in school, parents, teacher, friends, money, competing, trips
successful in band, makes you happy, parents, important in school, teacher, competing, trips, friends, money
successful in band, teacher, friends, makes you happy, parents, important in school, competing, trips, money
teacher, friends, makes you happy, important in school, successful in band, parents, trips, money, competing
teacher, important in school, successful in band, competing, makes you happy, parents, trips, friends, money
teacher, makes you happy, friends, successful in band, competing, trips, important in school, parents, money
teacher, parents, makes you happy, friends, successful in band, trips, important in school, competing, extra money
teacher, successful in band, parents, trips, competing, makes you happy, important to school, money
trips, makes you happy, liking teacher, parents, friends, involved, successful in band, extra money

Junior High Short Answer Responses

Question 41
Band is fun and it also looks good on college applications.
Band is fun.
because I like to try new things
Because it will help me in the future.
Because my friends are in it.
Friends, it's fun
I am staying in band because it is really fun. (Name of teacher) is very nice and I get to embrace my talent.
I enjoy being in band. It is challenging and fun.
I just love the teacher and I love to play.
I like playing an instrument I think its fun.
I like playing in concerts and learning the songs.
I like to play my instrument
I like to play my instrument and learn new music.
I love playing my instrument. It's a lot of fun and it keeps me occupied.
I love the feeling in band, the people around me and the music.
I remain in band because it is fun and I enjoy playing the flute and learning new and more difficult music.
I remain playing in band because I really enjoy playing my instruments and performing in concert.
I stay in band because how fun it is and with my friends its funnyer
I stay in band because I enjoy playing.
I would choose to remain in band would to learn new music and fingering with my new instrument.
I would pick that I would stay in band because it helps raise my average in school and it helps me get into a good college.
I would remain in band because I like the grade and the music.
I would remain in band because it helps with my education when I get older.
I would remain in band just for something to do.
I would stay in band because I can see my friends also I like playing and instrument.
If I had to choose one reason to remain in band it is because I like to play music.
If I had to choose one reason to remain in band it would be because of the challenge.
If I had to choose one reason to remain in band, it would be because it expands my overall knowledge of music and gives me more career opportunities.
If I would to remain in band I would probably remain in it just to be with my friends.
It challenges your brain
It is fun and challenging.
It is fun to learn new music.
It is fun to play an instrument.
It's fun to learn new things.
My dad will not let me quit until 9th grade.

One reason I would remain in band is mostly because it looks good for college applications.

One reason I would stay in band is because it looks good on a college application.

One reason I would stay in band is that it fun to learn how to play an instrument.

One reason why is. I think it is fun and very educational.

One reason would be the band trips

teacher

Question 42

Because when you get a challenge It makes you want to practice it gives you motivation.

being challenged

Being challenged me because if I am not then I can't get any better or learn.

Being challenged, this is because I don't like to do easy stuff.

being successful

being successful

Being successful and being challenged because I like to know that I am great at my instrument

Being successful and having fun are the most important in band. It is about having fun and learning life skills.

Being successful because I do not want to to poorly.

Being successful, I enjoy performing and band is a way to learn to be more successful in life and in the arts.

being successful

being with my friends. Most of the band kids are better people than everyone else our age.

being with your friends

Being with your friends. Its fun to play instruments w/ your friends.

having fun

having fun

having fun

having fun because band is fun and I like to learn new things.

Having fun because if you don't have fun you will get bored.

having fun because if you don't what's the point of being in band

having fun because ingoing band is what keeps me playing.

Having fun because it is supposed to be a fun experience like if you played a sport.

having fun most important to me in band

having fun, because if it's no fun what's the point

Having fun, I need to like something if I want to stay with it.

Having fun, if I don't enjoy it I wouldn't continue to do it.

I like being with my friends in band because without friends things are not as fun as they could be. Picture sitting there all by yourself in band. That wouldn't be fun.

I really like my teacher.

I think that going on trips is like the most important-it takes music beyond the classroom and gives kids new experiences.

liking teacher

liking your teacher

Most importantly, playing bassoon and clarinet is my top priority. Practicing them takes a lot of work. I also took a conducting class at Ithaca College Summer Music Academy. This academy really helps one improve on clarinet.

The most important thing in band to me is being challenged because challenges are fun.

The most important thing in band to me is having fun because that's what I think playing music is all about.

The most important thing is my parents supporting my efforts. Without my parents' support I

wouldn't be half the musician I am today.

The most important thing is my teacher because she encourages me to do better.

