

**FACTORS THAT INFLUENCE STUDENTS TO STUDY  
ELECTRONIC MUSIC AT IN EAR BEAT**



**A THEMATIC PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF MANAGEMENT  
COLLEGE OF MANAGEMENT  
MAHIDOL UNIVERSITY  
2016**

**COPYRIGHT OF MAHIDOL UNIVERSITY**

Thematic paper  
entitled  
**FACTORS THAT INFLUENCE STUDENTS TO STUDY  
ELECTRONIC MUSIC AT IN EAR BEAT**

was submitted to the College of Management, Mahidol University  
for the degree of Master of Management

on  
August 31, 2016



.....  
Miss Nari Chotwong  
Candidate

.....  
Asst. Prof. Prattana Punnakitikashem,  
Ph.D.  
Advisor

.....  
Asst. Prof. Roy Kouwenberg,  
Ph.D.  
Chairperson

.....  
Assoc. Prof. Annop Tanlamai,  
Ph.D.  
Dean  
College of Management  
Mahidol University

.....  
Dr. Simon Zaby,  
Ph.D.  
Committee member

## ACKNOWLEDGEMENTS

This Thematic paper could not be completed without Asst. Prof. Prattana Punnakitikashem, Ph.D., my advisor. Her guidance helped me all the time of writing this paper. She devoted her time to read and give me feedback for an improvement. I would like to express the deepest appreciation to her for all the support, advices and encouragement that I have always received from her throughout the course of this thematic paper.

Besides my advisor, I would like to thank my family, my colleagues, and my friends for their support and patience during the time that this research was carried out. They always support and cheer me up through all my hard time.

Nari Chotiwong

## **FACTORS THAT INFLUENCE STUDENTS TO STUDY ELECTRONIC MUSIC AT IN EAR BEAT**

NARI CHOTIWONG 5849060

M.M. (MARKETING AND MANAGEMENT)

THEMATIC PAPER ADVISORY COMMITTEE: ASST. PROF. PRATTANA PUNNAKITIKASHEM, Ph.D., ASSOC. PROF. ROY KOUWENBERG, Ph.D., DR.SIMON ZABY, Ph.D..

### **ABSTRACT**

Western influence and the advancement of technology and internet create the boom of electronic music in Thailand and it is growing continuously especially the rise of international electronic music festivals and a lot of top local celebrities renowned as electronic music DJs. Electronic music listeners does not only listen, but also possible to learn. In order to provide more cohesive study on Electronic music in Thailand, this research is based on reference to an institute located in Bangkok, Thailand named In Ear Beat which is excellent in electronic music education. The purpose of this research is to understand the factors that influence students to study at In Ear Beat as their choice of school to study electronic music. This research topic can support the electronic music school for working more effective on marketing plan and knowing the way to motivate the target market to take the courses at the school.

The quantitative method is used for this study by launching online survey to 110 students. All respondents are electronic music students at In Ear Beat aged between 15-35 years old. This research aim to collect the information and analyze numerical data by using SPSS; descriptive statistics, correlation analysis and multiple regression analysis: in order to describe and identify the potential motivation factors. This research concentrates on four key factors that influence the student to study electronic music at In Ear Beat, which are self-concept of ability, expectancy value theory, education provider and international popularity. Among of four factors, education provider is the most important reason why the students choose to study at In Ear Beat. Other important factors are self-concept of ability and international popularity. For expectancy value theory might be important, as it doesn't have much correlation with study intention at In Ear Beat.

**KEY WORDS:** Electronic music, Music School, Music, School, In Ear Beat

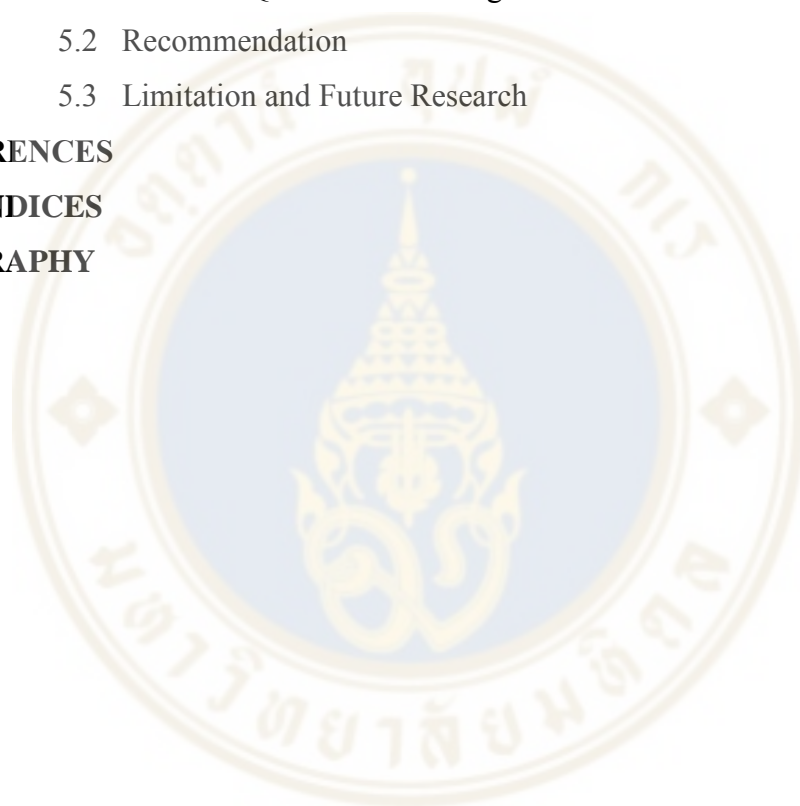
44 pages

## CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>iii</b>
<b>LIST OF TABLES</b>	<b>vi</b>
<b>LIST OF FIGURES</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION</b>	<b>1</b>
1.1 Problem Statements	4
1.2 Research Objectives	4
1.3 Research Question	4
1.4 Research Scope	4
1.5 Expected Benefit	5
1.6 Technical Term	5
<b>CHAPTER II LITERATURE REVIEW</b>	<b>6</b>
2.1 Intrinsic Factors	7
2.1.1 Self-Concept of Ability	7
2.1.2 Expectancy-Value Theory	8
2.2 Extrinsic Factors	9
2.2.1 Education Provider	9
2.2.2 International Popularity	9
<b>CHAPTER III METHODOLOGY</b>	<b>12</b>
3.1 Instrument Development	12
3.2 Data Collection	13
3.3 Data Analysis	14
<b>CHAPTER IV RESEARCH FINDING</b>	<b>15</b>
4.1 Interest in Electronic Music	19
4.2 Expected Benefit; Outstanding among peers	21
4.3 School Environment	23

## CONTENTS (cont.)

	<b>Page</b>
4.4 Following Trend or Idol Influence	25
4.5 Discussion	30
<b>CHAPTER V SUMMARY&amp;CONCLUSION</b>	<b>33</b>
5.1 Research Question & Finding	33
5.2 Recommendation	34
5.3 Limitation and Future Research	35
<b>REFERENCES</b>	<b>36</b>
<b>APPENDICES</b>	<b>38</b>
<b>BIOGRAPHY</b>	<b>44</b>



