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Motivational Factors Affecting Recruitment and Retention in the Clever Band Program

Haley Morgan Adams

Missouri State University, Adams9991@live.missouristate.edu

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**MOTIVATIONAL FACTORS AFFECTING RECRUITMENT AND RETENTION IN
THE CLEVER BAND PROGRAM**

A Master's Thesis

Presented to

The Graduate College of
Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Music

By

Haley Adams

July 2021

MOTIVATIONAL FACTORS AFFECTING RECRUITMENT AND RETENTION IN THE CLEVER BAND PROGRAM

Music

Missouri State University, July 2021

Master of Music

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ABSTRACT

Student participation in band has many educational, social, and life benefits for students; however, high attrition rates reflect that many students are not motivated to join and continue in band. This study surveyed sixth, eighth, and tenth grade students in the Clever R-V School District to examine the factors that the students self-identify when deciding to enroll in and persist with band in school. The survey data were analyzed to identify key factors that affect students' recruitment and retention in school band. Students answered forty multiple choice questions that addressed areas of motivation including parental support, teacher-student relationship, intrinsic motivation, peer involvement, extrinsic motivation, financial aspects, competition versus ego, and the approach success/avoid failure component of goal orientation theory. The participants also answered seven or eight short answer questions that examined each student's specific perception and experience regarding band recruitment and retention. The survey results indicated that some of the motivational factors that affect students' decisions the most are peer involvement, teacher-student relationships, intrinsic motivation, and extrinsic motivation. Two larger motivational themes that the students identified through their short answer responses were band being fun and band offering social opportunities. This survey could help music educators in any school to recognize how some students perceive the band experience and could also help teachers to better inform their recruiting processes and teaching practices in order to make participation in band accessible for as many students as possible.

KEYWORDS: beginning band, participation, motivation, recruitment, retention, music instrument selection, musical instrument instruction, music education

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July 2021

Approved:

Daniel Hellman, Ph.D., Thesis Committee Chair

Brad Snow, D.M.A., Committee Member

John Prescott, D.M.A., Committee Member

Julie Masterson, Ph.D., Dean of the Graduate College

In the interest of academic freedom and the principle of free speech, approval of this thesis indicates the format is acceptable and meets the academic criteria for the discipline as determined by the faculty that constitute the thesis committee. The content and views expressed in this thesis are those of the student-scholar and are not endorsed by Missouri State University, its Graduate College, or its employees.

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OVERVIEW OF THE STUDY

There are many factors that affect students' decisions to enroll in and persist with band in school. This study will specifically examine the self-identified motivational factors that affect students' decisions to participate in band or not. It is important for band directors to know and understand these factors so that they can adjust recruiting practices and teaching techniques in ways that can motivate students to participate in band and meaningfully engage their band students in learning.

Statement of the Problem

Band is offered as an elective course in most schools across the country, but not every student chooses to participate in band as part of their education (Elpus & Abril, 2019; Pendergrast, 2020). Participation in band provides many benefits to students (Bucknavage & Worrell, 2005; Chrisp, 2006; Schmidt, 2005). In addition to developing and honing a particular set of musical skills, many students who participate in band learn an array of life skills, develop meaningful relationships with their peers, and create wonderful lifelong memories in the realm of music education (Gouzouasis et. al, 2008; Vasil, 2013). Being in band is challenging but rewarding, allows students to be creative in school, and offers unique educational experiences to students (Vasil, 2013; Weiss, 2016). The research showing the benefits of music education to students and supporting student participation in a musical activity or ensemble is extensive (Bucknavage & Worrell, 2005; Chrisp, 2006; Gouszouasis et. al, 2008; Schmidt, 2005; Vasil, 2013; Weiss, 2016), so why aren't more students motivated to participate in band?

Through the use of this study, I will examine the self-identified motivational factors that affect students' decisions regarding band recruitment and retention. Every school year, band directors across the country write beginning band parent letters, put on recruitment concerts, and encourage students to test instruments in an effort to recruit students for the band program (Feldman & Contzius, 2011). Of course, many students do participate in band. Elpus and Abril (2019) found that by high school, 11% of students nationwide are still participating in band. But why don't more students give band a try? What are the key motivating factors that cause some students to enroll in band and others to pass right on by? How can band directors reach more students and motivate them to choose band as part of their education?

Similarly, band directors are concerned with band student retention (Corenblum & Marshall, 1998; Pendergrast, 2020; Sandene, 1994). Once a student has enrolled and participated in band for a period of time, there are factors that affect his or her decision to continue in band or not (Albert, 2006; Bucknavage & Worrell, 2005; Gouzouasis et. al, 2008; Yoo, 2020). This can be an area of frustration for band directors because many students quit band without a word to their band director. Those students who do give a reason are often very vague or cannot really describe their feelings or reasoning. Through this study, I will work to extend the prior research that has been done concerning band student retention in an effort to help band directors adjust teaching practices in ways that will promote student learning and engagement, provide adequate challenge, and ultimately motivate students to continue their participation in band in school.

Purpose of the Study

The purpose of this study is to examine the self-identified motivational factors that affect why or why not students decide to enroll in and persist with band in school. It can be frustrating

for band directors to put a lot of time and effort into recruiting processes and then have only a small number of students enroll in band. In addition, students often decide not to continue taking band but do not follow up with their band director about the reason(s) why. This study aims to examine the motivating reasons behind students' decisions to take band or not in order to inform recruiting processes and teaching practices in a way that reaches as many students as possible. Data will be collected through a student survey at one Southwest Missouri school in grades 6, 8, and 10.

Research Questions

1. What self-identified motivational factors affect students' decisions to enroll in and persist with band in school?
2. How do self-identified motivational factors regarding band participation differ among 6th, 8th, and 10th grade students?
3. How can band directors use the motivating factors that affect students' enrollment and continuation in band to make decisions regarding recruitment and retention in school band programs?

Research Design

Students in grades 6, 8, and 10 at Clever R-V School District completed an electronic survey for this study. Grades 6, 8, and 10 are significant because those are the times in which students are beginning band, almost halfway through the band program, and over halfway through the band program. Students' perspectives change over time throughout middle school and high school. Surveying students at different points throughout those years provides an insight into how student perception of their participation in band or other activities might change over time. Research data were collected through student surveys in order to efficiently collect data from a large number of study participants.

Significance of the Study

Music ensembles are a unique part of an education experience. Participation in band, for example, has numerous educational, social, and life benefits for students (Bucknavage & Worrell, 2005; Chrisp, 2006; Schmidt, 2005). Traditional classroom settings often do not allow students the same opportunities for musical creativity, collaboration and cooperation with peers in performances, or leadership and responsibility. In addition, band directors want their band programs to have high enrollment numbers and thrive (Chrisp, 2006; Gouzouasis et. al, 2008). This study examined the motivational factors that affect students' decisions to enroll in and persist with band in the Clever School District. The results of the study will be used to better inform recruiting processes and teaching practices to reach more students in the school, build the band program, and ultimately help the students grow and succeed through participation in band.

Assumption

1. Students will put forth their best effort and answer survey questions honestly.

Limitations

1. Parents will allow and support their children to participate fully in the study.
2. School closures and/or quarantine may interrupt or limit participation in the study.
3. Student participation in band is limited by outside factors, which may or may not be perceived by the student, and might not be represented in the survey responses.

Definition of Terms

1. Band recruiting-practices that lead students to take band

2. Beginning band-students started band for the first time
3. Band student retention-keeping students in band, why students stay in band, why students quit band
4. Musical instruments-the instruments played by students in band
5. Music instrument selection-why students select the instrument that they play
6. Timbre preference-what sounds students prefer to hear and/or play
7. Music education-education that centers around the knowledge and skills needed to perform music
8. Music techniques-the specific skills needed to perform music with technical ability
9. Musical instrument instruction-education that centers around the teaching of musical instruments

REVIEW OF LITERATURE

A variety of motivational factors affect students' decisions to participate in band. This review of literature will examine existing trends in band student participation, recruiting practices, attrition and retention rates, and student motivation for enrolling and continuing in band. Having a deeper understanding of these four areas can help band directors improve their recruiting practices and teaching techniques in ways that will motivate students to enroll in and persist with band in school.

Demographics of Band Participation

There is no standardized checklist that will predict whether a student enrolls in band or not. However, there are certain trends that are evident in the demographics of the band population in schools (Albert, 2006; Bucknavage & Worrell, 2005; Corenblum & Marshall, 1998; Escalante, 2019; Kinney, 2019; MacLellan, 2011; Pendergrast, 2020; Torrance & Bugos, 2016; Warnock, 2009). A few of the trends that are noticeable in the existing research are how much socioeconomic status (SES), race/ethnicity, academic performance, gender, personality traits, and previous connections to music affect students' decisions to participate in band.

One of the strongest trends among band student participation is that students with high socioeconomic status (SES) are more likely to be in band (Albert, 2006; Kinney, 2019; Pendergrast, 2020). In fact, Kinney (2019) found that students with high SES were 42% more likely to enroll in band than their low SES peers. Albert (2006) also explored some of the reasons high SES and participation in band are related. In his article, he concluded that children of higher-level employees were twice as likely to study music than those of working-class parents;

SES predicted perceived parental support; high SES families can typically afford the costs associated with participation in band, and high SES households are more likely to hold positive attitudes toward music. Pendergrast (2020) found that students from low SES backgrounds are underrepresented in secondary music ensembles, particularly in band and orchestra. Kinney's 2019 article also proposed that SES can be a limitation to participation in band because low SES students may not be able to afford instruments. Kinney and Albert both found that students from higher SES households tended to participate in band longer than lower SES peers.

Socioeconomic status also predicts school support of instrumental music classes, and in turn students' attitudes and intentions of participating in those classes, so high SES affects band participation both at the household level and at the school level (Albert, 2006). Schools with perceived support of the music programs have more students participating in the programs. Pendergrast (2020) also pointed out that the district level poverty concentration often directly affects school music ensemble offerings. Schools with lower poverty levels, or higher SES, offer more music courses and schools with higher poverty levels, or lower SES, offer fewer music courses.

Another factor that affects student participation in band in school, perhaps related to SES, is student race/ethnicity (Elpus & Abril, 2019; Escalante, 2019; Kinney, 2019; Pendergrast, 2020). Students of color are underrepresented in band classes (Elpus & Abril, 2019; Escalante, 2019; Pendergrast, 2020). Kinney (2019) specifically found that Hispanic students were 48% less likely to enroll in band than non-Hispanic students. Similarly, Elpus and Abril (2011) found that Latinx students made up 15.1% of the student population, but only 10.2% of music students. Asian and Black or African American students also have lower rates of participation in band (Elpus & Abril, 2019; Kinney, 2019). Many of the researchers speculate that students of color

have lower enrollment numbers in band due to the costs associated with band (Albert, 2006; Elpus & Abril, 2019; Escalante, 2019; Pendergrast, 2020). These costs could include band instrument rental/purchase, band fees, private lessons, and time.

There are also trends among students' academic performance and their participation in band (Bucknavage & Worrell, 2005; Elpus & Abril, 2019; Kinney, 2019). Generally, students who are academically high achievers also participate in extracurricular activities, including band, at higher rates (Bucknavage & Worrell, 2005). Bucknavage and Worrell conducted a study of students attending a summer program in 2000, and they found that 26.2% of "academically talented" middle school students and 19.6% of "academically talented" high school students participate in band in school. It is important to many students, high-achieving students in particular, that they achieve success in their chosen activities. Consequently, many studies have found that if students do not find that they are accomplishing success in their study of music, they will give up (Yoo, 2020).

Next, participation in band tends to be higher for female students than male students (Bucknavage & Worrell, 2005; Elpus & Abril, 2019; Kinney, 2019). In Kinney's (2019) study of urban students' enrollment in music elective courses, females consistently comprised higher percentages of enrolled students than males. For band specifically, Kinney found that male students were 15.5% less likely to enroll than female students. The same trend is found in other studies. In Bucknavage and Worrell's (2005) study of academically talented students, female students reported significantly higher rates of participation in many extracurricular activities, including music.

Researchers have also found that many students who participate in band share common personality traits (MacLellan, 2011; Torrance & Bugos, 2016). Torrance and Bugos (2016)

suggest that “personality influences ensemble enrollment and instrument selection as well as levels of music participation” (p. 36). Teachers should understand that personality often affects student choices, and be ready to adapt teaching practices to those characteristics (MacLellan, 2011). Some of the most common personality traits found among students enrolled in band are introversion, intelligence, self-sufficiency, intuitiveness, feeling, and perception. This means that many students in band are introspective, self-starters in their learning. In addition, these students enjoy being creative and having a degree of control on school assignments. MacLellan does stress that although there are trends among students who participate in band to exhibit these personality traits, the traits themselves do not constitute a requirement for band enrollment.

Finally, related to personality traits, there are trends among students who participate in band to have a previous connection with music (Corenblum & Marshall, 1998; Vasil, 2013; Warnock, 2009; Yoo, 2020). Several studies point to parental and/or peer influence when it comes to students participating in band (Albert, 2006; Vasil, 2013; Yoo, 2020). Yoo (2020) concluded that “an individual’s important referents, such as parents, teachers, and friends” affect his or her attitude toward band or music, and in turn he or she could be more motivated or less motivated to participate (p. 38). Students with parents who support music education are more likely to participate in band due to positive parent attitudes toward music and parental involvement (Albert, 2006). Household musical exposure and parents’ attitudes toward music can affect a child’s participation in music either consciously or unconsciously. Ultimately, parental support of student participation in band can greatly contribute to continued participation in band.

There have been noticeable demographic trends among student participation in band in school (Albert, 2006; Bucknavage & Worrell, 2005; Corenblum & Marshall, 1998; Escalante,

2019; Kinney, 2019; MacLellan, 2011; Pendergrast, 2020; Torrance & Bugos, 2016; Warnock, 2009). Factors including socioeconomic status, race/ethnicity, academic performance, gender, personality traits, and previous connections to music affect students' decisions to participate in band or not. Since there are student demographics that routinely exhibit lower participation rates in band, it is important for band directors to consider how to reach underrepresented students during the recruiting process and motivate them to enroll in band.

