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The Relationship between Musical Behavior, Holistic Living, and Perceived Delinquency in Adolescents

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**THE RELATIONSHIP BETWEEN MUSICAL BEHAVIOR,
HOLISTIC LIVING, AND PERCEIVED
DELINQUENCY IN ADOLESCENTS**

by

Janice S. Schreibman

**A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Music
School of Music**

**Western Michigan University
Kalamazoo, Michigan
April 1996**

**THE RELATIONSHIP BETWEEN MUSICAL BEHAVIOR,
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Janice S. Schreibman, M.M.

Western Michigan University, 1996

The purpose of this study was to investigate the relationship between musical behavior, holistic living, and self-perceived delinquency in adolescents. One hundred thirty-seven ninth-grade students from two Detroit area high schools were selected for this study. All participants completed two surveys -- an adapted version of the Holistic Living Inventory (HLI) (Stoudenmire, Batman, Pavlov & Temple, 1985), and surveys developed by the researcher to measure involvement in music and self-perceived level of delinquent behavior.

A three-factor analysis of variance (ANOVA) revealed there were no significant differences between the adolescents' level of involvement in music, the degree to which they practiced holistic living, and their self-perceived level of delinquency. However, a one-factor ANOVA on each separate category indicated that those subjects involved in music, either within or outside of school, scored higher on the HLI than those not involved in music. There were no significant differences noted between those involved and those not involved in music on the self-perceived delinquency measure.

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Finally, I dedicate this thesis to the memory of loved ones who have passed away. Included among them are: Uncle Bob Hudson- you are my "favorite uncle"; my cousin, Tom Kishline- you lived life to the fullest everyday, you are an inspiration; Grandma and Grandpa Hall- I miss you; Mom Mom and Pop Hudson- I wish we would have had more time together; and Aunt Tini and Uncle Izzy Homelsky, whom I never had the opportunity to meet.

Janice S. Schreibman

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CHAPTER I

INTRODUCTION

In an effort to explain the complexities of societal decline we often hear and speak key phrases. Just a few examples are street, domestic, and media violence; gang involvement; substance abuse; juvenile delinquency; moral degradation; and decline in family values. One group significantly affected by changes in the social climate is adolescents. They are inundated with negative aspects of a society too often unable to provide an environment in which feelings of security and well-being can develop. The nightly news shows aired across the nation, as well as magazines and newspapers, feature violent acts committed by youths. Simultaneously, young people's exposure to wholesome life enrichment appears to be lessening (Arndt, 1994; National Education Association, 1993; Tucker, 1994; Wartik, 1994).

Holistic health is a philosophy that strives to promote wellness, connection, and wholeness within and among individuals and their environment (Travis & Ryan, 1988). One medium which has been identified as promoting wellness and holism is music. Music provides opportunities for self-expression, spiritual growth, and intellectual insight (Jorgensen, 1993). The writer of this thesis intends to look at the effect of active involvement in music upon youthful behaviors. The paper examines the degree to which such involvement may be related to self-perceived delinquent behavior and holistic living.

Definitions

Musical Behavior

Musical behavior, herein, refers to active participation in a school-based instrumental or vocal program and/or active participation in a non-school-based music group or activity (e.g., rock band, church or community music ensembles, or private study).

Delinquency

Delinquency is defined by The New Shorter Oxford English Dictionary on Historical Principles (Brown, Ed., 1993) as: "1. the quality of being a delinquent. failure in or violation of duty; delinquent behavior. 2. a delinquent act; a failing, a misdeed, an offense. Delinquent behavior ranges from truancy and 'incurability' to serious criminal offenses" (Coleman, Butcher & Carson, 1980; Grinney, 1992). When the term 'delinquent behavior' is used in this paper, it refers to skipping school, possessing a weapon at school, fighting, and drug use. This limitation of the term is based on the confines of the self-report survey of delinquent behavior.

Holistic Living

The American Holistic Medical Association (AHMA) defines holistic living as a combination of optimal physical, emotional, mental and spiritual functioning (Shealy, 1977). "Holistic" is a term that was developed in recent years to describe not only a philosophy of life, but a way of living that supports a variety of novel and creative approaches to obtaining and maintaining optimal health (Kopelman & Moskop, 1981; Hallen, 1981; Keller, 1981). For the purposes of

this study, holistic living is defined as a self-perceived balance in the same four components of holistic living identified by the AHMA.

Statement of the Problem

Is there a relationship between involvement in musical behavior, self-perception of delinquent behavior, and holistic living among ninth-grade high-school students in the Detroit area?

Involvement of young people in valued, meaningful activities can contribute to lower delinquency rates (Hirschi, 1969; Merina, 1993). Hirschi (1969) theorizes that incidents of juvenile delinquent behavior are lower when the youths are bonded or tied to the accepted norms of society as expressed through activities at home, school, work, and church. Activities that are successful at providing a positive association to societal norms focus on developing a sense of belonging, competence, usefulness, and influence (Office of Juvenile Justice and Delinquency, 1992). Grinney (1992) states, ". . . children who do well in school win approval of teachers and gain a measure of self-esteem" (p. 57).

Active involvement in music is one way students can contribute to creating a meaningful experience. Participation in music goes far beyond being a learned behavior. For some students, involvement in music functions as a refuge and provides an opportunity to excel that does not exist in other school experiences (Lehman, 1987). One important function of school-based music is to provide a sense of belonging and self-importance for the participants, since each individual is needed by the ensemble for the created music to become whole (Lehman, 1987).

Promoting self-esteem, self-worth, and value of others are not only necessary tasks in reducing delinquent behavior (Office of Juvenile and

Delinquency Prevention, 1992), but also natural by-products of involvement in music (Lehman, 1987), and are intrinsic components of holistic health.

Holistic health extends the definition of health care to encompass a process of awareness, education, and growth (Travis & Ryan, 1988). Travis & Ryan (1988) state, "Diseases and symptoms are not really the problem. They are actually the body-mind's attempt to solve a problem--a message from the subconscious to the conscious" (p. xv). In discussing concerns related to the emotional health of adolescents, Gilchrist & Alexander (1994) identify young people's vulnerability to homicide and suicide. Tokarski (1995) reports additional adolescent health needs including sexual and reproductive care (including HIV and AIDS counseling), drug and alcohol counseling, eating disorder treatment, general education about male and female bodies, and routine physical examinations.

There are two interrelationships examined in this study: The relationship between musical behavior and the self-perception of delinquent behavior and the correlation of musical behavior and self-perceived holistic living.

Purpose of the Study

As previously noted, research supports the idea that involvement in communally-respected activities is likely to deter destructive behaviors (Hirschi, 1969). Musical activity is a possible example. Lehman (1987) states, "Music has proved itself to be a superb means of preventing student dropout" (p. 11). As Zigler, Taussig, and Black (1992) point out, preventing failure at school is an effective means of abating those involved in delinquent behaviors.

This researcher found a lack of research that examined the relationship between holistic health, delinquency, and involvement in music. Therefore, the purpose of this study is to begin exploration of the possible relationship between

musical behavior, self-reported levels of delinquency, and scores received on the Holistic Living Inventory (HLI) (Stoudenmire, Batman, Pavlov & Temple, 1985).

Research Questions

Following are the specific research questions, the answers to which were sought by administering the HLI and the self-perceived delinquency survey.

1. On the HLI, do scores of ninth-grade students who are involved in school-based music, non-school-based music, and/or non-musical extra-curricular activities differ significantly from ninth-grade students not so involved?
2. On the delinquency scale, do scores of ninth-grade students who are involved in school-based music, non-school-based music, and/or non-musical extra-curricular activities, differ significantly from ninth-grade students not so involved?
3. On the HLI, do scores of ninth-grade students who are involved in school-based music programs differ significantly from those ninth-grade students not so involved?
4. On the self-reported delinquency scale, do scores of ninth-grade students who are involved in school-based music programs differ significantly from those not so involved?
5. On the HLI, do scores of ninth-grade students who are involved in non-school-based music programs differ significantly from those ninth-grade students not so involved?
6. On the self-reported delinquency scale, do scores of ninth-grade students who are involved in non-school-based music programs differ significantly from those ninth-grade students not so involved?
7. On the HLI, do scores of ninth-grade students who are involved in

non-music extra-curricular activities differ significantly from those ninth-grade students not so involved?

8. On the self-reported delinquency scale, do scores of ninth-grade students involved in non-music extra-curricular activities differ significantly from those ninth-grade students not so involved?