The most important thing to me in band is being challenged. If the band music was too easy, then I wouldn't ever learn any new techniques or ways to improve and therefore wouldn't be able to grow my knowledge of music.

The most important thing to me is being challenged. This is because if I am challenged I can get much better.

The most important thing is being with friends

The people who teach me and the new friends that I make. And because it's a lot better when you have your friends in band to so it's not just like your alone.

with friends, because then it makes it fun.

Question 43

At first, I thought it was fun mostly for college.

Because everyone else in my family are in band and it looked fun.

Because I thought it would be great opportunity for me.

Because it is just a fun thing to do at school.

because my friends wanted me to

because my parents suggested it and I agreed

Because the instrument I picked looked the most fun.

friends

I first joined band because it looked like a lot of fun.

I had always enjoyed performing and wanted to play another instrument.

I joined band because I thought it was awesome.

I joined band because I thought it would be fun.

I joined band because I thought it would be fun.

I joined band because it looked fun and exciting.

I joined band because when I tried out on clarinet, I discovered I had a natural talent.

I joined band because I have always wanted to play an instrument.

I joined band because I want to play an insterment.

I knew it would be fun to play an instrument

I really don't know...I thought it would be fun to play an instrument

I thought it was a cool experience.

I thought it would be a good idea to learn an instrument-that it would be fun.

I thought it would be fun and I always wanted to play an instrument

I thought it would be fun and my friends joined

I wanted to experience what its like.

I wanted to follow my sister. She plays trumpet.

I wanted to join band because I had heard from other kids that it was really cool.

I wanted to join band because I thought it would be fun to do.

I wanted to join band because it looked fun to play an instrument. And I wanted to see what it was like.

I wanted to join band since I would watch the band at concerts in elementary school and figured that it would be neat to join once I got into 4th grade. My parents also encourages me to join when I became interested.

IDK, It seemed fun.

It sounded cool and fun.

It sounded fun

My first year that I had the choice to join band I automatically wanted to join. I have always loved music and this was the perfect opportunity to learn.

my parents made me

My parents wanted me to try it.

So I could learn new things.

some of my cousins used to be in band

To become well-rounded
To learn
To try something new
Yes, but by the second year I began to lose interest

Question 44

An outside reason (getting bad grades so I would have to study more)

friends quit

friends quit

friends quit-because it wouldn't be fun anymore.

I do not believe I would quit band.

I started to fail

I think sometimes it's not fun with my friends

I would pick not being successful, because if I had a very low grade in band I wouldn't understand just getting more bad grades just to stay in band.

I would quite because I didn't have enough time to practice.

If I absolutely had to quit it would probably be because it wasn't fun. Band should be a class you will learn but also enjoy learning.

If I had to quit band, it would probably be because I would want to devote my time to other activities or I would have too much homework to do once I got into high school

If I had to quit band, one reason would be it not being fun anymore.

If it wasn't fun anymore then I would think about quitting band but I would still stay in it.

If my parents weren't supporting me I don't know what I would do in band. I wouldn't be able to practice in home.

instrument

It is really challenging at times.

It's not that fun.

Maybe because I have to much going on

most likely it not being fun anymore

NA

no any fun anymore because no fun it would be like being died

Not being successful if it brings my average down I'll quit.

not enough challenge for me because I like things to be challenging.

Not enough of a challenge because I love challenges

not fun anymore

not fun anymore

not fun anymore

not fun anymore because I don't like it when it is boring. I like it when it's fun.

not fun anymore because it might get boring or too difficult and not become fun

not fun anymore because the teacher isn't fun.

not fun anymore. The main reason I am in band is because it's fun. If it stopped being fun, than there would be no point.

not fun because it's becoming a job more than a fun activity.

not having fun anymore

One reason I would quit is because it isn't fun anymore.

outside reasons

parents not supporting you, Because I feel like I need the support

Probably my grades lowering.

Probably outside reason because maybe it was too much work to keep up with.

The only reason I would quit band is if nobody supported my talent.

The only reason I would quit would be because I was not successful in band.

The reason that would make quit band would be because all of my friends are gone or like I don't like the band teacher.

Question 45

I don't have any friends that have dropped band currently.

Many friends. One reason is that they weren't challenged enough by their elementary teachers.

My friends dropped out of band because they didn't like it. Shame on them!

NA

no

no

no

no

No none of my friends have yet dropped band.

No.

No.

they don't like it

to much work

Yeah, They didn't feel like doing it.

Yes and I don't know.

Yes it was to "easy" for them.