Recruiting Practices in Band Classes

There is considerable research that has examined the common recruiting practices among band directors (Bazan & Bayley, 2009; Feldman & Contzius, 2011; Fischer & Hamburg, 2001; Kerstetter, 2011; Millican, 2017; Vasil, 2013). In general, researchers agree that having and/or writing out a detailed plan is the most effective way to achieving a successful recruiting process (Bazan & Bayley, 2009). Kerstetter (2011) stated that most high school directors have informal recruiting plans, but would probably benefit from a having a written plan. Fischer and Hamburg (2001) suggested that a band recruitment timeline should be created and implemented.

Across multiple studies, researchers cite several tried and true band student recruiting tactics including frequent and clear communication from the director to prospective students and parents, instrument testing/fitting, concerts put on by older band members, and parent meetings (Feldman & Contzius, 2011; Fischer & Hamburg, 2001; Millican, 2017; Vasil, 2013). Feldman and Contzius (2011) outline an eight step recruitment process: (a) exposure concerts, (b) recruiting concert, (c) letter home to parents, (d) parent informational meeting, (e) aptitude testing, (f) classroom teacher interviews, (g) instrumental fittings and assignments, and

(h) follow up letter to parents. One powerful takeaway from Feldman and Contzius's recruitment process is that "how students initially succeed with their instruments is crucial for their future success and retention, as students who perceive themselves to be successful at tasks are less likely to disengage from them" (2011, p. 280). This demonstrates the importance of being meticulous throughout the entire recruiting process, but particularly with instrument testing/fitting, to ensure that students achieve early success on their band instrument. Ultimately, however, "the student's desire and motivation to play an instrument may be the most important factor in making a successful selection" (Millican, 2017, p. 51). Band directors who put time and effort into these processes for students and harness students' motivation to learn should see the results in the students' performance on those instruments.

In addition to commonly used band recruitment approaches and processes, there are commonly cited reasons that students do not enroll in band. Fischer and Hamburg (2001) identified student apathy, lack of information, economic hardship, time constraints, lack of motivation, and misconceptions as reasons students did not enroll in band. Being aware of these reasons can help band directors hone and improve their band recruitment process to reach more prospective band students.

One area in which the research falls short concerning band student recruitment is measuring the student-reported effectiveness of recruitment strategies. Much of the research on band student recruitment has focused on what steps successful band directors have followed (Bazan & Bayley, 2009; Kerstetter, 2011). Many band directors use similar recruiting strategies including, but not limited to: student concerts, instrument testing/fittings, and parent meetings (Feldman & Contzius, 2011; Fischer & Hamburg, 2001; Millican, 2017; Vasil, 2013). Future

research could examine what items specifically aided students in making the decision to enroll in band and to what extent particular recruitment strategies aided in the decision-making process.

Factors of Band Student Attrition and Retention

Several factors affect band student attrition and retention (Gouzouasis et. al, 2008; Pendergrast, 2020). Some of the most common factors include student interest, socioeconomic status, time commitment, and overall student motivation (Albert, 2006; Bucknavage & Worrell, 2005; Fischer & Hamburg, 2001; Hudson, 2004; Yoo, 2020). Band directors who are aware of these factors and work to combat issues that arise from these factors can have an effect on their band student attrition or retention rates.

Students who participate in band are developing and honing a very specific set of musical skills. Bucknavage and Worrell (2005) called it the development of a talent and summarized the development of talent as having three phases: (a) a phase characterized by interest and involvement; (b) a phase characterized by commitment to the discipline; and (c) a phase characterized by deciding to be a leader in that domain. As students progress through these three phases in any activity, fewer and fewer continue on with the activity. Phase two typically occurs during the adolescent years. During the adolescent years, many students try numerous activities but, according to the phases of talent development, some students will not make it through phase two. Students who begin band and do not make “commitment to the discipline” are the students who drop out.

On the other hand, research has revealed many reasons that students do not make that commitment to band (Colwell & Goolsby, 2002; Hudson, 2004; Sandene, 1994). These studies have simply revealed “loss of interest” as the primary reason students drop out of band (Colwell

& Goolsby, 2002). Loss of interest could probably stem from and encompass many other factors, but the research is not always specific. Gouzouasis et. al (2008) cited some more explicit reasons as to why students do not continue to enroll in band: students consider band to be a short term hobby, band conflicting with sports, scheduling problems, and lack of parental support. It is also possible that some students are pre-disposed to quit band (Vasil, 2013). Vasil found that “the lowest achieving students had low commitment to the program from the start” (p. 79). Although these are a few of the reasons or factors that cause students not to continue participation in band, individual student motivations to continue band or quit can and do vary and research findings differ from state to state, region to region, or even school to school.

Strategies for Boosting Retention in Band Programs

While some attrition is normal and expected in all school programs and activities, band directors and other school personnel are often concerned with ways to keep attrition rates for band down and retention rates for band up (Sandene, 1994). Band directors, in particular, look for ways to protect and sustain their most important resource—the students (Chrisp, 2006).

One factor that affects band student retention throughout their music education is socioeconomic status (SES) (Albert, 2006; Fischer & Hamburg, 2001). Students with high SES tend to participate in band longer than students with low SES (Albert, 2006). Students from low SES households do participate in band, although at lower numbers, and continued costs as students move through middle school and high school can cause low SES students to drop out. In order to retain these students, and all students, in the band program, “the obstacles to student participation need to be addressed” (Fischer & Hamburg, 2001, p. 18). Some specific examples of obstacles concerning students’ SES could be the cost of acquiring/renting an instrument, band

fees, or private lessons. Band directors and band booster organizations can be creative about working with students to overcome these financial challenges and keep these students in band.

A second factor that affects band student retention is scheduling and/or time commitment (Bucknavage & Worrell, 2005; Fischer & Hamburg, 2001; Pendergrast, 2020; Yoo, 2020).

Bucknavage and Worrell (2005) found that academically talented students tend to participate in two to three extracurricular activities on average. With band students likely being involved in other activities as well as band, it is important to look for ways to work with students on scheduling and time commitments related to band (Fischer & Hamburg, 2001; Pendergrast, 2020). Fischer and Hamburg (2001) advised that band classes take place during the school day and that they are not scheduled at the same time as recess or other activities. Yoo (2020) cited scheduling conflicts and concerns about the time requirements of marching band as issues that affect high school band student retention. Showing students that the time commitment is possible and manageable could help retain those students in band.

One final factor that affects band student retention, and one that will be explored in much more detail in the next section, is student motivation (Hruska, 2011; Yoo, 2020). Yoo (2020) states that students who see value and achieve success in band will want to continue to participate in it year after year. In addition, building on students' musical competency and reinforcing their skills can motivate students to continue to enroll in band. Student motivation may be the single greatest key to band student retention, and that is why it is so important for band directors to thoroughly understand what motivates students' actions and decisions concerning participation in band.

Student Motivation for Enrolling and Continuing in Band

When you get to the root of the issue, student motivation to participate greatly influences their decisions to enroll in band (Hruska, 2011; Millican, 2017; Vasil, 2013; Weiss, 2016; West, 2013; Yoo, 2020). Depending on the particular source, researchers claim that motivation accounts for about 20-27% of student achievement in learning (Arnold, 1997; Asmus, 1994; Millican, 2017). With motivation being such a driving force behind student achievement, it is important that band directors understand what motivates students to participate in band so recruitment and retention efforts will be most effective (Hruska, 2011). It should also guide day to day instructional decisions that affect student learning in band (Tucker, 2018; Yoo, 2020). This section will take a deeper look at intrinsic motivation, enjoyment, goal-orientation, and strategies for motivating students to participate in band.

Intrinsic motivation is the first aspect of motivation to consider for band participation, because students who are intrinsically motivated to learn in band have a deeper, personal connection to their learning (Hruska, 2011). Intrinsic and extrinsic motivation can both be effective for students, but research concerning student motivation to continue participating in band focuses on the importance of learners being or becoming intrinsically motivated (Vasil, 2013). While students often begin band as a result of extrinsic motivation, the goal for many teachers is to move students toward becoming intrinsically motivated independent learners. In other words, teachers should work to find ways to increase intrinsic motivation in their students in order for the students take over the ownership of their learning. Intrinsic motivation “makes learning its own reward” because the students have a deep, personal interest in the subject matter (Hruska, 2011, p. 4). Personal interest in band can be sparked by many things (Gouzouasis et. al, 2008; Hudson, 2005; Vasil, 2013; Warnock, 2009). Instrument tryout days, seeing peers perform

in concerts, and spending time with friends making music were some motivating reasons elementary students gave in a 2013 study about participating in band (Vasil, 2013). When students are effectively motivated through intrinsic motivation, it can lead to enjoyment in learning.

Enjoyment in learning is an aspect of intrinsic motivation that further affects participation in band (West, 2013; Yoo, 2020). Enjoyment often occurs when students find equilibrium between feeling competent, autonomous, and relevant in an activity (West, 2013). Yoo (2020) contended that “overall love of and pleasure in making music were influential factors in predicting all students’ decisions for continued participation in an ensemble” (p. 20). One way to build enjoyment in band is to boost student confidence through positive affirmations and experiences. Band directors can also bolster student confidence by supporting them both academically and socially, as well as helping them to develop their musical skills.

Next, band directors should consider how goal-orientation affects student motivation to continue to participate in band (Arnold, 1997; Hruska, 2011; Tucker, 2018). There are two main types of goal orientations for learning: mastery goals and performance goals (Hruska, 2011). “Students who favor mastery goals are motivated by the process of learning and achieving challenges presented to them” (Hruska, 2011, p. 4). Similar to intrinsic motivation, mastery goal-orientation is important for students because it also leads to deeper, more meaningful learning. Students who set mastery goals are more intrinsically motivated to learn because they understand that they have the power to improve their skills by increasing their effort. In other words, students who are mastery goal-oriented attribute their success to their effort, rather than ability or talent. This is important because what students believe to be the cause of their success or failure directly influences their motivation for related tasks in the future (Tucker, 2018). As students

progress through band, they tend to attribute successes less toward effort and more toward ability or luck (Arnold, 1997). Band directors need to carefully tailor instruction and create classroom environments to combat that trend.

There are strategies band directors can use to increase student motivation in band (Tucker, 2018; Yoo, 2020). Five specific strategies identified by Yoo (2020) are to (a) give students a voice in expressing choices, ideas, and opinions, (b) place emphasis on each individual student's effort and progress, (c) build positive teacher-student relationships, (d) show a real interest in each student, addressing their needs and caring about them, and (e) continue to develop each student's musical skills and understanding of the subject matter. There are many ways to put these five strategies into action in the band room, including the following methods aimed at helping to improve secondary instrumental student motivation (Tucker, 2018). First, students who have autonomy-oriented teachers, rather than control-oriented teachers, tend to be more intrinsically motivated, which aligns with Yoo's strategy to give students a voice in the classroom. Tucker also suggested that "teachers meet student needs by planning challenging lessons, exhibiting a warm demeanor, seeking student input, facilitating skill development, and encouraging positive peer relationships," which goes along with Yoo's points about building positive relationships, addressing student needs, and developing students' skills (p. 8). Finally, teachers should use words that are positive, encouraging, approving, and process-based, which is exactly what Yoo was referring to in placing emphasis on each individual student's effort and progress (Tucker, 2018). With these strategies and practices in place, teachers can more effectively influence student motivation in band classes.

It is important for band directors to understand what motivates students to participate in band in their particular program in their school (Varner, 2018). Varner conducted an action

research study with the high school band students at his own school, examining what motivated the students to participate in band. Forty-five students completed the survey and then ten of those students were selected to be interviewed as well. He found that there was a wide variety of factors that affected students' decisions to participate in band, and concluded that those factors fit into three broad categories: environmental factors, behavioral factors, and cognitive factors.

When Varner (2018) coded the survey and interview responses, environmental factors, behavioral factors, and cognitive factors were the three broad themes that emerged.

Environmental factors that affected students' participation in band included things like having family connection to band, band providing stress relief or relaxation, band allowing the student to make connections with others at school or in the community, and band class being like a family. Behavioral factors affecting student participation include things such as having a love for music and band seeming like a club or sports team to the student. Finally, cognitive factors that affect students' decisions to participate in band included the challenge that band provides and band being offered as a class at school.

Environmental factors were the most prevalent among the students in Varner's study (2018). Many students stated that they enjoyed the band classroom environment, being around their band classmates, and the feeling that band was a family. Love of music, a behavioral factor, was also a very common theme in the students' responses. Students also reported that participating in band was relaxing for them, and that it helped them focus on their other classes. While each student's survey and interview responses varied, all of the students' responses showed that band was a unique activity that offers a social and emotional outlet for students and that band was an important part of the lives of students in that program.

Dray (2014) conducted a survey that explored student motivation to join and remain in a suburban school band program. The survey was a 40-item questionnaire with Likert-scale based questions. The questions targeted eight motivational orientations for students in the band program: “parental support, teacher-student relationships, peer involvement, intrinsic motivation, extrinsic motivation, competition versus ego, approach success/avoid failure, and financial issues” (p. 22-23). Two hundred five students in grades 4 through 12 participated in this survey.

Some conclusions from Dray’s survey are that the strongest motivators for younger students to participate in band are peer involvement, intrinsic motivation, and teacher-student relationships. The strongest motivators for older students to participate in band are teacher-student relationships, parental support, and both intrinsic and extrinsic motivation. According to the data, intrinsic motivation appears to have the strongest impact on students’ decisions to participate in band. Dray found that most students find practicing and rehearsing enjoyable, and a high number of students enjoy learning new music.

The factors that affect student motivation to participate in band are multi-faceted and complicated, often overlapping each other as well as becoming intertwined with outside influences (Pendergrast, 2020). While this particular section focused on and examined intrinsic motivation, enjoyment, goal-orientation, and specific strategies for motivating students to participate in band, there can be many unknown elements involved in a student’s decision to participate in band or not. It is important to remember and understand that no two students, nor their motivations to take band, are exactly alike. However, the specific reasons that individual students cite for enrolling in band or not could provide a meaningful resource for band directors in improving and expanding their capacity for recruitment and retention.