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1 Factors and Literatures	13
4.1 Respondents' Profile	15
4.2 Position in Music Career	16
4.3 Reason to study at In Ear Beat	17
4.4 Knowing In Ear Beat	17
4.5 Knowing In Ear Beat VS Age	18
4.6 Preference for Electronic Music	19
4.7 Able to Play	19
4.8 Capability	20
4.9 Difficulty of Electronic Music	20
4.10 Envious from Friends	21
4.11 Showing off	22
4.12 Proud of Oneself	22
4.13 Equipment of school	23
4.14 Teacher	24
4.15 Teaching Environment	24
4.16 Course Outline	25
4.17 Study Because of Other's Talk	26
4.18 Popularity Elsewhere	26
4.19 Summarized of Variable Importance	27
4.20 Result of Multiple Regression Analysis	27
4.21 Regression Equation	29
5.1 Criteria and Summarize	33

## LIST OF FIGURES

Figure		Page
2.1	Proposed interaction between Intrinsic and Extrinsic factors which will influence students to apply to study at In Ear Beat	11





## **CHAPTER I**

### **INTRODUCTION**

Music has existed around the world since the early days. From the primitive age when people exist and have hearing abilities, music became a combination of sounds created from different equipment or material available on earth. From past until present, every culture on earth have a form of music that is unique to them. It is fused into various kinds of cultural events including religious ceremonies, weddings, funerals, sporting, dance events concerts, and personal pleasure. Depending on the age, period or place of the culture, we may conclude that music have most potentially been present since the ancestral population before humans starts to disperse around the world. In fact, music have been around for at least 55,000 years which the first music may have been identified, created and started from Africa, before finally evolving and became a universally fundamental element in human life from the past, present and potentially the future.

However, since the time of Darwin (1871), scientists and philosophers are still puzzled with the evolutionary origins of music. According to many researches, music potentially could be a biological adaptation, with its functions range from courtship to social solidity including religion and war (Darwin, 1871; Merker, 2000; Miller, 2001; Cross, 2001; Huron, 2001; Hagen & Bryant, 2003). Another theory by Pinker (1997) suggested that music is a proprietary of an auditory system which evolved for other purposes.

Music serves to create and make people feel happy or sad, inflict memories or histories, and create feelings or moods. In the present time, music is created with influence from all other aspects of every different and unique culture, notwithstanding social and economic organization and climate, experience and technology access. The emotions and ideas that the creator has expressing via his/her music, the environment, situation and mood in which one listens to the music, and the attitudes toward music players and composers differ from each region and location works determines how music is interpreted. Not only that, music also serves as a

strong tool of modern advertising campaigns. This can be proven with the world costing billions of dollars to feed the music and clubbing industries. In conclusion, music is important and forms an important part of every human life.

According to Hargreaves and North (1999) and North et.al (2004), music provides numerous personal and social benefits, which includes improvements in cognitive-emotional awareness, enhanced self-regulating behavior, and enhanced social responsibility. The human central nervous system is also believed to be very much affected and intrigued by music (Davidson et al., 2002). Music learning not only does increase pleasures but also knowledge and access to the world. Hence, keeping music alive for human survival is epitome and the only way is to continuously churn out music by educating music education to people.

The relationship of music education and those who are students is an interesting topic of research. Some studies have shown that music can enhance cognitive abilities (Hall, 1952), and according to Fogelson (1973), research have shown that it has potential to interfere with complex cognitive processes but not simple processes.

A search on Wikipedia revealed massive collection of music genres generated in different era and countries and a few popular genres which are still popular and relevant at present time are Alternative, Break beat, Pop, Rock, R&B, Techno, Dance, Electronic, Jazz, Classical, Indie Rock and Heavy Metal. In this research paper, we have distinctively selected electronic music as our research topic due to the fact that electronic music have become a huge growth in Thailand with rave and dance parties featuring exclusive electronic music such as the Electronic Dance Music (EDM) parties. While most people think that electronic music is the sound of the 21<sup>st</sup> century, the reality is that it has been discovered by a man named Elisha Gray since 1875. He was a telegraph specialist who invented the “Musical Telegraph” consisting of an electric music synthesizer that used self-vibrating electromagnetic circuits which paved the path for other inventors to enter the electronic music world. According to Wikipedia, electronic music is generated by electronic musical instruments combined with electronic music technology. Some of the electronic musical instruments are telharmonium, Hammond organ and electric guitar where the

music could be created by using devices such as theremin, sound synthesizer and computer.

Comparing the appetite and trend of electronic music to music listeners and the opportunity to learn electronic music since the discovery of this music genre, the 21<sup>st</sup> century does indeed provide much more opportunity to listeners and it has thus become so prominent in the music arena. The advancement of technology, convenience of the internet and experience of listening and playing electronic music is what contributes to the boom of electronic Music in the present (Farsakian,2012) and the genre “Electronic Dance Music” is a popular form of electronic music which has gained worldwide recognition and one of the most played music in clubs and radio.

Electronic music has started to gain much interest in Thailand since a few years ago. With easier access to a variety of music choices provided by the Internet, electronic music has started to creep into the teenage life of Thai society. This is especially true when Thai who have been abroad either for holidays or for their education tend to bring the culture of electronic music back to Thailand and more so when there are Western influence from their friends or peers. When we refer to events featuring electronic music ([www.siam2nite.com/en/events](http://www.siam2nite.com/en/events)), we can observe that the popularity is growing continuously. World class electronic music DJs such as Avicii and Martin Garrix were exclusively invited to play in Thailand in events such as Road to ultra and S2O Party and new clubs focusing on electronic dance music are mushrooming all over Bangkok. This is also apparent where top local celebrity such as superstar Dome Pakorn Lam has been renowned as the electronic music DJ in Thailand making electronic music not only for listeners but also possible to learn.

In order to provide a more cohesive study on electronic music in Thailand, this research will also base our reference to an institute based in Bangkok, Thailand which excel in electronic music education. In Ear Beat is an institution located in Bangkok which taught Ableton Live 9 to students. The founder, Mr. Tossawat Chotiwong graduated from the Producer Certificate Program in Ableton Live 9 in Dubspot, New York. He emphasized song production, sound design, and performance referencing the curriculums from Dubspot which included providing knowledge of electronic music. His students were musicians, DJs, students and general public which will be the target respondent on this research.

## **1.1 Problem Statement**

Although electronic music have been founded since 1875, the research on its appeal to society is yet to be fully founded. Most research are focused on how electronic music are created with a combination of different types of sound and techniques but never the appeal or interest in electronic music. With the apparent growing trend towards the appreciation of electronic music, there is also a growing need to identify what were the cause and factors that contributes to this phenomena.

## **1.2 Research Objectives**

The research objectives of this study are as follows:

1.3.1 To determine the factors that influence students to study electronic music.

1.3.2 To identify which factors in the intrinsic or extrinsic group have a higher influence over their decisions to study electronic music.

## **1.3 Research Question**

This research paper combines the research on the music genre “Electronic Music” and its appeal to students. This paper will aim to find out what are the influencing and motivating factors that encourage students to study this music genre “Electronic Music” at In Ear Beat Institution?

## **1.4 Research Scope**

In order to understand the real factors that encouraged students to study electronic music at In Ear Beat, the target sample size of this paper will be all students, who are currently studying electronic music at In Ear Beat, aged between 15 – 35 years old. These students could range from students currently studying in high school, office workers, and even business owners who have an interest in electronic music.