Limitations

The limitations of this study include:

1. Participants were not randomly selected which may create biased results.
2. No family history was collected from the participants.
3. The researcher collected no social or economic information on the participants.
4. The sample population lacked ethnic diversity.
5. The participants may not have answered the surveys honestly.
6. This researcher found no standardized measurement tool available to assess self-perception of delinquent behavior. Therefore, the researcher developed a short Likert scale to measure self-perception of delinquent behavior.
7. The participants more likely to perceive themselves as delinquent might also be more likely to be absent on the day of testing.
8. The testing took place the week preceding Spring break at Lahser High School. The health teacher indicated that this may have adversely affected the sample size and attention span of the participants.

The Delimitations

The participants in this study were limited to ninth-grade students at two

suburban Detroit, Michigan area high schools. One was located in a northern suburb and the second was adjacent to the city of Detroit. Caution should be exercised when generalizing the results of this study to dissimilar populations.

Assumptions

The following assumptions have been made:

1. The researcher assumes that the results from the adapted version of the HLI are valid and reliable.
2. The researcher assumes that the study's participants are not significantly different from the ninth-grade students at Ferndale and Lahser High Schools who did not participate in the study.
3. The researcher assumes young people associating with peer groups which are violent and/or delinquent, are more likely to exhibit behaviors similar to those of their peers. Adolescents who participate in school-based music groups work together in a highly structured environment, one with little tolerance of delinquent behavior and therefore, are less likely to manifest anti-social behavior.

The Importance of the Study

Adolescence is a difficult time of life for some young people. It is, as Papalia & Olds (1982) state, a ". . . voyage of self-discovery . . . as individuals seesaw . . . between childhood and maturity . . ." (p. 593). Developmentally, young people become increasingly more responsive to their peers and correspondingly less responsive to adults (Brendto & Ness, 1983; Papalia & Olds, 1982). Adolescents begin to experience autonomy, decision making, and an increase in risk-taking behavior (Gilchrist & Alexander, 1994). Gilchrist &

Alexander (1994) state:

Adolescent health is threatened by specific behavioral clusters that impact health adversely during the teen years, for example, sexual behavior, drug and alcohol behavior, interpersonal violence, accidental violence, and fitness and nutrition behaviors, and by school/behavioral problems. (p.761)

It is important, then, that the adolescents learn how to design a lifestyle geared toward achieving their highest potential for well-being.

Holistic living, or wellness, is a balance of several aspects of life.

Various theories identify what aspects should be included in this concept. Travis & Ryan (1988) recognize twelve areas in their description of balanced living: self-responsibility and love, breathing, sensing, eating, moving, feeling, thinking, playing/working, communicating, sex, finding meaning, and transcending.

Lazarus (1976) uses the acronym BASIC ID to represent his theory of holistic health.¹ Although these and other theorists identify slightly different target areas for optimal functioning, they agree that holistic living is a balance of physical, emotional, mental, and spiritual well-being (Hallen, 1981; Keller, 1981; Kopelman & Moskop, 1981; Lazarus, 1976; Shealy, 1977; Travis & Ryan, 1988).

Music can provide a link to holistic health and well-being for some school aged children. Jorgensen (1993) researched the various ways school-based music has been justified over the last 150 years, all of which appear to support the notion of wholeness. From the 1830's to the 1930's the rationalization for school-based music was the promotion of spiritual growth and morality. In the mid 1930's, music was legitimized in schools as an expression of human and spiritual qualities. By 1950, aesthetics became the main emphasis for its continued inclusion in school curricula. Music's enrichment of curricula was the value emphasized in the 1970's because music provided philosophical and intellectual insights supplementary to those gained through traditional studies.

In the early 1980's, the holistic properties of school-based music were becoming recognized (Jorgensen, 1993). The National Standards for Arts Education (1994) state, "Arts education benefits both student and society. It benefits the student because it cultivates the whole child . . ." (p.6).

Endnotes

1. BASIC ID stands for B=behavior, A=affect (realm of emotions), S=sensory (impressions and perceptions of things visual, auditorynasal, gustatory and tactile; and bodily senses of pain, discomfort and physical well-being), I=imagery (internal pictures both of self and all things external), C=cognitive (thoughtful understanding of situations), I=interpersonal relations (self-esteem and a sense of relatedness) and D=drugs (chemotherapy, nutrients and exercise/movement).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a representation of the literature concerning adolescent behaviors, the holistic approach to attaining and maintaining optimal health, and the relationship of music to the concept of wholeness.

Adolescent Behavior

Few would argue that violent and delinquent behaviors have become a pervasive part of our society (Hallinan, 1994; National Education Association, 1993; Wartik, 1994). Both Hallinan (1994) and Wartik (1994) recount incidents of youths beating elderly neighbors, stealing from peers, kidnapping young children, and committing murder.

There are many factors which can foster disorderly behaviors including: poverty, peer pressure, drug use, and insufficient parental supervision (Arnett, 1991; Hallinan, 1994; Pedersen, 1994).

In addressing the issue of poverty, Grinney (1992) states:

Inner-city teenagers experience a different life-style than their suburban or rural counterparts do: Pregnant, unmarried teens are the norm, as are school dropouts and illiterates. Many of these young people believe that their only chance of escape is through drug use and that their only opportunity to make money is through drug dealing. (p. 52)

A number of youth have inadequate parental supervision and live in unstable communities (Tucker, 1994). Zinsmeister (1992) states, "More than 60% of all children born today will spend at least some time in a single-parent

household before reaching age eighteen" (p. 68). Based on the results of a study conducted by the National Association of Elementary School Principals:

. . . 30% of two-parent elementary school students surveyed ranked as high achievers, compared with only 17% of the one-parent children. . . . 23% of the two-parent children were low achievers -- versus 38% of the one-parent children. (Zinsmeister, 1992, pp. 68-69)

Zinsmeister further adds that students from one-parent homes visited clinics more often than those from two-parent homes, their rate of absence from school ran higher, and they were found to be more than twice as likely to drop out of school altogether.

During adolescence peer groups become vitally important to young people (Brendto & Ness, 1983; Papalia & Olds, 1982). Grinney (1992) describes young people as deliberately distancing themselves from adults and children. "They tend to create their own community with a distinct set of values, mode of dress, and style of speech" (Grinney, 1992, p. 65). Grinney (1992) states, ". . . teenagers who are most involved in the youth culture are most likely to show delinquent behavior because their culture leans toward hedonistic and irresponsible behavior" (p.65).

Other possible negative influences on adolescent behavior include violent rock lyrics and violence in movies and on television. Murphy (1992) argues, "There is a broad consensus in the scientific community that exposure to television and movie violence increases the physical aggressiveness of children, but there has been less agreement about whether that aggressiveness translates into increased violence" (p. 64).

Wass, Miller, & Redditt (1991) considered the possibility that destructive lyrics, combined with other factors such as dysfunctional families, substance abuse, and problems in school, lead to antisocial and destructive behavior. There

is inadequate research validation to either support or deny this theory.

Conversely, Goldman (1963) suggests that when society unfairly labels children "delinquent" they may be perpetuating the cycle of violence. Some parents and professionals have expressed concern over the possible negative influence of song lyrics in popular music. In an effort to curtail the violence and delinquency of young people in society, groups like the Parents' Music Resource Center (PMRC) have formed and are partially responsible for encouraging recording companies to place warning labels on compact discs (CD's) and cassette tapes that contain explicit and graphic lyrics. PMRC believes that when children hear these violent lyrics, they may become violent.

Arnett (1991) disagrees with PMRCs' premise, arguing that adolescents are not likely to act out violent lyrics, but rather may be calmed by the music. He states:

. . . music served a purgative junction, dissipating their (the adolescents) accumulated anger and frustration. They listened to it especially when they were angry, and it consistently had the effect of making them less angry, of calming them down. (p.93)

Likewise, Wass, et al. (1991) state, "It is possible, that for some adolescents, death themes in rock music, including those advocating destructive acts, are actually therapeutic" (p. 206).

It is apparent that many factors inhibit, as well as contribute to, the prevalence of anti-social behavior in adolescents. Grinney (1992) states:

One of the most important factors in the prevention of delinquent behavior is simply some kind of anchor for the child--whether it is a family, an individual (such as a teacher or a friend), an activity, or an institution that helps him or her develop a stable and constructive value system. (p. 59)

Delinquency prevention begins with creating a stable environment for children. Appropriate adult role models are essential in establishing such a

locality (Office of Juvenile Justice and Delinquency Prevention, 1992). Tucker (1994) and Zigler, Taussig, & Black (1992) agree that young people are in need of healthy, well-balanced adult role models.

Stoudenmire, Temple, Pavlov and Batman (1988) used modeling to aid in the development of appropriate behaviors, as well as the inhibition of inappropriate behaviors of twelve emotionally and behaviorally disturbed pre-adolescent campers attending therapeutic recreation activities through a community mental health center. Three adult camp counselors, who were staff at the community mental health center, modeled healthy holistic behaviors to the children. The counselors spent a minimum of 24 waking hours, over the course of a few days, with the campers. The researchers found, at the conclusion of the camping experience, that the campers saw themselves as striving to engage in more holistic living behaviors in the future than they were exhibiting at the time of the study. The researchers felt encouraged by the campers' desire to use healthier behaviors. Furthermore, they believed the campers were aware of the holistic behaviors modeled by the staff.