Summary

It is important for teachers to understand the demographics of students that typically participate in band, common recruiting practices, factors affecting band student attrition and retention, strategies for boosting band retention rates, and students' motivation for enrolling and continuing in band. There are student populations that are less likely to participate in band, so greater efforts could be made to reach those students and find what might motivate them to participate in band (Albert, 2006; Bucknavage & Worrell, 2005; Escalante, 2019; Kinney, 2019; Pendergrast, 2020; Yoo, 2020). Armed with this knowledge, band directors can more effectively plan and execute recruiting practices, day to day instruction, retention strategies, and motivational techniques (Tucker, 2018; Yoo, 2020). Tapping into what motivates band students to continue their participation in band is truly the key to unlocking a band program's full potential and success.

There are a number of motivational factors that affect students' decisions concerning recruitment and retention in band programs (Hruska, 2011; Millican, 2017; Vasil, 2013; Weiss, 2016; West, 2013; Yoo, 2020). Some of the motivational factors affecting participation in band are students' intrinsic motivation, enjoyment of band, and personal goal-orientation. Students who enjoy learning to play their instrument and performing in band are more likely to continue to enroll year after year (Hruska, 2011; Weiss, 2016; Yoo, 2020). Band directors should design their recruiting practices and teaching strategies in ways that genuinely interest and motivate students to learn material and master skills (Hruska, 2011). Students who are motivated to learn in band are more likely to continue their participation in band and that will help band directors increase band enrollment numbers at their schools and meaningfully engage more students in the study of music (Weiss, 2016; Yoo, 2020). Studies like Varner's (2018) help to provide an insight

into what motivates students to participate in band in school. While Varner's study provides insight on one program, it is limited to its context in one school and does not provide any insight on students who never enrolled in band or students who dropped out of band along the way. Band directors can build upon Varner's study to learn more about their students and what actually motivates them and influences their decisions. This information could possibly be a powerful tool for reaching more students during band recruitment and keep more students enrolled in band programs. This survey was built upon both Dray and Varner's methodologies and was used to study recruitment and retention in the context of one band program in Southwest Missouri.

METHODOLOGY

There are a number of motivational factors that affect recruitment and retention of band students in school. Students in grades 6, 8, and 10 at one Southwest Missouri school district completed an electronic survey that explored what motivational factors they believe affected their decisions to enroll and persist in band or not. Results of the multiple choice questions were analyzed for similarities across band enrollment status, grade level, and gender, and the short answer questions were coded to identify and examine common themes among the participants' answers. The results were used to help inform decisions regarding recruiting practices and teaching strategies, all in an effort to motivate more students to participate in band in the future.

Researcher Positionality and Program Context

This study provided very specific insight into my own band program and what motivated the students to enroll in and persist with band in the Clever School District. I have been the Director of Bands at Clever for five years, so the students in sixth and eighth grade have only had band with me. The students in tenth grade had band with the previous director for one year when they were fifth grade students. The eighth grade students had an "Introduction to Band" class their fifth grade year and did not begin band instruments until sixth grade. The sixth grade band students did start on band instruments in fifth grade, but only had a handful of classes before school was cancelled in Spring 2020 due to Covid-19. Fifth and sixth grades were in their own band classes. Seventh and eighth grade band students were in a combined class. High school band was comprised of ninth, tenth, eleventh, and twelfth grade band students.

All fifth grade students have taken an “Introduction to Band” class since I started teaching at Clever. During that year all fifth grade students learn about all of the band instruments, try out at least three band instruments, learn how to name notes on the treble and bass clef staves, and learn how to count and perform basic rhythms. I also have middle and/or high school band students come perform for the fifth grade students before the fifth grade students select instruments. Throughout these activities every year, I keep careful notes for each student and the instruments that they have tried. Once we have completed instrument auditions, I meet with each fifth grade student individually to discuss if they would like to enroll in band and, if so, which instrument they would like to play. I do limit saxophone and percussion to four students each due to our smaller band size, and I speak with those students separately outside of class time. Once I have met with each fifth grade student, I send a personalized letter home with them to let their parents know which instrument their child would like to play, when instrument rental night will be, and what costs and other expectations to be aware of concerning band.

The Clever Band program is very active in the school, community, and region. All band students perform in the Winter and Spring Concerts every year. Seventh through twelfth grade students perform at their respective area music festivals and competitions, both in large group and small group/solo settings. The high school marching band maintains an active fall marching season including three or four field competitions, two or three parades, and three to five football games. The pep band performs at least three basketball games every year. Every four years, the high school band makes a trip to Disney World to march at Magic Kingdom.

Research Design

Students in grades 6, 8, and 10 in the Clever R-V School District were invited to participate in a survey. I visited all sixth and eighth grade classrooms to explain the study and invite students to participate in it. Due to a school closure for the high school, I was limited to recording a video explanation of the study. The video was filmed the same day as the visits to the sixth and eighth grade classrooms and went over the same details of the study. After I visited all of the sixth, eighth, and tenth grade students, an email with the study details and an electronic permission slip was sent to the parents of students in those grade levels. Only students whose parents completed the permission slip participated in the survey. The survey collected demographic data including the following: age/grade level, gender, race, years in band. After the student demographic section, students completed questions tailored more to their specific level of participation in band. Students completed questions for one of three categories: (a) currently enrolled and participating in band, (b) participated in band at one time, but no longer enrolled in band, (c) have never participated in band. Students were asked about band recruitment activities, parent/family influence, peer influence, and teacher influence. Students also completed an open-ended short response section on the survey. The study took place electronically due to the accessibility of Google Forms for the students, the available time for me to meet with the students to collect data, and the ease with which data was collected from a survey. All survey materials were reviewed and approved by Missouri State University IRB. My study, IRB-FY2021-311, was approved on February 8th, 2021 (see Appendix A).

Data Collection Tools

I constructed the survey using Google Forms, a format with which the students in the Clever R-V School District are familiar. The survey was modeled after Dray's 40-item questionnaire and Varner's interview questions. The first section of the survey collected student demographic information through multiple choice questions. In the second section of the survey, participants answered Likert-scale questions tailored to their level of participation in band. The third and final section of the survey required participants to complete a few extended response questions to gather more details about the factors that affect the students' motivations and decisions regarding participation in band. Students were provided a link to complete the survey electronically on their school-issued chrome books, and were limited to one response.

Participants

The participants in this study consisted of 18 students in grade 6, 17 students in grade 8, and six students in grade 10, for a total of 41 students from grades 6, 8, and 10 in the Clever R-V School District. Grades 6, 8, and 10 are significant because those are points at which students are just beginning band, almost halfway through the band program, and over halfway through the band program. Fourteen of the participants were male, 25 of the participants were female, and two participants chose not to disclose their gender. Twenty-seven of the participants were currently enrolled in band, four of the participants were enrolled in band in the past but are no longer participating, and 10 of the participants have never participated in band. Thirty-five of the participants were white/Caucasian, three of the participants were Hispanic, one participant was Native American, and two participants chose not to disclose their race. Parent permission was collected via email in order for students to participate in the survey.

Data Collection Procedure

The survey was administered during the school day, about a week after I visited with sixth, eighth, and tenth grade students about the survey and sent out the permission slips. Sixth and eighth grade students completed the survey during their exploratory class time. At Clever, exploratory classes were offered at the same time as the band classes so that students stay with the same groups for their core classes and core teachers had common plan time with their grade level. Tenth grade students completed the survey during advisory time. High school advisory time occurred prior to first hour on Fridays only, for 41 minutes. All study participants completed the survey in one sitting, and I answered any questions the students had about the survey items.

Data Analysis

Once the survey was complete, data were reported descriptively, disaggregated by grade level, and analyzed for similarities and differences across grade level, gender, and band experience. In addition, I explored trends among the data concerning the effectiveness of recruitment strategies, influences on students, and student motivations for participating in band or not. Multiple choice questions were analyzed both through similarities in responses and by finding the mean response for each item. Short answer questions were coded to identify and examine common themes within the results. Results will be presented and discussed in the following chapters.

RESULTS

A total of 41 students participated in the survey: 18 sixth grade students, 17 eighth grade students, and six tenth grade students. Survey participants completed the 40 multiple choice items, for which the Likert-scale answer choices included Agree, More Agree than Disagree, More Disagree than Agree, and Disagree. When analyzing the data, a copy of the student responses was made and each multiple choice option was assigned a number as follows: Agree = 4, More Agree than Disagree = 3, More Disagree than Agree = 2, and Disagree = 1. It is important to note that 29 of the multiple choice items were phrased using positive language and 11 of the multiple choice items were phrased using negative language. This helps to understand the ratings of the items on the tables in this chapter. Data from the multiple choice section were calculated to find a mean rating for each item and for each group of students. The data were analyzed by gender as well, but none of the responses deviated from the data as a whole, so it is not presented in the chapter. Mean ratings for the items were used in order to examine the quantitative data from a holistic standpoint and determine trends in the data for the group, rather than each individual student. A mean rating closer to four indicates that the group agrees more strongly with the statement, and a mean rating closer to one indicates that the group disagrees more strongly with the statement.

Students who were currently enrolled in band, and those who have participated in band in the past, also completed eight short answer questions. Students who have never participated in band completed seven short answer questions, one fewer than the previous groups due to the nature of the questions being asked. Unlike the multiple choice items, each student's short answer responses were analyzed individually in order to code the responses, and the bottom up

approach to coding was utilized to determine what codes were present in the short answer responses. The data for the next three sections will be presented according to the three groups in which students fall: (a) currently enrolled and participating in band, (b) participated in band at one time, but no longer enrolled in band, (c) have never participated in band. Following the explanation of those three large groups, the results from the motivation variables assessed through the multiple choice questions will be presented and examined.

Students Currently Enrolled and Participating in Band

Of the 41 total survey participants, 27 were currently enrolled and participating in band. Ten of those students were in sixth grade, 12 were in eighth grade, and five were in tenth grade. Seven were male, 19 were female, and one student chose not to answer. Proportionately, more females than males participated in the survey, which does align more closely with band student enrollment than school district enrollment. School district gender enrollment was 52.4% female, 47.6% male; whereas survey participation was 70.3% female, 26% male, and 3.7% undisclosed. Twenty-three of the students were white/Caucasian, one student Hispanic/Latino, one student Native American, and two students chose not to answer. School district race/ethnicity enrollment was 95% white/Caucasian, 2.3% Hispanic, 1.3% Multiracial, and 1.1% Black.

On the multiple choice portion of the survey for students who were currently participating in band, 22 of the 40 questions received similar mean ratings in all three grade levels, indicating a strong trend in the student responses for those items and a general consensus for this group of students overall. Table 1 shows the items for which the range in the mean scores for each grade level was 0.5 or less. A complete summary of student responses can be found in Appendices B-1 and B-2. The responses generally indicated that the students found playing an

instrument and new music to be enjoyable; the students' parents were supportive of their decision to participate in band; the students were intrinsically motivated to be successful; the students enjoyed extrinsic motivators such as competition or trips; the students found the teacher encouraging and helpful, and the students thought band will help them make new friends and/or be successful in life.

In the short answer section of the survey, students who were currently enrolled and participating in band provided slightly more varied and specific responses to questions about why they had chosen band and why they might not take band in the future. The most common reasons students cited when asked why they joined band were that they thought it would be fun, enjoyed/loved music and/or wanted to play an instrument, wanted to have a new experience/opportunity, or had a sibling/friend in band. Twenty-four of the 27 students in this group had at least one family member who took band, and the other three students responded that they had a friend who took band. The top three reasons the students cited for wanting to remain in band were their love for music or playing their instrument, having fun, and the social aspects (being with friends, making memories, being part of the band family). When asked what would cause them to quit band, the students provided a wide range of responses, but the most common responses were that they would quit if band was not fun anymore, because of class or athletic schedule conflicts, or if their friends quit. A large portion of the short answer responses centered around the topic of band being fun.

There were other responses to the short answer questions that likely related to the central idea of band being fun or not. Many of the students responded that they liked the challenge that band provides, especially when they were successful in attaining the challenge. Other students said they liked learning to play music, particularly since they were performing music with their

friends. Since band is a skills-based and cooperative performing group, it makes sense that being challenged, being successful, playing music, and performing in a group of their friends/peers would contribute to the “fun” that students cited as part of their motivation to participate in band.

Students Who Participated in Band at One Time, But are No Longer Enrolled

Of the 41 survey participants, four were students who had participated in band in the past, but were no longer enrolled. In this group, two students were male, one was female, and one chose not to answer, so gender participation for this group was different than the students who were currently participating in band. School district gender enrollment was 52.4% female, 47.6% male; whereas survey participation for this group was 25% female, 50% male, and 25% undisclosed. Three of the students were considered white/Caucasian, and one student chose not to answer, so 75% of this groups participants were white/Caucasian. School district enrollment was 95% white/Caucasian. Three of the students were in sixth grade, and one was in eighth grade. There were no tenth grade students who signed up to participate in the survey who had participated in band in the past.

On the multiple choice portion of the survey for students who had participated in band in the past, 21 of the 40 questions received similar mean ratings in both grade levels, indicating a strong trend in the student responses for those items and a general trend for the group of students as a whole. Table 2 shows the items for which the range in the mean scores for each grade level was 0.4 or less. A complete summary of student responses can be found in Appendices B-3 and B-4. In general, these students indicated that they liked me and found me to be encouraging; they thought playing an instrument was enjoyable; money was not the reason they discontinued band; they were not motivated by trips or their friends’ decisions, and they thought band is cool and a

place to make new friends. With only four students in this group, it was a little more difficult to identify strong trends in the data, particularly when looking for mean ratings that leaned strongly toward “Agree” or “Disagree.” If one student rated an item quite differently from the rest of the group, it more drastically affected the mean rating.

The short answer section shed more light on the motivations of the students who are no longer participating in band. Bottom up coding was used to analyze the short answer response data for self-identified motivational factors from the participants. One of the participants in this group only answered one of the short answer items with a relevant/specific answer, so the codes for this group of students relied primarily upon the responses of only three students. Most of the students were looking forward to the experiences band would offer them, from learning an instrument to making new friends to having a new challenge. Similar to the students who were currently enrolled in band, the students who participated in band in the past most commonly cited having fun as the most important motivating factor for being in band. The reasons the students cited for dropping band included not being able to practice, not having a choice, and not being good at it/did not enjoy it anymore.