Yes they didn't commit enough, they didn't care.

Yes they didn't think if was fun anymore

Yes they were to busy to participate

Yes, and they dropped out because it wasn't "cool"

Yes, didn't like play and wasn't challenge or challenged to much.

Yes, didn't want to. And was failing other classes.

Yes, I have-they said it was two much work and they didn't have the time.

Yes, I really don't know.

Yes, it was boring.

Yes, my friends grades were dropping because they were too busy practicing for band they couldn't do school work.

yes, they didn't like it anymore

Yes, they didn't like it anymore

Yes, they didn't like the teacher of class.

Yes, they didn't like to play their instruments for such a long time and they didn't like the teacher.

Yes, they didn't think it was fun anymore.

Yes, they don't like it.

Yes, they dropped because of sports. They said they wouldn't have time to practice.

Yes, they just didn't like it anymore and was to time consuming.

Yes, they just didn't want to.

Yes, they thought it was boring and not very fun.

Yes. I don't know

Yes. It was due to los of interest

Yes. One of their reasons were that she/he didn't like it they thought it was boring.

Yes. They dropped out because they didn't think it was "cool" anymore.

Yes-boring.

Question 46

I would rate my experience a 8, since I've enjoyed band overall, and enjoy having my current teacher.

5

7 because I did special music camps and I have been in band for 4 years.

9.5 because it's fun to learn new things.

9 I just started

9

7 because I like Band but I don't like practicing.

9 because I love to play

10 would be my rate on my experience in band.

2 because I'm new

10 because I've been in band for years.

9

8

9, because I'm focused.

9 so far

10 it's fun and I am in multiple bands

9. I have been doing band for several years and have picked up on things from my family members.

8 because most time I have fun. But other times it gets boring.

9 because I like it but practicing can be a pain.

8.9 because I like band but there are some days where I want to quit.

7 because I can do better

7 because I have had a lot of fun

9, because I enjoying most of the time, once in awhile it is slow, but for the most part enjoyable.

7, at times I don't enjoy playing rehearsals because the band teacher stops a lot.

8 because I am really good but I have my flaws.

4, band isn't all that fun.

10 because I'm successful

5, I'm very busy so its hard to keep up.

I would give it a 8-I like the challenge but sometimes it gets in the way of other things.

An 8, band is fun for me and challenging but I really don't like to practice

9, you learn so much.

6 because its hard to keep up with practicing at home. Its more fun practicing in band.

8. I can't get some high notes.

9. Because I have fun but learn a lot

7. I enjoy band but it could be more interesting and fun.

6, because I really don't like it anymore

10 I have had lost of fun, and learned a lot

8 because I know a lot about my instrument but I don't practice so I don't really get better at playing it.

7. I think I am fairly experienced but I still have a lot to experience and learn.

9-there are almost no negatives in band.

Question 47

All are really important!!!

friends, parents, teacher, makes you happy, trips, important in school, money

friends, trips, makes you happy, money

important in school, successful in band, friends, teacher, parents, makes you happy, money

important in school, successful in band, teacher, parents, makes you happy, trips

important in school, the rest in the middle, money=least important

liking your band teacher

makes you happy

makes you happy, competing, trips, successful in band, teacher, parents, important in school, money

makes you happy, friends, important in school, parents, teacher, trips, competing, important to school, successful in band, money

makes you happy, friends, important in school, teacher, trips, successful, competing, money

makes you happy, friends, successful in band, parents, teacher, competing, trips, money, important in school

makes you happy, important in school, parents, trips, successful in band, friends, competing, money

makes you happy, important in school, successful in band, friends, teacher, parents, trips, money

makes you happy, parents, competing, friends, important in school, successful in band, money, teacher, trips

makes you happy, parents, teacher, competing, trips, important in school, successful in band, money, friends

makes you happy, parents, teacher, friends, important in school, successful in band, money, competing, trips

makes you happy, parents, teacher, important in school, money

makes you happy, parents, teacher, important in school, successful in band, competing, trips, teacher, money

makes you happy, successful in band, friends, trips, important in school, parents, teacher, competing, money

makes you happy, successful in band, parents, friends, important in school trips, competing, teacher, money

makes you happy, teacher, competing, trips, friends, parents, important in school, money

makes you happy, teacher, competing, trips, successful, important in school, parents, friends, money

makes you happy, teacher, friends, parents, important in school, successful in band, money

makes you happy, trips, competing, successful in band, teacher, important in school, money, parents, friends