## **1.5 Expected benefit**

By determining the cause and factors which influenced students to be attracted to electronic music, this research will be able to assist not only In Ear Beat but also other potential studios to study the attractions of electronic music and how these business can benefit from this research. For In Ear Beat, proper marketing methods could be implemented in order to attract more students to enroll in their institution and how they could improve themselves in order to continuously capture the interest of existing and new students. In additional to this, future papers may also further study how electronic music can benefit the students in the future and what sort of satisfaction can electronic music provide to its students and listeners.

## **1.6 Technical Term**

Wikipedia defines electronic Music as a music production created by electronic musical instruments and electronic music technology and an electronic musician is a musician that composes or performs such music. There are various electronic musical instruments but the most essential ones are telharmonium, electric guitar, synthesizer and the necessity of a computer or laptop.

Electronic Dance Music also known as EDM, dance music, club music as defined by Wikipedia is a genre of percussive electronic music products by disc jockeys (DJs). DJs create EDMs by creating a seamless selection of music tracks and sequencing each of these tracks from one to another. EDM started in the early 2010s and is a technical term for other music under EDM such as techno, trance, house or drum and bass. The recent popularity of EDM is also contributed by the more mainstream pop music having the influence of electronic music and played on mainstream radios instead of specific EDM genre channels. EDM are largely played in modern nightclubs worldwide with dedicated magazines such as Mixmag that publish information about EDM. Dance parties such as Tomorrowland and Ultra Music Festival are dedicated parties that only play EDM and highly popular.



## **CHAPTER II**

### **LITERATURE REVIEW**

Influencing and motivating factors to pursue music education remains an important research topic in music education. Motivation for learning involving a constellation of perceptions, beliefs, interests, values and actions which are closely knitted together could be identified via studies in psychology, sociology, and education. These studies can provide valuable information which will help identify the motivation factors for pursuing music education.

According to Gottfried (1990), academic motivation can be defined as an enjoyment of school learning characterized by a mastery orientation, persistence, curiosity, and accepting the challenge of difficult tasks. Turner (1995) on the other hand considers cognitive engagement as equivalent to motivation that could be defined as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning and monitoring”. Other literatures also indicate other factors which are classified under intrinsic and extrinsic factors. Similar to the authors above, Sichivitsa (2002) identified internal factors such as task value and self-concept of ability will influence students’ achievement, perseverance and persistence in learning. As for external factors, parental support, teacher motivation and peer encouragement, highly provide support, influence and plays an important role in shaping the students’ ability to learn, persistence and task value (Davidson, Sloboda & Howe, 1995 – 96, Frome & Eccles, 1998, Jodl, Michael, Malanchuk & Eccles, 2001, Sichivitsa, 2002). Research have shown that students at a young age depends solely on external motivation (Zdzinski, 1996) while intrinsic motivation becomes a stronger motivation to influence students insistence to continue pursuing music education (Asmus & Harrison, 1990, Davidson et al. 1995-96).

In this research, focus will be to identify the intrinsic factors and extrinsic factors and how the combination of both these factors can be concluded to determine them as motivation factors and influencing factors. Previous research in this area have achieved numerous theories, which focused mainly on a few aspects of human

behavior or cognition (Bandura, 1993, Weiner, 1979) which was insufficient as these findings were not integrated to produce a more theoretical framework. One of a key theory established by Tinto (1993) discovered that students' decisions in the future are influenced by their decision whether they choose to depart from their school of higher education. There are many factors according to Tinto which influenced the student decision to persist and continue study or drop out of school. Factor such as family background, commitments, intentions, expectations and aspirations, skills and abilities influenced the decision making of these students. Tinto believed that school is one of the key important that will also lead or encourage students to persist on their education by addressing the academic and social needs of their students.

Another author, Hallam (2002) also has a theory similar to Tinto. Complex interaction between various external environmental factors and the students cognitive, characteristics and behavior will influence and dictate the motivation level of each student. However, Hallam did not attempt to measure the complex interaction. His paper aimed to only highlight the need to explore both these complex interactions and how this interaction can generate higher or reduce the motivation level in studying music (Hallam, 2002).

Hence, this paper hope to discover the interrelation between the factors both intrinsic and extrinsic and how both effects and provide positive motivation for students to commit themselves to the study of electronic music.

## **2.1 Intrinsic Factors**

### **2.1.1 Self-Concept of Ability**

According to Eccle et al. (1983) and Bandura (1993), the utmost important factor that determines the students ability and their willingly to participate in a choice they made is the self-concept of ability. First they will need to have interest or passion in something that they like. After that, they will need to evaluate if they are able to do it. For instance, a task which was previously executed resulted in a success or failure directly affects and influences the student's expectations for performance in a similar task which they may perform in the future, simply said their past experience dictates

what they will expect in the future. Students are even willing to take challenges should their past experience show success but they will tend to avoid tasks which have proven failure previously. This is further supported by Kukla (1978) which states that people have desires to appear capable to themselves and others, hence the selection of task will depend highly on the success rate they are expecting. Students may also worry about uncovering their lack of talent as they believe that music performance is not something which can be practiced but more likely that it is a reflection and function of their talent (Smith, 2005).

Self-concept of ability is also a measure that students will undertake in order to avoid failure which will cause shame or guilt (Covington and Omelich, 1985). Shame happens when you have trained or practiced so much giving in top efforts but still result in failure while guilt happens when you contribute low efforts with no training nor initiative and failed. Due to this, students will chose to feel guilt in order to cover up the fact that they have tried so hard and put in so much effort but still fail, hence the likeliness will be to show that insignificant efforts has been contributed to the learning process, causing failure to happen but does not mean that the student is not talented.

### **2.1.2 Expectancy-Value Theory**

According to this theory, the amount of efforts and persistence to complete a task is directly impacted by the combination of competence beliefs and the value placed on the task (Ecclec, 1983, Wigfield, Eccles & Rodriguez, 1998). To put in simple words, should a student feel that the task is important and significant of value to them, they will put in more efforts and persistence to complete the task successfully.

There are four major elements that support this theory defined by Eccles et al (1983). The first, Attainment which meant that they are determined to do well in the task as the task is valuable to them. Second, Interest which meant the value of the task creates enjoyment from performing the task. Thirdly, Utility or importance meaning how much this value this task is necessary in order to achieve future goals and finally, cost in order to do the task. It does not mean monetary sacrifice but merely the readiness to sacrifice anything in order to complete the task. One or more major elements may dictate how the students are motivated to perform the task and these



major elements will change from time to time in order to fit the intrinsic feeling to complete the task.