Likewise, Goldman (1963) suggests that the construction of a positive environment, in which the child receives encouragement from adults (and peers), as well as various models of healthy behavior, greatly increases each individual's opportunity to contribute to society as a productive adult. In addition he emphasizes developing characteristics that promote self-esteem such as competence, belonging, and power or potency. These traits provide insulation against the breakdown of positive social forces.

Holistic Health

The concept of holistic health seeks to describe a wide variety of health

care practices (Hallen, 1981; Chopra, 1993; Keller, 1981; Kopelman & Moskop, 1981). In an effort to add specific dimensions to the term holistic health, Stoudenmire, Batman, Pavlov, and Temple (1985) identified four areas that are important to address for optimal functioning: body, mind, spirit, and emotions. This is compatible with the AHMA's conceptualization of holism (Shealy, 1977).

In accordance with the above definition, holism in school would include an integration of medical care, mental health services, opportunities for spiritual growth, as well as traditional educational experiences (reading, writing, arithmetic, etc.) (Miller, 1988; Tokarski, 1995). While investigating early childhood interventions for preventing juvenile delinquency, Zigler, Taussig, and Black (1992) found that the most effective early intervention projects were not initiated to reduce delinquency, but rather to prevent school failure among at-risk populations. Some of the most effective plans took a multi-pronged approach when addressing the at-risk population. These programs provided non-educational supports such as health care, involving parents in the program, and offering specific services to the families of children enrolled. Jones and Williams (1983) used a holistic approach in working with eight black adolescent boys ranging in age from 12-15. They addressed sexuality, values, physical well-being, self-esteem, as well as academic issues. This approach proved successful in promoting awareness of holism. Two months after the completion of the program all of the participants were continuing to demonstrate self-direction, self-determination, and self-responsibility.

Zigler, Taussig, & Black (1992) state, ". . . a child who relates well to family and peers, who is successful in school, and who has access to community supports will have little reason or need to engage in delinquent activities" (p. 1004).

The Relationship of Music to the Concept of Wholeness

It seems essential that the models on which young people base behaviors be carefully evaluated or selected, facilitating spiritual and emotional health, as well as developing productive citizens. If, as Goldman (1963) suggests, the construction of positive role models and an environment that encourages life enrichment are necessary for the adolescent to succeed in society, then music must be considered a viable resource in creating such an environment. Kenny (1985) writes that, "Music is an expressive connective tissue that can guide people into wholeness" (p. 9). In many cultures music is used to bridge the gap between the physical, emotional, mental, and spiritual dimensions (Moreno, 1988). As Ruud (1988) points out:

the experience of music may transcend the culturally and verbally prescribed code written into the music. The polysemic nature of music sometimes forces us to open up non-investigated areas of body and consciousness. This increased awareness, combined with thought and reflection, may help us construct new categories--new glasses, as it were --through which to meet the world. And if this increased awareness includes not only aspects of mind and body, but also a new awareness of our relation to nature--as well as our place in society, culture and world community--there is a hope that the experience of music may lead to personal change. (p. 37)

Broucek (1987) describes music in the therapeutic setting as having the power to revive the spirit and sustain or nurture the life spirit, depending on the needs of the recipient.

The National Standards for Arts Education (1994) is a document designed to clarify the value and importance of arts education for all young people and our country. The Standards state that the goal of arts education "is to connect person and experience directly, to build the bridge between verbal and nonverbal, between the strictly logical and the emotional--the better to gain an

understanding of the whole" (p. 6). Arts education helps bridge differences between peoples and cultures, thus contributing to tolerance of individuals and communities. Following are some affirmations that describe the value of arts education (National Standards for Arts Education, 1994):

The arts play a valued role in creating cultures and building civilizations. Although each arts discipline makes its unique contributions to culture, society, and the lives of individuals, their connections to each other enable the arts disciplines to produce more than any of them could produce alone. (p. 8)

The arts are a way of knowing. Students grow in their ability to apprehend their world when they learn the arts. As they create dances, music, theatrical productions, and visual artworks, they learn how to express themselves and how to communicate with others. (p. 8)

The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure. (p. 9)

The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions. (p.9)

Focusing solely on the music portion of arts education, Leonhard (1985) believes the school-based music program's role is to "stimulate feelingful thought and thoughtful feeling, processes in which the imagination is freed, and takes flight" (p. 11). Through this stimulation of thought processes and awareness, youths can be better prepared to understand and utilize the inter-connectedness of the dimensions of their lives and outer world (Corbin & Leach, 1985; The National Standards for Arts Education, 1994).

Lehman (1987) lists the following reasons that music ought to be available to children of all ages: (a) music provides a much needed outlet for creativity and self-expression, (b) music in the school provides an opportunity for success for some students who have difficulty with other aspects of the curriculum, (c) music exalts the human spirit, and (d) music enhances the quality of life.

Not only does music participation foster inner-connectedness and

creativity in adolescents, but Broucek (1987) credits music used in therapy as instrumental in creating an environment which promotes safety, belonging, relationship, and perspective in adults moving from institutional to community living.

Active involvement in music provides a sense of belonging for older adults as well. Wise, Hartmann and Fisher (1992) explored the relationship between choral singing and successful aging. They surveyed 98 residents at a retirement village; 49 from the village choir and 49 randomly selected from the remaining residents. Wise, et al. (1992) found that seniors who were musical in their youth tended to come from musical families, continued to be involved in music through much of their adulthood, and were expected to continue involvement because of the activity's relevance to the participant's age group. This suggests that involvement in music was valued and provided these individuals with a life-long common sense of belonging and well-being.

This review of literature indicates that the more balanced the adolescent's life is, the more whole he or she will feel, and the less likely it is that his or her behavior will reflect anti-social values. Exposure to positive peers, early musical experience, continued involvement in music through later life, and a holistic approach to therapeutic intervention appear to promote a productive (less deviant) youthhood.

Null Hypotheses

Following are the Null Hypotheses statements that are addressed in this paper.

1. There will be no difference in scores received on the HLI for those students involved in any combination of school-based music programs, non-

school-based music programs, and non-music extra-curricular activities, versus those not involved in the above mentioned activities.

2. There will be no difference in scores received on the delinquency measure for those students involved in any combination of school-based music programs, non-school-based music programs, and non-music extra-curricular activities versus those not involved in the above mentioned activities.

3. There will be no difference in scores received on the HLI for those students involved in school-based music programs versus those not involved school-based music programs.

4. There will be no difference in scores received on the self-reported delinquency scale for those students involved in school-based music programs versus those not involved in school-based music programs.

5. There will be no difference in scores received on the HLI for those students involved in non-school-based music programs versus those not involved in non-school-based music programs.

6. There will be no difference in scores received on the self-reported delinquency scale for those students involved in non-school-based music programs versus those not involved in non-school-based music programs.

7. There will be no difference in scores received on the HLI for those students involved in non-music extra-curricular activities versus those not involved in non-music extra-curricular activities.

8. There will be no difference in scores received on the self-reported delinquency scale for those students involved in non-music extra-curricular activities versus those not involved in non-music extra-curricular activities.

CHAPTER III

DESIGN AND METHODOLOGY

The Participants

The participants in this study were 137 ninth-grade students from two Detroit area high schools: Ferndale High School in Ferndale, MI and Lahser High School, located in Bloomfield Hills, MI. These schools were chosen based on their willingness to participate in this study. Although both are suburban schools, Ferndale High School is located closer to urban Detroit than is Lahser High School. A third school, in the Kalamazoo, MI area, was solicited to participate in this study, but declined.

The selection of students for this study differed somewhat between the two schools. At Ferndale High School, students were chosen to participate in the study based upon their availability during the first period of the day. The total number of participants from Ferndale High School was 46. The students at Lahser High School were selected based upon their enrollment in Health class, a requirement for all ninth-grade students. Five classes, with a total number of 91 student participants, were surveyed.

The total number of participants from both high schools was 137. Six of these were dropped from the study; four participants were suspected of not answering the survey questions honestly (two from Lahser High School and two from Ferndale High School), and two participants did not complete the surveys. The final number of qualified participants was 131.

The criterion for selection and participation in this study was that all

participants had to be currently enrolled in the ninth-grade at the time of the study. They were given the opportunity to decline to participate, either by returning a negative response form (see Appendix A) signed by their parent(s) or by not giving their informed consent.