NA

parents

parents

parents, competing, teacher, trips, friends, important in school, successful in band, makes you happy, money

parents, makes you happy, successful in band

parents, makes you happy, teacher, competing, friends, trips, important in school, money, successful in band

parents, money, friends, teacher, trips, important in school, makes you happy

parents, successful in band, makes you happy
parents, teacher, friends, important in school, successful in band, money
parents, teacher, makes you happy, successful in band, trips, money, important in school
teacher, makes you happy, trips, important in school, competing, successful in band, friends, money
teacher, money- (not important)
teacher, parents, trips, friends, competing, makes you happy, successful in band, money
trips, important in school
trips, money, important in school, teacher, makes you happy, friends
trips, parents, friends, important in school, competing, makes you happy, money teacher

High School Short Answer Responses

Question 41
A single reason I would choose to remain in band is to keep that feeling of empowerment and success I get when I play.
Because I enjoy doing it.
Because it makes me a well rounded student
Because my friends are in band
Because my friends are in band
I enjoy playing my instrument
I enjoy playing my instrument and the disciplines of band have helped me grow as a person.
I feel that playing an instrument of any sort can be a spiritual experience. Band gives me several opportunities to play like this.
I have been doing it since I was in 4th grade and have come a long way to quit now.
I just enjoy music and being around others who do it.
I like learning new music and trying new things.
I like playing in band. It clears my mind.
I like playing my instrument
I like the sound my instrument makes to most music.
I play in band because it helps relieve school day stress. I have never heard of "Band Drama" or "Band Gossip"
I really enjoy being challenged and having fun.
I really like the teacher. (and as a side note it is fun to torment her)
I remain in band because I love music. I like learning new pieces. Playing an instrument makes me happy.
I remain in band because playing an instrument is pure beauty.
I would remain in band because I like to learn new things and learn new instruments.
I would remain in band because I love playing music.
I would remain in band because it's fun to be able to work with other people and show a group's talent off.
I would remain in band because playing my instrument is kind of like an escape, I don't have it amazingly at home and playing the flute gets me through things.
I would stay because I enjoy creating music and expressing.
I would stay in band because it gives me time to have fun in school while learning at the same time.
I would stay in band to compete in all-county
If I had to choose one reason why I would remain in band, it would be that it's fun to do and I enjoy it.
It brings about a new way of thinking that is helpful to me.
It gives me a sense of relief. If I am having a bad day I pick up and play my instrument and I become in a better mood.
it helps me read music for chorus
It improves my overall grade in school.
It would be because I love to make music.
It would have to be it helps me get through my day. Everyday when I come to school the one thing I

look forward to is band.
it's fun
looks good for college, and makes you a better student
My friends are in it.
My mom likes it when I play
NA
NA
NA
NA
NA
One reason I remain in band is because my parents won't let me quit.
One reason I would stay in band is because I love music and I'm happy when I play my instrument.
One reason I would stay in band would be because it looks good on a college application.
One reason would be because I want to learn new instruments. I love music and being able to play a type of instrument. I want to even learn a new one too.
Playing an instrument relieves a lot of stress.
playing more challenging and diverse music
Playing my instrument is enjoyable.
The fun get togethers, trips, parades, and fun stuff.
The fun of playing an instrument
The people in band are really nice and funny.
The teacher is my number one reason.

Question 42

being challenged b/c most of the time we play easy music and I like being challenged and eventually succeeding.

Being challenged because it helps me improve and challenge myself to be better.

Being challenged because it is important to go beyond what you think is the limit of your abilities.

Being challenged in band is the most important part for me because it helps me learn and grow.

being challenged so that I can improve.

Being challenged: when you jump a hurdle and land, you've advanced, learned, and grown, and it feels magnificent.

Being challenged-it motivates me to try my best and push myself.

Being successful , if I have to choose one of the above. The most important thing not listed is just being able to play. With all of the new education standards in place, band has become less about instruments and more about pencils and papers which are, in my eyes, unnecessary.

being successful b/c if I fail at something it irritates me.

being successful because I see music as something I want to do for the rest of my life.

Being successful because it makes you feel accomplished and have a positive outlook on things

being successful because of the great opportunities it creates where I can improve on many things.

Being successful because that is my main goal in life.

Being successful is most important to me I wish to pursue my dreams in being a music teacher in the future.

Being successful, because if you aren't successful, you won't have fun and will probably quit. You have to practice to get better.

Being successful, because there is no point of trying to play an instrument if you don't want to get better.

Being successful. I have very little self-esteem and I usually excel in band so it helps with that

being with my friends because I don't have other classes with them.