## **2.2 Extrinsic Factors**

### **2.2.1 Education provider**

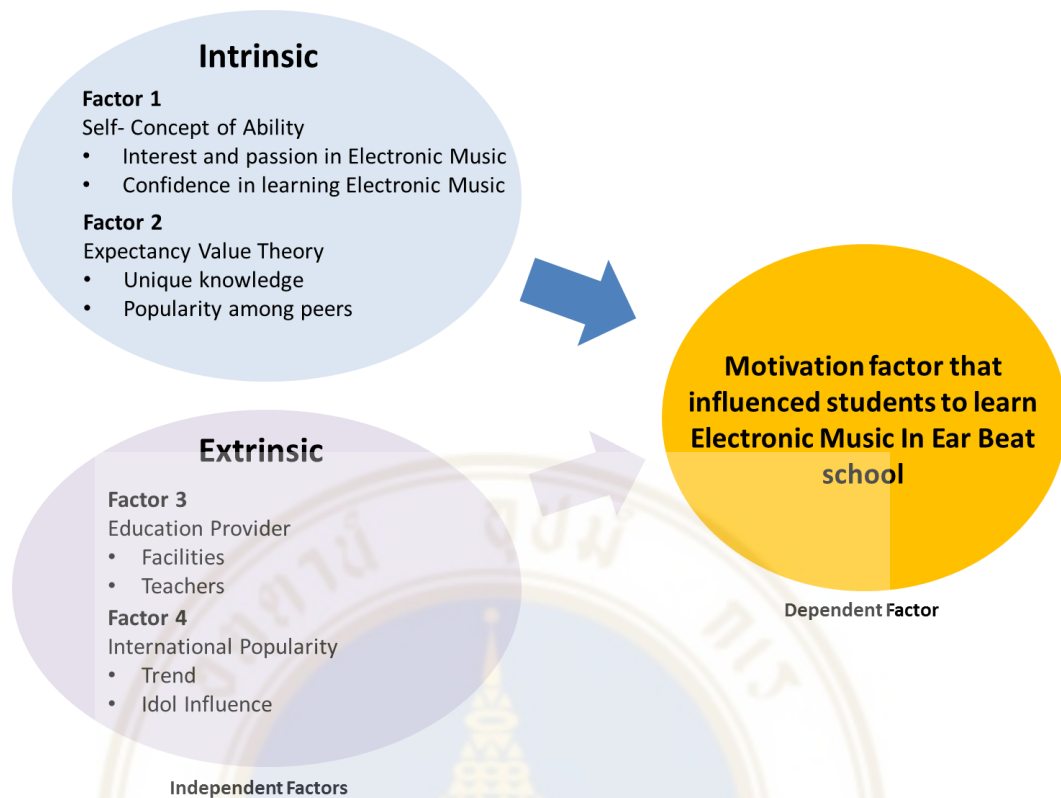
A number of factors are associated with electronic music school. Factors that most significant when students choose music schools are the services and facilities it can provide such as music teachers, the equipment available in the school, the flexibility in learning, and many more. One of the important factors, music teachers has always been regarded as a very important figure in music learning. Macmillan (2004) notes that music teacher have the ability to create a more meaningful musical learning experience for students which makes them a key role and unique place in students' lives. They could combine in-school and out-of-school musical experiences. Students are more motivated when learning in a classroom when they perceived the teachers to be willing to help, cooperative and supportive (Brandtrom, 1995 – 96, Burnett, 1999, Pitts, 2004) and ability to explain or deliver the course material well (LeBlanc, 1992). In addition to that, Price (1983) also states that teachers whom are able to provide clear learning path and attend to any constructive feedback in a timely manner will provide more motivation to the students and help them to be more motivated. Other researchers such as Greenberg (1970) and Kvet& Watkins (1993) have also indicated that providing reinforcements and overall support and also identifying the different needs of students and attending to them are key factors in student motivation to help them succeed.

### **2.2.2 International Popularity**

As mentioned above, the 21<sup>st</sup> century does indeed provide much more opportunity to listeners and it has thus become so prominent in the music arena. The advancement of technology, convenience of the internet and experience of listening and playing electronic music is what contributes to the boom of electronic music in the present (Farsakian,2012). The popularity could be identified as there is a vast increase

in the market share of the music industry in terms of money, time, equipment and people investing in this music genre. Such instance will also contribute to adore of certain people in the electronic music genre which are highly respected and create a certain Idol image for students. There is a whole development of new musical functions incorporating electronic music in the audiovisual media such as usage in advertising, films, videos etc. The development of equipment specifically for electronic music whether it for big or small studios have started to be more cost effective as it is no longer exquisite or expensive to build compared to previous times such as mechanical lo-fi soundscape (Schafer 1974, 1977) and not to mention replicated products which may not be able to produce sound as accurate but functionally possible to produce electronic music. Producers of electronic music could potentially sell their music to big production house easier when compared with past years when electronic music was not popular and expensive to produce.

The Internet have also allowed for any music to be easily shared, which goes the same for electronic music. A collective identity is present where young people such as teenagers have a collective identity to be associated with electronic music as a choice of music.



**Figure 2.1 Proposed interaction between Intrinsic and Extrinsic factors which will influence students to apply to study at IN EAR BEAT**

### **Hypothesis to be tested**

**I-H1:** Personal interest in electronic music has an impact on decision to study electronic music

**I-H2:** The expected benefit and belief that the benefits from learning electronic music can motivate students to study electronic music

**E-H3:** In Ear Beat's facility has an impact to study electronic music.

**E-H4:** External influence by trend and idol has motivation to study electronic music

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This paper will aim to understand the contributing factors that influence students to study electronic music and their consideration in choosing In Ear Beat as their choice of education provider. In this research, a quantitative approach will be applied. According to Gay, Mills & Airasian (2014), quantitative research aims to collect and analyze numerical data in order to describe, explain, predict and identify the phenomenon of interests in a certain subject.

A number of hypotheses as mentioned earlier will be tested to identify the potential motivation factors that influence the decision making of these students. The hypotheses are as follows:

#### **Hypothesis to be tested:**

**I-H1:** Personal interest in electronic music has an impact on decision to study electronic music

**I-H2:** The expected benefit and belief that the benefits from learning electronic music can motivate students to study electronic music

**E-H3:** In Ear Beat's facility has an impact to study electronic music.

**E-H4:** External influence by trend and idol has motivation to study electronic music

### **3.1 Instrument Development**

In this survey, a questionnaire consisting of questions related to identify the relevancy of each hypotheses tested will be formulated. This method has proved to be successful as it allows unbiased feedback and respondents will complete the questionnaire based on their personal opinion and attitude. According to Kendall (2008), questionnaires can target large population of target sample size and, provide or obtain evidence of patterns which can be analyzed to acquire outstanding results. It is also very affordable and less time consuming as it is online survey and, it is also

directly focused on the target group which has interest in electronic music. The survey will be simple, time saving, easy to understand and not intimidating or sensitive towards any respondents. Due to difficulties to search for questionnaire which related directly with this area of study, researcher chose to develop each question in the questionnaire by adapting from the literature and factors which stated in previous researches.

**Table 3.1 Factors and Literatures**

<b>Factor</b>	<b>Definition</b>	<b>Literature</b>
Self-concept of ability or personal interest	Believe in one own ability and willingness to do or to study something	Eccle et al. (1983) and Bandura (1993)
Expectancy value of theory or expected benefit	Task is important and significant of value to oneself	Ecclec (1983), Wigfield, Eccles, and Rodriguez (1998)
Education provider	Teacher and other school facilities encourage students to study	Macmillan (2004), Greenberg (1970) and Kvet and Watkins (1993)
International popularity	Rise of internet and following favorite idols and trend stimulate interest	Farsakian (2012)

### **3.2 Data Collection**

The completed questionnaire will be distributed amongst the existing students at In Ear Beat based in Bangkok, Thailand, by online survey called as Googledoc. An approximate sample size is 100 students at least to be collected for analysis with consideration. There will be some unusable questionnaires; hence the sample size will vary but not less than 100 targeted responses. Respondents will be asked to rate level of agreement, a series of “1-5 point Likert scale” starting with 1 point which represents strongly agree to 5 point which represent strongly disagree, and statements related to electronic music learning and In Ear Beat. The questionnaire

was sent out to 110 students, but there were 100 students responded to survey without missing data on the surveys.