The Setting

Ferndale High School is located in Ferndale, Michigan. The overall student population is approximately 1,157 with 304 students in the ninth grade. Ferndale is a community of 25,084 people, the majority of whom are White, Non-Hispanic (U.S. Department of Commerce, Economics, & Statistics Administration, bureau of Census, 1992, p. 212). The median family income in 1989 was \$33,934 with 6.3% of the population unemployed (Wayne State University, 1990).

Lahser High School is located in Bloomfield Hills, MI. The overall student population is approximately 1,007 with approximately 239 students in the ninth grade. Bloomfield Hills is a community of 4,288, the majority of whom are white, non-hispanic (U.S. Department of Commerce, Economics & Statistics Administration, Bureau of Census, 1992, p. 212). The median family income in 1989 was \$150,001 with 1.8% unemployed (Wayne State University, 1990).

The Measurement Instruments

The Holistic Living Inventory (HLI)

The instrument administered to measure holistic living was an adapted version of the Holistic Living Inventory (HLI) (Stoudenmire, et al., 1985).

The HLI has 80 multiple choice items covering four dimensions of holistic

living: physical, emotional, mental and spiritual. Stoudenmire, et al. (1985) defines the various sections of the HLI as follows: (a) the physical dimension of this scale includes weight control, use of non-nutritive substances, and exercise; (b) the emotional portion incorporates emotional satisfaction through responsible pleasure seeking; (c) the mental component refers to enhancement of mental development; (d) the spiritual segment is interpreted as the enhancement of spiritual "oneness" with whatever a person considers to be their higher power. Because the test was designed for use with subjects 18 and older, this author adapted the HLI in accordance with the guidelines described by Stoudenmire, Temple, Pavlov and Batman (1988) for use of the instrument with children. The editing resulted in a total of 19 items: 5 physical functioning items, 6 emotional functioning items and 4 items for both the mental and spiritual functioning (see Appendix B).

The original HLI has been validated by Stoudenmire, et al. (1985) with acceptable internal consistency found across all four sub-scales at $p < .01$ level of significance. Stoudenmire, Batman, Pavlov, & Temple (1986) correlated scores on the HLI with MMPI scores of 129 college students and concluded that the results support validity for the Holistic Living Inventory. There has been no reliability or validity testing done to date on the adapted version of the HLI.

Self-Reported Involvement in Extra-Curricular Activities

This scale was developed by the researcher and consisted of two sections:

Section I

This section included five open-ended questions designed to elicit information about any extra curricular activities in which the subject may have

been involved.

Section II

This section included five statements designed to solicit information about self-perceived delinquent behavior. These questions were formatted using a likert scale (the questions on the HLI use the same format). Response choices ranged from A (the least optimal) to E (the most optimal) (see Appendix C). Reliability and validity testing were not pursued for this instrument.

Procedure

Administrative Approval

This study was approved by the Western Michigan University Human Subjects Institutional Review Board in March, 1995 (see Appendix D). Attached to letters of interest (see Appendix E) were the principals' official permits to conduct the study (see Appendix F). Permission to conduct the study at Ferndale High School was granted by Henry Gold, Assistant Principal (see Appendix F). Permission to conduct the study at Lahser High School was granted by Dr. David Symington, Principal (see Appendix F).

Testing

The researcher conducted the testing over three days. All of the participants at Ferndale High School were gathered into one end of the cafeteria, two subjects per table. The researcher introduced herself to the group, explained the informed consent procedure, and distributed the informed consent forms to each individual (see Appendix G). When all forms were signed, the researcher collected them from each student. If individuals chose not to

participate in the study, they were asked to return an unsigned consent form, and to sit quietly in their seats during the testing procedure.

The participants were asked to wait until they had received both the HLI and the Self-Report Survey before beginning the testing. At this time the researcher answered questions regarding the testing procedure. The participants were asked to raise their hands if they had questions during the testing, and the researcher responded to them on an individual basis. All participants were then given a HLI test book. Next, the researcher distributed the HLI answer sheet stapled to the front of the Self-Report Survey. The participants were asked to turn their completed tests face down at their tables. When all tests were face down, the researcher collected them and dismissed the students to return to their classrooms. The testing took approximately thirty minutes to complete.

The researcher administered the surveys to students at Lasher High School one class at a time. Over the course of two days, five Health classes participated in this study. Each Health class consisted of 15-20 ninth-grade students. The researcher introduced herself to the group, explained the informed consent procedure, and distributed the informed consent forms to each individual (see Appendix G). When all forms were signed, the researcher collected them from each student. If an individual chose not to participate in the study, they were asked to return unsigned consent forms, and to sit quietly in their seats during the testing procedure.

The participants were asked to wait until they had received both the HLI and the Self-Report Survey before beginning the testing. At this time the researcher answered questions regarding the testing procedure. The participants were asked to raise their hands if they had questions during the testing, and the researcher responded to them on an individual basis. All participants were then

given a HLI test book. Next, the researcher distributed the HLI answer sheet stapled to the front of the Self-Report Survey. The participants were asked to turn their completed tests face down at their tables. When all tests were face down, the researcher collected them and left the room. The remainder of class time was devoted to normal class curriculum. The testing took approximately thirty minutes to complete.

CHAPTER IV

RESULTS

A total of 137 ninth grade students participated in this study. Six test scores were dropped from the final analysis due to either incomplete or suspected dishonest answers on the surveys (e.g. four participants who changed the wording of one or more items on their survey forms were excluded). The data were screened for equal variance and normal distribution with no outlying scores on either measure. Therefore, all assumptions for the use of parametric tests were met.

A one-way ANOVA comparing the two schools' mean scores showed no significant differences between the two populations on the HLI and the delinquency measure. Since the scores could be generalized across the two high school populations, and the research questions did not address any possible differences between the schools, the researcher felt justified in pooling the subjects' scores (see Table 1).

Table 1

Comparison of Means (Standard Deviations) of
HLI and the Delinquency Measure for
Ferndale and Lahser High Schools

	Ferndale (n=42)	Lahser (n=89)	
Measure	Mean (SD)	Mean (SD)	p
HLI	63.76 (9.19)	60.88 (8.55)	.0808
Delinquency	19.02 (4.01)	19.69 (3.15)	.2986

The highest order interactions were tested first, as outlined by Hays (1994). In accordance with this principle, the researcher performed a three-factor ANOVA on the test scores. No significance was found on either the HLI or the delinquency measure.

Table 2 shows the number of students in each identified category and the mean score they received on the HLI. Likewise, Table 3 shows the number of students in each identified category and the mean score they received on the delinquency measure.

Table 2

The Incidence and Mean Scores for Students Involved in School-Based Music (SBM), Students Involved in Non-School Music (NSM), and Those in Other Extra-Curricular Activities (E) on the Holistic Living Inventory

Involved NSM	NO	NO	YES	YES	TOTALS:
Involved E	NO	YES	NO	YES	
SBM NO	N=14 59	N=53 59.23	N=4 62	N=9 64.78	N=80 59.95
SBM YES	N=12 59.15	N=26 61.32	N=1 61.4	N=12 67	N=51 64.71
TOTALS:	N=26 59.15	N=79 79	N=5 61.4	N=21 67	N=131 61.80

Hays (1994) states if the interaction is not significant at the highest level the next lower order interaction should be tested. Since no significant three-way interaction was found, the researcher conducted three, two-way ANOVAs. These results were similar to the three-way ANOVA, in that there was no significant difference in scores between groups for either the HLI or the delinquency measure (see Tables 4-9).

Table 3

The Incidence and Mean Scores for Students Involved in School-Based Music (SBM), Students Involved in Non-School Music (NSM), and Those in Other Extra-Curricular Activities (E) on the Delinquency Scale

Involved NSM	NO	NO	YES	YES	TOTALS:
Involved E	NO	YES	NO	YES	
SBM NO	N=14 19.57	N=53 18.85	N=4 20.5	N=9 19.11	N=80 19.09
SBM YES	N=12 19.08	N=26 20.65	N=1 19	N=12 20	N=51 20.1
TOTALS:	N=26 19.35	N=79 19.44	N=5 20.2	N=21 19.62	N=131 19.48

Tables 4 and 5, respectively, show the number of students involved in extra-curricular activities and/or non-school-based music and their mean scores on the HLI and the delinquency measure. The two-way ANOVA showed no significant difference between these two groups on either the HLI or the delinquency measure.