Being with my friends because we all collaborate and use our instruments to become closer.

being with my friends. I know we will always be in 1 class together and we have playing an instrument in common.

Being with your friends because it makes it fun.

Definatly being challenged. We aren't going to do well in life if were not being challenged.

Going on trips because you get to see others peoples effort while enjoy and learning at the same time.

Having fun

Having fun and being challenged because that's what I want in life- to always have fun but to also always better myself.

having fun because if you don't enjoy doing something then there is no point continuing it.

Having fun because if you're not having fun, none of the other things matter to me anyway.

having fun because it makes me fly

Having fun because this is one thing that makes me different from my friends and family. I get to play music and enjoy it at the same time.

having fun because it makes me like playing my instrument more

having fun is most important because if you do not, whats the point of doing it.

having fun is most important to me in band because it adds a bright spot to my stressful day

Having fun is most important. As long as I am having fun, no music is too challenging for me
having fun it's the 1 class you can have fun in and still learn something.
Having fun, because none of the others matter if you don't have fun.
having fun, so we all get along without screaming
Having fun; interesting music with activities.
I feel being challenged is most important because it intices you to work harder.
I think being with your friends is most important because when you're with them you have fun and enjoy being in band more.
If you like your teacher then you are more abt to practice and become a good player.
I'm with my friends
Its good in life to be challenged and possibly fail becaue it helps build character and helps you learn all at once!
Liking your teacher because if you don't like them anything they say will annoy you and make you mad.
liking your teacher because if you don't like your teacher you might not want to try as hard
Liking your teacher is the most important
NA
NA
NA
NA
NA
The most important thing for me in band is having fun. No matter what we do you always have to have a little fun or it would be boring.
The most important thing I say is being challenged. I enjoy the easy stuff but I like the feeling of being able to complete a hard piece and playing successfully
with every challenged there is a chance to expand my skills. The more skills you develop the better you can express yourself and enjoy life

Question 43

Band looked fun and interesting.

Because being able to make beautiful sound that no one can recreate without an instrument is important to me.

Because everyone else in 4th grade did it and I wanted to learn an instrument.

Because I really wanted to ever since I was in pre-school and maybe because my older brother played an instrument.

because I thought it was cool and my parents wanted me too

Because I want to become more musically inclined.

Because my brother and sister did

because of my cousins

Both my mother and my aunt tried to play flute and never could so I proved that I could do it.

Everyone was asked to join band in 4th grade so I joined.

I join band because my brother brought home a lot of different instrument which intrigued me.

I joined band because I like music and I always wanted to be in band.

I joined band because I thought it was fun (and I'm right).

I joined band because I wanted to. I'm not actually sure why.

I joined band because I would like to take music and have a career out of it when I graduate from high school.

I joined band because I've been watching my dad play drums and it inspired me.

I joined because I wanted to be able to learn an instrument and it would be really cool.

I like music

I like music and really wanted to try an instrument.

I liked music and wanted to get involved in it.

I love music and I'm very musically inclined and like to learn new stuff

I personally wanted to and my older brother had an influence on me because I saw him playing concerts and I looked up to him and thought it was cool.

I thought it would be fun and interesting to learn to play an instrument.

I thought playing an instrument was cool.

I wanted to be in band like my siblings.

I wanted to join band because I played piano for 6 years in elementary and middle school and I wanted to keep playing.

I wanted to join band because when I was little I had a dream to become a musician.

I wanted to join band in 4th grade because everyone else did, and it was the cool thing to do.

I wanted to join because it is what my siblings did.

I wanted to join because it looked fun and to a lesser extent it looks good for colleges.

I wanted to play an instrument my entire life. Now I'm very happy with the decision and instrument I chose.

I was impartial to the idea at first.

In 4th grade when I joined I joined because I thought it was cool and also because my friends were joining. I'm glad I did!

it looked fun

It looked like fun.

It seemed fun and they needed a trumpet.
It seemed fun.
it seemed fun.
it seemed interesting and my family urged me.
It seemed really cool and interesting.
it was better than doing sports
It was something I felt I could do without being athletic.
I've always had an interest in music and a lot of my friends joined.
My cousin played an instrument and I thought it was really cool so I joined too.
My family did so I was forced to be as well.
My father encouraged me to follow on the tradition of percussion in the family. It's stuck with me ever since.
My mother is a musician and so since I was small I was enlightened to music.
My parents forced me to join.
My parents made me.
NA
NA
NA
To do something I have never done before.