According to Nunnally and Bernstein (1994) research, they suggested that five point scales is the most appropriate one when conducting survey. The reason is simplicity, as four point scales does not have midpoint or neutral. Some respondents might not want to express any opinion or feeling toward certain statement. As for seven point scales, it yields slightly better result than five point ones but sometime also causes confusion to respondents.

Respondents will be anonymous and the questionnaire will be send directly to the current existing students through online channels which are email, Line, Facebook in June 2016. This method can provide the opportunity not to miss any potential respondent and a consistent method can be applied as the main factor of having knowledge of electronic music is present in all respondents. Also, this research will implement convenient sampling and we will be able to obtain primary data by using this research method.

The rationale for anonymous response in this survey is done to ensure honest respond from the respondents. Their identities must not be disclosed to others, and all data collected will be consolidated without linking the answers to each respondent. Responds will be gathered in a standardized way, being quantitative so questions obtained will be more objective and precise.

### **3.3 Data Analysis**

Upon completion of the questionnaire collection, various analysis on SPSS and methods such as T-test and Anova will be conducted to determine the relevancy of the hypothesis and how these motivation factors are relevant to the growth of electronic music. Not only that, multiple regression method will be adopted to find the relationship between each independent factor and dependent factor as well. Conclusion and recommendation will be detailed upon completion of the SPSS analysis.



## CHAPTER IV

### RESEARCH FINDING

After collected data from 110 samples, researcher inputs all those data into SPSS to test and to analyze data statistically. Out of those, 100 samples have no missing data. So researcher decides to use all of them to analyze to find the result and answer for research objective. Before taking a look into the detail of respondents, overall profile of respondents will be shown to provide overall view of who our respondents are.

**Table 4.1 Respondents' Profile**

		Count	Column N %
Gender	Male	72	72.0%
	Female	28	28.0%
Age	15 - 20 years	36	36.0%
	21 - 25 years	24	24.0%
	26 - 30 years	16	16.0%
	31 - 34 years	20	20.0%
	More than 35 years old	4	4.0%
	Income	Below 15,000 baht	49
	15,000 - 25,000 baht	18	18.0%
	25,001 - 35,000 baht	9	9.0%
	35,001 - 45,000	6	6.0%
	More than 45,001 baht	18	18.0%
Education	High school	39	39.0%
	Bachelor's degree	48	48.0%
	Master degree	11	11.0%
	PhD	2	2.0%
Occupation	Employee	25	25.0%

**Table 4.1 Respondents' Profile (cont.)**

	Count	Column N%
Business owner	16	16.0%
Government employee	4	4.0%
Student	50	50.0%
Unemployed	5	5.0%

From Table 4.1, majority of In Ear Beat's students who responded to the questionnaire are male, 72%. About 36% of them are 15 – 20 years old. The next biggest group is those who are 21 – 25 years old, 24%. Those who are 26 years old and above represent another 36%. Most of the respondents' incomes are below 15,000 baht. As for education, those who hold bachelor's degree represent 48% of total respondents. Those who are still studying in their high school represent another 39%. Only 13% of the respondents hold at least master degree. As for occupation, about half of respondents are not working, but studying as students. Another 25% of respondents are working in private sectors. 16% of respondents are having their own business.

**Table 4.2 Position in Music Career**

		Count	Column N %
What is your position in music field?	No, I am just interested	58	58.0%
	Music student	12	12.0%
	Musician	6	6.0%
	DJ	12	12.0%
	Producer	5	5.0%
	Music production	7	7.0%

By asking respondents what is their position in music field, most of them, about 58%, currently not working in the music career, just interested in it. Another 12% of them are either studying as music student or working as DJ. Some of them are working as music production, 7%, musician, 6%, and producer, 5%.



**Table 4.3 Reason to Study at In Ear Beat**

	Count	Column N %
What is the main reason you decide to study or to take course at In Ear Beat?	Interest in electronic music	73 73.00%
	Expected benefits; outstanding among peers	8 8.00%
	School Environment	16 16.00%
	Following the trend or idol influence	3 3.00%

According to Table 4.3, it seems like their interest in electronic music is the key reason that they choose to study in this area or take the course at In Ear Beat. Respondents, 73% of them, seem to interest in this type of music and choose to study and to play. Another major reason is school environment, which In Ear Beat can provide to them. Those who choose expected benefit represent only 8%. And lastly, those who were influence by idols or trend represent only 3%.

**Table 4.4 Knowing In Ear Beat**

	Count	Column N %
Have you known “In Ear Beat” from which channel?	Search engine i.e. Google	51 51.0%
	Facebook	24 24.0%
	Youtube	5 5.0%
	Event	3 3.0%
	Friend’s recommendation	17 17.0%

**Table 4.5 Knowing In Ear Beat VS Age**

		age				
		15 - 20 years	21 - 25 years	26 - 30 years	31 - 34 years	more than 35 years old
		Count	Count	Count	Count	Count
Have you	Search engine	13	14	12	10	2
known “In Ear	Facebook	11	5	2	4	2
Beat” from	Youtube	0	1	1	3	0
which	Event	2	1	0	0	0
channel?	Friend’s recommendation	10	3	1	3	0

With regards to Table 4.4, it seems like many people get to know about In Ear Beat through search engine; Google, 51%. Another channel which people learn about In Ear Beat is Facebook, 24%. Friend recommendation represents another 17%. Youtube and events represent only 8%, which are quite small. From Table 4.5, the result indicated that those who are 15 – 20 years old, the biggest group of respondents, know about In Ear Beat from all top three channels. So In Ear Beat might need to invest in all these channels to promote further to attract new students.

## 4.1 Interest in Electronic Music

**Table 4.6 Preference for Electronic Music**

**I really like to listen to electronic music. That is the reason I choose to study it.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	2.0	2.0	2.0
Disagree	5	5.0	5.0	7.0
Neutral	23	23.0	23.0	30.0
Agree	21	21.0	21.0	51.0
Strongly agree	49	49.0	49.0	100.0
Total	100	100.0	100.0	

To describe Table 4.6, it seems like majority of respondents, 70%, like this type of music and decides to study this electronic music. Only 7% choose to study it, even they do not like it.

**Table 4.7 Able to Play**

**I really like to listen to electronic music. That is the reason I choose to study it.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	0	0	0	0
Disagree	4	4.0	4.0	4.0
Neutral	29	29.0	29.0	33.0
Agree	19	19.0	19.0	52.0
Strongly agree	48	48.0	48.0	100.0
Total	100	100.0	100.0	

By asking them different question whether they want to see themselves be able to play it or not, 67% of respondents agree that they want to be able to play it,

according to Table 4.7. Only 4% do not want to be able to play it. They might not like this type of music after studying.

**Table 4.8 Capability**

**I choose to study it, because I want to see myself capable of doing it.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	2	2.0	2.0	3.0
	Neutral	14	14.0	14.0	17.0
	Agree	30	30.0	30.0	47.0
	Strongly agree	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

Respondents' answers in Table 4.8 also confirm that most of respondents, 83%, want to see themselves capable of doing it. Only 3% do not want to be able to play it.