Students Who Have Never Participated in Band

Of the 41 total survey participants, 10 have never participated in band in school. Five of those students were in sixth grade; four were in eighth grade, and one was in tenth grade. Five were male and five were female. This is the closest gender distribution of the three groups since 50% of the participants were female and 50% were male. School district gender enrollment was 52.4% female, 47.6% male. Eight of the students were considered white/Caucasian and two of the students were Hispanic/Latino, making 80% of the participants in this group white/Caucasian

and 20% Hispanic/Latino. School district race/ethnicity enrollment was 95% white/Caucasian, 2.3% Hispanic, 1.3% Multiracial, and 1.1% Black.

Students who have never participated in band had much more varied responses than the other two groups. On the multiple choice portion of the survey for students who have never participated in band, only ten of the 40 questions received somewhat similar consistent responses. This was probably due to the smaller number of participants in this group and a greater variety of responses since these students did not have the commonality of being enrolled in band currently or in the past. Table 3 shows the items for which the range in the mean scores for each grade level was 1.0 or less. A complete summary of student responses can be found in Appendices B-5 and B-6. Students who have never participated in band indicated on the multiple choice items that they thought band instruments looked cool; they looked forward to practicing their activities and being good at them; they enjoyed competition; they thought the band teacher was supportive, and they were motivated by competition and/or trips.

The short answer responses from the students who have never participated in band were also quite varied. When asked about why they did not join band or why people they know have dropped band, these students mostly responded that they or others did not like band and they were busy with other activities/sports, but there were a variety of other answers. The reasons that the students cited for why they might consider joining band varied widely, from wanting to learn an instrument to saying there was nothing that would make them want to join band. In general, just like the students who were currently enrolled in band and those who had participated in band in the past, the students who had never participated in band responded that they wanted to have fun, be successful, and be with their friends in their chosen activities.

Motivation Variables Assessed

The multiple choice items of the survey specifically addressed student motivation in eight areas: parental support, teacher-student relationships, intrinsic motivation, peer involvement, extrinsic motivation, financial aspects, competition versus ego, and approach success/avoid failure. Each of these eight areas of motivation was assessed through four, five, or six multiple choice items. Students selected their answer from the choices Agree, More Agree than Disagree, More Disagree than Agree, and Disagree. When analyzing the results, the answer choices were assigned a number as follows: Agree = 4, More Agree than Disagree = 3, More Disagree than Agree = 2, and Disagree = 1. Assigning numerical values allowed a mean rating to be determined for each item. A mean rating closer to four indicated the group of students tended to agree with the statement, whereas a mean rating closer to one indicated the group of students tended to disagree with the statement. Twenty-nine of the items were phrased using positive language and 11 of the items were phrased using negative language. The negatively phrased items are marked with an asterisk on each of the tables below.

Motivation Variables Associated with Parental Support. Survey items 1, 9, 23, 31, and 40 were all associated with parental support. Tables 4, 5, and 6 show the mean responses from students on those five items. Students who were currently participating in band rated the items very closely to one another, with the largest span in responses being 0.8 on item 1 “I joined band because my parents really wanted me to.” The other four items were rated very similarly across sixth, eighth, and tenth grade students currently participating in band. This indicates that those students felt strongly that their parents supported them and their decision to be in band and play an instrument.

Students who had never participated in band, or who had participated in band in the past, had more varied responses to the parental support items. On item 9 “My parents think playing an

instrument is/would be good for me,” five of the eight subgroups rated the item as “Agree” or “More Agree than Disagree”, but three of the groups rated the item much lower. On item 23 “My parents really wanted me to play an instrument,” the eighth grade survey participants who have never participated in band received a mean score of 3, More Agree than Disagree. All other ratings for item 23 were 2 or less. Sixth grade students who have never participated in band or who had participated in band in the past rated items 31 and 40 much lower than the other groups. Items 31 and 40 had to do with parent support and encouragement respectively, so that grade level of students might be at an age where they do not feel like their parents are supportive or encouraging in general.

Motivation Variables Associated with Teacher-Student Relationships. Teacher-student relationships were surveyed with items 2, 10, 14, 20, and 24. Tables 7, 8, and 9 show the mean student responses for those five survey items.

Teacher-student relationship items were rated consistently by most of the participants, but there were two outliers. On survey item 10 “I will remain in band because I like my teacher,” the tenth grade students who were currently participating in band responded lower than the other groups, with a mean score of 2.8 on the 4 point scale. In addition, the sixth grade students who have never participated in band responded much lower on survey items 2 “I really like my band teacher,” 14 “My band/music teacher encouraged me with positive feedback,” and 24 “My band teacher is supportive and helpful,” than all of the other survey groups: 2.4, 2, and 2.2 respectively. The sixth grade students who were currently participating in band rated those three items much higher: 3.5, 3.4, and 3.6 respectively.

Motivation Variables Associated with Intrinsic Motivation. Survey items 3, 11, 21, 30, 38, and 39 were all associated with intrinsic motivation. Tables 10, 11, and 12 show the mean survey responses for those six items.

These items received mixed responses across grade and band participation levels, which might be because intrinsic motivation is quite subjective from individual to individual. On item 3 “Playing an instrument seems like it would be fun and make me happy,” sixth and eighth grade students responded with more disagreement, whereas the other student groups leaned more towards agreeing. On item 30 “I would like learning to play new music,” sixth and tenth grade students again responded to that statement with more disagreement than the other groups. The other four items concerning intrinsic motivation, items 11, 21, 38, and 39, received mixed ratings across all groups, with more variation than other motivation areas assessed.

Motivation Variables Associated with Peer Involvement. Peer involvement was surveyed with items 4, 22, 25, 36, and 37. Tables 13, 14, and 15 show the mean student responses for those five survey items.

Item 25, staying in activities that friends are involved in, was rated much higher for eighth grade students who have never participated in band and tenth grade students currently participating in band than the other subgroups. In addition, the mean ratings for item 25 rose across the grade levels for students currently participating in band, with the mean response going from 1.5 for sixth grade to 2.2 for eighth grade and 3.2 for tenth grade. This indicates that as the students get older, they are more likely to want to stay in activities such as band if their friends are in them. On item 36 “My classmates’ opinions about band influenced my decision not to take the class,” eighth grade students who have never participated in band had a mean response much higher than all of the other groups, which might suggest that the eighth grade students may have

been influenced by negative stigmas or views about band class, causing them not to enroll. Item 37 “Band is a place where you can make new friends” was rated much lower by sixth grade students who had never participated in band than the other student subgroups.

Motivation Variables Associated with Extrinsic Motivation. Survey items 5, 16, 17, 26, and 29 were all associated with students’ extrinsic motivation. Tables 16, 17, and 18 show the mean responses for those five items.

The ratings for these items were quite varied, which is likely indicative of the nature of extrinsic motivation or motivation in general. Item 5 in particular, asking if students perceived band instruments to look cool, received responses from 1 “Disagree” to 4 “Agree,” and many in between. Sixth grade students who had been enrolled in band in the past answered four of the five items quite differently from the other two sixth grade groups, with mean ratings much higher or lower than the others. Eighth grade students who had never participated in band rated items 26 and 29 higher than all other groups. Those two items asked students about liking band if there were end of year prizes, awards, and gifts, and if band was an easy class that boosts your overall average in school. Students responded favorably to item 17 “I enjoy participating in band/activities because of the trips and fun things we do outside of class,” with the mean rating for each group being 3 or above for all groups except sixth grade students who participated in band in the past. With varied responses on most of the items concerning extrinsic motivation, but such favorable agreement on item 17, it appears that students enjoy or appreciate extrinsic motivators, but their reported preferences were varied between elements such as grades, trips, awards, or prizes.

Motivation Variables Associated with Financial Aspects. Survey items 6, 18, 27, and 34 were all associated with the financial aspects of participating in band. Tables 19, 20, and 21 show the mean responses from the students for those four items.

Responses for these items were fairly consistent across each item and subgroup. One anomaly was the mean response for item 18 “Money was not an issue for me to participate in band” from sixth grade students who had never participated in band. All other groups, on average, agreed that money was not an issue for them to participate in band, but the sixth grade students who had never participated in band had an average response of 1.8, between “Disagree” and “More Disagree than Agree.” The consistent ratings in general for financial aspects do indicate that the survey participants feel like their family can financially support the activities in which they wish to participate.

Motivation Variables Associated with Competition Versus Ego. Survey items 7, 13, 15, 28, and 35 were all associated with competition versus ego. Tables 22, 23, and 24 show the mean responses for each of those five items.

Every item in this category received varied responses. No single response, group, or item stood out for this variable because the students responded all across the board. This suggests that the students’ opinions on competing with or against their peers vary widely. Some students may thrive on competition because it feeds their ego and makes them feel successful, while other students may not like the pressure of competition or would prefer to work as a team rather than an individual. There could be many reasons for wide range of responses on the items concerning competition versus ego.

Motivation Variables Associated with Approach Success/Avoid Failure. Survey items 8, 12, 19, 32, and 33 were all associated with the approach success/avoid failure component of

goal orientation theory. Tables 25, 26, and 27 show the mean responses from students for those five items.

Most of the responses for these items were consistent, with a small amount of variation. There were three responses that were far from the other responses for their item or group. For item 12 “If I was unsuccessful in lessons, it made me want to quit band,” the eighth grade student who had participated in band in the past was the only one to rate the question 3 or higher, agreeing with the statement. This does not mean that other students did not also agree with the statement, but because there are multiple students in the subgroup and the rating listed is an average, all other groups disagreed with the statement on average. On item 33 “If I am unsuccessful in lessons, it makes me want to do better next time,” all groups generally agreed, except for sixth grade students who had never participated in band. The sixth grade students who have never participated in band responded with a mean score for item 33 of 2.6, indicating that those students leaned more toward “Disagree” than “Agree.” The mean scores for item 33 rose overall across all of the grade levels and groups, indicating that as students get older they are more motivated to do better after unsuccessful attempts in lessons. Among students currently participating in band, item 8 “I enjoy practicing and rehearsing to be more successful at my instrument” had one grade level that responded significantly lower than the other two grade levels. Sixth grade responded to item 8 with a mean of 3.7, eighth grade responded with a mean of 3.8, and tenth grade responded with only a mean of 2.4. This could be due to burnout that happens with older students who have been involved with an activity for a long time.

Conclusion

The student survey responses offered many great insights into the motivational factors that affect students' decisions to enroll in and persist with band or not. The multiple choice items of the survey assessed student motivation in eight areas: parental support, teacher-student relationships, intrinsic motivation, peer involvement, extrinsic motivation, financial aspects, competition versus ego, and approach success/avoid failure. Items that addressed intrinsic motivation, extrinsic motivation, and competition versus ego had no discernable trend across grade levels and degree of participation in band. This is likely due to the natural differences commonly seen among individual students. Some students are intrinsically motivated to practice their instrument and learn new music, while others are extrinsically motivated by outside factors. Among the students who are more extrinsically motivated, the motivation could come from a variety of sources such as parent or peer influence, performances, grades, trips, awards, prizes, or even competition. The mixed ratings for competition versus ego, however, showed that not all students are motivated by competing with or against their peers.

There were areas of motivation from the multiple choice items that received much clearer results among the student groupings. The ratings for financial aspects were one area that had very straightforward results; the students felt that their parents would support them financially in band. In addition, almost all of the student subgroups rated the band teacher in a favorable way, rating the teacher to be supportive and encouraging. A couple of the motivation areas—peer involvement and approach success/avoid failure—received ratings that suggested that as students get older they care more about their peers' opinions and participation in the same activities. In addition, students indicated that they are more motivated to want to do better after an unsuccessful attempt at a task as they get older, which could be linked to their increased

sensitivity to the opinions and involvement of their peers and their activities or an intrinsic motivation to master skills that they have been working on for a long period of time.

The short answer responses related to and supported the results from the multiple choice section. Students most commonly cited having fun as a motivational factor for participating in band, and their other activities. The motivational factor that followed fun was the social aspects that are involved with participation in band. Those two motivational factors coincide directly with the results from peer involvement and approach success/avoid failure from the multiple choice items. The students responded that they like to do activities with their friends; they want to enjoy those activities and be good at them, and when those desires do not come to fruition they are more likely to quit. Many of the students responded that they enjoy their activities more when their friends are involved in them and when they are successful. In addition, students specifically stated that someone they knew had quit band because they were struggling in band or thought they were bad at band. These results, their specific context within the Clever R-V School District, and their implications for the future are examined further in the next chapter.

Table 1 Items Rated Similarly by Students Currently Participating in Band

Item	6 th Grade	8 th Grade	10 th Grade
<i>n</i>	10	12	5
3. Playing an instrument is fun and makes me happy.	3.4	3.6	3.4
6. I joined band because it didn't cost too much money compared to other activities.	1.5	1.5	2
7. I like being the best player on my instrument.	2.9	2.5	2.6
9. My parents think playing an instrument is good for me.	3.9	3.5	3.8
12. If I am unsuccessful in lessons, it makes me want to quit band.	1.6	1.5	1.6
13. I like competing in festivals against other bands.	3.6	3.5	3.6
14. My teacher encourages me throughout my music study with positive feedback.	3.4	3.9	3.6
16. I participate in band because it looks good on a college application.	2.7	2.2	2.4
17. I enjoy participating in band because of the trips and fun things we do outside of class.	3.2	3.5	3.4
18. Money is not an issue for me to participate in band.	3.2	3.1	3.4
22. My friends impact my decision making strongly.	2.4	2.3	2.2
23. My parents forced me to play an instrument.	1.4	1.5	1.2
26. The only reason I am in band is because of end of the year prizes, awards, and gifts.	1.3	1.1	1.4
30. I like learning to play new music.	3.6	3.7	3.6
31. My parents support my decision to play an instrument.	3.5	3.9	4
32. I attend performances because I do not want to fail.	2.2	2.5	2.4
33. If I am unsuccessful in lessons, it makes me want to do better next time.	3.1	3.5	3.6
35. I like competing against my friends for seat placement.	2.5	2.5	2.2
36. My classmates opinions about band will influence my decision to drop the class.	1.2	1.4	1.6
37. Band is a place where you can make new friends.	3.1	3.4	3.2
39. Playing in band will make me more successful in life.	3.3	3.5	3.2
40. My parents encourage me throughout my music study.	3.6	3.7	3.2

Note. Survey was administered to volunteer band students. Listed survey items include those with the differences less than 0.5.