Question 44

because of bad people

Definatly outside reasons. The only way in the world I would quit would be because of money

disliking my teacher because they influence you the most.

Disliking the teacher. I can only put up with someone that makes me upset for so long.

Disliking your teacher, if I don't like my teacher I probably wouldn't try as hard as I would if I did.

friends quitting because having friends you know make band funner.

grades being to low

Having a bad teacher might, but so far they're no bad band teachers.

I would choose that it is not a priority in my life. I have a job, social like, and good grades. If band were compromising those things, I would quit.

I would have to say outside reason such as people in band making me depressed.

I would never quit band because I love it, but if I really had to I would quit of a bad grade or something outside of school.

I would never quit band for no reason. I love playing my instrument.

I would never willingly quit. The only way I would quit would be if my parents made me.

I would only quit band if, well its hard to think of a reason. I would only quit if band was beginning to have a negative impact on my character of grades.

I would only quit band to make room for other classes, but I will do everything I can to prevent that from happening.

I would quit band if I didn't like my teacher because then it would be hard to enjoy band and keep learning.

I would quit because I am too busy to be as successful as I would like to be.

I would quit because I might not enjoy it anymore which would in turn end up with me not trying and earning a poor grade which would hurt my overall average.

I wouldn't stop playing but...if I had to choose a reason to quit it would be because of lack of support.

If I didn't have enough time in my school schedule to fit band. I would actually have to drop it.

If I feel like I'm not challenged I will become bored and not want to practice.

If I had a rude, annoying teacher, then I would quit band b/c I can't stand listening to them.

If I had to quit band it would be because I didn't like my teacher. If I don't like you as a teacher, I will not want to participate in band.

If I had to quit band, It would most likely be due to my academic class grades. I would want to catch up and not fail.

If I had to quit, it would be because my grades are too low in my other classes. Would want more study time to increase those grades.

If I quit it would be because I wasn't successful and it was bringing my grades down.

If I were to quit it would probably be because I disliked my teacher. All other aspects I could handle on my own.

if it was to get boring

If my friends quit

If other pursuits required so much time that I couldn't stay in band, then I would likely discontinue.

I'm not being successful. Because if you aren't getting better and learning new things, why stay in band?

It really isn't as fun as it was a couple of years ago; players don't care and don't practice at all and get

yelled at a lot., making the whole band stop for one part that they had already practiced in lessons.
It would be the lessons interfering with other classes that give out very important information on that day.
It's bringing my grade down. I don't have time to practice. My teacher can be crabby.
lessons. I don't think you need lessons to be in band. Band is supposed to be fun.
My reason would be that I do not have a lunch and my schedule is too full therefore, if I quit I could get help on school work, a lunch, etc.
NA
NA
NA
NA
NA
not fun anymore
not fun anymore and not being successful
not fun anymore because if I don't enjoy doing something then I'm just wasting my time continuing it.
Not fun anymore. I'd hate doing it if it wasn't fun for me.
Not fun anymore. If you can choose to do something that is fun, other than not fun, why wouldn't you?
Not fun anymore. Sometimes I don't find it as interesting and fun than I did before.
Not liking my teacher would have to be the reason.
One reason would be not fun anymore because I would lose interest but that's not th case.
One reason would be that my friends quit. They often call it stupid or nerdy.
Outside reasons like wanting to take more academic classes and focusing on my career job and what I want to be when I grow up.
The only reason I would quit band would be if my parents didn't support me or if me being in band didn't makes them happy because personally, making my parents proud comes before anything else.
The only reason why I would quit band would be because my parents made me because I would have too much stuff going on.

Question 45

?

Friends have dropped band but I don't know why.

I do have friends who have dropped and it was mostly because they didn't feel it had use in their lives.

I have friends who dropped band because they lost interest in it.

I have had friends who dropped because they found it boring and uninteresting.

NA

NA

no

No

No.

No.

Nope.

Some of my friends dropped band because they got bored.

Some of my friends quit band because they dislike the teacher and/or lost interest in the instrument.

That is wasn't to them

they hated the teacher and the constant pressure to practice 24/7

Yeah, they often drop because they're too busy or don't want to play anymore.

yes and I don't know the reason

Yes because of lessons during school

Yes because they decided without thinking to just join another class.

Yes because they didn't practice or go to lessons so they failed.

Yes because they didn't want to be in concert band while I was in wind ensemble.

yes because they feel it's not cool to be in band.

Yes I have had many friends drop. They had dropped band because they don't like the teacher and also because they aren't doing good in band.