Table 4

The Incidence and Mean Scores for Students Involved in Extra-Curricular Activities (E) and/or in Non-School-Based Music (NSM) on the HLI

Involved NSM	NO	YES	TOTALS:
Involved in E NO	N=26 59.15	N=5 61.4	N=31 59.52
Involved in E YES	N=79 61.32	N=21 67	N=100 62.51
TOTALS:	N=105 60.78	N=26 65.92	N=131 61.80

Table 5

The Incidence and Mean Scores for Students Involved in Extra-Curricular (E) and/or Involved in a Non-School-Based Music (NSM) on the Delinquency Measure

Involved NSM	NO	YES	TOTALS:
Involved in E NO	N=26 19.35	N=5 20.2	N=31 19.4
Involved in E YES	N=79 19.44	N=21 19.62	N=100 19.48
TOTALS:	N=105 19.42	N=26 19.73	N=131 19.48

Tables 6 and 7, respectively, show the number of students involved in school-based music and/or non-school-based music, and their mean scores on the HLI and the delinquency measure.

Table 6

The Incidence and Mean Scores for Students Involved in School-Based Music (SBM) and/or Non-School Music (NSM) on the HLI

Involved SBM	NO	YES	TOTALS:
Involved NSM NO	N=67 59.18	N=13 63.92	N=80 59.95
Involved NSM YES	N=38 63.61	N=13 67.92	N=51 64.71
TOTALS:	N=105 60.78	N=26 65.92	N=131 61.80

Table 7

**The Incidence and Mean Scores for Students Involved
in School-Based Music (SBM) and/or Involved
in a Non-School-Based Music (NSM) on the
Delinquency Measure**

Involved NSM	NO	YES	TOTALS:
Involved in SBM NO	N=67 19	N=13 19.54	N=80 19.09
Involved in SBM YES	N=38 20.16	N=13 19.92	N=51 20.1
TOTALS:	N=105 19.42	N=26 19.73	N=131 19.48

Tables 8 and 9, respectively, show the number of students involved in school-based music and/or extra-curricular activities and their mean scores on the HLI and the delinquency measure.

Table 8

**The Incidence and Mean Scores for Students Involved in School-Based Music
(SBM) and/or Extra-Curricular (E) Activities on the HLI**

Involved SBM	NO	YES	TOTALS:
Involved in E NO	N=18 59.67	N=62 60.03	N=80 59.95
Involved in E YES	N=13 59.31	N=38 66.55	N=51 64.71
TOTALS:	N=31 59.52	N=100 62.51	N=131 61.80

Table 9

The Incidence and Mean Scores for Students Involved in Extra-Curricular Activities (E) and/or Involved in School-Based Music (SBM) on the Delinquency Measure

Involved SBM	NO	YES	TOTALS:
Involved in E NO	N=18 19.78	N=62 18.89	N=80 19.09
Involved in E YES	N=13 19.08	N=38 20.45	N=51 20.1
TOTALS:	N=31 19.48	N=100 19.48	N=131 19.48

Next, a one-factor ANOVA, which compared each factor separately, was performed. Significance was found at the .002 level when comparing mean scores on the HLI of the respondents involved in school-based music to those not involved in school-based music (see Table 10). The students involved in school-based music scored higher on the HLI than the students not involved in school-based music. There was no significant difference between groups on the delinquency measure (see Table 10).

Table 10

Comparison of Means (Standard Deviations) of Scores Received on the HLI and Delinquency Measures, for Students Involved in School-Based Music and Those Not Involved in School-Based Music

	Involved in School Music (n=51)	Not Involved in School Music (n=80)	
Measure	Mean (SD)	Mean (SD)	p
HLI	64.71 (9.01)	59.95 (8.25)	.0023
Delinquency	20.1 (3.69)	19.09 (3.24)	.1018

A significant difference ($p = .01$) was found between the mean score of those students involved in non-school-based music and those not involved in non-school-based music on the HLI (see Table 11). The participants involved in non-school-based music scored higher than those not involved in non-school-based music. The delinquency measure revealed no significant difference between groups (see Table 11).

Table 12 indicates no significant difference between those respondents involved in extra-curricular activities, and those who were not, on either the HLI or the delinquency measure.

Table 11

Comparison of Means (Standard Deviations) of Scores Received on the HLI and Delinquency Measures, for Students Involved in Non-School Based Music and Those Not Involved Non-School-Based Music

	Involved in Non-School Music (n=26)	Not Involved in Non-School Music (n=105)	
Measure	Mean (SD)	Mean (SD)	p
HLI	65.92 (9.36)	60.78 (8.43)	.0074
Delinquency	19.73 (3.94)	19.42 (3.33)	.6812

Table 12

Comparison of Means (Standard Deviations) of the HLI and Delinquency Measures, for Students Involved in Non-Music Extra-Curricular Activities (NME) and Those Not Involved in Non-Music Extra-Curricular Activities (NME)

	Involved in NME (n=100)	Not Involved in NME (n=31)	
Measure	Mean (SD)	Mean (SD)	p
HLI	62.51 (8.85)	59.52 (8.5)	.0992
Delinquency	19.48 (3.51)	19.48 (3.3)	.9957

Examination of the raw scores indicated that gender may have influenced the results. The researcher computed a one-way ANOVA comparing scores on both the HLI and delinquency measures between genders. A significant difference in scores on the HLI and delinquency measure between genders was found with females scoring significantly higher than the males on both scales (see Table 13).

Table 13

Comparison of Means (Standard Deviations) of
Scores Received on the HLI and Delinquency
Measures Between Genders

	Females (n=67)	Males (n=64)	
Measure	Mean (SD)	Mean (SD)	p
HLI	63.87 (8.02)	59.64 (9.18)	.0057
Delinquency	20.60 (3.06)	18.31 (3.46)	.0001

Null Hypotheses and Outcomes

1. There will be no difference in scores received on the HLI for those students involved in any combination of school-based music programs, non-school-based music programs, and non-music extra-curricular activities, versus those not involved in the above mentioned activities.

The first null hypothesis was accepted (see Table 2). The size of the cells were not matched and possibly skewed the results of the three-way ANOVA.

2. There will be no difference in scores received on the delinquency measure for those students involved in any combination of school-based music programs, non-school-based music programs, and non-music extra-curricular activities versus those not involved in the above mentioned activities.

Null hypothesis number two was accepted (see Table 3). The number of

subjects in each cell varied widely which could have negatively influenced the results of the three-way ANOVA.

3. There will be no difference in scores received on the HLI for those students involved in school-based music programs versus those not involved in school-based music programs.

The third null hypothesis was rejected (See Table 10). A one-way ANOVA indicated that students who were involved in school-based music scored significantly higher on the HLI than those who were not involved in school-based music.

4. There will be no difference in scores received on the self-reported delinquency scale for those students involved in school-based music programs versus those not involved in school-based music programs.

Null hypothesis number four was accepted (see Table 10). No significant difference was noted between groups on the delinquency measure.

5. There will be no difference in scores received on the HLI for those students involved in non-school-based music programs versus those not involved in non-school-based music programs.

The fifth null hypothesis was rejected (see Table 11). A one-way ANOVA revealed that participants involved in non-school-based music scored significantly higher on the HLI than those who were not involved in non-school-based music.

6. There will be no difference in scores received on the self-reported delinquency scale for those not involved in non-school-based music programs.

Null hypothesis number six was accepted (see Table 11). There was little variance between mean scores of those respondents involved in non-school-based music and those who were not involved in non-school-based music.

7. There will be no difference in scores received on the HLI for those

students involved in non-music extra-curricular activities versus those not involved in non-music extra-curricular activities.

Null hypothesis number seven was accepted (see Table 12). A one-way ANOVA detected no significant difference in HLI scores between those individuals involved in non-music extra-curricular activities and those who were not involved in non-music extra-curricular activities.

8. There will be no difference in scores received on the self-reported delinquency scale for those students involved in non-music extra-curricular activities versus those not involved in non-music extra-curricular activities.

The eighth null hypothesis was accepted (see Table 12). No significant difference was detected between the students involved in non-music extra-curricular activities and those who were not involved in non-music extra-curricular activities on the delinquency measure.

CHAPTER V

DISCUSSION

This study is based on three assumptions reflected in the professional literature, first, there appears to be a relationship between the occurrence of delinquent behavior and a variety of factors, including; unstable communities (Tucker, 1994), dropping out of school (Zinsmeister, 1992), poverty, peer pressure, and insufficient parental supervision (Arnett, 1991; Hallinan, 1994; & Pedersen, 1994). Secondly, successful delinquency prevention programs should not only prevent school drop out (Zigler, et al., 1992), but also implement non-educational holistic supports that promote physical, emotional, spiritual, and mental well-being (Jones & Williams, 1983). Finally, music may be instrumental in helping the child obtain a sense of wholeness (Ruud, 1988; The National Standards for Arts Education, 1994).

The literature further supports the notion that the positive by-products of music involvement (i.e., citizenship, cooperation, listening, concentration, shared creation, and reduction in alienation) promote a sense of self-esteem, self-determination, and self-responsibility among its participants (Lehman, 1987; Wise, et al., 1992). The investigator supposed that students involved in school-based and/or non-school-based music would demonstrate more holistic behaviors, as evidenced by higher scores on the HLI (Stoudenmire, et al., 1985), and fewer delinquent behaviors, as evidenced by higher scores on the delinquency measure, than those not so involved.