Table 2 Items Rated Similarly by Students Who Participated in Band in the Past

Item	6 th Grade	8 th Grade	10 th Grade
<i>n</i>	3	1	0
1A. I joined band because my parents really wanted me to.	1.3	1	
2A. I really like my band teacher.	3.3	3	
3A. Playing an instrument is fun and makes me happy.	3	3	
8A. I enjoyed practicing and rehearsing to be more successful at my instrument.	2.6	3	
10A. I remained in band because I liked my teacher.	1.6	2	
11A. I looked forward to playing in concerts.	1.6	2	
16A. I participated in band because it looked good on a college application.	1.3	1	
18A. Money was not an issue for me to participate in band.	4	4	
19A. I only practiced in band because I did not want to fail.	3	3	
20A. I disliked my teacher and that is why I quit band.	1.3	1	
22A. My friends impact my decision making in school strongly.	3.3	3	
23A. My parents forced me to play an instrument.	1	1	
25A. I dropped band because my friends weren't involved.	1	1	
26A. The only reason I was in band was because of end of year prizes, awards, and gifts.	1	1	
27A. I could not continue to participate in band because I didn't have an instrument to use.	2	2	
30A. I liked learning to play new music.	3	3	
33A. If I am unsuccessful in lessons, it makes me want to do better next time.	3	3	
36A. My classmates opinions about band influenced my decision to drop the class.	1	1	
38A. I think being in band is cool.	3	3	
39A. Playing in band will make me more successful in life.	2.6	3	
40A. My parents encouraged me throughout my music study.	2.6	3	

Note. Survey was administered to volunteer students who have participated in band in the past, but are no longer enrolled. Listed survey items include those with the differences less than 0.4.

Table 3 Items Rated Similarly by Students Who Have Never Participated in Band

Item	6 th	8 th	10 th
	Grade	Grade	Grade
<i>n</i>	5	4	1
5B. There are band instruments that look cool.	3.2	4	4
6B. I didn't join band because it costs too much money compared to other activities.	1.2	1.5	1
10B. I didn't take band because I didn't like the teacher.	2	1.7	1
16B. Participating in band looks good on a college application.	2.2	2.7	3
17B. I enjoy participating in activities that take trips and do fun things outside of class.	3.2	4	4
19B. I only practice because I do not want to fail.	2	3	3
20B. I dislike the band teacher so I didn't take band.	1.6	1.7	1
28B. I do not like competing against my friends for placement.	1.6	2.2	2
32B. I take tests because I do not want to fail.	2.2	3.2	3
35B. I like competing against my friends for placement.	2.8	3.5	3

Note. Survey was administered to volunteer students who have never participated in band. Listed survey items include those with differences less than 1.

Table 4 Motivation Variables Associated with Parental Support – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
1	1.8	1.3	1
9	3.9	2	1
23*	1.4	1	1
31	3.5	2	1.6
40	3.6	2.6	2

* Negatively phrased items

Table 5 Motivation Variables Associated with Parental Support – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
1	2	1	2.2
9	3.5	3	3.2
23*	1.5	1	3
31	3.9	3	4
40	3.7	3	3.7

* Negatively phrased items

Table 6 Motivation Variables Associated with Parental Support – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
1	2.4	1
9	3.8	2
23*	1.2	2
31	4	3
40	3.2	4

* Negatively phrased items

Table 7 Motivation Variables Associated with Teacher-Student Relationships – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
2	3.5	3.3	2.4
10	3.2	1.6	2
14	3.4	3.3	2
20*	1	1.3	1.6
24	3.6	3	2.2

* Negatively phrased items

Table 8 Motivation Variables Associated with Teacher-Student Relationships – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
2	4	3	3.5
10	3.5	2	1.7
14	3.9	4	3.2
20*	1	1	1.7
24	4	4	4

* Negatively phrased items

Table 9 Motivation Variables Associated with Teacher-Student Relationships – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
2	3.4	4
10	2.8	1
14	3.6	3
20*	2	1
24	3.2	3

* Negatively phrased items

Table 10 Motivation Variables Associated with Intrinsic Motivation – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
3	3.4	3	1.4
11	3.6	1.6	2.4
21	3.4	2.6	2.2
30	3.6	3	1.8
38	3.5	3	1.6
39	3.3	2.6	1.4

Table 11 Motivation Variables Associated with Intrinsic Motivation – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
3	3.6	3	2.2
11	3.5	2	4
21	3.5	2	4
30	3.7	3	3.7
38	3.7	3	2.7
39	3.5	3	2.7

Table 12 Motivation Variables Associated with Intrinsic Motivation – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
3	3.4	3
11	2.8	4
21	2.6	4
30	3.6	2
38	2.2	2
39	3.2	2

Table 13 Motivation Variables Associated with Peer Involvement – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
4	2	1	1
22	2.4	3.3	1.8
25	1.5	1	2.6
36*	1.2	1	1.6
37	3.1	3	2

* Negatively phrased items

Table 14 Motivation Variables Associated with Peer Involvement – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
4	1.8	2	2.2
22	2.3	3	3
25	2.2	1	3.2
36*	1.4	1	3.2
37	3.4	4	3.7

* Negatively phrased items

Table 15 Motivation Variables Associated with Peer Involvement – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
4	2.6	1
22	2.2	2
25	3.2	2
36*	1.6	1
37	3.2	3

* Negatively phrased items

Table 16 Motivation Variables Associated with Extrinsic Motivation – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
5	2.6	1.6	3.2
16	2.7	1.3	2.2
17	3.2	2	3.2
26*	1.3	1	1.6
29*	1.8	3	1.2

* Negatively phrased items

Table 17 Motivation Variables Associated with Extrinsic Motivation – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
5	1.5	1	4
16	2.2	1	2.7
17	3.5	3	4
26*	1.1	1	2.5
29*	1.4	1	3.7

* Negatively phrased items

Table 18 Motivation Variables Associated with Extrinsic Motivation – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
5	2.2	4
16	2.4	3
17	3.4	4
26*	1.4	1
29*	2	2

* Negatively phrased items

Table 19 Motivation Variables Associated with Financial Aspects – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
6	1.5	2.6	1.2
18	3.2	4	1.8
27*	1.6	2	1.4
34*	1.6	3	1.6

* Negatively phrased items

Table 20 Motivation Variables Associated with Financial Aspects – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
6	1.5	1	1.5
18	3.1	4	3.7
27*	1.8	2	2.5
34*	2.2	2	3

* Negatively phrased items

Table 21 Motivation Variables Associated with Financial Aspects – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
6	2	1
18	3.4	4
27*	2	1
34*	2.2	2

* Negatively phrased items

Table 22 Motivation Variables Associated with Competition Versus Ego – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
7	2.9	1.6	2.4
13	3.6	1.3	2.8
15	3.1	4	1.2
28*	2.3	2.6	1.6
35	2.5	2	2.8

* Negatively phrased items

Table 23 Motivation Variables Associated with Competition Versus Ego – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
7	2.5	1	3.2
13	3.5	2	4
15	2.6	1	2.2
28*	2.1	1	2.2
35	2.5	1	3.5

* Negatively phrased items

Table 24 Motivation Variables Associated with Competition Versus Ego – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
7	2.6	4
13	3.6	4
15	2.2	1
28*	3	2
35	2.2	3

* Negatively phrased items

Table 25 Motivation Variables Associated with Approach Success/Avoid Failure – 6th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	10	3	5
8	3.7	2.6	2.6
12*	1.6	2	1.6
19*	1.9	3	2
32*	2.2	2	2.2
33	3.1	3	2.6

* Negatively phrased items

Table 26 Motivation Variables Associated with Approach Success/Avoid Failure – 8th Grade

Item	Currently Participating	Past Participants	Never Participated
<i>n</i>	12	1	4
8	3.8	3	3.5
12*	1.5	3	2.2
19*	1.9	3	3
32*	2.5	3	3.2
33	3.5	3	3.7

* Negatively phrased items

Table 27 Motivation Variables Associated with Approach Success/Avoid Failure – 10th Grade

Item	Currently Participating	Never Participated
<i>n</i>	5	1
8	2.4	4
12*	1.6	1
19*	2	3
32*	2.4	3
33	3.6	4

* Negatively phrased items

DISCUSSION

This survey was intended to gather the self-identified motivational factors for three groups of students: students who were currently participating in band, students who had participated in band in the past, and students who had never participated in band. I believe that band enrollment numbers at Clever are above average for the size of the school, but I am always looking at ways to better engage students and make the band program stronger at our school. Over 12 percent of the high school student body is enrolled in band, but I still want to increase that percentage. There are several good student musicians who have dropped band throughout the years, and that has contributed to my desire to improve band retention rate and continue to grow the Clever band program.

There is good support from parents, administration, and the community for the band at Clever, and that has made it easy for me to offer a variety of opportunities to the band students. The band program is very active in the school and community, performing two concerts every year, participating in both competitive and evaluative music festivals, providing pep band entertainment at basketball games, and performing halftime at football games and around the region for high school marching band. In addition, the bands consistently receive high level ratings/placements when we attend festivals and competitions, so there is a strong sense of pride in the program from the members of the band. I put a large amount of effort into creating a strong community among the band students, including emphasizing the importance of positive communication, respect, and spending quality time together. Although the primary focus of band as a school class is to learn to play music, I truly want my students to know that they will get much more out of band than learning how to play an instrument; they will be part of something

bigger and better that teaches them about life and gives them a place to be creative and belong to a family.

I am fortunate to have a built-in recruiting system for the fifth graders at Clever.

“Introduction to Band” is one of the special classes that the fifth graders have all year, in addition to PE, art, STEM, and a general music class. In “Introduction to Band”, every fifth grade student learns about the band instruments, tries out at least three band instruments, learns how to name and read notes on the treble and bass clef staves, and learns how to count and perform basic rhythms. I also have the middle school band and/or the high school band come perform for the fifth grade students, so they can see the instruments in action, listen to the current band students explain why they joined and enjoy band, and ask the older band students any questions they might have. Toward the end of the school year, I talk with each fifth grade student individually about joining band. I reference the notes I have kept about each student’s instrument tryouts, rhythm reading, and note reading, and I really try to sell the reasons I think band would be great for them. For the students who indicate that they are interested in enrolling in band, I send home a personalized letter to let their parents know what instrument their child would like to play, when/how to rent an instrument, and what the costs and expectations are for the Clever Band program.

These recruitment activities and strategies are very similar to those that are commonly used in other band programs, although I do have the additional benefit of having every fifth grade student in class for a year whereas many other schools do not. Instrument tryouts, recruitment concerts, and communication with parents are three of the tried and true recruiting methods found in previous studies (Feldman & Contzius, 2011; Fischer & Hamburg, 2001; Millican, 2017; Vasil, 2013). From my perspective, I have found these band recruitment

strategies to be successful in my own band program. I methodically test instruments with the students so they can achieve early and continued success on their instrument. In addition, many fifth grade parents have been open with communication about band and wanting to have information about joining.

Each of the five years I have taught at Clever, beginning band numbers have been around 50 students, out of a total grade level enrollment of around 100 students. Most of the fifth grade students who turn down enrolling in band when I conference with them at the end of the school year say they do not have time for band (sometimes referencing sports) or they are not interested in band. Their answers are usually vague, which leaves me wondering if I could have done more to recruit more band students. There may also be factors that are out of their control or that they do not wish to tell me about, like lack of parent support or not being able to afford an instrument. Not having time for band or having other activities that conflict with the schedule of band are common factors that affect band enrollment (Bucknavage & Worrell, 2005; Fischer & Hamburg, 2001; Pendergrast, 2020). Although I do try to explain that most of band practice is during the school day and there are many students who participate in both band and sports, most fifth grade students who tell me those reasons are already set in their decision.

For those students who do enroll in band, band enrollment demographics at Clever do follow the common trends for band programs. Although I do not know the exact financial situation for every student in Clever Band, the results from the survey and my own observations do support the research by Kinney (2019) and Pendergrast (2020). Students who were currently participating in band indicated on the survey that money was not an issue for them to participate in band, and the number of students using school-provided instruments or being unable to pay band dues at Clever is low. Gender enrollment trends for Clever Band also align with previous

studies. Female student participation in band tends to be much higher than male student participation in band (Bucknavage & Worrell, 2005; Elpus & Abril, 2019; Kinney, 2019). In sixth through twelfth grade band at Clever, 63% of the students are female and 37% of the students are male. Overall student enrollment at Clever is 52.4% female, 47.6% male. Previous research on the demographics of band enrollment has also found that students of color are underrepresented in band classes (Elpus & Abril, 2019; Escalante, 2019; Pendergrast, 2020). Clever has a predominantly white/Caucasian school enrollment, with 95% of students being white/Caucasian, 2.3% of students being Hispanic, 1.3% of students being Multiracial, and 1.1% of students being Black. Enrollment in the Clever Band program actually mirrors those percentages almost exactly, so the race/ethnicity of students enrolled in band is representative of the school district.

Previous research has indicated that the best band student retention strategies are overcoming SES obstacles, working with students on time commitment/scheduling issues, and increasing student motivation in band (Fischer & Hamburg, 2001; Hruska, 2011; Pendergrast, 2020; Tucker, 2018; Yoo, 2020). Some of the ways I already work with students in these areas are providing school instruments or supplies when necessary, encouraging students to be involved in multiple activities and communicate with me about any conflicts, and striving for high quality learning through a variety of performances and activities. The most difficult issue to deal with is certainly student motivation. Motivation is a complex variable, that can be difficult to understand, and changes often. The learning activities that motivate one student will not motivate all of them. That is why I try to provide the many performing opportunities listed above and I also try to build a personal connection with every band student and encourage them through their music learning.

