

## Music, Emotional Development, and Self-Esteem

A study conducted at the University of Texas found that college-age musicians are emotionally healthier than their non-musician counterparts. The study tested 362 students in their first semester of college. They were tested on performance anxiety, emotional concerns, and alcohol related problems. Researchers found that college-aged music students had **fewer problems with alcohol and less emotional problems while facing tests** [(January 11, 1998). *Houston Chronicle*].

A study by the Norwegian Research Council for Science and the Humanities concluded that there is a **high correlation between positive self-perception, high cognitive competence scores, self-esteem, and interest and involvement in school music** [Lillemyr, O. F. (1983). Achievement motivation as a factor in self-perception. *Norwegian Research Council for Science and the Humanities*, pp. 245-248].

Whitwell's study found that creative participation in music **improves self-image, self-awareness, and creates positive attitudes about oneself** [Whitwell, D. (1977, June). Music learning through performance. A paper commissioned by *Texas Music Educators Association*].

Marshall's study found that both involvement and achievement in school music programs **builds positive self-image**. Among urban black middle school students, this positive self-image from music motivated the students to achieve academically [Marshall, A. T. (1978). An analysis of music curricula and its relationship to the self image of urban black middle school age children. *Dissertation Abstracts International*, A38, pp. 6594A-5A].

Sward's study found that through involvement in group music activities on the high school level, individuals **learned to support each other, maintain commitment, and bond together for group goals. This contributes significantly to improved self-esteem** [Sward, R. (1989, Winter). Band is a family. *Today's Music Educator*, pp. 26-27].

Aschbacher and Herman found in their 1991 study that students in arts-focused curriculums reported **significantly more positive perceptions about their academic abilities** than other students [Aschbacher, P. & Herman, J. (1991). *The Humanitas Program Evaluation*].

An Auburn University study found that at-risk children who participated in an arts program that included music showed **significant increases in self-concept** according to the Piers-Harris Children's Self-Concept Scale [(1992). *Project ARISE: Meeting the needs of disadvantaged students through the art*. Auburn University].