The results of this study indicate that there were no significant differences between mean scores for any of the groups on the delinquency measure, except

for those related to gender. Female participants scored significantly higher on the delinquency measure than male students, suggesting that the female participants exhibited fewer delinquent behaviors than male participants. Although delinquent behavior in female adolescents is increasing in general (Grinney, 1992), two-thirds of status offenders in the state of Michigan are male as are 95% of juvenile felony offenders (D. Shears, Office of Delinquency Services for the State of Michigan, personal communication, July 21, 1995).

The delinquency measure was developed by the researcher and consisted of five items relevant to anti-social behavior. The delinquency measure was not tested for validity or reliability. Since the completion of this study, a new standardized measurement tool, The New York Teacher Rating Scale for Disruptive and Antisocial Behavior (Miller, L., et al., 1995) has been published. This instrument may be a useful tool for further research in this area. The entire scale contains 36 items and can be scored as two sub-scales, measuring both conduct disorder and disruptive behavior.

The three-way ANOVA also found no significant interaction among the conditions on the HLI or the delinquency measure. This lack of significant interaction may be due to the large variance in group size when all the factors were compared. Two student categories, in particular, had very few subjects (those involved in "non-school-based music" and those involved in both "school-based music" and "non-school-based music"). This could indicate that the respondents misinterpreted the question regarding music involvement outside of the school setting, possibly discounting such experiences as private lessons and playing piano, or perhaps the sampling was biased.

Even though the results were not significant, the students involved in all three conditions (school-based music, non-school based music, and non-music

extra-curricular activities) scored the highest group mean ($M=67$) on the HLI, while those involved in no activities scored the lowest group mean ($M=59$). Those students involved in music, either at school or outside of school, scored higher on the HLI than those not involved in music at all.

There was a significant difference when the mean scores on the HLI of the respondents involved in school-based music were compared to those who were not so involved. Likewise, the students involved in non-school-based music scored significantly higher on the HLI than those who were not so involved. The HLI revealed no significant difference between those respondents involved in extra-curricular activities and those who were not so involved. Students included in either music condition scored significantly higher on the HLI than those not involved in music. Because participation in music engages the whole child, perhaps music also encourages him or her to develop holistic life skills at a more advanced rate than those who are not involved in music. Music draws out an individual's strength and artistic energy, it enhances communication through shared experiences (Judy, 1990). Music, ". . . demands your whole body and your whole mind and often reaches out to claim your whole spirit, too" (Judy, 1990, p. 288).

Involvement in school-based music receives endorsements from educators as well as parents. "The emphasis in the music program is almost completely on performance, and the emphasis has over the years garnered strong support from both parents and school administrators" (Leonhard, 1991, p. 203). Is this support due to the fact that students involved in music exhibit more wholesome and less anti-social behaviors than their peers who are not involved in school-based music?

In an effort to make the survey age appropriate for use with adolescents,

the HLI was reduced from its original form of 80 questions to 19 questions according to guidelines set forth by Stoudenmire, et al. (1988). This resulted in four to six questions representing each sub-scale, which allowed for little variance between the respondents' scores. It was difficult for the researcher to glean information from the inventory's sub-scales (physical, emotional, mental, and spiritual) in this abbreviated form. It is suggested that future researchers include a larger number of age-appropriate questions in order that the sub-scales maintain their integrity.

The testing conditions may have also influenced the results. Testing appeared more organized at Lahser High School, where the researcher approached individual classes and tested the students in groups of 15-20. Due to the way classes are structured at Ferndale High School, it was not possible to test in small groups. This resulted in the students being tested communally. The students were seated two to a table which may have contributed to four tests being thrown out: two tests that were clearly lacking sincerity and two tests with identical alterations of the original questions.

Implications for Future Research

Most educators believe that students who are involved in music and/or non-music extra-curricular activities tend to exhibit more healthy, non-disruptive behaviors in the school setting than those students who are not so involved. Although the findings from this study tend to support the notion that involvement in music encourages the participants to exhibit holistic behaviors, additional research is needed. Several research possibilities are suggested. The study should be replicated with a larger population sample. By increasing the sample size, the validity and reliability of the results could be further established.

The factors that encourage students to develop attachments to school music programs should also be examined. One encouraging factor might be that music participants learn cooperation in working toward a common goal, hence promoting a sense of citizenship (Leonhard, 1985). Citizenship in the school community of the involved student contrasts sharply with the relative isolation and alienation of students whose school activity tends to be minimal.

Both Jones, et al. (1983) and Stoudenmire, et al. (1988) documented that delinquent youths who were placed in controlled environments with healthy adult role models soon began to also exhibit healthy behaviors. Future research might include investigating role models available to the young people in their own environments (i.e. parents, educators, peers, television personalities, etc.) and the impact these role models have upon youthful behaviors. Do young people know how to access healthy role models?

Art, in all forms, encourages the use of imagination, physical senses, emotional expression, and thoughtful reflection (Leonhard, 1985; Lehman, 1987; National Standards for Arts Education, 1994). Do all arts programs (i.e., those for drama, art, dance, etc.) contribute to the development of wholesome qualities in their participants? This would help determine if the current study's results generalize to other art forms.

One benefit music involvement has over other school-based extra-curricular activities is that music is accessible to everyone, not only during school years but for a lifetime (Leonhard, 1985). Does music involvement continue to promote a sense of wholeness in post-school age groups?

Other areas of possible research not addressed in the review of the professional literature include the attitudes of students' families involved in music versus those not so involved (i.e., "Is music a frill?" and "Is music a priority?")

and factors which influence students' level of commitment to school-based music (i.e., socioeconomic status, academic success, and drop out rates).

Conclusions

Throughout most of the history of the United States of America the value of including music in the school curriculum has been challenged (Jorgensen, 1993). It tends to be one of the first disciplines threatened when budgets are cut, yet the observations of teachers, parents, and administrators confirm that students involved in school-based music often appear to exhibit more holistic and fewer anti-social behaviors than their peers who are not involved in school-based music. The scores of students involved in school-based music on the HLI also reflects their choice of more wholesome behaviors.

Music allows the participants to experience creativity, individuality, a sense of belonging, being needed, citizenship, responsibility, and a sense of commitment to a group. If children experience the above mentioned qualities they are more likely to be successful in and outside of the school setting.

Based on the literature, as well as personal experience, it appears that music compliments both the holistic lifestyle and the holistic curriculum (Miller, 1988). Spiritually, music allows the participants to encounter aesthetics through the shared creation of beauty. Emotionally, music participation fosters a sense of accomplishment, self-worth and citizenship. The student must be mentally alert and develop the ability to follow directions. Finally, the physical abilities needed to create the music and to listen are developed.

Music is an important and vital part of the school curriculum and evidence of its value is clear. Kenney (1985) says, "Music is the expressive connective tissue guiding us into wholeness" (p. 9). However, research is needed to define

more clearly the relationship among music involvement, holistic living, and anti-social behavior in adolescents.

Appendix A
Negative Consent Form

To: HSIRB

From: Janice S. Schreibman

Date: 3-28-95

RE: Negative consent form for project number 95-03-09

Attached is a copy of the proposed negative consent form requested by HSIRB. The distribution of the letter will be done by the students. The teacher(s) of these students has/have agreed to xerox and distribute the negative consent forms to the sample of 9th grade students chosen for the study. The students will be responsible for giving them to their parents.

Any parents wishing to not have their child included in this study will be responsible for returning the signed negative consent form to the teacher indicated on the form.

Copies of both tests will be made available for parents perusal in the office of the participating schools.

Any students not participating in the study will be asked to read quietly in their seats.

WESTERN MICHIGAN UNIVERSITY
DEPARTMENT OF MUSIC THERAPY

Principal Investigator: Brian Wilson, MM, RMT-BC

Research Associate: Janice S. Schreibman, RMT-BC

Your child has been invited to participate in a research project entitled "The Relationship Between Musical Behavior, Holistic Living and Perceived Delinquency in Adolescents". The purpose of this study is to determine the relationship between being involved in school based music groups, scores received on an adapted version of the Holistic Living Inventory (HLI), and self-reported delinquent behavior, in ninth grade students. The completion of this project will fulfill Janice S. Schreibman's thesis requirement.

Participation in this project means your child will be administered two surveys (1) an adapted version of the Holistic Living Inventory (HLI) and (2) a survey which solicits information about involvement in extra curricular activities (i.e. sports, music, clubs, etc.) and self-perceived delinquent behavior. The testing will take place April 10th or 11th during the school day and will take approximately 30 minutes to complete. The researcher will test the children as a class. Each child will be asked to sign a consent form to participate in this study prior to testing. Those wishing to not participate will be asked to sit quietly at their desk and read while the rest of the class completes the two tests. Participation in this study neither improves or takes away from your child's grade. All participants will remain anonymous at all times.