Students need to know that their voice and progress are heard, that their teacher cares about them, and that learning is a process (Tucker, 2018; Yoo, 2020). I specifically work to build these relationships and processes in middle school band as the students are learning basic musical skills on their instruments. Even when the students experience failure, I emphasize the importance of the process over the experience of the failure. When the students are successful, I praise their effort and dedication. I aim to be open and helpful for my students, and I believe that leads them to be vocal about their needs, feelings, and opinions. In general, I feel like I have positive relationships with a large majority of the students enrolled in the Clever Band program.

Since I have worked on creating a positive band image at Clever, it can be frustrating to me when students drop out of the band program, or when students do not even try band in the first place. This made me very interested in the topics of band recruitment and retention and led to the creation of this thesis and survey. I decided to survey students from multiple grade levels and degrees of band participation. I selected grades 6, 8, and 10 for my survey because I considered those to be significant milestones within the band program and only having three grade levels of participants would make the survey more manageable. I also wanted to gain insight not only from the students who were currently enrolled in band, but also from those who dropped band or did not enroll in the first place. All three perspectives were important to me in order to gain a more comprehensive understanding of the motivational factors that affect students' decisions to participate in band or not. This allowed me to plan any needed changes to my recruitment processes and teaching strategies in order to continue the band program growth at Clever.

Interpretation and Implications for Teaching Practice

This survey helped to identify and examine the motivational factors that influence students' decisions to enroll in and persist with band in school. For the students who were currently participating in band and those who had participated in band in the past, the multiple choice items offered insight into which areas of motivation the students identified with the most. Over half of the items from the 40-item multiple choice section received close ratings for these two groups of students, within 0.5 points for all grade levels for students who were currently participating in band and within 0.4 points for all grade levels for students who had participated in band in the past. The students who had never participated in band did not have ratings that were as consistent as the previous two groups. Only ten of the forty items from the multiple choice section received somewhat consistent ratings, within 1 point for all three grade levels, which is a much larger range on only a four point scale.

It was not surprising to me that the students who had never participated in band had less consistent ratings than the other two groups of participants, since they did not have the common experience of band, whether past or present, upon which to relate their responses. The students who were currently participating in band would definitely have common experiences from band class, even if they had only been in band for a year or two. In addition, students who had participated in band in the past would remember their experiences in band class and have those memories to draw upon for the survey. The students who have never participated in band would not have the common experience of band class to draw upon at all, and likely had other activities or sports that were in their minds as they responded to the survey items. Even if the students' band experience was limited, it seemed like there was enough common experience, interest, or

background that led to more consistent survey responses for students who were currently participating in band or who had participated in band in the past.

There were areas of motivation from the multiple choice section that students rated favorably in general. One of these areas was the teacher-student relationship. Regardless of the students' enrollment status in band, the responses indicated that the students found me to be encouraging and supportive overall. This was a significant finding to me because I want to be a likeable teacher who makes learning enjoyable and is approachable during the learning process. Yoo (2020) included building positive teacher-student relationships in the five specific strategies that band directors can use to increase student motivation, so it was reassuring to me that I am already influencing student motivation positively through teacher-student relationships. Every fifth grade student at Clever takes "Introduction to Band" as one of their special classes, so every student in the middle school has had me as their teacher for at least one year. Those that participated in the survey—whether currently in band, had been in band in the past, or had never been in band—responded that I was supportive, encouraging, and likeable. Teachers who use positive and encouraging language, and who are approving and process-based, are more likely to improve student motivation (Tucker, 2018). I will continue to maintain this positive rapport with students, even if they do not decide to participate in band, in an effort to improve student motivation to participate in band.

In addition, most of the students responded positively to the multiple choice items that referenced band lessons being enjoyable and instruments looking cool. This was also important to me because there is often a negative social stigma for band in schools, but that did not seem to be the case overall for these survey participants (Fischer & Hamburg, 2001). I believe this could still be an issue that affects band participation at Clever, however, based on discussions I have

had with students in the past. My students have expressed frustration that their peers do not pay attention to their band performances at assemblies or ball games, or that they are occasionally called a “band geek” or “band nerd”. None of the short answer responses referenced experiences such as these, but I wonder how many students did not even try band because of misconceptions or negative perceptions about band. In the future I will emphasize that band is for everyone, regardless of negative depictions in media, things their friends or family say, or what other activities/sports they are already involved in.

For the short answer portion of the survey, the central theme that was identified by every grade level and group was “fun”. Most of the short answer responses mentioned fun or enjoyment at least once. Whether the students were currently enrolled in band or were participating in other activities, it was evident that the single most motivating factor to their participation in those activities is whether or not they are having fun. Making learning enjoyable is an aspect of intrinsic motivation that has been found to affect participation in band (West, 2013; Yoo, 2020). This knowledge is valuable, although somewhat problematic, because every individual has a different idea of what is fun. It is extremely frustrating to me when I ask a student why they will not be continuing band and they respond that band is not fun anymore. There are so many things that answer could encompass. That is one reason I have tried to offer so many different performance opportunities for my students at Clever. Even though increased performances also put increased demand on the students, it is one way that I think most of the students stay excited about learning and performing in band. I know from conversations with a few students, however, that increased performances led them to drop band because they wanted to focus more on another activity. This shows how different students will have different opinions

and perceptions on the practice/performance requirements, and their motivation to continue to participate in spite of those things may waver.

I truly try to have something enjoyable for every one of my band students at Clever. One area that I want to improve in the future, however, is varying the daily activities of band class. I think the daily routine has become monotonous, especially in light of stringent Covid policies, and I want to work to keep learning engaging and something students look forward to with anticipation. Yoo (2020) claimed that “overall love of and pleasure in making music were influential factors in predicting all students’ decisions for continued participation in an ensemble” (p. 20). This next school year I will emphasize the love and pleasure of making music more than before. I will do this through an overall positive demeanor, magnifying student accomplishments, and looking for music to perform that the students will really enjoy. I think it would also be enjoyable to find more games or interactive activities that we can use in the learning process. I found a couple of new games that I played with the students this past year, and they really enjoyed the activity, worked cooperatively, and paid closer attention to their skills as a result.

Many of the students also identified that it is important to them that they feel challenged and feel successful in band or their other activities. I believe these two feelings likely coincide with the students’ desire to have fun. Goal orientation theories of motivation claim that many students are motivated through “the process of learning and achieving challenges presented to them” (Hruska, 2011, p. 4). If a task or activity is too easy for the student, they may enjoy it for a little while but quickly become burned out or disinterested. In addition, the feeling of success that comes with overcoming a challenge can contribute to the enjoyment the student gets from the activity. A student’s success or failure at a task, and their beliefs about what caused their

success or failure, will impact their motivation when completing related tasks in the future (Tucker, 2018). It is important to balance the fun with the substance of learning in order to achieve more for both the entire band, as well as each individual student, and tap into the intrinsic motivation that stems from wrestling with a challenge before achieving success.

One of the ways I already work to help students achieve success is through methodical instrument testing in fifth grade. I am very honest with the students about what their strengths and weaknesses are and I try to steer them in the direction of the instrument(s) on which they are likely to achieve success. Initial success on the instrument is very important for future success and retention, so I feel like the fifth grade students are fortunate to have a year-long instrument testing process (Feldman & Contzius, 2011). Despite careful instrument testing, the short answer survey data showed that some of the students who have dropped band did so because they felt like they were not good at it. I will do a better job in the future of trying to make sure that every student feels a sense of success through band. It is important to emphasize that success looks different for every student and not every student learns at the same pace.

Emphasis should be placed on the effort involved with mastery goal orientation so that students do not rely on ability or talent that is associated with performance goal orientation (Arnold, 1997; Hruska, 2011). Mastery goal orientation naturally leads to more meaningful learning because the learning is focused on the process of improvement and ultimate mastery of a skill. This type of learning goes hand in hand with intrinsic motivation because the desire to succeed dwells within the student, and they begin to take ownership of their learning. This will generate “buy in” and a “commitment to the discipline” from the students and increase the likelihood that they will not only continue participating in band, but also continue to work hard to master new skills and achieve success.

Another contributing factor to whether the students have fun or not seemed to be if their friends were also involved in the same activities (Dray, 2014; Varner, 2018). Some students responded in the survey that they enjoyed being in band and making music with their friends. Other students responded that they did not continue with band or did not even join band because their friends were not participating in band. In a similar survey, Dray (2014) also found that peer involvement is a strong motivator for band participation. Varner (2018) found that environmental factors, including being around band classmates and feeling that band was a family, were the most prevalent factors that affected student participation in band. Although most of students who participated in my study indicated on the multiple choice items that their friends do not strongly influence their decisions, the short answer responses made it seem likely that students are more motivated by their peers' opinions than they may realize. This finding aligns with both of the studies, Dray (2014) and Varner (2018), that my survey was based upon.

Eighty-nine percent of the students who were currently enrolled in band had/have a friend who also participated in band. I have noticed this in my own band classes. The friend groups in band are very tightly-knit. They typically talk with other students their own age, and many of these groups hang out together outside of school. This is wonderful as the students are growing up together in middle school band, but I have noticed in high school band that if too many friends in the group quit band, the rest of the group quits as well. I believe it will be important for me to encourage larger band friendships in order to mold peer involvement to have a positive impact on long-term participation in band. The students need to feel a strong connection with each other, and have the sense of being part of a larger mission. Each band member is important in the performance of beautiful music, the process of learning and creating, and achieving goals. In addition, I am not the only person who influences band retention. There are students who lead

and influence others in band, and it is also important to utilize these students in building group relationships and culture.

Overall, the responses from both the multiple choice and short answer items on this survey indicated that most of the students were intrinsically motivated to learn and that intrinsic motivation has pushed them to continue to grow their skills in band. Students who love music and experience a deeper, more personal connection to their learning will have more intrinsic motivation (Hruska, 2011). For example, several of the survey participants who were currently participating in band mentioned their love of music/playing an instrument or desire to learn something new/have a new experience. Not all students are intrinsically motivated by the same things, though. A positive rating on the multiple choice items concerning intrinsic motivation does not mean that the students are all intrinsically motivated by band activities. This is an area in which student input could really help me drive instruction and activities. Knowing which activities and performances students find intrinsically motivating would be very useful to me so I could make sure to address them in a way that is productive for the band program and enjoyable for the students.

Some of the students, especially the survey participants who had never been in band, also responded favorably to extrinsic motivators, such as competitions, trips, and prizes. Extrinsic motivators did not seem to be the main motivating factors for being involved in band. This is a positive finding for my band program, because some students may enroll in band as a result of extrinsic motivation but extrinsic motivation is not always effective over time for retaining students in band (Vasil, 2013). As mentioned above, I know that the band students at Clever do look forward to trips, competitions, and other performances because of the conversations I have had with them, as well as the responses on this survey. Since those things are such a large part of

the band curriculum at Clever, it is likely that the band students are motivated by them to an extent. I look forward to those things myself, so I know that motivation comes from many different sources, some intrinsic and some extrinsic. To gain more insight from students and give them a voice in band performances, I will find out which activities the band students enjoy the most and find to be the most motivational for learning. I believe that the variety I provide is a good blend of learning opportunities and experiences, but the students may perceive it differently.

It was noticeable from the survey responses that it will continue to be important for me to find ways to make learning fun. When students lose interest, they are much more likely to drop band (Colwell & Goolsby, 2002). I definitely saw this happen this past school year as some of our normal performances were cancelled due to Covid, and the students were not as driven as they have been in past years. I also know from conversations with the students that at least three students dropped band this year because we could not do the same activities as before and those changes caused them to lose interest.

As I continue teaching band at Clever, I should look for ways to make the learning process enjoyable and still provide successful results. Students want and need an optimal level of challenge, so I need to look for ways to provide that challenge. Some of the ways I can help students be successful and have fun are providing students with goals, working on high quality music, and continuing to foster a community atmosphere. Students need to see the value of effort and hard work, rather than just ability or luck (Arnold, 1997; Yoo, 2020). Helping students set, work toward, and reach their goals can aid them in feeling successful in their learning. That feeling of success will help the students see the value in learning, practicing, and making the long term commitment to participating in band.

Another way to make learning fun in band is to find music that is both fun for the students to learn and play, but also challenges them to learn new things, hone their music technique/skills, and prepare them for more complicated tasks in the future (Hruska, 2011; West, 2013). Assigning high quality music, that checks multiple boxes for students, is something that I can continue working on. I think I have done a good job with music selection in the past, but the demands of teaching during Covid, as well as managing ability levels after the previous school year was cut short, posed a unique set of challenges this past school year. As mentioned above, the music should provide a healthy level of challenge for the students. The music should build on technique/skills the students already have and extend that knowledge into new situations.

Finally, since many of the students indicated that band is also a social activity for them, it will be important for me to continue to find ways to show the students that band is more than just a class (Varner, 2018). It is family that works hard together and plays hard together. Each individual student will have their own specific motivations for participating in band, and the motivational factors affecting their decisions will be complicated and complex, often intertwined with outside influences that are beyond my control (Pendergrast, 2020). Any group of people who spends a lot of time together, like a band does, still starts to become a family. The students may come from different backgrounds, motivated by different things, and seeking different outcomes, and all be enrolled in band together. There is common ground, however, among all band students through their participation in band, and I think if I strengthen that aspect of being in band, more of the other elements of student motivation will fall into place as well.

Survey Validity and Limitations

One important thing to keep in mind with these survey responses is that a larger number of survey participants would have helped with the data. The survey was not required of students and parents had to check their email and fill out a permission slip in order for students to participate. These stipulations likely kept participation low. Especially concerning tenth grade participants, it would have been optimal to have about three times as many participants so that the number of tenth grade students would have been on the same level as the sixth and eighth grade students. Due to a school closure for the high school, I was unable to visit with the tenth grade students in person to explain the survey. Instead, I had to record a video about the survey and include it in the email with the permission slip, and that probably negatively affected tenth grade student participation. It can be difficult to get students to help with a survey, even without the struggles that this particular school year presented in the way of Covid-19 protocols and virtual instruction. For future surveys, participation might be increased if a hard copy of the survey information and permission slip were also distributed. For this survey, all materials were handled electronically.