Yes, band conflicted with sports, they grew uninterested, or they did not like the teacher.

Yes, because he wanted to take more classes besides band.

yes, because they didn't like the responsibilities of doing things such as homecoming and graduation.

Yes, because they didn't like the teacher or changed their opinion towards band.

Yes, because they didn't like the teacher.

Yes, because they thought it was boring.

yes, disliking the teacher/bad grades

Yes, he had too many other activities.

Yes, I ?

Yes, it's boring and time consuming.

Yes, she wasn't very good because she never practiced.

Yes, some of them dropped band because they didn't like the teacher or they didn't like their instruments and their band grade was bringing their average down.

yes, their other grades were dropping and they weren't practicing

Yes, they didn't like it and they didn't like the teacher and too much or a commitment.

Yes, they didn't like the teacher.

Yes, they didn't like the teacher.
Yes, they didn't want to do it anymore because it was too hard
Yes, they didn't want to play anymore because it was too much work.
Yes, they dropped it because they didn't find it fun and they weren't "good" (i.e. they never practiced)
Yes, they just didn't like band.
Yes, they just didn't want to play anymore.
Yes, they were not having fun with it anymore.
Yes. A lot of my friends have dropped out because the lessons are too hard to get to, or they don't want to miss a class.
Yes. Band is not a weighted course
Yes. There were various reasons but I think the biggest one was that their parents forced them to stay in band before.
Yes. They did drop band because they hated the teacher and didn't enjoy it.
Yes. They didn't enjoy it anymore, no room in their schedule, etc.
Yes. They disliked the teacher and could not properly focus on the music.
Yes. They thought it was a waste of time and corny.

Question 46

10 because I absolutely love it. There is nothing that would make me want to quit.

10 because my music teachers are awesome and helpful. I've made many new friends and I've gotten to do a lot that many people who aren't in band don't get to do. I also think it has made me more intellectual (from counting, discipline, etc)

10 I love learning new things and being the best I can be.

10! I have learned so much in band.

10, I love playing and learning to master an instrument.

10, it has brought me so many new opportunities and I have met great people

10. Easily a 10, because I always have fun in band, no matter what I'm playing. (Although my actual rating would probably be a 20 at the very least)

10. I've had so much fun in band and I've made friends too. Also, I've got to travel to places for competitions with the band and those trips are really fun.

10. I've made great friends and memories through band.

5 good music/social experiences

5. Because going on the trips to compete is fun but sometimes the teachers can be mean.

6 b/c I do ok in band but I dislike lessons

6 in LHS band, but using band as a window to other honor groups has been successful.

6, I have fun sometimes with playing but its time consuming and usually boring.

7 because I have more friends in band

7, because it has been fun.

8 because I enjoy most of it but not all of it.

8 because I like it but not many of my friends are involved in band.

8 because I thoroughly enjoy playing. I like my teacher, it's fun, challenging, and it gives you an opportunity to meet new people.

8 because sometimes it sucks-chair placement-but mostly it's fun.

8 it has its ups and downs but overall, it's a good experience

8 learning never stops, decent at playing

8 many improvements could be made but overall it is great

8, because band has always been fun, it's taught me new thing and I've made a lot of new friends from being in band.

8, because I have enjoyed participating but its not necessarily my favorite.

8, because it is fun and the teacher is supportive but I have a tendency to get into trouble.

8, I am new to band so I don't know that much yet.

8, I have had some good and bad times

8. Band has its ups and downs, but its mostly ups.

8. I have been able to swap instruments and have fun in band.

8. I have played since 5th grade so I have grown up with this experience.

8. I think a eight because overall almost everything is great but not every person has the feelings I have toward and don't do their best. This causes less challenging music and makes it less fun.

8/10 Most of the time it is fun but the days we do drill some pieces usually aren't as fun.

8-9, It's fun to do, It makes you look good on college applications or whatever they're called and you get to meet new people