**Table 4.9 Difficulty of Electronic Music**

**I feel that it is not hard to study. That is the reason I choose to study it.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	6.0	6.0	6.0
	Disagree	5	5.0	5.0	11.0
	Neutral	22	22.0	22.0	33.0
	Agree	30	30.0	30.0	63.0
	Strongly agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

Apart from capability, 67% of respondents, Table 4.9, state that it is not that hard to study this type of music, which is the reason why they choose to study it. Only 11% of respondents believe that it is quite difficult.

## 4.2 Expected Benefit; Outstanding among peers

In this section, respondents were asked to rate each statement whether they will be jealous by their friends or able to stand out among peers in their feelings or not.

**Table 4.10 Envious from Friends**

**If I can play this music, my friends will envious of me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	23.0	23.0	23.0
	Disagree	19	19.0	19.0	42.0
	Neutral	29	29.0	29.0	71.0
	Agree	15	15.0	15.0	86.0
	Astrongly agree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

According to Table 4.10, it seems like this is the not the major reason why they choose to study or to play this music. 42% of respondents do not agree with the statement. Only 29% of respondents agree with it.

**Table 4.11 Showing Off****If I can play this music, I can show it off to others**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly disagree	14	14.0	14.0	14.0
	Disagree	11	11.0	11.0	25.0
	Neutral	38	38.0	38.0	63.0
	Agree	21	21.0	21.0	84.0
	Strongly agree	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

If they can play this music, some of respondents, 25%, believe that they will not show it off to others. Only 37% decided to do, if they can play it. Answers of respondents are quite mixed in this case, as the result indicated that those who do not express neither agree nor disagree are 38%. This implies that showing off is not the reason they choose to study this music.

**Table 4.12 Proud of Oneself****If I can play this music, I will be very proud of myself**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly disagree	0	0	0	0
	Disagree	2	2.0	2.0	2.0
	Neutral	12	12.0	12.0	14.0
	Agree	20	20.0	20.0	34.0
	Strongly agree	66	66.0	66.0	100.0
	Total	100	100.0	100.0	

From Table 4.12, respondents seem not interest to show it off or get envious from others, but they will feel proud of themselves, if they can play it. 86% of

respondents agree with the statement. They will be very proud of themselves, if they can do so. Only 2% do not feel proud about it.

### 4.3 School Environment

For this variable, school environment, respondents were asked about how school's environment can affect their motivation to study. The school's environment include with decoration, equipment, and course outline.

**Table 4.13 Equipment of School**

**I choose to study at In Ear Beat, because this school can provide me a great equipment to play and to try**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	3	3.0	3.0	4.0
	Neutral	11	11.0	11.0	15.0
	Agree	34	34.0	34.0	49.0
	Strongly agree	51	51.0	51.0	100.0
	Total	100	100.0	100.0	

According to Table 4.13, respondents were asked whether the equipment of school is the reason that they choose to study here or not. 85% of respondents agree with the statement that In Ear Beat's equipments are the reason they choose to study here. Only 4% disagree with the statement.



**Table 4.14 Teacher****I choose to study at In Ear Beat, because of music teacher.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Neutral	15	15.0	15.0	15.0
Agree	28	28.0	28.0	43.0
Strongly agree	57	57.0	57.0	100.0
Total	100	100.0	100.0	

Not only equipment, but teacher also plays an important role in creating school environment. According to Table 4.14, majority of respondents, 85%, agree that music teacher at In Ear Beat is the reason they choose to study there.

**Table 4.15 Teaching Environment****I choose to study at In Ear Beat, because of the teaching environment.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	5	5.0	5.0	6.0
Neutral	19	19.0	19.0	25.0
Agree	36	36.0	36.0	61.0
Strongly agree	39	39.0	39.0	100.0
Total	100	100.0	100.0	

Teaching environment at In Ear Beat also encourages the students to come to study here. According to Table 4.15, 75% of respondents prefer to study here, because of the teaching environment. Only 6% disagree.



**Table 4.16 Course Outline****I choose to study at In Ear Beat because of the course outline**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	0	0	0	0
Disagree	3	3.0	3.0	3.0
Neutral	11	11.0	11.0	14.0
Agree	37	37.0	37.0	51.0
Strongly agree	49	49.0	49.0	100.0
Total	100	100.0	100.0	

To describe Table 4.16, respondents also agree that course outline provided at In Ear Beat also encourage them to choose to study here. About 86% of respondents agree with the statement. Only 3% disagree.

#### **4.4 Following the Trend or Idol Influence**

Some students also decide to study, because of trend or idols that they like. However, it seems not to be the case, because only 20% of respondents agree with this. About 49% of respondents do not choose to study electronic music, because they want to follow the trend or their idols according to Table 4.17.

**Table 4.17 Study Because of Others' Talk**

**I decide to study this electronic music, because many people are talking and doing it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	26	26.0	26.0	26.0
Disagree	23	23.0	23.0	49.0
Neutral	31	31.0	31.0	80.0
Agree	12	12.0	12.0	92.0
Strongly agree	8	8.0	8.0	100.0
Total	100	100.0	100.0	

**Table 4.18 Popularity Elsewhere**

**I choose to study this, because it is very well-known and popular else where**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	18	18.0	18.0	18.0
Disagree	17	17.0	17.0	35.0
Neutral	36	36.0	36.0	71.0
Agree	19	19.0	19.0	90.0
Strongly agree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

With regards to Table 4.18, popularity elsewhere also not to be the reason why they choose to study it, only 29% of respondents agree with the statement. Another 35% do not agree with the statement. From looking at answers of respondents for this variable, it seems like following the trend or idol influence do not have much effect on studying decision.

Before proceeding to review the relationship of each variable on studying decision, the mean of each variable will be displayed in the below table to see which variable score the most according to respondents' point of view.

**Table 4.19 Summarized of Variable Importance**

Criteria	Mean	Level of Importance
Interest in electronic music	4.10	Very Important
Expected benefit	3.47	Moderate Important
School environment	4.28	Very Important
Idol & Trend	2.79	Moderate Important

According to Table 4.19, it describes the level of importance with mean of each variable. The very important variables are school environment at mean 4.28, and interest in electronic music at mean 4.10. The other variables, expected benefit and Idol & trend are moderate important at mean 3.47 and 2.79 orderly.

**Table 4.20 Result of Multiple Regression Analysis**

**Correlations**

		Study intention	Interest	Sense achievement	School	Idol & Trend
Pearson Correlation	Study intention	1.000	.453	.121	.605	.321
	Interest	.453	1.000	.377	.378	.397
	Sense Achievement	.121	.377	1.000	.292	.548
	School	.605	.378	.292	1.000	.252
	Idol & Trend	.321	.397	.548	.252	1.000
	Sig. (1-tailed)	Study intention	.	.000	.114	.000
	Interest	.000	.	.000	.000	.000
	Sense Achievement	.114	.000	.	.002	.000
	School	.000	.000	.002	.	.006

**Table 4.20 Result of Multiple Regression Analysis (cont.)**

	Study intention	Interest	Sense Achievement	School	Idol & Trend
Idol & Trend	.001	.000	.000	.006	.
Study intention	100	100	100	100	100
interest	100	100	100	100	100
Sense Achievement	100	100	100	100	100
School	100	100	100	100	100
Idol & Trend	100	100	100	100	100