Despite the smaller number of survey participants, the data provided several insights and I was able to identify trends in the data, especially for the students who were currently enrolled in band and those who participated in band in the past. Ten of the 29 sixth grade band students, 12 of the 19 eighth grade band students, and five of the 10 tenth grade band students participated in the survey, and that was a representative sampling of the students who were currently enrolled in band. I am glad that I picked grades 6, 8, and 10 to participate in the survey because those are the grade levels in which students make big decisions about continuing with band or not. In

addition, the responses on the survey supported my own observations about student participation in band and related to many conversations I have had with my band students through the years.

I do still believe it is important to remember that every student is going to have their own motivations, that may or may not align with the results of the survey, and it will continue to be important to prepare my classroom for the diverse learners that will come through the door. In addition, there will continue to be factors completely outside of my control that will influence students' participation in band. Many students probably have a strong perception of band that is already formed in their mind by the time I begin teaching them in fifth grade. If their perception is negative, it is difficult for me to change that. For those who do choose band, providing a variety of learning experiences that address many different areas of motivation will be most likely lead to increased recruitment and retention in the Clever Band Program.

Conclusion and Recommendations for Future Research

This survey certainly helped me better understand the areas of motivation and the motivational factors that are most important to the students in my school district. There will always be ways to improve for the future and I will include some of those ideas in this concluding section. As mentioned earlier, this survey would have been even more helpful if more students had been able to participate. There were many hurdles to overcome this particular school year, so it might not hurt for me to revisit this topic with students at Clever again sometime in the future. Since I will continue to have all fifth grade students for the entire school year, I could get more feedback from them in future years concerning what factors influence their decision to enroll in band or not. For the students who do participate in band each year, I

could give them an end-of-year survey to help me understand the aspects of band they enjoy the most and find out what part of being in band makes them want to enroll for next year.

There were not many existing studies about the motivational factors that affect band student recruitment and retention. Most of the related studies focus on the demographics of band enrollment, recruiting and retention practices, and general theories of motivation (Feldman & Contzius, 2011; Hruska, 2011; Kinney, 2019; Millican, 2017; Pendergrast, 2020; Tucker, 2018; Yoo, 2020). The two studies that addressed motivation and band participation most directly were Varner (2018) and Dray (2014), so I modeled my survey off of theirs. Environmental factors and peer involvement were two of the biggest factors that affected student motivation to participate in band in those studies, and those same types of responses surfaced for my study as well. I still need to unpack the meaning of “fun” since so many short answer responses on my survey indicated that their motivation comes from activities being fun. Many of the multiple choice items that examined different areas of motivation lacked discernable trends. It can be complicated to examine the complex pieces of a puzzle that determine something as dynamic as students’ motivation to participate in band. This made the development of this study and survey more difficult, but the results were insightful and helpful nonetheless.

If I were going to use the survey again in the future, I would only use the short answer items because I am looking for more personal answers. I would add more questions that address the effectiveness of band recruitment strategies, how many activities students are involved with other than band, and what, specifically, students think makes learning fun. Those were the three areas that I had more questions about as I analyzed the data. First, although I did ask students why they joined band, I did not specifically ask about how they felt about the effectiveness of the recruitment strategies and assessment procedures. It would be helpful to know if the recruiting

concerts, instrument testing, rhythm/note reading, and other preparations that I have employed are perceived as effective or not (Feldman & Contzius, 2011; Fischer & Hamburg, 2001; Millican, 2017). Next, several students mentioned that they or someone they knew had dropped band due to a schedule conflict with a class, sport, or other activity. Schedule conflicts and time commitment are very common issues that arise with band participation (Fischer & Hamburg, 2001; Pendergrast, 2020). It would be helpful on future surveys to know how many other activities students are involved in, and if those activities influenced decisions made about participating in band. Finally, since so many students responded about the importance of having fun in band and enjoying their activities, it would be helpful to know exactly what students define as fun. Enjoyment in learning stems from intrinsic motivation, and for future surveys I would ask more clarifying questions about what students find fun or enjoyable in learning (West, 2013; Yoo, 2020).

The multiple choice items did provide insight into the eight specific areas of motivation, but would probably be more helpful in a larger school district. Since I am in a smaller school district, where I have taught most of the middle and high school students for at least one year regardless of their decision to enroll in band, I think the students felt comfortable answering the short answer items and giving me their honest opinions. This might not be the case for all band directors in all school districts, but it is the impression I got from this survey, as well as my previous observations of students at Clever. In addition, band directors in larger school districts who do not interact with the lower grade levels as much may experience different challenges, such as students' perception of the teacher or the high school band program.

There were eight areas of motivation assessed through the multiple items of this survey: parental support, teacher-student relationships, intrinsic motivation, peer involvement, extrinsic

motivation, financial aspects, competition versus ego, and approach success/avoid failure. Of those, peer involvement and teacher-student relationships yielded the most consistent and favorable ratings. Many students rated intrinsic and extrinsic motivation variables positively, but those ratings were more varied. This makes sense because each individual derives motivation from different sources. From the short answer portion of this survey, the responses showed that having fun, being social/making friends, and being successful/challenged were the motivational factors that students identified as most important to them. In addition, as students get older the data showed that they are more likely to stay involved in activities that their friends are in and they are more likely to try to do better after an unsuccessful attempt at a task in their activities. Although these were the trends found in the data, it is still important and helpful to remember that all students are different and individual motivations will vary from student to student or even day to day.

These conclusions will be helpful for me, and can be helpful to other band directors as well, as I continue working to improve band recruitment and retention in the Clever R-V School District. I will work to keep my relationship with the students positive, and show as many students as I can how valuable and enjoyable participation in band can be. I will strive to challenge my students, but also show them the sense of accomplishment that comes when you work diligently toward a goal. Finally, I will do my best to make band at Clever a class that students really want to be in, where they feel like they belong, and where they have fun learning and making music. It is my hope that the quality of the band program at Clever will be so strong and all-encompassing that even more students will be motivated to participate in it.

For both myself and other band directors, I recommend asking difficult questions that get to the root of the issues in the band program. For my school and my program, I want to help

students look past any misconceptions or negative perceptions they have held about the band program. I want students to see both the musical and non-musical benefits of being in band. They get to learn new things, be creative, and be part of their own special band family. I believe there are students who do not choose band, even though they have strong interest or ability, because there are other outside factors influencing their decisions. I might not be able to influence the negative perceptions by myself, but I can do it with the help of my band students and band supporters. I can create a classroom and band program culture that is inviting, and one in which students cannot wait to participate. Despite our smaller school and band size, I can ensure that my band students perform with accuracy and excitement at concerts, ball games, and competitions. If enough people see and hear how great the Clever Band is first hand, it is hard to ignore a positive reputation. As I continue teaching band at Clever, I will emphasize the importance of building positive relationships throughout the band program, giving high quality performances, and listening to the needs and interests of the students. Improving students' perception of Clever Band through these strategies will motivate even more students to participate in band in the future.

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APPENDICES

Appendix A. Human Subjects IRB Approval

To:

Daniel Hellman
Music

RE: Notice of IRB Approval

Submission Type: Initial

Study #: IRB-FY2021-311

Study Title: Motivational Factors Affecting Recruitment and Retention in the Clever Band Program: An Action Research Study

Decision: Approved

Approval Date: February 8, 2021

This submission has been approved by the Missouri State University Institutional Review Board (IRB). You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented. Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB.

This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), 21 CFR 50 & 56 (FDA), and 40 CFR 26 (EPA), where applicable.

Researchers Associated with this Project:

PI: Daniel Hellman

Co-PI:

Primary Contact: Haley Adams

Other Investigators: Haley Adams

Appendix B. Survey Responses

Appendix B-1. Responses from Students Currently Participating in Band.

Students Currently Participating in Band – Multiple Choice Summary

Item	Disagree	More Disagree Than Agree	More Agree Than Disagree	Agree
1. I joined band because my parents really wanted me to.	11	7	7	2
2. I really like my band teacher.	1	0	5	21
3. Playing an instrument is fun and makes me happy.	1	1	8	17
4. I joined band because my friends joined.	8	14	3	2
5. I chose my current instrument because I thought it looked cool.	12	5	6	4
6. I joined band because it didn't cost too much money compared to other activities.	16	7	2	2
7. I like being the best player on my instrument.	2	8	13	4
8. I enjoy practicing and rehearsing to be more successful at my instrument.	1	2	6	18
9. My parents think playing an instrument is good for me.	1	0	5	21
10. I remain in band because I like my teacher.	1	4	8	14
11. I look forward to playing in concerts.	0	4	8	15
12. If I am unsuccessful in lessons, it makes me want to quit band	17	7	1	2
13. I like competing in festivals against other bands.	0	4	4	19

14. My teacher encourages me throughout my music study with positive feedback.	1	0	6	20
15. My seat in band matters to me.	4	8	6	9
16. I participate in band because it looks good on a college application.	7	7	7	6
17. I enjoy participating in band because of the trips and fun things we do outside of class.	2	1	9	15
18. Money is not an issue for me to participate in band.	2	3	8	14
19. I only practice in band because I do not want to fail.	11	8	7	1
20. I dislike my teacher and will most likely quit band next year.	23	3	1	0
21. Practicing and rehearsing is challenging and fun.	1	3	9	14
22. My friends impact my decision making in school strongly.	7	7	10	3
23. My parents forced me to play an instrument.	21	2	3	1
24. My teacher is supportive and helpful.	0	1	6	20
25. I stay in band because my friends are involved.	9	9	5	4
26. The only reason I am in band is because of end of the year prizes, awards, and gifts.	21	5	1	0
27. I would not be able to participate in band if I did not have a school instrument to use.	16	4	4	3

28. I do not like competing against my friends for seat placement.	8	8	4	7
29. I am only in band because it boosts my overall average in school.	12	13	1	1
30. I like learning to play new music.	1	0	4	22
31. My parents support my decision to play an instrument.	5	2	4	16
32. I attend performances because I do not want to fail.	5	4	9	9
33. If I am unsuccessful in lessons, it makes me want to do better next time.	2	3	5	17
34. Books and instruments are too expensive.	9	12	3	3
35. I like competing against my friends for seat placement.	9	5	4	9
36. My classmates opinions about band will influence my decision to drop the class.	19	6	2	0
37. Band is a place where you can make new friends.	1	5	7	14
38. I think being in band is cool.	2	3	5	17
39. Playing in band will make me more successful in life.	1	2	10	14
40. My parents encourage me throughout my music study.	1	1	6	19

Appendix B-2. Students Currently Participating in Band – Short Answer Summary.

Item 41 Did you have any family members or friends take band? Check all that apply.

Parent	59%
Sibling	52%
Grandparent	22%
Aunt/Uncle	22%
Cousin	33%
Friend	89%
Other	11%

Item 42 Have you ever taken private music lessons?

No	85%
Yes	15%

Item 43 If you had to choose one reason why you would remain in band, what would it be?

Learning

Because It's way better than exploratory.

I want to play a brum

Because I like my teacher and playing the clarinet is fun.

I would stay in band because its fun.

I would remain in band because playing an instrument is fun and it passes time.

Because I like music

i would stay in band because i like to try new things and experiment in addition i also very much enjoy playing an instrument so it seems that being in band is a good way to stimulate my brain.

it is fun to were i can be open and more social

I like it, it is fun, i can ask questions about music and learn new songs!

So then i could be with all my friends and stay as a family with the band

It's just fun being able to make music.

The community

i like my teacher and because i like playing my instrument

Because it gives you experience in the musical field and the teacher is really great.

i would remain in band because i enjoy playing music because learning new music and old music is really fun and it will lead to make new friends in the future.

I would remain in band because it is a fun learning experience and I have a lot of fun.

It would be because I get to have so many memories and i've had such a fun time in band that i don't want to stop doing band

Cause music is one way to get out of the hate in the world and just focus on the music your playing.

Because I like c challenging myself, and make new friends, and know that that they enjoy what I enjoyed

High School band

because band is fun because its a good environment in my life and it teaches me A lot of things and the music keeps me focus and motivated

i like playing music

Just for something else to do, sometimes it isn't very fun and the work can be tedious but in the end seeing something great is worth it.

My friends

Friends

It gives me such a great feeling when i learn a new song that is hard or new techniques.

Item 44 What is most important to you in band (choose only one): liking your teacher, being with your friends, having fun, being challenged, being successful, playing music, going on trips, or your parents supporting your efforts. Why?

having music in my life

Going on trips.

?

Playing music because I like to learn new things.

All of the above. I really love being in band because its fun

The most important things to me in band would be having fun, being with my friends, being challenged, playing music, and because my parents support my effort. These are the main reasons because they are all special to me and hold a place in my heart. Id be missing something if I wasn't in band.

Having Fun

the most important thing inn band to me is being successful

being with my friends and having the opportunity to be challenged

being with my friends and having fun.

Having fun, because if you dont have fun, then whats the point in doing it?

Playing music because it's fun and makes me happy.

Being Challenged

being challenged because i think its fun to be chanllenged every once and a while

Liking my teacher

i think its being with my friends because friendship means a lot to me.

Being successful because it makes me feel like I am succeeding in something and it makes me happy and proud.

probably having fun

The one that's most important to me is being challenged. Cause being challenged can impact everything you do in life.

Having fun, because I live with old parents, so I don't really get to do fun things, and so I have fun here in band.

Having Fun

Everything

being with friends because they make it more fun

Having fun, I've quit things in the past because they get boring to me fast, band hasn't really been like that but I am starting to get burnt out

Being with my friends because it just makes it feel more fun

being with my friends because I'm there to have fun and grow friendships.

Being challenged is most important. It makes me better as a player.

Item 45 Why did you want to join band in the first place?

I thought it would be fun

It seemed like a lot of fun, and is. Also a bunch of my friends joined.

?

Because my siblings did and they said the teacher is really nice.

Because there was nothing else fun to do and I wanted to experience this.

I wanted to join band because of the memories and because I wanted something that I can do anytime I want.

Because I thought that it would be fun.

i wanted to join band mainly because i thought the clarinet was cool and i got really bored in school so band seemed like a challenge.

music was always in i always had a spark for it

i love band i have always liked music and there was always that spark in my heart for it.