Overall results of this study will be made available to the participating schools.

Copies of the two tests are available in the school office for your perusal. If you have any questions or concerns about this study, you may contact either Janice Schreibman at (810)474-6412 or Brian Wilson at (616)387-4679. I may also contact the chair of the Human Subjects Institutional Review Board at (616) 387-8293 or the Vice President for Research with any concerns.

If you do not wish your child to participate in this study, please sign this form and return it to Ms. Kathy Abbott by April 7, 1995.

Student's name

Signature

Date

Appendix B

HLI

HOLISTIC LIVING INVENTORY
(adapted for use with adolescents)
(adapted by Janice S. Schreibman, RMT-BC)

by

John A. Stoudenmire, Ph.D.

The Holistic Living Inventory (HLI) consists of eighty (80) multiple choice questions, twenty (20) each of the four scales: Physical, Emotional, Mental, and Spiritual. Each question has five possible choices. This adaptation of the HLI follows the guide lines established by Stoudenmire, Temple, Pavlov and Batman (1988). There are five items focusing on physical functioning, six items on emotional functioning and four items for both the mental and spiritual functioning, totaling 19 items for the adapted version of this inventory.

Instructions: Answer each question with the one single choice which best describes you. Answer all questions; leave none blank. When in doubt, answer in terms of how you behave most of the time or how you have been behaving lately. Do not overrate or underrate yourself. The Holistic Living Inventory will be the most useful to you if you answer as honestly as you can.

YOUR TEST SCORE IS CONFIDENTIAL.

HOLISTIC LIVING INVENTORY

1. How frequently do you smoke cigarettes?
 - A. I do not smoke cigarettes.
 - B. Less than half a pack a day.
 - C. Between one half and one pack a day.
 - D. Between one and two packs a day.
 - E. More than two packs a day.
2. How much beer do you drink each week?
 - A. At least 12 or more beers (equals two six-packs) each week.
 - B. Between 6 and 11 beers each week.
 - C. Four or five beers each week.
 - D. Two or three beers each week.
 - E. One or no beers each week.
3. How many days a week do you engage in a vigorous exercise such as handball, jogging, swimming, jumping rope (heart rate at least 120)?
 - A. Less than once a week.
 - B. One day a week.
 - C. Two days a week.
 - D. Three-four days a week.
 - E. Five-seven days a week.
4. How closely do you keep your weight to its recommended level?
 - A. More than 20 pounds above the recommended level.
 - B. Within 20 pounds of the recommended level.
 - C. Within 15 pounds of the recommended level.
 - D. Within 10 pounds of the recommended level.
 - E. Within 5 pounds of the recommended level.
5. How frequently do you check your body to see that its appearance is satisfactory (i.e. examine clothes, comb hair, brush teeth, complexion, waistline, posture, etc.)?
 - A. Less than once a day.
 - B. Once a day.
 - C. Twice a day.
 - D. Three times a day.
 - E. Four or more times a day.
6. How many hours a week do you spend with your family specifically on pleasurable activities? (i.e. playing family games, going on a family outing, etc.)
 - A. Ten or more hours a week.
 - B. Between seven and ten hours a week.
 - C. Between three and six hours a week.
 - D. Between one and two hours a week.
 - E. Less than one hour a week (or have no family).

7. How many times a month do you spend at a recreational spot in your community just for pleasure? Do not include work, school or church services but do include any recreational experiences which are in connection with work, school or church.
- A. One or no times a month.
 - B. Two times a month.
 - C. Three times a month.
 - D. Four times a month.
 - E. Five or more times a month.
8. How many times a month do you engage in some specific sports activity such as skating, football, hockey, tennis, golf, bowling, bicycling?
- A. One or no times a month.
 - B. Two times a month.
 - C. Three times a month.
 - D. Four times a month.
 - E. Five or more times a month.
9. How many days each week do you make use of music as a source of pleasure in your life? Include playing, singing, listening.
- A. None.
 - B. One or two days a week.
 - C. Three or four days a week.
 - D. Five or six days a week.
 - E. Daily.
10. How often do you engage in exercise designed to reduce tension (i.e. muscle relaxation training, deep breathing exercises, etc.)?
- A. None.
 - B. One to three times a month.
 - C. Four to eleven times a month.
 - D. Twelve to twenty times a month.
 - E. Twenty-one or more times a month.
11. On those occasions when you get angry or upset how frequently are you able to use methods of anger reduction (i.e. exercise, asserting yourself, talking with a friend, analyzing your own action)?
- A. 0% to 19% of the time. (Usually remain angry a while)
 - B. 20% to 39% of the time. (Sometimes)
 - C. 40% to 59% of the time. (Often)
 - D. 60% to 79% of the time. (Most of the time)
 - E. 80% to 100% of the time. (Usually get over it quickly)
12. On those occasions when you need more facts about a matter, how frequently do you seek out someone who has more knowledge than yourself about the needed information?
- A. 0% to 19% of the time. (Almost never ask for help)
 - B. 20% to 39% of the time. (Sometimes I ask for help)
 - C. 40% to 59% of the time. (I often ask for help)
 - D. 60% to 79% of the time. (Most often I ask for help)
 - E. 80% to 100% of the time. (I usually ask for help)

13. How many plays or books do you read a year?
- A. None or one.
 - B. Two-five.
 - C. Six-nine
 - D. Ten-eleven.
 - E. Twelve or more.
14. How many days a week do you read a newspaper or a news magazine?
- A. None.
 - B. One or two days a week.
 - C. Three or four days a week.
 - D. Five or six days a week.
 - E. Daily.
15. Whenever you find yourself engaging in Type A behavior (i.e. always in a hurry, being very hard driving, obsessed with achieving more and more in less and less time, etc.), how frequently do you stop and take steps to better calm, slow and center yourself (i.e. take a break, lie back and listen to relaxing music, etc.)?
- A. 0% - 19% of the time. (Almost never)
 - B. 20% - 39% of the time. (Sometimes)
 - C. 40% - 59% of the time. (Often)
 - D. 60% - 79% of the time. (Most often)
 - E. 80% - 100% of the time. (Usually)
16. How frequently do you make use of meditation and/or prayer for the purpose of gaining inner peace?
- A. I do not use either for inner peace.
 - B. At least once a year.
 - C. At least once a month.
 - D. At least once a week.
 - E. Daily.
17. How frequently do you make use of music, vocal or instrumental for the purpose of spiritual development or experience?
- A. Never.
 - B. At least once a year.
 - C. At least once a month.
 - D. At least once a week.
 - E. Daily.
18. How frequently do you engage in thoughtful discussions in a religious setting about matters of the spirit (i.e. about purpose in life, religious, inner peace, death, etc.)?
- A. Never.
 - B. At least once a year.
 - C. At least once a month.
 - D. At least once a week.
 - E. Daily.

19. How frequently do you engage in a serious self-analysis of your behavior in order that you can improve your moral functioning?

- A. Daily.
- B. At least once a week.
- C. At least once a month.
- D. At least once a year.
- E. Never.

THE HOLISTIC LIVING INVENTORY

John A. Stoudenmire, Ph.D.

Date _____ Age _____ Sex _____

Answer each question of the Holistic Living Inventory with the one single choice which best describes you. Answer all questions; leave none blank.

1. A B C D E
2. A B C D E _____
3. A B C D E
4. A B C D E _____
5. A B C D E _____ _____
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E _____
10. A B C D E
11. A B C D E _____ _____
12. A B C D E _____
13. A B C D E
14. A B C D E _____
15. A B C D E _____ _____
16. A B C D E
17. A B C D E
18. A B C D E _____
19. A B C D E _____ _____

Appendix C
Self-Reported Involvement in Extra-Curricular Activities

SELF-REPORTED INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES

Please, answer the following questions in detail.
ALL ANSWERS ARE CONFIDENTIAL.

SECTION I

AGE _____ GENDER Male/Female (circle one)

1. Are you involved in school based band, orchestra or choir? YES NO.
 If your answer is yes, how long? _____.
2. Are you involved in any music groups outside of your school? YES NO.
 If your answer is yes, how long? _____.
3. What instrument(s) (i.e. voice, flute, piano, guitar, etc.) do you play?
 How long have you played this/these instrument(s)? _____.
4. Do you participate in any extra-curricular activities (i.e. clubs and/or sports)? YES NO
5. If you answered yes to #4, in what activities do you participate?
 _____.
6. What is your grade point average? _____.

SECTION II - Circle the best answer.