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.691 <sup>a</sup>	.477	.455	.53588	.477	21.654	4	95	.000	2.116

a. Predictors: (Constant), idol trend, school, interest, sense achievement

b. Dependent Variable: study intention

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.873	4	6.218	21.654	.000 <sup>b</sup>
	Residual	27.281	95	.287		
	Total	52.154	99			

a. Dependent Variable: study intention

b. Predictors: (Constant), idol trend, school, interest, sense achievement

**Table 4.20 Result of Multiple Regression Analysis (cont.)****Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.103	.394		2.798	.006	.320	1.885
Interest	.259	.085	.262	3.038	.003	.090	.429
Expected Benefit	-.200	.072	-.253	-2.763	.007	-.344	-.056
School Environment	.554	.086	.524	6.427	.000	.383	.725
Idol & Trend	.154	.063	.224	2.447	.016	.029	.280

a. Dependent Variable: study intention

By analyzing the relationship of each variable with study intention, there are the factors of interest in electronic music, school environment and idol and trend which have a positive relationship to study intention, but the factor of expected benefit has a negative relationship to study intention in term of uniqueness and gain popularity from it. However, all factors are statistically significant, meaning we are confident in the measurement of the coefficient. These factors are able to explain dependent factor, study intention at In Ear Beat, about 45.5%, with significance of R-Square value that is less than 0.05 as required.

**Table 4.21 Regression Equation**

$$\text{Study Intention} = 1.103 + 0.259 \text{ Interest} - 0.200 \text{ Expected Benefit} + 0.554 \text{ School Environment} + 0.224 \text{ Idol\&Trend}$$

The regression equation can be written in table 4.14. The coefficient can be presented as a change in dependent variable when the independent variable changes for every one unit, but other variables are constant. Study intention will increase

0.259, if the interest increases 1 point. It can be applied to other independent variables which have positive value in the model. Conversely, if the independent variables are negative like expected benefit factor, we can interpret that for every 1 unit increases in expected benefit, the study intention of the student will decrease 0.200.

The factor which has the strongest correlation to study intention and can be controlled by In Ear Beat, is school environment, at 0.554. This factor can be the key selling point of the school in term of music teacher and the school's facilities. The second factor which has less strong correction to study intention is interest in electronic music at 0.259. This factor concentrates on personal interest and passion related to students' motivation to study and willing to see themselves to able to do it. The third factor is idol and trend which has little correlation to Study intention at 0.154 comparing with previous two factors. So, the school should focus on three factors when they want to promote their school. However, the last factor that has negative correlation to study intention at -0.200 is expected benefit. Showing off or being stand out among of people is not necessary for the student to study electronic music at the school because they feel proud of themselves if they can do it. The more they feel that learning electronic music is for showing off or being different from people, the less they are willing to learn electronic music.

Apart from that researcher also run T-Test and One way Anova to find the difference between each factor among gender and age group. It seems like there is no significant difference between each group, so marketer can choose to create one advertisement for all groups. To create a campaign, marketer should focus on school especially teacher and great music equipment, and also what In Ear Beat can offer as course outline to encourage people to join the course.

## **4.5 Discussion**

Eccle et al. (1983) and Bandura (1993) stated that interest or having passion on anything will cause or drive that person to study or to participate in the choice they made. In this case, electronic music, students are very likely to take the course or enroll to study, because they interest or have passion in it. Other researchers also pointed out similar findings that to study something one must have confidence to



do so. If they do not feel that they can do it, they will not take it in the first place. So it is quite clear that those students who enroll themselves in the study of electronic music, they have confident that they can study and able to perform it in the end. From our study, it also yields similar result. Students express that they want to study this type of music and have confident in doing so. So they choose to study it. This factor, interest in electronic music, is one of the most important reasons why they choose to study and to enroll themselves at In Ear Beat.

Another reason why students want to study is the expected benefit of performing this type of music in the future. Eccles et al (1983) stated that if students feel that the task is important and valuable to them, they will try their best to perform and to complete this task successfully. In this case, students want to be able to stand out among peers in term of uniqueness and gain popularity from it. However, our analysis yields different result. Although respondents rated this factor, expected benefit, quite high in their answers, but it has negative correlation with study intention. Accordingly, expected benefit has negatively impact on students who choose to study electronic music at In Ear Beat.

When students decide to study electronic music, they will choose the school they want to enroll. In this case, school environment; equipment, music teachers, course, content, and etc., can play an important part which influence students. According to Macmillan (2004), they stated that music teacher have the ability to create a more meaningful musical learning experience for students which makes them a key role and unique place in students' lives. From our study, school facilities; equipment, course outline, and teachers, are the most important reason to describe why students decide to study electronic music at In Ear Beat. So our finding is similar to what other researchers have found.

As the rise of electronic music emerges from aboard, people can listen to it over internet and able to experience it easily. Favorite or popular idols also play an important role in leading the trend. Some people like to listen or to play it, because they want to follow whom they admire or adore. So the last factor which researcher has conducted a study is international popularity, following idols or trend. For this factor, our survey conducted among In Ear Beat's students yield positive result, but this factor does not have much impact on students' intention to study electronic music

at In Ear Beat. Although it has some correlation with study intention, but very little, comparing to school facilities and interest in electronic music.





## CHAPTER V

### SUMMARY & CONCLUSION

#### 5.1 Research Questions and Findings

Electronic music has been introduced since 1875 and been around since then. The trend of electronic music has emerged and gained popularity in Thailand few years ago. Those who have been aboard brought back the culture or trend of electronic music back to Thailand as well. Due to the gain of popularity of electronic music, In Ear Beat takes this opportunity of rising trend to teach those who interest in this type of music.

By conducting surveys and analyzing answers from respondents, researchers could find out that some factors can positively affect study intention, but some is not. Table 5.1 below will listed out all factors and results.

**Table 5.1 Criteria & Summarize**

To summarize the overall finding, please refer to table below for more information:

Item	Accepted/Rejecte	Reason	Significant
Hypothesis 1	Accepted	Interest in electronic music encourage people to study	0.003
Hypothesis 2	Accepted	People do not decide to study, because they want to show off. Negative impact on study intention	0.007
Hypothesis 3	Accepted	In Ear Beat's facility encourage people to come to study	0.000

**Table 5.1 Criteria & Summarize (cont.)**

Hypothesis 4	Accepted	People do follow their favorite idols and trend to some extend	0.016
--------------	----------	----------------------------------------------------------------	-------

Only hypothesis 2 or expected benefits yields negative effect on study intention. The higher score or more thought of showing off, the less intention that students want to study this type of music.

Out of four factors which researcher has conducted a research on, it seems like school facilities is the most important reason why students choose to study at In Ear Beat. Other important factors are interest in electronic music and idol and trend or international popularity. For some students, expected benefit might be important, but it does not have any or much correlation with study intention at In Ear Beat.

## 5.2 Recommendation

In order to attract more students to study electronic music at In Ear Beat, research would suggest In Ear Beat to focus on two factors first; promoting school facilities to those who express their interest in study electronic music. According to T-Test and Anova results, there is no difference between each group of students who decide to study electronic music. So we can treat this market as a whole, no need to create different campaign for each group of student. To be precise, In Ear Beat should focus on course outline and music teacher. These two first factors are what respondents or students rated very high. By promoting these two aspects of school to those who interest in electronic music, it will greatly encourage them to come to study at In Ear Beat. Moreover, celebrity or idol endorsement can be used to promote in the campaign as well, but it might cost some promoting fees. Celebrities or idols can also encourage people to study, because this factor, idol and trend, has relationship with study intention, although it is not a strong one.