I wanted to play because my mom used to play flute, and so i looked up to her and wanted to play like she did

I didn't want to do art or choir.

My mom made me because my brother quit.

because i thought it would be fun to join and i wanted to

Because my parents wanted me to and it would be good experience and my friends were joining.

because i thought that band would be a good learning experience and honestly i thought it was cool that my parents were in band and i heard about all of there fun band memories.

I first wanted to join band because it seemed like a lot of fun and all of my other friends were going to do band.

i wanted to join because i though it would be fun and most of my friends were doing it.

To get another opportunity.

I joined band because I played music when I was child, and I wanted to play a instrument

I guess to play music

Because i wanted to add something else in my life

for fun

Mom thought it would be something cool to do and I 4d

Because my friend was joining it and I had the opportunity to be able to

it looked like fun and my older sister did it

Because i really liked the thought of being able to have a solo and performing for people and it sounding good.

Item 46 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, don't like playing music, you are not being successful, or outside reasons (for example, not going on trips, low grade, class schedule conflict).

not enough of my instrument

Partially not being fun anymore, because the masks are weird.

?

friends quitting because if my friends quit I wouldn't have any fun.

I LOVE BAND! WHAT DO YOU MEAN!

If I had to quit band, it would be if the world was ending and the world more corrupted than it is now.

Not fun anymore.

i would quit band because i was being bullied.

im having really bad family troubles and i might have to take a break

maybe it would be because of family problems.

If i wasn't having fun, i would quit. I can't stand doing something i dont find enjoyment in

Not fun anymore.

Class Schedule Conflict.

my friends quitting would be one reason why

Most likely the sceduele because its get combined with other scedeles and it would not be fun anymore or my friends quit.

the band director left

Outside reasons such as a low grade.

sports is one of the main things and low grades

It would be disliking my teacher. (I don't) But if you have a teacher who your not enjoying teaching you, then whats the point?

not enough challenge.

Outside reasons

if something bad happened to my music teacher Maybe though

probably friends quitting because i like them

Enrollment in other athletics affect band to some extent

Class schedule conflict because all the classes I need to take are in the beggining of the day and sometimes band will get in the way of me doing classes that I want to take.

not fun anymore. i don't enjoy it as much as i used to.

The challenge probably wasn't enough anymore.

Item 47 Do you have friends who have dropped band? If so, what were their reasons for dropping?

No

Mhm. They lost a piece of their instrument and didn't wanna buy a new one.

?

Yes and I don't know why.

No

I do have friends that dropped band. Their reason for dropping out was because it became too much of a struggle.

No

i do they lost their mouth piece

No.

No.

As of right now, no one i know has dropped. but people in my section plan to and i do not know why

No

They were failing and they weren't enjoying it.

yes i do and because there where too many people for them

Ya one was because she had another sport to play and the sceduele kinda gets into other events.

yes because band was boring is what they said.

Yes, she had low grades

yes i do have friends that have dropped band because they said it was too hard

Yes, I really don't know other than she thought it was boring.

No

Yes, they were behind.

No

they didnt want to do it

Not fun anymore

No

yes, they didn't enjoy it anymore

Yes and some reasons is because they didn't feel they were good enough and another reason is because of other sport conflicts.

Item 48 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?

9

An 8. It's mostly fun but there are a few things that are difficult

?

7 because band can be hard sometimes but I think its fun.

8 Because I've only been in band for one year and im not very good.

I would rate my experience in band a 10/10 because its fun, I love the people, and I love playing my instrument.

11% Because It is Fun and Cool

a solid 8

10. because it is the best for me and my future life

10 because i love music and the band teacher and it is awesome for me!

8 because its super fun and i have made a lot of friends over the years. and band almost feels like my second family

9 because it's been really fun and I like going, but it's not perfect.

9 1/2. Sometimes I feel like giving up... *cough* sixth grade benchmarks *cough* but then I always find some reason better to stay. Also... it might be the one cult I ever get to join.

9 because i really like playing music and i like my teacher and i like having friends

8

10 because it has changed my life in a lot of ways.

10 out of 10. Band is so much fun, it is always challenging and the trips are always fun and my teacher is the best.

10 because i have so much fun and i get to hang out with my friends.

A 10. Because it throws me challenges and things to accomplish and push myself harder.

ten, Because I have been having so much fun in band, and I want to continue my band career after high school.

7 because i'm pretty bored and would like to play a different instrument.

6 because benchmarks can be hard sometimes and dealing with bad grades

8

6.5

7 because I have fun but sometimes I want to be able to do other things

in the past 8, recently 5. i'm not having as much fun as i used to.

9.5! i love the people and the environment! The teacher is amazing and i get such a challenge when being taught by her.

Appendix B-3. Responses from Students Who Have Participated in Band in the

Past.

Students Who Have Participated in Band in the Past – Multiple Choice Summary

Item	Disagree	More Disagree Than Agree	More Agree Than Disagree	Agree
1A. I joined band because my parents really wanted me to.	3	1	0	0
2A. I really like my band teacher.	0	1	1	2
3A. Playing an instrument is fun and makes me happy.	1	0	1	2
4A. I joined band because my friends joined.	3	1	0	0
5A. I chose my instrument because I thought it looked cool.	3	0	1	0
6A. I joined band because it didn't cost too much money compared to other activities.	1	2	0	1
7A. I liked being the best player on my instrument.	3	0	1	0
8A. I enjoyed practicing and rehearsing to be more successful at my instrument.	1	0	2	1
9A. My parents think playing an instrument is good for me.	1	1	2	0
10A. I remained in band because I liked my teacher.	1	3	0	0
11A. I looked forward to playing in concerts.	2	1	1	0
12A. If I was unsuccessful in lessons, it made me want to quit band.	2	0	1	1
13A. I liked competing in festivals against other bands.	2	2	0	0

14A. My teacher encouraged me throughout my music study with positive feedback.	0	1	0	3
15A. My seat in band mattered to me.	1	0	0	3
16A. I participated in band because it looked good on a college application.	3	1	0	0
17A. I enjoyed participating in band because of the trips and fun things we did outside of class.	1	1	2	0
18A. Money was not an issue for me to participate in band.	0	0	0	4
19A. I only practiced in band because I did not want to fail.	1	0	1	2
20A. I disliked my teacher and that is why I quit band.	3	1	0	0
21A. Practicing and rehearsing was challenging and fun.	1	1	1	1
22A. My friends impact my decision making in school strongly.	0	1	1	2
23A. My parents forced me to play an instrument.	4	0	0	0
24A. My teacher was supportive and helpful.	1	0	0	3
25A. I dropped band because my friends weren't involved.	4	0	0	0
26A. The only reason I was in band was because of end of the year prizes, awards, and gifts.	4	0	0	0
27A. I could not continue to participate in band because I didn't have an instrument to use.	2	1	0	1

28A. I did not like competing against my friends for seat placement.	2	0	1	1
29A. I was only in band because it boosted my overall average in school.	2	0	0	2
30A. I liked learning to play new music.	1	0	1	2
31A. My parents supported my decision to play an instrument.	2	0	1	1
32A. I attended performances because I did not want to fail.	2	0	1	1
33A. If I am unsuccessful in lessons, it makes me want to do better next time.	1	0	1	2
34A. Books and instruments are too expensive.	1	1	0	2
35A. I liked competing against my friends for seat placement.	3	0	0	1
36A. My classmates opinions about band influenced my decision to drop the class.	4	0	0	0
37A. Band is a place where you can make new friends.	1	0	0	3
38A. I think being in band is cool.	1	0	1	2
39A. Playing in band will make me more successful in life.	1	0	2	1
40A. My parents encouraged me throughout my music study.	1	0	2	1

Appendix B-4. Students Who Have Participated in Band in the Past – Short Answer

Summary.

Item 41A Did you have any family members or friends take band? Check all that apply.

Parent	25%
Sibling	0%
Grandparent	50%
Aunt/Uncle	25%
Cousin	0%
Friend	75%
Other	25%

Item 42A Have you ever taken private music lessons?

No	75%
Yes	25%

Item 43A If you had to choose one reason why you would remain in band, what would it be?

im not in band but i want to be

Theres a saxophone. did i spell that right

The band teacher is amazing.

i would remain in band because i enjoy the experience and like the challenge

Item 44A What was most important to you in band (choose only one): liking your teacher, being with your friends, having fun, being challenged, being successful, playing music, going on trips, or your parents supporting your efforts. Why?

Friends

Im not in band

I enjoyed being challenged.

having fun because playing an instrument you enjoy should be fun

Item 45A Why did you want to join band in the first place?

i wanted to try something new

not in band

I thought it would help me become more social.

i wanted to learn to play an instrument

Item 46A What is the reason you quit band? 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, don't like playing music, you are not being successful, or outside reasons (for example, not going on trips, low grade, class schedule conflict).

i had no choice

Not in band

I wish not to say.

i quit band because i was not very good and didn't enjoy it anymore

Item 47A Do you have friends who have dropped band? If so, what were their reasons for dropping?

idk?

Nope

No

yes, they dropped because they didn't enjoy it

Item 48A 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?

4 i didn't get to practice

2

10, because it was amazing playing an instrument.

6/10 because i felt like i wasn't getting any better and that made me not want to participate anymore

Appendix B-5. Responses from Students Who Have Never Participated in Band.

Students Who Have Never Participated in Band – Multiple Choice Summary

Item	Disagree	More Disagree Than Agree	More Agree Than Disagree	Agree
1B. My parents really wanted me to join band.	7	2	0	1
2B. I really like the band teacher.	2	0	4	4
3B. Playing an instrument seems like it would be fun and make me happy.	4	3	3	0
4B. None of my friends joined band so I didn't join either.	8	0	1	1
5B. There are band instruments that look cool.	0	1	2	7
6B. I didn't join band because it cost too much money compared to other activities.	7	3	0	0
7B. I like being the best at my activities.	3	0	2	5
8B. I enjoy practicing to get better at my activities.	2	1	1	6
9B. My parents think playing an instrument would be good for me.	5	2	1	2
10B. I didn't take band because I didn't like the teacher.	7	0	1	2
11B. I look forward to performing/doing my activities.	2	0	2	6
12B. If I am unsuccessful, it makes me want to quit.	5	3	1	1
13B. I like competing against other groups.	1	0	3	6
14B. My band/music teacher encouraged me with positive feedback.	1	4	3	2

15B. Being in band matters to me.	7	1	1	1
16B. Participating in band looks good on a college application.	3	2	2	3
17B. I enjoy participating in activities that take trips and do fun things outside of class.	1	0	1	8
18B. Money was not an issue for me to participate in band.	3	1	1	5
19B. I only practice because I do not want to fail.	3	1	4	2
20B. I dislike the band teacher so I didn't take band.	7	1	1	1
21B. Practicing is challenging and fun.	2	0	3	5
22B. My friends impact my decision making in school strongly.	3	3	2	2
23B. My parents really wanted me to play an instrument.	6	1	1	2
24B. The band teacher is supportive and helpful.	3	0	1	6
25B. I stay in activities that my friends are involved in.	1	4	1	4
26B. I would like band if there were end of year prizes, awards, and gifts.	5	2	2	1
27B. I would be able to be in band if there was a school instrument I could use.	7	0	1	2
28B. I do not like competing against my friends for placement.	5	2	2	1
29B. Band is an easy class that boosts your overall average in school.	4	2	1	3

30B. I would like learning to play new music.	3	1	3	3
31B. My parents would have supported my decision to play an instrument.	5	0	1	4
32B. I take tests because I do not want to fail.	2	2	3	3
33B. If I am unsuccessful in lessons, it makes me want to do better next time.	2	0	2	6
34B. Books and instruments are too expensive.	4	2	2	2
35B. I like competing against my friends for placement.	1	2	2	5
36B. My classmates opinions about band influenced my decision not to take the class.	5	1	1	3
37B. Band is a place where you can make new friends.	3	0	3	4
38B. I think being in band is cool.	4	2	3	1
39B. Playing in band would have made me more successful in life.	4	3	2	1
40B. My parents encourage me throughout my school study.	3	0	2	5

Appendix B-6. Students Who Have Never Participated in Band – Short Answer

Summary.

Item 41B Did you have any family members or friends take band? Check all that apply.

Parent	20%
Sibling	30%
Grandparent	10%
Aunt/Uncle	40%
Cousin	40%
Friend	80%
Other	30%

Item 42B Have you ever taken private music lessons?

No	90%
Yes	10%

Item 43B If you had one reason that would have made you choose band, what would it be?

Nothing
its fun to play instruments?
To play the big drum
Nothing
I don't know

Potato

To be with friends

i wanted to play the baritone because my uncle did

Drumms

If i didn't play so many other sports and did so much other things outside of school I think I would have joined band.

Item 44B What is most important to you about your activities (choose only one): liking your teacher/coach, being with your friends, having fun, being challenged, being successful, learning something new/a new skill, going on trips, or your parents supporting your efforts. Why?

Nothing

being with my friends

Friends

having fun

Being successful

Successful

having fun

having fun being successful going on trips

being with my friends

I think having fun and being challenged is the most important thing to me because it pushes me to be better but it also lets me enjoy my time.

Item 45B Why didn't you want to join band?

cause i dont like it

i just felt like it wasnt that fun

I dont like playing music only listening

because i dont like playing instruments

I didn't join band because I have a lot on my boat

i didnt like it

No one wanted to with me

because i was doing other activities

did not like it a lot

I was just too busy.

Item 46B If you had to quit one of your activities, what is one reason you would quit? Choose one of the following choices and explain your answer: parents not supporting you, disliking your teachers/coaches, 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, low grade, class schedule conflict).

Basketball

disliking my teacher

not enough challenge

if it was not fun anymore

Class schedule

Not fun

Not having fun anymore

because i would get worn out of playing

not being cool

I would most likely quit because I didn't enjoy the event anymore or because my school grades were struggling and school always comes first.

Item 47B Do you have friends who have dropped band? If so, what were their reasons for dropping?

No

no friends

Yes i dont know

yes but i dont know why

No

They hated it

No

I have not

yes, and not sure 100% why. but just did not like it anymore

Yes, it was mainly because they didn't enjoy it anymore and they wanted to try some other stuff.