1. What are your study habits?
 - A. I don't study at all.
 - B. When there is a test the next day.
 - C. I study about two nights or less a week.
 - D. I study about three nights a week.
 - E. I study four or more nights a week.
2. How frequently do you skip school?
 - A. More than five times a month.
 - B. Four times a month.
 - C. Three times a month.
 - D. Two times a month or less.
 - E. I don't skip school.
3. How often are you the one who pursues an argument with your peers?
 - A. At least once a week.
 - B. Once a month.
 - C. On occasion.
 - D. Hardly ever.
 - E. I don't pursue arguments.

4. How often do you use drugs (i.e. alcohol, marijuana, cocaine, etc.)?
- A. At least once a day.
 - B. Only on weekends and holidays.
 - C. Sometimes.
 - D. Rarely, I've only experimented with it.
 - E. Never.
5. How often do you bring a weapon to school (i.e. knife, razor blade, gun, etc.)?
- A. Every day.
 - B. Most days.
 - C. Sometimes.
 - D. Seldom.
 - E. Never.

Appendix D
Approval of Study From HSIRB

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899
616 387-8293

WESTERN MICHIGAN UNIVERSITY

Date: March 31, 1995

To: Janice S. Schreihman

From: Richard Wright, Interim Chair

Re: HSIRB Project Number 95-03-09

Richard A. Wright

This letter will serve as confirmation that your research project entitled "The relationship between musical behavior, holistic living, and perceived delinquency in adolescents" has been approved under the full category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Mar. 31, 1996

xc: Wilson, MUS

Appendix E
Letter of Interest

Janice S. Schreibman, RMT-BC
20067 Maplewood
Livonia, MI 48152
(810)474-6412

Dr. David Symington
Lahser High School
Bloomfield Hills, MI 48302

February 28, 1995

Dear Dr. Symington,

Thank you for your willingness to participate in the study I am conducting to meet partial requirements for completion of a Master of Music in Music Therapy. The purpose of the study is to look at the relationships between holistic living, involvement in extra-curricular activities (especially music) and levels of self-reported delinquency, in ninth grade students.

I propose to survey several Health classes, since all ninth graders are required to take Health, each ninth grader would have an equal chance of being selected for the study. Each participant will be administered an adapted version of the Holistic Living Inventory and a short questionnaire eliciting information about age, gender and self-reported levels of delinquent behavior. All information will be obtained anonymously. I will enter the classroom, have each participant complete a form stating that he/she is willing to be a participant in this study, explain the testing procedure, and administer the questionnaire and inventory. The entire process should take no more than 30 minutes per class.

Enclosed are copies of both the adapted version of the Holistic Living Inventory and the self-report questionnaire. This proposal has not yet passed the Human Subjects Institutional Review Board, so minor changes may be required to meet their standards. However, I do not anticipate any difficulty with the instruments I have chosen.

I understand that your participation requires a commitment of time and resources. I appreciate your willingness to do this. I am asking for your cooperation in order to collect enough data to make this a valid study. With this in mind, I will be happy to share with you the results of this study.

After reading this proposal, please, indicate your decision to participate in this study on the attached form. If you have any questions regarding this, please call me at the number listed at the top of the page. When you complete this form, please return it to me as promptly as possible. You may write and sign your own letter of consent if that is more convenient for you.

Thank you again for your cooperation and consideration.

Sincerely,

Janice S. Schreibman, RMT-BC

Appendix F
Agreement to Participate in Research Study

AGREEMENT TO PARTICIPATE IN RESEARCH STUDY

I understand the research study which is being proposed by Janice S. Schreibman, RMT-BC. I understand that this research study is a thesis project which is a requirement for the completion of her Master's degree. I am speaking on behalf of (name of school)_____ and understand what is to be required of me and other staff members at this school. If I decide at any time to discontinue participation I may do so without obligation to the researcher. I understand that all findings and results from this study will be made available to me upon completion of the research study.

Principal of the school participating in this study

School contact person

Name of school

Street address of school

City	State	Zip
()		

School telephone number

AGREEMENT TO PARTICIPATE IN RESEARCH STUDY

I understand the research study which is being proposed by Janice S. Schreibman, RMT-BC. I understand that this research study is a thesis project which is a requirement for the completion of her Master's degree. I am speaking on behalf of (name of school) Lahser High School and understand what is to be required of me and other staff members at this school. If I decide at any time to discontinue participation I may do so without obligation to the researcher. I understand that all findings and results from this study will be made available to me upon completion of the research study.

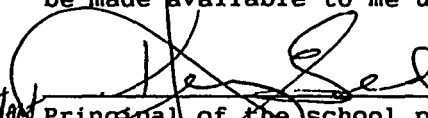
Dr. David Springton
Principal of the school participating in this study

Kathy Abbott
School contact person

Lahser High School
Name of school
3456 Lahser Road
Street address of school
Beaumont Hills Mich. 48022
City State Zip
(810) 339-3210
School telephone number

AGREEMENT TO PARTICIPATE IN RESEARCH STUDY

I understand the research study which is being proposed by Janice S. Schreiber, RMT-BC. I understand that this research study is a thesis project which is a requirement for the completion of her Master's degree. I am speaking on behalf of (name of school) FERNDALE High School and understand what is to be required of me and other staff members at this school. If I decide at any time to discontinue participation I may do so without obligation to the researcher. I understand that all findings and results from this study will be made available to me upon completion of the research study.


Assistant Principal of the school participating in this study

Henry Gold
School contact person

FERNDALE High
Name of school

881 Vincrest
Street address of school

FERNDALE MI 48220
City State Zip

(810) 548-8600
School telephone number

Appendix G
Adolescent Informed Consent

**WESTERN MICHIGAN UNIVERSITY
DEPARTMENT OF MUSIC THERAPY**

Principal Investigator: Brian Wilson, MM, RMT-BC

Research Associate: Janice S. Schreibman, RMT-BC

I understand that I have been asked to participate in a research project entitled "The Relationship Between Musical Behavior, Holistic Living and Perceived Delinquency in Adolescents". The purpose of the study is to see if a relationship exists between being involved in a school-based music program, how people view themselves, and how they respond to others.

I understand that if I agree, I will be given two surveys to complete; (1)an adapted version of the Holistic Living Inventory and (2) a self-report of delinquent behavior. I will complete these tests during one class period in April or May. If I choose to participate, I understand that I will not get any extra credit. If I don't wish to participate, there will be no effect on my school grades. Even though my parents agreed to allow my participation in this study, I can say no and nothing will happen to me. I can just turn in a blank form if I want. I also understand that I can choose to not participate at any time during the testing and turn in an incomplete test, which will be thrown out by the researcher.

If I choose to be tested, I am assured my scores will remain anonymous. No names or code numbers will be recorded on any forms. **My confidentiality is guaranteed.** I also understand that the overall results of this study will be shared with the school and possibly my teacher.

My signature below indicates that I agree:

- 1) to be tested with an adapted version of the Holistic Living Inventory and a Self-Report on Delinquent Behavior;
- 2) for these results to be shared with my school, knowing that my anonymity will be protected;
- and
- 3) to answer the questions on the test truthfully.

Print name here

Sign name here

Date

Appendix H
Permission to Use the Holistic Living Inventory

PERMISSION TO USE THE HOLISTIC LIVING INVENTORY

I, John Stoudenmire, Ph. D., agree to allow the Holistic Living Inventory (HLI) to be used by Janice S. Schreibman. She has requested this instrument to aid in research related to her Master's Thesis.

John Stoudenmire Ph.D.
signed

10/19/95
date

Appendix I
Permission to Reproduce the Holistic Living Inventory

JOHN*STOUDENMIRE

Fax : 1-601-762-1240

'96 May 06 16:45

JOHN A. STOUDENMIRE, PH.D., ABPP
CLINICAL PSYCHOLOGIST

ASSOCIATE
AL TEMPLE, M.S., LPC
CHILD & FAMILY SPECIALIST

PSYCHOTHERAPY & COUNSELING
PSYCHOLOGICAL EVALUATIONS



HANCOCK BANK BLDG., SUITE 412
3207 MAGNOLIA STREET
PASCAGOULA, MISSISSIPPI 39567

OFFICE 601-769-2311
FAX 601-762-1240

May 6, 1996

Ms. Jan Schreibman
 20067 Maplewood
 Livonia, MI 48152

Dear Ms. Schreibman:

Please let this letter serve as authorization that I give my permission to you to publish my Holistic Living Inventory in your thesis. Should you need further correspondence from me, please do not hesitate to contact me.

Yours truly,

John Stoudenmire, Ph.D., ABPP
 Clinical Psychologist

JAS/ats

DIPLOMATE IN CLINICAL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

05/06/96 MON 16:46 [TX/RX NO 7838]

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