To promote In Ear Beat over internet, school should emphasize on school environment, especially music teacher. By filming how teachers and students interact with each other in the class and what In Ear beat can offer to support every student to

play the music, it will help to encourage those who interest in this type of music to apply, because school facility and interest in music are factors which can affect study intention positively and greatly.

### **5.3 Limitation and Future Research**

There are some limitations to this study. Time constraint is major limitations for this research. If there is more time, researcher could distribute questionnaires to non In Ear Beat students who interest in electronic music in order to find out which factor can influence them to come to study at In Ear Beat or take a course in electronic music. Not only that, questionnaires can be launched to a bigger group of respondents to collect more necessary information to provide better and more accurate result. Group interview could be conducted in order to find out the insight why students are interested in electronic music and why they decide to study In Ear Beat.

## REFERENCES

- Asmus, E.P., & Harrison, C.S. (1990). Characteristics of motivation for music and musical aptitude of undergraduate nonmusic major, *Journal of Research in Music Education*
- Eccles, J. (1983) Children's motivation to study music. Documentary Report of the Ann Arbor Symposium on the Applications of Psychology to the teaching and Learning of Music.
- Eccles, J. (1994) Understanding women's educational and occupational choices: Applying the Accles et al. model of achievement-related choices
- Cross, I. (2001). Music, cognition, culture, and evolution. *Annals of the New York Academy of Science*, 930, 28-42.
- Darwin, C. (1871). *The descent of man and selection in relation to sex*. London: John Murray.
- Davidson J.W., Borthwick, S.J. 2002. Family dynamics and family scripts: a case study of musical development. *Psychology of music*, 30: 121 – 136
- Fogelson, S. (1973). Music as a distracter on reading-test performance of eighth grade students. *Perceptual and Motor Skills*, 36, 1265-1266.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Re-* (2nd ed.). Available at [socialresearchmethods.net/lkb/index.search](http://socialresearchmethods.net/lkb/index.search): Competencies for Analysis and Application (8th htm ed.). Upper Saddle River, NJ: Merrill.
- Hagen, E. H., & Bryant, G. A. (2003) . Music and Dance as a coalition signaling system. *Human Nature*, 14, 21-51.
- Hargreaves , D.J., North, A.C. 1999 . The functions of music in every day life: Redefining the social in music psychology. *Psychology of Music*, 27: 71 – 83.
- Hall, J. (1952) The effect of background music on the reading comprehension of 278 eighth and ninth grade students. *Journal of Educational Research*, 45, 451-458.

- Kretz, Bernhard. The life and work of Elisha Gray. The Palatin Project. N.p.. Web. 12 Dec 2012.
- Kvet, E.J., & Watkins, R.C. (1993). Success attributes in teaching music as perceived By elementary education majors. *Journal of Research in Music education*.
- Merker, B. (2000). *Synchronous choring and human origins*. In B. Merker & N. L. Wallin (Eds.), *The origins of music* (pp. 315-327). Cambridge, MA: MIT Press.
- Miller, G. F. (2001). *The mating mind: How sexual choice shaped the evolution of human nature*. New York: Anchor Books.
- Nunnally J. and Bernstein I.H. (1994). *Psychometric Theory*. New York, NY: McGraw-Hill, Inc.
- Pinker, S. (1997). *How the mind works (1<sup>st</sup> ed.)*. New York: Norton.
- Sichivitsa, V. (2004). *Music motivation : A study of fourth, fifth, and sixth grader's intentions to persist in music*. *Contributions to Music Education*.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition (2<sup>nd</sup> ed.)* Chicago and London. University of Chicago Press.
- Troy Farsakian. *The Evolution of Electronic Music*. University of Illinois at Urbana-Champaign. Fall 2012
- Zdzinski, S.F. (1996). *Parental involvement, selected student attributes, and learning outcomes in instrumental music*. *Journal of Research in Music Education*.





## APPENDIX A: Questionnaires

### Questionnaire

“Factors that influence students to study electronic music at IN EAR BEAT”

This questionnaire has been developed by Mahidol University’s International Student to be used for Thematic Study. All of the information given by respondents will be treated with high confidentiality and the given information will be used for education purpose only. Please complete all questions truthfully by selecting the answers you prefer or fit with your opinion.

---

#### Part 1 Demographic

1. What is your gender?

- a) Male
- b) Female

2. Age

- a) 15-20 Years
- b) 21-25 Years
- c) 26-30 Years
- d) 31-35 Years

3. What is your monthly income in Baht?

- a) Below 15,000
- b) Between 15,000 – 25,000
- c) 25,001-35,000
- d) 35,001-45,000
- e) 45,001and above

4. What is your level of education?

- a) High School
- b) Bachelors
- c) Masters
- d) PhD

5. What is your occupation?

- a) Employees
- b) Business owners
- c) Government employees
- d) Students

6. What is your position in music field?

- a) No, I'm just interesting in music.
- b) Musical student
- c) Musician
- d) DJ
- e) Producer
- g) Music production

7. How many minutes do you usually take to travel from your house to In Ear Beat?

- a) Less than 20 minutes
- b) About half an hour
- c) Approximately 45 minutes
- d) 1 hour and more

8. What is the main reason you decide to study or to take course here at In Ear Beat?

- a) Interest in electronic music
- b) Following the trend or idols influence
- c) Expected benefit; Outstanding among peers
- d) School environment

9. Have you known “In Ear Beat” from which channel?

- a) Search engine eg. Google
- b) Facebook
- c) Youtube
- d) Event
- e) Your friend recommended.

#### **Interest in Electronic Music**

Please rate your opinion toward each statement. Choices range from 1, strongly disagree, to 5, strongly agree.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I really like listen to electronic music. That is the reason I choose to study it.					
I want to see myself be able to play it. That is the reason I choose to study it.					
I choose to study it, because I want to see myself capable of doing it.					
I feel that it is not hard to study. That is the reason I choose to study it.					

### Expected benefit; Outstanding among peers

Please rate your opinion toward each statement. Choices range from 1, strongly disagree, to 5, strongly agree.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
If I can play this music, my friends will envious of me					
If I can play this music, I can show it off to my friends					
If I can play this music, I will be very proud of myself					

### School Environment

Please rate your opinion toward each statement. Choices range from 1, strongly disagree, to 5, strongly agree.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I choose to study at In Ear Beat, because this school can provide me a great equipment to play and to try.					
I choose to study at In Ear Beat, because of music teacher.					
I choose to study at In Ear Beat, because of the teaching environment. ( atmosphere and decoration )					
I choose to study at In Ear Beat because of the course outline					

### Following the Trend or Idols Influence

Please rate your opinion toward each statement. Choices range from 1, strongly disagree, to 5, strongly agree.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I decide to study this electronic music, because many people are talking and doing it					
My favorite idols or actors or actresses are playing this kind of music, and it is the reason I want to be like them.					
I choose to study this, because it is very well-known and popular elsewhere					

### Studying at In Ear Beat

Please rate your opinion toward each statement. Choice range from 1, strongly disagree, to 5, strongly agree.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
I think "In Ear Beat" can completely serve my expectation.					
I will recommend my friend to study "In Ear Beat".					
If I can make my choice to study this kind of music once again or continue my course, I will decide to study at In Ear Beat.					

Thank You