

MENC EXECUTIVE OMNIBUS RESULTS SUMMARY

February 8, 2008

INVOLVED IN MUSIC PROGRAM

Overall, three quarters (77%) of Americans have been involved in some type of music program while in school. In breaking it down by type of music program, chorus or vocal group is most popular, as just over half (53%) sung in one, while 45 percent took formal instrument lessons and two in five (41%) played in a school instrumental ensemble. In lesser numbers, 12 percent each took voice lessons or were part of an informal group while one-quarter were part something else involving music.

There are certain groups who are more likely to have been involved in music and the table below shows this.

More likely to be involved in music	Total (77%)
College Graduates	85%
Household income of \$75,000 and up	85%
Westerners	84%
Those with some college	83%
Women	82%

As the table shows, people who were involved in music tend to be better-educated and earn more than those who have not.

While one in six (15%) were only involved in a music program for less than one year, most were involved for longer. Three in ten (30%) were involved for one to three years and 21 percent involved from three to five years. One in five (21%) were involved in music for more than 5 years and almost one in ten (9%) are still involved. Those who were involved longer are more likely to be college graduates while those who were involved for lesser amounts of time are more likely to have high school or less education.

	Total	HS or Less	Some College	College Grad	Less than \$35k	\$35k-\$49.9k	\$50k – \$74.9k	\$75k and up
	%	%	%	%	%	%	%	%
Less than one year	15	18	16	11	18	18	16	13
1-3 years	30	37	28	26	35	27	30	26
3-5 years	21	20	20	23	18	25	22	26
More than 5 years	21	17	19	27	17	22	21	21

Still involved	9	4	12	9	7	5	8	11
Not sure	5	4	5	5	7	3	3	2

The same correlation occurs for income – the smaller incomes were involved for less time.

CONTINUING INVOLVEMENT WITH MUSIC EDUCATION

Over half of those who were involved in music still retain some type of involvement with it. While 44 percent do none of these items, almost two in five (38%) recommend their children get involve in music education at their schools and one-quarter say they remain actively involved in music today. Additionally, one in ten support music education by donating money and 5 percent volunteer their time to the local school music program.

INFLUENCE OF MUSIC EDUCATION ON LATER LIFE

Two in five (39%) of those who were involved in music say that it was extremely or very influential in contributing to their current level of personal fulfillment with an additional three in ten (31%) who say it was somewhat influential. Just 22 percent say music education was not influential at all. For this, education and income aren’t as correlated. As the table below shows, the more education one has, the more likely one is to believe music education was influential. With income, this isn’t the case.

	Total	HS or Less	Some College	College Grad	Less than \$35k	\$35k-\$49.9k	\$50k – \$74.9k	\$75k and up
	%	%	%	%	%	%	%	%
Total Influential (NET)	70	61	73	77	67	67	73	74
Extremely influential	15	7	22	16	19	14	14	15
Very influential	24	20	23	29	19	27	24	23
Somewhat influential	31	34	29	32	29	26	35	37
Not influential at all	22	26	22	18	20	27	22	21
Not sure	8	12	5	5	13	6	5	5

It’s not that those with higher household income think music education is not at all influential. In fact, almost three-quarters do. It’s just over three quarters of those who are college graduates think it is influential compared to just six in ten of those with high school or less education.

In looking at how influential music education is in the current success of their job, the answer is not much as half say it is not influential at all and just over one-quarter say it is influential. An additional 16 percent do not have a career or job.

	Total	HS or Less	Some College	College Grad	Less than \$35k	\$35k-\$49.9k	\$50k – \$74.9k	\$75k and up
	%	%	%	%	%	%	%	%
Total Influential (NET)	27	12	34	38	24	31	31	30
Extremely influential	6	3	7	8	4	3	12	7
Very influential	7	3	8	9	8	7	4	8

Somewhat influential	15	5	18	21	12	21	15	16
Not influential at all	51	55	50	50	44	55	54	54
Do not have career/job	16	27	13	8	26	8	10	12
Not sure	5	7	3	5	6	6	5	3

Again, education shows a great likelihood to say music education is influential over income. Almost two in five college graduates say music education is influential for their career compared to one in ten on those with just a high school education. But at least half of all education levels say music education is not influential at all on their career or job.

LEARNINGS AND HABITS FROM MUSIC EDUCATION

When four different statements regarding learning and habits from music education preparing people are examined, two themes emerge. One is that at least a plurality, if not more, agree with these statements that music education does help. The second theme is that people who have music education are much more likely in each case to believe these.