8-It's not as bad as I thought it would be.
9 because I really enjoy being in band and the experiences it brings.
9, because its not the best and most enjoyable class all the time.
9, I love competition and it is relaxing but it has had some difficult spots.
9. It's a very nice group.
A 9 because sometimes I get bored, I would want to have more challenging pieces of music.
A nine or ten, I look forward to band, it's fun and it doesn't hurt my average or schedule, so there's no negatives from doing band.
Five. I like band but I don't really enjoy it.
I would rate band a 8 because It is fun and everyone is nice but sometimes it gets a little too much.
I would rate myself being a six or seven because this is my frist year in band but I am also catching on very fast.
My experience in band would be a 7 b/c it shows how a big group of ppl can come together for one goal but I don't have any friends in band which makes it boring.
NA
NA
NA
Overall-8, I didn't like the middle school (North Park's) teacher, but it is still fun! High School-10, the teacher is really nice and helpful, the people actually want to be in band and band is fun.
Probably an 8 band was (in middle school) and still is pretty fun but it gets more challenging and its pretty hard to practice you instrument if you do sports and other things.
Seven, I like learning new things in band, but sometimes it's hard because other people don't behave so we don't get to learn as much.
Ten because of the whole variety of music we play and how beautiful and unique each peace is.
Ten. I'm learning a skill that I will be able to use for the rest of my life.

Question 47
?
friends, money, teacher, makes you happy, parents, successful in band, important in school, competing, trips.
friends, parents, successful in band, makes you happy, trips
friends, teacher, trips, competing, successful in band, makes you happy, important in school, money
friends, teacher, trips, parents, important in school, money, competing, makes you happy, successful in band
important in school, friends, money, trips, teacher, parents, successful in band, makes you happy
important in school, makes you happy, successful in band, parents, competing, trips, teacher, friends, money
important in school, makes you happy, successful in band, teacher, friends, trips, successful in band, competing, money, parents
important in school, makes you happy, teacher, successful in band, friends, trips, competing, money, parents
important in school, successful in band, parents, friends, teacher, money, makes you happy
important in school, successful in band, parents, teacher, makes you happy, trips, competitions, friends, money
makes me happy, important in school, friends, competing, trips, successful in band, parents, teacher, money
makes me happy, trips, parents, successful, important in school, teacher, money
makes you happy, being successful, important in school, parents, friends, trips, teacher
makes you happy, competing, successful in band, parental, teacher, important in school, friends, trips, money
makes you happy, competing, successful in band, teacher, money, friends, parents, trips, important in school
makes you happy, friends, important in school, teacher, successful in band, parents, money, trips, competing
makes you happy, friends, successful in band, important in school, teacher, parental support, money
makes you happy, friends, successful in band, important in school, teacher, parents, competing, trips, money
makes you happy, friends, teacher, trips, parents, successful in band, competing, important in school, money
makes you happy, friends, trips, competing, successful in band, money, teacher, important in school, parents
makes you happy, important in school, parents, teacher, friends, successful in band, competing, trips, money
makes you happy, important in school, parents, trips, friends, successful in band, teacher, money
makes you happy, important in school, successful in band, competing, friends, teacher, trips, parents, money
makes you happy, important in school, successful in band, teacher, friends, competing, parents, trips, money
makes you happy, important in school, trips, friends, successful in band, competing, teacher, money, parents
makes you happy, important in school, trips, teacher, parents, competing, friends, successful in band,

money
makes you happy, parents, successful in band, important in school, competing, teacher, friends, trips, money
makes you happy, parents, successful in band, important in school, teacher, competing, trips, money
makes you happy, parents, teacher, trips, competing, important in school, successful in band, friends, money
makes you happy, successful in band, competition, trips, parents, teacher, friends, money
makes you happy, successful in band, important in school, teacher, friends, trips, competing, money
makes you happy, teacher, successful in band, friends, parents, trips, important in school, competing, money
makes you happy, trips, competing, friends, money, successful in band, teacher, parents, important in school
makes you happy, successful in band, important in school, teacher, parents, Competitions, trips, and anything included in the questions does not make the list
money, parents, successful in band, important in school, teacher, makes you happy, friends, competing, trips
NA
NA
NA
NA
NA
NA
parents, friends, successful in band, teacher, money, trips, competing, makes you happy, important in school
parents, makes you happy, friends, important in school, teacher, money
parents, successful in band, important in school, makes you happy, teacher, money, trips, friends
parents, teacher, makes you happy, competing, trips, friends, important in school, successful in band, money
parents, teacher, successful in band, makes you happy, friends, money, important in school, trips, competing.
successful in band, important in school, friends, trips, competing, money, makes you happy, parents, teacher
successful in band, makes you happy, important in school, parents, teacher, competing, friends, money, trips
teacher, makes you happy, friends, important in school, successful in band, trips, competing, money parents
teacher, makes you happy, important to school, successful in band, money, competing, trips, parents, friends
teacher, makes you happy, trips, parents, competing, important in school, successful in band, friends, money
teacher, parents, important in school, friends, makes you happy, successful, competing, trips, money

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