	Total	Had music education	Did not have music education
Learnings and habits from music education equip people to be better team players in their career.			
Total agree	52	58	30
Neither agree nor disagree	28	25	39
Total disagree	10	10	9
Learnings and habits from music education provide you with a disciplined approach to solving problems.			
Total agree	47	53	29
Neither agree nor disagree	30	28	40
Total disagree	12	13	9
Learnings and habits from music education prepare someone to manage the tasks of their job more successfully.			
Total agree	45	50	26
Neither agree nor disagree	34	31	43
Total disagree	12	12	10
Learnings and habits from music education help you build long lasting relationships that could help a career.			
Total agree	44	48	28
Neither agree nor disagree	35	33	43
Total disagree	11	12	7

Becoming a team player is the one attribute where over half of adults agree that music education equips people, as do almost three in five of those who have music education. Just under half agree that music education provides a disciplined approach to solving problems and slightly less than this agree that it prepares someone to manage the tasks of their job more successfully. The lowest of these four is in building long lasting relationships and this is the only one where less than half of those who have music education agree. But, what is also important to note is that just one in ten across the board disagree with each of these statements – a very low number.

In also looking at this by education and income, it is clear that those who have more education and higher income levels are more likely to agree with these sentiments.

% saying Strongly/ Somewhat agree	Total	HS or Less	Some College	College Grad	Less than \$35k	\$35k- \$49.9k	\$50k – \$74.9k	\$75k and up
	%	%	%	%	%	%	%	%
Learnings and habits from music education equip people to be better team players in their career	52	45	58	55	50	51	54	55
Learnings and habits from music education provide you with a disciplined approach to solving problems.	47	35	53	59	40	48	51	52
Learnings and habits from music education prepare someone to manage the tasks of their job more successfully.	45	35	49	54	39	43	47	49
Learnings and habits from music education help you build long lasting relationships that could help a career.	44	34	50	49	41	47	43	43

Even among those with a college degree and who have household incomes of \$75,000 and higher, relationship building is at the bottom of these four sentiments about music education. On the high end, almost six in ten college graduates say music education provides a disciplined approach to problem solving.

CONCLUSIONS

Overall, this research shows that there is a high incidence of those who have had music education and music education is valued over all. The lessons that it teaches and the learnings and habits it instills are valuable. This is seen much more clearly when the attitudes of those who have had music education are compared with those who have not.

What is also clear is that education and income play a role. First, those who have had music education are more likely to be better educated and have higher household incomes. Also, in terms of attitudes, generally those who have more education feel more strongly about what music education instills and how it influences people.

In looking ahead to the questions asked on The Harris Poll, most of these questions should work perfectly. Two, however, may be ripe for consideration for some changes. First, looking at the fourth sentiment on learnings and habits, building long-lasting relationships did not do as well as the other three. When you look at how high individual music lessons is in the list of involvement, that makes sense. We may want to replace this with something else, perhaps something regarding discipline, not as how it relates to solving problems, but in general.

The larger issue is in examining the question on how influential music education was in the current sense of their job. While half of those with music education agree with the sentiment that learnings and habits from music education prepare someone to manage the tasks of their job more successfully, half also say that music education was not influential in their current success on the job. Definitely a conflict and I think the influence question should be reworded. Part of it may be the way we defined success. Part of it may be the use of the term influential. We may want to consider changing that to an importance scale instead. This may give us better results as I do think people believe it was important, but obviously not influential.

These are points to begin our discussion. I look forward to going over this with you next week and finalizing the questions for the Harris Poll by the 28th.

Methodology:

Harris Interactive® conducted this study online within the United States between September 13 and 17, 2007 among 2,507 adults, of whom 1,991 had music education. Figures for age, sex, race/ethnicity, education, region and household income were weighted where necessary to bring them into line with their actual proportions in the population. Propensity score weighting was also used to adjust for respondents' propensity to be online.

All surveys are subject to several sources of error. These include: sampling error (because only a sample of a population is interviewed); measurement error due to question wording and/or question order; deliberately or unintentionally inaccurate responses; and non-response (including refusals).

With one exception (sampling error) the magnitude of the errors that result cannot be estimated. There is, therefore, no way to calculate a finite "margin of error" for any survey and the use of these words should be avoided.

With pure probability samples, with 100 percent response rates, it is possible to calculate the probability that the sampling error (but not other sources of error) is not greater than some number. With a pure probability sample of 2,507 adults one could say with a ninety-five percent probability that the overall results have a sampling error of +/- 2 percentage points. However, that does not take other sources of error into account.

If you have any questions about any of the research findings contained in this document please do not hesitate to contact Regina Corso (212.539.9522).